

UNIVERSITY OF CALIFORNIA
Report to the California State Legislature
Performance Outcome Measures

Legislative background

California Education Code, Title 3, Division 9, Part 57, Chapter 6, Article 7.7, Section 92675 states¹:

- 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 of undergraduate students who entered the university as freshmen at any campus and graduated from any campus within four years.
 - 2) The “two-year transfer graduation rate” means the percentage of a cohort of undergraduate students who entered the university at any campus as junior-level transfer students from the California Community Colleges and graduated from any campus within two years.
 - 3) “Low-income student” means an undergraduate student who has an expected family contribution, as defined in subdivision (g) of Section 69432.7, at any time during the student’s matriculation at the institution that would qualify the student to receive a federal Pell Grant. The calculation of a student’s expected family contribution shall be based on the Free Application for Federal Student Aid (FAFSA) application or an application determined by the Student Aid Commission to be equivalent to the FAFSA application submitted by that applicant.
- b) Commencing with the 2013–14 academic year, the University of California shall report, by March 15 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 from the California Community Colleges, and the percentage of California Community College transfer students as a proportion of the total number of undergraduate students enrolled.
 - 2) The number of new transfer students enrolled from the California Community Colleges, and the percentage of new California Community College transfer students as a proportion of the total number of new undergraduate students enrolled.
 - 3) The number of low-income students enrolled and the percentage of low-income students as a proportion of the total number of undergraduate students enrolled.
 - 4) The number of new low-income students enrolled and the percentage of new low-income students as a proportion of the total number of new undergraduate students enrolled.
 - 5) The four-year graduation rate for students who entered the university four years prior and, separately, for low-income students in that cohort.
 - 6) The two-year transfer graduation rate for students who entered the university two years prior and, separately, for low-income students in that cohort.
 - 7) The number of degree completions, in total and for the following categories:
 - A) Freshman entrants.
 - B) California Community College transfer students.
 - C) Graduate students.
 - D) Low-income students.

¹ This statutory text was updated by SB 85, which was effective Jun 27, 2017

- 8) The percentage of freshman entrants who have earned sufficient course credits by the end of their first year of enrollment to indicate they will graduate within four years.
- 9) The percentage of California Community College transfer students who have earned sufficient course credits by the end of their first year of enrollment to indicate they will graduate within two years.
- 10) 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.
- 11) 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.
- 12) The average number of University of California course credits and total course credits, including credit accrued at other institutions, accumulated by all undergraduate students who graduated, and separately for freshman entrants and California Community College transfer students.
- 13)
 - A) The number of degree completions in science, technology, engineering, and mathematics (STEM) fields, in total, and separately for 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.
- c) Commencing with the 2017–18 academic year, the University of California shall include in the report described in subdivision (b) goals for the three academic years immediately following the academic year of the report for each of the performance measures listed under that subdivision.
- d) It is the intent of the Legislature that the appropriate policy and fiscal committees of the Legislature review these performance measures in a collaborative process with the Department of Finance, the Legislative Analyst’s Office, individuals with expertise in statewide accountability efforts, the University of California, the California State University, and, for purposes of data integrity and consistency, the California Community Colleges, and consider any recommendations for their modification and refinement. It is further the intent of the Legislature that any modification or refinement of these measures be guided by the legislative intent expressed in Section 66010.93.

This report responds to the above language. Pursuant to subsection (c), for the first time, this report includes three yearly goals for each performance measure listed in subsection (b). University goals are indicated by a dashed box. All years indicate the fall of the academic year (e.g. 2019 indicates the 2019-20 academic year.) The appendix includes data for all graphs included in this report as well as details on how University goals are derived and sources of data.

