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Office of the President

TO THE REGENTS OF THE UNIVERSITY OF CALIFORNIA:

DISCUSSION ITEM

For Meeting of September 19, 2019

ELIMINATING GAPS IN TIMELY GRADUATION BY 2030

EXECUTIVE SUMMARY

California faces a future gap of 1 million college graduates. In its multi-year framework, the University of California has a goal to increase degree attainment and ensure that undergraduate and graduate degree recipients better reflect the diversity of the state. A way to achieve these outcomes is by improving timely graduation and eliminating gaps for Pell, first-generation and underrepresented students.

This discussion item will highlight the University's ambitious goals in this area, along with UC research on factors that reinforce particular strategies campuses are prioritizing. These strategies focus on efforts to:

- Improve first-year retention by addressing academic preparation
- Promote a sense of belonging and address basic needs
- Strengthen academic engagement through expanded undergraduate research opportunities

The goal of this discussion item is to support a renewed conversation on ways to improve undergraduate outcomes and factors to consider when evaluating progress to 2030 goals.

BACKGROUND

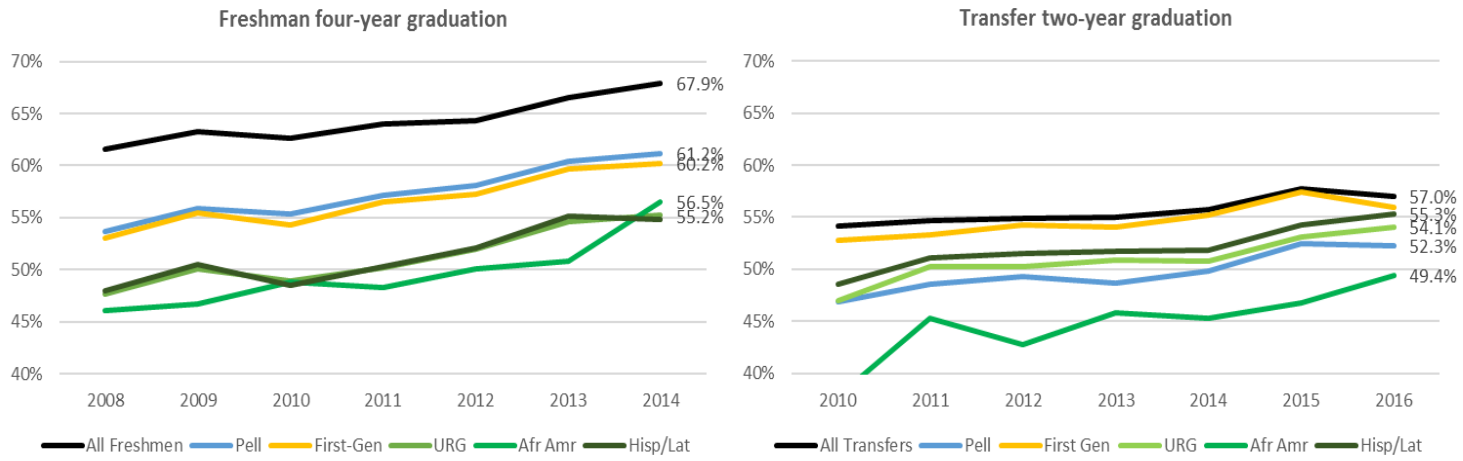
California relies on an educated workforce. With college-educated baby boomers leaving the workforce, the Public Policy Institute of California estimates the state could face a future gap of 1 million college graduates. The University of California's multi-year framework,UC 2030,seeks to address that gap by adding 200,000 degrees on top of the 1 million undergraduate and graduate degrees already projected.

A major component of UC 2030 will help ensure these graduates better reflect the diversity of California, specifically ensuring the California dream is for everyone by eliminating gaps in timely graduation for Pell, first-generation (first-gen) and underrepresented (URG)[1] students.

[1] Including African American, American Indian, and Hispanic/Latino(a) students.

Systemwide four-year freshman graduation rates have increased over time, but gaps for Pell, first-gen and URG freshman entrants have persisted. Disaggregating URG data for African American and Hispanic/Latino(a) students can also show differences that are masked when combined. For example, the most recent four-year graduation rate increased for African Americans but slightly declined for Hispanic/Latino(a) students. For transfer entrants, overall two-year graduation rates are closer to Pell, first-gen, URG and Hispanic/Latino(a) student rates. But they are lower for African American students and lower overall compared to freshman four-year rates.

Freshman and transfer graduation rates overall and by demographic subgroup, universitywide, most recent 7 years available by entering cohort



Source: UC Information Center Data Warehouse, see dashboard here: https://www.universityofcalifornia.edu/infocenter/ug-outcomes

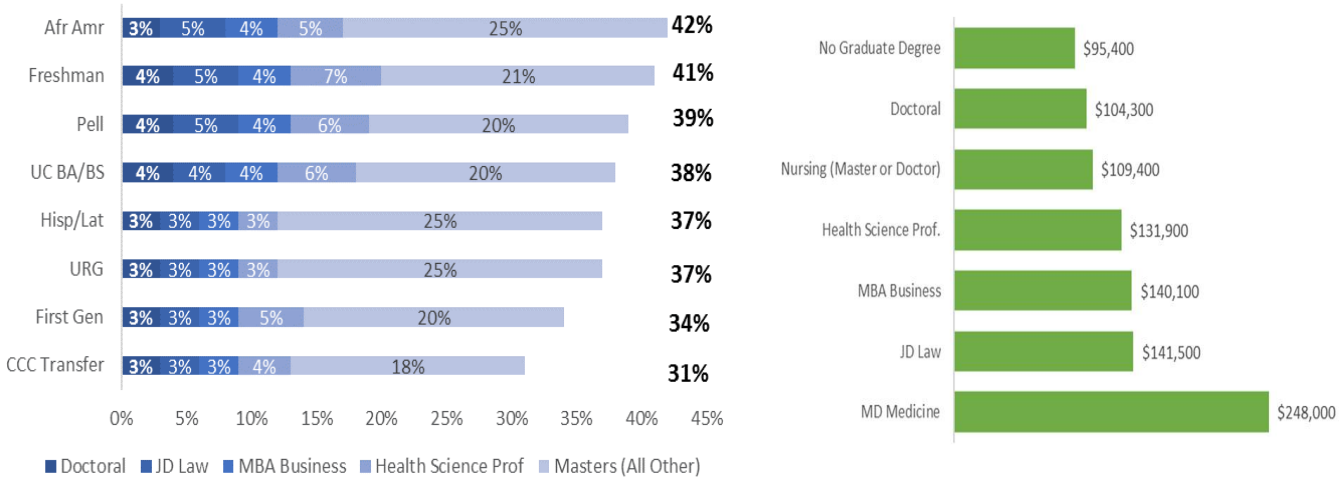
In his new book, "The College Dropout Scandal," UC Berkeley Professor David Kirp describes how many higher education institutions are failing Pell, first-gen and URG students or as he collectively refers to them, "new gen" students. Institutions must identify ways to improve outcomes for new gen students to help address societal concerns about income inequality. At many institutions, these new gen students leave with debt and no degree. While UC has better overall graduation outcomes compared to many institutions, the fact it often takes these students longer to graduate increases their total costs of attendance to earn a degree and impacts their economic mobility.

As discussed in the Academic and Student Affairs Committee at the July 2019 Regents meeting, the University of California Student Association (UCSA) and The Institute for College Access and Success (TICAS) report, "First Comes Diploma, Then Comes Debt," found low-income and URG students were more likely to borrow and that URG students left with more debt, in part due to longer time-to-degree. Eliminating graduation gaps will reduce the cost for UC's new gen students to get a bachelor's degree and help them enter the workforce sooner.

Achieving this goal could also provide greater options for these students to attend graduate school because it takes them less time and money to earn an undergraduate degree. Transfer and

first-gen students are less likely to earn a graduate degree, which can affect their future earnings trajectory and economic mobility. In addition, first-gen, URG and transfer students are less likely to earn a doctorate degree, where increasing those rates could help diversify the availability pool and UC's future professoriate.

UC graduate degree attainment and median earnings 15 years after graduation



Source: UC Information Center, UC alumni graduate degree outcomes dashboard

The University aims to increase timely graduation by eight points for freshmen and 13 points for transfers. Some campuses have ambitious goals to increase timely graduation for all students, and, for other campuses, achieving these goals requires eliminating gaps for new gen students. The table below presents the 2030 four-year freshman and two-year transfer graduation rate goals, with areas of greater improvement and focus highlighted by darker shading.

Improvement goals for growing four-year freshman and two-year transfer rates, along with eventual 2030 graduation rate goals by campus

2030 Goals	UC	Berkeley	Davis	Irvine	UCLA	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Freshmen 4-year goal	76%	82%	78%	74%	86%	50%	75%	75%	80%	70%
Overall improvement	8	6	15	4	8	5	18	10	12	17
Pell growth	15	15	22	5	13	4	19	15	14	22
First gen growth	16	16	23	6	15	5	20	16	12	23
URG growth	21	27	24	14	19	5	19	22	17	24
Transfer 2-year goal	70%	76%	66%	58%	75%	60%	71%	70%	80%	70%
Overall improvement	13	15	11	1	8	8	14	25	13	14
Pell growth	18	21	13	9	10	8	14	32	16	17
First gen growth	14	17	9	4	8	8	13	25	13	17
URG growth	16	21	17	7	13	8	14	31	18	19

Source: Campus submissions

Appendix I presents campus trends in timely graduation rates and goals, along with proposed areas of investment that are directly associated with improving timely graduation and eliminating

graduation gaps. The research that follows reinforces many of these strategies as a way to address areas needing improvement.

CAMPUS DEMOGRAPHICS

Pell, first-gen and URG undergraduate student populations vary on campuses, with UC Merced and UC Riverside having the largest concentration of new gen students. Incoming transfers on most campuses were more likely to be Pell and first-gen compared to incoming freshmen.

