



**FIVE-YEAR ACADEMIC CONTRACT REVIEW
COLLEGE OF OSTEOPATHIC MEDICINE
NOVA SOUTHEASTERN UNIVERSITY**

**Report and Recommendations by the
Florida Postsecondary Education Planning Commission**

January 2001

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The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (ss 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

A major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, Turlington Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (850) 488-7894; FAX (850) 922-5388; Website - www.firn.edu/pepc

POSTSECONDARY EDUCATION PLANNING COMMISSION

*Five-Year Academic Contract Review
College of Osteopathic Medicine
Nova Southeastern University*

January 2001

TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
I. INTRODUCTION	1
II. THE DELIVERY OF MEDICAL CARE	2
Supply and Demand of Physicians in Florida: The Current Context	
Overview of Medical Education	
Medical Education in Florida	
III. OSTSEOPATHIC MEDICINE	5
Overview of Osteopathy	
Osteopathic Medical Education in the U.S.	
Nova Southeastern University College of Osteopathic Medicine	
IV. STATE SUPPORT FOR NSU-COM:FUNDING, PLANNING AND POLICY ISSUES	11
The State Academic Contract	
State Contract Funding	
Post-doctoral Training	
Tracking the Placement of Graduates	
APPENDICES	
A Five-Year Contract Report Form	
B Consultant Report: Doctor of Osteopathy - Nova Southeastern University	

EXECUTIVE SUMMARY

In accordance with the provisions of Section 140.147 (4), Florida Statutes and the State Board of Education Rule 6A-10.032, the Postsecondary Education Planning Commission has conducted a comprehensive five-year review of the existing academic program contract between the State Department of Education and Nova Southeastern University's College of Osteopathic Medicine (NSU-COM).

In June of 2000, NSU-COM requested an increase in state funding and an increase of 30 students in capacity provided by the academic contract. At its September meeting, the Commission recommended a continuation of state support for the 2001-2002 year at \$3,257,625 (365 students at the SREB contracting rate of \$8,925 per student) and directed the comprehensive review of the osteopathy contract.

Following its review, the Commission endorsed the continuation of the state academic contract with NSU-COM. The Commission recommended an increase in the level of state funding for this program above the level expressed in the 2001 Department of Education budget request. The specific new funding recommendation and supporting recommendations follow:

Recommendations:

- 1. The state academic contract that supports the Nova Southeastern University's College of Osteopathic Medicine should be continued.***
- 2. The Nova Southeastern University College of Osteopathic Medicine funding recommendation in the Department of Education's 2001-2002 budget request should be amended as follows:***

***\$4,025,375 to support 395 students at \$8,925 per student
(SREB contracting rate for 2001-2002);
Includes \$500,000 for managed care grant***

- 3. A greater proportion of the state funds that are appropriated per Florida resident in the NSU-COM program should be directly applied to the tuition charges of these students to further reduce their education costs.***
- 4. The increase in state funding for the NSU-COM should be utilized to increase the number of Florida residents in the program. With increased state funding and student slots for the NSU-COM, a resulting increase in the number of osteopathy graduates should be realized.***
- 5. NSU-COM should annually report on the results of its efforts to provide additional postgraduate training locations and specialty training opportunities for its graduates, as a part of the state contract reporting process.***

6. *NSU-COM's commitment to improve its efforts to collect specific placement data on its graduates should be fulfilled as a priority goal of the College. Data that is collected should include demographic data on graduates, graduates in training by geographic location, both in state and out-of-state (including Health Professions Shortage Areas), and the specialty practice area of graduates.*

I. Introduction

The College of Osteopathic Medicine (COM) at Nova Southeastern University, founded in 1979, remains the only college of osteopathic medicine in the Southeastern United States. Nova Southeastern University was established in 1994 through a merger of Nova University and the Southeastern University of the Health Sciences. The University's Health Professions Division houses the Colleges of Osteopathic Medicine, Pharmacy, Optometry, Allied Health, Medical Sciences and Dental Medicine and enrolls over 2,500 students.

Nova Southeastern University College of Osteopathic Medicine (NSU-COM) has been granted accreditation by the Bureau of Professional Education of the American Osteopathic Association, the accrediting agency for colleges educating osteopathic physicians and surgeons. Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

The College of Osteopathic Medicine is dedicated to "training students in all aspects of medicine, especially primary care, to meet the health needs of the citizens of Florida, with a commitment to family medicine and a focus on rural and underserved populations." Osteopathic medicine encompasses all segments of medical education and scientifically-accepted methods of treatment, but unlike allopathic medical training, emphasizes the relationship between the body's muscular-skeletal structure and holistic organic function.

The Nova Southeastern University College of Osteopathic Medicine initially received state funding for its 1981 charter class of 32 students at \$3,125 per student. Since that time, the level of state support and specific appropriation per student has steadily increased. Since 1984, the capitation amount per student has equaled the amount specified in the interstate contracting program for osteopathic medicine coordinated by the Southern Regional Education Board (SREB).

The Commission conducted a five-year contract review of the NSU-COM program in 1995. At that time, the Commission recommended that the state academic contract should be continued and recommended an increase in support from 331 students to 380 students. The 1996 Legislature, however, appropriated funds at the level of the previous year.

In June of 2000, Nova Southeastern University presented a request for an increase in student funding and student capacity provided by the academic contracts for its osteopathy, pharmacy and optometry programs. At its September meeting, the Commission called for a comprehensive review of the osteopathy contract program.

To assist in this five-year review of the NSU-COM academic contract, the Department of Education's Office of K-16 Articulation, in conjunction with the Commission, contracted with Dr. Mitchell Kasovac, D.O., former Dean of the College of Osteopathic Medicine of the Pacific. Dr. Kasovac's report appears in Appendix B.

II. The Delivery of Medical Care

Supply and Demand of Physicians in Florida: The Current Context

Florida health care professionals, medical educators and legislators have repeatedly identified critical areas of need in regard to physician training in the State: the lack of adequate supply of primary care physicians in general, the lack of an adequate supply of physicians in rural areas and an under-supply of primary care physicians who have adequate training in geriatrics. Numerous programs have been enacted by the Legislature to address these shortages (*Medical Education Reimbursement And Loan Repayment Program, Florida Minority Medical Education Program, Area Health Education Center Network, Rural Health Network Cooperative, Community Hospital Education Act*, and others), but have had an uneven impact on the physician workforce in the shortage areas of the State.

In a comprehensive 1999 report: *An Assessment of the Adequacy and Capacity of Florida's Medical Education System*, conducted for Florida State University and the Board of Regents, MGT of America, Inc. concluded that the state will face a growing, significant shortage of physicians over the next 20 years. The report stated that Florida needs an average of approximately 3,000 new physicians per year over the next 20 years to catch up with other states based on Florida's current population numbers, age and per capita income and to meet the demands caused by physicians leaving active practice, growth of the state's population, the aging of the state's population and the growth in the state's per capita income.

A number of national studies in the late 1990s, however, suggested that the U.S. as a whole is not facing a shortage of physicians, but rather an oversupply. As in all states, the distribution of physicians in Florida is uneven. Physicians are less likely to practice and live in geographic areas sparsely populated or economically depressed or in areas removed from other medical/health resources. The Department of Health reports that there are many areas in Florida in need of primary care physicians, particularly in rural areas and in the large cities of the State.

