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March 9, 2018

The Honorable Holly J. Mitchell
Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Dear Senator Mitchell:

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 David Alcocer would be pleased to speak with you. David can be reached by telephone at (510) 987-9113, or by email at David.Alcocer@ucop.edu.

Yours very truly,

Janet Napolitano
President

Enclosure

cc: Senate Budget and Fiscal Review
The Honorable Anthony J. Portantino, 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: Mrs. Katie Sperla)
Ms. Jennifer Troia, Joint Legislative Budget Committee

The Honorable Holly J. Mitchell

March 9, 2018

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Mr. Danny Alvarez, Secretary of the Senate
Ms. Tina McGee, Legislative Analyst's Office
Ms. Amy Leach, Office of the Chief Clerk of the Assembly
Ms. Diane Boyer-Vine, Legislative Counsel Bureau
Mr. E. Dotson Wilson, Chief Clerk of the Assembly
Mr. Jeff Bell, Department of Finance
Mr. Jack Zwald, 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 Michael Brown
Executive Vice President and Chief Financial Officer Nathan Brostrom
Vice Provost and Chief Outreach Officer Yvette Gullatt
Vice President Robin Holmes-Sullivan
Associate Vice President David Alcocer
Associate Vice President and Director Kieran Flaherty
Chief Policy Advisor and Executive Director Jenny Kao
Chief of Staff to the Chief Financial Officer Oren Gabriel

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. In 2009, 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 enrollment going forward.

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.

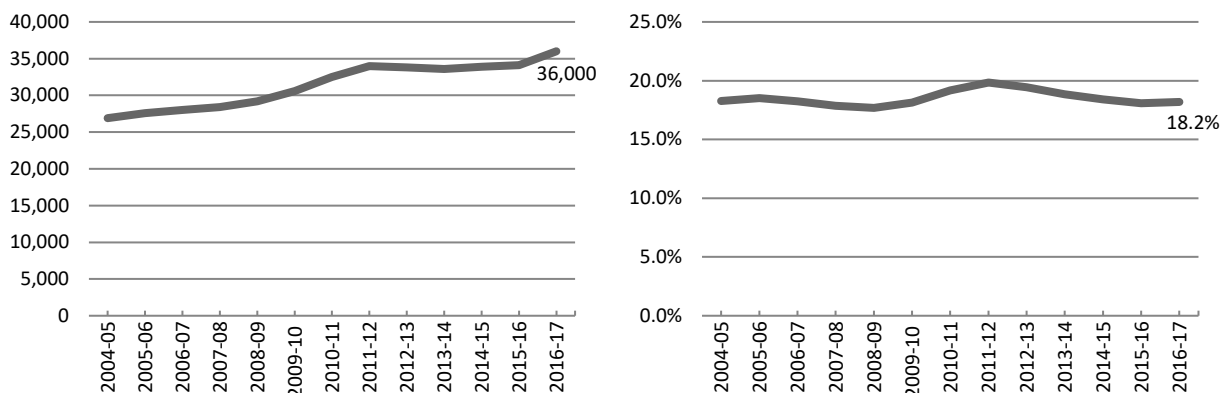
The University will continue to maintain and improve, where possible, its performance outcomes. The University's outstanding track record in the outcomes included in this report is well recognized by other institutions and used as a benchmark for achieving their own aspirations to improve outcomes.

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

1. TRANSFER STUDENTS

The number of upper-division CCC transfers has 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 2016-17



Source: UC Information Center Data Warehouse¹

The number of CCC transfer students attending UC increased by 27 percent over the decade from 2007-08 to 2016-17, 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.

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, 18.2 percent of UC's undergraduates are community college students, so UC is very close to its goal, but has not yet achieved it.

