Summary of Campus Metrics 2013-14

This set of metrics was prepared to inform the 2014-15 budget process. The metrics were identified in coordination with the Academic Senate Committee on Planning and Budget and compiled and prepared by Budget and Institutional Analysis from standard campus data sources.

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METRIC 1: Student Credit Hours – 3 Quarter Average

Student Credit Hours (SCH) by Course of Origin (Unit offering course)

1A. Undergraduate – Colleges and Divisions

1B. Undergraduate – Schools
1C. Graduate/Professional – Schools, Colleges, Divisions

Metric Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Data reported for health sciences courses instruction is unaudited.
2. School of Nursing admitted first students in 2010-11
3. These data are also routinely available from the Student Information System Decision Support (SIS DS) System at: https://sisds.ucdavis.edu/
Student Credit Hour (SCH) by Pay (Who pays instructor)

1D. Undergraduate – Colleges and Divisions

1E. Undergraduate – Schools
1F. Graduate/Professional – Schools, Colleges, Divisions

Metric Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Data reported for health sciences instruction is unaudited.
2. School of Nursing admitted first students in 2010-11
3. These data are also routinely available from the Student Information System Decision Support (SIS DS) System at: https://sisds.ucdavis.edu/
METRIC 2: Undergraduate Majors

Metric Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Note:
1. Three-quarter (F,W,Sp) average, duplicated headcount (students with n majors are counted n times)
2. Excludes L&S Collegewide and FNP Certificate
3. These data are also routinely available from the Student Information System Decision Support (SIS DS) System at: https://sisds.ucdavis.edu/
METRIC 3: Degrees Awarded

3A. Undergraduate

3B. Masters, Post Baccalaureate
3C. Doctorate

Metric Data Source: The Official Degree File submitted to UCOP
Notes:
1. Metrics reflect multiple major counts. Students are counted once for every major that appears in their degree file.
2. Chart 3A Undergraduate excludes L&S Collegewide and Vet Med Bachelor degrees
3. Chart 3B Masters, Post Baccalaureate excludes the FNP Certificate post-baccalaureate program which will be discontinued after Summer 2014.
4. The only post-baccalaureate program included is the Education Credential which is listed separate from the School of Education masters.

3D. Professional
METRIC 4: Graduate Student Enrollment

4A. Graduate Group – Masters

![Graph showing Graduate Group – Masters enrollment from Fall 2009 to Fall 2013 across various departments.]

4B. Graduate Group – Doctorate

![Graph showing Graduate Group – Doctorate enrollment from Fall 2009 to Fall 2013 across various departments.]
4C. Departmental Program – Masters, Post-Baccalaureate

4D. Departmental Program – Doctorate
4E. Professional Programs

Metric Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Enrollment is 3-quarter average headcount.
2. Metrics reflect multiple major counts. Students are counted once for every major that appears in their degree file.
3. Metrics assume that all Professional students who also have a graduate academic major are in a PhD program for the graduate academic major.
4. Departmental Program – Masters, Post Baccalaureate excludes the FNP Certificate post-baccalaureate program which will be discontinued after Summer 2014.
5. The only post-baccalaureate program included is the Education Credential. Education Credential enrollment is listed separate from the School of Education masters.
**METRIC 5: Faculty Workload: Ratio of Student Credit Hours (SCH) to Faculty**

**All Instructional Faculty**

### 5A. Colleges and Divisions

![Graph showing the ratio of Student Credit Hours (SCH) to Faculty for various colleges and divisions over the academic years 2008-09 to 2012-13.]

- **CA&ES**
- **CBS**
- **COE**
- **HArCS**
- **MPS**
- **DSS**

### 5B. Schools

![Graph showing the ratio of Student Credit Hours (SCH) to Faculty for various schools over the academic years 2008-09 to 2012-13.]

- **SOE**
- **GSM**
- **LAW**
- **SOM**
- **SON**
- **SVM**
Ladder Faculty Only (Including Lecturer Security of Employment)

5C. Colleges and Divisions

![Graph showing SCH/Faculty for various colleges and divisions from 2008-09 to 2012-13.]

