UNIVERSITY OF CALIFORNIA

James B. Milliken
President

Office of the President
1111 Franklin Street
Oakland, CA 94607

universityofcalifornia.edu

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DIVISION OF AGRICULTURE AND NATURAL RESOURCES

November 17, 2025

The Honorable Gavin Newsom, Governor
The Honorable Robert Rivas, Assembly Speaker
The Honorable Mike McGuire, Senate President Pro Tempore

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

I am pleased to submit the enclosed *University of California 2025 Multi-Year Compact Annual Report*. The report describes the University of California's ongoing efforts through the fourth year of the Compact to advance ambitious goals shared by the University, the Administration, and the Legislature in six broad policy categories: increasing access to the University of California; improving student success and advancing equity; increasing the affordability of a UC education; increasing intersegmental collaboration; supporting workforce preparedness; and providing access to online courses.

If you have any questions regarding this report, 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,

James B. Milliken
President

Enclosure

cc: Ms. Monica Henestroza, Special Assistant to the Speaker
Mr. Andrew Medina, Policy Consultant to the Senate President Pro Tempore
Mr. Chris Woods, Budget Director to the Senate President Pro Tempore
Mr. Jason Sisney, Budget Advisor 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: Mr. Tobias Wolken)
Mr. Hans Hemann, Joint Legislative Budget Committee
Ms. Livia Shmavonian, Chief Deputy Cabinet Secretary for the Governor
Ms. Nichole Munoz-Murillo, Deputy Legislative Secretary for the Governor
Mr. Joe Stephenshaw, Director, Department of Finance
Ms. Jessica Holmes, Department of Finance
Mr. Gabriel Petek, Legislative Analyst's Office
Ms. Jennifer Pacella, Legislative Analyst's Office
Ms. Florence Bouvet, Legislative Analyst's 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 2025

University of California
Multi-Year Compact Annual Report
November 2025

Executive Summary

Under the 2022 Multi-Year Compact between Governor Gavin Newsom and the University of California (UC), the university agreed to prioritize the advancement of shared, student-focused goals between 2022-23 and 2026-27. The goals are focused on six 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 a report each year from 2022-23 through 2026-27 that addresses actions taken, progress in achieving each goal, and planned actions for the following year. This annual report includes summary updates on strategic collaborations, structural or process changes achieved and needed, and priorities for collaboration.

The university made the following progress toward achieving each goal in 2024-25.

A. *Increasing Access:* The university met the goal of increasing access by growing California resident undergraduate enrollment. In 2024-25, UC enrolled its largest-ever cohort of California resident students, due to an increase of 6,986 full-time equivalent (FTE) resident undergraduates compared to the previous year. This marks a total increase of 14,774 California resident FTE over three years, meeting the goal of growing California resident undergraduate FTE by one percent each year over the life of the compact. Additionally, in 2024-25, 983 nonresident undergraduate FTEs were replaced with California residents 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:* The compact sets the goals of achieving a systemwide four-year freshman graduation rate of 76% and a two-year transfer graduation rate of 70% by 2029-30, with intermediate goals of achieving at least half of those increases by the end of the 2025-26 academic year. These intermediate goals translate to a 74.4% four-year freshman graduation rate and a 66.4% two-year transfer graduation rate. The systemwide four-year freshman graduation rate is 72.5%, which represents a decline from last year’s rate. The latest rate applies to the cohort that entered in 2020, which was in high school during the pandemic. That said, the first-year retention rate is strong at 92.6%. The two-year transfer graduation rate (64.5%) and retention rate (94.5%) slightly improved compared to last year. To address equity gaps that continue to persist, UC expanded several key programs aimed at improving retention and graduation rates for low-income, first-generation, and underrepresented students. These initiatives include placement reforms to move more students into credit-bearing math, introducing preparatory and co-requisite chemistry courses, and redesigning calculus sequences to align with disciplinary applications in life sciences and social sciences.

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. Expanded Middle Class Scholarships allowed the university to make significant progress towards Debt Free UC. 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. Over one fifth of all California students are currently debt-free, based on UC aid alone—that rises to 35 percent for *new* CA undergraduates in 2024-25.

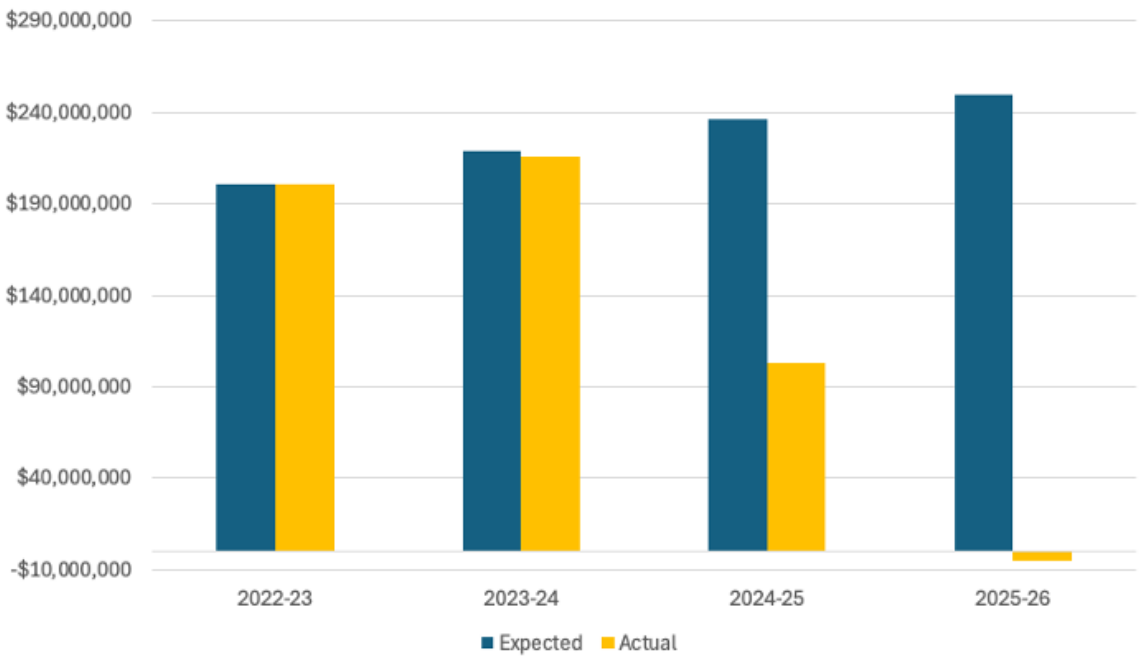
D. *Intersegmental Collaboration*: UC has taken a proactive approach to intersegmental collaboration, working closely with California Community Colleges (CCC) and other educational partners. UCOP participated in numerous task forces and advisory committees, executed licensing and data-sharing agreements with CCC, and began submitting Cradle-to-Career data. 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 substantially increased the number of annual degrees awarded in STEM and education fields, as well as academic doctoral degrees. In total, the number of degrees awarded in these compact-specified areas grew by over 14,000 from 2016-17 to 2024-25, a gain of 38%, representing 80 percent of the overall growth in degrees awarded. This growth exceeds the goal of a 25% increase from the 2016-17 baseline—set earlier than the start of the compact period, due to the time needed to implement this change. Since 2021-22, the year before the compact began, the growth in degrees specified as high demand was 11%. Degrees awarded in these high-demand disciplines have grown to account for 57 percent of all degrees awarded in 2024-25. 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 been met. To ensure continued access to and growth in online course offerings, campuses continue to leverage the summer term to expand access to online courses, enrolling more students in remote learning opportunities.

Continued progress toward these shared goals relies on predictable increases in ongoing funding to support the university's core operations. Under the compact, expected new support for UC to date would total more than $900 million; by contrast, and as shown in Figure 1, actual increased support to date is about $515 million, or 57 percent of anticipated support.

Figure 1: Annual Compact Funding to Date (Incremental) – Expected vs. Actual



Reduced support relative to the original compact funding schedule and deferred state funding in recent years, alongside federal actions targeting higher education broadly—and the University of California specifically—could result in future declines in areas where progress has been made, such as timely graduation gaps for Pell students and debt-free pathways for undergraduates. UC will continue to work with the state to ensure the restoration of deferred funding and predictable ongoing support in future years; to avoid further impacts on student services, core educational programs, and the UC workforce; and to make progress toward these shared goals with the state.

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. These funds support enrollment growth among additional (1) California resident undergraduate students above and beyond the one-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 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 liaisons between executive sponsors and lead coordinators. Executive sponsors committed to providing the 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.

The university has met this goal for 2024-25. California resident undergraduate enrollment in 2024-25 grew by 6,986 FTE over 2023-24, exceeding the 2,927 FTE growth goal outlined in the Budget Act of 2024. In 2024-25, the university enrolled 210,625 California resident undergraduate FTE compared to the overall goal of 206,588 FTE. In addition, excluding the annual replacement of 902 nonresidents with California residents at Berkeley, Los Angeles, and San Diego, these three campuses account for nearly half of the systemwide California resident FTE growth from 2021-22 to 2024-25—far more than the 15 percent specified by this goal.

Over the past few years, campuses have committed to various strategies to increase enrollment, including maximizing course availability, incentivizing summer enrollment, and improving retention. This has occurred alongside the growth of California resident incoming class sizes over the same period.

Table 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 2024-25, Fall-winter-spring and Summer

University of California CA Resident Undergraduate FTE					
	21-22 (actual)	22-23 (actual)	23-24 (actual)	24-25 (actual)	Growth 21-22 to 24-25
UC system total	**195,861**	**197,111**	**203,649**	**210,635**	**14,774**
Change over prior year:		1,250	6,538	6,986	
				Compact Goal 21-22 to 24-25:	**10,727**
				Enrollment Above Goal:	**+4,047**

Additional Budget Act Requirements:

The university's multiyear plan for enrollment growth reflects not only the enrollment expectations set forth in the compact, but also funding for enrollment growth included in recent budget acts. The Budget Act of 2024 included language that UC increase California resident undergraduate enrollment by 2,927 FTE students in 2024-25 over the prior year—inclusive of

funding to replace 902 nonresident undergraduate students with California resident students at Berkeley, Los Angeles, and San Diego campuses.

