Summary of Campus Metrics 2015-16

This set of metrics was prepared to inform the 2016-17 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. These metrics include multi-year trend data for the academic years 20010-11 through 2014-15, the most recent data available at the time of publishing. In some cases data through Fall 2015 is also provided.

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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 1 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/](https://sisds.ucdavis.edu/)
4. In 2013-14 metrics also included SCH by Pay (who pays instructor). The trend data was not noticeably different than "course" data at the aggregate so it has been excluded from this report. The data is still available in SISDS as noted above. Also Metric 6, Cross College Teaching, is another way to look at the difference between Pay or Course.
**METRIC 2: Undergraduate Majors**

**Metric 2 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/](https://sisds.ucdavis.edu/)
METRIC 3: Degrees Awarded

3A. Undergraduate

3B. Masters, Post Baccalaureate
3C. Doctorate

Degrees Awarded

Academic Year

CA&ES  CBS  COE  HArCS  MPS  DSS

SOE  OGS  SOM  SON  SVM

3D. Professional

Degrees Awarded

Academic Year

GSM  SOM  Law  SVM
3E. Degree Comparisons

Metric 3 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.
METRIC 4: Graduate Student Enrollment

4A. Graduate Group – Masters

4B. Graduate Group – Doctorate
4C. Departmental Program – Masters, Post-Baccalaureate

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

**Metric 4 Data Source:** The Instructional Activity Information System (IAIS); Student Information System (SIS)

**Notes:**
1. Enrollment is 3-quarter average headcount or 2-semester average for semester professional programs.
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: Summer Metrics**

Total Student Credit Hours (Summer Sessions 1, 2, and Special--By Origin of Course)*

**Metric 5A. Summer Student Credit Hours (Sessions 1, 2, and Special Only)*

![Bar chart showing summer student credit hours from 2010 to 2015]

- **Summer 2010:** 90,000
- **Summer 2011:** 95,000
- **Summer 2012:** 90,000
- **Summer 2013:** 85,000
- **Summer 2014:** 80,000
- **Summer 2015:** 75,000
Fixed Unit Student Credit Hours

Metric 5B. Colleges/Divisions*

* Excludes programs administered by Undergraduate Studies, and PE courses.

Metric 5C. Schools*
Metric 5D. All Fixed Unit SCH by Instructor Type (Sessions 1, 2, and Special Only)*
Metric 5E. Fixed Unit Summer SCH by Instructor Type (Sessions 1, 2, and Special Only)*
Metric 5 Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
1. Fixed-Unit Courses: 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, seminar, or non-breakout discussion or lab.
2. Revenue from Summer Sessions is distributed via the campus budget model based on the unit that paid the instructor for a given course (pay basis). The student credit hours in these charts are based on the unit offering the course (course basis). Because of changes to how Summer Sessions is administered, we currently only have two years of pay basis data. Student credit hour data on a pay basis for Summer Sessions is available in SIS-DS, Report 418.
3. Includes student credit hours from Summer Abroad courses that are offered during the Summer Special Session.
4. Includes undergraduate and graduate student credit hours.
5. The Other Instructional rank category includes Recall, Emeriti, Visiting, and Adjunct faculty as well as those with unknown ranks.
METRIC 6: Faculty Workload: Ratio of Student Credit Hours (SCH) to Faculty

All Instructional Faculty

6A. Colleges and Divisions

6B. Schools
Ladder Faculty Only (Including Lecturer Security of Employment)

6C. Colleges and Divisions

6D. Schools
Lecturer 18 Only*

6E. Colleges and Divisions*

6F. Schools*
Undergraduate Student Credit Hours by Rank Group

6G. Colleges and Divisions

[Bar chart showing Undergraduate Student Credit Hours by Rank Group for 2010-11 to 2014-15 for CA&ES, CBS, COE, HArCS, MPS, and DSS. The chart includes data for Ladder + SOE, Lecturer 18, and Other categories.]
Graduate Student Credit Hours by Rank Group

6H. Colleges and Divisions

[Charts showing Graduate Student Credit Hours by Rank Group for different years and divisions, with categories for Ladder + SOE, Lecturer 18, and Other.]
Metric 6 Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
* indicates new metric in 2015-16
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.
5. The spike in SON SCH/Faculty in 2012-13 is due to some Nursing faculty teaching in SOM courses related to the FNP program that was phased out after Summer 2014. This spike shows up on Figures 6B and 6D.
METRIC 7: Teaching by Instructor Type -- Class Sections by Instructor Groups*

7A. Ladder Teaching - UG v GR Fixed Unit Class Sections*

[Bar chart showing the percentage of undergraduate and graduate fixed unit class sections for different academic years and departments.]
7B. Undergraduate Fixed Unit Sections by Instructor Type*
7C. Graduate Fixed Unit Sections by Instructor Type*

