



UNIVERSITY OF CALIFORNIA

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DIVISION OF AGRICULTURE AND NATURAL RESOURCES

November 22, 2024

Honorable Gavin Newsom, Governor
Honorable Robert Rivas, Assembly Speaker
Honorable Mike McGuire, 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 2024 Multi-Year Compact Annual Report. The report describes the University of California's ongoing efforts through the third 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. The report also includes Cost Associated with the Compact.

If you have any questions regarding this report, Associate Vice President 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. Diego Lopez)
(Attn: Mr. Kirk Feely)
The Honorable David A. Alvarez, Chair

Assembly Education Finance 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. Gabriela Chavez, Department of Finance

Ms. Jessica Deitchman, Department of Finance

Mr. Gabriel Petek, Legislative Analyst Office

Ms. Jennifer Pacella, Legislative Analyst Office

Mr. Ian Klein, Legislative Analyst Office

Provost and Executive Vice President Katherine Newman

Executive Vice President and Chief Financial Officer Nathan Brostrom

Senior Vice President Meredith Turner

Vice President Pamela Brown

Associate Vice President and Director Kathleen Fullerton

Associate Vice President Caín Díaz



UNIVERSITY
OF
CALIFORNIA

Multi-Year Compact Annual Report



November 2024





University of California Multi-Year Compact Annual Report November 2024

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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 this reporting cycle, 2023–24, the University made progress toward achieving each goal.

- A. *Increasing Access*: The University made significant progress in increasing access by growing the resident undergraduate headcount and improving student persistence. In 2023–24, UC enrolled its largest-ever cohort of California resident first-year students, reflecting an increase of 6,538 full-time equivalent (FTE) resident undergraduates compared to the previous year. This marks a total increase of 7,788 California resident FTE over two years, aligned with the goal of growing California resident undergraduate FTE by one percent each year over the life of the MYC. Additionally, over 1,000 nonresident undergraduates were replaced with California resident students at UC Berkeley, UCLA, and UC San Diego as part of the University's commitment to prioritize resident enrollment.
- B. *Student Success/Equity—Equity Gaps*: To address equity gaps and support student success, UC expanded several key programs aimed at improving retention and graduation rates for low-income, first-generation, and underrepresented students. These initiatives include enhanced summer bridge programs, redesigned academic support services, and new advising models tailored to meet diverse student needs. UCOP also continued its support for the UC Systemwide Advisory Workgroup on Students with Disabilities, focusing on improving data collection, reporting, and transparency through expanded dashboards.
- C. *Improve UC Affordability*: In efforts to increase the affordability of a UC education, the University continued to expand its financial aid offerings, including new aid packages designed to reduce student reliance on loans. UCOP worked closely with campuses to identify and implement cost-reduction strategies, including reducing non-tuition costs.

such as textbooks, housing, and transportation. The University also strengthened its commitment to pursuing additional federal, State, and University funding sources to enhance financial aid and ensure more students have access to debt-free pathways.

- D. *Intersegmental Collaboration*: UC has taken a proactive approach to intersegmental collaboration, working closely with California Community Colleges (CCC) and other educational partners. UCOP participated in numerous task forces and advisory committees, executed licensing and data-sharing agreements with CCC, and helped finalize Cradle-to-Career data specifications. These efforts have enabled more effective data reporting and coordination, supporting smoother transitions for students from CCC to UC and improving the broader educational ecosystem across the state.
- E. *Workforce Preparedness*: In line with the Compact's goal of supporting high-demand career pipelines, UC increased the number of annual degrees awarded in STEM and education fields by over 10,600 from 2016-17 to 2023–24, representing 80 percent of the overall growth in degrees awarded. Enrollment in these high-demand disciplines has grown to account for 62 percent of all student enrollments. Additionally, UC expanded the UC Transfer Pathways program, providing more streamlined pathways for community college students to transfer into UC's STEM and education programs.
- F. *Access to Online Courses*: This goal has now been met. To ensure continued access to and growth in online course offerings, campuses continued to leverage the summer term to expand access to online courses, enrolling more students in remote learning opportunities. There has been ongoing exploration of how to further integrate online course offerings throughout the academic year, with campuses examining options to increase online course availability during fall, winter, and spring terms, in alignment with UC's broader goals of improving accessibility and flexibility for students.

Financial Considerations

Overall funding required to make progress towards the shared goals outlined in the Compact is substantial, reflecting the ambitious scope of the Compact's objectives. These goals, which span increasing access, improving student success and equity, enhancing affordability, fostering intersegmental collaboration, supporting workforce preparedness, and expanding access to online education, require significant ongoing investment. Progress towards the Compact goals is also dependent on the continued support of the University's core operations. The total cost for achieving the Compact goals through 2026-2027 was estimated in response to the following supplemental reporting language to the Budget Act of 2024:

As part of the progress report due by November 30, 2024, on its multiyear compact with the Governor, the University of California (UC) shall report on the costs associated with the goals established in that compact. The university shall report through the end of the compact period on (a) estimated costs for each overarching goal and (b) total estimated new state General Fund and University funds available to campuses.

Unless otherwise noted, the estimated costs reflect only the State's share of funding required to achieve each goal. In addition, the costs below assume continued State support consistent with the Compact (i.e., at a minimum, the annual five percent base budget increases).

If the State reduced the University’s base budget, achieving each goal would require a separate estimate for achieving each goal.

- I. Increasing Access: \$136.4 million
- II. Student Success/Equity—Equity Gaps: \$71.3 million
- III. Improve UC Affordability: \$401.9 million
- IV. Intersegmental Collaboration: \$750,000
- V. Workforce Preparedness: \$16.4 million
- VI. Access to Online Courses: No funding required beyond the five percent base budget increase.

Total: \$626.8 million

The table below reflects core funding available to support the University’s operating expenditures through the end of the Compact period. Actual figures are available for 2022-23 and 2023-24, current estimates are used for 2024-25, and projections are used to estimate available resources for 2025-26 and 2026-27.

	Actual 2022-23	Actual 2023-24	Estimated 2024-25	Projected* 2025-26	Projected* 2026-27
Total State General Funds (SGF)	4,901,639,000	4,860,297,000	4,858,949,000	4,587,949,000	5,131,549,000
Lease Revenue Bond Payments	(98,784,000)	(136,762,000)	(139,384,000)	(138,503,000)	(138,498,000)
GO Bond Payments	(181,983,000)	(151,847,000)	(154,387,000)	(148,859,510)	(201,575,856)
SGF for Financial Aid	(56,000,000)	(60,000,000)	(64,000,000)	(68,000,000)	(72,000,000)
Other Adjustments (One-time Funds)	(550,333,000)	(142,545,000)	(2,400,000)	-	(271,800,000)
Available SGF	4,014,539,000	4,369,143,000	4,498,778,000	4,232,586,490	4,447,675,144
Other Core Funds					
NRST	1,053,679,000	1,195,808,000	1,225,195,000	1,251,095,000	1,276,116,900
Other UC Gen Funds	267,752,000	462,607,000	456,000,000	456,000,000	456,000,000
Ed Fee	3,335,483,000	3,288,114,000	3,469,114,000	3,645,114,000	3,726,912,626
SSF	359,873,000	360,696,000	378,083,000	394,825,000	404,081,055
Profes	400,621,000	370,512,000	371,000,000	371,000,000	382,130,000
Deductions					
Financial Aid - SGF	(8,140,000)	(8,140,000)	(8,140,000)	(8,140,000)	(8,140,000)
Financial Aid - Student Fees	(1,276,696,000)	(1,335,132,000)	(1,398,843,000)	(1,465,987,464)	(1,536,354,862)
UCRP Employer Contribution	(615,659,527)	(695,276,429)	(799,848,228)	(839,840,640)	(881,832,672)
Net Available Core Funds for Operations	7,531,451,473	8,008,331,571	8,191,338,772	8,036,652,386	8,266,588,191
New Dollars Available for Operations		476,880,098	183,007,201	(154,686,385)	229,935,805
% Change		6.3%	2.3%	-1.9%	2.9%
Enrollment (FTE)	289,695	292,457	296,937	299,837	302,737
CA-CPI	326.3	337.4	347.5	356.6	366.2
Available Core Funds per Student**	\$ 29,177	\$ 29,727	\$ 29,071	\$ 27,532	\$ 27,306

* Projections based on anticipated funding levels as reflected in Budget Act of 2024.

** Available core funds per student figures adjusted for inflation, with 2026-27 used as the base year for comparison. CA-CPI rates shown are based on California Department of Finance estimates.

A. Increasing access to the University of California: Enrollment Growth

To advance enrollment growth goals, the University is reliant on both State funding and student tuition and fees. The Compact five percent base budget increases are intended to both support the University's core operations and support additional enrollment, including an annual one percent increase to California undergraduates as well as graduate student enrollment growth.

The Compact also calls for separate funding to support the replacement of nonresident undergraduate students at Berkeley, Los Angeles, and San Diego with California undergraduates. The Budget Act of 2023 provided \$30 million to support the replacement of 902 nonresident students with California residents, but this is an ongoing effort that will require continued financial support to meet the enrollment targets.

Campuses have employed multiple strategies to achieve enrollment growth, including expanding summer programs, offering tuition discounts, and encouraging students to take more units per term. These initiatives, while effective, also impose additional costs on campuses, particularly in terms of faculty hiring, infrastructure improvements, and student services to accommodate the increased enrollment. Without sustained state support and strategic internal allocation of resources, the capacity to meet these targets will be constrained.

B. Improving student success and advancing equity: increasing graduation rates, and eliminating gaps in graduation rates

Eliminating graduation rate gaps between low-income, first-generation, and underrepresented students by 2029–30 (goal B.1.) will require investment in several student success initiatives such as summer transition programs, course redesign, and enhanced advising services.

For example, UC Riverside's Persistence Advocates program aims to support student retention through additional staffing and peer mentoring, while UC Santa Barbara's PEER program focuses on providing academic support in introductory STEM courses. These types of programs come with significant operational costs, including hiring new staff, providing training, and offering financial aid packages that encourage student participation.

Closing equity gaps and boosting graduation rates will require additional resources to cover the ongoing costs of expanding summer transition programs, hiring a sufficient number of academic counselors, continuing to ensure basic needs, and extending financial aid.

Increasing the overall four-year graduation rate and two-year transfer graduation rate (goal B.2.) will require expanded advising services, scaling up academic supports, and investing in peer-learning models that have been shown to improve student success.

C. Increasing the affordability of a UC education: debt-free pathways and non-tuition expenses

The University is also committed to increasing the affordability of a UC education by developing debt-free pathways for undergraduates and reducing non-tuition expenses. The financial burden of covering students' total cost of attendance, which includes housing, textbooks, and transportation, is shared between the State, UC, and students' families.

The Middle-Class Scholarship (MCS) program is critical to achieving this goal, and therefore, additional State support, as well as increased institutional financial aid, will be crucial to fully

funding these debt-free initiatives. UC projects that the financial aid needed to achieve debt-free pathways for all Pell Grant recipients will require continued growth in State support for MCS.

D. Increasing intersegmental collaboration: Data-sharing agreements and common technology platforms

Additional resources could facilitate partnerships between different educational segments, enabling the development of joint programs and shared initiatives that benefit all parties involved. This collaboration would strengthen educational outcomes and provide more comprehensive support for students across various institutions.

For example, to maintain full participation in Cradle-to-Career (goal D.1.), UCOP will need to continue receiving the \$150,000 in annual funding provided by the Cradle-to-Career authorizing legislation to support UC's full participation in Cradle-to-Career.

While all nine UC undergraduate campuses have successfully transitioned to Canvas, aligning with California State University (CSU) and California Community Colleges (CCC) to use the same learning management system (LMS) (goal D.2), future efforts will focus on improving system functionality, expanding usage to other instructional areas.

The state is providing \$1 million in ongoing funding to support the system's agreed utilization of the same software. Continuing the funding support is critical to the continued adoption of a shared system but also the opportunity to grow usage and develop institutional memory of the benefits of shared architecture.

There are opportunities beyond what is listed above to further the integration of Canvas to ensure we have not only adopted but are fully using to the most significant benefit of the share. Further funding could help accelerate those connections and adoptions.

E. Workforce Preparedness: prioritizing enrollment growth and degrees awarded in certain disciplines

Meeting this goal will involve not only growing enrollment in these disciplines but also ensuring that adequate resources are available to support students through to graduation. Expanding these programs requires faculty hiring, laboratory space, and additional student support services, all of which add to the financial burden on campuses.

F. Providing access to online courses

Per the Compact, 283,000 online units were added to achieve the goal of doubling the number of online units offered. In the UC 2030 Capacity Plan, UC Berkeley estimated that it costs \$150,000 to develop a three-unit online course and online courses need to be refreshed every three to five years. Costs include digital learning specialists, captioning and accessibility, and instructors.

