

Leveraging **UCUES** to Understand Factors Related to Bachelor Degree Completion Rates and Time-to-Degree

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Approach and Methodology

Approach

- First, how can UC shorten “time-to-degree” or increase normative graduation rates?
 - More freshmen graduating within 4 years instead of 5 or 6
 - More transfers graduating within 2 years instead of 3 or 4
- Second, how can UC improve retention by reducing dropouts?

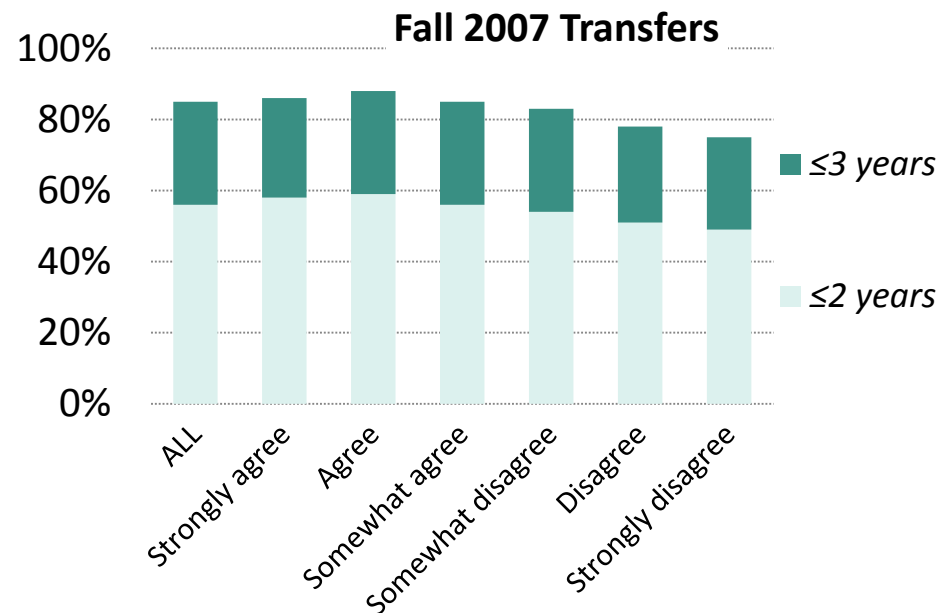
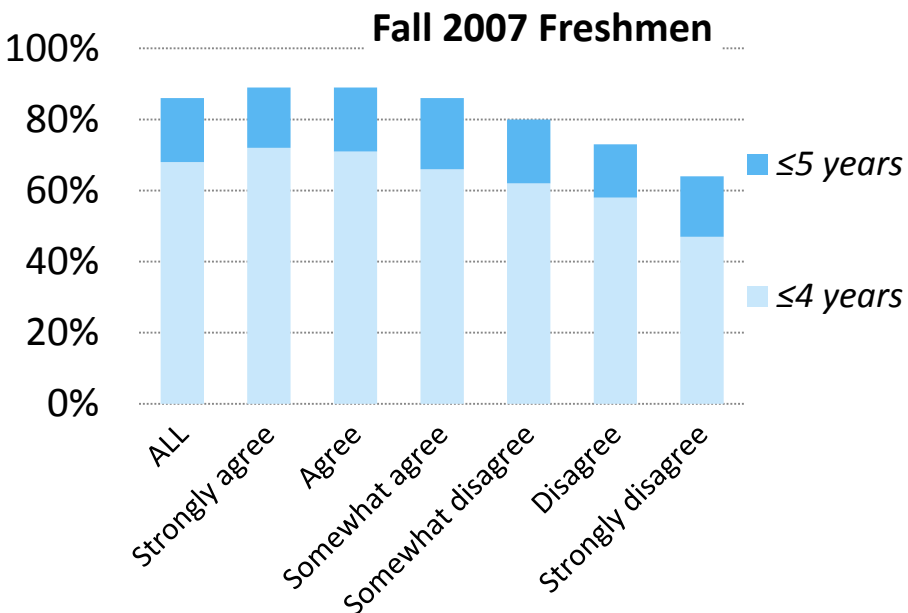
Methodology

- Studied 2003 and 2006 freshman and transfer cohorts; results same for both; only show one cohort, usually 2006; some data from UCUES fall 07 cohort
- Elapsed time graduation rates allow for national comparison
- UCOP Institutional Research & Academic Planning shared findings with campus representatives to gain context and identify strategies used

A sense of belonging matters

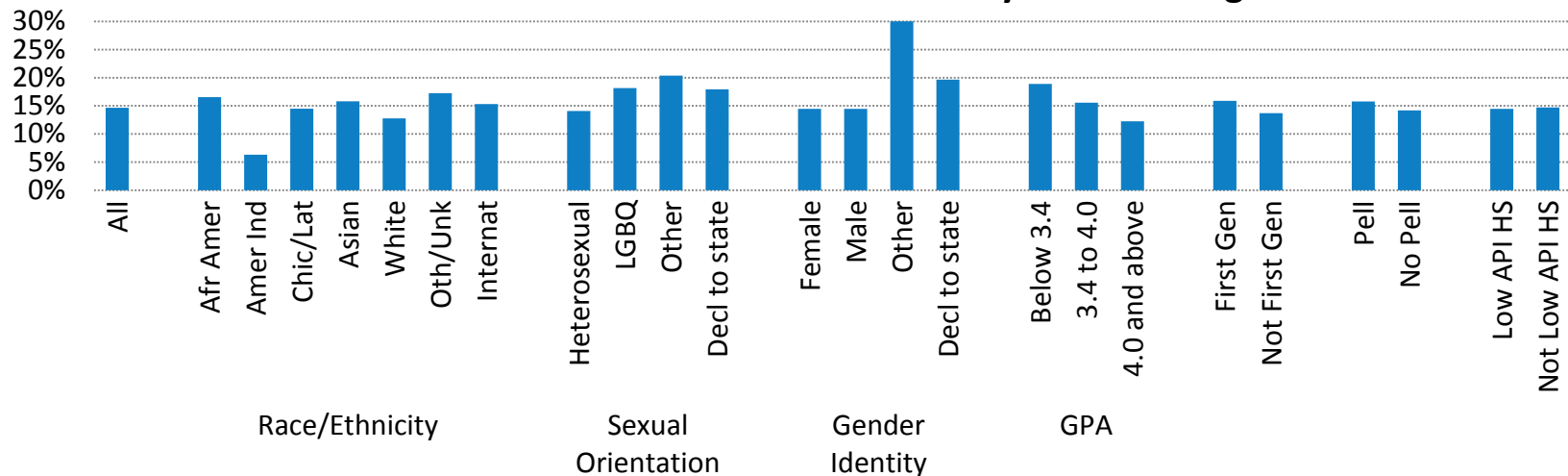
- Undergraduates who feel they don't belong graduate at lower rates
- Fortunately, most UC undergraduates agree with the statement, "I feel I belong on this campus"

	Agree	Disagree	4-yr rate, agree	4-yr rate, disagree
Freshmen 07	85%	15%	70%	59%
	Agree	Disagree	2-yr rate, agree	2-yr rate, disagree
Transfers 07	80%	20%	58%	52%