¹Upper-division CCC transfer students are those who entered UC from a California Community College and have junior or senior 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
2015-16 (most recent year available for peer data)

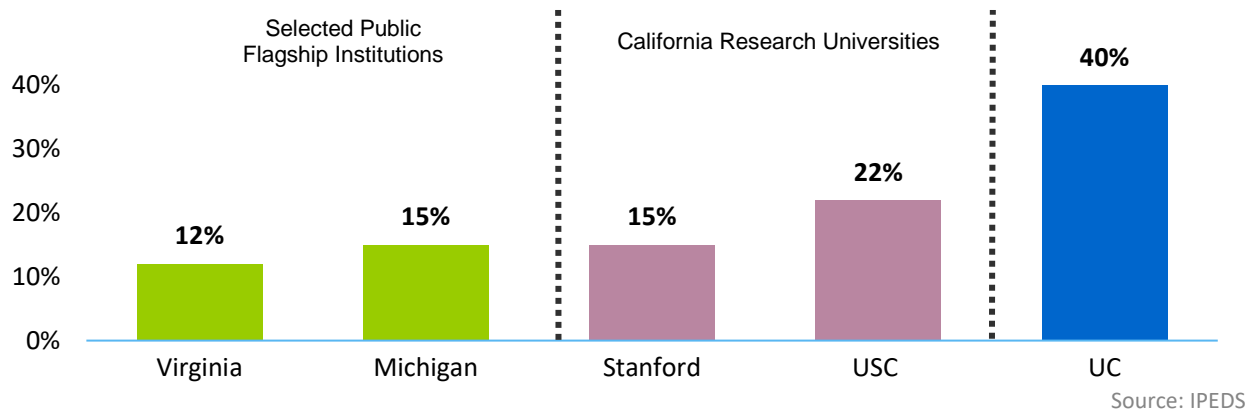


Figure 2.2 Pell grant recipients
Universitywide
Fall 2017

Number of Pell recipients enrolled, fall 2017	82,440
Total undergraduates enrolled, fall 2017	216,747
Proportion of undergraduates receiving Pell, fall 2017	38%

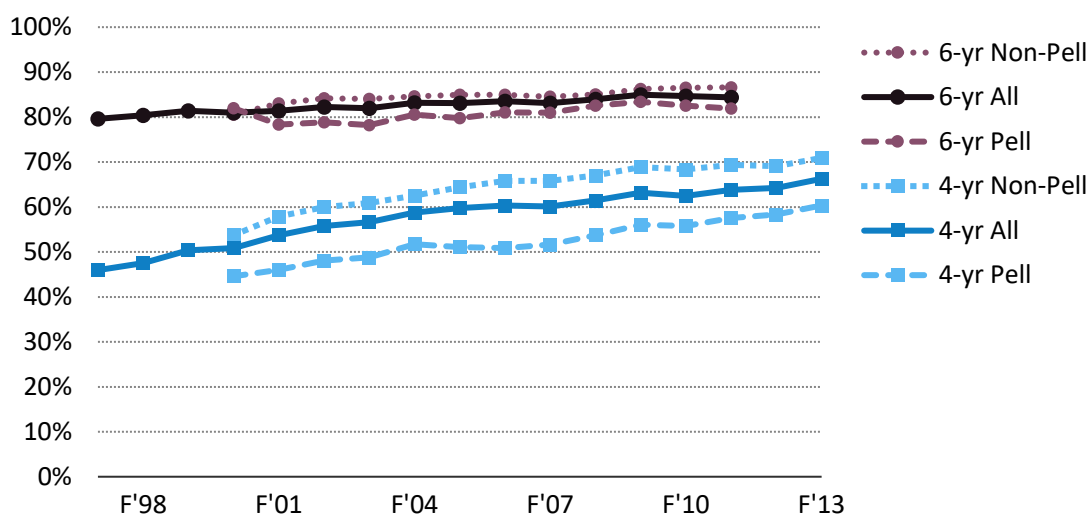
Source: UC Information Center

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 2015-16, 40 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 66 percent of the fall 2013 cohort graduating in four years. Though a gap between Pell recipients and non-Pell students exists at the four-year mark, it is cut in half at the six-year mark. Additionally the gap between Pell and non-Pell four-year graduation rates has declined since the 2006 cohort.