The costs associated with online education are directed towards developing robust platforms, creating high-quality digital content, and providing support services for students and faculty. These investments are vital for ensuring that our online programs are competitive, accessible, and capable of meeting the diverse needs of our learners.

Compact Summary

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

Under the compact, the Governor will propose annual base budget adjustments of five percent for the University from 2022–23 through 2026–27. In addition, under the Compact the University can receive annual legislative additions for one-time funding and ongoing funding 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 multi-year 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.

Coordination Process

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. Subject-matter expertise and oversight were provided by implementation leads from UCOP Budget Analysis and Planning; Institutional Research and Academic Planning; and Graduate, Undergraduate and Equity Affairs. Implementation leads also functioned 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 Compact Goals

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.

In support of this goal, California resident undergraduate enrollment in 2023–24 grew by 6,538 FTE over 2022–23, building on the 1,250 FTE growth in 2022-23 and resulting in an increase of 7,788 California resident FTE over the last two years—on par with the 7,800 FTE goal outlined in the Budget Act of 2023. In addition, Berkeley accounted for 20 percent of systemwide California resident FTE growth during this period, Los Angeles accounted for 26 percent, and San Diego accounted for 23 percent.

Over the past few years, 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, increasing capacity for enrollment. In 2023–24, nearly every campus improved their one-year fall retention of first-year and transfer students. At the other end of the pipeline, first-year four-year graduation rates held steady and transfer two-year graduation rates increased in 2022-23.

Display A.1.i. — California resident full-time equivalent (FTE) actual and expected enrollment growth according to the Budget Acts of 2023 and 2024, 2021-22 to 2026-27, fall-winter-spring and summer

University of California CA Resident Undergraduate FTE							Growth	Growth
	21-22	22-23	23-24	24-25	25-26	26-27	21-22 to 23-24	21-22 to 26-27
	(actual)	(actual)	(actual)				23-24	26-27
UC system total	195,861	197,111	203,649	206,588	209,535	212,503	7,788	16,642
Change over prior year:		1,250	6,538	2,939*	2,947	2,968		
							Goal 21-22 to 23-24:	7,800
							Difference from goal:	(12)

* The 2,939 FTE figure is the 2,927 FTE growth goal adjusted by 12 FTE to account for the actual growth in 2023-24.

Note: 1,804 FTE from the replacement of nonresidents with residents in 2025-26 and 2026-27 (902 per year at Berkeley, Los Angeles, and San Diego) is contingent on funding from the state.

Additional Budget Act Requirements:

The University's multi-year 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 included language that UC increase California resident undergraduate enrollment by 7,800 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.

The Budget Act of 2024 and the MYC include the expectation 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).

Activities during current reporting period:

The main factors in UC achieving its 7,800 California resident FTE enrollment growth goal include:

- A significant increase in first-year students with notable year-over-year increases at most campuses in 2023-24. UC enrolled its largest ever cohort of first-year California resident students in 2023-24.
- A modest rebound in summer 2023 FTE enrollment as campuses have implemented various avenues for increasing enrollment such as summer start programs, summer orientation programs, and summer tuition discount programs (e.g., Irvine's Pay for Only 8).
- Additional FTE due to students taking more credit hours per term on average in 2022-23 and 2023-24 than in 2021-22—every campus increased average unit-taking in 2023-24 and several returned to or exceeded pre-pandemic levels.
- A broad-based rebound in first-year and transfer fall retention rates across campuses following a dip in retention among cohorts that entered UC during the pandemic.

The following are examples of activities campuses have implemented to grow enrollment, where several campuses are employing these strategies.

- Maximizing course availability, including online offerings
- 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
- Proactively assisting students potentially at risk for not continuing their studies
- Accommodating additional first-year and transfer enrollment both on and off campus

Activities planned for next reporting period:

Under the Budget Act of 2024 and the Multi-Year Compact, UC is expected to grow California resident enrollment to 206,588 FTE in 2024-25. Preliminary campus enrollment figures indicate that total California resident undergraduate enrollment, inclusive of summer 2024, is estimated to exceed target levels in 2024-25. As a result, UC will have added over 10,700 California resident undergraduate FTE through 2024-25. These preliminary estimates suggest that

improving CCC enrollment is helping campuses achieve California resident transfer enrollment targets. They also point to the success of ongoing efforts by campuses to explore various avenues for increasing enrollment such as implementing summer/fall orientation programs, adding online offerings in the summer, increasing credit hours per term, and improving first-year and transfer persistence.

Throughout 2024-25, UCOP will continue to hold recurring conference calls with staff at each campus to identify developments related to admissions, enrollment, student academic progress, or other factors that could affect the University's ability to achieve its enrollment goals.

In addition, UC campuses and the UC Office of the President are in the process of setting enrollment goals for 2025-26 that would achieve target enrollment levels. Display A.1.i shows a proposed enrollment scenario for this level of CA resident undergraduate growth as laid out in the Budget Act of 2024.

The proposed growth plan reflects the following considerations:

- The growth shown in Display A.1.i 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 reducing 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.
- Of the proposed growth, over 15 percent would occur at Berkeley, Los Angeles, and San Diego.

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.

In the 2023–24 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 **1,155** students at Berkeley, Los Angeles, and San Diego between 2022–23 and 2023–24. These campuses increased CA resident enrollment by **3,139** during this period.

Display A.2.i. — Change in nonresident and resident undergraduate enrollment, 2022–23 to 2023–24

Campus	2022-23 year average headcount enrollment			2023-24 year average headcount enrollment			Change in enrollment, 2022-23 to 2023-24	
	Nonresident	CA resident	Total	Nonresident	CA resident	Total	Nonresident	CA resident
Berkeley	7,428	24,201	31,629	7,096	25,053	32,149	(332)	852
Los Angeles	6,845	24,500	31,345	6,542	25,569	32,111	(303)	1,069
San Diego	6,937	24,934	31,871	6,417	26,152	32,569	(520)	1,218
Total	21,210	73,635	94,845	20,055	76,774	96,829	(1,155)	3,139

Display A.2. ii. shows that the year-over-year progress made in 2023-24 to decrease the share of nonresident students at Berkeley, Los Angeles, and San Diego—Berkeley reduced its proportion from 23.5% to 22.1%, Los Angeles from 21.8% to 20.4%, and San Diego from 21.8% to 19.7%.

Display A.2. ii. — Change in nonresident enrollment as percentage of total undergraduate enrollment, year-average headcount, 2021–22 to 2023–24

Campus	Nonresident percent of total		
	2021-22	2022-23	2023-24
Berkeley	24.4%	23.5%	22.1%
Los Angeles	23.4%	21.8%	20.4%
San Diego	23.6%	21.8%	19.7%
UC System	17.7%	17.1%	16.2%

The nonresident shift in 2023-24 builds on 2022-23 progress toward this goal in which nonresident enrollment declined by 1,109 students from the prior year at Berkeley, Los Angeles, and San Diego resulting in a total nonresident enrollment decline of 2,264 students at these campuses over the last two years. California resident enrollment at these campuses increased by 5,250 over the same period. As a result, each campus is steadily advancing toward the 18% nonresident undergraduate enrollment goal. From 2021-22 to 2023-24, Berkeley reduced its nonresident undergraduate enrollment share from 24.4% to 22.1%, Los Angeles reduced its share from 23.4% to 20.4%, and San Diego reduced its share from 23.6% to 19.7%. Meanwhile, the UC system reduced nonresident undergraduate enrollment from 17.7% to 16.2% of total undergraduate enrollment.

Budget Act Appropriation:

The Budget Act of 2023 provided the University with \$30 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 ongoing funding, which is in addition to the University’s base budget adjustment, funds the second year of a multi-year strategy to reduce nonresident undergraduate enrollment to 18 percent of each campus’s total undergraduate enrollment by 2026–27.

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 2024 projects these reductions at 902 FTE per year from 2024–25 to 2026–27 across the three campuses. Display A.2.iii. illustrates the latest proposals for reducing the 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, 2021–22 to 2026–27

Campus	21-22 actual	22-23 actual	23-24 actual	24-25 proposed	25-26 proposed	26-27 proposed
Berkeley	24.4%	23.5%	22.1%	20.5%	19.0%	18.0%
Los Angeles	23.4%	21.8%	20.4%	19.5%	18.9%	18.0%
San Diego	23.6%	21.8%	19.7%	18.9%	18.6%	18.0%
UC System	17.7%	17.1%	16.2%	15.9%	15.5%	15.2%

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 UC system and several UC campuses (Berkeley, Davis, Riverside, Santa Barbara, Santa Cruz) did not meet 2:1 in 2023-24. Irvine, Los Angeles, and San Diego all achieved 2:1 in 2023-24. However, Riverside, Santa Barbara, and Santa Cruz did not meet 2:1 in 2022-23 and lost ground in 2023-24. In addition, Davis, which was at 1.9:1 in 2022-23, did not meet 2:1 in 2023-24. Berkeley was flat year-over-year at slightly above the goal. The California resident freshmen to California resident transfer enrollment ratio for 2023-24 was 2.2:1 excluding Merced.¹

Discussions with the state about increasing 2023-24 California resident FTE targets from 4,600 to nearly 8,000 FTE resulted in an agreement that UC could prioritize the overall FTE targets irrespective of the 2:1 goal this year. In order to do this, UC modified its 2023-24 enrollment targets late in the admissions cycle (April through June 2023). While campuses were able to use their waitlists to increase first-year enrollment, the smaller overall pool of California resident transfer applicants resulted in some campuses being able to utilize their transfer waitlists more effectively than others.

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.

Display A.3.i. — New California resident first-year and transfer students in 2023–24

Campus	CA Resident First-years	CA Resident Transfers	2 to 1 Ratio
	2023-24	2023-24	2023-24
Berkeley	5,276	2,493	2.1
Davis	5,323	2,528	2.1
Irvine	5,241	2,614	2.0
Los Angeles	5,198	3,381	1.5
Merced	2,414	265	9.1
Riverside	5,220	1,469	3.6
San Diego	5,565	2,874	1.9
Santa Barbara	3,972	1,725	2.3
Santa Cruz	4,092	1,200	3.4
UC total	42,301	18,549	2.3
UC total excluding Merced	39,887	18,284	2.2

Looking ahead, enrollment at CCC’s increased 8.4 percent in fall 2023 after declining over 17 percent from fall 2019 to fall 2022 but remained below pre-pandemic levels.² This is reflected in increased applicants to UC for fall 2024 after two years of declines—domestic CCC transfer applicants increased 8 percent.³

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*.

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 meets the 2:1 requirement. As shown in Display A.3.i., the UC system (excluding Merced) was not able to meet the 2:1 goal of resident first-year to transfer enrollees in 2023–24. UC had initially moved from 2.2:1 in 2016–17 to 1.9:1 in 2020–21 before increasing over the past three years to 2.2:1 in 2023–24 systemwide.

Individual campuses and the University as a whole 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.

² <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/Fall-2023-enrollment-memo.pdf>

³ While the 2:1 ratio is defined based on all California resident first-years to transfers, nearly all of these transfers come from California Community Colleges (CCC). Thus, CCC application trends are illustrative of the challenges that UC faces.

- *Pathways+*. A newer transfer option, Pathways+, was launched in August 2019 for CCC students applying for the fall 2021 term and beyond. Pathways+ guarantees admission to a UC campus while simultaneously preparing students for admission across the system.
- *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. During 2023-24, the Academic Council Special Committee on Transfer Issues (ACSCOTI) engaged with campus academic departments to develop 10 new UC Transfer Pathways in technology and climate action, bringing the total number of Transfer Pathways to 30 (see Goal E3).
- *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. During 2023-24, these additional resources supported transfer enrollment and programming including Transfer Prep, MESA, PUENTE, transfer innovation grants, and ASSIST (the official course articulation repository for California's public colleges and universities). UC increased in-person and virtual programming, advising and engagement in 69 targeted community colleges with traditional low UC transfer rates and services to transfer-intending high school students.
- *Acting on recommendations from the July 2022 CCC-UC Transfer Task Force Final Report*. UC continues to work with its intersegmental partners to close equity gaps and further strengthen CCC-to-UC transfers. Recent progress includes an increase in CCC applicants and admits for fall 2024 UC as well as continued work to address gaps in CCC-to-UC course articulation.

Activities planned for next reporting period:

The University will continue to analyze new California resident transfer enrollment in fall 2024 to identify factors that can be addressed to ensure the university can achieve the 2:1 goal in 2025-26 and future years.

Campus enrollment plans for the 2024-25 academic year intend to improve on 2023-24 ratios, but it is unlikely that 2:1 will be achieved as lower CCC enrollment continues to pose a challenge for achieving this goal. Enrollment at CCC's increased 8.4 percent in fall 2023 after declining over 17 percent from fall 2019 to fall 2022 but remains below pre-pandemic levels.