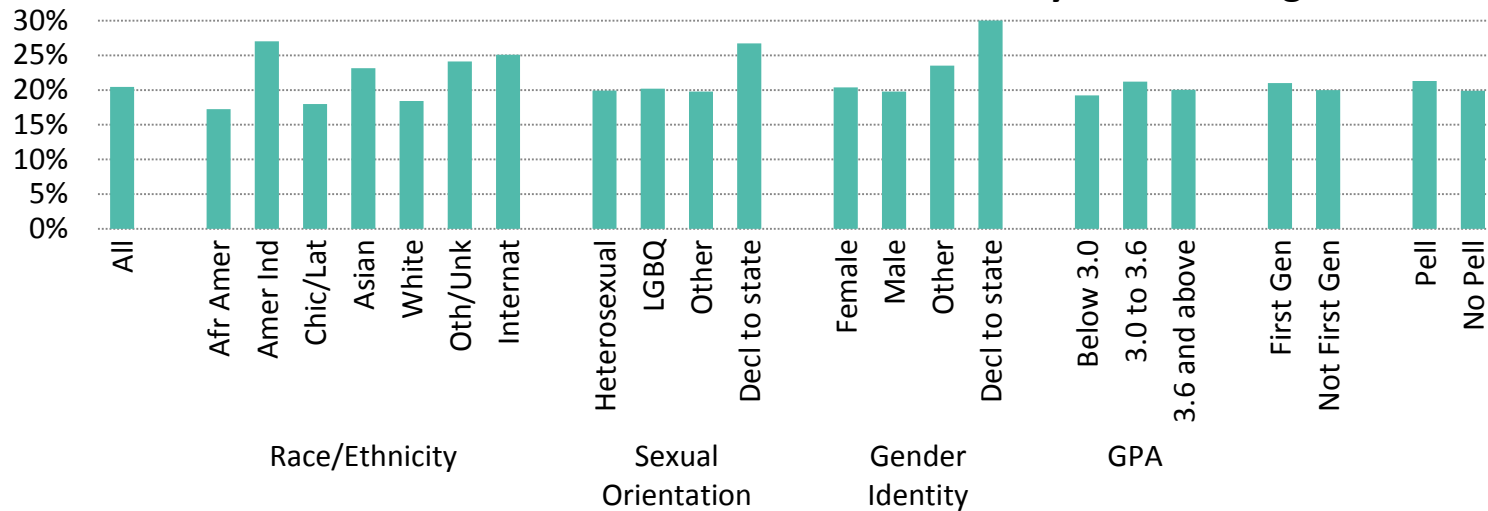


Undergraduates' sense of belonging may be affected by their background and academic preparation

Fall 2007 freshmen who feel like they don't belong



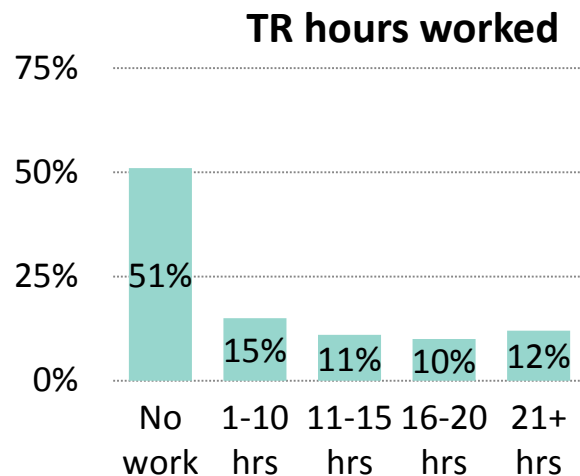
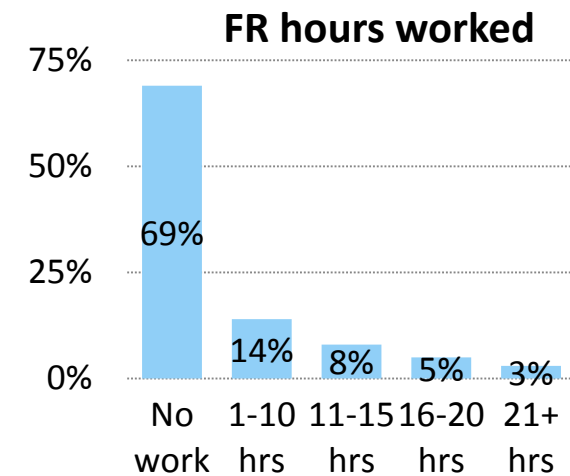
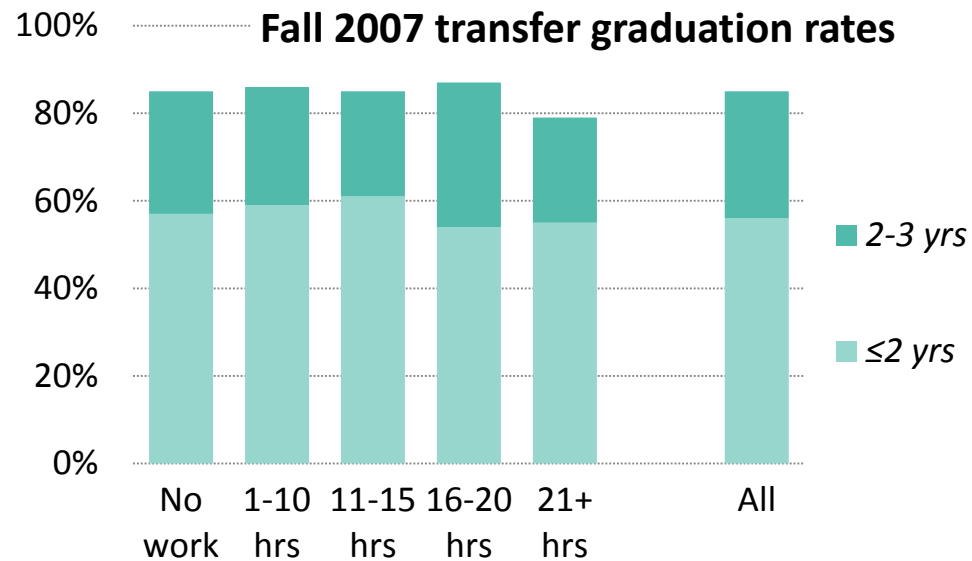
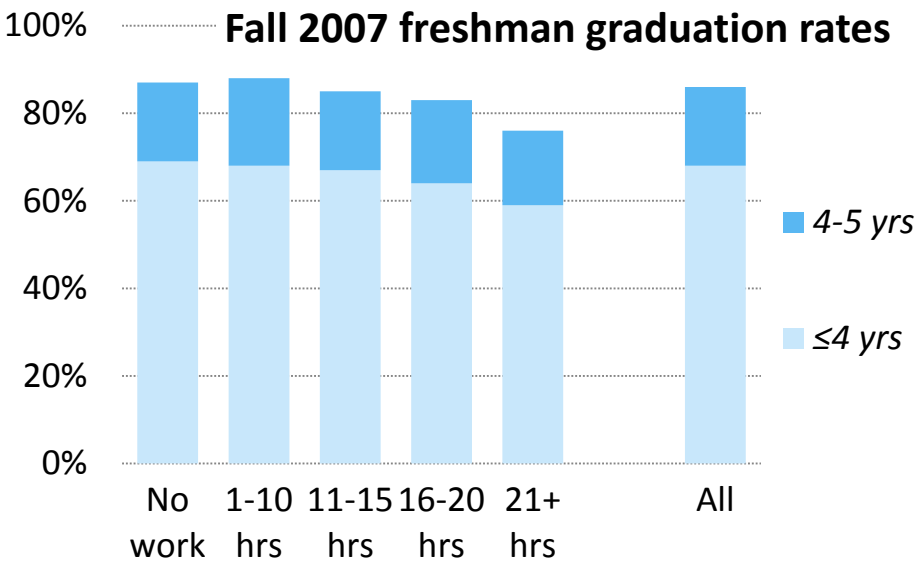
Fall 2007 transfers who feel like they don't belong



