



UC 2030 Equity is Excellence

Executive Summary

With our UC 2030 goals, the University of California aspires to increase our ranks of graduates by 1.2 million, to ensure a ninety percent graduation rate, to promote timely graduation for all undergraduates and to ensure that the opportunities afforded by a UC education are available to all Californians.

Key to achieving these goals is eliminating disparities for low-income and first-generation students and for students from groups long underrepresented in higher education — specifically Black, Latinx and Native American **students**.

Central to our approach is the understanding that educational equity is critical to our pursuit of excellence. We cannot pursue one without the other.

At the University of California equity is excellence.

OVERVIEW

As we detail in [section I](#) of this report, UC is not alone in its commitment to the *equity imperative*, as it has been dubbed by the Association for Undergraduate Education at Research Universities (UERU).

In [section II](#), we describe the work happening across UC that is driven by that imperative. The review is organized as follows:

- Excellence in teaching and learning
Strategies: leverage equitable and inclusive pedagogies, invest in advising, broaden access to experiential learning
- On-time graduation
Strategies: start with success in year one, remove institutional barriers, expand credit opportunities
- Student experience
Strategies: promote wellness and belonging, set the standard as a minority-serving system
- Leadership
Strategies: model new forms of accountability, leverage information technology

In [section III](#) we share how the strategic use of data has advanced these goals: from software that supports holistic advising to analytical models that guide administrators to identify priorities for action. We organize our review of data tools as follows:

- Excellence in teaching and learning
Data for instructors: course demographics and course outcomes
- On-time graduation
Data for departments: curricular pathways, department outcomes, first-year milestones
- Student experience
UCUES systemwide data: dashboards on special topics, trend analysis
- Leadership
Data for administrators: institutional outcomes, UC 2030 dashboard

[Section IV](#) of the report takes stock of our position today. We review progress toward our UC 2030 goals, and we identify opportunities to better leverage our collective strengths.

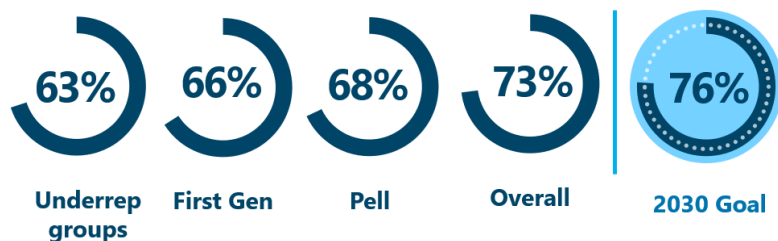
[Appendices](#) to the body of the report provide a quick reference for strategies in use (Appendix A), organized by campus, and data tools (Appendix B), grouped according to the type of action the tools inform.

HIGHLIGHTS

Timely completion goals remain a challenge post-pandemic.

Overall four-year graduation rates for entering freshmen held steady from 2022 to 2023 at seventy-three percent. Two-year graduation rates for transfer students increased by four percentage points or more overall and for students from underrepresented groups (Black, Latinx and Native American students), as well as for Pell recipients.

2023 Systemwide freshman four-year graduation rates



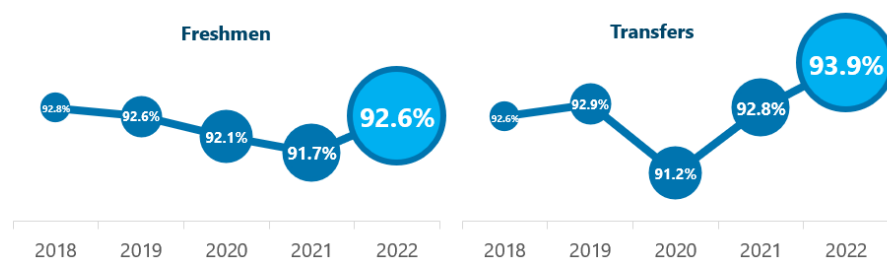
Source: UC Information Center [2030 Dashboard](#)

As the entire K-16 system rebounds from a devastating pandemic, UC campuses are pursuing multiple strategies that promote success in the first year to drive up retention and set students on a path to graduate.

Retention rates are rebounding.

That work is paying off. First-year retention is an important bellwether, an early indicator of graduation rates further down the line. The changes in retention seen between the incoming classes of 2021 and 2022 bode well.

2018 to 2022 Systemwide first-year retention



Source: UC Information Center [2030 Dashboard](#)

For freshmen entering 2022, first-year retention rates increased — by one percentage point overall and more than double that for underrepresented groups (Black, Latinx and Native American students). Retention rates for transfer students have climbed two years in a row, exceeding ninety-three percent for all students — including for students who are low-income, are first-generation, or are members of underrepresented groups — for the first time since the pandemic.

Seventy-five percent of graduates participate in experiential learning.

Meanwhile opportunities to participate in experiential learning are expanding. For Black, Latinx, Native American, first-generation and low-income students, participation rates are just over 70 percent. Several campuses (UC Berkeley, UC Davis, UC Irvine, UC Merced, UC Santa Cruz) are piloting new programs to broaden participation by removing financial barriers and expanding mentorship. As a part of the 2022 Multi-year Funding Compact between the Newsom Administration and the University of California, UC has set a goal of enabling all students to participate in at least one term of experiential learning.

UC is on its way to becoming a minority-serving system.

Today, with 26.2 percent Latinx enrollment systemwide, five UC campuses — Merced, Riverside, Santa Cruz, Irvine and Santa Barbara — have already been designated Hispanic-Serving Institutions (HSIs). The four remaining undergraduate campuses are emerging HSIs. Eight UC campuses are Asian American and Native American Pacific Islander-Serving Institutions (AA-NAPI-SIs): UC Berkeley, UC Davis, UC Irvine, UC Merced, UC Riverside, UC San Diego, UC Santa Barbara and UC Santa Cruz.

DATA TABLES

2023 Systemwide freshman four-year graduation rates

	2023 graduation rates	2030 Goal
Overall	73%	76%
First-generation	66%	76%
Pell grant recipient	68%	76%
Underrepresented groups (Black, Latinx, Native American)	63%	76%

2018 to 2022 Systemwide first-year retention

		2018	2019	2020	2021	2022
Freshman	Overall	92.75%	92.60%	92.08%	91.70%	92.64%
Freshman	First-generation	90.48%	91.58%	88.23%	88.35%	89.81%
Freshman	Pell grant recipient	91.69%	93.16%	90.44%	89.70%	90.62%
Freshman	Underrepresented groups (Black, Latinx, Native American)	89.10%	90.96%	87.67%	87.37%	89.62%
Transfer	Overall	92.62%	92.92%	91.22%	92.83%	93.93%
Transfer	First-generation	92.43%	93.31%	90.65%	92.31%	93.11%
Transfer	Pell grant recipient	92.73%	93.96%	92.66%	93.74%	93.84%
Transfer	Underrepresented groups (Black, Latinx, Native American)	91.77%	93.22%	90.56%	91.80%	93.35%

UC 2030: EQUITY IS EXCELLENCE
MAY 2024

CONTENTS

Executive Summary	i
I. Our UC 2030 Goals.....	1
II. Equity and excellence in action.....	6
STRATEGY 1. LEVERAGE EQUITABLE AND INCLUSIVE PEDAGOGIES.....	6
STRATEGY 2. INVEST IN ADVISING	10
STRATEGY 3. BROADEN ACCESS TO EXPERIENTIAL LEARNING	11
STRATEGY 4. START WITH SUCCESS IN YEAR ONE.....	16
STRATEGY 5. REMOVE INSTITUTIONAL BARRIERS.....	19
STRATEGY 6. EXPAND CREDIT OPPORTUNITIES	21
STRATEGY 7. PROMOTE WELLNESS AND BELONGING.....	23
STRATEGY 8. SET THE STANDARD AS A MINORITY-SERVING SYSTEM....	25
STRATEGY 9. MODEL NEW FORMS OF ACCOUNTABILITY	28
STRATEGY 10. LEVERAGE INFORMATION	28
III. How we use data	29
IV. Taking stock.....	36
V. Data tables.....	46
VI. Appendices	48

UC 2030

EQUITY IS EXCELLENCE

I. Our UC 2030 Goals

With its UC 2030 goals, the University of California aspires to produce 1.2 million undergraduate and graduate degrees, to achieve a 90 percent overall graduation rate and to increase on-time graduation.

Key to achieving these goals is eliminating disparities for low-income and first-generation students and for students from groups long underrepresented in higher education — specifically Black, Latinx and Native American students.



image © University of California

The 2022 Multi-year [Funding Compact](#) between the Newsom Administration and the University of California set an intermediate goal to achieve 50 percent of increases needed to meet 2030 graduation goals by the end of the 2025-26 academic year. To ensure that this progress is broadly shared across UC, the Compact set a further goal of measurable increases in graduation rates for at least five of the nine undergraduate campuses each year.

This report reviews the strategies in use throughout the system to move us toward those goals. These strategies are grounded in our firm commitment that excellence cannot be attained without equity. Simply put, **equity is excellence.**

A BLUEPRINT

More than two decades ago, a commission representative of US research universities, known as the Boyer Commission, put forward a set of recommendations for the “radical reconstruction” of undergraduate education at research universities. The commission report was titled [Reinventing Undergraduate Education: A Blueprint for America’s Research Universities](#). This 1998 report argued that for research universities to remain vital and relevant, they must reframe their educational missions and convert themselves to student-centered institutions.

While that transformation is still underway, many of the proposals in the 1998 report have shaped the research universities of today. Throughout the University of California and at other research universities, for example, students have access to research-based learning, and a sense of belonging is understood as the foundation of success.

From today’s perspective, however, we must ask,

Access for whom?

Belonging for whom?

In 2022, the Association for Undergraduate Education at Research Universities ([UERU](#)) charged a new commission, Boyer 2030, to examine the state of higher education in a post-pandemic landscape, where educational inequity has been so undeniably laid bare. The “equity imperative” as it is framed in that report, underlies a set of strategies for research universities to pursue.

OUR APPROACH

As we move toward our 2030 goals, the strategies employed across UC campuses closely mirror the recommendations made by the Boyer 2030 Commission report ([Boyer 2030](#)). Our approach further builds on insight gained through UC participation in other national initiatives, like the University Innovation Alliance ([UIA](#)) and the American Talent Initiative ([ATI](#)).

In what follows we describe how those strategies are put to work throughout the system. The ten strategies we review are grouped into four themes: excellence in teaching and learning, on-time graduation, student experience and leadership.

UC 2030 STRATEGIES

Excellence in teaching and learning

1. Leverage equitable and inclusive pedagogies
2. Invest in advising
3. Broaden access to experiential learning

On-time graduation

4. Start with success in year one
5. Remove institutional barriers
6. Expand credit opportunities

Student experience

7. Promote wellness and belonging
8. Set the standard as a minority-serving system


Leadership

9. Model new forms of accountability
10. Leverage information technology

UC Leadership

Professor [Chang-Lin Tien](#), Chancellor Emeritus, N.E.C. Distinguished Professor of Engineering, and UC Berkeley Chancellor 1990–97 was a member of the 1998 Boyer Commission. Professor Tien was the first Asian-American to head a major research university

UC Davis Chancellor [Gary S. May](#) is a member of the Boyer 2030 Commission. Chancellor May is also a member of the Task Force on Higher Education and Opportunity and a member of the National Academy of Engineering's Committee on Racial Justice and Equity.



Our UC campuses are members of nationwide collaboratives that are at the leading edge of the new transformation in higher education.

About UERU

The Association of Undergraduate Research Universities ([UERU](#)) is a network of public and private research universities that, combined, serve more than 2.5 million undergraduate students each year. The University of California alone enrolls nearly 235,000 undergraduate students. All nine UC campuses are members of UERU, and UC Berkeley, UC Davis, UC Irvine, UCLA and UC Santa Cruz are charter members.

About the American Talent Initiative

The American Talent Initiative ([ATI](#)) is a project to attract, enroll and graduate 50,000 new students from low- and middle-income backgrounds. The initiative brings together 135 institutions nationwide that have a track record of expanding opportunity. All nine UC campuses are members.

UC Merced, UC Riverside and UC San Diego were among the top ten institutions in the initiative to expand enrollments of Pell grant recipients between 2015-16 and 2021-22. Six of our nine undergraduate UC campuses were in the top ten for proportion of Pell recipients enrolled.

➦ Who are ATI's [highest performers](#)?

About the University Innovation Alliance

The University of California, Riverside, is one of 11 founding members of the University Innovation Alliance ([UIA](#)). Member institutions are distinguished as research universities that serve large numbers of first-generation and low-income students. Launched in 2014, the alliance set a goal to award 68,000 additional undergraduate degrees. In the decade since its founding, alliance members have more than doubled that goal, awarding over 140,000 degrees.

The number of bachelor's degrees awarded from UC Riverside has grown 25 percent since its 2014 baseline, with an added 1,200 graduates.

About the Boyer Commission

Boyer Commission on Educating Undergraduates in the Research University, Stony Brook, NY. (1998). [Reinventing undergraduate education: A blueprint for America's research universities](#). Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Wilson, R. (2022, March 8). [Boyer commission says colleges have been making improvements sought in 1998 report](#). *The Chronicle of Higher Education*.

The Boyer 2030 Commission. (2022) [The equity/excellence imperative: A 2030 blueprint for undergraduate education at U.S. research universities](#). The Association for Undergraduate Education at Research Universities (UERU).



The original Boyer Commission was charged in 1998.

II. Equity and excellence in action

As a public research university, UC plays a critical role in filling high-demand jobs for California and preparing the future professoriate. With this distinction, UC is a leader in expanding opportunity and in reshaping the future of higher education.

Knowing we are an exemplar for higher education, we set our aspirations high when we envisioned UC 2030. We set goals to increase our ranks of graduates by 1.2 million, to achieve a ninety percent graduation rate and to eliminate barriers that sideline promising students.

Central to our approach is the understanding that educational equity is critical to our pursuit of excellence. We cannot pursue one without the other.

Indeed, the strategies we employ drive both.

“Excellence without equity (privilege reproducing privilege) is not true excellence, and equity (mere access) without excellence is unfulfilled promise.”

— The Boyer 2030 Commission

EXCELLENCE IN TEACHING AND LEARNING

Equity is the heart of excellent teaching. Across UC, our faculty partner with campus [Teaching and Learning Centers](#) to bring inclusive, evidence-based strategies to their pedagogy. These partnerships take various shapes, from redesigning courses that serve as a gateway to the major to using data and analytics to identify barriers to equitable learning.

Strategy 1. Leverage equitable and inclusive pedagogies

Inclusive pedagogy is characterized by instructional practices like drafting more accessible syllabi, restructuring assessments to reduce reliance on infrequent high-stakes exams, leveraging peer-engaged learning, or directing students to available supports for mental health, wellbeing and basic needs. Inclusive pedagogy improves teaching and learning through evidence-based practice to promote more welcoming and sustaining learning environments as well as more equitable student outcomes.

The gateway challenge

Central to study at a research university is access to innovative curricula designed by faculty who are leaders in their fields.¹ As students begin their study, they typically enroll in “gateway” courses, which provide a foundation for study and an entry point to the major curriculum.

Too often in higher education, these gateways function instead as *gatekeepers*, holding some students back as others pass through. Gateway courses are a critical point of intervention for campuses to either compound the impacts of year-over-year educational inequity or to counter them.

Across the system, our faculty are engaged in re-evaluation and redesign of these critical courses, and many of our faculty are leading a national conversation on this topic.

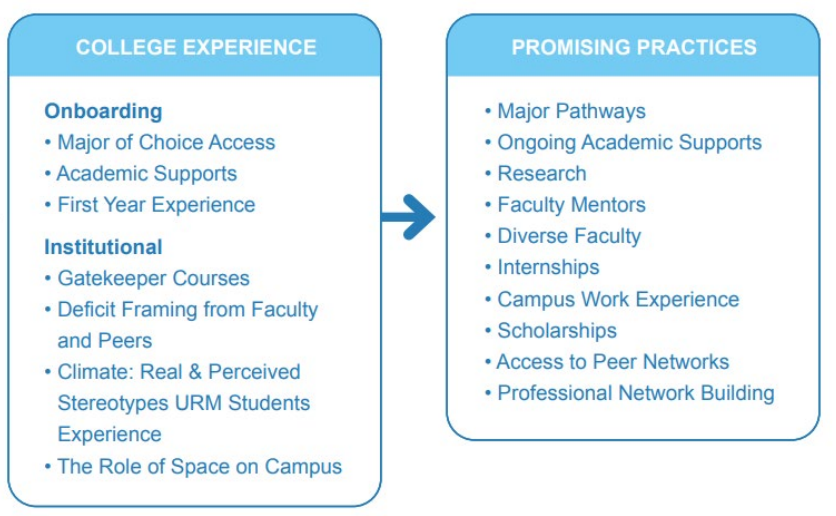


Figure 1 Key intervention points in the UC student pathway. Source: Contreras, F. (2022). Cultivating First-generation Students to Excel in the Academy, as cited in the UCOP report: [Reimagining the University of California to Serve Latinxs Equitably: A Blueprint for Becoming a Hispanic-Serving Research Institution \(HSRI\) System](#).²

¹ Eighty-one percent of 2022 UCUES (UC Undergraduate Experience Survey) respondents agree with the statement, “attending a university with world-class researchers is important to me.” Source: UC Information Center [UCUES Data Tables](#).

² Professor Contreras is Dean of the School of Education at UC Irvine and a leading expert in building success for Latinx students.

A look at STEM reform

UC Davis, UC Irvine and UC Santa Barbara are all member institutions of the Sloan Foundation funded [SEISMIC Collaboration \(Sloan Equity and Inclusion in STEM Introductory Courses\)](#). Through annual meetings, speaker series and working groups, the collaboration brings the best in evidence-based teaching to bear on design of the introductory STEM courses at member campuses.

In addition to leading redesign efforts in their home departments, SEISMIC collaborators participate in multi-campus research projects that explore the deeper structural problems that can limit courses and curricula from generating equitable outcomes. Team members share findings and innovations across disciplines and across institutions. (There are ten SEISMIC member institutions; three are UCs.)




The “design problem” of a course can take many shapes. Sometimes a single introductory course is doing double- or triple-duty, serving students from multiple majors who may arrive to the course with different disciplinary interests and experience. Faculty at UC Santa Barbara suspected this was happening when they took a second look at their introductory chemistry course.

The material covered in the course offered a strong conceptual foundation for students who would continue to build on those principles in their future coursework, especially chemistry majors, but the course was not well suited for students outside of STEM. The campus recently introduced additional courses designed with those students in mind. The courses aim to increase engagement and enhance understanding of key concepts.

 Meet the [UC Santa Barbara SEISMIC team](#).

In other cases, a gateway course may assume understanding of foundational concepts that were not previously learned. This is a common concern nationwide for introductory mathematics courses, given the wide variation in students’ prior experience studying math and the fact that socio-economic status is often a determinant of that experience. Similar challenges are at play in physics curricula and frequently encountered in economics, statistics and areas of social science that depend on quantitative methodologies.

 UC Davis blog: [How to make chemistry a gateway — not a gatekeeper — to STEM?](#)

“

How to Make Chemistry a Gateway — Not a Gatekeeper — to STEM?

by Becky Oskin
UC Davis College of Letters and Science

June 08, 2022

As a college freshman, Mya Ajanel’s dreams of one day achieving a veterinary degree were nearly derailed by chemistry. “I barely passed the first quarter, so I definitely had fear of just finishing the general chemistry series,” she said. “I remember crying and thinking I’m not going to be a vet; it’s too hard.”

But Ajanel’s dread — and her self-confidence — changed for the better, thanks to a UC Davis class created to address the barriers and opportunity gaps faced by students historically excluded from STEM. Taught alongside general chemistry, the course, called CHE98, bolsters both academic and social-emotional learning to help provide students with a sense of belonging and a supportive learning environment. It was first conceived in 2016 and expanded in 2020 to serve more people.