Both the Budget Act of 2025 and the compact include the expectation that the university will increase California resident FTE enrollment to a total of 209,535 FTE by 2025-26 and 212,503 FTE by 2026-27, consistent with the one-percent annual growth goal across the compact period. The Budget Act of 2025 additionally allows enrollment above the specified one-percent annual growth in a given year to count towards the target in subsequent years.

Activities during current reporting period:

The main factors in UC achieving and exceeding its 2,927 California resident FTE enrollment growth goal in 2024-25 include:

- A significant increase in summer 2024 enrollment as campuses have implemented various avenues for increasing enrollment, including: expanding online offerings, summer start programs, summer orientation programs, and summer tuition discount programs.
- Additional FTE due to students taking more credit hours per term on average—every campus increased average unit-taking in 2024-25 and is now exceeding pre-pandemic levels.
- A rebound in new transfer students with notable year-over-year increases at most campuses in 2024-25.
- A broad-based increase in fourth year retention of first-year students across campuses in 2024-25, as well as a slight uptick in students continuing studies into a fifth year among the first-year students 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 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

Activities planned for next reporting period:

Under the Budget Act of 2025 and the compact, UC is expected to increase California resident enrollment to 209,535 FTE in 2025-26—an enrollment level already achieved in 2024-25. Preliminary campus enrollment figures indicate that total California resident undergraduate enrollment, inclusive of summer 2025, is estimated to achieve the 2026-27 target of 212,503 FTE in 2025-26, a year ahead of schedule. As a result, UC will have added over 16,642 California resident undergraduate FTE from 2021-22 through 2025-26. These preliminary estimates 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. They also suggest that improving CCC enrollment is helping campuses achieve California resident transfer enrollment targets.

Throughout 2025-26, 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 enrollment.

A.2: In addition to the annual resident undergraduate enrollment growth of one 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 2024-25 academic year, UC made progress towards the goal of reducing nonresident enrollment and increasing California resident enrollment at the Berkeley, Los Angeles, and San Diego campuses. As shown in Table A.2.i., nonresident enrollment declined by a total of **983 FTE** at Berkeley, Los Angeles, and San Diego between 2023-24 and 2024-25. These campuses increased CA resident enrollment by **2,804 FTE** during this period. With these enrollment changes, UC achieved its interim goal for 2024-25 of reducing nonresident enrollment at the three aforementioned campuses by at least 902 FTE.

Table A.2.i.

Change in nonresident and resident undergraduate full-time equivalent enrollment, 2023-24 to 2024-25

	2023-24 full-time equivalent enrollment			2024-25 full-time equivalent enrollment			Change in enrollment, 2023-24 to 2024-25	
Campus	Nonresident	CA resident	Total	Nonresident	CA resident	Total	Nonresident	CA resident
Berkeley	6,919	24,427	31,345	6,153	25,314	31,467	(766)	887
Los Angeles	6,470	25,291	31,761	6,235	26,104	32,339	(235)	813
San Diego	6,417	26,152	32,569	6,435	27,256	33,691	18	1,104
Total	19,806	75,870	95,676	18,823	78,674	97,497	(983)	2,804

Table A.2.ii. shows that the year-over-year progress made in 2024-25 to decrease the share of nonresident students at Berkeley, Los Angeles, and San Diego—Berkeley reduced its proportion from 22.1 percent to 19.6 percent, Los Angeles from 20.4 percent to 19.3 percent, and San Diego from 19.7 percent to 19.1 percent.

Table A.2.ii.

Nonresident enrollment as percentage of total undergraduate enrollment, 2021-22 to 2024-25

Campus	Nonresident percent of total			
	2021-22	2022-23	2023-24	2024-25
Berkeley	24.4%	23.5%	22.1%	19.6%
Los Angeles	23.4%	21.8%	20.4%	19.3%
San Diego	23.6%	21.8%	19.7%	19.1%
UC System	**17.7%**	**17.1%**	**16.2%**	**15.5%**

The nonresident shift in 2024-25 builds on progress toward this goal in 2022-23 and 2023-24, in which nonresident enrollment declined by 2,097 FTE from the 2021-22 levels at Berkeley, Los Angeles, and San Diego. This resulted in a total nonresident enrollment decline of 3,080 FTE at these campuses over the last three years. California resident enrollment at these campuses increased by 8,465 FTE over the same period. As a result, each campus is steadily advancing toward the 18 percent nonresident undergraduate enrollment goal. From 2021-22 to 2024-25, Berkeley reduced its nonresident undergraduate enrollment share from 24.4 percent to 19.6 percent; Los Angeles reduced its share from 23.4 percent to 19.3 percent; and San Diego reduced its share from 23.6 percent to 19.1 percent. Meanwhile, the UC system reduced nonresident undergraduate enrollment from 17.7 percent to 15.5 percent of total undergraduate enrollment.

Budget Act Appropriation:

The Budget Act of 2024 provided the university with $31 million to offset the reduction in Nonresident Supplemental Tuition (NRST) and the increase in student need for financial aid that would result from replacing 902 nonresident undergraduate FTE with California resident undergraduate FTE in 2024-25 at the Berkeley, Los Angeles, and San Diego campuses. This ongoing funding, which is in addition to the university's base budget adjustment, funded the third year of the 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 compact, achieving and maintaining reductions in nonresident enrollment is contingent upon the state providing ongoing funding in addition to the five-percent base adjustment to backfill revenue losses associated with the shift from nonresident to resident enrollment at Berkeley, Los Angeles, and San Diego. The Budget Act of 2025 calls for a reduction of 902 FTE per year in 2025-26 and 2026-27 across the three campuses. In addition, it states that any nonresident replacement above the annual 902 FTE in 2022-23, 2023-24, and 2024-25 can be counted towards the 902 FTE nonresident replacement in 2025-26. At the same time, the Budget Act of 2025 defers nonresident reduction funding of $31 million from 2025-26 to 2026-27 and states intent to provide a one-time back payment of $31 million in 2027-28. The Budget Act of 2025 does not include intent language related to funding the nonresident replacement in 2026-27.

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.

In 2023-24, discussions with the state about California resident FTE targets resulted in an agreement that UC could prioritize the overall FTE targets irrespective of the 2:1 goal that year. As a result, the UC system had a California resident first-year to California resident transfer enrollment ratio of 2.2:1 in 2023-24. In 2024-25, the UC system did not achieve, but made progress on meeting, the 2:1 goal. Overall, the UC system achieved a 2.1:1 ratio, excluding Merced.[1] Berkeley, Los Angeles, and San Diego each achieved 2:1 in 2024-25, while the remaining campuses (Davis, Irvine, Riverside, Santa Barbara, Santa Cruz) did not. The systemwide ratio improved due to progress at several campuses. San Diego was already below 2:1 (1.9:1) in 2023-24 and further improved to 1.8:1 in 2024-25. Berkeley achieved 2:1 in 2024-25 after being slightly above the goal in 2023-24. In addition, Riverside, Santa Barbara, and Santa Cruz each improved their ratios in 2024-25.

Table A.3.i.

New California resident first-year and transfer students in 2024-25

Campus	CA Resident First-years 2024-25	CA Resident Transfers 2024-25	2 to 1 Ratio 2024-25
Berkeley	5,244	2,655	2.0
Davis	5,364	2,532	2.1
Irvine	5,075	2,470	2.1
Los Angeles	5,304	3,482	1.5
Merced	2,072	275	7.5
Riverside	5,176	1,521	3.4
San Diego	5,733	3,172	1.8
Santa Barbara	4,098	1,975	2.1
Santa Cruz	4,014	1,351	3.0
UC total	**42,080**	**19,433**	**2.2**
UC total excluding Merced	**40,008**	**19,158**	**2.1**

Looking ahead, enrollment at CCCs has increased 15.7 percent from fall 2021 to fall 2024 after declining over 19 percent from fall 2019 to fall 2021. Despite this increase, CCC enrollment remained below pre-pandemic levels in fall 2024.[2] The increased enrollment at CCCs was reflected in increased applicants to UC for fall 2025. California resident transfer applications increased for the second year in a row, up two percent from fall 2024, or 11 percent over fall 2024 and fall 2025 combined.

The university is engaged in efforts to collaborate with CCCs and to implement more programs to provide access to transfer applicants, including expanding UC Transfer Pathways, investing

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

[2] California Community Colleges Chancellor's Office, Management Information Systems Data Mart

in Student Academic Preparation and Education Partnership (SAPEP) programs, launching a dual admissions pilot program, acting on recommendations from the *July 2022 CCC-UC Transfer Task Force Final Report*, and publishing a new dashboard that provides campuses with an additional tool for monitoring their progress toward achieving the 2:1 goal.

Activities during current reporting period:

Each campus (except Merced) is requested to develop enrollment plans annually demonstrating that the systemwide target for enrolling California resident transfers meets the 2:1 goal. As shown in Table A.3.i., the UC system (excluding Merced) did not meet this goal in 2024-25.

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.

- *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 5C). Ninety-two degree programs across the nine undergraduate-serving campuses including bioengineering, environmental science, and statistics joined the new UC Transfer Pathways. After creating these pathways in 2023-2024, UC has made progress on this goal in 2024-2025 by completing the implementation of these 10 new transfer pathways. In 2024-2025, UC faculty also worked to simplify the four biology-related Transfer Pathways into a unified Biological Sciences Pathway, for use by applicants beginning in fall 2027.
- *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 2024-25, 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, transfer resources, and engagement in 69 targeted community colleges with traditionally 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.
- *Publication of a new California resident freshman-to-transfer ratio dashboard.* UC has published a new dashboard for public users to easily view California 2:1 new enrollment ratios by discipline as well as the proportion of California bachelor's degree recipients

who began as freshmen or as transfers.[3] The new dashboard gives the campuses an additional tool to monitor their progress toward achieving the 2:1 goal and for having campus conversations around the academically appropriate enrollment goals for different disciplines and academic units.