Figure 3.1 Freshman 4- and 6-year graduation rates Universitywide Fall 1997 to 2013 entering freshmen



Source: UC Information Center Data Warehouse¹

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

	Fall 2000 entering cohort	Fall 2010 entering cohort	2000 to 2010 change	Fall 2013
UC	50%	62%	+ 12 points	66%
AAU public peers	46%	58%	+ 12 points	N/A
AAU private peers	79%	81%	+ 2 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 nearly catch 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 10.6 points for the

2013 cohort.

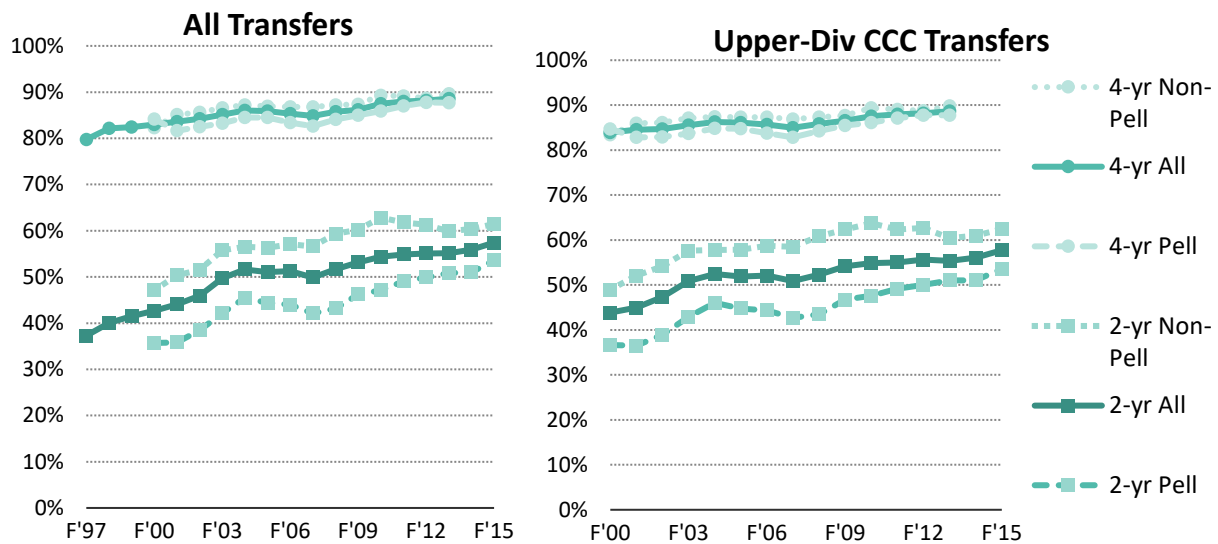
In recent years, UC's budget plan has prioritized reinvestment in academic quality and student support that should over time lead to improved four-year graduation rates. In addition, the framework agreement between President Napolitano and Governor Brown places a high priority on initiatives intended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

4. TRANSFER GRADUATION RATES

The two-year transfer graduation rate has improved over time. 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 2016 entering transfers, all and upper-division CCC transfers



Source: UC Information Center Data Warehouse¹

As with freshman graduation rates, the UC system has witnessed increasing graduation rates for transfer students. The two-year graduation rate has increased 20 points, from 37 percent for the fall 1997 cohort to 57 percent for the fall 2015 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 8.8 points for the fall 2015 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.

5. DEGREE COMPLETIONS

Degree completions have risen steadily.