“There are a lot of programs that try to help minority students by offering academic support, but that’s not enough,” said Jessica Ortiz, a doctoral student in chemistry who taught the first class. “You have to support students in a way that they believe in themselves. I’m an underrepresented student, and if I didn’t have role models— those people to push me, I wouldn’t be here today,” she said.

”

...

Oskin, B. (2022, June 8). [How to make chemistry a gateway — Not a gatekeeper — to STEM? One course creates a sense of belonging.](#) UC Davis blog.



Lessons learned from the UC Davis chemistry redesign have been shared across the broader chemistry community:

Ortiz-Rodríguez, J. C., Brinkman, H., Nglankong, L., Enderle, B., & Velázquez, J. M. (2021). [Promoting inclusive and culturally responsive teaching using co-classes for general chemistry.](#) *Journal of chemical education*, 99(1), 162-170.

There's more happening across UC

Find out about redesign in chemistry and math at UC Berkeley and UC Riverside, a teaching mentor program at UC Irvine, data tools across UC, plus other collaborations with Centers for Teaching and Learning.

 See [Appendix A: Strategy Implementation](#).

Strategy 2. Invest in advising

Advising is not limited to a single physical space on campus. It occurs in the many interactions students have with professional support staff across the colleges, student affairs, the academic majors and student residences. In the last year, campuses have experimented with models to bring these services, and the professional advisers who provide them, together in new ways.

Advising where you need it

At UCLA, a hybrid “hub”-based model that was developed following the pandemic to support students on return to campus remains in use and is more popular than ever. Through [UCLA REACH](#) (Remote Engagement and Advising in the College Hub), students have the option to meet with advisers in person, but they also book and conduct appointments online and can use asynchronous electronic advising for non-urgent inquiries. The availability of advisers from both the colleges and academic programs supports students to find the specific help they need when they need it.

Ensuring high quality advising

Consistency in advising has obvious benefits. For example, a student seeking advice on courseload and course selection should receive consistent information about how carrying a full load can benefit the student and strategies to make that possible. Rather than a scripted one-size-fits-all approach, however, this type of advising requires a model that sees the “whole student” and is responsive to that whole.

At UC Berkeley, there is a dedicated unit to ensure a consistent student experience across multiple student services and touchpoints. The Advising Training and Strategy unit ([ATS](#)) offers professional development for advising staff. Advisers learn how to understand and identify practices which may introduce “[stereotype threat](#),” deficit thinking, or other mindsets — of student or advisers — that undermine a student’s potential. Through community networks, workshops and other forums, ATS colleagues help to normalize the value of ongoing training and critical self-awareness for advisers and other student support staff.

“Every day, each student, and every advising interaction is unique. A great adviser responds by adapting their style, technique and strategies to meet individual needs and situations. They see every interaction as an opportunity to get better.”

— Elizabeth Storer, M.A., Academic Adviser
Molecular Environmental Biology, UC Berkeley

Read more: [UC Berkeley Advising Strategy and Training](#)

There’s more happening across UC

Throughout the system, campuses are re-examining their advising practices to better serve our students through professional development, investment in degree planners and similar tools and in pilots of “early alert” programs.

 See [Appendix A: Strategy Implementation](#).

Strategy 3. Broaden access to experiential learning

Experiential learning epitomizes the value of an education at a research university. Opportunities to participate in research with faculty, learn in the field, or apprentice through internships immerse students in learning and, at the same time, offer a sense of perspective that allows reflection and personal development.

Designed well, these experiences build career-ready skills, promote interdisciplinary thinking and reveal new ways for students to connect to their peers and their communities. These experiences also promote a sense of belonging to the university community and have been correlated with deeper learning and a higher likelihood of graduating.

High impact practices — how do they work?

Kuh, G., O'Donnell, K., & Schneider, C. G. (2017). [HIPs at ten](#). *Change: The Magazine of Higher Learning*, 49(5), 8-16.

Experiential learning at UC

When we surveyed graduating UC students in 2022, 75 percent reported that they had participated in research, a creative project, an internship, or service learning. However, this rate of participation was not even across groups. Pell grant recipients and first-generation students were less likely to participate, at rates just over 70 percent. Participation for Native American students and for Latinx students was similarly low. Participation was lowest of all for transfer students, at 65 percent.

These disparities are concerning not only because they highlight hidden barriers to participation, but also because “high impact” opportunities, as they are known, have been demonstrated to have outsized impact for students who already face marginalization and exclusion within higher education.³



image © University of California

³ Read more about equitable access to experiential learning: Greenman, S. J., Chepp, V., & Burton, S. (2022). [High-impact educational practices: leveling the playing field or perpetuating inequity?](#) *Teaching in Higher Education*, 27(2), 267-279.

Through the Compact, the University of California has set a goal that all students participate in at least one experience like this before they graduate. Removing financial barriers and increasing mentorship are two critical steps to increase participation.

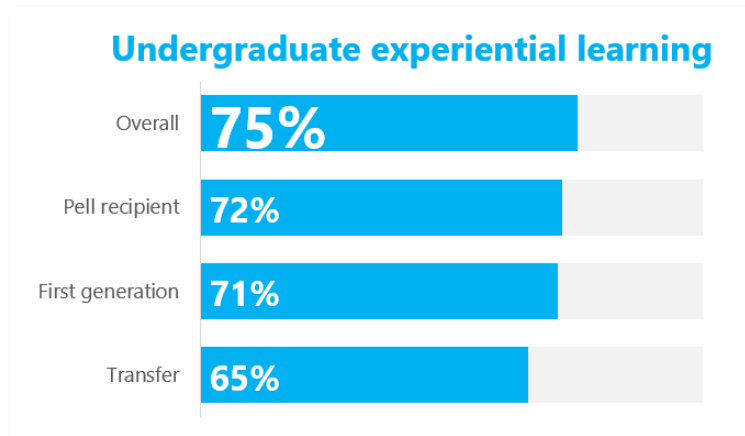


Figure 2 Proportion of bachelor's degree recipients who participated in a research activity, creative project, internship, or an academic service-learning experience. Source: UC Information Center [UC undergraduate student research, internships and service learning](#).

Building Belonging at UC Santa Cruz

At UC Santa Cruz, the [Building Belonging](#) program, funded by an anonymous donor, has converted the traditional service-learning or research project model to a paid opportunity. The program funds up to 100 students per year, awarding them a stipend of \$1,500 per quarter. There is an expectation of 100 hours of work on the student's part during the quarter, equivalent to about 10 hours per week.

The Building Belonging fellowship made it possible for [Azarely Bedolla](#), an Environmental Studies & Environmental Sciences major to conduct research on the drought-resistance of Joshua trees with faculty member Michael Loik, an expert on climate change and plant stress tolerance. Working hands-on with plants in the campus nursery and with laboratory instruments, Bedolla was able to draw connections between her coursework and the role of scientists in addressing societal challenges.⁴

⁴ UC Santa Cruz. [Q&A with Building Belonging Fellows](#). *Transform UCSC*.

Broadening participation through learning-aligned employment

Undergraduate research experience is increasingly important for admission to graduate programs. While some undergraduates gain that experience by volunteering in research labs, for students who need income from work, the option to volunteer is not a true opportunity. Across UC, campuses are applying state LAEP funds ([Learning-Aligned Employment Program](#)) to expand opportunities like these by allowing students to draw a paycheck while participating.

LAEP funding made the difference for [Victoria Morales Vargas](#), a psychology and cognitive and behavioral neuroscience major at UC San Diego. Morales Vargas started out as a volunteer in a lab studying cognition and aging but was uncertain whether she could continue volunteering while making ends meet. When she received a paid position, she was able to pursue her research while also earning income.⁵

“LAEP puts my financial worries at ease while also boosting my career goals and future career path, so it’s really a win-win.”

— Victoria Morales Vargas,
UC San Diego undergraduate researcher⁶

Removing this financial barrier can change the trajectory for an individual student like Morales Vargas. Done at scale these programs support many more students by creating new pathways to graduate school, ultimately leading to greater diversity and opportunity in the academy and in the professions.

At UC Merced, the Undergraduate Research Opportunities Center ([UROC](#)) is spreading the word about LAEP. In August 2022, UROC hosted “[flash talks](#)” where faculty presented research opportunities in areas from condensed matter physics to sociology. In the past, research opportunities like these may have been limited to students who had already developed relationships with faculty mentors or who had learned about them by word of mouth. This new model turns the tables, allowing students to seek out the faculty *they* would most like to work with.



Learn more about undergraduate involvement in experiential learning at the [UC Information Center](#).

⁵ UC San Diego. (2023, Oct 26). [Bridging Gaps Between College and Career](#). *Today at UCSD*.

⁶ University of California. (2023, Dec12). [Getting paid to get ahead: New program helps students gain career experience and earn money](#). *University of California News*.

All about LAEP

[The Learning-Aligned Employment Program](#) (LAEP) offers eligible students at public colleges and universities the opportunity to reduce costs while gaining education-aligned, career-related employment.

Campus research hubs like the [Undergraduate Research Opportunities Center](#) (UROC) at UC Merced connect students to research opportunities funded through LAEP.

Watch Azarely Bedolla and other [Building Belonging Fellows](#) from UC Santa Cruz [present their research](#) as part of a student showcase hosted by the Institute for Social Transformation.

There's more happening across UC

Learn more about Discovery Experiences at UC Berkeley, Aggie Launch at UC Davis, Learning-Aligned Employment at UC Irvine, high-impact learning at UC Merced and the Work-Study Research Initiative at UC Santa Cruz.

 See [Appendix A: Strategy Implementation](#).



image © University of California

ON-TIME GRADUATION

Strategy 4. Start with success in year one

The road to graduation is unique to each student, and a good start can make all the difference. Our first-year programs are tailored by campus, but a common theme is ensuring that students have the academic foundation they need to excel and are connected to networks of support as they achieve their first-year milestones.

Critical milestones include declaring a major, passing preliminary coursework and holding initial meetings with an academic adviser. To take full advantage of their first year, students should also learn about campus resources, develop a peer group and start learning about study abroad, research or other opportunities to learn outside of the classroom.

Each of these milestones helps to move a student forward in their academic career. At the same time, the relationships that are formed and the opportunities that are opened up through meeting these milestones build a student's sense of scholarly identity and connection to the campus. All of this adds up to reasons to stay engaged and come back for a second year.

Focus on retention

At UCLA, the [First-year Experience](#) project welcomes new Bruins and introduces them to the importance of milestones through informal and accessible tools. The First-year Experience website hosts guides for incoming students on academics, social life, Bruin spirit and well-being — all written by UCLA students.

In "[Amanda's tips](#)" for academic life, Amanda Mrad, class of '24, advises students to visit the Writing Center, find out where the printers are and try out study nights on the hill during the first term, among other suggestions. This is one of a variety of strategies that UCLA and other campuses are employing to ensure the "[hidden curriculum](#)" is revealed and explained, so that students can navigate their first year.⁷

⁷ What is the hidden curriculum? Learn more: UC Office of the President Institutional Research and Academic Planning (2022, May 18). Report to the UC Board of Regents: [First-generation college students and the hidden curriculum](#).

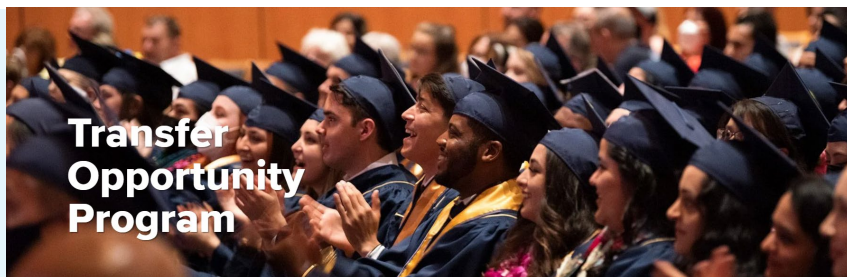
Transfer success

Transfer student success is critical to the UC 2030 vision. The incoming transfer class of 2020 matriculated to UC during the pandemic, and two-year graduation rates for these students was lower than that of the immediately preceding cohort, which entered pre-pandemic. Two-year graduation rates for students entering the following year (2021) rebounded, surpassing the pre-pandemic rate by one percentage point.

While this recovery in timely graduation rates is encouraging, it's important to keep in mind that the transfer students who entered UC in the fall of 2023 were in high school during the pandemic. Given the disruption to the pre-college experience for these incoming transfer students and for successive cohorts, continued attention to the experiences and specific needs of transfer students is critical.⁸

The [Transfer Edge](#) program at UC Santa Barbara provides a unique opportunity for transfer students to acclimate to their new campus, to learn tools and strategies to support them in their first year and to earn credit that puts them on the pathway toward their degree. The academic experience and community building supported by Transfer Edge and similar programs across UC are especially important for transfer students, who may be more likely to live off campus and to have work or family responsibilities that further reduce the time they spend on campus with their peers.

Related programs like UC San Diego's Summer Transfer Enrichment Program ([STEP](#)) and the Transfer Opportunity Program ([TOP](#)) at UC Davis introduce students to the supports and services available to them. These range from specialized advising and peer coaching to workshops and community events. Helping transfer students to identify academic and social supports early can make the difference for students as they enter their first year and adjust to their academic programs.



⁸ Read more about the transfer experience at UC. UC Office of the President Institutional Research and Academic Planning (2022, Jan 19). Report to the UC Board of Regents: [Transfer student success and experience](#).

Living-learning communities


Living-learning communities (LLCs) offer a unique experience for students to forge relationships with peers who have similar interests. Across the system, these communities give students a head start in building their connection to campus, a strategy that supports retention. Here's how they're doing it:

The [First-Year Pathways](#) program in the College of Letters and Sciences at UC Berkeley was launched in Fall 2023. The cohort-based program supports students as they strengthen their academic networks through shared exploration of themes like democracy: philosophy, literature and history; art, history and the moral imagination; race, immigration and public health; and neuroscience, philosophy and society.

UC Merced is leveraging living-learning communities to connect students who share similar interests and educational goals with academic, social and personal resources across the campus community. The "[Explorer House](#)" LLC is designed specifically for students who enter UC Merced prior to declaring a major.

[Communities at UC Riverside](#) are led by dynamic faculty and advising professionals who introduce students to academic values, research opportunities and university resources.

LLCs at UC Riverside support small cohorts of roughly twenty-five first-year students who share a common major or interest.

 Read a profile of first-year living-learning communities at UC Riverside in the special report from the Chronicle of Higher Education: [Getting Pell grant students to the finish line: One college's holistic approach leads more low-income students to graduation](#)

Retention leader

In 2023, A *Chronicle of Higher Education* [special report](#) recognized UC Riverside as a top university for retaining low-income students. UCR was one of 25 universities to make the cut.

UC Riverside (2023, March 18). [UC Riverside No. 1 in retaining Pell Grant freshmen](#). *UCR News*.

Strategy 5. Remove institutional barriers

Serving students means turning a critical eye to our institution to understand how it is experienced from the student perspective. When our practices or policies create unnecessary barriers for students, we set out to remove them.

How does it work?

Leveraging its [COMPASS](#) data analytics platform (Comprehensive Analytics for Student Success), UC Irvine analyzed the factors that correlate with non-completion (also known as “stop-out”).⁹ One of the factors they assessed was change of major. Surprisingly, students who did not graduate within six years overwhelmingly did *not* change their major, an anomaly for a campus where more than half of students switch at least once.

This finding prompted a review of the campus change-of-major policy, which, at the time, required a 2.0 GPA and good academic standing to allow a change. The administrators, advisers and faculty reviewing the data realized that this policy was blocking students — some of whom had high grades in courses required for their preferred major — from making the switch. A revision was proposed and adopted in spring 2022. The campus went one step further and began outreach to potentially affected students to ensure they were aware of the change.¹⁰

A simple policy change can remove unnecessary barriers, changing the course of a student’s academic path and, potentially, their post-graduate career.

The change of policy at UC Irvine has only been in effect for a short time, but campus administrators are hopeful that up to 200 students may be impacted by the change. On a campus of almost 30,000 students, this may sound like a small number, but 200 students is roughly the number of additional on-time graduates that UC Irvine needs to reach its 2026 goals for entering freshman (76.7% goal) and transfer students (65.8% goal).¹¹ Moreover, for those 200 students and future students like them, the policy change removes an unnecessary barrier, potentially changing the course not only of their studies but also their post-graduate careers.

⁹ See a systemwide analysis of degree non-completion at the UC Information Center: [University of California stop-outs](#).

¹⁰ Read more about the UC Irvine COMPASS initiative: Inside Higher Ed. (2023, July 12). [UCI data reveal barriers to academic success](#). *Inside Higher Ed*.

¹¹ Explore the [UC 2030 dashboard](#) to see the projected number of students impacted as we make progress on our goals.

Rethinking policy

Policy review is a critical practice for institutions that are looking to remove roadblocks.

In addition to its change-of-major review, UC Irvine undertook an overhaul of the entire academic probation policy, replacing it instead with a model of “[academic recovery](#).” In contrast with academic probation, which can be stigmatizing and lead to disengagement, academic recovery is a student-centric model that normalizes utilization of academic support and steers students back onto course.

At UC Santa Barbara, the academic senate is reviewing academic norms and requirements that may introduce unintentional roadblocks for students. The senate is currently focused on grading practices in the first year and academic policies that may stand in the way of equitable outcomes.

UC Merced and UC San Diego have both examined their policies regarding financial holds on registration. UC San Diego estimated that by raising the limit for a financial hold from \$50 to \$250, more than 500 students would be impacted. These and other efforts are examples of institutions “getting out of the way” of student progress.



image © University of California

Strategy 6. Expand credit opportunities

At UC, our goal is to make timely graduation the norm for all students, but there can be many reasons why a student may get off track. Through strategic use of summer session and online learning, our campuses are building flexibility into degree pathways.

Summer session

UC Irvine is making the most of summer session. Summer success scholarships remove financial barriers to increase participation and provide co-curricular activities and supports. The “[Pay for only 8](#)” program at UC Irvine is a further incentive for students to enroll in summer session courses and to stay on track for timely graduation. Similar summer tuition caps are in place at [UC Riverside](#) and [UC Santa Cruz](#).

The tuition cap is just one way to help students get the most out of summer.

- UC Santa Cruz also offers the [Summer Access Grant](#), a housing incentive that puts \$1,000 toward summer cost-of-living expenses for eligible students who enroll in twelve or more summer units.
- At UCLA the goal is to improve student experience in gateway courses. Offering [gateway courses in summer](#) means smaller class sizes and more discussion sections. UCLA is also deploying more peer learning mentors with training in inclusive STEM pedagogy to support summer courses.
- UC Davis is preparing for expanded [summer course options](#) in 2024. Offerings include courses that will help rising juniors and seniors to graduate on time, as well as lower-division courses that have consistently shown equitable outcomes.
- UC San Diego has tripled the size of its [Summer Bridge](#) program, a five-week transition program that provides students with the opportunity to earn college credit (online and in person), develop skills for academic success, connect to university resources and receive support throughout their first academic year at UC San Diego.

Watch as students [describe the impact of Summer Bridge](#) on their academic careers in a commemoration of 45 years of Summer Bridge at UC San Diego.



Learn Online

As the catalog of online courses at our nine undergraduate campuses grows, students have the opportunity to enroll in courses that can offer them the flexibility to work, care for family or reduce time spent commuting. This type of flexibility can be especially valuable to low-income students and students with dependents.

Increasingly, [online courses](#) are being offered in summer session, making it possible for students who leave campus over the summer months to continue learning. Picking up extra credits over summer can help students to recover from a course withdrawal, repeat a course that was particularly challenging, or arrange the academic year to allow for study abroad, internships and other opportunities.

