



*Jim Chalfant*  
*Telephone: (510) 987-0711*  
*Fax: (510) 763-0309*  
*Email: jim.chalfant@ucop.edu*

*Chair of the Assembly of the Academic Senate*  
*Faculty Representative to the Regents*  
*University of California*  
*1111 Franklin Street, 12th Floor*  
*Oakland, California 94607-5200*

December 5, 2016

**AIMÉE DORR**  
**PROVOST AND EXECUTIVE VICE PRESIDENT**  
**UNIVERSITY OF CALIFORNIA**

**Re: UCEP Report on Reexamination of Alternative Credit – Advanced Placement Exams**

Dear Aimée:

As part of the Senate's response to the programmatic initiatives in the budget agreement with Governor Brown, the Senate asked the University Committee on Educational Policy (UCEP) to review alternative means of earning credit that may help reduce time to degree for students. As part of this effort, UCEP reviewed campus policies for awarding UC credit for Advanced Placement (AP) exams taken prior to college matriculation, and for applying that credit to UC graduation requirements for specific majors and/or for general education requirements. At its November 30 meeting, the Academic Council discussed UCEP's recommendations and approved their distribution to you and to campuses in fulfillment of this specific element of the Budget Framework Initiative.

UCEP found that all campuses recognize and incentivize AP courses and exams, both in admissions and to the extent that they award credit for specific AP exams. All students who earn scores of 3 or higher on AP exams receive at least elective credit toward graduation. Individual campuses and departments may also award credit for GE requirements or the specific graduation requirements of a major, based on a score threshold of at least 3 and usually 4 or higher. In addition, some campuses offer enrollment priority for students with AP credit.

UCEP also identified variations in the way individual UC campuses and departments apply AP credit, the minimum scores they require for more than elective credit, and in the limitations they set; however, it found those differences to be justified, based on the individual educational goals and course expectations of specific majors, and in recognition that UC courses are generally more rigorous than AP courses taken in high school. UCEP also notes concerns about UC further incentivizing AP or increasing its reliance on AP exams due to disparities in the availability of AP curriculum across California high schools, particularly schools serving first-generation and URM populations. Based on those concerns, UCEP also asks campuses to re-examine their policies for enrollment priority.

Please do not hesitate to contact me if you have any questions.

Sincerely,



Jim Chalfant, Chair  
Academic Council

Encl: UCEP Report on Reexamination of Alternative Credit- Credit by Examination

Cc: Academic Council  
Senate Director Baxter  
Senate Executive Directors



UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)  
Barbara Knowlton, Chair  
knowlton@psych.ucla.edu

Assembly of the Academic Senate  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, CA 94607-5200  
Phone: (510) 987-9466  
Fax: (510) 763-0309

December 2, 2016

JIM CHALFANT, CHAIR  
ACADEMIC SENATE

**RE: Report on Re-examination of Alternative Credit- Advanced Placement Exams**

Dear Jim,

**Background on Process**

UCEP began discussing the reexamination of alternative credit at the October 2015 meeting, at which the Budget Framework Initiatives were first introduced to the committee. As an action item after the meeting, the representatives were asked to gather information from home campuses about current policies on AP exams. This information was collected over the next several months. Information about campus policies was put into a memo that was available to the committee for the May 2016 UCEP meeting. Going forward from this meeting, the consideration of AP credit was organized in terms of application to university requirements, departmental (major) requirements, and GE requirements. Over the summer and at the October 2016 UCEP meeting the use of AP exams across campuses were discussed, including possible disadvantages to students who had attended high schools without AP course offerings, how AP exam credit affects enrollment priority across campuses, and whether students have more difficulty with subsequent courses if they received credit using AP instead of taking the course at a UC campus. The UCEP Chair consulted with IRAP in October to get more detailed information about the current use of this credit and whether it varies across campuses and across demographic groups.

Prior to the November UCEP meeting, a draft of this report was circulated to members outlining campus policies and issues discussed so far, along with data from IRAP. Members made suggestions on this draft, and changes and additions were made to the draft at the November 2016 meeting. The final draft was circulated and approved by the Committee following this meeting.

