

UNIVERSITY  
OF  
CALIFORNIA

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# Three-Year Degree Pathways Project

August 2017



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## INTRODUCTION

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The University of California (UC) seeks to enable all students to complete their undergraduate degrees in a timely fashion and to ensure that their education prepares them to be the next generation of leaders for California, the nation, and the world. By traditional graduation rate measures, UC's undergraduates are highly successful. Four-year graduation rates for freshmen have risen significantly over the past 15 years — from 46 percent for the 1997 entering cohort to 64 percent for the 2012 cohort. The most recent six-year graduation rate, for the 2010 entering cohort, is 85 percent. In addition, time-to-degree has steadily improved over time with freshman entrants taking 4.1 years, on average, to graduate.

UC campuses have instituted and are engaging in a wide range of efforts to promote the long-term academic success of their undergraduates and improve time-to-degree. These efforts include rethinking course delivery models, evaluating major coursework requirements, and expanding use of summer session courses. As part of the Budget Framework Agreement, President Napolitano and Governor Brown agreed to expand a series of programmatic innovations already underway or under development on UC campuses to help campuses improve student success and use resources as efficiently as possible. In addition to activities supporting timely four-year degrees, the Budget Framework Agreement included a project to identify three-year degree pathways for completing some of the most popular undergraduate majors on each campus:

*Each UC undergraduate campus (except Merced) will develop three-year degree pathways for 10 out of its top 15 majors by March 1, 2016. Merced, which has far fewer majors than the other campuses, will develop three-year degree pathways for three out of its top five majors, which is proportional to what other UC campuses are expected to do. UC has committed to promoting these accelerated pathways for use by students where appropriate, with a goal that 5 percent of all UC undergraduate students will access these accelerated tracks by the summer of 2017.<sup>1</sup>*

The Three-Year Degree Pathways project was modeled after UCLA's "Tassels to the Left" program in which the campus had developed and posted both three- and four-year degree options for 25 percent of undergraduate majors. The three-year degree options

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<sup>1</sup> California Governor's Budget May Revision, 2015-16 (p. 32), with Merced clarifying language added

were developed by UCLA as a way to “facilitate graduation within three years for a small cadre of highly motivated and qualified undergraduates.”<sup>2</sup> The Three-Year Degree Pathways project was similarly implemented as a way to guide undergraduates as to how they can stay on track for graduation within three years if they are interested in pursuing a three-year degree pathway. Students are not required to graduate from UC in three years, but the three-year degree pathways inform them of the option and provide them with a degree planning tool to chart an accelerated path to graduation if they choose.

## DEVELOPING THE PATHWAYS

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***Each UC undergraduate campus (except Merced) will develop three-year degree pathways for 10 out of its top 15 majors by March 1, 2016. Merced, which has far fewer majors than the other campuses, will develop three-year degree pathways for three out of its top five majors, which is proportional to what other UC campuses are expected to do.***

The UC Office of the President (UCOP) worked with campuses in the summer of 2015 to identify the top 15 undergraduate majors at each campus according to degrees awarded from 2011-12 through 2013-14. Campuses used this list to select at least 10 majors for which they would work with department advisors and faculty to develop three-year degree pathways. It was agreed that Merced would be responsible for completing 3 three-year degree pathways, from a list of the campus’s top 5 majors, which is proportional to Merced’s total number of undergraduate majors compared to the total number of undergraduate majors offered at other UC campuses.

In accordance with the Budget Framework Agreement, each UC undergraduate campus successfully developed three-year degree pathways for 10 out of its top 15 majors (3 out of its top 5 for Merced) by March 1, 2016. Seven campuses created three-year degree pathways for more majors than required under the Budget Framework Agreement. A chart of the top 15 undergraduate majors for entering freshmen for each campus that identifies those majors for which three-year degree pathways were developed is provided as Appendix A.

The pathways developed by campuses assume that students enter UC as freshmen with no prior transferrable credit (e.g., AP credit, community college course credit) and will

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<sup>2</sup> Pathways to Commencement Task Force (2014). Pathways to Commencement Task Force Report. Los Angeles, CA: UCLA Division of Undergraduate Education.

enroll in two or three summer sessions. The pathways serve as a guide and can be used to create individualized plans tailored to each student's unique situation, such as taking into account prior credit received or plans to engage in co-curricular activities such as education abroad programs, summer internships, and undergraduate research projects. Sample three-year degree pathways for two majors – a three-year degree pathway for Psychology at UC Berkeley (a semester campus) and a three-year degree pathway for Biochemistry (with a Chemistry emphasis) at UC Riverside (a quarter campus) – are provided as Appendix B.

## PROMOTING THE PATHWAYS

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***UC has committed to promoting these accelerated pathways for use by students where appropriate...***

As one part of UC's efforts to communicate the three-year degree pathways to students, every campus published the accelerated plans on campus, school, or department websites. Campuses also worked to make advisors aware of the three-year degree pathways, so they could share the information with students in their advising sessions, where appropriate. In addition, campuses engaged in other efforts, in consultation with faculty, advisors, and other undergraduate education leaders, to communicate the three-year degree pathways to students at multiple points of time and in multiple ways. These communication efforts included broad announcements of the pathways, through mechanisms such as orientation presentations and workshops, newsletters, and social media posts, as well as targeted outreach efforts to students who may be best positioned to succeed on an accelerated degree pathway.