Through the centralized [UC Online](#) system, UC students have the opportunity to take courses hosted by any of the nine undergraduate campuses, with hundreds to choose from.

There's a lot happening across UC in the summer, from stargazing to pre-calculus class.

Read more: Letsos, L. & Kawada, E. (2023, Aug 2). [Igniting innovation at the University of California this summer.](#) *University of California News.*

STUDENT EXPERIENCE

At UC we are proud of our record of expanding access to a new generation of college-going Californians, and our campuses are invested in their success. From validation and connection to financial assistance and fulfilling basic needs, our campuses are committed to wellness and to ensuring every student knows that they belong at UC.

Strategy 7. Promote wellness and belonging

Since the first Boyer Report, in 1998, the term “student-centered” has been central to a host of changes and innovations across college campuses. However, the need to understand the student experience was never so acute as during the COVID-19 pandemic. Already existing concerns, like access to basic needs and student mental health — and the already existing disparate impacts of both — were amplified. As we move into a post-pandemic period, our campuses continue to offer the programs and services that support the whole student.

Learn more

University of California Office of the President Institutional Research and Academic Planning. (2021, May 12). Report to the UC Board of Regents: [Advancing student mental health and wellbeing with equity and inclusion](#).

University of California Office of the President Institutional Research and Academic Planning. (2023, March 15). Report to the UC Board of Regents: [2023 University of California basic needs annual report](#).

All of our campuses offer services to promote health and wellness. In addition to wellness, a sense of belonging is critical for any student to thrive. Programs that support student belonging take a variety of forms in and out of the classroom, on campus and off.

A cohort model at UC Berkeley

At UC Berkeley, students who enter the [Biology Scholars Program](#) join a cohort of peers as they advance through a rigorous curriculum. Designed with a goal of broadening opportunity for students headed to medical school and careers in the sciences, the program is already having an impact for students who are the first in their family to attend college. In an effort to amplify, coordinate and support programs such as the Biology Scholars Program, the [Berkeley Scholars Consortium](#) has been established.

A wraparound approach at UCLA

UCLA's [Academic Advancement Program](#) serves more than 5,000 first-generation and low-income students. The program provides academic counseling and peer-learning services for over 100 courses. The program also supports mentoring and research opportunities for undergraduates interested in graduate or professional school.

Promise at UC Santa Barbara

The [Promise Scholars program](#) at UC Santa Barbara empowers high-achieving, first-generation students from low-income households. The program offers \$120,000 in grants and scholarships to first-year students over four years and \$60,000 to transfer students over two years. Students enroll in courses together and attend workshops that build community and provide critical navigation skills.



Image © University of California

Strategy 8. Set the standard as a minority-serving system

The nine undergraduate campuses in the UC system each have their own character, comprising a distinct mix of students and faculty and contributing to the state and its regions in unique ways. Nowhere is this more evident than in our pursuit to transform the University of California into a minority-serving system.¹²

In general, a “minority serving” designation can be sought when institutional demographics meet criteria set by the federal government.^{13,14}

But the true meaning of serving goes beyond numbers.

What serving means

Serving means creating learning environments that serve new generation students on a par with their peers, validating the strengths they bring to the classroom and to our campuses and building on those strengths. Our goal is to set the standard for a minority-serving research system.

“Historically, most HSIs have been institutions with open and inclusive admissions policies. Yet, a growing number of research 1 (R1) universities, which are better known for their selective admissions processes and historical underrepresentation of Latinx students, are now meeting the enrollment thresholds for HSI designation.”

— [UC HSI Initiative](#)¹⁵

¹² University of California Office of the President Institutional Research and Academic Planning. (2022, Jan 22). Report to the UC Board of Regents: [The University of California as a Hispanic- and minority-serving research university system](#).

¹³ For example, to seek designation as a Hispanic-Serving Institution (HSI), full-time enrollment of Hispanic students must meet or exceed 25 of total enrollment: [DOI Minority Serving Institutions Program](#).

¹⁴ Campuses with full-time enrollment that is made up of ten percent or more combined Asian American and Native American Pacific Islander students (AA-NAPI) may be eligible for AA-NAPI-serving status: [AA-NAPI-SI Program - Eligibility](#).

¹⁵ Cuellar, M.G., Poblete, J., & Contreras, F. (2023). [Reimagining the University of California to serve Latinxs equitably: A Blueprint for becoming a Hispanic-serving research institution \(HSRI\) system](#). Davis, CA: Report prepared for the University of California Office of the President.



¡Excelencia!

UC Merced, established in 2005, serves the Central and San Joaquin Valleys. Merced is the youngest institution to have been designated an “R2” university, indicating high research activity.¹⁶ UC Merced is home to the University of California Advanced Solar Technologies Unit ([UC SOLAR](#)), the Stem Cell Instrumentation Foundry ([SIF](#)), the Sierra Nevada Research Institute ([SNRI](#)) and a host of other research centers and laboratories.¹⁷


UC Merced serves an undergraduate student body that is 55 percent Latinx and has been recognized with the [Seal of Excelencia](#) for intentionally serving Latinx students. Institutions with this distinction are leaders in higher education, experts in “[What Works for Latinx students.](#)” UC Merced sets an example for other Hispanic-Serving R2 institutions that are on their way to R1 (very high research activity) status.

UC Riverside and UC Santa Cruz are both R1s and are members of the Association of American Universities (or [AAU](#), made up of the top 71 research universities in the nation). Both have also been awarded the Seal of Excelencia.

UC Santa Cruz is further distinguished as a founding member of the [Alliance of Hispanic-Serving Research Institutions](#).¹⁸ The alliance is a voluntary association of universities that both are Hispanic-Serving and are among the top five percent of universities based on research productivity. UC Irvine, UC Riverside and UC Santa Barbara are also alliance members.

“What the HSI designation tells students is that there is a critical mass of others who have similar experiences and identify in similar ways who are also part of this university. It’s a message of welcome and inclusion.”

— Yvette Gullatt,
UC Vice President for Graduate, Undergraduate and Equity Affairs

 [What it means to be a Hispanic-serving system: A Q&A with UC Vice Provost Yvette Gullatt.](#) *University of California News.*

¹⁶ UC Merced. [UC Merced named to Carnegie list of research universities.](#) *Panorama.*

¹⁷ Learn more about the [cutting edge research at UC Merced.](#)

¹⁸ UC Santa Cruz is both a Hispanic-Serving and an Asian American and Native American Pacific Islander-Serving Institution (HSI and AA-NAPI-SI). The campus has secured multiple [HSI grants totaling more than \\$20 million.](#)

“[Shared Equity] leadership is not based on position or authority. Rather, individuals with the expertise and skills needed for solving the problem at hand are those that lead.”

— Kezar et al. (2021)¹⁹.

Leadership

Our campuses are experimenting with new forms of leadership as we move intentionally toward our equity goals.

UC Riverside has strategically positioned multiple senior leaders including the Associate Dean for Student Success, the Black Student Success Coordinator and the Assistant Dean for Student Success for the College of Humanities, Arts and Social Sciences.

UC Santa Cruz has recently completed a restructuring within its administration, recruiting new leadership for its Division of Student Affairs and Success (formerly Student Affairs) and creating a new role, the Associate Campus Provost for Academic Success, to coordinate and lead relevant work across the campus.




image © University of California

¹⁹ Kezar, A., Holcombe, E., Vigil, D., & Dizon, J. P. M. (2021). [Shared Equity Leadership: Making Equity Everyone's Work](#). Washington, DC: American Council on Education; Los Angeles: University of Southern California, Pullias Center for Higher Education.

Strategy 9. Model new forms of accountability

Across the system, new accountability models are being tested and deployed.

- The [UC Davis strategic plan](#) includes a goal to “provide an educational experience that prepares all of our students to address the needs and challenges of a diverse and changing world.” This work includes taking “bold steps to close gaps in academic outcomes for students from underrepresented, first-generation and socioeconomically disadvantaged backgrounds” and applying “evidence-based approaches to improvement of learning outcomes.”
- The [UC San Diego Strategic Plan for Inclusive Excellence](#) offers a roadmap for shaping the future of equity, diversity and inclusion at UC San Diego. The initiative combines the use of comprehensive data and analysis with an accountability structure for senior leaders.
- In conjunction with its reaccreditation process, UC Santa Barbara launched an [extensive quantitative and qualitative self-study](#) that examined the role of institutional structures and policies in supporting persistence, timely graduation and equitable student outcomes. Building on this work, the campus developed a suite of analytical tools to support administrators in tracking progress and directing support for critical areas, including equity-focused assessment efforts.

 Read more about the strategic priorities across all of our campuses. See [Appendix A: Strategy Implementation](#).

Strategy 10. Leverage information

Across UC our campuses are developing tools that support them to dive into some of our biggest challenges, and they are developing training and materials to support the use of this information. In the next section, we describe what this looks like in action.

III. How we use data

Throughout higher education, the deployment of data tools and analytics has been central to institutional transformation. With the emergence of widely available, easy-to-use visualization tools more than a decade ago, it became commonplace for college campuses to publish data “dashboards.” Envisioned as a collection of graphs and gauges, not unlike a car dashboard, these tools track high-level institutional outcomes like retention, graduation and time to degree. These tools were often made public.

Today, a second generation of data tools has emerged. These tools offer “deeper dive” analysis tailored to specific campus audiences — often created in collaboration with the faculty, staff and administrators who put them to use. Designed with an equity focus, the underlying data sets contain rich demographic information about our students as well our institutions.

Given the wealth of data in these next-generation equity-focused dashboards, many are hosted privately, with access restricted to their specific audiences.



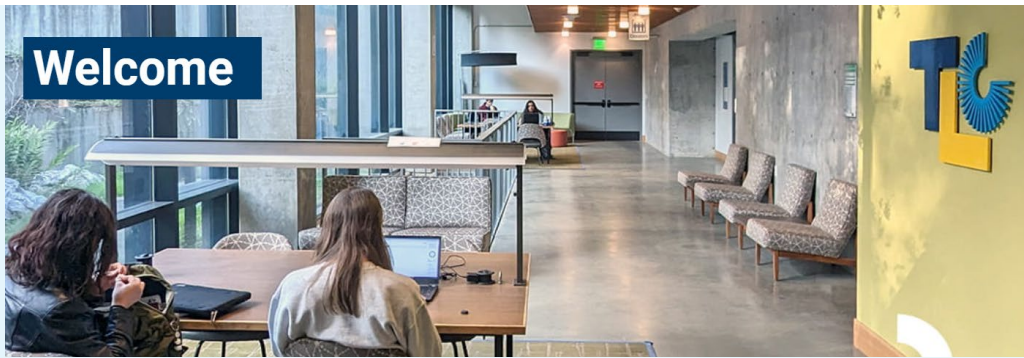
For an overview of the range of tools in use across the system, see [Appendix B: Data Tools](#).

TEACHING AND LEARNING: DATA FOR INSTRUCTORS

Prior to the pandemic, many Centers for Teaching and Learning ([CTLs](#)) already partnered with Institutional Research ([IR](#)) Offices to support faculty in evaluating disparities in course outcomes, with a focus on disparities for students from low-income backgrounds, first-generation students and students from underrepresented groups, including Black, Latinx, and Native American students.

Some Centers paired these analyses with “[know your student](#)” analytics tools that demonstrate for instructors the racial and socio-economic diversity of the students in their classrooms, along with information about prior course experience and concurrent course enrollments. With that information, instructors can tailor instruction and provide better support for students.

Emerging from the pandemic, the increased focus on and adoption of [inclusive teaching practices](#), combined with analytical insights into disparities in course-level learning have proven a potent combination for driving learning equity. The analytical tools already in development through IR and CTL collaborations offer a means for faculty and departments to focus resources where needed and to identify potentially overlooked opportunities to remove barriers to learning.



The Teaching & Learning Center at UC Santa Cruz

The [Project REAL](#) course redesign program at UC Santa Cruz and the [Designing for Access, Designing for Success](#) initiative at UC Santa Barbara offer two examples of this innovative approach

Getting R-E-A-L

At UC Santa Cruz, faculty can approach course redesign knowing they are backed by the latest research in equity-focused pedagogy. The Redesigning for Equity & Advancing Learning program, or [Project REAL](#), as it's known, pairs select faculty with professional staff from the Teaching and Learning Center to work, learn and design together over a period of weeks.

Teams start with a focus on curricular coherence, that is, the way that learning builds through a sequence of courses. With a focus on pedagogy, teams evaluate the alignment of learning outcomes, learn to design effective assessments and develop their repertoire of active and engaged learning techniques.

As they approach their redesign projects, teams also have access to a variety of [data tools](#) to help them quantify, track and unpack how courses have functioned historically to support students in their progress toward a degree.

The Course Analytics tool, for example, provides detailed outcomes with grade distributions over time, disaggregated across student groups. Paired with the Upstream-Downstream Course Performance dashboard and the Divisional Major Migration dashboard, faculty have access to a wealth of data to guide and inform their work.

 Explore the [UC Santa Cruz inventory of data tools for faculty](#).

ON-TIME GRADUATION: DATA FOR DEPARTMENTS

Many campuses are also using data tools at the [department level](#) to explore how students move through their curricula. This can be accomplished formally, using advanced tools like [Curricular Analytics](#). It can also be carried out informally, for example, when a small group of instructors review outcomes data to plan a redesign of a sequence of courses. Under either approach, this practice can be especially valuable when course-level data can be used to pinpoint opportunities to enhance teaching and learning or remove roadblocks to on-time graduation.

STEM programs across the system engage in this type of review, and some campuses have responded by tailoring math and chemistry courses to fit the needs of students moving through different types of programs.²⁰ Efforts like these, which support student persistence in the major, can have an outsized impact for students who have traditionally faced barriers to educational attainment. See [Strategy 1: Leverage equitable and inclusive pedagogies](#).

At UC Santa Barbara, the STEM Curriculum Pathway Dashboard provides faculty with just the insight they need to dig into curriculum planning. Using the tool, faculty can identify bottlenecks, pinpoint courses with low or inconsistent pass rates, and even analyze when students move out of their major or otherwise deviate from the suggested pathway to graduation.



UC Santa Barbara has published a [Guide to using the STEM Curriculum Pathway Dashboard](#). The guide includes examples of the data displays available to faculty and tips for interpreting and applying insights.

Cross-campus collaboration

The STEM Curriculum Pathway Dashboard is just one of a host of tools in use at UC Santa Barbara. The campus has launched new tools at a steady clip over the last three years and has been part of several cross-campus collaborations. For example, the Course Equity Report dashboard at UC Santa Barbara was built using code developed by UC Davis as part of a STEM Equity Learning Community (SELC). That community is part of the Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) [collaboration](#).

²⁰ Learn more about STEM degree attainment at UC. Visit the UC Information Center: [UC STEM Degree Pipeline Dashboard](#).

Another collaboration is under way between UC Irvine and UC San Diego. Together, researchers and administrators from both campuses are leveraging [Curricular Analytics](#) to explore curricular “complexity” and its relationship to student outcomes. Complexity is a mathematical construct that boils down the range of pathways through a curriculum to a single numerical score.

Preliminary results from the collaboration confirm a hypothesis that greater complexity slows student progress and may even push some students off track, especially when scheduling or space constraints impact course availability. Quantitative evidence of this sort can help to make the case for a more streamlined curriculum — and it can be used to track progress as changes are implemented.

UC Davis, UC Irvine, UC Riverside and UC San Diego are among thirty institutional members of the [Curricular Analytics Project](#), organized through the Association of Undergraduate Education Research Universities (UERU).

With [\\$2M in funding](#) from the Ascendium Education Group, the multi-year collaboration leverages historical data from participating campuses to better understand patterns of success for racially minoritized students, students who are Pell recipients and first-generation students.

 [Watch the curricular analytics tool in action.](#)

STUDENT EXPERIENCE: UCUES SYSTEMWIDE DATA

Learning takes place in a complex campus ecosystem — a mesh of academic, social, employment and wellness networks (among others) that support the whole student. Often it is the strength of those networks in the first year that can help propel students toward success.

Combining information at the ground level, especially regarding the first year, with high-level analysis of outcomes can help ensure that our campuses are responsive to our students, who have chosen UC as a place to build their futures.

The student perspective on advising

There's a lot to learn when a student enters college, and learning is not just in the classroom. Academic advisers help students to understand the shape of a curriculum, how introductory courses lay the foundation for advanced study and how different courses of study can lead to different specializations.

But students may also need help understanding the “hidden curriculum,” those unwritten — and unexplained — rules, norms and expectations that can smooth the way toward success. Especially for students who may be the first in their families to go to college, having a trusted adviser to answer and anticipate questions is key.²¹

At UC Santa Cruz, first-generation and low-income students can take advantage of specialized counseling services from the office of [Educational Opportunity Programs](#) (EOP). The counseling combines academic advising with personal counseling. EOP adds an additional layer to academic advising provided through the student's major.

Recognizing the importance of coordination between these two sources of support, the EOP Office and the Undergraduate Academic Advising Council joined forces with their colleagues in Institutional Research to learn more about advising from the student perspective.

The collaboration led to a special module included in the 2022 UCUES survey. The Office of Institutional Research, Analytics and Planning Support at UC Santa Cruz then created a dashboard that allows students and advisers both to analyze the results. The dashboards are used by advisers, departments and academic divisions to improve services and keep pace with the changing needs of students.

 Explore the [UC Santa Cruz advising dashboard](#).

More tools

The [Student Health Indicators](#) dashboard at UCLA is a public-facing dashboard that includes data points about student mental and physical health, sleep, diet and even carbon footprint.

In 2016, The University of California added questions about student basic needs to its biannual experience survey, the UC Undergraduate Experience Survey, or “UCUES.” The data are used across the nine undergraduate campuses to alleviate food and housing insecurity and are compiled in the [Student Basic Needs](#) dashboard on the UC Information Center.

²¹ Understand the hidden curriculum: UC Office of the President Institutional Research and Academic Planning (2022). Report to the UC Board of: [First-generation college students and the hidden curriculum](#).

LEADERSHIP: DATA FOR ADMINISTRATORS

Driving the kind of change we envision demands new models of leadership. Across the system, task forces and strategic planning committees are taking up the charge. (See [Strategy 9](#): Model new forms of accountability.)

The UC Davis Student Success and Equitable Outcomes [Task Force](#) was charged in 2023 to prioritize strategies and to generate specific action plans to improve student success and equitable outcomes at UC Davis. The initiative is informed by a comprehensive suite of data tools known on campus as “[Aggie Metrics](#).”

The [UC San Diego Strategic Plan for Inclusive Excellence](#) offers a roadmap for shaping the future of equity, diversity and inclusion at UC San Diego. The initiative combines the use of comprehensive data and analysis with an accountability structure for senior leaders.

The [UC Accountability Report](#) is a public-facing report with more than 145 individual data points. The report links to [UC Information Center](#) dashboards, which provide expanded insights and data interactivity.

THE UC INFORMATION CENTER 2030 DASHBOARDS

In addition to their local tools, UC campuses have access to the UC Information Center, which offers systemwide data and analysis. The dashboards hosted on the Information Center promote accountability through the public display of system and campus progress toward goals.

The detailed analysis of the [UC 2030 Dashboard](#) is also used to inform annual meetings between the UC President and campus chancellors to mark progress and review strategy. The data enable campuses to set specific local targets and to evaluate the impact of local efforts. In addition, UCOP provides an update to the Board of Regents each year through the annual [UC Accountability Report](#) and to the governor and state legislators through the annual [Compact Report](#).

