



UNIVERSITY
OF
CALIFORNIA

Michael V. Drake, MD
President

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CAMPUSES

Berkeley
Davis
Irvine
UCLA
Merced
Riverside
San Diego
San Francisco
Santa Barbara
Santa Cruz

MEDICAL CENTERS

Davis
Irvine
UCLA
San Diego
San Francisco

NATIONAL LABORATORIES

Lawrence Berkeley
Lawrence Livermore
Los Alamos

DIVISION OF AGRICULTURE AND
NATURAL RESOURCES

November 29, 2023

HONORABLE GAVIN NEWSOM, GOVERNOR
HONORABLE ROBERT RIVAS, ASSEMBLY SPEAKER
HONORABLE TONI G. ATKINS, SENATE PRESIDENT PRO TEMPORE

Dear Governor Newsom, Assembly Speaker Rivas, and Senate President Pro Tempore Atkins:

I am pleased to submit the enclosed University of California 2023 Multi-Year Compact Annual Report. The report describes the University of California's ongoing efforts through the second year of the Compact to advance ambitious goals shared by the University, the Administration, and the Legislature in six broad policy categories: increasing access to the University of California; improving student success and advancing equity; increasing the affordability of a UC education; increasing intersegmental collaboration; supporting workforce preparedness; and providing access to online courses.

If you have any questions regarding this report, Interim Associate Vice President and Director Caín Díaz would be pleased to speak with you. He can be reached by telephone at (510) 987-9350, or by e-mail at Cain.Diaz@ucop.edu.

Thank you, as always, for your extraordinary support for the University of California.

Sincerely,

Michael V. Drake, MD
President

Enclosure

cc: Ms. Monica Henestroza, Advisor to the Speaker
Mr. Andrew Medina, Advisor to the Senate President Pro Tempore
Mr. Chris Woods, Budget Director to the Senate President Pro Tempore
Mr. Jason Sisney, Budget Director to the Assembly Speaker
The Honorable John Laird, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Mr. Christopher Francis)
(Attn: Mr. Kirk Feely)
The Honorable David Alvarez, Chair

Assembly Budget Subcommittee #3

(Attn: Mr. Mark Martin)

(Attn: Ms. Sarah Haynes)

Mr. Hans Hemann, Joint Legislative Budget Committee

Mr. Ben Chida, Chief Deputy Cabinet Secretary for the Governor

Ms. Nichole Munoz-Murillo, Deputy Legislative Secretary for the Governor

Mr. Michael Wiafe, Higher Education Policy Analyst for the Governor

Mr. Joe Stephenshaw, Director, Department of Finance

Mr. Chris Ferguson, Department of Finance

Ms. Jessica Deitchman, Department of Finance

Ms. Jennifer Louie, Department of Finance

Mr. Gabriel Petek, Legislative Analyst's Office

Ms. Jennifer Pacella, Legislative Analyst's Office

Mr. Ian Klein, Legislative Analyst's Office

Provost and Executive Vice President Katherine Newman

Executive Vice President and Chief Financial Officer Nathan Brostrom

Interim Senior Vice President Michael Reese

Vice President Pamela Brown

Associate Vice President and Director Kathleen Fullerton

Interim Associate Vice President and Director Cain Díaz



University of California
Multi-Year Compact Annual Report
November 2023

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1) Executive Summary

Under the 2022 Multi-Year Compact (MYC) between Governor Newsom and the University of California (UC), the University agreed to prioritize advancement of student-focused, shared goals between 2022–23 and 2026–27. The goals are focused on six broad policy categories: 1) increasing access to UC; 2) improving student success and advancing equity; 3) increasing the affordability of a UC education; 4) increasing intersegmental collaboration to benefit students; 5) supporting workforce preparedness and high-demand career pipelines; and 6) providing access to online courses.

As part of the compact, UC committed to developing an annual report each year from 2022 through 2026 that will address actions taken, progress in achieving each goal, and planned actions for the following year. The annual report includes summary updates on strategic collaborations, structural or process changes achieved and needed, and projected annual priority focus areas for collaboration.

The University has designed a reporting plan that includes a methodology for gathering specific actions, timelines, and associated metrics. The University of California Office of the President (UCOP) developed and executed a strategic approach by which UCOP lead coordinators oversee workstreams and collect data and information associated with the compact's goals. In some cases, campus counterparts were assigned by each chancellor's office to further coordinate information-gathering on campus activities, data, and metrics needed to complete progress reporting.

During the reporting cycle, 2022–23, the University made progress toward achieving each goal.

- A. *Increasing Access*: The University moved toward achieving this goal with increases in student average credit hours per term, growth in resident undergraduate headcount, and replacement of over 1,000 nonresident undergraduates at the Berkeley, Los Angeles, and San Diego campuses with California resident undergraduates.
- B. *Student Success/Equity—Equity Gaps*: UC expanded programs designed to eliminate graduation rate gaps and support student academic success in the first year (such as summer programs to prepare incoming students), redesigned academic support programs, and developed new advising models. UCOP supported the UC Systemwide Advisory Workgroup on Students with Disabilities and will further improve data collection and reporting with new and expanded dashboards.
- C. *Improve UC Affordability*: The University awarded new financial aid packages with a commitment to pursue additional federal, State, and University funding sources. UCOP facilitated working groups with campus participants to assist with identifying actions and initiatives to reduce costs.
- D. *Intersegmental Collaboration*: UCOP participated in task forces and advisory committees, executed licensing agreements and data sharing agreements with California Community Colleges (CCC), signed off on final preschool-to-grade-20-to-workforce data specifications, and expanded data reporting tools.
- E. *Workforce Preparedness*: UC increased the number of degrees awarded in STEM and education, including academic doctoral degrees in those fields, by nearly 1,600 in 2022–23 from the prior year, accounting for 95 percent of the roughly 1,700 additional degrees awarded last year. In addition, enrollment in these disciplines increased to 62 percent of all enrollment. UC also expanded UC Transfer Pathways.

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- F. *Access to Online Courses*: Campuses leveraged the summer term to increase enrollment in online courses and explored opportunities to expand online courses in fall, winter, and spring terms.

A snapshot of overall progress is provided in the appendices.

The University has flagged four areas related to aspirational requirements that will necessitate continued attention throughout the period of the compact. While UC continues to make progress toward achieving the milestones under the MYC in all policy areas, in some instances the outcome of these efforts is influenced by external variables including but not limited to the effects of the COVID-19 pandemic. These are the areas of greatest concern, where the University will need to closely focus on prioritizing resources and activities. UC will continue its efforts to proactively identify and address current challenges related to aims within the compact. Listed below are the four identified goals requiring additional focus (full goal descriptions can be found in the main report).

Goal A.1: Increase undergraduate full time equivalent resident undergraduate enrollment

A.1 With the 2022–23 year serving as the baseline, UC will add approximately 8,000 full-time equivalent (FTE) resident undergraduates over four years (one percent annual enrollment growth each year between 2023–24 and 2026–27). To the extent feasible within Long Range Development constraints, UC will aim for, at minimum, 15 percent of this growth to occur at UC Berkeley, UC Los Angeles, and UC San Diego.

In support of this goal, California resident undergraduate enrollment in 2022–23 grew by 1,250 FTE over 2021–22.

Enrollment of new transfer students remains a challenge. The California Community College (CCC) entering class of 2020–21 was 19 percent lower than in 2019–20—a decline of sixty thousand students—largely due to the pandemic. Moreover, the entering class of 2021–22, from which many students would be seeking to transfer to UC in 2023–24, was about the same size as the previous cohort.

Enrollment on an FTE basis could come in higher or lower than campus estimates in 2023–24 based on the number of credit hours students take on average. Average credit hours taken by students increased in 2022–23 and, using prepandemic average credit hours as the goal, six campuses have room to continue to increase average units taken in 2023–24. If all campuses returned to prepandemic levels of average credit hours taken in 2023–24, FTE could increase by 800 to 1,300.

Changes in retention and time-to-degree during the pandemic affected total enrollment, and we will be examining how these are shifting in the coming years as we move away from the pandemic. In 2022–23, first-year retention of transfer students rebounded after dipping in the prior year, while first-year retention of freshmen continued to lose ground. At the other end of the pipeline (and as a positive impact of the pandemic), freshman four-year graduation rates increased in 2020–21 and 2021–22 as more students were able to graduate earlier because of the additional academic year and summer credit hours they were able to complete during the pandemic remote period.

Campuses have committed to various strategies to increase enrollment, including maximizing course availability, incentivizing summer enrollment, and advising students and providing academic support to improve timely graduation, which increases capacity for enrollment.

Goal A.3: Enrollment growth to have 2:1 freshman to transfer ratio

A.3 Undergraduate enrollment growth during the term of the agreement will occur in accordance with UC’s existing systemwide goal to enroll one new California resident transfer student for every two new California resident freshmen.

The California resident freshmen to California resident transfer enrollment ratio for 2022-23 was 2.1:1.

Domestic California community college transfer applicants have fallen in each of the last two years. Applications in fall 2022 declined 13 percent from fall 2021 and decreased by an additional 3.7 percent in fall 2023 from fall 2022 for a total decline of over 16 percent. The decline is related to a larger decline (19 percent) in the California Community College entering cohort from 2019-20 to 2020-21 (the 2021–22 entering cohort remained equally low).

The large incoming cohort of first-year students in 2023–24 may pose another challenge in achieving 2:1 over the next couple of years. To achieve the large enrollment increase called for in 2023–24, the State agreed that UC should prioritize increases in total enrollment over the 2:1 goal and as a result the UC system will have a large incoming cohort of California first-year students this year than was originally planned. By 2025–26, this cohort of students will largely be taking upper-division courses, potentially impacting the capacity for new transfer students in future years.

The University is engaged in efforts to collaborate with the CCC and to implement more programs to provide access to transfer applicants, including expanding UC Transfer Pathways, investing in Student Academic Preparation and Education Partnership (SAPEP) programs, launching a dual admissions pilot program, and acting on recommendations from the *July 2022 CCC-UC Transfer Task Force Final Report*.

Goal B.1: Required aspirational graduation rate targets

B.1 Establishing an aspirational target to eliminate gaps between overall four-year freshman graduation rates and those of low-income (Pell-eligible), and underrepresented groups by 2029–30. The intermediate goal is to reduce current gaps by 50 percent by the end of the 2025–26 academic year.

In 2022, four-year freshman graduation rates changed only minimally (one tenth of a percentage point) for the University as a whole and fell for first-generation students (from 66.0 percent to 65.7 percent) and for students from underrepresented minority groups (from 62.5 percent to 61.6 percent). Those declines may be linked to delayed impacts of the Covid-19 pandemic.

The retention rate for first-generation students, Pell-eligible students, and students from underrepresented minority groups fell steeply from 2019 to 2020. First-year retention rates often

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yield insight into ultimate graduation rates for incoming cohorts, and the decrease in freshman retention rates for the 2020 entering cohort suggests a similar decline in four-year graduation rates for 2024.

Campuses activities to improve graduation rate gaps include summer programs to support incoming UC students, cocurricular support for introductory STEM courses, and pedagogy that takes into consideration the diversity and experiences of all students and populations.

Goal B.2: Increase systemwide graduation rates

B.2 Increasing the overall systemwide four-year freshman graduation rate to 76 percent and the two-year transfer graduation rate to 70 percent by 2029-30. The intermediate goal is to achieve at least half of those increases by the end of the 2025–26 academic year, with measurable progress demonstrated by at least five of the nine undergraduate campuses each year.

UC remains on track to meet its goal of raising freshman four-year graduation rates to 74.4 percent by 2026. With nearly a 73 percent rate for the exiting class of 2022, the goal is within reach, despite a slowdown in progress. Most campuses are within five percentage points of their individual goals.

There is some risk that a downturn in freshman four-year rates starting in 2023 could slow or stall progress to 2026. Systemwide retention rates for incoming freshman fell steadily over the last three years for which data are available: incoming cohorts in 2019, 2020, and 2021. Changes to retention rates will be monitored closely as we look to four-year graduation outcomes for these cohorts in 2023, 2024, and 2025, respectively.

Attaining the systemwide goal is not dependent on every campus meeting its individual goal. There is a greater risk that UC may not reach the 66.5 percent transfer two-year graduation rate goal by 2026. At four campuses (Merced, Riverside, Santa Barbara, and Santa Cruz), drops in 2022 two-year graduation rates exceeded 5 percentage points. Achievement of this goal is impacted by the decline in California community college transfer applicants in the last two years, which is related to the preceding decline in California community college entering cohorts described under goal A.3. Attaining the systemwide goal is not dependent on every campus meeting its individual goal. Nonetheless, the challenges to transfer student success are acute, and meeting goals will require sustained effort.

In addition to current activities to improve graduation rates, the University plans to focus on ensuring that every credit counts and expanding opportunities to earn credit online and in summer.

During the next reporting period, the University will continue to make progress toward the compact's goals through engagement with the campuses, partnership with the State, coordination with the CCC and the California State University (CSU), and data-driven analysis and decision-making. Details related to the next fiscal year's targets can be found in Section IV. Compact Goals.

2) Background

In May 2022, Governor Newsom and the University of California agreed to a new Multi-Year Compact that secures predictable increases in State support for the University with consideration from the University to advance multiple student-focused goals shared by the Governor and UC.

Under the compact, the Governor will propose annual base budget adjustments of 5 percent for the University in 2022–23 through 2026–27. In addition, the Governor will consider annual requests for one-time funding for the University and ongoing additions to the University’s funding, including to support enrollment growth among additional (1) California resident undergraduate students above and beyond the 1 percent annual enrollment growth target and (2) graduate health sciences programs designed to improve access to healthcare for medically underserved populations.

The University has committed to specific, ambitious goals in six broad policy categories:

- A. **Increasing access to the University of California**, including annual increases to both undergraduate and graduate enrollment
- B. **Improving student success and advancing equity**, including increasing graduation rates, and eliminating gaps in graduation rates between different student populations consistent with the University’s own multiyear framework, *UC 2030*
- C. **Increasing the affordability of a UC education** by continuing to develop debt-free pathways for undergraduate students and reducing nontuition student expenses such as textbooks, housing, food, and transportation
- D. **Increasing intersegmental collaboration to benefit students**, including redesigned data-sharing agreements and common technology platforms
- E. **Supporting workforce preparedness and high-demand career pipelines**, including prioritizing enrollment growth, and increasing the number of degrees awarded in certain disciplines
- F. **Providing access to online courses**, with the goal of doubling the number of student credit hours generated through undergraduate online courses by 2029–30 compared with 2019–20.

3) Strategic Approaches

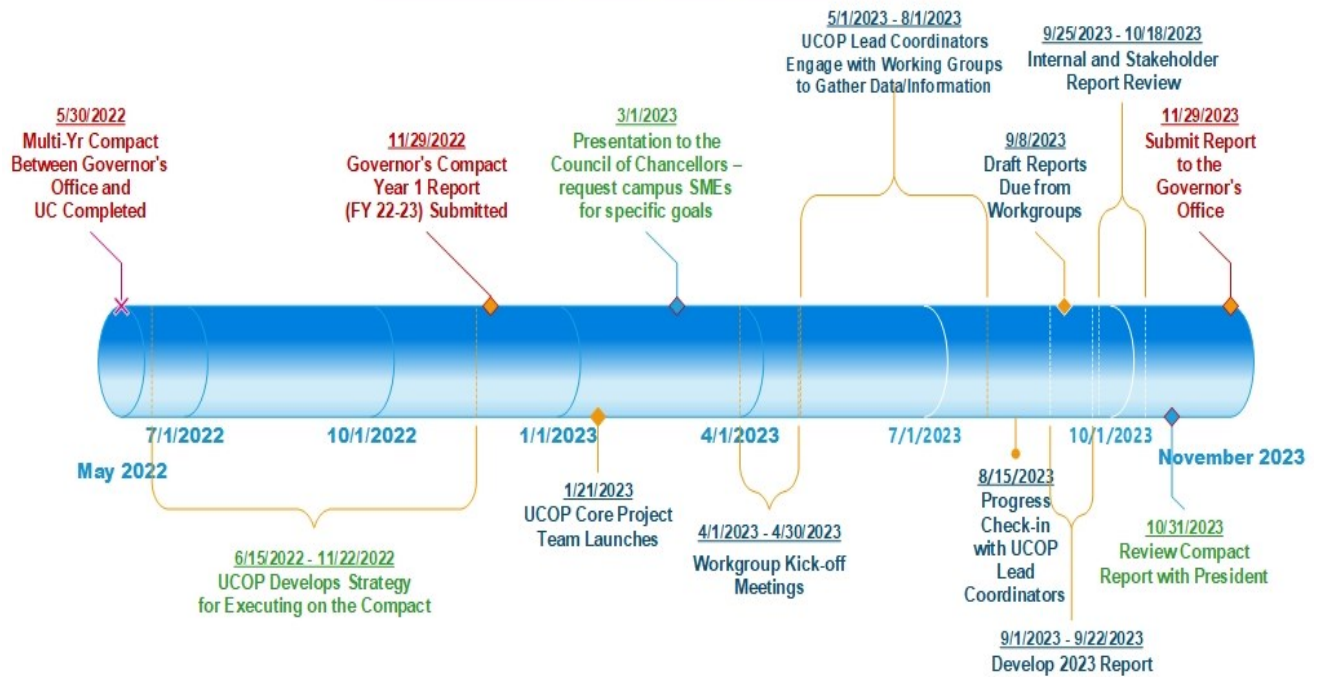
Advancing the goals of the Multi-Year Compact requires a deliberate and organized effort by campuses and the University. The University has designed a multifaceted strategic approach that includes specific actions, timelines, and associated metrics for each goal within the compact’s six policy areas.

UC’s work plan is organized into six workstreams that correspond to the policy areas of the compact. For each goal under the workstreams, a lead coordinator liaised with UCOP and campus stakeholders to gather data, acted as project champion, supported execution of project deliverables, drafted content, and supported the development of the report. Chancellors were consulted early in the project and identified campus contacts based on specific goal and data requirements. Subject-matter expertise and oversight was provided by the implementation leads from UCOP Budget

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Analysis and Planning; Institutional Research and Academic Planning; Graduate, Undergraduate and Equity Affairs; and the Strategy and Program Management Office. Implementation leads also acted as liaison between executive sponsors and lead coordinators. Executive sponsors committed to providing resources needed to complete the project and advised on decisions. The final report was reviewed and approved by UC's president.

Multi-Year Funding Compact Report Timeline (2023)



4) Multiyear Compact Goals

A snapshot of overall progress towards Multiyear Compact goals is provided in the appendices.

Goal A: Increasing access to the University of California, including annual increase to both undergraduate and graduate enrollment

A.1: With the 2022–23 year serving as the baseline, UC will add approximately 8,000 full-time equivalent resident undergraduates over four years (one percent annual enrollment growth each year between 2023–24 and 2026–27). To the extent feasible within Long Range Development constraints, UC will aim for, at minimum, fifteen percent of this growth to occur at UC Berkeley, UC Los Angeles, and UC San Diego.

Context:

The University’s multiyear plan for enrollment growth reflects not only the enrollment expectations set forth in the Multi-Year Compact but also the substantial funding for enrollment growth included in recent budget acts. The Budget Act of 2023 includes language that UC increase California resident undergraduate enrollment by 7,800 full-time equivalent (FTE) students over a two-year period—from 2021–22 to 2023–24—inclusive of funding to replace 902 nonresident undergraduate students with California resident students at Berkeley, Los Angeles, and San Diego campuses in 2022–23 and 2023–24. It is also an expectation under the Budget Act of 2023 and the MYC that the University will continue to increase California resident undergraduate enrollment by 1 percent annually in 2024–25, 2025–26, and 2026–27. Display A.1.i. shows these details.

Display A.1.i. — Total California Resident Growth funded in the 2022 Budget Act and anticipated in the Multi-Year Compact

Growth (FTE)	Timeframe
7,800	2021-22 to 2023-24 (2 years); includes replacement of nonresidents with residents in 2022-23 and 2023-24
6,136*	Additional one percent growth in 2024-25, 2025-26, and 2026-27 *
13,936**	Funded growth, 2021-22 to 2026-27

* One percent growth figures are from the 2023 Budget Act

** If funded, an additional 2,706 FTE from the replacement of nonresidents with residents in 2024-25, 2025-26 and 2026-27 would be added (902 per year at Berkeley, Los Angeles, and San Diego)

Activities during current reporting period:

The following are some examples of activities campuses have implemented to grow enrollment this year and next, where several campuses are employing these strategies.

- Maximizing course availability, including online offerings, in summer 2024
- Using financial incentives to increase summer enrollment
- Encouraging students to take at least 15 units per term in order to make timely progress towards graduation
- Providing academic content and credit as part of new student orientation to help improve retention and timely graduation

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- Proactively assisting students potentially at risk for not continuing their studies in 2024–25
- Accommodating additional first-year and transfer enrollment both on and off campus

Progress to date including data/metrics:

In August 2023, UC campuses submitted their final 2022–23 undergraduate enrollment figures to UCOP, and 2022–23 California resident undergraduate enrollment, inclusive of summer 2022, grew by 1,250 FTE over 2021–22—an improvement from the 264 FTE year-over-year decline initially estimated in the 2022 Multi-Year Compact report. Students taking more credit hours per term on average in 2022–23 than in 2021–22 accounted for most of the increase.

Eight campuses increased their students’ average credit hours per term in 2022–23, moving closer to prepandemic levels and adding approximately 850 FTE. Three campuses—Davis, Los Angeles, and Santa Cruz—returned to or surpassed their prepandemic levels of average credit hours per term. In addition, final California resident undergraduate continuing-student year-average head counts were around 500 FTE higher than initially estimated, and final California resident freshmen and transfer head counts added another 200 FTE students over initial estimates.

Display A.1.ii. — California resident enrollment growth in full-time equivalent (FTE) students according to the 2023 Budget Act, 2021–22 to 2026–27

University of California CA Resident Undergraduate FTE								
	21-22 (actual)	22-23 (actual)	23-24	24-25	25-26	26-27	Growth from 21-22 to 23-24	Growth from 21-22 to 26-27
UC system total	195,861	197,111	203,661	206,588	209,535	212,503	7,800	16,642
Change over prior year:		1,250	6,550	2,927	2,947	2,968		

Activities planned for next reporting period:

Campuses that have implemented the activities described above are planning to expand upon those efforts, while other campuses are considering assessing whether those programs can be implemented locally.

Throughout 2023–24, UCOP will continue to hold monthly conference calls with staff at each campus to identify any developments related to admissions, enrollment, student academic progress, or other factors that could affect the University’s ability to achieve its enrollment goals. Campuses will also continue to submit estimates of California resident undergraduate enrollments for the current year to UCOP, as well as aspirations for the next three years in their campus multiyear plan proposal submissions.

In addition, UC campuses and the UC Office of the President are in the process of setting enrollment goals for 2024–25 that would achieve incremental progress towards meeting or exceeding the target level of growth through 2026–27. Display A.1.ii shows a proposed enrollment scenario for this level of CA resident undergraduate growth as laid out in the Budget Act of 2023.

The proposed growth plan reflects the following considerations.

- Of the proposed growth, over 27 percent would occur at Berkeley, Los Angeles, and San Diego.

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- The growth shown in Display A.1.ii includes 902 additional CA resident FTE growth per year in 2024–25, 2025–26, and 2026–27, which is contingent on the Legislature continuing to fund reductions of nonresident enrollment at the Berkeley, Los Angeles, and San Diego campuses and providing additional State General Fund support to offset the financial impact to the University of that reduction.

A.2: In addition to the annual resident undergraduate enrollment growth of 1 percent per year between 2023–24 and 2026–27, UC will shift a portion of nonresident undergraduate enrollment at the Berkeley, Los Angeles, and San Diego campuses to resident undergraduate enrollment to achieve a share of nonresident students at every UC campus that is no more than 18 percent of the campus’s undergraduate enrollment. This provision is contingent upon the State providing ongoing funding to backfill revenue losses associated with the shift.

Context:

The Budget Act of 2022 provided the University with \$31 million to offset the reduction in Nonresident Supplemental Tuition (NRST) and the increase in student need for financial aid that would result from replacing 902 nonresident undergraduate students with California resident undergraduates in 2022–23 at the Berkeley, Los Angeles, and San Diego campuses. This new ongoing funding, which is in addition to the University’s base budget adjustment of 5 percent, is intended to fund the first year of a multiyear strategy to reduce nonresident undergraduate enrollment to 18 percent of each campus’s total undergraduate enrollment by 2026–27.

Activities during current reporting period:

In the 2022–23 academic year, UC reduced nonresident enrollment and increased California resident enrollment at the Berkeley, Los Angeles, and San Diego campuses. As shown in Display A.2.i., nonresident enrollment declined by a total of **1,109** students at Berkeley, Los Angeles, and San Diego between 2021–22 and 2022–23. These campuses increased CA resident enrollment by **2,111** during this period.

Display A.2.i. — Change in nonresident and resident undergraduate enrollment, 2021–22 to 2022–23

Campus	2021–22 Year Average Headcount Enrollment			2022–23 Year Average Headcount Enrollment			Change in Enrollment, 2021–22 to 2022–23	
	Nonresident	CA resident	Total	Nonresident	CA resident	Total	Nonresident	CA resident
Berkeley	7,524	23,364	30,888	7,428	24,201	31,629	(96)	837
Los Angeles	7,265	23,774	31,039	6,845	24,500	31,345	(420)	726
San Diego	7,530	24,386	31,916	6,937	24,934	31,871	(593)	548
Total	22,319	71,524		21,210	73,635		(1,109)	2,111

Progress to date including data/metrics:

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Display A.2.ii. shows the progress made in decreasing the share of nonresident students at Berkeley, Los Angeles, and San Diego—Berkeley reduced its proportion by 0.9 percent, Los Angeles by 1.6 percent, and San Diego by 1.8 percent.

Display A.2.ii. — Change in nonresident enrollment as percentage of total undergraduate enrollment, year-average headcount, 2021–22 to 2022–23

Campus	2021-22	2022-23	
	Nonresident percent of total	Nonresident percent of total	Change in nonresident percent of total from prior year
Berkeley	24.4%	23.5%	-3.6%
Los Angeles	23.4%	21.8%	-6.7%
San Diego	23.6%	21.8%	-7.7%
UC System total	17.7%	17.1%	-3.6%

Activities planned for next reporting period:

Pursuant to the Multi-Year Compact, achieving and maintaining reductions in nonresident enrollment is contingent upon the State providing ongoing funding in addition to the 5 percent base adjustment to backfill revenue losses associated with the shift from nonresident to resident enrollment at Berkeley, Los Angeles, and San Diego. The Budget Act of 2023 projects these reductions at 902 FTE per year from 2022–23 to 2026–27 across the three campuses. Display A.2.iii. depicts one potential scenario of the resulting share of nonresident enrollment at these campuses and UC overall through 2026–27.