Promotion of the three-year degree pathways, for most campuses, began after development of the pathways was completed in March 2016. A few campuses, however, were able to begin publishing and promoting their pathways as early as fall 2015. UCLA, for example, had already developed three-year degree pathways for many majors through the "Tassels to the Left" program and had an existing website where the accelerated pathways were published.

Campuses focused a number of their communications efforts on students entering as freshmen in fall 2016, as this was the first cohort of students to have access to the pathways at the point of UC entry. For reference, information about the size of the fall 2016 freshman cohort is provided in Table 1 to provide context for the reach of the communications activities described below.

**Table 1. UC Fall 2016 Freshman Cohort**

Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz	<b>SYSTEM TOTAL</b>
6,182	5,762	6,551	6,545	2,048	5,358	5,748	4,996	4,221	<b>47,411</b>

Source: University of California Information Center

Campuses tracked the reach of their communications efforts where possible from September 2015 through July 2017. Results of these activities include the following efforts designed to increase student awareness of and promote the three-year degree pathways.

### Websites

- 185,149 views of webpages providing information about and access to the three-year degree pathways
- 12,902 downloads of printable version of a three-year degree pathway (count available for 3 campuses only)

By March 31, 2016, every campus created webpages for and published the three-year degree pathways on campus, school, or department websites. The pathways were strategically placed on websites whose primary audience is students seeking information and advice about how to complete their degrees (e.g., advising resource webpages for students, department webpages about major requirements). These webpages also serve as a resource for faculty and advisors who assist students in charting their degree paths. Sample screenshots from UC Santa Barbara’s “3 and 4 Year Completion Pathways” webpage and UC Santa Cruz’s “Three Year Pathways” webpage are provided in Appendix C.

### Advisor Training

Campuses engaged with academic advisors and peer mentors to ensure they were aware of and knew how to access the three-year degree pathways, so they could share the information with students and use the pathways as a degree planning tool. From the start of the Three-Year Degree Pathways project, advising professionals were involved in the development of the pathways on their campuses. Campuses also trained advisors and informed them of the three-year degree pathways in a variety of ways, including presenting at advising councils and committees, offering informational meetings and workshops, and publishing the pathways in advisor newsletters and

websites. A sample of UC Davis's *Advising Connections* newsletter announcement about the three-year degree pathways is provided as Appendix D.

These communications and training sessions with advisors ensured that they were familiar with three-year degree pathways and could appropriately use them as a tool to guide undergraduates as to how they can stay on track for graduation within three years if they are interested in pursuing an accelerated pathway.

### **Orientation Presentations and Workshops**

- 37,193 students attended orientation presentations
- 69 students attended informational workshops

Providing students with early exposure to three-year degree pathways can increase the likelihood they can appropriately plan to complete an accelerated pathway if they choose. Campuses integrated information about the three-year degree pathways into new student orientation presentations and advising sessions to ensure students were aware of the accelerated options as they entered UC. UC Irvine, which holds a separate parent/guardian orientation session, also announced the three-year degree pathways to parents and guardians so they were aware of the option for their students to graduate in three years.

Informational workshops for students interested in graduating in three years were also advertised and offered by multiple campuses throughout the academic year. These workshops covered topics such as benefits and challenges to consider in deciding on a three-year degree program, how to plan for completion of all requirements, and whom to contact if interested in developing an individualized plan.

### **E-Newsletters and Articles**

- 49,385 e-newsletters distributed (mostly student subscribers)
- 3,571 online views of campus news articles

The three-year degree pathways have been featured in electronic newsletters published by advising and peer counseling offices on several campuses. These campus advising or peer counselor e-newsletters are primarily distributed to undergraduate students.



In addition, some campuses broadly promoted the three-year degree pathways in campus news articles, such as a January, 12 2017 [thisweek@ucsandiego](#) article, “Students Crack the Code on How to Graduate in Three Years.”

### Print Materials

- 10,200 documents distributed (e.g., brochures, postcards)

Some campuses printed three-year degree pathways postcards that were distributed at campus student resource fairs or integrated information about the accelerated pathways in printed materials provided as recruitment materials to prospective undergraduate students.

For example, information about three-year degree pathways was included in UC Merced’s *First Year Viewbook* (see sample page in Appendix E), which was mailed to potential freshman applicants and distributed to interested students at admissions recruitment fairs.

### Social Media

- 1,781 Facebook post reach<sup>3</sup>; 114 Facebook post engagements<sup>4</sup>
- 6,507 Tweet impressions<sup>5</sup>; 39 Tweet engagements<sup>6</sup>

<sup>3</sup> Facebook post “reach” refers to the number of unique Facebook users who viewed a post

<sup>4</sup> Facebook post “engagements” refers to the number of times Facebook users reacted to, commented, shared, or clicked on a post

<sup>5</sup> Tweet “impressions” refers to the number of times users are served a tweet in timeline or search results

<sup>6</sup> Tweet “engagements” refers to the number of times users interacted with a tweet, such as retweets, replies, likes, or clicks on embedded links or media in a tweet

#### **SAMPLE NEWS ARTICLE: UC San Diego**

**thisweek@ucsandiego**

January 12, 2017



#### **Students Crack the Code on How to Graduate in Three Years**

Earning a bachelor’s degree from UC San Diego in just three years may seem like a daunting feat, but recent alumni such as Siyi Ye, Brianna Lonquich and Albert Chang did so despite having either double or capped majors and studying abroad. [Read More »](#)

Reaching students through the social media platforms they use can increase the likelihood that they will be aware of and access a three-year degree pathway and seek guidance from an advisor in planning their degree.