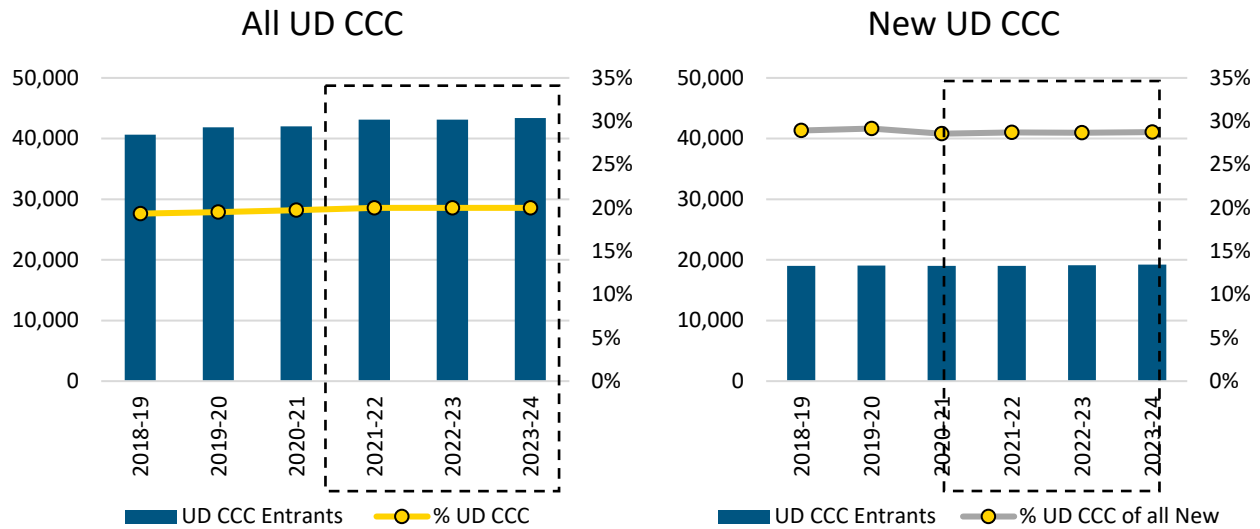
California Community College Enrollment

This section responds to subsections (b)(1) and (b)(2) of the legislative text cited above.

The number of transfer students enrolling from a California Community College (CCC) campus continues to increase. Universitywide, UC has met its goal of the 2:1 ratio of new freshman to CCC transfers.

The dashed boxes detail University goals required by subsection (c).

Figure 1: Upper division (UD) transfer students enrolled from the California Community Colleges



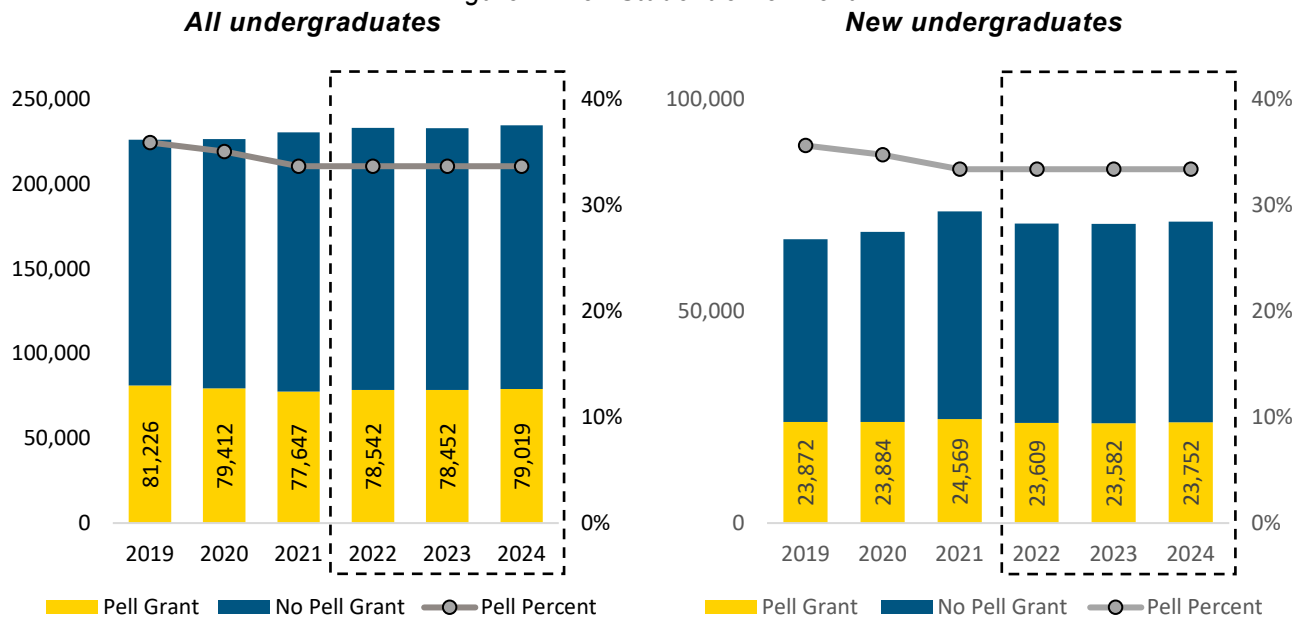
Source: UC Data Warehouse and Budget Analysis and Planning General Campus FTE enrollment estimates. Excludes summer.