Display A.2.iii. — Estimated nonresident enrollment as a percentage of total undergraduate enrollment, 2022–23 to 2026–27

Campus	22-23	23-24	24-25	25-26	26-27
Berkeley	23.5%	22.0%	20.6%	19.2%	18.0%
Los Angeles	21.8%	20.4%	19.4%	18.5%	18.0%
San Diego	21.8%	20.5%	20.1%	18.3%	18.0%
UC	17.1%	16.4%	16.1%	15.5%	15.3%

A.3: Undergraduate enrollment growth during the term of the agreement will occur in accordance with UC’s existing systemwide goal to enroll one new California resident transfer student for every two new California resident freshmen.

Activities during current reporting period:

Each campus (except Merced) is requested to develop enrollment plans annually demonstrating that the campus target for enrolling California resident transfers is at least 50 percent of the campus

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target for California resident first-year students.¹ As shown in Display A.3.i., the UC system (excluding Merced) was not able to meet the 2:1 goal of resident freshman to transfer enrollees in 2022–23. UC had initially moved from 2.3:1 in 2016–17 to 1.9:1 in 2020–21 before increasing over the last two years to 2.1:1 in 2022–23 systemwide (2.07 to two decimals).² While Berkeley enrolled more California resident transfers in 2022–23 than the prior year, the increase in transfers did not keep pace with the increase in first-year students. At Riverside, Santa Barbara, and Santa Cruz, the number of transfers declined. Both effects were primarily due to a smaller applicant pool of California resident transfer students. The domestic California Community College transfer admit rate was 77% for fall 2023, 75% for fall 2022, and 71% for fall 2021.

Individual campuses and the University are involved in several efforts to increase transfer enrollment overall that may allow the University to move closer toward achieving its California resident transfer enrollment targets and the systemwide 2:1 freshman-to-transfer ratio. These efforts include, but are not limited to, the following.

- *Pathways+*. A newer transfer option, Pathways+, was launched in August 2019 for CCC students applying for the fall 2021 term and beyond.
- *Expanding other UC Transfer Pathways*. The University continues to increase the number of UC Transfer Pathways, a single set of courses that prepare students for the most sought-after majors at UC.
- *Student Academic Preparation and Educational Partnerships (SAPEP) investments*. The 2022 Budget Act provided the University with \$22.5 million in new ongoing State support for SAPEP programs, including Transfer Prep, EAOP, MESA, Puente, and transfer innovation grants.
- *Dual admission pilot program*. The University launched a dual admission program in spring 2023 that could help thousands more California students transfer to a UC campus.
- *Acting on recommendations from the July 2022 CCC-UC Transfer Task Force Final Report*. The University of California Office of the President and the California Community College Chancellor's Office (CCCCO) jointly convened a Transfer Task Force in 2020 to monitor the provisions of a 2018 Memorandum of Understanding (MOU) between the University and the CCC. In July 2022, the Task Force issued a final report with recommendations (Appendix 4) that have the potential to further strengthen CCC-to-UC transfers.³

Progress to date including data/metrics:

Discussions with the state about increasing 2023–24 FTE enrollment targets from 4,600 to nearly 8,000 FTE resulted in an agreement with the State that UC could prioritize the overall FTE targets irrespective of the 2:1 goal in their proposed enrollment plans this year. Both UC and CSU are dealing with declining CCC enrollment, which continues to pose a challenge for achieving the

¹ The Merced campus is not included when calculating enrollment related to the University's existing systemwide goal because, as a relatively new UC campus, it is still working to develop the academic programs, upper division capacity, and close relationships with California Community Colleges that are necessary to attract and enroll California resident transfer students equal to half of Merced's incoming freshman class.

² UC's progress on 2:1 is also reported in the UCOP Accountability report under metric 1.1.3 (<https://accountability.universityofcalifornia.edu/2023/chapters/chapter-1.html#a1.1.3>), which tracks trends in new California resident freshman and transfer enrollment over time.

³ <https://www.ucop.edu/enrollment-services/data-and-reporting/ccc-uc-transfer-task-force-final-report-2022.pdf>

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transfer enrollment goal. As a result, it is unlikely that the 2:1 ratio will be achieved in the upcoming 2023–24 academic year.

Display A.3.i. — New California resident freshmen and transfer students in 2022–23

Campus	CA Resident Freshmen	CA Resident Transfers	2 to 1 Ratio
	2022-23	2022-23	2022-23
Berkeley	5,235	2,481	2.1
Davis	4,981	2,599	1.9
Irvine	4,743	2,382	2.0
Los Angeles	4,981	3,284	1.5
Merced	2,405	270	8.9
Riverside	5,211	1,615	3.2
San Diego	5,320	2,700	2.0
Santa Barbara	3,845	1,866	2.1
Santa Cruz	3,463	1,299	2.7
UC total	40,184	18,496	2.2
UC total excluding Merced	37,779	18,226	2.1

Activities planned for next reporting period:

Despite challenges in enrolling California resident transfer students, campuses estimate that they will enroll as many of these students overall in 2023–24 as they did in 2022–23, with Irvine, Los Angeles, and San Diego each estimating a notable year-over-year increase. Nevertheless, early estimates show that most UC campuses are on track to enroll fewer incoming California resident transfer students in fall 2023 than they had originally planned and indicate that the ratio (excluding Merced) is likely to be around 2.2. As this metric is measured based on a combination of fall, winter, and spring enrollment, actual results will not be known until later in the academic year.

The University will continue to analyze the slower-than-planned growth in new California resident transfer enrollment in fall 2023 to identify factors that contributed to it and how those factors can be addressed in 2024–25 and future years.

A.4: In addition to the aforementioned resident undergraduate enrollment growth, UC will add 2,500 graduate students systemwide during the term of the agreement.

Activities during current reporting period:

Campuses have submitted graduate enrollment totals for last year and estimated enrollment for 2023–24 to UCOP, as well as aspirations through 2026–27 in their campus multiyear plan proposal submissions.

As of 2022–23, planned growth aligns with the Multi-Year Compact’s goal to grow FTE by 2,500 from 2022–23 to 2026–27 (Display A.4.i.). 26-27. Note that planned enrollment growth includes all types

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of State-supported graduate students—academic masters, academic doctoral, graduate professional, and health sciences (Display A.4.ii.).

Display A.4.i. — Proposed graduate enrollment in State-supported programs

Graduate State-Supported FTE					Proposed growth based on 22-23 final to 26-27
	2020-21	2021-22	2022-23 Final	2026-27 Proposed	
Berkeley	8,706	9,541	8,987	9,126	139
Davis	6,419	6,678	6,507	7,268	761
Irvine	4,902	5,036	5,187	5,187	-
Los Angeles	9,104	9,491	9,427	9,427	-
Merced	721	740	732	906	174
Riverside	2,998	3,135	3,022	3,791	769
San Diego	6,316	6,942	7,184	7,796	612
San Francisco	2,819	2,636	2,647	2,687	40
Santa Barbara	2,802	2,804	2,869	2,871	2
Santa Cruz	1,821	1,809	1,819	1,821	2
UC	46,608	48,812	48,381	50,881	2,500

Notes:

- This table excludes State-supported summer FTE at the graduate level, which is estimated to be 1,213 FTE in 2023–24.
- Campuses will submit revised multiyear enrollment plans through 2026–27 in early 2024.

Display A.4.ii. — Proposed growth by type of graduate student

Graduate student type	Proposed growth based on 22-23 final to 2026-27
Academic Masters	1,074
Academic Doctoral	277
Graduate Professional	391
Total General Campus	1,743
	-
Health Science Graduate Academic	130
Health Science Graduate Professional	627
Total Health Science	757
Total	2,500

Progress to date including data/metrics:

Display A.4.i. shows actual UC State-supported graduate enrollment by campus between 2020–21 and 2022–23 and proposed enrollment for 2026–27. UC did not receive additional funding for

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graduate enrollment growth, totaling 2,200 FTE, from 2020–21 to 2021–22. From 2021–22 to 2022–23, State-supported graduate enrollment was relatively flat, declining by less than 1 percent from 48,812 to 48,381.

Activities planned for next reporting period:

UCOP will continue to hold monthly conference calls with staff at each campus to identify any developments related to admissions, enrollment, student academic progress, or other factors that could affect the University's ability to achieve this goal. Campuses will also continue to submit estimates of graduate enrollments for the current year to UCOP, as well as aspirations for the next three years in their campus multiyear plan proposal submissions.

Goal B: Improving student success and advancing equity, including increasing graduation rates and eliminating gaps in graduation rates between difference student populations consistent with the University's own multiyear framework, UC 2030

B.1: Establishing an aspirational target to eliminate gaps between overall four-year freshman graduation rates and those of low-income (Pell-eligible), and underrepresented groups by 2029–30. The intermediate goal is to reduce current gaps by 50 percent by the end of the 2025–26 academic year.

Context:

Between 2018 and 2021, UC made strides in increasing four-year graduation rates for new-generation students, a group that includes Pell-eligible students, students from traditionally underrepresented minority groups, and students who are the first in their families to pursue a college degree. During this time, UC reduced gaps in graduation rates between the systemwide average and the average for each of these groups.

These improvements occurred during the prepandemic academic years ending 2018 and 2019 and in the first two academic years of the pandemic, ending 2020 and 2021. Progress slowed somewhat in 2022, though graduation rates for all groups remained above prepandemic levels.

Activities during current reporting period:

UC remains committed to closing equity gaps. Key areas of focus in addressing equity gaps over the last year have included:

- Expansion of Summer Bridge programs via a hybrid format delivery at some campuses.
- Cocurricular support for introductory STEM courses.
- Data informed, inclusive pedagogy.

Summer Bridge programs are designed to prepare incoming freshman and transfer students, both academically and socially. Students earn college credit, access support services such as mentors and advisers, and learn about campus programs and resources.

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Summer Bridge experiences have long afforded students from low-income and marginalized backgrounds access to social and academic supports that can facilitate a successful transition to college.⁴ Campuses faced an enormous challenge during the pandemic to continue these important programs, which were traditionally in-resident, with students taking courses and exploring their new campuses together. The in-person peer cohort model has for years been the centerpiece of bridge programs and has set the foundation for student relationships in the first year.

With the closures of 2020, campuses throughout UC experimented with novel formats to build connections and bring the camaraderie and academic rigor that are the hallmarks of Summer Bridge to a geographically dispersed and socially traumatized student body. Following experiments with remote delivery in 2020, campuses piloted hybrid instructional formats in 2021 and 2022. The hybrid model continued to provide program access for students living on or around campus, while extending program reach to those for whom a residential experience would not be possible, including working students, students with dependents, and students with household or other responsibilities.

Cocurricular academic support describes any kind of support delivered outside of the classroom, including study groups, supplemental instruction sessions, and tutoring. Some campuses have piloted a 'co-course' format which offers complementary instruction for which students receive credit. At UC Davis, the value of co-courses has already been demonstrated as a support for students in entry-level writing and is being expanded to gateway STEM courses in math and chemistry. In 2022–23, these courses were offered synchronously in person and online.

Data informed, inclusive pedagogy is characterized by instructional practices that might include drafting more accessible syllabi, restructuring assessments to reduce reliance on infrequent high-stakes exams, leveraging peer-engaged learning, and directing students to available supports for mental health, well-being, and basic needs. Inclusive pedagogy improves teaching and learning through evidence-based practice to promote more equitable learning environments and more equitable student outcomes.

Prior to the pandemic, many Centers for Teaching and Learning (CTLs) already partnered with Institutional Research (IR) offices to support faculty in evaluating disparities in course outcomes, with a focus on disparities for students from low-income backgrounds, first-generation students, and students from underrepresented groups. Some CTLs paired these analyses with 'know your student' analytics tools that demonstrate for instructors the racial and socioeconomic diversity of the students in their classrooms.

During the height of the pandemic, instructors and students were reeling from the social impacts of the Covid-19 health emergency and the trauma of the killing of George Floyd. In this period of crisis, many instructors turned to the Centers for Teaching and Learning on their campuses to increase their understanding of inclusive pedagogy and to implement changes that create more equitable, racially sensitive learning environments.

Emerging from the pandemic, the increased focus on and adoption of inclusive teaching practices combined with analytical insights into disparities in course-level learning have proven a potent combination for driving learning equity. The analytical tools already in development through IR and

⁴ Summer Bridge students at UC San Diego describe their summer experience. The five-week summer program, offered in person and online, provides dedicated academic support that continues in the academic year.

<https://summerbridge.ucsd.edu/overview/index.html>

<https://www.youtube.com/@ucsdsummerbridge6719>

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CTL collaborations offer a means for faculty and departments to focus resources where needed and to identify potentially overlooked opportunities to remove barriers to learning. The Project Real course redesign program at UC Santa Cruz and the Designing for Access, Designing for Success initiative at UC Santa Barbara offer two examples of this innovative approach. Each of these programs has seen continued investment and expansion in 2022–23.

Progress to date including data/metrics:

The compact set an intermediate goal to reduce current gaps by 50 percent by the end of the 2025–26 academic year.

Using 2021 rates as a baseline, UC projected year-over-year increases starting in 2022 that would set a trajectory toward the 2026 intermediate goal. These projections generated annual intermediate goals with specific graduation rate targets for each group as shown in Display B.1.i. below. Progress on these intermediate goals is tracked publicly on the *UC 2030 Dashboard*.⁵

Display B.1.i. — UC 2030 freshman four-year graduation rate goals with intermediate goals, 2022–2026

Group	Baseline	Intermediate Goals					2030 Goal
	2021	2022	2023	2024	2025	2026	2030
All	72.7%	73.0%	73.4%	73.7%	74.0%	74.4%	76.0%
First gen.	66.0%	67.0%	68.0%	69.0%	70.0%	71.0%	76.0%
Pell	67.1%	68.0%	68.9%	69.8%	70.7%	71.6%	76.0%
Underrep. group	62.5%	63.8%	65.2%	66.5%	67.9%	69.2%	76.0%

These goals call for increases of roughly one percentage point per year in freshman four-year graduation rates for first-generation and Pell-eligible students and for annual increases of 1.4 percentage points for students from underrepresented groups shown in Display B.1.ii.

Despite a small increase in systemwide freshman four-year graduation rates, changes across first-generation, Pell-eligible, and underrepresented groups did not meet the intermediate goals set for 2022.

Systemwide, freshman four-year graduation rates rose slightly from 72.7 percent to 72.8 percent, narrowly missing the 73 percent goal (Display B.1.iii.). Freshman four-year graduation rates for Pell-eligible students increased by a greater margin (up one half of a percentage point), marking half of the progress targeted for this year.

⁵ <https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard>

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Display B.1.ii. — 2022 Progress toward freshman four-year graduation rate goals

Group	2021	Progress 2022			
	Baseline	Actual Rate	Actual Change	Rate Goal	Change Goal
All	72.7%	72.8%	0.0%	73.0%	0.3%
First gen.	66.0%	65.7%	-0.3%	67.0%	1.0%
Pell	67.1%	67.7%	0.5%	68.0%	0.9%
Underrep. group	62.5%	61.6%	-0.9%	63.8%	1.4%

For first-generation students and for students from underrepresented groups, freshman four-year graduation rates fell for the first time since 2018.

Display B.1.iii. — UC 2030 actual freshman four-year graduation rates, 2018–2022

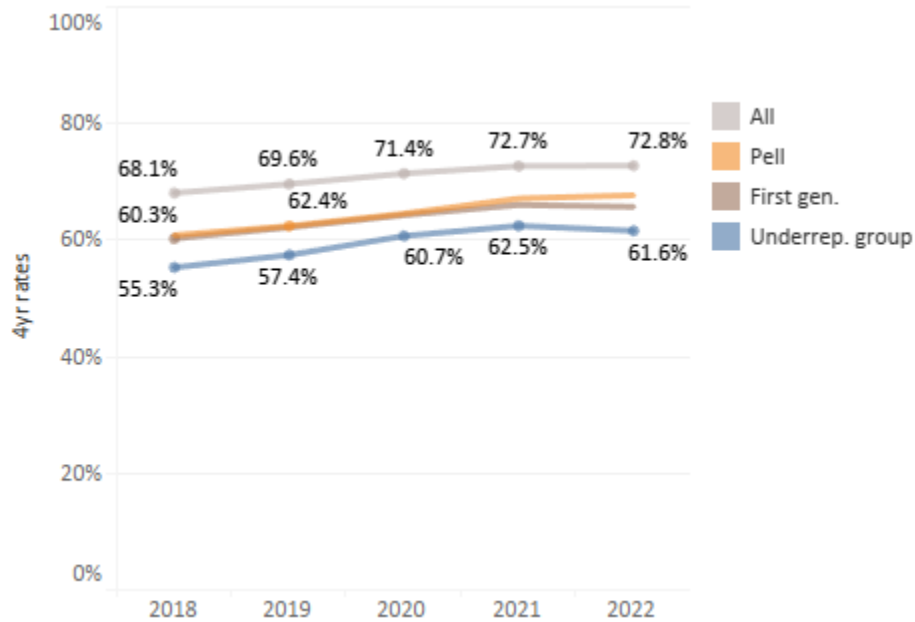
	2018	2019	2020	2021	2022
All	68.1%	69.6%	71.4%	72.7%	72.8%
First gen.	60.3%	62.2%	64.3%	66.0%	65.7%
Pell	60.8%	62.4%	64.5%	67.1%	67.7%
Underrep. group	55.3%	57.4%	60.7%	62.5%	61.6%

Taken in the context of consistent increases across all groups between 2018 and 2021, the declines between 2021 and 2022 for first-generation and underrepresented students are small. Nonetheless, these outcomes suggest delayed impacts from the COVID-19 pandemic, which will require attention to course correct. Strategies employed to promote educational equity require investment over the long term, and until they are fully institutionalized, their effects may not be fully realized. Thus, each of the efforts described above will continue to be implemented. While some campuses may have the capacity to invest further in these areas, others will seek means to leverage existing structures to extend impact. One approach to increasing impact is to anchor new practices to existing ones. Examples of ways campuses are trying to increase graduation rates are described later in this report.

As demonstrated in Display B.1.iv., the changes in 2022 do not mark a major downturn. They do, however, indicate a leveling off of progress following recent gains.

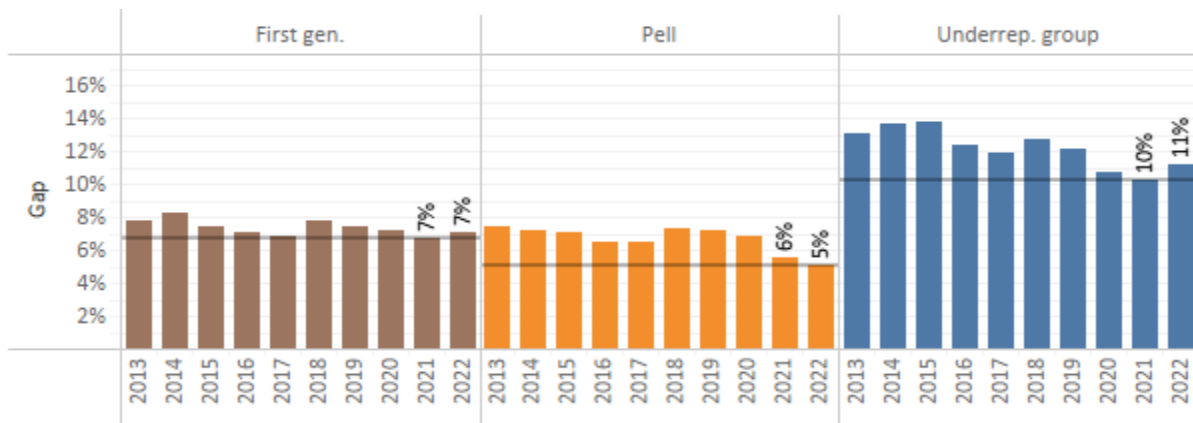
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Display B.1.iv. — Trends in UC systemwide four-year graduation rates, 2018–2022



Across all groups, gaps remained at or near the lowest levels in the last decade. The changes in 2022 led to small shifts in the size of equity gaps for freshman four-year graduation rates from 2021 to 2022, shrinking by one percentage point for Pell-eligible students and growing by one percentage point for students from underrepresented groups. As shown in Display B.1.v., there was a seven percentage point gap for first-generation students in 2022, a five percentage point gap for Pell-eligible students in 2022, and an eleven percentage point gap for students from underrepresented groups in 2022.

Display B.1.v. — Historical trend: Gaps in four-year freshman graduation rates by group



Year shown is trailing exit year (2022 = 2021-22). Horizontal line marks smallest gap, by group, in last 10 years.

Given the intensity of the effects experienced during the pandemic and the uncertainty surrounding how that impact may continue to unfold, progress made in the last year, while modest, is a positive outcome for the system.

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Activities planned for next reporting period:

In the coming year, campuses may pursue this strategy through the following steps:

- Driving accountability through the use of fine-grained data tools
- Extending redesign efforts to focus on curricula as well as courses
- Building capacity as a Hispanic-serving institution (HSI)

The system will support these efforts through systemwide convenings and collecting and disseminating best practices while also facilitating the spread of innovation through investment in and assessment of pilot practices.

Accountability. Collaborations between Centers for Teaching and Learning and Institutional Research offices connected the availability and inspection of fine-grained data on student outcomes to instructor practices in the classroom. The same data used by instructors and departments looking to make pedagogical reforms can be used to drive institutional accountability. This can occur, for example, when programs engage with course data as a regular part of learning outcomes assessment, which is standard practice and an expectation of accreditors.

The data can also be used to bring greater focus to equity gaps within programs when integrated into the program review process required and managed by the Academic Senate on each campus. These types of formal review highlight opportunities for change and supply a baseline for departments to understand the impact of their efforts.

Curricula. Many campuses will also expand the use of these data tools to apply to the curriculum and the major. Others have already begun to do so. In practice this can be accomplished informally, for example, when a small group of instructors review outcomes data to plan a redesign of a sequence of courses. This can be especially valuable when course-level data can be used to pinpoint opportunities to improve learning. STEM programs across the system engage in this type of review, and some campuses have responded by tailoring math and chemistry courses to fit the needs of students moving through different types of programs.

Hispanic-serving Institutions. Five of the nine UC undergraduate campuses are federally designated Hispanic-serving Institutions (HSIs), with one designation pending. All nine campuses have initiatives in place to attain or sustain the designation. This designation can be achieved when a campus serves a student body that is 25 percent Hispanic. The designation positions the institution to participate in federal grant-making and other programs designed to support student success.

A federal HSI grant can offer the resources needed to unify and coordinate existing student programs to strengthen their overall impact. Since 2015, UC Santa Cruz has earned six multimillion-dollar HSI grants. Three million dollars' worth of funding has supported the UC Santa Cruz Graduating and Advancing New American Scholars (GANAS) Career Pathways project.

In the coming year, UC's emerging/pending HSI campuses—UC Berkeley, UC Davis, UCLA, and UC San Diego—will continue their investments in initiatives that support campus readiness to support an increasingly diverse student body. Established HSIs will continue to seek out or leverage existing federal support.

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Display B.1.vi. — UC campuses with Hispanic-serving institution (HSI) designation

Campus	Status	Initiatives
UC Berkeley	emerging I	https://hsi.berkeley.edu/
UC Davis	designation pending	https://diversity.ucdavis.edu/hsi
UC Irvine	designated I	https://inclusion.uci.edu/hsi/
UCLA	emerging I	https://hsi.ucla.edu/
UC Merced	designated I	
UC Riverside	designated I	https://diversity.ucr.edu/hispanic-serving-institution-committee#task_force_description
UC San Diego	emerging I	https://diversity.ucsd.edu/initiatives/latinx-academic-excellence/hsi.html
UC Santa Barbara	designated I	https://diversity.ucsb.edu/about/minority-serving-institution
UC Santa Cruz	designated I	https://hsi.ucsc.edu/

B.2: Increasing the overall systemwide four-year freshman graduation rate to 76 percent and the two-year transfer graduation rate to 70 percent by 2029–30. The intermediate goal is to achieve at least half of those increases by the end of the 2025–26 academic year, with measurable progress demonstrated by at least five of the nine undergraduate campuses each year.

Activities during current reporting period:

As a part of its UC 2030 initiative, UC set goals to increase the overall systemwide four-year freshman graduation rate to 76 percent and the two-year transfer graduation rate to 70 percent by 2029–30. Between 2018 and 2021, UC made progress toward these goals. In 2022, progress toward increasing freshman four-year rates slowed somewhat, and the system saw a downturn in transfer two-year graduation rates for the first time since 2018.

These shifts in trajectory are closely tied to student social and academic experiences during the most challenging years of the pandemic. Students who were expected to be four-year graduates in 2022 were in their second year at UC when the pandemic began and experienced a substantial portion of their UC education as emergency remote instruction. Transfers expected to be two-year graduates in 2022 had not yet entered UC at the start of the pandemic and matriculated at UC in the midst of emergency remote instruction.

UC remains committed to its original 2030 vision and, more importantly, is committed to supporting California students in this post-pandemic period as impacts continue to unfold. In the 2021–22

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academic year, campuses continued their innovative work to enhance learning, streamline curricula, and remove barriers to timely graduation.

In the last year, UC and its campuses placed a focus on supporting student academic success in the first year. A successful first-year transition is critical to persistence into the second year and, ultimately, timely graduation. Campus efforts of note have included:

- A focus on transfer students
- Promoting academic recovery
- New advising models

UC has also undertaken a variety of measures—discussed in full in section B1: Eliminating Equity Gaps—specifically designed to promote equitable outcomes in student learning, persistence, and graduation.

Transfer Success

Transfer student success is critical to the UC 2030 vision. The incoming transfer class of 2020 matriculated to UC during the pandemic, and two-year graduation rates for these students were lower than those of the immediately preceding cohort, which entered prepandemic. Cohorts arriving since were either in community college during the period of emergency remote instruction (2021 and 2022 entering cohorts) or in high school (2023 entering cohort).

Summer Edge and Transfer Edge programs provide unique opportunities for transfer students to acclimate to their new campuses, to learn tools and strategies to support them at UC, and to earn credit that puts them on the pathway toward their degree.⁶ The academic experience and community building supported by Summer Edge are especially important for transfer students who may be more likely to live off campus and to have work or family responsibilities that further reduce the time they spend on campus with their peers.

Similar programs like UC San Diego's Summer Transfer Enrichment Program (STEP) program and the Transfer Opportunity Program (TOP) at UC Davis introduce students to the supports and services available to them.⁷ These range from specialized advising and peer coaching to workshops and community events.

Academic Recovery

At UC Irvine, administrators saw an opportunity to rethink the probationary process and to replace it with a model that helps students recover their good academic standing. This approach involves developing an 'academic recovery plan' for the student and enlisting academic advisers. Together, advisers and students identify resources on campus that will support the student, and they schedule check-ins to ensure that the plan is working.

