UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

1111 Franklin Street
Oakland, California 94607-5200
Phone: (510) 987-9074
Fax:(510) 987-9086
http://www.ucop.edu

March 10, 2016

The Honorable Mark Leno
Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Dear Senator Leno:

Pursuant to Section 92675 of the Education Code, enclosed is the University of California's annual report to the Legislature on *Performance Outcome Measures*.

If you have any questions regarding this report, Associate Vice President Debora Obley would be pleased to speak with you. She can be reached by telephone at (510) 987-9112, or by email at Debora.Obley@ucop.edu.

Yours very truly,

Janet Napolitano
President

Enclosure

cc: Senate Budget and Fiscal Review
The Honorable Marty Block, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Ms. Anita Lee)
(Attn: Ms. Cheryl Black)
The Honorable Kevin McCarty, Chair
Assembly Budget Subcommittee #2
(Attn: Mr. Mark Martin)
(Attn: Ms. Amy Rutschow)
Ms. Peggy Collins, Joint Legislative Budget Committee
Ms. Amy Leach, Office of the Chief Clerk of the Assembly
Mr. Jim Lasky, Legislative Counsel Bureau
Mr. E. Dotson Wilson, Chief Clerk of the Assembly
Mr. Daniel Alvarez, Secretary of the Senate
Mr. Michael Cohen, Department of Finance
Mr. Christian Osmena, Department of Finance

Ms. Maritza Urquiza, Department of Finance
Ms. Tina McGee, Legislative Analyst's Office
Mr. Mac Taylor, Legislative Analyst's Office
Mr. Jason Constantouros, Legislative Analyst's Office
Provost and Executive Vice President Aimée Dorr
Executive Vice President and Chief Financial Officer Nathan Brostrom
Senior Vice President Nelson Peacock
Vice President Pamela Brown
Associate Vice President Debora Obley
Associate Vice President and Director Steve Juarez
Executive Director Jenny Kao
Executive Director Kieran Flaherty
Director David Alcocer
Manager Bruce Kennedy
Executive Advisor Marsha Sato

# Performance Outcome Measures

## Legislative Report

March 2016

UNIVERSITY *of* CALIFORNIA

**Office of the President**
**March 2016**

# University of California
# Report to the Legislature
# Performance Outcome Measures

California Education Code, Title 3, Division 9, Part 57, Chapter 6, Article 7.7, Section 92675 states:

**Reporting of Performance Measures**

(a) For purposes of this section, the following terms are defined as follows:

(1) The "four-year graduation rate" means the percentage of a cohort that entered the university as freshmen that successfully graduated within four years.

(2) The "two-year transfer graduation rate" means the percentage of a cohort that entered the university as junior-level transfer students from the California Community Colleges that successfully graduated within two years.

(3) "Low-income students" mean students who receive a Pell Grant at any time during their matriculation at the institution.

(b) Commencing with the 2013-14 academic year, the University of California shall report, by March 1 of each year, on the following performance measures for the preceding academic year, to inform budget and policy decisions and promote the effective and efficient use of available resources:

(1) The number of transfer students enrolled annually from the California Community Colleges, and the percentage of transfer students as a proportion of the total undergraduate student population.

(2) The number of low-income students enrolled annually and the percentage of low-income students as a proportion of the total student population.

(3) The systemwide four-year graduation rates for each cohort of students and, separately, for each cohort of low-income students.

(4) The systemwide two-year transfer graduation rates for each cohort of students and, separately, for each cohort of low-income students.

(5) The number of degree completions annually, in total and for the following categories:

(A) Freshman entrants.

(B) Transfer students.

(C) Graduate students.

(D) Low-income students.

(6) The percentage of first-year undergraduates who have earned sufficient course credits by the end of their first year of enrollment to indicate they will complete a degree in four years.

(7) For all students, the total amount of funds received from all sources identified in subdivision (c) of Section 92670 for the year, divided by the number of degrees awarded that same year.

(8) For undergraduate students, the total amount of funds received from the sources identified in subdivision (c) of Section 92670 for the year expended for undergraduate education, divided by the number of undergraduate degrees awarded that same year.

(9) The average number of course credits accumulated by students at the time they complete their degrees, disaggregated by freshman entrants and transfers.

(10) (A) The number of degree completions in science, technology, engineering, and mathematics (STEM) fields, disaggregated by undergraduate students, graduate students, and low-income students.

(B) For purposes of subparagraph (A), "STEM fields" include, but are not necessarily limited to, all of the following: computer and information sciences, engineering and engineering technologies, biological and biomedical sciences, mathematics and statistics, physical sciences, and science technologies.

This report is submitted in response to the language above.

**Background**

The University of California has historically reported on measures of institutional quality of interest to the Governor, Legislature, University leaders, and the general public. Seven years ago, the University began publishing an annual accountability report (*www.universityofcalifornia/accountability)* with an increased emphasis on outcome measures. That report also provides comparative data, when possible, to allow policy makers to benchmark UC's performance against that of public research universities of a similar quality level. The annual accountability report contains much of the information requested in AB 94, as well as data on a broad array of other issues, and forms the basis for this legislative report.

The University leverages this data to support continuous improvement efforts. For example, data on four-year degree completion and time-to-degree reported annually was thoroughly analyzed and distributed to inform the work of more than 80 academic and administrative leaders who gathered in January 2015 at a systemwide Undergraduate Completions Conference to highlight programs and strategies that support timely graduation. Building on that effort, UC Berkeley hosted a systemwide summit in January 2016 to continue the discussion on how campuses use data to support student success. Similarly, long-term trend data on transfer applications and enrollments was used by the President's Transfer Action Team to shape recommendations for increasing transfer enrollent going forward. Many of these initiatives are also reflected in the University's 2016-17 budget plan, which prioritizes funding for enrollment growth and improvements in undergraduate education.

**Summary of Data**

This performance outcomes report highlights several areas of strength for UC:

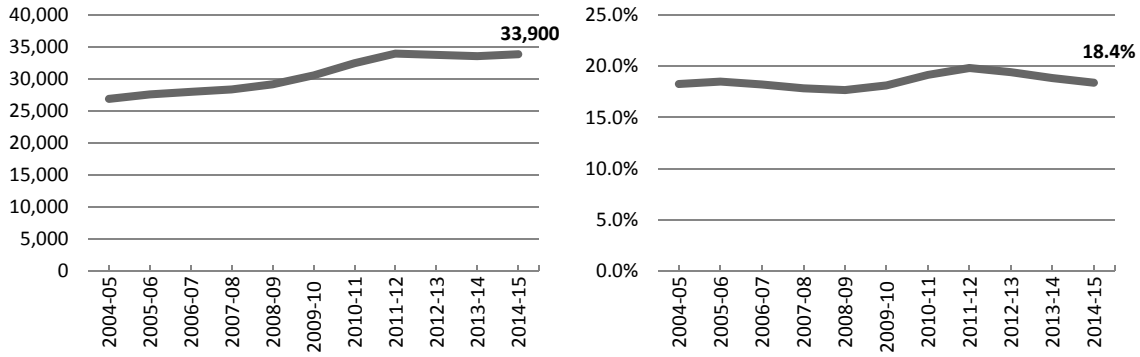
- The proportion of low-income students UC enrolls far exceeds that of many other AAU institutions in the country, both public and private.
- Pell and non-Pell grant recipients have comparable overall graduation rates and the time-to-degree gap between Pell and non-Pell students is closing.
- UC's freshman graduation rates are higher than those of our public peers.
- UC is successful in ensuring that transfer students graduate at rates equal to (and in fact, slightly higher than) those of freshman entrants.
- UC produces a high proportion of the state's STEM (science, technology, engineering, and math) graduates.