During 1998-99, the Board of Regents reviewed extensive information on the need for medical education. Each of the four Florida medical schools participated in this review. Following the review, the Board of Regents did not support the establishment of a new allopathic medical school in the State University System (at Florida State University). Among its relevant conclusions, the BOR stated that:

- ◆ Florida is not experiencing a crisis which demands a major increase in the numbers of physicians practicing in the State.
- ◆ There is a shortage of primary care physicians in the State who work in core inner city and rural areas.
- ◆ Shortfalls in primary care physicians who will practice in specific geographic sites can be addressed most rapidly through increased State funding for residencies and fellowships.

The Chancellor concluded that "expanding access to medical education will not increase materially the physician work force, or substantially change its distribution by specialty and/or location." The Chancellor recommended expanding the capacity of the State's four medical schools by adding 150 additional new students per year.

Following a focused review of the need for an additional state medical school, however, the 2000 Legislature established a four-year allopathic medical school within Florida State University. Chapter 2000-303, Laws of Florida, states that the primary mission of the school will be *“to meet the primary health care needs of the state’s elderly, rural, minority and under-served residents.”* This law cites research from the MGT report to buttress the need for additional physicians, including the following statistics:

- ◆ The U.S. Department of Health and Human Services identified 67 regions in Florida, including 13 entire counties, as Health Professional Shortage Areas;
- ◆ 40 percent of the state’s 67 counties have fewer than 100 doctors per 100,000 population (national average is 221 doctors per 100,000)
- ◆ 3.2 million residents are over 60 years of age and 60-70 percent of persons seeking medical care are age 60 and over;
- ◆ Florida has large areas of medically underserved minority populations.

The specific purposes of the FSU medical school are to prepare physicians to practice primary care, geriatric and rural medicine, to make use of emerging technologies, to enhance research in these areas and to provide access to medical education to groups which are under-represented in the medical profession. Enrollment levels are planned not to exceed 120 students per class and will be phased in beginning with a charter class of 40 students in Fall 2001. The combined total of specific appropriations to implement this legislation was in excess of \$50 million. It is generally agreed that it will take upwards of eight years for the State to reap the impact of graduates of this new medical school.

Overview of Medical Education

There are two complete systems of medicine that utilize all available medical treatments: allopathic medicine, which grants the degree of Medical Doctor, and osteopathic medicine, which grants the Doctor of Osteopathy degree. Both kinds of physicians are licensed in all states and are equal in the eyes of the law. Doctors of Osteopathy undertake the same training as medical doctors. They attend four years of osteopathic medical school and participate in residency programs. Many graduates go on to specialize in fields such as surgery, internal medicine, or family practice. All physicians, both D.O.’s and M.D.’s must pass a state medical board examination to obtain a license and enter practice. Each state sets its own requirements and then issues the license for the physician to practice in that state. Doctors of osteopathy, like medical doctors, can write prescriptions and order laboratory testing, and are subject to board certification in their chosen specialty and membership in the American Medical Association

There are 125 medical schools in the U.S. that are accredited to award the M.D. degree. Fifty-nine percent of these schools are in public institutions of higher education. Most of the U.S. medical schools are small, highly selective institutions. One-half of the schools enroll less than 500 students and a typical class size is approximately 100-125 students.

The nation’s allopathic and osteopathic medical schools annually graduate over 18,000 new physicians each year. This supply of physicians is supplemented by approximately 5,700 physicians who are educated in other countries and become licensed to practice in the U.S. The

significant U.S. population growth in the past two decades has resulted in a 16 percent decline in U.S. medical school graduates per capita since 1981.

Medical Education in Florida

There are currently four medical schools in Florida: two public schools (the University of Florida and the University of South Florida) and two private schools (the University of Miami and Nova Southeastern University). As was stated, Nova Southeastern University operates the only medical program in osteopathy. Approximately 2,100 medical students are enrolled at these four institutions. Fall 2000 first year enrollments include the following: Nova Southeastern University – 180 students; the University of Florida – 130 students (up 10 from the previous year); the University of Miami – 150 students; and the University of South Florida – 112 students (up 16 from the previous year). It has been reported that Florida medical schools deny admission to between 300-400 qualified Florida residents annually.

The Program in Medical Sciences (PIMS) is a joint program between Florida State University and the University of Florida College of Medicine designed to provide the first year of medical education to 30 students at the FSU campus. Upon satisfactory completion of all program requirements students transfer to the University of Florida campus in Gainesville for their final three years of training leading to the M.D. degree.

Residency programs in Florida are located at six large urban teaching hospitals and at selected community hospitals throughout the State. Physician trainees typically select what field of medicine to pursue during the residency assignment. The State licenses physicians to practice medicine, not any particular specialty, although many physicians become board-certified in a specialty, such as family medicine, pediatrics, surgery, geriatrics, ob/gyn., etc.

For the 44,500 licensed physicians in Florida in 1999, Florida medical schools represented approximately 12 percent of the medical schools attended by all allopathic physicians that are licensed. Florida licensed 2,268 new physicians in 1998-99. According to the Department of Health, Florida medical schools represented approximately eight percent of medical schools attended by new/initial allopathic physicians licensed in Florida in 1999. The four Florida medical schools graduate approximately 500 physicians annually, of which about 275 practice in Florida.

The Board of Regents Office of Health Affairs has annually compiled medical specialties selected by the graduates of the state's four medical schools. In its most recent report of 1997 graduates, 65 percent of NSU-COM graduates, 14 percent of UF graduates, 30 percent of UM graduates and 15 percent of USF graduates elected the "family practice" specialty. For this cohort, 49 percent of NSU-COM graduates, 49 percent of UF graduates, 29 percent of UM graduates and 42 of USF graduates selected a residency location in Florida.

III. Osteopathic Medicine

Overview of Osteopathy

Osteopathy is a holistic approach to the practice of medicine that emphasizes the interrelation of all bodily systems. Osteopathic medicine is distinguished by an emphasis on primary care, utilization of osteopathic manipulative medicine when indicated, and a tradition of caring for patients in underserved rural and urban areas.

Doctors of Osteopathy (D.O.) seek to understand how all the body's systems are interconnected and how each system affects the others. For this reason, the D.O. treats the body holistically, often focusing attention on the muscular-skeletal system, which reflects and influences the condition of other body systems, in an effort to discern underlying causes of ailment or injury. Osteopathy also stresses preventive medicine and encourages patients to maintain a healthy lifestyle.

Doctors of Osteopathy practice in all branches of medicine and surgery, from psychiatry to obstetrics to emergency medicine. The focus of osteopathy, however, is on primary care, and the majority of D.O.s are family-oriented, primary care physicians practicing in small towns or rural communities. According to the American Osteopathic Association, 64 percent of D.O.s practice in primary care settings.

Osteopathic Medical Education in the U.S.

To meet the growing demand for osteopathic care, the number of colleges of osteopathic medicine has increased from five to nineteen within the last 20 years. The colleges are located in the following states: Arizona, California (2), Florida, Illinois, Iowa, Kentucky, Maine, Michigan, Missouri (2), New Jersey, New York, Ohio, Oklahoma, Pennsylvania (2), Texas, and West Virginia (See Table 1). According to the American Association of Colleges of Osteopathic Medicine 1999 Annual Report, during the 1998-99 academic year, the 19 colleges enrolled 9,882 students, of whom 39 percent were women and 24 percent represented minority populations. In 1996, 10,781 applicants competed for 2,200 openings in the nation's osteopathic medical colleges. The AAOCM estimates that there will be 2,300 graduates of osteopathic medical colleges in 2000.