Activities planned for next reporting period:

The university will continue to analyze new California resident transfer enrollment in fall 2025 to identify factors that can be addressed to ensure the university can achieve the 2:1 goal in future years. Campus leadership across the system has expressed support for prioritization of this objective.

Campus enrollment plans for the 2025-26 academic year intend to maintain improvements made in 2024-25, but it is unlikely that 2:1 will be achieved, as slightly higher California resident CCC transfer enrollment will likely be offset by much larger increases in California resident first-year enrollment. Early estimates indicate that the systemwide ratio (excluding Merced) is likely to be around 2.1:1. Despite recent enrollment growth at CCCs, fall 2024 enrollment remained below pre-pandemic levels, as did fall 2025 CCC applications to UC.

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 state-supported graduate enrollment grew by one percent (448 FTE) in 2024-25, UC remains approximately 3,500 FTE from the 2026-27 goal.

A key challenge to this goal is that graduate enrollment was abnormally high in the baseline year (2022-23) after students who were admitted for 2020-21 deferred their enrollment during the COVID-19 pandemic due to travel restrictions and health concerns. These fluctuations affected institutions across the US, with the largest impact on master's students, seen in Table A.4.ii. Most of the deferred enrollees graduated by summer 2023, accounting for a large portion of UC's decline in graduate enrollment in 2023-24.

The university anticipates it will not achieve this goal. In addition to the high-point baseline year, recent federal actions and uncertain budget conditions will likely reduce the number of graduate students, particularly PhDs, UC can admit. The latter concern arises as campuses must ensure they have sufficient financial support for existing students to complete their degree in addition to the new students they admit.

[3] UC Information Center dashboard: California resident freshman-to-transfer ratio

Table A.4.i.

Fall-winter-spring graduate enrollment in state-supported programs

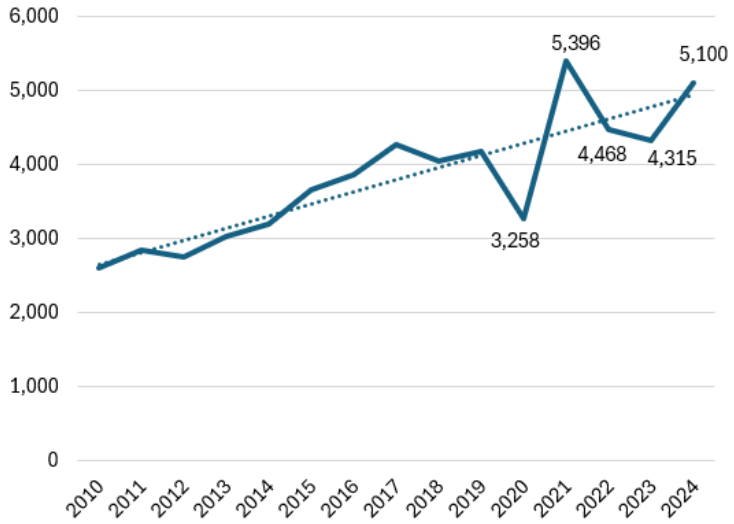
Graduate State-Supported FTE

	2020-21	2021-22	2022-23	2023-24	2024-25	Change 22-23 to 23-24	Change 23-24 to 24-25
Academic Master's	5,877	7,153	7,442	6,769	7,406	(673)	638
Academic Doctoral	24,209	24,288	23,835	23,285	22,893	(550)	(392)
Graduate Professional	7,152	8,071	7,692	7,465	7,371	(227)	(94)
Total General Campus	**37,238**	**39,512**	**38,969**	**37,518**	**37,671**	**(1,451)**	**152**
Health Science Graduate Academic	2,397	2,367	2,440	2,467	2,633	27	166
Health Science Graduate Professional	6,973	6,933	6,972	6,895	7,024	(77)	129
Total Health Science	**9,370**	**9,300**	**9,412**	**9,362**	**9,658**	**(50)**	**296**
Total	**46,608**	**48,812**	**48,381**	**46,880**	**47,328**	**(1,501)**	**448**
2026-27 compact goal:			**50,881**	**50,881**	**50,881**		
Distance to goal:			**2,500**	**4,001**	**3,553**		

Note. This table excludes state-supported summer FTE at the graduate level, which was 485 FTE in 2024-25.

Figure A.4.i.

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 2024-25 increase was largely driven by increases in academic master's and the health sciences. As illustrated in Table A.4.i., academic master's enrollment increased from 6,769 FTE in 2023-24 to 7,406 FTE in 2024-25 (638 FTE), a nine percent increase.

Health sciences added another 296 FTE, increasing from 9,362 FTE to 9,658 FTE. These combined increases more than offset a modest 392 FTE decline in academic doctoral enrollment from 23,285 FTE to 22,893 FTE.

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. Campuses will continue to submit estimates of graduate enrollments for the current year to UCOP, as well as aspirations for the next four years. UCOP will provide data on graduate student support that campuses can use to ensure existing and new graduate students have sufficient financial support to complete their degree. Graduate enrollment is not controlled at the campus level, complicating campus and systemwide 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 2024, overall graduation rates decreased slightly, from 72.7 percent to 72.5 percent. Rates fell by 0.1 percentage points for Pell recipients (to 66.8 percent) and by 1.0 percentage points for students from underrepresented groups (to 61.5 percent). Underrepresented student groups include Black, Hispanic, and Native American students.

- Between 2021 and 2024, the gap in graduation rates between Pell recipients and the overall rate shifted only modestly, from 5.8 percentage points to 5.7 percentage points. This represents a minimal narrowing of the gap (-1.7 percent), showing limited progress toward the 50 percent reduction projected for the 2021 to 2026 compact period.
- Between 2021 and 2024, the gap in graduation rates between students from underrepresented groups and the overall rate increased slightly, from 10.2 percentage points to 11.0 percentage points. This represents a widening of the gap by 7.8 percent since 2021, moving away from the 2026 target of halving the disparity.

The 2024 results highlight a reversal from the gains recorded in 2023. Overall graduation rates dipped, and the underrepresented student gap widened after narrowing the prior year. It is important to remember that this cohort was in their senior year of high school when the COVID-19 pandemic prompted the first wave of school shutdowns. The outcomes for this cohort underscore the volatility of post-pandemic recovery and suggest that sustained efforts will be needed to stay on track for the 2026 and 2030 goals.

UC is not alone in experiencing these impacts. In the California State University System, a similar change in the size of the gap for four-year graduation rates for Pell recipients has been

observed: a decline in 2022 and 2023, with an increase in 2024. The gap in graduation rates for CSU students from underrepresented groups has likewise been variable, with declines in 2022 and 2023 and a rise in 2024. While the size of gaps differs across systems, the volatility of the patterns post-pandemic is consistent.

Table B.1.i.

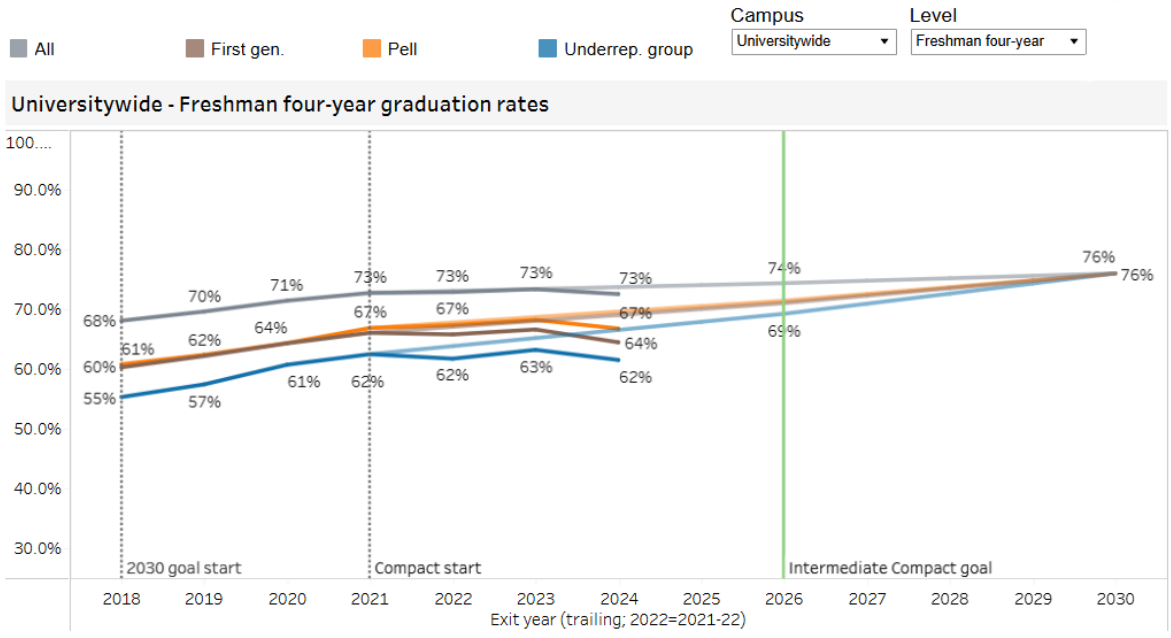
First-year Four-year Graduate Rates

	2021	2022	2023	2024	Goal 2026	Goal 2030
Overall student grad rate	72.7%	72.9%	73.4%	72.5%	74.4%	76.0%
Pell grad rate	66.9%	67.4%	68.2%	66.8%	71.4%	76.0%
Difference in size of gap: Overall – Pell	5.8%	5.5%	5.2%	5.7%	3.0%	0.0%
Relative change in size of Pell gap since 2021	--	-5.2%	-10.3%	-1.7%	-50%	-100%
Underrep. groups grad rate	62.5%	61.7%	63.2%	61.5%	69.2%	76.0%
Difference in size of gap: Overall – Underrep.	10.2%	11.2%	10.2%	11.0%	5.2%	0.0%
Relative change in size of Underrep. gap since 2021		9.8%	0.0%	7.8%	-50%	-100%

Note. Some values for prior years differ slightly from those reported last year. Data are continuously updated as campuses finalize and submit corrections, and the numbers shown here reflect the most current information available.