- CA&ES
- CBS
- COE
- HArCS
- MPS
- DSS

5D. Schools

![Graph showing SCH/Faculty for various schools from 2008-09 to 2012-13.]

- SOE
- GSM
- LAW
- SOM
- SON
- SVM

Metric Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Includes 3-quarter average SCH by instructor’s pay department for all credit-bearing courses (fixed and variable) and all course levels (undergraduate, graduate, professional).
2. The SON began admitting students in 2010-11.
3. SCH data reported for Health Sciences is unaudited.
4. Only faculty Instruction and Research (I&R) appointments are included in the denominator, partial Agricultural Experiment Station (AES) appointments held by faculty are not accounted for in this calculation.
METRIC 6: Cross College Teaching

Percent of Student Credit Hours (SCH) Taught Outside Home School/College/Division

6A. Colleges and Divisions

| Metric Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS) |
| Notes: |
| 1. Metric includes 3-quarter average SCH for all credit-bearing courses (fixed- and variable-unit) and all levels (undergraduate, graduate, professional) |
| 2. Metric derived by comparing faculty workload by pay with faculty workload by course. |
| 3. There are a number of joint appointments between SOM and CBS. Many faculty with these joint appointments teach CBS courses but are paid in the SOM, which is reflected in the substantial proportion of SOM-taught instruction outside of the SOM. |
| 4. CA&ES faculty often teach in CBS. |
| 5. COE faculty often teach in MPS and to a lesser extent CBS. |
METRIC 7: Teaching Assistant (TA) Workload: Ratio of Undergraduate Student Credit Hours to TA

Metric Data Source: The Instructional Activity Information System (IAIS), Student Information System (SIS)

Note:
1. Teaching Assistant ratios are often reported as students/TAs. To report in this way, UC Davis has historically converted SCH to Student FTE by dividing SCH by 15 to include a full course load for a student. However, using a pure ratio of SCH/faculty is a more accurate measure of workload since course units and loads for TAs and faculty vary across academic units.
**METRIC 8: Size of Undergraduate Courses Offered**

Three Term Total Number of FIXED-UNIT, Credit-Bearing sections by class size

### 8A. Colleges and Divisions

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td>CA&amp;ES</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>HArCS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPS</td>
<td></td>
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</tr>
<tr>
<td>DSS</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### Number of Class Sections

- **1-10**
- **11-25**
- **26-50**
- **51-100**
- **101-200**
- **201-300**
- **301+**

### 8B. Schools

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSM</td>
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<td>SOE</td>
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<td>SOM</td>
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<td>SVM</td>
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</tbody>
</table>

#### Number of Class Sections

- **1-10**
- **11-25**
- **26-50**
- **51-100**
- **101-200**
- **201-300**
- **301+**
Three Term Total Number of NON-Credit Sections by Class Size

8C. Colleges and Divisions

Metric Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Fixed-Unit: In general, fixed-unit courses are regularly scheduled, unit-bearing courses with consistent academic content that is not materially altered based on the students in the course. The format of these courses is typically a lecture, discussion, seminar or lab.
2. Non-Credit Bearing: These are class sections such as labs, discussion sections, field work and performance that are only offered in combination with credit-bearing courses. They typically have a smaller enrollment per section than the Credit-bearing section with which they are affiliated.
METRIC 9: Time to Degree and Graduation Rates

Time to Degree - Number of Quarters (Measured by Graduating Cohort)

9A. Freshman

![Graph showing Time to Degree for Freshman across Academic Years and Departments]

9B. Transfer

![Graph showing Time to Degree for Transfer across Academic Years and Departments]
9C. 4 Year Graduation Rates

9D. 6 Year Graduation Rates
Transfer Graduation Rate – Percent of Fall Cohort

9E. 2-Year Graduation Rates

Metric Data Source: Institutional Analysis Grad App—captured from the Student Information System