Table 1

**Colleges of Osteopathy
2000-2001 Tuition & Fees**

	Resident		Non-Resident
<u>Institution</u>	<u>Tuition & Fees</u>		<u>Tuition & Fees</u>
Arizona COM (AZ)	\$ 26,700		\$ 26,700
Chicago COM (IL)	21,816	^	27,711
Des Moines University Osteopathic Medical Center (IA)	24,000	^	24,000
Kirksville COM (MO)	24,400	^	24,400
Lake Erie COM (PA)	21,760		22,760
* Michigan State University COM (MI)	11,274		24,004
New York COM of NYIT (NY)	24,000		24,000
NSU College of Osteopathy (FL)	20,525		25,497
* Ohio University COM (OH)	12,630		18,408
* Oklahoma State University COM (OK)	9,552		24,244
Pikeville College SOM (KY)	23,100		23,100
Philadelphia COM (PA)	23,060		24,475
Touro University COM (CA)	25,060	^	25,060
University of Health Sciences COM (MO)	27,775		27,775
* U of Medicine & Dentistry of New Jersey SOM (NJ)	16,694		26,124
University of New England COM (ME)	26,320		26,320
* University of North Texas COM (TX)	6,550		19,650
* West Virginia SOM (WV)	13,070		32,350
Western University of Health Sciences (CA)	25,900		25,900
National Average: Public Institutions	\$ 11,628		\$ 24,130
National Average: Independent Institutions	\$ 24,186		\$ 24,982
* Denotes state-supported institution. ^ Denotes 1999-2000 tuition figure.			

To be considered for admission to any of the national 19 accredited osteopathic medical schools, applicants must possess a bachelor's degree encompassing specific science requirements. The osteopathic curriculum involves four years of academic study and emphasizes preventive medicine and holistic patient care. The first two years of the curriculum focus on basic sciences, and the third and fourth years emphasize clinical work, with much of the didactic focus on community hospitals, major medical centers, and doctors' offices. During the clinical years of study, students emphasize the study of general medicine and participate in medical research while rotating through urban, suburban, and rural settings to increase exposure to the different facets of medical practice. Osteopathic principles and practices, which emphasize the relationship between interconnected body systems, are integrated into the curriculum.

After completing osteopathic medical college, doctors of osteopathy serve a one-year internship, gaining practical experience in internal medicine, obstetrics/gynecology, family practice, pediatrics, and surgery. This internship experience ensures that osteopathic physicians are initially trained as primary care physicians even if they plan to pursue a specialty, which requires from two to six years of additional training.

Currently, over 41,000 doctors of osteopathy treat over 35 million Americans. According to the *Forecast of Osteopathic Manpower*, the number of D.O.s is expected to double over the next twenty years. Florida ranks fourth in the nation with the most osteopathic physicians in practice in 1999 according to the American Osteopathic Association's Distribution of Osteopathic Physicians.

Nova Southeastern University College of Osteopathic Medicine

The College of Osteopathic Medicine at Nova Southeastern University (NSU-COM), founded in 1979, remains the only college of osteopathic medicine in the Southeastern United States. The mission of the College follows:

Nova Southeastern University College of Osteopathic Medicine is dedicated to training students in all aspects of medicine, especially primary care, to meet the health needs of the citizens of Florida, with a commitment to family medicine and a focus on rural and underserved populations. Our undergraduate and graduate medical education emphasizes excellence, compassion, ethics, and osteopathic manipulative skills. We encourage leadership in the community through service, continuing medical education, research, and scholarly activity.

Although NSU-COM graduated its first class of doctors of osteopathy in 1985 (35 graduates) and is considered a relatively new college, it has already attained national distinction. The NSU-COM was the 1997 recipient of the annual Paul R. Wright Excellence in Medical Education Award, the most prestigious honor awarded by the American Medical Student Association (AMSA) and the first osteopathic medical school in the United States to be selected for this honor. Previous recipients of the award include Baylor College of Medicine, Harvard Medical School, and Mount Sinai School of Medicine. Additionally, the Dean of NSU-COM reports that a *US News & World Report* 1999 study of 144 medical schools utilizing 10 parameters that emphasize commitment to primary care ranked NSU-COM 38th in the U.S., third in the osteopathic profession, first among private osteopathic colleges and first among Florida's medical schools.

The College of Osteopathic Medicine is housed in the Health Professions Division complex, a newly dedicated \$50 million facility, covering 21 acres of the university campus. The Division includes eight buildings totaling 900,000 square feet of space for classrooms, laboratories, offices, the Health Professions Division Library, an outpatient health center, and a pharmaceutical care center. Program review consultant Dr. Kasovac was impressed with the facilities for teaching and learning and noted that the laboratory space for gross anatomy and microscopic courses is more than adequate.

To carry out its primary care mission, a Division of Primary Care Research has been established and is supported by a three-year \$706,182 Health Resources and Services Administration grant. Efforts in this division are coordinated by the College's new Office of Education, Planning and Research. Faculty members confirmed that all research programs involve students and serve as training programs.

The Doctor of Osteopathic Medicine at NSU is a professional degree requiring four years of advanced study. The curriculum provides academic and clinical training that prepares students for the practice of medicine in today's society. It is designed to fulfill the mission of training primary care physicians and is based upon successful academic models that have been carefully developed. A notable aspect of the clinical training program is a three-month clinical rotation ensconced in a rural setting in which residents in these communities have little access to quality health care. This rotation provides students an opportunity to care for various cultural and ethnic groups whose lifestyles and attitudes toward health care differ from those found in more traditional settings.

Students

Demand for admission to the NSU-COM mirrors most medical schools. Annually, more than 2,400 applicants seek one of the 180 first year slots. Since 1995, the number of first year students enrolled at the COM has increased from 100 to 180. The College increased its enrollment from 150 to 180 first year students in Fall 1999 following a statewide review of medical education initiated by the Florida Board of Regents and a recommendation by the Chancellor to increase enrollment at the four existing schools. The 30 student increase by NSU-COM was approved by the American Osteopathic Association.

NSU-COM admission standards are the same for both residents and non-residents of Florida. Table 2 below shows a 35 percent decrease in the number of applicants in the past four years and a significant decrease in the number and percentage of Florida residents in first year classes since 1998.

Table 2

Application, Admission, & Enrollment Data

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
Applicants	3,732	3,772	3,562	2,803	2,430
Applicants Admitted	202	240	230	206	301
Applicants Admitted and Enrolled	150	150	150	183	180
Florida Residents	76 (51%)	94 (63%)	101 (67%)	94 (51%)	87 (48%)
Non-Florida Residents	74	56	49	89	93

The 1999-2000 student body totaled 651 full-time students, 70 percent of whom were Floridians. Of the total enrollment, 37 percent were women, 63 percent were men, 28 percent represented minority populations and 2 percent were international students. A total of 255 and 265 state

contract students were enrolled in the four-year program in 1998 and 1999 respectively. Eighty-two percent of 1999-2000 graduates entered primary care specialties, and in 1997 and 1998, 42 percent of graduates accepted residencies within Florida.