Low Income Student Enrollment

This section responds to subsections (b)(3) and (b)(4) of the legislative text cited above.

Students who receive a federal Pell Grant during their enrollment at a UC campus are considered low-income for the purposes of this report. The dashed boxes detail University goals required by subsection (c).

Figure 2: Pell Student enrollment



Source: UC Information Center, fall enrollment headcount. Pell status is for the particular fall term.

Graduation rates

This section responds to subsection (b)(5) and (b)(6) of the legislative text cited above.

The dashed box details University goals required by subsection (c).

Figure 3: Freshmen four-year graduation rate by fall cohort entry year

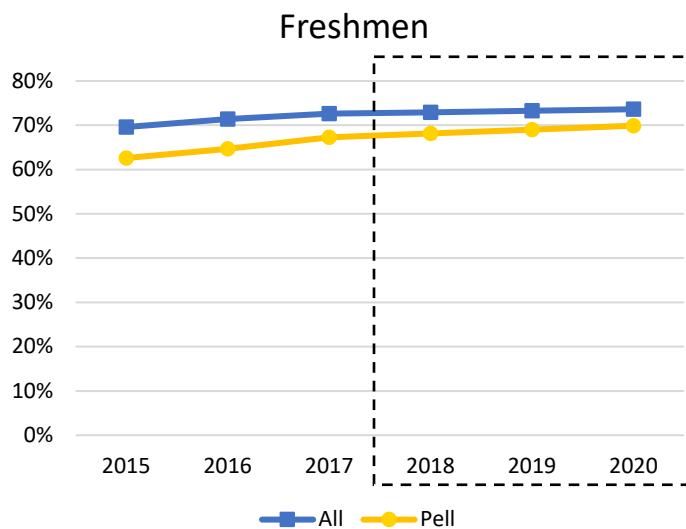


Figure 4: All transfer student two-year graduation rate by fall cohort entry year

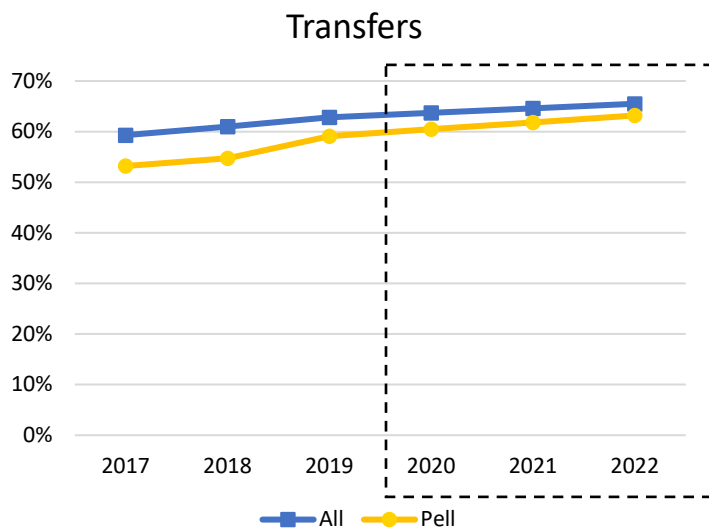
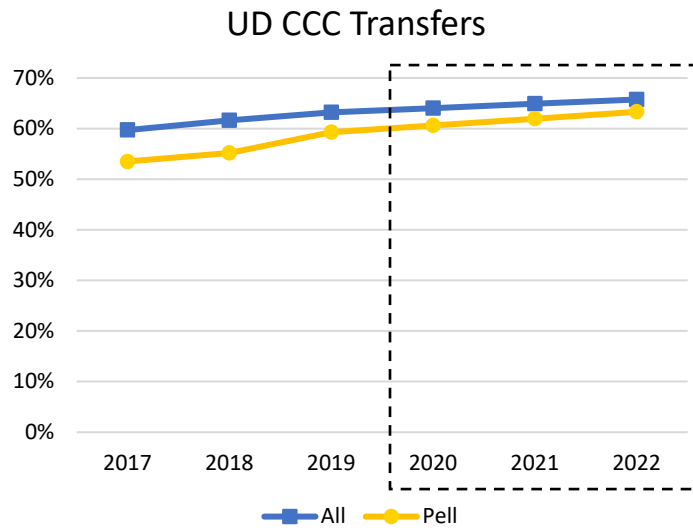


Figure 5: Upper-division (UD) CCC transfer student two-year graduation rate by fall cohort entry year