Figure B.1.i.

First-year Four-year Graduate Rates – UC Information Center 2030 Dashboard



First-year retention rates, which are an early predictor of graduation outcomes, generally held steady in 2023 after rebounding in 2022. The overall rate remained at 92.6 percent, showing no change from the prior year. For Pell recipients, retention fell by 1.2 percentage points to 90.2 percent, reversing part of the gain seen in 2022. This factor is important to track, particularly with the future uncertainty of Pell support from the federal government. For students from underrepresented groups, retention dipped slightly by 0.1 percentage points to 89.5 percent—essentially flat after the larger increase recorded a year earlier. These results suggest that the sharpest post-pandemic recovery in retention has already taken place, with current rates stabilizing at levels close to pre-pandemic norms.

Table B.1.ii.

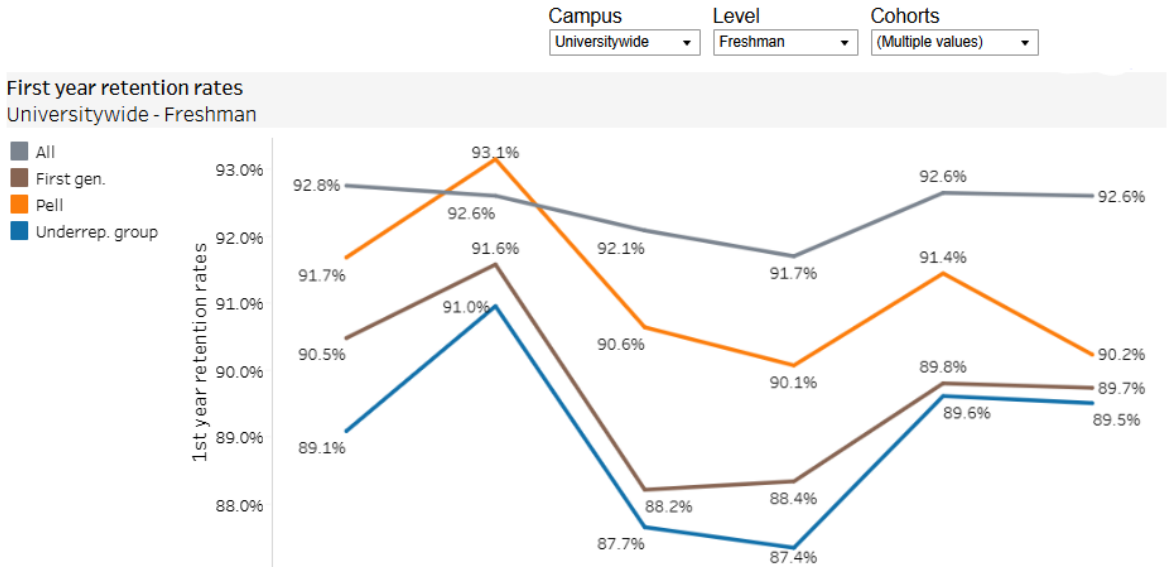
First-year Retention Rates Over Time

	2018	2019	2020	2021	2022	2023
Overall retention rate	92.8%	92.6%	92.1%	91.7%	92.6%	92.6%
Change from prior year	--	-0.2%	-0.5%	-0.4%	0.9%	0.0%
Pell retention rate	91.7%	93.1%	90.6%	90.1%	91.4%	90.2%
Change from prior year	--	1.4%	-2.5%	-0.5%	1.3%	-1.2%
Underrep. groups retention rate	89.1%	91.0%	87.7%	87.4%	89.6%	89.5%
Change from prior year	--	1.9%	-3.3%	-0.3%	2.2%	-0.1%

Note. Year shown indicates incoming cohort year.

Figure B.1.ii.

First-year Retention Rates – UC Information Center 2030 Dashboard



Activities during current reporting period:

Campuses continued multi-year efforts to close equity gaps through advising expansions, first-year and cohort-based programs, and course redesigns. In 2024, UCOP initiated a systemwide review of outcomes in entry-level math and chemistry courses, which are often challenging for

students, and which can be particularly critical for ensuring that students are on a trajectory toward success. The forthcoming report, *Expanding Opportunity: Chemistry, Math, and the Future of STEM at UC,* reviews the relationship between these courses and STEM degree attainment and summarizes initiatives across campuses.

In response to the findings in the report, campuses have taken action: they have undertaken placement reforms to move more students into credit-bearing math, introduced preparatory and co-requisite chemistry courses, and redesigned calculus sequences to align with disciplinary applications in life sciences and social sciences. Other initiatives have included a pilot of mastery-based grading, expanded use of learning assistants, and cohort programs that link coursework with advising and peer mentoring.

Activities planned for next reporting period:

The *Expanding Opportunity* report is now available on the web[4] and will be used to support cross-campus collaboration on effective practices in STEM gateway courses. Budget conditions pose a serious risk to sustaining equity-focused programs. Many rely on short-term donor or pilot funding that is ending; moreover, statewide and federal budget impacts will limit the ability of campuses to continue or expand these efforts.

The report's recommendations emphasize protecting promising models, coordinating redesign at the department level, and fostering collaboration across campuses. Work has already begun to facilitate sharing of instructional resources, like course modules, lab resources, and peer educator training guides. Institutional Research and Academic Planning (IRAP) has assembled a preliminary inventory of available resources, and a subgroup of campuses are collaborating to develop a sharing platform.

The ability to implement and scale up these efforts will be contingent on campuses having sufficient staffing and financial support. Recent federal actions and deferred funding from the state could impact progress gained and future efforts to close equity gaps. UC will work with the state to receive deferred funding and future financial support so this shared goal with the state can be achieved.

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.

Systemwide graduation and retention trends showed a mixed picture for 2024.

For first-time freshmen, the four-year graduation rate dipped slightly in 2024 to 72.5 percent, down from 73.4 percent in 2023. Again, this graduating cohort would have been in high school for the first year of the COVID-19 pandemic, and graduation outcomes offer new information about the impact of that experience. Declines were seen across several UC campuses, but increases were seen at four: UCLA, UC San Diego, UC Santa Barbara, and UC Santa Cruz—a result which highlights the complexity of understanding these trends. Overall, the system

[4] https://www.ucop.edu/institutional-research-academic-planning/content-analysis/equity-diversity-inclusion/expanding-opportunity/index.html

remains on track toward goals, but uneven progress across campuses underscores the challenges of sustaining improvement toward the 2026 and 2030 goals.

For transfer students, graduation rates were relatively stable. The systemwide two-year transfer graduation rate rose modestly to 64.5 percent in 2024, up from 64.2 percent in 2023. There were declines at several campuses, but increases were seen at three campuses: UC Irvine, UC Riverside, and UC Santa Cruz.

First-year retention, a leading indicator of graduation outcomes, has largely stabilized since the pandemic-related disruptions. Systemwide freshman retention held at 92.6 percent in both the 2022 and 2023 incoming cohorts, matching pre-pandemic levels. Transfer student retention improved to 94.5 percent for the 2023 cohort, continuing an upward trend and exceeding freshman retention for the first time.

Together, these measures suggest that UC has largely regained its footing after the volatility of the pandemic years; however, the uneven campus-level results, particularly in freshman graduation rates, highlight the importance of sustained focus on early student success supports to remain on track for the systemwide 2026 and 2030 goals.

Notably, the UC systemwide freshman four-year graduation rate has steadily increased for more than twenty years. That increase has tracked closely a rise in rates for the Public AAUs overall, and UC rates consistently exceed the AAU Public average.

Table B.2.i.

Freshman Four-year Graduation Rates by Campus

	2021	2022	2023	2024	Change 2023 to 2024	2026 Intermediate Goal	2030 Goal
Universitywide	72.7%	72.9%	73.4%	72.5%	-0.8%	74.4%	76.0%
Berkeley	80.7%	79.9%	81.2%	78.7%	-2.5%	81.3%	82.0%
Davis	68.5%	70.7%	70.0%	67.8%	-2.1%	73.2%	78.0%
Irvine	73.4%	73.7%	75.0%	74.9%	-0.1%	76.7%	80.0%
Los Angeles	85.6%	85.2%	86.1%	86.6%	0.6%	85.8%	86.0%
Merced	49.8%	52.5%	52.9%	47.5%	-5.4%	59.9%	70.0%
Riverside	66.6%	67.2%	67.0%	60.5%	-6.5%	70.8%	75.0%
San Diego	75.1%	73.9%	74.4%	77.8%	3.4%	80.0%	85.0%
Santa Barbara	73.0%	70.7%	71.9%	72.5%	0.7%	76.5%	80.0%
Santa Cruz	62.6%	63.4%	62.2%	63.2%	1.0%	66.3%	70.0%

Table B.2.ii.

Transfer Two-year Graduation Rates by Campus

	2021	2022	2023	2024	Change 2023 to 2024	2026 Intermediate Goal	2030 Goal
Universitywide	63.0%	60.0%	64.2%	64.5%	0.3%	66.5%	70.0%
Berkeley	59.8%	56.7%	59.7%	59.6%	-0.1%	67.9%	76.0%
Davis	60.3%	59.5%	63.8%	59.8%	-4.0%	63.2%	66.0%
Irvine	63.7%	65.0%	68.2%	70.1%	1.9%	65.8%	68.0%
Los Angeles	75.4%	74.0%	76.5%	76.0%	-0.5%	75.2%	75.0%
Merced	44.3%	36.9%	53.6%	52.4%	-1.2%	57.1%	70.0%
Riverside	59.1%	53.0%	58.9%	60.2%	1.3%	64.5%	70.0%
San Diego	60.8%	56.6%	58.0%	57.8%	-0.2%	67.9%	75.0%
Santa Barbara	62.3%	54.3%	65.8%	64.6%	-1.2%	71.1%	80.0%
Santa Cruz	57.9%	52.6%	60.2%	63.2%	3.0%	63.9%	70.0%

Table B.2.iii.