Some campuses pushed out information about the three-year degree pathways on Facebook, either through their campus's public Facebook pages for academic advising or on private/closed Facebook pages for student cohorts (e.g., UCLA's Class of 2020 Facebook page). UC Irvine experimented with using Twitter to advertise the three-year degree pathways through the Office of the Vice Provost for Teaching and Learning (OVPTL) Twitter account.



### Email Campaigns

- 20,860 students emailed through targeted outreach campaigns<sup>7</sup>

Each campus reached out to students it identified who might be best positioned or interested in completing a degree in three years to encourage them to consider pursuing a three-year degree pathway. Students identified for these targeted email campaigns included entering freshmen who had earned pre-UC unit credit (e.g., AP credit, community college course credit) or sophomores who had completed more units than required in their first year. These students were provided information about the three-year degree pathways and also invited to meet with an academic advisor regardless of whether they planned to graduate in three or four years. A sample of UCLA's email campaign to students is provided as Appendix F.

<sup>7</sup> This total includes the 14,609 students from the fall 2016 freshman cohort who were emailed as part of the three-year degree pathways outreach campaign described in more detail in the Accessing Pathways section.

A systemwide effort in which every campus emailed students in the fall 2016 freshman cohort and tracked whether they subsequently accessed the three-year degree pathways is described in more detail in the Accessing the Pathways section below.

## ACCESSING THE PATHWAYS

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***...with a goal that 5 percent of all UC undergraduate students will access these accelerated tracks by the summer of 2017.***

As part of the ongoing three-year degree pathways communications efforts, every campus developed a separate outreach plan for promoting the pathways for use by students in the fall 2016 freshman cohort to demonstrate that at least 5 percent of students accessed the accelerated tracks by the summer of 2017. The fall 2016 freshman cohort was selected as the basis of the 5 percent access calculation because this is the first cohort of students to have access to the three-year degree pathways at the point of UC entry. Although UC cannot know the impact on graduation rates of the accelerated pathways until 2019, counting those students in the fall 2016 cohort who access a three-year degree pathway in response to an email outreach campaign provides some indication of the level of student interest in pursuing an accelerated degree plan.

Each campus determined the criteria it would use to identify students in the fall 2016 freshman cohort who might be interested in or best positioned to succeed on a three-year degree pathway. For example, campuses identified groups of students in the fall 2016 cohort who had earned pre-UC unit credit (e.g., AP credit, community college course credit) or students enrolled in a major with a three-year degree pathway. They also identified students who might be best prepared academically to carry out such a pathway, such as students with at least a 3.0 GPA and students who had completed at least 15 units in their first term. A total of 14,609 students from the fall 2016 cohort were selected by campuses for the targeted email campaign.

Campuses sent an email to these selected students from the fall 2016 cohort informing them of the option to graduate in three years and inviting them to consider pursuing a three-year degree pathway. Using email tracking systems (e.g., MailChimp, TargetX), campuses then tracked how many of the targeted students opened the email and how many accessed a three-year degree pathway webpage from a link provided in the email.

Each campus completed its outreach campaign before the end of spring 2017. As shown in Table 2, of the 14,609 students targeted with the email campaign, 7,947 (54.4% of the targeted students) opened the email and 3,554 (24.3% of the targeted students) accessed a three-year degree pathway webpage from the email.

**Table 2. Results of Targeted Email Campaign to Select Students in the Fall 2016 Cohort**  
*Number and percentage of targeted students who opened the email and who accessed a three-year degree pathway*

Students Targeted with Email Campaign	Students Sent Email	Opened Email	Accessed 3-Yr Pathway Webpage from Email
Number of Students	14,609	7,947	3,554
Percentage of Targeted Students	100.0%	54.4%	24.3%

UC’s fall 2016 entering freshman cohort is 47,411 students systemwide. To meet the Budget Framework Agreement goal, UC needed to demonstrate that 5 percent of the fall 2016 cohort, or at least 2,371 students, accessed a three-year degree pathway by summer 2017. Table 3 shows the results of the targeted email campaign in relation to the total fall 2016 freshman cohort. Of the 47,411 students in the fall 2016 cohort systemwide, 14,609 students (30.8% of the fall 2016 cohort) were sent the email, 7,947 (16.8% of the fall 2016 cohort) opened the email, and 3,554 (7.5% of the fall 2016 cohort) accessed a three-year degree pathway webpage from the email.