Figure 5.1 Degree completions, by level
Universitywide
2012-13 to 2016-17

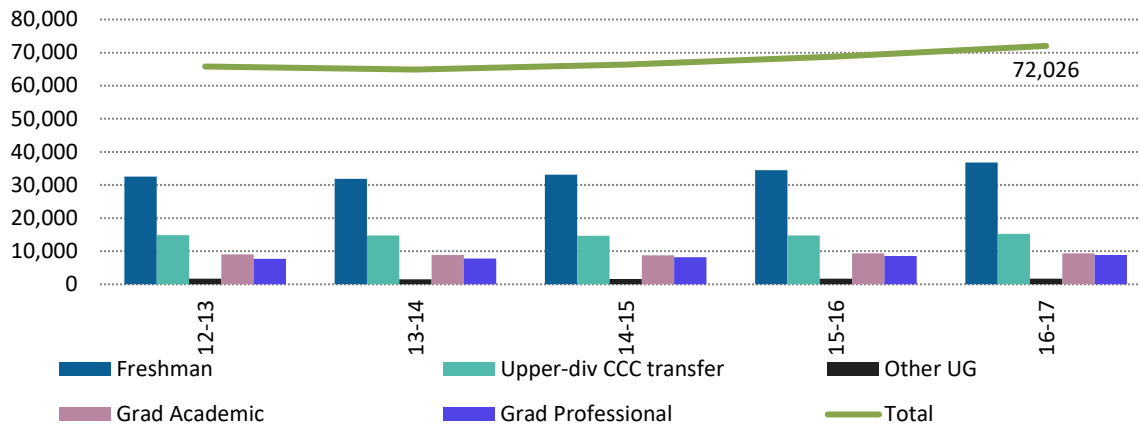
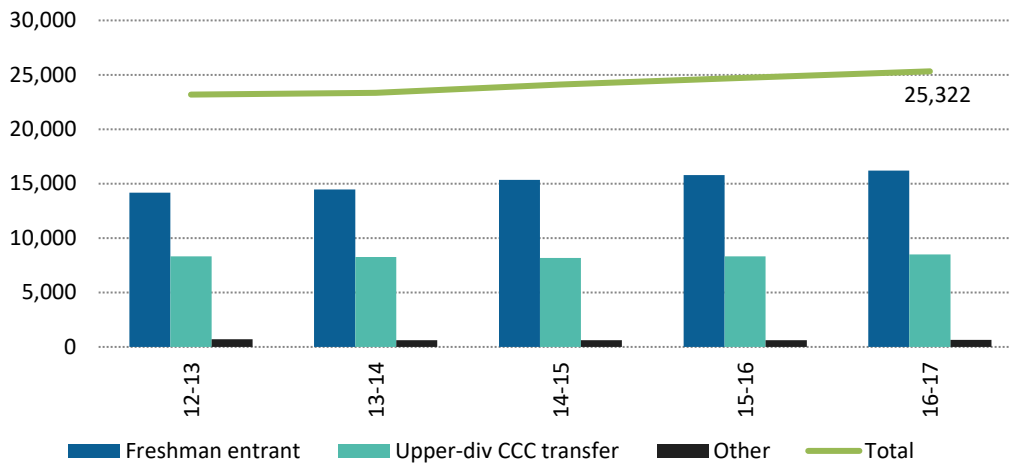


Figure 5.2 Degree completions, Pell recipient undergraduates
Universitywide
2012-13 to 2016-17



Source: UC Information Center Data Warehouse¹

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.