The University will continue to maintain and improve, where possible, its performance outcomes. The University's outstanding track record in the outcomes included in this report is well recognized by other institutions and used as a benchmark for achieving their own aspirations to improve outcomes.

The appendix at the end of this report includes the data behind the graphics shown for each outcome.

## Both the number of upper-division CCC transfers and their share of total enrollment have grown over the past decade.

Figure 1.1 Upper-division transfer students FTE from the California Community Colleges (CCC) and proportion of all undergraduates
Universitywide
2004-05 to 2014-15




Source: UC Corporate Student System[1]

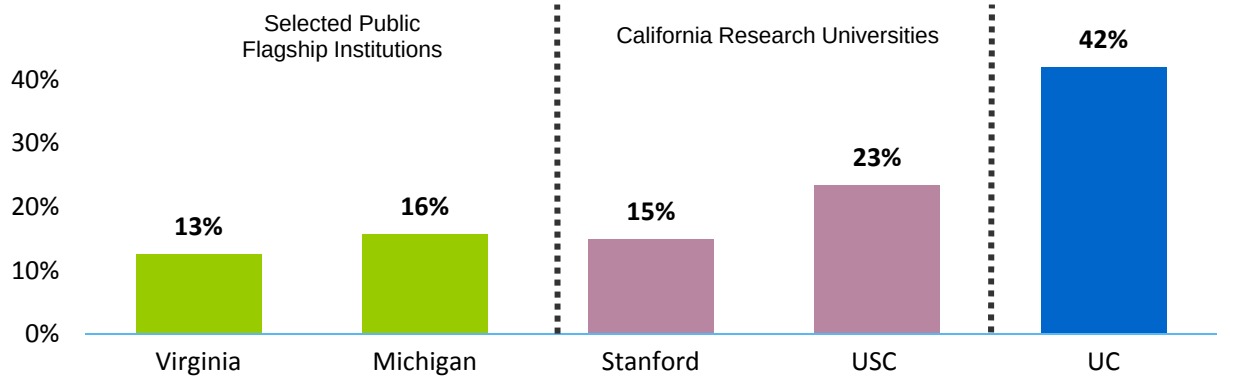
The number of CCC transfer students attending UC increased by 23 percent over the decade from 2005-06 to 2014-15, fueled both by strong application demand and UC's efforts to increase transfer enrollment. In 2012-13 and 2013-14, upper-division CCC transfer enrollment declined slightly. The decline is attributable to slowed overall enrollment growth—which is a function of lack of funding for enrollment growth—as well as a decline in CCC applicants. In fall 2015, transfer enrollments began climbing again, and for fall 2016, UC extended the transfer application deadline in order to attract more applications. Transfers will be a significant portion of the additional 5,000 in-state residents UC will enroll in 2016-17.

The proportion of total undergraduates who entered as transfers has also declined, as freshman applications continued to increase while those from transfers declined slightly. UC's goal with respect to the balance between freshman and transfer entrants—expressed by the Commission of the Future in 2010 and reaffirmed by the Transfer Action Team in 2014—is to admit one new transfer student for every two new freshman. At that enrollment level, 20 percent of all undergraduates would be upper-division CCC transfers. Currently, 18.4 percent of UC's undergraduates are community college students, so UC is very close to its goal, but has not yet achieved it.

[1]Upper-division CCC transfer students are those who enter UC from a California Community College with junior or senior standing. A small number of students enter from the CCC system with freshman or sophomore standing. Postbaccalaureate teaching credential students are not counted as undergraduates.

## UC enrolls a higher proportion of Pell grant recipients than comparable research universities.

Figure 2.1 Pell grant recipients
UC and selected peers
2013-14 (most recent year available for peer data)




Source: IPEDS

Figure 2.2 Pell grant recipients
Universitywide
Fall 2015

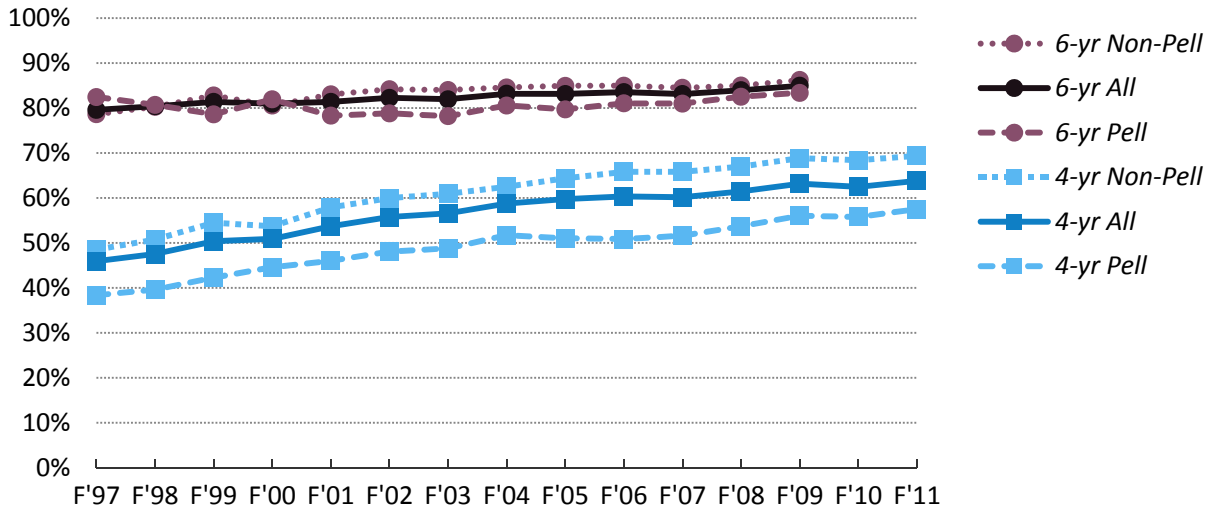
| | |
|---|---|
| Number of Pell recipients enrolled, fall 2015 | 79,403 |
| Total undergraduates enrolled, fall 2015 | 198,866 |
| Proportion of undergraduates receiving Pell, fall 2015 | 40% |

Source: UC Information Center

The University has remained accessible to undergraduate students from all income levels, particularly low-income students, despite recent tuition and fee increases and increases in other costs of attendance. In 2013-14, 42 percent of UC students were low-income Pell grant recipients, more than at any comparably selective research institution. Pell grant recipients generally have family incomes of less than approximately $50,000. UC is nationally recognized as a leading institution in enrolling an economically diverse pool of undergraduate students.