Notes:
1. Time to Degree: Stated in terms of graduating cohort. For students who graduated in the specified academic year, quarters elapsed from quarter of first enrollment to graduation, not counting summer sessions.
2. Graduation Rate: Stated in terms of entering cohort. Of students who first enrolled in the specified year, what percent graduated in four years or six years (if admitted directly from high school); two years or four years (if admitted by transfer).
**METRIC 10: Student Ethnic Diversity**

**10A. Undergraduate – Colleges and Divisions**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
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<td>CA&amp;ES</td>
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<td>CBS</td>
<td></td>
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</tr>
<tr>
<td>COE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HArCS</td>
<td></td>
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<tr>
<td>MPS</td>
<td></td>
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<tr>
<td>DSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td></td>
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<tr>
<td>American Indian</td>
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<td>Hispanic/Latino</td>
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<td></td>
<td></td>
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<tr>
<td>White</td>
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<td></td>
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<tr>
<td>Unknown/Other</td>
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<tr>
<td>International</td>
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<tr>
<td>Asian/Pacific Islander</td>
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<td></td>
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</tr>
</tbody>
</table>

**Graphs showing changes in student ethnic diversity from Fall 2009 to Fall 2013 for each college and division.**
10D. Professional

Metric Data Source: Student Information System

Note:
1. 10C Graduate Schools—for School of Law the programs included in this chart are the two LLM programs that are specifically targeted to international lawyers.
METRIC 11: Faculty Data

Filled Ladder Rank and Lecturer SOE Full Time Equivalent (FTE)

11A. Colleges and Divisions

11B. Schools
Faculty by Rank

Figure 11C. Colleges and Divisions

[Bar charts showing faculty by rank and division for Fall 2010 to Fall 2013 for various colleges and divisions, with categories for Assistant, Associate, Full, and Lecturer SOE.]
Figure 11D. Schools

Metric Data Source: PPS Decision Support, Academic Affairs Database, and Academic Affairs Diversity Database

Note:
1. Filled ladder rank Faculty FTE includes Agricultural Experiment Station (AES) appointments when the individual in that appointment holds a concurrent ladder rank Instruction and Research (I&R) appointment.
2. School of Law uses the Acting Professor of Law title code for pre-tenure faculty and is represented as Assistant Professors in the above table.
11E. Colleges and Divisions

<table>
<thead>
<tr>
<th>College/Division</th>
<th>2010 Fall</th>
<th>2011 Fall</th>
<th>2012 Fall</th>
<th>2013 Fall</th>
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<tr>
<td>CA&amp;ES</td>
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<tr>
<td>CBS</td>
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</tr>
<tr>
<td>COE</td>
<td></td>
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<tr>
<td>HArCS</td>
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<td></td>
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<tr>
<td>MPS</td>
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<tr>
<td>DSS</td>
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</tr>
</tbody>
</table>

Institutional Analysis
11F. Schools

Metric Data Source: PPS Decision Support, Academic Affairs Database, and Academic Affairs Diversity Database

Notes:
1. 11A & 11B: Filled Ladder Rank and Lecturer SOE Full-Time Equivalent as of October 31 of the fiscal year.
2. Figures include professorial and lecturer SOE title codes paid on all funds. Excludes continuing lecturer, recall professorial, and recall emeritus title codes.
3. AES FTE is excluded if there is no concurrent ladder-rank I&R appointment. CA&ES, CBS, and SVM figures include AES faculty FTE.
4. Some SON faculty were initially hired into Clinical X Series and are being transitioned to professorial title codes through the merit cycle.
**METRIC 12: Faculty Hiring Trends**

Figure 12 A. General Campus Recruitment and Hiring Trends

Metric Data Source: BIA Faculty Start-Up Database, Annual Faculty Start-Up Reports, DaFIS DS, and PPS DS.

