

## Graduation Rates

### Issue

What have other campuses done to improve their four-year graduation rate so significantly? Are there any lessons in their experience that might help improve UC Davis' graduation rates?

### Background

Time-to-degree is not a new issue. It has been studied both at the system-wide and campus level several times over the years, and reports are prepared annually on graduation rates and persistence by both the campus office of Student Affairs Research and Information (SARI) and the University of California Office of the President (UCOP). Recently, campus attention has been drawn to the significant improvement in graduation rates at Los Angeles where the four-year rate has increased by almost 50 percent since 1993 (for the freshmen class entering in 1989). A review of graduation rate trends for all UC campuses reveals that other campuses have also made dramatic improvements as reflected in Attachment 1. In contrast, Davis has seen only moderate improvement during this same period. Four of the eight UC campuses have increased their four-year rate by at least twice as much as Davis has in the last ten years. Those campuses that increased less than Davis (i.e., Irvine, Riverside, and Santa Cruz) were already well ahead of Davis' four year graduation rate of 30% rate in 1989 and are still well ahead of Davis' current 34% four-year rate.

**Graduation Rates and Other UC Campuses.** Examining graduation rates at different intervals (i.e., four-year and six-year) for a given class reveals another important trend in graduation rates for UC campuses. While the four-year rates at some campuses have increased substantially, as reflected in Attachment 1, there has not been a similar increase for these campuses after six years. As displayed in Attachment 2, UC Davis' six-year graduation rate is very close to the system-wide average and has grown about the same as those campuses which have large increases in their four-year rates. In effect, the campuses that have improved their four-year rates have reduced the time to graduation of those students who ultimately graduate, and to a much lesser extent have increased the number that graduate without regard to time. (Note: time-to-degree rates at the college/division level are addressed in a separate analysis.)

Attachment 3 provides further insight into campus graduation rates by making this measurement on a quarter-by-quarter basis for the same cohorts of students used in the previous charts. This chart reveals that much of the improvement in the campus' rates between the four and six year periods actually occurs in year five.

**Graduation Rates at Other Universities.** According to data published by the Consortium for Student Retention Data and Exchange (CSRDE)<sup>1</sup>, UC Davis' four and six-year graduation rates (34% and 79%) are much better than the national average for CSRDE member public institutions, which in 2001-02 were 28% and 54% respectively. UC Davis' six-year rate (79%) is also much better than the national average for private institutions, which was 61% in 2001-02. According to the 2003 NCAA Division 1 Graduation-Rates report<sup>2</sup>, UC Davis ranked ninth among AAU Public Universities.

**Recent Campus Review of Graduation Rates.** The UC Davis graduation rate became an issue during the 1997 semester-conversion debate when it was pointed out that the UCOP budget allocation formula is structured to reward campuses that have large graduation rates at the end of four years. At the time, UC Davis students were taking an average of 13.5 units a quarter, or 1.5 units less than the 15-unit standard used by the UC budget allocation system. Consequently, the campus received no state funding for about 1,400 students (headcount) in 1997. In response, the Campus Academic Senate agreed to examine the issue and propose changes as needed. This work resulted in a proposal to require students to take more units to meet the minimum progress standard. After considering a complicated system (i.e., incrementally higher standards for each year and tracking and measurement procedures to monitor student progress), the Representative Assembly approved a relatively simple plan that called for a boost in the annual minimum-progress definition from 12 to 13 units in June 1999. This change took effect in the 2000-01 school year, and while the full impact will not be seen until 2004-05, to date the four-year rate has not materially changed.

**Different Views on Calculating Graduation Rates.** SARI is responsible for calculating the annual persistence and graduation rates which are included in the Annual UC Davis Undergraduate Fact book. In September 2003, SARI issued a study titled Reporting Freshman Persistence and Graduation Rates<sup>3</sup> which discussed the unique method UC Davis had used to calculate graduation rates, counting "academic quarters accumulated" rather than a "fixed interval." The report recommended that the campus use the generally accepted method used by UCOP and other organizations. This recommendation was adopted and the campus changed its methodology for calculating graduation rates.

However, even with this change, the calculation of graduation rates still is subject to differing interpretations depending on the entity collecting or reporting the data. For example, the UCOP counts graduates during the summer quarter as the first quarter of the academic year. In contrast, some UC campuses count summer graduates as the last quarter of the academic

year. This difference in approach has a significant effect on the graduation rate calculation, with the latter alternative typically producing a larger rate.

Similarly, differences in the treatment of part-time students could have a major impact on campus graduation rates. At the recent CODVC meeting, SARI noted that the graduation rate reported for the annual rankings made by US News and World Reports could be dramatically improved if part-time students were defined (and excluded) as those with 10 or fewer credit-bearing units in a quarter. For purposes of this analysis, the UCOP policies regarding summer quarters and the inclusion of all freshmen have been used.