As CCC enrollment begins to rebound, campuses are estimating that they will enroll over 600 more California resident transfer students in 2024-25, with Berkeley, San Diego, Santa Barbara, and Santa Cruz each estimating a notable increase year-over-year. Moreover, early estimates show that the UC system is on track to enroll target levels of California resident transfer students in fall 2024 and indicate that the ratio (excluding Merced) is likely to be around 2.1:1. As this metric is based on a combination of fall, winter, and spring enrollment, actual results will not be known until later in the academic year.

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.

This goal tracks state-supported graduate enrollment growth from 2022-23 to 2026-27. In 2022-23, state-supported graduate enrollment was relatively flat, declining by less

than one percent from 48,812 to 48,381 FTE. However, in 2023-24, state-supported graduate enrollment decreased by three percent (1,501 FTE) from the prior year. While our 2023-24 graduate enrollment is above 2020-21 pandemic levels, UC is approximately 4,000 FTE from the 2026-27 goal because it was set at an abnormally high point in 2021-22 graduate enrollment was higher due to enrollment of students who were admitted for 2020-21, but who deferred enrollment due to COVID.

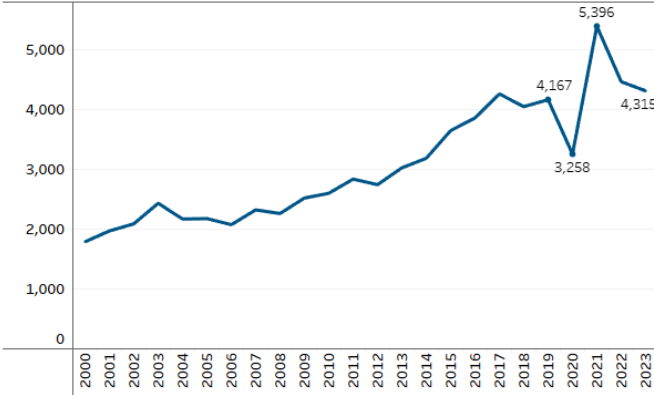
Display A.4.i. — Actual and proposed fall-winter-spring graduate enrollment in state-supported programs

Graduate State-Supported FTE

	2020-21	2021-22	2022-23	2023-24	Change 22-23 to 23-24
Academic Master's	5,877	7,153	7,442	6,769	(673)
Academic Doctoral	24,209	24,288	23,835	23,285	(550)
Graduate Professional	7,152	8,071	7,692	7,465	(227)
Total General Campus	37,238	39,512	38,969	37,518	(1,451)
Health Science Graduate Academic	2,397	2,367	2,440	2,467	27
Health Science Graduate Professional	6,973	6,933	6,972	6,895	(77)
Total Health Science	9,370	9,300	9,412	9,362	(50)
Total	46,608	48,812	48,381	46,880	(1,501)
	2026-27 compact goal:	50,881	50,881		
	Distance to goal:	2,500	4,001		

Notes:
This table excludes state-supported summer FTE at the graduate level, which was 574 FTE in 2023-24.

Display A.4. ii. — State-supported academic master’s new fall enrollment



Activities during current reporting period:

While trends in graduate enrollment vary by campus, degree type, and discipline, the 2023-24 decline was largely driven by fluctuations in academic master’s resulting from deferred enrollment during the COVID-19 pandemic as well as a decrease in new PhD enrollment.

- As illustrated by Display A.4.i., academic master's enrollment declined from 7,442 to 6,769 FTE in 2023-24 from the prior year, accounting for 45 percent of the decrease in state-supported graduate enrollment. Over the past few years, institutions across the US saw fluctuations in graduate enrollment resulting from COVID-19-related travel restrictions and health concerns that delayed international students from enrolling in 2020-21 until the following year.⁴ The Council of Graduate Schools reported a subsequent national increase in fall 2021 international student enrollment.⁵ These fluctuations particularly affected master's students (Display A.4.ii.). Most of these deferred enrollments graduated by summer 2023, explaining a large portion UC's decline in graduate enrollment in 2023-24.
- Academic doctoral enrollment accounted for less of the decline, decreasing 2 percent, or 550 FTE, in 2023-24 from the prior year and accounting for 37 percent of the decrease in state-supported graduate enrollment. First-time academic doctoral enrollment decreased by 371 students in fall 2023, explaining much of the overall decline.

Activities planned for next reporting period:

UCOP will continue to hold monthly conference calls with each campus to identify developments related to admissions, enrollment, student academic progress, or other factors that could affect state-supported graduate enrollment. Preliminary 2024-25 estimates show some restoration of the 2023-24 decline. Campuses will continue to submit estimates of graduate enrollments for the current year to UCOP, as well as aspirations for the next four years. Graduate enrollment is not centrally controlled, complicating campus graduate enrollment growth planning.

Goal B: Improving student success and advancing equity, including increasing graduation rates and eliminating gaps in graduation rates for different student populations consistent with the University's own multi-year 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.

Between 2021 and 2023, overall graduation rates increased by .2 percent from 72.7 percent to 72.9 percent. Rates increased by 0.6 percentage points for Pell recipients (reaching 68.1 percent) and by 1.3 percentage points for students from underrepresented groups (reaching 63 percent). Underrepresented student groups include Black, Hispanic, and Native American students.

- Between 2021 and 2023, the gap in graduation rates between Pell recipients and the overall rate fell from a difference of 5.7 percentage points to 4.7 percentage points. This

⁴ https://cgsnet.org/wp-content/uploads/2022/03/Final-for-the-Public-Release-Fall-2020-Int_I-Report-2021.02.17.pdf

⁵ <https://cgsnet.org/wp-content/uploads/2022/09/CGS-International-Graduate-Applications-and-Enrollment-Fall-2021-2022.09.12.pdf>

change represents a narrowing of the gap by 17 percent, roughly one third of the progress toward a 50 percent reduction projected for the 2021 to 2026 compact period.

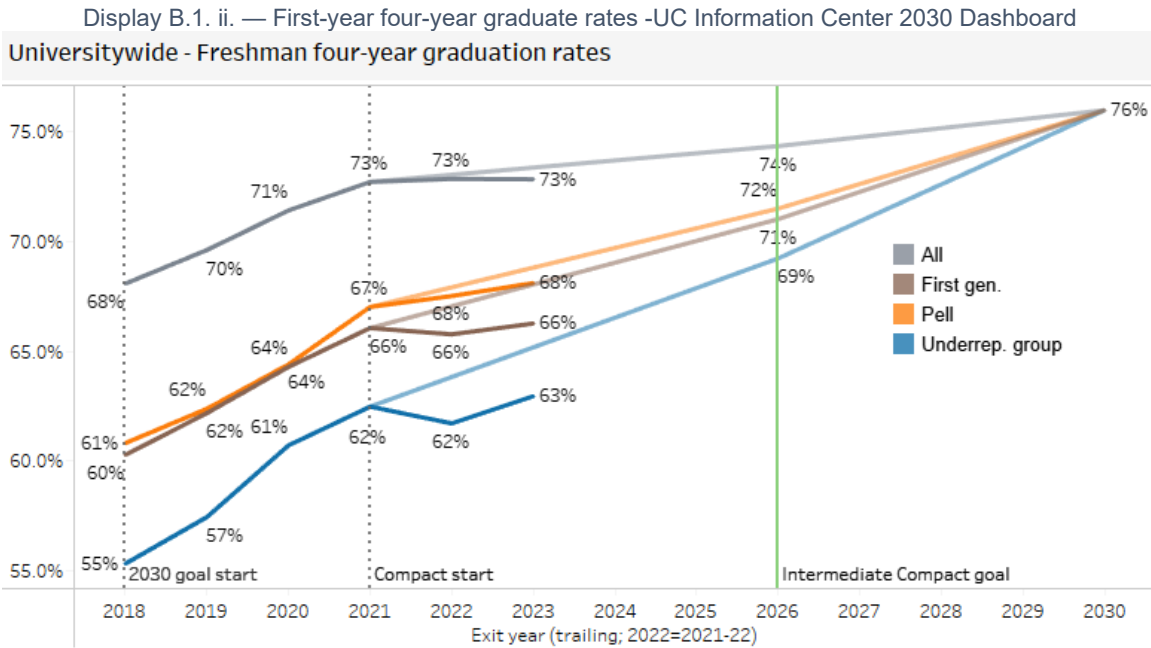
- Between 2021 and 2023, the gap in graduation rates between students from underrepresented groups and the overall rate fell from a difference of 10.2 percentage points to 9.9 percentage points. This change represents a narrowing of the gap by 3.4 percent, only a small fraction of the progress toward a 50 percent reduction projected for the 2021 to 2026 compact period.

The change in the size of the gap for students from underrepresented groups, though small, is noteworthy given that the gap expanded post-pandemic, by nearly nine percent in 2022. The increase in graduation rates seen in 2023 recovered lost ground while also making progress over the 2021 baseline.

Display B.1.i. — First-year four-year graduate rates

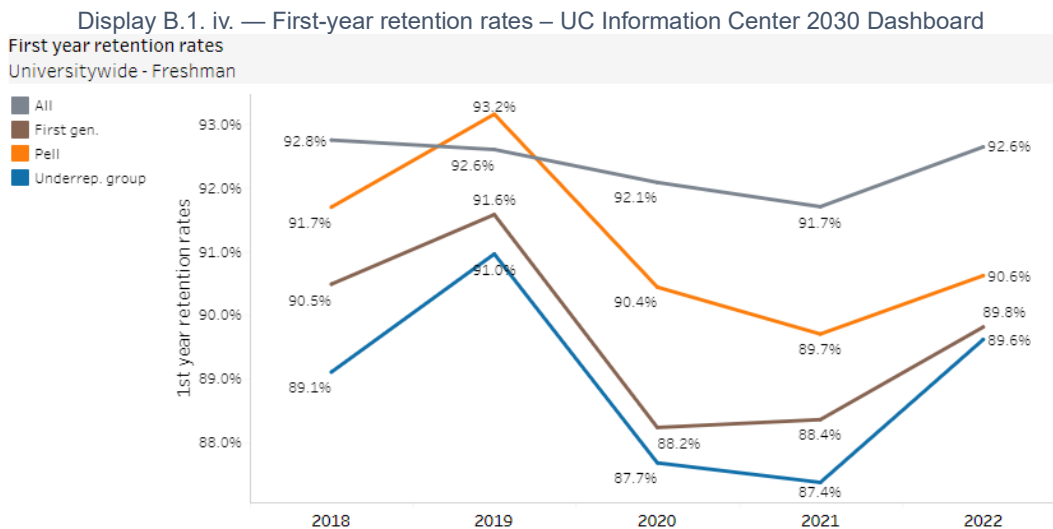
		2021	2022	2023	Goal 2026	Goal 2030
All students	Graduation rate	72.7%	72.9%	72.9%	74.4%	76.0%
Pell	Graduation rate	67.0%	67.5%	68.1%	71.5%	76.0%
	Size of gap: All - Pell	5.7%	5.3%	4.7%	2.9%	0.0%
	Change in size of Pell gap since 2021	--	-6.3%	-17.0%	-50.0%	-100.0%
Underrep. groups	Graduation rate	62.5%	61.7%	63.0%	69.2%	76.0%
	Size of gap: All - Underrep.	10.2%	11.2%	9.9%	5.1%	0.0%
	Change in size of Underrep. gap since 2021	--	+8.8%	-3.4%	-50.0%	-100.0%

A further indicator of post-pandemic recovery is the improvement seen in first-year retention rates for freshmen who entered the University in 2022. A rebound in retention is notable, as retention rates are an early predictor of future graduation outcomes. The overall first-year retention rate rose by 0.9 percentage points between 2021 and 2022. During that period the retention rate rose by 0.9 percentage points for Pell recipients and by 2.2 percentage points for underrepresented groups.



Display B.1.iii. — First-year retention

	2018	2019	2020	2021	2022
All	92.8%	92.6%	92.1%	91.7%	92.6%
Pell	91.7%	93.2%	90.4%	89.7%	90.6%
Underrep. groups	89.1%	91.0%	87.7%	87.4%	89.6%



UC has set an aspirational target of eliminating equity gaps in four-year graduation rates by 2029-30. Accomplishing this goal requires transformative steps to address all areas of students' academic and social experiences. Examples of areas of focus in the last year include:

- Enhancing and expanding first year transition programs
- Redesigning courses and curricula
- Enhancing the use of data tools to drive decision making

To meet the 2030 equity goals and the intermediate Compact milestones, freshman four-year graduation rates for Pell-eligible students need to increase by approximately one percentage point annually. For students from underrepresented groups—Black, Hispanic, and Native American—annual increases of 1.4 percentage points are required. From 2022 to 2023, overall four-year graduation rates for entering freshman held steady at 72.9 percent.

Campus's 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.