First-year Retention

	2018	2019	2020	2021	2022	2023
Freshman retention	92.8%	92.6%	92.1%	91.7%	92.6%	92.6%
Transfer retention	92.6%	92.9%	91.2%	92.8%	93.9%	94.5%

Activities during current reporting period:

Efforts to raise graduation rates continue through strategies that overlap with equity initiatives (see Goal B1), including expanded use of peer learning assistants, strengthened advising, and course redesigns. In the last year, campuses embedded learning assistants in high-enrollment math and chemistry courses, piloted new co-requisite models, and expanded summer bridge and first-year support programs. Systemwide retention has returned to pre-pandemic levels, but graduation rates have not yet advanced at the pace needed to meet 2026 targets. Because these initiatives are multi-year in nature, their full impact will only be visible as successive cohorts of students complete redesigned courses and benefit from enhanced advising and support structures.

Activities planned for next reporting period:

Campuses will continue to refine existing initiatives and will begin to apply findings from *Expanding Opportunity: Chemistry, Math, and the Future of STEM at UC*. In particular, lessons from course redesign and placement reforms will inform next steps in scaling effective practice in the face of tightening budgets. Because graduation rates reflect cumulative student experiences, measurable impacts will take time. Sustained funding and consistent implementation will be necessary to maintain progress toward 2030 goals.

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 is making progress towards creating a dashboard on graduation rates that includes students with a disability. 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 prior reporting cycles, 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, Graduate, Undergraduate and Equity Affairs (GUEA) and IRAP initiated planning for ongoing data collection and the development of a dashboard to monitor future progress.

The final report, *Transforming Culture and Practice: Serving Students with Disabilities at the University of California*, 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 during current reporting period:

UCOP conducted outreach to the remaining campuses who have not yet provided data for the dashboard. These efforts included conducting meetings with campus data providers and disabled student services offices, addressing data privacy, data security controls, and discussing local campus procedures for transmitting the data. The remaining undergraduate campuses have committed to providing their data by the compact deadline.

Activities planned for next reporting period:

UCOP will develop the data dashboard and complete the technical work for campus reporting on key areas related to the 2025-26 compact goal. The data will be reported in a way that protects the privacy of students, while supporting the opportunity for success of students with disabilities. UCOP will continue to collect and report on campus data regarding campus efforts to support students with disabilities annually.

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

UCOP's Institutional Research and Academic Planning (IRAP) has met and exceeded this goal with the expansion of the UC 2030 dashboard,[5] the creation of the UC Student Success Dashboards webpage,[6] and the creation of the UC Equity and Student Success Goals dashboard.[7]

Activities during current reporting period:

In 2024, IRAP continued this work by updating these dashboards with the latest data and adding functionality to make information more useful to campuses and the public. The Undergraduate Graduation Rates dashboard[8] now includes additional tabs for:

- UC graduation rates
- UC and Non-UC degree attainment rates (for students who start at UC)
- Graduation rates by GPA groups
- Freshman graduation rates by high school
- Transfer graduation rates by community college

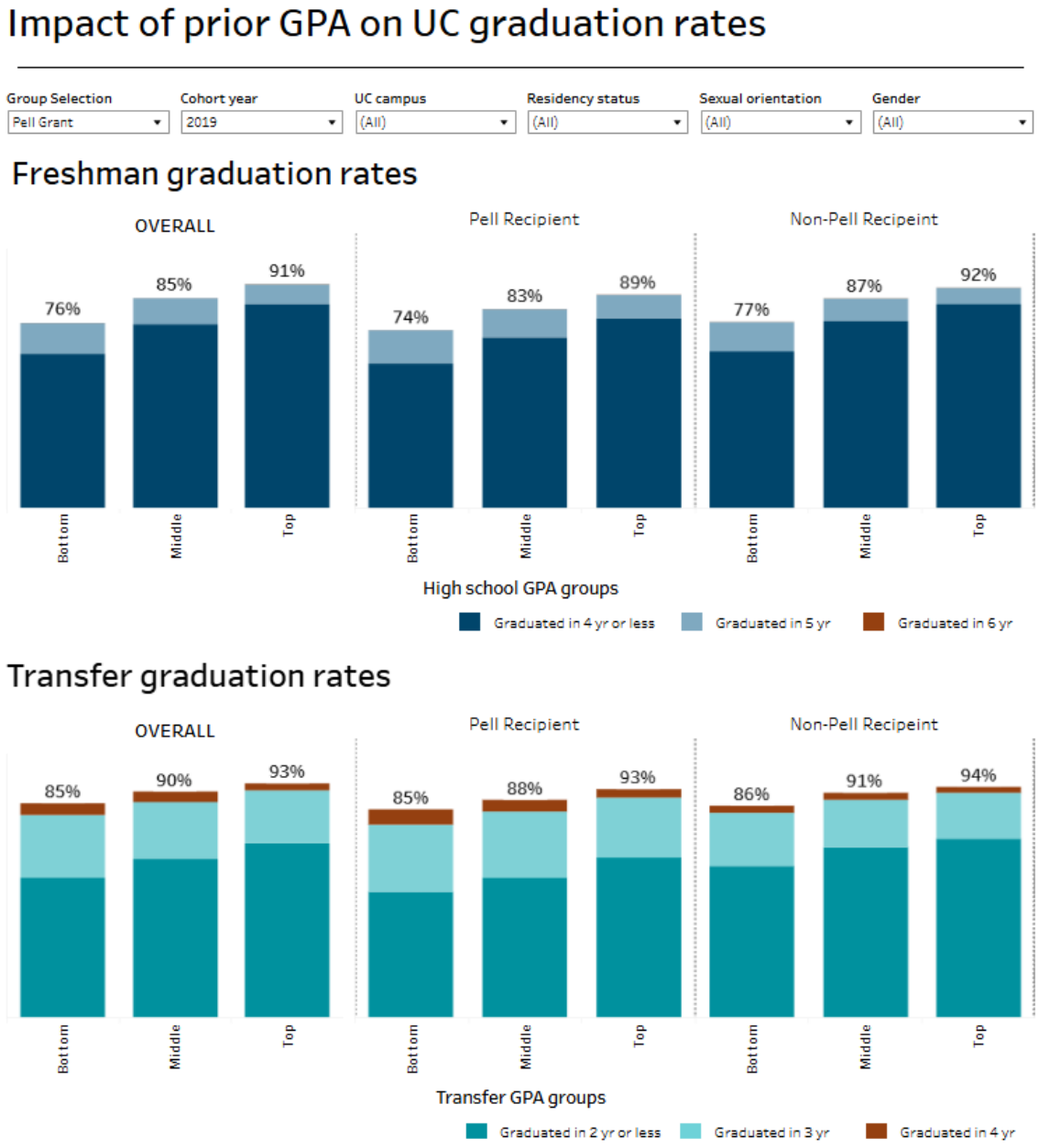
These features expand the ability to disaggregate and compare outcomes across campuses and student groups, deepening the dashboard's role as a resource for tracking progress toward UC 2030 goals.

The graduation rates by GPA group analysis, for example, demonstrates how graduation rates rise steadily with higher entering GPA, for both freshmen and transfers. Disaggregating further, the analysis shows that Pell recipients graduate at slightly lower rates than non-Pell peers even within the same GPA band. This makes clear how preparation at entry shapes outcomes while also highlighting persistent equity gaps.

[5] https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard
[6] https://www.universityofcalifornia.edu/about-us/information-center/uc-student-success-dashboards
[7] https://www.universityofcalifornia.edu/about-us/information-center/uc-equity-and-student-success-goals
[8] https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes

Figure B.4.i.

Graduation Rates by GPA Groups – UC Information Center Undergraduate Graduation Rates Dashboard



Activities planned for next reporting period:

UCOP will continue to maintain and regularly update these dashboards to ensure they provide accurate and timely information. At the same time, IRAP remains committed to innovating and adding new tools that give campuses and the public deeper insights into student success and progress toward UC's goals.

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 has achieved the interim goal early (60 percent of all students). In addition, the university has met the goal of setting aside 45 percent of new undergraduate tuition for financial aid in 2024-25.

The university will need more time to assess if all Pell Grant recipients are receiving a debt-free education by the end of the 2025-26 academic year, since the academic year is not yet concluded. The significant changes to federal financial aid, including the Pell Grant, are creating uncertainty to the university's ability to ensure that all Pell Grant recipients will have a debt-free pathway in 2025-26 and beyond. Achieving the goal of providing all of California residents 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 can 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 which they came from. 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.

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 compact.

Progress to date including data/metrics:

Table C.1.i. uses newly available data on the actual number of students in 2022-23 and 2023-24 with self-help figures below the target set by MCS. These represent revisions to prior estimates. Compared to prior compact estimates, more students qualified as debt-free, although more are estimated to have done so outside of UC's Path to Debt-Free.

Note that this model focuses on the proportion of each incoming class satisfying the definition of debt-free. The outcomes in Table C.1.i would need to be adjusted if funding assumptions change.

Table C.1.i.