## Analysis

**Campuses with Large Gains in Four-Year Graduation Rates Used a Variety of Approaches.** As displayed in Attachment 1, Los Angeles, San Diego, Santa Barbara and Berkeley have all experienced significant increases in their four-year graduate rates. In part, these improvements appear to be due to changes made in response to a 1994 legislative requirement to increase the number of students graduating in four years. Even though this mandate was not funded (and was largely focused on encouraging greater use of student contracts), it did bring attention to some of the consequences of relatively low graduation rates and caused each campus to consider possible constraints to increasing graduation rates. Actions taken by selected campuses in response to the Legislative mandate for the “four year pledge” program are detailed in Attachment 4. See the references for information regarding the steps other UC campuses have taken to improve their graduation rates<sup>4</sup>. In general, these strategies can be grouped into three categories: 1) changes in course structure, offerings, and requirements, 2) advising and monitoring students, and 3) financial incentives. Among the more frequently used strategies are the following:

### Changes in Course Structure:

- structuring course units in a way to more likely result in students taking 15 units/quarter (e.g., cluster courses, five and six unit courses complemented with 1 and 2 unit courses);
- establishing minimum workload requirements that ensure full-time course loads and completion of enough units to graduate in four years;
- encouraging four-year planning by ensuring course sequences are available when needed to meet general education and major requirements;
- revising or increasing flexibility to meet general education and major requirements; and
- providing key courses during the summer sessions.

### **Student Counseling/Monitoring:**

- Monitoring/advising students to make sure they stay on track to graduate in four years and are taking the classes they need and a full course load – especially at-risk, first-generation, or low-income students;
- requiring a counseling session as a condition of registering for juniors/seniors under/over unit requirements;
- requiring or encouraging students to declare majors as early as possible;
- identifying/notifying students who have taken required courses and meet eligibility for graduation rather than waiting for them to file to graduate;
- increasing the use and accuracy of placement testing to ensure appropriate placement of students; and
- providing students with documents that chart four-year plans for graduating in specific majors.

### **Financial Incentives:**

- increasing financial aid so students don't have to work as much in the summer, and can attend summer school; and
- waiving fees for seniors who graduate in four years or if they take summer classes to finish after their senior year.

**Campus Efforts to Improve Four-Year Graduate Rates.** The campus response to the 1994 legislative requirement was mixed. Some felt that the campus' four-year rates were adequate and that the option of taking additional time to graduate had important academic value. Further, others questioned the emphasis placed on student contracts and the self-selection of participating students. In contrast, other members of the academic community believed that the campus should improve its four-year graduation rate by increasing student contracts, and implementing other strategies.

Besides the modest adjustment in the definition of minimum student progress described earlier, implementation of the Degree Navigator on the MyUCDavis website is notable for the assistance it provides to students with regard to their academic planning. The campus has invested slightly over \$1 million over the last several years to implement and maintain Degree Navigator. Presently, there are approximately 4,000 user sessions per month during the academic year, and approximately 3,400 of these users download course lists and other documents (see Attachment 4).

**Campus Policies that May Affect Graduation Rates.** Some current policies at UC Davis may have a negative impact on the campus' four-year graduation rate. For example:

- **Modification of AP Course Policies** – Does Davis recognize fewer courses than other campuses? While there is a system-wide standard that dictates the credits allowed for specific AP tests, each campus determines how AP tests are applied in meeting graduation requirements, and as a result a given AP score can have a different impact on graduation at different campuses.

For example, in the case of the Biology AP exam, the system-wide standard allows 8 units of credit, however Davis allows 4 units of Natural Sciences credit, while UCSD specifies that a score of 3 meets one course requirement for Natural Science, and a score of 4 or 5 meets two course requirements for Natural Science. Regardless of score, UCI allows 8 units elective credits for its School of Biological Sciences and one course toward the Natural Sciences breadth requirement for all other schools. In the case of the Art Studio AP exam, Davis allows 4 units for Humanities or unrestricted elective credit for a score of 4 and 8 units for a score of 5, while UCSD and UCI allow 8 units of elective credit regardless of the test score<sup>5</sup>.

If the campus' overall AP course policies are in fact more restrictive than other campuses, then Davis students will need relatively more time to graduate and campus graduation rates will be relatively lower. Such a determination, however, can only be made after a complete review of all of the campus' AP course policies.

- **Undeclared Majors** – Should the campus place a time limit on undeclared major status? Some students may hold this status longer than they should under current policy. Other campuses have policies to limit the number of undeclared majors. For example UCLA requires students who have accumulated over 120 units and not yet declared a major to receive academic counseling prior to enrolling in classes and their Peer Advising Network offers counseling and academic support to undeclared freshmen. Students at Berkeley are required to declare a major by their junior year and are blocked from registering until they do so. UCSB has a program to counsel College of L&S students about the importance of declaring a major as quickly as possible.
- **Course Drop Dates** – Does the campus' ten-day drop date discourage students from taking larger course loads? Most other campuses do not use this policy or allow longer periods of time before requiring students to make a final decision about their course load in a given quarter. As detailed in Attachment 5, our campus has one of the earliest drop dates (10 days or 20 days at department's discretion).
- **Community College Transfer Credits** – Community college course credits that count toward graduation are determined by the UCOP for all campuses; however, determination of compatibility with major requirements is the responsibility of each

campus. Comparing current campus policies that recognize major-specific credits with other UC campuses may reveal differences that would warrant further review.

- **Differences Among Students** – Some have speculated that differences in student characteristics among the UC campuses could account for some of the differences in graduation rates, particularly at the four-year interval. While a comprehensive study of student variables would need to be undertaken to appropriately analyze this issue, a brief examination was made of one of the most frequently mentioned possibilities, namely the amount of time Davis students spend working. As displayed in Attachment 6, based on a survey completed last year, the number of hours worked by UC Davis students on campus is about the same as the system-wide average, and the number of hours worked off-campus is less than the system-wide average. Consequently, student employment does not appear to be a significant factor in our campus' lower graduation rates.

