Summary of Campus Metrics

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.

Index

Metric 1: Student Credit Hours – 3 Quarter Average
Student Credit Hours (SCH) by Course of Origin (Unit offering course) – 3-4
- Figure 1A. Undergraduate – Colleges and Divisions – 3
- Figure 1B. Undergraduate – Schools – 3
- Figure 1C. Graduate/Professional – Schools, Colleges, Divisions – 4
Student Credit Hour (SCH) by Pay (Who pays instructor) – 5-6
- Figure 1D. Undergraduate – Colleges and Divisions – 5
- Figure 1E. Undergraduate – Schools – 5
- Figure 1F. Graduate/Professional – Schools, Colleges, Divisions – 6

Metric 2: Undergraduate Majors

Metric 3: Degrees Awarded
- Figure 3A. Undergraduate – 8
- Figure 3B. Masters, Post Baccalaureate – 8
- Figure 3C. Doctorate – 9
- Figure 3D. Professional – 9

Metric 4: Graduate Student Enrollment
- Figure 4A. Graduate Group – Masters – 10
- Figure 4B. Graduate Group – Doctorate – 10
- Figure 4C. Departmental Program – Masters, Post-Baccalaureate – 11
- Figure 4D. Departmental Program – Doctorate – 11
- Figure 4E. Professional Programs – 12

Metric 5: Faculty Workload: Ratio of Student Credit Hours (SCH) to Faculty – 13-14
All Instructional Faculty
- Figure 5A. Colleges and Divisions – 13
- Figure 5B. Schools – 13
Ladder Faculty Only (Including Lecturer Security of Employment)
- Figure 5C. Colleges and Divisions – 14
- Figure 5D. Schools – 14

Metric 6: Cross College Teaching
- Figure 6A. Colleges and Divisions – 15
- Figure 6B. Schools – 15

Metric 7: Teaching Assistant (TA) Workload: Ratio of Undergraduate Student Credit Hours to TA – 16
Index Continued

Metric 8: Size of Undergraduate Courses Offered 17-18
Three Term Total Number of FIXED-UNIT, Credit-Bearing sections by class size 17
  • Figure 8A. Colleges and Divisions 17
  • Figure 8B. Schools 17
Three Term Total Number of NON-Credit Sections by Class Size 18
  • Figure 8C. Colleges and Divisions 18
  • Figure 8D. Schools 18

Metric 9: Time to Degree and Graduation Rates 19-21
Time to Degree - Number of Quarters (Measured by Graduating Cohort) 19
  • Figure 9A. Freshman 19
  • Figure 9B. Transfer 19
Freshman Graduation Rate – Percent of Fall Cohort 20
  • Figure 9C. 4 Year Graduation Rates 20
  • Figure 9D. 6 Year Graduation Rates 20
Transfer Graduation Rate – Percent of Fall Cohort 21
  • Figure 9E. 2-Year Graduation Rates 21
  • Figure 9F. 4 Year Graduation Rates 21

Metric 10: Student Ethnic Diversity 22-25
  • Figure 10A. Undergraduate – Colleges and Divisions 22
  • Figure 10B. Graduate – Colleges and Divisions 23
  • Figure 10C. Graduate – Schools 24
  • Figure 10D. Professional – Schools 25

Metric 11: Faculty Data 26-30
Filled Ladder Rank and Lecturer SOE Full Time Equivalent (FTE) 26
  • Figure 11A. Colleges and Divisions 26
  • Figure 11B. Schools 26
Faculty by Rank 27-28
  • Figure 11C. Colleges and Divisions 27
  • Figure 11D. Schools 28
Ethnic Diversity (Ladder Faculty and Lecturer SOE) 29-30
  • Figure 11E. Colleges and Divisions 29
  • Figure 11F. Schools 30

Metric 12: Faculty Hiring Trends 31-33
  • Figure 12A. General Campus Recruitment and Hiring Trends 31
Faculty Hiring 32
  • Figure 12B. Colleges and Divisions 32
  • Figure 12C. Schools 32
Faculty Separations 33
  • Figure 12D. Colleges and Divisions 33
  • Figure 12E. Schools 33

Metric 13: Graduate Student Financial Support, 2012-13 34-35
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/
1D. Undergraduate – Colleges and Divisions

[Graph showing student credit hours (SCH) by pay for different colleges and divisions over academic years 2008-09 to 2012-13.]

