

April 18, 2016

TO: Department Representatives of the Representative Assembly**RE: Update**

Dear Department Representatives:

I want to update you on several events that have occurred since my communication on March 9, 2016.

We have reached an important milestone—near completion of Phase Two—in the Four Year Completion Initiative (FYCI). As you know, in Fall 2015 the Chair of the Academic Senate, the Vice Provost of Undergraduate Education, and the Chair of the Council of Associate Deans launched FYCI. The objective of FYCI is to create an educational environment that enables—but does not mandate—an undergraduate student to complete a degree in four years. That is, the objective of FYCI is not to force all students to complete a degree in four years, but to make that option available and feasible. Below is an update on FYCI progress.

Phase One: I asked Department Chairs to consult with their faculty and provide responses to an open-ended questionnaire by March 1, 2016. All Department Chairs promptly responded, providing a wealth of information on the factors they perceived were the main obstructions undergraduate students faced in graduating in four years (attachment 1).

Phase Two: The information gathered in Phase 1 was forwarded to many Academic Senate Committees, including all Faculty Executive Councils, with a request to provide feedback by April 15, 2016. I also specifically asked Ed Caswell-Chen (Chair of the Undergraduate Council), Sue Ebeler (Chair of the Council of Associate Deans), and Brett McFarlane (Director of Academic Advising) to consult with their respective councils and advisors to gather additional analyses and feedback. Finally, I requested that Budget and Intuition Analysis (BIA) systematically analyze all data collected and report back to the Academic Senate. I have received feedback and information from all the above.

Phase Three: The issues identified in Phases 1 and 2 will demand expedited action. We must move quickly into the implementation phase. This morning I received BIA's draft report, "Undergraduate Student Success: Graduation Rate and Time to Degree, An Analytical Roadmap." This document was prepared in consultation with the Office of Student Affairs using the input collected in Phase 1 (attachment 2). By this Thursday, April 21, Ed Caswell-Chen, Sue Ebeler, Brett McFarlane and others will complete their review of the draft recommendations; the purpose of their review is to ensure that the actions identified in the BIA report are consistent with additional inputs received during Phase 2. If you, as a Departmental Representative, wish to review and comment on the report, please send your comments to Kyle Gayman (ksgayman@ucdavis.edu) by this Friday, April 22. I will finalize the report by Monday, April 25, and the Academic Senate will immediately launch into a targeted assessment of recommendations and implementation roadmaps.

I should also note that increasing summer course offerings is a crucial element of the Four Year Completion Initiative, and the attached list (attachment 3) has been prepared in consultation with the Associate Deans and the Departments Chairs. In the past, the campus could not encourage increased summer enrollment due to the unavailability of state and federal summer financial aid. To overcome this lack of state and federal funding, [the Administration has specifically allocated an additional \\$1.9 million to the 2016 summer financial aid pot, for a total of \\$10.5 million](#). As we have discussed several times in the Academic Senate, summer courses must offer the same quality of instruction as courses during the regular quarters. I am aware that faculty have expressed some concerns in the past about Summer Sessions. Please bring any concerns about Summer Session to my attention. I will keep you updated as these issues are discussed with the Administration.

As you may know, due to significant financial challenges at UC Berkeley, Chancellor Dirks has announced his intent to restructure some of its academic programs and to lay off more than 500 staff employees. In contrast, UC Davis has a plan in place to ensure current and future financial health. Every year, senior leadership from each campus has a budget meeting with the President. See attached for the UC Davis slide deck presented on March 18, 2016 (attachment 4). Specifically, slides 4-9 summarize the planning in place to ensure financial health at UC Davis. The Committee on Planning and Budget (CPB) continually reviews the resource allocations and investments that are made by the administration. Most recently, I have asked CPB to perform an expedited review of resource allocations to the Office of Strategic Communications, and to report back to the Executive Council by Thursday, April 21. You may direct any budgetary questions to the Associate Director of the Davis Division, Kimberly Pulliam (kapulliam@ucdavis.edu).

In closing, I would like to recognize the committee members who have been at the forefront of all of these efforts. Our colleagues have adhered to a very aggressive timeline and have clearly shown the great benefit that shared governance brings to the University of California and our campus.

Sincerely,



André Knoesen
Chair, Academic Senate
Professor: Electrical and Computer Engineering

Attachments: 1. UC Davis Four Year Completion Initiative: Phase One Summary
2. Undergraduate Student Success: Graduation Rate and Time to Degree, An Analytical Roadmap
3. Guaranteed-to-Go Summer 2016 Courses
4. Annual Budget Meeting

UC Davis Four Year Completion Initiative: Phase One Summary

By André Knoesen, Chair Davis Division, Academic Senate

The objective of the Four Year Degree Completion Initiative (Initiative) is to identify and eliminate campus controlled factors impeding an undergraduate student's ability to complete degree requirements and graduate in four years. The Initiative will conclude within two years.

The first phase of the Initiative collected information from faculty in all the undergraduate majors on the Davis campus. The purpose of this Phase One Summary is to take the information obtained from the questionnaire and rapidly distribute it to the campus to stimulate further discussion on ways to improve four year degree completion on the Davis campus.

Chairs from all 106 undergraduate majors consulted with faculty and responded to the following open-ended question: *"As part of the Four Year Completion Initiative, UC Davis is soliciting department input regarding factors, outside the required upper division courses in a curriculum, that impede your undergraduate students from completing the major within four years. Please describe such factors in the space below."*

The approach used to perform this heuristic analysis is not intended to be in-depth or rigorous. From the responses received:

- a) Redacted statements were extracted so as not to identify majors providing the response (the redactions were reviewed by Budget and Institutional Analysis to ensure appropriate information is released);
- b) The statements were tabulated along with an identifier if the comment came from a BS major, BA major or BS&BA major;
- c) By looking at the statement, dominant themes were identified; and
- d) Statements were grouped to determine how many times comments reflected an identified theme.

Lack of Courses:	Degree Type
1 ...important classes are not available to our majors in a timely fashion	bs
2 ...some of the large lower division courses that are required by almost all Bachelor of Science majors on campus	bs
3 ... availability of required lower division courses, such as the BIS 2 series.	bs
4 ... the high number of enrolled undergraduates at UC Davis coupled with limited course offerings are making course accessibility difficult across campus and that delays students completing in a four year time frame.	bs
5 ... the shortfall of general education (lower division) class offerings, specifically CHE2 and BIS2. Registration for these classes has been difficult in the past, leading to a shortfall of prerequisite coursework for the upper division ... classes.	bs
6 an issue with our course PLS 2, in that it would be helpful if we could offer it more than once per year	bs
7 the primary impediment to 4-year graduation occurs when students fall out of course sequence, by failing one class or missing a quarter of coursework (due to personal circumstances or to complete an internship).	bs
8not being able to get courses needed in a timely fashion,	bs
9 ...ability to offer some undergraduate core courses only once per year due to faculty time and other program constraints.	bs
10 ...access to needed courses due to the impact of high student numbers across campus.	bs
11 ...although students have various options for upper division coursework, only some of those courses can be repeated.	bs
12 ...because of the interdisciplinary nature of the....major, students must enroll in courses across the campus including those courses that are in highly impacted majors such as ARE and high-demand, impacted courses such as those in UWP and CMN.	bs
13 ...ECS 30 (Introduction to Programming and Problem Solving), which is required for our BS degrees, is not offered at convenient times for our undergraduate majors	bs
14 ...frequency of course offerings	bs
15 ...impacted courses due to limited/ insufficient instructional and laboratory space, which seriously lag the growth in enrollments.	bs
16 ...inability to enroll in BIS 101, which is a prerequisite for many of the restricted elective classes under our Biotechnology sub-emphasis. Students say that it is difficult to get into the class.	bs

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| 17 | ...inability to enroll in preparatory subject matter courses in a timely matter (i.e., BIS series, CHE 2ABC series) due to large enrollments. | bs |
| 18 | ...insufficient instructional resources: Our current instructional capacity does not allow frequent enough offering of a number of key gateway or otherwise required courses | bs |
| 19 | ...lower division preparatory courses not having enough space for students. | bs |
| 20 | ...most classes offered only once a year (forcing students who fail a class to repeat it a year later). | bs |
| 21 | ...one other severe constraint on many students is that they must work to earn income or their debts will be even higher -- this is a function of the high tuitions that UC students must pay. When they work more, they cannot take as large an academic load. | bs |
| 22 | ...only being able to offer some required undergraduate courses once per year due to lack of faculty and competition with offering graduate courses. | bs |
| 23 | ...our majors would benefit from having quarterly offerings of the Physics 1 series, and the Chem 2 and 8 series. | bs |
| 24 | ...required undergraduate major courses are only able to be offered once per year due to an insufficient number of faculty to address teaching needs within both the undergraduate and graduate programs. | bs |
| 25 | ...scheduling conflicts between ... core courses and Restricted Elective (RE) classes offered by other departments delay the order in which students can take their RE courses and ultimately may cause them to take longer to complete or to take alternate classes than they prefer. | bs |
| 26 | ...the availability of chemistry courses (workload, CHE 2ABC, and CHE 8AB) may contribute to some ... students not graduating in 4 years. Our students don't generally have trouble getting in to those course, but sometimes we wish they could start a series in a quarter that the first course in the series isn't offered. | bs |
| 27 | ...the campus student enrollment is growing and course enrollment is strained to capacity, particularly in the experiential laboratory courses | bs |
| 28 | ...the growing campus student enrollment is leading to some courses being overenrolled. Some students are finding that they must take courses out of sequence due to limited availability, which is not an optimal pedagogical situation, or may have to wait until their senior or "super-senior" year in order to get into the right class. | bs |

- 29 ...there is significant competition within the campus for students to be able to enroll in general education and key preparatory science courses. Students may not be able to enroll in courses in the correct pedagogical sequence or may have to stay longer to obtain a spot in high enrollment courses bs

Late Change of Major:	Degree Type
1 ...Students starting in a major that is not the right fit and they do not do well in their classes forcing them to have to leave the university for an extended period of time and take courses at a community college to reenter Davis.....	ba
2 ...Students switching majors after junior year	ba
3 ...(students) tend to add as a major later in their college career	ba
4many of our students do not start at UC Davis asmajors, but come to the major later in their academic careers, sometimes as a second major, but other times after having not succeeded in whatever major they started off in.	ba
5Some of our students enter the major after leaving other majors. If this is done relatively late, then the need to complete courses in the new major can push students past the four-year mark.	ba
6it is likely that students who join the major later will be delayed as they may have other college and university requirements to satisfy simultaneously.	ba
7 ...a number of students switch fairly late into the () major, and this can make it challenging to complete the major within four years.	ba
8 ...many of our students declare their majors late, often switching from the sciences. As a result, they need extra time to fulfill the requirements for the major in starting so late as well as having to address any issues such as academic probation due to low grades in their previous major.	ba
9 ...students tend to discover (the major) relatively late in their college careers.....If they discover this later than first quarter of their second year, they have to wait till their third year to begin the language sequence	ba
10 ...the longer (the students) remain undeclared, the most difficult it is for them to register for their courses and meet the major requirements	ba
11 ...the primary factor impeding our undergraduate students from completing the major within four years has to do with the manner in which they enter our major.	ba
12 ...we often have students declaring themajor late, after taking several classes and then realizing that they were well on their way toward a major, as well as discovering their increasing interest in the subject.	ba
13 ...students changing into the ...major during their 3rd or 4th year after realizing their current major is not a good fit academically	ba & bs