**Other Budgetary Aspects of Graduation Rates.** As previously noted, the last significant campus review of graduation rates and policies occurred in the mid 90's when the relationship between the UCOP budget allocation formula and relatively low graduation rates was recognized. The administration's recently released 2004-05 budget proposal may signal the beginning of another cycle of increased interest in graduation rates and other measures of efficiency for the University among Sacramento policymakers. The governor proposes to charge undergraduates for the full cost of their education once they have more than 110% of the units needed for graduation (approximately 198 units). While it is difficult to predict whether this proposal will ultimately be enacted, it is clear that the new administration is interested in making the University more efficient in terms of moving students through the system.

Increasing the four-year graduation rate could also help the campus deal with its facilities needs. To the extent that students take more units and graduate within four years, at least some of the annual increase in demand for new classrooms can be met. Similarly, higher graduation rates that produce greater utilization of facilities strengthen future campus arguments for new classroom construction.

## **Recommendation**

The ORMP recommends that campus policies regarding graduation rates be re-examined in light of the improvements made at other campuses and the potential for increased scrutiny by state policymakers.

We also recommend that the appropriate academic bodies examine the approaches used by those campuses that have achieved significant improvements in their four-year

graduation rates to determine if these approaches should be implemented or if other policies should be modified.

Attachments:

- Attachment 1: Chart of UC Four Year Graduation Rates
- Attachment 2: Chart of UC Six Year Graduation Rates
- Attachment 3: Chart of UC Davis Graduation Rates by Quarter
- Attachment 4: Finish in Four – Recap for Selected Campuses
- Attachment 5: Course Drop Date Policies for UC Campuses
- Attachment 6: Hours of Paid Employment for UC Students

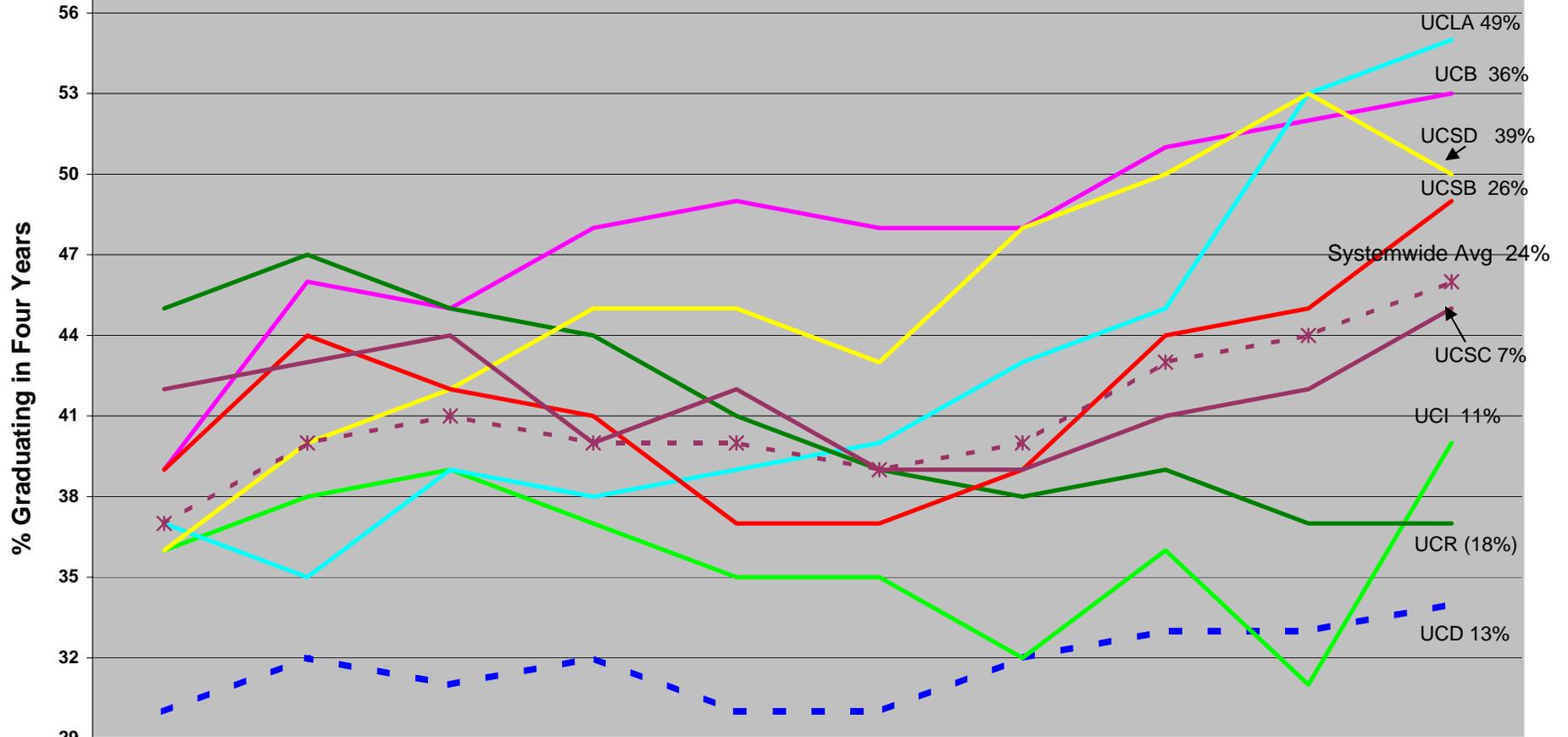
References:

- <sup>1</sup> CSRDE four and six year graduation rates (2000-01 report – 2001-02 referenced in paper but not available on web.)  
<http://tel.occe.ou.edu/csrde/execsum.pdf>
- <sup>2</sup> NCAA Division 1 Graduation Rates Report:  
[http://www.ir.ufl.edu/nat\\_rankings/students/gradrateOld.pdf](http://www.ir.ufl.edu/nat_rankings/students/gradrateOld.pdf)
- <sup>3</sup> Sept. 2003 SARI study – Reporting Freshman Persistence and Graduation Rates  
<http://www.sariweb.ucdavis.edu/downloads/305ReportingFreshmanPersistenceAndGraduationRates.pdf>
- <sup>4</sup> Information regarding the steps other UC campuses have taken to improve their graduation rates can be found at the following websites:  
<http://www.ucop.edu/planning/uginstruction01.pdf> (starting on page 69) and  
<http://www.ucop.edu/planning/finishinfour00.pdf>
- <sup>5</sup> Advanced Placement information from the UCOP IB/AP website updated 10/24/03:  
<http://www.ucop.edu/pathways/infoctr/qr/qrcredit.html>

M:\Ay04\600's\04-600-20\

## UC FOUR YEAR GRADUATION RATES All Campuses

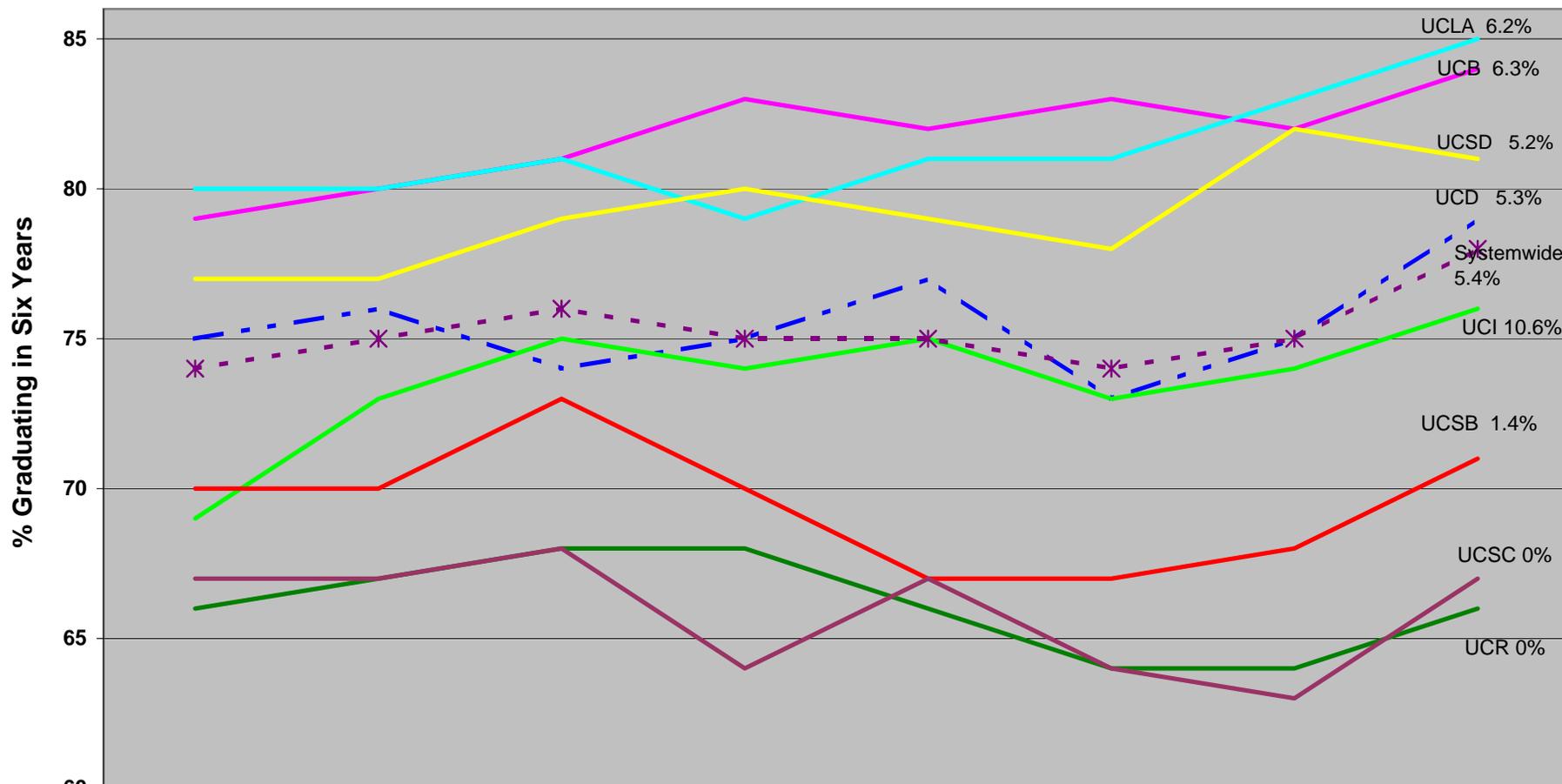
% change in 4-year  
graduation rate in last 9  
years:



Year Entering UC	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Berkeley	39	46	45	48	49	48	48	51	52	53
Davis	30	32	31	32	30	30	32	33	33	34
Irvine	36	38	39	37	35	35	32	36	31	40
Los Angeles	37	35	39	38	39	40	43	45	53	55
Riverside	45	47	45	44	41	39	38	39	37	37
San Diego	36	40	42	45	45	43	48	50	53	50
Santa Barbara	39	44	42	41	37	37	39	44	45	49
Santa Cruz	42	43	44	40	42	39	39	41	42	45
Systemwide	37	40	41	40	40	39	40	43	44	46

### UC SIX YEAR GRADUATION RATES All Campuses

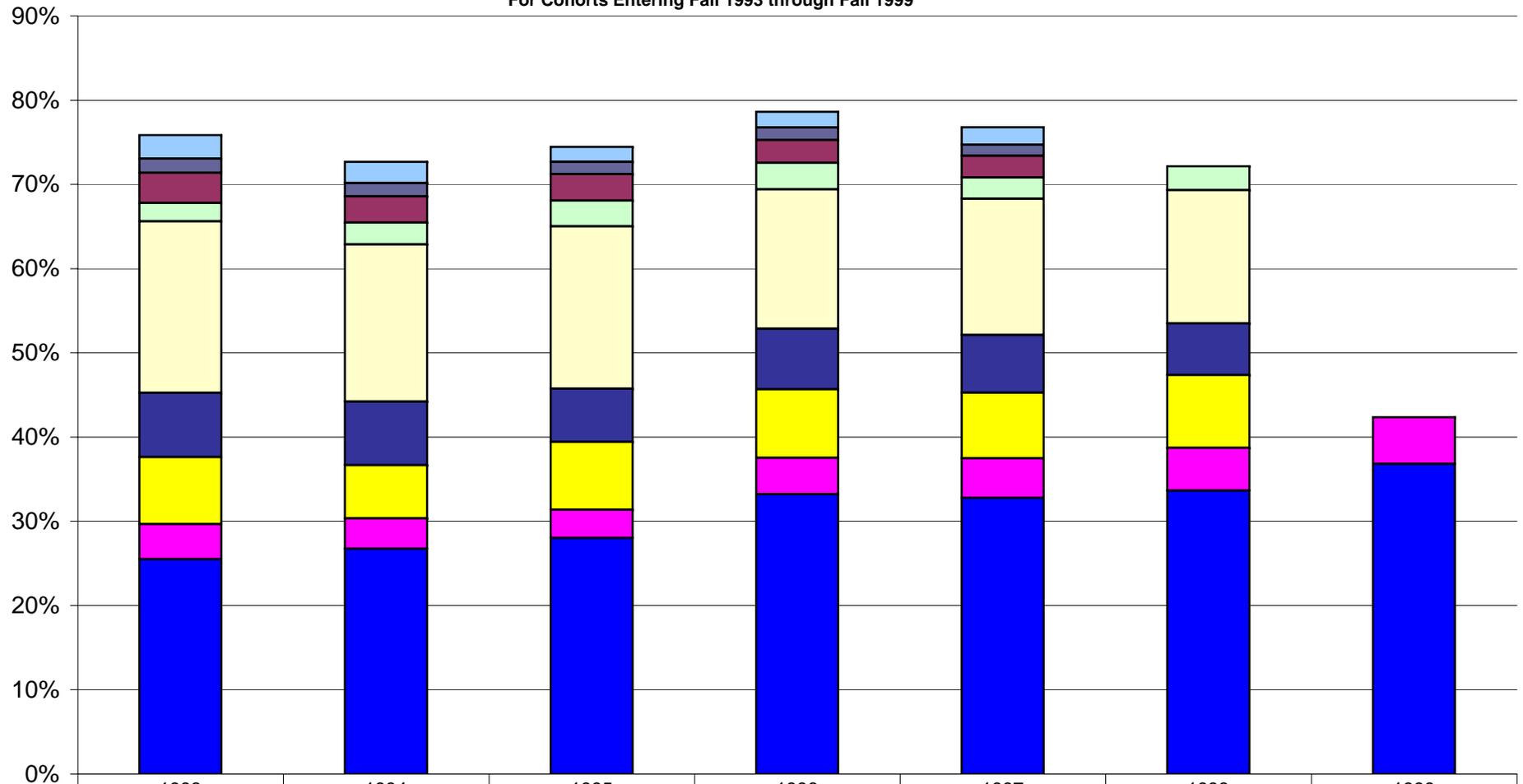
% change in 6-year  
graduation rate in last  
7 years:



UCLA 6.2%  
UCB 6.3%  
UCSD 5.2%  
UCD 5.3%  
Systemwide 5.4%  
UCI 10.6%  
UCSB 1.4%  
UCSC 0%  
UCR 0%

Year Entering UC	1989	1990	1991	1992	1993	1994	1995	1996
Berkeley	79	80	81	83	82	83	82	84
Davis	75	76	74	75	77	73	75	79
Irvine	69	73	75	74	75	73	74	76
Los Angeles	80	80	81	79	81	81	83	85
Riverside	66	67	68	68	66	64	64	66
San Diego	77	77	79	80	79	78	82	81
Santa Barbara	70	70	73	70	67	67	68	71
Santa Cruz	67	67	68	64	67	64	63	67
Systemwide	74	75	76	75	75	74	75	78