Notes:
1. Faculty hire dates lag the recruitment authorized fiscal year. Start-date for hires is generally July 1 of the following fiscal year. For example, a recruitment authorized in 2012-13 that was successful would likely result in a hire in 2013-14. However, this pattern can vary, so it does not always follow that all hires in a given year were the result of the prior year’s authorized recruitments.
2. Separation data for 2013-14 will not be available until after the end of the fiscal year as most separations occur at the end of the academic year.
3. Hires as of October of the year indicated.
Faculty Hiring

12B. Colleges and Divisions

12C. Schools
Faculty Separations

12D. Colleges and Divisions

12E. Schools

Metric Data Source: BIA Faculty Start-Up and Separations Databases, DaFIS DS, and PPS DS.

Note:
1. Faculty Hires in 2013-14 include all hires with start dates prior to October 31, 2014. These numbers include hires that occurred outside of the traditional hiring process (Partner Opportunities Program, Target of Excellence, and changes in title code into the I&R series).
2. Faculty Separations include all separations through June 30 of the fiscal year.
## METRIC 13: Graduate Student Financial Support, 2012-13

<table>
<thead>
<tr>
<th>Metric</th>
<th>Doctorate $^2$</th>
<th>Masters $^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department-Based</td>
<td>Graduate Group</td>
</tr>
<tr>
<td># of Student Quarters Supported in Fall, Winter, Spring Quarters $^3$</td>
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<tr>
<td>Biological Sciences</td>
<td>1,089</td>
<td>19</td>
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<tr>
<td>CA&amp;ES</td>
<td>353</td>
<td>1,446</td>
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<td>Education</td>
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<td>Engineering</td>
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<td>Graduate Studies</td>
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<td>L&amp;S:HARCS</td>
<td>590</td>
<td>156</td>
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<td>L&amp;S:MPS</td>
<td>1,289</td>
<td>211</td>
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<td>L&amp;S:SS</td>
<td>1,270</td>
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<tr>
<td>Medicine</td>
<td>133</td>
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<tr>
<td>Nursing</td>
<td>69</td>
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<tr>
<td>Vet Med</td>
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<td>340</td>
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### Average Amount of Support Per Student Per Quarter

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<thead>
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<th>Metric</th>
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<th>Masters $^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department-Based</td>
<td>Graduate Group</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>$12,369</td>
<td>$11,202</td>
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<tr>
<td>CA&amp;ES</td>
<td>$11,787</td>
<td>$11,177</td>
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<tr>
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<td>$10,949</td>
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<td>Engineering</td>
<td>$11,215</td>
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<td>Graduate Studies</td>
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<td>Vet Med</td>
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### % of Students Receiving Support $^3$

<table>
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<th>Metric</th>
<th>Doctorate $^2$</th>
<th>Masters $^2$</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Department-Based</td>
<td>Graduate Group</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>97%</td>
<td>70%</td>
</tr>
<tr>
<td>CA&amp;ES</td>
<td>94%</td>
<td>78%</td>
</tr>
<tr>
<td>Education</td>
<td>78%</td>
<td>72%</td>
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<tr>
<td>Engineering</td>
<td>91%</td>
<td>58%</td>
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<td>Graduate Studies</td>
<td>83%</td>
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<tr>
<td>L&amp;S:HARCS</td>
<td>97%</td>
<td>95%</td>
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<tr>
<td>L&amp;S:MPS</td>
<td>98%</td>
<td>95%</td>
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<td>L&amp;S:SS</td>
<td>95%</td>
<td>100%</td>
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<tr>
<td>Medicine</td>
<td>94%</td>
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<td>Nursing</td>
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<tr>
<td>Vet Med</td>
<td>92%</td>
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### % of Students Receiving Full Support $^4$

<table>
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<td></td>
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<tr>
<td>Biological Sciences</td>
<td>90%</td>
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<td>CA&amp;ES</td>
<td>78%</td>
<td>68%</td>
</tr>
<tr>
<td>Education</td>
<td>50%</td>
<td>2%</td>
</tr>
<tr>
<td>Engineering</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Graduate Studies</td>
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</tr>
<tr>
<td>L&amp;S:HARCS</td>
<td>86%</td>
<td>86%</td>
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<tr>
<td>L&amp;S:MPS</td>
<td>82%</td>
<td>65%</td>
</tr>
<tr>
<td>L&amp;S:SS</td>
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<td>91%</td>
</tr>
<tr>
<td>Medicine</td>
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<td>Nursing</td>
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<tr>
<td>Vet Med</td>
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</tr>
</tbody>
</table>

