



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](mailto: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

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](http://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 enrollment 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.

## 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 FTE from the California Community Colleges (CCC) and proportion of all undergraduates Universitywide 2004-05 to 2014-15



Source: UC Corporate Student System<sup>1</sup>

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.

<sup>1</sup>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.

## 2. PELL GRANT RECIPIENTS

### 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)

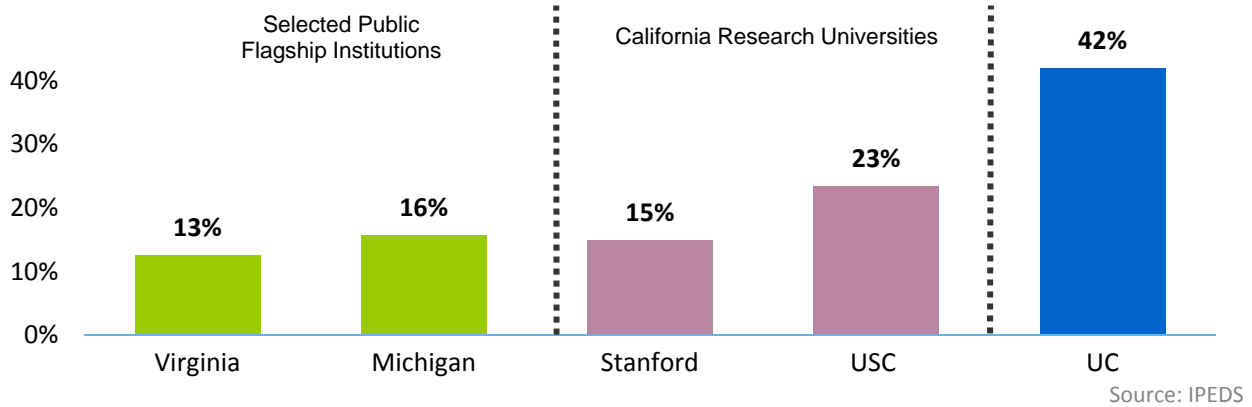


Figure 2.2 Pell grant recipients  
Universitywide  
Fall 2015

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

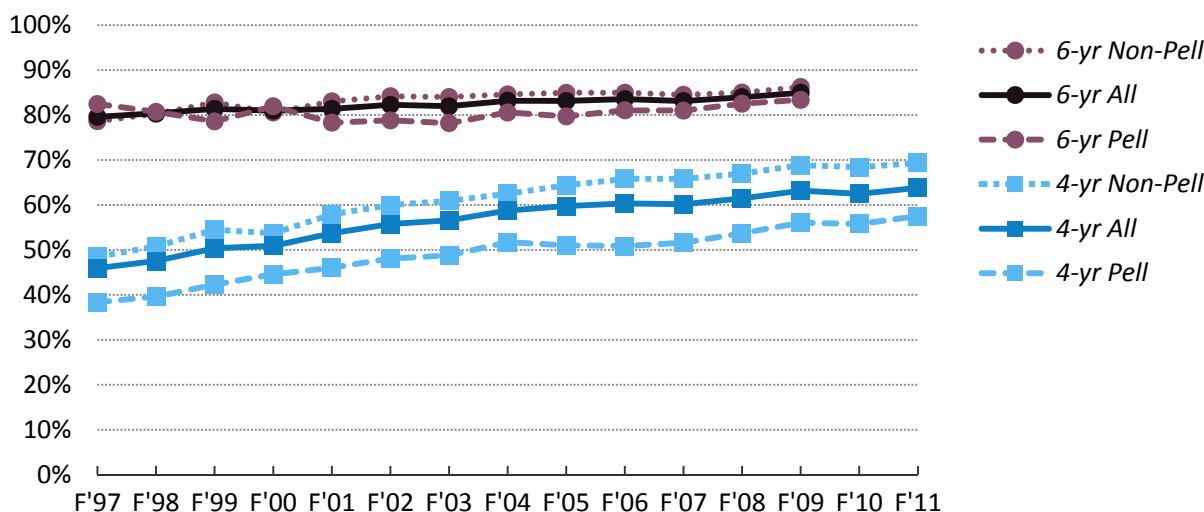
Source: UC Information Center

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.