1E. Undergraduate – Schools

[Graph showing student credit hours (SCH) by pay for different schools over academic years 2008-09 to 2012-13.]
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

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

### 3B. Masters, Post Baccalaureate

<table>
<thead>
<tr>
<th>Academic 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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</thead>
<tbody>
<tr>
<td>2008-09</td>
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<td>2009-10</td>
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<td>2010-11</td>
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</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
METRIC 4: Graduate Student Enrollment

4A. Graduate Group – Masters

4B. Graduate Group – 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

5B. Schools
5C. Colleges and Divisions

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

5D. Schools

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

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

![Graph showing the percentage of SCH taught outside Home School/College/Division for different colleges and divisions over the years 2008-09 to 2012-13.]

6B. Schools

![Graph showing the percentage of SCH taught outside Home School/College/Division for different schools over the years 2008-09 to 2012-13.]

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

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

8B. Schools
Summary of Campus Metrics

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

8C. Colleges and Divisions

8D. Schools

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

9B. Transfer
Freshman Graduation Rate – Percent of Fall Cohort

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

[Graph showing student ethnic diversity across different colleges and divisions from Fall 2009 to Fall 2013]
10B. Graduate – Colleges and Divisions

[Graph showing enrollment trends from Fall 2009 to Fall 2013 for various colleges and divisions such as CA&ES, CBS, COE, DSS, HArCS, and MPS. The graph includes data for different ethnic and demographic categories such as African American/Black, American Indian, Hispanic/Latino, Asian/Pacific Islander, White, Unknown/Other, and International.}
10C. Graduate – Schools

Graph 1: Percentage of students by ethnicity from Fall 2009 to Fall 2013 for LAW, SOE, SOM, SON, and SVM. The bars represent different ethnic groups: African American/Black, American Indian, Hispanic/Latino, Asian/Pacific Islander, White, Unknown/Other, and International.

Graph 2: Number of students by ethnicity from Fall 2009 to Fall 2013 for LAW, SOE, SOM, SON, and SVM. The bars represent the same ethnicity groups as described above.
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 the distribution of faculty by rank (Assistant, Associate, Full, Lecturer SOE) for different colleges and divisions (CA&ES, CBS, COE, HArCS, MPS, DSS) for the years 2010 to 2013.
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.
Ethnic Diversity (Ladder Faculty and Lecturer SOE)

11E. Colleges and Divisions

[Bar charts showing percentage distributions for different ethnic groups across different years and departments.]
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

<table>
<thead>
<tr>
<th>Appointment Year</th>
<th>CA&amp;ES</th>
<th>CBS</th>
<th>COE</th>
<th>HArCS</th>
<th>MPS</th>
<th>DSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>0.00</td>
<td>2.00</td>
<td>4.00</td>
<td>6.00</td>
<td>8.00</td>
<td>10.00</td>
</tr>
<tr>
<td>2012-13</td>
<td>14.00</td>
<td>12.00</td>
<td>10.00</td>
<td>8.00</td>
<td>6.00</td>
<td>4.00</td>
</tr>
<tr>
<td>2013-14</td>
<td>12.00</td>
<td>10.00</td>
<td>8.00</td>
<td>6.00</td>
<td>4.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

12C. Schools

<table>
<thead>
<tr>
<th>Appointment Year</th>
<th>GSM</th>
<th>SOE</th>
<th>LAW</th>
<th>SOM</th>
<th>SON</th>
<th>SVM</th>
</tr>
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<tbody>
<tr>
<td>2011-12</td>
<td>0.00</td>
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<td>4.00</td>
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<td>8.00</td>
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<td>2012-13</td>
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<td>10.00</td>
<td>8.00</td>
<td>6.00</td>
<td>4.00</td>
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<tr>
<td>2013-14</td>
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<td>8.00</td>
<td>6.00</td>
<td>4.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Faculty Separations