**AP Credit – General Comments**

Each campus currently accepts AP credit, and AP credit is frequently used across all campuses. There are fairly substantial differences between campuses, with a range between 5.5 and 29.2 average units for incoming freshmen System-wide, 72% of all students currently are able to receive some AP credit towards graduation. Likely because AP courses have a favorable affect on admissions, students at campuses with the most competitive admissions are also most likely to have substantial AP credit before matriculation. Another benefit of taking AP courses before matriculation is enhanced enrollment priority for courses. Students with sufficient AP unit credit may have sophomore standing at matriculation and consequently receive higher enrollment priority than students lacking additional AP units. Such alteration of enrollment priority across undergraduate class levels may negatively influence time-to-degree by influencing course availability. Thus, it appears that taking AP courses and AP exam credit is incentivized for reasons in addition to receiving credit for specific courses. Indeed, many AP units earned by students are not in the eventual field of study, suggesting that students are not using these courses to fulfill specific requirements. Concerns regarding the consequences to enrollment priority and the disparities in availability of AP courses recently led UCLA and UC Davis to not include AP units in enrollment priority determinations. This discussion on AP units and enrollment priority is being held at other campuses and points to concern about further incentivizing AP exams when there are significant barriers to access these courses for underserved students. In the attached report from IRAP, clear disparities are apparent in the amount of AP credit earned by first generation college students and underrepresented minority students.

The committee also examined IB (International Baccalaureate) credit usage across campuses. These units are used with low frequency compared to AP credits due to less availability of these courses. Our recommendations and findings on AP units also generally apply to units awarded through IB courses.

### AP Credit for University Requirements

System-wide, credits can be applied towards the graduation unit requirement for AP exam scores of 3 or higher. However, AP units will not count against the unit maximum for graduation, so there is no negative impact of accruing these units. AP exams can also be used toward specific university requirements- the Entry-Level Writing requirement, the American History requirement, and the Foreign Language requirement. A score of 3 or higher, indicating basic competence in the subject, is accepted. The use of AP exams for University requirements is thus currently broad and consistent.

### AP Credit for Major Requirements

Individual departments across campuses have developed policies to accept AP credit for lower division credit towards their major requirements. There is general consistency for departments to accept AP credit, usually for scores of 4 and above, although some departments give credit for a specific course for scores of 3. In some situations, a score of 3 may count towards a less advanced class (e.g. 1 quarter of foreign language, 1 quarter of calculus, or Introductory Chemistry), while higher scores will count as credit for more advanced classes (3 quarters of language, 2 quarters of calculus, General Chemistry). Requiring AP scores higher than a 3 for major requirements has been justified based on the idea that lower division major requirements are foundational, and that a strong understanding of the subject is mandatory for the student to be successful in subsequent levels.

One area of variability is the use of the AP Biology. On some campuses, life science course sequences are divided in such a way that AP Biology does not correspond to any individual course. Other campuses do have a general Introductory Biology course and award AP credit for a score of 4 or higher for majors that require this course. In some cases, the biology courses include a required laboratory that is considered an integral part of the course, and concerns over the inclusion of quality laboratory experiences with AP biology lead to the decision to not award specific course credit for AP biology.

An additional consideration for using AP credit for major courses is that it is sometimes necessary or desirable to demonstrate performance in college courses (particularly science courses) for medical school or health science post-graduate work. The implication is that courses at the University of California level are typically more rigorous by postgraduate schools than the AP courses taken in high school.

#### AP Credit for GE requirements

Campuses (and schools within campuses) vary in terms of whether GE credit is given for AP exams. This variation results in part from how different campuses use GE as part of their educational goals. GE courses provide breadth by exposing students to college-level study in multiple areas of inquiry. Some campuses have used GE requirements to achieve additional goals, such as a focus on critical thinking, self-expression, interdisciplinary studies or application of modes of inquiry to current societal issues. If a GE requirement is in place to provide breadth, it makes sense to award credit if a student demonstrates knowledge of content through an AP exam. However, on campuses where the GE program is created with additional pedagogical goals in mind, AP exams do not adequately reflect the content of those courses.