### 3. FRESHMAN GRADUATION RATES

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<sup>1</sup>

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.

for the 2006 entering cohort to 11.9 points for the 2011 cohort.

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

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.

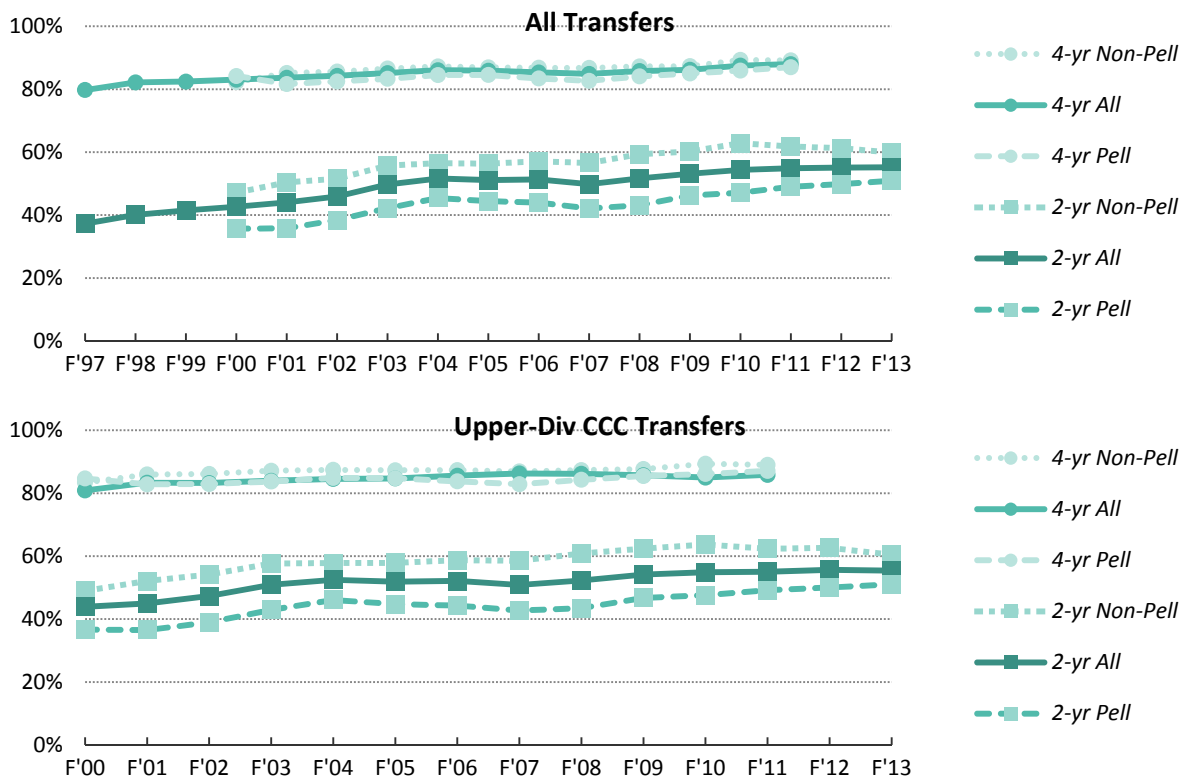
<sup>1</sup> Graduation rates include UC-intercampus transfers. Students who graduate in the summer term are included with the prior year. Low-income Pell students are those who received a Pell grant during their time at UC.



#### 4. TRANSFER GRADUATION RATES

**Two-year transfer graduation 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<sup>1</sup>

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.

<sup>1</sup> 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.