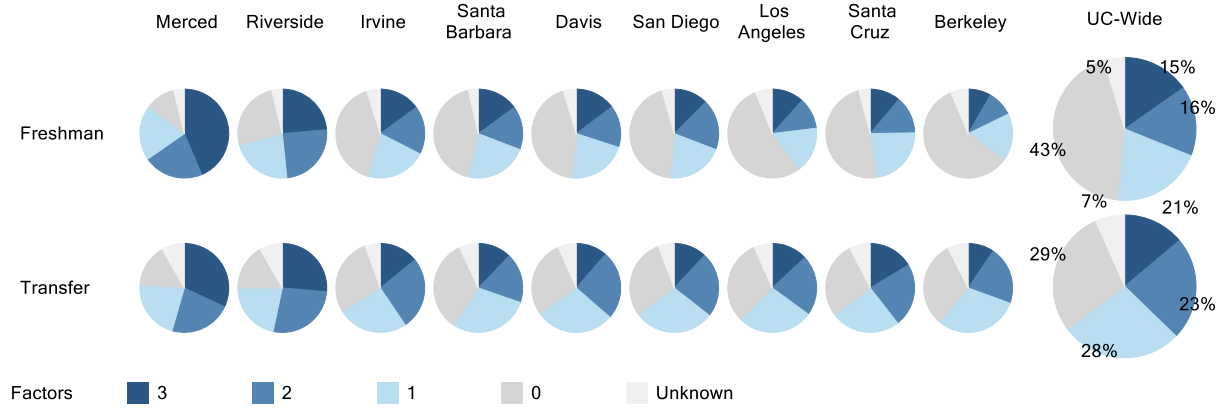
Incoming student new gen characteristics by campus, sorted by percent of freshmen with all three characteristics, fall 2018

	Merced	Riverside	Irvine	Santa Barbara	Davis	San Diego	UCLA	Santa Cruz	Berkeley	UC-wide
	Freshmen									
Pell	64%	50%	33%	32%	32%	34%	25%	28%	22%	33%
First-gen	74%	55%	43%	41%	40%	38%	26%	31%	23%	38%
URG	62%	42%	28%	29%	27%	25%	25%	27%	18%	29%
All three	44%	24%	15%	15%	15%	13%	12%	11%	8%	15%
	Transfers									
Pell	58%	54%	45%	34%	43%	45%	40%	43%	41%	43%
First-gen	61%	59%	51%	42%	50%	48%	46%	45%	43%	48%
URG	52%	50%	30%	29%	26%	24%	29%	39%	23%	30%
All three	32%	27%	14%	12%	12%	12%	13%	17%	9%	14%

Source: UC Information Center Data Warehouse

While campuses may target strategies specific to these populations, they recognize these populations are not mutually exclusive. Illustrating each of these characteristics as factors, the chart below shows the proportion on each campus with none, one, two, or all three of these characteristics, sorted by the percentage of freshmen with all three.

Incoming students by number of factors, by campus, fall 2018



Source: UC Information Center Data Warehouse

In total, half of UC freshmen and almost three-quarters of transfers are Pell, first-gen and/or URG; 15 percent of freshmen and over 20 percent of transfers are all three, reinforcing emerging campus approaches to focus on the holistic needs of individual students.

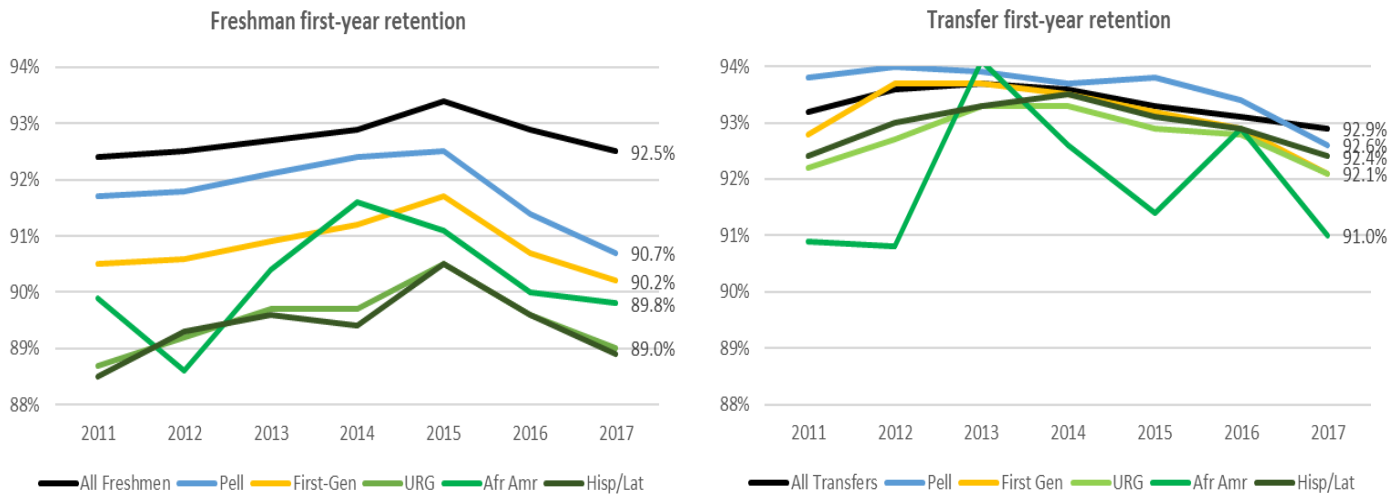
FIRST YEAR EXPERIENCE

A smooth transition to college and positive first-year experience are critical for students to graduate in a timely manner. Freshman and transfer entrants who do not come back in their second year are much less likely to graduate; therefore improving first-year retention, particularly when trying to eliminate graduation gaps, can be critical. aReasons for not returning can vary. This section shares recent campus data on first-year retention, along with research in three areas—academic preparation, sense of belonging and basic needs—which may be critical to address to improve retention.

Gaps and declines in first-year retention warrant immediate attention

Freshman entrants have greater gaps in first-year retention among Pell, first-gen, and URG freshman entrants compared with transfer entrants. While we don't know all the factors associated with these differences and recognize that freshmen and transfers both face challenges in transitioning to UC. Some of this difference may be due to freshmen more likely being undeclared and taking larger, lower division classes, compared to transfers who have already persisted in community college, are more likely in an academic program and taking smaller, upper division courses. Closer examination is clearly warranted, but a number of campuses may prioritize efforts to improve first-year retention for freshmen.

Freshman and transfer first-year retention rates by demographics, fall 2011–2017



Source: UC Information Center and ULONG

Campus data can be found in Appendix II. The table on the next page summarizes the latest three-year average for first-year retention data, with red shading highlighting greater gaps. The Merced, Riverside, and Santa Cruz campuses have lower freshman retention rates and emphasize Summer Bridge and other fast-start initiatives to improve retention. UC Davis has greater gaps

for new gen students and is emphasizing pre-matriculation programs and a new orientation week. A number of campuses have greater gaps for URG students, particularly African Americans, highlighting a potential area for systemwide engagement to share best practices and strategies. UC Riverside has lower transfer retention rates, which the campus plans to address by increasing support for its early entry program for pre-matriculated transfers.

First-year retention and gaps by campus, most recent 3 cohorts available (2015, 2016, 2017)

	UC	Berkeley	Davis	Irvine	UCLA	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Freshman	93%	97%	92%	93%	97%	82%	90%	95%	92%	89%
Pell	-1%	-1%	-2%	0%	0%	0%	0%	-1%	0%	0%
First gen	-2%	-1%	-3%	-1%	-1%	-1%	-1%	-1%	-1%	0%
URG	-3%	-2%	-4%	-3%	-1%	-2%	-2%	-3%	-2%	-2%
Afr Amr	-3%	-3%	-5%	-4%	-1%	0%	-1%	-1%	-1%	-4%
Hisp/Lat	-3%	-2%	-3%	-3%	-1%	-2%	-2%	-4%	-2%	-2%
Transfer	93%	94%	91%	93%	95%	93%	89%	94%	92%	93%
Pell	0%	1%	0%	0%	1%	-2%	1%	0%	0%	0%
First gen	0%	0%	-1%	0%	0%	-1%	0%	0%	0%	0%
URG	0%	0%	-1%	0%	0%	-1%	0%	0%	-1%	0%
Afr Amr	-1%	1%	-1%	0%	-1%	-3%	-4%	-1%	-2%	-3%
Hisp/Lat	0%	0%	-1%	0%	0%	0%	0%	0%	-1%	1%

Source: ULONG and UC Information Center

For both freshmen and transfers, there has been a decline in retention rates systemwide and, at a number of campuses, emphasizing the importance of investing in efforts to reverse this trend and highlighting that, even with immediate interventions, there may be a decline in graduation rates in the next few years because of this drop.

Academic preparation is related to first-year retention and graduation rates

UC admits qualified and talented students, but some enter with less academic preparation, making it a major factor to consider when looking at how to improve undergraduate outcomes. One way to see how this applies by campus is by the varying proportion of incoming freshmen by systemwide academic index scores[2], along with the average four-year graduation rates for these students.

