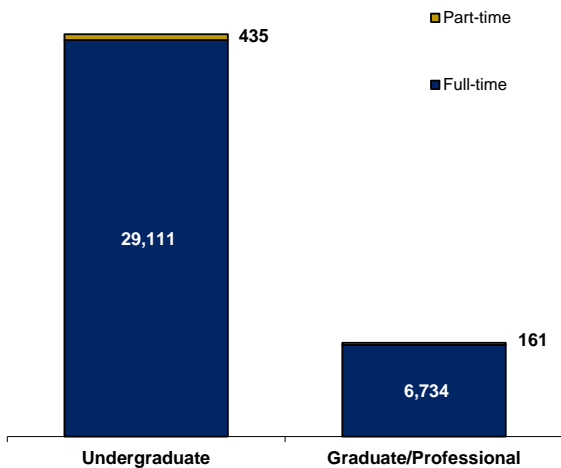


UC Davis graduates can be found throughout the world, making an impact in professions that affect all aspects of our lives—from our health, environment and culture to even what we eat and drink. Students benefit from a wide range of academic and extracurricular programs, an interdisciplinary research community involved in local and global issues, and an abundance of opportunities to lead and make an impact on society. UC Davis offers students the experiences to discover what matters to them and to succeed after graduation.

Student Characteristics (Fall 2016)

TOTAL NUMBER OF STUDENTS 36,441

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 29,546

Gender

| | | |
|-------|--------|-----|
| Women | 17,558 | 59% |
| Men | 11,988 | 41% |

Race/Ethnicity

US Citizens and Immigrants

| | | |
|----------------------------------|--------|-----|
| African American / Black | 1,049 | 4% |
| American Indian / Alaskan Native | 241 | 1% |
| Asian / Pacific Islander | 10,337 | 35% |
| Hispanic | 6,206 | 21% |

White 7,781 26%

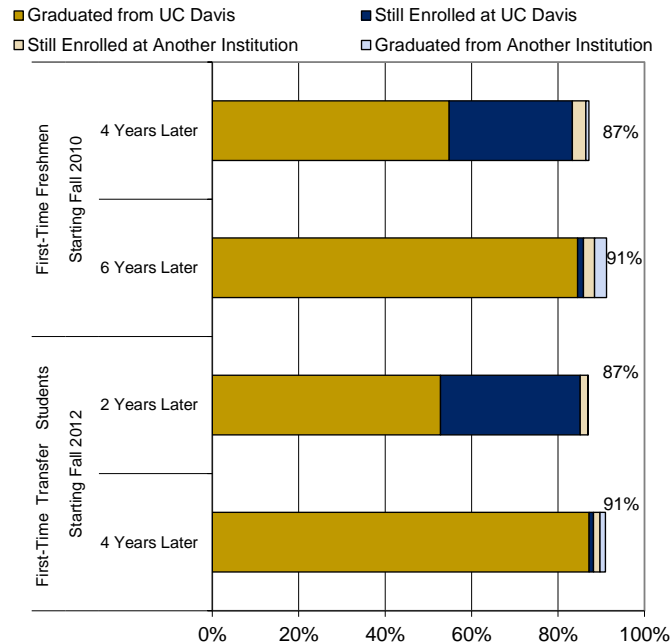
Race/Ethnicity Unknown 497 2%

International 3,445 12%

Age

| | |
|---|----|
| Average Age | 21 |
| Percent of Undergraduates Age 25 or Older | 6% |

Undergraduate Success & Progress Rate



A 87% four-year success and progress rate means that 87% of students starting in Fall 2010 either graduated or are still enrolled at a higher education institution four years later.