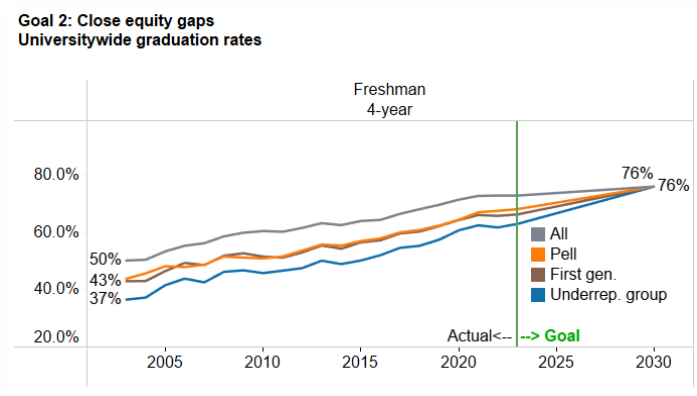


Figure 3 Example detail from [UC 2030 Dashboard](#). The view shows trends in freshman four-year graduation rates, paired with trajectories to the 2030 goal.

UC has published enhanced analyses through its [UC 2030 Dashboard](#). Among these, the graduation analysis supports campus-level and systemwide views that show 2030 goals, 2026 intermediate goals and year-over-year percentage point changes in graduation rates for new generation students — first-generation students, students who are Pell grant recipients and students from underrepresented groups, specifically Black, Latinx and Native American students.

To make the information more accessible, the dashboards pair these statistics with projections of the number of students impacted by our progress. Drill-downs also support calculation of the projected number of additional graduates needed to meet 2026 and 2030 goals.

Universitywide - Transfer two-year graduation rates			2021 to current:		Additional number of graduates to reach 2026 and 2030 goal (based on 2023 exit year)
	Percentage point change	Equivalent change in graduates			
All	▲ 1.1 p.p.	+ 230	529	1,289	
First gen.	▲ 0.0 p.p.	+ 1	391	784	
Pell	▲ 4.0 p.p.	+ 394	233	860	
Underrep. group	▲ 1.1 p.p.	+ 74	275	624	

Figure 4 Example detail from [UC 2030 Dashboard](#). Data tables show percentage point changes translated to number of students affected.

IV. Taking stock

PROGRESS ON 2030 GOALS

Graduation rates

The UC 2030 initiative set a goal of increasing the overall systemwide four-year freshman graduation rate to 76 percent and the two-year graduation rate for transfer students to 70 percent by 2029-30. The Compact set an intermediate goal to achieve at least half of those increases by the end of the 2025-26 academic year. To ensure that this progress is broadly shared across UC, the Compact set a further goal of measurable increases in graduation rates for at least five of the nine undergraduate campuses each year.

We set [distinct goals for each campus](#), taking a combination of factors into account, including historical graduation rates, the composition of the student body and growth projections. Using 2021 rates as a baseline, UC projected year-over-year increases starting in 2022 that would mark a trajectory toward the 2026 intermediate goals for each campus. University-wide, 2026 goals were set at 74.4 percent for the freshman four-year graduation rate and 66.5 percent for the two-year graduation rate for transfers.

Progress on each of these goals is tracked publicly on the UC Information Center [2030 Dashboard](#).

2023 Graduation outcomes for freshmen

By the close of the 2022-23 academic year, [four of nine campuses had seen increases in freshman four-year graduation rates](#) above the 2021 baseline. The greatest gains were achieved at UC Merced (up 2.5 percentage points since 2021). UC Berkeley, UC Davis and UC Irvine each measured increases as well. Systemwide, the four-year graduation rate increased by 0.1 percentage points between 2021-22 to 2022-23, to 72.9 percent. With 1.5 percentage points to go, the 2026 intermediate goal of 74.4 percent is within reach.

2023 Graduation outcomes for transfer students

At the end of 2022-23, systemwide two-year graduation rates for transfer students reached 64 percent. [Campus-level gains were sizeable and widespread](#). UC Merced has seen a sizeable 9.3 percentage point increase (to 53.6 percent) in two-year graduation rates for transfer students since 2021 and is now just 3.5 points from its 2026 goal. UC Davis, UC Irvine, UC Santa Barbara and UC Santa Cruz have each seen gains as well, ranging from 1.5 to 4.5 percentage points above 2021 baselines.

UC Irvine and UCLA have both surpassed their 2030 goals already, with two-year graduation rates of 68.2 and 75.6 percent, respectively. The upward trend in transfer graduation rates is good news, following a dip seen through much of the system between 2021 and 2022.

2023 Systemwide transfer student two-year graduation rates

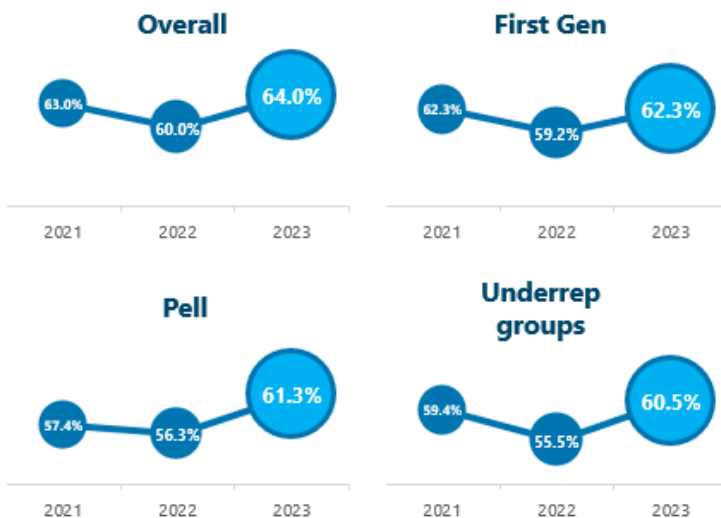


Figure 5 Systemwide two-year graduation rates for transfer students have rebounded following a dip in the immediate post-pandemic period. Years shown indicate exit (graduation) year. Source: UC Information Center [2030 Dashboard](#). Data values are shown in tables at the end of this report.

Equity Goals

The UC 2030 initiative set a goal of closing equity gaps in freshman four-year graduation rates for first-generation students, low-income students (Pell grant recipients) and students from underrepresented groups (Black, Latinx and Native American students) by 2030. The 2030 goal aspires to a 76 percent freshman four-year graduation rate for all groups. The 2022 Multi-year [Funding Compact](#) between the Newsom Administration and the University of California set an intermediate goal to reduce current gaps by 50 percent by the end of the 2025-26 academic year.

Using 2021 rates as a baseline, UC projected year-over-year increases starting in 2022 that would set a trajectory toward the 2026 intermediate goal. These projections generated annual intermediate goals with specific graduation rate targets for each group. Progress on these intermediate goals is tracked publicly on the [UC 2030 Dashboard](#).

These goals call for increases of roughly one percentage point per year in freshman four-year graduation rates for first-generation students and for Pell recipients along with annual increases of 1.4 percentage points for students from underrepresented groups (Black, Latinx and Native American students).

2023 Equity outcomes for freshmen

Overall four-year graduation rates for entering freshman held steady from 2022 to 2023 at 73 percent. Rates increased for first-generation students, for Pell grant recipients and for students from underrepresented groups: by 0.5 percentage points for first-generation, 0.6 percentage points for Pell recipients, and by more than one percentage point (1.3) for students from underrepresented groups.

These gains come on the heels of a drop in overall four-year graduation rates for first-generation students and students from underrepresented groups between 2021 and 2022. Thus the rebound is an important sign of recovery for the system post-pandemic. While the 2023 gains have not brought rates into alignment with projected increases that would bring us to the goal of parity in 2030, continued progress at this rate or a slightly elevated one would bring that goal within reach.

2023 Systemwide freshman four-year graduation rates

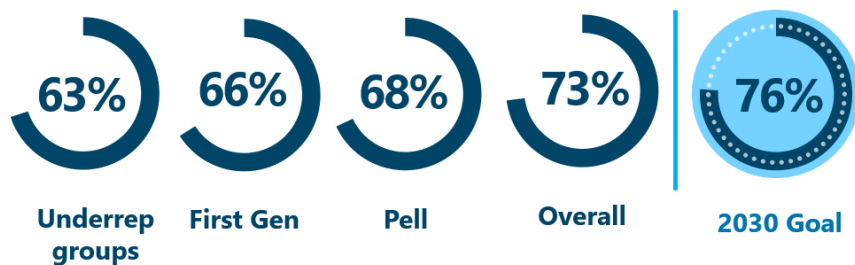


Figure 6 On-time (four-year) graduation rates for freshman students entering 2019 and exiting 2023, systemwide. Source: UC Information Center [2030 Dashboard](#). Data values are shown in tables at the end of this report.

2023 Equity outcomes for transfer students

Overall two-year graduation rates for transfer students increased by four percentage points in 2023, recovering from a steep drop the previous year (down three points in 2022). This increase has brought two-year graduation rates above the 2021 baseline set at the start of the Compact, and it brings overall rates into alignment with projected increases needed to meet 2030 goals.

These gains were shared across all groups, with increases between 2021-22 and 2022-23 academic years of 3.1 percentage points for first-generation students, five percentage points for Pell grant recipients and five points for students from underrepresented groups (specifically Black, Latinx and Native American students).

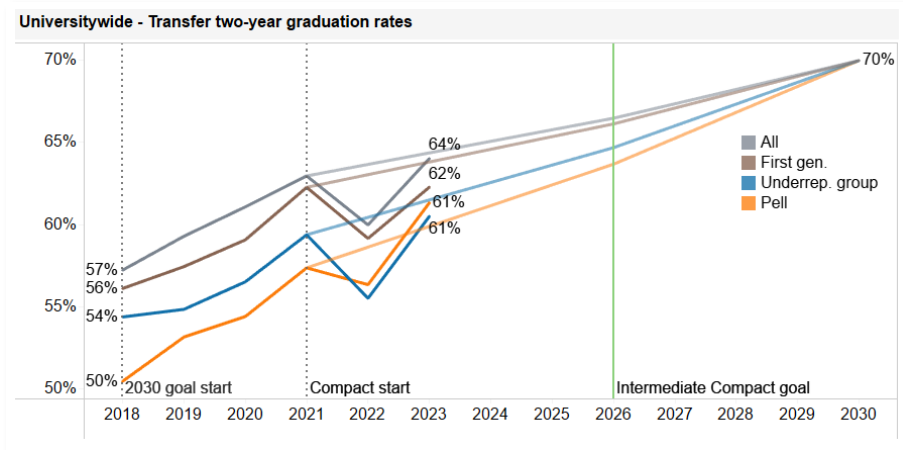


Figure 7 Systemwide two-year graduation rates for transfer students by student group. Detail from UC Information Center [2030 Dashboard](#).

Retention

In a further sign of post-pandemic recovery, first-year retention rates were up for freshman and for transfer students who entered the university in 2022. For transfer students, this was the second year in a row that retention rates increased by more than one percentage point.

2018 to 2022 Systemwide first-year retention

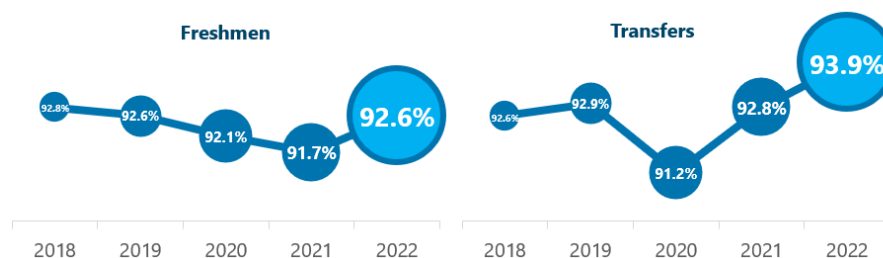


Figure 8 First-year retention trends for freshmen and transfer students, by entry year. Source: UC Information Center [2030 Dashboard](#).

These gains were shared across groups. For freshmen entering 2022, first-year retention rates increased by one percentage point overall and more than double that for underrepresented groups (Black, Latinx and Native American students). Retention rates for transfer students entering 2022 exceeded 93 percent for all students — including for students who are low-income, are first-generation, or are members of underrepresented groups — for the first time since the pandemic.

First-year retention is an important bellwether, an early indicator of graduation rates further down the line. This upward trend in retention rates is a welcome sign of further progress yet to come.

LOOKING AHEAD

As we look forward to continuing our work toward 2030 goals, there are a variety of opportunities to build on our existing strengths and to leverage successes across the system. Doing so is especially important in an environment where resources are constricted.

Today it is critical to have the information necessary to direct and redirect existing resources to areas of highest priority and with the greatest likelihood of impact. For this reason, as we move into the 2024-25 academic year, a key consideration is the alignment of strategic opportunities with further enhancement of data tools and information resources.

Community wealth and innovation

As evidenced by strategies described above, together with their coherence around a central framework for advancing educational excellence through equity, the UC system is well positioned to build on existing strengths.



© University of California

At current resource levels the greatest systemwide opportunity for continued progress involves the diffusion of innovative practices, with special attention to the ways in which campus environments influence local implementation. Already, two models have taken shape.

In summer 2023, UC launched a **community of practice** focused on the equity goals of UC 2030.²² This community brings together practitioners from a variety of roles, including Deans, advisers, institutional researchers, teaching and learning specialists, plus other campus administrators through regular meetings and resource sharing.

The community launched in fall 2023 with a focus on “the data-informed faculty” by sharing models for supporting faculty in equity-driven pedagogy through the use of course outcomes data and student demographics. See [Strategy 1: Leverage equitable and inclusive pedagogies](#), above.

The community has also developed an inventory of campus data tools ([Appendix B](#)) and has shared best practices around deployment of these tools, including training and other scaffolded support for faculty data users. In 2024, the Office of Institutional Research and Academic Planning at the UC Office of the President will release a community platform for facilitating networking and collaboration and for sharing resources on best practices.

”

“Because communities of practice are voluntary, what makes them successful over time is their ability to generate enough excitement, relevance and value to attract and engage members. Although many factors, such as management support or an urgent problem, can inspire a community, nothing can substitute for this sense of aliveness.”

— Wenger, E., McDermott, R., & Snyder, W. M. (2002). [Cultivating Communities of Practice: A Guide to Managing Knowledge](#). Harvard Business Press.

²² Learn more about the community of practice model in higher education: Adams, S., Tesene, M., Gay, K., Brokos, M., Swindell, A., McGuire, A., & Rettler-Pagel, T. (2023, Mar 7). [Communities of Practice in Higher Education: A Playbook for Centering Equity, Digital Learning, and Continuous Improvement](#). Every Learner Everywhere.

In fall 2023, the Division of Academic Affairs at the UC Office of the President hosted the first in a series of **systemwide congresses**. The congress model invites faculty, administrators and other members of the UC community to engage with the most important challenges facing higher education today. Part teach-in and part brainstorm, these congresses facilitate a systemwide dialog that is grounded in expert knowledge and educator experience.

The inaugural Congress, held in October 2023, addressed the future of graduate education. Prior to the Congress, a briefing document, "[10 facts on UC PhD programs, students and degrees to help you prepare](#)" was circulated to participants. A Congress on impacts of artificial intelligence followed in March 2024.^{23,24} Topics for 2024 congresses include online learning and systemwide progress toward 2030 goals.



Dr. Francisco Castro, Assistant Professor at the UCLA Anderson School of Management studies how reliance on AI algorithms homogenizes human outputs.²⁵

²³ See how our campuses are thinking about AI in the classroom: University of California, Santa Cruz. [Artificial intelligence in teaching & learning](#). UCSC Teaching & Learning Center, University of California, Santa Cruz.

²⁴ UC is out front in exploring impacts of AI use on academic integrity: University of California, San Diego. (2023). [The other AI](#). *UC San Diego Magazine*.

²⁵ Read more about how UC faculty study overlooked harms from AI use: University of California. [Three fixes to AI's bias problem](#). *University of California News*.

Data practices

In [Section III](#) of this report, we described the variety of data tools that are being leveraged systemwide to situate our work toward 2030 goals using on-the-ground, meaningful data. The uses of technology described already cohere around two themes: bringing data closer to practice and humanizing the use of student data. These themes will continue to guide our work in the 2024-25 academic year and beyond.

[Bringing data closer to practice](#) means enabling everyone involved in implementing our strategies for equity and student success to make use of data that is immediately relevant to their specific roles. Above and in [Appendix B](#), we detail a variety of tools for faculty, professional staff and administrators. As we look forward to the 2024-25 academic year, we will be focused on extending the reach and utility of these tools.

The Equity is Excellence community of practice, described above, is developing workgroups that will define and direct this development. Evolving plans include

- Centralized support for campuses with smaller institutional research offices to replicate tools already in place at other campuses and
- A strategy to leverage UCUES data to inform and contextualize outcomes that bear on equity gaps.

[Data practices that “humanize”](#) can take a variety of forms. Recent enhancements to the [UC 2030 dashboard](#) hosted on the [UC Information Center](#) help campuses, the public and other stakeholders translate institutional goals from an abstract series of percentage point gains to numbers of actual students for whom our actions make a difference. This practice helps to ground our work and to better communicate impact for our system and for the state of California.

The use of UCUES student survey data also plays a role in bringing to life the multi-layered experience of our undergraduates, including the communities they form and the values and strengths that guide their success.²⁶ In addition to special reports and dashboards, student experience data is leveraged in the [UC Accountability Report](#), which provides a comprehensive assessment of the university's progress in meeting key teaching, research and public service goals.

²⁶ UCUES is an acronym for the UC Undergraduate Experience Survey, which is administered every two years across our nine undergraduate campuses. [Explore UCUES data](#).

Serving

The UC HSI Initiative Report, *Reimagining the University of California to Serve Latinxs Equitably: A Blueprint for Becoming a Hispanic-Serving Research Institution (HSRI) System*, offers an assessment of the current state of “servingness” throughout UC. (See [Strategy 8](#).)

While this assessment cited multiple strengths, it also highlighted opportunities to build on this foundation. In her contribution, Dean Frances Contreras, of the School of Education at UC Irvine, offers a path to examining Latinx responsiveness through centralized data analysis. Once developed, analytical tools like those envisioned could be replicated to focus on additional communities of students.

As a further step in this area, specifically with respect to our role as an Asian American and Native American Pacific Islander-Serving Institution (AA-NAPI-SI), UC has an opportunity to enhance reporting for students from AA-NAPI communities.

As reviewed in Dean Contreras’ article, the UC Information Center already hosts a wealth of disaggregated data. For students from AA-NAPI communities, however, data may not be disaggregated on a consistent basis.

By consistently breaking down the “Asian” demographic category, UC can offer a deeper understanding, for the public and for other stakeholders, of the varied experiences and challenges facing the large and heterogenous group of students aggregated within the Asian demographic.²⁷

Similar resources already in place include dashboards on the UC Information Center exploring the experience of students who are [first-generation](#), [current and former foster youth](#) and [military-affiliated](#). These dashboards include systemwide data on enrollment, demographics and major, together with annual retention and graduation rates. Additional information on financial aid, post-graduate outcomes and student experience serve to humanize and contextualize the data.

²⁷ See related discussion in Reddy, V., Lee, D. H., & Siqueiros, M. (2022). [The state of higher education for Asian American, Native Hawaiian, and Pacific Islander Californians](#). Campaign for College Opportunity.

On the horizon

Our approach to meeting the UC 2030 goals is consistently evolving. Indeed, the occurrence of a global pandemic and ensuing social upheaval, which came on the heels of the UC 2030 launch, has made clear that our environment and priorities may persist in a state of flux. Our response has been and remains to view changes as opportunities to learn and experiment.

Still other opportunities appear on the horizon. As suggested by the topics of the congresses described above, from artificial intelligence to the future of learning online, the challenges for higher education that arise in the next five years may be every bit as formidable as those of the last five.

UC stands ready to face these challenges and more as we move closer to our vision of UC 2030. And beyond.



V. Data tables

Table 1 Proportion of bachelor's degree recipients who participated in a research activity, creative project, internship, or an academic service-learning experience, shown with 2030 goal. Source: UC Information Center [UC Undergraduate Experience Survey \(UCUES\) data](#).