**Table 3. Results of Targeted Email Campaign to Select Students in the Fall 2016 Cohort, in relation to the Total Fall 2016 Cohort**

*Number and percentage of students in the fall 2016 cohort who were sent the email, who opened the email, and who accessed a three-year degree pathway*

Students in Fall 2016 Cohort	Total Fall 2016 Cohort	Students Sent Email	Opened Email	Accessed 3-Yr Pathway Webpage from email
Number of Students	47,411	14,609	7,947	<b>3,554</b>
Percentage of Fall 2016 Cohort	100.0%	30.8%	16.8%	<b>7.5%</b>

With these results, UC has demonstrated that 7.5 percent of students (3,554 students) in the fall 2016 entering freshman cohort, the first cohort of students to have access to

the three-year degree pathways at the point of UC entry, accessed a three-year degree pathway by the summer of 2017.

## **CONCLUSIONS**

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Through the efforts described in this report, UC has demonstrated that it successfully completed the Budget Framework Agreement requirements for the Three-Year Degree Pathways project:

- Each undergraduate campus **developed** three-year degree pathways for 10 of its top 15 majors (3 out its top 5 for Merced) by March 1, 2016. Seven campuses went beyond the requirement and developed more pathways than required.
- Every undergraduate campus **promoted** the pathways for use by students where appropriate, using a variety of communications mechanisms to reach students at the point of UC entry and throughout the freshman academic year.
- UC has shown, with the best available data, that more than 5 percent of students who had the three-year degree pathways available at the point of UC entry **accessed** the accelerated tracks by summer of 2017.

Although not all students who access a three-year degree pathway will choose to complete a degree in three years, the pathways do still have the benefit of encouraging students to think about and plan their path to graduation. Even if students do not graduate in three years, they may well graduate earlier than would have been the case without this new stimulus to encourage planning and developing a path to graduation. UC campuses will continue to provide three-year degree pathways as planning tools for students and their advisors, in addition to sample four-year degree pathways, as part of their continuing efforts to promote the long-term academic success of undergraduates and improve time-to-degree.

**APPENDIX A. UC Campus Three-Year Degree Pathways Majors**

**Three-Year Degree Pathways: Top 15 Undergraduate Majors by Degrees Awarded to Students Entering as Frosh, 2011-12 through 2013-14**

**GOAL MET:** Each UC undergraduate campus developed three-year degree pathways for 10 out of its top 15 majors (3 out of its top 5 for Merced) by March 1, 2016

**KEY:** **Green** indicates Three-Year Degree Pathway developed; **Shading** indicates major not selected for Three-Year Degree Pathway; **Blue** column indicates total number of degrees awarded to students entering as freshmen, 2011-12 through 2013-14

Rank	Berkeley <sup>1</sup>		Davis <sup>1</sup>		Irvine <sup>1</sup>		Los Angeles <sup>1</sup>		Merced		Riverside <sup>1</sup>		San Diego <sup>1</sup>		Santa Barbara		Santa Cruz <sup>1</sup>	
1	INTEGRATIVE BIOLOGY	1,105	PSYCHOLOGY	1,452	BIOLOGICAL SCIENCES	1,750	POLITICAL SCIENCE	970	BIOLOGICAL SCIENCES	409	BUSINESS ADMINISTRATION	1,118	PSYCHOLOGY	1,015	SOCIOLOGY	1,062	PSYCHOLOGY	1,080
2	ECONOMICS	986	ECONOMICS	696	BUSINESS ECONOMICS	876	PSYCHOLOGY	752	PSYCHOLOGY	394	BIOLOGY	931	BIOLOGY	741	PSYCHOLOGY	951	BUSINESS MANAGEMENT - ECONOMICS	715
3	ELECTRICAL ENGINEERING - COMPUTER SCI	815	BIOLOGICAL SCIENCES	640	POLITICAL SCIENCE	691	PSYCHOBIOLOGY	668	MANAGEMENT	255	PSYCHOLOGY	848	HUMAN BIOLOGY	731	GLOBAL STUDIES	752	MOLECULAR, CELL & DEVELOPMENTAL BIOLOGY	473
4	POLITICAL SCIENCE	784	NEUROBIOLOGY, PHYSIOLOGY, & BEHAVIOR	616	PSYCHOLOGY & SOCIAL BEHAVIOR	676	ECONOMICS	612	POLITICAL SCIENCE	137	SOCIOLOGY	587	BIOCHEMISTRY & CELL BIOLOGY	556	POLITICAL SCIENCE	652	LITERATURE	438
5	BUSINESS ADMINISTRATION	733	COMMUNICATION	562	PUBLIC HEALTH SCIENCES	571	BIOLOGY	608	MECHANICAL ENGINEERING	118	POLITICAL SCIENCE	341	ECONOMICS	548	ENVIRONMENTAL STUDIES	587	ENVIRONMENTAL STUDIES	413
6	PSYCHOLOGY	671	HUMAN DEVELOPMENT	531	SOCIOLOGY	497	SOCIOLOGY	572	COMPUTER SCIENCE & ENGINEERING	86	MEDIA AND CULTURAL STUDIES	302	MANAGEMENT SCIENCE	516	COMMUNICATION STUDIES	581	SOCIOLOGY	398
7	POLITICAL ECONOMY	514	MANAGERIAL ECONOMICS	488	CRIMINOLOGY, LAW & SOCIETY	492	PHYSIOLOGICAL SCIENCE	570	ECONOMICS	84	HISTORY	291	COGNITIVE SCIENCE	440	BIOLOGICAL SCIENCES	474	HISTORY	361
8	ENGLISH	454	INTERNATIONAL RELATIONS	488	PSYCHOLOGY	478	HISTORY	527	SOCIOLOGY	81	ENGLISH	269	COMPUTER SCIENCE	420	ENGLISH	402	ART	331
9	SOCIOLOGY	426	POLITICAL SCIENCE	437	INTERNATIONAL STUDIES	424	ENGLISH	468	COGNITIVE SCIENCE	74	ANTHROPOLOGY	261	COMMUNICATION ARTS	407	ECONOMICS & ACCOUNTING	333	POLITICS	330
10	PUBLIC HEALTH	395	BIOCHEMISTRY-MOLECULAR BIO	424	BUSINESS ADMINISTRATION	401	BUSINESS ECONOMICS	371	HISTORY	58	BIOCHEMISTRY	225	POLITICAL SCIENCE	316	BIOPSYCHOLOGY	310	ANTHROPOLOGY	316
11	COMPUTER SCIENCE	388	SOCIOLOGY	386	ECONOMICS	361	ANTHROPOLOGY	343	BIOENGINEERING	57	ECONOMICS/ ADMIN STUDIES	220	PHYSIOLOGY & NEUROSCIENCE	299	FILM STUDIES	300	FILM AND DIGITAL MEDIA	269
12	MEDIA STUDIES	377	ENGLISH	375	PUBLIC HEALTH POLICY	344	ELECTRICAL ENGINEERING	339	LITERATURES AND CULTURES	55	MECHANICAL ENGINEERING	202	MECHANICAL ENGINEERING	269	BUSINESS ECONOMICS	299	BIOLOGY	224
13	HISTORY	372	MECHANICAL ENGINEERING	361	ENGINEERING MECHANICAL	310	COMMUNICATION STUDIES	335	APPLIED MATHEMATICS	49	BUSINESS ECONOMICS	199	HUMAN DEVELOPMENT	268	HISTORY	280	HEALTH SCIENCES	195
14	MECHANICAL ENGINEERING	367	CIVIL ENGINEERING	326	ENGLISH	288	NEUROSCIENCE	331	CHEMICAL SCIENCES	34	LIBERAL STUDIES	198	PHARMACOLOGICAL CHEMISTRY	231	COMPUTER SCIENCE	252	LEGAL STUDIES	194
15	ENVIRONMENTAL ECON & POLICY	310	ANIMAL SCIENCES	318	ENGINEERING - CIVIL	245	BIOCHEMISTRY	285	ENVIRONMENTAL ENGINEERING	34	NEUROSCIENCE	192	STRUCTURAL ENGINEERING	226	ANTHROPOLOGY	248	ECONOMICS	189