The greatest challenge facing each of the campuses is funding. Expanding programs supporting retention and completion requires financial support to cover staffing, student aid, and other program costs.

As UC continues to enroll larger numbers of low-income students, first generation students, and students from under-represented groups, demand for programs like those described below which help to close equity gaps will continue to increase.

Activities during current reporting period:

Transition Programs

Transition programs play a key role in supporting students to enter their first year of study on solid footing and are especially valuable for supporting low-income students, students who are first-generation college goers, and students from underrepresented groups, specifically Black, Hispanic, and Native American students. Programs offered during summer and throughout the first year introduce students to college-level coursework, often with a focus on quantitative skills, and orient students to available supports throughout campus while also affording opportunities to build social networks.

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.

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.⁶

The Summer Bridge program at UC Berkeley is coordinated through the Student Learning Center and combines coursework, academic support, advising and counseling, and mentorship. Students complete the program in residence, forming a close-knit living learning community. The Summer Edge program at UC Santa Cruz offers similar supports and is available free to all high-need

⁶ 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>

students. The Summer Pathways program at UCLA is similar in structure and places a unique focus on majors. Students explore different major trajectories for personal and professional development. These and similar programs across all nine campuses were offered summer 2024.

Redesign

A critical component of closing equity gaps is redesigning courses and curricula to meet the academic needs of students with a range of prior academic experience. This is accomplished by evaluating the learning outcomes for courses and curricula and tailoring pedagogy to support all students to meet them. Course and curriculum redesign is a labor-intensive process that often involves faculty partnered with staff from the teaching and learning center.

At UC Irvine, graduate students gain valuable professional development while contributing to course redesign. The Summer Graduate Scholars program administered through the Division of Teaching Excellence and Innovation impacted 47 courses serving over 6,500 undergraduate students in summer 2024. At UC Santa Barbara, a redesign of the introductory chemistry sequence was undertaken to increase equitable access to STEM majors. The redesign included introduction of a chemistry sequence for non-chemistry majors which has resulted in fewer students receiving grades of C- or lower. UC Davis has invested in curriculum design to ensure the effectiveness of online course offerings.

Data Tools

Targeting supports in the areas that will have the biggest impact for educational equity requires the type of insight afforded by sophisticated use of data. In an environment where resources are limited, use of data can be especially critical for identifying the most promising sites for intervention.

At UC Merced, an early alert system notifies faculty when students have not engaged with the learning management system or have missed assignments. The system was piloted in 2023-2024. At UC Riverside, the Rethinking Instructional Design for Learning Engagement (RIDLE) program brings faculty together to redesign critical courses. The sixty faculty who have completed the program have used institutional data to improve instruction and track progress. At UC San Diego, researchers analyze data to identify specific courses in curricula that impede student progress and contribute to equity gaps. The Curricular Analytics Plus framework, introduced this year, integrates modelling of curricular complexity with information about course pass rates, waitlists, and frequency of course offerings.

Activities planned for next reporting period:

In the coming year, campuses may pursue increasing graduation rates through the following steps:

- Expansion of advising supports
- Intensive first-year support
- Continuation of cohort-based programs

Advising

In addition to academic advisors, several campuses have created additional support roles that focus on coaching, navigation, and mentorship. In 2024-2025, UC Davis will be adding 24 full

time advisors with four positions dedicated as Academic Achievement Counselors with unique expertise supporting men from underrepresented groups. The UC San Diego Student Success Coach and Peer Coach programs support first generation students to stay on track for timely graduation. In fall 2024 the program will be expanded to support first generation students who have been readmitted after stopping out.

The Academic Navigators program at UC Merced pairs students with navigators that can help steer students to needed supports and provide tailored advising. Launched in Fall 2023, the program will be continued in 2024-25 with a focus on identifying and addressing barriers to student success. UC Riverside is exploring the use of Persistence Advocates to support students in their first year with a focus on retention to a second year.

First year support

Success in the first year is critical for retention and ultimate timely graduation.

UC Santa Cruz will expand its Summer Edge Early Start program through a collaboration with the Educational Opportunity Program to broaden outreach and support for first-generation students. UC Irvine will place an emphasis on math success with the launch of a math track for its Freshman Summer Success Program that begins with a one-week intensive, in-person math experience and continues as an online course. UCLA will continue its First Year Scholars Program which supports students through a learning community and high touch advising and peer mentoring.

Cohort-based programs

Cohort-based programming can support students with common academic goals and experience to succeed.

At UC Berkeley, the Biology Scholars program helps to close equity gaps for students who want to pursue a career in healthcare, and the College of Chemistry Scholars program supports students from underrepresented groups with learning supports. Both programs are a part of the Berkely Scholars Consortium, an initiative that has been growing at UC Berkeley and will remain a focus of the coming year. UC Santa Barbara will continue its Promise Scholars program which pairs a scholarship with high-touch support for extremely low-income students. The program will be expanded to support over 1,500 students.

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.

From 2022 to 2023, overall four-year graduation rates for entering freshman held steady at 72.9 percent.

First-year graduation rates.

As of 2023, five of nine campuses have seen improvements in first-year four-year graduation rates with a current systemwide graduation rate of 72.9 percent. The 2026 goal is within reach with 1.5 percentage points to go.

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

	2021	2022	2023	Change 2022 to 2023	Goal 2026
Systemwide	72.7%	72.9%	72.9%	0.0%	74.4%
Berkeley	80.7%	79.9%	81.2%	↑ 1.3%	81.3%
Davis	68.4%	70.7%	69.6%	-1.1%	73.2%
Irvine	73.4%	73.7%	74.9%	↑ 1.2%	76.7%
Los Angeles	85.6%	85.1%	85.3%	↑ 0.2%	85.8%
Merced	49.8%	52.5%	52.3%	-0.2%	59.9%
Riverside	66.6%	67.2%	65.7%	-1.5%	70.8%
San Diego	75.1%	73.9%	74.3%	↑ 0.4%	80.0%
Santa Barbara	73.0%	70.7%	71.7%	↑ 1.0%	76.5%
Santa Cruz	62.6%	63.3%	60.7%	-2.6%	66.3%

Campuses with increase in graduation rates from 2022 to 2023 are indicated with an arrow.

Transfer graduation rates

In 2023, systemwide two-year graduation rates for transfer students reached 64 percent, just 2.5 percentage points from the 2026 goal of 66.5 percent. Campus-level gains were sizeable and widespread, with every campus increasing rates over 2022.

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

	2021	2022	2023	Change 2022 to 2023	Goal 2026
Systemwide	63.0%	60.0%	64.0%	↑ 4.0%	66.5%
Berkeley	59.8%	56.7%	59.7%	↑ 3.0%	67.9%
Davis	60.3%	59.4%	63.8%	↑ 4.4%	63.2%
Irvine	63.7%	65.0%	68.2%	↑ 3.2%	65.8%
Los Angeles	75.4%	74.0%	75.6%	↑ 1.6%	75.2%
Merced	44.3%	36.9%	53.6%	↑ 16.7%	57.1%
Riverside	59.1%	53.0%	58.9%	↑ 5.9%	64.5%
San Diego	60.8%	56.6%	58.0%	↑ 1.4%	67.9%
Santa Barbara	62.3%	54.3%	65.8%	↑ 11.5%	71.1%
Santa Cruz	57.8%	52.4%	59.3%	↑ 6.9%	63.9%

Campuses with increase in graduation rates from 2022 to 2023 are indicated with an arrow.

Retention

In a sign of post-pandemic recovery, first year retention rates were up for freshman and for transfers who entered the university in 2022. For transfers, this was the second year in a row

that retention rates increased by more than one percentage point. Retention rates are an important indicator for graduation rates to come.

Display B.2.iii. — First year retention

	2018	2019	2020	2021	2022
Freshman	92.8%	92.6%	92.1%	91.7%	92.6%
Transfer	92.6%	92.9%	91.2%	92.8%	93.9%

Year shown indicates incoming year.

Progress on each of these goals is tracked publicly on the UC 2030 Dashboard.⁷

Activities during current reporting period:

UC has set goals to increase graduation rates for freshmen and transfers. Accomplishing this goal requires a set of interconnected strategies that remove barriers for students and promote success. Examples of areas of focus in the last year include:

- Expanded course supports
- A focus on transfers
- Enhanced support for retention
- Supporting student wellbeing

Course support

Campuses provide co-curricular support for academic courses through the use of peer instructional learning assistants. These students are specially trained in pedagogy and have excelled in academic subjects. They support groups of their peers to master course content, increasing pass rates for courses that can serve as barriers.

In 2023-24, UC Irvine continued to expand and improve its Certified Learning Assistant Program. This program leverages undergraduates as part of the instructional team of faculty and teaching assistants to enhance the effectiveness of active learning. UC Santa Barbara’s PEER program follows a similar model, deploying peer assistants and peer mentors to support students. In 2023-24 the program supported 30 courses enrolling 5,240 students. UCLA continues its use of learning assistants as part of its focus on high-impact pedagogical practice. These initiatives are crucial in helping students overcome academic barriers and graduate on time.

Transfers

Transfer students face unique challenges to graduating in two years. Students may enter technically as juniors but still have substantial coursework needed to prepare for their majors. Transfer students may also be more likely to live off campus or work, impacting their ability to integrate into the campus community and to take advantage of campus supports.

UC Merced has worked to expand supports for its Transfer Admission Guarantee program called UC Merced Promise. This has included a collaboration with area colleges to expedite transfer channels and to give community college students the chance to take courses at UC

⁷ <https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard>

Merced prior to full enrollment. UC Berkeley launched a three-year Task Force on the Transfer Student Experience to explore strategies to improve the transfer experience and to drive up retention and graduation.

Retention

Graduation rates are critically dependent on student retention. Retention in turn is dependent on the student experience in the first year. Mastering coursework and building support networks are key to a successful first year.

UC Davis hosts identity-based retention centers that in 2023-24 placed a focus on bringing a culturally informed asset-based approach to programming. UC Santa Cruz launched new programming to focus on students who enter the campus without a declared major. The advising program helps students identify, prepare for, and declare a major before the end of their second year.

Wellbeing

Student success involves more than just academics, and students may need support to meet challenges with food or housing insecurity, mental health, or developing a sense of belonging and connection with their campus community.

At UC Riverside, advisors are using data collected through a pre-matriculation inventory to better support students with referrals and access to supports for basic needs, math tutoring, mental health and other areas. The inventory was piloted summer 2024 and was created through a collaboration among the Division of Undergraduate Education, Enrollment Services, and Health, Well-being, and Safety. UC San Diego has expanded services for mental health with a focus on responding to students in distress, offering comprehensive immersive mental health support for students facing severe challenges, hosting psychotherapy groups, and promoting health and wellness campaigns.

Activities planned for next reporting period:

In practice, campus efforts to increase timely graduation involve multi-year initiatives and interventions with a wide variety of student touchpoints. Thus, each of the programs cited above will continue into the coming year, and the list is not exhaustive. Ongoing efforts, including faculty course redesigns, expanded advising, and math success programs, will drive continued progress. Examples of additional areas of focus for 2024-25 include:

- Faculty support for course redesign
- Math success
- Advising

Faculty support

Teaching and learning centers offer guidance and support for faculty who are undertaking course redesigns.

In 2024-25 UC Riverside will expand its Rethinking Instructional Design for Learning Engagement (RIDDLE) program to support more faculty. The program, administered by the Xcite Center for Teaching and Learning, has hosted sixty faculty already, and the goal is to engage

faculty from every department across campus over a three-year period. At UC Santa Barbara, the Center for Innovative Teaching, Research, and Learning (CITRAL) will expand its offering of faculty support to include new workshops on the use of data to design inclusive teaching and learning environments.

Math success

Entry-level math can serve as a barrier to progress for many students, and student success varies considerably based on prior academic experience.

In 2024 UC Berkeley charged a math taskforce to investigate and advise on student outcomes in the calculus course for STEM majors. In 2024-25, the campus will begin implementing taskforce recommendations for improving placement and increasing student success. Also, in 2024 UC San Diego launched a senate-administration workgroup on math preparation. The workgroup will be finalizing its recommendations in fall 2024.

Advising

Quality advising helps students to stay on track academically and to access supports for academics, basic needs, and psycho-social wellbeing.

UC Davis will add 24 new advisors located in the colleges, the Division of Undergraduate Education and the Division of Student Affairs. UC Merced is exploring investment in new technology to support advisors to better coordinate and target their support. UC Santa Cruz will extend its advising campaign for students who have not declared a major. The program will include a new course designed to expose students to different areas of study and guide them toward selecting a major. UC Irvine will explore models for supporting students at risk of stopping out through better identification and activities for reengagement. UCLA will continue the use of its Remote Engagement and Advising in the College Hub (REACH) advising hub which expands accessibility through virtual advising.

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.