	2022 participation rate	2030 Goal
Overall	75%	100%
First-generation	72%	100%
Pell grant recipient	71%	100%
Underrepresented groups (Black, Latinx, Native American)	65%	100%

Table 2 Systemwide on-time (four-year) graduation rates for freshman by exit year, shown with 2030 goal. Source: UC Information Center [2030 Dashboard](#).

	2019	2020	2021	2022	2023	2030 Goal
Freshman Overall	70%	71%	73%	73%	73%	76%
Freshman First-generation	62%	64%	66%	66%	66%	76%
Freshman Pell grant recipient	62%	64%	67%	68%	68%	76%
Freshman Underrepresented groups (Black, Latinx, Native American)	57%	61%	62%	62%	63%	76%

Table 3 Systemwide on-time (two-year) graduation rates for transfer students by exit year, shown with 2030 goal. Source: UC Information Center [2030 Dashboard](#).

	2019	2020	2021	2022	2023	2030 Goal
Transfer Overall	59%	61%	63%	60%	64%	70%
Transfer First-generation	57%	59%	62%	59%	62%	70%
Transfer Pell grant recipient	53%	54%	57%	56%	61%	70%
Transfer Underrepresented groups (Black, Latinx, Native American)	55%	57%	59%	56%	61%	70%

Table 4 Systemwide freshman first-year retention rates by incoming cohort year 2018 to 2022. Source: UC Information Center [2030 Dashboard](#).

		2018	2019	2020	2021	2022
Freshman	Overall	92.75%	92.60%	92.08%	91.70%	92.64%
Freshman	First-generation	90.48%	91.58%	88.23%	88.35%	89.81%
Freshman	Pell grant recipient	91.69%	93.16%	90.44%	89.70%	90.62%
Freshman	Underrepresented groups (Black, Latinx, Native American)	89.10%	90.96%	87.67%	87.37%	89.62%

Table 5 Systemwide first-year retention rates for transfer students by incoming cohort year 2018 to 2022. Source: UC Information Center [2030 Dashboard](#).

		2018	2019	2020	2021	2022
Transfer	Overall	92.62%	92.92%	91.22%	92.83%	93.93%
Transfer	First-generation	92.43%	93.31%	90.65%	92.31%	93.11%
Transfer	Pell grant recipient	92.73%	93.96%	92.66%	93.74%	93.84%
Transfer	Underrepresented groups (Black, Latinx, Native American)	91.77%	93.22%	90.56%	91.80%	93.35%

VI. Appendices

These appendices provide a quick reference for strategies in use ([Appendix A](#)), organized by campus, and data tools ([Appendix B](#)), grouped according to the type of action the tools inform.

Appendix A: Strategy Implementation

The University of California is a driver of innovation and an engine of social mobility. As a public research university, UC plays a critical role in preparing the future professoriate and filling high-demand jobs for California. As a public institution, UC must support student access and success to ensure the state's talent and diversity are reflected in its enrollment and its graduates. In these ways, UC aspires to be a leader in expanding opportunity and in reshaping the future of higher education.

Knowing we are an exemplar for higher education, we set our aspirations high when we envisioned UC 2030. We set goals to increase our ranks of graduates by 1.2 million, to ensure a ninety percent graduation rate, to promote timely graduation for all undergraduates and to ensure that the opportunities afforded by a UC education are available to all Californians.

Central to our approach is the understanding that educational equity is critical to our pursuit of excellence. We cannot pursue one without the other. Indeed, the strategies we employ drive both.

DRIVING CHANGE

In what follows, we offer an introduction to the types of strategies employed throughout the system to bring us closer to these goals. This introduction is followed by highlights of some of the transformative steps being taken at each of our nine undergraduate campuses. While implementation of these strategies may vary across campuses, the overlap in priorities leads to natural partnerships and opportunities to build on one another's successes. The areas highlighted represent priorities to advance our UC 2030 goals and are not exhaustive of the broad array of actions happening across UC campuses.

ASSESSMENT AND ACCOUNTABILITY

Driving the kind of change we envision demands new models of leadership. Across the system, task forces and strategic planning committees are taking up the charge.

They are leveraging data in new ways to shed light on our successes as well as opportunities to do better. They are also experimenting with new models for accountability across all levels of our institution.

EXPANDING CREDIT OPPORTUNITIES

Our goal is to make timely graduation the norm for all students, but there can be many reasons why a student may get off track. Through strategic use of summer session and online learning, our campuses are building flexibility into degree pathways.

HIGH-IMPACT LEARNING

Participation in experiential learning opportunities like research, internships, fieldwork and service learning is a hallmark of the student experience at a research university. Our campuses are piloting new approaches to ensure that opportunities like these are within reach for all students by removing financial barriers and other obstacles to participation.

MINORITY-SERVING RESEARCH INSTITUTION

The UCs are leading the way in defining what it means to be a minority-serving research system. Our campuses are founding members of national consortia and leaders for change. Our campuses are committed to designing learning environments that create opportunity and to fostering campus cultures that validate and celebrate our students and all of their strengths.

REMOVING BARRIERS

Serving students means taking a critical eye to our institution to understand how it is experienced from the student perspective. When our practices or policies create unnecessary barriers for students, we set out to remove them.

SUCCESS IN YEAR ONE

The road to graduation is different for each student, and a good start can make all the difference. Our first-year programs are tailored by campus, but a common theme is ensuring that students strengthen academic preparation and are connected to networks of support as they achieve their first-year milestones.

TEACHING EXCELLENCE

Equity is the heart of excellent teaching. Across UC, our faculty partner with the Teaching and Learning Centers on their campuses to bring inclusive, evidence-based strategies to their pedagogy. These partnerships take various shapes, from redesigning courses that serve as a gateway to the major to using data and analytics to identify barriers to equitable learning.

WELLNESS AND BELONGING

At UC we are proud of our record of expanding access to a new generation of college-going Californians, and our campuses are invested in their success. From validation and connection to financial assistance and fulfilling basic needs, our campuses are committed to wellness and to ensuring every student knows that they belong at the University of California.

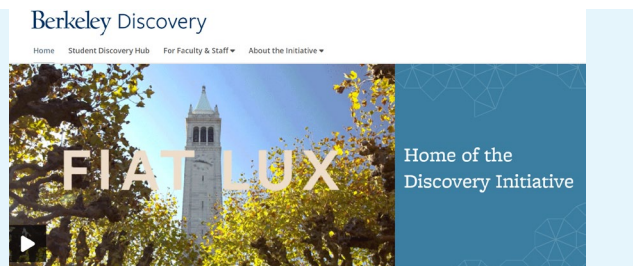
Assessment and accountability

[UC Berkeley's strategic plan](#) seeks to empower engaged thinkers and global citizens to change the world. Cornerstone to this effort is a discovery experience where students connect, discover, engage and reflect on their academic experience – one that promotes student success at a research university.

In addition, UC Berkeley has undertaken two large-scale reorganizations of critical student support units: Student Advising and the Center for Teaching and Learning.

High-impact learning

UC Berkeley, [“discovery” experiences](#), like original research, artistic production, entrepreneurial initiatives, internships and community-engaged service are a critical component of the undergraduate journey. With its [Discovery Opportunities Database](#), launched in 2023, UC Berkeley is setting out to connect students to opportunities and to do it at scale.



Minority-serving research institution

UC Berkeley is on its way to becoming a Hispanic-Serving Institution (HSI) and in April 2023, was designated an Asian American and Native American Pacific Islander-Serving Institution (AA-NAPI-SI).

Through a cross-campus collaboration, UC Berkeley was awarded a federal [AA-NAPI-SI grant](#) to expand multiple student leadership and mentorship programs and to cultivate research and scholarship in the fields of Critical Pacific Islander Studies and Southeast Asian American Studies.

Removing barriers

At UC Berkeley, advising and student service professionals are embedded throughout campus. With oversight from the Council on Advising and Student Support and Executive Committee, the [Advising Strategy and Training unit](#) offers professional support and networks to ensure alignment of services and a consistent student experience across multiple touchpoints.

Success in year one

The [First-Year Pathways](#) program in the College of Letters and Sciences at UC Berkeley was launched in Fall 2023. The cohort-based program supports students as they strengthen their academic networks through shared exploration of themes like California and water; art, history and the moral imagination; and neuroscience, philosophy and society.

UC BERKELEY (CONTINUED)

Teaching excellence

Faculty at UC Berkeley have set to work re-imagining pathways in chemistry and math. With a focus on first- and second-year coursework, the redesign has already generated a host of new supports, including new courses tailored to different majors and summer preparatory programs.

The campus teaching and learning center also provides [guidance](#) on ways to advance equity and inclusion in the classroom.

Wellness and belonging

At UC Berkeley, undergraduate students are linked to graduate student mentors, professional development resources and enrichment activities through the [Berkeley Connect](#) program. The program builds community and promotes a sense of belonging, particularly for underrepresented students and transfers.

UC Berkeley students who enter the [Biology Scholars Program](#) join a cohort of peers as they advance through a rigorous curriculum. Designed with a goal of broadening opportunity for students headed to medical school and careers in the sciences, the program is already having an impact for students who are the first in their family to attend college.

In an effort to amplify, coordinate and support programs such as the Biology Scholars Program, the [Berkeley Scholars Consortium](#) has been established.

Assessment and accountability

UC Davis’s [strategic plan](#) includes a goal to provide an educational experience that prepares all students to address the needs and challenges of a diverse and changing world. This work includes taking “bold steps to close gaps in academic outcomes for students from underrepresented, first-generation and socioeconomically disadvantaged backgrounds” and applying evidence-based approaches to improvement of learning outcomes.

To support this work, the UC Davis [Student Success and Equitable Outcomes Task Force](#) was charged in 2023 to prioritize strategies and to generate specific action plans to improve student success and equitable outcomes.

Expanding credit opportunities

UC Davis is preparing for expanded summer course options in 2024. New offerings include courses that will help rising juniors and seniors to graduate on time, as well as lower-division courses that have consistently shown equitable outcomes.

High impact learning

The [Aggie Launch](#) initiative at UC Davis is designed to make career exploration and preparation accessible to all students — including students from low-income families, underrepresented minorities, first-generation college students and women.

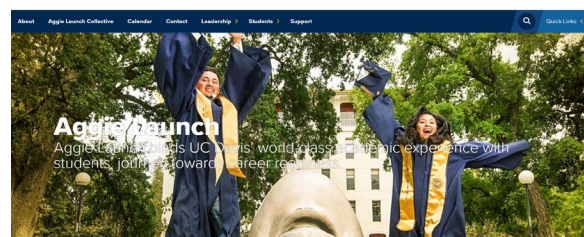
[Quarter at Aggie Square](#) experiences are themed experiences (e.g., advancing health care equity, multilingual education for California) that bring together classes, internships and community engagement. Students participate in a small cohort experience, spending one term at the Sacramento campus with 25 other students and a faculty member.

Minority-serving research institution

UC Davis has launched an AA-NAPI-SI Initiative to ensure that the lived experience for students who are Asian American or Native American Pacific Islander reflects this serving designation.

UC Davis is an [emerging HSI](#), with Hispanic students making up 24 percent of the undergraduate population. UC Davis established a dedicated HSI position in 2021. Through concerted effort, UC Davis has halved the difference in admission rates for Chicana/Latina students compared to White and Asian, from 10 percent to 5 percent.

Aggie Launch



UC DAVIS (CONTINUED)

Success in year one

UC Davis's [Special Transition Enrichment Program](#) (STEP) supports the transition from high school to college and provides a financial incentive, paying first-generation and low-income students to attend this summer bridge program so they don't have to work.

Removing barriers

UC Davis takes a data-informed approach to equity, with a focus on the student experience. Through analysis of undergraduate surveys and outreach to students who have stopped-out, the campus sought to better understand the obstacles that students may face along the way to a degree. These findings have informed the work of the recently launched [Task Force](#) on Student Success and Equitable Outcomes.

Teaching excellence

At UC Davis, campus administrators have new tools to track progress from the campus level down to the course and classroom. The data tools in development are also used by faculty and departments to inform changes to pedagogy and curricular design. The campus produces resources that advance this work, including [guidance on creating engaging and inclusive classrooms](#) and [inclusive class climates online](#).

UC Davis is a member institution of the Sloan Foundation funded [SEISMIC Collaboration](#) (Sloan Equity and Inclusion in STEM Introductory Courses). The collaboration brings the best in evidence-based teaching to the introductory courses on campuses.

In addition, SEISMIC collaborators participate in research projects that explore the deeper structural problems in courses and curricula that lead to inequitable outcomes, sharing findings and innovation across disciplines and across institutions. UC Irvine and UC Santa Barbara are also SEISMIC member institutions.

Wellness and belonging

The [Aggie Compass](#) Basic Needs Center supports students by providing access to nutritious food, assistance applying for CalFresh and other social services, access to economic crisis resources, case management and immediate shelter and support for unhoused students. Next door, the Associated Students pantry provides fresh produce, food items and necessities such as toiletries.

Assessment and accountability

One of the main pillars in UC Irvine's [strategic plan](#) is to elevate the student experience and prepare future leaders. To advance this goal, the campus seeks to diversify high quality pedagogical options and establish national leadership in the research and practice of data-informed student success.

Through UC Irvine's Comprehensive Analytics for Student Success or [COMPASS](#) data initiative, deans and department chairs have ready access to rich data on student success and course outcomes. With a bird's-eye view of the curriculum, these administrators can direct resources to areas where students may run into obstacles or get pushed off track.

Expanding credit opportunities

UC Irvine is capitalizing on the summer session, offering summer success scholarships to eliminate financial barriers, enhance participation, and provide co-curricular activities and support. The "[Pay for only 8](#)" program serves as an additional incentive for students to enroll in summer session courses and stay on track for timely graduation.

High-impact learning

The Learning-Aligned Employment program at UC Irvine offers a new way for students with limited income to take part in faculty-led research. Experiences like these equip students with marketable skills for employment and can offer preparation for graduate study.

Minority-serving research institution

UC Irvine is a formally designated a Minority-Serving Institution (MSI), Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AA-NAPI-SI).

UC Irvine is a founding member of the Alliance of Hispanic-Serving Research Universities, representing an influential group of universities that are both Hispanic-Serving Institutions and in the top five percent of research productivity.

In fall 2022, UC Irvine formed the [UCI-OC Alliance](#) to engage with and support Hispanic/Latinx students, faculty, and staff through an enhancement of its relationships with community leaders in the Orange County area.

Removing barriers

As a part of its COMPASS data initiative, UC Irvine took a deep dive to identify policies that might unintentionally introduce barriers for students. A close look at the rules governing change of major led campus administrators to change policy and increase academic advising to help students stay on track to timely graduation.

UC Irvine is piloting a new approach to supporting students along their academic journey. The centerpiece is a reformulation of the traditional academic probation and disqualification processes. The new approach focuses on [academic recovery](#), which engages faculty and advisers to craft a holistic, student-centric approach to achieving academic success.

UC IRVINE (CONTINUED)

Teaching excellence

UC Irvine's [Division of Teaching Excellence and Innovation](#) (DTEI) supports faculty to transform their courses using evidence-based methods to create inclusive learning environments that promote equitable outcomes, providing training and producing resources like its [guide for inclusive teaching for classroom equity](#).

UC Irvine's [Innovation Graduate Scholars](#) program pairs graduate students with faculty mentors for course and curricular design projects that benefit current UC Irvine students while also preparing the faculty of the future.

In addition, the campus uses learning assistants — or [undergraduate peer educators](#) — to further support active learning courses.

UC Irvine is a member institution of the Sloan Foundation funded [SEISMIC Collaboration](#) (Sloan Equity and Inclusion in STEM Introductory Courses). The collaboration brings the best in evidence-based teaching to the introductory courses on campuses.

In addition, SEISMIC collaborators participate in research projects that explore the deeper structural problems in courses and curricula that lead to inequitable outcomes, sharing findings and innovation across disciplines and across institutions. UC Davis and UC Santa Barbara are also SEISMIC member institutions.



UC Irvine is home to California's first building entirely devoted to active learning, the [Anteater Learning Pavilion](#). This active learning space facilitates student-centered teaching and collaborative team approaches to learning.

UCLA

Assessment and accountability

A key goal within UCLA's new [strategic plan](#) is to elevate teaching by advancing inclusive teaching practices by better incentivizing good instruction. UCLA is making smart changes to the teaching and learning enterprise and re-envisioning how the campus evaluates teaching.

Expanding credit opportunities

UCLA is piloting new ways to leverage [summer session](#). Plans include expanding the number of online summer courses, developing Summer Bridge programming for freshman and transfer students between their first and second years on campus, and using summer sessions to improve minor completion.

UCLA is continuously working to improve the student experience in gateway courses. One strategy for doing so is to reduce course size by increasing offerings for summer, online and remote courses and by increasing the number of discussion sections.

Minority-serving research institution

UCLA has set a goal of attaining HSI (Hispanic-Serving Institution) status by 2025. In 2022, the campus hired its [inaugural HSI director](#), who is working closely with all campus constituents to develop strategies that support Latinx student access, success and belonging.

As part of this work, UCLA will prioritize efforts to retain students, track progress and study the institutional barriers that prevent students from earning their degrees in a timely fashion. It will also implement equity-minded initiatives to ensure the institution is supporting students toward retention in the major and degree completion.

Success in year one

The [First-Year Scholars Program \(FYSP\)](#) at UCLA is a one-year program specifically designed for incoming first-year students in the Humanities and Social Sciences. FYSP Scholars are part of a community of peers who are committed to academic excellence and personal development through active participation with peers, faculty, peer mentors and academic advisers.



Removing barriers

UCLA is continuing its pandemic practice of providing online advising through its [Remote Engagement and Advising in the College Hub \(REACH\)](#) virtual advising hub that provides students an alternate modality to connect with advisers and campus support services.

UCLA (CONTINUED)

Teaching excellence

At UCLA, the inaugural [Vice Provost for Teaching and Learning](#) is working closely with faculty to improve student success and reduce opportunity gaps in bottleneck courses. These efforts include evaluating, on a course-by-course basis, where intervention should be prioritized.

To ensure that faculty have access to the scaffolded supports they need to drive change, UCLA is [expanding support for faculty](#) through development of online faculty modules for inclusive teaching. UCLA also funds a grant program for curricular and pedagogical innovation.

In addition, UCLA's Learning Assistant program supports students through inclusive STEM teaching. This support is being expanded to enhance [peer learning](#) during the summer. UCLA learning assistants are undergraduates with training in evidence-based pedagogical methods.

Wellness and belonging

UCLA offers a variety of cohort-based programs to support students in building networks for academic success. The "[First to Go](#)" program, the [Academic Advancement Program](#) and [Bruin Guardian Scholars](#) guide and assist first-generation students, students from underrepresented groups and former foster youth after they enroll.

UCLA maintains strong ties to community colleges in the area, sustaining high-touch engagement with community college students from early in their college career. UCLA also offers a Summer Bridge program for matriculated transfers, which has been successful in supporting students in their transition to UC.

UCLA's [Academic Advancement Program](#) (AAP) serves more than 5,000 students from low-income, first-generation and underrepresented backgrounds. The program provides academic counseling and peer learning services for over 100 courses. The program also supports mentoring and research opportunities for undergraduates interested in graduate or professional school.

Assessment and accountability

UC Merced's [strategic plan](#) includes a goal to develop future scholars and leaders by broadening and deepening a student's academic, personal and career-related experience and increasing degree completion rates while also maintaining equity.

To help achieve this goal, UC Merced is developing a central infrastructure to store and retrieve data for analysis. The [Institutional Data & Enterprise Analytics](#) (IDEA) Project will ultimately enable the campus's long-term analytic needs. The IDEA Project will design and launch data infrastructure through an incremental build-out approach. This institutional investment in shared data infrastructure will reduce the effort and resources needed today to perform analysis and develop reports.