### UC Davis Graduation Rates by Quarter Between Year Four and Year Six for New Incoming Freshmen For Cohorts Entering Fall 1993 through Fall 1999



	1993	1994	1995	1996	1997	1998	1999
6 years	3%	3%	2%	2%	2%	Cohort has only completed five years plus summer	Cohort has only completed four years plus summer
17 quarters	2%	2%	1%	1%	1%		
16 quarters	4%	3%	3%	3%	3%		
5 + summer	2%	3%	3%	3%	3%	3%	
5 years	20%	19%	19%	17%	16%	16%	
14 quarters	8%	8%	6%	7%	7%	6%	
13 quarters	8%	6%	8%	8%	8%	9%	
4 + summer	4%	4%	3%	4%	5%	5%	6%
4 years	26%	27%	28%	33%	33%	34%	37%

## Los Angeles

<b>Topic:</b>	<b>Action:</b>
<i>Surveys</i>	Web-based survey for undergraduate students to measure satisfaction with availability of courses and advising; access to departmental facilities such as labs, computers and libraries; and assistance from the department to help students explore career options. Piloted survey with the Departments of Economics and Italian.
<i>Finish-in-Four programs</i>	Ensure incoming students know they can complete their baccalaureate in 4 years and the benefits of doing so. Distribute brochure to all incoming students describing how to graduate in four years; discuss with students in both workshops and individual counseling sessions and at the Academics in the Commons workshops held in the residence halls. Provide a workshop series <i>Charting Your Course: From Majors to Careers</i> helps students learn how to achieve their career or graduate school goals within 4 years.
<i>Declaring Majors</i>	Requires students who have accumulated over 120 units and not yet declared a major to receive academic counseling prior to enrolling in classes. This enables counselors to help students plan their programs and successfully complete their degrees
<i>Changes to Unit Structure</i>	College of L&S is moving away from strict four unit model to flexible model with two, five and six unit courses. These courses will make it easier for students to combine with four unit courses to maintain at least 15 units/quarter.
<i>Automated tracking system</i>	Students can request a copy of their own degree progress reports, which lay out all requirements students must fulfill prior to graduation. The reports also contain a list of courses already completed as well as those in progress, allowing students to see which requirements have been fulfilled and which must still be met.
<i>My UCLA - College of L&amp;S</i>	Web-based tool that allows students to review their study lists, email questions that are answered by trained peer counselors and participate in virtual counseling sessions daily. Online newsletter with information about deadlines, policies, and procedures for students.
<i>Tailored Instructional Programs - Freshmen Cluster Courses</i>	Highly demanding five unit cluster courses for freshmen consisting of a three quarter sequence of interdisciplinary courses addressing a common theme, team-taught by some of UCLA's most distinguished faculty. Shorten students' time to degree in two ways: 1) freshmen see that they can manage more units and hence enroll for more units than past cohorts of students (in 1998-99 cluster freshmen completed an average of 15 units per quarter their first year while non-cluster freshmen averaged only 13) and; 2) increase students' excitement about learning so they select a major more quickly and become more involved in their academic work.
<i>Administrative changes</i>	Analyzes undergraduate curricula to ensure that freshmen can complete their programs within four years and transfer students within two years; these analyses are important elements of academic program reviews. Before the Undergraduate Council of the Academic Senate approves proposed changes to majors, sponsoring units must demonstrate that the changes will not hinder students' timely degree completion.
<i>Department Reporting/ Historical Data</i>	Developed data sheets that summarize time to degree for each undergraduate department. These data sheets, which contain eight-year summaries, make it possible for departmental faculty to judge the progress of their students against others in their division or school. UCLA expects these data will be helpful in setting new goals for decreasing time to degree in a systematic way, department by department.
<i>Financial Incentive</i>	Pilot program for seniors who are one/two courses short of graduating at the end of spring quarter. Students enrolling in summer session can complete the courses they need at reduced cost. Students pay the summer session registration fee, but receive a \$400 waiver. Sixty-two of the 64 students who received waivers for summer 1999 received their degrees by the end of summer, shortening time to degree by at least one quarter.
<i>Peer Advising</i>	Peer Advising Network offers counseling and academic support to undeclared freshmen. Peers meet regularly with first-year students and provided workshops to enhance academic success and assist in selection of a major.

## Berkeley

Topic:	Action:
<i>4-Years, 4-You</i> initiative	Provides information and advising to College of L&S freshmen including group advising sessions; follow-up advising prior to enrolling in courses; individual advising sessions throughout the year; and tracking of student progress. Information in new students' welcome packets; asked to sign up during summer orientation; list provided midway through the fall term and reminded in spring of all services available to them, including drop-in academic advising, workshops in choosing a major, and individual appointments with academic advisers. Students not meeting minimum progress toward graduation are asked to meet with an academic adviser
<i>Declaring Majors</i>	Students are forced to declare major by junior year. If they have not declared a major, they are blocked from registering until they do so.
<i>Summer Financial Aid</i>	Offer financial aid for summer school to allow students to take high demand courses in summer and maintain/accelerate progress to degree.
<i>Promote Summer Session Attendance</i>	In 2000, Instituted new programs to increase attendance 1) Low-Income Grant Program to pay summer-session course fess and grant of \$325 to students and expand eligibility factors for participation, 2) Targeted Marketing to Spring Admits to encourage them to attend summer session since most had unused semester of financial aid eligibility they can use to attend, and 3) Senior Rebates Program to provide \$500 fee rebate to any of the seniors who could obtain enough units to graduate by attending summer session.
<i>Restructuring Curricula</i>	Some departments are revising curricula to facilitate timely progress to degree. Some changes include: replacing requirements for specific courses with requirements for discipline areas, giving students more flexibility in planning their schedules; revised course schedules to ensure that time conflicts do not impeded progress and allowing substitutes for core requirements; removing lower-division prerequisites so students can enroll in upper division courses immediately; and modifying procedures for declaring majors to make it easier to do so earlier.

