Response to Offsite Review Summary of Lines of Inquiry
Additional Information Request #6:
Explanation of How Degree Completion Rates are Calculated and
Graduation Rates Disaggregated by College
August 2018

6. Documentation showing how degree completion rates are calculated. Additionally, the Team would like to see graduate rates disaggregated by degree.

Introduction

Below is an explanation of how Time to Degree and Graduation Rates are calculated at UCR as well as an explanation of the current and planned uses of these metrics. The links below provide access to undergraduate and graduate graduation rates by college and overall. These documents can also be found in the 06 Appendices folder (these documents are best viewed by downloading them).

Undergraduate Graduation Rates Overall and by College

Overall Graduate Graduation Rates

Graduate Graduation Rates by College

Time to Degree (TTD)
TTD measures the amount of time that students take to complete their degree. Students who fail to graduate do not figure in this statistic. There is no single accepted national standard for how TTD should be calculated. Our practice is to measure time to degree using two approaches – elapsed academic years and elapsed calendar years. Both measures take graduates in a specific academic year and look backward for their entry points at UCR to calculate the duration of time it took for each student to earn a degree.

Time Scale
We measure elapsed time both by Academic Years (AY) and by Calendar Years (CY). An Academic Year only recognizes the Fall, Winter, and Spring quarters, treating the Summer quarter as an extension of the preceding Spring quarter. A Calendar Year includes the Fall, Winter, Spring, Summer quarters. Therefore, if measuring Academic Years, we count Fall, Winter, and Spring quarters each as a third of a year, counting each Summer quarter as the immediately preceding Spring quarter. If measuring Calendar Years, we count Fall, Winter, Spring, and Summer quarters each as a fourth of a year. Consider the example students below.

Student	Starting Term	Grad Term	Academic Year TTD	Calendar Year TTD
A	Fall 2010	Summer 2014	4.00	4.00
B	Fall 2010	Spring 2014	4.00	3.75
C	Fall 2010	Fall 2014	4.33	4.25

Between (and including) Fall 2010 and Summer 2014, there are 12 Academic-Year (AY) quarters and 16 Calendar-Year (CY) quarters. Student A, a Summer 2014 graduate, stayed through 12 AY quarters and 16 CY quarters, and has an AY-TTD and a CY-TTD of 4.00 years. Student B, a Spring 2014 graduate, stayed 12

AY quarters and 15 CY quarters, and has an AY-TTD of 4.00 years, but a lower CY-TTD of 3.75 years. Student C represents the less common case of graduation in a term other than spring or summer. Student C's AY-TTD and CY-TTD highlight the difference between counting a term as a third of a year or a fourth of a year. Student C stayed through 13 AY quarters and 17 CY quarters and has an AY-TTD of 4.33 years and a CY-TTD of 4.25 years.

The <u>mean</u> Time to Degree measures the mean number of years it took a graduating class to graduate. Students who do not graduate in a given academic year are not considered in TTD for that academic year. This is in contrast to graduation rates, which track the percentage of students who started in a given cohort and earned a degree in a given time period (e.g. within 4 years).

TTD for 2016-17 measures the mean number of years it took students to earn a degree for those who graduated in Fall 2016, Winter 2017, Spring 2017, or Summer 2017 (see below). We present both elapsed academic year and elapsed calendar year (provided in the UCR Institutional Report) TTD over the last five years for undergraduate and graduate degrees. These metrics are presented by matriculation status.

Time to Degree for Undergraduate and Graduate Degree Recipients by Graduation Year 2012-13 through 2016-17			
Entry Status/ Graduation Year	**# of Degrees Conferred**	**Avg. Time To Degree**	
		Academic Year Elapsed	**Calendar Year Elapsed**
Freshman Bachelor's Degree Recipients			
2012-13	3416	4.44	4.26
2013-14	3459	4.46	4.28
2014-15	3400	4.46	4.27
2015-16	3323	4.43	4.24
2016-17	3341	4.30	4.11
Transfer Bachelor's Degree Recipients			
2012-13	1229	2.38	2.21
2013-14	1115	2.60	2.42
2014-15	1282	2.48	2.30
2015-16	1205	2.47	2.29
2016-17	1132	2.50	2.32
Master's Degree Recipients			
2012-13	402	2.04	1.89
2013-14	526	1.95	1.79
2014-15	537	1.84	1.68
2015-16	606	1.83	1.67
2016-17	618	1.89	1.71
Doctorate Degree Recipients			
2012-13	244	5.89	5.77
2013-14	233	5.67	5.54
2014-15	265	5.75	5.62
2015-16	252	5.96	5.84
2016-17	284	5.82	5.71

