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February 28, 2014

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: The Honorable Marty Block, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Mr. Joe Stephenshaw)
(Attn: Ms. Cheryl Black)
The Honorable Das Williams, Chair
Assembly Budget Subcommittee #2
(Attn: Mr. Mark Martin)
(Attn: Ms. Amy Rutschow)
Mr. Michael Cohen, Department of Finance
Mr. Mac Taylor, Legislative Analyst's Office
Ms. Peggy Collins, Joint Legislative Budget Committee
Mr. Gregory Schmidt, Secretary of the Senate
Ms. Tina McGee, Legislative Analyst's Office
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
Provost and Executive Vice President Aimée Dorr
Executive Vice President Nathan Brostrom
Senior Vice President Dan Dooley
Vice President Pamela Brown
Vice President Patrick Lenz
Associate Vice President and Director Steve Juarez
Associate Vice President Debora Obley
Executive Director Jenny Kao
Deputy Marsha Sato

Performance Outcome Measures

March 2014

Legislative Report



UNIVERSITY *of* CALIFORNIA

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” means 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 that have been of interest to the Governor, Legislature, University leaders, and the general public. Five years ago, the University began systematically publishing an annual accountability report (www.universityofcalifornia/accountability) with an increased emphasis on outcome measures. 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.

UC continues to make improvements in its performance, as evidenced by the outcomes on the areas that are the focus of this report. The University has seen steady improvement in the number of California Community College (CCC) transfers it enrolls, the graduation rates of freshman entrants and CCC transfer students, and the number of students graduating with degrees in STEM (science, technology, engineering, and math) fields. The proportion of low-income students UC enrolls far exceeds that of many other AAU institutions in the country, both public and private. Most UC students graduate within a normal range of units required for degree completion.

There are two requests in the language that are problematic, related to (b) 6 and 7. Item (b) 6 requests a calculation that the University believes does not provide useful information, as explained later in this report. Item (b) 7 requests cost of education information that is also requested through another reporting requirement contained in AB 94. The calculation of the cost of education, particularly by level of student, is extremely complicated and UC will report those figures by October 2014, the due date specified in AB 94.

Summary of Data

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. Some key quality outcomes are not captured in the metrics requested in this report. Moreover, the implications behind some of the requested metrics could lead to unintended consequences. Thus, there has to be a careful balancing between the need to provide students with access to a high quality education and the need to increase throughput so more students can be served by UC.

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

1. TRANSFER STUDENTS

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 enrolled annually from the California Community Colleges (CCC) Universitywide
Fall 2002 to fall 2012

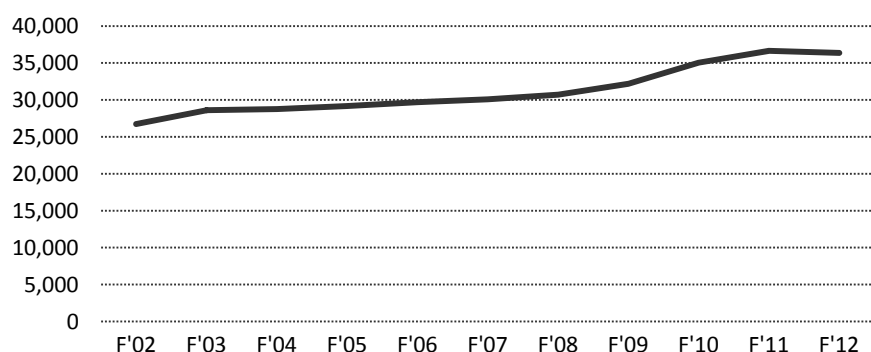
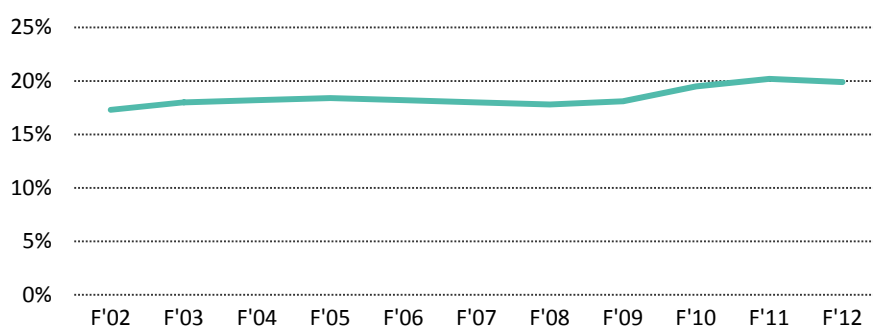