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

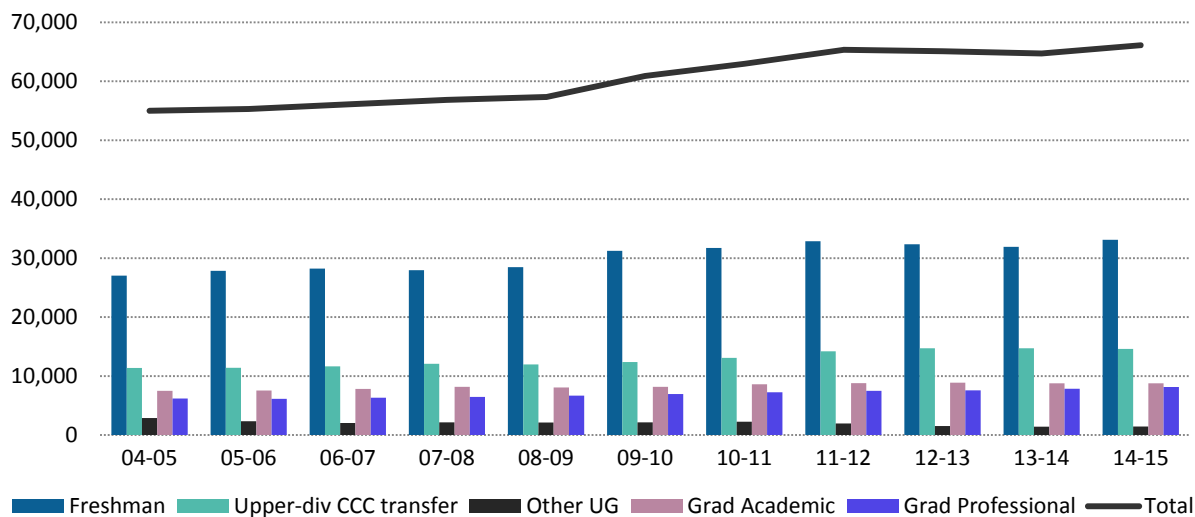
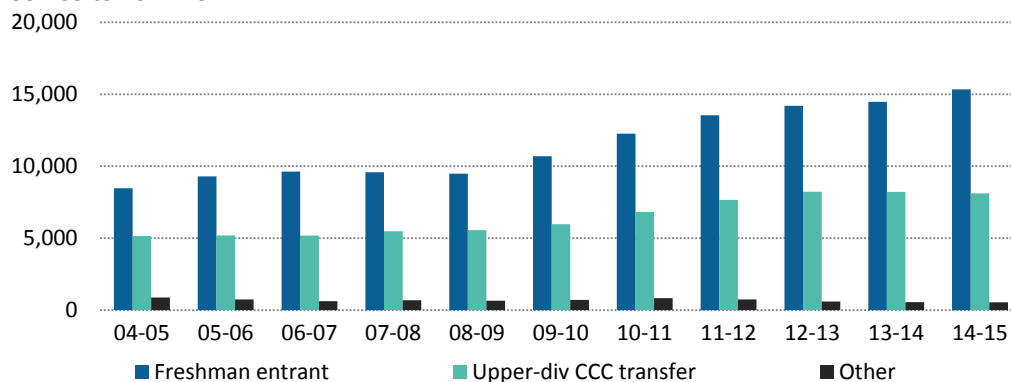


Figure 5.2 Degree completions, Pell recipient undergraduates  
Universitywide  
2004-05 to 2014-15



Source: UC Corporate Student System<sup>1</sup>

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.

<sup>1</sup> 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.