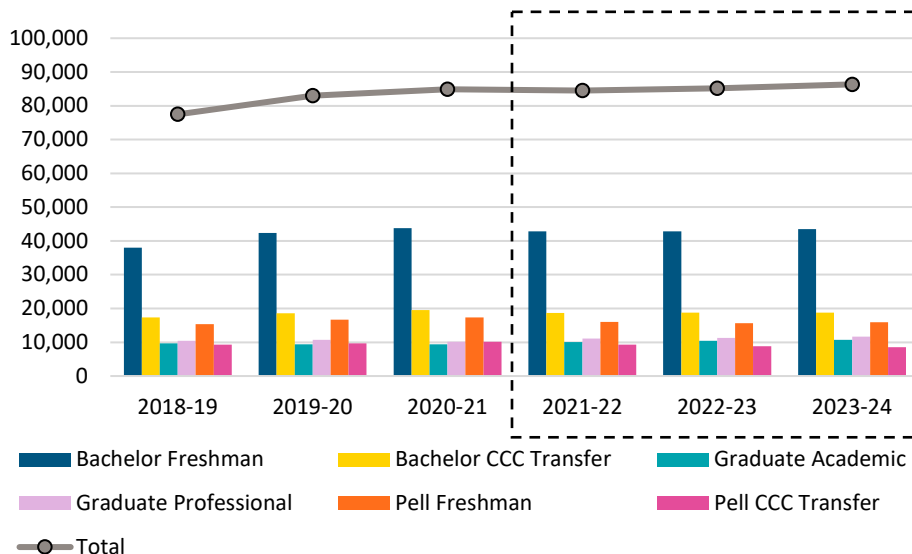
Source: UC Data Warehouse. Pell students are those who received a Pell grant at any time during enrollment.

Degree completions

This section responds to subsection (b)(7) of the legislative text cited above.

The dashed box details University goals required by subsection (c).

Figure 6: Degree completions by type



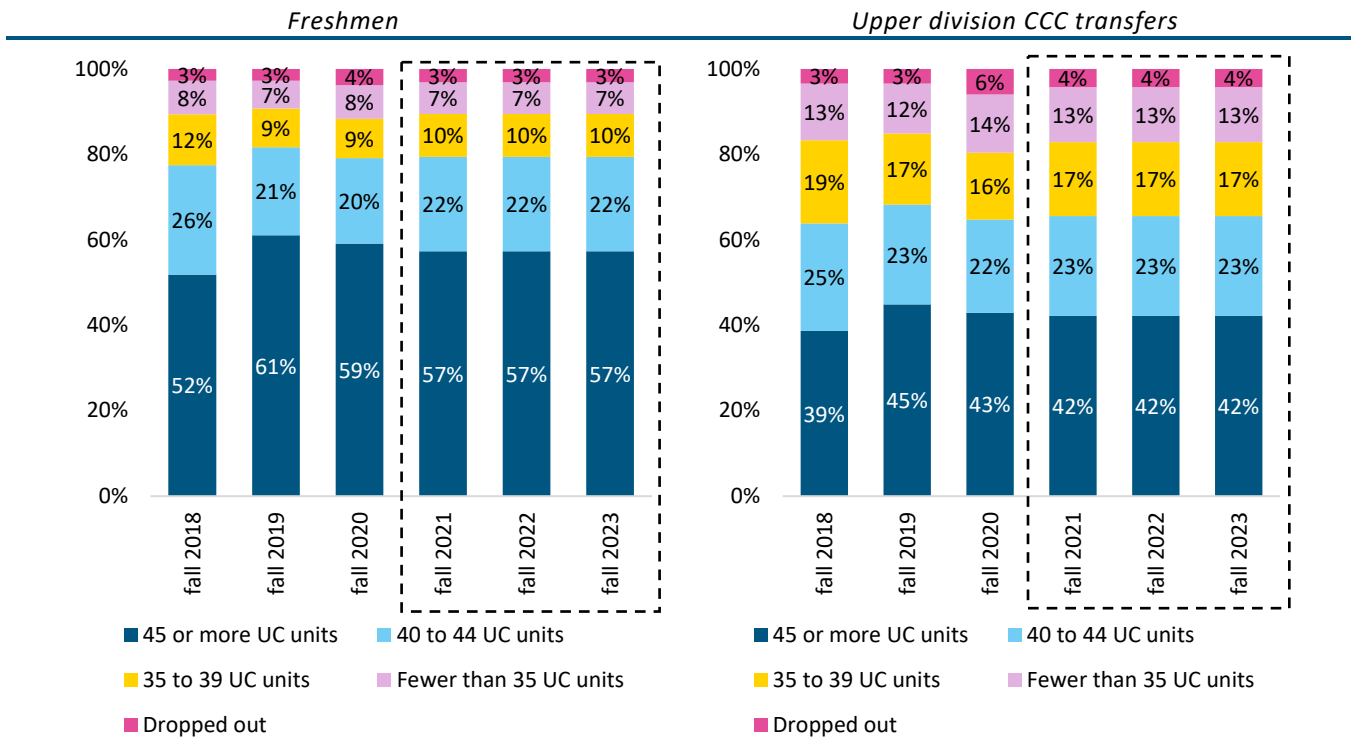
Source: UC Data Warehouse. Freshman and CCC transfer are at the time of entry. Other bachelor’s degree entrants are not shown, but included in the total. Pell recipients are those who receive a Pell Grant at any point during their enrollment.