UCOP currently receives student disability data from seven campuses and aims to achieve consistent, standardized data collection across all ten campuses by the 2025-26 academic year. UCOP has compiled student success metrics and developed a draft disabled student success dashboard using data currently received from seven campuses.

Activities during prior reporting period:

During the last reporting cycle, the UC Systemwide Advisory Workgroup on Students with Disabilities (SDWG), in collaboration with Institutional Research and Academic Planning (IRAP), reviewed systemwide and campus policies affecting students with disabilities, collected student data, and analyzed outcomes like graduation rates. The workgroup also wrote its final report, which includes recommendations for enhancing programs that support these students.

Additionally, GUEA and IRAP initiated planning for ongoing data collection and the development of a dashboard to monitor future progress.

Activities during current reporting period:

The report, *Transforming Culture and Practice: Serving Students with Disabilities at the University of California*, a final report by the University of California Systemwide Advisory Workgroup on Students with Disabilities, was presented to the UC Board of Regents in January 2024. Following this, UCOP leadership issued a formal letter to the Vice Chancellors for Student Affairs and Vice Chancellors for Equity and Inclusion, requesting that all campuses submit student disability data as part of the existing student enrollment data collected by UCOP. Regular and consistent data collection will enable UCOP to compile retention and graduation rates and to develop the disabled student success dashboard in alignment with the 2025-26 Compact timeline.

Activities planned for next reporting period:

UCOP will conduct outreach to campus data providers and disabled students' offices to offer technical assistance and address concerns related to data collection, ensuring all ten campuses report by the 2025-26 academic year.

Some campus offices have raised concerns about privacy in reporting disability data to UCOP. Addressing these privacy concerns and completing the necessary technical work for campus reporting are key focus areas in ensuring the 2025-26 Compact goal is met.

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

In 2023, UCOP's Institutional Research and Academic Planning (IRAP) completed this goal with the expansion of 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 launched the UC 2030 dashboard in 2019 on the UC Information Center website to track progress toward systemwide and campus 2030 goals, such as improving graduation rates and closing equity gaps. In 2023, the dashboard was expanded to include new features that track intermediate progress, aiming to meet half of the 2030 graduation rate goals by 2025-26.

The dashboard now includes tools to identify recent trends, remaining equity gaps, and the progress needed to achieve UC's goals. Features include:

- A line graph comparing actual graduation rates with projected paths to 2030 targets.
- Data tables and bar charts showing how many additional students must graduate to meet goals.
- Filters for viewing data by campus and specific graduation rate categories (e.g., freshman four-year, transfer two-year).

The dashboard includes data in a side-by-side table format for all campuses. Additionally, the 2023 expansion includes tabs with first-year retention rates, which can signal future graduation

trends. These data were shared in annual campus strategy meetings and systemwide research meetings to guide focus areas.

UC Student Success Dashboards Website. In 2023, IRAP created a centralized website linking to existing UCOP and campus dashboards on retention, graduation, time-to-degree, and academic major migration, to raise awareness of data tools supporting compact and 2030 goals.

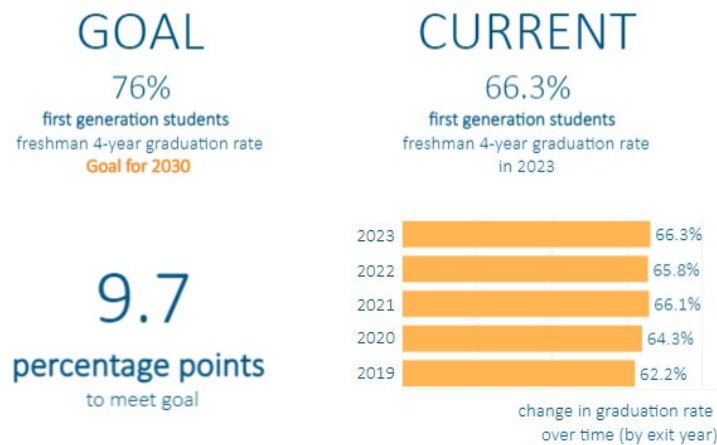
Activities during current reporting period:

In 2023-24, UCOP continued to enhance and innovate by launching the new Equity and Student Success Goals dashboard. This dashboard provides an overview of progress toward increasing timely graduation rates for low-income (Pell recipient) students, first-generation students, and Black, Hispanic, and Native American students. It offers a high-level view of retention and graduation trends for these groups, tracking progress toward the 2030 goals.

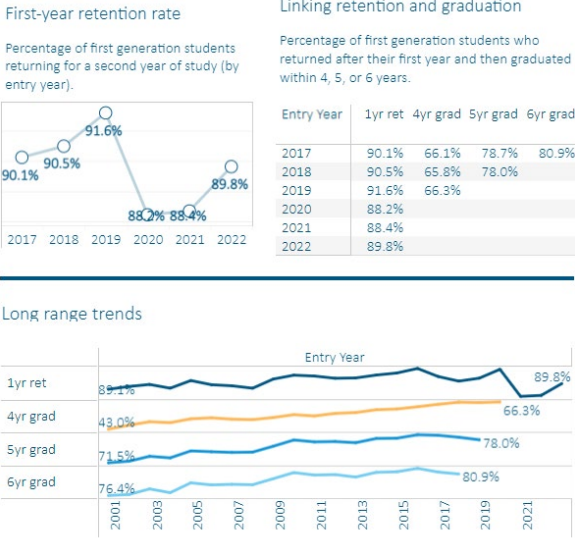
Displays B.4.i. and B.4. ii. present screenshots from the new Equity and Student Success Goals dashboard.

Display B.4.i. — Freshman first generation students: UC

Freshman first generation students: UC



Display B.4. ii. — First-year retention rate, linking retention and graduate, and long range trends



Activities planned for next reporting period:

The progress achieved in 2023 and 2024 has not only met but surpassed the set objectives. Going forward, the referenced dashboards will be updated with the latest data to consistently reflect progress toward these goals. Additionally, we will keep adapting and expanding our decision support to enhance its contribution to systemwide discussions and campus needs.

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.

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. 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.

Debt-Free University Principles:

The University of California's undergraduate financial aid strategy reflects:

- 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, if necessary) must be manageable.

Activities during current reporting period:

Starting 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).

The program was expanded in 2023-24 to include all zero EFC students, regardless of the school from which they came. In 2024-25, the program adjusted to changing federal financial aid rules to provide debt-free financial aid packages to those with the lowest “Student Aid Index,” the replacement for the EFC. The lowest SAI is -\$1,500.

In addition to packaging roughly 20,000 newly admitted students with debt-free packages using return to aid and other university gift aid, UC awarded \$151 million in MCS awards to more than 90,000 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:

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	20,800	20,800	20,800
- percent of new CA students	10%	25%	35%	35%	35%
Combined Debt-Free	24,400	34,000	40,800	41,600	42,300
- percent of new CA students	41%	58%	69%	71%	72%

* Estimates subject to change given the volatility of the new FAFSA.

** Note: The actual number of new California residents will fluctuate over the MYC period (between 58,000 and 62,000)—59,000 is an approximation for this analysis.

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.
- *MCS 2.0 Debt-Free.* MCS may provide a debt-free financial aid package for 57,100 (14%) new students in 2023–24 at its current funding level. 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 a projected 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 State and federal financial aid programs.

Activities planned for next reporting period:

For 2024-25, UC continued its Path to Debt-Free using institutional financial aid for all new California students with a -\$1,500 Student Aid Index. That expands the estimated recipients from 6,000 in the Fall 2022 incoming class to an estimated 20,800 in the Fall 2024 incoming class.

On the funding side, UC will continue to set aside 45 percent of new tuition revenue. The State also expanded the MCS program in 2024-25 to \$926 million, which will provide a debt-free financial aid package to more UC students.

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.

Activities during current reporting period:

During the current cycle, UCOP convened multiple workgroup meetings with campus representatives and student participants, focusing on textbooks, housing, food, and transportation to enhance knowledge-sharing and stimulate innovative solutions across campuses. Each workgroup met at least twice in the spring and summer of 2024, reviewed campus-wide efforts in these areas, refined a comprehensive list of ongoing cost-reduction initiatives, and identified potential strategies under consideration at each campus. Campuses also assessed the additional costs required to implement these strategies. Reducing costs in these areas will alleviate pressure on both the University of California’s financial aid program and the Middle-Class Scholarship Program, as both consider the total cost of attendance. Achieving this goal will benefit students facing these expenses and support the University in meeting the debt-free UC goal.

Progress to date including data/metrics:

The strategies to reduce non-tuition costs or expand lower-cost options include:

Textbooks and Course Materials

- UC campuses are reducing the cost of textbooks and materials through digital resources, open-access initiatives, and financial aid programs.
- UC Berkeley has introduced the Transit Royale program, helping students save on transportation costs. Berkeley’s library system also promotes access to free digital course materials, reducing textbook costs.
- UC Davis funds textbook costs for 7,500 students annually through a Library-Bookstore partnership, which helps students avoid the need to purchase expensive commercial materials. Davis is also developing Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR) materials to replace costly textbooks.
- At UC Irvine, the campus is expanding the use of digital textbooks and negotiating with publishers for lower-cost materials. The university also works closely with the library to provide students with access to no-cost course materials.
- UC Los Angeles is implementing an initiative to increase the availability of open-access materials for large introductory courses, helping reduce textbook costs for a majority of students.
- UC Merced has successfully adopted the Inclusive Access program, providing digital textbooks at significantly lower costs. The Zero-Cost Course Material program further encourages faculty to use open-access resources.

- UC Riverside is expanding its focus on Open and Affordable Educational Resources (OER) by hiring a librarian whose time is dedicated to enhancing access to free digital materials. Riverside is also part of a collaborative effort to navigate new federal regulations affecting equitable access programs.
- UC San Diego promotes digital textbooks and open-access resources for all students, ensuring that essential materials are available at little or no cost.
- UC San Francisco offers free licensure preparation software and OER for professional students, significantly reducing the costs associated with graduate programs in medicine and dentistry.
- At UC Santa Barbara, the campus works closely with faculty to adopt open-access course materials, ensuring that students benefit from reduced textbook costs.
- UC Santa Cruz is increasing the availability of digital course materials and collaborating with faculty to reduce the cost of textbooks for students across all disciplines.

Housing

Across all UC campuses, housing affordability remains a key priority, with each institution implementing unique strategies to reduce costs for students.

- UC Berkeley continues its commitment to affordable housing through the development of the Anchor House, which will feature a commuter lounge for students, including lockers and study spaces, promoting more affordable transportation and housing solutions.
- UC Davis leverages Public Private Partnership (P3) projects, such as Orchard Park and The Green, both offering thousands of beds with rent escalation caps. Davis also provides need-based rent subsidies, reducing costs for students based on their financial situations.
- At UC Irvine, the campus is expanding its housing capacity through third-party partnerships and increasing housing density to help reduce the need for students to commute from off-campus, lowering overall costs.
- UC Los Angeles is actively increasing its housing inventory with the development of projects like Gayley Towers, which will offer over 500 beds at significantly reduced rates, ensuring students have access to below-market housing.
- UC Merced has focused on affordable housing through the Merced Promise Housing Facility, which offers low-cost housing for local community college transfer students. The campus also offers emergency housing services for students in crisis.
- At UC Riverside, efforts are being made to expand housing through P3 developments and increase density. The campus is also exploring support from UCOP to help with long-term financing to keep housing costs manageable.
- UC San Diego is targeting the creation of 35,000 beds by 2033 through projects like the Pepper Canyon West and Ridge Walk North neighborhoods, both designed to offer housing below market rates.
- UC San Francisco offers graduate and faculty housing with rent set at 25% below market value, eliminating financial barriers such as security deposits and application fees.
- At UC Santa Barbara, the campus is adding 3,500 new beds by 2029, designed to be 25% below the local market rate. This is part of a broader strategy to meet the demand for affordable student housing.
- UC Santa Cruz is working on increasing its housing stock through partnerships and internal projects aimed at offering more affordable on-campus options for both undergraduate and graduate students.

Dining

Dining affordability is being tackled through creative approaches across the UC system, ensuring students have access to healthy and reasonably priced meals.