Expanding credit opportunities

UC Merced is increasing summer session opportunities to support timely degree completion. The newly launched [Summer Skills Academy](#) promotes career preparedness and skills development. Students can choose from eight online courses on topics that are in high demand by employers, such as graphic design, project management and business analytics.

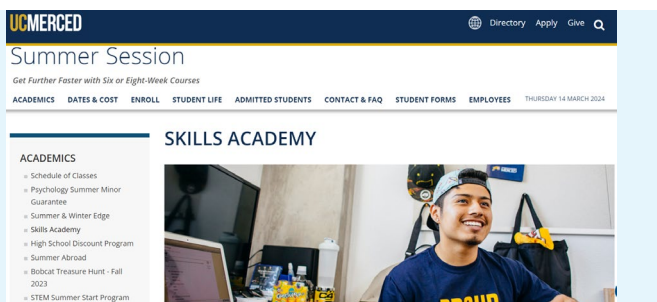
High-impact learning

UC Merced endeavors to make high-impact learning experiences standard for all students, with the backing of its [Undergraduate Research Opportunities Center](#). Today, over half of the student body engages in enriched learning endeavors such as research projects, creative ventures, internships, practicums, field experiences, or community volunteering. UC Merced is committed to broadening involvement in service learning and community-based education.

Minority-serving research institution

UC Merced was the youngest institution to attain R2 (high research activity) status and is now leading a consortium of R2 institutions already designated as Hispanic-Serving Institutions (HSIs) that are moving toward R1 (very high research activity) status. The campus was recently recognized as an [American Talent Initiative High-Flyer](#) because of its record of access and success for low-income students.

UC Merced was designated a Fulbright Hispanic-Serving Institution (HSI) "[Leader for 2023](#)" by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA). Each year, the ECA recognizes the strong engagement of select HSIs within the Fulbright Program, the U.S. government's flagship international academic exchange program.



UC MERCED (CONTINUED)

Removing barriers

UC Merced is addressing campus practices that may unintentionally create barriers to timely graduation. This involves a review of the process for changing majors, which can delay graduation; an assessment of factors that determine the average number of credits a student carries; and revisiting financial hold policies that can prevent students from registering in classes.

UC Merced is focused on increasing first-year retention support. The campus has developed an [early alert system pilot](#) that identifies students who have late or missing assignments in at least three courses or who do not interact with the campus learning management system. The identified students receive coordinated intervention to help them succeed academically.

The UC Merced Transfer Initiative Program ([TIP](#)) is streamlining the transfer credit articulation process, increasing lower division transfer students and lower credit hours for working students, strengthening intersegmental relationships with local California Community Colleges and targeted community colleges outside the region.

UC Merced's [Instructional Learning Assistant Program](#) is a peer advising and mentorship program that seeks to improve student persistence and retention in STEM disciplines (e.g., biology, chemistry, math, physics). An [initial analysis](#) found that course pass rates improved with the program.

Success in year one

UC Merced has placed a priority on increasing first-year retention. The campus is leveraging [living-learning communities](#) (LLCs) to connect students who share similar interests and educational goals with academic, social and personal resources across the campus community. The “Explorer House” LLC is designed specifically for students who enter UC Merced prior to declaring a major.

Teaching excellence

UC Merced has been strategic in using data to identify potential issues with curricula and with university processes. Data analysis has led to the redesign of key courses, simplification of campus policies and practices and the continued implementation of programs targeted to improve the student experience and increase student success. The campus's Teaching Commons has created an [instructor hub](#) with pedagogy guides and other essentials, including guidance on creating a syllabus and providing assessment and feedback.

Assessment and accountability

UC Riverside's [UC 2030 Strategic Plan](#) includes initiatives to increase graduation rates and drive equitable outcomes while expanding student access to high-impact practices and career and leadership development.

UC Riverside has been recognized as a national leader in efforts to improve student outcomes at a research university. It was a founding member of the [University Innovation Alliance](#), which focuses on accelerating student success for lower income and underrepresented students. The campus was also awarded a [Seal of Excelencia](#) for accelerating Latinx student success.

UC Riverside has strategically positioned multiple senior leaders to advance equity goals, including the Associate Dean for Student Success, the Black Student Success Coordinator and the Assistant Dean for Student Success for the College of Humanities, Arts and Social Sciences.

UC Riverside has also launched a new assessment dashboard to help faculty quickly visualize how well students are reaching learning goals and to make comparisons across courses and programs.

Expanding credit opportunities

UC Riverside has adopted changes to make summer courses more accessible to undergraduates, including an [8-unit fee cap](#) and an expanded selection of summer courses available online.

Minority-serving research institution

UC Riverside enrolls a higher share of underrepresented minority (40 percent), first-generation (50 percent) and lower income students (45 percent) than the UC system as a whole.

UC Riverside was designated a Hispanic-Serving Institution (HSI) in 2008 and an Asian American and Native American Pacific Islander-Serving Institution (AA-NAPI-SI) in 2018. The campus has launched a [Minority Serving Institution Research Academy](#) to increase undergraduate participation in research.

Removing barriers

Recognizing the importance of student advising in supporting students to find their way, UC Riverside has recently made new investments in its advising infrastructure, with increased staffing and improved IT resources.

Success in year one

UC Riverside [Living-Learning Communities](#) (LLCs) are small cohorts of roughly 25 first-year students who share a common major or interest. LLCs are designed to help transition students to the university experience. [Early research](#) (2013) found positive results in first-year retention for those living in LLCs, which are led by dynamic faculty and advising professionals who introduce students to academic values, research opportunities and university resources.

UC RIVERSIDE (CONTINUED)

In some areas, like the sciences and engineering, [Supplemental Instruction](#) (SI) is a complement to the learning communities and is led by trained peer tutors (upper-division SI Leaders) who provide academic and social support linked to challenging courses. Learning communities, in general, also bring a component of peer mentoring, which is robust across many academic and non-academic programs at UC Riverside.

Teaching excellence

At UC Riverside, the [XCITE Center for Teaching and Learning](#) has engaged with 60+ faculty to collaborate on approaches to close equity gaps in gateway courses. In a related effort, faculty in the math department have created two new entry-level courses for new STEM majors.

Wellness and belonging

Health, Well-Being & Safety ([HWS](#)) is a newly created division at UC Riverside whose mission is to raise awareness and provide students with an inclusive framework of services, resources and programs that cultivate community and a holistic approach to the campus environment by supporting diversity and student success through an integrated culture of wellness.

UC Riverside has joined the [Kessler Scholars Program](#) to provide wrap-around, multi-tiered services for first-generation students. Students who join the program are connected to a powerful network of first-generation leaders that spans 15 institutions and supports students throughout their undergraduate college experience and beyond.

At UC Riverside, faculty and advisers know that a full course load improves a student's sense of belonging on campus while reducing the overall time to degree. With consistent messaging to students, the campus has seen an increase in student overall course loads.

UC Riverside has launched a [Black Student Success Initiative](#) that focuses on retention for Black students and building a community in which Black scholars can thrive.



African Student Programs: It Takes a Village to Graduate a Scholar!

UC Riverside's African Student Programs ([ASP](#)) and Chicano Student Programs ([CSP](#)) recently reached their 50th year anniversary. Both programs continue to contribute to the university's culture of belonging through programming, academic support and community engagement efforts.

Assessment and accountability

The [UC San Diego Strategic Plan for Inclusive Excellence](#) offers a roadmap for shaping the future of equity, diversity and inclusion at UC San Diego. The initiative combines comprehensive data and analysis with an accountability structure for senior leaders.

As part of this Strategic Plan for Inclusive Excellence, all campus units — academic and administrative — participate in regular accountability meetings; these provide formative support for creating an equitable and inclusive campus.

To strengthen a culture of equity-minded data use, Institutional Research has created teams focused on this work, including the Equity Research & Analytics and Student Success Research & Analytics Teams.

At UC San Diego, the process for the review of academic programs by the faculty senate has been augmented to include a review of comprehensive data on equity and student success as part of an academic department's self-study.

In addition, UC San Diego's initiative "[Erasing Equity Gaps Via Collective Impact](#)" is a framework designed to align efforts across campus that address equity. The effort has unified formerly disparate student success efforts and launched workgroups that address math preparation, inclusive teaching, and access to affordable course materials.



Expanding credit opportunities

Employing a Collective Impact approach, Academic and Student Affairs, along with cross-campus partners, have tripled the size of [UC San Diego's Summer Bridge](#), a five-week transition program that provides students with the opportunity to earn college credit (via both online and in-person modalities), develop skills for academic success, connect to university resources, and receive support throughout their first academic year at UC San Diego.

[Discover UC San Diego](#) offers California high school students free online credit-bearing college courses, providing equitable access to experience college-level classes regardless of locally available opportunities. Each offering engages students in an intensive online exploration of a specific topic, with support from UC San Diego instructors and local school districts.

High-impact learning

At UC San Diego the [Co-Curricular Record](#) documents student engagement across campus that demonstrates their credentials (skills) developed through co-curricular activities.

The [Triton Research & Experiential Learning Scholars \(TRELS\) program](#) empowers students to pursue research, guided artistic or creative projects and public service opportunities. Financial support and pre-research training are key elements of the program.

UC SAN DIEGO (CONTINUED)

Minority-serving research institution

Over the last decade, UC San Diego has doubled the number of enrolled students who are members of underrepresented groups. The campus was designated an Asian American and Native American Pacific Islander-Serving Institution (AA-NAPI-SI) in 2022 and is an emerging Hispanic-Serving Institution.

Removing barriers

UC San Diego makes extensive use of student data and course analytics to help streamline curricula. UC San Diego is an early adopter of the [Curricular Analytics](#) framework, an initiative of the Association for Undergraduate Education at Research Universities (UERU) to understand how curricular complexity impacts student progress toward a degree.

Faculty at UC San Diego recognize the importance of math preparation for students across a variety of majors. With guidance from a Senate-Administration workgroup, the campus is evaluating the design of course sequences for students entering different disciplines.

Success in year one

The [Student Success Coaching Program](#), developed in 2016, uses a strength-based approach to facilitate transition and promote the success of incoming and continuing first-generation college students within a collaborative, holistically supportive, and validating environment. By engaging a wide range of stakeholders, the program has nurtured a campus culture where time-to-degree and student success are viewed through a social justice lens and as moral imperatives.

Teaching excellence

UC San Diego's [Teaching + Learning Commons](#) is building capacity for inclusive teaching through learning communities and other forms of professional development. Teaching professors are often at the heart of this work, bringing evidenced-based practices to course and curricular redesign. The campus is in the process of implementing holistic teaching evaluation for academic review

Wellness and belonging

UC San Diego recognizes the importance of cultural validation and whole-student support for success. The campus has invested heavily in community resource centers under the Office of Equity, Diversity and Inclusion, including recent attention to opportunities for Native American students. The campus is also expanding supports through its Triton Transfer Hub, the Basic Needs Hub and the Chancellor's Associates Scholars Program.

UC San Diego [Student Health and Well-Being](#) fosters multicultural responsiveness and trauma-informed care. Triton CORE, a mobile crisis response team embedded in the campus police department and linked to UC San Diego Health systems, deploys licensed mental health professionals to support students experiencing a behavioral health crisis. Tritons Flourish offers holistic programming for connection, engagement, and healing through movement, nature, and expressive arts.

Assessment and accountability

In conjunction with its reaccreditation process, UC Santa Barbara launched an extensive [quantitative and qualitative self-study](#) that examined the role of institutional structures and policies in supporting persistence, timely graduation and equitable student outcomes. Building on this work, the campus developed a suite of analytical tools to support administrators in tracking progress and directing support for critical areas, including equity focused assessment efforts.

Minority-serving research institution

UC Santa Barbara was the first member of the Association of American Universities (AAU) to hold the distinction of being a Hispanic-Serving Institution (HSI) and is a member of the Alliance of Hispanic-Serving Institutions.

The campus has implemented multiple activities, from extended faculty seminars to pedagogical innovations, that have improved equitable outcomes for undergraduates. These activities are ongoing and focus especially on pre-major sequences leading to majors with large enrollments. It has also directed HSI funds to create its [Opening New Doors to Accelerating Success](#) (ONDAS) student success center.

Removing barriers

Advisers at UC Santa Barbara are piloting a new system to provide an early alert when students may be experiencing academic difficulties. The program allows advisers to connect with students early to resolve concerns and navigate barriers. This is one of a variety of new tools and practices designed to enhance student advising.

At UC Santa Barbara, the academic senate is reviewing policies that may introduce unintentional roadblocks for students. The senate is reviewing grading practices in the first year along with academic policies that may stand in the way of equitable outcomes.

Success in year one

To ensure that every student gets the strongest start possible, UC Santa Barbara created a new course for all Letters & Science students that provides students with comprehensive guidance on navigating the university system and helps them explore the optimal pathways through various majors. The first cohort of students enrolled in the course in Fall 2023.

The campus is providing mentorship support through programs like the UC Santa Barbara [ONDAS peer network](#) and [transfer peer network](#).



UC Santa Barbara is making targeted investments to leverage summer session to support incoming students. The campus is enhancing its Summer Bridge program with [MAX \(Maximizing Potential\)](#), which prioritizes foundational quantitative skills in order to enhance success for students in the first year their studies.

UC SANTA BARBARA (CONTINUED)

Teaching excellence

UC Santa Barbara's [Office of Teaching and Learning](#), a comprehensive unit that encompasses faculty professional learning, student academic belonging, institutional assessment, pedagogical innovations, and high-impact educational practices, serves as a hub for the campus's comprehensive approach to supporting teaching excellence.

The [Office of Teaching and Learning](#) works closely with faculty teaching large courses and helps to foster equitable teaching across the campus. One example is eCoach — a platform that provides personalized coaching for students in large courses to support effective learning and foster self-confidence and self-efficacy.

UC Santa Barbara is a member institution of the Sloan Foundation funded [SEISMIC Collaboration](#) (Sloan Equity and Inclusion in STEM Introductory Courses). The collaboration brings the best in evidence-based teaching to the introductory courses on campuses. In addition, SEISMIC collaborators participate in research projects that explore the deeper structural problems in courses and curricula that lead to inequitable outcomes, sharing findings and innovation across disciplines and across institutions. UC Davis and UC Irvine are also SEISMIC member institutions.

Wellness and belonging

UC Santa Barbara's [Promise Scholars Program](#) enrolls high-achieving students from households whose annual income is at or below the national poverty line by funding their education in full. The program combines multi-year funding with hands-on intensive wrap-around services and academic counseling to ensure students' academic success.

UC SANTA CRUZ

Assessment and accountability

UC Santa Cruz's recently released strategic plan includes a theme focused on [undergraduate student education](#) and experience, including efforts to strengthen a student's sense of belonging, expand experiential learning and create a co-curricular record about those experiences.

UC Santa Cruz has recently completed a restructuring within its administration, recruiting new leadership for its Division of Student Affairs and Success (formerly Student Affairs) and creating a new role, the Associate Campus Provost for Academic Success, to coordinate and lead relevant work across the campus.

Campus leadership has been successful in communicating the link between equity and excellence and in uniting the campus around a common vision. Across the campus, departments and divisions have ready access to student data, and Deans are charged with improving student outcomes in major pathways.

Expanding credit opportunities

The "[Pay for Only 10](#)" program at UC Santa Cruz allows students to take additional classes over summer without paying more tuition. The program decreases the cost for summer courses while supporting students to stay on track to graduation.

High-impact learning

UC Santa Cruz has designed a variety of programs to promote access for undergraduate students to mentored research projects. The [Building Belonging Program](#), funded by an anonymous donor, provides stipends for students participating in service learning.

Forty science faculty have collaborated to create the [Work-study Research Initiative](#), which funds lab-based student research. Additional programs funded by grants and donors provide a range of research opportunities in STEM fields.

UC Santa Cruz has secured ten federal HSI (Hispanic-Serving Institution) grants. Funds from the grants support exploration of discipline-based pathways and experiential learning and research opportunities.

Minority-serving research institution

UC Santa Cruz is both a Hispanic-Serving and an Asian American and Native American Pacific Islander-Serving Institution (HSI and AA-NAPI-SI), with federal recognition of both since 2015. UC Santa Cruz received the Seal of Excelencia in 2022 demonstrating alignment of its data, practices and leadership with evidence of positive momentum for Latinx student progress.

UC Santa Cruz was a founding member of the Alliance of Hispanic-Serving Research Universities (HSRU), which now has 21 members. The campus has received multiple federal HSI grants to innovate in areas such as curricular redesign, holistic support, transfer pathways, experiential learning, research opportunities and pathways to and through graduate school.

UC SANTA CRUZ (CONTINUED)

Removing barriers

The UC Santa Cruz [Summer Edge Promise Award](#) was implemented during summer 2023. The award pays the 7-credit Summer Edge Program minimum tuition and campus fee for entering students with financial need.

Summer Edge gives first time and transfer students a supportive head start. The program operates in coordination with several Extended Orientation programs like Black Academy, Summer Bridge, Cultivamos Excelencia and the 540% Slug Extended Orientation.

UC Santa Cruz is investing in student advising. Software investments include a degree audit tool and an early warning system. Advising staff continue to coordinate and enhance their holistic supports for students.



Teaching excellence

As part of its HSI initiatives, UC Santa Cruz launched its [Project REAL \(Redesigning Equity & Advancing Learning\)](#) that supports faculty in redesigning gateway courses to improve teaching and learning and support equitable outcomes.

The campus's teaching and learning center also provides other [equity-minded teaching resources](#) to support instructors.

Wellness and belonging

UC Santa Cruz demonstrates understanding of the complexity of well-being and belonging through a variety of services that extend beyond traditional behavioral therapy.

Since 2022, the Division of Student Affairs and Success has worked with [Black Girl Doctor](#) and [On the Margins](#) to provide 90-minute wellness coaching sessions as part of a solutions-focused wellness for students seeking balance in their academic and personal endeavors.

In Fall of 2023, UC Santa Cruz expanded their [Black Men's Alliance](#) with the Men of Color Healing Association (MOCHA), where staff and peer mentors provide support and education around traits of toxic masculinity, including but not limited to aggression versus conflict resolution, competitiveness versus philanthropy, dominance versus humility, homophobia, and depressing emotions versus vulnerability.

UC Santa Cruz is taking a systems-change approach to address basic needs. An example is the Farm-to-College program that connects the campus farm and Agroecology efforts by regularly donating to the [Slug Support Pantry](#), the SUA Food Pantry, Family Student Housing and EOP students at the Academic Resource Center.

Appendix B: Data tools

Throughout higher education, the deployment of data tools and analytics has been central to institutional transformation. With the emergence of widely available, easy-to-use visualization tools roughly a decade ago, it became commonplace for college campuses to publish data “dashboards”, envisioned as a collection of graphs and gauges, not unlike a car dashboard, used to track high-level institutional outcomes, like retention, graduation and time to degree. These tools were often made public.

Today, a second generation of data tools has emerged. These tools offer “deeper dive” analysis tailored to specific campus audiences — often created in collaboration with the faculty, staff and administrators who put them to use. Typically designed with an equity focus, the underlying data sets contain rich demographic information about our students as well our institutions.

Given the wealth of data in these next-generation equity-focused dashboards, many are hosted privately, with access restricted to their specific audiences. This report offers an overview of the tools developed and deployed across the nine undergraduate campuses at the University of California.

LOCUS OF CHANGE

Most campuses have a suite of tools. To differentiate among them, it is helpful to consider the *locus of change*, that is, the places within in our institutional structure or practice where a change can be introduced.

Afterall, the defining feature of these tools is their potential to inform change.

CLASSROOM

At the most basic level, the classroom is a potential locus of change for every faculty member. With support from the pedagogical experts in campus teaching and learning centers, instructors can introduce and refine evidence-based practices that deepen understanding and create opportunities to learn.

These efforts are all the more effective when informed by data about the demographics and educational backgrounds of our students, together with course outcomes like pass rates and grade distributions.