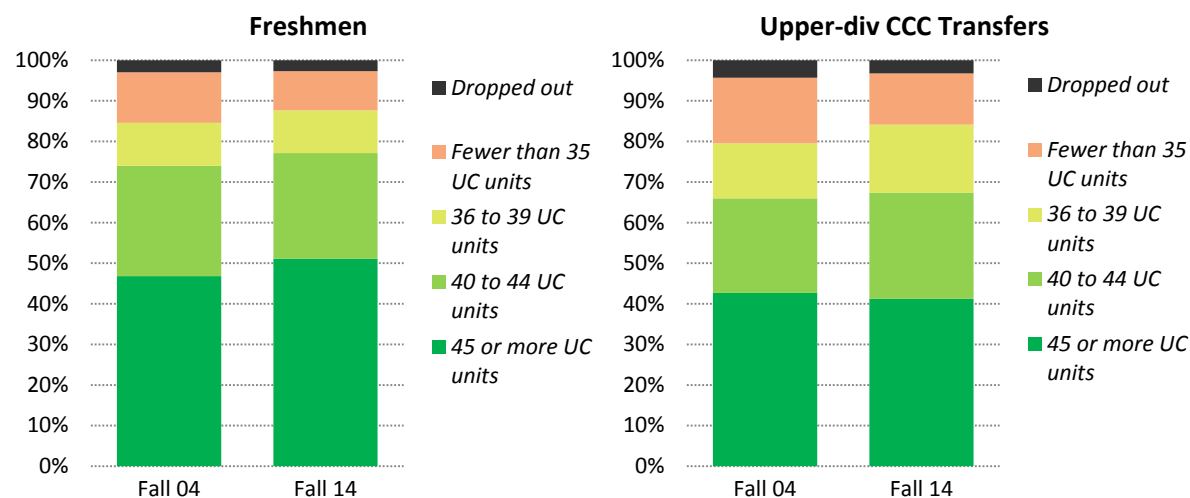
## 6. TIMELY PROGRESS TOWARD DEGREE

### 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 and 2014 entering undergraduates after the summer quarter of their first year



Source: UC Corporate Student System<sup>1</sup>

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.

<sup>1</sup> 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

### Total expenditures from “core” funds and total degrees awarded.

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

<b>Fund</b>	<b>Expenditures</b>	<b>Notes</b>
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
<b>Total</b>	<b>\$7,228,383,000</b>	
<b>Degrees Awarded, 2014-15</b>	<b>66,102</b>	

Source: UC Budget Office

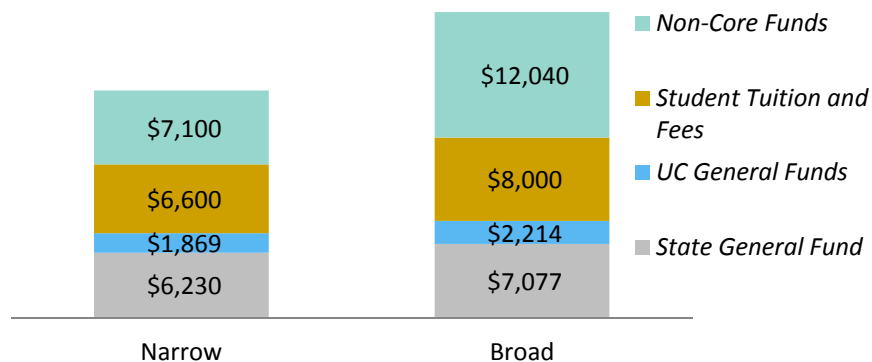
The University does not believe dividing these two numbers produces a meaningful statistic. Dividing total funding by degrees awarded does not convey the true cost of a degree because not all of the funding included in the calculation is associated with instruction. Core funds support the tripartite 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.

## 8. CORE FUNDS AND UNDERGRADUATE DEGREES

### 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/efifinallegprpt-2-17-15.pdf](http://www.ucop.edu/operating-budget/_files/legreports/14-15/efifinallegprpt-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.