## Four-year freshman graduation rate has improved over time, with 64 percent of the fall 2011 cohort graduating in four years. Though a gap between Pell recipients and non-Pell students exists at the four-year mark, it is nearly eliminated at the six-year mark. Additionally the gap between Pell and non-Pell four-year graduation rates has declined steadily in recent years.

Figure 3.1 Freshman 4- and 6-year graduation rates
Universitywide
Fall 1997 to 2011 entering freshmen




Source: UC Corporate Student System[1]

Figure 3.2 Four-year graduation rates of entering freshmen, UC and AAU Peers

| | Fall 1997 entering cohort | Fall 2007 entering cohort | 1997 to 2007 change | Fall 2010 |
|---|---|---|---|---|
| UC | 46% | 60% | + 14 points | 64% |
| AAU public peers | 41% | 55% | + 14 points | N/A |
| AAU private peers | 76% | 82% | + 6 points | N/A |

UC's four-year graduation rates are higher than the average of its AAU public peers.

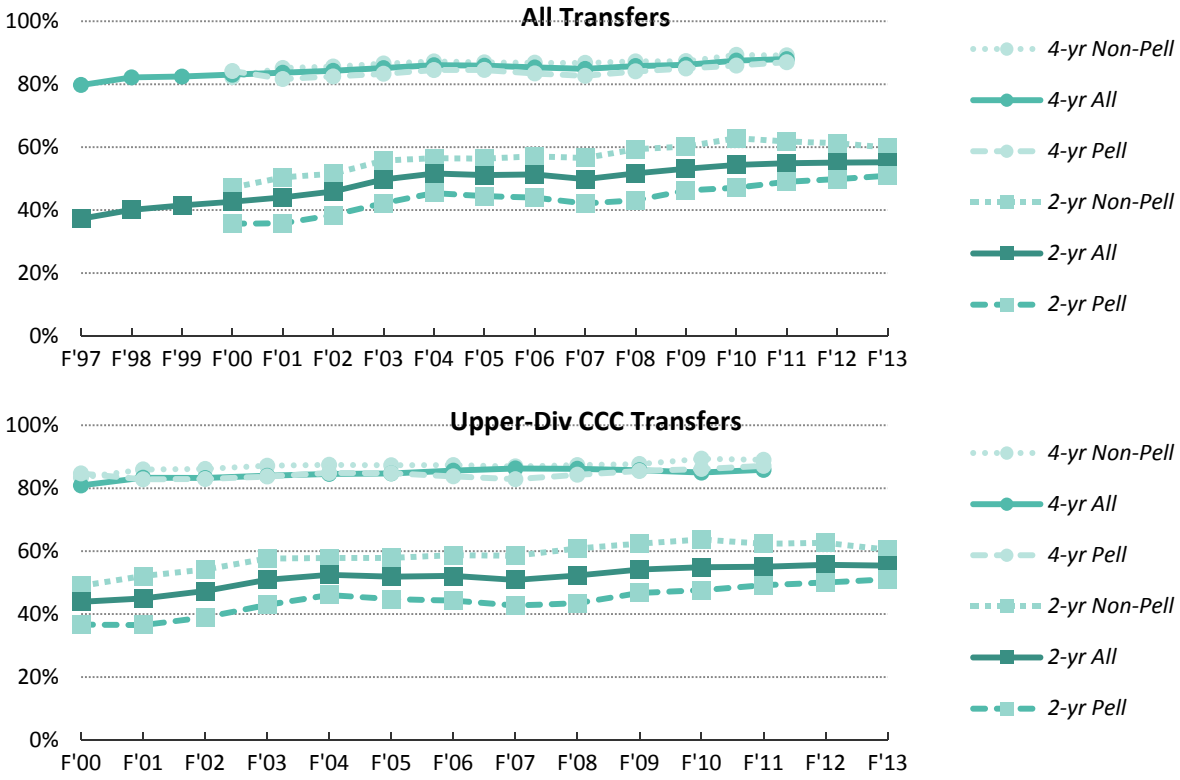
While the four-year graduation rate of Pell students is lower than the rates for non-Pell students, by the end of six years, the Pell students have caught up with the non-Pell group. In recent years, the gap in four-year graduation rates between Pell and non-Pell students has declined, from 14.9 percentage points for the 2006 entering cohort to 11.9 points for the 2011 cohort.

In recent years, UC 's budget plan has prioritized reinvestment in academic quality and student support that should over time lead to improved four-year graduation rates. In addition, the framework agreement between President Napolitano and Governor Brown places a high priority on initiatives intended to improve these rates.

[1] Graduation rates include UC-intercampus transfers. Students who graduate in the summer term are included with the prior year. Low-income Pell students are those who received a Pell grant during their time at UC.

## Two-year transfer graduation rate has improved over time and may have leveled off. After four years, the gap in graduation rates between Pell and non-Pell students is much smaller.

Figure 4 Transfer 2- and 4-year graduation rates
Universitywide
Fall 1997 to 2013 entering transfers, all and upper-div CCC transfers




Source: UC Corporate Student System[1]

As with freshman graduation rates, the UC system has witnessed increasing graduation rates for transfer students. The two-year graduation rate has increased 18 points, from 37 percent for the fall 1997 cohort to 55 percent for the fall 2013 cohort.

Similar to students who enter as freshmen, the two-year graduation rate of transfer entrants is lower for Pell recipients than the rate for non-Pell students. However, by the end of four years, the Pell students have caught up with the non-Pell group.

Additionally, as with freshman four-year rates, two-year graduation rates for Pell students are increasing faster than for other students, and as a result the gap in two-year rates has closed, from as much as 15.8 percentage points for the fall 2007 cohort, to just 9 points for the fall 2013 cohort.

UC and its campuses are working to continue to improve transfer graduation rates. President Napolitano's transfer initiative and strategies identified in the Undergraduate Completions Conference are intended to further address this issue.

[1] Graduation rates include UC-intercampus transfers. Upper-division CCC transfers made up 98.7% of CCC transfers in fall 2011. CCC transfers made up 92% of all transfers in fall 2011. Students who graduate in the summer term are included with the prior year. Low-income Pell students are those who received a Pell grant during their time at UC.