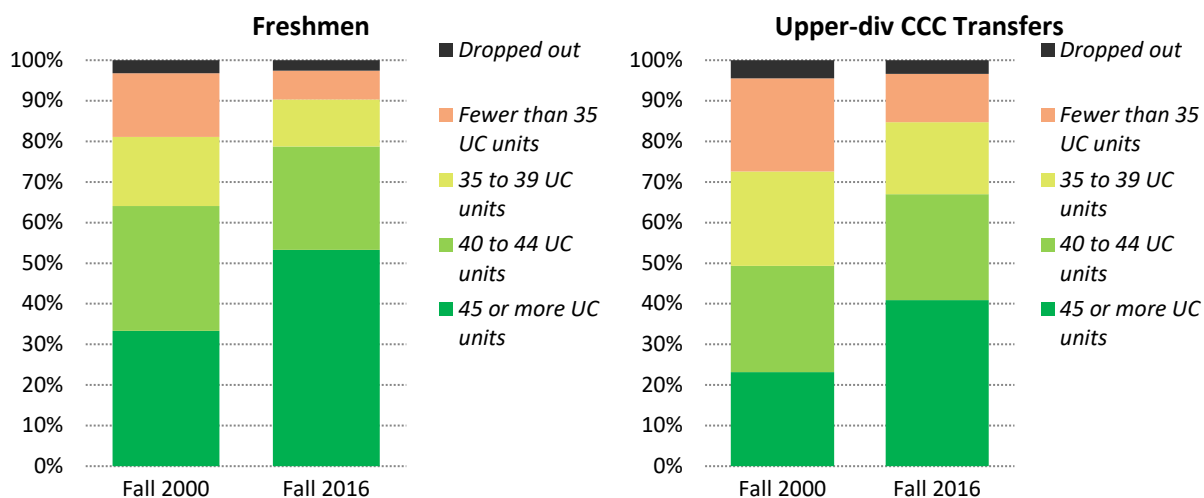
6. TIMELY PROGRESS TOWARD DEGREE

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 2000 and 2016 entering undergraduates after the summer quarter of their first year



Source: UC Information Center Data Warehouse¹

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 53 percent of fall 2016 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 57 percent of incoming upper division CCC transfers in the 2015 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.

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
2016-17

Fund	Expenditures	Notes
State General Fund	\$3,495,835,000	Includes over \$344 million for debt service not available for the operating budget
Systemwide tuition and fees	\$3,441,946,000	Excludes UNEX, summer session, and “other” fees
Nonresident tuition and fees and other student fees	\$1,064,899,000	Other student fees include admission application fees and other fees
Other University of California General Funds	\$353,446,000	Includes interest on General Fund balances and the portion of indirect cost recovery and patent royalty income used for core educational purposes
Total	\$8,356,126,000	
Degrees Awarded, 2016-17	72,026	

Source: UC Budget Analysis and Planning

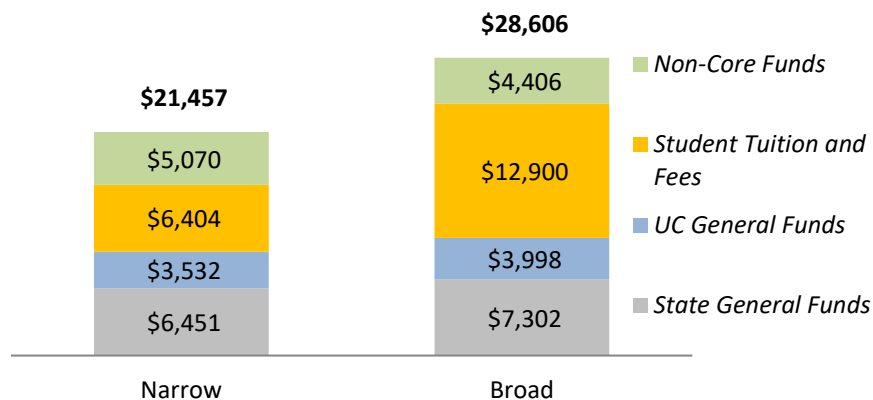
The University does not believe dividing these two numbers produces a meaningful statistic. Dividing total funding by degrees awarded does not convey the true cost of a degree because not all of the funding included in the calculation is associated with instruction. Core funds support the tripartite mission of the University, and include significant funding for non-instructional uses, specifically research and public service. In addition, over \$344 million of core funds were used to cover lease revenue and General Obligation bond debt service in 2016-17 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 October 2016 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
2014-15



Source: Expenditures for Instruction Report (http://www.ucop.edu/operating-budget/_files/legreports/16-17/10-01-16_EFILegRpt.pdf)

For many years, 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 2016-17, had dropped to \$18,780 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.