First-year course credits

This section responds to subsections (b)(8) and (b)(9).

This report assumes that 45 UC quarter credit hours is the minimum a student needs in their first year in order to graduate in four years if entering as a freshman or in two years if entering as a CCC transfer². The dashed boxes detail University goals required by subsection (c).

Figure 7: First-year course credits earned by entry type, by entry year



Source: UC Data Warehouse

² Most UC undergraduate degree programs require 180 quarter credit hours for graduation. The true number of credit hours needed for four- or two-year graduation will depend on the specific degree program, the number of credits transferred or accepted through AP/IB tests, as well as other individual factors.

Student funding

This section responds to subsection (b)(10).

Figure 8: Total expenditures classified as “core funds” and degrees awarded

Fund	Expenditures				Notes
	2020-21	2021-22	2022-23	2023-24	
State General Fund	\$3,474,003,000	\$4,752,805,000	\$4,613,488,000	\$4,751,893,000	Includes over \$300 million for debt service not available for the operating budget.
Systemwide tuition and fees	\$3,668,033,000	\$3,947,900,000	\$4,032,700,000	\$4,153,681,000	Excludes UNEX, summer session, and “other” fees
Nonresident tuition and fees and other student fees	\$1,266,558,000	\$1,347,000,000	\$1,346,100,000	\$1,386,483,000	Other student fees include admission application fees and other fees
University of California General Funds	\$395,142,000	\$395,000,000	\$395,000,000	\$406,850,000	Includes interest on General Fund balances and the portion of indirect cost recovery and patent royalty income used for core educational purposes
Total	\$8,803,736,000	\$10,442,705,000	\$10,387,288,000	\$10,698,907,000	

Degrees Awarded, 2020-21

84,927

Source: UC Budget Analysis and Planning. Degrees awarded excludes credentials and certificates.

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 \$335 million of core funds were used to cover lease revenue and

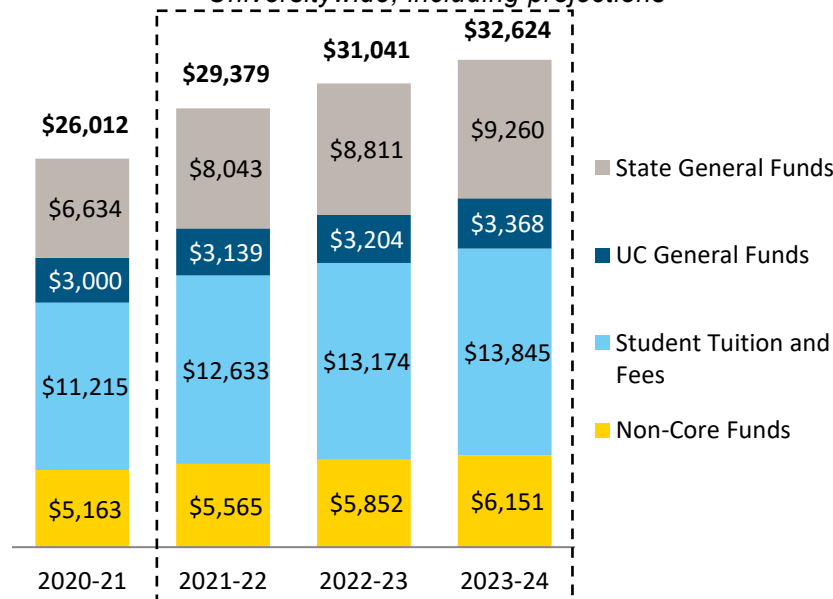
General Obligation bond debt service in 2020-21 and were not available for the operating budget.