## Degree completions have risen steadily.

Figure 5.1 Degree completions, by level
Universitywide
2005-06 to 2014-15

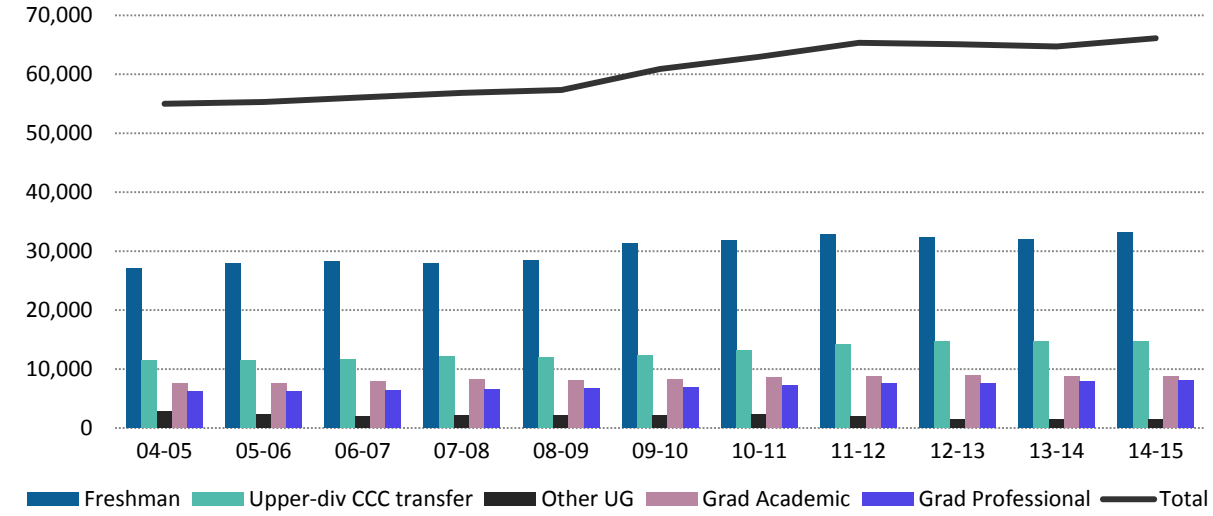
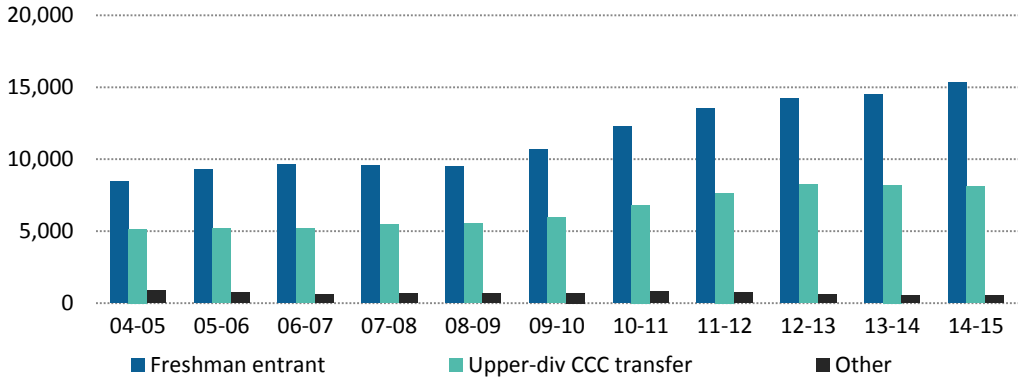



Figure 5.2 Degree completions, Pell recipient undergraduates
Universitywide
2004-05 to 2014-15




Source: UC Corporate Student System[1]

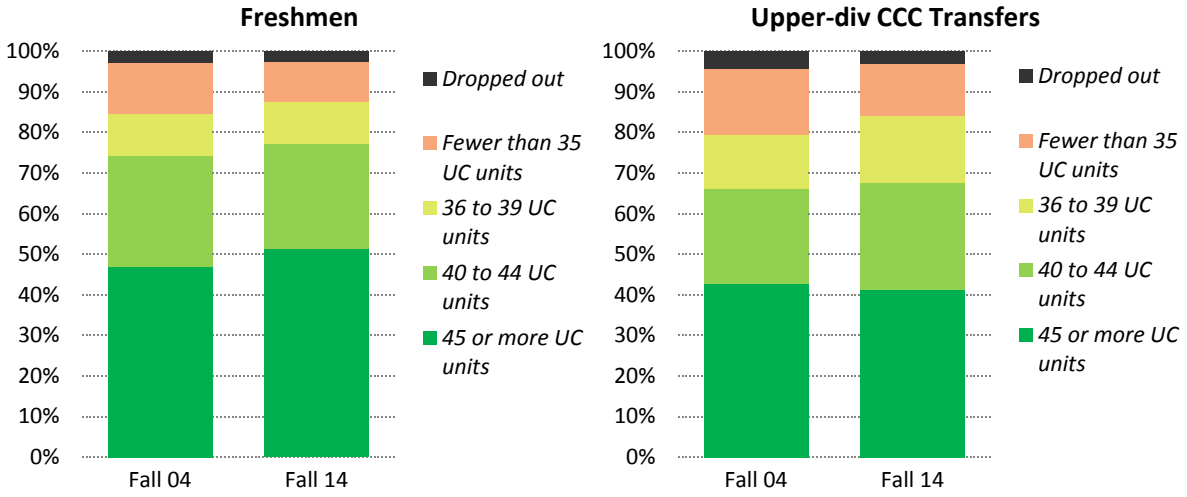
UC awards a number of degrees at all levels. The number of degrees that UC produces annually has increased steadily due to increased enrollments, improved graduation rates, and faster time-to-degree.

Growing numbers of bachelor's degrees are awarded to Pell grant recipients. As with degrees overall, totals are affected by total enrollment as well as graduation rates. In addition, the number can be affected by changes in Pell eligibility criteria as well as the impact of trends in the economy on family income.

[1] Not shown separately are other (special and limited entry) undergraduates, who make up less than 1% of degrees awarded. Other undergraduates include lower-division CCC transfers, other transfers, and special/limited students. Includes self-supporting programs.

## Most students are on track to graduate in four years after their first year at UC.

Figure 6 Percentage of first-year undergraduates who are on track to graduate in four years (two years for transfers)
Universitywide
Fall 2004 and 2014 entering undergraduates after the summer quarter of their first year




Source: UC Corporate Student System[1]

The statute requests the percentage of first-year undergraduates who have earned sufficient course credits by the end of their first year of enrollment to be on track to complete a degree in four years. For simplicity's sake, UC has defined this as the number of students who complete 45 quarter units (one-fourth of 180, the total required for graduation) as of summer of their first year of enrollment. Semester units at Berkeley and Merced are converted to their quarter unit equivalents. This is the statistic represented in the chart above.