Figure 1.2 Upper-division transfer students enrolled from the CCC as a proportion of all undergraduates Universitywide
Fall 2002 to fall 2012



Source: UC Corporate Student System¹

The number of CCC transfer students attending UC has steadily increased since 2002, increasing by 36 percent since fall 2002. There was a very slight decline (less than 1 percent) in fall 2012, partially reflecting a 6 percent decline in the number of California Community College (CCC) applicants to UC in fall 2012. This decline in applicants is one of the issues being addressed by President Napolitano's Transfer Action Team. The proportion of upper division CCC transfers out of all undergraduates has increased from 18 to 20 percent over the past 11

years. The Master Plan goal of an undergraduate population comprised of 60 percent upper division and 40 percent lower division students translates into the goal that 20 percent of all undergraduates should be upper-division CCC transfers.

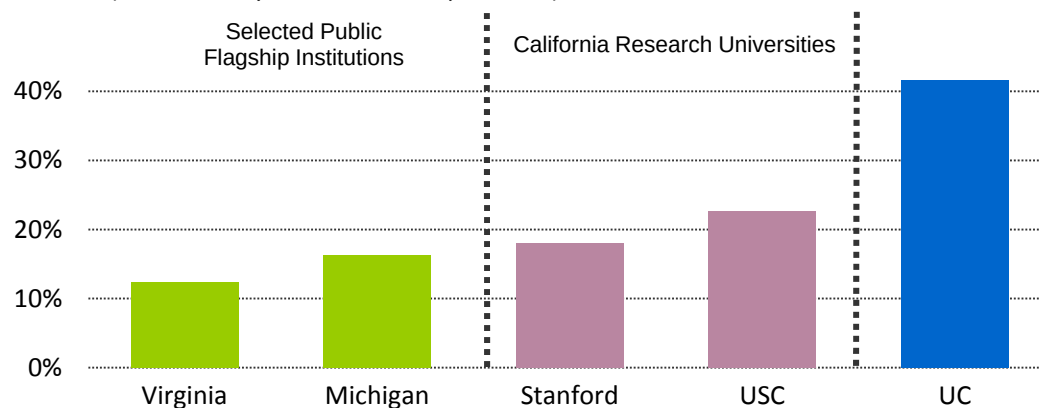
Thus, we would expect this statistic to level off at 20 percent given UC's obligation to admit all eligible California freshmen as well as all eligible CCC transfers.

2. PELL GRANT RECIPIENTS

¹Upper-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
Fall 2011 (most recent year available for peer data)



Source: IPEDS

Figure 2.2 Pell grant recipients
Universitywide
Fall 2012 (year specified in AB94)

Number of Pell recipients enrolled, fall 2012	76,897
Total undergraduates enrolled, fall 2012	183,198
Proportion of undergraduates receiving Pell, fall 2012	42.0%

Source: UC Corporate Student System

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 non-fee costs. In 2011-12, 42% of UC students were low-income Pell Grant recipients, more than at any comparably selective research institution. UC is nationally recognized as a leading institution in enrolling an economically diverse pool of undergraduate students.

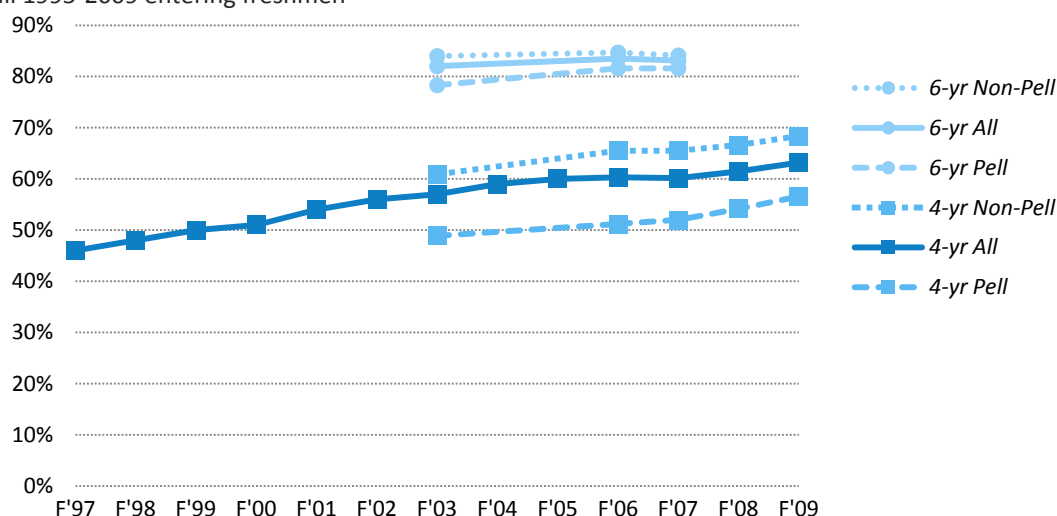
3. FRESHMAN GRADUATION RATES

Four-year freshman graduation rates have improved over time, with 63 percent of the fall 2009 cohort graduating in 4 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.