Table 3

Gender and Ethnicity of COM Students

	<u>Men</u>	<u>Women</u>	<u>Am. Ind.</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Other</u>
1996	365	187	4	57	30	45	416	0
1997	373	214	5	78	27	48	429	1
1998	388	216	4	101	23	47	421	8
1999	413	241	4	108	21	54	455	12
2000	417	265	5	127	22	53	457	18

Table 4

Number of COM Students Receiving Contract Funding

	<u>Men</u>	<u>Women</u>	<u>Am. Ind.</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Other</u>
1996	249	125	2	31	24	44	274	0
1997	232	142	2	39	22	49	262	0
1998	249	124	1	49	22	48	250	3
1999	255	161	3	57	21	58	272	5
2000	244	170	3	64	18	51	268	10

Tuition for the 2001-2002 academic year at NSU/COM will be \$20,525 for Florida residents and \$25,497 for out-of-state students. College data reveals that approximately 85 percent of COM students receive some form of financial aid. Eighty-five percent of students receive loans, 21 percent receive grants or scholarships and five percent receive work-study aid. According to a *U.S. News & World Report* study on U.S. Medical Schools, the average indebtedness for 1998 NSU-COM graduates was \$128,500, which was the highest average amount for graduates of the four Florida medical schools.

Dr. Kasovac noted that COM graduates maintain exemplary scores on the national board licensing examinations (NBOME/COMLEX). In the past four years, COM passing rates are 93.6 percent (part I) and 92 percent (part II). All COM graduates receive appointments to internships and most pursue residency training in the primary care fields, especially family medicine.

The consultant team interviewed seven osteopathic medical students, including students from all four years of the educational program. Six of the seven students reported that they have intentions toward primary care training following graduation. The students praised the expertise

of the faculty, the rigor of the curriculum and the quality of the facilities that are available to them. They discussed concerns regarding the lack of adequate osteopathic post-graduate training positions in Florida, as well as a mix of specialty programs. The students confirmed that all graduates enter post-graduate training and reported that most of the available programs are in family practice.

Faculty

During the 1999-2000 academic year, there were 65 full-time faculty and 347 adjunct faculty members. Thirty-five percent of the full-time faculty represented the core sciences, while the remaining full and part-time faculty taught in the clinical program. The largest department in the College is the Department of Family Practice. The full-time faculty to student ratio in the COM is 10.1.

Table 5

Number of Faculty in Program, Fall 2000

	Part-Time	Full-Time
Instructor	71	2
Assistant Professor	363	18
Associate Professor	109	5
Full Professor	37	17
Adjunct Faculty	25	0

The consultant team interviewed members of the clinical faculty who praised the preparation of the osteopathic medical students for their 3rd and 4th year studies. The faculty highlighted the development of the required three month rural rotation for all students that was developed to facilitate the interest of students to locate in areas of need upon completion of the post-doctoral residency.

IV. State Support for NSU – College Of Osteopathic Medicine: Funding, Planning and Policy Issues

The State Academic Contract

There is an increasing need for physicians trained in primary care medicine in Florida. Florida has the largest number and percent of older adults (over age 65 and particularly over age 85), the fastest growing population group in the U.S. Both the aging of the population and the increasing need to effectively treat individuals with a host of chronic diseases in a community setting warrants this need in the State.

The major emphasis of the curriculum of the NSU-COM is on primary care, the older adult and rural and inner city health care needs. In addition to the required family medicine clinical clerkships, NSU-COM students are required to spend a full month in a geriatrics clinical clerkship, a primary care service teaching that focuses on the health problems of the older adult. The curriculum also has a required didactic course in geriatrics and a three-month rural medicine rotation. In light of the education/training components of osteopathic physicians in relation to the health care needs of Florida, the consultant team believes that the demand for osteopathic physicians in the State will continue to increase. The College has reported that more graduates over the past five years have entered practice in Florida than any other state and most (approximately 70 %) have selected primary care as their career choice. Accordingly, the Commission endorses the continuation of the state academic contract for the NSU-COM.

Recommendation:

- 1. The state academic contract that supports the Nova Southeastern University's College of Osteopathic Medicine should be continued.***

State Contract Funding

The Nova Southeastern University College of Osteopathic Medicine initially received state funding for its 1981 charter class of 32 students at \$3,125 per student. Since that time, the level of state support and specific appropriation per student steadily increased. Since 1984, the capitation amount per student for the Commission's annual contract funding recommendation has equaled the amount specified in the Regional Contract Program for osteopathic medicine as determined by the Southern Regional Education Board (SREB).

The Southern Regional Education Board is an interstate compact for education that has 16 southern states as members and is governed by a board that includes the governor of each member state and at least one legislator and at least one educator. The SREB's Regional Contract Program enables member states to contract for available openings for their students in professional programs (dentistry, optometry, osteopathic medicine podiatry and veterinary medicine) at out-of-state universities. In the early 1990s, Florida participated in the Regional Contract Program by sending residents to study optometry in Tennessee and Texas. This arrangement was phased out following the establishment of the NSU College of Optometry.

From the outset, the Regional Contract Program has operated under a fee-for-service policy rather than cost reimbursement. The contracting state pays a fee for services to the institution through SREB for reserving space in the health professions program for their students and the students pay in-state tuition in the program. Historically, the contract fee level has been calculated following a periodic analysis of resident and non-resident tuition and fee levels of the specific health professions programs at member institutions. The contracting rate for each program is approved annually by the SREB.

Table 6 shows recent and upcoming contract fees per student for osteopathy that have been approved by the SREB:

Table 6
SREB Regional Contract Program Fees
Osteopathy

Year	Amount per Student
1995-1996	\$6,900
1996-1997	\$7,250
1997-1998	\$7,600
1998-1999	\$7,950
1999-2000	\$8,275
2000-2001	\$8,600
2001-2002	\$8,925
2002-2003	\$9,275
2003-2004	\$9,975

The SREB recently examined the relationships over a 10 year period between its contract fee increases and member institution's increases in resident and non-resident tuition and fees. Among its actions was to approve an eight percent increase in the Osteopathy contract fee for the 2003 academic year over the 2002 fee level, as shown in Table 6.

The SREB contracting rate has provided the basis for the Commission's annual budget recommendation for the NSU-COM program. The Legislature, however, has not funded the osteopathic program based on the SREB contracting rate since 1995.

Table 7 shows state contract funding appropriations during the 1990s. Since 1990, the NSU College of Osteopathic Medicine has received nearly \$24.5 million in state support.

Table 7

**NSU-COM Contract
History of State Appropriations**

<u>YEAR</u>	<u>APPROPRIATION</u>	<u># Of STUDENTS</u>	<u>\$ PER STUDENT</u>
1990	\$1,664,000	320	\$5,200
1991	\$1,546,865	297	\$5,200
1992	\$1,391,375	297	\$4,685
1993	\$1,749,142	320	\$5,466.07
1994	\$1,854,091	320	\$5,794.03
1995	\$2,283,900	331	\$6,900
1996	\$2,283,900	331	\$6,900
1997	\$2,383,900	331	\$7,202.11
1998	\$2,633,900	365	\$7,216.16
	<u>\$ 500,000 *</u>		
	\$3,133,900		
1999	\$2,633,900	365	\$7,216.16
	<u>\$ 500,000 *</u>		
	\$3,133,900		
2000	\$2,633,900	365	\$7,216.16
	<u>\$ 500,000 *</u>		
	\$3,133,900		

* for managed care grant

Following a five-year contract review of the NSU-COM program in 1995, the Commission recommended an increase in state support for the program from 331 students to 380 students. The 1996 Legislature, however, appropriated funds at the level of the previous year. In 1998, the NSU-COM recommended state support for 365 students, which became the Commission recommendation in 1998 and subsequent years.