It should be noted, however, that this statistic can be misleading. For instance, while the chart above shows that 51 percent of fall 2014 freshmen completed 45 or more UC units by the end of summer of their first year, we know that a significantly higher proportion graduate within four years—this means that many who might not have appeared "on track" at the end of their first year made up the missing first-year units in subsequent years. For upper division CCC transfers, the outcomes are similar: 41 percent of these transfers had completed 45 or more UC units by spring of their first year, while 56 percent of incoming upper division CCC transfers in the 2012 class graduated within two years.

[1] Transferred units are not included. Semester units (Berkeley and Merced) are converted to quarter equivalents at the rate of 1 semester unit=1.5 quarter units.

## Total expenditures from "core" funds and total degrees awarded.

Figure 7 Total expenditures classified as "core funds" and degrees awarded
Universitywide
2014-15

| Fund | Expenditures | Notes |
|---|---|---|
| State General Fund | $2,990,671,000 | Includes over $330 million for debt service not available for the operating budget |
| Systemwide tuition and fees | $3,165,686,000 | Excludes UNEX, summer session, and "other" fees |
| Nonresident tuition and fees and other student fees | $832,396,000 | Other student fees include admission application fees and other fees |
| University of California General Funds | $239,630,000 | Includes interest on General Fund balances and the portion of indirect cost recovery and patent royalty income used for core educational purposes |
| **Total** | **$7,228,383,000** | |
| **Degrees Awarded, 2014-15** | **66,102** | |

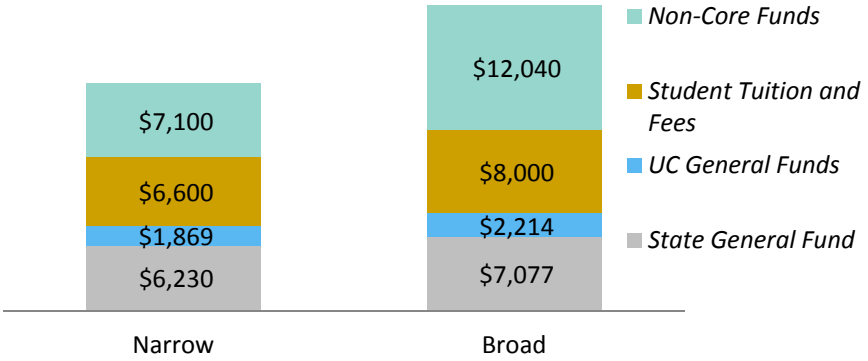
Source: UC Budget Office

The University does not believe dividing these two numbers produces a meaningful statistic. Dividing total funding by degrees awarded does not convey the true cost of a degree because not all of the funding included in the calculation is associated with instruction. Core funds support the tripartite mission of the University, and include significant funding for non-instructional uses, specifically research and public service. These non-instructional functions are primarily, though not entirely, separate and fairly independent functions. In addition, over $330 million of core funds were used to cover lease revenue and General Obligation bond debt service in 2014-15 and were not available for operating funds.

Section 92670 of the Education Code (AB 94) requests the University to conduct a study of expenditures for instruction. The report was submitted in February 2015 and includes a more relevant version of this calculation, which is included on the following page.

## Undergraduates pay less than what UC spends on their education.

Figure 8 Expenditures for undergraduate instruction, narrow and broad definitions
Universitywide
2012-13




Source: Expenditures for Instruction Report (http://www.ucop.edu/operating-budget/_files/legreports/14-15/efifinallegrpt-2-17-15.pdf)

For many year, UC has provided Average Expenditures for Instruction to the State that show per student expenditures based on a methodology agreed to by both the State and the University. That calculation shows that expenditures per student were $22,390 in 1990-91 and by 2012-13, had dropped to $16,890 per student.

To comply with the level of disaggregation required in AB 94, UC could not rely on the methodology used to compute the Average Expenditures for Instruction and had to create a new approach. UC's Expenditures for Instruction (EFI) report explains the challenges with this request, including:

- Categories requested do not reflect how UC is funded, how it distributes funds received, and how it tracks spending
- UC is reliant on existing data, which is not available by course or other academic activity, but instead by campus and expenditure type
- Proxies were required when expenses could not be disaggregated (e.g., STEM)

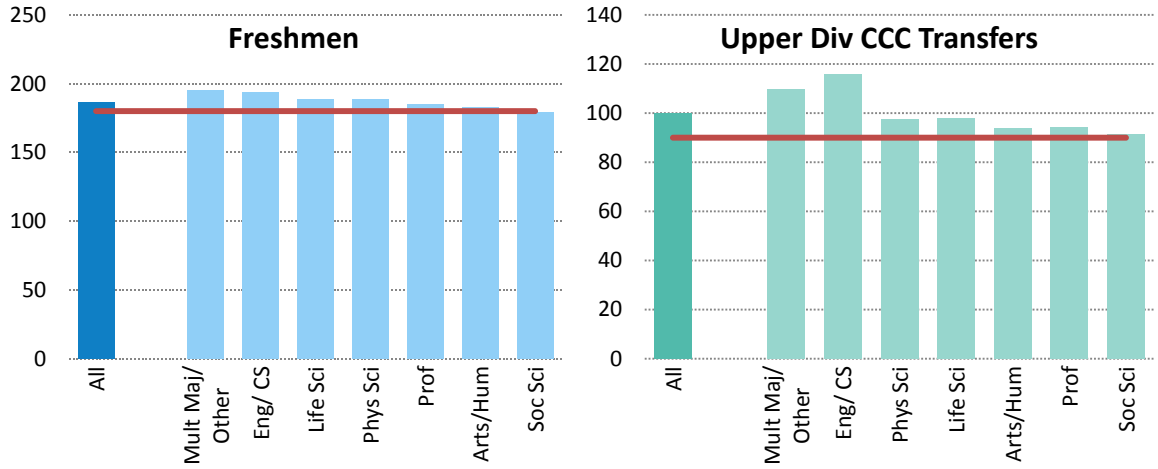
UC has provided results based on a narrow definition of what is spent to educate students in the classroom and a broader definition of what is spent to provide a diverse and comprehensive learning community that is offered on UC campuses. In addition, UC has presented expenditures for core and non-core funds so it highlights how other fund sources are leveraged to support undergraduate instruction.

The EFI report demonstrates that undergraduates continue to pay less than what UC spends on their education ($12,400 in student fees compared to $21,800 in expenditures).

The EFI report can inform policy discussions, but UC doesn't believe it is a management tool. It also reflects expenditures on instruction, but does not represent the cost of instruction because it does not account for underfunded areas such as faculty salaries, degraded student-faculty ratios, and deferred maintenance. Expenditures in these areas can be reduced or deferred on a short-term basis but require greater funding in future years to avoid seriously damaging the student experience.