#### Conclusion and Recommendations

1. AP Credit is very common system-wide, with the majority of students at many of our campuses matriculating with AP credit. However, given clear disparities among high schools in the availability of AP courses, UCEP is concerned that greater reliance on these exams may exacerbate inequities and would disadvantage students from such schools. UCEP believes that increased availability of AP in California High Schools would be highly desirable.
2. UCEP members support the idea that for many majors, a score of 3 on an AP exam may not reflect sufficient proficiency to move on to college courses that build on this material. However, scores of 3 may be acceptable for major requirements that are included for breadth and are not foundational for further progress in the major.
3. The committee felt that differences between campuses were justified in terms of awarding GE credit for AP exam credit. Campuses differ in the pedagogical goals and expectations of the campus GE programs. On some campuses, courses designated as GE and AP courses are clearly not equivalent given GE goals that are considered integral to the University academic experience, with depth, breadth, and integration that extend beyond learning content.
4. UCEP recommends that campuses examine the issue of enrollment priority based on unit count achieved through AP credits due to disparities in the availability of these courses in California high schools.

Sincerely,



Barbara Knowlton, Chair  
UCEP

## ATTACHMENT: IRAP Data Analysis

### PRE-UC UNITS AT ENTRANCE AND GRADUATION

Currently, students entering the University of California (UC) as freshmen are awarded credit on their transcripts for passing scores on Advanced Placement (AP) exams. Students may also be awarded credit based on International Baccalaureate (IB) exams, UC exams, and/or credits transferred in from California Community Colleges (CCCs) or other institutions of higher education. This brief looks at average units awarded from these sources, collectively known as Pre-UC units. The tables below show average Pre-UC units by source and year for recent entering cohorts and average Pre-UC vs. UC units earned for recent graduating cohorts.

### FINDINGS

UC undergraduates entering as freshmen have an average of about 20 AP exam units and an average of about nine other Pre-UC units. These overall averages have not changed much in recent years (Table 1). First generation students and Pell Grant recipients enter with substantially fewer units than their peers (Table 3 in appendix). Underrepresented minority (URM) and International students enter with fewer AP exam units than White or Asian students. Those who major in STEM fields come in with more units than those in non-STEM fields. The gap between Pell recipients and non-Pell recipients has narrowed slightly in recent years, while the other gaps have stayed about the same.

**Table 1: Average Pre-UC units by source and year of freshman fall entering cohort<sup>1</sup>**

Year	AP exam units	IB exam units	UC exam units	CCC units	Other Non-UC units
2015	19.4	0.9	0.0	1.8	5.1
2014	21.3	0.9	0.0	2.5	5.2
2013	20.4	0.8	0.0	2.8	5.2
2012	19.0	0.7	0.0	3.3	4.9
2011	19.1	0.6	0.0	3.9	5.4
2010	18.7	0.5	0.0	4.4	4.6

UC undergraduates graduating with bachelor's degrees in recent years have an average of about 210 units, including about 30 Pre-UC units and 180 units earned at UC (Table 2). It is not clear if the Pre-UC units are excess units because we do not know if all of the UC units are considered degree units, those that count toward graduation in the particular degree program. The number of AP units increased by more than two units between the 2011 and 2015 graduating cohorts, contributing much more to the

<sup>1</sup> Average units are rounded to the nearest 0.1. When 0.0 is shown in the tables, the average is less than 0.05.

increase in non-UC units than other categories. The number of UC units increased by less than one unit during this time period.

**Table 2: Average UC vs. Pre-UC units by source and year of graduating cohort**

Year	UC Units	AP exam units	IB exam units	UC exam units	CCC units	Other Non-UC units	TOTAL	Pre-UC units	UC units
2011-12	178.5	19.1	0.6	0.1	5.2	5.0	208.4	14.3%	85.7%
2012-13	179.5	19.9	0.6	0.0	4.9	4.7	209.7	14.4%	85.6%
2013-14	178.8	20.4	0.6	0.0	4.5	5.0	209.3	14.6%	85.4%
2014-15	180.2	20.9	0.7	0.0	4.2	5.4	211.4	14.8%	85.2%
2015-16	179.2	21.2	0.8	0.0	3.9	5.4	210.5	14.9%	85.1%