⁶ UC Berkeley Transfer Edge (<https://summer.berkeley.edu/special-programs/transfer-edge>)

UC Santa Barbara Transfer Edge (<https://www.summer.ucsb.edu/programs/transfer-edge/overview>)

UC Santa Cruz Summer Edge (<https://summer.ucsc.edu/summer-edge/>)

⁷ UC Davis Transfer Opportunity Program <https://www.ucdavis.edu/admissions/undergraduate/transfer/transfer-opportunity-program>)

UC San Diego Summer Transfer Enrichment Program (STEP) (<https://transferstudents.ucsd.edu/new-admits/step.html>)

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At UC Irvine, academic recovery begins before a student enters probation. The early alert model developed at Irvine alerts students and advisers alike when a low or failing grade has the potential to pull a student's GPA below a 2.0 threshold or to negatively impact credit accumulation. UC Merced has adopted a similar approach.

In the last year, both UC Irvine and UC Merced have focused on training and development for staff to understand and implement this new approach. This requires coordination among enrollment management offices, academic departments, and college advisers and is part of a large-scale organizational and cultural shift. For both campuses, the reevaluation of academic probation is a part of a broader framework that examines how University practices can be reformulated to remove barriers and promote success.

New Advising Models

In the last year, campuses have experimented with models to bring these new advising services—and the professional advisers who provide them—together in new ways.

At UCLA, the hybrid 'hub'-based model that was developed to support students on their return to campus remains in use. Students have the option to meet with advisers in person, but they also book and conduct appointments online and can use asynchronous electronic advising for nonurgent inquiries. The drop-in virtual advising that was piloted during the pandemic remains an important feature of UCLA REACH (Remote Engagement and Advising in the College Hub).⁸

UC Berkeley has placed an emphasis on professional development for advisers.⁹ In 2023, the Advising Strategy + Training (AS+T) program at Berkeley has brought these staff together for learning and development that is aimed at adapting practices to meet the unique needs of students brought on by the pandemic.

Progress to date including data/metrics:

Using 2021 rates as a baseline, UC projected year-over-year increases starting in 2022 that would mark a trajectory toward the 2026 intermediate goals for each campus. Universitywide 2026 goals were set at 74.4 percent for the freshman four-year graduation rate and 66.5 percent for the two-year graduation rate for transfers.

Progress on each of these goals is tracked publicly on the UC 2030 Dashboard.¹⁰

Freshman graduation rates. UC met its goal of increasing freshman four-year graduation rates at five of its nine undergraduate campuses. The greatest gains were achieved at UC Merced (up 2.7 percentage points), followed closely by UC Davis (up by 2.3 points). UC Santa Cruz, UC Riverside, and UC Irvine each measured increases as well. Display B.2.i. shows 2022 freshman four-year graduation rates at each campus, highlighting those campuses that achieved an increase between 2021 and 2022.

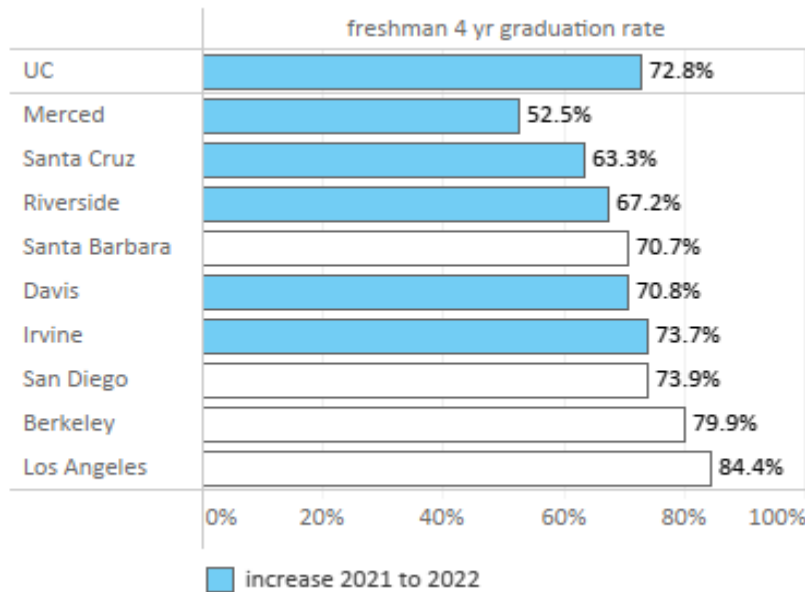
⁸ UCLA Remote Engagement and Advising in the College Hub (REACH) (<https://caac.ucla.edu/center-programs/reach/>)

⁹ Advising and Student Services at UC Berkeley. Berkeley Advising Strategy + Training (<https://advisingmatters.berkeley.edu/>)

¹⁰ <https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard>

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Display B.2.i. — 2022 Freshman four-year graduation rates by campus



UC Merced is the newest of the UC campuses, serving the San Joaquin valley, a largely agricultural area of the Central Valley with some of the highest rates of poverty in California. UC Merced serves the highest proportion of Pell-eligible students within the system, at nearly 60 percent (versus 30 percent systemwide). Historically, Merced has also had the lowest freshman four-year graduation rate among the UC campuses, at just under 50 percent in 2021, though five-year graduation rates at Merced, historically, are roughly 20 percentage points higher than the four-year rate.

Among the UC campuses, Merced set the most ambitious goal for increasing four-year graduation rates, aspiring to an increase of just over ten percentage points between 2021 and 2026, with a target rate of 60 percent. Achieving an increase of 2.68 percent between 2021 and 2022, Merced has made more than a quarter of that progress.

UC Davis likewise set a goal to increase freshman four-year graduation rates by nearly five percentage points between 2021 and 2022. UC Davis made nearly half of those gains in the past year, with an increase of 2.5 percent between 2021 and 2022. This increase brought the freshman four-year graduation rate at Davis up to 71 percent.

Gains at UC Merced, UC Davis, and three other campuses were offset by declines at four campuses, including three of the system’s largest. Systemwide, freshman four-year graduation rates remained level.

Display B.2.ii. reports changes in four-year graduation rates at each campus and for the system in the last year, together with 2026 goals and distance to those goals, as measured from 2022.

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Display B.2.ii. — Freshman four-year graduation rates and distance to 2026 goal

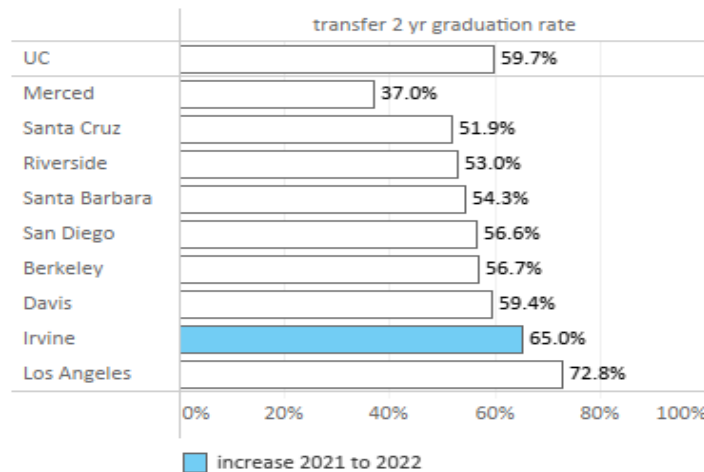
	2021 Baseline	Change 2021-22	2022 Actual	Distance to 2026 Goal	2026 Goal
UC	72.7%	0.04%	72.8%	1.6%	74.4%
Berkeley	80.7%	-0.78%	79.9%	1.4%	81.3%
Davis	68.5%	2.30%	70.8%	2.5%	73.2%
Irvine	73.4%	0.28%	73.7%	3.0%	76.7%
Los Angeles	85.5%	-1.10%	84.4%	1.4%	85.7%
Merced	49.8%	2.68%	52.5%	7.4%	59.9%
Riverside	66.6%	0.63%	67.2%	3.6%	70.8%
San Diego	75.1%	-1.15%	73.9%	6.1%	80.0%
Santa Barbara	73.0%	-2.27%	70.7%	5.8%	76.5%
Santa Cruz	62.6%	0.69%	63.3%	3.0%	66.3%

freshman 4 yr graduation rate

Transfer graduation rates. Transfer two-year graduation rates fell between 2021 and 2022. The decline of more than three percentage points to the two-year rate brought to light the rapid and sizeable impacts of the Covid-19 pandemic. Only UC Irvine saw an increase in transfer two-year graduation rates between 2021 and 2022, with an uptick of more than a percentage point. Systemwide transfer two-year graduation rates in 2022 are recorded in Display B.2.iii.

Display B.2.iii. — 2022 Transfer two-year graduation rates by campus

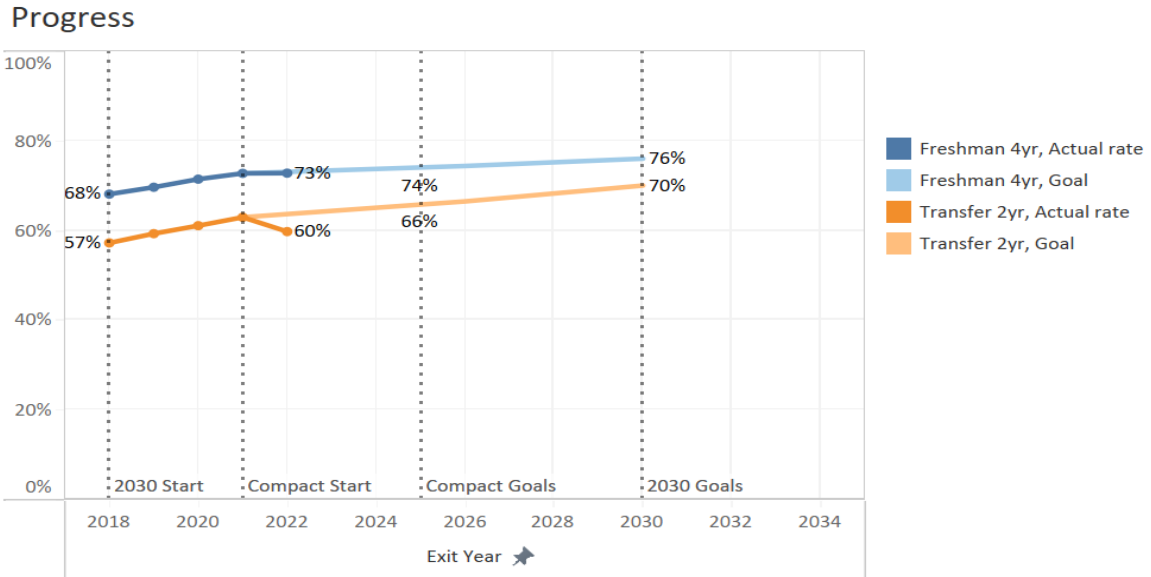
2022 rates



This sudden drop in transfer two-year graduation rates stems from the pandemic’s disproportionate impacts on underrepresented and socioeconomically stressed groups, two populations that make up a large proportion of the UC transfer student community.

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Display B.2.iv. — 2022 Progress toward 2030 goals



Some of the difference between freshman and transfer graduation outcomes in 2022 can be attributed to a drop in transfer retention rates that occurred the previous year. The retention rate for entering 2020 transfers was almost two percentage points lower than the retention rate for the 2019 incoming cohort. This amounts to roughly 370 fewer transfers who returned to campus in fall 2021. In turn, this amounts to 370 fewer transfers who could be expected to be two-year graduates. Increasing first-year retention for transfer students remains a top priority for UC.

Display B.2.v. reports changes in graduation rates at each campus and for the system in the last year, together with 2026 goals and distance to those goals, as measured from 2022.

Display B.2.v. — Transfer two-year graduation rates and distance to 2026 goal

	2021 Baseline	Change 2021-22	2022 Actual	Distance to 2026 Goal	2026 Goal
UC	62.9%	-3.19%	59.7%	6.7%	66.5%
Berkeley	59.8%	-3.12%	56.7%	11.2%	67.9%
Davis	60.3%	-0.85%	59.4%	3.7%	63.2%
Irvine	63.7%	1.33%	65.0%	0.8%	65.8%
Los Angeles	75.2%	-2.44%	72.8%	2.3%	75.1%
Merced	44.3%	-7.30%	37.0%	20.2%	57.1%
Riverside	59.1%	-6.05%	53.0%	11.5%	64.5%
San Diego	60.8%	-4.19%	56.6%	11.3%	67.9%
Santa Barbara	62.3%	-7.96%	54.3%	16.8%	71.1%
Santa Cruz	57.8%	-5.85%	51.9%	12.0%	63.9%

transfer 2 yr graduation rate

Activities planned for next reporting period:

As UC moves into the postpandemic period, every campus will need to navigate carefully to support students. Each successive cohort of students has had a unique experience, depending on whether they were at UC, in community college, or in high school during emergency remote instruction. Students have also been affected, to varying degrees, by social and economic stressors and by declines in mental health.

UC will continue to leverage existing programs that offer cocurricular academic support, financial assistance, and support for basic needs. At the same time, UC will continue its efforts to identify structural and logistical barriers that impede student progress toward a degree. Two areas of focus in the coming year include:

- Ensuring that every credit counts, especially for undeclared majors.
- Expanding opportunities to earn credit online and in summer.

Choice of Major. Students who enter UC prior to selecting a major can face challenges to completing on time. When credits accumulated in the first year are not applicable to the chosen degree, this can slow student progress. A similar challenge faces students who wish to change their major. UC Merced is developing an ‘Explorer’ program for undeclared majors to support them in choosing a career path and degree while earning credits that are broadly applicable to a variety of degree programs.

Credit Load. Student credit loads increased briefly during the first phase of the pandemic. During that time, changes to grading practices and the availability of remote instruction made it possible for some students to increase the load they carried during the academic year. Others took advantage of remote courses during summer.

Now, as per-term credit loads level off or decrease systemwide, campuses are focusing on maintaining or increasing some of the flexibility that students capitalized on during the pandemic. The majority of campuses are increasing the availability of summer session courses—especially for programs like Summer Edge, described earlier in this report, and Summer Bridge, described under Goal B1—related to equity gaps. At UC Riverside, for example, the Academic Senate is working closely with enrollment services to ensure that a broader array of hybrid and online courses is available to students.

For more extensive discussion of efforts to increase the availability of online instruction, see discussion in Goal F.1. regarding UC’s goal to double the number of student credit hours generated through undergraduate online courses.

In addition to these actions at the campus level, the system will be offering more support to evaluate these efforts and to identify and reinvest in those that have the potential to make the greatest impact.

B.3: Improving data collection on graduation rates for students with a disability and creating a dashboard for this information by the end of the 2025–26 academic year. Moving forward, this information will be used to aid in establishing baseline data and identification of appropriate metrics and goals to improve the student experience for disabled students.

Activities during current reporting period:

The UC Systemwide Advisory Workgroup on Students with Disabilities (SDWG) was supported in its efforts to (1) review existing systemwide and campus policies and practices affecting students with disabilities and (2) report its findings and recommendations for meeting the needs of this student population. Institutional Research and Academic Planning (IRAP) worked with the SDWG team to collect student disability data and calculate graduation rates and additional student outcomes.

The workgroup is currently drafting the final report on its review, analysis, and findings, along with providing vital recommendations to enhance or develop programs that will support the academic success of UC’s students with disabilities.

Based on the data and information gathered as part of the SDWG report, GUEA and IRAP will collaborate to identify ongoing data collection needs, as well as next steps for the creation of the dashboard.

Progress to date including data/metrics:

All ten UC campuses shared their processes for collecting data on students with disabilities registered with the disability services offices. These discussions centered on the lack of a consistent data collection process and the measures needed for moving toward correcting this issue. One such measure was the development of a data collection agreement that provides the campus disability offices a guarantee that data on students with disabilities can be collected and transmitted to IRAP for administrative use only. Due to the sensitive personal information contained in the data, it was important to establish this agreement to ensure the security of the student data being collected by the campuses.

The sensitive-information agreement allowed data to be collected on undergraduate students with disabilities from the nine UC undergraduate campuses. These data include demographics, admission/enrollment, registration with disability services, types of disabilities, types of accommodations and programs provided, staffing, and costs. The data will be used in the near future to support the SDWG’s recommendations for meeting a growing population of students with disabilities that has increased the need for campus disability services. In the long term, this process will be further refined to support the ongoing data collection needed to build out the dashboard specified in the Multi-Year Compact.

Activities planned for next reporting period:

With the aforementioned data collection agreement having been established, secure measures were put in place so that campuses can conduct data collection and transmit them to IRAP for purposes of administrative review and analysis.

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That agreement will also allow subsequent data collection for other UC administrative purposes, such as establishing the students-with-disabilities information dashboard as required by the MYC.

Once the workgroup report is completed (by December 2023), the focus will shift to institutionalizing the data collection process for purposes of the MYC and to tracking student outcomes.

As noted above, consistent data collection on students with disabilities will continue among the campuses. One of the issues that can impede this measure is how each disability office relies upon its own coding and reporting mechanisms; establishing a uniform coding for the types of disabilities being captured and reported will ameliorate this.

This measure will rely upon the consensus of disability services directors on how to capture the data, such as the definition and coding of the various types of disabilities, assessment policies and practices, and reporting on students receiving accommodations versus the number of accommodations provided. For example, does the data report per student who may be receiving multiple accommodations for the same disability, or does the data reflect merely the number of accommodations provided?

Additionally, despite the aforementioned agreement reached concerning the sensitivity of information gathered during data collection, concerns over privacy and security of data remain significant issues for certain campuses.

B.4: Track progress toward goals of the improving student success and equity on the UC Information Center.

Activities during current reporting period:

In 2023, UCOP's Institutional Research and Academic Planning (IRAP) expanded the existing UC 2030 dashboard to include several additional dashboards tailored to track progress toward related compact goals and created a student success dashboard website.

UC 2030 dashboard. UCOP's IRAP office originally published the UC 2030 dashboard on the UC Information Center website in 2019 to provide an overview of progress toward UC systemwide and campus level 2030 goals, including long-term goals to improve freshman and transfer graduation rates and close equity gaps. The 2023 expansion of the existing UC 2030 dashboard introduces several new dashboards created to demonstrate progress towards intermediate goals to achieve half of the 2030 graduation rate increases by the end of the 2025–26 academic year.

The UC 2030 dashboard now provides a supplementary tab designed to make it easy to quickly identify recent trends, remaining equity gaps, and the progress needed to achieve compact and UC 2030 goals at the systemwide and campus level. The dashboard, Display B.4.i. on page 32, includes the following features.

- A line graph which displays recent actual graduation rates for a set of groups (darker lines) alongside transparent lines depicting a straight growth path from 2020–21 actual graduation rates to stated intermediate compact and 2029–30 graduation rate goals. Combined, these components illustrate whether graduation rates are moving in the right direction or falling behind stated goals.

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- A data table and bar chart below the line graph that provides additional detail on progress to-date. These data provide estimated counts of how many additional students would need to graduate to close equity gaps and achieve overall graduation rate goals. Displaying the equivalent counts of students needed to reach goals both humanizes the goals and provides helpful context. For example, a campus may have a larger graduation rate gap for students from underrepresented groups (URGs) than first-generation students, but the difference may be small in terms of number of students as there may be fewer URG than first-generation students in each cohort.
- Filters that provide stakeholders with options to view data for each campus and for different levels (e.g., Freshman four-year graduation rates, Freshman six-year graduation rates, Transfer two-year graduation rates, and Transfer four-year graduation rates).

The same data were added to a second new tab of the UC 2030 dashboard that instead lists the data in table format for all campuses side-by-side (Display B.4.ii., page 33).

In 2023, UC IRAP also expanded the UC 2030 dashboard to include a set of tabs displaying recent first-year retention rates. First-year retention rates can represent a ceiling of a cohort's eventual graduation rate due to difficulties in getting stopped-out students to return to campus, thereby potentially providing an early signal of future graduation rate trends. In addition to providing these data in dashboards on the UC Information Center website, a selection of these data visualizations was shared in annual campus strategy meetings between each chancellor and the president and in the systemwide institutional research directors meeting to support discussion about progress towards these goals and to assist with prioritizing where to focus efforts moving forward.

UC student success dashboards website. In 2023, IRAP created a [student success dashboard website](#) linking to existing UCOP and campus dashboards with data on retention, graduation, time-to-degree, and academic major migration. The website is intended to increase awareness of the data tools already publicly available to help make progress towards compact and 2030 goals, including closing equity gaps.

Progress to date including data/metrics:

Displays B.4.i. and B.4.ii. present the new dashboards that were added to the UC 2030 dashboard on the UC Information center to track systemwide and campus progress towards compact goals to improve graduation rates and close equity gaps.

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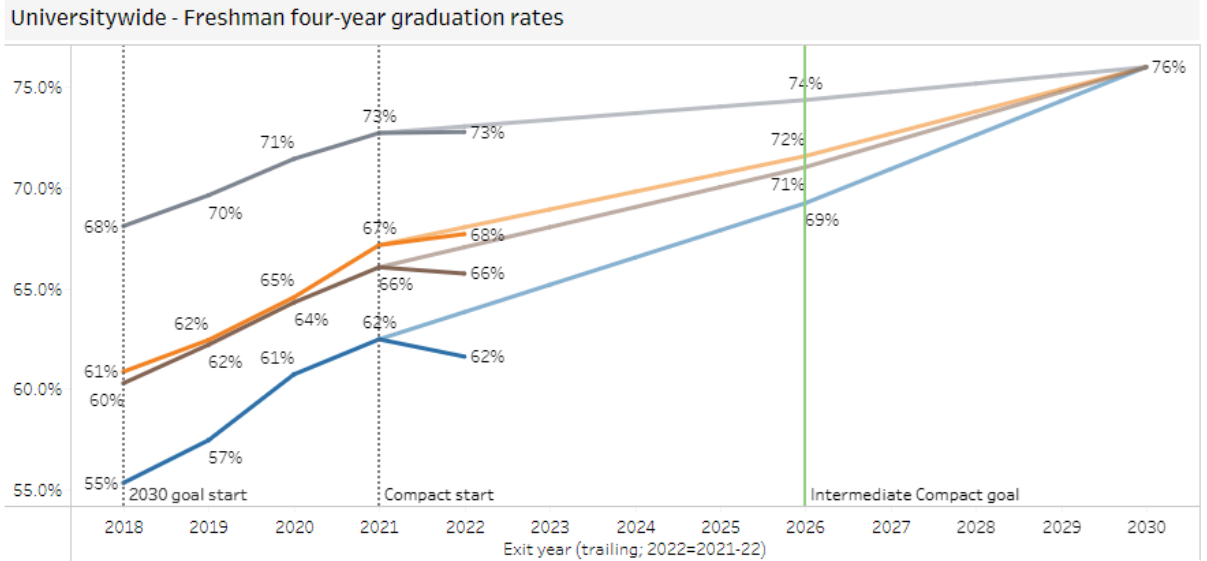
Display B.4.i. — Graduation rates and equity gap dashboard

2030 goals | Goal #1 - Detail | Goal #2 - Progress | Goal #2 - Progress by campus | Goal #2 - Retention rates | Goal #2 - Retention rates

Goal #2 - Increase graduation rates and close equity gaps: Progress toward goals

The line chart displays actual graduation rates for a set of groups (darker lines) alongside transparent lines depicting a straight growth path from 2020-21 actual graduation rates to stated 2029-30 graduation rate goals.

All
 First gen.
 Pell
 Underrep. group
 Campus:
 Level:
[Goal info](#)



	2021	2022	2026 Intermediate goal	2030 goal	2021 to current:		Additional number of graduates to reach 2026 and 2030 goal (based on 2022 exit year)
					Percentage point change	Equivalent change in graduates	
All	72.7%	72.8%	74.4%	76.0%	▲ 0.1 p.p.	+ 25	742 / 1,508
First gen.	66.0%	65.7%	71.0%	76.0%	▼ 0.3 p.p.	- 56	948 / 1,840
Pell	67.1%	67.7%	71.6%	76.0%	▲ 0.5 p.p.	+ 99	697 / 1,493
Underrep. group	62.5%	61.6%	69.2%	76.0%	▼ 0.9 p.p.	- 115	1,025 / 1,935

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Display B.4.ii. — Increase graduation rate and close equity gaps: Progress toward goals by campus

2030 goals | Goal #1 - Detail | Goal #2 - Progress | Goal #2 - Progress by campus | Goal #2 - Retention rates | Goal #2 - Retention rates

Goal #2 - Increase graduation rates and close equity gaps: Progress toward goals by campus

Transfer two-year graduation rates - All

Level: Transfer two-year | Group: All



	2021	2022	2026 Intermediate goal	2030 goal	2021 to current:		Distance to 2026 and 2030 goals (as of 2022)
					Percentage point change	Equivalent change in graduates	
Universitywide	62.9%	59.7%	66.5%	70.0%	▼ 3.2 p.p.	- 695	6.7 p.p. 10.3 p.p.
Berkeley	59.8%	56.7%	67.9%	76.0%	▼ 3.1 p.p.	- 78	11.2 p.p. 19.3 p.p.
Davis	60.3%	59.5%	63.2%	66.0%	▼ 0.9 p.p.	- 26	3.7 p.p. 6.5 p.p.
Irvine	63.7%	65.0%	65.8%	68.0%	▲ 1.3 p.p.	+ 36	0.8 p.p. 3.0 p.p.
Los Angeles	75.3%	72.8%	75.1%	75.0%	▼ 2.5 p.p.	- 93	2.3 p.p. 2.2 p.p.
Merced	44.3%	36.9%	57.1%	70.0%	▼ 7.3 p.p.	- 15	20.2 p.p. 33.1 p.p.
Riverside	59.0%	53.0%	64.5%	70.0%	▼ 6.0 p.p.	- 125	11.5 p.p. 17.0 p.p.
San Diego	60.8%	56.6%	67.9%	75.0%	▼ 4.2 p.p.	- 139	11.3 p.p. 18.4 p.p.
Santa Barbara	62.3%	54.3%	71.1%	80.0%	▼ 8.0 p.p.	- 196	16.8 p.p. 25.7 p.p.
Santa Cruz	57.8%	51.9%	63.9%	70.0%	▼ 5.9 p.p.	- 96	12.0 p.p. 18.1 p.p.

Year = exit year (trailing; 2030=2029-30)

Activities planned for next reporting period:

UC IRAP will refresh the UC 2030 Dashboard tabs with current data as it becomes available to continuously share progress made toward these goals. UCOP will also continue to adapt and expand decision support to add value to systemwide discussions and campus needs. UC IRAP is conducting an inventory of existing campus dashboards to identify gaps or areas for systemwide focus. Based on initial findings, UCOP prioritized implementing enhancements that would clarify the gaps to the Compact and UC 2030 goals, including implementing cohort counts which the California State University system has in its CSU Student Success Dashboard.

Goal C: Increasing the affordability of UC education by continuing to expand debt-free pathways for undergraduate students and reducing non-tuition student expenses such as textbooks, housing, food, and transportation.