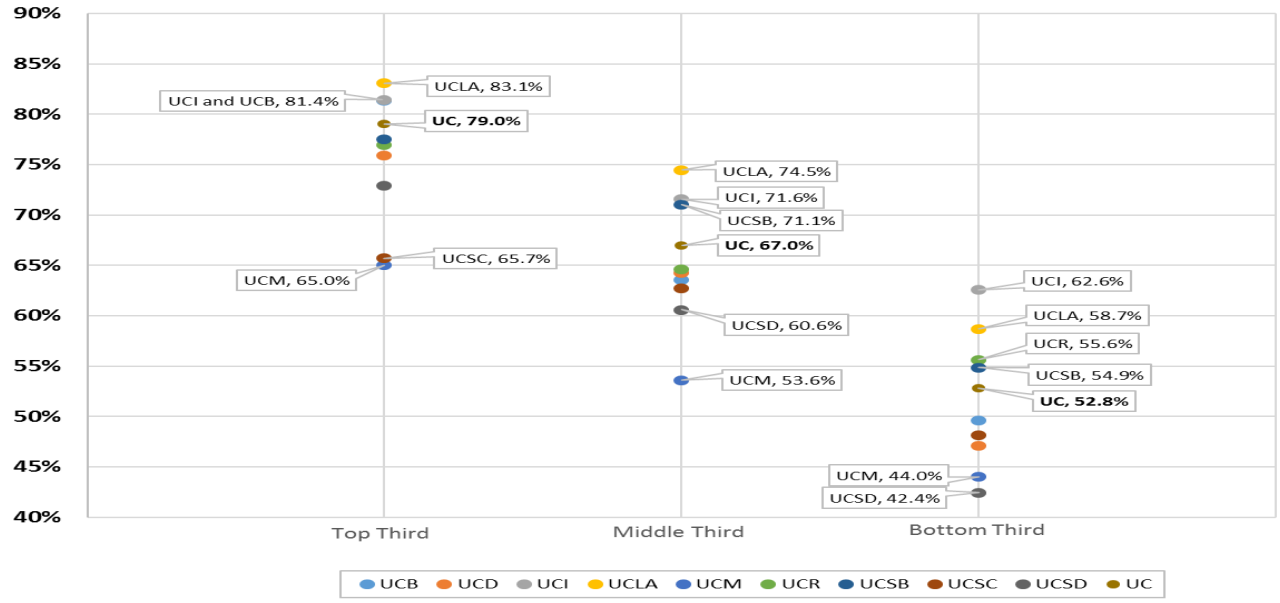
In fall 2013, UC Merced and UC Riverside had more than 90 percent of their incoming freshmen in the bottom third of the systemwide academic index, followed by UC Santa Cruz at almost 70 percent. At the other end of the spectrum, UC Berkeley, UCLA, and UC San Diego had around ten percent of their incoming freshmen in the bottom third.

Systemwide graduation rates decline by academic index groupings, from 79 percent for students in the top third to 53 percent for those in the bottom third. However, there is also a nearly 20-

[2] The systemwide freshman academic index is calculated based on a student's highest SAT/ACT and weighted high school GPAs for enrolled freshmen that are ranked and then grouped into the top, middle, and bottom third.

percentage-point variation in campus graduation rates within each third of the systemwide academic index, highlighting that there may be opportunities to learn from other campuses, especially those who have better outcomes for students in the bottom third of the academic index.

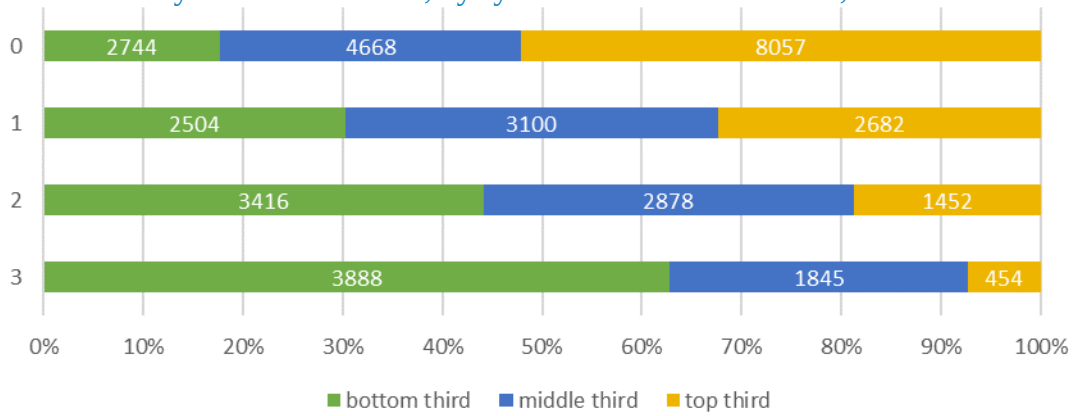
Four-year graduation rates by systemwide academic index, fall 2013



Source: ULONG and UAD (data provided to UCR)

Looking at UC freshmen by number of characteristics and systemwide academic index score, the majority of students in the top third of the academic index have none of these characteristics (i.e., Pell, first-gen, or URG) while the majority of students with all three characteristics are in the bottom third of the index.

UC students by number of factors, by systemwide academic index, fall 2013



Source: UC Data Warehouse

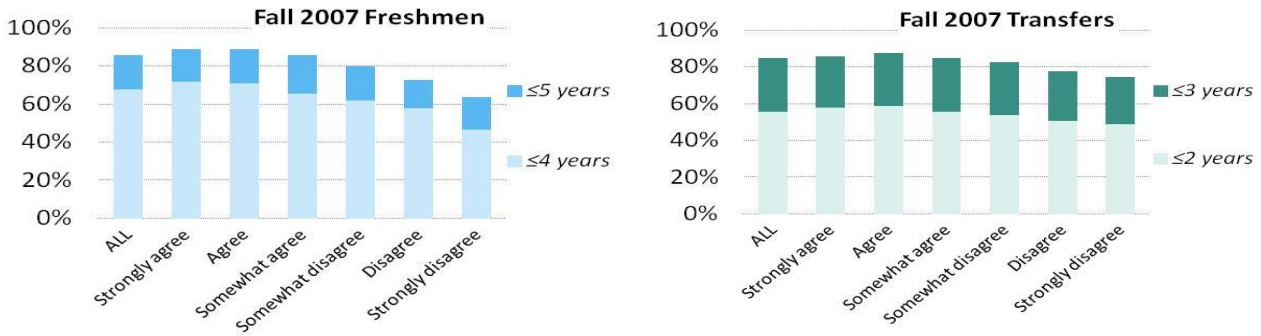
Appendix III provides data by campus, illustrating to what extent each campus may need to address academic preparation from the onset in order to eliminate graduation gaps or significantly improve timely graduation for students. UC Merced, UC Riverside and UC Santa

Cruz with greater proportions of these students and lower first-year retention have proposed strategies to address these concerns, including write-to-learn initiatives to improve writing skills, timely proactive student-centered advising, and fast-start initiatives to ensure a smooth transition to campus.

A lower sense of belonging is often associated with lower timely graduation rates and likely first-year retention

Prior UC research showed a relationship between a sense of belonging and timely graduation—that is, students with a greater sense of belonging were more likely to graduate in four years for freshmen and two years for transfers. With the UC Undergraduate Experience Survey (UCUES), undergraduates who disagreed with the statement "I feel I belong on campus" were less likely to graduate on time, particularly freshman entrants.

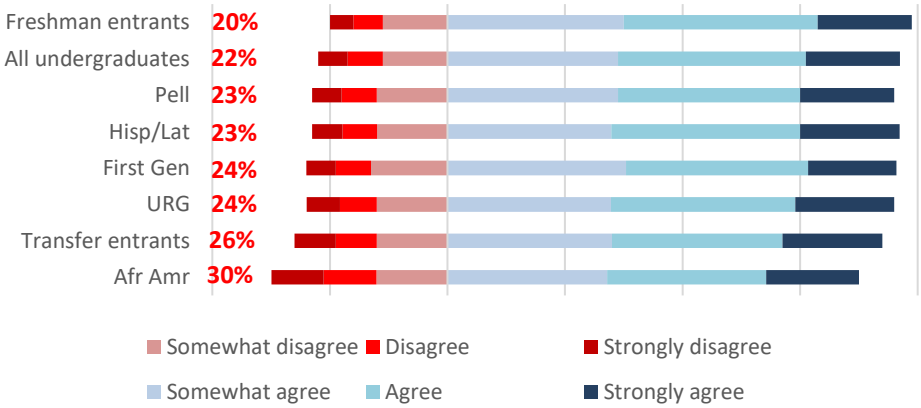
Freshman and transfer graduation rates by response category of the belonging statement



Source: ULONG and 2008 UCUES

At the system level and across populations, sense of belonging is relatively consistent except for transfer entrants and African American undergraduates who reported (26 and 30 percent respectively) they disagreed about feeling they belonged on campus, compared to 22 percent for all undergraduates.

2018 UCUES responses to statement "I feel I belong on campus" by student characteristics



Source: 2018 UCUES Data and UCUES Dashboard

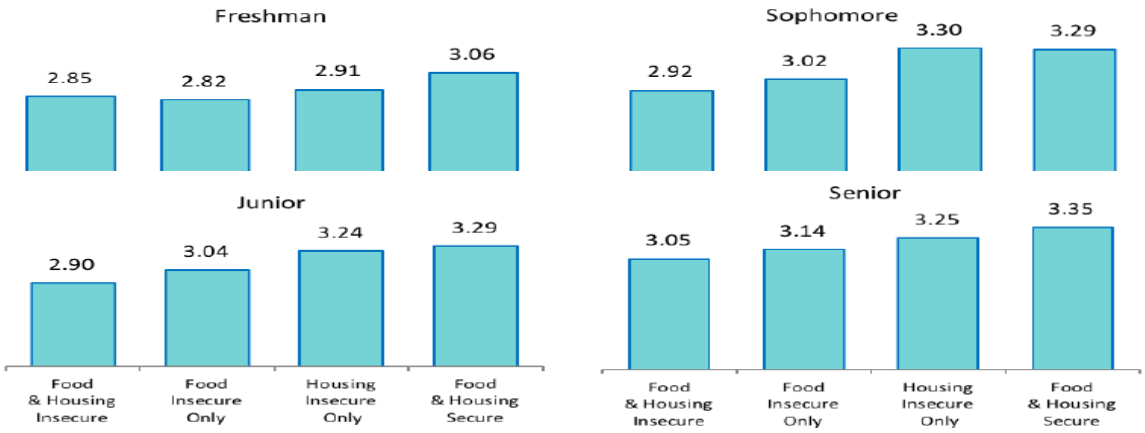
Appendix IV provides the same data by campus. Overall, African American and transfer students tended to report a lower sense of belonging across campuses and compared to other groups. In addition, UC Berkeley, UC San Diego, and UC Santa Cruz had lower sense of belonging for all groups, but particularly for Pell, first-gen and URG undergraduates. These campuses are proposing strategies, like Berkeley Connect and Success Coaching, to create a stronger sense of belonging and support structure on campus.