<sup>1</sup> Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, and Santa Cruz created three-year degree pathways for more than the 10 majors required by the Budget Framework Agreement.

## APPENDIX B. Sample Pathways: UC Berkeley and UC Riverside

Major:	<b>Psychology (3 yrs) UC BERKELEY</b>
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### YEAR 1

FALL		SPRING		SUMMER		Year 1
Course	Units	Course	Units	Course	Units	
Psych 1 (SBS Breadth)	3	Psych/MCB C61 (BS Breadth)	3	Psych 10/101	4	
Reading & Composition A	4	Reading & Composition B	4	Philos 3 (PV Breadth)	4	
Math 10A	4	Math 10B/Stats 2	4			
L&S Breadth	4	L&S Breadth	4			
Freshman Seminar	1	Freshman Seminar	1			
		LD Elective	3			
<b>Total Units</b>	<b>16</b>		<b>19</b>		<b>8</b>	<b>43</b>

### YEAR 2

FALL		SPRING		SUMMER		Year 2
Course	Units	Course	Units	Course	Units	
Sociology 3AC (Amer Cult Req)	4	UD Psych Tier 2 (1 of 5)	3	Internship		
MCB 32	3	UD Psych Tier 2 (2 of 5)	3	L&S Breadth	4	
L&S Breadth	4	UD Psych Tier 2 (3 of 5)	3	LD/UD Elective	4	
Language course	5	Language Course	5			
Research (1-3)	2	Research (1-3)	2			
<b>Total Units</b>	<b>18</b>		<b>16</b>		<b>8</b>	<b>42</b>

### YEAR 3

FALL		SPRING		SUMMER		Year 3
Course	Units	Course	Units	Course	Units	
UD Psych Tier 2 (4 of 5)	3	UD Psych Tier 3 (2 of 3)	3			
UD Psych Tier 2 (5 of 5)	3	UD Psych Tier 3 (3 of 3)	3			
UD Psych Tier 3 (1 of 3)	3	UD Elective outside major dep	3			
UD Elective outside major dep	3	UD Elective	4			
UD Elective	4	LD/UD Elective	4			
Research (1-3)	2					
<b>Total Units</b>	<b>18</b>		<b>17</b>		<b>0</b>	<b>35</b>

### YEAR 4

FALL		SPRING		SUMMER		Year 4
Course	Units	Course	Units	Course	Units	
<b>Total Units</b>	<b>0</b>		<b>0</b>		<b>0</b>	<b>0</b>

Total Units (3 yrs): 120

#### NOTES:

- This is a sample program plan. This plan assumes that the student has completed the Entry Level Writing and American History and Institutions requirements prior to admission.
- Students are strongly advised to work with an academic adviser to determine a personal program plan. Your program plan will differ depending on previous credit received, your course schedule, and available offerings.
- Declare major the fall term of second year.
- Students must identify themselves and meet with a major adviser during their first semester if the hope to graduate in 3 years.
- Students should also understand that while L&S Breadth requirements can be shuffled around within the plan, that is not the case for the lower-division prerequisites for the major. For majors with additional requirements for declaration, there is a limited window of eligibility for guaranteed admission.