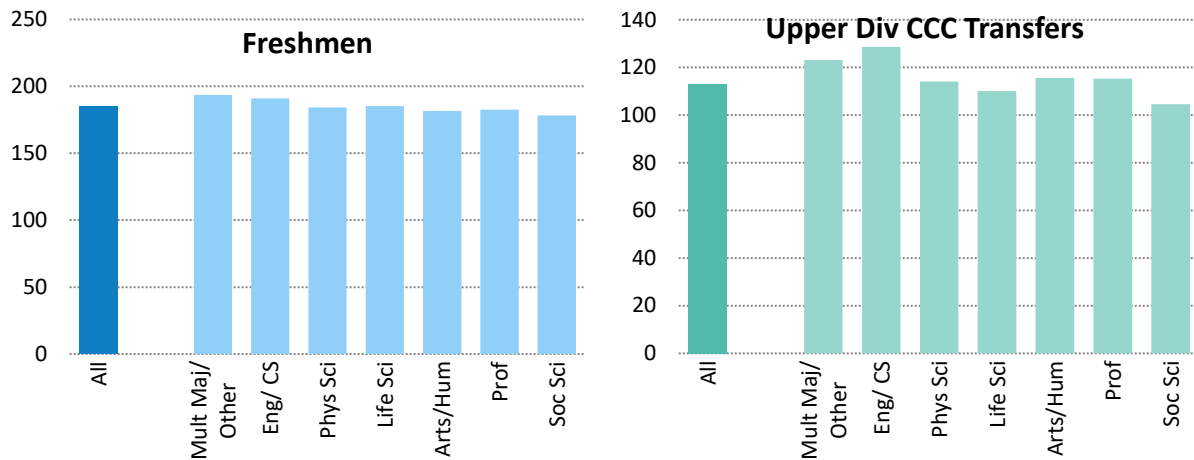
The EFI report demonstrates that undergraduates continue to pay less than what UC spends on their education (\$13,316 in student fees compared to \$28,606 in expenditures under the Broad definition).

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 2016-17 degree recipients



Source: UC Information Center Data Warehouse

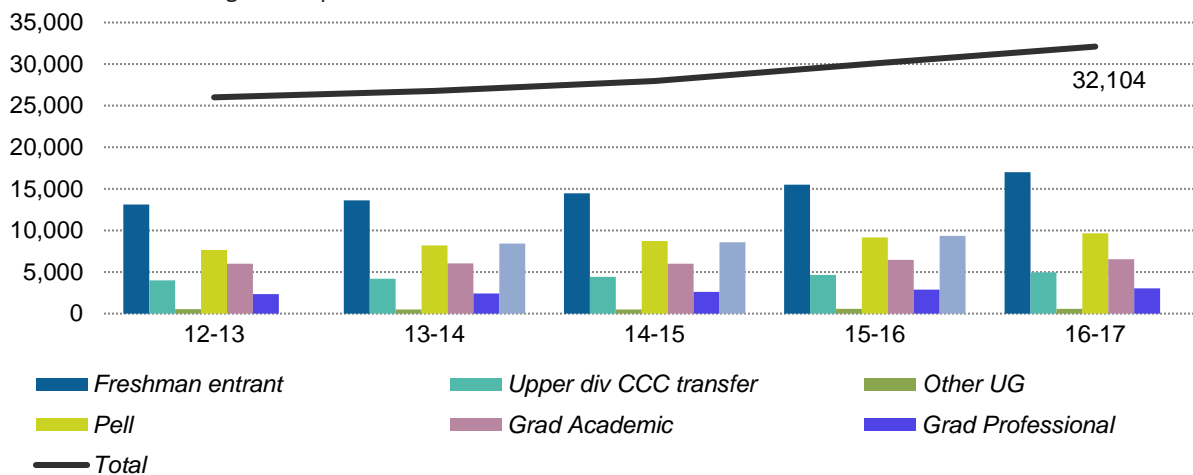
A UC bachelor’s degree requires a minimum of 180-quarter units (120 semester units). Transfer students use transferred units from community college to complete their degree requirements. Students pursuing majors with high unit requirements (such as engineering/computer science) and those pursuing multiple 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
2012-13 to 2016-17 degree recipients