As Table 7 shows, the 2000 Legislature appropriated \$2,633,900 to support 365 students at \$7,216 per student in the NSU-COM contract program. NSU administrators confirmed that state funding and enrollment capacity in the College of Osteopathic Medicine has remained stagnant during the past five years. In terms of state funding for private medical education in Florida, NSU receives the lowest level of support. More specifically, Dr. Kasovac noted that the amount of tuition and fees paid by contract-supported Florida residents at the NSU-COM is significantly higher than the level of charges for Florida residents in public medical schools.

University of Miami Medical School State Appropriation

As a comparison, the University of Miami College of Medicine, the state's initial accredited medical school, receives regular line item increases in its annual state budget appropriation. See Table 8.

Table 8

**University of Miami Medical School
State Appropriations
1997-2000**

<u>YEAR</u>	<u>APPROPRIATION</u>	<u># Of STUDENTS</u>	<u>\$ PER STUDENT</u>
1997	\$14,645,202	500	\$29,290.40
1998	\$15,645,202 x	500	\$29,290.40
1999	\$17,145,202 y	500	\$29,290.40
2000	\$18,645,202 z	500	\$30,290.40

x includes \$1 million for managed health care

y includes \$1 million for managed health care;
\$1.5 million for cancer research.

z includes \$1 million for managed health care;
\$2.5 million for cancer research.

Benefits to NSU-COM Students

The Florida resident students at NSU-COM supported in the legislative appropriation for the 2000-2001 year (365 students) receive state support through a reduction of nearly \$5,000 in their tuition charges. Termed a stipend by the College, the Florida residents pay approximately 20 percent less tuition than non-Florida residents (\$20,525 for Florida residents, compared to non-contract or non-Florida resident students who pay \$25,497). In comparison, Table 1 (pg. 6) shows that, nationally, the average resident tuition charge at the six public osteopathic colleges is \$11,628. The remainder of the \$7,216 per student appropriation for the Florida residents (over \$800,000) is placed in a common student fund and used by the College for program development and general operations. While the state funding for the NSU-COM program promotes student recruitment and persistence, the annual tuition charge for Florida residents (\$20,525) leads to a significant debt burden for these students at the time of graduation, particularly in light of the diverse socio-economic backgrounds of the NSU-COM enrollment.

The state contract funding level of 365 students is viewed by the State as a minimum number of Florida residents in the program. The total of 365 students, however, has instead become an enrollment cap for Florida residents, as additional applicants admitted by the College are non-Florida residents who provide the full tuition payment of \$25,497. Table 2 (pg. 8) shows that during the period between 1998 and 2000, while the College increased its enrollment from 150 first year students to 180 students, it reduced the Florida resident enrollment from 101 residents (67 %) in 1998 to 87 residents (48 %) in 2000.

2001-2002 Contract Funding Recommendation

In June of 2000, NSU-COM requested an increase in student funding and student capacity provided by the academic contract. The College has requested support for 30 additional students, up to a total of 395 students. Without an increase in state support, the College believes that it will be difficult to maintain the enrollment of Florida residents and keep pace with the expanding needs for primary health care. The 2000 Commission recommended a continuation of state support for the 2001-2002 year at \$3,257,625 (365 students at the SREB contracting rate of \$8,925 per student) and directed this review of the osteopathy contract.

As a result of his review of the NSU-COM program, Dr. Kasovac recommended increased state funding for Florida matriculates and an increase in the total number of Florida residents to be enrolled in the College. He stated that "the contract number of students should definitely be increased by at least 30 students per year in order to have a maximum number of Florida residents accommodated." Dr. Kasovac added that, in focusing on the production of graduate physicians who tend to enter practice in primary care fields, the NSU-COM program is a "bargain for the State of Florida."

Dr. Kasovac reviewed the state's plans for a new medical school in Tallahassee to address the recognized need for primary care physicians in the State. He concurred with the view that it will take up to eight years to see the initial results from the new medical school. In subsequent five-year contract reviews of the NSU-COM by the Commission, the FSU medical school's development and impact will be monitored.

Recommendations:

- 2. The Nova Southeastern University College of Osteopathic Medicine funding recommendation in the Department of Education's 2001-2002 budget request should be amended as follows:***

***\$4,025,375 to support 395 students at \$8,925 per student
(SREB contracting rate for 2001-2002);
includes \$500,000 for managed care grant***

- 3. A greater proportion of the state funds that are appropriated per Florida resident in the NSU-COM program should be directly applied to the tuition charges of these students to further reduce their education costs.***
- 4. The increase in state funding for the NSU-COM should be utilized to increase the number of Florida residents in the program. With increased state funding and student slots for the NSU-COM, a resulting increase in the number of osteopathy graduates should be realized.***

Post-doctoral Training

The College reports that the combined total of D.O. and M.D. postdoctoral training opportunities provides more positions nationally than can be currently filled by graduates. However, deficits do exist in the availability of osteopathic postdoctoral programs within the country for osteopathic medical graduates. Additionally, Florida ranks low in the availability of postdoctoral programs for medical school graduates

Although Dr. Kasovac reported that Florida is among the top six states with available post-graduate training positions for osteopathic graduates, the osteopathic medical students interviewed by the consultant team emphasized their concerns regarding the lack of available program options, as well as a mix of specialty programs. The students confirmed that all graduates enter post-graduate training and reported that most of the available programs are in family practice.

Telephone interviews with representatives of osteopathic colleges in Pennsylvania, Ohio and Michigan confirmed that placing osteopathic graduates is a continuing challenge. The majority of specialty slots (surgery, internal medicine, etc.) are pursued by M.D. graduates. Both M.D. and D.O. graduates who are interested in a historically allopathic specialty typically will pursue residency in an allopathic hospital. The college representatives agreed that the majority of osteopathic graduates are interested in primary health care/family medicine careers. They further stated that primary health care settings provide the greatest opportunities for training positions for osteopathic graduates in the current U.S. health care delivery system.

NSU-COM has accelerated its efforts over the past three years to increase training opportunities within Florida. The Consortium For Excellence in Medical Education (CEME), affiliated with Nova Southeastern University College of Osteopathic Medicine, was established in 1999 to increase opportunities for postgraduate medical training, internships, residencies, fellowships and continuing education. The CEME is an alliance of affiliated clinical sites that are linked through electronic networks; teaching and community health collaborations; and a shared commitment to excellence in the preparation of physicians. The CEME is a unified medical education system comprised of 14 teaching hospitals and hospital systems throughout Florida, ambulatory centers, county health departments and social service agencies. At the present time, the College has 326 positions supervised by the College's Postdoctoral Consortium. Dr. Kasovac commented that the College is fortunate in that it has strong hospital affiliations in its local communities.

Dr. Kasovac reported that the CEME Consortium concept is being developed by all 19 colleges of osteopathic medicine. He said that greater than 60 percent of physicians remain in a 50-100 mile radius of where they complete their post-graduate training. Dr. Kasovac concluded that through the Consortium's efforts to enhance current post-doctoral training sites and develop new sites "there exists a tremendous opportunity for the state of Florida to retain a greater number of Florida graduates." It is hoped that more opportunities will be developed by the Consortium, particularly in other southeastern states where programs are virtually nonexistent.