C.1: Establishing an aspirational goal of offering every UC undergraduate a pathway for debt-free education by 2029—30, i.e., providing resources such that total available resources (a combination of the expected student contribution from work earnings or other resources, an expected parent contribution, scholarships, UC institutional aid, Cal Grant, Middle Class Scholarship, Pell Grant, and other State and federal grant support for eligible students) are adequate to cover a student’s total cost of attendance. The intermediate goal is to provide a pathway to 60 percent of all undergraduate students by the end of the 2025–26 academic year, which will prioritize low-income students and will ensure that all California resident Pell Grant recipients attending a UC are provided a pathway for debt-free education by the end of the 2025–26 academic year. UC will set aside 45 percent of new revenue generated from undergraduate tuition and systemwide fee increases for financial aid.

Context:

The University of California’s undergraduate financial aid strategy has traditionally reflected three principles:

- The total cost of attendance is the context for measuring affordability, not just tuition and fees. This includes estimates for books, supplies food, housing, transportation, personal expenses, and health insurance.
- Covering the total cost of attendance requires a partnership: parents are asked to contribute based on their income and assets; students are asked to contribute through part-time work and loans, when necessary; and the University pulls together federal, State, and university financial aid to cover the rest.
- Student self-help (resources from working and borrowing) must be manageable.

Activities during current reporting period:

In 2022–23, the University of California awarded new California students with a zero Expected Family Contribution, or EFC, (i.e., those with the greatest financial need according to the Free Application for Federal Student Aid) from low-resourced high schools and community colleges with Path to Debt-Free financial aid packages. These financial aid packages are structured so students could afford to pay for UC through part-time work alone, although they also have the option to borrow if they so choose. UC used the same definition of a debt-free financial aid package adopted by the Legislature through the Middle Class Scholarship (MCS) Program, (i.e., a “self-help” of \$7,898).

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In addition to packaging roughly 6,000 students with debt-free packages using its own money, UC awarded an estimated \$150 million in MCS awards to more than 80,000 students. The MCS program’s express purpose is to make UC and the California State University debt-free.

UC’s Path to Debt-Free was made possible by setting aside a larger portion of new tuition revenue than in prior years: 45 percent rather than 33 percent. The State’s expanding and sustained investment in MCS will be necessary to fully reach UC’s goals for debt-free under the Multi-Year Compact.

Progress to date including data/metrics:

Achieving the interim goal of providing 60 percent of California residents, including all Pell recipients, with a debt-free financial aid package under the compact will take a combined commitment to expand funding from federal, State, and University sources. The University believes that it can achieve part of the interim goal one year early (60 percent of all students) and part of the goal by the target year (all Pell) if funding commitments from all three sources continue their current trajectory.

Display C.1.i. models how the University can achieve the interim goal by 2025–26. Note that this model focuses on the proportion of each incoming class satisfying the definition of debt-free. The outcomes in Display C.1.i would need to be adjusted if funding assumptions change.

Display C.1.i. — Estimated debt-free students by category, 2022–23 through 2026–27

Student Categories	2022–23	2023–24	2024–25	2025–26	2026–27
New California Residents	59,000	59,000	59,000	59,000	59,000
No Aid Application/No Need	10,900	10,900	10,900	10,900	10,900
- percent of new CA students	18%	18%	18%	18%	18%
MCS 2.0 Debt-Free	7,500	8,300	9,100	9,900**	10,600
- percent of new CA students	13%	14%	15%	17%	18%
UC Debt-Free Pathway	6,000	14,800	17,100	21,100**	21,100
- percent of new CA students	10%	25%	29%	36%	36%
Combined Debt-Free	24,400	34,000	37,100	41,900	42,600
- percent of new CA students	41%	58%	63%*	71%	72%

* Not all Pell recipients would be debt-free in 2024–25.

** All Pell recipients covered by combination of MCS and UC’s Debt-Free Pathway.

Each group of students is described in more detail below:

- *No Aid Application/No Need.* Roughly 18 percent of new California undergraduate students either do not file for financial aid or do not demonstrate financial need. This could change if California enters a recession.

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- *MCS 2.0 Debt-Free.* MCS may provide a debt-free financial aid package for roughly 13 percent of new students in 2022–23, even at its current funding level. Current funding represents 26 percent of the total needed. The projections in Display C.1.i. assumes modest growth in the program through 2026–27.
- *UC Debt-Free Pathway.* Display C.1.i. models an expansion of UC’s Debt-Free Pathway to all new zero EFC California residents in Fall 2023, raising the proportion of new students qualifying as debt-free from 10 percent to 25 percent. Changes in federal need analysis and Pell Grant rules slated for 2024–25 should again raise the proportion to 29 percent. Finally, UC’s Debt-Free Pathway will close the gap for any remaining Pell-eligible students not already covered by MCS in 2025–26.

UC will use its own institutional financial aid to ensure that the lowest-income students are debt-free but closing the gap for the remaining students—including approximately 40 percent of Pell students—will depend on continued expansion of MCS.

Activities planned for next reporting period:

For 2023–24, UC expanded its Path to Debt-Free using its own financial aid for all new California students with a zero EFC, regardless of sending school. That expands the estimated recipients from 6,000 in the Fall 2022 incoming class to 15,000 in the Fall 2023 incoming class.

On the funding side, UC will continue to set aside 45 percent of new tuition revenue for 2023–24. The State also expanded the MCS program in 2023–24 by \$227 million, which will provide a debt-free financial aid package to more UC students.

In December 2023, the first full year of data will be available to begin assessing the combined impact of UC’s Path to Debt-Free and MCS on its student population.

C.2: UC will (a) construct a plan that will detail how it will substantially decrease non-tuition costs for students or increase availability of lower cost options in the areas of textbooks, housing, food, and transportation; (b) look for ways to reduce or eliminate student textbook and course materials fee costs and/or increase financial aid to better address these costs; (c) use responses from the Undergraduate Cost of Attendance Survey to track decreases in textbook costs for lower and upper division students; and (d) implement strategies that increase the overall affordability of on-campus housing, such as including student housing—both undergraduate and graduate student housing—as part of ongoing capital campaigns.

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Activities during current reporting period:

During the current cycle, UCOP organized and facilitated several workgroup meetings, with campus representatives and student participants, in the areas of textbooks, housing, food, and transportation to improve knowledge-sharing and catalyze further creative problem-solving across campuses. Each workgroup met twice over the spring and summer of 2023, reviewed the totality of campuses' efforts in these areas, and developed a comprehensive list of cost-reduction efforts that are already underway or under consideration at each campus. Campuses reviewed activities at other campuses and discussed plans to assess possible activities for implementation. Cost reductions in all areas examined will reduce pressure on the University of California financial aid program, as well as the Middle Class Scholarship Program, since both take into account the total cost of attendance. Therefore, successes on this goal will not only help the students facing those costs but will help the University achieve Goal C.1.

Progress to date including data/metrics:

The following categories of action encompass the strategies to reduce nontuition costs or increase lower costs options:

Textbooks:

- Open education resources (OER): faculty support for OER, faculty guidance, and open education network
- Digital materials: digital textbooks and course materials and streaming audio/video
- Financial assistances: student grants for course materials
- Cost program and fee management: flat-rate textbook program, course materials and service fees waivers, limit on course materials and service fees, overdraft fee forgiveness, and reduced instrument kit fees
- Library initiatives: library resources and no-cost options via bookstore and library collaboration
- Faculty action: negotiating with publishers
- Free programs: free tutoring programs, free licensure preparation software

Housing:

- Capital finance: fundraising campaigns and public-private partnerships
- Rental assistances: Rent escalation caps and need-based subsidies
- Housing projects: below market-rent housing and increased housing density
- Support services: utilities assistances and cost-comparison tools

Food:

- Meal programs: flexible meal plans, retail meal plan equivalencies, all-you-care-to-eat plans, and student worker meal plans

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- Food insecurity programming: need-based subsidies, food security grants, emergency meal swipes, grocery card support, food pantry
- Operational efficiencies: cafeteria zero-based budgeting and at-cost purchasing
- Support services: free transportation to discount grocery stores and CalFresh enrollment services
- Education programming: teaching kitchen and campus community/teaching garden

Transportation:

- Financial support: direct aid for transportation expenses, emergency transportation assistances, and travel stipends
- Shuttles/buses/trains: regional fare card/subsidized transit pass, free long-distance bus commuting, universal bus pass, train rebate program, intercampus shuttles, expanded transit services, and transit fee freeze
- Parking: daily choice parking model, parking fee reduced or not increased, and expanded parking options
- Bicycle and micromobility: access to affordable bicycles, bicycle sharing program, bicycle safety courses, bike repairs, free bike parking, bike permits, free bicycle safety giveaways, and micromobility discounts
- Commuter resources: commuter resource hub and commuter lockers
- Housing: increased on-campus housing capacity

Activities planned for next reporting period:

During the next year, each campus will evaluate the potential benefit of expanding programs that exist at some campuses to other campuses and identify new opportunities to further reduce student expenses or to offset costs for students with financial aid. By spring 2024, appropriate campus leaders will have (1) assessed the cost-reduction efforts in place across the system, (2) determined which strategies might also be viable at their campus, (3) developed a proposed implementation timeline for those strategies, and (4), where applicable, begun implementation of selected programs. Progress in identifying and implementing cost-reducing strategies will be included in the subsequent annual progress report on the Multi-Year Compact.

Every other year, the University conducts the Cost of Attendance Survey (COAS), which asks students about their spending on textbook and educational supplies. The results from the upcoming survey administrations will track changes in textbook expenses reported by students moving forward. Additionally, outcomes from future surveys will be compared to past administrations as far back as 2010 and disaggregated by student level and income.

C.3: UC will use responses from the Undergraduate Cost of Attendance Survey to track decreases in textbook costs for lower and upper division students.

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Activities during current reporting period:

The UC Office of the President completed its biennial Cost of Attendance Survey (COAS) in Spring of 2023.

Progress to date including data/metrics:

Display C.3.i. tracks the average textbook and other educational supplies costs over the past decade. As can be seen below, the average reported textbook costs have fallen steadily for the past ten years in constant dollars. In fact, the most recent survey shows textbook costs that are less than 40 percent of costs reported in 2013.

Display C.3.i. — Average annual expenses for textbooks

	COAS:13	COAS:16	COAS:19	COAS:21	COAS:23
Textbooks	\$1,027	\$846	\$514	\$457	\$386

Note: All figures adjusted to 2023 dollars.

Activities planned for next reporting period:

With the 2023 COAS completed, the tracking of textbook costs for this portion of the compact is complete until the 2025 COAS.

Goal D: Increasing intersegmental collaboration to benefit students, including redesigned data-sharing agreements and common technology platforms

D.1: UC will fully participate in the implementation of the Cradle-to-Career Data System, including support for the system's proposed California College Guidance Initiative (CCGI) operating tool.

Activities during current reporting period:

In 2023, UCOP engaged regularly with Cradle to Career (C2C) staff to negotiate and finalize the definitions and specifications of the preschool-to-grade-20-to-workforce (P–20W) data extract mandated by the participation agreement. UCOP initiated contact with C2C to ensure that the data definitions were complete well ahead of the then-proposed data submission timelines. To support this work, UCOP took the lead in drafting initial data specs, identified relevant example specs from other statewide data collections (such as that of the California Student Aid Commission, or CSAC) to use as a model, constructed a test P–20W dataset for C2C to use in vetting its data collection model, and participated in biweekly collaboration meetings with C2C staff and counterparts from other postsecondary segments. UCOP signed off on the final P–20W data specifications on July 31, 2023.

UCOP experts served on the C2C Information Security task force to advise the office on how to build out effective information security policy and practices. UC technology experts collaborated with C2C

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data infrastructure leads on developing plans to complete the necessary testing and vetting of the C2C data infrastructure required before UC's data submission can occur.

UCOP staff collaborated regularly with California College Guidance Initiative (CCGI) staff in planning the integration with the UC admissions application. Together they identified the resources necessary to complete the integration and finalized an August 2024 timeline for importing transcript data to the UC application from CaliforniaColleges.edu. UCOP staff co-presented at the May 2023 C2C board meeting on how transcript data import from CaliforniaColleges.edu to the UC application will reduce administrative burden on UC applicants. UCOP staff also initiated informational outreach to high school leaders, counselors, and UC admissions and outreach officers about CaliforniaColleges.edu and the coming UC application course import functionality.

UCOP teacher education experts served on the C2C task force charged with developing the scope for C2C's first dashboard product, the teacher pipeline dashboard. UCOP staff participated in regular meetings with C2C staff and colleagues from CTC and CSU to advise C2C on the data points needed for the dashboard, develop data definitions, and determine the dashboard content.

UC's representative to the C2C governing board actively participated in all board meetings and served on two advisory boards. The first advisory board oversaw the first-year performance appraisal of the C2C Executive Director, while the second advisory board drafted and finalized the governance manual of policies and procedures for the governing board. Lastly, UCOP staff tasked with coordinating C2C participation participated in regular meetings with the C2C executive director to review progress and timeline of key deliverables including P-20W dataset, C2C technology review, and teacher dashboard.

UCOP staff finalized the internal process for reviewing requests from the C2C governing board for P-20W data elements not already included in the C2C Participation agreement. This decision process stands to serve as a model for other C2C data providers, some of whom have requested to review UC's process as they develop their own internal processes. UC also completed an initial draft of an internal process to review requests from researchers for UC data within C2C. The ability of researchers to request access to UC data within C2C will be an important feature of the system when it is fully operational, but C2C does not anticipate turning its attention to building out this process until spring 2024.

Progress to date including data/metrics:

UCOP staff participated in biweekly collaboration meetings with C2C staff throughout 2023. Three different UCOP experts served various C2C task forces and advisory committees. The UC C2C governing board representative served on two advisory boards.

Activities planned for next reporting period:

UCOP staff will compile and plan to submit its initial P-20W data submission according to the proposed C2C deadline of October to December 2023. UC's C2C governing board member will make regular presentations at governing board meetings on the work completed by UCOP toward furthering C2C work and participation. UCOP will finalize its internal process for reviewing requests from outside researchers for UC data within C2C. Lastly, UCOP will implement the transcript data import to the UC admissions application from CaliforniaColleges.edu by August 2024.

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D.2: UC will support efforts for its nine undergraduate campuses to adopt a common learning management system with the California State University (CSU) and California Community College (CCC) systems.

Activities during current reporting period:

UC’s nine undergraduate campuses have all signed license agreements with Instructure for its Canvas LMS, which is the LMS common to the CCC and CSU. 2022–23 marks the first full year of UC Santa Barbara’s agreement, the last undergraduate campus to come on board.

Progress to date including data/metrics:

One hundred percent of undergraduate campuses are implementing the common LMS, Canvas, for their undergraduate courses.

Display D.2.i. — Campus undergraduate enrollment for distribution of common LMS funding

Campus UG Enrollments for Distribution of Common LMS Funding				
FY 2023–24 funding*				
Campus	Undergraduate Enrollment	% of Total	Distribution Amount	Department Receiving Funds
Berkeley	32,640	14.0%	\$140,000	RTL (in VPDUE)
Davis	31,500	13.5%	\$135,000	IET
Irvine	29,203	12.5%	\$125,000	OIT
Los Angeles	33,088	14.0%	\$140,000	IT Services
Merced	8,644	4.0%	\$40,000	OIT
Riverside	21,996	9.5%	\$95,000	ITS
San Diego	33,885	14.5%	\$145,000	ITS
Santa Barbara	22,906	10.0%	\$100,000	College of Letters & Sciences
Santa Cruz	18,632	8.0%	\$80,000	ITS Academic Services
Total	232,494	100%	\$1,000,000	

* based on the most recently reported undergraduate enrollments — AY 2021–22.

Activities planned for next reporting period:

On a yearly basis, campuses report their total undergraduate enrollment figures to UCOP. These enrollment figures are used as the basis for the next year’s distribution of the \$1 million funding provided by the State: the percentage of total UC undergraduate enrollment for each campus is its percentage share of the funds. Each March, the figures are verified with the campuses, and they are then reported to the UC Budget office so that the next fiscal year budget may apportion the appropriate amount to each campus.

D.3: UC will collaborate with CSU and CCC to utilize the CSU Student Success Dashboard, or a similar tool, to identify granular equity data trends that can be used to address equity gaps.

Activities during current reporting period:

In support of the UC 2030, UC has expanded its reporting to provide detailed, publicly available metrics to promote accountability and monitor progress at the system and campus level. Parallel efforts have been underway at CSU to support its campuses with its Graduation Initiative 2025.

Both systems have placed a premium on the use of institutional data to advance strategic priorities. UC has developed detailed analyses and metrics to inform its 2030 strategies at the campus and system level while the CSU system has focused efforts to narrate data and surface stories at the classroom level to enable individual instructors to take action.

As a part of continuous enhancement of existing assets and expertise, UC has entered a knowledge-sharing dialogue with CSU colleagues. This collaboration has inspired both systems to explore the variety of analytical frameworks and storytelling methods that can be used to drive change. This partnership has supported UC's goals to translate a set of existing, often sophisticated, analyses to engage a variety of different stakeholders on campuses and in the broader educational community.

Key areas of development for UC in the past year have included:

- Publication of new dashboards on the UC Information Center that track progress toward compact goals
- Centralization of a list of publicly available data tools in use at UC campuses
- Continued engagement with CSU
- Partnership with campus-based dashboard developers across UC
- Development of training resources to help instructors interpret data and translate it into action

Progress to date including data/metrics:

New dashboards on the UC Information Center. UC has published enhanced UC 2030 dashboards. The graduation dashboard supports campus-level and systemwide views that show 2030 goals, 2026 intermediate goals, and year-over-year percentage point changes in graduation rates for new-generation students (first-generation, Pell-eligible, and those from underrepresented minority groups). To make the information more accessible, the dashboards pair these statistics with tallies of the number of actual students behind the change. Drill-downs also support calculation of the precise number of additional graduates needed to meet 2026 and 2030 goals.

UC has also published new and updated existing dashboards for specific populations, including for first-generation students, UC military-affiliated students, UC students experience food and housing insecurity, and UC undergraduates who are current or former foster youth. These dashboards include systemwide data on enrollment, demographics, and major, together with annual retention and graduation rates. Additional information on financial aid, postgraduate outcomes, and student experience at UC contextualize the student-success metrics.

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These dashboards promote accountability through the public display of UC and campus progress toward goals. The detailed analysis of the 2030 dashboards is also used to inform annual meetings between the UC president and campus chancellors to mark progress and review strategy. The data enable campuses to set specific local targets and to evaluate the impact of local efforts.¹¹

Publicly available data tools in use at UC campuses. Complementing the centralized resources available through the UC Information Center, each of the UC campuses hosts its own sets of dashboards with more granular analysis. Campuses tailor these dashboards to fit their strategic and operational needs, and in many cases make them publicly available. The UC Information Center hosts a list of the publicly available tools for each campus. The majority of these dashboards include retention and graduation rates aggregated for use by campus constituents. Some campuses also share information on student outcomes at the course level along with information about student major selection and migration.

Activities planned for next reporting period:

Moving into 2023–24, UC has identified the following priorities to continue this work:

- Continued engagement with CSU colleagues
- Continued enhancement of centralized UC data and tools
- Leveraging a Community of Practice to spread innovation

Engagement with CSU colleagues. Since the start of the UC-CSU dialogue, both systems have expanded the use of their respective student-success data tools and have enhanced the information contained in them. UC has already approached CSU to begin sharing information about those developments to maintain an open flow of knowledge and innovation across systems. This collaboration will continue into the coming year.

Enhancing centralized UC data and tools. The UC Information Center is continually updated and expanded to meet the needs of UC's various constituencies. UC also develops centralized analyses and tools in use by the UC campuses, with detailed, granular information about progress toward UC 2030 goals. These tools and resources complement and extend the value of tools developed and used by the campuses themselves. As a part of this continuous collaborative process, UC has launched a phase two review of campus dashboards use, following its initial inventory conducted in 2022. This second-level review is focused on the internal (i.e., not public) tools in use at the campuses and the local organizational change efforts that support their use. Information from this review will be used to identify opportunities and priorities for further development.

Community of Practice. The Student Success and Equity Workgroup formally launched a community of practice in 2022–23. Through regular meetings and working sessions scheduled for 2023–24, the community will focus on spreading innovation. The goal will be to replicate and scale already successful data tools, where possible. The group will also focus on sharing strategies for the organizational changes that are needed to support tool adoption and success. An area of particular interest identified already is understanding how best to support faculty who are driving change at the

¹¹ For related discussion see discussion of Goal B4 earlier in this report: "Track progress in the UC Information Center towards improving student success and advancing equity goals".

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course and curriculum level. Those faculty rely on data both to focus their efforts in promising areas and to understand impacts of innovations following launch.

D.4: UC will support efforts to establish an integrated admissions platform common to the UC, CSU, and CCCs. Such a platform should be integrated with, and informed by, the Cradle-to-Career Data System.

Activities during current reporting period:

UCOP consulted monthly and on an ad hoc basis as necessary with the Office of Cradle-to-Career (C2C), California College Guidance Initiative (CCGI) leadership, and the CCGI technical team.

In February 2023, coinciding with the beginning of the annual A-G course submission period, UCOP launched enhancements in the A-G Course Management Portal (CMP) aimed at improving alignment between UC-approved courses and data in local district student information systems.

In July 2023, a data agreement between UCOP and CCGI was executed with amended language to include additional shared data elements and technical specifications related to the exchange of course data.

In August 2023, coinciding with the opening of the UC application, UCOP implemented a bilateral token exchange that allows data to flow between UCOP and CaliforniaColleges.edu. The bilateral token exchange is foundational in enabling UCOP to match applicants to CCGI participants and to import high school course data from CaliforniaColleges.edu into the Academic History portion of the UC application. At the same time, UCOP initiated intake of the California Statewide Student Identifier (CA SSID) in the UC application for the purpose of matching.

Progress to date including data/metrics:

UCOP accomplished the following achievements.

- Successful completion of CMP enhancements
- Successful implementation of bilateral token exchange and CA SSID intake
- Messaging to the field including: a letter to county and district superintendents and high school principals from the UC systemwide admissions office; two articles in the UC Admissions Counselors and Advisers Bulletin reaching approximately 15,000 individuals; two joint informational flyers from C2C, CCGI, California Department of Education, California Student Aid Commission, California Community Colleges, CSU and UC collectively; and a presentation and tabling at the 2023 UC Counselors Conferences
- Signed amended data-sharing agreement

Activities planned for next reporting period:

Between September 2023 and early summer 2024, UCOP, in consultation with CCGI, will implement an Application Processing Interface (API) that will enable import of high school course data from CaliforniaColleges.edu into the UC application.

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Between November 2023 and October 2024, UCOP will continue to engage in regular joint messaging to the field with C2C and CCGI.

In January 2024, UCOP will execute an amended data-sharing agreement with CCGI that accounts for additional data elements to be shared for course import into the UC application.

In August 2024, UCOP will launch the UC application with course import functionality for students attending schools in CCGI partner districts.

D.5: UC will collaborate with the CCC system to redesign UC-CCC data-sharing agreements as needed to more comprehensively uphold the commitment to enable, sustain, increase, and seamlessly support transfer students; to create standards, processes, and conditions to facilitate analysis of transfer data and understand CCC successes and improvement points. Specifically, UC will collaborate with the CCC system to redesign data-sharing agreements, as needed, to facilitate the provision of information on CCC transfer students, including but not limited to the following: (a) student-level data on CCC students who upon matriculation indicate intent to transfer, and students who matriculate into and complete an Associate Degree for Transfer or the Intersegmental General Education Transfer Curriculum (IGETC) pathway; (b) student-level data on CCC applicants to UC annually, including academic and demographic profiles, and admissions decisions by campus per year; and (c) student-level data on CCC students enrolled at UC, including academic profiles, and academic persistence and performance.

Activities during current reporting period:

UCOP and California Community Colleges Chancellor's Office (CCCCO) signed a special memorandum of understanding (MOU) under the guidelines of the current master data-sharing agreement between UC, CSU, and CCC that was established in September 2022. UCOP and CCCCCO began data sharing in April 2023. Based on the initial data transfer, UCOP had a match rate of about 50 percent when only using student name and birthdate. Using that data, UCOP conducted some initial analyses based on the data received in April 2023 that helped identify additional data elements that could further research goals.

UCOP and CCCCCO created an addendum to the MOU to include more data fields to improve the match rate and achieve the research goals described above. CCCCCO orally agreed they would provide additional data and fields. The legal team of CCCCCO is currently reviewing the addendum.

UCOP created an initial research plan and identified the data elements needed to examine transfer student characteristics, course-taking patterns, and student-success metrics for various populations of CCC students (e.g., transfer ready, transfer pathway).

Progress to date including data/metrics:

CCCCO and UCOP signed the MOU in March 2023.

Activities planned for next reporting period:

UCOP and CCCCCO will complete the final analysis of the research questions by October 2023. UCOP will present initial data analysis to the UC Regents, currently scheduled for January 2024. UCOP will also share analyses with relevant Academic Senate committees to support policy discussions on transfers.

UCOP and CCCCCO will exchange data for the 2022–23 cohort—the target date is January 2024. UCOP and CCCCCO will update and exchange analyses of transfer data target date is April 2024.

Goal E: Supporting workforce preparedness and high-demand career pipelines, including prioritizing enrollment growth, and increasing the number of degrees awarded in certain disciplines

E.1: Increasing the number of students graduating with degrees or credentials in science, technology, engineering, and mathematics (STEM); education or early education; and academic doctoral degrees by 25 percent by 2026–27. The overarching goal is to support high-demand career pipelines for technology, climate action, healthcare, and education. Broad UC STEM disciplines for purposes of this goal will be architecture, engineering, life sciences, physical sciences, and other health sciences. UC’s primary education focus for purposes of this goal is to produce future K–12 educators and CCC, CSU, and UC faculty. In reporting progress on this goal, UC will disaggregate information as feasible. This disaggregation will ideally include, but not be limited to, reporting of information by educational discipline, degree level, and/or Employment Development Department industries of employment.

Activities during current reporting period:

Student enrollment and corresponding degree recipients from UC’s science, technology, engineering, and mathematics (STEM); education; and health-based programs have collectively contributed to valuable scientific research, policy, and practice while playing an important role in driving the State’s—and the nation’s—technology and innovation, education and healthcare sectors. From 2016–17 to 2022–23, UC awarded over 300,000 (303,000) undergraduate and graduate degrees in the fields covered by the compact: STEM, education, and academic doctoral degrees.¹² This total includes degrees in data science and the health sciences.

As shown in Display E.1.i., overall, degrees in these fields increased by 29 percent during this period, three times the rate of growth for all other categories (9 percent). Of the almost 14,000 additional degrees awarded, over 75 percent are in these areas. Moreover, UC increased the

¹² Beginning with this year’s report, interdisciplinary majors classified as STEM by the federal government are defined as compact-related in Display E.1.i. and are represented by the Other/Interdisciplinary—STEM category. This category captures majors such as Cognitive Science and Pre-Math-Computer Science, as well as some Data Science-related enrollment (the majority of Data Science majors are captured in the Engineering/Computer Sciences category). <https://www.ice.gov/doclib/sevis/pdf/stemList2023.pdf>

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number of degrees awarded in compact-related fields by nearly 1,600 in 2022–23 from the prior year, accounting for 95 percent of the roughly 1,700 additional degrees awarded last year.