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 2020 and includes a more relevant version of this calculation, which is included on the following page.

Undergraduates pay less than what UC spends on their education.

This section responds to subsection (b)(11).

Figure 9: Expenditures for undergraduate instruction, NACUBO methodology Universitywide, including projections



Source: Expenditures for Instruction Report (https://www.ucop.edu/operating-budget/files/legreports/20-21/expenditures_for_undergrate_and_graduate_instruction_and_research_activities_legrpt_9302020.pdf) 2018-19 is the most recent data available.

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 \$26,160 in 2000-01 and by 2020-21, had dropped to \$18,670 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 based its approach on the NACUBO Cost of College methodology. 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)

The EFI report demonstrates that undergraduates continue to pay less than what UC spends on their education (an average of \$14,077 in student fees compared to \$26,012 in expenditures).

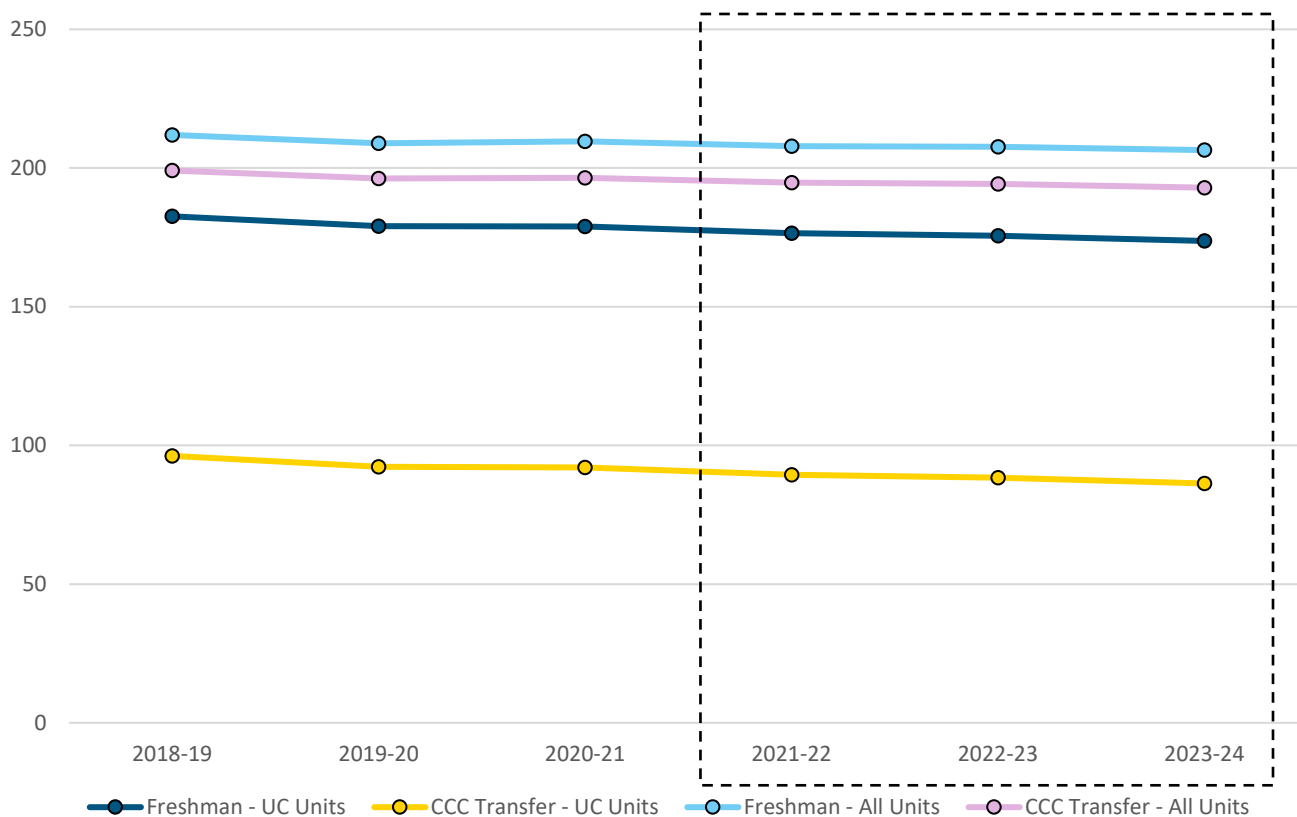
The EFI report can inform policy discussions, but UC doesn't believe it is a management tool. It also reflects expenditures on instruction, but does not represent the cost of instruction because it does not account for underfunded areas such as faculty salaries, degraded student-faculty ratios, and deferred 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.