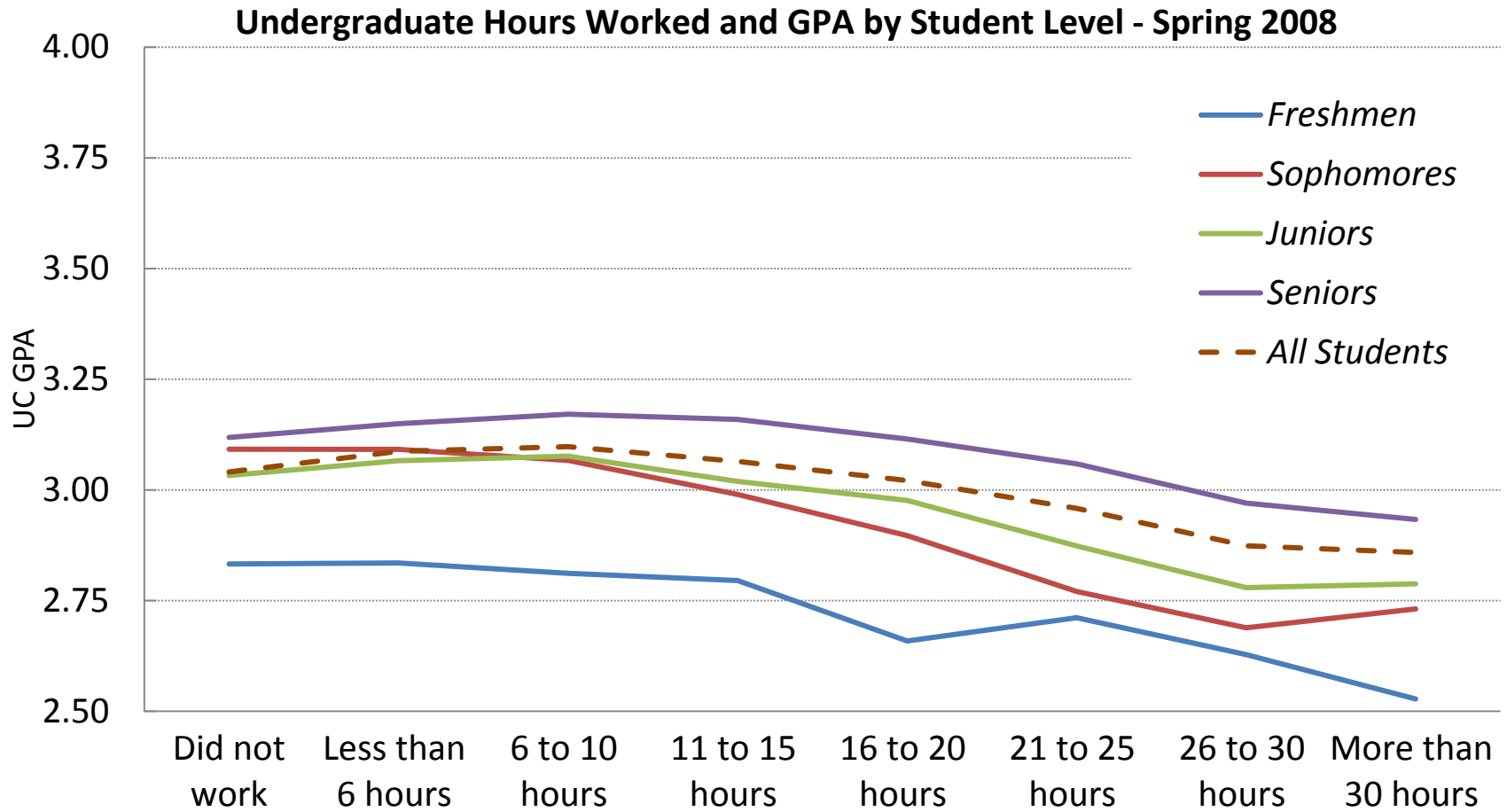
Raising Normative Graduation Rates

Note: UCUES data, no other cohorts available for this analysis

Up to 15 hours per week of work do not affect graduation rates; few students work more than 15 hours



Academic performance is also affected by working more than 15 hours per week



**Visualizing the Association of
Reasons for Choosing Major
with the
Early Completion of
Bachelor's Degrees**

**Data from three UCUES administrations at
(one record per student)**

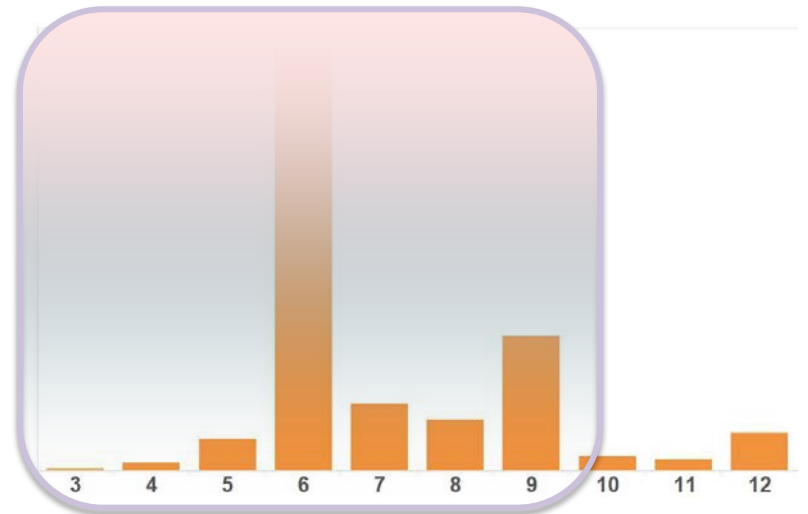
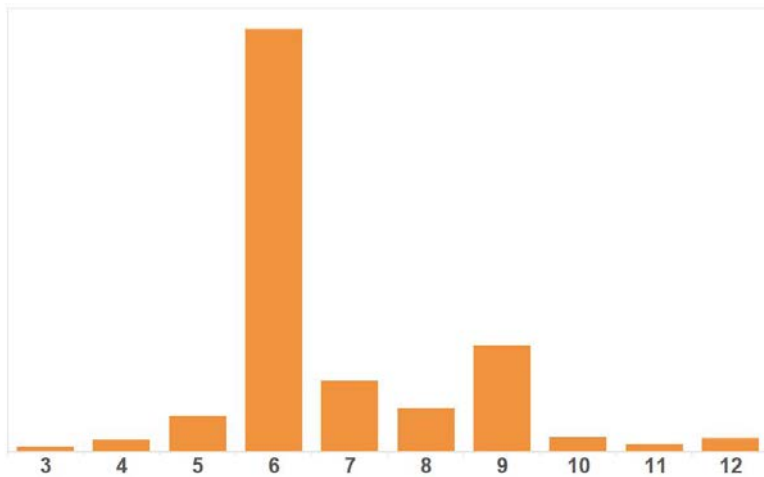
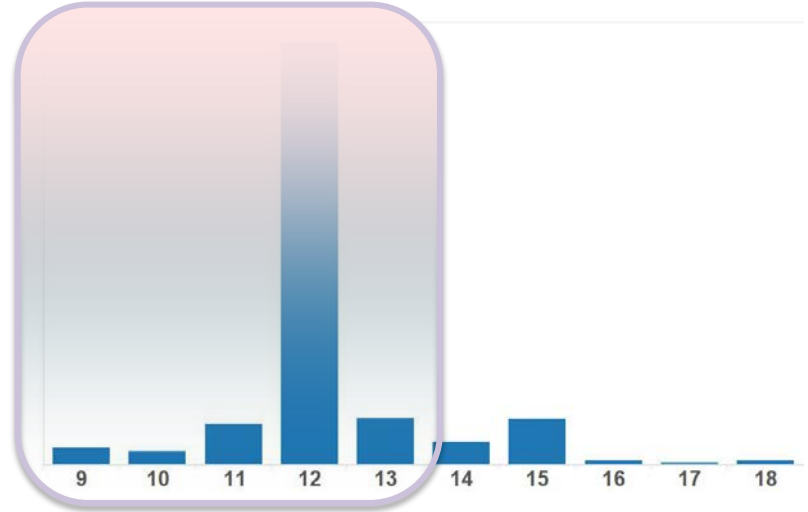
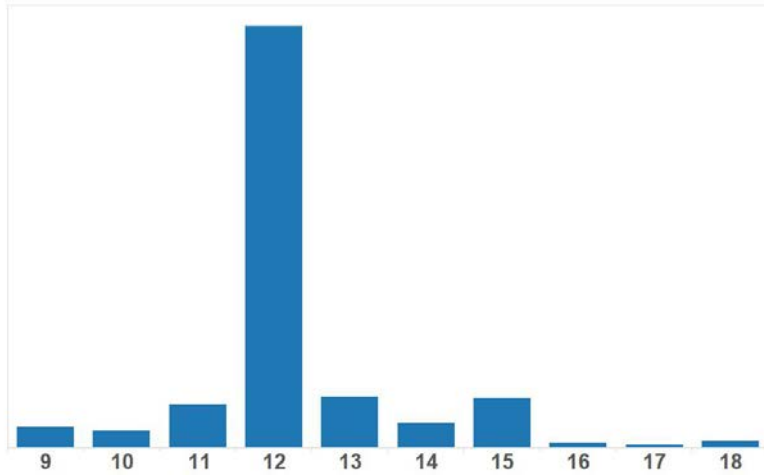