Source: UC Information Center Data Warehouse¹

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,
2014-15

	UC	CSU	Private/ Other
Bachelors	40%	42%	18%
Grad Academic	37%	24%	39%
Grad Professional	21%	17%	62%
Total	36%	35%	29%

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. The 2016 report undercounted Pell STEM degrees by incorrectly only looking at entry-term Pell status; this includes STEM degree recipients who received Pell at any time.

APPENDIX

Table 1 All upper-division transfer students enrolled from the CCC as a proportion of all undergraduates 2004-05 to 2016-17, 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
2015-16	18.1%	34,100	188,349
2016-17	18.2%	36,000	197,753

Source: UC Information Center Data Warehouse and UC Budget Office¹

Table 2 All Pell recipient undergraduates enrolled as a proportion of all undergraduates Fall 2007 to fall 2016

	Proportion Pell recipients	Number of Pell recipients	All enrolled undergraduates
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
Fall 2016	38.1%	80,104	210,170
Fall 2017	38.0%	82,440	216,747

Source: UC Information Center

Table 3.1 Freshman 4-year graduation rates Fall 1997-2013 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%			80%		
Fall 1998	48%			80%		
Fall 1999	50%			81%		
Fall 2000	51%	45%	54%	81%	82%	81%
Fall 2001	54%	46%	58%	81%	78%	83%
Fall 2002	56%	48%	60%	82%	79%	84%
Fall 2003	57%	49%	61%	82%	78%	84%
Fall 2004	59%	52%	63%	83%	81%	85%
Fall 2005	60%	51%	64%	83%	80%	85%
Fall 2006	60%	51%	66%	84%	81%	85%
Fall 2007	60%	52%	66%	83%	81%	85%
Fall 2008	62%	54%	67%	84%	83%	85%
Fall 2009	63%	56%	69%	85%	83%	86%
Fall 2010	63%	56%	68%	85%	83%	87%
Fall 2011	64%	58%	69%	84%	82%	87%
Fall 2012	64%	58%	69%			
Fall 2013	66%	60%	71%			

Source: UC Information Center Data Warehouse²

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.

² 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%			39%		
Fall 1998	40%			42%		
Fall 1999	42%			43%		
Fall 2000	43%	36%	47%	44%	37%	49%
Fall 2001	44%	36%	50%	45%	37%	52%
Fall 2002	46%	38%	52%	47%	39%	54%
Fall 2003	50%	42%	56%	51%	43%	58%
Fall 2004	52%	45%	57%	53%	46%	58%
Fall 2005	51%	44%	56%	52%	45%	58%
Fall 2006	51%	44%	57%	52%	44%	59%
Fall 2007	50%	42%	57%	51%	43%	59%
Fall 2008	52%	43%	59%	52%	44%	61%
Fall 2009	53%	46%	60%	54%	47%	62%
Fall 2010	54%	47%	63%	55%	48%	64%
Fall 2011	55%	49%	62%	55%	49%	62%
Fall 2012	55%	50%	61%	56%	50%	63%
Fall 2013	55%	51%	60%	55%	51%	60%
Fall 2014	37%			39%		
Fall 2015	40%			42%		