Counts for the entering classes shown in the graph above:

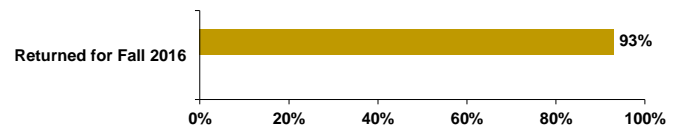
- 4496 Fall 2010 First-Time, Full-Time Students
 - 2681 Fall 2012 Full-Time California Community College Transfer Students
- [Detailed Freshman Retention and Graduation Rate tables](#)
[Detailed Transfer Retention and Graduation Rate tables](#)

Graduates of 2015-16 - Enrolled Quarters to Graduation

Freshmen entrants: 12.3 quarters

Transfer entrants: 6.7 quarters

Retention of Fall 2015 First-Time Freshmen Students



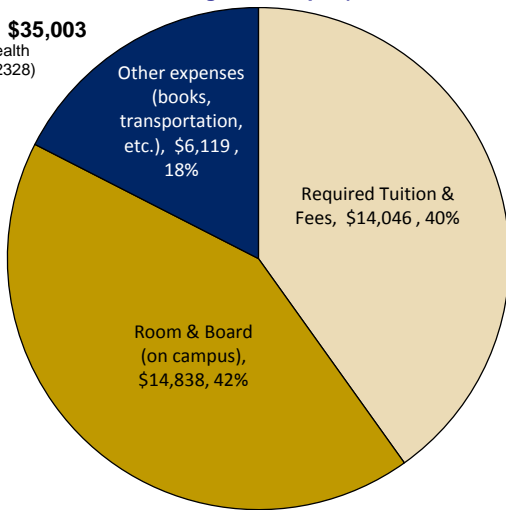
UC DAVIS Profile

This document provides potential students and their parents with information about our campus. Modeled on the current efforts of several national organizations, this information is presented in a similar format for ease in comparing institutions. These efforts are a response to the Federal call for universities to be more open and accountable, and also as an alternative data source to the various college rankings so hotly debated in today's media. Students and parents should decide which aspects are important in selecting potential universities to pursue their undergraduate education. This document is meant to provide basic information across a range of campus issues, and to be a gateway to the many campus web sites that deal with these issues in

Costs of Attendance and Financial Aid

Typical Undergraduate Cost per Year without Financial Aid (Full-Time, In-State Students Living On Campus)

2016-17 Total: \$35,003
(includes health insurance \$2328)



[Details on cost of attendance](#)

[Estimate your UC Davis financial aid](#)

Financial Aid Awarded to Undergraduates

Overall Financial Aid

During the 2015-16 academic year, 72% of UC Davis undergraduates received financial aid (including loans); average award of \$20,370.

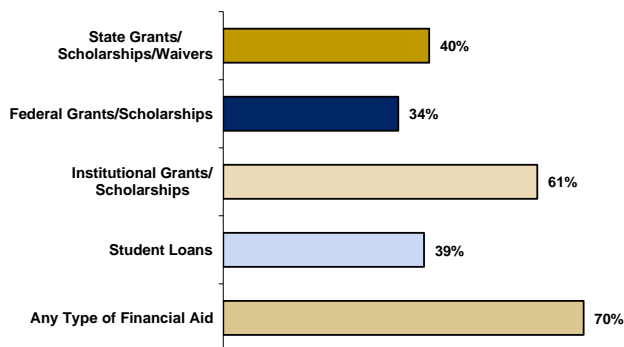
Need-Based Grants and Scholarships

- 59% of Fall 2016 UC Davis undergraduates were awarded family income-based grants or scholarships with an average award of \$18,271.
- During 2015-16, 40% of UC Davis undergraduates were designated low income by Federal government and awarded federal Pell Grants.

Loans

- Among students who graduated from UC Davis in 2015-16 and started as first-time students, 53% borrowed while enrolled at our campus. Average cumulative debt at graduation for these borrowers was \$19,276. Each of these figures excludes parent loans.
- Stafford student loan three-year default rate for UC Davis: 2.6% for 2013

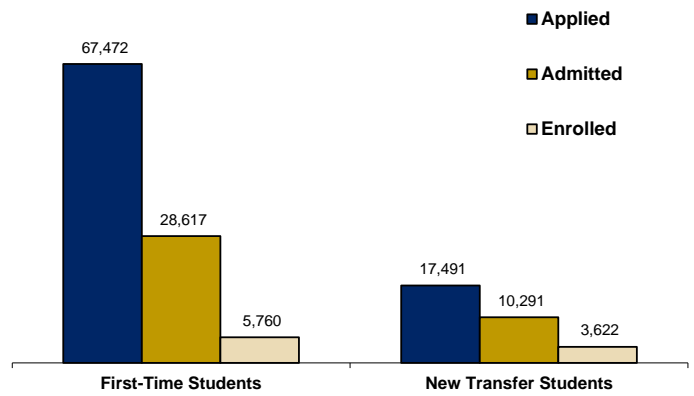
Percent of Full-Time, First Time, Degree-Seeking Freshmen Receiving Financial Aid



Note: Students may receive aid from more than one source.