The graduates receiving these degrees contribute to the California workforce and many of the high-skill, high-wage jobs that drive California industry are held by UC graduates. UC alumni are often working in industries associated with these disciplines. UC students who major in and receive degrees in the compact fields (STEM, education, health care) are more likely to obtain California jobs in related industries (e.g., engineering services, computer systems, health care, and education) after graduation. Ten years after graduation, 51 percent of students who majored in the compact fields held jobs in compact-related industries, compared with 37 percent who majored in other fields.

Progress to date including data/metrics:

UC degrees awarded are tracked on this dashboard on the UC Information Center which is updated annually.¹³

Display E.1.i. — UC degrees awarded by compact categories, 2017–18 and 2022–23¹⁴

Degree type	Discipline	2016-17	2021-22	2022-23				
All STEM degrees except Ph.D.	Architecture	641	536	618				
	Engineering/Computer Sciences	11,407	14,726	15,783				
	Interdisciplinary - STEM	1,175	2,507	2,581				
	Life Sciences	10,236	12,041	12,100				
	Medicine	703	681	739				
	Other Health Science	3,133	3,415	3,395				
	Physical Sciences/Math	4,358	6,015	6,133				
All degrees except Ph.D.	Education	1,521	1,718	1,948				
Academic Doctoral (Ph.D.)	All disciplines	3,976	4,585	4,513	1-year increase	1-year % increase	6-year increase	6-year % increase
Degrees awarded in compact categories		37,150	46,224	47,810	1,586	3%	10,660	29%
Degrees awarded other categories		35,420	38,359	38,447	88	0%	3,027	9%
Total UC degrees awarded		72,570	84,583	86,257	1,674	2%	13,687	19%

Activities planned for next reporting period:

As described under Goal E2, enrollment growth is trending toward these disciplines. More than half of UC undergraduate and graduate enrollment are in these areas, with an expectation to grow to 60 percent by 2026. Of the 18,960 projected increase in enrollment from 2022 to 2026, almost 90 percent (17,031 students) are in these areas.

Not only are UC enrollment and degrees awarded growing in these areas, UC academic units are continuously developing new programs and new majors as campuses grow in enrollment. UCOP collects future proposals for new programs in the Five-Year Planning Perspectives, which show that around 60 percent of 2022–2027 proposed new academic programs will be in these disciplinary areas, which will contribute to further increases.

¹³ <https://www.universityofcalifornia.edu/about-us/information-center/degrees-awarded-data>

¹⁴ Includes about 400 academic approved credentials awarded annually.

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Display E.1.ii. — Proposed new UC degree programs, 2022–27

STEM	111	45%
Education	10	4%
Ph.D.	29	12%
Compact total	150	61%
Other fields	96	39%
Total	246	100%

Given these trends, the University anticipates that it will achieve a 25 percent growth in the number of degrees awarded in the fields identified in the Multi-Year Compact by 2026–27.

E.2: With regard to undergraduate and graduate enrollment growth (see Increasing Access section of the MYC, above), prioritizing high-need disciplines, including (a) healthcare, (b) STEM, (c) climate action, (d) education, and disciplines of regional need identified by Community Economic Resilience Fund (CERF) partnerships. In the 2022 annual report, UC should detail the timeline, including annual targets, and approach for meeting this goal.

Activities during current reporting period:

UC enrollment growth in disciplines and degrees identified in the compact has outpaced other enrollment growth since 2001. As shown in Display E.2.i., the number of students enrolled in compact and noncompact categories were roughly equal in 2001. By 2021, enrollment in compact-related majors grew from 78,775 to 163,169 and comprised 61 percent of enrollment. In 2022, enrollment in compact-related majors increased year over year, adding an additional 733 students and accounting for 62 percent of enrollment.¹⁵

¹⁵ UC enrollments are tracked over time at <https://www.universityofcalifornia.edu/aboutus/information-center/fall-enrollment-glance>.

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Progress to date including data/metrics:

Display E.2.i. — UC enrollments 2001 to 2022 by compact and noncompact categories

Field of Study--Compact Categories in blue	2001	2006	2011	2016	2021	2022	Change 2021 to 2022
Architecture	1,757	1,815	1,717	1,805	1,668	1,724	56
Education	2,043	2,461	2,348	2,926	3,853	3,809	(44)
Engineering/Computer Sciences	26,662	25,528	31,956	42,598	53,045	54,028	983
Life Sciences	22,925	32,105	39,116	44,446	49,901	49,815	(86)
Medicine	3,015	3,015	3,246	3,275	3,428	3,508	80
Other Health Science	4,483	5,199	7,124	9,379	10,081	10,288	207
Other/Interdisciplinary - STEM	1,299	1,336	2,051	5,273	8,644	9,454	810
Physical Sciences/Math	8,949	11,866	15,873	21,300	24,372	23,342	(1,030)
Academic doctoral not included above	7,642	8,753	8,642	8,125	8,177	7,934	(243)
subtotal Compact	78,775	92,078	112,073	139,127	163,169	163,902	733
% of total enrollment*	51%	52%	55%	60%	61%	62%	
Arts & Humanities	20,126	23,087	22,177	18,699	19,196	19,067	(129)
Business	11,221	12,659	14,421	17,035	18,366	18,987	621
Law	2,407	2,605	2,957	3,230	4,028	3,787	(241)
Other/Interdisciplinary - Non-STEM	9,573	10,260	7,803	8,188	8,244	7,742	(502)
Public Admin	876	923	1,116	1,305	2,049	1,943	(106)
Social Sciences	31,691	36,804	41,585	43,710	50,712	50,305	(407)
subtotal non-Compact	75,894	86,338	90,059	92,167	102,595	101,831	(764)
% of total enrollment*	49%	48%	45%	40%	39%	38%	
Total declared	154,669	178,416	202,132	231,294	265,764	265,733	(31)
Undeclared	32,259	30,443	28,825	32,933	28,772	28,472	(300)
Total	186,928	208,859	230,957	264,227	294,536	294,205	(331)

* excludes undeclared

Display E.2.ii. – Projected UC enrollments by the compact fields (STEM, Education, Academic Doctoral), 2023–24 to 2026–

27

Field of Study--Compact Categories in blue	2001	2006	2011	2016	2021	2022	2026 projection
Architecture	1,757	1,815	1,717	1,805	1,668	1,724	1,748
Education	2,043	2,461	2,348	2,926	3,853	3,809	3,956
Engineering/Computer Sciences	26,662	25,528	31,956	42,598	53,045	54,028	60,119
Life Sciences	22,925	32,105	39,116	44,446	49,901	49,815	54,325
Medicine	3,015	3,015	3,246	3,275	3,428	3,508	3,600
Other Health Science	4,483	5,199	7,124	9,379	10,081	10,288	11,837
Other/Interdisciplinary - STEM	1,299	1,336	2,051	5,273	8,644	9,454	10,807
Physical Sciences/Math	8,949	11,866	15,873	21,300	24,372	23,342	26,836
Academic doctoral not included above	7,642	8,753	8,642	8,125	8,177	7,934	7,705
subtotal Compact	78,775	92,078	112,073	139,127	163,169	163,902	180,933
% of total enrollment*	51%	52%	55%	60%	61%	62%	64%
Arts & Humanities	20,126	23,087	22,177	18,699	19,196	19,067	17,413
Business	11,221	12,659	14,421	17,035	18,366	18,987	20,578
Law	2,407	2,605	2,957	3,230	4,028	3,787	4,007
Other/Interdisciplinary - Non-STEM	9,573	10,260	7,803	8,188	8,244	7,742	6,959
Public Admin	876	923	1,116	1,305	2,049	1,943	2,069
Social Sciences	31,691	36,804	41,585	43,710	50,712	50,305	52,734
subtotal non-Compact	75,894	86,338	90,059	92,167	102,595	101,831	103,760
% of total enrollment*	49%	48%	45%	40%	39%	38%	36%

Activities planned for next reporting period:

UCOP and campuses have set enrollment goals for 2023–24 through 2026–27 that would achieve the levels of growth expected in the compact (1 percent annual growth for undergraduate CA resident students and 2,500 more graduate students). Enrollment growth in compact-related disciplines is expected to continue to outpace growth in other disciplines. Indeed, this trend could potentially accelerate considering the high proportion (61 percent) of new proposals for compact-related degree programs described in Goal E1.

Display E.2.ii. shows a projected enrollment scenario for this level of growth in each of the compact-related areas of STEM, Education, and Academic Doctoral. This projection shows that the compact fields would grow three times faster than the noncompact fields. Of the 18,960 projected increase in enrollment from 2022 to 2026, almost 90 percent (17,031 students) are in these areas.

E.3: UC will collaborate with the CCCs to develop technology, educator, healthcare, and climate action Associate Degree for Transfer (ADT) pathways and/or UC Transfer Pathways for transfer students interested in entering these fields. The goal is to establish a “2+2” model for transfer students interested in entering these fields.

Context:

UC currently offers 20 systemwide Transfer Pathways in UC’s most consistently sought-after areas of study. These 20 Transfer Pathways are then aligned with specific degree programs at UC campuses that have great potential to prepare students for careers and postsecondary study in technology, education, healthcare, and climate action.

Activities during current reporting period:

UC has made progress on this goal primarily through the leadership and work of the new Academic Council’s Special Committee on Transfer Issues (ACSCOTI). During the 2022–23 academic year, ACSCOTI focused on (1) developing a mechanism for additional campus major programs that have curricular alignment with one of the existing 20 UC Transfer Pathways to join a relevant pathway and (2) helping develop new UC Transfer Pathways based on shared priorities across public K–12 and postsecondary systems. For both, ACSCOTI prioritized adding current degree programs to and developing new UC Transfer Pathways in the technology, education, health, and climate action fields.

ACSCOTI has engaged with campus academic departments to identify eleven degree programs that will join current UC Transfer Pathways at the start of the 2023–24 academic year. ACSCOTI leaders continue to seek additional existing majors that can join Transfer Pathways. In addition, ACSCOTI has consulted with campus faculty to identify three new potential UC Transfer Pathways—Data Science, Ethnic Studies (inclusive of Asian American Studies, Chicano/Latino Studies, Native American Studies, Critical Race/Ethnic Studies, and Public Health programs), and Statistics.

UC faculty have also continued to work with intersegmental colleagues from CCC and CSU through participation in the CCC-led Transfer Alignment Project to continue to assess existing alignment between Associate Degrees for Transfer (ADTs) and UC Transfer Pathways. CCC, CSU, and UC faculty have made progress this year by acknowledging exact matches and degrees that may

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partially align, clarifying what optimal alignment of each of these preparation patterns might look like and identifying those ADTs and pathways that may not be able to be aligned.

Activities planned for next reporting period:

During the 2023–24 academic year, ACSCOTI will continue to engage with faculty to identify majors to join existing UC Transfer Pathways. Also, relevant UC campus faculty will meet to design and confirm the potential new Transfer Pathways in Data Science, Ethnic Studies, and Statistics. Concurrently, CCC and UC faculty will meet to discuss the existing articulation gaps in the original 20 Transfer Pathways, in addition to any potential gaps in any future Pathways. The ASSIST team will complete planning, research, and initial development of a Transfer Pathways flag in ASSIST.org. Once fully implemented, this flag will enable Transfer Pathways data to be consistently updated in real time with active course-to-course articulation agreements.

E.4: To meet the State’s aspirational goals of (1) increasing the percentage of students who graduate high school with twelve or more college units earned through dual enrollment opportunities by 15 percent and (2) closing equity gaps between the types of students able to access dual enrollment programs, UC will collaborate with CCC to review course transfer eligibility in order to expand dual enrollment opportunities available to high school students through community colleges. The goal is to develop pathways for high school students through community colleges in the education (early, primary, and secondary), healthcare, and climate action fields that ensure CCC course credits completed by high school students are accepted for transfer and apply toward UC degree programs.

Activities during current reporting period:

UC made progress on this goal by establishing a baseline metric using available data to answer the following questions: how many freshman applicants to the University reported verified California community college (CCC) coursework on their applications; how many CCC courses did they report; and which A-G areas did students fulfill with these CCC courses? In most cases, A-G credit is not conferred for non-UC transferable courses, so this metric allows UC to measure a proxy for how many UC transferable CCC courses freshman applicants typically report, as well to assess growth or patterns in this number.

Progress to date including data/metrics:

From 2018–2023, the number of freshman applicants to UC who reported A-G applicable CCC coursework on the UC application grew by over 17,000 students (7 percent). In addition, the proportion of applicants with at least one CCC course grew from 12 percent of all applicants in 2018 to 19 percent in 2023. While there is no statewide data repository for dual enrollment programs, these numbers reflect clear growth of UC-bound high school students enrolling in A-G applicable CCC courses before they complete high school. For fall 2023, 38,711 prospective students reported CCC coursework. Within this group, 13,782 (6.7 percent of all freshman applicants) reported one UC transferable course, thus earning, on average, three college units. Further, 3,013 applicants completed four courses and 9,083 reported five or more CCC courses to satisfy some of their A-G eligibility requirements. As most courses earn three college units, in total about 6 percent of applicants earned at least twelve college units during high school.

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Display E.4.i. — Freshman applications by year and A-G applicable CCC course total

1	9,467	10,351	10,829	12,462	12,904	13,782
3	2,053	2,289	2,800	3,447	3,789	4,206
5+	3,789	4,624	5,338	6,906	8,040	9,083
All w/ no CCC Courses	160,536	152,534	145,208	171,382	175,621	168,131

Display E.4.ii. — Fall 2023 freshman applicants with at least one A-G applicable CCC course by subject

A) History	13,234	34.2%	24,940	1.9
C) Mathematics	12,767	33.0%	21,450	1.7
E) Language other than English (LOTE)	8,067	20.8%	13,099	1.6
G) Elective	7,353	19.0%	25,847	3.5

Note: Applicant counts in this table are duplicated as many students complete more than one CCC course.

In 2023, applicants received A-G credit for the following areas, in descending order: Science (D), History (A), Mathematics (C), English (B), LOTE I, Visual and Performing Arts (F), and then Elective (G). While the mean number of courses that a given applicant took in each of the A-F categories ranged between 1.5 and 1.9, the mean number of courses in Area G (Elective) was significantly higher at 3.5. College-level disciplines that can apply to the Elective (G) area are diverse and encompass topics like psychology, philosophy, sociology, humanities, geology, and astronomy.

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Courses taken across all A-G areas can viably support student preparation for further advanced study and future career success in the education, healthcare, and climate action fields.

Activities planned for next reporting period:

In the upcoming 2023–2024 academic year, UC plans to review and refine the current guidance for freshman applicants about how their CCC courses may transfer (if applicable) and which A-G eligibility requirement(s) they may fulfill. Additionally, UC plans to further examine freshman applicant data and monitor any trends apparent in the reporting of CCC courses for A-G credit.

E.5: UC will expand efforts to integrate career-relevant knowledge and skills into the educational experience, in part by establishing a goal of enabling all students to participate in at least one semester of undergraduate research, internships, and/or relevant on-campus or community service learning.

Activities during current reporting period:

An undergraduate student research, internship, and service-learning dashboard was developed building on a preexisting dashboard of undergraduate research experience to now include internship and academic service-learning experience. This UC Information Center dashboard presents UCUES results from 2008 to 2022. In addition, the UCUES data tables published on the University of California Information Center include nearly all survey questions for each survey administration from 2006 to 2022, including those related to research, internship, and service-learning.

UCUES data shows that participation dipped in 2020 to 62 percent, in large part due to the COVID-19 pandemic. Participation was back up to 75 percent in 2022. We expect participation to continue to increase for two reasons:

- Experiential learning opportunities that integrated an online option during the pandemic increase opportunity and access
- New experiential learning opportunities are being established. Some examples are below:
 - *UC Berkeley Summer Undergraduate Research Fellowships (SURF)*. SURF Letters and Science provides undergraduates in the College of Letters and Science with funding to undertake concentrated summer research in preparation for a senior thesis or other major capstone project. SURF Rose Hills supports sophomores, juniors, and seniors conducting STEM-oriented research during the summer months. Students may be either pursuing a faculty-led project or an independent project of their own design.
 - *Internship and Career Center*. Internships at UC Davis are supervised work-learn experiences in a professional environment outside the classroom to help a student's academic and career goals.
 - *Strategic plans*. UC Merced's strategic plan includes goals focused on expanding these opportunities for students, including increasing the percentage of graduating seniors who report conducting research with a faculty member as an undergraduate.

Progress to date including data/metrics:

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The UC Undergraduate Experience Survey (UCUES) includes the following questions to assess the goal of enabling all students to participate in at least one semester of undergraduate research, internships, and/or relevant on-campus or community service learning.

- Have assisted or are assisting faculty in conducting research
- Have assisted or are assisting faculty with their creative project
- Have conducted or are conducting own research under faculty guidance
- Have completed or are completing a creative project as part of your course work
- Have completed or are completing a credit bearing or non-credit-bearing internship or practicum, or field experience
- Have done or are doing an academic service learning or community-based learning experience

To assess the goal specifically, a set of metrics are derived based on six questions listed above.

- Percentage of students who have participated or are participating in research activities in any way
- Percentage of students who have completed or are completing a credit bearing or non-credit-bearing internship or practicum, or field experience
- Percentage of students who have complete or are doing an academic service learning or community-based learning experience
- Percentage of students who have completed or are participating in any of research activities, internships or service-based learning described above

Based on the UCUES self-reported survey results in recent years (2018, 2020, and 2022), over half of bachelor's degree recipients reported participation in a research or creative project. Similarly, over half of bachelor's degree recipients indicated they completed an internship, practicum, or field experience. About one-fourth of bachelor's degree recipients participated in an academic service learning or community-based learning experience. In 2022, about three-fourths of bachelor's degree recipients reported participation in a research activity, an internship, or an academic service-learning experience.

Activities planned for next reporting period:

Survey questions will be added to UCUES to collect data for metrics. The survey will be administered from April to August 2024 and results will be integrated into the dashboard.

UCOP will share survey data with key audiences, including undergraduate deans, to support efforts for further expansion of these opportunities across campuses and identify potential efforts and newly implemented programs.

Goal F: Providing access to online courses, with the goal of doubling the number of student credit hours generated through undergraduate online courses by 2029–30 compared with 2019–20

F.1: With the 2019–20 academic year serving as the baseline, UC will double the number of student credit hours generated through undergraduate online courses offered in fall, winter, spring, and summer terms by 2029–30. For the 2019–20 baseline, UC undergraduates enrolled in 283,090 online units in the summer, fall, winter, and spring terms. The intermediate goal is for UC to achieve half of that increase by the end of the 2025–26 academic year.

Context:

In the baseline year of 2019–20, UC faculty taught 283,090 undergraduate online student credit hours, which represented just under 3 percent of all credit hours taught. UC campuses have traditionally relied primarily on summer sessions to deliver and expand undergraduate online education. In 2019–20, online undergraduate courses represented over 12 percent of credit hours in the summer term, compared with about 2 percent in the fall, winter, and spring terms. Online instruction rose sharply in response to the pandemic, with nearly all courses making the emergency transition to remote instruction. Delays in the return to in-person instruction resulted in 28 percent of units being taught online in 2021–22.

Activities during current reporting period:

In 2022–23, with a larger-scale return to normal operations, UC faculty taught just over one million units online, representing 10 percent of all undergraduate units. Summer continues to be the focus of online instruction, with 49 percent of all summer units delivered online in summer 2022, compared with about 7 percent in the fall, winter, and spring terms. Much of the online unit workload in 2022–23 still reflects emergency remote instruction from the tail end of the pandemic and is unlikely to persist at current levels into future years. However, current campus plans for future online instruction align with or exceed the compact targets.

Campus Activities:

UC Irvine's Digital Learning Institute, through its Division of Teaching Excellence and Innovation (DTEI), held an eight-week faculty development program in Spring 2023. This Digital Learning Institute (DLI) assisted faculty in creating a quality online learning environment that embraces pedagogical excellence and enhances the student online learning experience. The DLI focused on supporting faculty interested in transitioning an in-person course or a "remote course" to a fully developed online course, as well as those faculty seeking to update existing online courses. The DLI included a \$5,000 research allocation, group instructional design consultation and support, exchange of online teaching and course design strategies with the DLI alumni and faculty peers, and assistance from a summer DTEI graduate fellow in course development.

Systemwide Activities:

UC Online Executive Director. At the system level, UC conducted a national search to hire an executive director for its State-funded, cross-campus online education program. The executive director will guide the recently rebranded UC Online program through its next phase of strategic planning and development to position it to help campuses scale quality online learning across the

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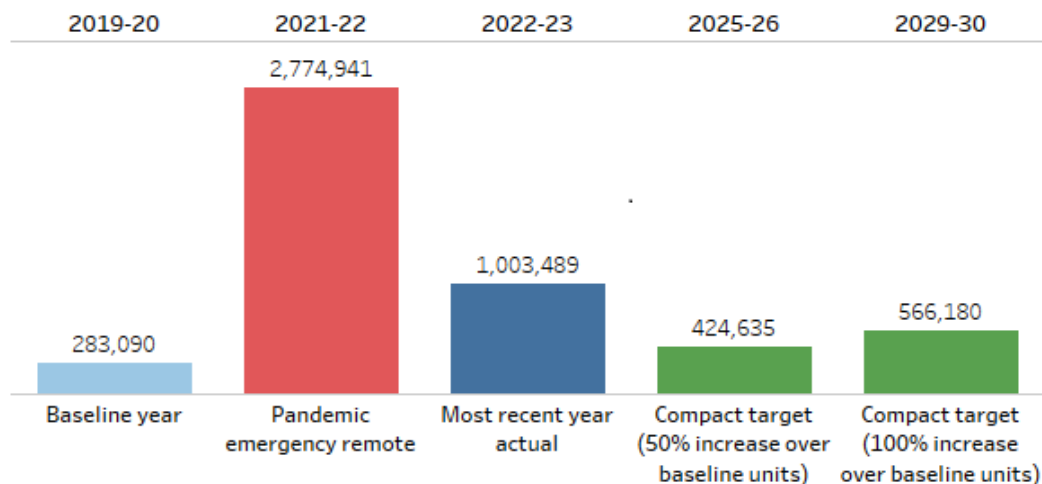
system. The aim is to expand UC’s engagement in academic technology policy and experiences that support educational access and equity in public education and contribute to UC’s 2030 goals to produce more degrees and to close equity gaps in student retention and graduation.

UC Online 2022–23 project funding. UC Online awarded approximately \$2.3 million in project funding for digital inclusion and online courses for 2022–23. Based on project plans submitted from campuses, award amounts will vary. Campuses will use the funds to develop and enhance fully online courses, course sequences, minors or programs that are developed, offered, and open to students across campuses through the cross-campus enrollment system (CCES).

Progress to date including data/metrics:

Display F.1.i. shows undergraduate online student credit hours delivered to date compared to the compact targets. These figures demonstrate that campuses currently meet compact goals of achieving twice the number of baseline credit hours by 2029–30 and achieving half of that increase by 2025–26. Data for 2020–21 is not shown because nearly all classes were delivered online in this year. While these figures may continue to decline as we move toward a full return to postpandemic operations, we expect our online course instruction levels to remain above the compact targets.

Display F.1.i. — Student credit hours generated through undergraduate online courses



Activities planned for next reporting period:

Campuses will continue to leverage the summer term for the bulk of online instruction, as they look for opportunities to expand online course offerings in the fall, winter, and spring terms and for programs, such as the UC Reengagement Consortium (i.e., UC degree completion program). UCOP’s new Provost will be convening appropriate parties to discuss future opportunities for online course expansion and UCOP will provide updates in future Compact reports.

5) Conclusions

Progress made within each policy area has been accomplished in partnership with UCOP and the campuses and with the continued support of the State. The University's strategic approach establishes a framework for supporting actions to achieving the compact goals. While external variables and impacts of the pandemic may present necessary opportunities to adjust the strategic approach, UC is firmly committed to its work around key strategies and goal activities throughout the five-year period under the Multi-Year Compact.

6) Appendices

- A. Snapshot of Progress
- B. CCC-UC Joint Recommendation
- C. Goal C2 Inventory of Campus Efforts
- D. [Multi-Year Compact Between Governor Newsom and the University of California, May 2022](#)
- E. [UC 2022 Multi-year Compact Report \(ucop.edu\)](#)
- F. [Presentation to UC Board of Regents, January 2023](#)

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	<p>Add 8,000 full time equivalent resident undergraduates over four years (one percent annual enrollment growth each year between 2023–24 and 2026–27) including fifteen percent growth at UC Berkeley, UCLA, and UC San Diego.</p>	<p>Increasing students’ average credit hours per term and increasing final California resident undergraduate continuing student year average headcount. Increasing enrollment via summer start programs, summer/fall orientation programs, and more online offerings in the summer.</p>	<p>197,111 California Resident Undergraduate FTE.</p>	<p>2022–23 California resident undergraduate enrollment, inclusive of summer 2022, grew by 1,250 FTE over 2021–22.</p>
	<p>Shift a portion of nonresident undergraduate enrollment at the Berkeley, Los Angeles, and San Diego campuses to resident undergraduate enrollment to achieve a share of nonresident students at every UC campus that is no more than 18 percent of the campus’s undergraduate enrollment.</p>	<p>Achieving and maintaining reductions in nonresident enrollment is contingent upon the state providing ongoing funding in addition to the five percent base adjustment to backfill revenue losses associated with the shift from nonresident to resident enrollment.</p>	<p>2021–22 year-average headcount enrollment: Nonresidents: 22,319 CA residents: 71,524</p>	<p>2022–23 year-average headcount enrollment: Nonresident: 21,210 CA resident: 73,635</p>

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Snapshot of Progress Goal				
	Enroll one new California resident transfer student for every two new California resident freshmen.	Develop enrollment plans annually demonstrating that the campus target for enrolling California resident transfers is at least fifty percent of the campus target for California resident first-year students. Strategies include creating new transfer options, increasing UC Transfer Pathways, increasing Student Academic Preparation and Educational Partnerships investments, launching a dual admission program, and strengthening CCC-to-UC transfers.	UC moved from 2.3:1 in 2016–17 to 1.9:1 in 2020–21	2022–23: 2.2 CA resident freshman to CA resident transfers (2.1 when excluding Merced).
	Add 2,500 graduate students systemwide.	Hold monthly conference calls with staff at each campus to identify any developments related to admissions, enrollment, student academic progress, or other factors that could affect the University’s ability to achieve this goal.	2021–22 graduate state-supported FTE: 48,812	2022–23 graduate state-supported FTE: 48,381
	Eliminate gaps between overall four-year freshman graduation rates and those of low-income (Pell-eligible), and underrepresented groups by 2029-30.	Expand Summer Bridge programs, support the introduction of co-curricular STEM courses, and design data-informed, inclusive pedagogy.	2021 Baseline All: 72.7% First gen. 66.0% Pell: 67.1% Underrep. group: 62.5%	2022 All: 73.0% First gen. 67.0% Pell: 68% Underrep. group: 63.8%

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Snapshot of Progress Goal				
	Increase the overall systemwide four-year freshman graduation rate to 76 percent and the two-year transfer graduation rate to 70 percent by 2029–30.	Support student academic success in the first year.	72.2% in 2021	72.8% in 2022
	Improve data collection on graduation rates for students with a disability and creating a dashboard for this information by the end of the 2025–26 academic year.	Support the UC Systemwide Advisory Workgroup on Students with Disabilities (SDWG)	NA	GUEA was able to collect data on undergraduate students with disabilities from the nine UC undergraduate campuses.
	Track progress toward goals of the improving student success and equity on the UC Information Center.	Expand the UC 2030 dashboard on the UC Information Center website and create the student success dashboard website.	NA	New dashboards that were added to the UC 2030 dashboard on the UC Information center to track systemwide and campus progress towards Compact goals to improve graduation rates and close equity gaps.
	Establish an aspirational goal of offering every UC undergraduate a pathway for debt-free education by 2029–30.	Award new financial aid packages with support from a combined commitment to expand federal, State, and University funding sources.	2022–23: 41%	2023–24: 58%.