Students reporting food and housing insecurity have lower academic performance

The December 2017 *Global Food Initiative: Food and Housing Security at the University of California* report[3] was the first comprehensive effort to assess food security and homelessness, including its impact on academic performance. Because of the timing of this report (i.e., it examined Spring 2016 UCUES respondents) it was too soon to be able to measure the impact of food insecurity and homelessness on a student's ability to graduate. Instead, the report provided information on academic performance, specifically grade point averages, and found:

- **Average UC GPA was highest for undergraduate students who did not experience food insecurity and homelessness, and lowest for students who experienced both food insecurity and homelessness.** Differences in average GPA were statistically significant between the two groups across all levels of students from freshman to senior.
- **In comparing students who experienced food insecurity alone to students who experienced homelessness alone, average UC GPA was consistently lower for students who experienced food insecurity.** Differences were statistically significant in sophomore, junior, and senior years. In other words, UC GPAs significantly decreased among students experiencing food insecurity, regardless of years in college, compared to students experiencing homelessness.

Comparison of average undergraduate (UG) GPA and UCUES responses to food and housing insecurity questions



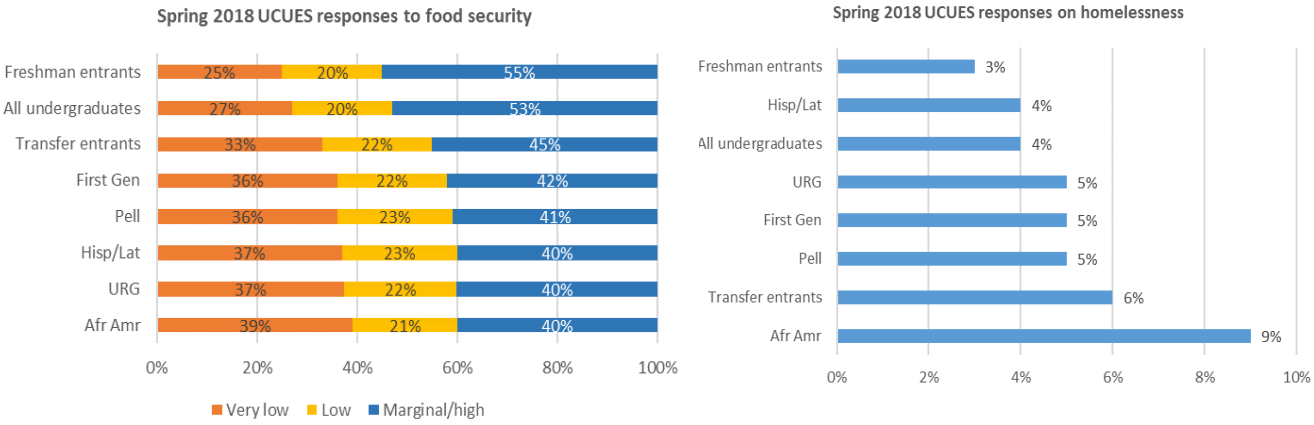
Source*: Global Food Initiative: Food and Housing Security at the University of California (December 2017)*
https://www.ucop.edu/global-food-initiative/_files/food-housing-security.pdf

[3] https://www.ucop.edu/global-food-initiative/_files/food-housing-security.pdf

The spring 2018 UCUES data provided information on "very low" and "low" food security using a United States Department of Agriculture (USDA) standard. This standard defines "very low" food security as reduced food intake or disrupted eating patterns at times due to limited resources. "Low" food security is defined as reduced quality, variety, or desirability of diet, with little or no indication of reduced food insecurity. The two categories comprise food insecurity. UC also included a question on homelessness that may change if we gain a different understanding of how to correctly measure housing insecurity; there is currently no national standard.

The spring 2018 UCUES data showed that Pell, first-gen, and URG (including both Hispanic/Latino(a) and African American) undergraduates, along with transfer entrants, had higher percentages reporting "very low" and "low" food security. African American undergraduates and transfers in particular reported higher rates of homelessness.

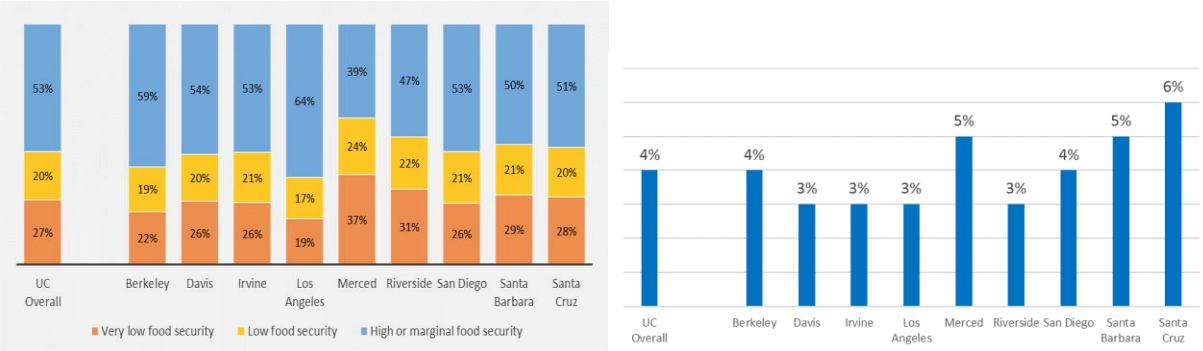
Spring 2018 UCUES responses on food security and homelessness by student characteristics



Source: 2018 UCUES

Looking at this by campus, Merced, Riverside, Santa Barbara, and Santa Cruz had higher percentages of their undergraduates reporting "very low" and "low" food security, and Santa Cruz, Merced, and Santa Barbara had higher percentages of their undergraduates reporting homelessness.

Spring 2018 UCUES responses on food security and homelessness by campus



Source: 2018 UCUES

In its campus strategies to address food and housing insecurity, Santa Cruz emphasizes basic needs support, Santa Barbara points to Promise Scholars and Summer School Housing Grant support, and Riverside hopes to grow its Highlanders Work on Campus program to both support financial needs and keep students engaged on campus.

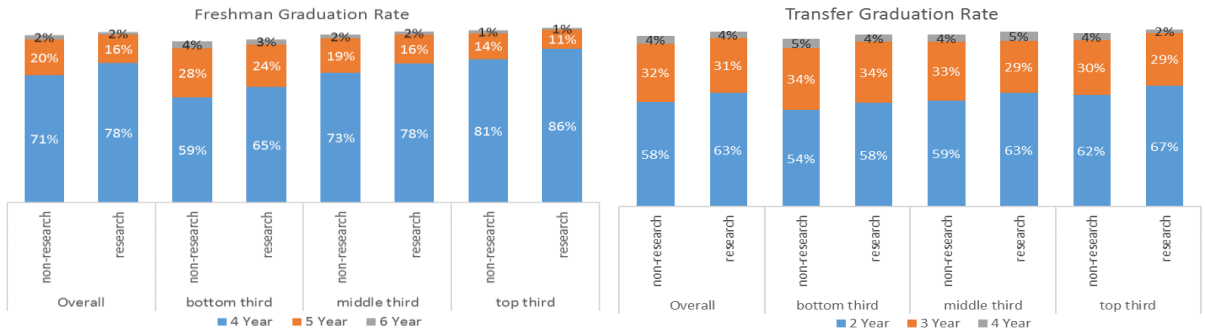
ACADEMIC ENGAGEMENT AND DISCIPLINARY MIX

Research by UCLA's Higher Education Research Institute shows that, for undergraduates, "the more academically and socially engaged with other people on campus, the more likely (other things being equal) that they will stay and graduate from college."[4] In addition to faculty growth, which adds class offerings needed to increase timely graduation, some campuses pointed to curricular redesign, increased advising support, and expanded living and learning communities as critical to eliminate graduation gaps. This section will highlight two other areas of importance: undergraduate research and disciplinary mix.

Engagement in faculty research is associated with timely graduation and earning a doctoral degree

UCUES responses show that about 30 percent of undergraduates engaged with faculty in research. Students in the top third of the academic index[5] were more likely to participate. Participation in faculty-led research is often associated with timely graduation. Overall, 78 percent of freshman students who did research in their first two years graduated within four years, compared to 71 percent of those who did not.[6] For transfer students, 63 percent of participants in faculty research graduated within two years, compared to 58 percent of non-participants. When comparing students in the same academic index group, research participants were still more likely to graduate in a timely manner. The six-year graduation rate between research participants and non-participants in the same academic index was close.

Freshman and transfer graduation rates by research participation and academic index, fall 2010



Source: ULONG and 2012 UCUES Data

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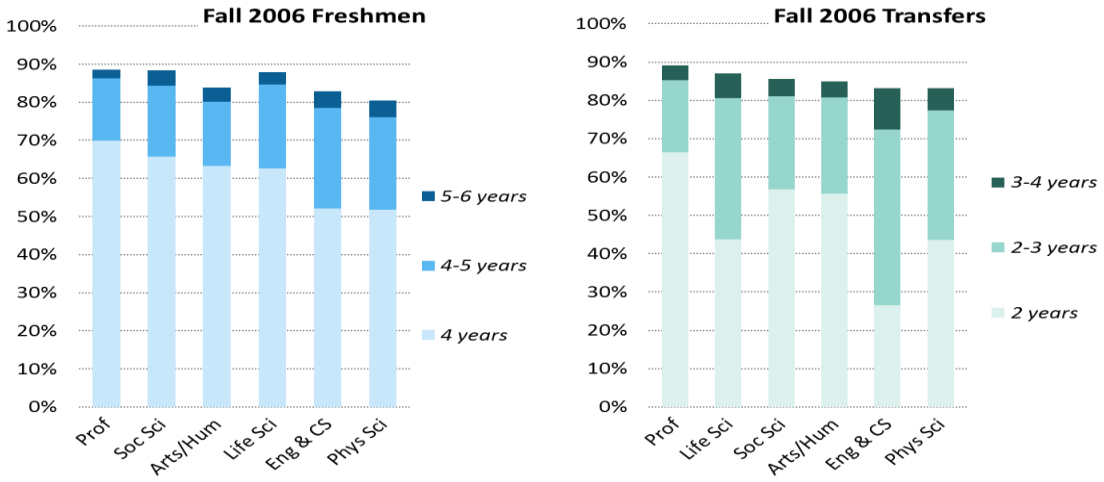
[4] CIRP Freshman Survey, Higher Education Research Institute, 2018.
[5] Systemwide transfer academic index is calculated based on a student's transfer GPAs for enrolled transfers that are ranked and then grouped into the top, middle and bottom third of the UC transfer entering cohort.
[6] The figures included in this section show percentages of 2010 freshmen who responded to the 2012 UCUES research questions and graduated within four-, five- and six-years by research participation and academic index. The respondents were in their second year, so graduation rates calculated based on the UCUES respondents are higher than those presented elsewhere in this report, which are calculated based on the entire entering cohort.