- UC Berkeley has rolled out partnerships with local food vendors to provide affordable meal options for students. Programs like PT-STEP include emergency food assistance, helping students during times of need.
- UC Davis has expanded its dining infrastructure, reducing food costs through strategic procurement and the use of a pay-what-you-can food truck, which addresses food insecurity while promoting sustainability.
- At UC Irvine, the campus offers discounted meal plans and has improved its dining experience by making healthy, affordable food accessible to both on- and off-campus students through mobile shuttles like the Anteater Express.
- UC Los Angeles has made strides in offering non-resident meal plans for students who live off-campus, ensuring all students can access affordable on-campus dining.
- UC Merced has integrated EBT into its convenience stores, allowing students to purchase essential groceries using their CalFresh benefits. Additionally, programs like the Bobcat Pantry provide free fresh produce through pop-up markets.
- UC Riverside is focusing on creating a more equitable dining environment by negotiating vendor contracts for lower-cost food options and partnering with local food banks to minimize food insecurity.
- At UC San Diego, the Amazon Just Walk Out markets offer affordable fresh groceries and prepackaged meals, all EBT accessible. The Swipe Out Hunger initiative also ensures that food-insecure students have access to free meals.
- UC San Francisco has partnered with nearby food vendors to provide students and trainees with affordable meal plans and nutritious options, particularly in high-cost areas.
- At UC Santa Barbara, collaborations with local food banks and a food recovery program have allowed the campus to provide more affordable meal options while minimizing food waste.
- UC Santa Cruz has expanded its dining services, focusing on reducing food insecurity by partnering with local farms and offering discounted meal options on campus.

Transportation

- Transportation affordability is a key focus across all UC campuses, with campuses offering innovative solutions to reduce commuting costs.
- UC Berkeley continues its BayPass program, allowing students to use public transit across most of the Bay Area for free. The campus also offers emergency transportation assistance through the PT-STEP program.
- UC Davis provides a range of commuting options, including 30,000 free bike parking spots and affordable carshare programs. The campus subsidizes local bus fares and offers daily parking options at reduced rates.
- At UC Irvine, students benefit from subsidized transit passes, a Train Rebate Program, and a Carshare Program. The all-electric Anteater Express shuttle system helps reduce transportation costs while supporting sustainability.
- UC Los Angeles offers discounted parking permits and non-resident meal plans, making transportation and on-campus services more accessible to students living off-campus.

- UC Merced has kept transit fees low for over a decade and provides emergency gas cards and taxi vouchers to students facing transportation challenges.
- UC Riverside promotes sustainable commuting options through a carshare and rideshare program, while also advocating for UC-wide transportation support to help reduce costs.
- UC San Diego has introduced free weekend shuttles to grocery stores and other essential services, reducing the need for students to use personal vehicles.
- UC San Francisco provides commuter assistance and transit subsidies, particularly for students in high-cost areas, helping alleviate transportation costs.
- At UC Santa Barbara, the campus has rolled out a bike-share program and partnered with local transit authorities to make commuting more affordable.
- UC Santa Cruz offers a free bus pass program for all students, along with discounted parking permits and an emphasis on sustainable transportation solutions.

Activities planned for next reporting period:

Over the next year, UCOP will continue facilitating workgroup meetings on textbooks, housing, food, and transportation to assist campuses in developing timelines for implementing new strategies.

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.

Activities during current reporting period:

The UC Office of the President completed its biennial Cost of Attendance Survey (COAS) in Spring of 2023.⁸

The University administers the Cost of Attendance Survey (COAS) every two years to gather data on students’ spending on textbook and educational supplies. Further survey results will track changes in student-reported textbook expenses and will be compared with past surveys dating back to 2010, disaggregated by student level and income.

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.

⁸ https://www.ucop.edu/institutional-research-academic-planning/_files/survey-documents-undergraduate/coas-2023-administration-report.pdf

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 (C2C) Data System, including support for the system's proposed California College Guidance Initiative (CCGI) operating tool.

The Cradle-to-Career (C2C) Data System tracks individuals from preschool through higher education and into the workforce, delivering “critical information on education, financial aid, and workforce outcomes to prepare students to reach their college and career goals.”⁹

In 2023, UC played a key role in negotiating and finalizing the definitions and specifications for the preschool-to-grade-20-to-workforce (P–20W) data extract as required by the participation agreement of C2C.

UC submitted student records to the C2C P-20W dataset twice between November 2023 and October 2024.

UC submitted 9.2 million student financial aid records to the P-20W dataset with information on:

- Student loans
- Pell grants
- UC grants and scholarships
- Chafee grants
- Federal work-study

Additionally, UC submitted 6 million records on student enrollment, degrees, and applications as a second annual update to the C2C P-20W dataset.

Activities during current reporting period:

Data Submissions. Since November 2023, UCOP has completed two significant data submissions. The first was the second installment and update to the initial P-20W dataset submission. The second involved submitting student financial aid data, which required close collaboration with C2C and other data providers to ensure compliance with federal data sharing regulations while meeting C2C's data requirements.

⁹ [Statement from University of California President Michael V. Drake on the Cradle-to-Career System launch | University of California](#)

Leadership Presentation. On May 1, 2024, the UCOP Vice President for Institutional Research and Academic Planning (IRAP) and the UC Chief Information Officer presented to the C2C governing board. They highlighted the UC system office's efforts to support the partnership with C2C.

State Initiatives. UC actively participated in workgroups for the state Career Passport and eTranscript California. Committed to improving and streamlining the UC application process, the University is pleased to announce the integration of eTranscript with the UC undergraduate application. This effort supports the Governor's eTranscript California & Career Passport Task Force and ensures that all nine UC undergraduate campuses are enhancing the receipt of transcripts for dual enrollment and transfer students through the eTranscript system.

As UC collaborates with the Governor and state lawmakers to create a more accessible process for California students, the University is proud to take part in this initiative to bridge gaps in the cradle-to-career continuum. UC looks forward to continuing this critical conversation and building on its ongoing support of California's Cradle-to-Career Data System. UC is honored to partner in this unprecedented statewide effort to provide essential information on education, financial aid, and workforce outcomes, sharing Governor Newsom's commitment to helping every California student achieve their college and career goals.

CCGI Partnership. UC continued its partnership with the California College Guidance Initiative (CCGI) to integrate the UC admissions application with the CaliforniaColleges.edu platform. The integration was finalized, and for the first time in Fall 2024, applicants were able to upload verified course data into the application, significantly simplifying the application process.

Activities planned for next reporting period:

UC will make its third annual submission to the P-20W dataset, including updates on enrollment, degrees awarded, financial aid, and undergraduate applications. This update will add an additional year of data to the existing UC student records in the C2C system.

UC will continue to integrate CCGI with the undergraduate admissions application to expand the electronic delivery of high school transcripts to UC campuses.

UC will continue working with eTranscript to enable the electronic transfer of community college transcripts to UC campuses.

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.

All nine undergraduate campuses within UC have finalized their license agreements with Instructure for the Canvas LMS, aligning with the systems used by CCC and CSU. As of the 2022–23 academic year, UC Santa Barbara, the last undergraduate campus to join, has completed its first full year under this agreement, achieving the goal of universal adoption across UC's undergraduate campuses.

Activities during current reporting period:

The University of California has successfully maintained its goal of standardizing its learning management system across its nine undergraduate campuses. This integration aligns UC's system with those used by the California Community Colleges and California State University systems.

Activities planned for next reporting period:

Efforts will persist to enhance the integration of the system across all aspects of instructional work. This will involve testing a 'trust relationship' mechanism to enable students to access multiple Canvas accounts without creating new ones; utilizing a Canvas Catalog system for training, compliance, and professional development needs, including Title IX; and aligning contract renewals with the fiscal year.

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.

IRAP consistently publishes and updates a range of system-wide dashboards focused on equitable outcomes. The UC 2030 dashboard provides detailed insights into progress toward equity goals at both the system and campus levels, including estimates of the number of graduates needed to achieve the 2030 targets.¹⁰

Activities during current reporting period:

The UC 2030 dashboard was updated with the latest data from the 2023-24 academic year.

During the reporting period, UC launched the UC 2030 equity goals Community of Practice, bringing together institutional research professionals from the nine undergraduate campuses and representatives from UCOP.¹¹ This community focuses on utilizing granular data tools to advance equity and student success.

The Community of Practice facilitated key activities aligned with the compact goals by a) fostering collaboration with the CSU system and b) conducting an internal review of dashboards across UC.

During the summer 2024 Community of Practice meeting, CSU colleagues were invited as guest speakers and presented on the topic "Telling Stories Behind the Data." This presentation was the result of ongoing collaboration between the Student Success Strategic Initiatives unit of the California State University Office of the Chancellor and UCOP's Office of IRAP.

Additionally, the Community of Practice enabled an internal review of dashboards used across UC, conducted through a questionnaire sent to the nine undergraduate campuses. The findings

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

¹¹ <https://ucop.edu/institutional-research-academic-planning/services/uc-2030-equity-goals-community-of-practice/index.html>

were compiled and published in a report titled *UC 2030: Equity is Excellence* and were also shared with the campuses to inform future planning efforts.¹²

Activities planned for next reporting period:

In the coming year, IRAP will continue to maintain its public-facing dashboards, to sustain its relationship with CSU, and to facilitate the UC 2030 equity goals community of practice.

IRAP will also collaborate with the community of practice to identify potential new system-level tools that will be of value to campuses. This process will take into account the large number of existing dashboards identified at the campuses as well as strategic opportunities that were identified through the research undertaken to produce the UC 2030: Equity is Excellence report.

One dashboard to be published fall 2024 details equity goals for different populations of UC students: first generation, Pell-recipient, and members of underrepresented groups, specifically Black, Latinx, and Native American. The dashboard includes goals and progress for each group, together with measures to meet goals, including percentage points in graduation rates and numbers of additional students needed to graduate on time.

A further area of opportunity identified already is to produce a dashboard that can inform UC's efforts to become a Hispanic Serving Research Institution (HSRI). This opportunity was identified as a priority in the UC report titled *Reimagining the University of California to Serve Latinxs Equitably: A Blueprint for Becoming a Hispanic-Serving Research Institution (HSRI) System*.

Additional resources:

UC 2030 dashboard

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

UC 2030 equity goals community of practice

<https://ucop.edu/institutional-research-academic-planning/services/uc-2030-equity-goals-community-of-practice/index.html>

UC 2030: Equity is Excellence report

https://www.ucop.edu/institutional-research-academic-planning/_files/uc-2030-equity-is-excellence.pdf

UC First-generation college students dashboard

<https://universityofcalifornia.edu/about-us/information-center/first-generation-college-students>

UC military-affiliated students dashboard

<https://universityofcalifornia.edu/about-us/information-center/uc-military-affiliated-students>

UC basic needs dashboard

<https://www.universityofcalifornia.edu/about-us/information-center/student-basic-needs>

¹² https://www.ucop.edu/institutional-research-academic-planning/_files/uc-2030-equity-is-excellence.pdf

UC undergraduate current and former foster youth dashboard
<https://universityofcalifornia.edu/about-us/information-center/uc-undergraduate-current-and-former-foster-youth>

UC List of campus-hosted success dashboards available to the public
<https://www.universityofcalifornia.edu/about-us/information-center/uc-student-success-dashboards>

UC 2030: Equity is Excellence report
<https://www.ucop.edu/institutional-research-academic-planning/files/uc-2030-equity-is-excellence.pdf>

Reimagining the University of California to Serve Latinxs Equitably: A Blueprint for Becoming a Hispanic-Serving Research Institution (HSRI) System report
<https://www.ucop.edu/hsi-initiative/files/reimagining-the-university-of-california-to-serve-latinxs-equitably.pdf>

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.

In August 2024, coinciding with the opening of the UC application, UC finalized the integration between the UC admissions application and the CCGI platform, successfully enabling applicants to upload verified course data.

UCOP additionally accomplished the following:

- Authorization of the California High School Transcript and Student Record Portability Standard
- Successful implementation of the integration between the UC admissions application and CCGI platform
- Messaging to the field including: a letter to county and district superintendents and high school principals from the UC systemwide admissions office; three articles in the UC Admissions Counselors and Advisers Bulletin reaching approximately 15,000 individuals; and a presentation and tabling at the 2024 UC Counselors Conferences. Signed amended data-sharing agreement

Activities during current reporting period:

During the reporting period, UCOP consulted regularly with the Office of Cradle-to-Career (C2C), California College Guidance Initiative (CCGI) leadership, and the CCGI technical team.

Between December 2023 and January 2024, UC contributed feedback to and formally supported the California High School Transcript and Student Record Portability Standard (Standard). The Standard provides guidance for California public high school transcripts and details the required and optional data elements for Student Record Portability. The Standard will ease the process for students submitting final transcripts to their college destination.

In January 2024, a data agreement between UCOP and CCGI was amended to include additional shared data elements for course import into the UC application.

In August 2024, coinciding with the opening of the UC application, UC finalized the integration between the UC admissions application and the CCGI platform, successfully enabling applicants to upload verified course data.

Activities planned for next reporting period:

Between November 2024 and October 2025, UC will engage in planning with C2C and CCGI to integrate eTranscript with the UC application, aiming for all nine undergraduate campuses to receive transcripts for dual enrollment and transfer through eTranscript.

Between November 2024 and October 2025, UC will continue regular joint messaging efforts with C2C and CCGI.

In Summer 2025, UC will pilot the automated delivery of official high school transcripts from CCGI to UC for undergraduate student enrollment verification.