## APPENDIX A: DATA SOURCES AND DEFINITIONS

Data in this report are from the UC Corporate Student System (CSS) and the UC Data Warehouse (UCDW). In this report, units are normalized as quarter units. That is, semester units at UC Berkeley and UC Merced are converted to quarter units before combining with quarter units from other UC campuses. Units are measured as the highest number reported during students' enrollment at UC. AP exam units are those credited by UC based on passing scores on one or more of the College Board's Advanced Placement exams. IB exam units are those credited by UC based on passing scores on one or more International Baccalaureate exams. UC exam units are those credited by UC based on UC exams. CCC units are units transferred from California Community Colleges (CCC).<sup>2</sup> Other Non-UC units are those transferred from other institutions of higher education (non-UC, non-CCC).

Entering cohorts are defined as undergraduate students who were admitted as freshmen and enrolled in fall term of each year. Graduating cohorts are defined as undergraduate students who received bachelor's degrees in each academic year (summer, fall, winter, or spring term).

Data are presented overall and, for entering cohorts, by selected student characteristics. First generation students are those where neither parent completed a four-year college degree, as of the time of the application. Ethnicity is the primary ethnicity based on what the student reported on the application. Underrepresented minority students are those who are African American, Hispanic/Latino(a), or American Indian. Pell Grants are federal need-based grants provided to low-income undergraduates. The number and percentage of Pell Grant recipients is frequently used as a measure of low-income enrollment. Discipline categories are based on each student's major field(s) of study. STEM is science, technology, engineering, and mathematics, which includes engineering/computer sciences, health professional & clinical sciences, life sciences, and physical sciences/math. The non-STEM category includes arts, humanities, professional fields, and social sciences/psychology. The Multi/Other/NA category includes multiple majors, inter-disciplinary majors, miscellaneous fields, and "not applicable."

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<sup>2</sup> Data for CCC units transferred may be overstated for earlier years shown in this report.



## APPENDIX B: DETAILED DATA TABLES

**Table 3: Average UC vs. Pre-UC units by source and year of graduating cohort**

2015						
	AP exam units	IB exam units	UC exam units	CCC units	Other Non-UC units	
Overall	19.4	0.9	0.0	1.8	5.1	
First Generation						
Yes	15.7	0.4	0.0	2.2	3.1	
No	22.1	1.3	0.0	1.6	6.5	
Missing	14.1	0.6	0.1	1.2	3.5	
Ethnicity						
African American	10.8	0.4	0.0	2.3	3.8	
American Indian	18.2	1.0	0.0	2.3	4.7	
Asian	24.5	0.7	0.0	2.1	5.9	
Hispanic/Latino(a)	15.5	0.3	0.0	2.2	3.1	
White	22.6	0.9	0.0	1.9	6.4	
International	9.3	2.6	0.1	0.1	4.3	
Unknown	24.8	0.8	0.0	2.2	6.8	
Pell						
Yes	16.8	0.4	0.0	2.3	3.4	
No	20.9	1.2	0.0	1.6	6.0	
Missing	n/a	n/a	n/a	n/a	n/a	
Discipline						
STEM	23.7	0.9	0.0	2.2	6.8	
Non-STEM	16.2	1.0	0.0	1.5	5.1	
Multi/Other/NA	15.5	0.6	0.0	1.5	1.1	
Missing	n/a	n/a	n/a	n/a	n/a	
2014						
	AP exam units	IB exam units	UC exam units	CCC units	Other Non-UC units	
Overall	21.3	0.9	0.0	2.5	5.2	
First Generation						
Yes	16.6	0.4	0.0	2.8	3.2	
No	24.9	1.3	0.0	2.3	6.7	
Missing	17.6	0.9	0.0	1.6	4.0	
Ethnicity						
African American	11.4	0.4	0.0	3.7	3.4	
American Indian	19.4	0.8	0.0	2.0	3.2	
Asian	26.7	0.8	0.0	2.8	6.0	
Hispanic/Latino(a)	16.3	0.4	0.0	2.7	3.3	
White	24.8	0.9	0.0	2.4	6.4	
International	10.2	2.9	0.0	0.2	4.9	
Unknown	26.6	0.9	0.0	3.5	6.8	
Pell						
Yes	17.8	0.4	0.0	3.0	3.5	
No	23.4	1.3	0.0	2.2	6.2	
Missing	n/a	n/a	n/a	n/a	n/a	
Discipline						
STEM	25.0	0.9	0.0	2.5	6.8	
Non-STEM	20.9	1.2	0.0	2.5	5.4	
Multi/Other/NA	14.1	0.6	0.0	2.3	1.7	
Missing	0.0	0.0	0.0	0.0	0.0	