12D. Colleges and Divisions

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>Department-Based</th>
<th>Graduate Group</th>
<th>Department-Based</th>
<th>Graduate Group</th>
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</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>1,089</td>
<td>19</td>
<td>1,446</td>
</tr>
<tr>
<td>CA&amp;ES</td>
<td>353</td>
<td>505</td>
<td>97</td>
</tr>
<tr>
<td>Education</td>
<td>181</td>
<td>181</td>
<td>319</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,018</td>
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<td>133</td>
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<tr>
<td>Graduate Studies</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>L&amp;S:HARCS</td>
<td>590</td>
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<td>L&amp;S:MPS</td>
<td>1,289</td>
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<td>L&amp;S:SS</td>
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<td>Medicine</td>
<td>133</td>
<td>133</td>
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<tr>
<td>Nursing</td>
<td>69</td>
<td>69</td>
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</table>

### Average Amount of Support Per Student Per Quarter

<table>
<thead>
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<th>Department-Based</th>
<th>Graduate Group</th>
<th>Department-Based</th>
<th>Graduate Group</th>
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</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>$12,369</td>
<td>$11,202</td>
<td>19</td>
</tr>
<tr>
<td>CA&amp;ES</td>
<td>$11,787</td>
<td>$11,177</td>
<td>$10,353</td>
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<tr>
<td>Education</td>
<td>$10,949</td>
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<td>$10,497</td>
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<tr>
<td>Engineering</td>
<td>$11,215</td>
<td>$11,391</td>
<td>$9,359</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>$10,539</td>
<td>$10,539</td>
<td>$10,539</td>
</tr>
<tr>
<td>L&amp;S:HARCS</td>
<td>$12,232</td>
<td>$12,686</td>
<td>$11,370</td>
</tr>
<tr>
<td>L&amp;S:MPS</td>
<td>$12,019</td>
<td>$11,450</td>
<td>$10,719</td>
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<td>L&amp;S:SS</td>
<td>$11,843</td>
<td>$11,953</td>
<td>$10,990</td>
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<td>Medicine</td>
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<td>$20,558</td>
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<td>Nursing</td>
<td>$20,558</td>
<td>$20,558</td>
<td>$20,558</td>
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<tr>
<td>Vet Med</td>
<td>$12,673</td>
<td>$9,297</td>
<td>$9,297</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>Biological Sciences</td>
<td>97%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>CA&amp;ES</td>
<td>96%</td>
<td>94%</td>
<td>78%</td>
</tr>
<tr>
<td>Education</td>
<td>78%</td>
<td>78%</td>
<td>72%</td>
</tr>
<tr>
<td>Engineering</td>
<td>85%</td>
<td>91%</td>
<td>58%</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>L&amp;S:HARCS</td>
<td>97%</td>
<td>95%</td>
<td>99%</td>
</tr>
<tr>
<td>L&amp;S:MPS</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>L&amp;S:SS</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Medicine</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Nursing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Vet Med</td>
<td>92%</td>
<td>92%</td>
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</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>Biological Sciences</td>
<td>90%</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>CA&amp;ES</td>
<td>78%</td>
<td>68%</td>
<td>47%</td>
</tr>
<tr>
<td>Education</td>
<td>50%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Engineering</td>
<td>51%</td>
<td>53%</td>
<td>22%</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>L&amp;S:HARCS</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>L&amp;S:MPS</td>
<td>82%</td>
<td>65%</td>
<td>47%</td>
</tr>
<tr>
<td>L&amp;S:SS</td>
<td>78%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Medicine</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Nursing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Vet Med</td>
<td>75%</td>
<td>75%</td>
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</tr>
</tbody>
</table>

**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.