## Multiple major and engineering/computer science students have slightly more UC units at graduation.

Figure 9 Average number of UC units at degree completion
Universitywide
2013-14 degree recipients



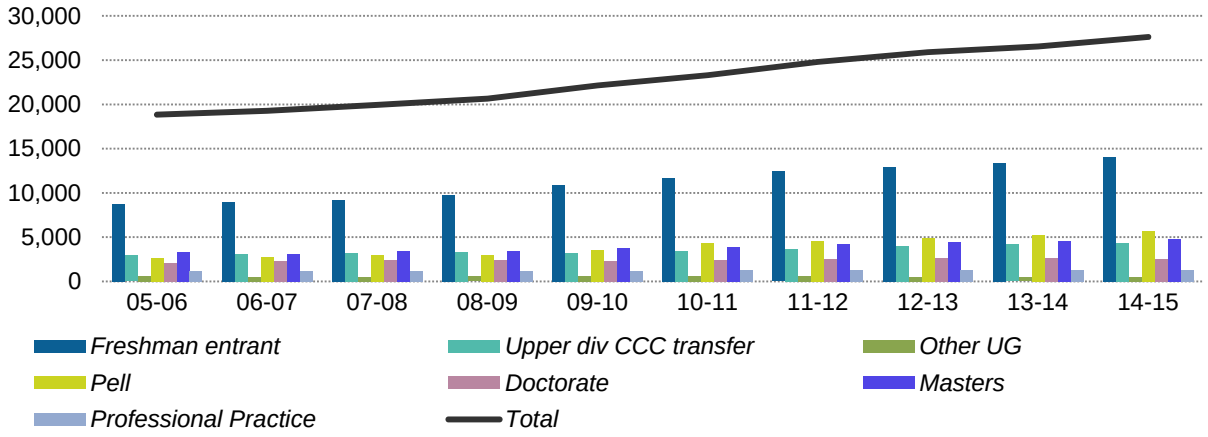

Source: UC Corporate Student System

A UC bachelor's degree requires a minimum of 180-quarter units (120 semester units). Transfer students use transferred units from community college to complete their degree requirements. Students pursuing majors with high unit requirements (such as engineering/computer science) and those pursuing multiple majors graduate with higher units, on average, than do those in other majors.

As a part of the Framework agreement between the Governor and President Napolitano, each undergraduate campus is undertaking a review of major requirements for three-quarters of its majors to determine whether the number of courses required to complete a major can be reduced without compromising quality and meeting accreditation and learning outcomes. This review is modeled on the "Challenge 45" review that UCLA conducted on some majors in prior years with great success, and could lead to future improvements in time-to-degree.

## Critical to California's economic future is having enough graduates in the STEM fields.

Figure 10.1 STEM degree completions by level
Universitywide
2004-05 to 2014-15 degree recipients




Source: UC Corporate Student System[1]

UC graduates from these fields have steadily increased, though the recent flattening mirrors the flattening seen in graduation rates.

UC awards a greater proportion of the state's STEM degrees than other segments of California postsecondary institutions, as shown in the chart to the right.

Figure 10.2
STEM degrees awarded by California institutions, 2013-14

| | UC | CSU | Private/ Other |
|---|---|---|---|
| Bachelors | 40% | 42% | 18% |
| Grad Academic | 39% | 22% | 39% |
| Grad Professional | 20% | 19% | 61% |
| Total | 37% | 34% | 30% |

Source: IPEDS. Excludes for-profit institutions. May not add to 100% due to rounding.

[1] STEM degrees include physical science, engineering, computer science, life science, medicine, and other health sciences. The primary major was used for students with multiple majors. Other undergraduates include lower-division CCC transfers, other transfers, and special/limited students and represent less than 1% of degrees awarded.

# APPENDIX

Table 1 All upper-division transfer students enrolled from the CCC as a proportion of all undergraduates
2004-05 to 2014-15, academic year FTE

| | Proportion upper-div CCC | Upper-div CCC transfers | All enrolled undergraduates |
|---|---|---|---|
| 2004-05 | 18.3% | 26,900 | 147,436 |
| 2005-06 | 18.5% | 27,600 | 148,913 |
| 2006-07 | 18.2% | 28,000 | 153,599 |
| 2007-08 | 17.9% | 28,400 | 159,200 |
| 2008-09 | 17.7% | 29,200 | 165,236 |
| 2009-10 | 18.1% | 30,600 | 168,673 |
| 2010-11 | 19.2% | 32,500 | 169,664 |
| 2011-12 | 19.8% | 34,000 | 171,434 |
| 2012-13 | 19.4% | 33,800 | 173,552 |
| 2013-14 | 18.9% | 33,600 | 177,509 |
| 2014-15 | 18.4% | 33,900 | 184,425 |

Source: UC Corporate Student System and UC Budget Office[1]

Table 2 All Pell recipient undergraduates enrolled as a proportion of all undergraduates
Fall 2002 to fall 2015

| | Proportion Pell recipients | Number of Pell recipients | All enrolled undergraduates |
|---|---|---|---|
| Fall 2002 | 29.7% | 45,952 | 154,506 |
| Fall 2003 | 30.4% | 48,281 | 159,018 |
| Fall 2004 | 30.1% | 47,524 | 158,044 |
| Fall 2005 | 29.2% | 46,418 | 158,730 |
| Fall 2006 | 29.2% | 47,621 | 162,975 |
| Fall 2007 | 30.4% | 50,815 | 167,327 |
| Fall 2008 | 30.6% | 52,821 | 172,774 |
| Fall 2009 | 35.4% | 62,774 | 177,453 |
| Fall 2010 | 40.5% | 72,546 | 179,245 |
| Fall 2011 | 41.6% | 75,419 | 181,197 |
| Fall 2012 | 42.0% | 76,897 | 183,198 |
| Fall 2013 | 41.9% | 78,647 | 188,008 |
| Fall 2014 | 41.2% | 80,307 | 194,812 |
| Fall 2015 | 40.0% | 79,403 | 198,866 |

Source: UC Corporate Student System[2]

Table 3.1 Freshman 4-year graduation rates
Fall 1995-2011 entering freshmen

| | 4-year rates | | | 6-year rates | | |
|---|---|---|---|---|---|---|
| | All freshman entrants | Pell freshmen | Non-Pell freshmen | All freshman entrants | Pell freshmen | Non-Pell freshmen |
| Fall 1997 | 46.0% | | | 79.6% | | |
| Fall 1998 | 47.5% | | | 80.4% | | |
| Fall 1999 | 50.3% | | | 81.4% | | |
| Fall 2000 | 50.9% | 44.6% | 53.7% | 81.0% | 81.9% | 80.6% |
| Fall 2001 | 53.7% | 46.0% | 57.9% | 81.4% | 78.3% | 83.0% |
| Fall 2002 | 55.8% | 48.1% | 60.0% | 82.3% | 78.8% | 84.2% |
| Fall 2003 | 56.6% | 48.8% | 60.9% | 82.0% | 78.2% | 84.0% |
| Fall 2004 | 58.8% | 51.7% | 62.5% | 83.2% | 80.6% | 84.6% |
| Fall 2005 | 59.8% | 51.0% | 64.4% | 83.1% | 79.7% | 84.9% |
| Fall 2006 | 60.3% | 50.8% | 65.8% | 83.5% | 81.1% | 85.0% |
| Fall 2007 | 60.1% | 51.6% | 65.8% | 83.1% | 81.0% | 84.5% |
| Fall 2008 | 61.5% | 53.7% | 67.0% | 84.0% | 82.5% | 85.0% |
| Fall 2009 | 63.2% | 56.1% | 68.9% | 85.0% | 83.4% | 86.2% |
| Fall 2010 | 62.5% | 55.8% | 68.4% | | | |
| Fall 2011 | 63.8% | 57.5% | 69.4% | | | |

Source: UC Corporate Student System[3]

[1]Upper-division CCC transfer students are those who enter UC from a California Community College with junior or senior standing. Postbaccalaureate teaching credential students are not counted as undergraduates.