**Connected to individual student
time-to-degree statistics**

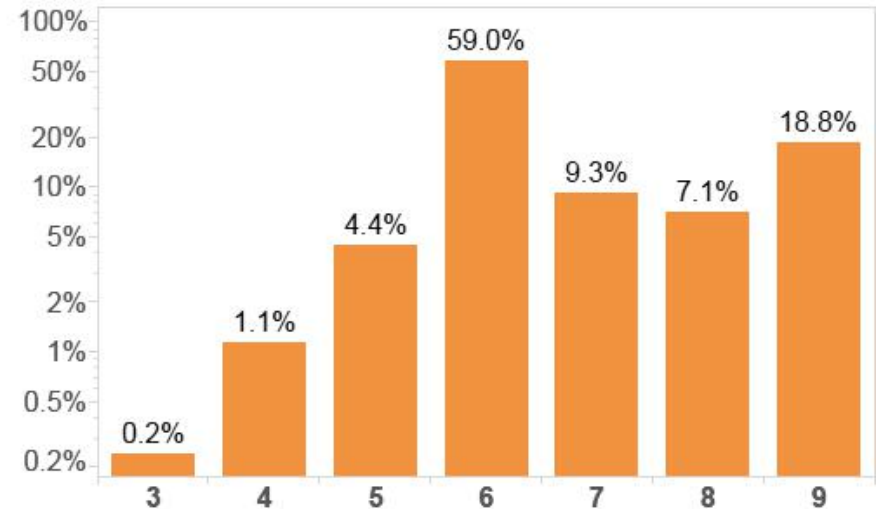
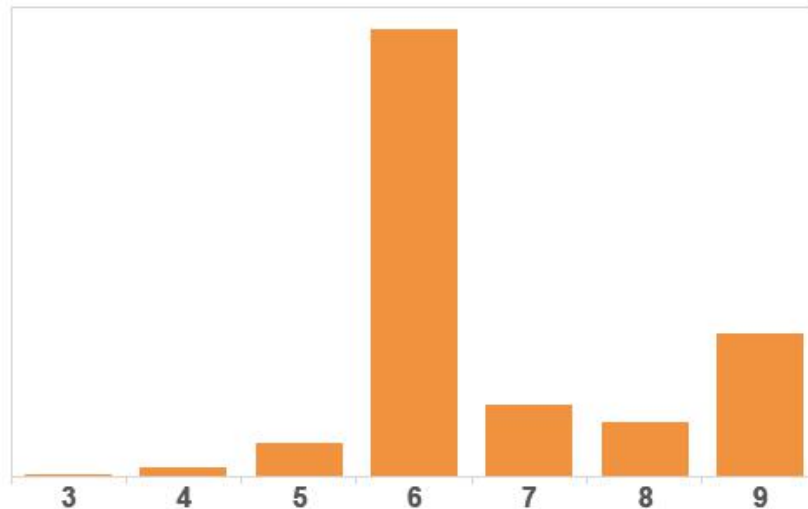
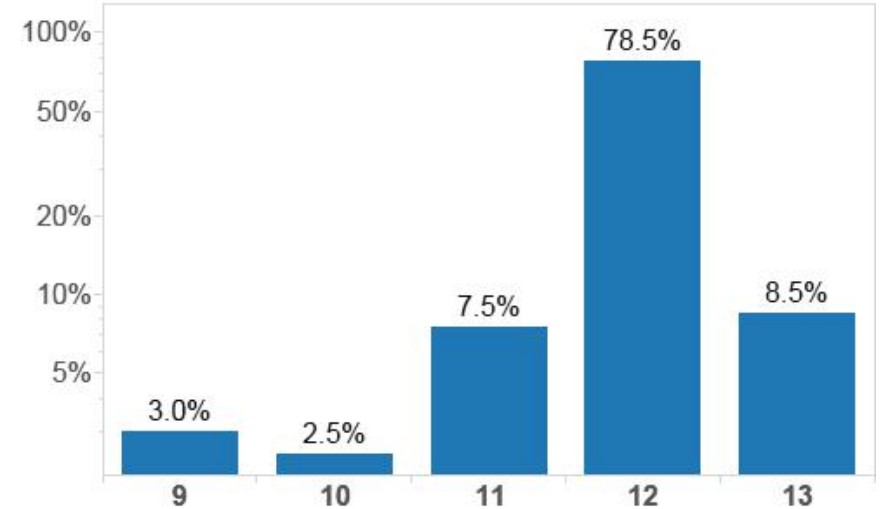
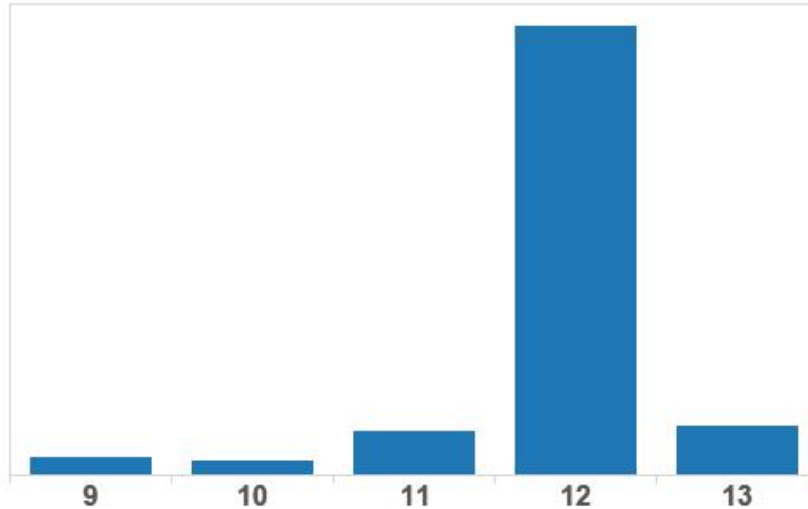
Population