Undergraduate Admissions

Fall 2016 Applicants, Admits and Enrollees



Test(s) Required for Admission

SAT or ACT

Middle 50% of Score Range

50% of enrolled students have test scores in the following ranges (25% have scores above and 25% have scores below).

Entering New Freshmen SAT Scores

| | |
|------------------|---------|
| Math | 540-700 |
| Critical Reading | 510-630 |
| Writing | 520-650 |

GPA Ranges

| | |
|--|-------------|
| Freshmen High School GPA (5-point scale) | 3.86 - 4.18 |
| Transfer Student GPA (4-point scale) | 3.16 - 3.60 |

Areas of Study and Degrees

UC Davis offers more than 100 undergraduate programs of study.

[Complete list of programs](#)

Degrees Awarded at UC Davis in 2015-16

| | |
|------------------------------------|--------------|
| Bachelor's | 7,560 |
| Master's | 1,158 |
| Doctoral | 513 |
| Professional (e.g., Law, Medicine) | 421 |
| Total | 9,652 |

Areas of Study at UC Davis with the Largest Number of Undergraduate Degrees Awarded

| | |
|---------------------------------|-------------|
| Psychology | 9% |
| Neurobio, Physiology & Behavior | 7% |
| Economics | 6% |
| Managerial Economics | 5% |
| Communication | 4% |
| All other degree areas | 69% |
| Total | 100% |

[Details on degrees conferred](#)

Academic Excellence and Educational Enhancements

UC Davis has a long tradition of helping students build their undergraduate resume for graduate or professional school, or a rewarding career. At UC Davis, you can **Learn Passionately** in one of our 100-plus majors and through special academic programs; **Discover Solutions** by working with faculty to conduct research in the sciences and arts; and **Engage the World** through internships, community involvement and campus leadership. Successful students at UC Davis take advantage of the wealth of resources available through the campus, from freshman seminars and honors programs to study abroad or in the Washington DC Program, to pre-graduate and pre-professional school advising.

Undergraduate Research Opportunities

UC Davis has a long history of supporting undergraduate students' involvement in research, scholarship and creative activity. These experiences serve as a vehicle for understanding what it means to attend a premier research university, enhancing the quality of faculty-student interactions, and affording opportunity for a value-added undergraduate education. Examples of some of the numerous research opportunities include:

President's Undergraduate Fellowship

Mentorships for Undergraduate Research in Agriculture, Letters and Science

Mentorship for Undergraduate Research Participants in Physical & Math Sciences

Undergraduate Research, Scholarship And Creative Activities Conference

41% of Davis seniors have assisted faculty with research.

Biology Undergraduate Scholars Program

Sponsored Undergraduate Research Programs

Mentorship Opportunities for Research in Engineering Annual

McNair Scholars Program

Graduate Education

UC Davis draws graduate students from around the world. Known for its state-of-the-art research facilities, productive laboratories and progressive spirit – UC Davis offers collaborative and interdisciplinary studies through graduate groups and designated emphasis options – with nearly 90 dynamic degree programs.

UC Davis master's and doctoral graduates become leaders in their fields as researchers, teachers, politicians, mentors, and entrepreneurs. Graduates go on to guide, define and enhance the creation of our social, cultural and scientific fabric and well-being.

Research

Major research centers include:

Cancer Center - The Center is a model partnership uniting physicians and scientists from throughout the university with biomedical researchers and engineers from Lawrence Livermore National Laboratory. The center has a collaborative, multidisciplinary approach with nearly 300 scientists working full time to make the breakthroughs that will offer cancer patients fresh hope.

Center for Biophotonics Science and Technology (CBST)- CBST's goal is to advance biomedicine and photonics engineering – by focusing its intellectual, scientific, educational and industrial outreach efforts on the rapid and directed development of biophotonics technology. CBST coordinates activities within its core group of eight university campuses and one national laboratory, and it is building an extensive worldwide network of schools, industrial partners and other biophotonics research centers.