Figure 3.1 Freshman 4- and 6-year graduation rates

Universitywide

Fall 1995-2009 entering freshmen



Source: UC Corporate Student System¹

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

	Fall 1997 entering cohort	Fall 2005 entering cohort	1997 to 2005 change	Fall 2009
UC	46%	60%	+ 14 points	63%
AAU public peers	41%	52%	+ 11 points	N/A
AAU private peers	76%	80%	+ 4 points	N/A

UC has higher four-year graduation rates than the average of its AAU public peers, and has shown greater improvement in graduation rates since 1997 than either the AAU public peer group or the AAU private peer group.

While the four-year graduation rates of Pell students is lower than the rates for the non-Pell students, by the end of six years, the Pell students have caught up with the non-Pell group.

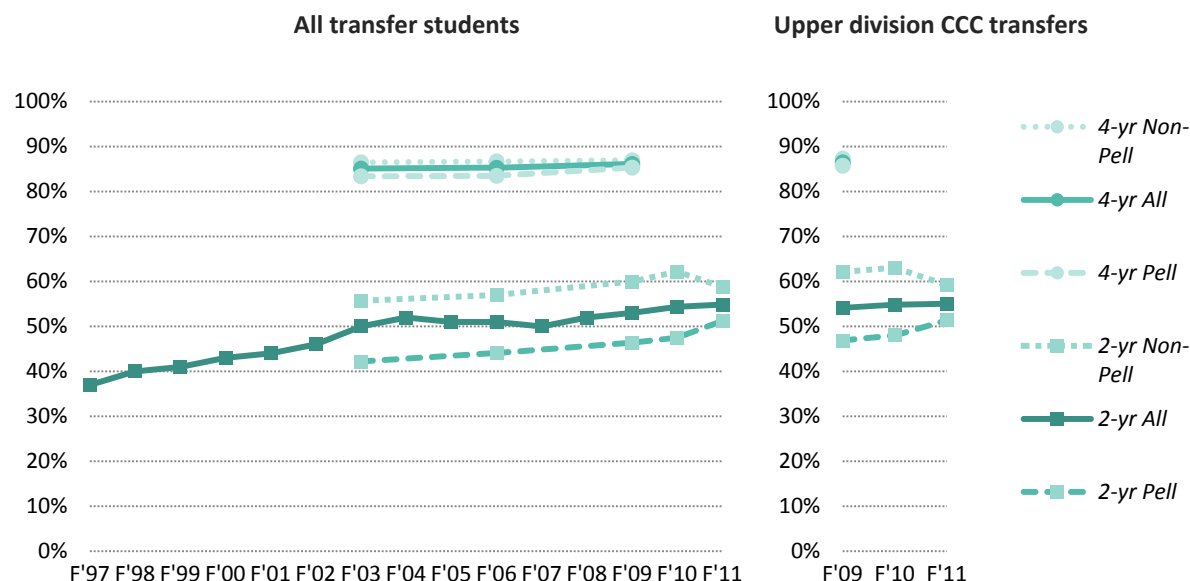
As a follow-up to the May 2013 Regents meeting discussion on Academic Indicators, UCOP is exploring factors that contribute to the continuing upward trends and account for differences in graduation rates between campuses. Individual UC campuses have their own initiatives to support further improvement in graduation rates and improvements are expected to continue. Recent data indicate UC's four-year graduation rate has increased to 63% with the most recent cohort (2009 entrants), an increase of 2 percentage points over the prior cohort.

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.

4. TRANSFER GRADUATION RATES

Two-year transfer graduation rates have 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 2011 entering transfers, all and upper-div CCC transfers



Source: UC Corporate Student System¹

As with the freshmen graduation rates, the UC system has witnessed increasing graduation rates for transfer students. The two-year graduation rates have increased 18 points, from 37% for the fall 1997 cohort to 55% for the fall 2011 cohort.