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| 14 | ...we also have a large number of students who double major and do not declare as a major until the end of their junior year. We would like the policies to declare a double major to be changed so students are encouraged to declare their second major much sooner. | ba & bs |
| 15 | ... changed majors relatively late and still needed to complete many of the foundational science classes, such as biology, chemistry and physics. | bs |
| 16 | students may be delayed because they transferred into the major late and so lacked some of the prerequisites. | bs |
| 17 | the most common reason that a ... student doesn't graduate in 4 years is because they started in a different major and decided to be in (X major) too late to graduate in 4 years (but could graduate within the Dean's Office's 225 unit maximum). | bs |
| 18 | ...Changing into the major later in their academic career | bs |
| 19 | ...Late decisions to change their major. | bs |
| 20 | ...many of our students transfer from other majors that they did not like and were not doing well in. For some number of these students, it is likely that they would drop out of UC Davis entirely thus affecting overall completion rates. Difficulty in graduating in 4 years comes when students transfer from majors such as biosci or engineering into social science departments. | bs |
| 21 | ...students changing late lead to lack of prerequisites. | bs |
| 22 | ...Students transferring from other majors without the needed prerequisites cannot catch up on degree progress due to courses being offered only once per year. | bs |
| 23 | ...The many students who change majors ... push that number higher. | bs |
| 24 | ...they changed majors late (more than one reason could be selected). | bs |

Financial & Personal Circumstances:**Degree Type**

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| 1 | ...heard anecdotally of some students not having their basic needs met while at UC Davis (adequate housing and nutrition), | ba |
| 2 | ...the biggest challenges,... our undergraduates have to contend with as they try to complete their degree in four years are directly related to the soaring costs of a university education. | ba |
| 3 | ...we have had students in our major who commute long distances to campus,.... this too may also be related to wealth disparities if students are unable to afford housing in Davis or have family responsibilities that prevent them from moving close to campus. | ba |
| 4 |some attention should be given to whether or not recent increases in tuition and fees, along with the economic downturn that occurred during the years for which data on graduation rates have been made available, have disproportionately affected students from less privileged backgrounds.... | ba |
| 5 |Financial issues related to not enough financial aid or students having to support themselves.... | ba |
| 6 |sometimes having to work to support not only themselves but also other members of their families.... | ba |
| 7 |Students having additional priorities that take their time and increase stress levels resulting in less units being taken per quarter or student taking a needed break between quarters (i.e. working full-time, care taking of children and/or other family members, illnesses, mental health issues etc.) | ba |
| 8 | ...Few of our students come from economically privileged backgrounds. Many of them are first-generation college students and/or minorities. The soaring costs of higher education is an issue that touches more and more students and one that hits minorities and first-generation college students disproportionately hard. Many students have no financial support from their families and are entirely on their own. Hence our students work a great deal outside the classroom. As many as half, or even more, of our students work as much as 20-30 per week in addition to taking several courses. Such financial stress and long hours of work while a student pose particular challenges to many of our students' ability to progress swiftly. | ba |
| 9 | ...Financial stress is and is likely to continue to be a possible impediment to our students' ability to progress apace toward a degree in four years. | ba |
| 10 | ...it is reasonable to suppose that students from low income backgrounds might have to work more hours in order to make ends meet, | ba |

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| 11 | ...many students appear to be delayed due to personal issues. These include working part or full time on top of their studies, family issues they must attend to and mental health issues (we've had a number of students with depression and other mental health struggles). | ba |
| 12 | ...Students frequently have commitments that conflict with coursework, such as jobs, perceived religious and social obligations, family difficulties, and personal (psychological and health) crises that interfere with school. | ba |
| 13 | ...Students often encounter financial difficulties as a result of UC's outrageously high tuition and unexpected increases in tuition/fees that impede their timely completion of requirements. | ba |
| 14 | ...Working students are frequently limited in the number of units they can take in a given quarter | ba |
| 15 | ...external circumstances such as having children, working full-time, or caring for a parent that could cause students to reduce their course load per quarter | ba & bs |
| 16 | ... many students who need to work in order to afford fees/tuition and/or to be able to provide for themselves, and this tends to increase their time to degree as they cannot as easily take as high a number of units as students who do not need to work. | bs |
| 17 | ...An increasing number of students are working part-time during college in order to help cover expenses of their education. | bs |
| 18 | ...Family problems that lead to dropping courses or incomplete courses. | bs |
| 19 | ...Many students struggle to pay the high cost of university, and it is common for students to work 20 or more hours per week, limiting their ability to take a high course load to advance to graduation. | bs |
| 20 | ...One other severe constraint on many students is that they must work to earn income or their debts will be even higher -- this is a function of the high tuitions that UC students must pay. When they work more, they cannot take as large an academic load. This means that poorer students cannot do as well as their richer fellow students. | bs |
| 21 | ...Students may take the minimum number of units because they have jobs, internships, or family responsibilities. | bs |

- 22 ...Workload courses affect freshman scheduling capability
(students needing extra preparatory course work are placed into
workload courses).

bs

Lack of Instructional Space:	Degree Type
1obtaining classrooms that could accommodate larger number of students at desirable times is a major obstacle.	ba
2We do suffer some impediments due to a lack of appropriate classroom space at UC Davis...	ba
3we require many large lecture halls each quarter to accommodate our courses. The university does not give us the number of lecture halls that ...we request and therefore, we cannot offer as many spaces in the classes as would be necessary for our major.....	ba
4student progress related to scheduling is the overall shortage of classrooms on campus. This especially affects the lower division preparatory coursework and some of early upper division depth courses that are prerequisites for upper division speciality courses. Students are often waitlisted for these core biology, math and chemistry courses and cannot move on the upper division elective courses in a manner that allows them to graduate in 4 years.	ba & bs
5 ...Shortage of classroom space makes scheduling hard.	ba & bs
6 ...Space constraints also place limitations on our department that may affect our students. We are running out of office space to house our ... faculty, though our numbers keep growing. We have run out of office space to house new advisers, whom may be needed as the number of undergraduates increases with the 2020 initiative.	ba & bs
7 inadequate space, meaning suitable lecture and laboratory facilities,	bs
8 ...Class room availability.	bs
9 ...Enrollment limits due to lack of computer and wet lab teaching space.	bs
10 ...Enrollment limits due to limited lab teaching space	bs
11 ...Enrollment limits in classes due to lack of large classrooms	bs
12 ...Enrollments are limited for some classes due to an insufficient number of larger classrooms.	bs
13 ...For laboratory courses, enrollments are limited due to inadequate computer and wet lab teaching space.	bs
14 ...Not having the resources to provide as many offerings due to limited teaching and classroom resources	bs
15 ...seats available in courses.	bs
16 ...There is a lack of classrooms on campus.	bs
17Inflexibility of Academic Senate to allow creative solutions with online/flipped sections on short notice.	

Lack of Preparation:	Degree Type
1 ...we suffer from the general lack of preparedness in writing that we encounter in a substantial number of our students.....it would benefit our teaching if the students were better prepared in writing before they were admitted to UC Davis, or if there were some sort of basic writing course that was required of all freshmen...	ba
2(50%) of students who graduated with degrees (in about the last two years)spent at least one quarter facing academic probation or similar academic sanctions.	ba
3 ...Students often arrive at UC Davis with less general and subject-specific educational preparation than they used to; there often is considerable remedial work required before students are prepared for major courses. This is especially a problem with transfer students, but often applies to first-year students as well.	ba
4 ...A reasonable amount of students interested in this field do not enter the major with an adequate preparatory background and therefore must take extra courses in Calculus and Physics that our prerequisites to our classes, on their way to completing our major; this sometimes can increase the length of time needed to graduate.	bs
5 ...A substantial number of our slow-to-graduate students struggle early with their lower division courses, and thus, they end up taking upper division coursework later than typical and/or have difficulty learning the engineering material.	bs
6 ...Community College Transfer students often do not focus on preparatory subject matter while enrolled in CC. Instead they focus on their GE or completing their IGETC instead. That is fine for social sciences and humanities majors, but not for the science majors. Those who do take some science courses, often transfer with "partial credit" for "series for series" transfer subject matter including Physics and Calculus.	bs
7 ...Entering first year and transfer students not having the necessary prerequisites or preparatory coursework	bs
8 ...Less prepared transfer students due to lack of resources at the community college level and lowering standards.	bs
9 ...Some lower division courses required for transfer to the program are not offered at community colleges and must be taken upon arrival.	bs
10 ...Students (both High School and Community College) are admitted to the major who place into Workload Math and Workload Chemistry or even lower-level coursework during their Summer Orientation exams.	bs

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| 11 | ...students arriving needing remedial classes (and even then, student needing only a few remedial classes can finish in time). | bs |
| 12 | ...students arriving needing remedial classes (and even then, students needing only a few remedial classes can finish in time) | bs |
| 13 | ...Students earning D and F grades in series courses (MAT 21, PHY9) or required major courses and needing to retake them. | bs |
| 14 | ...Students earning D and F grades in series courses (MAT 21, PHY9) or required major courses and needing to retake them. | bs |
| 15 | ...The variation in the quality of community and state college preparation for university study appears to be exceptionally high. | bs |
| 16 | ...UC programs to enhance student retention from lower API schools require a greater number of units in order to prepare students for courses in the major. | bs |

Summer:**Degree Type**

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| 1 | ...Not having enough courses offered during the summer that would allow them to complete the major. | ba |
| 2 | ...The lack of upper-division offerings in Summer Sessions, due to the cost of compensation to ladder faculty, may be another factor. | ba |
| 3 | ...Cannot stay in Davis in summer to do coursework. | bs |
| 4 | ...Lack of summer offerings. | bs |
| 5 | ...Lack of Summer Session offerings | bs |
| 6 | ...Limited offerings of summer courses due to insufficient resources. | bs |
| 7 | ...Limited summer session offerings, which are not popular to teach among our faculty. | bs |
| 8 | ...Limited summer sessions offerings | bs |
| 9 | ...Summer offers a tremendous opportunity to assist struggling students with material, and to help them make up their progress lag. The opportunity is under-utilized due to a number of reasons some of which have to do with marketing of summer sessions, its business model and the mismatch between organization of summer sessions and time-to-degree as an institutional objective. | bs |
| 10 | ...Summer sessions limited offerings or interfering with internships etc. | bs |

Transfer Students:	Degree Type
1 ...One factor impeding completion in four years may be the situation of transfer students. These students need to meet the minimum unit requirement for graduation, 180 units. A maximum of 105 units may be transferred, leaving 75 units to graduate. Spread out over six quarters, this would require an average of 12.5 units per quarter, slightly more than minimum progress.	ba
2 ...Many of our students are transfer students and it takes them a few quarters to get a hang of the intensity of the quarter system which means they fail a few courses.	ba
3 we support the idea of selective major review of transfer students in statistics.	ba & bs
4 ... no selective major review for its transfer applicants.	bs
5 ...many of our students are currently those who have transferred from other UC Davis majors or are transfer students from community college. The biggest impediment we currently see is that some of these students may not have completed lower division requirements (e.g., organic chemistry, calculus) prior to their third year which cuts into the upper division requirements. This is especially true of transfer students from community college, who will need to make up some deficiencies. This may then result in an extra 1-2 quarters at UC Davis.	bs
6 ...Students who take longer than normal are often transfer students who arrived without sufficient preparation in lower-level courses.	bs
7 ...The high number of transfer students received, which mean that some students have very tight schedules in which they could possibly complete courses, especially courses offered in alternate years, or which regularly become full because of limitations on lab space or places on required field trips.	bs
8 ...Transfer advising is key as well - when transfer students arrive without enough basic introductory science courses (preferably including physics, calculus, biology, chemistry and organic chemistry) it is a real problem to get them through on time.	bs
9 ...Transfer students coming in unprepared and with few courses towards their intended degree.	bs
10 ...Transfer students that arrive unprepared with the prerequisites required for the major.	bs

Internships:	Degree Type
1 ...Students wanting to participate in an internship, study abroad or the UC Washington program and/or similar programs. Sometimes students want to participate in two or three programs.	ba
2 ...students choosing to participate in valuable co-curricular experiences	ba & bs
3 ...Coops/internships during academic year tuition cost forces students to work part time.	bs
4 ...Internships and co-ops during the academic year	bs
5 ...Many ... students work in internships during the quarter and therefore do not take as many units per quarter as might be needed to complete the degree in 4 years.	bs
6 ...Students elect to spend additional terms (more than would be required to graduate) due to internship opportunities or a strong passion for their undergraduate field of study.	bs
7 ...Students elect to spend additional terms due to internship opportunities or a strong passion for their undergraduate field of study beyond the minimum requirements.	bs
8 ...Travel abroad or internship participation slow them down Financial problems (students often work too much, take time off from coursework)	bs
9 ...A large number of our students pursue ... undergraduate research, practical training experience (internships and coops). The ... faculty wish to go on record as strongly opposing any policies that would influence time to degree at the cost of penalizing students' ability to participate in practical training experiences, which we view as crucial to producing industry ready engineers to meet 21st century challenges.	bs
10. ...In order for our students to be competitive for acceptance into post-baccalaureate programs in the health profession of dietetics, students are expected to have multiple internship and other volunteer positions.This career-related experiential learning is very valuable to enrich their university experience, and positions our students to successfully compete for the highly sought post-baccalaureate positions	bs