[2] Low-income students are those who received a Pell grant while at UC.

[3] Graduation rates include UC-intercampus transfers. Students who graduate in the summer term are included with the prior year. Low-income Pell students are those who received a Pell grant during their time at UC. Although overall graduation rates are the same as in last year's Performance Outcomes report, Pell and Non-Pell rates have changed due to additional members of the cohort having become Pell recipients.

Table 4.1 Transfer 2-year graduation rates
Fall 1997 to 2013 entering transfers

| | All transfers | Pell transfers | Non-Pell transfers | All upper-div CCC transfers | Pell UD CCC transfers | Non-Pell UD CCC tr |
|---|---|---|---|---|---|---|
| Fall 1997 | 37.3% | | | 39.4% | | |
| Fall 1998 | 40.0% | | | 42.0% | | |
| Fall 1999 | 41.5% | | | 43.4% | | |
| Fall 2000 | 42.6% | 35.7% | 47.1% | 43.9% | 36.7% | 49.0% |
| Fall 2001 | 44.0% | 35.8% | 50.4% | 44.9% | 36.5% | 52.1% |
| Fall 2002 | 45.9% | 38.4% | 51.6% | 47.3% | 38.9% | 54.1% |
| Fall 2003 | 49.7% | 42.2% | 55.7% | 50.9% | 42.9% | 57.7% |
| Fall 2004 | 51.6% | 45.4% | 56.5% | 52.5% | 46.1% | 57.8% |
| Fall 2005 | 51.1% | 44.4% | 56.3% | 51.9% | 44.7% | 57.8% |
| Fall 2006 | 51.3% | 44.0% | 57.1% | 52.1% | 44.3% | 58.7% |
| Fall 2007 | 49.8% | 42.1% | 56.6% | 50.8% | 42.7% | 58.5% |
| Fall 2008 | 51.7% | 43.1% | 59.3% | 52.3% | 43.5% | 60.8% |
| Fall 2009 | 53.1% | 46.2% | 60.2% | 54.1% | 46.7% | 62.4% |
| Fall 2010 | 54.4% | 47.1% | 62.8% | 54.8% | 47.6% | 63.7% |
| Fall 2011 | 54.9% | 49.0% | 61.8% | 55.0% | 49.2% | 62.4% |
| Fall 2012 | 55.0% | 49.8% | 61.3% | 55.6% | 50.0% | 62.7% |
| Fall 2013 | 55.2% | 50.9% | 59.9% | 55.4% | 51.0% | 60.4% |

Table 4.2 Transfer 4-year graduation rates
Fall 2000 to 2011 entering transfers

| | All transfers | Pell transfers | Non-Pell transfers | All upper-div CCC transfers | Pell UD CCC transfers | Non-Pell UD CCC tr |
|---|---|---|---|---|---|---|
| Fall 2000 | 83.0% | 84.2% | 82.3% | 80.9% | 84.7% | 83.4% |
| Fall 2001 | 83.6% | 81.6% | 85.2% | 83.3% | 82.8% | 86.0% |
| Fall 2002 | 84.2% | 82.5% | 85.6% | 83.2% | 82.9% | 86.1% |
| Fall 2003 | 85.1% | 83.3% | 86.6% | 83.9% | 83.7% | 87.1% |
| Fall 2004 | 86.0% | 84.5% | 87.2% | 84.5% | 84.9% | 87.4% |
| Fall 2005 | 85.9% | 84.5% | 86.9% | 84.7% | 84.8% | 87.3% |
| Fall 2006 | 85.3% | 83.4% | 86.8% | 85.6% | 83.7% | 87.3% |
| Fall 2007 | 84.9% | 82.7% | 86.8% | 86.2% | 82.9% | 86.9% |
| Fall 2008 | 85.7% | 84.1% | 87.2% | 86.1% | 84.3% | 87.3% |
| Fall 2009 | 86.1% | 85.0% | 87.3% | 85.7% | 85.5% | 87.7% |
| Fall 2010 | 87.5% | 85.9% | 89.3% | 84.9% | 86.1% | 89.4% |
| Fall 2011 | 88.0% | 87.0% | 89.1% | 85.8% | 87.1% | 89.0% |

Source: UC Corporate Student System[1]

Table 5.1 Degree completions, by level
2002-03 to 2014-15

| | Freshman entrants | Upper-div CCC transfers | Other undergraduates | Graduate Academic | Graduate Professional |
|---|---|---|---|---|---|
| 02-03 | 24,734 | 9,829 | 3,076 | 6,584 | 5,683 |
| 03-04 | 25,319 | 10,843 | 3,011 | 7,304 | 5,865 |
| 04-05 | 27,026 | 11,383 | 2,881 | 7,488 | 6,206 |
| 05-06 | 27,838 | 11,395 | 2,350 | 7,556 | 6,142 |
| 06-07 | 28,230 | 11,645 | 2,033 | 7,836 | 6,324 |
| 07-08 | 27,957 | 12,090 | 2,143 | 8,169 | 6,478 |
| 08-09 | 28,465 | 11,968 | 2,129 | 8,073 | 6,693 |
| 09-10 | 31,238 | 12,382 | 2,153 | 8,176 | 6,963 |
| 10-11 | 31,731 | 13,093 | 2,255 | 8,602 | 7,268 |
| 11-12 | 32,865 | 14,191 | 1,959 | 8,811 | 7,498 |
| 12-13 | 32,358 | 14,717 | 1,523 | 8,883 | 7,592 |
| 13-14 | 31,929 | 14,724 | 1,416 | 8,774 | 7,846 |
| 14-15 | 33,121 | 14,610 | 1,440 | 8,779 | 8,152 |

Source: UC Corporate Student System[2]

[1] Graduation rates include UC-intercampus transfers. Students who graduate in the summer term are included with the prior year. Low-income Pell students are those who received a Pell grant during their time at UC. Pell students cannot be identified in earlier data. Although overall graduation rates are the same as in last year's Performance Outcomes report, Pell and Non-Pell rates have changed due to additional members of the cohort having become Pell recipients.