Credits earned at graduation

This section responds to subsection (b)(12).

The normative number of units needed to graduate with a UC degree is 180. The dashed box details University goals required by subsection (c).

Figure 10: Average units (UC and all units) at graduation by entry type

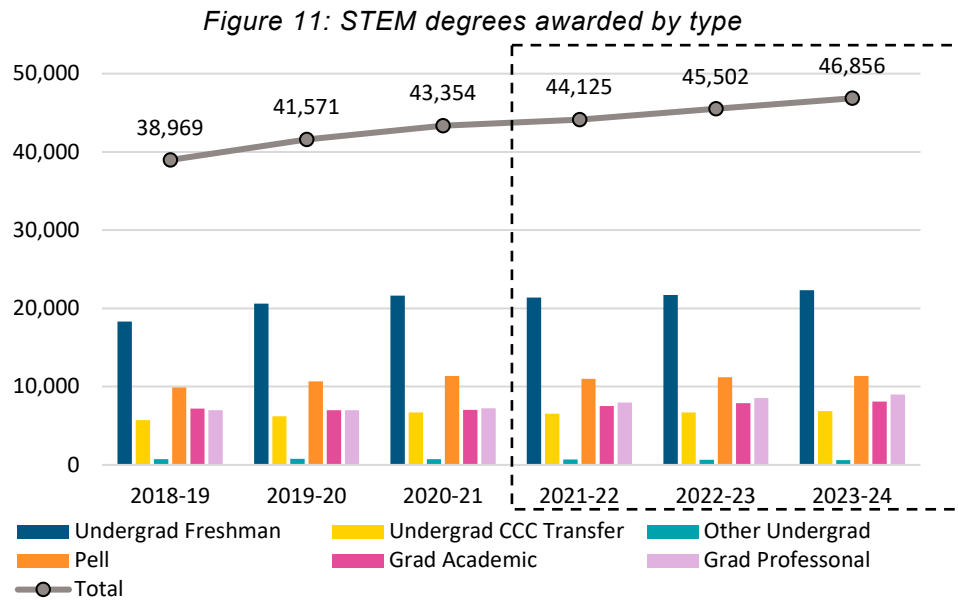


Source: UC Data Warehouse

Science, technology, engineering and mathematics (STEM) degrees

This section responds to subsection (b)(13).

The dashed box details University goals required by subsection (c).



Source: UC Data Warehouse. Pell recipients are those who receive a Pell Grant at any point during their enrollment. Only undergraduates are eligible for Pell.

Appendix

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

(b)(2) The number of new transfer students enrolled from the California Community Colleges, and the percentage of new California Community College transfer students as a proportion of the total number of new undergraduate students enrolled.

	Actual Data			Goal Data (subsection (c))		
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Upper Division CCC Entrants	40,600	41,800	42,000	43,100	43,100	43,400
% upper division CCC	19.3%	19.5%	19.7%	20.0%	20.0%	20.0%
New Upper Division CCC Entrants	19,000	19,000	19,000	19,000	19,100	19,200
% upper division CCC of all new entrants	28.9%	29.2%	28.6%	28.7%	28.7%	28.7%

Source: UC Data Warehouse and Budget Analysis and Planning General Campus FTE enrollment estimates.
Excludes summer FTE.

(b)(3) The number of low-income students enrolled and the percentage of low-income students as a proportion of the total number of undergraduate students enrolled.

(b)(4) The number of new low-income students enrolled and the percentage of new low-income students as a proportion of the total number of new undergraduate students enrolled.

		Actual Data			Goal Data (subsection (c))		
	Fall Term	2019	2020	2021	2022	2023	2024
All Students	Pell Grant	81,226	79,412	77,647	78,542	78,452	79,019
	No Pell Grant	144,895	147,037	152,882	154,644	154,467	155,583
	Total	226,121	226,449	230,529	233,187	232,920	234,602
	Pell Percent	35.9%	35.1%	33.7%	33.7%	33.7%	33.7%
New Students	Pell Grant	23,872	23,884	24,569	23,609	23,582	23,752
	No Pell Grant	43,120	44,792	48,996	47,082	47,028	47,368
	Total	66,992	68,676	73,565	70,691	70,610	71,120
	Pell Percent	35.6%	34.8%	33.4%	33.4%	33.4%	33.4%

Source: UC Information Center, fall enrollment headcount. Pell status is for the particular fall term.