Protecting GPA:**Degree Type**

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| 1 |Students not wanting to take more than 3 classes per quarter because they feel the course load is too rigorous for them and they are concerned about their GPA for graduate or professional schools. | bs |
| 2 | ...Many of our students are pre-professional with a significant number of students focused towards veterinary medicine... students tend to repeat courses to improve grades. | bs |
| 3 | ...Some students, who are pre-med (or other pre-health professional school bound) will delay completing their degree in four years to take lighter loads that enable them to study for the MCATs, gain extra clinical experience, and maintain higher GPAs. | bs |
| 4 | ...Some students elect to lighten their load by distribution over longer time to degree. | bs |
| 5 | ...students choosing to take fewer units each quarter (for better performance), | bs |
| 6 | ...Students make choices that affect progress. Students will delay taking a course if they perceive an instructor is hard, or if the course is not offered at an optimal time. Students will also drop classes they are not doing well in, or inappropriately use "incompletes". Students do not take full advantage of advising to ensure they are staying on track. | bs |
| 7 | ...Students make choices that affect progress. Students will delay taking a course if they perceive an instructor is hard, or if the course is not offered at an optimal time. Students will also drop classes they are not doing well in, or inappropriately use "incompletes". Students do not take full advantage of advising to ensure they are staying on track. | bs |
| 8 | ...students not wanting to take more than 3 classes per quarter because they feel it is too much for them and they are concerned about their GPA for graduate or professional schools. | bs |
| 9 | ...Students underperform in high-enrollment classes (e.g. BIS, CHE, PHY, MAT) and sometimes retake those classes to get a better grade. | bs |

Faculty Size:**Degree Type**

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| 1 | ...Only so many .. upper division courses can be offered at a given time. | ba |
| 2 | ...The chief impediment for timely graduation is the small size of the...faculty. ...Anticipated new faculty budget lines will be offset by anticipated retirements and will not change this situation. | ba |
| 3 | ...The impediments faced by our majors deal with our inability to meet student demand with our small faculty size. | ba |
| 4 | ...We need more TAs, which would allow us to offer larger classes (assuming we can even get the classrooms to do so) AND more FTE. | ba |
| 5 |insufficient numbers of qualified teaching staff, insufficient support staff (including advising staff--one person for a total of 750 majors in the Department) and the corresponding necessary resources. 4 | bs |
| 6 | ...Insufficient faculty numbers relative to size of major. | bs |
| 7 | ...Lack of TA support to offer additional class sections. | bs |
| 8 | ...There is a lack of faculty and TAs for our courses. | bs |

Resources:**Degree Type**

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| 1 | ...There seems to be agreement that we need more resources, but disagreement about whether those resources should come from DSS or upper campus. It is very frustrating. | ba |
| 2 | ...Despite the very high enrollments, has the highest student:TA ratio in DSS (specifically, 250:1 in lecture courses), such that students have very limited opportunity to meet with TAs for review and support. Again, an increased instructional budget is needed to reduce that ratio so that we can hire more TAs and provide the undergraduate students with the necessary levels of support to foster their successful completion of courses in a timely manner. | ba & bs |
| 3 | ...The instructional budget for is insufficient to mount our program at the levels needed by the students. For many classes, we can offer only one or two sections with very high enrollment in a given quarter, which provides little flexibility for students' schedules. We need to hire 7 to 10 more faculty to meet demands, bringing our department to 52 to 55 FTE, or our budget for hiring lecturers needs to be increased substantially, so that we can offer more sections with smaller enrollments. | ba & bs |
| 4 | While the department has taken every measure to ensure that students can get into the classes they need in order to stay on their four-year plan, this trend is not sustainable without significant infrastructure support (e.g. laboratory space, equipment and instrumentation, faculty, staff, and TA support). | bs |
| 5 | ...Not having the resources, both the faculty and the large classrooms, to provide as many offerings or as large offerings as we would like. | bs |

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| 6 | ...The ... department is willing to offer additional sections and/or quarters of our courses in high demand, but will need additional resources in order to do so. | bs |
| 7 | ...The necessary upper division labs are expensive, and we run them at a considerable loss under the current budget model. | bs |
| 8 | ...We have implemented as a pilot a summer preparatory course to qualify more of the incoming freshmen to enter freshman chemistry on time but even if they qualify we probably won't have places to put many of them. | bs |

Double Majors:**Degree Type**

- | | | |
|---|--|----|
| 1 | ...Students choosing to complete a double major or additional minor | ba |
| 2 |students who are double majors are frequently stymied by inconsistencies between different UCD schools' unit requirements..... | ba |
| 3 | ...Many of the ...majors choose to double major. Often, it is their second major or the fact that they are combining majors that impacts the graduation rate. | ba |
| 4 |students delayed graduation by choice to complete a minor, double major, study abroad or take extra courses that were not required. | bs |
| 5 | ...A large number of our students pursue dual majors, minors, ... The ... faculty wish to go on record as strongly opposing any policies that would influence time to degree at the cost of penalizing students' ability to participate in practical training experiences, which we view as crucial to producing industry ready engineers to meet 21st century challenges. | bs |
| 6 | ...Many.. students double major or add a minor, which slows them down Insufficient course offerings (need to offer some courses each quarter) | bs |
| 7 | ...Some students elect double majors or time intensive minors. | bs |

Hesitancy to Complete Degree:**Degree Type**

- | | | |
|---|--|----|
| 1 | ...it has been the experience our undergraduate faculty advisers that not many students seem to make graduation in four years a high priority | ba |
| 2 | ...A general misunderstanding exists among undergraduates that there are no consequences in taking extra time to complete a degree. | bs |
| 3 | ...Students also are hesitant to leave the university (angst to find a job, no clear prospective of what comes next, study abroad opportunities etc.) even though they have fulfilled all necessary classwork. | bs |
| 4 | ...Students at UC Davis tend to enjoy living in Davis, which means they often stay longer than four years. | bs |
| 5 | ...students choosing to take fewer units each quarter (for better performance), | bs |
| 6 | ...students in no hurry to graduate | bs |

Advising:**Degree Type**

- | | | |
|---|---|---------|
| 1 | ...Although mandatory advising appears to work well for the freshman, older students often have trouble making an appointment during this period. | ba & bs |
| 2 | ...students' progress towards their degree could be considerably accelerated via improved advising to freshmen to help them have a smooth transition to the university. | bs |
| 3 | ...Insufficient advising and teaching assistant resources: | bs |
| 4 | ...Lack of mandatory advising | bs |
| 5 | ...One of the most serious challenges to achieving a 4-year graduation in the..... major involves <u>internal advising</u> of its students | bs |

Lack of Preparedness of International Students:**Degree Type**

- | | | |
|---|--|----|
| 1 | ...Many of our students are international students with an inadequate understanding of the English language. | ba |
| 2 | ...We are getting an increasing number of international students as majors. However, many of them have inadequate English language proficiency. As a result, they struggle in our upper division courses, particularly with writing assignments. | ba |
| 3 | ...English as Second Language students facing challenges to English reading and writing comprehension, | bs |

Lack of Prerequisite Checking in Lower Division Math and Physics Classes:**Degree Type**

- | | | |
|---|---|----|
| 1 | ...Inadequate preparation due to lack of prerequisite enforcement primarily in lower division math and physics series. | bs |
| 2 | ...Students earning grades less than C- in lower division math and physics series and moving on (prerequisites are not checked in math and physics) | bs |

General Education Requirements:**Degree Type**

- | | | |
|---|--|----|
| 1 | ...Large general education course requirement. | bs |
| 2 | ...One way to increase student completion rates is require fewer GE classes and let them begin taking upper div classes earlier. | bs |

In October 2015 the Academic Senate Chair requested that all academic departments involve their faculty in identifying factors that impede undergraduate degree completion within four years for major programs within their department. Departments were invited to consider factors that may exist at the department, college, or campus level. By March 2016, as requested, departments submitted a wealth of information about factors that they view as impeding timely progress to an undergraduate degree.

Challenge: Establish a Roadmap for Remedial Action and Actionable Analysis

At the Senate Chair's request, staff leaders from Institutional Analysis (Budget and Institutional Analysis) and the Center for Educational Effectiveness (Office of the Vice Provost and Dean, Undergraduate Education) have reviewed the departmental responses, summarized and categorized them, and prioritized them for action or further analysis. The white paper that follows recommends a roadmap for activities to (1) assess and quantify the relationship between the identified obstacles and the four-year graduation rate and (2) identify and pursue remedial actions. In general terms, the proposed roadmap is guided by the principle that action and analysis are interdependent and should proceed in close iteration. Essentially, the purpose of analysis should always be to guide action and policy—there is no analysis for its own sake.

Suggested specific priorities follow.

Proposed Principles to Guide the Roadmap

- Priority 1: Identify and enable near-term actions that have high potential to improve--or avoid erosion of--retention and graduation rates. Analysis is focused on guiding the implementation of actions to address KNOWN obstacles by methods that have been proven to work either at UC Davis or elsewhere;
- Priority 2: Concurrent with priority 1 actions, if possible, begin or continue analytical work that will have an intermediate term payoff of more clearly identifying or confirming suspected obstacles and quantifying their impact; evaluate the impact of specific curricular and co-curricular interventions already in progress, with the aim of improving them; continue to build and roll out systems that will provide data needed to address more complex matters of student behavior (prerequisite checking, Degree Works).
- Priority 3: As new data and analytics systems become available, open new projects to address suspected obstacles that require analytical efforts/data beyond what is currently possible/available.

Proposed Roadmap by Priority

Priority 1

Obstacle 1A: Lack of classrooms/lack of space for TA discussions and support activities/lack of curriculum scheduling coordination across departments:

- *students can't find seats in courses they need for minimum progress*
- *students don't have sufficient discussion section opportunities to master course content*
- *lack of curriculum coordination between departments leads to student curriculum choices that cause delays (only partially addressed here in its course-scheduling manifestation—see also priority 3)*

Perhaps the most immediate short-term threat to the progress UC Davis has made with respect to its 4-year graduation rate is the gap between student classroom seat demand engendered by the steep increase in enrollment mandated by the state for Fall 2016 and Fall 2017—this at a time when our new classroom construction efforts are one to two years away from fruition.

Efforts are underway to temporarily augment our complement of general use classrooms in order to bridge the gap [Undergraduate Education]. Applied analytics are needed to guide this and further efforts. The following are proposed:

1. ***Seat demand projection by course and coordination of wait list management require immediate improvement. Short-term (Fall 2016 and continuing)***

April 2016: Analytical effort is underway needed to assess and inform dialog with the Associate Deans about what more is necessary for Fall of 2016 and prepare for freshman seat release. [BIA/Registrar]

July-December 2016: Develop an upper division seat demand prediction model by course (focus on upper division laboratory courses?). Implement and discuss implications with the Associate Deans, department chairs, and department/campus space planners. [BIA/Registrar]

2. ***Wait list analysis and management/coordination of response among UE/BIA/Associate Deans/Department Chairs. Short- and medium-term (Fall 2016 and continuing.)***

May-December 2016: This is less a matter of analysis and more a matter of organizational discipline and coordination. Analytically speaking, a more nimble way to view waitlists and compare them to historical dynamics would be useful. Degree Works, Ad Astra and other tools that the Registrar is acquiring/integrating with the SIS will help with this. Organizationally speaking, we may need an experienced faculty hand or group of them on point to regularly review evolving wait lists and work with the associate deans and department chair to address emerging hot spots. [UE/BIA/Registrar]

3. ***Enable operations analysis of room scheduling—optimization of scheduled subject to multiple constraints.*** Course scheduling could be improved by acquisition and application of analytical software that interfaces with the existing course scheduling system to allow optimization of room scheduling subject to a multiple constraints (including prerequisites, co-requisites, courses commonly taken together or in a well-defined sequence).