Similar to students who enter as freshmen, the two-year graduation rate of transfer entrants is lower for Pell recipients than the rates for non-Pell students. However, by the end of four years, the Pell students have caught up with non-Pell group. As noted elsewhere, this statistic is difficult to interpret because of the changing requirements for Pell grant eligibility over time.

UC and its campuses are working to continue to improve transfer graduation rates. President Napolitano's transfer initiative is addressing this issue and follow-up research and campus collaborations from the May 2013 Regents discussion on undergraduate graduation rates are continuing.

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.

5. DEGREE COMPLETIONS

Degree completions have risen steadily, except for a very slight decline in the most recent year.

Figure 5.1 Degree completions, by level
Universitywide
2002-03 to 2012-13

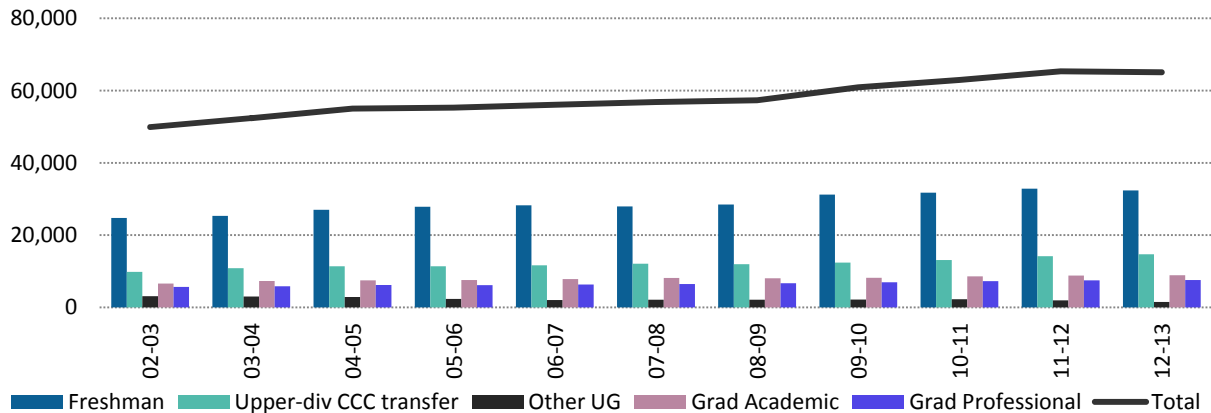
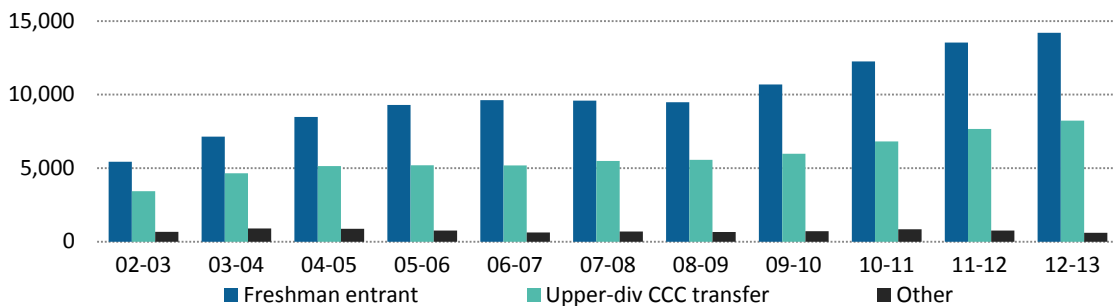


Figure 5.2 Degree completions, Pell recipient undergraduates
Universitywide
2002-03 to 2012-13



Source: UC Corporate Student System¹

The number of degrees that UC has been producing annually has been steadily increasing both due to increased enrollments, improved graduation rates, and faster time to degree. The 0.4 percent decline in the most recent year (2012-13) is attributable to a substantial reduction in the size of the freshman class in 2009-10 related to the large budget cuts necessitated by the recession.

UC awards a number of degrees at all levels. A growing number of bachelor's degrees are awarded to Pell grant recipients; however, because the

criteria for Pell eligibility change over time, it is difficult to interpret this trend. As shown below, UC awards a significant proportion of the college degrees among all California institutions.

Figure 5.3: Degrees awarded by California institutions, 2011-12

	UC	CSU	Private
Bachelors	31%	48%	21%
Grad Academic	28%	24%	48%
Grad Professional	15%	25%	60%
Total	27%	40%	33%

Source: IPEDS

¹ Not shown separately are other (special and limited entry) undergraduates, who make up less than 1% of degrees awarded. 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.