## San Diego

<i>Topic:</i>	<i>Action:</i>
<i>Advising</i>	Advising programs for new freshmen on how to graduate in four years; written "declaration of intent" programs; residence hall workshops for students who have not declared a major or who are having academic difficulties; academic planning templates that show how to weave together the prerequisites for a given major with general education requirements
<i>Faculty Advisors</i>	Some departments assign a faculty adviser to every major and pre-major; system that triggers a summons from the advising office if a student gets off track. Some departments added more staff to help undergraduates progress through their programs; assign faculty to advise majors, transfer students, and post-baccalaureate education students.
<i>Degree Audit and Reporting System</i>	Automated system that will allow students to check the impact of various course choices on their progress to degree.
<i>Year-long course schedules</i>	Requests that all academic programs post year-long course schedules so that students can plan their courses for the entire year and not inadvertently miss a required course taught only in the fall.
<i>Curricula Changes</i>	Computer Science and Engineering reduced elective requirements for a B.S. by three courses, reducing average time to degree from 4.3 to 4.0 years. Electrical and Computer Engineering restructured curriculum so that it can be completed in four years if students follow recommended schedule. Departments are cross listing courses to relieve lower-division faculty workload and ensure students have access to upper-division courses they need to graduate. Mechanical and Aerospace Engineering reduced number of units required for graduation and posted recommended sequence to ensure graduating in four years. Physics Department changed requirements to make it easier to complete in four years, increased advising, and allows more flexibility for students to design own major and still finish in four years.
<i>Excess Units</i>	Any student who has accumulated over 200 units must obtain permission of the College before enrolling. The College establishes a "Proposed Schedule of Graduation" with the student that specifies exactly what courses will be taken to achieve the most expeditious graduation.

## Santa Barbara

Topic:

Action:

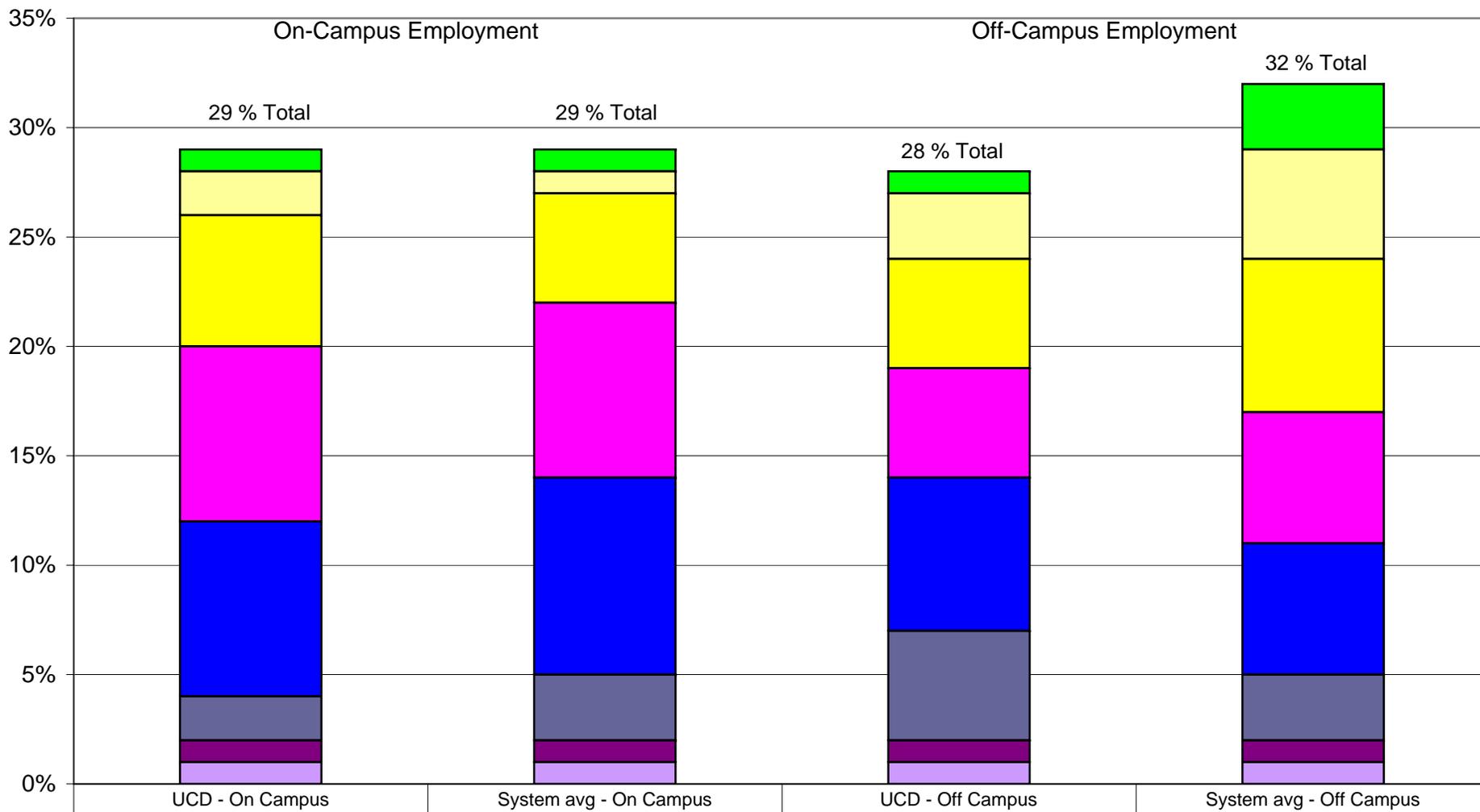
<i>GO-for-4</i>	Program to counsel College of L&S students about the importance of declaring a major as quickly as possible. Developed literature for students to use when charting four-year plans which is distributed at new student orientations and in the residence halls. It includes an insert for students to sign requesting that the College provide them with periodic updates on their academic progress.
<i>Faculty Advisors - Record Tracking</i>	Some colleges assign a faculty adviser to each student. Advisers must approve students' schedules and advice students regarding progress toward their degrees each quarter. Strongly discourage changing majors within the College after the sophomore year. Encourage students who have not completed essential lower-division math and science prerequisites to enroll in summer programs. The Associate Dean for Academic Affairs monitors faculty and staff advising so that no student is overlooked. The College's undergraduate office also regularly contacts students to ensure that they stay on schedule and meet deadlines. Registrar's Office
<i>Facilities</i>	College of L&S revised scheduling practices to offer popular courses in larger classrooms to accommodate more students.
<i>Excess Units</i>	Campus has begun to vigorously enforce expectation that students will not exceed 200 units before graduating - any close to 200 are required to complete a "Proposed Schedule of Graduation" and are blocked from registering without an approved schedule.
<i>Curricula Changes</i>	Changed to allow more courses to satisfy GE breadth requirements, giving students more flexibility in selecting courses.
<i>Progress Tracking - College of Creative Studies</i>	Files for students w/ 90-100 units are reviewed each quarter to make sure that they are making adequate progress. Students and their advisers are required to meet each quarter. Place registration blocks on students who did not turn in quarterly forms signed by their advisers. Does not limit the number of units a student may take each quarter and is flexible about courses that satisfy GE requirements.