CURRICULUM

Our campuses offer world-class, cutting-edge curricula, designed by academics who are leaders in their fields. These curricula are not simply a stepwise progression of courses; rather, they are a set of pathways students may take along their way to graduation.

When faculty within a department have detailed information about the paths students take, including the points along the way where obstacles arise, they can work together to make changes that broaden and maintain access for a new generation of student-scholars in their fields.

CAMPUS ECOSYSTEM

All of this learning takes place in a campus ecosystem that is a complex mesh of academic, social, employment and wellness networks (among others) that support the whole student. Often it is the strength of those networks in the first year that can help propel students toward success.

Identifying areas where the campus can improve student experience and direct or redirect resources to priority areas is critical to our success. Combining information at the ground level, especially regarding the first year, with high-level monitoring of outcomes can support these partnerships and ensure that our campuses are responsive to our students, who have chosen UC as a place to build their futures.

Course demographics

UC DAVIS

[Know Your Students](#)

Promotes inclusive instruction by raising awareness about key characteristics of a class, including student demographics and academic data by course, with relevant teaching tips and resources to support instructors and course outcomes.

UC IRVINE

[Course Profile Dashboard](#)

Provides instructors with deeper insights into the students in their classes. This report provides course composition by student-level, population (first gen, low-income, etc.) and more. This information helps instructors determine how to effectively engage with these students to support their academic journeys at UCI.

UC MERCED

[Course-level Demographics](#)

Provides student demographics within a course or section.

UC RIVERSIDE

[Course Demographics Dashboard](#)

Shows ethnicity, gender identity, underrepresented status, first-generation status, income status and class standing by course. The dashboard also includes the cumulative GPA distribution for students enrolled in the course as well as college and major.



Figure 1 UC Riverside Course Demographics Dashboard²⁸

UC SAN DIEGO

[Enrollment Demographics](#)

Provides course-level demographics and comparison to major-level demographics. It is used in particular to examine differential patterns of enrollment in optional courses.

²⁸ Images are sourced from public web pages.

DETAiL (Data-Enhanced Teaching and Learning)

Provides instructors with current- and past-term information about students in courses they are teaching and links to asset-based teaching strategies.

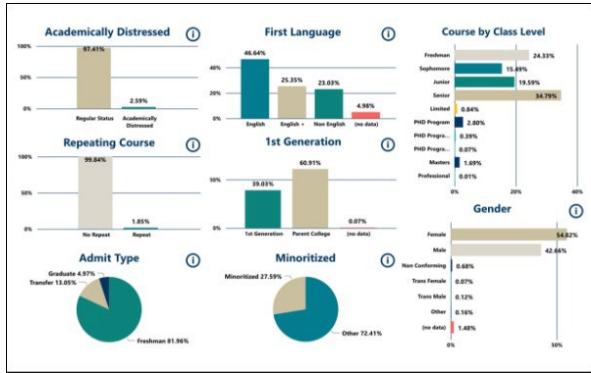


Figure 2 UC Santa Barbara DETAiL Dashboard

Course Equity Reports

Shows performance relative to the number of advantages that students bring to a course and in courses relative to other courses. Course Equity Reports are based on code developed by UC Davis as part of the STEM Equity Learning Community (SELC), part of the Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) collaboration.

Getting to Know Your Students

Provides course-level information on enrolled students for the current Fall, Winter, or Spring term, including students' race/ethnicity, gender, first-generation status, academic level and major, as well as information on co-enrolled classes and prior course performance.

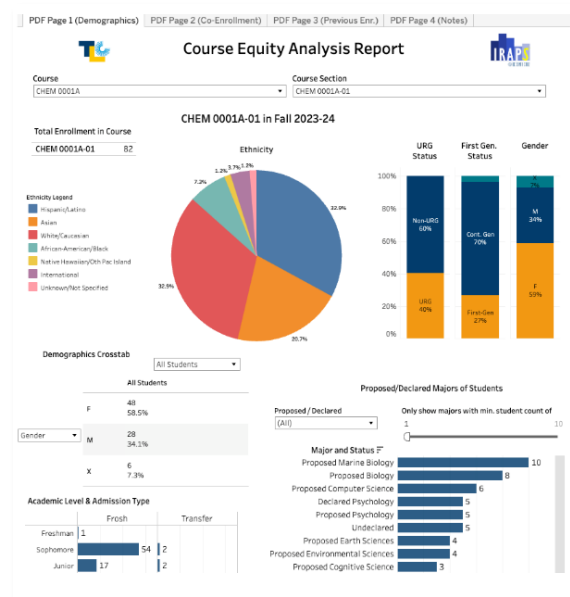


Figure 3 UC Santa Cruz Getting to Know Your Students Dashboard

Course outcomes

UC BERKELEY

Our Berkeley - [Grades by Course and Term](#)

Developed as a joint initiative of the Associated Students and the Provost's Office. Shows the letter grade average, median and distribution for a selected course and term at UC Berkeley. This allows students to provide context to potential employers or graduate programs for the individual grades within the overall set of letter grades awarded for those courses.

UC Berkeley Course Profiles

Each term the Division of Equity & Inclusion creates undergraduate course outcome reports that show demographics, grades and passing rates for courses, departments and divisions. This allows instructors and campus leadership to track course outcomes.

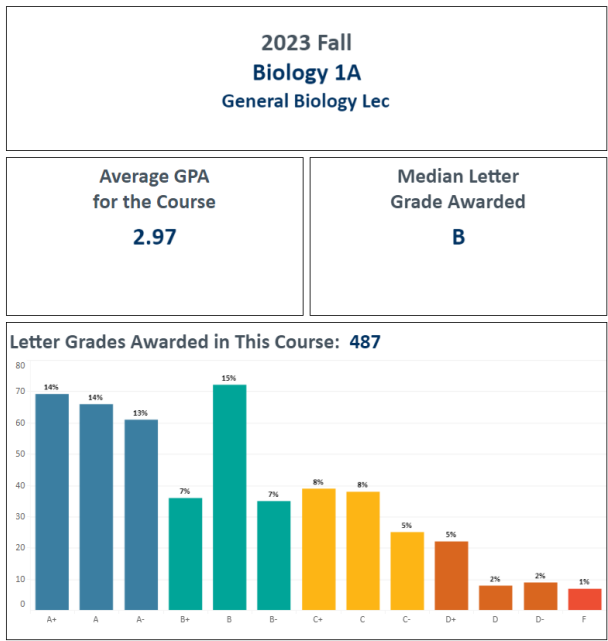


Figure 4 UC Berkeley Grades by Course Dashboard

UC IRVINE

Course Grade Dashboard

Enables instructors to quickly view grade distributions across various key demographics at the section, course and department level.

UCLA

Course Performance Metrics

Provides detailed course performance metrics over time with the ability to directly compare outcomes across various demographic attributes.

UC MERCED

Course Repeats

Shows information on the number of students who repeat a course for impacted courses.

DFW Grades

Provides information on failing grades (i.e., D, F, or withdrawal) at the course, subject, or school level.

Grade Distributions

Shows grade distribution data by course.

UC RIVERSIDE

DFW Rates and Equity Gaps Dashboard

Shows DFW rates by course, disaggregated by ethnicity, gender identity, underrepresented status, first-generation status, income status.



Figure 5 UC Riverside DFW Rates and Equity Gaps Dashboard

UC SAN DIEGO

Courses Impacting Progress to Degree

Combines curricular complexity, DFW rates, waitlist and course offering information to identify and focus on courses negatively impacting student progress to degree. Includes demographic breakdowns and grade distributions.

UC SANTA BARBARA

Course Grade Distribution

Shows grade distributions by year, by department, lower/upper division courses, by course and by grades of C- or lower. Also shows grade disparities across demographic groups.

UC SANTA CRUZ

Course Analytics

Provides information about the composition and grades of UCSC courses, including average grade point and detailed grade distribution by section and term, disaggregated by gender, underrepresented status, Pell and first-generation status and residency.

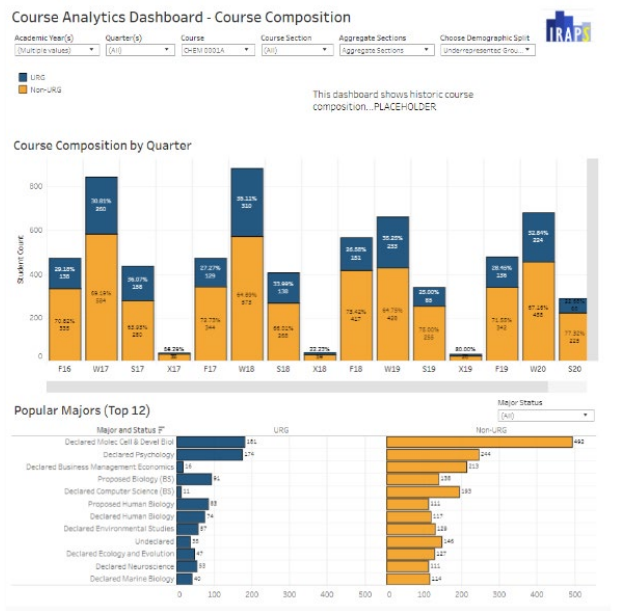


Figure 6 UC Santa Cruz Course Analytics Dashboard

UCSC Course List

Provides an interactive, sortable list of courses taught at UCSC. The table can be sorted by GPA, DFW-Rate or Enrollment count and features various demographic comparison groups.

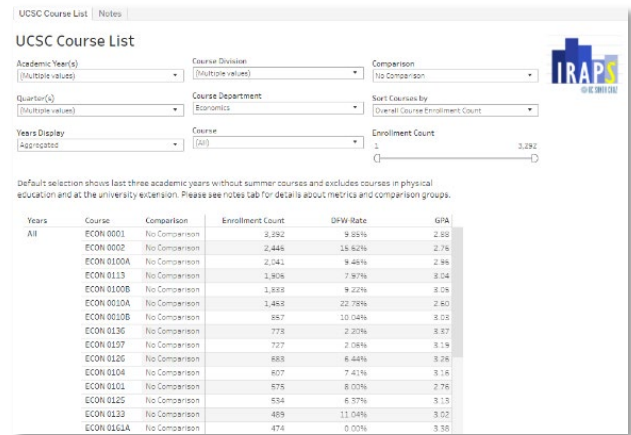


Figure 7 UC Santa Cruz Course List Dashboard

Upstream/Downstream Course Performance

Provides data on grades in courses taken prior to, subsequently and concurrently with a selected target course, as well as the relationship between specific grades in selected pairs of courses.

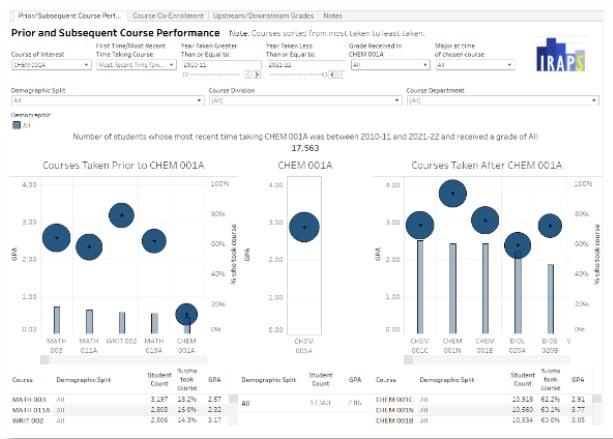


Figure 8 UC Santa Cruz Upstream/Downstream Course Performance Dashboard

Course Repeats

Provides counts and percentages of repeat enrollments by course with filtering options for student demographics.

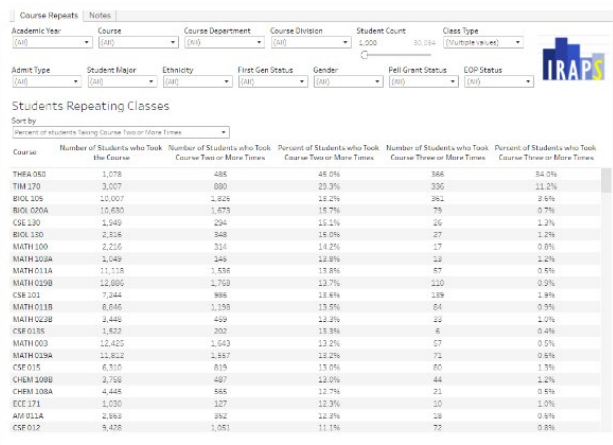


Figure 9 UC Santa Cruz Course Repeats Dashboard

Top 10 Course vs All Other First-year Courses

Provides a comparison of average GPA in the top 10 courses taken by incoming students to all other courses taken, broken up by race/ethnicity, Pell and first-generation status. It helps identify courses to prioritize for redesign efforts or other support.

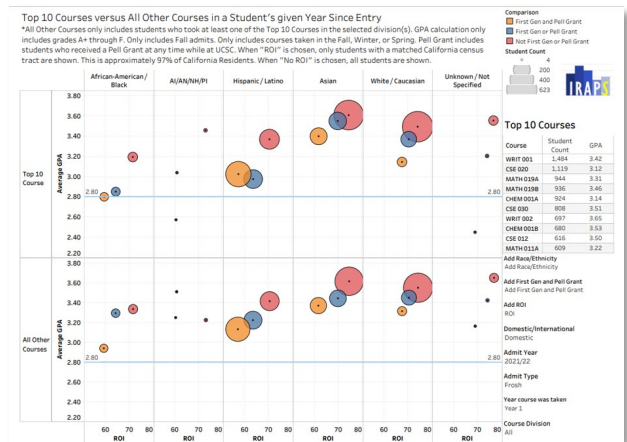


Figure 10 UC Santa Cruz Top 10 Courses versus All Other First-year Courses Dashboard

Curricular pathways

UC BERKELEY

Undergraduate Major Migration & Persistence

Shows entering undergraduate cohorts by intended major, declared major(s) and major(s) of the undergraduate degree awarded, if there was one.

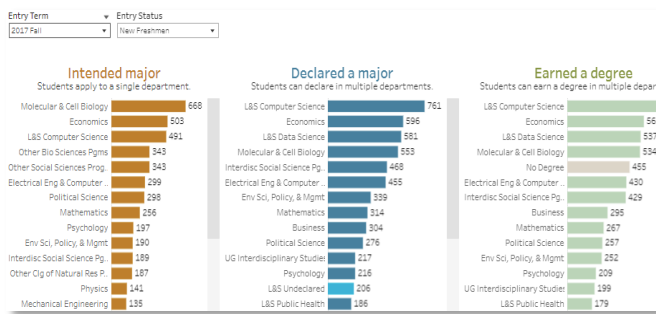


Figure 11 UC Berkeley Major Migration Tool

UC DAVIS

Ribbon Tool

Visualizes pathways that students take between majors or disciplinary clusters. Aggregates student data based on user-defined categories and shows the population flows between these categories over user-defined spans of time. Supports understanding of factors that cause major migration and can inform research into universities' retention practices.



Figure 12 UC Davis Ribbon Tool

UC IRVINE

Course-to-Course Heatmap

Visualizes how students performed in two different courses.

UC SANTA BARBARA

Enrolled Majors - Major Changes

Allows departments to see the extent to which students are switching into the department (influx) and out of the department (efflux) and especially examine whether there are differences between demographic categories/groups in major change rates. Addresses questions such as: Are all students being equally supported? Departments can use the Major Flow dashboard to learn more about exactly when students switch in/out and where they come from/go.

Pipeline Summary

Useful for visualizing the stages at which opportunity gaps arise.

Retention and Graduation Rates

Focuses on different time points for matriculated students.

STEM Curriculum Pathway Dashboards

Shows where students encounter bottlenecks that can be addressed, in part, in curriculum planning.

Structural Challenge Dashboards

Used to investigate majors with required pre-major-major sequences. Shows how many and which students are navigating the pathway optimally/on track for on-time completion.

UC SANTA CRUZ

Divisional Major Migration

Includes “Major Migration by Admission Major” and “Divisional Major Migration” dashboards. Visually represents migration into, out of and between majors and academic divisions by user selected student characteristics and course taking patterns and course outcomes.

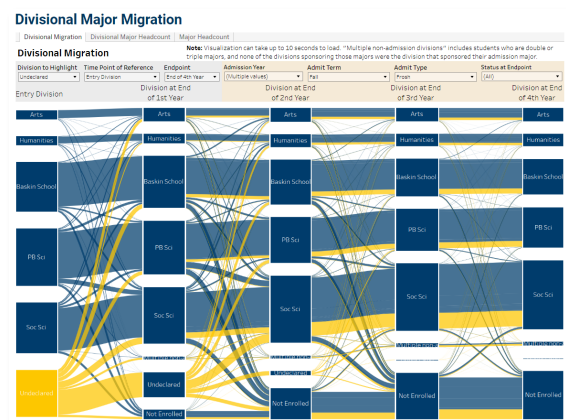


Figure 13 UC Santa Cruz Divisional Major Migration Dashboard

Department measures and outcomes

UC BERKELEY

Undergraduate STEM Students & Pipeline

The Undergraduate STEM Students dashboard displays data about students in science, technology, engineering, and math (STEM) fields at UC Berkeley, with an additional focus on the pipeline from application for admissions to graduation. Data is shown by race/ethnicity and gender; select data also shown at the level of an academic unit.

Undergraduate STEM Students

Click on the navigation boxes/arrows that appear at the top of each page to move through the dashboard.

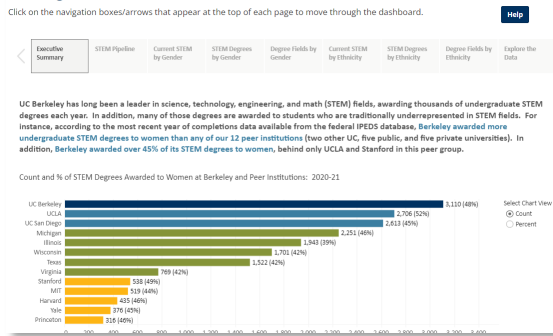


Figure 14 UC Berkeley Undergraduate STEM Students Dashboard

UC Berkeley Department Profiles

Supports Division of Equity & Inclusion to create term-based undergraduate department reports that show demographics, cumulative GPA and academic notice for departments and divisions. Enables campus leadership to track department outcomes.

Student Majors

Displays information on the count of registered students in each academic major program by student level, academic division, entry status, residency, ethnicity, gender and STEM status of the major. Contains demographics for an academic unit as compared to campus as a whole.

Student Headcount by Major and Demographics

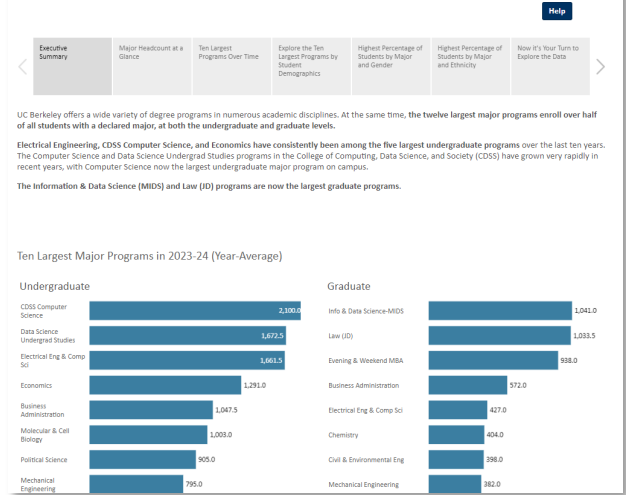


Figure 15 UC Berkeley Student Headcount by Major and Demographics Dashboard

UC SAN DIEGO

Student Academic Success Profiles

Used as part of structured institutional efforts to close equity gaps (program reviews, Strategic Accountability Process for Inclusive Excellence and Advancing Equity in the Major). Provides key metrics throughout the life cycle of a student from matriculation to retention, to persistence in major, to degree awarded at the major, school and campus levels. The Dean-level dashboard identifies equity gaps and number of students impacted.