July 2016 through June 2017: The Registrar has pointed out that a software plug-in is available that would assist with this. Acquire and install the software. Work with associate deans and department chairs to model known pain points and test possible approaches. [UE/BIA/Registrar]

Obstacle 1B: Students consider factors other than time to completion in optimizing their course taking behavior:

- ***students take fewer units to improve grades***
- ***students take fewer courses/units to keep their schedule academically easier for other reasons—work, extracurricular activities, just not in a hurry***
- ***students pursue two or more majors, minors***
- ***students make poor (time-costly) course choices—simply bad choices or advising-related issues (not enough advisors, not enough properly trained advisors)***
- ***Students take extra (not required) courses***
- ***Students take external (non-UC Davis) courses***

These issues must be approached with sensitivity to students' individual circumstances and most likely in multiple stages. For example, many students must work to pay fees and living expenses. Quite understandably, they adjust their academic schedule accordingly. While the need to work might be addressed in the long run by changes in the University's financial aid and tuition practices, it would seem that the short term challenge is to meet these students where they are—to help them bring time to degree back into their optimization equation through sound advising and co-curricular support. Another approach might be to work in more focused way with students who do not have these challenges—to help them improve time to degree potentially through enhanced expectations/requirements for minimum/cumulative academic progress (or more active enforcement of existing expectations/requirements).

Difficult issues abound here—but other UC campuses arguably have faced these issues and surmounted them. One of our immediate “analytical” tasks should be to learn all we can from them and determine how their practices might inform ours. Much to be avoided, for example, is any appearance of stigmatizing students as academically slow and thereby creating self-fulfilling prophecies. Certainly there is the potential of doing harm by sacrificing enrichment activities (study abroad, extended internships, meaningful work experience) on the altar of time to degree. Yet at least two of our sister campuses, UC Irving and UC Santa Barbara, with similar student bodies facing similar challenges, seem to have surmounted these challenges and have gone on to achieve four year graduation rates in the high 60 percent range. Therefore, we propose:

1. *Learn what we can about minimum/cumulative progress policies and advising practices from UC Santa Barbara and UC Irvine.*

Summer and Fall 2016. Engage in a multi-session, structured dialog with academic and administrative leadership at UCI and UCSB, focusing broadly on their efforts to increase four-year graduation rates, and in particular on their policies and advising procedures with respect to minimum and cumulative academic progress. Evaluate their policies and practices and report out to the UC Davis community about conforming changes that might help in our situation. Note that something similar to this exercise has occurred several times in the UC Davis past with little notable result. A concerted, action oriented partnership between Senate and Administration will be required to move this from talk to action. [Academic Senate, UE, Student Affairs, BIA]

2. *Assess: Does average # of unit taken per quarter affect GPA? Fall 2016 [UE, BIA]*

3. *Assess Impact of two or more majors and minors on time to degree*

Summer 2016. Substantial work has been done by BIA on the time to degree impact of double majors. This does not seem to be a factor. Review and confirm this work. Assess feasibility of doing similar work for minors—but IF minors seem to be a factor, and intervention is deemed desirable, may not be able to effectively intervene with respect to minors until the Degree Works system is in place. UE will use its Department Diagnostic Tool to get metrics out to the departments by summer's end. Please see below for an approach to the issue of switching majors or adding a major late. [BIA/UE]

Priority 2

Obstacle 2A: Students arrive at UC Davis underprepared for the curricula.

- **Students lose time or do not graduate because are not adequately prepared;**
- **Student lose time or do not graduate because their lack of writing and other English communication skills results in poor performance;**
- **Transfer students arrive missing key courses, or do not have enough experience in coursework that is core to their major**

1. *Assess/quantify/understand impact of workload and ESL on graduation rate. Provide information to advisors, chairs, associate deans about prevalence of workload and ESL course taking among their majors.*

July 2016 – ongoing. Design and execute analysis to understand the impact of workload and ESL on graduation rate. What proportion of students participate in these courses? How much does participation in these courses affect graduate rates? How does participation in these courses affect time to degree (what specific course-taking dynamics cause delays)? Should include analysis of student progress patterns AND student focus groups. Ideally should be done in a praxis loop with program development

under item 2, below—the point of this analysis is to guide interventions.
[BIA/UE/Student Affairs]

2. ***Continue to evolve interventions: Pre-enrollment (summer) academies? ALEKS and similar prep systems? Co-curricular interventions (SASC, SA retention initiatives)? Summer strategies for continuing students (if catch up and acceleration are the aim—are we providing the right financial support, the right courses)***

July 2016 – ongoing. Design and execute organization-embedded feedback loops such that there is a dynamic collaboration between (1) advisors, student services professionals, and faculty who collaborating to produce interventions that help underprepared students succeed and make timely progress and (2) analytical practitioners. This collaboration should include planning and design of new programs and evaluation of existing programs. [Student Affairs/UE/BIA].

Summer 2016 – ongoing. UE is seeing good evidence that ALEKS works for chemistry, and ALEKS will be expanded to full scale for chemistry this summer. Math will begin to experiment with ALEKS this coming summer and fall.

3. ***Develop analytical approaches to identifying progress obstacles in transfer pathways and partner with practitioners seeking to create multi-segment approaches to addressing obstacles.***

July 2016 – June 2017. Pursue Koret/Intel-sponsored study of CCC to UC pathways for engineering students. UE will develop a generic model for students in other disciplines as part of this work. [UE, Student Affairs, BIA]

Obstacle 2B: Students don't receive advising early enough in their undergraduate years; don't declare double majors until late in their undergraduate years.

Summer 2016. Review data from L&S mandatory freshman advising to see if it has made a difference in first-year outcomes, particularly for students deemed to be "at risk." We will have to wait to see about a longer-term difference. [UE/BIA]

Obstacle 2C: Students get into academic difficulty and academic probation.

June 2016-July 2017. Assess the impact of academic probation on completion metrics (Summer 2016). Assess factors that may lead to academic probation and develop a predictive tool to identify students likely to have academic difficulty BEFORE it happens (October 2016-May 2017). Work with the Academic Senate and Student Affairs to develop non-stigmatic ways and means of early intervention. [UE/Student Affairs/BIA]

Obstacle 2D: Students take too few hard prerequisite courses

June 2016-July 2017. Assess: Does number of hard courses taken influence completion metrics (retention, time to degree, graduation rate, protecting gpa)? Requires an operational definition of “hard”—Undergraduate Education is in the process of working with students and faculty to define “hard.” [UE]

Obstacle 2E: Internships, courses abroad, and the Washington D.C. program can slow students down.

June 2016-July 2018. Assess: What is the net impact of these programs on the undergraduate student experience? On time to degree, gpa, post-graduation employment and education outcomes? If we find that these experiences slow students down, but improve other outcomes, what will we do—for example, how might we better integrate them into students’ degree pathways? Courses abroad and DC programs likely will be evaluated before December 2016. Data on internship participation will take much longer to collect and evaluate. [UE/Global Affairs/ICC/Student Affairs/BIA]

Obstacle 2F: Students repeat courses or drop courses to improve a grade.

June 2016-July 2017. Assess relationship to time to degree and impact on gpa. Add to Department Diagnostic Dashboard. Consider implications of policy changes. [UE, Academic Senate]

Priority 3

Obstacle 3A: The GE program slows students down.

- **There is insufficient access to lower division GE courses (Too few courses? Courses not offered often enough—limited offering of key courses?)**
- **Breadth requirements are excessive?**

June 2017-July 2018. Reassess the overall availability of seats in GE courses with respect to student demand. This could be done earlier, if necessary/desirable—but it is not a terribly helpful metric. Using data in OASIS/Degree Works, assess patterns of GE course taking that may indicate that particular courses or topical breadth areas may be impacted or otherwise problematic. Look for other student circumstances (workload courses, ESL, for example) that may be correlated with delays in fulfilling GE requirements. [UE, BIA]

Obstacle 3B: Double majors and major changes slow students down.

June 2017-July 2018. Assess whether the timing of declaring a second major has an impact on completion metrics. However, conclusive evidence may not emerge until Degree Works is implemented—there is anecdotal evidence that students start down the path to a double major well before they declare. Assess whether timing of a major change has an impact on completion metrics—continue work by BIA and UE in this regard. [BIA/UE]

Obstacles 3C: Socioeconomic distress and personal circumstances slow students down. Some causes include:

- **20-plus hours of work**
- **Commuting**
- **Health crises, both physical and mental**
- **Experiences of barriers to social or academic engagement, including experiences of exclusion**

June 2017-July 2018. Continue efforts in Student Affairs and Undergraduate Education to evaluate the effectiveness of co-curricular and other student support programs with respect to time to degree and other metrics of student success. Review data from UCUES and exit surveys to gain further insights from students. [Student Affairs/UE/BIA]

Obstacle 3D: Prerequisites-related issues:

- There are too many prerequisites
- Some key prerequisites are not offered frequently enough—this may cause students to take courses out of sequence and lead to adverse outcomes.

June 2017-June 2018. Assess these issues after prerequisite clean up and prerequisite checking are in place. [UE, Academic Senate]

Obstacle 3E: Lack of curricular coordination between departments slows student down—courses not available when needed for optimal progress.

June 2017-2018. Evaluate when Degree Works and prerequisite checking are in place. Likely will require interdepartmental faculty focus groups to define articulation issues [UE/Academic Senate]

Obstacle 3F: Students have insufficient exposure to small discussion sections. This results in sub-optimal mastery of course material. This is sometimes characterized in terms of inability to hire sufficient numbers of TAs (suboptimal resource allocation priorities), or too many students per TA on a course by course basis.

July 2016-June 2017. Work with department chairs and Academic Senate to more fully understand the pain points. This is difficult. A lot of descriptive data exists and can be communicated to departments and decision makers (# of TAs by course, student/TA ratio, department or course comparisons to disciplinary norms). However, a meaningful discussion requires diving into how TAs are used, instructional resource allocation priorities/decisions, and TA preparation/training/effectiveness. There is much variability around campus with respect to all, and the tools for working through improvements are in the hands of deans, department chairs and faculty to a substantial degree. [UE/BIA]