Institute of Transportation Studies (ITS-Davis) - ITS-Davis is a multi-faceted, internationally recognized program with more than 60 affiliated faculty and researchers, 80 graduate students, and a \$6 million annual budget. Its primary program components are research, education and outreach. The Institute is the only research program in the UC system that hosts a matching graduate education program. By partnering with industry, government, and non-governmental organizations, ITS-Davis has contributed to and advanced public discourse on key transportation issues, while also creating a diverse funding base.

John Muir Institute for the Environment (JMIE) - JMIE supports innovation and discovery aimed at solving real-world environmental problems. The institute champions science and technological innovation, provides campuswide leadership, hosts centers and projects, and seeds research and educational initiatives to solve environmental problems. The institute links science and technology to policy by providing the intellectual setting for interactions among researchers, regulatory agencies, policymakers and the public.

UC Davis Energy Institute - The institute focuses and coordinates energy research and education on the campus and facilitates interactions with other institutes, laboratories and programs across the nation and around the world. The research is focused on sustainable energy system design. The institute will also serve as home to a proposed Energy Graduate Group providing advanced degrees in energy science, technology and policy.

[More information about research centers at UC Davis](#)

The UC Davis Community

The Principles of Community - The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.



Study at UC Davis

Classroom Environment

| | |
|---|-----|
| Undergraduate classes with fewer than 30 students | 63% |
| Undergraduate classes with fewer than 50 students | 72% |

Instructional Faculty

| | |
|---------------------------------------|---------|
| Total Full-time Instructional Faculty | 1,702 |
| Students per Faculty | 19 to 1 |
| % Women Faculty | 40% |
| % Faculty from Minority Groups * | 25% |
| % Faculty with Ph.D. or Equivalent | 98% |

* Includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaska Native; Asian or Pacific Islander; or Hispanic.

Student Housing

UC Davis guarantees housing to all new freshmen.
93% of all new freshmen live on campus.

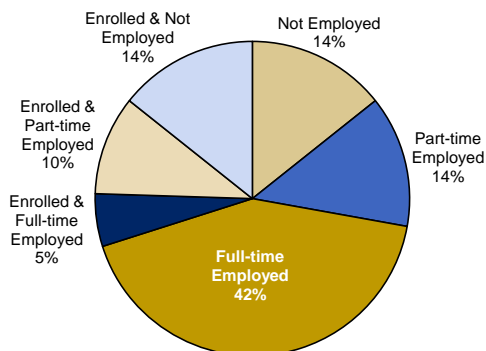
University Safety

At UC Davis, the safety of the entire university community is a top priority. The university has a comprehensive emergency management program and its own full-service police and fire departments. It uses a special alerting system to provide timely emergency information to faculty, staff and students. Counseling centers offer mental health services, and the campus has special teams that intervene before troubling situations escalate. UC Davis' long-established Campus Violence Prevention Program is nationally recognized for its work to reduce incidents of sexual assault and serve survivors. A number of programs, including a safety escort service and crime prevention presentations, promote safety and security.

Employment Trends

One Year After Graduation

Status of 2010-11 Baccalaureate Recipients One Year After Graduation



Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities, both inside and outside the classroom, to become engaged with new ideas, people and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

What follows are selected results from the 2012 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of UC Davis's seniors who participated in the survey. (The response rate for all students at UC Davis was 44.5% and the response rate of seniors was 43.4%.)

Group Learning Experiences (in the last academic year):

- 81 % of seniors worked outside of class on class projects or studied with classmates;
- 24 % of seniors spent at least 6 hours per week participating in student organizations or clubs;
- 29 % of seniors reported serving as an officer or leader in a campus organization or club;
- 84 % of seniors helped a classmate better understand course material.

Active Learning Experiences:

- 84 % of seniors reported making class presentations;
- 85 % of seniors spent at least 6 hours per week studying and other academic activities outside of class;
- 28 % of seniors enrolled in at least one independent research course;
- 57 % of senior participated in an internship;
- 41 % of seniors assisted faculty with research;
- 53 % of seniors participated in community service in 2011-12.