Prior UC research also shows that students who participated with faculty in research were about twice as likely to obtain a doctoral degree and 1.2 times more likely to work in a research related field than non-participants after graduation, even after student characteristics (e.g., first-generation, race/ethnicity, applicant level, and Pell status) and major were controlled.[7] Berkeley wants to increase research and creative discovery experiences, and Merced wants to expand its Summer Undergraduate Research Institute to support bachelor and graduate degree attainment.

STEM programs have lower four-year graduation rates and growth of these programs could create challenges in achieving UC 2030 goals

Prior UC research showed STEM majors—particularly Engineering & Computer Science and Physical Science—had lower graduation rates and longer time-to-degree, so the growth of STEM programs on campus may be something to consider when evaluating progress to 2030 goals. It may be important for campuses to understand and address these STEM-related gaps through targeted programs for these groups.

Freshman and transfer graduation rates by discipline

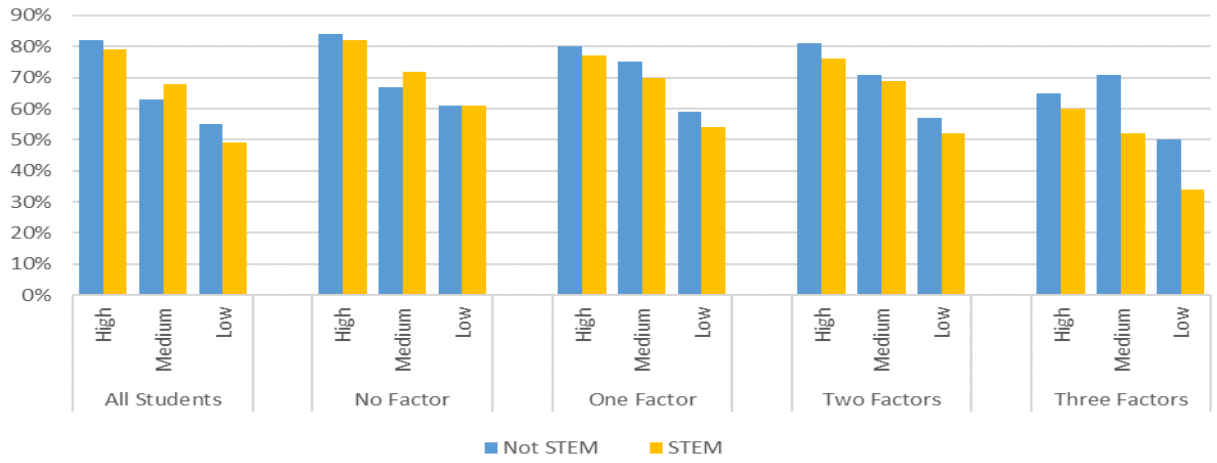


Source: ULONG

As in other areas, academic preparation is a factor in STEM and non-STEM graduation rates. Again, it shows that STEM students tend to have slightly lower four-year graduation rates, and this holds true across academic preparation and a number of factors. The gap between STEM and non-STEM is larger both for students who have lower academic preparation and/or more factors. STEM students also have a slightly longer time-to-degree (4.2 years vs 4.1 years for the 2010 and 2011 entering cohorts).

[7] https://www.ucop.edu/institutional-research-academic-planning//_files/undergraduate-research-participation.pdf

Four-year graduation rate, 2014 entering freshman cohort, by academic preparation index (top/middle/bottom), number of factors, and STEM status



Source: UC Information Center Data Warehouse. Students with unknown number of factors or unknown academic index are excluded. Multiple majors are counted as STEM if any of the majors are STEM.

As part of the Budget Framework Implementation between the University and former Governor Brown, UC campuses examined opportunities to reduce upper-division units while meeting student learning, programmatic and accreditation requirements. These changes may help improve timely graduation across academic programs, including STEM. Student demand and California workforce needs may result in a growth in STEM, and UC and the State have an interest in ensuring these programs better reflect the diversity of California. So UCOP's Institutional Research and Academic Planning group will analyze ways to incorporate disciplinary differences in evaluating progress to 2030 goals.

Conclusion

UC research demonstrates that there is no silver bullet or one-size-fits-all solution for eliminating graduation gaps; campus variation in graduation rates exists for a number of reasons, including differing academic preparation levels of incoming students and undergraduate populations served. Some campuses have greater opportunities to improve first-year retention, while others can improve students' sense of belonging. While this information helps contextualize each campus, it is important not to see these factors as overly deterministic, but rather a means to understand the circumstances of students and the proper set of strategies campuses identified to support them. Also, campuses may need to adapt and adopt programs that prove successful on other campuses or that need to be adjusted to meet the needs of students at each UC campuses.

Campuses identified programs and strategies for investment that will meet the specific needs of their students and leverage existing promising programs, often seeking to replace temporary grant support with additional permanent funding that will increase scale and provide stability. Appendix I lists proposed areas of investment that are directly associated with improving timely graduation and eliminating graduation gaps.

In addition to providing a deeper understanding of campus opportunities and challenges, this information could inform discussions about aspirations, accountability, and tradeoffs. For example, is the primary purpose of the 2030 goals to communicate a vision of where UC wants to go? If the 2030 goals are used to promote accountability, what adjustments should be made if sufficient funding is not realized? How should campuses balance goals that potentially compete (e.g., growth of STEM degrees with longer time-to-degree and goals to advance timely graduation)?

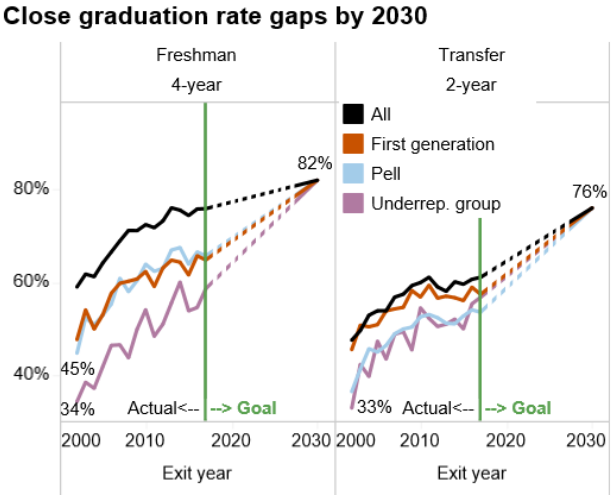
Finally, future iterations of the UC Accountability Report will monitor existing metrics and include new measures that help track campuses progress towards achievement of the 2030 goals.

Key to Acronyms

STEM	Science, Technology, Engineering and Mathematics
TICAS	The Institute for College Access and Success
UCSA	University of California Student Association
UCUES	UC Undergraduate Experience Survey
URG	Underrepresented groups (African American, American Indian, Hispanic/Latino(a))
USDA	US Department of Agriculture

Appendix I – Campus goals and proposed strategies to eliminating graduation gaps

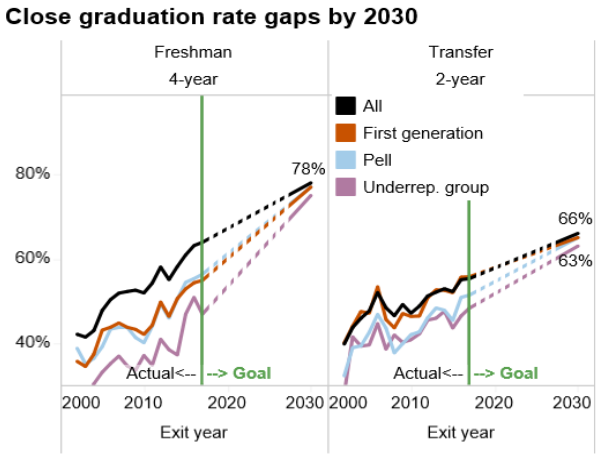
UC Berkeley



UCB will invest new funding in the following:

- Expand **Berkeley Connect**—emphasizing participation from Pell, URG and first-gen—to provide students a graduate student mentor and build relationship with faculty and alumni to advance timely grad goals
- Provide **discovery experiences** to conduct original research, design innovative products, engage with community orgs and create original works of art which improve student outcomes
- Expand **academic advising and Student Learning Center** support in services to end grad gaps
- Expand **Center for Teaching and Learning** work to support faculty in curricular redesign to increase student engagement, develop inclusive classrooms and improve student outcomes
- Expand **wellness and mental health support**

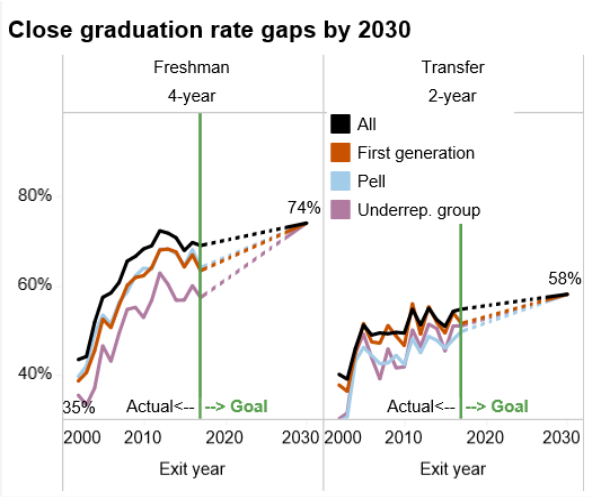
UC Davis



UCD will invest additional funding to:

- Create a **new orientation week** for all incoming students
- Expand **freshman and transfer pre-matriculation programs**
- Provide writing support via new **UC Davis Writing Center**
- Add **academic advisors** to critical campus areas, decreasing wait time and providing more frequent advising for low persistence majors
- Enhance **Academic Assistance and Tutoring Center** scale and support
- Create a **degree complexity project** to support course scheduling and degree completion
- Launch **Course Gap project** to remove achievement gaps in large, high impact courses

UC Irvine

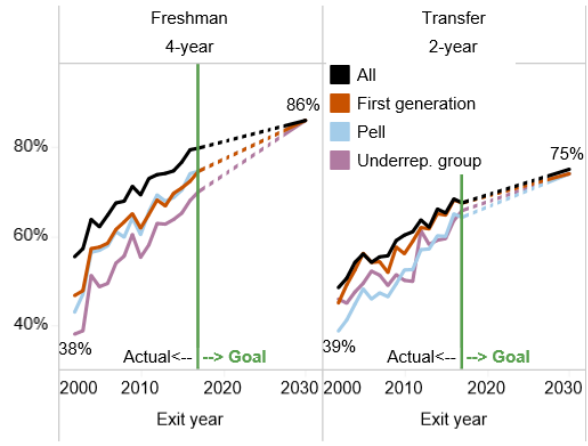


UCI proposes to invest additional funding to:

- Expand **Transfer Edge** that brings students to campus before first quarter at UCI
- Invest in **Data Analytics Tools for Students** that provide information on university pathways, best practices for student success, and career-oriented programming to improve TTD
- Increase **Engaged Learning Course Redesign** to support faculty make changes to larger courses using evidence-based teaching methods
- Expand **Integrated Approach to Student Success** with academic programming in the Division of UG Ed and efforts in Student Affairs
- Expand **LCFF+ Low-Income Student Success Program** that helped improve first-year retention, broaden to first-gen and URG

UCLA

Close graduation rate gaps by 2030

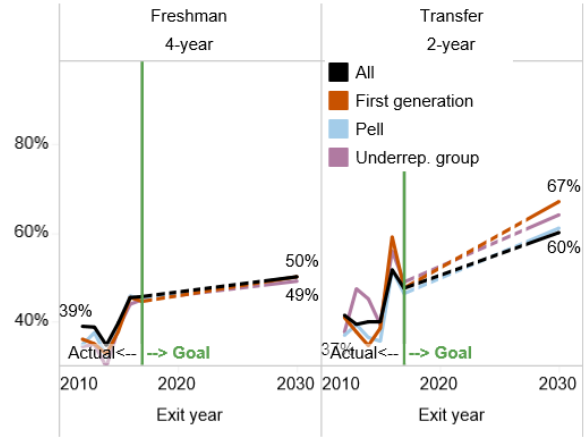


UCLA will invest funding in following areas:

- Increase **section, summer, and online course offerings** for bottleneck courses and with incentives for summer enrollment
- Invest in staff and technology to develop **analytics infrastructure** to aid initiatives such as predictive/early warning systems for student outcomes and bottleneck course identification
- Add **student affairs officers and undergraduate advisors** in units where ratios of student-to-advisor has had the most dramatic increases in past few years
- Develop **Sophomore Summer Bridge Program** with courses and career/grad school mentors
- Fund proposals for **bold teaching innovation and curricular advancements**, add faculty to expand **teaching capacity** & **reduce grad gaps**

UC Merced

Close graduation rate gaps by 2030

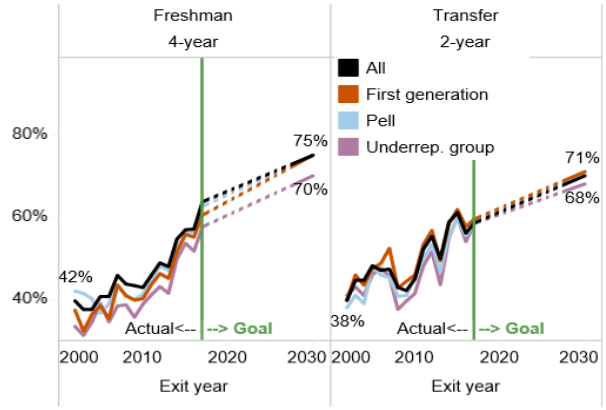


UCM will invest more in high impact practices:

- Expand **Summer Bridge**, which helps transition from high school, particularly for first-gen students
- Expand **Summer Undergraduate Research Institute (SURI)**, one of the best high impact practices that inspires completion of bachelor degree and further pursuit to graduate school
- Develop new **cohort-based learning experiences** that provide peer and community support for first-gen and URG students to stay engaged and retained in studies that integrate academic and extracurricular experiences
- Develop student tutors to advance **teach-to-learn practices** that support their experiences as peer tutors and those of students they support
- Expand **write-to-learn initiatives,** which support skill development necessary to succeed

UC Riverside

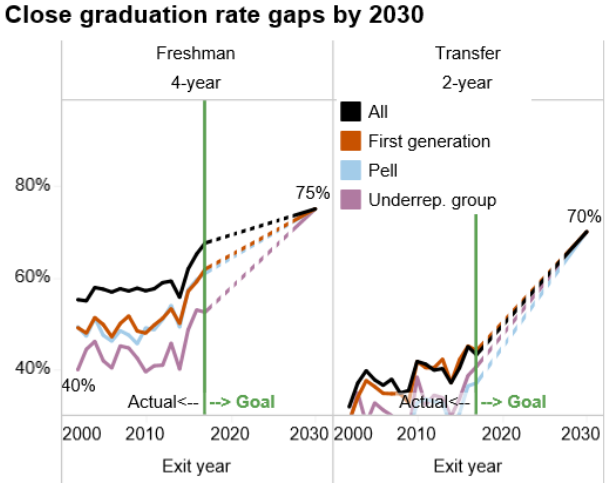
Close graduation rate gaps by 2030



UCR will direct additional funding to:

- Hire **additional faculty and staff** to support innovative student success initiatives
- Hire **additional academic advisors** to provide timely proactive student-centered advising—one of the most effective approaches to improve student retention and success—and embed more advisors into gender and ethnic affinity groups on a rotating basis
- Increase support for transfers through **Early Entry Program for Pre-Matriculated Transfers** to support their transition from community colleges and improve timely graduation
- Create the **Highlander Work on Campus** program to augment work-study funds for undergraduates in financial need

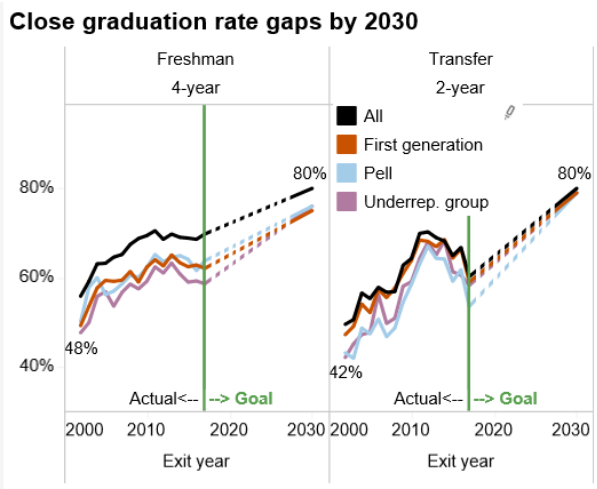
UC San Diego



UCSD proposes to use funding to:

- Expand **Summer Bridge Program** to transfers
- Expand **Success Coaching Program** to serve all incoming Pell, URG, first-gen undergrads
- Expand **Student Success Initiatives** to include triage/referral, retention nudges, online tools to monitor student progress, academic recovery programs, and dedicated data mining
- Extend Teaching + Learning Commons' **Supplemental Instruction** to all gateway courses
- Design a new **pilot General Education model** to include curated sequence of alternative course and small writing and design intensive capstone
- Complete **Student Activity Hub** with data analytics to inform advising, coaching, instruction and bridge program strategies

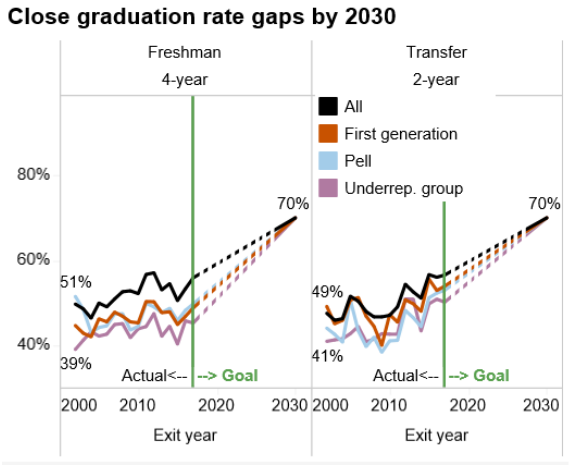
UC Santa Barbara



UCSB proposes to invest in the following:

- Increase **success strategies and student support programs** proven to be successful (e.g., Transfer Student Center and UG mentoring)
- Add **support staff** for academic advising, Student Success programs and other services
- Grow **Promise Scholars Program** that provides comprehensive financial aid packet and social, personal, and intellectual orientation to UCSB
- Grow **Summer School Housing Grant Program**
- Add **faculty and graduate students** to ensure undergraduates can obtain required curriculum, increase UG research opportunities, and support pedagogical and curricular models needed to ensure student success