Guaranteed-to-Go Summer 2016 Courses

Guaranteed-to-Go Course List Summer 2016				# of Sections, Su		
College/Division	Department	Course Name	Course #	Unit Value	'16	1 or 2
CA&ES	Animal Sci	Raptor Biology	AVS115	3	1	
CA&ES	ARE	Intermed Microeconomics	ARE100A	4	1	
CA&ES	ARE	Intermed Microeconomics	ARE100B	4	1	
CA&ES	ARE	Econometrics	ARE106	4	1	
CA&ES	ARE	Organization Management	ARE112	4	1	
CA&ES	ARE	Economic Development	ARE115A	4	1	
CA&ES	ARE	Tax Accounting	ARE118	4	1	
CA&ES	ARE	Inter Managerial Acctg	ARE119	4	1	
CA&ES	ARE	Managerial Marketing	ARE136	4	1	
CA&ES	ARE	Personal Finance	ARE142	3	1	
CA&ES	ARE	Investments	ARE143	4	1	
CA&ES	ARE	Quant Anlys Bus Decision	ARE155	4	1	
CA&ES	ARE	Financial Management	ARE171A	4	1	
CA&ES	ARE	Business Law	ARE018	4	1	
CA&ES	ESP	General Ecology	ESP100	4	1	
CA&ES	ESP	Environmental Law	ESP161	4	1	
CA&ES	ESP	Env Impact Assessment	ESP179	4	1	
CA&ES	FST	Food, Folklore, & Health	FST010	3	1	
CA&ES	Human Ecol	The Community	CRD001	4	1	
CA&ES	Human Ecol	Infancy Early Child	HDE100A	4	1	
CA&ES	Human Ecol	Mid Childh & Adol	HDE100B	4	1	
CA&ES	Human Ecol	Adulthood And Aging	HDE100C	4	1	
CA&ES	Human Ecol	Cognitive Development	HDE101/PSC141	4	1	
CA&ES	Human Ecol	Social & Personal Devel	HDE102/PSC142	4	1	
CA&ES	Human Ecol	Cross-Cult Child	HDE103	4	1	
CA&ES	Human Ecol	Cont Amer Fam	HDE110	4	1	
CA&ES	Human Ecol	Human Sexuality	HDE012	3	1	
CA&ES	Human Ecol	Res Method Human Develop	HDE120	4	1	
CA&ES	Human Ecol	Soc Aspect Of Aging	HDE160	4	1	
CA&ES	Human Ecol	Longevity	HDE117/ENT117	4	1	
CA&ES	Human Ecol	Comm Dev and Env Just	CRD149	4	1	
CA&ES	Human Ecol	Adv Computer Application	LDA120	4	1	
CA&ES	Human Ecol	Cognitive Development	PSC141	4	1	
CA&ES	Human Ecol	Social & Personal Devel	PSC142	4	1	
CA&ES	Nutrition	Discov & Concepts	NUT010	3	1	
CA&ES	Nutrition	Curr Topics in Nutrition	NUT011	2	1	
CA&ES	Nutrition	Nutritional Anthropology	NUT120AN	4	1	
CA&ES	Textiles & Clothing	Consumer Behavior	CNS100	3	1	
CA&ES	Human Ecol	Longevity	HDE117	4	1	
CA&ES	Animal Sci	Molecular Biol Lab Tech	ANG111	4	1	
CA&ES	LAWR	Field Studies of Soils	SSC105	5	1	
CA&ES	LAWR	Field Studies of Soils in California Ecosystems	SSC205	5	1	
CBS	EVE	Introduction to Biology: Principles of Ecology and Evolution	BIS002B	5	5	1
CBS	EVE	Intro to Evolution	EVE100	4	2	2

Guaranteed-to-Go Summer 2016 Courses

CBS	EVE	Introduction to Ecology	EVE101	4	2	1
CBS	MCB	Genes & Gene Expression	BIS101	4	1	2
CBS	MCB	Struc-Func Biomolecules	BIS102	3	1	1
CBS	MCB	Bioenergetics/Metabolism	BIS103	3	1	2
CBS	MCB	Cell Biology	BIS104	3	1	1
CBS	MCB	Biomolecules and Metabolism	BIS105	3	1	
CBS	MCB	Molec Biol & Biochem Lab	MCB120L	6	1	Special
CBS	MMG	General Biology	BIS010	4	3	1
CBS	MMG	Introduction to Biology: Essentials of Life on Earth	BIS002A	5	6	1
CBS	MMG	Introduction to Biology: Essentials of Life on Earth	BIS002A	5	6	2
CBS	MMG	Nat Hist Infect Disease	MIC010	3	1	2
CBS	MMG	Intro Microbiology	MIC102	5	1	1
CBS	MMG	Intro Microbiology Lab	MIC103L	2	6	1
CBS	NPB	Neurobiology	NPB100	4	1	1
CBS	NPB	Systemic Physiology	NPB101	5	1	1
CBS	NPB	Systemic Physiology Lab	NPB101L	3	2	Special
CBS	NPB	Animal Behavior	NPB102	3	1	1
CBS	NPB	GI Physiology	NPB114	3	1	1
CBS	PLB	Introduction to Biology: Biodiversity and the Tree of Life	BIS002C	5	6	2
CBS - at Bodega Bay	MCB	Coastal Marine Research	BIS124	3		1
CBS - at Bodega Bay	EVE	Global Change Ecology	EVE120	3		1
COE	Chemical Engr and Material Sci	Design of Coffee	ECM001	3	3	2
COE	Chemical Engr and Material Sci	Materials Properties	ENG045Y	4	5	2
COE	CS	Intro to Programming	ECS010	4	1	1
COE	CS	Algorithm Design	ECS122A	4	1	2
COE	CS	Programming Languages	ECS140A	4	1	2
COE	CS	Computer Architecture	ECS154A	4	1	1
COE	CS	Ethics in an Age of Tech	ECS188	4	1	1
COE	CS	Discrete Math for CS	ECS020	4	1	1
COE	CS	Programming&Prob Solving	ECS030	4	1	1
COE	CS	Machine Dependent Prog	ECS050	4	1	1
COE	CS	Data Structures and Prog	ECS060	4	1	2
COE	ECE	Circuits II	EEC100	5	2	2
COE	ECE	Digital Systems I	EEC180A	5	2	1
COE	ECE	Circuits I	ENG017	4	1	1
COE	ECE	Circuits I	ENG017	4	1	2
COE	ECE	Engineering Prob Solving	ENG006	4	3	2
COE	M&AE	Drones and Quadcopters	EAE010	2	1	1
COE	M&AE	Orbital Mechanics	EAE142	4	1	2
COE	M&AE	Experimental Methods	EME107A	3	10	1
COE	M&AE	Mechanical Design	EME150A	4	1	1
COE	M&AE	Heat Transfer	EME165	4	1	2
COE	M&AE	Auto Control of Engr Sys	EME172	4	1	2
COE	M&AE	Dynamics	ENG102	4	1	1
COE	M&AE	Fluid Mechanics	ENG103	4	1	1
COE	M&AE	Thermodynamics	ENG105	4	1	1
COE	Civil and Environmental Engineering	Probabilistic Sys Anlys	ECI114	4	1	

Guaranteed-to-Go Summer 2016 Courses

COE	Civil and Environmental Engineering	Structural Analysis	ECI130	4	1	
COE	Civil and Environmental Engineering	Struc Design: Concrete	ECI135	4	1	
COE	Civil and Environmental Engineering	Engr Hydraulics	ECI141	3	1	
COE	Civil and Environmental Engineering	Hydraulics Lab	ECI141L	1	2	
COE	Civil and Environmental Engineering	Water Quality Management	ECI148A	4	1	
COE	Engineering	Mech of Materials	ENG104	4	1	
COE	Engineering	Statics	ENG035	4	2	
COE	M&AE	Manufacturing Processes	EME050	4	3	2
DSS	ANT	Human Evolutionary Bio	ANT001	4	1	1
DSS	ANT	Human Evolutionary Bio	ANT001	4	1	2
DSS	ANT	Cultural Anthro	ANT002	4	1	1
DSS	ANT	Cultural Anthro	ANT002	4	1	2
DSS	ANT	Intro to Archaeology	ANT003	4	1	1
DSS	ANT	Human Osteology	ANT156A	4	1	
DSS	ECON	Analysis of Econ Data	ECN102	4	1	
DSS	ECON	Intermed Micro Theory	ECN100	4	2	
DSS	ECON	Intermed Macro Theory	ECN101	4	2	
DSS	ECON	Princ Of Microecon	ECN001A	4	2	
DSS	ECON	Princ Of Macroecon	ECN001B	4	2	
DSS	HIST	Ancient History	HIS111B	4	1	
DSS	LIN	Intro Linguistics	LIN001	4	1	
DSS	LIN	Global English Comm	LIN005	4	1	
DSS	Philosophy	Critical Reasoning	PHI005	4	2	1 & 2
DSS	Philosophy	Phil Of Biology	PHI108	4	1	2
DSS	Philosophy	Intro to Symbol Logic	PHI012	4	1	1
DSS	Philosophy	Bioethics	PHI015	4	1	1
DSS	Philosophy	Intro Phil Science	PHI030	4	1	2
DSS	Philosophy	Scientific Reason	PHI031	4	1	2
DSS	Philosophy	Intro Philosophy of Biol	PHI038	4	1	1
DSS	Political Sci	Scientific Study Politic	POL051	4	1	
DSS	Psychology	General Psychology	PSC001	4	2	
DSS	Psychology	Cognitive Psychology	PSC100 and/or 100Y	4	2	
DSS	Psychology	Intro to Psychobiology	PSC101	4	2	
DSS	Psychology	Developmental Psychology	PSC140	4	1	
DSS	Psychology	Cognitive Development	PSC141/HDE101	4	1	
DSS	Psychology	Social & Personal Devel	PSC142/HDE102	4	1	
DSS	Psychology	Social Psychology	PSC151	4	1	
DSS	Psychology	Psychology of Emotion	PSC154	4	1	
DSS	Psychology	Abnormal Psych	PSC168	4	1	
DSS	Psychology	Research Meth in Psych	PSC041	4	2	
DSS	Sociology	Intro Sociology	SOC001	5	2	1 & 2
DSS	Sociology	Self And Society	SOC002	4	1	1
DSS	Sociology	Social Problems	SOC003	4	1	2
DSS	Sociology	Sociological Theory	SOC100	4	1	1

Guaranteed-to-Go Summer 2016 Courses

DSS	Sociology	Political Sociology	SOC118	4	1	2
DSS	Sociology	Soc Of Adolescence	SOC122	4	1	2
DSS	Sociology	Social Interaction	SOC126	4	1	1
DSS	Sociology	The Family	SOC131	4	1	1
DSS	Sociology	Gender	SOC132	4	1	2
DSS	Sociology	Social Relationships	SOC135	4	1	2
DSS	Sociology	Sociology Of Law	SOC155	4	1	2
DSS	Sociology	Violence and Inequality	SOC171	4	1	1
DSS	Sociology	Intro Social Rsch	SOC046A	4	1	1
DSS	Sociology	Int Social Research	SOC046B	5	1	2
DSS	ANT	Soc-Cultural Theory	ANT100	4	1	1
DSS	ANT	Human Evolution	ANT152	5	1	2
DSS	ANT	Human Biol Variation	ANT153	5	1	1
DSS	ANT	Primate Evol Ecology	ANT154BN	5	1	2
DSS	ANT	Human Osteology	ANT156A	4	1	2
DSS	COM	Intro Public Speaking	CMN001	4	11	
DSS	COM	Interprsnl Com Competnce	CMN003	4	7	
DSS	COM	Communication Theories	CMN101	4	1	
DSS	COM	Empircal Methods Commun	CMN102	4	1	
DSS	COM	Interpersonal Commun	CMN120	4	1	
DSS	COM	Intro Mass Communication	CMN140	4	1	
DSS	COM	Digital Technology	CMN170V	4	1	
DSS	COM	Computer-Mediated Comm	CMN172	4	1	
DSS	HIST	History Of The U S	HIS017A	4	1	
DSS	HIST	History Of The U S	HIS017B	4	1	
DSS	LIN	Linguistic Analysis I	LIN103A	4	1	
DSS	LIN	Linguistic Analysis II	LIN103B	4	1	
DSS	LIN	English Grammar	LIN106	4	1	
DSS	Philosophy	Intro to Symbol Logic	PHI012	4	2	2
DSS	Political Sci	Amer Natl Govt	POL001	4	1	
DSS	Political Sci	Internatl Relations	POL003	4	1	
DSS	Political Sci	Bas Cnpt/Pol Thry	POL004	4	1	
DSS	Psychology	Developmental Psychobiol	PSC113	4	1	
DSS	Psychology	Physiological Psychology	PSC121	4	1	
DSS	Psychology	Health Psychology	PSC126	4	1	
DSS	Psychology	Language and Cognition	PSC132	4	1	
DSS	Psychology	Cognitive Neuroscience	PSC135	4	1	
DSS	Psychology	Social Psychology	PSC151	4	1	
DSS	Psychology	Stereotyping, Prejudice, and Stigma	PSC157	4	1	
DSS	Sociology	Race Relations	SOC130	4	1	
HArcS	African American Studies	Ethnicity in the US	AAS100	4	1	1
HArcS	African American Studies	The Black Femal Experience in Contemporary Society	AAS123	4	1	2
HArcS	American Studies	Food in American Culture	AMS055	4	1	
HArcS	Arabic	Intensive Elem Arabic	ARB001A	15	1	Special
HArcS	Chinese	Intensive Elem Chinese	CHN001A	15	1	Special
HArcS	Comparative Literature	Majo Bks Mid Ages to Enl	COM002	4	1	1
HArcS	Comparative Literature	Mjr Bks Contemp World	COM004	4	1	2
HArcS	Design	Letterforms and Type	DES115	4	1	1
HArcS	Design	VisCom: Graphic Design	DES116	4	1	2