Sample



Time to Degree Rendered on a Log Scale



Scales Developed from Reasons for Choosing Major

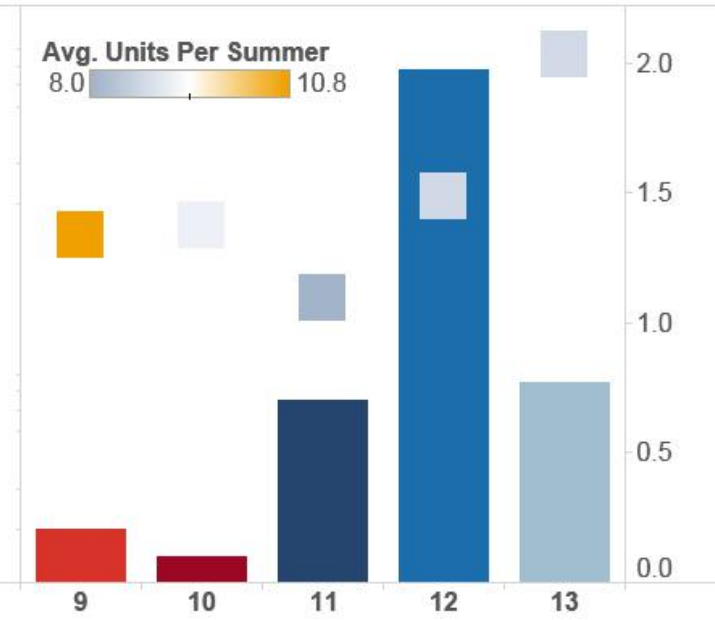
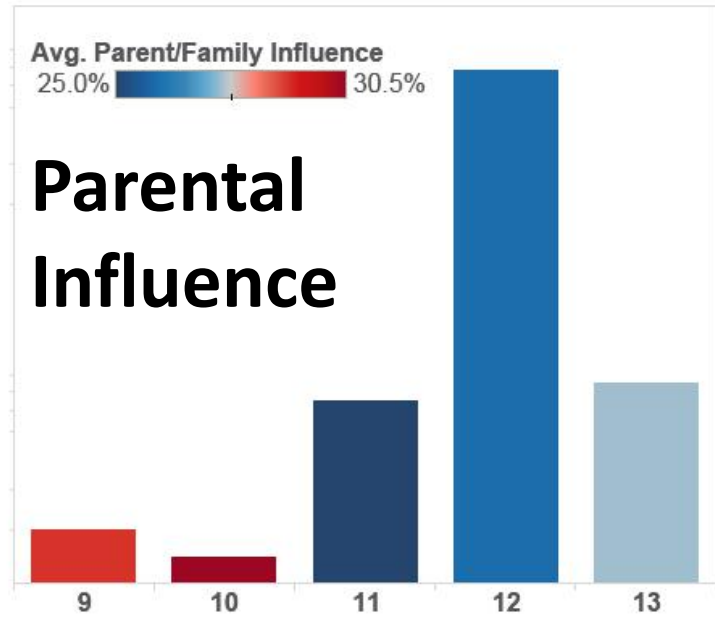
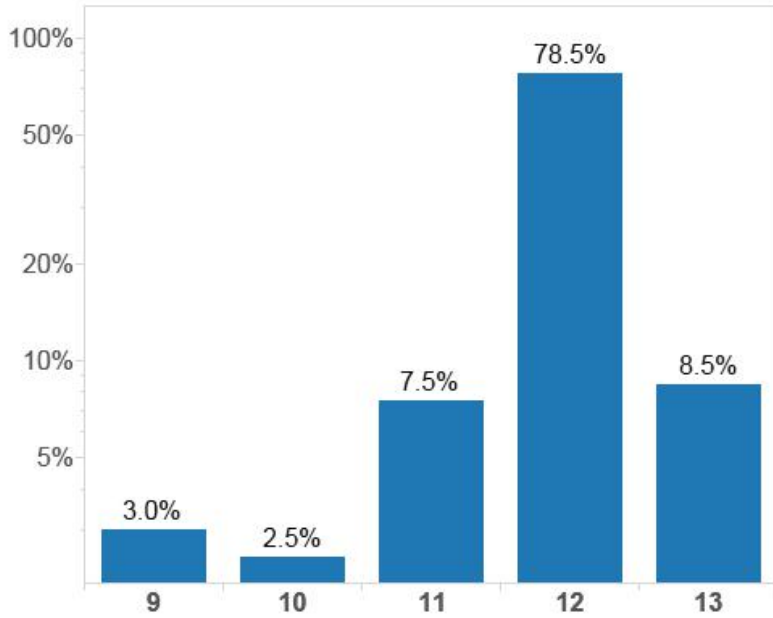
Easy Scale:

- Easy requirements
- Allows time for other activities
- Could not get into my first choice of major

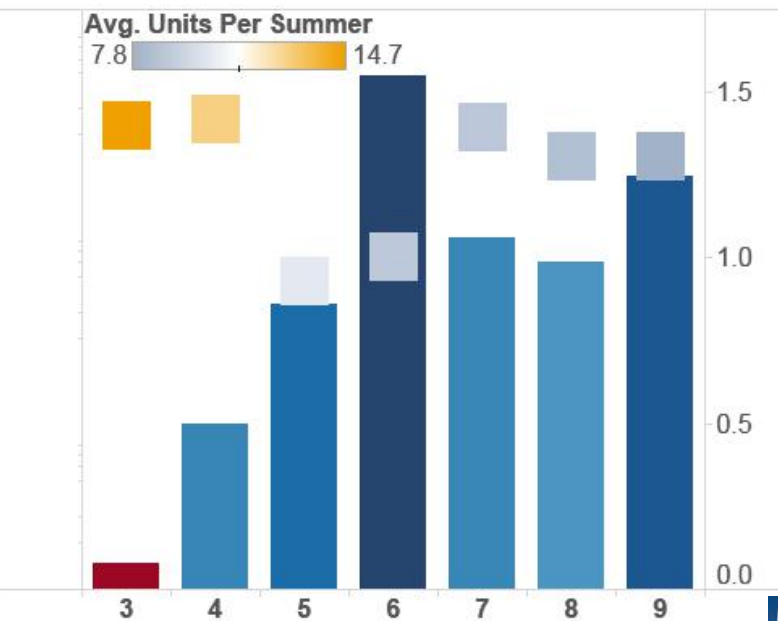
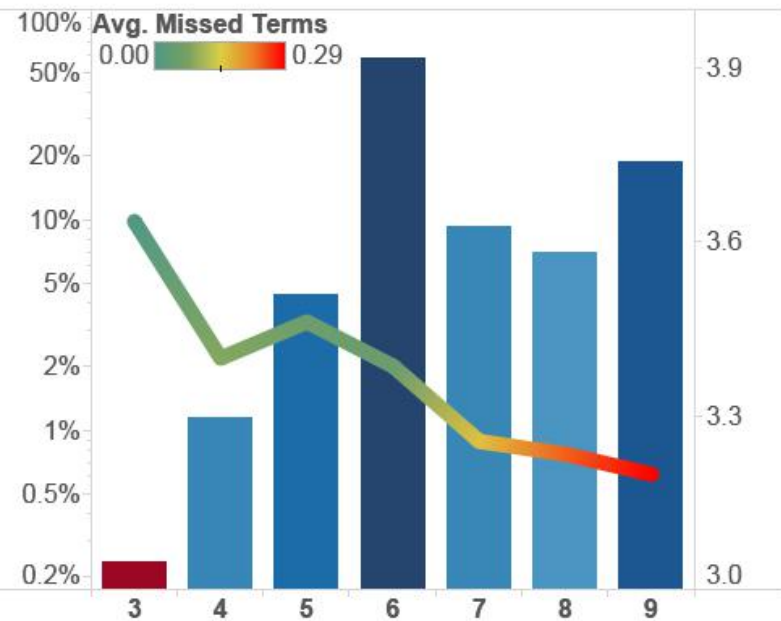
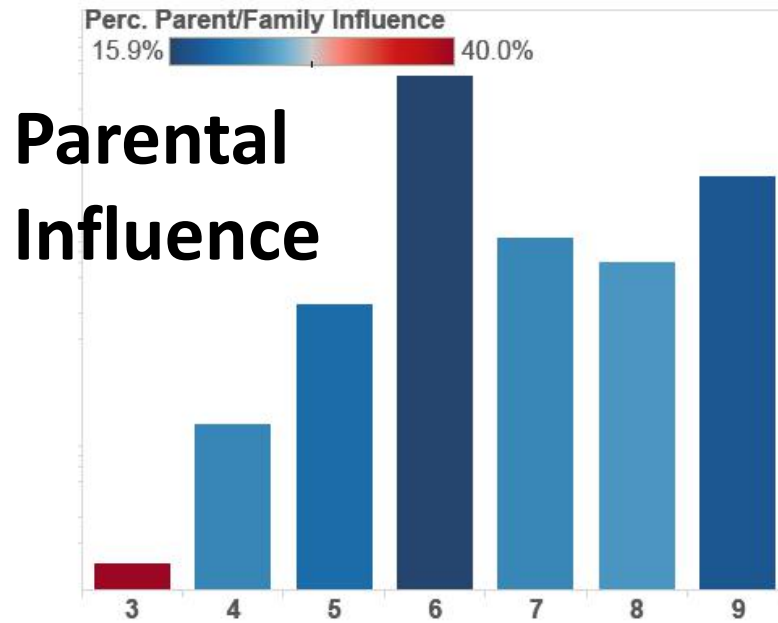
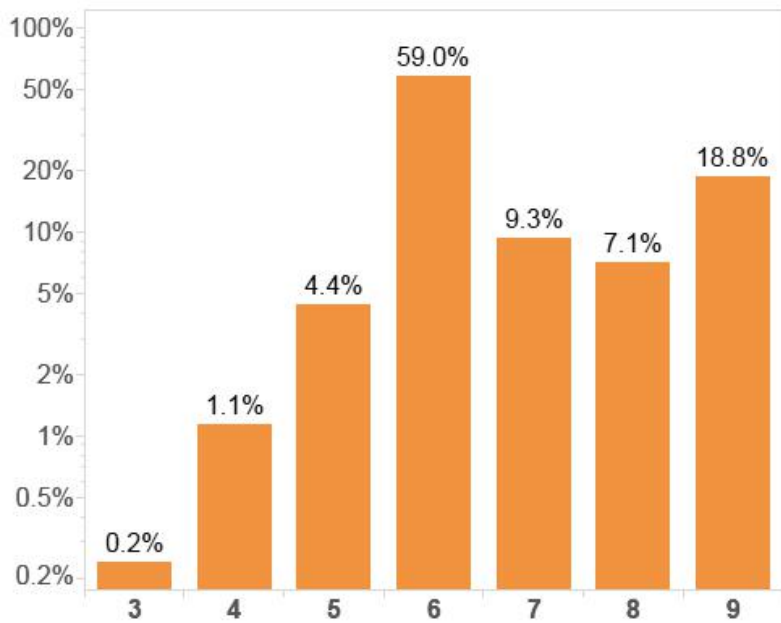
Success:

- Prestige
- Leads to a high-paying job
- Prepares me for a fulfilling career
- Prepares me for graduate/professional school
- Parental/family desires

FROSH



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Scales Developed from Reasons for Choosing Major

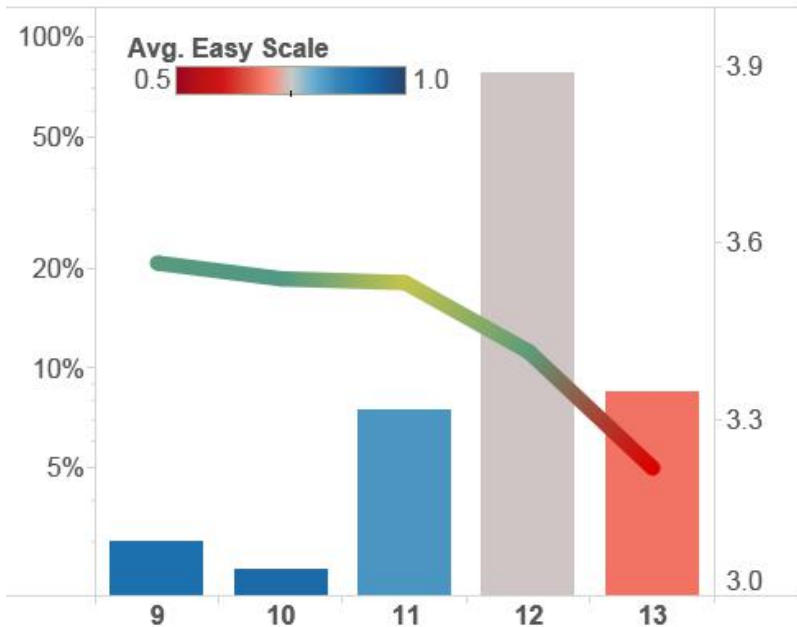
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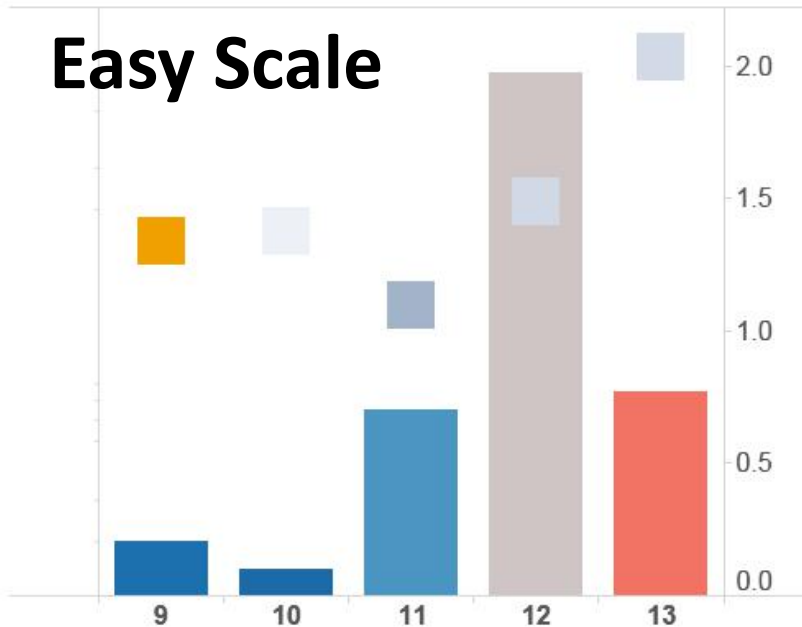
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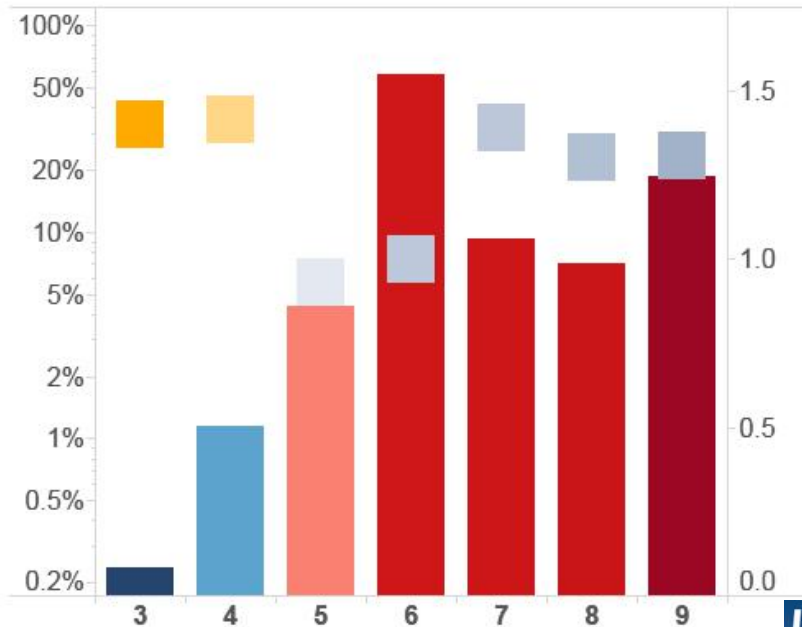
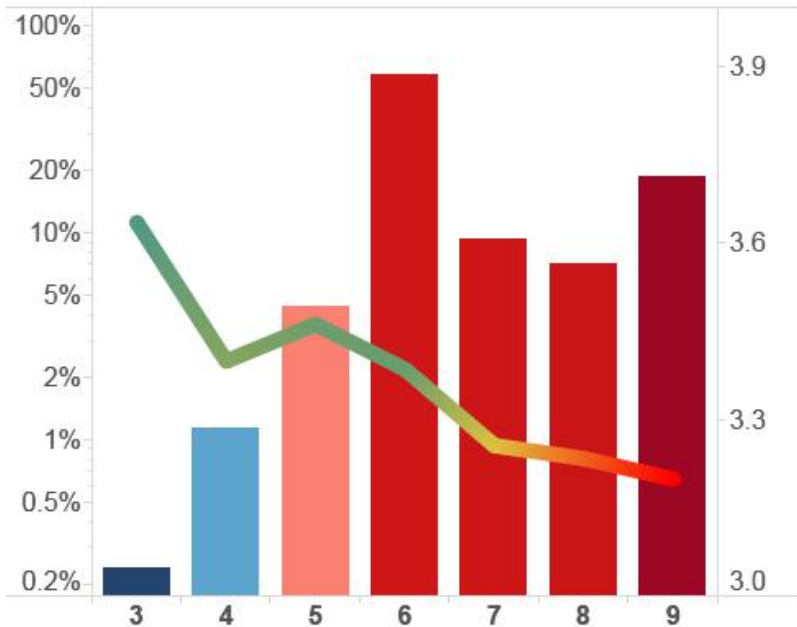
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Easy Scale