Noting that the College has increased its enrollment (first year class increased from 150 to 180 students), Dr. Kasovac said that as the College continues to grow it will need to identify where additional residency positions will be made available.

Recommendation:

- 5. NSU-COM should annually report on the results of its efforts to provide additional postgraduate training locations and specialty training opportunities for its graduates, as a part of the state contract reporting process.***

Tracking the Placement of Graduates

Dr. Kasovac reported that the Bureau of Professional Education of the American Osteopathic Association is working to promote a more thorough tracking and reporting of the achievement of graduates and other outcomes measures for its member institutions. It is anticipated that the reporting of specific placement data and outcomes measures of program graduates will become mandated through the profession's accreditation process in the near future.

The consultant team found incomplete data available from the NSU-COM on where its graduates go following graduation. The College was able to compile and provide the following data on 1996 and 1997 graduates:

	<u>1996</u>	<u>1997</u>
No. of Grads	122	116
No. of state supported Grads	71	72
No. of Grads practicing in Florida	44	52
No. of state supported Grads practicing in Florida	31	38

The consultant team learned, however, that the College is making concerted efforts to improve the tracking of its graduates, both by residency specialty and by geographic location. The College is hiring a Director of Data Collection and Analysis. Included in the data that will be collected by this staff member will be the number and percentage of minority and underserved minority students, the tracking of applicants and graduates who are Florida residents, the number of residencies located in Florida, the selection of residency program type, the type of practice ultimately selected and the choice of practice location.

In 2000, the NSU-COM Alumni Office published its first comprehensive directory of COM alumni, with alphabetical, graduation year, specialty and geographic cross-references. The College reports that the directory will be updated annually.

Dr. Kasovac stated that "it is critical to track the Florida residents and non-Florida residents by geographic location in the State, especially those locating in a HPSA (Health Professions Shortage Area), and to track the specific specialty practices once the graduates have completed their residencies. He said that to provide meaningful outcomes data to assist the State in assessing the need for continuing financial support for the NSU-COM program, the College must present "hard data on the location and specialty practice of each graduate each year." The

College has indicated that it will also be collecting data on students who complete clinical rotations in Area Health Education Centers (AHEC) and the number and percent of graduates who enter practice in HPSA's in Florida.

Recommendation:

6. ***NSU-COM's commitment to improve its efforts to collect specific placement data on its graduates should be fulfilled as a priority goal of the College. Data that is collected should include demographic data on graduates, graduates in training by geographic location, both in state and out-of-state (including Health Professions Shortage Areas), and the specialty practice area of graduates.***

APPENDIX A

Five-Year Contract Report Form

FLORIDA DEPARTMENT OF EDUCATION

FORMAT FOR REPORTING INFORMATION FOR FIVE-YEAR PROGRAM REVIEWS OF PRIVATE COLLEGE AND UNIVERSITY CONTRACTS

INSTRUCTIONS: Following the outline below, answer each question and provide the requested information on your contract program. Do not answer on this form, but repeat the outline questions and item headings. Use a separate sheet of paper.

A. GENERAL PROGRAM INFORMATION

1. Name of institution:
2. College/school & department:
3. Contracted degree program/project name:
4. Project/grant number:
5. Name, institutional title, telephone number, fax number and e-mail address of person responsible for the administration of this contract:
6. Department/Program website, if available:
7. Date of response:

B. CONTRACT PROGRAM BACKGROUND

1. Briefly state the mission of the institution and the major long-term goals of the department. In general terms, describe the nature of the degree program(s), including any unique characteristics or supply and demand considerations that were presented when a contract program with the State of Florida was originally requested. Then, explain how and to what extent the state contract increases the degree program's production of graduates or helps address other program objectives.
2. Briefly address the uniqueness of the program. What other private or public Florida colleges and universities offer degree programs in the same or similar academic disciplines? How does this degree program at this institution differ from others? What are the closest similar programs in other states?
3. In what specific ways and to what extent have Florida and its citizens have benefited from this project during the past five years?

4. Please estimate the percentage of the department's or program's budget that the contract funds contribute. What are the other major funding sources (e.g. institutional, federal, tuition, etc.) for the department.
5. What is the tuition or range of tuition paid by students after state contract funds are taken into account? What is the regular tuition paid by non-contract or out-of-state students?

C. RECRUITMENT AND SELECTION OF PARTICIPANTS

1. What strategies are used to recruit Florida resident students into the program (major)? What strategies are used to recruit minority students into the program? What strategies are used to recruit community college and state university transfer students? How is the state contract money publicized and used as an incentive to recruit additional students into the program?
2. Is the state contract money distributed directly to students? If so, how is it allocated? What criteria are used to determine eligibility and ineligibility of students to receive state contract money? Are financial need considerations given greater priority than merit? Are transfer students from outside the university required to meet standards that are different from native students to receive tuition differential grants?
3. At what class level (e.g. sophomore/junior/senior/1st year graduate/post-exam Ph.D.) do students become eligible for grants?
4. List the prerequisite courses or distribution requirements for students applying for admission into the degree program:
5. Please provide statistics on applications, admissions and fall enrollment (include all students in the degree program, not just those receiving grants):

F 1996 F 1997 F1998 F 1999 F 2000

of new degree program applicants:

of applicants admitted:

admitted and enrolled:

of Florida residents:

of non-Florida residents:

Of those admitted and enrolled in fall 2000

receiving state grants: _____

applied for state grants: _____

of state grant recipients who were transfer students: _____

D. PROJECT PARTICIPATION RATES

1. Gender and ethnicity of students:

- a. Total number of students in the degree program or major, including students receiving state contract funds and those not receiving state funds:

	# of Men	Women	Am Ind	Asians	Black	Hisp.	White	Other
fall 1996								
fall 1997								
fall 1998								
fall 1999								
fall 2000								

- b. Number of students receiving state contract funds:

	# of Men	Women	Am Ind	Asians	Black	Hisp.	White	Other
fall 1996								
fall 1997								
fall 1998								
fall 1999								
fall 2000								

2. Proportion of total student population receiving grants

- a. Number of students (HC=headcount) who actually received state grant funds and the total number of student credit hours (SCH) taken by funded students.

	Full-time Funded		Part-Time Funded		Total HCa (FT+PT)	Total SCHa (FT+PT)
	HC	SCH	HC	SCH		
fall 1996	_____	_____	_____	_____	_____	_____
fall 1997	_____	_____	_____	_____	_____	_____
fall 1998	_____	_____	_____	_____	_____	_____
fall 1999	_____	_____	_____	_____	_____	_____
fall 2000	_____	_____	_____	_____	_____	_____

b. Number of students (HC=headcount) in the major or degree who did not receive state funds through this project and the number of student credit hours (SCH) taken by non-contract students during the current and preceding years:

	Full-time Non-Funded		Part-Time Non-Funded		Total HCb (FT+PT)	Total SCHb (FT+PT)
	HC	SCH	HC	SCH		
fall 1996	_____	_____	_____	_____	_____	_____
fall 1997	_____	_____	_____	_____	_____	_____
fall 1998	_____	_____	_____	_____	_____	_____
fall 1999	_____	_____	_____	_____	_____	_____
fall 2000	_____	_____	_____	_____	_____	_____

c. Ratio of grant-supported students and credits to total program:

	Headcount HCa/(HCa+HCb)	Student Credit Hours SCHa/(SCHa+SCHb)
fall 1996	_____	_____
fall 1997	_____	_____
fall 1998	_____	_____
fall 1999	_____	_____
fall 2000	_____	_____

E. COMPLETIONS AND OUTCOMES

1. Time to degree (1999-2000 completers)

a. Credit hours taken to complete the degree program:

	<u>average number</u>	<u>highest number</u>
contract grads	_____	_____
all degree grads	_____	_____

b. Semesters needed to complete the degree program

	<u>average number</u>	<u>highest number</u>
contract grads	_____	_____
all degree grads	_____	_____

2. Degrees completed.	1995-96	1996-97	1997-98	1998-99	1999-2000
grant recipients	_____	_____	_____	_____	_____
program total	_____	_____	_____	_____	_____

3. Graduation rate. Since state contract programs vary in length and structure, we ask that you calculate what percentage of students graduate within 150% of the normal time-to-degree. For most four-year degrees, this would be six years from date of entry as a freshman.