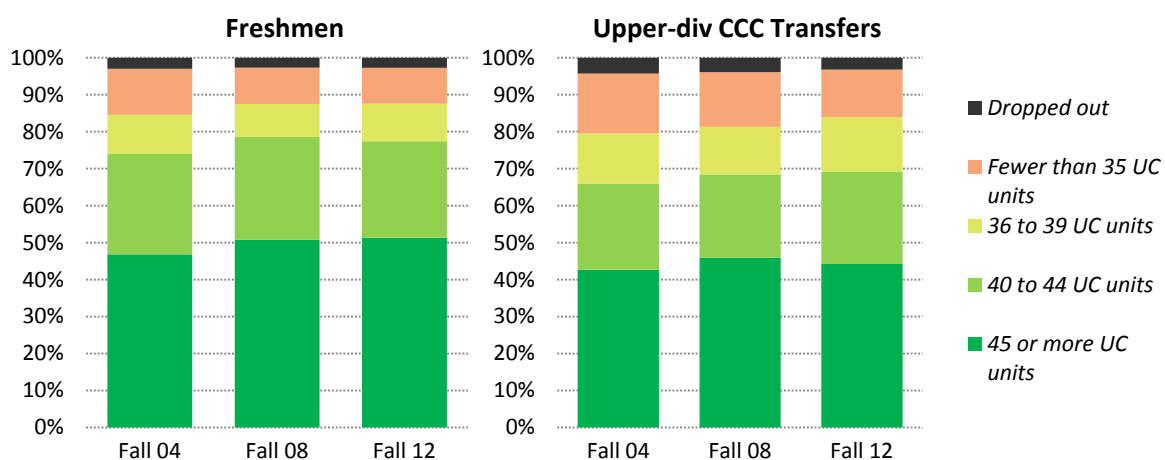
6. TIMELY PROGRESS TOWARD DEGREE

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, 2006, and 2012 entering undergraduates after the summer quarter of their first year



Source: UC Corporate Student System¹

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 indicate they are likely to complete a degree in four years. With 180 quarter units (120 semester units) representing the unit requirements for a typical bachelors' degree and the expectation that students complete one-fourth of their degree requirements each year, this translates into the number of students who have completed 45 UC units by the spring of their first year of enrollment. This is the statistic represented in the chart above.

This may not be the best statistic to determine students who are on track to graduate in four (or two) years. For instance, while the statistic above shows that 51% of fall 2012 freshmen completed 45 or more UC units by the spring of their first year, while 63% of the incoming class of 2009 graduated within four years. For upper division CCC transfers, the outcomes are similar: 46% of these transfers had

completed 45 or more UC units by spring of their first year while 55% of incoming upper division CCC transfers in the 2011 class graduated within 2 years.

The real issue from a public policy perspective is identifying what factors foster student success. In fact, evidence suggests that integrating students into college in their first year is more important than the number of units they take. Research shows that students who do not successfully complete their first term (e.g., are placed on academic probation) are less likely to graduate in four years. Therefore, for some populations of students (e.g., first generation and Pell Grant recipients), it may be better for them to take fewer units in the first year, successfully complete those courses, and take a little longer to graduate than it would to press all students to take a full load in the first year. For this reason, it would not seem appropriate to focus on the percentage of students taking a full load as a critical performance indicator.

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.

7. CORE FUNDS AND DEGREES AWARDED

Dividing total funding by degrees awarded, while appealingly simple, is a highly misleading statistic to measure the cost of a degree.

Figure 7 Total expenditures classified as “core funds” and degrees awarded
Universitywide
2012-13

Fund	Expenditures	Notes
State General Fund	\$2,377,399,000	Excludes \$60,099,000 in Special Funds. Includes \$211,205,000 in lease revenue bond debt service not available for the operating budget
Systemwide tuition and fees	\$3,018,795,000	Excludes UNEX, summer session, and “other” fees
Nonresident tuition and fees and other student fees	\$535,384,000	Other student fees include admission application fees and other fees
University of California General Funds including interest on General Fund balances and the portion of indirect cost recovery and patent royalty income used for core educational purposes	\$313,082,000	
Total	\$6,244,600,000	
Degrees Awarded	63,523	

Source: UC Budget Office

The University has significant concerns about the implication behind this request. Core funds support the tripartite mission of the University, and include significant funding used for non-instructional uses, specifically research and public service support. In addition, \$211 million of core funds are used to cover lease revenue bond debt service and are not available for operating funds. These non-instructional functions are primarily, though not entirely, separate and fairly independent functions. 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.