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%	84%	82%	84%	85%	83%
Fall 2001	84%	82%	85%	85%	83%	86%
Fall 2002	84%	83%	86%	85%	83%	86%
Fall 2003	85%	83%	87%	86%	84%	87%
Fall 2004	86%	85%	87%	86%	85%	87%
Fall 2005	86%	85%	87%	86%	85%	87%
Fall 2006	85%	83%	87%	86%	84%	87%
Fall 2007	85%	83%	87%	85%	83%	87%
Fall 2008	86%	84%	87%	86%	84%	87%
Fall 2009	86%	85%	87%	87%	86%	88%
Fall 2010	88%	86%	89%	88%	86%	89%
Fall 2011	88%	87%	89%	88%	87%	89%
Fall 2012	88%	88%	89%	88%	88%	89%
Fall 2013	89%	88%	90%	89%	88%	90%

Source: UC Information Center Data Warehouse¹

Table 5.1 Degree completions, by level, 2012-13 to 2016-17

	Freshman entrants	Upper-div CCC transfers	Other undergraduates	Graduate Academic	Graduate Professional
12-13	32,576	14,824	1,716	9,007	7,701
13-14	31,893	14,790	1,555	8,864	7,789
14-15	33,110	14,675	1,614	8,739	8,214
15-16	34,437	14,710	1,692	9,385	8,596
16-17	36,824	15,204	1,731	9,363	8,904

Source: UC Information Center Data Warehouse²

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.

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
2012-13 to 2016-17

	Pell freshman entrant	Pell upper-div CCC transfers	Other Pell undergraduates
12-13	32,576	14,824	1,716
13-14	31,893	14,790	1,555
14-15	33,110	14,675	1,614
15-16	34,437	14,710	1,692
16-17	36,824	15,204	1,731

Source: UC Information Center Data Warehouse

Table 6 Percentage of first-year undergraduates who are on-track to graduate in four years (two years for transfers)

Fall 2000 and 2016 entering undergraduates after the summer quarter of their first year

	Freshman Entrants		Upper-Div CCC Entrants	
	Fall 2000	Fall 2016	Fall 2000	Fall 2016
45 or more UC units	33%	53%	23%	41%
40 to 44 UC units	31%	25%	26%	26%
36 to 39 UC units	17%	12%	23%	18%
Fewer than 35 UC units	16%	7%	23%	12%
Dropped out	3%	3%	5%	3%

Source: UC Information Center Data Warehouse¹

Table 9 Average number of UC units at degree completion
2004-05 and 2016-17 degree recipients

	2016-17 degree recipients				2004-05 degree recipients			
	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
<i>All fields</i>	185	36,705	113	15,125	185	25,026	97	11,311
Mult Maj/Other	194	4,451	123	1,169	195	3,040	110	977
Eng/CS	191	5,875	129	1,756	193	3,533	115	1,170
Physical Science	184	2,274	114	973	186	2,905	100	1,214
Life Sciences	185	7,331	110	1,959	189	3,976	98	530
Arts/Hum	182	3,146	116	2,208	179	6,963	91	1,343
Professional	183	4,755	115	1,719	184	856	95	2,232
Soc Sci	178	8,873	105	5,341	179	3,753	92	3,845

Source: UC Information Center Data Warehouse²

Table 10 STEM degree completions by level and low-income (Pell) status
2012-13 to 2016-17 degree recipients

	Freshman entrants	Upper-div CCC transfers	Other undergraduates	Undergraduate Pell recipients	Graduate Academic	Graduate Professional
12-13	13,124	3,994	519	7,640	6,019	2,348
13-14	13,626	4,210	482	8,182	6,034	2,408
14-15	14,452	4,425	498	8,716	5,983	2,614
15-16	15,512	4,660	565	9,172	6,470	2,870
16-17	17,021	4,944	570	9,643	6,540	3,029

Source: UC Information Center Data Warehouse³

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.

² Only UC units are shown. AP/IB/transferred units are not included.

³ STEM degrees include physical science, engineering, computer science, life science, medicine, and other health sciences. See also note on degree completions for definitions.