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

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

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.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Merced</th>
<th>Riverside</th>
<th>Irvine</th>
<th>Santa Barbara</th>
<th>Davis</th>
<th>San Diego</th>
<th>UCLA</th>
<th>Santa Cruz</th>
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</thead>
<tbody>
<tr>
<td>Pell</td>
<td>64%</td>
<td>50%</td>
<td>33%</td>
<td>32%</td>
<td>32%</td>
<td>34%</td>
<td>25%</td>
<td>28%</td>
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</tr>
<tr>
<td>First-gen</td>
<td>74%</td>
<td>55%</td>
<td>43%</td>
<td>41%</td>
<td>40%</td>
<td>38%</td>
<td>26%</td>
<td>31%</td>
<td>23%</td>
<td>38%</td>
</tr>
<tr>
<td>URG</td>
<td>62%</td>
<td>42%</td>
<td>28%</td>
<td>29%</td>
<td>27%</td>
<td>25%</td>
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<td>12%</td>
<td>11%</td>
<td>8%</td>
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<table>
<thead>
<tr>
<th></th>
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<th>Transfers</th>
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<tr>
<td>Pell</td>
<td>58%</td>
<td>43%</td>
</tr>
<tr>
<td>First-gen</td>
<td>61%</td>
<td>50%</td>
</tr>
<tr>
<td>URG</td>
<td>52%</td>
<td>42%</td>
</tr>
<tr>
<td>All three</td>
<td>32%</td>
<td>26%</td>
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</tbody>
</table>

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. Reasons 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**

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)

<table>
<thead>
<tr>
<th></th>
<th>UC</th>
<th>Berkeley</th>
<th>Davis</th>
<th>Irvine</th>
<th>UCLA</th>
<th>Merced</th>
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<th>San Diego</th>
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<th>Santa Cruz</th>
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<td>92%</td>
<td>93%</td>
<td>97%</td>
<td>82%</td>
<td>90%</td>
<td>95%</td>
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<td>89%</td>
</tr>
<tr>
<td>Pell</td>
<td>-1%</td>
<td>-1%</td>
<td>-2%</td>
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<tr>
<td>URG</td>
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<tr>
<td>Afr Amr</td>
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<td>-3%</td>
<td>-5%</td>
<td>-4%</td>
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<td>-4%</td>
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<tr>
<td>Hisp/Lat</td>
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<td>-2%</td>
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<td>-3%</td>
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<td>-2%</td>
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<tr>
<td>Pell</td>
<td>0%</td>
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<tr>
<td>First gen</td>
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<tr>
<td>URG</td>
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<td>Afr Amr</td>
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<tr>
<td>Hisp/Lat</td>
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</table>

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-

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\(^2\) 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**

![Graph showing graduation rates by academic index](image)

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**

![Bar chart showing UC student distribution](image)

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

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 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)

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**

**Spring 2018 UCUES responses on food security**

- Freshman entrants: Very low 24%, Low 20%, Marginal/high 56%
- All undergraduates: Very low 27%, Low 20%, Marginal/high 53%
- Transfer entrants: Very low 33%, Low 22%, Marginal/high 45%
- First Gen: Very low 30%, Low 23%, Marginal/high 47%
- Pell: Very low 30%, Low 23%, Marginal/high 47%
- Hisp/Lat: Very low 33%, Low 22%, Marginal/high 45%
- URG: Very low 33%, Low 22%, Marginal/high 45%
- Afr Amr: Very low 33%, Low 22%, Marginal/high 45%

**Spring 2018 UCUES responses on homelessness**

- Freshman entrants: Very low 3%, Low 4%, Marginal/high 93%
- Hisp/Lat: Very low 4%, Low 4%, Marginal/high 92%
- All undergraduates: Very low 4%, Low 4%, Marginal/high 92%
- URG: Very low 5%, Low 5%, Marginal/high 90%
- First Gen: Very low 5%, Low 5%, Marginal/high 90%
- Pell: Very low 5%, Low 5%, Marginal/high 90%
- Transfer entrants: Very low 6%, Low 5%, Marginal/high 89%
- Afr Amr: Very low 9%, Low 6%, Marginal/high 85%

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.” 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 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. 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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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. 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

![Graph showing graduation rates by discipline for Fall 2006 Freshmen and Transfers](image)

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).

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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>TICAS</td>
<td>The Institute for College Access and Success</td>
</tr>
<tr>
<td>UCSA</td>
<td>University of California Student Association</td>
</tr>
<tr>
<td>UCUES</td>
<td>UC Undergraduate Experience Survey</td>
</tr>
<tr>
<td>URG</td>
<td>Underrepresented groups (African American, American Indian, Hispanic/Latino(a))</td>
</tr>
<tr>
<td>USDA</td>
<td>US Department of Agriculture</td>
</tr>
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</table>
Appendix I – Campus goals and proposed strategies to eliminating graduation gaps

**UC Berkeley**

Close graduation rate gaps by 2030

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**

Close graduation rate gaps by 2030

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**

Close graduation rate gaps by 2030

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 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

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

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
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

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

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, Berkeley

Transfer first-year retention, Berkeley

Freshman first-year retention, Davis

Transfer first-year retention, Davis

Freshman first-year retention, Irvine

Transfer first-year retention, Irvine

Freshman first-year retention, UCLA

Transfer first-year retention, UCLA
Appendix III – Students by number of factors, by Academic Index, Fall 2013 cohort

UC

Berkeley

Davis

Irvine

UCLA

Merced

Riverside

San Diego

Santa Barbara

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

Berkeley 2018 responses on sense of belonging

Davis 2018 responses on sense of belonging

Irvine 2018 responses on sense of belonging

UCAL 2018 responses on sense of belonging

Merced 2018 responses on sense of belonging

Riverside 2018 responses on sense of belonging

San Diego 2018 responses on sense of belonging

Santa Barbara 2018 responses on sense of belonging

Santa Cruz 2018 responses on sense of belonging

Afr Amr
Pell
Freshman entrants
All undergraduates
Transfer entrants
First Gen
URG
Hisp/Lat
Riverside 2018 responses on sense of belonging

Somewhat disagree
Disagree
Strongly disagree
Somewhat agree
Agree
Strongly agree
17%
15%
15%
16%
16%
16%
20%
23%