Notes:

Graduation Year identifies students who earned a degree in fall, winter, spring, or summer of a given year (trailing summer).

Calendar Year Elapsed: All terms between start term and graduation term are counted and divided by 4, treating fall, winter, spring, and summer as a fourth of the year.

Academic Year Elapsed: All terms between start term and graduation term are counted (excluding summer) and divided by 3, treating fall, winter, and spring as a third of a year. Students graduating in summer are included as graduating in spring.

Students who earned more than one degree are counted multiple times.

Graduation Rates
Graduation rates differ from time to degree metrics because graduation rates start with an entering cohort of first-time full-time freshmen, full-time transfers, terminal master's students, or doctoral students. Graduation rates summarize the proportion of students who started in a given term and who successfully earn a degree within a specified amount of time. For first-time full-time freshmen, we track the percentage that earn a degree within 4-, 5-, and 6-years of entering the university in a given fall term. For full-time transfer students, we track the percentage that earn a degree within 2-, 3-, or 4-years of entering the university in a given fall term. We see the biggest difference in graduation rates between 4- and 5-years for freshmen and 2- and 3-years for transfer students suggesting that students are on average, taking just over 4- or 2-years to graduate respectively (see 06 Undergraduate Graduation Rates by College). This is also evidenced in our TTD being more than 4- but less than 5-years for freshmen and more than 2- but less than 3-years for transfers. While these metrics are independent, as evidenced by the group of students they examine (cohort vs. graduating class), they are related and informative about how well we are doing in supporting our students as they move through our university.

UCR has the goal of continuing to decrease TTD and increasing graduation rates. These metrics along with others related to unit-load and units at graduation are helping us to be more reflective on how we support our students in their degree-seeking goals.

Why Time to Degree?
Time to degree (TTD) is an additional metric that helps our campus to evaluate how long, on average, it takes a student to complete their degree. This metric is also an outcome reported annually to the Growing Inland Achievement initiative, which tracks how long students in San Bernardino and Riverside counties are taking for degree completion. This initiative aims to increase the number of students completing a baccalaureate degree within six years by 10% by 2020. We report time to degree as part of our annual report to the GIA board and the state legislature, which has partially funded this initiative.

TTD also serves UCR well as a metric that signals possible obstacles to timely degree completion. In examining these data this past year, we found that undergraduates who start as freshmen on-average are graduating in 4 years and an additional term or two. This means that many students are counted in our 5-year graduation rate instead of our 4-year graduation rate.

In order to decrease TTD, we need to ensure that students are able to meet their degree requirements within 2 or 4 years. Examining TTD paired with total units at graduation is helping us to understand where some of the challenges may be. For example, in looking at mean units completed at graduation, we find that students on-average are graduating with a surplus of 17 units, equivalent to an additional term or two of coursework beyond the number of units required for a degree (usually 180). Upon further examination, we found that students are coming to UCR with many transferred units which contributes to this surplus of units at graduation.

At the graduate level, TTD is being examined as part of the program review process alongside graduation rates to encourage programs to review and examine any trends and potential causes for increased TTD, if evident. Because the time between program reviews is 7 years, the Graduate Division has partnered with Institutional Research to develop a graduate report card dashboard that includes TTD, among other success metrics, to encourage programs to review their average time to degree and graduate outcomes on a more frequent basis. This more frequent review of outcomes will help

programs to improve their graduate completion rates and decrease time to degree where necessary so that students can enter the workforce earlier.