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.

MOU Development and Signing. UCOP and CCCCCO collaborated on drafting and finalizing a memorandum of understanding (MOU) from November 2022 to March 2023, culminating in the signing of the MOU in March 2023.

Data Exchange Initiation. Data sharing began in March 2023, including student demographics, course enrollment, and degrees awarded.

Research Goals and Analysis. UCOP established research goals in April 2023, completed preliminary analysis in August 2023, and conducted the final analysis in October 2023.

Data Revision and Sharing. Revised data was both received and provided by UCOP in August 2023.

Regents Report. A comprehensive report for the Regents meeting was completed by UCOP in November 2023.

MOU Amendment and Continued Data Exchange. An amendment to the MOU was signed in April 2024, followed by additional data exchanges in July 2024.

Activities during current reporting period:

During the current reporting cycle, significant progress has been made towards achieving the assigned goal:

MOU and Data Sharing Expansion. In alignment with the goal, UCOP and the California Community Colleges Chancellor's Office (CCCCO) signed a memorandum of understanding (MOU), building on the master data-sharing agreement established in September 2022. This MOU has facilitated the expansion of data sharing between UC, CSU, and CCC.

Research Goals Establishment. UCOP has outlined comprehensive research objectives, focusing on a range of transfer-related metrics. These include examining transfer student characteristics, community college course patterns, unit accumulation, GPA, UC application, admission, enrollment, and student success outcomes across various student categories, including those with intent-to-transfer, transfer directed, prepared, and ready students, transfer pathway completers, and Associate Degree for Transfer (ADT) completers.

Amendment and Data Sharing. To enhance the data sharing process, UCOP and CCCCCO signed an amendment to the MOU in early 2024, broadening the scope of data shared. UCOP has successfully completed the second round of data sharing under this expanded scope.

Preliminary Data Analysis and Presentations. UCOP has conducted preliminary data analyses and shared these findings with key stakeholders. Presentations were made to the Board of Admissions and Relations with Schools (BOARS) and the Academic Council Special Committee on Transfer Issues (ACSCOTI) during their meetings on transfer-related topics.

Regents Report. A comprehensive report detailing these activities and findings has been prepared and submitted for the Regents' meeting, providing an in-depth overview of progress and outcomes.

These actions collectively advance the research goals and enhance the understanding of transfer student dynamics within the UC system.

Activities planned for next reporting period:

Data Analysis. UCOP will focus on analyzing data to evaluate the success of associate degree for Transfer (ADT) and Pathways students at UC.

Data Exchange. UCOP and CCCCCO will exchange data for the 2023-24 cohort by January 2025.

Updated Analyses. Both UCOP and CCCCCO will update and exchange analyses of transfer data by April 2025.

Metrics Discussion. UCOP and CCCCO will meet to discuss various transfer metrics, including intent-to-transfer, transfer directed, prepared, and ready students.

Dashboard Development. UCOP will develop a dashboard to report transfer data.

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.

As shown in Display E.1.i., overall, degrees in these fields increased by 29 percent during this period, four times the rate of growth for all other categories (7 percent). Of the almost 13,200 additional degrees awarded, 80 percent are in these areas.

Display E.1.i. — UC degrees awarded by compact categories, 2016–17 and 2023–24¹³

Degree type	Discipline	2016-17	2023-24		
All STEM degrees except Ph.D.	Architecture	641	512		
	Engineering/Computer Sciences	11,407	16,012		
	Interdisciplinary - STEM	1,175	2,908		
	Life Sciences	10,236	12,278		
	Medicine	703	764		
	Other Health Science	3,133	3,016		
	Physical Sciences/Math	4,358	5,832		
All degrees except Ph.D.	Education	1,521	1,825	7-year increase	7-year % increase
Academic Doctoral (Ph.D.)	All disciplines	3,976	4,620		
Degrees awarded in compact categories		37,150	47,767	10,617	29%
Degrees awarded other categories		35,424	37,981	2,557	7%
Total UC degrees awarded		72,574	85,748	13,174	18%

¹³ Includes about 400 academic approved credentials awarded annually.

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 2023-24, UC awarded 350,000 (350,991) undergraduate and graduate degrees in the fields covered by the compact: STEM, education, and academic doctoral degrees.¹⁴ This total includes degrees in data science and health sciences.

The graduates receiving these degrees contribute to the California workforce and many of the high-skill, high-wage jobs that drive California's industry are held by UC graduates. 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, 50 percent of students who majored in the compact fields held jobs in compact-related industries compared to 37 percent who majored in other fields.

UC degrees awarded are tracked on this dashboard on the UC Information Center which is updated annually.¹⁵

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 64 percent by 2026. Of the 15,800 projected increase in enrollment from 2023 to 2026, 91 percent (14,448 students) are in these areas.

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.

In 2023, enrollment in compact-related majors continued to increase year-over-year, adding an additional 1,886 students and accounting for 61.9% of total enrollment.

¹⁴ Beginning with the 2023 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/doelib/sevis/pdf/stemList2024.pdf>

¹⁵ <https://www.universityofcalifornia.edu/about-us/information-center/degrees-awarded-data>

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 non-compact categories were roughly equal in 2001. By 2022, enrollment in compact-related majors more than doubled, growing from 78,775 to 163,902, and comprised 61.7 percent of enrollment. In 2023, enrollment in compact-related majors continued to increase year-over-year, adding an additional 1,886 students and accounting for 61.9% of enrollment.¹⁶

Display E.2.i. — UC enrollments 2001 to 2023 by compact and noncompact categories

Field of Study--Compact Categories in blue	2001	2006	2011	2016	2021	2022	2023	Change 2022 to 2023
Architecture	1,757	1,815	1,717	1,805	1,668	1,724	1,592	(132)
Education	2,043	2,461	2,348	2,926	3,853	3,809	3,725	(84)
Engineering/Computer Sciences	26,662	25,528	31,956	42,598	53,045	54,028	55,096	1,068
Life Sciences	22,925	32,105	39,116	44,446	49,901	49,815	50,041	226
Medicine	3,015	3,015	3,246	3,275	3,428	3,508	3,599	91
Other Health Science	4,483	5,199	7,124	9,379	10,081	10,288	10,523	235
Other/Interdisciplinary - STEM	1,299	1,336	2,051	5,273	8,644	9,454	10,719	1,265
Physical Sciences/Math	8,949	11,866	15,873	21,300	24,372	23,342	22,869	(473)
Academic doctoral not included above	7,642	8,753	8,642	8,125	8,177	7,934	7,624	(310)
subtotal Compact	78,775	92,078	112,073	139,127	163,169	163,902	165,788	1,886
% of total enrollment*	51%	52%	55%	60%	61%	62%	62%	
Arts & Humanities	20,126	23,087	22,177	18,699	19,196	19,067	19,376	309
Business	11,221	12,659	14,421	17,035	18,366	18,987	18,974	(13)
Law	2,407	2,605	2,957	3,230	4,028	3,787	3,920	133
Other/Interdisciplinary - Non-STEM	9,573	10,260	7,803	8,188	8,244	7,742	7,878	136
Public Admin	876	923	1,116	1,305	2,049	1,943	1,919	(24)
Social Sciences	31,691	36,804	41,585	43,710	50,712	50,305	50,038	(267)
subtotal non-Compact	75,894	86,338	90,059	92,167	102,595	101,831	102,105	274
% of total enrollment*	49%	48%	45%	40%	39%	38%	38%	
Total declared	154,669	178,416	202,132	231,294	265,764	265,733	267,893	2,160
Undeclared	32,259	30,443	28,825	32,933	28,772	28,472	27,608	(864)
Total	186,928	208,859	230,957	264,227	294,536	294,205	295,501	1,296

* excludes undeclared

¹⁶ UC enrollments are tracked over time at <https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance>.

Display E.2. ii. – Projected UC enrollments by the compact fields (STEM, Education, Academic Doctoral), 2024–25 to 2026–27

Field of Study—Compact Categories in blue	2001	2006	2011	2016	2021	2022	2023	2026 projection
Architecture	1,757	1,815	1,717	1,805	1,668	1,724	1,592	1,595
Education	2,043	2,461	2,348	2,926	3,853	3,809	3,725	3,825
Engineering/Computer Sciences	26,662	25,528	31,956	42,598	53,045	54,028	55,096	60,134
Life Sciences	22,925	32,105	39,116	44,446	49,901	49,815	50,041	53,964
Medicine	3,015	3,015	3,246	3,275	3,428	3,508	3,599	3,670
Other Health Science	4,483	5,199	7,124	9,379	10,081	10,288	10,523	11,892
Other/Interdisciplinary - STEM	1,299	1,336	2,051	5,273	8,644	9,454	10,719	11,694
Physical Sciences/Math	8,949	11,866	15,873	21,300	24,372	23,342	22,869	26,018
Academic doctoral not included above	7,642	8,753	8,642	8,125	8,177	7,934	7,624	7,444
subtotal Compact	78,775	92,078	112,073	139,127	163,169	163,902	165,788	180,236
% of total enrollment*	51%	52%	55%	60%	61%	62%	62%	64%
Arts & Humanities	20,126	23,087	22,177	18,699	19,196	19,067	19,376	17,839
Business	11,221	12,659	14,421	17,035	18,366	18,987	18,974	20,352
Law	2,407	2,605	2,957	3,230	4,028	3,787	3,920	4,092
Other/Interdisciplinary - Non-STEM	9,573	10,260	7,803	8,188	8,244	7,742	7,878	7,149
Public Admin	876	923	1,116	1,305	2,049	1,943	1,919	2,011
Social Sciences	31,691	36,804	41,585	43,710	50,712	50,305	50,038	52,040
subtotal non-Compact	75,894	86,338	90,059	92,167	102,595	101,831	102,105	103,482
% of total enrollment*	49%	48%	45%	40%	39%	38%	38%	36%

Activities planned for next reporting period:

UCOP and campuses have set enrollment goals for 2024-25 through 2026-27 that would achieve the levels of growth expected in the compact (one 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.

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 almost 9 percent from 2023 to 2026, while the non-compact fields would grow just over 1 percent during the same period. Of the 15,800 projected increase in enrollment from 2023 to 2026, 91 percent (14,448 students) are in the compact fields.

This goal asks UC to prioritize disciplines of regional need identified by the Regional Investment Initiative (formerly the Community Economic Resilience Fund, or CERF) partnerships. As of 2024, the Regional Investment Initiative is in its pilot project and catalyst predevelopment phases and these specific disciplines have not yet been identified.¹⁷ Once the regional plans are in place, UC will contact the Regional Investment Initiative to ensure that this aspect of the compact goal is shared with UC campuses to support future planning.

¹⁷ The Regional Investment Initiative (formerly CERF) is a state program with the objective of “ensuring that, as California’s economy grows and adapts to climate change and other challenges, that good-paying jobs and prosperous communities are created for the benefit of all Californians.” According to the Labor & Workforce Development Agency website, the Regional Investment Initiative is currently in the pilot project and catalyst predevelopment phases—each of the thirteen California regions have been awarded funding to develop Jobs First Collaboratives that will plan how to bolster economic development in their regions (i.e., draw high quality jobs, maintain community resilience, provide competitive and sustainable industry and equitable opportunities). Publication of project pipelines by region is expected in late 2026 which will be used to develop strategies for achieving these goals. <https://www.labor.ca.gov/regional-investment-initiative/>
<https://www.gov.ca.gov/2024/03/08/california-jobs-first-state-launches-first-of-its-kind-council-to-create-thousands-of-more-jobs-across-all-regions/>

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.

During the 2023–24 academic year, the Academic Council Special Committee on Transfer Issues (ACSCOTI) worked with campus academic departments to identify related degree programs with similar major preparation, resulting in the creation of 10 new UC Transfer Pathways in technology and climate action.

Activities during current reporting period:

UC has advanced this goal through the leadership of the Academic Council Special Committee on Transfer Issues (ACSCOTI). During the 2023–24 academic year, ACSCOTI worked with campus academic departments to identify related degree programs with similar major preparation, resulting in the creation of 10 new UC Transfer Pathways in technology and climate action. Ninety-nine-degree programs across the nine undergraduate-serving campuses, including bioengineering, environmental science, and statistics, joined these new Transfer Pathways. Starting in fall 2024, California community college CCC students can follow these pathways for consideration in UC undergraduate admissions beginning in fall 2026. UC originally offered 20 systemwide Transfer Pathways in UC’s most sought-after areas of study. These 20 Transfer Pathways were 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. With these additions, UC will offer a total of 30 Transfer Pathways.

UC faculty have also collaborated with intersegmental colleagues from CCC and CSU through the CCC-led Transfer Alignment Project to assess alignment between ADTs and UC Transfer Pathways. This year, the Transfer Alignment Project focused on seven STEM disciplines, including environmental science. Faculty from CCC, CSU, and UC have made progress by identifying exact matches and degrees that partially align, clarifying optimal alignment patterns, and recognizing ADTs and Transfer Pathways that may not be able to align.