**Table 3 (continued)**

<b>2013</b>						
	AP exam units	IB exam units	UC exam units	CCC units	Other Non-UC units	
Overall	20.4	0.8	0.0	2.8	5.2	
First Generation						
Yes	16.2	0.4	0.0	3.2	3.3	
No	23.7	1.2	0.0	2.5	6.6	
Missing	16.7	0.7	0.1	2.1	4.1	
Ethnicity						
African American	11.2	0.3	0.0	3.3	2.8	
American Indian	18.6	0.7	0.0	2.9	4.3	
Asian	25.4	0.7	0.0	3.4	5.8	
Hispanic/Latino(a)	15.6	0.3	0.0	3.1	3.3	
White	23.4	0.8	0.0	2.5	6.3	
International	9.4	2.7	0.1	0.2	5.1	
Unknown	24.7	0.8	0.0	3.1	7.1	
Pell						
Yes	17.2	0.4	0.0	3.2	3.7	
No	22.4	1.1	0.0	2.5	6.1	
Missing	n/a	n/a	n/a	n/a	n/a	
Discipline						
STEM	24.3	0.8	0.0	3.0	5.8	
Non-STEM	17.3	0.9	0.0	2.5	5.5	
Multi/Other/NA	16.5	0.7	0.0	2.7	2.6	
Missing	8.0	0.0	0.0	0.0	0.0	
<b>2012</b>						
	AP exam units	IB exam units	UC exam units	CCC units	Other Non-UC units	
Overall	19.0	0.7	0.0	3.3	4.9	
First Generation						
Yes	14.7	0.3	0.0	3.6	3.1	
No	22.1	1.0	0.0	3.1	6.2	
Missing	15.6	0.7	0.8	2.7	3.7	
Ethnicity						
African American	9.5	0.3	0.0	3.7	2.4	
American Indian	16.0	0.5	0.0	3.7	4.0	
Asian	23.5	0.6	0.0	4.0	5.4	
Hispanic/Latino(a)	14.3	0.3	0.0	3.6	3.0	
White	21.0	0.7	0.0	3.0	5.5	
International	9.1	2.5	0.2	0.4	7.1	
Unknown	22.4	0.5	0.0	3.9	6.3	
Pell						
Yes	15.8	0.3	0.0	3.7	3.4	
No	21.0	0.9	0.0	3.1	5.9	
Missing						
Discipline						
STEM	23.1	0.7	0.0	3.4	5.4	
Non-STEM	15.1	0.6	0.0	3.2	5.0	
Multi/Other/NA	17.1	0.7	0.0	3.5	3.4	
Missing	0.0	0.0	0.0	0.0	0.0	

**Table 3 (continued)**

	2010				
	AP exam units	IB exam units	UC exam units	CCC units	Other Non-UC units
Overall	18.7	0.5	0.0	4.4	4.6
First Generation					
Yes	13.7	0.3	0.1	4.7	2.8
No	22.0	0.7	0.0	4.1	5.8
Missing	21.4	0.7	0.1	4.5	5.6
Ethnicity					
African American	8.6	0.2	0.0	4.4	2.4
American Indian	15.3	0.4	0.0	3.8	3.7
Asian	21.7	0.4	0.1	5.1	5.1
Hispanic/Latino(a)	12.7	0.2	0.0	4.3	2.7
White	20.7	0.5	0.0	3.8	5.5
International	12.9	3.5	0.0	1.2	5.7
Unknown	21.1	0.8	0.1	5.1	5.4
Pell					
Yes	14.4	0.3	0.1	4.6	3.1
No	21.4	0.7	0.0	4.2	5.6
Missing	n/a	n/a	n/a	n/a	n/a
Discipline					
STEM	22.2	0.5	0.0	4.5	5.3
Non-STEM	15.0	0.4	0.1	4.4	4.6
Multi/Other/NA	18.9	0.7	0.0	4.2	2.8
Missing	n/a	n/a	n/a	n/a	n/a