Section 92670 of the Education Code (AB 94) requests the University to conduct a study of the cost of instruction by level of student. Once that study is complete, it will be far more relevant to compare the number of degrees awarded to the cost of producing those degrees (which is the cost of instruction). That report is scheduled to be submitted in October 2014 and will include the more relevant version of this calculation.

8. CORE FUNDS AND UNDERGRADUATE DEGREES

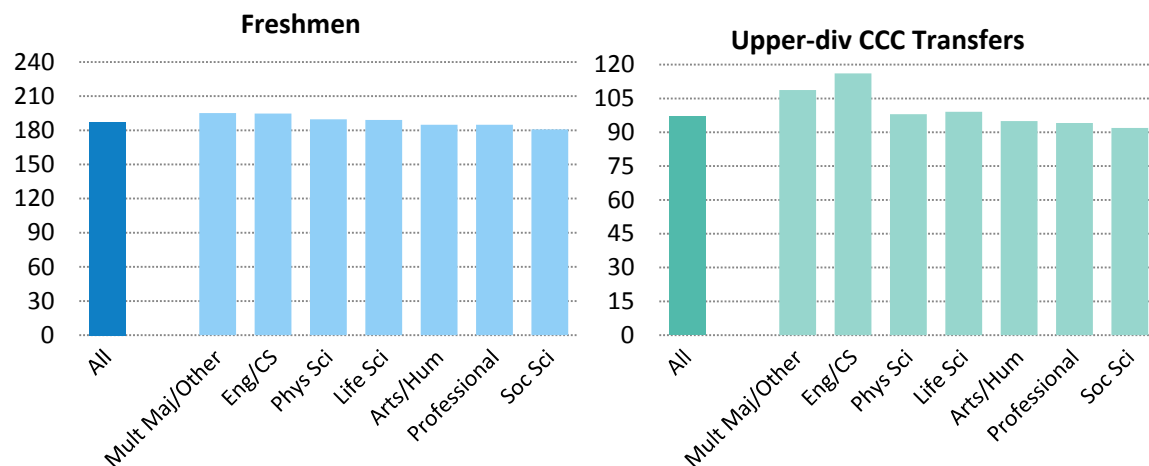
Determining the proportion of core funds associated with undergraduate education is in progress and will be reported to the Legislature in October 2014.

The University is currently working on developing a methodology for separating the cost of instruction by student level for the report due in October mentioned above, but until that work is completed, UC has no rational way of calculating what share of funding supports undergraduate versus graduate students. This is a complex issue, given the necessarily intertwined nature of graduate and undergraduate teaching and learning, and of instruction and research. UC will address this question in its October 2014 report to the Legislature.

9. AVERAGE UNITS AT GRADUATION

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
2012-13 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 those in other majors.