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Snapshot of Progress Goal				
	Construct a plan that will detail how it will substantially decrease non-tuition costs for students or increase availability of lower cost options in the areas of textbooks, housing, food, and transportation.	Support systemwide working groups to identify actions and initiatives to reduce costs and develop an implementation timeline and metrics to measure success.	NA	Each workgroup met twice over the spring and summer of 2023, reviewed the totality of campuses' efforts in these areas, and developed a comprehensive list of cost-reduction efforts that are already underway or under consideration at each campus.
	Use responses from the Undergraduate Cost of Attendance Survey to track decreases in textbook costs for lower and upper division students.	Administer the biennial Cost of Attendance Survey (COAS) and publish the results.	2021: \$457	2023: \$386
	Participate in the implementation of the Cradle-to-Career Data System	Participate in meetings with C2C staff and C2C taskforce and advisory committees.	NA	UCOP staff participated in biweekly collaboration meetings with C2C staff throughout 2023. Three different UCOP experts served various C2C task forces and advisory committees. The UC C2C governing board representative served on two advisory boards.

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Snapshot of Progress Goal				
	Support efforts for its nine undergraduate campuses to adopt a common learning management system with the California State University (CSU) and California Community College (CCC) systems.	Execute license agreements and collect undergraduate enrollment data from campuses and distribute State funding.	NA	100% of undergraduate campuses are implementing the common LMS, Canvas, for their undergraduate courses.
	Collaborate with CSU and CCC to identify granular equity data trends that can be used to address equity gaps.	Expand reporting, publish new dashboards and data tools, develop training resources, and engage with CSU and CCC.	NA	UC has published enhanced UC 2030 dashboards.
	Support efforts to establish an integrated admissions platform common to the UC, CSU, and CCC.	Consult monthly with C2C and CCGI, amend data agreements, and implement data exchange technology.	NA	UCOP completed CMP enhancements, implemented a bilateral token exchange, and signed an amended data-sharing agreement.
	Collaborate with the CCC system to redesign UC-CCC data sharing agreements.	Execute a MOU under the current master data sharing agreement, begin sharing data, conduct analyses.	NA	CCCCO and UCOP signed the MOU in March 2023.

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Snapshot of Progress Goal				
	Increase the number of students graduating with degrees or credentials in science, technology, engineering, and mathematics (STEM); education or early education; and academic doctoral degrees; by 25 percent by 2026–27.	Establish new degree programs in disciplinary areas under the goal.	2021–22, 46,224 UC Degrees Awarded by Compact Categories	The number of degrees awarded in compact-related fields increased by nearly 1,600 in 2022–23 from the prior year, accounting for 95 percent of the roughly 1,700 additional degrees awarded last year.
	Prioritize high-need disciplines, including healthcare, STEM, climate action, education, and disciplines of regional need.	Set enrollment goals for 2023–24 through 2026–27 with expected accelerated growth in high-need disciplines	2021, 163,169	In 2022, enrollment in Compact-related majors increased year-over-year, adding an additional 733 students and accounting for 62% of enrollment.
	Establish a “2+2” model for transfer students interested in technology, educator, healthcare, and climate action fields.	Add current degree programs to UC Transfer Pathways and develop new Transfer Pathways.	UC currently offers 20 systemwide transfer pathways in UC’s most consistently sought after areas of study.	11 degree programs will join current UC Transfer Pathways at the start of the 2023–24 academic year. UC identified three new potential UC Transfer Pathways three new potential UC Transfer Pathways

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Snapshot of Progress Goal		Strategic Approach	Baseline Data	2023 Progress
E.4.	Collaborate with the CCCs to review course transfer eligibility to expand dual enrollment opportunities available to high school students through CCCs.	Establish a baseline metric using available data and refine guidance for freshman applications about community college course transfer credits.	In 2021, 2,591 applicants completed four courses and 6,906 reported five or more CCC courses. In total about 5% of applicants earned at least 12 college units during high school.	3,013 applicants completed four courses and 9,083 reported five or more CCC courses. In total about 6% of applicants earned at least 12 college units during high school.
E.5.	Expand efforts to integrate career-relevant knowledge and skills into the educational experience.	Develop a student research, internship, and service-learning dashboard.	UCUES data shows that participation dipped in 2020 to 62% in large part due to the COVID-19 pandemic.	In 2022, about three-fourths of bachelor's degree recipients reported participation in a research activity, an internship, or an academic service-learning experience.
F.1.	Double the number of student credit hours generated through undergraduate online courses offered in fall, winter, spring and summer terms by 2029–30.	Leverage the summer term for online instruction and explore opportunities to expand online course offerings in fall, winter, and spring terms.	283,090 undergraduate online student credit hours.	Campuses currently meet Compact goals of achieving twice the number of baseline credit hours by 2029-30 and achieving half of that increase by 2025–26.

B. CCC-UC Joint Recommendation¹⁶

1. Jointly establish a baseline and targets for increasing the number of students who meet UC transfer admission requirements, moving away from the general CCC transfer-ready definition of completing 60 or more units with at least a 2.0 GPA and having completed a transfer-level English or math course. This current definition does not enable either segment to accurately project students' transfer readiness for UC admissions and academic programs.
2. Increase the percentage of CCC applicants who apply, are admitted to, and enroll at UC in alignment with segment-specific goals.
 - This will enable the CCCs to achieve their Vision for Success goals—to increase transfer to UC and the California State University (CSU)—and UC to achieve its UC 2030 goals to increase the proportion of transfer students who are first generation, underrepresented, low income, and/or Pell recipients, or who begin their college careers at CCCs in underrepresented regions that have not historically sent large percentages of students to UC.
3. Leverage common course numbering to increase consistency of CCC curricula for lower-division general education and major preparation, credit mobility, and clarity for students on the applicability of CCC courses meeting UC and CSU admission and baccalaureate degree program requirements (AB 1111).
4. Streamline lower-division general education (GE) transfer requirements and college major preparation by consolidating requirements, supporting the development of courses that fulfill multiple requirements, and expanding opportunities for prospective transfer students to complete core courses at CCCs (AB 928).
5. Improve articulation of major preparation courses and transfer paths between the segments, which could include joint faculty-led curriculum design initiatives, online learning opportunities, and increased articulation instances.
 - Address challenges affecting course articulations (e.g., modality for course delivery, prerequisite expectations, etc.) and regularly review admission requirements to ensure they are not resulting in unnecessary barriers to transfer.
 - Assess and adjust requirements based on faculty recommendations to ensure that TAGs, UC Transfer Pathways, and Pathways+ guide students in their academic preparation for UC and position them well for timely baccalaureate degree completion.
6. Create and promote cost-saving financial incentives for UC-bound CCC students. CCC students can benefit from a fully integrated and streamlined CCC-UC transfer process that includes cross-enrollment opportunities, more robust transfer financial support and resources (e.g., scholarships, financial literacy education), and specific messaging on how to finance a UC education as a transfer student.
7. Conduct with CCC and UC faculty a comprehensive, mixed-methods, longitudinal study of obstacles and opportunities related to student enrollment at CCCs and UC, transfer students' time-to-degree (associate's or baccalaureate), and post-baccalaureate outcomes. Such a study can identify the academic and non-academic factors that the segments can address in

¹⁶ <https://www.ucop.edu/enrollment-services/data-and-reporting/ccc-uc-transfer-task-force-final-report-2022.pdf>

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improving CCC transfer preparation, UC enrollments, UC graduation rates, and students' career goal attainments.

8. Establish a fully intersegmental memorandum of understanding (MOU) for California student transfer. Since the establishment of the 2018 CCC-UC MOU, much has transpired in the State to address many of the challenges outlined in that MOU, including new policies to streamline students' access to transfer and new recommendations for recovering with equity post-COVID. Additional expectations have moreover been levied on all public postsecondary segments to improve the overall transfer experience for students.
 - A new MOU for the CCCCCO, CSU Office of the Chancellor, and UCOP can align with current expectations by outlining the next phase of objectives and strategies for expanding equitable transfer outcomes. This includes data-sharing agreements, facilitated by the State's Cradle-to-Career initiative, that are crucial for all segments to identify issues and support students in planning and preparing for transfer and that signal continued commitment and partnership among all the public postsecondary segments in the area of transfer.
 - A new fully intersegmental MOU will be informed by the recommendations within this report, recent transfer policy changes across the three segments, the 2021 Recovery with Equity: A Roadmap for Higher Education After the Pandemic report, the CCC Vision for Success initiative, the CSU Graduation Initiative 2025, and UC's 2030 Initiative.
 - A new fully intersegmental MOU can support expanded collaborative communications planning and establish a joint cadence among the segments for advancing information on transfer-related priorities to the CCC Board of Governors, the CSU Board of Trustees, and the UC Board of Regents.

C. Goal C2 Inventory of Campus Effort

Campus	Housing Related Steps Already Taken	Housing Related Additional Steps	Dining Related Steps Already Taken
UC Berkeley	<ol style="list-style-type: none"> The campus elevated student housing in our fundraising campaign resulting in a donor funded 750+ bed housing project specifically designed for undergraduate transfer students. The project is now under construction. Net surplus housing revenue generated from this unit will fund approximately 125 transfer student scholarships when the building reaches normalized operations. UC Berkeley has recently added 145 graduate student beds (Intersection Apartments) at below market rates. Any surplus housing revenue generated from this donor-gifted building will be channeled to graduate student scholarships. 	<ol style="list-style-type: none"> New student housing planned in Berkeley and Albany will deliver over 2,500 below market student beds. Our new housing development at People's Park (total of 1,100 beds) will yield approximately 300 affordable beds (as defined by the State) for UC Berkeley students. We will continue to explore new housing developments with below market rates by leveraging available State funding sources. 	<ol style="list-style-type: none"> In the past year Berkeley has introduced more flexible meal plans that are cheaper and can be used across a greater number of campus locations (as opposed to exclusively in the dining commons closest to residence halls). Meal plan equivalencies have been introduced at select retail locations. This allows students to use meal swipes to purchase full meal options from these locations. In collaboration with Basic Needs, Dining has a food recovery program with the Food Pantry. In collaboration with Basic Needs, Dining offers Flex Dollar donations and promotes these at the end of each semester. These donations are translated into meal swipes/vouchers for students that require assistance. Dining currently accepts EBT at Bear Market. Dining student workers are offered the additional benefit of a meal as part of their shift in all dining locations. Dining currently uses Lean Path to track overproduction, trim waste, and donations.
UC Davis	<ol style="list-style-type: none"> UC Davis has utilized Public Private Partnership (P3) ground leases to provide below-market housing options for undergraduate and graduate students. These arrangements typically include reduced ground rent to the University in exchange for long-term annual rent escalation caps (approximately 3%) so that the student apartments become increasingly affordable relative to the surrounding market. All of these ground-leased properties with the exception of The Sol have available rent points that are below market average. The Sol at West Village is a P3 project that opened in 2011, and while it does not have a rent escalation cap, the majority (\$500,000) of the annual ground rent is directed to student financial aid. The Green property opened in 2020 and 2021 with 3300 beds and was delivered in partnership with a non-profit. The property has a rent escalation cap and has rent points below the market average. The Orchard Park property is opening for 2023 with 1500 beds and was delivered in partnership with a non-profit. The property has a rent escalation cap and the rent points are tracking to be 30% below comparable new construction within the market. The Aggie Compass Basic Needs Center and Student Housing and Dining Services have partnered to implement a Need Based Rent Subsidy program. The program is expanding for the 23/24 year with \$800,000 being allocated. The program will be offered to residents living at The Green, Orchard Park and Primero Grove. Based on eligibility students may receive \$900 to \$3,600 in rent reduction. Planning is progressing for a new 400-600 bed residence hall on campus which is tracking for Fall 2027 opening. This continues the campus effort to provide more beds on campus and reduce the pressure within the community. Aggie Compass Basic Needs Center provides assistance for CalFresh eligible students to sign up for PG&E's CARE program and the Affordable Connectivity Program. These programs provide a monthly discount of 20% or more on gas and electricity and a \$30 a month discount on high-speed internet. 	<ol style="list-style-type: none"> As the needs of our residents evolve, our Need Based Rent Subsidy Program will grow with them with increased subsidy availability expected in future years. We have begun planning and the RFP process for a new on-campus residence hall that will house 400-600 student and be open for fall 2027. We have begun initial campus planning and massing on a new 600-1000 bed apartment complex with a targeted opening of fall 2029. 	<ol style="list-style-type: none"> Student Housing and Dining Services has begun the planning on the expansion of an existing dining commons to include a large industrial freezer to accommodate direct procurement from manufacturers of frozen foods. This will yield greater efficiency and cost savings. Student Housing and Dining Services is actively working with campus and system-wide procurement on way to leverage contracts to gain buying power and reduce food costs. Student Housing and Dining Services is evaluating current operations and menus to identify opportunities for staffing efficiencies, reduction of food waste and staffing retention. Aggie Compass Basic Needs Center is launching a comprehensive food recovery program which will include both pantry foods and prepared foods. Aggie Compass Food Truck program will be launching in spring '23. This program is designed to address food insecurity among UC Davis students by providing a hot meal every weekday, using a pay what you can pricing model. AggieFresh - a direct student aid program that provides nutritional assistance equivalent to CalFresh for students that qualify financially but are denied from receiving CalFresh benefits. The CoHo is exploring offering "\$2 meals" in partnership with the Aggie Compass Basic Needs Center. This would be a simple, vegetarian option served daily in one of our service platforms, with the dish changing weekly or bi-weekly. Aggie Compass Basic Needs Center partners with Yolo County Health and Human Services to provide application and enrollment support to eligible UC Davis students. CalFresh, also known as SNAP/EBT, is a long-term food assistance program for people with low-income who meet federal income eligibility rules and want to add to their budget to put healthy and nutritious food on the table. UC Davis has learning vegetable gardens to help teach gardening to those students who are interested. There are currently two gardens located in two difference residential areas. The sustainability programs works collaboratively with dining services and residence life to deliver the program. UC Davis has implemented in person and on-line cooking classes, demonstrations and competitions to educate students about food preparation. This has been very successful with great participation.
UC Irvine	<ol style="list-style-type: none"> 7,677 P3 beds developed and managed in conjunction with American Campus Communities in six phases opened 2004 - 2023. Increased the density of all new housing to maximize land utilization and provide a greater number of affordable housing options to students. For example, third-party P3 projects averaged 70 beds per acre in Phases I-III (2004-2010). Phase IV (2019 & 2023) increased density to 180 beds per acre. Added 1,656 quad spaces, providing a lower cost option for students living in the residence hall. In Fall 2022, the triple rate would have been \$17,109 but now students can get a quad for \$14,961. The last three new apartment projects opened with rates that are at least 30% below market Received \$65M from the Higher Education Student Housing Grant Program (SB169) to build affordable housing. This grant-funded project will provide 400 new residence hall beds, and revenues from the project will fund 496 housing grants of \$3,870 per year, which will be awarded to students in need as a housing subsidy in any of the campus's housing stock. Student Housing and the Basic Needs Center partner to provide on-campus emergency. The Basic Needs Center also provides grocery items and food vouchers to students accessing basic needs housing. In conjunction with the grand openings of the Middle Earth Towers (2019) and Verano Place Towers (2022), fund raising efforts were launched with opportunities for donors to name facilities in the new communities. Proceeds go to scholarships and grants, in part to underwrite housing costs. With the 2022 opening of the 1,055 beds in the Verano Place Towers, the campus was able to expand the housing guarantee for grad students in doctoral, terminal masters, and law programs to their normative time to degree completion. 	<ol style="list-style-type: none"> UCI is in the process of developing 400 new and affordable residence hall quad beds using state funds and financing. We are considering the possibility of adding triples in apartments operated by our third-party partner. This will add 237 beds at an affordable price compared to doubles. Development opportunities are being pursued to name housing buildings and expand financial aid. We expect to provide additional affordable housing options to students by participating in funding opportunities made possible through the California Student Housing Revolving Loan Fund Act of 2022. 	<ol style="list-style-type: none"> Offer a board plan with an all-you-care-to-eat experience and many healthy options. This provides students with tremendous value at \$8.08 to 13.67 per meal (depending on meal plan). Comparable local restaurants charge approximately \$15 or more. The Basic Needs Center offers the following services for students finding themselves with food insecurity: <ol style="list-style-type: none"> Emergency meal swipes Grocery Card Support Food Pantry for food and toiletries Swipe Out Hunger: UCI's Zot Out Hunger program allows students to donate their unused meal swipes throughout the year. These swipes are then reallocated to students facing food insecurity. UCI Dining and Student Affairs will be providing a scholarship fund to students to use toward basic needs such as food and housing. Students that participate in the CalFresh program can use their SNAP/EBT to purchase food and other items at our Zot n Go Market. The Antester Recreation Center and the School of Health Sciences offers cooking demonstrations to students, faculty and staff throughout the course of the year. Our chefs are invited to collaborate with the facilities to create interactive cooking sessions that focuses on nutrition, basic cooking skills and overall health and wellness. Enable program is used to track food production to reduce food waste
UC Los Angeles	<ol style="list-style-type: none"> 4/2 Housing Guarantee: Beginning in the fall of 2022, UCLA guarantees up to 4 years of below market university owned housing for incoming freshman, and 2 years for incoming transfer students. UCLA's undergraduate apartments rent for approximately 13-42% below market rates. UCLA has limited undergraduate room and board rate increases to 2.5% for the last decade, and graduate to 3.0% for the last decade. (past focused) 	<ol style="list-style-type: none"> UCLA applied and was approved for SB-190 funding to redevelop Gayley Towers into approximately 540 ultra-affordable beds, with rates of roughly \$600/month in 2026. UCLA exploring an off-peak non-resident meal plan to make meals more accessible to all students. 	<ol style="list-style-type: none"> Swipe Out Hunger: Students donate unused dining program swipes to the Swipe Out Hunger Program. These swipes are converted to swipes for students in need to access food through our Economic Crisis Response Team. Bruin Dine Program: Through partnership with Community Programs Office, unused food from the dining program is picked up and distributed in the Student Activities Center for any student. A meal plan has been created for student workers in dining services that provides a meal during each shift, and an additional meal to be used at any time throughout the quarter in dining facilities. Utilizing basic needs grant funding, UCLA has a process to upgrade students with greatest financial need who selected an 11 regular meal plan for affordability to a 14 regular meal plan. The UCLA Community Programs Office (CPO) assists students with Basic Needs resources, including food insecurity, with a plethora of on- and off-campus options. One example is the CPO Food Closet, which makes available fresh produce, dairy, canned/dry goods and toiletries to any student who may be experiencing hunger. Teaching Kitchen: Offered through UCLA Recreation, the Teaching Kitchen was developed as an educational, interactive space to meet the needs of the campus community in areas of nutrition education, food insecurity, culinary skills, and community engagement. The Teaching Kitchen is an educational, interactive space to help students develop cooking skills and access nutrition education with in-person, virtual, and on-demand workshops and resources.
UC Merced	<ol style="list-style-type: none"> Effective Fall 2021, UCM began including on-site laundry access as part of the room costs. The costs incurred to the Housing department and thus saved by direct payment by housing residents is \$123,500.00 per year. In collaboration with the Basic Needs department, short-term emergency housing, as well as wrap-around support, are offered to off-campus residents using shared services, emergency grant funding, and Rapid Re-Housing funds. 	<ol style="list-style-type: none"> We are applying for SB169 funding to support a joint venture with Merced Community College as well as a graduate student housing project and an undergraduate student housing project. If these three projects are supported by the state the rents will be well below the market in our region and help support our students. 	<ol style="list-style-type: none"> We transitioned to an All You Care to Eat (AYCTE) meal plan in 2019. We are also working on the implementation of a food inventory system. UC Merced offers a voluntary commuter meal plan to non-housing residents at a reduced per-meal rate. In collaboration with the Basic Need department, UC Merced offers a fully staffed and supported food pantry located in a central location surrounded by residence halls. Additionally, a partnership with Merced County allows a representative from CalFresh to meet with students on-campus in a designated office space. In collaboration with the Basic Needs department, UC Merced dining offers a No Food Left Behind food recovery program and emergency meal swipes to students in crisis at a heavily discounted rate.

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Campus	Housing Related Steps Already Taken	Housing Related Additional Steps	Dining Related Steps Already Taken
UC Riverside	<ol style="list-style-type: none"> Three P3 properties that house ~2,800 students with supportive, proximate, safe campus housing with more options in both type and rent rates Offering consistently below market rates and annual rent rate increases versus the Riverside area private market which has experienced double-digit rate increase averages since 2019 Established a Housing Advisory Committee comprised of students (undergrad/grad), faculty and staff to share info on rates, Opex and DM needs as well as current and future planning of UCR housing program Doubled the discount for triples in the residence halls Offer very low rents for some older units (i.e., Bannockburn and The Plaza, where some monthly rents are at/under \$500) As more students commute than live on campus, we provide a free online partnership service, listing private market housing owners. Housing holds "off campus housing fair" and virtual informational/FAQ sessions to first-time-renters navigate some of the unknowns in renting in the private market Basic Needs pays for housing space to be used for safe, emergency housing (up to 29 days) in campus housing 	<ol style="list-style-type: none"> Continuing to optimize current inventory to convert appropriately sized apartment spaces previously used as single to doubles. This will add ~275 below market student beds by fall 2024 By fall 2024, will have furnished most single student apartments (previously unfurnished) due to student feedback on the burden of costs to procure and move in/out North District-Phase 2 (ND-2): in fall 2022, partnered with Riverside Community College District (RCCD) on an inter-segmental housing project. UCR & RCCD received \$126M in state funding, yielding 652 low income beds (each campus has 326 beds). ND-2 also has 914 UCR debt-financed beds priced below market across a variety of unit types <ol style="list-style-type: none"> Both UCR and RCCD have a large number of low-income students who need safe, supportive housing at more reasonable rates; both campuses hope to boost the transfer pipeline from community colleges to the UC, increase degree attainment, and support the workforce needs of the local community UC Regents approved September 2023, breaks ground October 2023, opens fall 2025 Plan for the future of UCR housing program with the state's new zero interest housing loan in mind as well as any other funding that may be available in the upcoming years geared to building affordable housing Since new housing takes several years from development to opening, continue to benchmark our rates and inclusive services to local private market to provide cost effective housing that is also re-invested in to meet the needs of future students 	<ol style="list-style-type: none"> Offer different meal plans for required holders as well as 2 optional plans for on-campus apartment residents and off-campus students that provide some discount and assist with budgeting. Offer "good, better, best" in retail areas to give students clearer food options with pricing for each to readily compare the cost/amount of food to meet both budget and level of appetite. Annual "Swipe Out Hunger" program: meal plan holders donate up to 3 meal swipes and Dining in turn donates up to \$5,000 per year to UCR Basic Needs Department (BND) for gift and campus meal swipe cards. UCR Dining currently accepts EBT/calFresh at two locations. The BND program and support: <ol style="list-style-type: none"> Assist with CalFresh applications, eligibility questions, and consultations. Distribute non-perishable food and fresh produce through the R'Pantry Grocery support via \$50 grocery gift cards for emergency grocery assistance Host pop-up pantries in partnership with many student Ethnic and Gender Centers. Events and collaborations to provide food resources and education on budgeting and preparing nutritious meals. Community / Teaching Garden: R'Garden—an 8 acre campus communal teaching farm maintained by students, staff and faculty—provided over 10,000 lbs of fresh produce to R' Pantry and individuals who stop by during open produce hours. Student Rec Center Teaching Kitchen: holds regular events to teach students different cooking methods, cuisine for all budgets across the year including programs that utilize R'Garden produce
UC San Diego	<ol style="list-style-type: none"> Added 2,000 undergraduate housing beds (North Torrey Pines Living and Learning Neighborhood) at 20% below market rate (2020) Added 3,500 graduate and family housing beds (Mesa Neighborhood) at 20% below market rate (2017-2020) 4-year housing guarantee to Chancellor's Associates, Regents Scholars, Hope Scholars and PATH Scholars Housing options for single, double and triple occupancy (lowest housing rate) Launched furniture donation program supporting undergraduate and graduate students in need by providing them with previously used household items Set aside a number of emergency housing spaces each year for on-campus residents but also for off-campus residents that may need temporary emergency housing 	<ol style="list-style-type: none"> Currently in construction of Theatre District Living and Learning Neighborhood (2,000 beds), Pepper Canyon West (1,300 beds) and RidgeWalk Living and Learning Neighborhood (2,400 beds); total 5,700 new beds by fall 2025 Target is 4-year guarantee at 20% below market rate \$100M State grant for Pepper Canyon West Living and Learning Neighborhood (2024) will reduce housing cost by 55% for 1,100 students (all housing is 20% below market and the grant adds another 35% below market). Additional UG and graduate beds are in early planning phases. 	<ol style="list-style-type: none"> Created a food pantry specifically for graduate and family housing neighborhood. Contracts with vendors that provide support for food pantry (purchasing at cost) Variety of price ranges available to suit students' budgets while meeting the core dietary and nutritional needs Offering groceries for apartment-style units so students can prepare their own meals Surplus food is offered to students through the Food Recovery Network Dedicated food buyer program helps to keep the cost of food/goods down through volume, rebates and price deviations. Cost reduced for grab-and-go fresh market products by insourcing three food vendors. During move-out, food drive held for non-perishable food, which is then donated to the food pantry. Students can donate any excess dining dollars each spring quarter to other students Transportation, in partnership with the Hub Basic Needs Center and Associated Students, provides free weekend shuttles to low-cost and specialty grocers that provide culturally relevant grocery options.
UC San Francisco	<ol style="list-style-type: none"> Significant operating cost increases, particularly in the utilities area, have not been passed on to student in the form of rental rate increases. Over the last few years, UCSF Housing has reduced rental rates on most of its units. UCSF housing strives to maintain rental rate increases not to exceed 2.5% annual increase. Even with the annual increase, the rental costs are far below the market rates. UCSF masterleased 230 new units from UC Law SF (5-20% below market rates) which opened August 4, 2023. 	<ol style="list-style-type: none"> UCSF Housing has tried to provide a more lenient early lease termination agreement: reducing tenant's liability from a) until a replacement tenant is found or b) the lease end date, whichever comes first to a 60-day maximum. Working on reducing Housing late fees which will go into effect no later than July 1, 2023 If UCSF trainee learners are considered students, UCSF is working to launch its UC Affordable Housing program based on SF Area Median Income (AMI) and household size and gross household income, within the next few years. 	<ol style="list-style-type: none"> Basic Needs Program: UCSF students have benefitted from the Basic Needs commitment to all UC schools. In 2022-23, over 2,100+ students (~69% of all students) benefitted from UCSF's Basic Needs programs which include the student food market, 24/7 food pantry, grocery cards, nutrition events, a food recovery text message program, and emergency housing support. UCSF Student Life increased the percentage of students served in 2022-23 in all academic programs. Currently, Student Life is working with campus facilities to locate a secondary location to add an additional food pantry on campus. CalFresh: At UCSF, over 33% of UCSF students are CalFresh recipients, and 90% of UCSF students who initially apply for CalFresh are approved, the highest approval rate of all UC's. Students who are approved for CalFresh can receive up to \$250/month or 40% of the 2022-23 cost of attendance food budget per month.