Institutional Commitment to Student Learning and Success:

- 86 % of seniors were satisfied with advising by faculty on academic matters;
- 84 % of seniors were satisfied with advising by college staff on academic matters;
- 76 % of seniors were satisfied with the availability of courses needed for graduation;
- 82 % of seniors reported raising their standards for acceptable effort due to the high standards of a faculty member.

Student Satisfaction:

- 57 % of seniors were satisfied with the value of their education for the price they paid;
- 83 % of seniors were satisfied with their overall academic experience;
- 85 % of seniors would choose to attend this institution again;
- 87 % of seniors reported that their campus had a strong commitment to undergraduate education.

Experiences with Diverse Groups of People and Ideas:

- 94 % of seniors rated their ability to appreciate, tolerate or understand racial and ethnic diversity as good or better;
- 92 % of seniors rated their ability to appreciate cultural and global diversity as good or better;
- 60 % of seniors gained a deeper understanding of other perspectives through conversations with students of a different nationality;
- 62 % of seniors gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity.

Student Interaction with Campus Faculty and Staff:

- 75 % of seniors sought academic help from an instructor or tutor;
- 68% of seniors talked with an instructor outside of class about course material;
- 33 % of seniors worked with a faculty member on a campus activity other than coursework.

Alumni Survey (2010-11 graduates, one year after graduation)

Of respondents employed full-time one year after graduation, 39% are in positions highly related to their undergraduate major; 26% are in positions moderately related to their major; 15% are in positions that are slightly related to their major; and 20% are working in unrelated fields.

Percent of respondents who think their UC Davis undergraduate education prepared them for their current position: 24% very well, 32% more than adequately, 32% Adequately, 9% Less than adequately, 3% Poorly

Percent who have enrolled to pursue a higher degree: 11% M.A./M.S., 3% M.B.A./M.P.A., 1% other professional masters degrees, 4% Ph.D., 3% M.D., 2% D.V.M, 4% other health doctorates, 3% J.D., 2% teaching credentials, 4% other degrees/credentials

Percent who believe their UC Davis undergraduate education prepared them for graduate or professional school: 36% very well, 35% more than adequately, 24% Adequately, 5% Less than adequately, 1% Poorly

Learning Outcomes

The campus holds to the fundamental principle that student learning outcomes and their assessment should be locally defined, discipline specific and faculty driven. Through periodic and systematic undergraduate program reviews, student learning outcomes are defined; methods of assessment for these outcomes are identified; evidence of student learning, retention and completion is presented; and analyses by program faculty are undertaken to demonstrate the extent to which students meet the defined outcomes. The faculty use the results of these analyses to improve curricula and pedagogy.

Survey Responses - Perceptions of Seniors (UCUES, 2012)

| | As Freshmen | as Seniors |
|---|--------------------|-------------------|
| Rated their Ability to Write Clearly and Effectively as <i>Very Good or Excellent</i> : | 28% | 54% |
| Rated their Understanding of a Specific Field of Study as <i>Very Good or Excellent</i> : | 11% | 67% |
| Rated their Analytical/Critical Thinking Skills as <i>Very Good or Excellent</i> : | 20% | 60% |
| Rated their Interpersonal Skills as <i>Very Good or Excellent</i> : | 30% | 62% |
| Rated their Self Awareness and Understanding as <i>Very Good or Excellent</i> : | 38% | 74% |
| Rated their Understanding of International Perspectives as <i>Very Good or Excellent</i> : | 18% | 50% |

[Educational Objectives for Students - UC Davis](#)**A word about the data and information used in this profile**

Almost all of the data used in this profile comes from an annual collection of data prepared by the campus called the Common Data Set (CDS). Many colleges and universities across the country post their CDS on their websites as part of a collaborative effort between publishers and the educational community to provide consistent and accurate data regarding higher education. Preparation of these data sets is governed by a set of standards and definitions that all participating institutions are asked to follow. However, for a variety of reasons, including management and local practices, colleges and universities sometimes use different definitions and standards to produce data that is similar in purpose to data found in this profile. Consequently, statistics found in other campus and systemwide publications and websites may differ from those that appear in this profile.

In addition, the information in this profile may change from time to time. Therefore, users are urged to check for updates periodically.

[Send questions & comments to inform@ucdavis.edu](mailto:Send_questions_&_comments_to_inform@ucdavis.edu)

This profile was last updated on May 26, 2017