[2] Graduate academic is composed of academic doctoral, academic masters, and professional doctoral programs. Graduate professional is composed of professional practice and professional masters programs. Other undergraduates include lower-division CCC transfers, other transfers, and special/limited students. Includes self-supporting programs.

Table 5.2 Degree completions, Pell recipient undergraduates
2002-03 to 2014-15

| | Pell freshman entrant | Pell upper-div CCC transfers | Other Pell undergraduates |
|---|---|---|---|
| 02-03 | 5,431 | 3,433 | 666 |
| 03-04 | 7,141 | 4,647 | 894 |
| 04-05 | 8,476 | 5,145 | 882 |
| 05-06 | 9,294 | 5,199 | 752 |
| 06-07 | 9,623 | 5,186 | 632 |
| 07-08 | 9,587 | 5,486 | 693 |
| 08-09 | 9,481 | 5,561 | 661 |
| 09-10 | 10,690 | 5,977 | 712 |
| 10-11 | 12,259 | 6,816 | 840 |
| 11-12 | 13,541 | 7,661 | 752 |
| 12-13 | 14,199 | 8,233 | 603 |
| 13-14 | 14,471 | 8,220 | 564 |
| 14-15 | 15,337 | 8,121 | 546 |

Source: UC Corporate Student System[1]

Table 6 Percentage of first-year undergraduates who are on-track to graduate in four years (two years for transfers)
Fall 2004, 2008, 2012 and 2014 entering undergraduates after the summer quarter of their first year

| | Freshman Entrants | | | | Upper-div CCC entrants | | | |
|---|---|---|---|---|---|---|---|---|
| | Fall 2014 | Fall 2012 | Fall 2008 | Fall 2004 | Fall 2014 | Fall 2012 | Fall 2008 | Fall 2004 |
| 45 or more UC units | 51.1% | 51.3% | 50.7% | 46.8% | 41.2% | 44.2% | 45.9% | 42.7% |
| 40 to 44 UC units | 26.0% | 26.1% | 27.8% | 27.2% | 26.2% | 25.0% | 22.5% | 23.3% |
| 36 to 39 UC units | 10.5% | 10.2% | 8.9% | 10.6% | 16.7% | 14.8% | 12.9% | 13.6% |
| Fewer than 35 UC units | 9.7% | 9.7% | 9.8% | 12.5% | 12.6% | 12.9% | 14.8% | 16.1% |
| Dropped out | 2.7% | 2.7% | 2.7% | 3.0% | 3.3% | 3.2% | 3.9% | 4.3% |

Source: UC Corporate Student System[2]

Table 9 Average number of UC units at degree completion
2003-04, 2007-08, and 2014-15 degree recipients

| | 2014-15 degree recipients | | | | 2012-13 degree recipients | | | | 2004-05 degree recipients | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Freshman entrants | | Upper-div CCC entr | | Freshman entrants | | Upper-div CCC entr | | Freshman entrants | | Upper-div CCC entr | |
| | Avg UC units | Degrees awarded | Avg UC units | Degrees awarded | Avg UC units | Degrees awarded | Avg UC units | Degrees awarded | Avg UC units | Degrees awarded | Avg UC units | Degrees awarded |
| *All fields* | 187 | 33,121 | 100 | 9,261 | 187 | 32,608 | 97 | 14,755 | 185 | 25,026 | 97 | 11,311 |
| Mult Maj/Other | 194 | 4,226 | 110 | 1,095 | 195 | 4,209 | 109 | 1,118 | 195 | 3,040 | 110 | 977 |
| Eng/CS | 194 | 4,595 | 116 | 1,341 | 195 | 3,797 | 116 | 1,787 | 193 | 3,533 | 115 | 1,170 |
| Life Sciences | 189 | 6,467 | 98 | 1,798 | 189 | 1,615 | 98 | 1,025 | 189 | 3,976 | 98 | 530 |
| Physical Science | 188 | 1,860 | 98 | 962 | 189 | 6,738 | 99 | 1,704 | 186 | 2,905 | 100 | 1,214 |
| Professional | 184 | 4,113 | 94 | 1,724 | 185 | 3,930 | 95 | 867 | 184 | 856 | 95 | 2,232 |
| Arts/Hum | 184 | 3,323 | 94 | 2,341 | 185 | 3,625 | 94 | 5,579 | 179 | 6,963 | 91 | 1,343 |
| Soc Sci | 179 | 8,537 | 91 | 5,349 | 181 | 8,694 | 92 | 2,675 | 179 | 3,753 | 92 | 3,845 |

Source: UC Corporate Student System[3]

[1] Other undergraduates include lower-division CCC transfers, other transfers, and special/limited students. Includes self-supporting programs. Improved financial aid procedures allow better identification of Pell recipients this year.
[2] Transferred units are not included. Semester units (Berkeley and Merced) are converted to quarter equivalents at the rate of 1 semester unit=1.5 quarter units.
[3] Only UC units are shown. AP/IB/transferred units are not included.

Table 10 STEM degree completions by level and low-income (Pell) status
2002-03 to 2013-14 degree recipients

| | Freshman entrants | Upper-div CCC transfers | Other undergraduates | Undergraduate Pell recipients | Graduate Academic | Graduate Professional |
|---|---|---|---|---|---|---|
| 02-03 | 7,297 | 2,511 | 726 | 2,253 | 3,882 | 1,711 |
| 03-04 | 7,923 | 2,718 | 782 | 3,588 | 4,410 | 1,629 |
| 04-05 | 8,581 | 3,034 | 764 | 4,224 | 4,648 | 1,785 |
| 05-06 | 9,083 | 2,902 | 624 | 4,521 | 4,728 | 1,665 |
| 06-07 | 9,309 | 3,098 | 525 | 4,634 | 4,825 | 1,753 |
| 07-08 | 9,407 | 3,197 | 497 | 4,908 | 5,069 | 1,872 |
| 08-09 | 9,935 | 3,246 | 555 | 5,017 | 5,072 | 1,830 |
| 09-10 | 11,008 | 3,166 | 597 | 5,389 | 5,140 | 2,056 |
| 10-11 | 11,943 | 3,493 | 601 | 6,356 | 5,556 | 2,167 |
| 11-12 | 12,746 | 3,741 | 597 | 6,941 | 5,825 | 2,316 |
| 12-13 | 13,262 | 4,028 | 503 | 7,719 | 5,924 | 2,262 |
| 13-14 | 13,776 | 4,247 | 442 | 8,256 | 5,960 | 2,487 |
| 14-15 | 14,556 | 4,455 | 464 | 8,778 | 6,031 | 2,563 |

Source: UC Corporate Student System[1]

[1] STEM degrees include physical science, engineering, computer science, life science, medicine, and other health sciences. See also note on degree completions for definitions. Note that this year, the reporting process has improved to allow for better identification of multiple-major students who have at least one STEM major.