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Campus	Housing Related Steps Already Taken	Housing Related Additional Steps	Dining Related Steps Already Taken
UC Santa Barbara	<ol style="list-style-type: none"> 1. Rates for campus housing are set far below our local Santa Barbara market. 2. Rates for single graduate housing have an agreed upon maximum increase of 1.5% per year. 3. UCSB adjusts financial aid awards for students who are placed in double occupancy residence hall rooms to make up the rate difference from the Cost of Attendance. 4. Financial aid eligible California residents who attend summer are eligible for our Summer Access Grant. We give priority to students who take at least 12 units in the summer. This drives down the cost of housing and improves time to degree completion, which in turn saves the student time and additional resources. 5. Our Financial Crisis Response Team administers a housing voucher program, which can be used to offset housing costs both on and off campus. Eighty-three (83) students were assisted in 2022-23 with \$76,966 in housing vouchers. 6. Our Basic Needs Office administers a Rapid Reshousing Program to provide temporary emergency housing. 7. Our Financial Aid Office provides funding for temporary transitional housing between academic years and summer sessions. 8. Effective Fall 2023, UCSB is including on-site laundry access as part of the room costs. 	<ol style="list-style-type: none"> 1. Additional affordable housing units are in development for undergraduate students. Graduate, family student, and faculty/ staff housing are in the initial planning stages. 	<ol style="list-style-type: none"> 1. UCSB helped 3,627 students apply for CalFresh in 2022-2023 through our UCSB CalFresh and Basic Needs Peer Advisors Team. 2. The Arbor and Tenaya Market & Eatery accept CalFresh, federally known as the Supplemental Nutrition Assistance Program (SNAP), a USDA program offering nutrition assistance to eligible individuals and families. Approximately 210,000 EBT transactions occurred in 2022-23. 3. UCSB offers two campus food pantries. The oldest is the Associated Students Food Bank, funded by student lock-in fees and launched in 2011. Housing, Dining and Auxiliary Enterprises (HDAE) fully subsidizes a second pantry. 4. Campus Dining also supports the student-run Swipes for Us program, which collects 2,000 donated swipes for Dining Commons meals per quarter that are distributed to students by the Associated Students Food Bank the following quarter. *This program is currently on hold until the student organization is reestablished, we look forward to continuing this partnership in the future. 5. Campus Dining partners with the Office of Financial Aid & Scholarships to offer free dining commons meal vouchers to students in immediate need. This program was inspired by and meant to expand the concept of the Swipes for Us program. Between January - June 2023 551 meal vouchers to the Dining Commons were distributed. 6. The Financial Crisis Response Team awarded 161 meal plan scholarships in 2022-23.

UC Santa Cruz	<ol style="list-style-type: none"> 1. Slug Support in the Dean of Students office provides direct aid to students to shore up gaps that students may experience in paying their on-campus housing fees. Students can email the Dean of Students Office for an appointment, and the non-clinical case managers (Slug Support) will meet with students to engage in a holistic intake process to determine their needs and will then prepare a wrap-around service to assist them in meeting their needs. Should the student present financial hardship and need for assistance for on-campus housing fees, the Slug Support Case manager will offer direct assistance via an award through financial aid. 2. Our campus was recently awarded state funds for the Kresge Expansion Project, enabling us to meet the much-needed new construction at an overall lower project cost to our campus. The expansion project and state award will also allow us to offer affordable options with reduced housing rates to students across our college system. 3. Our campus consistently maintains low annual increases to student room and board rates to mitigate the overall cost of education for our students, while sustaining high-quality living and learning environments and ensuring our commitment to future students by continually renewing programs and facilities. 4. Our campus offers more than 20 different room types, providing a variety of room options and a range of price points for students and their families. Triple rooms are our most common room type and offer more than \$1,000 in savings per quarter (\$3,000 for the full academic year) compared to a double, and other room types offer even more savings. 	<ol style="list-style-type: none"> 1. The campus's long-term approach is three-fold. (i) Campus policy guidance for Colleges, Housing, and Education Services (CHES) rates limits annual rate increases (e.g., not to exceed 3.5%/year) in order to maintain affordability prompting CHES to continually examine (and realign) their cost structures. (ii) In proposing new on-campus housing projects, the campus seeks grant funding to lower initial construction costs (e.g., at the November Regents meeting, the campus will propose expanded Kresge undergraduate housing that will be partially subsidized by a \$89M State housing grant and rents will be reduced as defined by Education Code Section 17201 guidance). (iii) The 2021 LRDP has designated campus lands to house all future enrollment growth through the construction/operation of on-campus housing using available cost-effective delivery mechanisms. Given the critical importance of affordable student housing, the campus has articulated it as a strategic priority and is holding relevant principal officers accountable for outcomes. 2. In addition, the campus has near-term programs (e.g., Slug Support) to address emergency student housing needs. For our graduate students, the campus offers an annual housing supplement until additional campus housing is available. 	<ol style="list-style-type: none"> 1. Slug Support in the Dean of Students office provides direct aid to students who are experiencing food insecurity. Students can email the Dean of Students Office for an appointment, and the non-clinical case managers (Slug Support) will meet with students to engage in a holistic intake process to determine their needs and will then prepare a wrap-around service to assist them in meeting their needs. Should the student present financial hardship which is impacting food security, the Slug Support Case manager will offer direct assistance via an award through financial aid, issuing a gift card to a food delivery service (like GrubHub) or a grocery store gift card. 2. Additionally, there are multiple ways through Slug Support and Basic Needs in which students experiencing food insecurity can access food support including: <ol style="list-style-type: none"> a. Merrill Market now accepts CalFresh EBT. An application for Porter Market to accept CalFresh EBT is in progress. b. The Redwood Free Market, a food pantry hub that provides healthy produce, protein and other food items to students at no cost and with no limit on how much food they can obtain in any given visit. c. The Cowell Coffee Shop offers free prepared meals, meal kits and other food items and opportunities to receive fresh produce at no cost or low cost (from the campus farm). d. Our case management program works with dining services to provide free meals to those in need at any one of our dining halls. e. Students are actively encouraged and supported to sign up for federal SNAP benefits which enables eligibility for the Cal-Fresh program. 3. In 2023, Dining Services has implemented new meal plan options that provide affordability, flexibility, and value for students. There are three tiers of plans that students in residence halls choose from based on their specific dining needs and budget. All plans allow access to all-you-care-to-eat dining hall locations as well as retail locations operated by Dining Services. Our campus meal plans are some of the lowest cost and most affordable in the UC system.
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Campus	Dining Related Additional Steps	Transportation Related Steps Already Taken	Transportation Related Additional Steps
UC Berkeley	<ol style="list-style-type: none"> Dining is working to expand EBT to other campus markets and restaurants. Dining is currently implementing a new menu management system that would improve inventory and production efficiencies. This would result in waste reduction through improved production forecasting and purchasing. 	<ol style="list-style-type: none"> This fall Berkeley is piloting a regional farecard that moves above and beyond the existing transportation card (AC Transit EasyPass) that students tax themselves for. The pilot pass allows for free access for 24 out of 27 Bay Area transit agencies (except for Amtrak and rural agencies). This is a two-year pilot that studies how students move in and outside of campus commuting. Results can give guidance as to how a pass may work for the entire campus. We are also working on a one-year pilot program with basic needs to offer emergency transportation assistance (BART passes, Clipper Cards, memberships and mobility passes) to students that may need it. The program does not include BayPass programs since it is an independent program/pilot. Anchor House, currently under construction, will feature a student commuter lounge offering lockers, general seating and study spaces to promote less expensive transportation modalities such as BART. 	<ol style="list-style-type: none"> The Student Union is collaborating with the Cal Student Store in piloting the Inclusive Access program, which provides course materials at far lower prices by charging students through bundled university fees.
UC Davis	<ol style="list-style-type: none"> Aggie Compass Basic Needs Center is launching a comprehensive food recovery program which will include both pantry foods and prepared foods. Aggie Compass Food Truck program will be launching in spring '23. This program is designed to address food insecurity among UC Davis students by providing a hot meal every weekday, using a pay what you can pricing model. The CoHo is exploring offering "\$2 meals" in partnership with the Aggie Compass Basic Needs Center. This would be a simple, vegetarian option served daily in one of our service platforms, with the dish changing weekly or bi-weekly. The CoHo is continuing to explore strategic sourcing opportunities to keep product costs manageable. UC Davis has initiated planning on an expansion of the commissary to allow for greater freezer and refrigerations storage in order to yield great efficiency in food procurement. 	<ol style="list-style-type: none"> Student Housing and Dining Services has begun the planning on the expansion of an existing dining commons to include a large industrial freezer to accommodate direct procurement from manufacturers of frozen foods. This will yield greater efficiency and cost savings. Student Housing and Dining Services is actively working with campus and system-wide procurement on way to leverage contracts to gain buying power and reduced food costs. Student Housing and Dining Services is evaluating current operations and menus to identify opportunities for staffing efficiencies, reduction of food waste and staffing retention. Aggie Compass Basic Needs Center is launching a comprehensive food recovery program which will include both pantry foods and prepared foods. Aggie Compass Food Truck program will be launching in spring '23. This program is designed to address food insecurity among UC Davis students by providing a hot meal every weekday, using a pay what you can pricing model. AggieFresh - a direct student aid program that provides nutritional assistance equivalent to CalFresh for students that qualify financially but are denied from receiving CalFresh benefits. The CoHo is exploring offering "\$2 meals" in partnership with the Aggie Compass Basic Needs Center. This would be a simple, vegetarian option served daily in one of our service platforms, with the dish changing weekly or bi-weekly. Aggie Compass Basic Needs Center partners with Yolo County Health and Human Services to provide application and enrollment support to eligible UC Davis students. CalFresh, also known as SNAP/EBT, is a long-term food assistance program for people with low-income who meet federal income eligibility rules and want to add to their budget to put healthy and nutritious food on the table. UC Davis has learning vegetable gardens to help teach gardening to those students who are interested. There are currently two gardens located in two different residential areas. The sustainability programs works collaboratively with dining services and residence life to deliver the program. UC Davis has implemented in person and on-line cooking classes, demonstrations and competitions to educate students about food preparation. This has been very successful with great participation. 	<p>Further Increase Local Living Options.</p> <ol style="list-style-type: none"> UC Davis is in the planning phases for another 3,000 beds on campus, incrementally through 2030. Complementing the campus effort, the City of Davis has 2,150 housing units pending or currently under construction. No minding words: theft is a problem. The pandemic instigated a lasting boom for second-hand bike market and the pandemic recovery saw a similar boom for e-scooters and e-bikes. Add in the low cost of a battery-powered angle grinder and the reluctance to display law enforcement presence and you have the bike/scooter theft epidemic being experienced on every college campus—even at UC Davis where the average bicyclist is much more keenly aware of the best bike locking practices. UC Davis is exploring ways to improve bicycle security on campus including pay-a-you-go bike lockers and secure parking cages, but with 20,000 daily bicyclists the cost of increasing security for everyone is extreme. Return of Transit Subsidy As Transportation Services at UC Davis continues to financially recover from the pandemic, it will consider re-instituting transit subsidies for certain transit services like Amtrak and the Solano Express.
UC Irvine		<ol style="list-style-type: none"> UCI Transportation provides complementary commute assistance and surviving without a car resources for all students. Specific commute programs are tailored to provide low-cost alternatives to driving to campus. Below are subsidized and low-cost options for students: <ol style="list-style-type: none"> University Bus Pass (subsidized regional transit pass) Train Rebate Program (UCI offers an additional 20% subsidy on student fares) Carshare Program Used Bicycle Sales, Bike Repair & Bicycle Safety Giveaways Motorist Assistance (vehicle jumpstarts, lock-out, gas/EV charge assist, emergency ride home, etc.) For students that decide to drive to campus, UCI provides custom start and end dates of parking permits, a unique offering that provides user flexibility and allows for budget control. For additional flexibility, discounted day-use parking permits support students who may only have the rare need to drive to campus. UCI has a dedicated commuter lounge that includes amenities such as self-serve lockers, microwave, refrigerator, lounge seating, wi-fi, and power outlets for device charging. To support our students while they study for mid-terms and finals, UCI Transportation extends valid zone commuter permit use to correspond with extended library hours. No additional fees are collected during these extended permit hours. The Anteater Express and Medical Center shuttle system allows students to have unlimited rides on the shuttle to move them around campus. Anteater Express is an all-electric bus fleet which reduces fuel costs and helps address UCOP climate goals. Ongoing efforts to increase on-campus housing via expansion, third-party partnerships, and increased density reduce the need for students to commute and bring a car to campus. UCI Offers the following services for students finding themselves with transportation insecurity: <ol style="list-style-type: none"> Short-Term Transportation support Bike Rebate Support 	<ol style="list-style-type: none"> As UCI continues to build high-density housing and increase on-campus living availability to students, the following transportation programs are being explored to reduce commute-related greenhouse gas emissions and eliminate drive-alone costs: <ol style="list-style-type: none"> Bikeshare – UCI Transportation is currently evaluating bikeshare options to provide connectivity to and from housing communities to the campus core. Bike Parking Centers – new locations will be considered to expand access to secure bike parking and bike parking centers. The installation of secure bike racks and parking centers reduces the likelihood of theft and related replacement costs. Transit partnerships – UCI Transportation continues to work with our transit partners to improve the travel experience for long distance commuters through route and scheduling adjustments. Rideshare matching enhancement - evaluation of available rideshare matching platforms that may connect students with carpool and vanpool options. Research into social media and online applications that may provide expanded use of current rideshare programs.
UC Los Angeles	<ol style="list-style-type: none"> UCLA is launching a new Teaching Kitchen within our newest apartment complex to help educate students on preparing healthy, sustainable, and affordable meals. The content will be published to create a video library for students not able to attend in person courses to serve as a resource for all students. 	<ol style="list-style-type: none"> FSC Scholarship offered to USAC for use for student transportation needs UCLA Transportation offers partially subsidized transit passes for seven major transit agencies connecting UCLA's Westwood Campus to the greater Los Angeles area and beyond. UCLA Graduate and Undergraduate Students, through their student fees, also have access to the university provided public transit pass program, which enables use of all local transit agency and commuter lines within Los Angeles County. UCLA Transportation also provides discounted Carpool permits and discounted daily permits for non-quarterly parking permits, a guaranteed, safe ride home if they live within a 30-mile radius from campus. Hours of operation are Monday through Thursday, 6:30 PM-9:30 PM. Finally, the UCLA BruinHub is a new space designed to meet the needs of students who commute long distances to campus as well as those who experience some form of housing insecurity. The BruinHub features areas for students to study, recharge, and rest: study tables, charging stations, microwave, refrigerator, storage, and study pods with access to restrooms, water stations, and showers. The BruinHub also provides rentable pods that are individual, partly-enclosed spaces for students to individually rest, study, or recline. BruinAccess Shuttle provides free service to accessible needs students and the BruinBus is free of charge to the campus community in the westwood vicinity. Additionally SafeRide provides evening transportation to students who need a ride within the UCLA Vicinity. Metro BikeShare Gratis EV Level 1 charging for employees and students who use or own an electric vehicle, saving commute fuel costs. EV Expansion Project providing more options for students who drive electric vehicles. 	<ol style="list-style-type: none"> Adding additional transit agencies to the subsidized transit passes, inclusion of additional Metro lines and transit hub increasing access to the campus.
UC Merced	<ol style="list-style-type: none"> We are looking into the implementation of a new food service menu management / inventory system. This will ideally reduce production waste, streamline food orders and enhance inventory controls, thus reducing food costs. 	<ol style="list-style-type: none"> The campus transit fee has not increased in over 10 years, however our bus routes/service levels have been expanded. Currently the campus provides a significant central subsidy to support the campus' transportation needs. In addition, parking rates have been held steady since 2019 and we have expanded our day-use parking options to allow access without purchasing a monthly parking pass. 	<ol style="list-style-type: none"> We continue to engage with our local transit providers in an effort to consolidate our services as we continue to work with both a 3rd party and MCAG for providing transit options.

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Campus	Dining Related Additional Steps	Transportation Related Steps Already Taken	Transportation Related Additional Steps
UC Riverside	<ol style="list-style-type: none"> In Fall 2023, launch our re-imagined Dining Student Advisory Council to provide input/feedback (and taste test!) to Dining leadership. Continue to optimize UC-wide agreements, bulk purchase contracts, local growers, improve sustainability and reduce food waste to reduce expenses. Currently serving as a "real-world" test location for a start-up company whose focus is on using advanced technology to track real-time food usage across the days, as part of helping with food management. If successful, this pilot will help Dining accurately forecast portions by collecting data points to reinforce and tighten up food forecasting and will reduce pre and post production food waste (enhancing sustainability efforts) and control costs. In Fall 2025, will add another EBTC a la Fresh location with the construction of N. District-2 Market. Annual internal review of our meal plans to ensure flexibility and options in cuisines, menus, pricing, and convenience while also ensuring required meal plans provide plenty of food. 	<ol style="list-style-type: none"> The local regional transit provider, Riverside Transit Agency (RTA), serves the campus well with six bus routes, including rapid-transit service to Corona and Perris. UCR is also the intersection of RTA's main north/south and east/west corridor routes. UCR has partnered with RTA to fully subsidize bus use for faculty, staff, and students through the UPASS program. Funded through parking permit revenues (not student referendums that translates into student fees), the program enables all students, staff, and faculty to ride any RTA fixed route for free. Transit ridership has increased five-fold since the UPASS program began in 2007, from 100,000. For students living in local, student-centered off-campus properties, UCR funds RTA a fixed bus route that provides service to and from private apartment complexes south of UCR. In January 2023, UCR will fund a second route that will service private apartment complexes to the north of UCR as part of our commitment to increasing access and mobility. UCR is a strong supporter of active transportation commuting and collaborates on City-led initiatives to extend bikeways to campus and improve pedestrian and bicycle safety. UCR has been the pilot site of several, successful infrastructure projects that have been replicated across the city, i.e., green bike lanes, two-way cycle tracks, and pedestrian scramble crossing. UCR continues to work with the City and advocates to improve the quality and functionality of an integrated bicycle path network that connects within the campus and to the wider community beyond. On campus, there are over 3,000 bike rack spaces and several self-fix-it stations for do-it-yourself light repairs. "Pedals Bike Shop" is also conveniently located on campus at Bannockburn, offering repairs, parts and accessories, and recently ran a pilot bike package in which students could directly apply part of their financial aid towards purchase. UCR Transportation Services has long recognized the low socio-economic status of its student population. Over the years, UCR has implemented several policies and prioritized programs that reduce dependence on personal automobiles, increase regional access to education and employment, and mitigate greenhouse gas emissions and vehicular traffic. These policies and programs have enabled UCR to reduce capital expenditures and only build one of the six parking structures identified in the 2005 LRDP while still achieving the 2005 LRDP enrollment goals. Page 4 of 7 Based on the 2021 LRDP housing objectives for 2035, UCR plans for 40% of its projected 35,000 students to live on campus. By increasing the number of students in the campus residence program as the 2021 LRDP progresses in future years, this will significantly reduce the percentage of student commuting to campus and mitigate the need for constructing more commuter parking. To support our campus housing residents when in need of short-term usage, car-sharing is available at a discount specific to the UCR community through Zipcar, a self-service car share program available to the entire campus community. Zipcar vehicles are conveniently available on campus and can be reserved by the hour or day 24/7. Rental fees include insurance, gas and mileage up to 180 miles per day. Also, approximately 5 years ago, we alerted all residence hall students that they should not bring a vehicle to campus, as we would not be able to provide them parking. To assist students with parking needs, UCR provides low cost and no-cost parking options. The campus leases parking spaces from local community entities to provide low-cost parking options. The Orange permit category was created to allow permit holders to park in remote lots, in the adjacent to the campus lots during the day, and on-campus in select lots after 6 pm during the week and all day on the weekends. UCR has worked with the Riverside County Transportation Commission (RCTC) to identify and utilize RCTC controlled Park-n-Ride lots to provide a no cost parking option for students. These lots are a few miles from campus, along RTA bus routes that service UCR. For students living in local, student-centered off-campus properties, UCR funds RTA a fixed bus route that provides service to and from private apartment complexes south of UCR. In January 2023, UCR will fund a second route that will service private apartment complexes to the north of UCR as part of our commitment to increasing access and mobility. 	<ol style="list-style-type: none"> Efforts around bike s, permits, etc. will continue and further evolve with student need and space availability. As noted previously, for students living in local, student-centered off-campus properties, UCR already funds RTA a fixed bus route that provides service to and from private apartment complexes south of UCR. In January 2023, UCR will fund a second route that will service private apartment complexes to the north of UCR (along with some other key areas for both the campus and surrounding community) as part of our commitment to increasing access and mobility. Based on the 2021 LRDP housing objectives, UCR plans for 40% of its projected 35,000 students to live in campus housing. By increasing the number of students in our housing in upcoming years, this will significantly reduce the percentage of student commuting to campus and mitigate the need for constructing more commuter parking of which those projects are capitalized cost-wise to all permit holders. To support our campus housing residents when there is still need for short-term vehicle usage (instead of private ride share like Uber or Lyft), we will continue to offer car-sharing that is currently available to the UCR community through Zipcar, a self-service car share program available to the entire campus community at a negotiated discount. Zipcar vehicles are conveniently available on campus and can be reserved by the hour or day 24/7. Rental fees include insurance, gas and mileage up to 180 miles per day. UCR is also planning additional investments in online courses (and potentially RISE classrooms, depending on how they are used) which would significantly reduce transportation costs. Also, UCR's fundraising efforts will continue to focus on student scholarships. In addition, we are focusing a renewed emphasis on the Finish in 4 Campaign to allow students to avoid costs by completing their degree as early as possible.
UC San Diego	<ol style="list-style-type: none"> Pepper Canyon West Living and Learning Neighborhood (2024) project will be for transfer/upper-division students, will not require a meal plan since it is apartment-style housing, which will reduce cost of living on campus. Creating meal kits so students can prepare ready-to-cook meals in their residential space which would be priced lower than prepared meals. Develop an integrated food production facility encompassing a bakery, commissary, and warehouse. This initiative will reduce the expenses of goods, eliminate reliance on multiple third-party vendors, continue to offer below-market pricing by lowering the cost of goods through insourcing production and increase the opportunity for direct-from-manufacturer purchasing. Ultimately, these measures will lead to considerable cost reductions for students, allowing them to benefit from savings passed on through this streamlined approach. 	<ol style="list-style-type: none"> In partnership with student government, Transportation administers a student-supported, discounted and socialized transit pass program that provides every student an unlimited right to ride transit pass at approximately 75% below retail. In partnership with student government, Transportation provides 75% discounts on bike locks and free high-quality bike helmets along with a 10% discount on maintenance and equipment. The department provides periphery parking at 40% less than central campus rates and migrated commuter student parking to daily sales to help students avoid high upfront costs and reward students who only park intermittently. Students can earn additional parking discounts of up to 50% and credit with shared mobility providers through participation in alternative commute programs. Pell Grant and Cal-fresh eligible students receive 50% off shared micromobility. 	<ol style="list-style-type: none"> Transportation is developing new bundled mobility program for campus residents that will reduce costs and offer discounted access to carsharing, ride-hailing, and micromobility without individual program memberships or fees. Transportation is collaborating with students to extend the current universal, socialized transit pass program to the summer quarter.
UC San Francisco	<ol style="list-style-type: none"> UCSF is continuing to work to increase resources to students from for the basic needs food market, 24/7 food pantry, food gift grocery cards to supermarkets, expand Cal-Fresh to cover monthly food costs, and teach classes to the students on making nutritional meals and personal budgets. 	<ol style="list-style-type: none"> As a transit first urban campus, UCSF's focuses on increasing transportation affordability, reducing traffic congestion and carbon emissions. This is achieved through free or significantly below market alternatives to driving for students and trainees: <ol style="list-style-type: none"> Increased free or low cost alternatives to driving: Services for free: <ol style="list-style-type: none"> UCSF shuttles - campus to campus connections as well as connections to regional transit hubs such as BART/MUNI stations. No Cost Bike registration and permits and secured bike parking at all campuses. Scheduled regular Student orientations and webinars to promote low-cost, sustainable transportation options. Subsidized and below market options: <ol style="list-style-type: none"> Clipper Card: UCSF students who participate in CalFresh (over 40% of our students), can receive a 20%-50% discount on select public transit providers (as a part of a Clipper Start pilot program). Student Late Night Lyft: From the hours of 10 pm – 1 am, UCSF covers the first \$10 of a Lyft ride (up to 15 rides per month) to UCSF students who want to return from campus to home. Students approved a Student Transportation Fee referendum to allow implementation of a subsidized and steeply discounted Student Transit Pass (~26% of market rate including the 25% return-to-aid). Implementation in progress with a goal of distributing passes in Fall 2023. Options to make driving more affordable: <ol style="list-style-type: none"> Student parking rate 50% of UC employee rates and significantly below SF market. Expanded locations where the 50% student parking rate is offered. School of Medicine provides travel stipends to offset the cost of transportation for required clinical training across the bay area. Implemented daily discounted parking rate for students (50% off regular rate for 2023-24). \$7 Daily Max Parking rate for students with an ADA placard Offered vouchers (\$10) for late evening/night Lyft rides from campus to home. Zipcar discount - \$75 off annual membership. No parking rate increases in FY24 	<ol style="list-style-type: none"> UC Law SF students will be offered free rides on UCSF shuttles effective Summer 2023. Implementing recommendations from the recently complete Bike and Micromobility Plan. Areas of focus include expanding the micromobility network connecting campuses, increasing the amount of secured bike parking, and enhancing policies to promote use. Increasing the hours of the Student Late Night Lyft.