Using the standard defined above, please calculate a graduation rate for the following years by going back to the appropriate cohort of students, and determining how many had graduated by the year indicated. For example, if you are using a six-year graduation rate, the graduation rate for 1999-2000 would be the percentage of students who entered as freshmen in 1993-94 who had graduated by the end of the 1999-2000 academic year.

	1995-96	1996-97	1997-98	1998-99	1999-2000
grant recipients	_____	_____	_____	_____	_____
program total	_____	_____	_____	_____	_____

4. Retention rate. Using the same definitions as in #3, please calculate a retention rate that reflects the percentage of students who had not graduated but were still in the program after the end of the period used to calculate graduation rates.

	1995-96	1996-97	1997-98	1998-99	1999-2000
grant recipients	_____	_____	_____	_____	_____
program total	_____	_____	_____	_____	_____

5. Describe how your department assesses outcomes and measures attained competencies, e.g., certification or licensing examinations for program graduates. Report on the results of your assessment, including appropriate licensure or professional exam pass rates for program graduates and grant recipients for the following years.

	1995-96	1996-97	1997-98	1998-99	1999-2000
grant recipients	_____	_____	_____	_____	_____
program total	_____	_____	_____	_____	_____

F. PLACEMENT AND EMPLOYMENT OF GRADUATES

1. Discuss the future employment opportunities and manpower needs for graduates of the program under review. Provide evidence that verifies and/or demonstrates the extent of employment demands in Florida.
2. What outreach activities are in place to track the placement (employment) of graduates of the contract program?
3. Number of graduates who received the tuition reduction grants who were employed at \$22,000 a year or more within one year of graduation:

Year Graduated	No. Grant Recipients Graduated	No. Employed in Florida	Percent Employed in Florida.	# Empl. outside Florida	Number Continuing Education	Number Unknown
'95-96	_____	_____	_____	_____	_____	_____
'96-97	_____	_____	_____	_____	_____	_____
'97-98	_____	_____	_____	_____	_____	_____
'98-99	_____	_____	_____	_____	_____	_____
'99-00	_____	_____	_____	_____	_____	_____

4. If you have had fewer than 20 contract-supported graduates in the last three years, please list the job title, employer, and location for each one. If you have had more than 20 contract-supported graduates, please list the names and locations of the largest five employers of your graduates and the number of contract-supported graduates employed by each of them in the last three years.

G. DEGREE PROGRAM CURRICULUM AND RESOURCES

1. Degree program course requirements

- a. List courses in the subsidized degree program.
- b. Describe any revisions implemented in the degree program curriculum in the past five years.
- c. Describe the use of educational technology in the program.

2. List any major new facilities or equipment acquired by this program during the last five years. Briefly describe any facilities or equipment owned or operated by the department that are unique or unusual in this field of study.

3. Number of full-time-equivalent faculty & staff dedicated to this degree program:

	Faculty	Support staff
fall 1996	_____	_____
fall 1997	_____	_____
fall 1998	_____	_____
fall 1999	_____	_____
fall 2000	_____	_____

4. Number of faculty employed in program in fall 2000, by academic rank:

Instructor	Part-time in program	Full-time in program
	_____	_____

Assistant Professor	_____	_____
Associate Professor	_____	_____
Full Professor	_____	_____
Adjunct faculty	_____	_____
Graduate assistants	_____	_____

5. For each faculty member employed 50% FTE or more in this degree program, indicate length of service, earned degrees, experience, specialization, awards, recognitions, and tenure status. For the degree program faculty, list research, public service, and development activities for the last three years. (Up-to-date curriculum vitae are acceptable.)

6. Operating expenses for the program:

	Capital Equipment	Travel	External Research	Equip. Maint
1995-96	_____	_____	_____	_____
1996-97	_____	_____	_____	_____
1997-98	_____	_____	_____	_____
1998-99	_____	_____	_____	_____
1999-00	_____	_____	_____	_____

7. Faculty Salaries (Please specify whether this includes all department faculty or only those dedicated to the degree program to which this review applies.)

Average Salaries (current year)

Instructor	Asst. Prof	Assoc. Prof	Full Prof.	Adjunct
_____	_____	_____	_____	_____

H. ANTICIPATED PROGRAM NEEDS

1. Briefly describe the most immediate resource needs of the program.
2. If the state contract is continued at the current level, do you expect the enrollment to grow or decline? How do you expect the program to develop overall during the next five years?
3. If the contract were no longer supported by state funds, what adjustments would be required to maintain the current enrollment and quality of the degree program and the department?
4. 2001-2002 contract funding request. Indicate the number of students and semester credit hours (SCH) that you are requesting be supported for 2001-2002. If an increase in support is requested, a written justification and projected increases in the numbers of students and graduates should be included.
5. Please provide any other information that may help determine priorities within this area of study in the next five to ten years.

K-16/nj/rev 10/10/00

APPENDIX B

**Consultant Report: Doctor of Osteopathy
Nova Southeastern University**

FLORIDA POSTSECONDARY EDUCATION PLANNING COMMISSION
Five Year Program Review for the Doctorate in Osteopathic Medicine Program

Nova Southeastern University-College of Osteopathic Medicine
Fort Lauderdale, Florida

INTRODUCTION:

This report represents a five year review for the Florida Tuition Equalization Grant program for the Doctorate in Osteopathic Medicine program at Nova Southeastern University. The University receives funds through a contract with the State of Florida that may be used for tuition grants to students who are Florida residents.

The purpose of the review is to make a recommendation regarding continuation of the grant program based upon educational program quality, student demand, and state needs. The review was conducted for the Florida Postsecondary Education Planning Commission and was coordinated by the Florida Department of Education.

Students who are Florida residents receive tuition grants once they are enrolled in the Doctor of Osteopathic Medicine (D.O.) program. The College of Osteopathic Medicine (COM) is accredited by the Bureau of Professional Education of the American Osteopathic Association by authority granted to it by the U. S. Department of Education.

Nova Southeastern University-College of Osteopathic Medicine (NSU-COM) is dedicated to a quality medical education curriculum with an emphasis in preparing and producing primary care physicians.