College of Natural and Agricultural Sciences  
Undergraduate Academic Advising Center  
1223 Pierce Hall 951-827-7294



## Biochemistry/Chemistry Emphasis

### *B.S. Sample Program Plans*

Since the Biochemistry major is rigorous and highly sequential, summer session options are included to promote timely progress to degree while maintaining a manageable course load.

#### Math Placement is MATH 9A

	Fall	Winter	Spring	Summer
Year One	Math 9A <sub>(4)</sub>	Math 9B <sub>(4)</sub>	Math 46 <sub>(4)</sub>	Chemistry 12A <sub>(4)</sub>
	English 1A <sub>(4)</sub>	English 1B <sub>(4)</sub>	English 1C/1SC <sub>(4)</sub>	Chemistry 12B <sub>(4)</sub>
	Chemistry 1A, 1LA <sub>(5)</sub>	Chemistry 1B, 1LB <sub>(5)</sub>	Chemistry 1C, 1LC <sub>(5)</sub>	Chemistry 12C <sub>(4)</sub>
	Biochemistry 95 <sub>(1)</sub>	Biology 5A, 5LA <sub>(5)</sub>	Biology 5B <sub>(4)</sub>	
	14/15 units	18 units	17 units	12 units
Year Two	Biology 5C <sub>(4)</sub>	Biochemistry 101 <sub>(3)</sub>	Physics 2A, 2LA <sub>(5)</sub>	Physics 2B, 2LB <sub>(5)</sub>
	Biology 102 <sub>(4)</sub>	Chemistry 5 <sub>(5)</sub>	Breadth or Elective <sub>(4)</sub>	Physics 2C, 2LC <sub>(5)</sub>
	Biochemistry 110A <sub>(4)</sub>	Biochemistry 110B <sub>(4)</sub>	Biochemistry 110C <sub>(4)</sub>	Breadth or Elective <sub>(4)</sub>
	Breadth or Elective <sub>(4)</sub>	Breadth or Elective <sub>(4)</sub>	Breadth or Elective <sub>(4)</sub>	
	16 units	16 units	17 units	14 units
Year Three	Chemistry 109 <sub>(4)</sub>	Biochemistry 184 <sub>(4)</sub>	UD Biochemistry Elective <sub>(4)</sub>	
	Statistics 100A <sub>(5)</sub>	Biochemistry 162 <sub>(5)</sub>	UD Chemistry Elective <sub>(4)</sub>	
	UD Biochemistry Elective <sub>(4)</sub>	UD Chemistry Elective <sub>(4)</sub>	Breadth or Elective <sub>(4)</sub>	
	Breadth or Elective <sub>(4/5)</sub>	Breadth or Elective <sub>(5)</sub>	Breadth or Elective <sub>(4)</sub>	
			Breadth or Elective <sub>(4)</sub>	
	17/18 units	18 units	20 units	<b>Minimum units 180</b>





## APPENDIX C. Sample Webpages: UC Santa Barbara and UC Santa Cruz

# 3 AND 4 YEAR COMPLETION PATHWAYS

## Introduction

Have you ever thought about trying to complete your degree in under four years? Wondering about the advantages and disadvantages?

This page is intended to act as a resource for students considering these questions, and to highlight specific pathways that can result in accelerated degree completion for some of the most popular majors at UCSB.

## When is an accelerated degree plan appropriate?

Three-year degree plans are not for everyone; they involve some benefits, but also some sacrifices, especially with respect to extracurricular activities and the scope of study possible within a compressed graduation schedule. At the same time, graduating early can reduce financial burdens to a degree, and allow students to pursue postgraduate opportunities more quickly. Consider the following table which outlines some of the advantages and disadvantages that come with pursuing a standard four year plan vs. an accelerated plan:

4 Year Degree Plan	3 Year+ Degree Plan	3 Year Degree Plan
<ul style="list-style-type: none"> <li>Earn a 4-year degree on a standard timeline (12 regular quarters)</li> <li>Standard financial obligations</li> <li>Single or double major and minor options</li> <li>Extensive curricular and co-curricular enrichment activities</li> <li>Requires minimal AP/summer session/community college credit</li> </ul>	<ul style="list-style-type: none"> <li>Earn a 4-year degree in fewer than 4 years (10 or 11 regular quarters)</li> <li>Reduced financial obligations</li> <li>Single major, potential for minor</li> <li>Strategically selected curricular and co-curricular enrichment activities, some tailored for non-credit in post-degree completion quarters</li> <li>Requires some AP/summer session/community college credit</li> </ul>	<ul style="list-style-type: none"> <li>Earn a 4-year degree in 3 years (9 regular quarters)</li> <li>Significantly reduced financial obligations</li> <li>Single major unchanged from first year</li> <li>Strategically selected curricular and co-curricular enrichment activities</li> <li>Requires extensive AP/summer session/community college credit</li> </ul>

Remember that although students who graduate early usually pay a smaller price tag for their degree, there are variety of other factors in play that affect the long-term financial impact of graduating under a traditional schedule as opposed to an accelerated schedule. For example, tuition and living expenses incurred during summer sessions, reduced time to prepare for career goals and to explore research or extracurricular activities, reduced time to participate in internships while at school, etc.