**Table 4. Average Pre-UC units by source, campus, and year of freshman fall entering cohort<sup>3</sup>**

Campus	Year	AP Exam Units	IB Exam Units	UC Exam Units	CCC Units	Other Non-UC Units
Berkeley	2011	25.5	1.3	0.0	5.9	1.3
	2012	31.6	2.0	0.0	4.5	1.6
	2013	32.1	2.4	0.0	3.5	1.7
	2014	32.5	2.2	0.0	3.3	1.6
	2015	17.2	1.4	0.0	1.4	1.0
Davis	2011	14.0	0.4	0.0	5.6	0.6
	2012	18.1	0.4	0.0	4.3	0.5
	2013	18.3	0.8	0.0	3.5	0.7
	2014	19.7	0.9	0.0	3.0	0.8
	2015	17.6	0.9	0.0	2.4	1.0
Irvine	2011	15.3	0.3	0.0	3.8	1.9
	2012	15.9	0.2	0.0	2.6	1.1
	2013	17.0	0.2	0.0	2.5	1.3
	2014	17.4	0.2	0.0	2.2	1.1
	2015	16.4	0.3	0.0	2.2	0.7
UCLA	2011	23.5	0.6	0.0	3.6	25.3
	2012	26.8	1.0	0.0	2.8	29.4
	2013	28.7	1.3	0.0	2.5	31.7
	2014	29.7	1.7	0.0	2.4	32.9
	2015	29.2	1.7	0.0	2.3	32.5
Merced	2011	6.0	0.1	0.0	4.6	0.5
	2012	7.0	0.1	0.0	3.1	0.2
	2013	7.6	0.1	0.0	3.1	0.3
	2014	8.6	0.1	0.0	2.7	0.3
	2015	5.5	0.0	0.0	0.9	0.0
Riverside	2011	8.3	0.1	0.9	2.9	0.3
	2012	11.5	0.2	0.3	2.7	0.3
	2013	11.7	0.2	0.1	2.6	0.2
	2014	13.8	0.3	0.1	1.9	0.2
	2015	13.5	0.4	0.1	1.8	0.2
San Diego	2011	18.7	0.4	0.0	5.2	1.3
	2012	25.7	1.1	0.0	3.5	1.2
	2013	27.1	0.9	0.0	2.7	1.1
	2014	27.5	1.0	0.0	2.1	1.2
	2015	27.8	1.4	0.0	1.8	1.1
Santa Bart	2011	15.0	0.4	0.0	5.7	0.4
	2012	19.6	0.4	0.0	2.8	0.8
	2013	21.3	0.7	0.0	2.4	0.5
	2014	21.0	0.6	0.0	2.2	0.5
	2015	21.0	0.6	0.0	1.5	0.5
Santa Cruz	2011	9.1	0.2	0.0	5.7	0.4
	2012	9.9	0.3	0.0	3.9	0.3
	2013	12.6	0.3	0.0	3.4	0.5
	2014	12.7	0.5	0.0	2.8	0.5
	2015	14.6	0.5	0.0	1.4	0.3

<sup>3</sup> The figure for AP exam units for 2015 for Berkeley may be understated and needs to be confirmed.