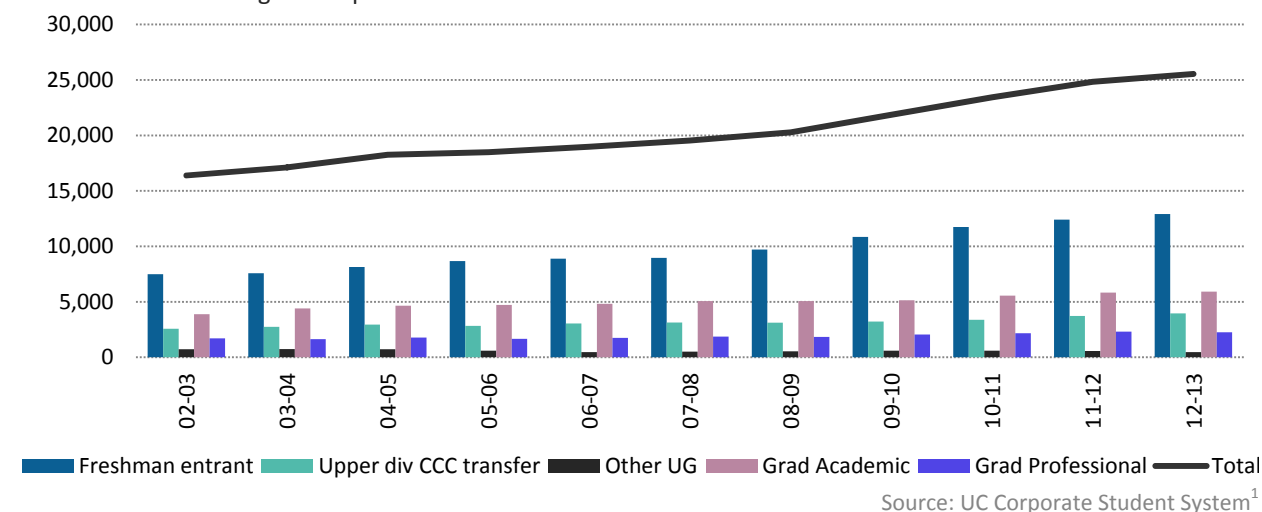
10. STEM DEGREE COMPLETIONS

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

Figure 10.1 STEM degree completions by level

Universitywide

2002-03 to 2012-13 degree recipients



UC graduates from these fields have steadily increased and it is expected that trend will continue in the future.

UC awards the most STEM degrees of all California postsecondary institutions as shown in the chart below.

Figure 10.2

STEM degrees awarded by California institutions, 2011-12

	UC	CSU	Private
Bachelors	44%	39%	17%
Grad Academic	37%	24%	39%
Grad Professional	22%	19%	58%
Total	39%	33%	29%

Source: IPEDS

¹ STEM degrees include physical science, engineering, computer science, life science, medicine, and other health sciences. Students with multiple majors are not included, even if one or more of the majors was STEM. Other undergraduates include lower-division CCC transfers, other transfers, and special/limited students and represent less than 1% of degrees awarded. Graduate academic is composed of academic doctoral, academic masters, and professional doctoral programs. Graduate professional is composed of professional practice and professional masters programs.

APPENDIX

Table 1 All upper-division transfer students enrolled from the CCC as a proportion of all undergraduates
Fall 2002 to fall 2013

	Proportion upper- div CCC	Upper-div CCC transfers	All enrolled undergraduates
Fall 2002	17.3%	26,734	154,506
Fall 2003	18.0%	28,597	159,018
Fall 2004	18.2%	28,748	158,044
Fall 2005	18.4%	29,170	158,730
Fall 2006	18.2%	29,691	162,975
Fall 2007	18.0%	30,080	167,327
Fall 2008	17.8%	30,716	172,774
Fall 2009	18.1%	32,172	177,453
Fall 2010	19.5%	35,037	179,245
Fall 2011	20.2%	36,632	181,197
Fall 2012	19.9%	36,366	183,198

Source: UC Corporate Student System¹

Table 2 All Pell recipients undergraduates enrolled as a proportion of all undergraduates
Fall 2002 to fall 2013

	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

Source: UC Corporate Student System²

Table 3 Freshman graduation rates
Fall 1995-2009 entering freshmen

	4-year rates						6-year rates					
	All freshman entrants		Pell freshmen		Non-Pell freshmen		All freshman entrants		Pell freshmen		Non-Pell freshmen	
	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads
Fall 1997	46%	11,300					80%	19,580				
Fall 1998	48%	12,370					80%	20,910				
Fall 1999	50%	13,680					81%	22,110				
Fall 2000	51%	14,390					81%	22,900				
Fall 2001	54%	16,210					81%	24,560				
Fall 2002	56%	17,380					82%	25,650				
Fall 2003	57%	17,870	49%	5,490	61%	12,390	82%	25,880	78%	8,800	84%	17,080
Fall 2004	59%	17,340	52%	5,300	62%	12,040	83%	24,540	81%	8,260	85%	16,290
Fall 2005	60%	18,770	51%	5,570	64%	13,200	83%	26,110	80%	8,690	85%	17,410
Fall 2006	60%	21,280	51%	6,550	66%	14,730	84%	29,470	81%	10,440	85%	19,020
Fall 2007	60%	21,140	52%	7,230	65%	13,910	83%	29,210	82%	11,350	84%	17,860
Fall 2008	61%	22,400	54%	8,190	67%	14,210						
Fall 2009	63%	21,570	57%	8,520	68%	13,050						

Source: UC Corporate Student System. Totals may not add exactly due to rounding.³

¹Upper-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.

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

³Graduation 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.