- Ladder-SOE
- Lec-18
- Other-Unknown

### Summary of Campus Metrics March 2016
**Metric 7 Data Source:** The Instructional Activity Information System (IAIS); Student Information System (SIS)

**Note:**
1. Fixed-Unit Courses: 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, seminar, or non-breakout discussion or lab.
METRIC 8: Cross College Teaching

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

8A. Colleges and Divisions

<table>
<thead>
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<th>Year</th>
<th>CA&amp;ES</th>
<th>CBS</th>
<th>COE</th>
<th>HArCS</th>
<th>MPS</th>
<th>DSS</th>
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<td>2011-12</td>
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8B. Schools

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<thead>
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<th>Year</th>
<th>GSM</th>
<th>LAW</th>
<th>SOE</th>
<th>SOM</th>
<th>SON</th>
<th>SVM</th>
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<td>2011-12</td>
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<td>2013-14</td>
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<td>2014-15</td>
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**Metric 8 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.
METRIC 9: Teaching Assistant (TA) Workload: Ratio of Undergraduate Student Credit Hours to TA

Metric 9 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.
2. TAs include only those who have TA title codes.
3. The large change in TA usage in HArCS in 2013-14 is due to a combination of several factors: 1) In 2013-14, students teaching first and second year language courses in some units were classified as AIs instead of TAs, which resulted in fewer TA FTEs for HArCS; 2) With the transition of ESL courses to HArCS in 2013-14, the total denominator of SCH grew, but TA usage in ESL courses is minimal; 3) HArCS has a trend of declining enrollment in large courses, resulting in less TA hiring for large enrollment classes than in the past.
METRIC 10: Size of Undergraduate and Graduate Courses Offered

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

10A. Average Class Size by College/Division - UG Fixed-Unit*

[Diagram showing average class size by college/division over academic years from 2010-11 to 2014-15]
10B. Campuswide Total Sections by College/Division - UG Fixed Unit

10C. Campuswide Percent of Total Sections Offered by Size - UG Fixed Unit
10D. Colleges and Divisions - UG Fixed Unit

Number of Class Sections

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

Year:
- 2010-11
- 2011-12
- 2012-13
- 2013-14
- 2014-15

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

Percentage:
- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

Budget and Institutional Analysis
10E. Schools - UG Fixed Unit

Number of Class Sections

GSM

SOE

SOM

SVM

1-10

11-25

26-50

51-100

101-200

201-300

301+

2010-11

2011-12

2012-13

2013-14

2014-15

100%

90%

80%

70%

60%

50%

40%

30%

20%

10%

0%
Undergraduate Three Term Total Number of NON-Credit Sections by Class Size

10F. Campuswide Total Sections by College/Division - UG Non-Credit

10G. Campuswide Percent of Total Sections Offered by Size - UG Non-Credit
10H. Colleges and Divisions - UG Non-Credit

Number of Class Sections

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


Legend:
- 1-10
- 11-25
- 26-50
- 51-100
- 101-200
- 201-300
- 301+
Graduate Three Term Total Number of FIXED-UNIT, Credit-Bearing sections by class size

10J. Average Class Size by College/Division - GR Fixed-Unit*

![Average Class Size by College/Division - GR Fixed-Unit* graph](image-url)
10K. Campuswide Total Sections by College/Division - GR Fixed Unit

10L. Campuswide Total Sections by School - GR Fixed Unit
Graduate Three Term Total Number of NON-Credit Sections by Class Size

10P. Campuswide Total Sections by College/Division - GR Non-Credit

10Q. Campuswide Total Sections by School - GR Non-Credit
10R. Campuswide Percent of Total Sections Offered by Size - GR Non-Credit
Upper Division Course-taking Experience*

Figure 10U. Upper Division Course-taking by Majors within each College/Division*
Includes fixed unit and variable unit courses by graduating cohort (see note #4 below)
Metric 10 Data Source: The Instructional Activity Information System (IAIS); Student Information System (SIS)

Notes:
* Indicates new metric or display added in 2015-16.

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.

3. SVM data is influenced by a significant curriculum change and change to semesters that has been phased-in during the period 2011-12 through 2014-15 by entry cohort. Beginning in 2015-16 all DVM students will be on the new DVM curriculum and semesters. For this reason comparisons with prior years during this period are not likely to be viable.