The development of the UC Transfer Pathways flag in ASSIST.org was completed at the end of the 2023–24 academic year. UC campus articulation officers began flagging UC Transfer Pathways courses for the original 20 Transfer Pathways in summer 2024.

Display E.3.i. – New UC Transfer Pathways and Number of Applicable Degree Programs

New UC Transfer Pathways	Degree Programs
Aerospace Engineering	7
Bioengineering	13
Chemical Engineering	8
Civil Engineering	5
Data Science	9
Earth Science/Geology	18
Environmental Engineering	5
Environmental Science	19
Material Science & Engineering	6
Statistics	9
Total	99

Activities planned for next reporting period:

During the 2024–25 academic year, ACSCOTI will continue working with faculty to identify related and affiliated majors to join existing UC Transfer Pathways. They will also explore the development of new UC Transfer Pathways in technology, education, healthcare, and climate action.

By fall 2024, UC campus articulation officers will complete flagging courses for the first 20 UC Transfer Pathways. In 2025, they will begin flagging courses for the 10 new UC Transfer Pathways.

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 three questions:

1. how many freshman applicants to the University reported verified CCC coursework on their applications;
2. how many CCC courses did they report; and
3. 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.

From 2018–2024, the number of first-year applicants to UC who reported A-G applicable CCC coursework on the UC application grew by over 22,000 students. In addition, the proportion of applicants with at least one CCC course grew from 12 percent of all applicants in 2018 to 21 percent in 2024. 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 2024, 43,893 prospective students reported CCC coursework. Within this group, 14,907 (7.2 percent of all first-year applicants) reported one UC transferable course, thus earning, on average, three college units. Further, 3,516 applicants completed four courses and 11,060 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 7 percent of applicants earned at least twelve college units during high school.

Display E.4.i. — 2018-2024 First-Year Applications by Year and A-G Applicable CCC Course Total

CCC Course Total	2018	2019	2020	2021	2022	2023	2024
1	9,467	10,351	10,829	12,462	12,904	13,782	14,907
2	4,755	5,135	6,101	7,069	7,832	8,627	9,460
3	2,053	2,289	2,800	3,447	3,789	4,206	4,950
4	1,540	1,786	2,045	2,591	2,853	3,013	3,516
5+	3,789	4,624	5,338	6,906	8,040	9,083	11,060
All w/ CCC Courses	21,604 -12%	24,185 -14%	27,113 -16%	32,475 -16%	35,418 -17%	38,711 -19%	43,893 -21%
All w/ no CCC Courses	160,536	152,534	145,208	171,382	175,621	168,131	163,213
Total Applicants	182,140	176,719	172,321	203,857	211,039	206,842	207,106

Display E.4. ii. — Fall 2024 First-Year Applicants with at Least one A-G Applicable CCC Course by Subject

Subject	# Applicants	% Applicants	Total Courses	Mean Courses per Applicant
A) History	15,851	36.10%	30,594	1.9
B) English	14,696	33.50%	24,071	1.6
C) Mathematics	14,689	33.50%	24,588	1.7
D) Science	15,092	34.40%	27,862	1.8
E) Language other than English (LOTE)	9,499	21.60%	15,208	1.6
F) Visual and Performing Arts	12,961	29.50%	18,816	1.5
G) Elective	9,057	20.60%	32,497	3.6

Note: Applicant counts in this table are duplicated as students may complete multiple CCC courses in different subjects.

In 2024, applicants received A-G credit for the following areas, in descending order: History (A), Science (D), English (B), Mathematics (C), Visual and Performing Arts (F), Language Other than English (E), 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 3.6. College-level academic disciplines that can apply to the Elective (G) area are diverse and encompass topics like psychology, philosophy, sociology, humanities, geology, and astronomy. 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.

UC is engaged in several efforts to streamline review of course transferability and make the information more readily accessible to students both for dual enrollment and transfer admission. First, UC has reached out to the target 69 California Community Colleges which send comparatively fewer transfer students to UC and encouraged them to submit courses for review which will resolve existing articulation gaps. Second, ASSIST's Executive Management Oversight Committee (of which UC is a sitting member) has directed the ASSIST program to prioritize development of a robust Application Programming Interface (API) for ASSIST which will support faster and more targeted articulation gap reporting as well as more efficient data exports to ASSIST's numerous downstream systems. The API will enable CCCs and UC systemwide and campus offices to more efficiently identify articulation gaps and collaborate to resolve them wherever possible, as well as enabling community colleges to take articulation into account in their dual enrollment offerings. Third, EMOC has directed the ASSIST program to prioritize development of the "No Course Articulation" feature and "Side by Side comparison" feature, both of which can be used by students in their academic planning as well as by articulation officers and faculty to strategize around their articulation goals. Finally, UC has contributed to the Common Course Numbering and AB 928 implementation efforts with the goal of protecting course transferability and maximizing transfer access and success.

Activities planned for next reporting period:

In the upcoming 2024–2025 academic year, UC will continue to review and refine the current guidance for first-year 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. UC is participating in several of the Governor's Career Education Master Plan Workgroups to identify and execute strategies to maximize dual enrollment opportunities that support students' pursuit of earning a degree.

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:

Survey Research and Dashboard Updates: Since 2008, the University of California Office of the President (UCOP) has been conducting survey research to assess career-relevant knowledge and skills. Various reports have detailed student participation in research activities, internships, and satisfaction with these experiences.

In December 2022, a new dashboard was developed to expand an existing undergraduate research experience dashboard to include data on internships and academic service-learning. This dashboard, available on the University of California Information Center, presents results from the University of California Undergraduate Experience Survey (UCUES) for 2008-2022, covering research, internships, and service-learning. Additionally, UCUES data tables on the Information Center provide comprehensive data from 2006-2022, including questions related to these areas. UCUES is administered every other year.

To track progress, we incorporated the same career-relevant knowledge and skills questions into the 2024 UCUES administration. This survey, conducted biannually from April to August, achieved a 26% response rate, representing a fair cross-section of the undergraduate population. We plan to update the dashboard and data tables with the 2024 data by October 2024.

1. *Tracking New Programs and Increased Participation:* UCOP continues to monitor the implementation of new campus-level programs. All nine undergraduate campuses have updated their program websites. We anticipate continued growth in participation due to two main factors: Experiential learning opportunities that transitioned online during the pandemic are often maintaining both online and in-person options, enhancing access and opportunities.
2. An increase in the establishment and improvement of experiential learning programs, with UCOP continually updating the list. Examples include:
 - *UC Berkeley Summer Undergraduate Research Fellowships (SURF):* SURF L&S offers \$5,000 stipends for undergraduates in the College of Letters and Science to conduct concentrated summer research for senior theses or major capstone projects. SURF Rose Hills provides similar funding for sophomores, juniors, and seniors engaged in STEM research. This fellowship supports research that may lead to publication, generously funded by the Rose Hills Foundation.
 - *Internship and Career Center at UC Davis:* Offers supervised work-learn experiences to support students' academic and career goals, including the Undergraduate STEM Fellows Programs and The President's Global Food Initiative.
 - *Summer Hostel for Students:* A new initiative inviting students in Los Angeles for internships, summer classes, or campus events. Students must meet specific criteria to stay, including being a current UCLA student or participating in summer activities at UCLA.

UCUES Questions and Metrics:

UCUES assesses the goal of ensuring all students engage in at least one semester of undergraduate research, internships, or relevant service learning with the following questions:

- Assisted or are assisting faculty with research
- Assisted or are assisting with a creative project
- Conducted or are conducting research under faculty guidance. Completed or are completing a creative project as coursework
- Completed or are completing an internship, practicum, or field experience
- Engaged in academic or community-based service learning

Metrics derived from these questions include:

- Percentage of students participating in research activities
- Percentage of students completing internships or practicums
- Percentage of students involved in service learning
- Percentage of students engaged in any of these activities

Recent UCUES data from 2018, 2020, and 2022 show that over half of bachelor's degree recipients engaged in research or creative projects and internships. About 25% participated in

academic or community-based service learning. In 2022, approximately 75% of graduates had participated in at least one of these activities. Participation was lower in 2020 (62%) due to the COVID-19 pandemic. The 2024 UCUES results indicate increased participation: 76% of seniors and 42% of freshmen engaged in these activities, up from 70% and 35% respectively in 2022. Degree data for calculating participation rates will be available in January 2025.

Activities planned for next reporting period:

The dashboard and data tables will be updated in October 2024.

The rate of degree recipients' participation in undergraduate research, internships and/or relevant on-campus or community service learning will be calculated in early 2025, once degree data is available.

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.

In the 2019–20 baseline year, UC faculty delivered 283,090 online student credit hours for undergraduates. Online student credit hours increased to 1.1 million units in 2023–24.

Covid Impact:

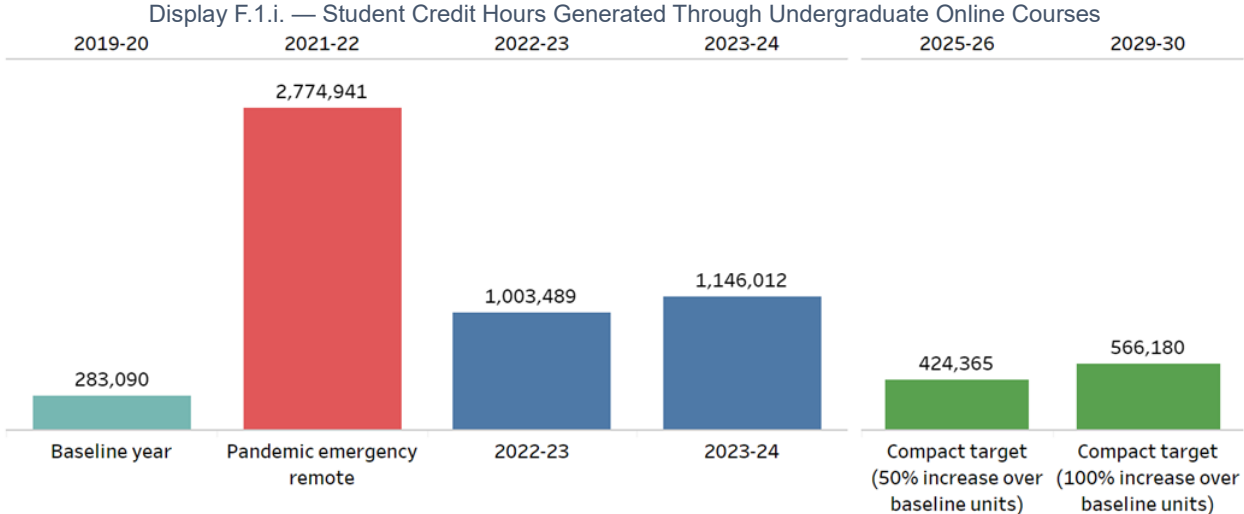
In the 2019–20 baseline year, UC faculty delivered 283,090 online student credit hours for undergraduates, accounting for just under 3 percent of all credit hours taught. Traditionally, UC campuses have relied on summer sessions to offer and expand online education for undergraduates. During 2019–20, online courses made up over 12 percent of summer term credit hours, compared to roughly 2 percent during the fall, winter, and spring terms. The pandemic led to a sharp increase in online instruction, with nearly all courses transitioning to remote learning. Continued delays in returning to in-person classes resulted in 28 percent of units being taught online in 2021–22. Since then, online instruction has stabilized at one million units in 2022–23, increasing to 1.1 million units in 2023–24.

Activities during current reporting period:

In 2023-24, online instruction accounted for 1.1 million units, with summer session remaining the primary focus. In 2023, 52 percent of all summer units were delivered online, compared to about 8 percent during the fall, winter, and spring terms.

The current levels of online instruction at UC surpass the compact targets, and the campus plans for future online instruction are either aligned with or exceed these goals. Display F.1.i.

illustrates the undergraduate online student credit hours delivered to date in comparison to the compact targets.¹⁸ These figures show that campuses currently meet the compact's objectives of doubling the baseline credit hours by 2029–30 and reaching half of that increase by 2025–26.



Activities planned for next reporting period:

Campuses will continue to utilize the summer term for the majority of online instruction while exploring opportunities to expand online course offerings during the fall, winter, and spring terms, as well as for specific programs such as the UC Reengagement Consortium (i.e., UC degree completion program).

¹⁸ Data for 2020–21 is not shown because nearly all classes were delivered online in this year.

Conclusion

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

Appendices

- A. [Multi-Year Compact Between Governor Newsom and the University of California, May 2022](#)
- B. [UC 2022 Multi-year Compact Report \(ucop.edu\)](#)
- C. [UC 2023 Multi-Year Compact Report \(ucop.edu\)](#)