Guaranteed-to-Go Summer 2016 Courses

HArCS	Design	Graphics & The Computer	DES016	4	3	1, 2
HArCS	English	Intro To Literature	ENL003	4	3	1, 2
HArCS	French	Elementary French	FRE001	5	1	1
HArCS	French	Elementary French	FRE002	5	1	2
HArCS	French	Elementary French	FRE003	5	1	2
HArCS	German	Intensive Elementary German	GER001A	15	1	Special
HArCS	Human Rights	Human Wrongs/Human Rights	HMR001	4		
HArCS	Human Rights	Genocide	HMR131	4	1	2
HArCS	Japanese	Intensive Elem Japanese	JPN001A	15	1	Special
HArCS	Native American Studies	Introduction to Native American Lit	NAS005	4	1	1
HArCS	Spanish	Intensive Elem Spanish	SPA001A	15	1	Special
HArCS	Spanish	Elementary Spanish	SPA001	5	2	1, 2
HArCS	Spanish	Elementary Spanish	SPA002	5	2	1, 2
HArCS	Spanish	Elementary Spanish	SPA002V	5	1	1
HArCS	Spanish	Elementary Spanish	SPA003	5	2	1, 2
HArCS	Spanish	Elementary Spanish	SPA003V	5	1	2
HArCS	Undergraduate Writing Program	Intro ESL Writing	UWP021	5	3	2
HArCS	Undergraduate Writing Program	Interm ESL Writing	UWP022	4	5	1, 2
HArCS	Undergraduate Writing Program	Advan ESL Writing	UWP023	4	3	1, 2
HArCS	Undergraduate Writing Program	Expository Writing	UWP001	4	6	1, 2
HArCS	Undergraduate Writing Program	Advanced Composition	UWP101	4	28	1, 2
HArCS	Undergraduate Writing Program	Writing in Engineering	UWP102E	4	1	2
HArCS	Undergraduate Writing Program	Business Writing	UWP104A	4	8	1, 2
HArCS	Undergraduate Writing Program	Legal Writing	UWP104B	4	3	1, 2
HArCS	Undergraduate Writing Program	Writing in Education	UWP104D	4	1	2
HArCS	Undergraduate Writing Program	Writing in Science	UWP104E	4	3	1, 2
HArCS	Undergraduate Writing Program	Writing in Health Prof	UWP104F	4	2	1, 2
HArCS	Undergraduate Writing Program	Expository Writing	UWP001V	4	1	1
HArCS	Undergraduate Writing Program	Expository Writing	UWP001Y	4	2	1, 2
HArCS	Gender, Sexuality and Women's Studi	Intro to Feminist Theory	WMS103	4	1	
MPS	Chemistry	Concept Of Chem	CHE010	4	1	1
MPS	Chemistry	Analytical and Physical Chemical Methods	CHE105	4	1	1
MPS	Chemistry	Adv Bio-organic Chem Lab	CHE135	3	2	2
MPS	Chemistry	Phys Chem Life Sci	CHE107A	3	1	1
MPS	Chemistry	Phys Chem Life Sci	CHE107B	3	1	2
MPS	Chemistry	Phys Chem: Atoms & Molec	CHE110B	4	1	1
MPS	Chemistry	Phys Chem: Thermo & Kin	CHE110C	4	1	2
MPS	Chemistry	Organic Chem Health Sci	CHE118A	4	7	1
MPS	Chemistry	Organic Chem Health Sci	CHE118B	4	9	2
MPS	Chemistry	Organic Chem Health Sci	CHE118C	4	13	1
MPS	Chemistry	Inorg Fundamentals	CHE124A	3	1	1
MPS	Chemistry	General Chem	CHE002A	5	10	1
MPS	Chemistry	General Chem	CHE002B	5	14	2
MPS	Chemistry	General Chem	CHE002C	5	15	1
MPS	Chemistry	Organic Chemistry-Brief	CHE008A	2	1	1
MPS	Chemistry	Organic Chemistry-Brief	CHE008B	4	19	1 & 2
MPS	EPS	Paleobiology	GEL107	3	2	1 & 2
MPS	EPS	Summer Field Geology	GEL110	8	1	Special
MPS	EPS	Biological Oceanography (Also listed as course ESP150C)	GEL150C	4	1	2

Guaranteed-to-Go Summer 2016 Courses

MPS		The Earth	GEL001	4	1	2
MPS	EPS	Intro to Earth Science	GEL002	3	1	1
MPS	EPS	History Of Life	GEL003	3	2	1 & 2
MPS	Math	Precalculus	MAT012	3	1	2
MPS	Math	Applied Linear Algebra	MAT167	4	1	1
MPS	Math	Short Calculus	MAT016A	3	2	1 & 2
MPS	Math	Short Calculus	MAT016B	3	4	1 & 2
MPS	Math	Short Calculus	MAT016C	3	2	1 & 2
MPS	Math	Calculus	MAT021A	4	2	1 & 2
MPS	Math	Calculus	MAT021B	4	2	1 & 2
MPS	Math	Calculus	MAT021C	4	3	1 & 2
MPS	Math	Vector Analysis	MAT021D	4	3	1 & 2
MPS	Math	Linear Algebra	MAT022A	3	3	1 & 2
MPS	Math	Linear Algebra Comp Lab	MAT022AL	1	2	1 & 2
MPS	Math	Differential Equations	MAT022B	3	5	1 & 2
MPS	Physics	Principles Physics	PHY001A	3	1	1
MPS	Physics	General Physics	PHY007A	4	8	1 & 2
MPS	Physics	General Physics	PHY007B	4	10	1 & 2
MPS	Physics	General Physics	PHY007C	4	12	1 & 2
MPS	Physics	Classical Physics	PHY009A	5	2	1
MPS	Physics	Classical Physics	PHY009B	5	3	1
MPS	Physics	Classical Physics	PHY009C	5	2	2
MPS	Physics	Modern Physics	PHY009D	4	2	1
MPS	Physics (Astronomy)	Astro of Solar System	AST010S	3	1	1
MPS	Statistics	Elementary Statistics	STA013	4	4	1 & 2
MPS	Statistics	Applied Stat for Bio Sci	STA100	4	4	1 & 2
MPS	Statistics	Applied Statistics	STA103	4	2	1
MPS	Statistics	Analy Of Variance	STA106	4	2	1
MPS	Statistics	Regression Analysis	STA108	4	2	1
MPS	Chemistry	Lab Methods Inorg Chem	CHE124L	2	1	2
MPS	Chemistry	Organic Chem Lab	CHE129A	2	1	1
MPS	EPS	Evolution & Paleobiology of Dinosaurs	GEL012	2	1	1
MPS	EPS	The Oceans	GEL016	3	1	1
MPS	EPS	Earthquakes and Other Hazards	GEL017	2	1	2
MPS	Math	Advanced Calculus	MAT025	4	1	2
MPS	Math	Intro Abstract Math	MAT108	4	1	2
MPS	Math	Combinatorics	MAT145	4	2	2
MPS	Math	Number Theory	MAT115A	4	2	1
MPS	Math	Real Analysis	MAT125A	4	1	1
MPS	Math	Real Analysis	MAT125B	4	1	2
MPS	Math	Modern Algebra	MAT150A	4	1	2
MPS	Math	Calculus for BioSci	MAT017A	4	2	1 & 2
MPS	Math	Calculus for BioSci	MAT017B	4	1	1
MPS	Math	Calculus for BioSci	MAT017C	4	1	2
GSM	Management	Mnging & Using Info Tech	MGT120	4	1	
GSM	Management	Mktg for Tech Enterprise	MGT140	4	1	
GSM	Management	Technology Management	MGT150	4	1	
GSM	Management	Financing New Bus Vent	MGT160	4	1	
GSM	Management	Managing Costs & Quality	MGT170	4	1	

Guaranteed-to-Go Summer 2016 Courses

GSM	Management	Supply Chain Management	MGT180	4	1
GSM	Management	Elementary Accounting	MGT011A	4	1
GSM	Management	Elementary Accounting	MGT011B	4	1

Annual Budget Meeting

March 18, 2016

UC Davis Team:

Chancellor Katehi
Provost and Executive Vice Chancellor Ralph Hexter
Davis Division Chair André Knoesen
Vice Chancellor and CFO Dave Lawlor
Chief of Staff Karl Engelbach
Sr. Associate Vice Chancellor Kelly Ratliff

Today's agenda

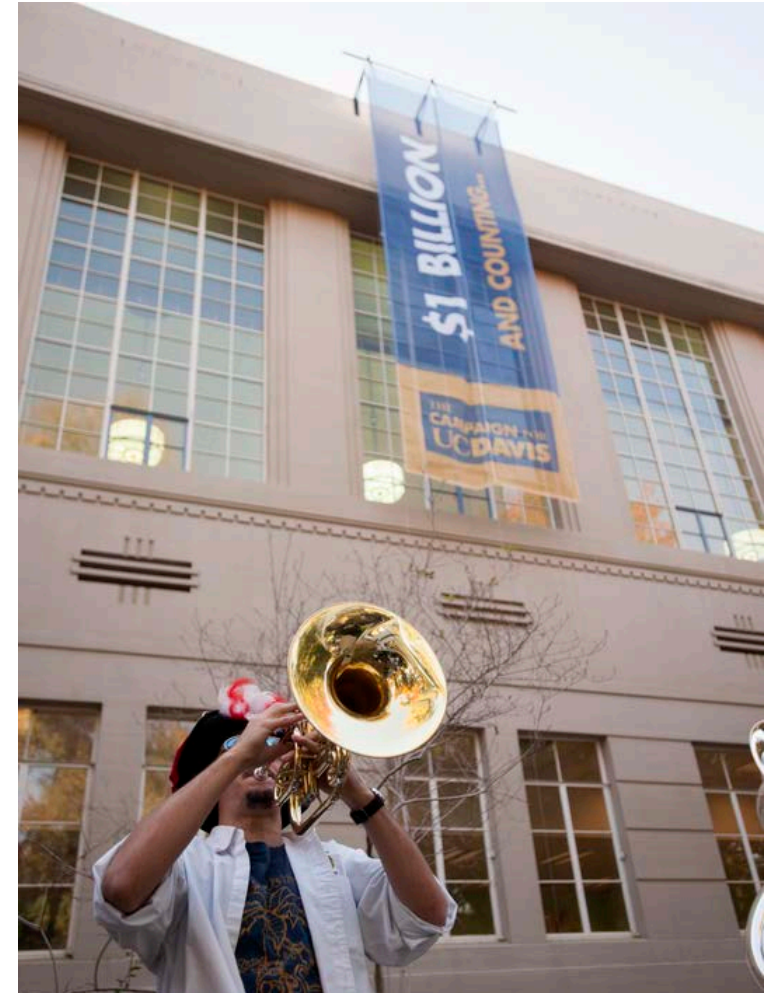
1. Financial Health
2. Revenue growth and efficiencies
3. Student Success programs and metrics
4. Faculty Diversity
5. Capital and DM Planning
6. Campus Vision

UC Davis Campus Goals Recap

GOAL	METRICS AND ACCOMPLISHMENTS
Improve Time-to-Degree – increase four-year rate from 55% to at least 75%	<ul style="list-style-type: none"> • Four-year rate for most recent cohort increased to 58%. Most recent six-year rate was an all time high of 85%. • Number of first year and undeclared students receiving advising • Number of academic advisors and participation rates in training programs
Improve financial health and financial tracking	<ul style="list-style-type: none"> • Implement multi-year forecasting models and Capital Improvement Master Plan; track financial results against model • Implement Financial Sustainability Action Plan – achieve \$250M recurring • Increase Research awards to \$1 Billion annually
Sustain and increase philanthropic support	<ul style="list-style-type: none"> • Dollars raised, number of visits, number of donors (\$115M to-date towards \$200M goal) • Plan and launch second comprehensive campaign
Strengthen Diversity and Inclusion	<ul style="list-style-type: none"> • Improve faculty, staff and student diversity • Complete Strategic Plan by June 2016 and proceed with implementation • Achieve HSI designation by 2018-19
Develop framework for University of 21 st Century	<ul style="list-style-type: none"> • Receive and analyze Big Ideas – 192 received and 50 under active review • Develop concept plans for Davis-X and additional campus • Complete LRDP for 2017-2027
Sustained excellence in health system programs	<ul style="list-style-type: none"> • Complete Strategic Plan in 2016 • Financial health metrics