In considering the above factors, remember to consult [Career Services](#) to think about your long term career goals, and how to manage your time at UCSB to best position yourself to reach those goals. You can also review information from [Financial Aid](#) and [Summer Sessions](#) to learn about the cost of attendance at UCSB, as well as financial aid options available during the academic year and during summer sessions.

## Example 3 and 4 Year Pathways

To provide an idea of what it really looks like to pursue an early graduation schedule, our office has worked with departments to create a set of example plans for several of UCSB's popular majors. These pathways are intended only as examples to be used for comparative purposes, not prescriptions to be followed closely. Wherever possible the plans include generalities and not specific courses, since course offering schedules shift every year depending on individual department resources and faculty availability.

The pathways also assume students enter into UCSB as first years with no prior applicable credit. Individual student schedules will vary significantly based on prior credit received, individual academic plans and schedules, and other factors.

As a result, it is highly recommended that students considering an accelerated pathway **work closely with both college and department advisors** in evaluating the feasibility of such a plan for their specific circumstances, potential course schedules, and other considerations.



# UNDERGRADUATE ADVISING

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[REQUIREMENTS](#)
[PLANNING](#)
[SUCCESS](#)
[QUICK START GUIDES](#)
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[Academic Success](#)
[Accelerated Pathways >](#)

- Anthropology
- Art
- Business Mgmt Econ
- Economics
- Environmental Studies
- Film and Digital Media
- History
- Legal Studies
- Literature
- Politics
- Psychology
- Sociology
- Summer Session

[Online Resources](#)
[Honors and Awards](#)
[Academic Standing](#)
[Academic Progress](#)
[Academic Integrity](#)
[Support Resources](#)

## Three Year Pathways

Some of the most popular majors at UC Santa Cruz have developed pathways that allow a student to complete requirements in three years. Although a three year pathway is not for everyone, some students find it's a perfect fit for them.

Three year pathways are most appropriate if you:

- plan a single major, and don't change your major,
- satisfy the Entry-Level Writing Requirement by the end of your first term, and
- are committed to enrolling in Summer Session after your first and second years.

Students with transfer credit from AP exams or college classes taken while in high school are particularly well positioned to pursue an accelerated plan.

### What should I expect from a three year pathway?

The primary benefit of completing a degree in three years is financial – by paying tuition, fees, and housing costs for fewer quarters, the cost of earning your degree will be less. And by graduating early and getting a head start on graduate school or your career, you can maximize your lifetime earnings.

A challenge of an accelerated degree pathway is that you'll have to make some important decisions earlier than your classmates. To stay on track, you'll need to choose and qualify for a major earlier, and you'll need to commit to the three year pathway in your first year. Since most students who pursue an accelerated pathway will have to enroll in Summer Session every year, it may mean there are fewer opportunities for summer work or internships.

It's important to weigh the benefits and challenges involved in an accelerated plan. Your academic advisers can help you decide whether a three year pathway is best for you.

### Are there other accelerated programs at UC Santa Cruz?

For students interested in law, the 3+3 B.A./ J.D. Program provides students an opportunity to complete three years at UC Santa Cruz, and then three years at UC Hastings College of the Law. At the conclusion of the program, students earn both a B.A. and J.D. degree. See more information [here](#).

### How can I explore what a three year pathway would look like for me?

Sample plans for many of our most popular majors are posted to the left – but your plan may look a bit different! Contact your major/program adviser to devise a plan that takes into account your AP, IB, and transfer credit, interests, and career goals.



## APPENDIX D. Sample Advisor Newsletter: UC Davis



### THREE-YEAR DEGREE PATHWAYS

In July 2015, the UC Office of the President and the Department of Finance initiated a number of projects known as the Budget Framework Implementation (BFI) initiatives, in response to the Governor's budget revision last May. One of these initiatives called for each undergraduate UC campus to develop three-year degree pathways for 10 out of its top 15 majors. On the Davis campus, the Office of the Vice Provost and Dean for Undergraduate Education has worked with department chairs and master advisors to develop three-year degree pathways for 13 of our majors. These pathways are posted on the individual departments' websites for students interested in pursuing one of these accelerated tracks. These are meant to serve as guidelines for a student and are not meant to be binding pathways, thus, a student can decide to discontinue the pursuit of a three-year degree at any time. Our hope is that students will meet with an advisor before beginning one of these plans, and that the advisors can discuss both the benefits and challenges of pursuing a three-year degree path, as well as reinforce the need to consult with advisors and faculty from the major.

If your department is interested in developing a three-year pathway, please contact [Assistant Vice Provost Helen Frasier](#) in the Office of Undergraduate Education.