Major Migration

Quantifies inflow and outflow of students by major and by term over four years.

UC SANTA BARBARA

Current Majors Profile

Provides a demographic profile of current majors (as of Fall 2022), including underrepresented groups, first-generation, Pell-eligible, effectors of opportunity, pre-majors, double majors, women, international students, transfer students and entering high school or transfer GPA.

Undergraduate Equity Dashboards

Provides departments with the ability to view department-specific quantitative data about undergraduate student access and success from a number of perspectives, from application to degree.

UC SANTA CRUZ

Departmental Equity Profile

Provides a departmental snapshot of key metrics and undergraduate student success milestones, including major composition, on-time major declaration rates, course grades, graduation rates and time-to-degree through an explicit equity lens.

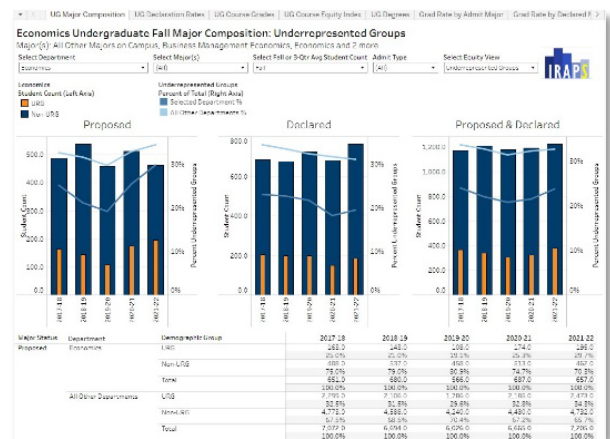


Figure 16 UC Santa Cruz Departmental Equity Profile

First-year milestones

UC BERKELEY

Retention Rate Reporting

Reports retention rates for newly entering undergraduates. The data can be viewed by student demographics and across academic colleges.

Annual Persistence Reports

Enables Division of Equity & Inclusion to produce annual reports on retention by campus/division and demographic group.

UCLA

Custom Retention Rate Reporting

Includes detailed retention information computed at various levels with the ability to compare and filter by program and student attributes.

UC SANTA BARBARA

First-year Student Success Data Table Dashboard

Provides probation, persistence, retention and graduation rates for first-year entry students, from 2000-2021.

Transfer Student Success Data Table

Includes transfer student success rates, from 2000-2021 with details on number of students in the cohort, Year 1 probation, students retained to year 2 and average 2, 3 and 4-year graduation rates.

UC SANTA CRUZ

First-year, First-Quarter and Second-Year Outcomes

Provides information on units completed, GPA and retention by cohort broken out by gender, race/ethnicity, Pell grant status, first-generation status and residency and is filterable by entry division, department, or major.

Cohort Type	Entry Year	Tuition Paper Status	Entry Division	Entry Department	Entry Major	Student Count	% Completed	Avg First Year GPA	% >= 2.00	% Retained to Year 2
Overall	2021-22	100%	100%	100%	100%	4,203	88%	3.14	88%	88%
Gender										
Male						2,883	89%	3.16	88%	88%
Female						2,243	89%	3.15	87%	89%
Other/Unknown						141	82%	3.21	87%	82%
Ethnicity										
African American / Black						222	85%	3.22	79%	88%
American Indian / Alaska Native						18	74%	3.30	50%	74%
Asian						1,882	93%	3.47	91%	93%
Hispanic / Latino						2,278	88%	3.12	79%	88%
Pacific Islander						15	67%	3.00	58%	67%
White						1,900	89%	3.45	89%	89%
Unknown						89	93%	3.49	82%	92%
Pell Grant Status										
Pell Grant Recipient						1,111	91%	3.17	80%	87%
Non Pell Grant Recipient						2,778	90%	3.42	90%	89%
First Generation Status										
First Generation						1,510	85%	3.15	80%	88%
Continuing Generation						2,412	90%	3.42	90%	89%
Other/Unknown						81	92%	3.41	90%	89%
LCF+										
LCF+						471	80%	2.88	71%	80%
Non LCF+						3,732	90%	3.37	88%	88%
EOP/Bridge Participant										
Bridge						66	82%	3.23	75%	82%
EOP Non-Bridge						955	88%	3.35	79%	88%
Non EOP						3,182	89%	3.39	88%	87%

Figure 17 UC Santa Cruz First Year, First-Quarter and Second-Year Outcomes Dashboard

Quarter-to-Quarter Retention and Graduation Rate

Indicates freshman and transfer student retention and graduation rates by quarters since entry, by admission major, race/ethnicity, first-generation status and other student demographics and characteristics.

Quarter-to-Quarter Retention		Demographic Split									
Cohort Name	Demographic Split	First Fall	First Winter	First Spring	Second Fall	Second Winter	Second Spring	Third Fall	Third Winter	Third Spring	Third Summer
Fresh-2016	All	Retained to	4,218	4,126	4,046	3,812	3,719	3,674	3,396	3,336	
	Retention	100.0%	97.0%	95.9%	90.4%	89.2%	87.1%	86.1%	79.1%		
	Graduated by	0	0	0	0	0	5	13			
Fresh-2017	All	Retained to	4,945	3,948	3,865	3,549	3,436	3,385	3,161	3,129	
	Retention	100.0%	97.6%	95.8%	87.7%	84.9%	83.7%	79.1%	77.4%		
	Graduated by	0	0	0	0	0	9	15			
Fresh-2018	All	Retained to	3,701	3,611	3,531	3,274	3,215	3,114	2,853	2,792	
	Retention	100.0%	97.6%	95.4%	89.5%	89.9%	84.1%	77.1%	74.4%		
	Graduated by	0	0	0	0	1	16	25			
Fresh-2019	All	Retained to	4,255	4,014	3,859	3,725	3,516	3,579	3,269	3,223	
	Retention	100.0%	95.3%	92.7%	88.6%	86.0%	85.1%	77.5%	76.6%		
	Graduated by	0	0	0	0	1	12	24			
Fresh-2020	All	Retained to	4,203	4,065	4,008	3,687	3,516	3,577			
	Retention	100.0%	97.2%	95.4%	87.7%	86.0%	85.1%				
	Graduated by	0	0	0	0	0	0				
Fresh-2021	All	Retained to	3,869	3,743	3,687						
	Retention	100.0%	96.7%	95.6%							
	Graduated by	0	0	0							
Transfer-2016	All	Retained to	1,129	1,090	1,071	1,047	1,018	914	316	206	
	Retention	100.0%	96.5%	94.9%	92.7%	92.2%	81.0%	28.0%	18.2%		
	Graduated by	0	0	0	5	20	105	641	749		
Transfer-2017	All	Retained to	1,231	1,201	1,181	1,144	1,103	1,029	315	227	
	Retention	100.0%	97.6%	95.9%	92.9%	89.6%	83.6%	25.6%	18.4%		
	Graduated by	0	0	0	3	25	94	729	824		

Figure 18 UC Santa Cruz Quarter-to-Quarter Retention and Graduation Rate Dashboard

Early Warning System

Indicates students' major declaration and graduation status at selected timepoints by the number of credits earned and the GPA in selected first-year courses.

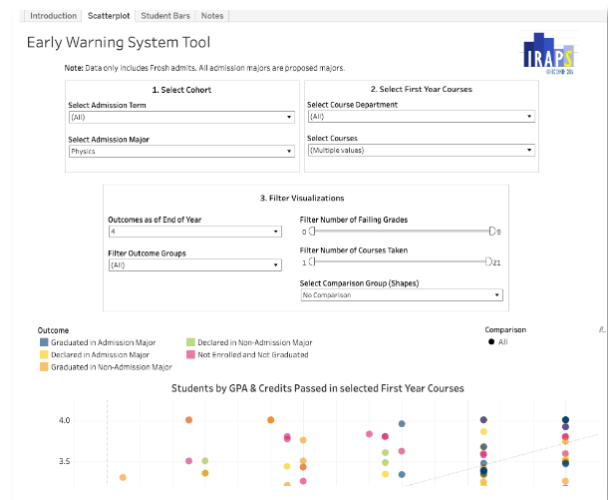


Figure 19 UC Santa Cruz Early Warning System Dashboard

Institutional measures and outcomes

UC BERKELEY

Census Equity Comparison

Official student census. Contains demographics for a unit as compared to campus as a whole. Available to all Cal Answers users.

Degree Equity Comparison

Includes degree completion information for students across various demographic characteristics and over time. Available to all Cal Answers users.

Financial Aid Profile by Income

Includes average aid by type for students in different family income ranges.

Graduation, Retention and Time to Degree

Includes graduation and retention rates of students across various demographic characteristics and colleges and over time. Time to degree information is further available at the levels of the major, department and division. Available to all Cal Answers users.

Graduation & Retention Rates

Provides overall graduation rates by cohorts, gender and ethnicity and overall first-year retention rates, also by entry college, race/ethnicity, gender and residency.

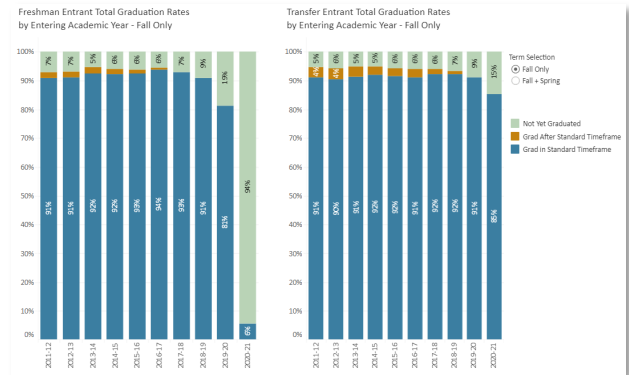


Figure 20 UC Berkeley Undergraduate Graduation and Retention Rates Dashboard

UC DAVIS

AggieData

Provides a set of public-facing dashboards, including graduation rate and time to degree data by entry status and college.

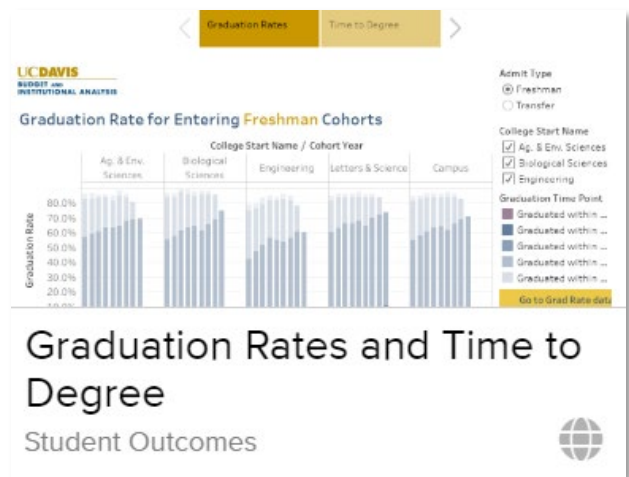


Figure 21 UC Davis AggieData Dashboard

UC IRVINE

Student Success Dashboard

Shows ten-year trends in first-year retention and graduation rates overall and by school, ethnicity, financial aid, gender and major.

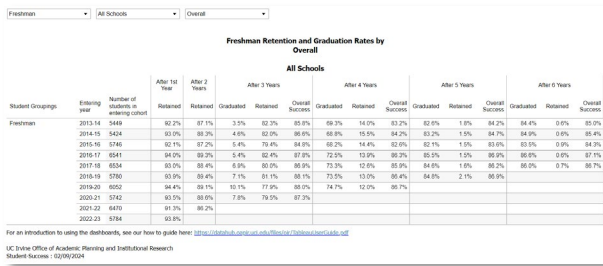


Figure 22 UC Irvine Student Success Dashboard

UCLA

Graduation and Time to Degree

Shows trends in graduation rates and time to degree by school and division.

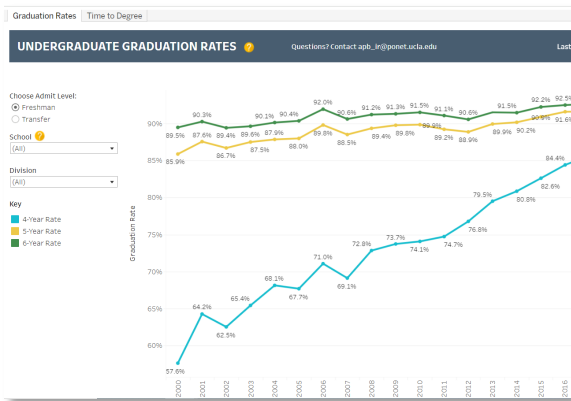


Figure 23 UCLA Graduation and Time to Degree Dashboard

Retention

Displays trends in retention rates for freshman and transfer students by entering cohort year.

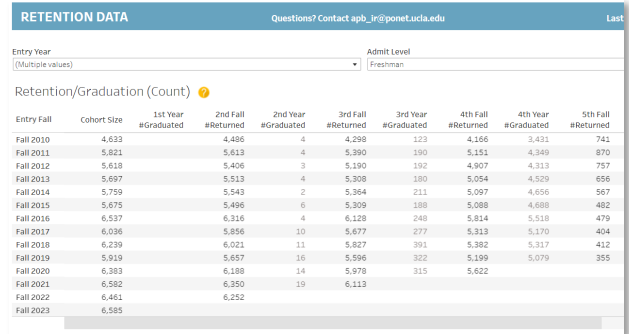


Figure 24 UCLA Retention Dashboard

UC MERCED

Undergraduate Retention and Graduation

Shows undergraduate retention and graduation rates by student level, student type, over time by year, with breakouts by student characteristics.

Stop-outs/Leavers

Provides information on students who leave UC Merced without a degree. It also includes demographic, majors, destination schools and locations.

UC RIVERSIDE

First-time Full-time Freshman Retention Rates

Shows freshman retention rates by cohort year and by college, major, gender, race/ethnicity and other student characteristics.



Figure 25 UC Riverside First-time Full-time Freshman Retention Rates Dashboard

First-time Full-time Freshman Graduation Rates

Shows freshman graduation rates by cohort year and by college, major, gender, race/ethnicity and other student characteristics.

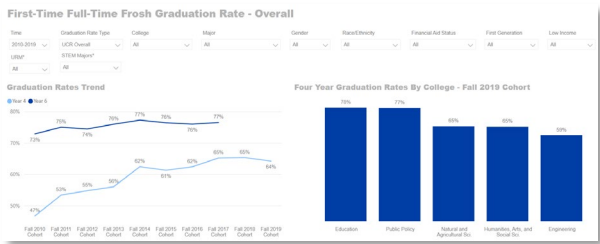


Figure 26 UC Riverside First-time Full-time Freshman Graduation Rates Dashboard

Transfer Retention and Graduation Rates

Shows transfer retention and graduation rates by cohort year and by college, major, gender, race/ethnicity and other student characteristics.

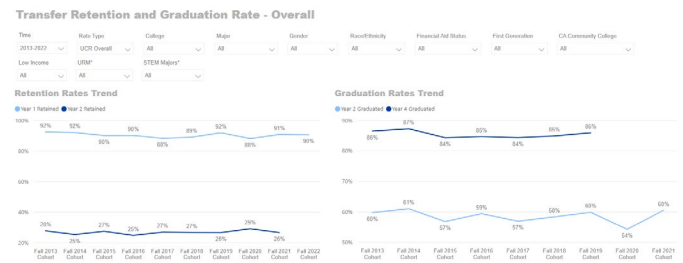


Figure 27 UC Riverside Transfer Retention and Graduation Rates Dashboard

Academic Data Dashboard

Launched in Fall 2022 as a joint initiative of the Provost's Office, Information Technology Solutions and Institutional Research. Includes topics such as retention and graduation rates, equity gaps, student and employee demographics and course waitlists.

UC SAN DIEGO

Undergraduate Graduation and Retention Rates

Provides 10-year trends in graduation and retention rates for first-time first-year students and transfer students by cohort entrance year. Data can be filtered by school, college, major department, gender and race/ethnicity.

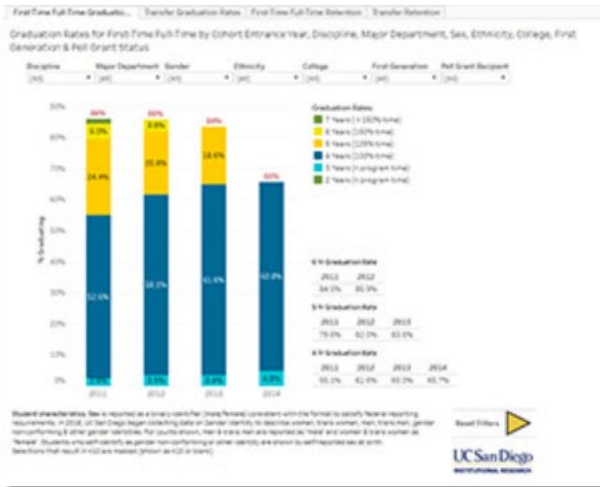


Figure 28 UC San Diego Undergraduate Graduation and Retention Rates Dashboard

UC SANTA BARBARA

Retention and Graduation Rates

Shows retention and graduation rates by student admit level, gender, ethnicity, first-generation and Pell grant status.

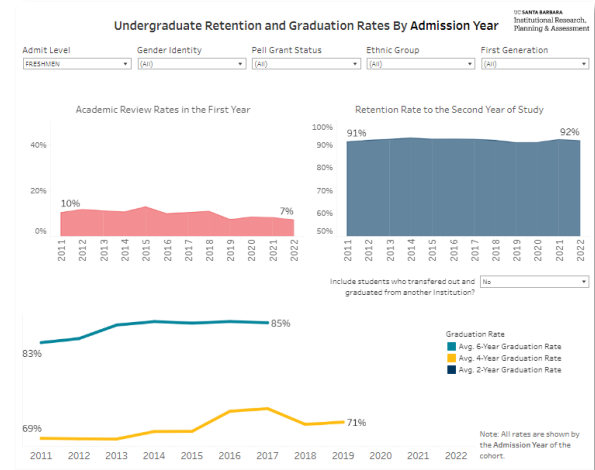


Figure 29 UC Santa Barbara Retention and Graduation Rates Dashboard

Student Success Ratios by Year

Includes probation, persistence, 4- and 6-year graduation rates, broad field (STEM/Other) discipline, division, department, major, student level, gender, ethnic group, first-generation and Pell status.

UC SANTA CRUZ

Retention, Graduation, and Time-to-Degree by Entering Cohorts

Includes retention, graduation and average time-to-degree for freshman and transfer cohorts with filters by demographics and academic indicators.

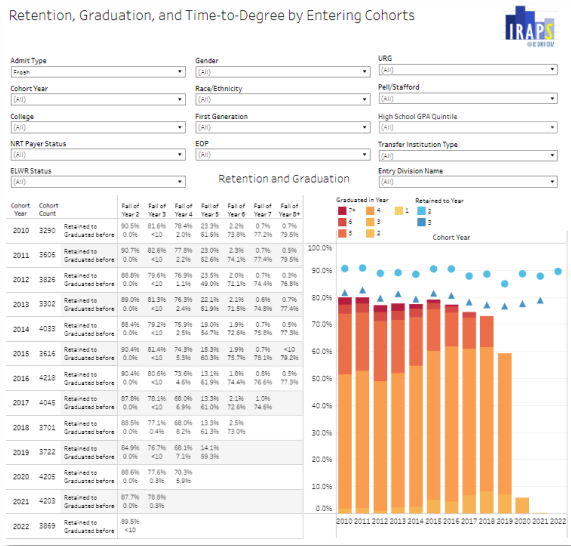


Figure 30 UC Santa Cruz Retention, Graduation and Time-to-degree by Entering Cohorts Dashboard

UC 2030 Equity is Excellence

University of California Office of the President · Institutional Research and Academic Planning · May 2024