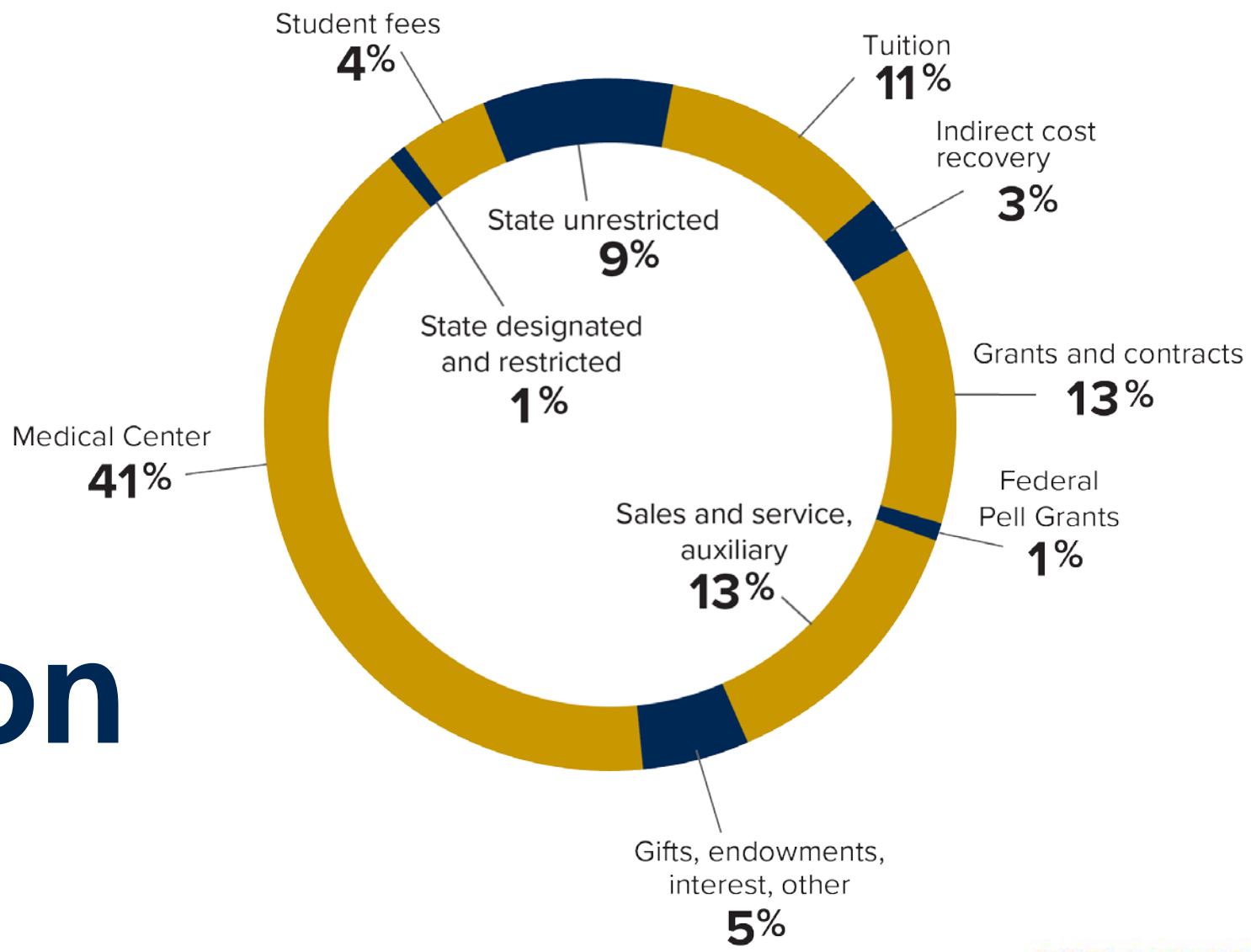
University of the 21st Century: Focus on Financial Health

- **Clear financial principles**
- **Multi-year, all funds framework**
- **New tools:**
 - **Economic model tracking debt and financial ratios**
 - **Quarterly sources and uses reporting for each school, college and division**
 - **Quarterly CFO Financial Results Report**
 - **Capital Improvement Master Plan and comprehensive Deferred Maintenance Plan**



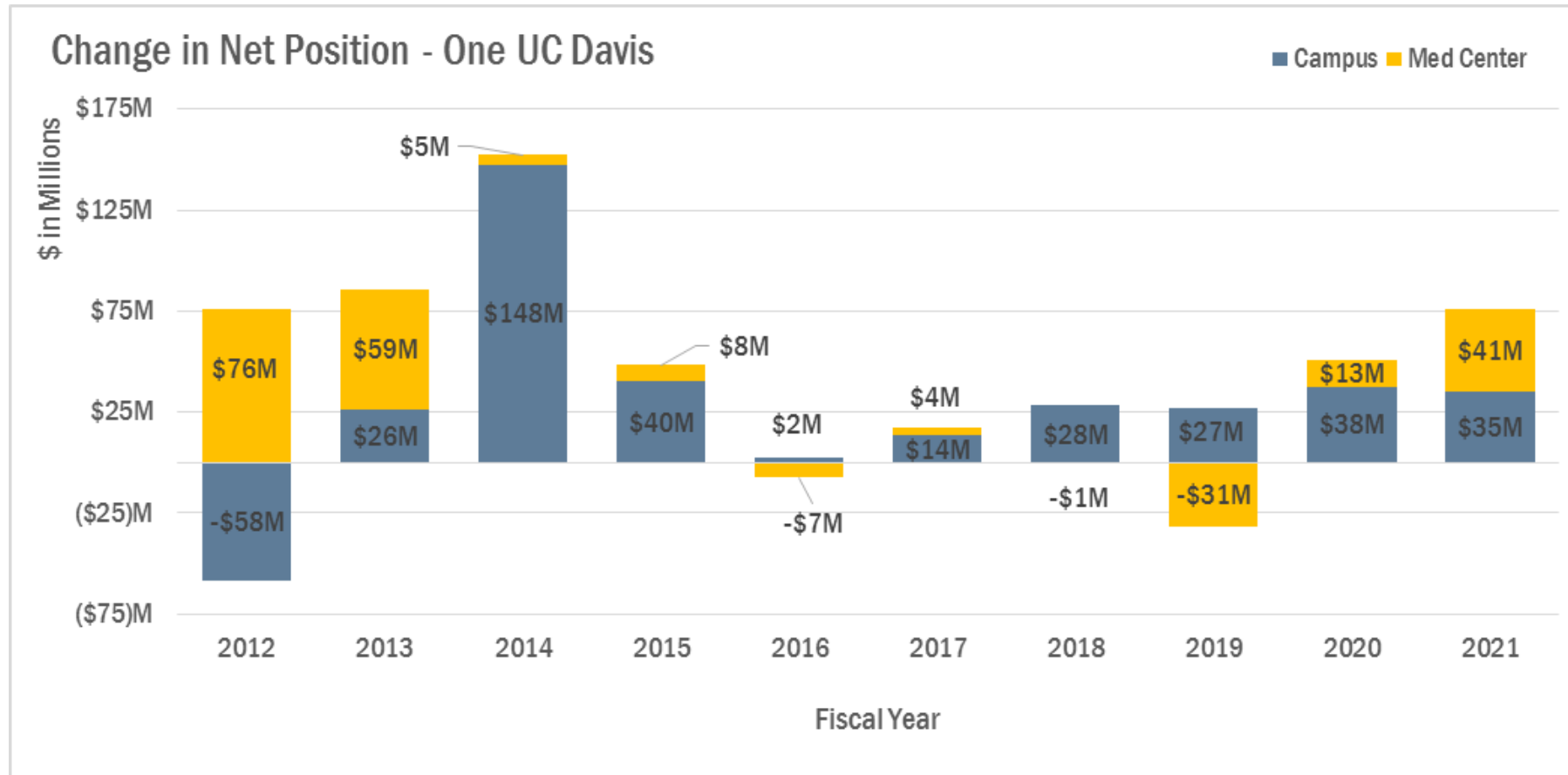
Campus Finances

2015–16 Revenues:
\$4.3 Billion



Financial Health

Sustain net position during period of investment



Financial Health – Economic Model

Local financial management tool with cross-walk to financial schedules

Parameter driven modeling for revenue, expenses and other cash flow items

	2014-15 Actuals	2015-16 Model	2016-17 Model	2017-18 Model	2018-19 Model	2019-20 Model
Campus Revenues and Other Income (selected rows)						
Student Tuition and Fees, net	\$460,452	\$493,500	\$544,200	\$590,800	\$631,600	\$665,900
State Educational Appropriations	375,120	389,600	404,100	418,600	429,300	440,100
Federal Grants and Contracts	283,823	289,800	304,300	319,500	335,500	352,300
Indirect Cost Return	120,220	123,500	128,000	132,700	137,600	142,700
Educational Activities, net	400,558	414,800	433,700	450,900	465,600	479,000
Private funds and Auxiliary	213,015	221,600	230,400	241,500	249,500	257,500
General Campus Revenues	\$2,278,902	\$2,367,860	\$2,500,660	\$2,620,360	\$2,724,960	\$2,822,960
Campus Expenses and Other Uses (selected rows)						
Salaries and Wages	\$1,202,514	\$1,254,300	\$1,325,500	\$1,389,800	\$1,445,600	\$1,497,000
Benefits	445,758	472,700	503,800	536,400	566,400	595,200
All other expenses and transfers	509,757	524,100	545,700	565,500	577,200	582,000
Capital Debt Service	81,288	82,800	82,200	86,000	85,300	83,600
General Campus Expenses	\$ 2,239,317	\$ 2,333,900	\$ 2,460,300	\$ 2,587,400	\$ 2,688,100	\$ 2,775,800
Campus Net Available for Investment	\$39,585	\$33,960	\$40,360	\$32,960	\$36,860	\$47,160
Medical Center						
Total Operating Revenue	\$ 1,723,966	\$ 1,774,492	\$ 1,863,536	\$ 1,956,730	\$ 2,054,584	\$ 2,157,037
Total Operating Expenses	1,688,974	1,746,126	1,824,402	1,922,007	2,047,975	2,106,809
Net Non-Operating Revenue	11,622	5,843	7,874	9,539	9,975	12,524
Medical Center Net Income	\$ 46,614	\$ 34,209	\$ 47,008	\$ 44,262	\$ 16,584	\$ 62,752

Financial Health

Budgets and planned use of reserves for each unit set by July 1

Units report actuals quarterly to ensure accountability

2015-16 Selected Units (amounts in millions)	Sources of Funds	Uses of Funds	Source less Use	Investments or other use of Reserves	Net Budgeted Operating Position	Sponsored Research
Agriculture & Environ. Sciences	\$139.4	\$139.4	\$0	none planned	\$0	\$111.0
Biological Sciences	\$60.0	\$67.2	(\$7.2)	\$9.7	\$2.5	\$40.0
Law	\$33.1	\$36.0	(\$2.9)	\$2.9	\$0	\$0.13
University Extension	\$35.4	\$34.9	\$0.5	none planned	\$0.5	\$11.5
Information Technology	\$41.5	\$42.5	(\$1.0)	\$0.6	(\$0.4)	\$1.4
Library	\$25.6	\$26.4	(\$0.8)	\$0.8	\$0	\$0.3

Financial Sustainability Action Plan (FSAP)