REVIEW PROCESS:

The review of the Doctor of Osteopathic Medicine program at NSU-COM involved the off-site review of reporting materials provided by the program and an on-site visitation and review on November 13, 2000. The site visit involved interviews with University and College administrators, faculty, clinical faculty, alumni, and students. The site visit team included Nate Johnson, PhD, Education Policy Analyst from the Florida Department of Education, Jon C. Rogers, Educational Policy Director from the Postsecondary Education Planning Commission, and Mitchell Kasovac, D.O., Consultant. This report is based on both parts of the review process.

The following administrators were interviewed: Frederick Lippman, B.Sc., R.Ph., Executive Vice Chancellor, Provost; Anthony Silvagni, D.O., PharmD., M.Sc., Dean of the College of Osteopathic Medicine; Leonard Levy, DPM., Associate Dean for Education, Planning and Research; Howard Neer, D.O. Associate Dean for Alumni Affairs; Robert Klein, D.O., Assistant Dean for Medical Education; and Robert Oller, D.O., CEO for the Health Care Centers. The NSU-COM is one of nineteen colleges of osteopathic medicine nationally. The first class of graduates was 35 in 1985 and the

Class of 2000 graduates totaled 145. This is certainly a tremendous growth in a relatively short period of time for a professional school. Current total enrollment at NSU-COM for Fall 2000 is 682 students in all four years (includes 180 first year students). In 1999, NSU-COM increased its entering class size by 30 students (from 150 to 180) at the request of the Board of Regents. The Bureau of Professional Education accrediting agency approved the class size increase of 30 students in 1999 prior to NSU-COM matriculating them. This approval was done following an on-site visit and documentation of delivery of the curriculum for all 4 years, including the clinical training in years 3 & 4. NSU-COM also had increased the number of Florida residents the past two years (a total of 414 in 2000 for all four years), however the tuition grant contract was not increased and has remained at 365 the last two years. The contract number of students should definitely be increased by at least 30 students per year in order to have a maximum number of Florida residents accommodated.

The following faculty were interviewed: Paula Anderson-Worts, D.O., Alvin Greber, D.O., Kenneth Johnson, D.O., Robert Trenchel, D.O., Joseph DeGaetano, D.O., Joseph Stasio, D.O., plus Lawrence Newbree, Director of Student Services; Margaret Wilkinson, PhD, Director of Graduate Medical Education; and Marla Frohlinger, Vice Chancellor for Student Services. The quality of the applicant pool has remained excellent and recruiting efforts by the University continue despite an applicant number of 2400 for the 180 first year positions. They continue with a large number of Florida residents each year and have an excellent qualification application for Florida residency determination. They have accepted more Florida residents each of the last two years however the state of Florida has not materially increased their grant for tuition equalization.

The clinical faculty praise the preparation of the osteopathic medical students for their 3rd and 4th year clinical studies. They are very proud of the development of their 3 month required rural rotation for all students. This has been developed to facilitate the interest of students to locate in areas of need upon completion of their post-doctoral residency programs. This must be tracked yearly for future reporting at the next 5 year review. It is critical to track the Florida residents and non-Florida residents by geographic location in the state, especially those locating in a HPSA (Health Professions Shortage Area), and to track the specific specialty practices once the graduates have completed their residencies.

There were seven students interviewed. Four are Florida residents and six of the seven have intentions toward primary care training following graduation. All four years of the educational program were represented. The students were pleased with their professors, the curriculum, and the facilities available to them. Concerns were shared regarding the lack of adequate osteopathic post-graduate training positions in the state of Florida, as well as a mix of specialty programs. The majority of programs are family practice. It should be noted that 100% of graduates enter a post-graduate program.

The graduation rate of Florida tuition grant recipients for the past five years has been 95% - 99% with the over all graduation rate averaging 93% for all students.

The national board scores (NBOME/COMLEX) has risen from 88% pass to 92% pass in the past 5 years for Level 1 first time takers compared to a national average of 94%. Likewise the Level 2 exam pass rate has increased from 83% to 92% with a recent national pass rate of 93% in the year 2000.

The tour of the physical facilities at NSU-COM was most impressive. Technologically state of the art classrooms and laboratories are adequately available for teaching in the first two years. Additionally, small group discussion rooms number over 50 and computer workstations number over 100. These are available to students as part of the educational program and for independent study. The laboratory facilities for gross anatomy and microscopic courses are more than adequate. The new expanded library and learning resources center expands the use of facilities for the osteopathic students as well as the students in the other programs in the Health Professions Division.

When compared to similar programs at public universities, the NSU-COM program is a "bargain" for the state of Florida in the production of graduate physicians with a predominant number entering practice in the primary care fields. Primary care "development" grants have been obtained from the federal government, foundations, and other sources, but they are short lived. Usually given only 1 to 3 years to develop the curriculum, training sites, and faculty need. On-going support must come from tuition revenue or from the state of Florida.

The new Consortium for Excellence in Medical Education (CEME) was established in January 1999 as an affiliated entity with NSU-COM. Through its efforts to enhance current post-doctoral training sites and develop new sites, there exists a tremendous opportunity within the state of Florida to retain a greater number of Florida graduates. The national data suggests that greater than 60% of physicians remain in a 50-100 mile radius of where they complete their post-graduate training. The CEME consortium concept is being developed by all 19 colleges of osteopathic medicine. There is a significant short fall of post-doctoral training positions available nationally to the osteopathic graduates. Florida is among the top 6 states with the larger number of osteopathic programs. More will certainly be developed by the CEME including the other southeastern states where programs are virtually non existent. The residency programs and positions are **NOT** an obligation of the COM under the national accreditation standards. The COM merely facilitates the development of the post-doctoral programs where there is willingness for a teaching hospital.

SUMMARY:

The Doctor of Osteopathic Medicine (D.O.) program at Nova Southeastern University – College of Osteopathic Medicine (NSU-COM) has grown in size and quality of education in the past 5 years. There is no question that the financial expenditures of the state of Florida through its Tuition Equalization Grant Program have been appropriately utilized to benefit the recipients and the state. However, the students are receiving only a 20% reduction in tuition due to the limited funding to the University. To be competitive with the other public university medical programs, this subsidy would need to be tripled in

order for the Florida residents to receive a \$10,000.00 - \$15,000.00 tuition benefit equal to the public school students. Also, NSU-COM has demonstrated its ability to increase class size appropriately, at the request of the Board of Regents. They also admitted a greater number of Florida residents the past two years, only to have a "cap" on the total number of students under this grant program. With 414 Florida residents already matriculated, it seems to be discriminatory when only 365 are receiving a tuition reduction due to the "cap".

The need for primary care physicians in the state of Florida is evidenced by the legislatures creation of a new medical school in Tallahassee specifically for this purpose. This will take eight years to see the first results from this new school. The cost-effective way to produce these primary care physicians would be to facilitate the increased funding in an already productive program. The added funds would benefit the Florida students and provide for the additional faculty and staff to maintain this excellent educational program.

I highly recommend continuation of this Tuition Equalization Grant Program for NSU-COM with a strong recommendation for increased funding for Florida matriculants and an increase in the total number of Florida residents to be enrolled at NSU-COM. The COM must present hard data on the location and specialty practice of each graduate since they began receiving these grant funds. This documentation should be provided to the state for the next 5 year review. This will provide outcomes data for the state of Florida in assessing the continuing support of NSU-COM in this Program.

Respectfully submitted,

A handwritten signature in black ink that reads "Mitchell Kasovac" followed by a stylized flourish.

Mitchell Kasovac, D.O.

12-6-00