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**Metric Data Source:** Data for this report is derived from multiple sources: Student Information System (SIS), Kuali Financial System (KFS), Payroll Personnel System Data Warehouse (PPS-DW), Local Database in Office of Graduate Studies (attributes of graduate programs).

**Notes:**
1. The student counts in this report are based on student enrollment in three regular quarters (F, W, Sp), excluding enrollment in other terms, such as summer sessions or semesters. The count of students receiving support is cumulative over the course of three quarters—it is possibly best thought of as student quarters of support. A student receiving support in all three quarters is counted three times, two quarters, two times, and one quarter, one time.
2. This report only includes graduate academic students who pay standard graduate student fees. Students in professional programs, programs that have a professional degree supplemental tuition, or self-supporting degree programs are excluded. The fee structure, different schedules (i.e. semester, or required summer quarters), and different return-to-aid expectations for these programs complicate comparisons and aggregation with support levels in graduate academic programs to the point that such comparisons/aggregations are not meaningful. Therefore, we have not included these programs in summary level information by lead dean.

3. Percent of students receiving support is the total number of 2012-13 regular academic year student quarters (Fall, Winter, Spring) in which support was received or to which summer support was imputed (please see also note 4) divided by the total number of regular academic year student quarters (Fall, Winter, Spring) enrolled.

4. Percent of students receiving full support is total number of 2012-13 regular academic year student quarters (Fall, Winter, Spring) in which full support was received divided by the total number of regular academic year student quarters enrolled.

The Office of Graduate Studies considers a student fully supported if the combined support received is equal to or greater than a specified amount that considers fees, tuition and living expenses, and varies with residency status. That amount is defined on a quarterly basis as the sum of: GSR Level III salary (half of the monthly full-time rate multiplied by three), tuition, NRT if applicable, student services fee, campus-based fees, and health care cost.

Some graduate programs offer support on a 12-month basis (for example, a student may work during the summer as a GSR). In such programs, a student’s support received in a regular quarter (F, W, Sp) may not appear to be sufficient to be considered full support. For this reason, determination of full support involves two tests. The first test evaluates a student’s support in a regular quarter. If the total amount of support received meets the full-support standard, the student is considered fully supported. If not, the second test adds any support the student received during the preceding summer sessions, whether the student was registered to take classes or not, to the amount of support received in each under-funded quarter, and re-evaluates the resulting amount against the full-support standard.

One complication associated with this approach is that a student may be under-funded for more than one quarter during an academic year. To address this problem, determination of full support is made at the end of an academic year. If a student is under-funded in all three regular quarters, the student’s summer support, if any, is divided by three and a third is added to support received in each under-funded quarter; if a student is under-funded in two quarters, half of any summer support is added to the amount of support received in each under-funded quarter. The full-support standard is not applied to students who register for coursework in summer sessions or to professional-degree students. For more details, please consult publications by Offices of Graduate Studies (http://gradstudies.ucdavis.edu/employment/index.html) and Budget and Institutional Analysis (http://budget.ucdavis.edu/studentfees).

Examples:
A resident graduate academic student received $11,000 in each of the three quarters (F, W, Sp) of 2012-13. This student would be considered fully supported under the OGS standard in all of those quarters since the amount of aid the student received exceeded the standard of $10,118 per quarter.

Another student, also a resident, received $10,000 each in the same quarters. If this student received no other support, the student would be considered supported, but not fully supported. However, if this student instead also received a total of $3,000 in the summer of 2012, the student would be considered fully supported in all three quarters because $10,000 plus $1,000 ($3,000/3) is greater than the standard of $10,118.