Estimated Debt-free Students by Category, 2022-23 through 2026-27

All New California Students

	ACTUAL		ESTIMATED*		
	2022-23	**2023-24**	**2024-25**	**2025-26**	**2026-27**
No Need Debt-Free	12,646	13,913	13,913	13,913	13,913
- percent of new CA students	*23%*	*24%*	*24%*	*24%*	*24%*
UC Debt-Free	8,123	10,046	14,064	14,064	14,064
- percent of new CA students	*14%*	*17%*	*24%*	*24%*	*24%*
Other Debt-Free	14,411	14,774	14,774	14,774	14,774
- percent of new CA students	*26%*	*25%*	*25%*	*25%*	*25%*
Non-Debt-Free or N/A	20,902	19,794	15,776	15,776	15,776
- percent of new CA students	*37%*	*34%*	*27%*	*27%*	*27%*
TOTAL	56,082	58,527	58,527	58,527	58,527
- percent of new CA students	*100%*	*100%*	*100%*	*100%*	*100%*
Total Debt-Free	**35,180**	**38,733**	**42,751**	**42,751**	**42,751**
- percent of new CA students	**63%**	**66%**	**73%**	**73%**	**73%**

Each group of students is described in more detail below:

- *No Aid Application/No Need.* Roughly 23 to 24 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.

- *UC Debt-Free Pathway.* Table C.1.i. uses actual award data for 2022-23 and 2023-24. The actual data shows that UC's Path to Debt Free grew more slowly than anticipated in 2023-24. Changes in federal need analysis and Pell Grant rules in 2024-25 should again raise the proportion to 24 percent, which can be confirmed once final data are received.

- *Other Debt-Free.* Other new students in 2022-23 and 2023-24 achieved a debt-free package through other means, including Middle Class Scholarship program awards.

- *Total Debt-Free.* In combination, all students with a self-help below the debt-free target represent a higher proportion of new California students than previously estimated; however, given continued inflation and projected changes in outside grant assistance, growth may stagnate.

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 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 8,000 in the Fall 2022 incoming class to an estimated 14,000 in the Fall 2024 incoming class.

On the funding side, UC will continue to set aside a substantial portion of new tuition revenue for student financial aid. The state also funded the MCS program in 2025-26 with $918 million.

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:

Progress was made during the current cycle, as UCOP convened multiple workgroup meetings with campus representatives and student participants. These meetings focused on textbooks, housing, food, and transportation to enhance knowledge-sharing and stimulate innovative

solutions across campuses. Each workgroup met, 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:

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

Textbooks and Course Materials

To advance affordability, all campuses are advancing Open Educational Resources (OER) through faculty training, incentives, and library leadership. Faculty incentive programs and small grants encourage adoption or creation of open or low-cost course materials. Campus libraries play a central role in affordability by licensing e-books, streaming media, and multi-user content for free student access. Bookstores and libraries collaborate to connect existing library holdings directly to course listings and online learning platforms. Multiple campuses are adopting or piloting Inclusive Access or Equitable Access programs that provide day-one digital textbook access at a flat, predictable cost per term. Digital-first textbook delivery is now common practice, allowing instant access, lower costs, and integration with financial aid billing systems. Targeted financial assistance, including textbook grants, vouchers, and fee waivers, helps low-income students close remaining affordability gaps.

Several universities now track and publish student savings data to measure the financial impact of affordability programs and set annual goals.

Examples of efforts to contain or reduce costs for textbooks and course materials at select campuses include:

- UC Davis's digital-first Equitable Access program offers all required textbooks for $169 per term, saving students more than $15 million annually and funding textbook grants for low-income students.
- UCLA's Course Reader Solutions eliminates "unassigned reading" costs and will evolve into Bruin One Access, a flat-rate digital textbook model.
- UC Irvine funds faculty-authored open-access monographs and partners with UCOP IT to improve cross-campus licensing for shared courses.
- UC Santa Cruz integrates Inclusive Access, direct student aid, and a tuition-funded model that eliminated 80 percent of course material fees.
- UC Santa Barbara created a dedicated position to facilitate progress, the Open and Affordable Course Materials Librarian, and is exploring a Basic Needs-aligned Equitable Access program.
- UC San Diego employs a "collective impact" framework linking the library, bookstore, and faculty to deliver cost savings and prepare for its 2026 Equitable Access rollout.

Housing

UC campuses are working to expand the supply of affordable, university-managed housing while mitigating rising construction, labor, and utility costs. Campuses are pursuing cost-containment through strategic capital financing, operational efficiencies, and partnerships.

Across the system, campuses are using new construction, public-private partnerships, and targeted grants to add below-market beds, particularly for low-income, transfer, and graduate students. Several campuses are recipients of funding from the California Student Housing Grant Program or SB 169, which has enabled the addition of thousands of beds priced below local market rents.

Campuses are pursuing multiple strategies to maintain affordability: increasing housing density to maximize the number of lower-cost beds, expanding mixed-use and co-living developments to offer varied price points, and collaborating with Financial Aid offices to provide direct rent grants to students with the greatest need. Many campuses are also prioritizing partnerships with Basic Needs programs to support housing-insecure students through emergency placements, short-term housing, or fee waivers. To keep long-term operating costs low, campuses are investing in energy efficiency upgrades and reducing deferred maintenance. Several universities are also exploring innovative financing models, such as low- or zero-interest loan funds, donor partnerships, and systemwide debt strategies to manage the high upfront costs of construction.

Examples of efforts to address affordability in housing across the UC system include:

- UC Berkeley is expanding below-market housing through large-scale projects like the Heumann House at People's Park, while leveraging donor-funded developments such as Anchor House, whose revenues directly support student financial aid.
- UCLA continues to expand university-owned housing through acquisitions and new projects such as Gayley Towers and 901 Levering, both designed to offer below-market rents. It has also introduced co-living models for graduate students and maintained its four-year/two-year undergraduate housing guarantee despite fiscal constraints.
- UC San Diego has added thousands of below-market beds through projects such as Pepper Canyon West and Ridge Walk North, supported by $100 million in state housing grants, and provides direct housing grants to over 1,000 low-income students each year. The campus aims to offer all undergraduates a four-year housing guarantee by 2035.
- UC Irvine opened Oso Tower with 424 below-market beds subsidized by a $65 million state grant and provides annual housing grants to nearly 500 students based on financial need.
- UC Riverside launched North District 2, a 1,564-bed project funded by $126 million from the state housing program, with more than 650 low-income and 900 affordable-rate beds.
- UC Merced has eliminated laundry fees for residents, offers wraparound short-term emergency housing, and is building Merced Promise Housing—a below-market residential complex for community college transfer students developed with SB 169 funding.
- UC Santa Cruz maintains one of the most moderate housing rate increases in the system and provides over 20 room types at varying price points to meet student needs. The Kresge College Expansion added new below-market beds supported by state capital funds.

Dining

Across UC campuses, dining programs are prioritizing affordability, flexibility, and food security while maintaining quality. Nearly every campus has taken steps to expand EBT and CalFresh access at campus markets and dining locations, allowing students to use state and federal benefits more easily for food purchases. Meal donation and food recovery programs—such as

Swipe Out Hunger, Bruin Dine, and campus food pantries—are widely used to combat student food insecurity while reducing waste.

Campuses are improving operational efficiency through better forecasting, menu engineering, and technology-driven inventory and procurement systems. Many are expanding low-cost dining options such as food carts, automated retail markets, and tiered or declining-balance meal plans that provide flexibility for commuter and graduate students. Procurement and sourcing efficiencies are emphasized systemwide, with campuses leveraging group purchasing organizations or UC-wide contracts to secure bulk discounts and stabilize costs. Campuses are also closely monitoring meal plan pricing each year to maintain affordability despite inflation and rising labor costs.

Some notable approaches at select campuses include:

- UC Berkeley is expanding EBT access in new campus markets and piloting frictionless dining technologies such as Amazon “Just Walk Out” systems to increase efficiency while controlling labor costs.
- UC San Diego offers fully flexible declining-balance dining plans, operates Amazon Just Walk Out markets that accept EBT, and has achieved a 90% online ordering rate through automation and AI-based efficiency improvements.
- UC Riverside maintains a “good, better, best” retail pricing structure to keep options affordable and operates “Scotty’s Eats,” a volunteer-run program that redistributes surplus food to students in need.
- UC Merced is implementing EBT access at all campus markets, launching an affordable mobile food cart program, and partnering with CalFresh and local farms to expand fresh, low-cost offerings.
- UCLA has extended its meal plans to all students, including off-campus and graduate students, while leveraging large-scale group purchasing to maintain below-market pricing and sustainability standards.
- UC Santa Cruz maintains one of the lowest meal plan rates in the UC system through strategic menu design, local sourcing, and systemwide procurement participation, while expanding CalFresh and food voucher access.

Transportation

Across campuses, there were some common strategies used to address affordability in transportation. Campuses typically provide fare-free or deeply discounted regional transit programs (BayPass, U-Pass, Unitrans, MUNI Class Pass) to make commuting affordable for all students. Micromobility programs (e.g. bike-share, e-scooters, and expanded bike infrastructure) are being promoted to reduce commuting costs and support sustainability goals. Another common strategy was offering carshare, vanpool, and rideshare programs. These often had discounted or free memberships to reduce the need for car ownership. Many campuses provide late-night safety rides, shuttle services, or Lyft/Uber subsidies to ensure students have affordable, reliable options outside regular transit hours. Campuses collaborate extensively with local and regional transit providers to expand service areas, synchronize routes, and maintain low-cost fares for students. Student and staff education campaigns, as well as online commute resources, help raise awareness and increase adoption of low-cost options.

For students who drive and need to park, there were also common elements among transportation affordability strategies. Parking programs are being modernized across multiple UCs with flexible or discounted daily options, including reduced ADA rates and commuter

permits aligned with student payment needs. There are also efforts to expand EV charging stations at some campuses.

Below are some examples of efforts at select campuses:

- UC Davis uses a flexible Daily Rate parking model and commuter aid program that minimizes fixed commuting costs and supports low-income students.
- UC San Diego's U-Pass locks in low transit fares for ten years and funds student-led innovation projects focused on transportation equity and safety.
- UC Santa Barbara's "Commute Reset Challenge" provides individualized support and incentives for students to switch to lower-cost, sustainable commuting options.
- UC Berkeley's BayPass initiative—approved by 90 percent of students—expands fare-free access across 24 Bay Area transit agencies.
- UCSF's Clipper BayPass and Lyft voucher programs combine regional transit subsidies with safe, late-night transportation support.
- UC Irvine's flexible parking permits, zero-cost trades, and free airport/train shuttles emphasize student convenience and cost control.