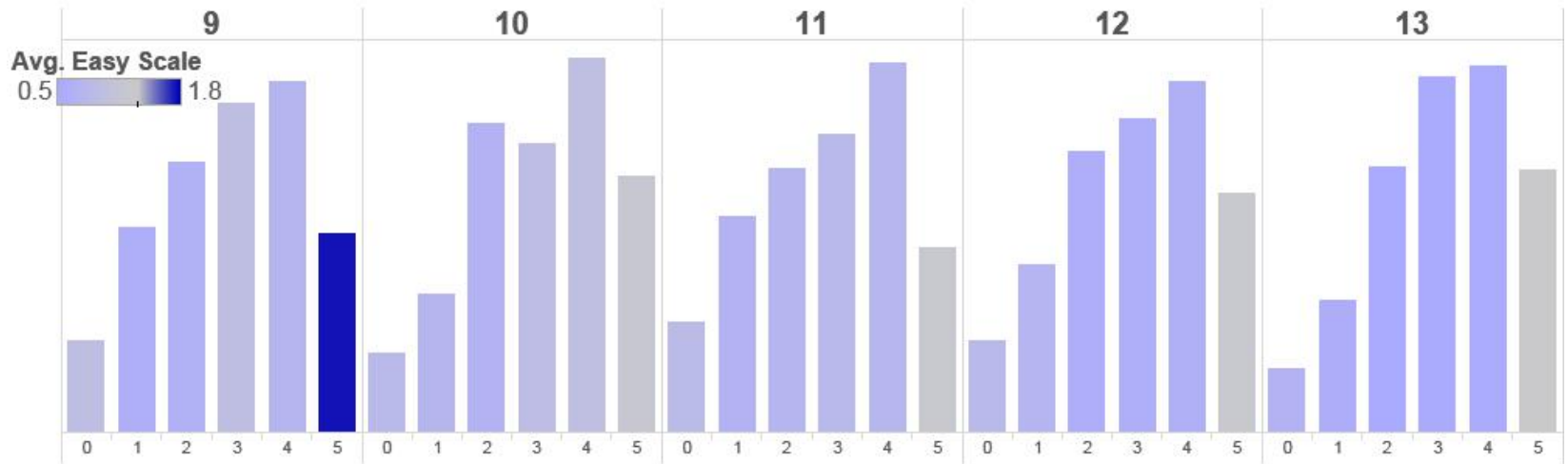


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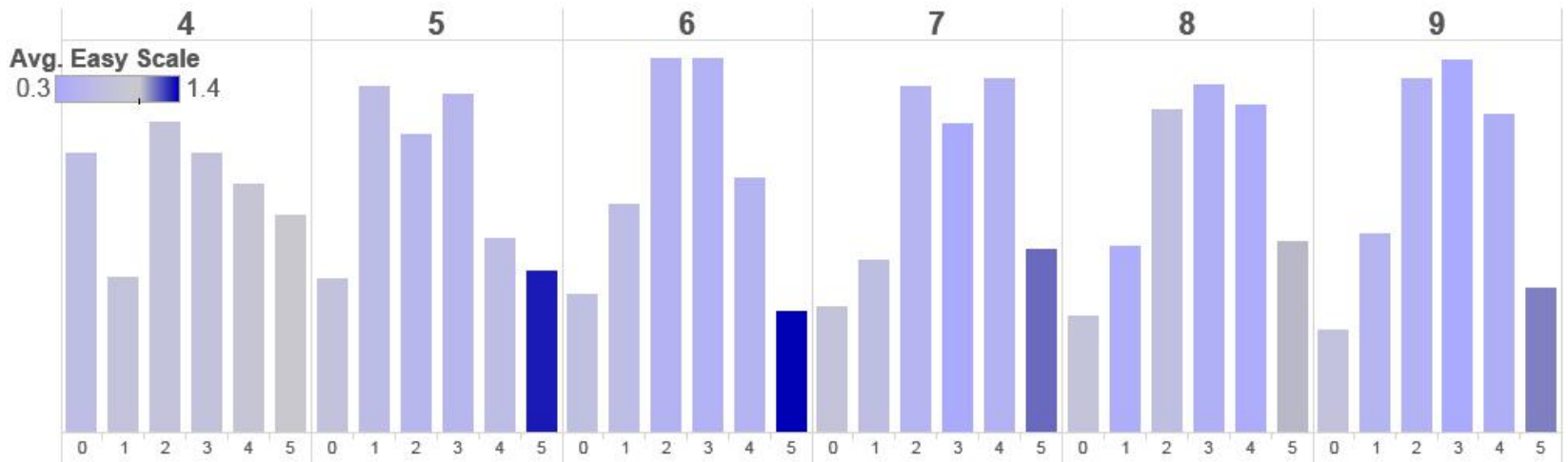


Easy Scale, Along Success Scale

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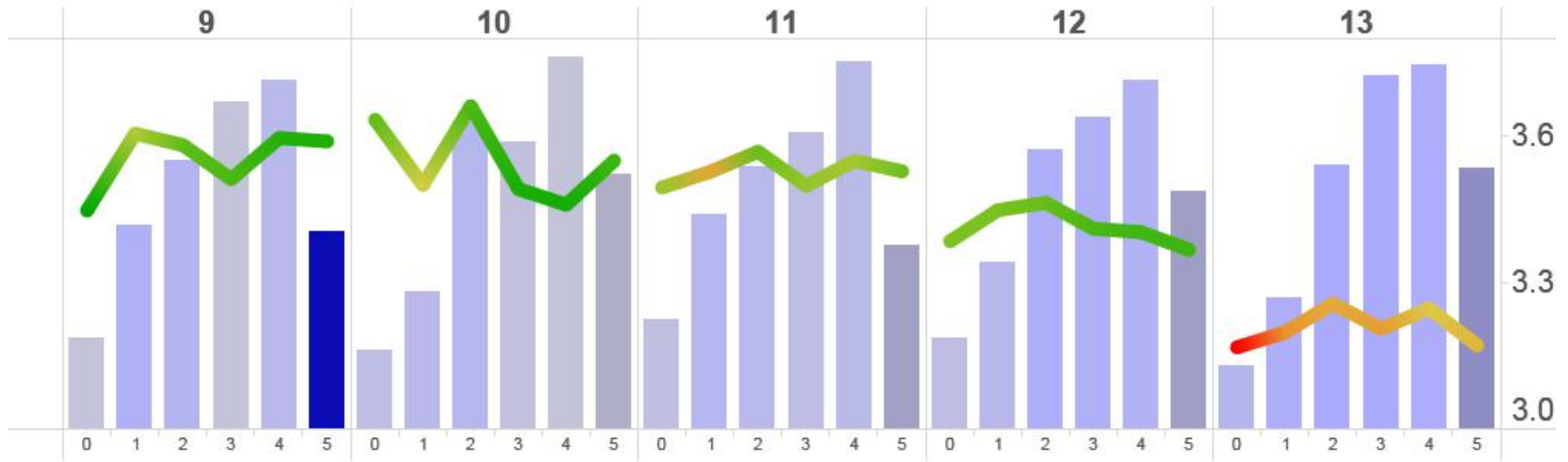