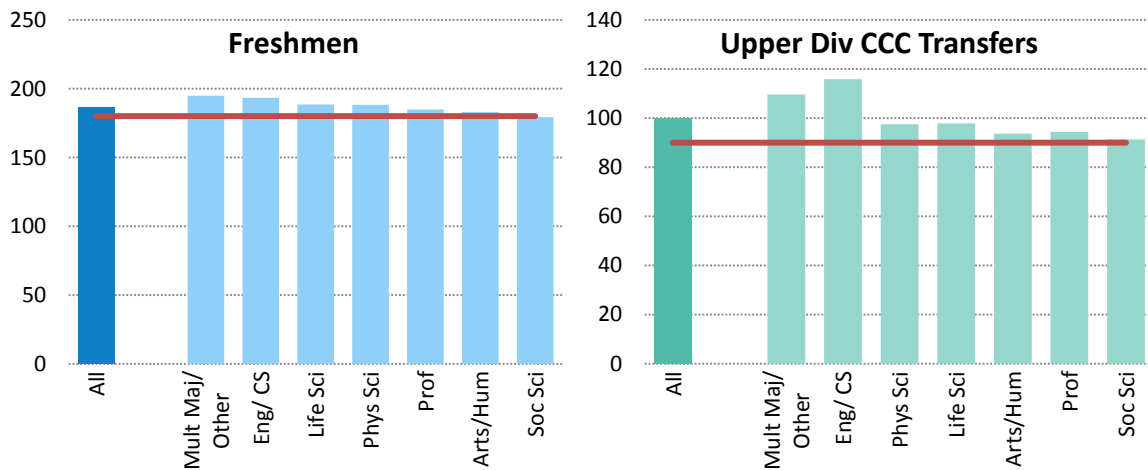
The EFI report demonstrates that undergraduates continue to pay less than what UC spends on their education (\$12,400 in student fees compared to \$21,800 in expenditures).

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.

## 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  
2013-14 degree recipients



Source: UC Corporate Student System

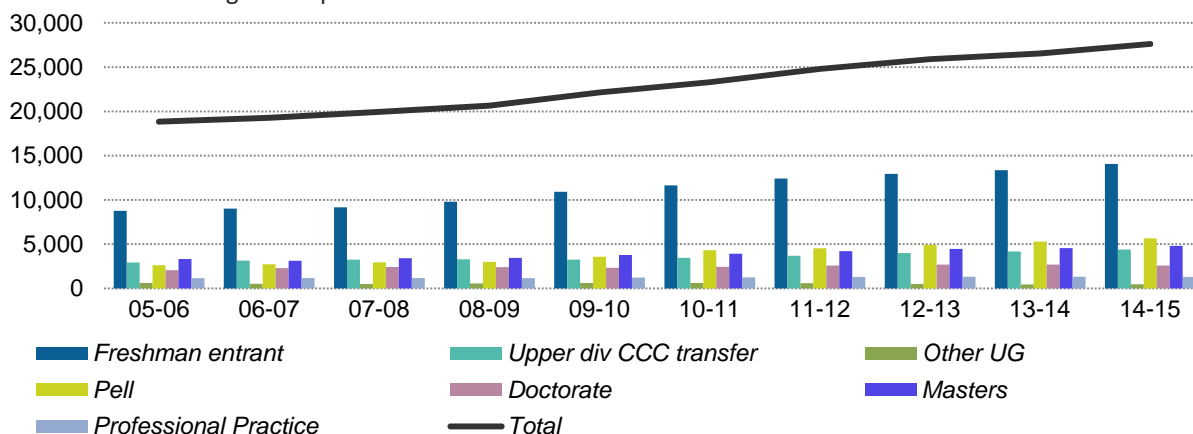
A UC bachelor's degree requires a minimum of 180-quarter units (120 semester units). Transfer students use transferred units from community college to complete their degree requirements. Students pursuing majors with high unit requirements (such as engineering/computer science) and those pursuing multiple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

## 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  
2004-05 to 2014-15 degree recipients



Source: UC Corporate Student System<sup>1</sup>

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.

<sup>1</sup> 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<sup>1</sup>

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<sup>2</sup>

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<sup>3</sup>

<sup>1</sup>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.

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

<sup>3</sup> 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<sup>1</sup>

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<sup>2</sup>

<sup>1</sup> 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.

<sup>2</sup> 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<sup>1</sup>

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<sup>2</sup>

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
<i>All fields</i>	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<sup>3</sup>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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

	<b>Freshman entrants</b>	<b>Upper-div CCC transfers</b>	<b>Other undergraduates</b>	<b>Undergraduate Pell recipients</b>	<b>Graduate Academic</b>	<b>Graduate Professional</b>
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<sup>1</sup>

<sup>1</sup> 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.