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.

This goal is being met, as UC has utilized the survey data to help drive textbooks costs to less than half of what they were a decade ago.

Activities during current reporting period:

The UCOP completed its biennial Cost of Attendance Survey (COAS) in Spring of 2025.[9]

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.

Table 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 twelve years in constant dollars. In fact, the most recent survey shows textbook costs that are less than 36 percent of costs reported in 2013, when the survey began.

[9] The 2023 survey report is available here: https://www.ucop.edu/institutional-research-academic-planning/_files/survey-documents-undergraduate/coas-2023-administration-report.pdf The 2025 report will be posted in Fall of 2025.

Table C.3.i.

Average annual expenses for textbooks

	COAS:13	COAS:16	COAS:19	COAS:21	COAS:23	COAS:25
Textbooks	$1,101	$907	$551	$484	$409	$391

Note: All figures adjusted to 2025 dollars.

Activities planned for next reporting period:

There are no planned activities for the next reporting period.

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.

UC has achieved this goal: UC submitted 2.1 million student enrollment, degree, application, and financial aid records as a third annual update to the C2C P-20W data set in March, 2025. These records included student data for the 2023-24 academic year. UC has continued work on this goal to build the foundation it laid.

The 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."[10]

In 2025, UC participated in negotiations with the Student Aid Commission (CSAC), C2C, CSU, and CCC over the language in SB70 and AB123 reporting regulations. The agreement reached will enable UC to meet its reporting requirement of student enrollment persistence and graduation data. Data will be delivered to CSAC through partnership with C2C in submitting data to the P-20W dataset. The C2C will fulfill UC's reporting requirement to CSAC using the P-20W data that UC submits to C2C annually.

Activities during current reporting period:

Data Submissions. Since November 2024, UCOP has completed one additional data submission. This submission included the annual update with 2023-24 academic year data on student enrollment, degrees, applications, and financial aid.

Leadership Participation. UC's representative to the C2C governing board participated in the Executive Director Review Committee and attended the public launch of the inaugural C2C

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

student pathways dashboard in April, 2025. UCOP staff participated in the workgroup advising C2C on the development of the inaugural student pathways dashboard.

State Initiatives. UC actively participated in workgroups for the state Career Passport and eTranscript California initiative. The university is committed to improving and streamlining the UC application process, and 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. UC shares Governor Newsom's commitment to helping every Californian 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 enabled applicants to upload verified course data into the application, resulting in 252,499 connected applications in the 2024-25 academic year. In summer 2025, UC piloted receiving final transcript data via API with CCGI. In the initial phase of this pilot program, CCGI provided final transcript data for applicants signifying intent to register to UC Davis and UC San Diego from 29 CCGI high schools. This resulted in final transcript data for 300 students being securely shared with UC campuses. Final transcript authorization is one of several pre-enrollment steps for new UC students. Future phases of this project include expanding the number of high schools and the UC campuses receiving the data.

Activities planned for next reporting period:

UC will make its fourth 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. In summer 2025, UC piloted the uploading of complete final transcripts into its admissions application through integration CCGI.

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.

UC has met this goal: 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.

This has already resulted in efficiencies regarding data and engagement, such as offering systemwide compliance training in a centralized Canvas space.

Activities during current reporting period:

The University of California has successfully achieved its goal of standardizing its learning management system across its nine undergraduate campuses. This integration aligns UC's system with those used by the CCCs and CSU systems. In addition, UC San Francisco adopted the Canvas LMS during summer 2025, meaning that the entire system uses a common learning management system of record.

Activities planned for next reporting period:

Initiatives have begun to enhance the integration of the learning management system across all aspects of instructional work. The first instance is a 'trust relationship' mechanism that enables students to access multiple Canvas accounts without creating new ones. This element has been tested as part of a systemwide annual Title IX compliance training update, resulting in nearly 300,000 students being able to access a singular portal for development work. With the success of this pilot, next steps include utilizing a Canvas Catalog registration system for training, compliance, and professional development needs, 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.

UC has already met this goal by establishing collaborations with CSU and CCC around the use of student success dashboards to analyze equity trends and through publication of the dashboards described under Goal B4. Through the UC 2030 Equity Goals Community of Practice, UC continues to connect with colleagues across systems to share approaches, lessons learned, and innovations in data tools that address equity gaps.

Activities during current reporting period:

- UC continued its Community of Practice as a venue for cross-campus and cross-system engagement. CSU colleagues participated as guest speakers, presenting on "Telling Stories Behind the Data" and sharing insights from the CSU Graduation Initiative 2025. UC colleagues shared their work in the series as well.
- IRAP facilitated a systemwide series of summer trainings for UC IR professionals during summer 2024, with several sessions focused on equity analysis.
- IRAP presented at the annual meeting of the California Association for Institutional Research on equity analysis in dashboard design—a highly attended, facilitated conversation that engaged IR professionals from UC, CSU, and CCC.

Activities planned for next reporting period:

In 2024-25, UC will sustain these collaborations through ongoing Community of Practice meetings and informal discussions with CSU and CCC partners. CCC representatives are scheduled to participate as the first guest presenters this year, broadening the exchange of perspectives. UC will also continue to learn from CSU's "Year of Engagement" as it evaluates the outcomes of Graduation Initiative 2025 and defines its future vision for student success. These collaborations will inform UC's own strategy for advancing equity and ensure continued alignment across California's higher education systems.

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 2025, UC entered the second year of its integration with the California College Guidance Initiative (CCGI) platform, allowing applicants to seamlessly upload verified course data. UCOP additionally accomplished the following:

- Initiated the pilot project to receive final transcript data from CCGI partner schools
- Increased the number of CCGI linked accounts
- Promoted the partnership work to the public through the monthly UC Admissions, Counselors, and Advisers Bulletin and the annual UC Counselors Conferences.

Activities during current reporting period:

UC continued its partnership with CCGI to integrate the UC admissions application with the CaliforniaColleges.edu platform. The integration enabled applicants to upload verified course data into the application, resulting in 252,499 connected applications in the 2024-25 academic year. Nearly 18,000 applicants utilized the course data import function resulting in over 386,000 courses successfully imported.

In March 2025, UC and CCGI met to review the overall success of the integration project and worked together to make process improvements with the goal of increasing the number of applicants utilizing the import function for future years.

In summer 2025, UC piloted receiving final transcript data via API with CCGI. In the initial phase of this pilot program, CCGI provided final transcript data for applicants signifying intent to register to UC Davis and UC San Diego from 29 CCGI high schools. This resulted in final transcript data for 300 students being securely shared with UC campuses. Final transcript authorization is one of several pre-enrollment steps for new UC students.

Activities planned for next reporting period:

Between November, 2025, and October, 2026, UC will engage in planning with CSU and CCGI to develop a model uniform set of academic standards for dual enrollment courses to ensure they are applied consistently for A-G completion via eTranscript data integration with CCGI.

UC and CCGI will continue to collaborate on the final transcript process to expand the number of high schools and the UC campuses receiving the data.

Finally, UC will continue regular joint-messaging efforts with C2C and CCGI.

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.

UC achieved this goal in 2023-24; however, UC has continued collaborating with CCC partners to enhance sharing beyond what was stipulated in the original goal.

MOU Development and Signing. UCOP and California Community Colleges Chancellor's Office (CCCCO) signed a memorandum of understanding (MOU) in September 2022, expanded the data sharing scope in early 2024 and late 2025, and signed an amendment to the MOU.

Data Exchange Initiation. Data sharing began in March, 2023, including student demographics, course enrollment, and degrees awarded. UCOP and CCCCO have exchanged data three times.

Research Goals and Analysis. UCOP established research goals in April, 2023, completed preliminary analysis in August 2023, and completed the final analysis in spring 2024. UCOP presented findings to the Academic Senate committees in 2024.

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. To enhance the data sharing process, UCOP and CCCCO 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 in late 2024.

Data Analysis and Presentations. UCOP has conducted comprehensive research, 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. They have been evaluated 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. UCOP has met with CCCCO to review and discuss findings and presented finding to UC Academic Senate committees several times.

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 CCCCO will exchange data for the 2024-25 cohort by January, 2026.

*Updated Analyses***.** Both UCOP and CCCCO will update and exchange analyses of transfer data by April, 2026.

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

UCOP will provide support for the evaluation of transfer outreach programs, e.g., Puente and MESA, using CCCCO 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 Table E.1.i., overall, degrees in these fields increased by 38 percent during this period, over four times the rate of growth for all other categories (8 percent). Of the almost 13,200 additional degrees awarded, 84 percent are in these areas. UC has met this goal, as this 38 percent growth exceeds the 25 percent target set out in the compact.

Table E.1.i.

UC Degrees Awarded by Compact Categories, 2016-17 and 2024-2511

Degree type	Discipline	2016-17	2021-22	2024-25	3-year change	3-year % change	8-year increase	8-year increase
All STEM degrees except Ph.D.	Architecture	641	536	544				
	Engineering/Computer Sciences	11,407	14,729	17,111				
	Interdisciplinary - STEM	1,175	2,508	3,971				
	Life Sciences	10,236	12,054	13,079				
	Medicine	703	681	777				
	Other Health Science	3,133	3,415	3,205				
	Physical Sciences/Math	4,358	6,018	5,875				
All degrees except Ph.D.	Education	1,521	1,719	1,814				
Academic Doctoral (Ph.D.)	All disciplines	3,976	4,585	4,798				
Degrees awarded in compact categories		**37,150**	**46,245**	**51,174**	**4,929**	**11%**	**14,024**	**38%**
	Degrees awarded other categories	**35,424**	**38,393**	**38,112**	**(281)**	**-1%**	**2,688**	**8%**
	Total UC degrees awarded	**72,574**	**84,638**	**89,286**	**4,648**	**5%**	**16,712**	**23%**

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 2024-25, UC awarded 402,304 undergraduate and graduate degrees

[11] Includes about 400 academic approved credentials awarded annually.

in the fields covered by the compact: STEM, education, and academic doctoral degrees.[12] 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.[13]

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, and are expected to grow to 63 percent by 2026. Of the 11,300 projected increase in enrollment from 2024 to 2026, 84 percent (9,528 students) are in these areas.