(b)(5) The four-year graduation rate for students who entered the university four years prior and, separately, for low-income students in that cohort.

(b)(6) The two-year transfer graduation rate for students who entered the university two years prior and, separately, for low-income students in that cohort.

		4 Year Freshman Grad Rate	
		Entry year	
		All	Pell recipient
Actual Data	2015	70%	63%
	2016	71%	65%
	2017	73%	67%
Goal Data	2018	73%	68%
	2019	73%	69%
	2020	74%	70%

		2 Year All Transfer Grad Rate	
		Entry year	
		All	Pell recipient
Actual Data	2017	59%	53%
	2018	61%	55%
	2019	63%	59%
Goal Data	2020	64%	60%
	2021	65%	62%
	2022	66%	63%

		2 Year Upper Division CCC Transfer Grad Rate	
		Entry year	
		All	Pell recipient
Actual Data	2017	60%	54%
	2018	62%	55%
	2019	63%	59%
Goal Data	2020	64%	61%
	2021	65%	62%
	2022	66%	63%

Source: UC Data Warehouse. Pell students are those who received a Pell grant at any time during enrollment.

(b)(7) The number of degree completions, in total and for the following categories: a) Freshman entrants; B) California Community College transfer students; C) Graduate Students; D) Low-income students.

		Total	Bachelor		Graduate		Pell
			Freshman	UD CCC Transfer	Academic	Professional	
Actual	2018-19	77,460	37,989	17,357	9,718	10,405	24,672
	2019-20	82,984	42,381	18,549	9,393	10,709	26,373
	2020-21	84,927	43,743	19,510	9,419	10,190	27,429
Goals	2021-22	84,500	42,798	18,666	10,044	11,134	25,265
	2022-23	85,171	42,798	18,762	10,472	11,302	24,478
	2023-24	86,339	43,480	18,809	10,684	11,615	24,430

Source: UC Data Warehouse. Pell students are those who received a Pell grant at any time during enrollment. Total degree completion includes non-UD CCC transfer students

(b)(8) The percentage of freshman entrants who have earned sufficient course credits by the end of their first year of enrollment to indicate they will graduate within four years.

(b)(9) The percentage of California Community College transfer students who have earned sufficient course credits by the end of their first year of enrollment to indicate they will graduate within two years.

		Actual Data			Goal Data		
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Freshmen	45 or more UC units	52%	61%	59%	57%	57%	57%
	40 to 44 UC units	26%	21%	20%	22%	22%	22%
	35 to 39 UC units	12%	9%	9%	10%	10%	10%
	Fewer than 35 UC units	8%	7%	8%	7%	7%	7%
	Dropped out	3%	3%	4%	3%	3%	3%
UD CCC	45 or more units	39%	45%	43%	42%	42%	42%
	40 to 44 units	25%	23%	22%	23%	23%	23%
	35 to 39 UC units	19%	17%	16%	17%	17%	17%
	Fewer than 35 units	13%	12%	14%	13%	13%	13%
	Dropped out	3%	3%	6%	4%	4%	4%

Source: UC Data Warehouse.

(b)(12) The average number of University of California course credits and total course credits, including credit accrued at other institutions, accumulated by all undergraduate students who graduated, and separately for freshman entrants and California Community College transfer students.

	Actual Data			Goal Data		
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Freshman - UC Units	183	179	178.9	177	176	174
UD CCC Transfer - UC Units	96	92	92.1	89	88	86
Freshman - All Units	212	209	209.6	208	208	206
UD CCC Transfer - All Units	199	196	196.5	195	194	193

Source: UC Data Warehouse.

(b)(13) The number of degree completions in science, technology, engineering, and mathematics (STEM) fields, in total, and separately for undergraduate students, graduate students, and low-income students.

		Bachelor				Grad		Total
		Freshman	UD CCC Transfer	Other	Pell	Academic	Professional	
Actual	2018-19	18,312	5,722	724	9,895	7,206	7,005	38,969
	2019-20	20,622	6,199	762	10,670	6,994	6,994	41,571
	2020-21	21,630	6,701	743	11,380	7,041	7,239	43,354
Goals	2021-22	21,401	6,530	683	11,006	7,539	7,973	44,125
	2022-23	21,706	6,719	640	11,203	7,891	8,546	45,502
	2023-24	22,314	6,871	606	11,361	8,083	8,982	46,856

Source: UC Data Warehouse.

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