- **Goal of >\$250M in Annual Recurring Funds at maturity to reinvest in academic programs**
- **Focused attention and aggressive communication to engage and inspire faculty, staff and students**
- **Examples**
 - Masters enrollment – reinvigorated incentives
 - Research growth – growth in awards to \$1 Billion
 - Fundraising – continue building for next campaign
 - Strategic Sourcing and related efficiencies
 - Building energy usage

Campus Update

Educating California and the World

UC Davis has had the most CA undergraduates of any UC since 2010

UC Davis	24,667
UCLA	22,772
UC Irvine	21,155
UC San Diego	20,997
UC Berkeley	20,754
UC Santa Barbara	18,357
UC Riverside	18,015
UC Santa Cruz	15,029
UC Merced	6,213

(Fall 2015 data)



Commitment to Diversity — Examples

- School of Medicine Class of 2019
 - 63% women, largest in history
 - 55% disadvantaged backgrounds
 - 46% URM
- CA&ES Fall 2015 Incoming Class
 - 68% female
 - 28% URM (up from 21% in 2011)
 - 56% tenure-track faculty are female



Commitment to Diversity — Women in STEM

2014-2015

- **Most Women Undergraduate STEM Majors in UC – 8,066**
- **Highest Percentage of Women STEM Majors – 54%**
- **Most URM Women in STEM Majors – 1,853**

2012-2015

- **Through ADVANCE-CAMPOS Initiative, 10 new Latina STEM faculty hires, 100% retention**
- **Expanding CAMPOS Initiative – adding resources for 16 African-American faculty starting in 2016**



Commitment to Diversity — Faculty Hiring

	Total Hires	% Women	% People of Color	% Hispanic	% African American
2011-12	47	34%	36%	4%	6%
2012-13	59	36%	36%	9%	0%
2013-14	58	48%	38%	12%	5%
2014-15	84	51%	27%	11%	4%
2015-16	109	46%	24%	12%	4%
Totals	357	44%	31%	10%	4%

Notes about Faculty Hiring:

In last five years, Increase in proportion of total women faculty from 31% to 35%

In last five years, doubled number of Security of Employment faculty – from 16 to 31

In next five years, will hire about 600 faculty total including about 170 net-new positions

Commitment to Faculty – Equity Initiative

- **Problem to address**

- Faculty making good academic progress with off-scale salary below the average of their peers.
- Predominantly occurred for faculty hired over 10 years ago.

- **Solution**

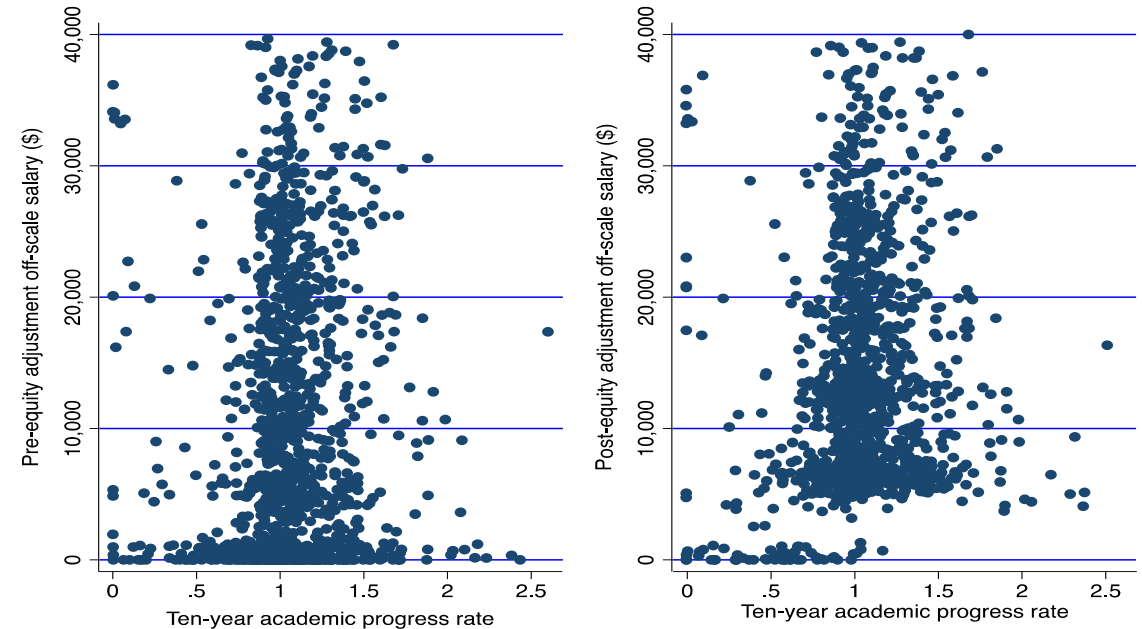
- Algorithm using strictly objective criteria developed to compute individual inequity (\$) and apportion available funds to move low off-scale salaries toward the average.
- Broad support from Academic Senate.
- $1.5\% + 1\% = 2.5\%$ of total salary in individual academic units and salary scales used for ladder-rank equity adjustments.
- Calculations centrally performed and done separately for individual academic units and salary scales.

Commitment to Faculty – Equity Initiative

- **Successful Results**

- About half of faculty received equity.
- Average off-scale salaries increased 10% to 46% in colleges and 8% to 58% in schools.
- Variation in off-scale salaries declined 28% to 49% in colleges and 19% to 42% in schools.
- Off-scale salaries moved ~75% towards the average
- Envisioning a multi-year program

UC Davis Ladder Rank Faculty Equity Adjustment Program



Commitment to Diversity and Inclusion

- **Strategic Plan by June 2016**
- **Chaired by Adela de la Torre, VC for Student Affairs and Campus Diversity**
 - Diversity Profile elevated and added to VC portfolio this year
- **Academic Senate will review and update all GE course offerings in domestic diversity by end of Summer 2016**
- **HSI Initiative progressing – anticipate achieving status by 2018-19**
 - Fall 2015 = 19% Hispanic, full-time undergraduates
- **Graduate student advisors added in fall 2014**



Commitment to Student Success – Time-to-Degree

Goal: Improve four year rate from 55% to at least 75%

Actions to date:

- **Enhance advising**
 - Mandatory first year advising, more advisors, clock for undeclared majors
 - More advisors with better tools – \$4.0 million investment
- **Clear curricular pathways**
 - Undergraduate Major Curriculum Review 100% complete
 - More small classes, more writing and ESL classes—\$4.0 million investment
 - Hybrid and online courses
- **Advance excellence in instruction**
 - Faculty Instructional Development
 - Teaching assistant training
 - Adaptive learning strategies and tools



Commitment to Student Success – Time-to-Degree Initiatives

- **Expand summer opportunities**
 - Guaranteed-to-go Courses (~300) and 700 total courses
 - Adding \$1.9 million financial aid specifically for summer program
 - Expect to serve over 2,000 more students compared to 2015
- **Enhance/expand retention programs**
 - Retention centers/initiatives for African-American, Native American, Chicana/o and Latina/o, and Asian/Pacific Islander
 - Broaden diversity of honors
- **Enhance classroom technology and physical infrastructure**
 - Invest \$1.5 million annually to improve the technology and existing physical infrastructure of the general use classrooms
 - Multiple projects to increase classroom capacity are underway

SUMMER SESSIONS 1 & 2

UC DAVIS

Learn French this Summer without leaving Davis!

June 22 – July 31

ELEMENTARY FRENCH

FRE 001

M-F 10:00-11:40 - 5 units

August 3 – September 11

ELEMENTARY FRENCH

FRE 002 & 003

M-F 12:10 PM - 1:50 PM - 5 units

M-F 10:00 AM - 11:40 AM - 5 units

French is the exclusive means of communication in class. Presentation of the basic grammar and vocabulary of French as well as cultural information about the French-speaking world (textbook chapters 1 to 6), in-class interactive exercises and out-of-class assignments for practice in using the language for listening and reading comprehension, writing, and speaking. The course meets five hours per week (during the regular school year), with 20-25 students per section. Course materials (other than the textbook and workbook) and daily homework assignments are available through SmartSite.

GP2:
Arts and Humanities

GE3:
Arts and Humanities, World Culture



C'est vachement bien! With our sunny cafes, indie cinemas and chic boutiques, summer in Davis is a little like Paris.

summer-sessions.ucdavis.edu | 530-752-7611

UC DAVIS
UNDERGRADUATE EDUCATION

UC DAVIS
Leading the 21st century

Commitment to Student Success – AB540 and Undocumented Student Center

- 83% of students responded that their participation in the Center has greatly increased their resolve to earn a college degree
- 69% of students indicated that the center has helped them greatly in coping with academic and financial difficulties.
- In collaboration with the Immigration Legal Clinic, the Center's legal fellow saw 220 student cases last year.
- UndocuAlly Program – over 200 faculty, staff, and graduate students successfully completed program
- High utilization of Mentorship and Professional Development Program, addressing employment options, graduate and professional school opportunities, study abroad opportunities, and academic support resources.
- 2015-16 Budget ~\$753,000. Campus invested funds to amplify Presidential Initiative funds.



Capital Program Update

Capital Improvement Master Plan

Comprehensive 10-year Plan

- \$4.5 Billion need identified
- \$2.4 Billion capacity demonstrated by financial modeling

Financial Health drives plan

- Portfolio approach with debt, gifts and reserves
- Aggressive approach for construction timelines and costs
- Ensure maximum utilization of existing space and consider alternatives where possible (e.g., telecommuting, hospital beds)



Deferred Maintenance Master Plan

- Davis is the largest physical campus with most complex set of facilities and infrastructure
- Backlog of \$1.3 billion identified using Sightlines study in 2012
- Principles and multi-prong strategy will guide success:
 - Commitment to funding maintenance for all new and renovated facilities – “stop the bleeding”
 - Disciplined long-term view with 6, 10 and 20 year plans
 - Secure funding from multiple sources including campus resources of \$90 million from Century Bond
- Partnership with OP for funding and nimble approval process is critical



Health System

UC Davis Medical Center

- Leapfrog A-grade for patient safety four consecutive years
- Leapfrog Top Hospital three consecutive reporting periods
- Seismic challenges (\$160M+ of projects to assure safety and compliance)

Betty Irene Moore Hall- under construction

- Home of Betty Irene Moore School of Nursing
- \$50M university debt financing; 70,000 sq ft

UC Davis Comprehensive Cancer Center

- Successful National Cancer Institute site visit earlier this month



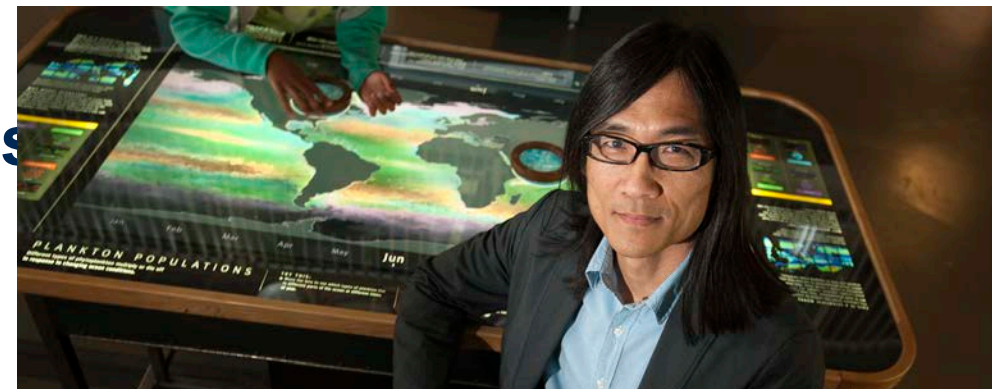
University of the 21st Century Engagement and Outreach

Strategic Vision



Big Ideas

- Transformational, single-concept ideas
- Build on strengths, interdisciplinary
- Progress:
 - 192 unique ideas received
 - 49 ideas have been reviewed; 7 have moved to whitepaper stage and 2 whitepapers are complete
 - 143 to be discussed at the March and April Campaign Steering Committee meetings; extremely high quality submissions
 - Strong showing from the sciences, especially around: Mind/Brain/Neuroscience, Stem Cells/Regenerative Cures, Water/Sustainability, Cancer, One Health, Pain Management



Thank you!