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Campus	Dining Related Additional Steps	Transportation Related Steps Already Taken	Transportation Related Additional Steps
UC Santa Barbara	<ol style="list-style-type: none"> The UCSB CalFresh team plans to expand outreach around CalFresh and complete 9,000 applications/year by 2025. UCSB was selected as one of the two UC campuses that piloted implementation of AB 396. Through this process we substantially increased the number of academic programs at UCSB which can be counted as a student exemption to the work rules for CalFresh. Over the next three years, we will continue to expand eligibility for CalFresh. As many UCSB students are not eligible for CalFresh, the Basic Needs Peer Advisors have also set a goal of having 3,500 Peer Advising Sessions completed per year by 2025. The Food Security and Basic Needs Task Force is also in the process of writing grants to secure funding to expand outreach on basic needs services specifically to Asian Pacific Islander students. We have found this population has a higher likelihood to be food insecure but they are less likely to participate in basic needs programs on campus. In October 2022, we submitted a Department of Education grant to pursue this and will be seeking other grant opportunities as well. Campus Dining operations (in partnership with other UC's and UC Strategic Sourcing) are reducing our raw food costs by leveraging our collective spend and developing new procurement methods. Additional food pantries will be added all newly developed student housing. 	<ol style="list-style-type: none"> All enrolled UCSB students are given a free bus pass for the Santa Barbara Metropolitan Transit District (SB MTD). (funded by student fees). Associated Students Bike Shop offers free repairs to students who are willing to learn about bike repair through the process. (funded by student fees). Ventura County Transportation Commission (VCTC) provides free long distance bus commuting for UCSB students traveling from Ventura County to UCSB (Clean Air Express) on a pilot basis. Fully funded local transit line (Line 26) by Housing, Dining, and Auxiliary Enterprises. Bus line was created in lieu of building new parking for residential development. Expanded local transit bus service for certain routes to the campus funded by Housing, Dining, and Auxiliary Enterprises. Reduction in costs for ZipCar ride share services via UC master agreement. Reduction in costs for Commute with Enterprise vanpool services via UC master agreement. Lowest cost parking permits in the UC System (note that this conflicts with sustainability goals and reduces funding for alternative forms of transportation) 	<ol style="list-style-type: none"> The UCSB Student Fee Advisory Committee (SFAC) funded a pilot and feasibility study led by a group of students who developed a concept for a free shuttle to travel to local grocery stores. This was developed through a Communications Department class. This project is currently on hold pending future funding and a review of the pilot and feasibility study.
UC Santa Cruz	<ol style="list-style-type: none"> In addition to maintaining its current operations, the Slug Support and Basic Needs programs have submitted an application to the Department of Education for the Basic Needs for Post Secondary Students grant. If awarded, we may receive up to \$950,000 over three years to support food insecurity, wellness and sense of belonging for off campus students. Dining Services will continue to monitor the effectiveness of the new meal plan structure and expenses, to provide the most affordable options to students. We will continue to partner with UCOP on strategic sourcing initiatives to reduce food costs. In the coming year, Dining Services will be implementing CalFresh EBT at additional campus operated locations. We will continue to collaborate with the Division of Student Affairs and Success for meal donation drives and food pantries to provide meals and healthy food to students in need. 	<ol style="list-style-type: none"> Division of Student Affairs and Success: Slug Support in the Dean of Students office provides direct aid to students to help pay for transportation expenses. Students can email the Dean of Students Office for an appointment, and the non-clinical case managers (Slug Support) will meet with students to engage in a holistic intake process to determine their needs and will then prepare a wrap-around service to assist them in meeting their needs. Should the student present financial hardship and need for assistance for transportation expenses, the Slug Support Case manager will offer direct assistance via an award through financial aid. Transportation and Parking Services (TAPS): In consultation with campus Leadership, TAPS reduced parking permit rates by 15% beginning summer of 2021. Additionally, TAPS has introduced additional student parking options, and new transit pilot programs at no additional costs to better serve students located at our Westside properties as well as Silicon Valley Campus. Also, TAPS facilitates a service agreement where all students can ride fare free countwide on Santa Cruz County Metro buses. Finally, TAPS offers several bike and Transportation Demand Management programs, such as vanpool, Zipcar, and carpooling, that can lower the cost transportation. TAPS has successfully collaborated with the City of Santa Cruz on introducing e-Bike share to campus. We are offering significant subsidies for annual memberships to both students and employees, and have secured unlimited 60-minute rides for affiliates who take advantage of this opportunity. The bike share system is expected to grow into neighboring jurisdictions in early 2024. In 2023, TAPS reinstated the Safe Ride program, which provides free rides on the residential campus between 7pm and 12:15am, seven days a week when classes are in session during fall, winter, and spring quarters. TAPS manages the Slug Bike Life program, which offers high-quality, free helmets/flights to affiliates as well as bike education and safety courses. 	

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Campus	Textbooks and Course Materials Related Steps Already Taken	Textbooks and Course Materials Related Additional Steps
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UC Berkeley	<ol style="list-style-type: none"> Offered students grants so they could receive free course packs. Faculty also provided support in moving their selected course materials and textbooks to free digital versions. Developed and launched an affordable textbook/course materials website: https://guides.lib.berkeley.edu/affordable-resources. Joined the Open Textbook Network, which supports access to freely available and openly licensed textbooks and course content. 	<ol style="list-style-type: none"> The Student Union is collaborating with the Cal Student Store in piloting the Inclusive Access program, which provides course materials at far lower prices by charging students through bundled university fees.
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UC Davis	<ol style="list-style-type: none"> Flat-rate textbook program called Equitable Access, is available to undergraduate students at \$169 per term, regardless of major or how many required textbooks are assigned. This optional cost is included in the tuition billing process, which allows a student to easily apply their financial aid to their textbook costs. This flat-rate model removes one of the barriers for lower income students to pursue STEM majors with historically high textbook costs. Over 80% of students are participating in this optional program. The Equitable Access program is digital-first, which means that if a textbook is available digitally, that is how it will be provided through this program. This digital-first (eBook) policy of the UC Davis Equitable Access program saved UC Davis students \$9.6 Million during the 2022-2023 school year compared to the pricing in a traditional print model. UC Davis negotiated another \$5.8 Million reduction from publishers compared to the national digital price. Combined, during the 2022-2023 school year, the negotiated digital pricing in this model reduced the price by \$15.4 Million compared to traditional print model pricing. Bookstore-Library collaboration provides textbooks with digital licenses owned by the Library to students at no cost to them. In the first three years of this project, 1350 faculty-chosen required textbooks were provided through this collaboration, saving UC Davis students \$2.6 Million in the first three years of the program. The Bookstore posts digital links to library content to the Canvas LMS. Bookstore provides access to faculty chosen Open Educational Resource (OER) content in the Learning Management System as part of its Equitable Access program. When the copyright of the content being used is owned by the faculty, is fair use, or in the public domain, faculty can place items on reserve via our Library. The Aggie Open Project, which is led by our Library, promotes the adoption, adaptation and creation of openly licensed materials, and provides support for instructors to make that transition. Faculty can receive be awarded between \$2,000-\$7,500 to adopt or adapt openly licensed course materials. During the three academic years spanning 2020-2023, inflation was approximately 15%. During that same time period, our flat-rate textbook program decreased the subscription cost to students by 15%, from \$199 per term to \$169 per term. Need-based textbook grant funding textbook program surplus funds are invested in providing textbook grants to our lowest income students. Over the last three academic years 13,000 14,500 students received \$169 grants to cover their entire term's textbook costs (total allocated \$2.45 Million). The Bookstore transfers the funds to financial aid and financial aid allocates the funds based on need. This grant funding is possible because of an intentional transition of our textbook program from a retail sales model to a student service model. Fee limit on Course Materials and Services Fees (CMSF). For undergraduate and graduate courses, CMSF may not exceed \$65.00 for courses with a maximum actual cost of \$160 per student, and may not exceed \$90.00 for courses with an actual cost of \$161 or more per student. CMSF may not exceed the actual cost per student of the materials provided for the course. The cost per student are based on estimates of the anticipated costs or previous records of actual costs and are kept as low as possible. The charge is applied at the course level for consumable/services expenses directly related to the student's participation in a course. For our professional school programs, the fee encompasses a variety of courses from a prescribed course of study. Our professional school programs with annual course fees (\$2524 for D.V.M. and \$500 for M.D.) have held their fees flat since 2010, even as the financial burden on the department increases each year due to inflation. And lastly, a \$500 course material fee was established in Fall 2020 and is charged to our Online MBA students who register for a 2-unit residential course. In addition to the fee cap, our campus CMSF have expiration dates. Fees are generally approved for a three-year period and will expire unless the department requests a renewal or revision to the CMSF & Miscellaneous Fees Committee. During this review period, a cost analysis is done in order to determine if the fee needs to be adjusted. This process helps to ensure our goal of keeping student CMSF costs as low as possible. 	<ol style="list-style-type: none"> The Bookstore plans to continue enhancing and growing the features of our textbook program described above. Our campus continues to explore how to keep course material costs down for our students. This includes enhancing communication to faculty to ensure familiarity with rules and best practices.
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UC Irvine	<ol style="list-style-type: none"> The UCI Academic Senate convened two task forces and released guidance in 2020 asking that faculty consider the financial challenges to students when assigning materials; clarifying that exams, grading, and proctoring should not result in additional costs to students, highlighting accessibility needs, and asking that faculty leverage resources offered by the UCI Libraries. Specific guidance was also provided on the handling of royalties from instructor-produced materials. The UCI Libraries: <ol style="list-style-type: none"> Piloted a course material affordability project to acquire and place on reserve faculty selected course readings that would otherwise need to be purchased by students. Between January 2021 and July 2022, the Libraries spent approximately \$16.5K on this program while averting \$618K in expenditures by students. FY2022-2023 report in progress. Raised funds via 2022 Giving Day to acquire \$13K worth of electronic medical textbooks to be used by students in select courses. Licensed PressBooks software to enable faculty/instructors to create their own open textbook or open educational resources. Hosted two webinars to help raise awareness to faculty/instructors about affordable course materials, the choices they can make, and the support they can get from the Libraries. The UCI Libraries are piloting an Affordable Course Materials/Open Educational Resources program to provide incentives and librarian consultation for faculty interested in developing Open Educational Resources to replace expensive textbooks in large enrollment classes. The Libraries are launching a two-year pilot of a program to support UC Irvine authors who are publishing monographs with commercial, university, or society publishers that will be used as course materials either at UC Irvine and/or elsewhere within the University of California. For textbook and course material costs that exceed the normal cost of attendance used for financial aid packages, students can initiate an appeal process to request additional aid based on actual expenses. 	<ol style="list-style-type: none"> UCI is exploring the possibility of providing a First Day Complete Solution to address textbook/course material needs. Such programs allow students to get textbooks and course materials at a fixed low cost from the publisher. To improve financial aid support, we are evaluating whether alternate costing methodologies might better capture actual cost of attendance. We are also evaluating approaches to expand outreach and awareness of aid enhancement opportunities such as the existing appeal process.
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UC Los Angeles	<ol style="list-style-type: none"> Inclusive Access Program: Inclusive Access is a nationwide program which automatically provides students with digital course materials (when offered by instructors) through the campus Learning Management System at significant discount to paper materials (typically up to 75%). Materials are available the first day of classes and students are billed through BruinBill, the campus billing platform, and students have the opportunity to opt out. Inclusive Access was launched at UCLA in 2016, and now currently serves nearly 50,000 students with annual savings to students of over \$1,100,000. Books For Bruins is an initiative managed by the UCLA Undergraduate Students Association Council (USAC) that provides financial assistance for the purchase of textbooks. Significant reduction in the overall cost of Dentistry, Medicine, and Nursing equipment and supplies through volume purchasing and in-house kit assembly and distribution. The efficiencies gained through this process also contribute to a lower out-of-pocket student outlay. Coordination between UCLA's Student Account office and the UCLA Store to allow students the option to charge academic material purchases to their student accounts, thus streamlining the application of financial aid. UCLA Course Reader Solutions is an entire department focused on reducing the overall cost of course materials by <ol style="list-style-type: none"> providing segments of textbooks specifically tailored to instructor assignments encouraging faculty to adopt free or low-cost content for inclusion in course readers, including faculty-developed materials (many of which are available to students for little or no cost) eliminating the "unassigned reading tax" associated with the segment of a textbook that goes unassigned. Rather than pay for an entire textbook that may not be assigned in its entirety, students only purchase the content they truly need offering three options to fit a student's budget and study preferences: print, digital, or a print/digital combo partnering with the UCLA Library to take full advantage of licensed content negotiating university-wide discounts on frequently assigned content 	<ol style="list-style-type: none"> UCLA has plans to transition from "Inclusive Access" to Bruin One Access (an Equitable Access program) in Fall quarter 2024 though which students would pay a flat rate price for all required course materials provided digitally and, where necessary, in print.
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UC Merced	<ol style="list-style-type: none"> In partnership with Follett, who runs our bookstore, we have expanded our Inclusive Access (digital books) program. In the Fall 2021 we had 69 Inclusive Access adoptions, and 80 in Spring 2022. We have also expanded our digital textbook offerings with 70% of textbooks being offered digitally in Fall 2021 and 85% in Spring 2022. The digital options are traditionally a lower cost option for our students. We also recently launched the Zero-Cost Course Material (ZCCM) incentive program for faculty in an effort to increase their utilization of open-access course materials that will significantly reduce the student's textbook and course material costs. 	<ol style="list-style-type: none"> Follett has been working on options to expand the digital offerings by using a cohort approach that has been effective at other institutions.
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Campus	Textbooks and Course Materials Related Steps Already Taken	Textbooks and Course Materials Related Additional Steps
<p>UC Riverside</p> <ol style="list-style-type: none"> 1. The Library buys textbooks and other course materials in either physical or electronic form, as appropriate, for inclusion in the course reserve system enabling multiple students to have access to the same item during any given time period. In the case of electronic books, if demand increases, the Library acquires additional licenses to ensure that students have immediate access to content. 2. Our recent adoption of Canvas—a learning management system that supports online learning and in-person teaching—allows for greater support and dissemination of open educational resources through the Canvas Commons tool. 3. The Course Reserves operation checks the sizes of classes to determine if we need a different licensing option for course reserve materials to ensure that students can access the content regardless of the size of the class. 4. Library staff members have engaged in consultation sessions with faculty to recommend alternative texts. 5. The Library has purchased items such as O'Reilly texts to provide faculty with a suite of options. 6. The Library joined the Open Textbook Network, which supports access to freely available and openly licensed textbooks and course content. 7. The Library created a Guide to Open Textbooks and Other Open Education Resources. 8. The use of streaming audio and video has opened alternatives to text and/or provided supplementary content for some classes. 9. The Financial Aid Office includes books and supplies on their Cost of Attendance (COA) budgets. Most low-income students receive sufficient grants and scholarships to cover these costs. 10. XOTE, through the support of three California Learning Lab grants, has been creating interactive digital courseware for courses in Math and STEM that will be freely available to students, and shared with other UCs as an open educational resource. 11. UCR reviews justifications for all Course Materials Fee proposals at the campus level. 	<ol style="list-style-type: none"> 1. As part of an extension to our agreement with Barnes & Noble, we are working on rolling out "First Day Complete" in winter 2023 (pending campus stakeholder agreement and timing). This is an equitable access program that helps create predictable pricing for course materials including textbooks, readers and electronic delivery regardless of major. It also maintains the freedom of selection that is important to our faculty. This pricing approach aims to "level the playing field" and leverage economies of scale as all students pay the same amount each quarter. The cost is billed directly to student financial aid so students do not need to make trade-offs between books and other out-of-pocket expenses. This program operates as an "opt out" and students can change their selection each quarter based on their classes, preferences, and financial situation which underscores the freedom of choice associated with this program. 2. UCR is contributing to the efforts of the UC Open Educational Resources (OER) Work Group which is charged with creating a UC system-wide plan to increase the adoption of open educational resources for undergraduate courses, thereby lowering the cost of course materials for UC students. To support the development of this plan, the UC OER Work Group will: 3. Create an inventory of existing OER initiatives across the UC campuses, including notes about scalability, barriers and impact of those initiatives. 4. Identify exemplar models for OER development and adoption at other US institutions and solicit further insights from leaders of those OER initiatives. 5. Explore technical needs for multi-campus OER collaborative content development and hosting. 6. Solicit feedback from campus faculty on potential incentives and barriers to the development of new OER content and the adoption of existing OER materials. 7. Gather student feedback on course material costs and desired features/functionality of course materials, which could include utilizing existing surveys and data previously collected by UC campuses. 8. Develop a strategic sequence of actions to increase utilization of OER materials, potentially including target courses. 9. Develop several scenarios for UC-wide OER initiatives with corresponding budgets. The goal is to have a set of detailed, functional plans that could be quickly developed into proposals for potential new state funding or major federal grant opportunities. 	
<p>UC San Diego</p> <ol style="list-style-type: none"> 1. The UC San Diego Library's reserves program purchases course materials, including textbooks, monographs, book chapters, and films, on behalf of course instructors. Materials are purchased at a rate of one copy or license per 50 students, when possible. To increase access, we have piloted a controlled digital lending program for high-use materials, making the content available electronically rather than physically. Last year, 1,231 unique books were put on reserve for a total of 506 courses, and 2,684 streaming media items were made available to 440 courses. Using research and survey data from current UC San Diego students to support decision-making, the team is encouraging adoption of open educational resources (OER), electronic delivery for day-one access and leveraging library resources. 2. The Campus has adopted a collective impact model to using these course materials, leveraging cooperation among the Bookstore, Libraries, faculty and academic leadership. 3. The group has adopted a three-pronged strategy: (i) make conventional course materials more affordable via collaborations with the bookstore and financial aid; (ii) create inherently free "open educational resources" through collaboration between faculty, the Library, and the Commons; and (iii) collaborate with UC partners to share open educational resources across campuses. In return, students have realized lower educational costs, the ability to preview materials before enrolling and improved access to information. 	<ol style="list-style-type: none"> 1. Through the collective impact effort, campus is developing plans to incentivize OER development, incentivize OER adoption, implement an equitable access program that provides undergraduates cost predictability and socialized access to course materials with a uniform per credit hour fee at approximately half of existing costs, and fund a new course materials needs-based grant. 2. Course Materials and Services Fees: Considering reducing or eliminating fees charged that generate ~\$1M annually (pre-pandemic) on top of Systemwide and local Campus-based fees. The existing CMSF's are primarily assessed to undergraduates with some limited graduate assessment. Retiring fees would require incremental Core support and an administrative mechanism to capture and support these costs. 	
<p>UC San Francisco</p> <ol style="list-style-type: none"> 1. School of Dentistry has reduced the instrument kit fee by 3% for second year students and kept increases minimal for other domestic students. 2. School of Pharmacy no longer requires students to buy books; and most of the standard texts are available electronically in the library. Additionally, SOP no longer requires an additional device for the purposes of exams. In previous years, an iPad was strongly recommended for exams, in addition to a laptop for standard coursework. Since 2022, an iPad is no longer required and students may decide on one device of their choosing. 3. School of Medicine undertaken the following measures to reduce cost for medical students: <ol style="list-style-type: none"> a. No longer requiring textbook purchases. b. Providing third-party medical licensure preparation software free of charge. c. Covering voucher costs of medical licensure practice exams. d. Providing free tutoring programs in medical knowledge and clinical skills. e. Providing each student with a Ginger Mental Health Services license, which includes self-help, 1-1 coaching, licensed therapy, and psychiatric services. 4. School of Nursing avoids requests for supplemental expenditures beyond the fees required for students and encourages faculty to use open access materials and/or textbooks. 5. Physical Therapy has shifted the majority of courses to not requiring textbooks. For those that still do (11/55), a free option is typically recommended. For example, one resource is free through students' APTA membership. 6. All professional schools and the Graduate Division collaborate with the Library, which provides the following: <ol style="list-style-type: none"> a. Collaboration with the SDM & SOD to create and maintain open educational textbook for 3D printing elective courses b. Guidance and support faculty in providing texts/resources via course reserves and multi-user e-book licenses c. Streaming video databases d. Unlimited ILL services to enable students to request materials free of charge. e. Participation in HathiTrust/Google Books digitization, thesis and dissertation digitization, and other digitization efforts to provide free access to openly available materials. f. Guidance and support to faculty in creating DIY "course packs" within the learning management system through the use of library resource permalinks. 	<ol style="list-style-type: none"> 1. School of Dentistry Dean is committed to decreasing the Instrument, Equipment and Supplies (IES) fee and has tasked the Learner Success Center and the Finance office with continuing to evaluate this fee and its components to decrease it. 2. Physical Therapy is continuing to work with course directors to reconsider requiring textbooks in those courses that still do. PT will partner with the library to leverage multi-user licensed content. 3. Money saved in purchasing textbooks now available via library course reserves or multi-user licenses can be quantified per student. 4. Money saved through provision of medical licensures can be quantified per student. 5. Money saved in reduction of requirements for instruments and technology can be quantified per student. 	

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Campus	Textbooks and Course Materials Related Steps Already Taken	Textbooks and Course Materials Related Additional Steps
UC Santa Barbara	<ol style="list-style-type: none"> 1. A lot of successful work in this area has been led by individual faculty advocating with publishers for bringing down the cost of textbooks, especially in Chemistry 2. The Library runs a Course Reserves Program, whereby faculty can put copies of course materials on either physical or electronic course reserves. The Library purchases multi-user ebook licenses and streaming licenses when available, although these do not tend to be available for traditional textbooks. A few years ago, the Basic Needs Program partnered with the Library to help fund some of these licenses 3. The Library has started to engage in open educational resource advocacy and education to faculty with the goal of increasing the adoption of free course materials 4. Several entities on campus offer textbook lending banks, the biggest of which is run by Associated Students 5. There are a few grant programs that provide limited funds to assist students in need with textbook purchasing 6. Students can submit an appeal form to Financial Aid to cover the cost of books/supplies if paying over the average determined by the UC Cost of Attendance Survey. 	<ol style="list-style-type: none"> 1. The Library is exploring purchasing physical textbooks to add to our Course Reserves Program, with a focus on high-cost textbooks for high-enrollment courses 2. The Basic Needs Program is doing a feasibility assessment of a local equitable access program that would provide a flat-rate and affordable price to all UCSB students for textbooks and course materials similar to UC Davis.
UC Santa Cruz	<ol style="list-style-type: none"> 1. The library licenses ebooks, journals, and streaming media for use in courses and maintains a Course Reserves service for materials that cannot be distributed digitally (e.g. commercial textbooks and print materials). Librarians provide education and guidance to faculty on the discovery and selection of affordable or no-cost course materials and, as of September 2023, the library will have hired an Open Educational Resources Librarian to spearhead library-wide efforts to lower student course costs by advancing the adoption and creation of OERs by UCSC faculty in their courses. Past actions taken by the library include eliminating certain overdue and lost item charges/fees in 2018 and, in 2021, employing graduate students to work on a variety of OER projects as part of the campus' Instructional Support Corps. 2. Slug Support in the Dean of Students office provides direct aid to students to help pay for textbooks and course materials. Students can email the Dean of Students Office for an appointment, and the non-clinical case managers (Slug Support) will meet with students to engage in a holistic intake process to determine their needs and will then prepare a wrap-around service to assist them in meeting their needs. Should the student present financial hardship and need for assistance for textbooks and course materials, the Slug Support Case manager will offer direct assistance via an award through financial aid. 3. Beginning in Summer 2021 UCSC adopted a new course materials funding model through which a portion of tuition revenue is allocated to each academic division and the colleges to purchase course materials at no additional cost to students. This change eliminated 80% of UCSC's course materials fees. Only a limited range of for-credit courses remain eligible to charge course materials fees, subject to rate approval through the campus's annual process. These include lab, field, and studio courses with course material costs that exceed \$100 per student, and independent studio music lessons. Students with financial need may qualify for additional financial aid to assist with these expenses and department fee waivers are also encouraged. This change to intentionally provide course materials to students for most courses, at no cost to them, is intended to reduce barriers to degree completion and equalize opportunities for scholarly experience within a degree program. 4. Students who are approved and granted Textbook Access Program (TAP) services are provided vouchers for the Course Material Website managed by the Bay Tree Campus Store. The vouchers can be used to purchase anything from textbooks and iClickers, to online homework access codes. 5. Bay Tree Campus Store: (i) Launched Inclusive Access (IA) in Winter 2023, with the best possible digital pricing for students. (ii) For courses participating in IA, we have seen a 35% student savings for digital versus digital, and 52% student savings for digital versus print. (iii) For every adoption submitted by a faculty member, where appropriate, an eBook option is sourced, if not already offered. (iv) Bookstore partnered with a third-party eCommerce provider, Akademos, Inc., in January 2022, to provide virtual delivery of digital products and physical delivery of print materials. (v) Negotiated the lowest possible commission of 1-2%, with Akademos, to have the smallest retail markup possible for course materials, resulting in the lowest cost to students. (vi) Akademos, Inc. just recently merged with VitalSource, a leader in digital course content delivery. This expands the network for digital products and drives cost savings. (vii) Akademos supports an online Marketplace that allows for peer-to-peer selling, and works with textbook reseller Allons to provide affordable Used options for course materials. (viii) \$12,000 in scholarship voucher codes are donated annually, by Akademos, for need-based UCSC students. (ix) In total, the Campus Store awarded a total of \$20,000 in scholarship voucher codes during the academic year 2022-23, to need-based UCSC students. (x) Student savings since the launch of the Akademos partnership totals \$447,044 over retail prices that students would have paid if purchasing course materials through our previous brick-and-mortar Campus Store delivery model. Student savings for the academic year 2022-23 is \$356,489. 6. The Campus Store collaborates with the Library in several ways: (i) A current booklist for any active term is sent to Book Reserves every week, so they may contact and work with any instructors where eBooks are available through Course Reserves. (ii) The Campus Store reviews each adoption and utilizes the UCSC Library Search and Course Reserves database to identify eBooks available for free to students, and this information is added as a course note to the class, if not already provided by the instructor. 	<ol style="list-style-type: none"> 1. Bay Tree Campus Store: <ol style="list-style-type: none"> a. Grow Inclusive Access- we have provided materials to seven courses and close to 1000 students through our pilot program, so now we want to build on this success in the next academic year, and continue to drive down course material costs b. Meet with Student Business Services and continue conversations regarding creating a Student Charge program. This would allow students to purchase their required textbooks with funds provided by UCSC prior to the start of classes, and pay off their eBill when they are able.