## Davis

<b>Topic:</b>	<b>Action:</b>
<i>Finish in Four!</i>	Pilot project that encouraged students to seek the best academic advice available; to educate entering students that the campus expects them to finish their degrees in four years. The pilot included several different approaches - two years the campus distributed finish-in-four flyers to all incoming freshmen and at summer advising; prior to that, students were invited to meet quarterly with associate deans and Vice Provost-Undergraduate Studies to discuss advising issues. There has been limited student interest in this program with an average of approximately 150 participants per year.
<i>Degree Navigator</i>	Online system to interface with the existing student database, containing requirements for every major and minor at Davis. Students can determine GE and major requirements, learn how to change from one major to another, and track their overall progress toward graduation.
<i>Advising</i>	Advising Undergraduate Advising Council emphasizes importance of taking 15 units/quarter. Added "finish in four" concept to residential advising program, with special focus on at-risk students.
<i>Administrative changes</i>	In June 1999, increased minimum progress from 12 to 13 units per quarter; urged advisers to emphasize importance of normal progress toward a degree; changed drop date for unimpacted classes to enable students to replace an unsatisfactory class with something more satisfactory during the same quarter, thus helping them maintain an appropriate unit load.

<b>Campus:</b>	<b>Policy (per catalog or schedule of classes)</b>
UC Berkeley	Approximately 2 months - in Fall 2003 the semester started Aug 19 drop date deadline Oct. 17th
UC Davis	10th day if dept. designates - 20th day if not (looks like about 1/2 are 10 day, but not clear % of enrollment)
UC Irvine	General policy is students can drop through 6th week - but Depts may set own policies
UC Los Angeles	Third week for impacted and one month for non-impacted - Fall 2003 Instruction began Sept 25 - Oct 10 drop impacted courses; Oct 24th for non-impacted courses
UC Riverside	Varies, but approximately 10th day after instruction begins
UC San Diego	Students can drop courses through 9th week of instruction
UC Santa Barbara	Students can drop classes on 28th day of instruction for UG in L&S and Eng. - for specific writing courses the drop date is end of week 1
UC Santa Cruz	Students can drop up to the 20th day of instruction

Hours of Paid Employment  
On and Off Campus  
Spring 2003



	UCD - On Campus	System avg - On Campus	UCD - Off Campus	System avg - Off Campus
More than 30	1%	1%	1%	3%
31-30	2%	1%	3%	5%
16-20	6%	5%	5%	7%
11-15	8%	8%	5%	6%
6-10	8%	9%	7%	6%
3-5	2%	3%	5%	3%
1-2	1%	1%	1%	1%
More than 1	1%	1%	1%	1%