#### Major

[Psychology](#)

[Economics](#)

[Biological Sciences](#)

[Neurobiology, Physiology and Behavior](#)

[Communication](#)

[Human Development](#)

[Managerial Economics](#)

[International Relations](#)

[Political Science](#)

[Biochemistry-Molecular Biology](#)

[Sociology](#)

[English](#)

[Animal Science](#)

## APPENDIX E. Sample Print Material: UC Merced

# Majors AND Minors

### SCHOOL OF ENGINEERING

- » Bioengineering, B.S.
- » Computer Science and Engineering, B.S.
- » Environmental Engineering, B.S.
- » Materials Sciences and Engineering, B.S.

**Emphasis:** *Nanotechnology*

- » Mechanical Engineering, B.S.
- » Undeclared School of Engineering

### SCHOOL OF NATURAL SCIENCES

- » Applied Mathematical Sciences, B.S.

**Emphases:**

- *Applied Mathematical Sciences*
- *Computational and Data Sciences*
- *Computational Biology*
- *Computer Science*
- *Economics*
- *Engineering*
- *Environmental*
- *Physics*

- » Biological Sciences, B.S.

**Emphases:**

- *Biological Sciences*
- *Developmental Biology*
- *Ecology and Evolutionary Biology*
- *Human Biology*
- *Microbiology and Immunology*
- *Molecular and Cell Biology*

- » Chemical Sciences, B.S.

**Emphases:**

- *Biological Chemistry*
- *Chemical Sciences*
- *Environmental Chemistry*
- *Materials Chemistry*

- » Earth Systems Science, B.S.

- » Physics, B.S.

**Emphases:**

- *Atomic/Molecular/Optical/Condensed Matter*
- *Biophysics*
- *Mathematical Physics*
- *Physics*

- » Undeclared School of Natural Sciences

UC MERCED ACCEPTS APPLICATIONS FOR THE FALL AND SPRING SEMESTERS. CHECK [ADMISSIONS.UCMERCED.EDU](https://admissions.ucmerced.edu) FOR OPEN MAJORS.

### SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

- » Anthropology, B.A.
- » Cognitive Science, B.A., B.S.
- » Economics, B.A.
- » English, B.A.
- » Global Arts Studies Program, B.A.
- » History, B.A.
- » Management and Business Economics, B.S.
- » Political Science, B.A.

**Subfield:** *Pre-law*

- » Psychology, B.A.
- » Public Health, B.A.
- » Sociology, B.A.
- » Spanish, B.A.
- » Undeclared School of Social Sciences, Humanities and Arts

### UNDECLARED

### MINORS

- » American Studies
- » Anthropology
- » Applied Mathematics
- » Arts
- » Chemical Sciences
- » Chicano/a Studies
- » Cognitive Science
- » Community Research and Service
- » Economics
- » English
- » Environmental Science and Sustainability
- » History
- » Interdisciplinary Public Health
- » Management and Business Economics
- » Natural Sciences Education
- » Natural Sciences Education Minor with Teaching Credential
- » Philosophy
- » Physics
- » Political Science
- » Psychology
- » Services Science
- » Sociology
- » Spanish
- » Writing

### THREE-YEAR PATHWAY PROGRAM

Completion of a UC Merced degree provides undergraduates the opportunity to develop disciplinary and interdisciplinary skills, knowledge and attitudes that are essential for post-graduate success. In an effort to support the diverse academic and post-baccalaureate goals of our students, UC Merced has identified accelerated pathways to popular degrees. Learn more about three-year pathways to Natural Science degrees at:

[ns-advising.ucmerced.edu/acceleratedplan](https://ns-advising.ucmerced.edu/acceleratedplan)

## APPENDIX F. Sample Email: UCLA

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**From:** College Academic Counseling [<mailto:advising@college.ucla.edu>]  
**Sent:** Tuesday, September 13, 2016 8:00 AM  
**To:** Hollis, Corey  
**Subject:** Thinking of graduating in less than 4 years?

### **UCLA** Memorandum

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College of Letters & Science  
Division of Undergraduate Education  
A316 Murphy Hall

Dear Bruin,

Congratulations on successfully completing your first year at UCLA! We hope you have enjoyed your summer and are ready for the new academic year.

A review of your academic record indicates that you may be able to complete all of your requirements in fewer than 12 quarters. Whether you are planning to finish in 3 or 4 years, please take a look at our [website](#) which can inform your decision and show you sample 3- and 4-year program plans for various majors. We would also like to invite you to meet with one of our College Advisors. We believe these appointments would be particularly fruitful for students planning to access one or more of UCLA's undergraduate enrichment programs such as Study Abroad, Entrepreneurship, Civic Engagement, internships, and Undergraduate Research. Our advisors can review your academic plans and make sure you are on track to get the most out of your UCLA career.

We hope to see you soon!

Best,  
Corey Hollis  
Director, Academic Advising  
UCLA, College of Letters & Science

#### College Counseling Units

College Academic Counseling, A316 Murphy Hall, (310) 825-3382  
Academic Advancement Program, 1205 Campbell Hall, (310) 825-1481  
Athletics, JD Morgan Center, (310) 825-8699  
Honors Programs, A311 Murphy Hall, (310) 825-1553

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