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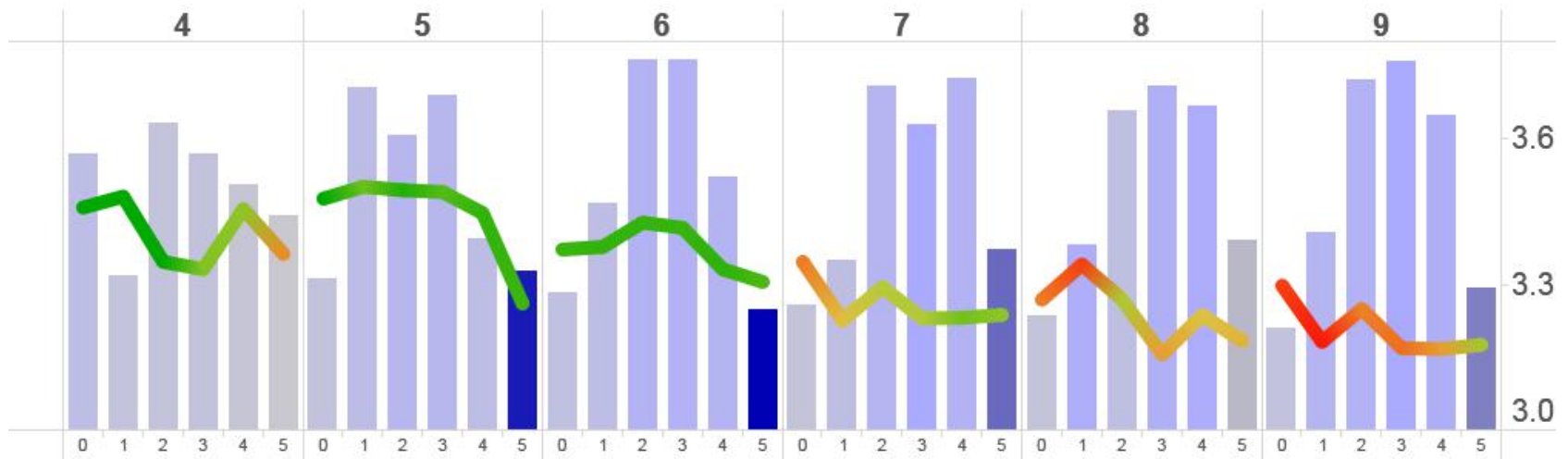


Easy Scale, Along Success Scale: Academic Performance

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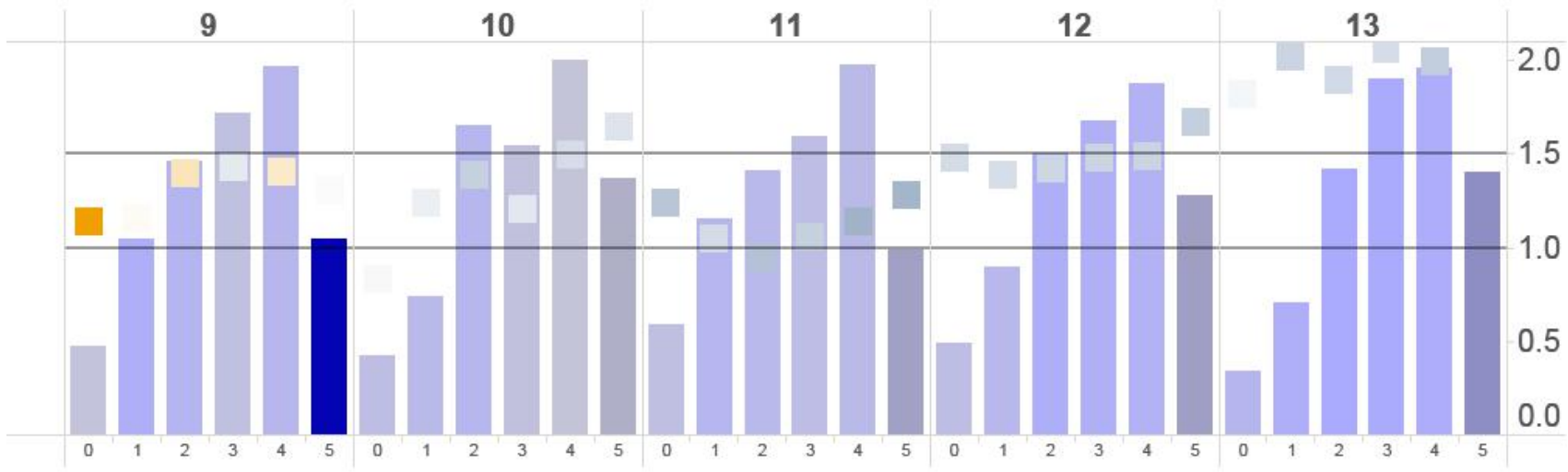


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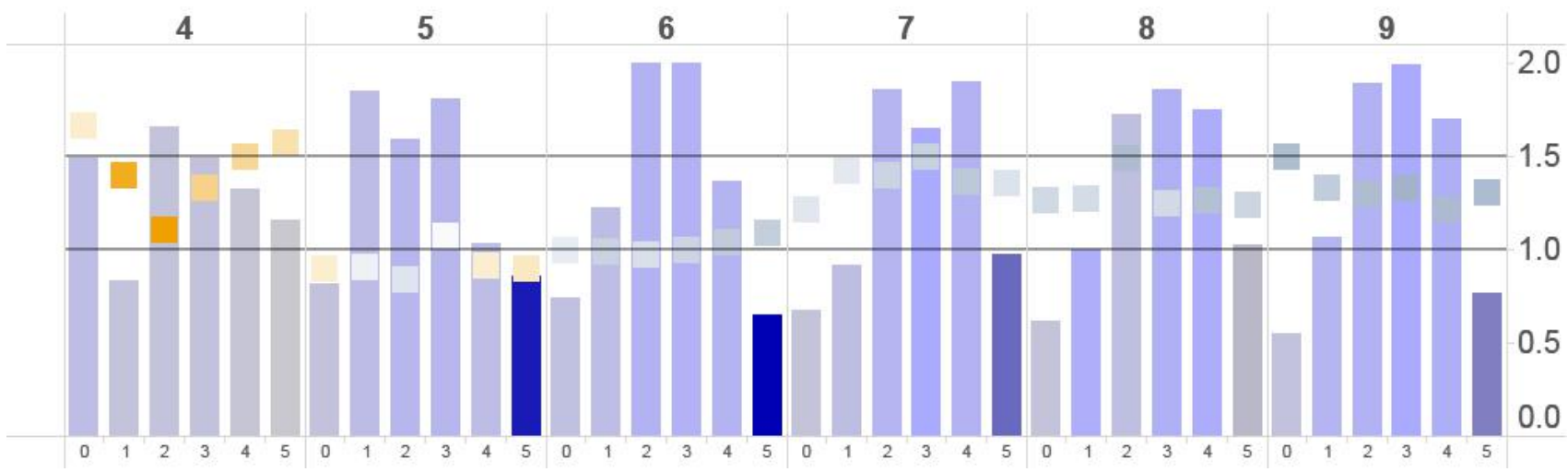


Easy Scale, Along Success Scale: Utilizing Summer Sessions

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Insights and Next Questions

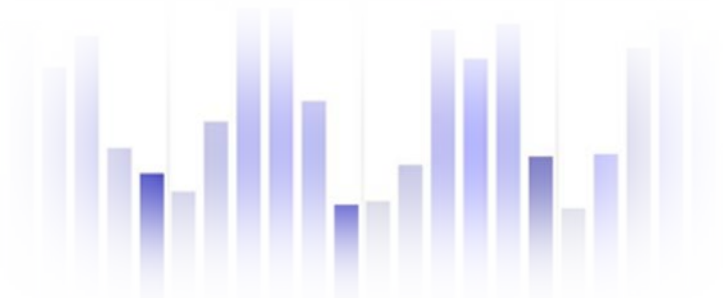
Patterns in survey data suggest why academic performance and summer session utilization are both higher for early completers

Explore the term “easy requirements” ...

...requirements unchallenging (for me)?

...requirements not for weeding students out?

...requirements minimal?



Insights and Next Questions

Parental and family influence on major selection is associated with:

- earliest degree completion
- highest academic performance
- the quest for “success”