**Table 5. Average UC vs. Pre-UC units by source, campus, and year of graduating cohort<sup>4</sup>**

Campus	Exit Year	UC Units	AP Exam Units	IB Exam Units	UC Exam Units	Other			% Pre-UC Units	% UC Units
						Non-UC Units	CCC Units	Total		
Berkeley	2011	172.7	29.0	1.5	0.0	7.1	1.9	212.2	19%	81%
	2012	175.1	30.2	1.5	0.0	6.9	1.9	215.7	19%	81%
	2013	174.8	30.6	1.7	0.0	5.5	2.1	214.7	19%	81%
	2014	176.0	31.1	1.8	0.0	5.3	2.0	216.2	19%	81%
	2015	174.8	31.9	1.9	0.0	5.2	2.0	215.7	19%	81%
Davis	2011	178.3	14.9	0.4	0.0	4.6	0.6	198.8	10%	90%
	2012	180.8	15.8	0.4	0.0	4.8	0.7	202.5	11%	89%
	2013	176.9	17.4	0.4	0.0	5.1	0.6	200.3	12%	88%
	2014	180.0	18.4	0.5	0.0	4.9	0.7	204.4	12%	88%
	2015	179.3	18.8	0.5	0.0	4.8	0.5	203.8	12%	88%
Irvine	2011	191.3	16.9	0.3	0.0	4.6	0.8	214.0	11%	89%
	2012	188.2	17.9	0.2	0.0	4.4	0.6	211.4	11%	89%
	2013	189.4	19.2	0.3	0.0	4.0	0.8	213.8	11%	89%
	2014	192.4	18.8	0.2	0.0	3.6	0.6	215.5	11%	89%
	2015	188.0	17.2	0.2	0.0	3.0	1.0	209.4	10%	90%
UCLA	2011	179.5	27.5	0.7	0.0	5.0	30.1	242.8	26%	74%
	2012	178.9	27.5	0.7	0.0	4.7	29.8	241.5	26%	74%
	2013	180.9	28.5	0.7	0.0	4.4	30.9	245.4	26%	74%
	2014	179.1	28.0	0.9	0.0	4.0	30.7	242.8	26%	74%
	2015	182.5	27.9	1.1	0.0	3.2	30.7	245.4	26%	74%
Merced	2011	184.3	6.1	0.0	0.0	3.3	0.5	194.2	5%	95%
	2012	182.7	6.9	0.1	0.0	3.8	0.6	194.2	6%	94%
	2013	188.3	6.9	0.0	0.0	3.7	0.1	199.1	5%	95%
	2014	186.8	6.6	0.0	0.0	3.9	0.3	197.7	5%	95%
	2015	182.8	7.5	0.1	0.0	3.9	0.3	194.6	6%	94%
Riverside	2011	174.8	7.7	0.2	0.6	4.7	0.3	188.3	7%	93%
	2012	178.6	8.4	0.1	0.4	4.2	0.2	191.9	7%	93%
	2013	176.8	8.7	0.2	0.4	3.1	0.3	189.5	7%	93%
	2014	175.4	9.9	0.1	0.4	2.9	0.2	189.0	7%	93%
	2015	173.4	12.0	0.2	0.5	3.3	0.2	189.7	9%	91%
San Diego	2011	183.4	23.9	0.5	0.0	6.4	1.5	215.8	15%	85%
	2012	184.7	24.4	0.6	0.0	5.5	1.3	216.4	15%	85%
	2013	184.4	24.5	0.4	0.0	5.2	1.2	215.7	15%	85%
	2014	185.4	24.0	0.7	0.0	4.2	1.4	215.8	14%	86%
	2015	182.6	26.2	1.0	0.0	4.3	1.3	215.3	15%	85%
Santa Bart	2011	169.6	15.3	0.3	0.0	4.0	1.0	190.1	11%	89%
	2012	171.1	16.3	0.2	0.0	3.8	1.2	192.5	11%	89%
	2013	166.4	15.9	0.4	0.0	3.7	0.9	187.3	11%	89%
	2014	170.8	18.5	0.6	0.0	3.6	0.8	194.3	12%	88%
	2015	172.7	19.4	0.5	0.0	2.9	0.7	196.1	12%	88%
Santa Cruz	2011	176.7	9.9	0.3	0.0	4.3	1.0	192.2	8%	92%
	2012	179.6	10.2	0.2	0.0	4.3	0.8	195.1	8%	92%
	2013	177.4	10.7	0.3	0.0	4.4	0.5	193.3	8%	92%
	2014	179.5	10.8	0.3	0.0	4.4	0.4	195.3	8%	92%
	2015	176.9	10.3	0.3	0.0	4.2	0.6	192.2	8%	92%

<sup>4</sup> The figures for UCLA for Other Non-UC Units may be overstated and needs to be confirmed.