4. Important note regarding Metric 10U. This metric is very different than the other section size charts in this document. The years displayed are for spring graduating cohorts. Unlike the other charts related to section size, the years do not represent when the classes were offered. Instead, the years represent when the student taking the class graduated. For example, the 2015 column for CA&ES shows the distribution by section size for all the upper division courses taken by CA&ES majors who graduated in spring 2015. Because of these differences, Metric 10U is not comparable to the other metrics in this section.
METRIC 11: Undergraduate Time to Degree and Graduation Rates

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

11A. Freshman

11B. Transfer
Freshman Graduation Rate – Percent of Fall Cohort

11C. 4 Year Graduation Rates

11D. 6 Year Graduation Rates
Transfer Graduation Rate – Percent of Fall Cohort

11E. 2-Year Graduation Rates

11F. 4 Year Graduation Rates
**Metric 11 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. **Time to Degree** calculation of elapsed terms does not include summers.
3. **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 13: Student Ethnic Diversity

13A. Undergraduate – Colleges and Divisions

[Bar chart showing student ethnic diversity for different colleges and divisions from Fall 2011 to Fall 2015.]

[Bar chart showing enrollment numbers for different colleges and divisions from Fall 2011 to Fall 2015.]
13C. Graduate – Schools

- African American/Black
- American Indian
- Hispanic/Latino
- Asian/Pacific Islander
- White
- Unknown/Other
- International

For more detailed data and analysis, please refer to the Budget and Institutional Analysis report for March 2016.
Metric 13 Data Source: Student Information System

Note:
1. 13C 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 14: Faculty Data

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

14A. Colleges and Divisions

14B. Schools
Faculty by Rank

Figure 14C. Colleges and Divisions

[Bar chart showing faculty distribution by rank and college/division for Fall 2011 to Fall 2015.]
14F. Schools

Graph showing enrollment percentages and counts by race and ethnicity for different schools from Fall 2011 to Fall 2015.
Metric 14 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.
3. 14A & 14B: Filled Ladder Rank and Lecturer SOE Full-Time Equivalent as of October 31 of the fiscal year.
4. Figures include professorial and lecturer SOE title codes paid on all funds. Excludes continuing lecturer, recall professorial, and recall emeritus title codes.
5. AES FTE is excluded if there is no concurrent ladder-rank I&R appointment. CA&ES, CBS, and SVM figures include AES faculty FTE.
6. Some SON faculty were initially hired into Clinical X Series and are being transitioned to professorial title codes through the merit cycle.
METRIC 15: Faculty Hiring Trends

Figure 15A. Colleges/Divisions Ladder Faculty Recruitment and Hiring Trends

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Recruitments Authorized (Search Year)</td>
<td>34</td>
<td>70</td>
<td>66</td>
<td>78</td>
<td>109</td>
<td>110</td>
</tr>
<tr>
<td>15</td>
<td>Hires (Appointment Year)</td>
<td>12</td>
<td>20.2</td>
<td>38.33</td>
<td>34</td>
<td>62</td>
<td>84.48</td>
</tr>
<tr>
<td>15</td>
<td>Separations (Following Exit Year)</td>
<td>-51.97</td>
<td>-60.3</td>
<td>-37.03</td>
<td>-52.5</td>
<td>-36</td>
<td>-44.2</td>
</tr>
<tr>
<td>15</td>
<td>Net Change Hires-Separations</td>
<td>-39.97</td>
<td>-40.1</td>
<td>1.3</td>
<td>-18.5</td>
<td>26</td>
<td>40.28</td>
</tr>
</tbody>
</table>

Filled Faculty N = 1,127 as of 10/31/15
Faculty Hiring

15B. Colleges and Divisions

15C. Schools
Faculty Separations

15D. Colleges and Divisions

15E. Schools
**Metric 15 Data Source:** BIA Faculty Recruitment Database, Annual Faculty Recruitment 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. Hires in 2015-16 includes offers accepted with start dates that fall in 2015-16.
3. 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).
4. Separations have been shifted to the year following the separation to better reflect faculty available for instruction within a given academic year. The majority of separations occur during the final quarter of the fiscal year - or after teaching for that academic year is complete.
5. Figures represent professorial and AES positions. AES positions are excluded if there is no concurrent professorial or lecturer SOE anchoring appointment.
### METRIC 16: Graduate Student Financial Support, 2014-15

#### # of Student Quarters Supported in Fall, Winter, Spring Quarters

<table>
<thead>
<tr>
<th>Department Based</th>
<th>Graduate Group</th>
<th>Department Based</th>
<th>Graduate Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Of Agricultural &amp; Environmental Sciences</td>
<td>416</td>
<td>1,505</td>
<td>93</td>
</tr>
<tr>
<td>College Of Biological Sciences</td>
<td>0</td>
<td>1,024</td>
<td>0</td>
</tr>
<tr>
<td>College Of Engineering</td>
<td>1184</td>
<td>659</td>
<td>405</td>
</tr>
<tr>
<td>Division of Social Sciences</td>
<td>484</td>
<td>237</td>
<td>239</td>
</tr>
<tr>
<td>Division of Humanities, Arts &amp; Cultural Studies</td>
<td>1304</td>
<td>70</td>
<td>12</td>
</tr>
<tr>
<td>Division of Mathematical &amp; Physical Sciences</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School of Education</td>
<td>0</td>
<td>171</td>
<td>545</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>0</td>
<td>155</td>
<td>0</td>
</tr>
<tr>
<td>Betty Irene Moore School of Nursing</td>
<td>0</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>School of Veterinary Medicine</td>
<td>0</td>
<td>304</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Average Amount of Support Per Student Per Quarter