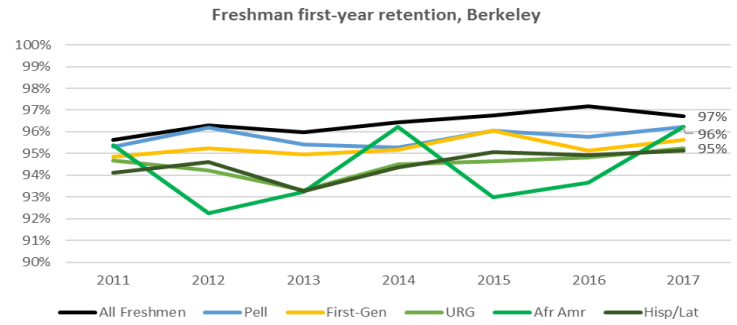
UC Santa Cruz

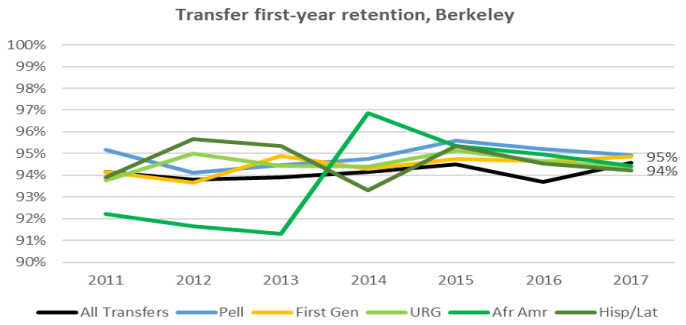


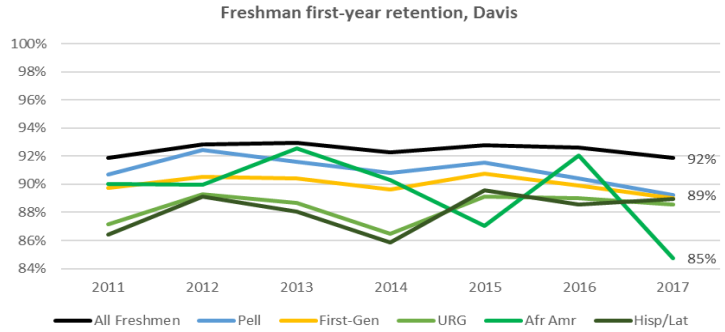
UCSC will target additional funding to:

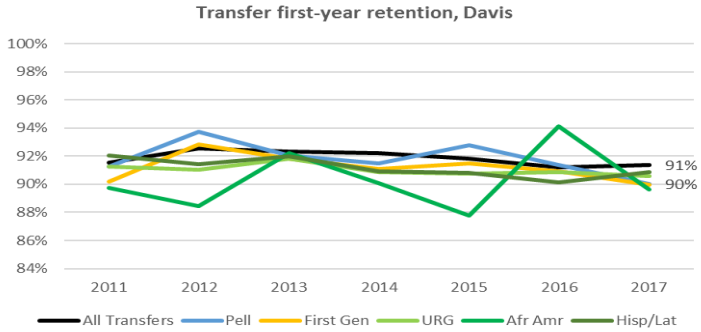
- Support for **fast-start initiatives**: block scheduling to support cohort groups, clearly articulated major pathways, scalable career readiness, and major advising
- Expand **curricular capacity** and improve **core curriculum** through staffing and pedagogical improvements in bottleneck courses
- Expand **summer enrollment** to provide foundation for success, reduce time-to-degree
- Improve **risk tracking through campus Academic and Slug Success information system**
- Increase **undergraduate advising capacity**
- Provide greater support for **student housing and food insecurity** needs for Pell, first-gen, and URG students

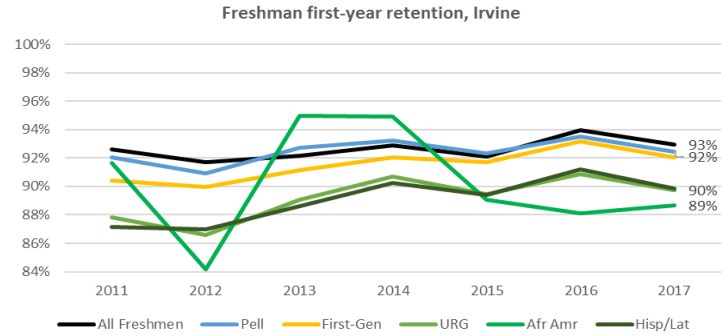
Appendix II – First-Year Retention

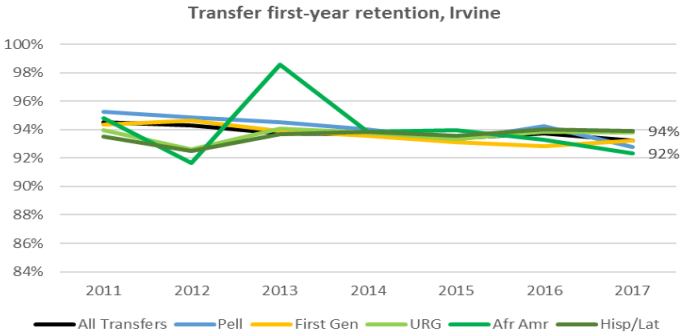


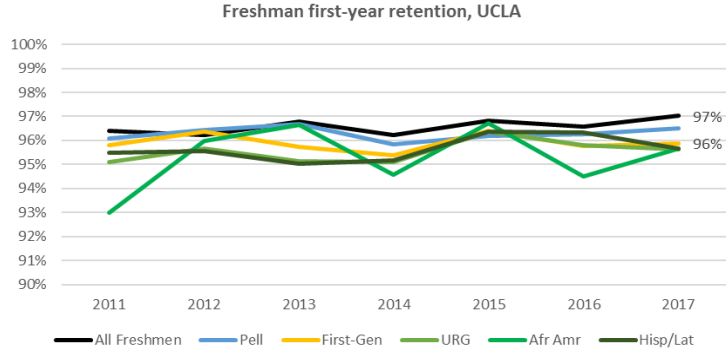


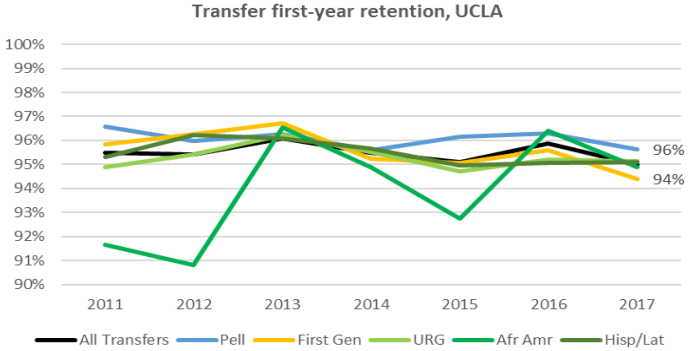


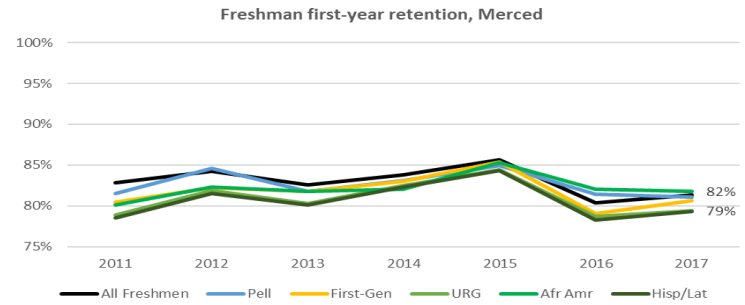


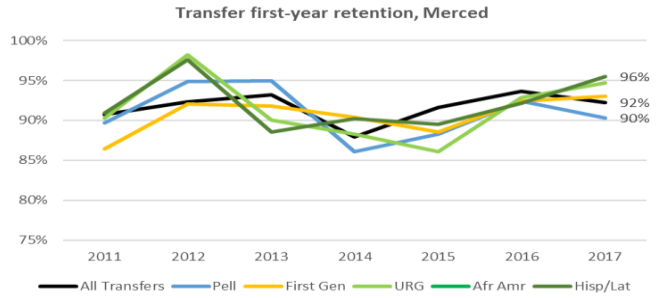









Freshman first-year retention, Merced
100%
95%
90%
85%
80%
75%
2011
2012
2013
2014
2015
2016
2017
82%
79%
All Freshmen
Pell
First-Gen
URG
Afr Amr
Hisp/Lat


Transfer first-year retention, Merced
100%
95%
90%
85%
80%
75%
2011
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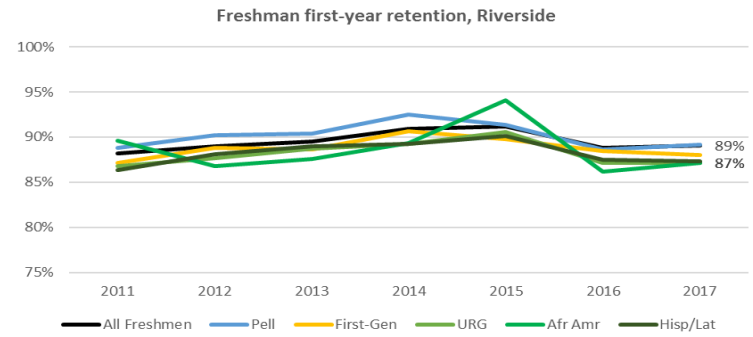
2017
96%
92%
90%
All Transfers
Pell
First Gen
URG
Afr Amr
Hisp/Lat


Freshman first-year retention, Riverside
100%
95%
90%
85%
80%
75%
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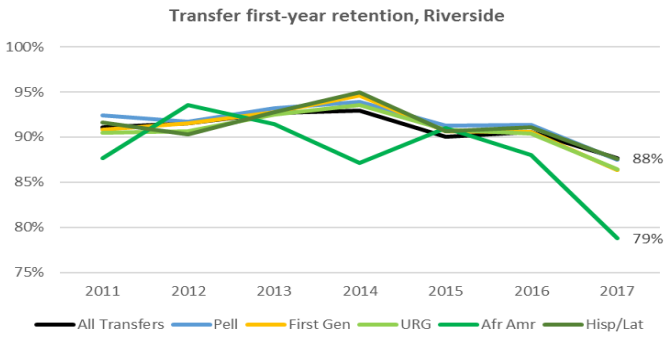
89%
87%
All Freshmen
Pell
First-Gen
URG
Afr Amr
Hisp/Lat