Table 4.1 Transfer 2-year graduation rates
Fall 1997 to 2011 entering transfers

	All transfers		Pell transfers		Non-Pell transfers		All upper-div CCC transfers		Pell UD CCC transfers		Non-Pell UD CCC transfers	
	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads
Fall 1997	37%	3,650										
Fall 1998	40%	3,780										
Fall 1999	41%	4,060										
Fall 2000	43%	4,480										
Fall 2001	44%	5,000										
Fall 2002	46%	5,370										
Fall 2003	50%	6,240	42%	2,340	56%	3,900						
Fall 2004	52%	6,540	45%	2,540	56%	4,000						
Fall 2005	51%	6,640	44%	2,550	56%	4,090						
Fall 2006	51%	6,760	44%	2,570	57%	4,190						
Fall 2007	50%	6,600	42%	2,590	56%	4,010						
Fall 2008	52%	7,080	43%	2,800	59%	4,280						
Fall 2009	53%	7,970	46%	3,520	60%	4,440	54%	6,960	47%	3,160	62%	3,800
Fall 2010	54%	9,030	47%	4,210	62%	4,820	55%	8,370	48%	4,000	63%	4,370
Fall 2011	55%	9,220	51%	4,480	59%	4,740	55%	8,600	51%	4,270	59%	4,330

Table 4.2 Transfer 4-year graduation rates

	All transfers		Pell transfers		Non-Pell transfers		All upper-div CCC transfers		Pell UD CCC transfers		Non-Pell UD CCC tr	
	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads	Rate	# of Grads
Fall 2003	85%	10,670	83%	4,620	87%	6,050	86%	9,260	84%	4,170	87%	5,090
Fall 2004	86%	10,900	85%	4,730	87%	6,170	86%	9,710	85%	4,350	87%	5,350
Fall 2005	86%	11,170	85%	4,850	87%	6,320	86%	10,070	85%	4,510	87%	5,560
Fall 2006	85%	11,250	83%	4,870	87%	6,370	86%	9,930	84%	4,460	87%	5,460
Fall 2007	85%	11,230	83%	5,090	87%	6,150	85%	9,800	83%	4,640	87%	5,170
Fall 2008	86%	11,750	84%	5,450	87%	6,290	86%	10,360	84%	5,010	87%	5,350
Fall 2009	86%	12,920	85%	6,480	87%	6,440	87%	11,120	86%	5,770	87%	5,340

Source: UC Corporate Student System. Totals may not add exactly due to rounding.¹

Table 5.1 Degree completions, by level
2002-03 to 2012-13

	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

Source: UC Corporate Student System²

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.

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 2012-13

	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

Source: UC Corporate Student System¹

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

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

Source: UC Corporate Student System²

Table 9 Average number of UC units at degree completion
2003-04, 2007-08, and 2012-13 degree recipients

	2012-13 degree recipients				2008-09 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
<i>All fields</i>	187	32,608	97	14,755	185	28,540	96	11,995	185	25,026	97	11,311
Mult Maj/Other	195	4,209	109	1,118	192	4,296	108	939	195	3,040	110	977
Eng/CS	195	3,797	116	1,787	194	2,642	116	867	193	3,533	115	1,170
Phys Sci	189	1,615	98	1,025	187	1,214	97	586	189	3,976	98	530
Life Science	189	6,738	99	1,704	189	5,383	98	1,600	186	2,905	100	1,214
Arts/Hum	185	3,930	95	867	182	3,974	94	2,399	184	856	95	2,232
Professional	185	3,625	94	5,579	179	3,256	93	1,451	179	6,963	91	1,343
Soc Sci	181	8,694	92	2,675	178	7,775	91	4,153	179	3,753	92	3,845

Source: UC Corporate Student System³

¹ Other undergraduates include lower-division CCC transfers, other transfers, and special/limited students. Includes self-supporting programs.

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
2002-03 to 2012-13 degree recipients

	Freshman entrants	Upper-div CCC transfers	Other undergraduates	Graduate Academic	Graduate Professional
02-03	7,488	2,577	714	3,882	1,711
03-04	7,578	2,750	724	4,410	1,629
04-05	8,146	2,950	717	4,648	1,785
05-06	8,669	2,830	600	4,728	1,665
06-07	8,889	3,043	468	4,825	1,753
07-08	8,961	3,132	506	5,069	1,872
08-09	9,712	3,118	540	5,072	1,830
09-10	10,848	3,223	595	5,140	2,056
10-11	11,745	3,381	591	5,556	2,167
11-12	12,403	3,724	571	5,825	2,316
12-13	12,921	3,961	469	5,924	2,262

Source: UC Corporate Student System¹

¹ STEM degrees include physical science, engineering, computer science, life science, medicine, and other health sciences. See also note on degree completions for definitions.