<table>
<thead>
<tr>
<th>Department Based</th>
<th>Graduate Group</th>
<th>Department Based</th>
<th>Graduate Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Of Agricultural &amp; Environmental Sciences</td>
<td>$12,556</td>
<td>$11,795</td>
<td>$9,748</td>
</tr>
<tr>
<td>College Of Biological Sciences</td>
<td>$0</td>
<td>$13,033</td>
<td>$0</td>
</tr>
<tr>
<td>College Of Engineering</td>
<td>$12,042</td>
<td>$12,492</td>
<td>$9,556</td>
</tr>
<tr>
<td>Division of Social Sciences</td>
<td>$13,438</td>
<td>$13,048</td>
<td>$12,343</td>
</tr>
<tr>
<td>Division of Humanities, Arts &amp; Cultural Studies</td>
<td>$12,479</td>
<td>$12,731</td>
<td>$7,488</td>
</tr>
<tr>
<td>Division of Mathematical &amp; Physical Sciences</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>$10,921</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>School of Education</td>
<td>$0</td>
<td>$12,816</td>
<td>$2,872</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>$0</td>
<td>$12,131</td>
<td>$0</td>
</tr>
<tr>
<td>Betty Irene Moore School of Nursing</td>
<td>$0</td>
<td>$18,106</td>
<td>$0</td>
</tr>
<tr>
<td>School of Veterinary Medicine</td>
<td>$0</td>
<td>$13,190</td>
<td>$0</td>
</tr>
</tbody>
</table>

#### % of Students Receiving Support

<table>
<thead>
<tr>
<th>Department Based</th>
<th>Graduate Group</th>
<th>Department Based</th>
<th>Graduate Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Of Agricultural &amp; Environmental Sciences</td>
<td>97%</td>
<td>94%</td>
<td>72%</td>
</tr>
<tr>
<td>College Of Biological Sciences</td>
<td>0%</td>
<td>98%</td>
<td>0%</td>
</tr>
<tr>
<td>College Of Engineering</td>
<td>93%</td>
<td>92%</td>
<td>59%</td>
</tr>
<tr>
<td>Division of Social Sciences</td>
<td>96%</td>
<td>94%</td>
<td>99%</td>
</tr>
<tr>
<td>Division of Humanities, Arts &amp; Cultural Studies</td>
<td>96%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>Division of Mathematical &amp; Physical Sciences</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>School of Education</td>
<td>0%</td>
<td>84%</td>
<td>72%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>0%</td>
<td>98%</td>
<td>0%</td>
</tr>
<tr>
<td>Betty Irene Moore School of Nursing</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>School of Veterinary Medicine</td>
<td>0%</td>
<td>93%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### % of Students Receiving Full Support

<table>
<thead>
<tr>
<th>Department Based</th>
<th>Graduate Group</th>
<th>Department Based</th>
<th>Graduate Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Of Agricultural &amp; Environmental Sciences</td>
<td>77%</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>College Of Biological Sciences</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
</tr>
<tr>
<td>College Of Engineering</td>
<td>54%</td>
<td>60%</td>
<td>18%</td>
</tr>
<tr>
<td>Division of Social Sciences</td>
<td>83%</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>Division of Humanities, Arts &amp; Cultural Studies</td>
<td>78%</td>
<td>81%</td>
<td>31%</td>
</tr>
<tr>
<td>Division of Mathematical &amp; Physical Sciences</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>School of Education</td>
<td>0%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>0%</td>
<td>87%</td>
<td>0%</td>
</tr>
<tr>
<td>Betty Irene Moore School of Nursing</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>School of Veterinary Medicine</td>
<td>0%</td>
<td>75%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Metric 16 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. The following professional degree programs are excluded from this data: JD, DVM, MD, MBA. In addition, the self-supporting LLM program is excluded because it is offered in a semester format similar to the JD and DVM degrees. Semester programs cannot be included due to the methodology described in note 1.
4. Percent of students receiving support is the total number of 2014-15 regular academic year student quarters (Fall, Winter, Spring) in which support was received or to which summer support was imputed (see also note 5) divided by the total number of regular academic year student quarters (Fall, Winter, Spring) enrolled.
5. Percent of students receiving full support is total number of 2014-15 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.
6. Definition and Calculation of "Full Support": 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.