Transfer first-year retention, Riverside
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80%
75%
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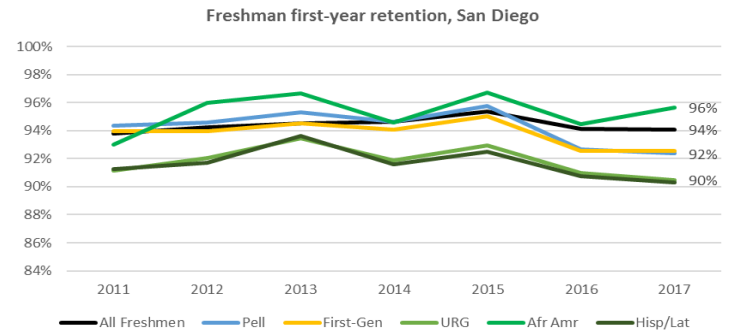
88%
79%
All Transfers
Pell
First Gen
URG
Afr Amr
Hisp/Lat


Freshman first-year retention, San Diego
100%
98%
96%
94%
92%
90%
88%
86%
84%
2011
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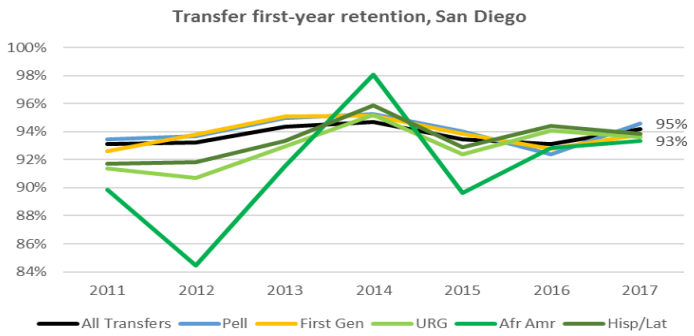
2017
96%
94%
92%
90%
All Freshmen
Pell
First-Gen
URG
Afr Amr
Hisp/Lat


Transfer first-year retention, San Diego
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96%
94%
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90%
88%
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93%
All Transfers
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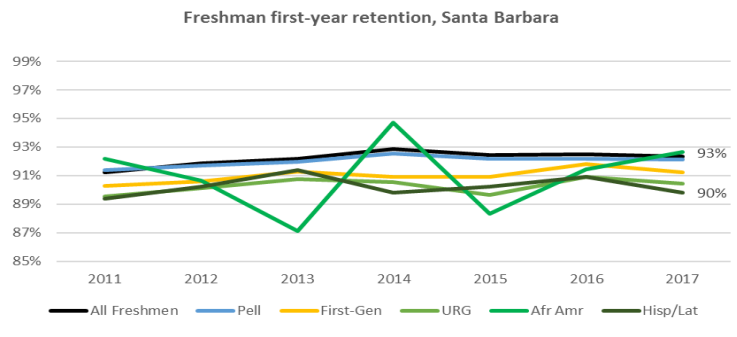
Freshman first-year retention, Santa Barbara
99%
97%
95%
93%
91%
89%
87%
85%
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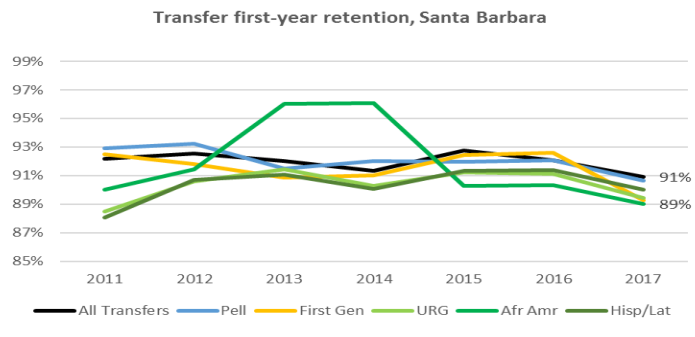
93%
90%
All Freshmen
Pell
First-Gen
URG
Afr Amr
Hisp/Lat


Transfer first-year retention, Santa Barbara
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2011
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All Transfers
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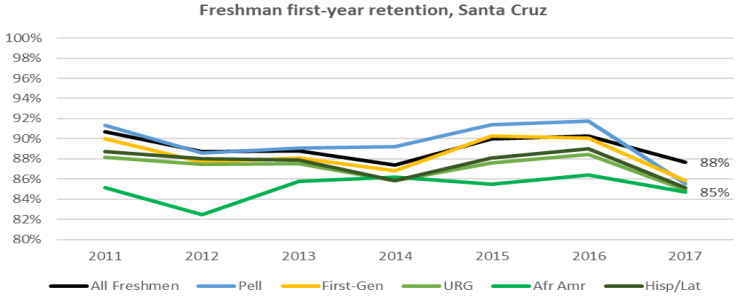
Freshman first-year retention, Santa Cruz
100%
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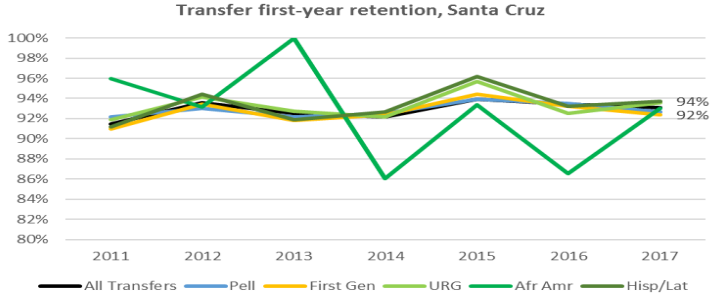
Transfer first-year retention, Santa Cruz
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96%
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92%
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2011
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2014
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2016
2017
94%
92%
All Transfers
Pell
First Gen
URG
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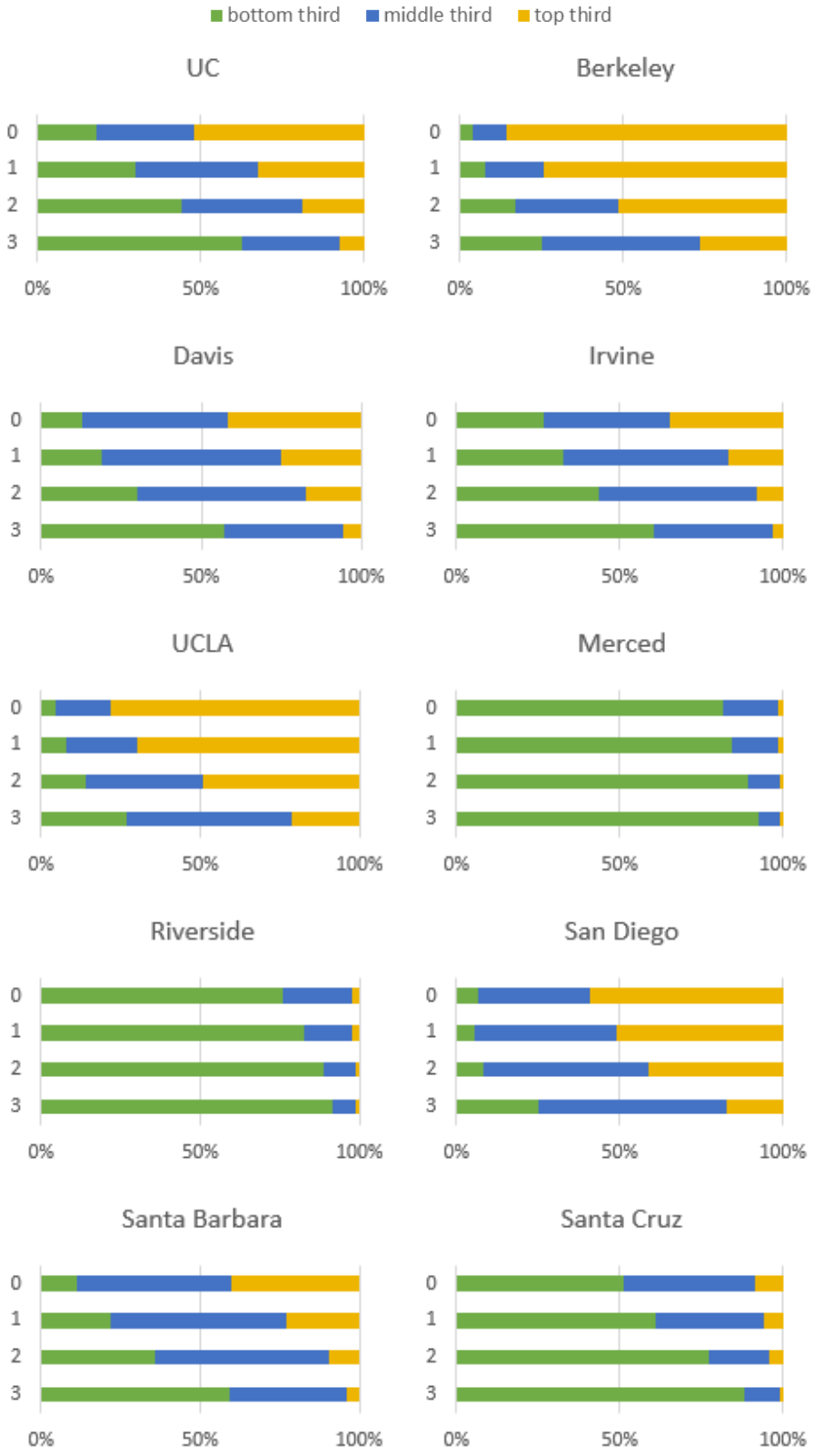
Appendix III – Students by number of factors, by Academic Index, Fall 2013 cohort



Appendix IV – Spring 2018 UCUES responses to I feel as though I belong on campus