E.2: With regard to undergraduate and graduate enrollment growth (see Increasing Access section of the compact, 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 2024, enrollment in compact-related majors continued to increase year-over-year, adding an additional 4,002 students and accounting for 62.2 percent of total enrollment. With this progress, UC is on target to meet this goal.

Activities during current reporting period:

UC enrollment growth in disciplines and degrees identified in the compact has outpaced other enrollment growth since 2001. As shown in Table 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 2024, enrollment in compact-related majors continued to increase

[12] 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/doclib/sevis/pdf/stemList2024.pdf

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

year-over-year, adding an additional 4,002 students and accounting for 62.2 percent of enrollment.[14]

Table E.2.i.

UC Enrollments 2001 to 2024 by Compact and Noncompact Categories

Field of Study--Compact Categories in blue	2001	2006	2011	2016	2021	2022	2023	2024	Change 2022 to 2023	Change 2023 to 2024
Architecture	1,757	1,815	1,717	1,805	1,668	1,724	1,592	1,573	(132)	(19)
Education	2,043	2,461	2,348	2,926	3,853	3,809	3,725	3,778	(84)	53
Engineering/Computer Sciences	26,662	25,528	31,956	42,598	53,045	54,028	55,096	56,465	1,068	1,369
Life Sciences	22,925	32,105	39,116	44,446	49,901	49,815	50,041	50,674	226	633
Medicine	3,015	3,015	3,246	3,275	3,428	3,508	3,599	3,708	91	109
Other Health Science	4,483	5,199	7,124	9,379	10,081	10,288	10,523	11,320	235	797
Other/Interdisciplinary - STEM	1,299	1,336	2,051	5,273	8,644	9,454	10,719	11,073	1,265	354
Physical Sciences/Math	8,949	11,866	15,873	21,300	24,372	23,342	22,869	23,819	(473)	950
Academic doctoral not included above	7,642	8,753	8,642	8,125	8,177	7,934	7,624	7,380	(310)	(244)
subtotal Compact	**78,775**	**92,078**	**112,073**	**139,127**	**163,169**	**163,902**	**165,788**	**169,790**	**1,886**	**4,002**
% of total enrollment*	**51%**	**52%**	**55%**	**60.2%**	**61.4%**	**61.7%**	**61.9%**	**62.2%**		
Arts & Humanities	20,126	23,087	22,177	18,699	19,196	19,067	19,376	19,274	309	(102)
Business	11,221	12,659	14,421	17,035	18,366	18,987	18,974	19,410	(13)	436
Law	2,407	2,605	2,957	3,230	4,028	3,787	3,920	3,791	133	(129)
Other/Interdisciplinary - Non-STEM	9,573	10,260	7,803	8,188	8,244	7,742	7,878	7,951	136	73
Public Admin	876	923	1,116	1,305	2,049	1,943	1,919	2,055	(24)	136
Social Sciences	31,691	36,804	41,585	43,710	50,712	50,305	50,038	50,518	(267)	480
subtotal non-Compact	**75,894**	**86,338**	**90,059**	**92,167**	**102,595**	**101,831**	**102,105**	**102,999**	**274**	**894**
% of total enrollment*	**49%**	**48%**	**45%**	**39.8%**	**38.6%**	**38.3%**	**38.1%**	**37.8%**		
Total declared	154,669	178,416	202,132	231,294	265,764	265,733	267,893	272,789	2,160	4,896
Undeclared	32,259	30,443	28,825	32,933	28,772	28,472	27,608	26,500	(864)	(1,108)
Total	186,928	208,859	230,957	264,227	294,536	294,205	295,501	299,289	1,296	3,788

[14] UC enrollments are tracked over time at https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance.

Table E.2.ii.

Projected UC Enrollments by the Compact Fields (STEM, Education, Academic Doctoral), 2024 to 2026

Field of Study--Compact Categories in blue	2001	2006	2011	2016	2023	2024	2026 projection
Architecture	1,757	1,815	1,717	1,805	1,592	1,573	1,567
Education	2,043	2,461	2,348	2,926	3,725	3,778	4,032
Engineering/Computer Sciences	26,662	25,528	31,956	42,598	55,096	56,465	60,621
Life Sciences	22,925	32,105	39,116	44,446	50,041	50,674	52,667
Medicine	3,015	3,015	3,246	3,275	3,599	3,708	3,726
Other Health Science	4,483	5,199	7,124	9,379	10,523	11,320	11,759
Other/Interdisciplinary - STEM	1,299	1,336	2,051	5,273	10,719	11,073	12,627
Physical Sciences/Math	8,949	11,866	15,873	21,300	22,869	23,819	25,055
Academic doctoral not included above	7,642	8,753	8,642	8,125	7,624	7,380	7,264
subtotal Compact	**78,775**	**92,078**	**112,073**	**139,127**	**165,788**	**169,790**	**179,318**
% of total enrollment*	**51%**	**52%**	**55%**	**60%**	**62%**	**62%**	**63%**
Arts & Humanities	20,126	23,087	22,177	18,699	19,376	19,274	18,562
Business	11,221	12,659	14,421	17,035	18,974	19,410	20,207
Law	2,407	2,605	2,957	3,230	3,920	3,791	4,021
Other/Interdisciplinary - Non-STEM	9,573	10,260	7,803	8,188	7,878	7,951	7,968
Public Admin	876	923	1,116	1,305	1,919	2,055	2,150
Social Sciences	31,691	36,804	41,585	43,710	50,038	50,518	51,896
subtotal non-Compact	**75,894**	**86,338**	**90,059**	**92,167**	**102,105**	**102,999**	**104,804**
% of total enrollment*	**49%**	**48%**	**45%**	**40%**	**38%**	**38%**	**37%**

Activities planned for next reporting period:

Table 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 6 percent from 2024 to 2026, while the non-compact fields would grow 2 percent during the same period. Of the 11,300 projected increase in enrollment from 2024 to 2026, 84 percent (9,528 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.[15] 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.

[15] 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." Publication of project pipelines by region is expected in late 2026 which will be used to develop strategies for achieving these goals. In August 2025, funds were awarded for the implementation phase of this project including a $25 million grant to Regional Cluster #3 which has UC Agriculture and Natural Resources as the Coalition Lead.
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.

UC made progress on this goal: The Academic Council Special Committee on Transfer Issues (ACSCOTI) consulted with campus academic departments to identify related degree programs with similar major preparation. As a result, ninety-two degree programs across the nine undergraduate-serving campuses including bioengineering, environmental science, and statistics joined the 10 new UC Transfer Pathways that were introduced last year.

Activities during current reporting period:

UC has made progress on this goal in 2024-2025 by completing the implementation of the 10 new Transfer Pathways. Details about the Pathways were made available for prospective transfer students and UC campus articulation officers began flagging the UC courses that correspond to the UC Transfer Pathway expectations in ASSIST.org for the original 20 Transfer Pathways. The process of flagging courses in ASSIST.org for the 10 new Pathways is in progress and due to be completed by December 2025. This new indicator will enhance UC's ability to report on articulation gaps and progress as it relates to pathways courses.

In 2024-2025, UC faculty also worked to simplify the four biology-related Transfer Pathways into a unified Biological Sciences Pathway, for use by applicants applying in fall 2027.

Table 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	17
Environmental Engineering	5
Environmental Science	17
Material Science & Engineering	6
Statistics	5
Total	**92**

Activities planned for next reporting period:

During the 2025-26 academic year, UC will continue to publicize, promote and refine the 30 available Pathways. UC campus articulation officers will flag courses for the 10 new UC Transfer Pathways by December 2025. UC is committed to consistent progress on Goal E3; however, the evolving transfer policy landscape in California and resource challenges may impede current progress. Dedicated funding for ASSIST is necessary to enable sufficient display

and reporting of articulation between UC's nine undergraduate campuses and California's 115 comprehensive community colleges that support 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 2019-2025, the number of first-year applicants to UC who reported A-G applicable CCC coursework grew by over 22,000 students. In addition, the proportion of applicants with at least one CCC course grew from 14 percent of all applicants in 2019 to 23 percent in 2025. 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 2025, 46,319 prospective students reported CCC coursework. Within this group, 14,325 (7 percent of all first-year applicants) reported one UC transferable course, thus earning, on average, three college units; furthermore, 4,029 applicants completed four courses and 12,330 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 eight percent of applicants earned at least 12 college units during high school. Details can be seen in Table E.4.i.

Table E.4.i.

2019-2025 First-Year Applications by Year and A-G Applicable CCC Course Total

CCC Course Total	2019	2020	2021	2022	2023	2024	2025
1	10,351	10,829	12,459	12,904	13,783	14,907	14,325
2	5,135	6,101	7,065	7,832	8,627	9,460	10,616
3	2,289	2,800	3,446	3,789	4,206	4,950	5,019
4	1,786	2,045	2,591	2,853	3,013	3,516	4,029
5+	4,624	5,338	6,903	8,040	9,083	11,060	12,330
All w/ CCC Courses	24,185	27,113	32,464	35,418	38,712	43,893	46,319
	(14%)	(16%)	(16%)	(17%)	(19%)	(21%)	(23%)
All w/ no CCC Courses	152,534	145,208	171,317	175,620	168,148	163,224	159,066
Total Applicants	176,719	172,321	203,781	211,038	206,860	207,117	205,385

In 2025, applicants received A-G credit for the following areas, in descending order: History (A), English (B), Mathematics (C), Science (D), 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 from 1.0 and 2.0, the mean number of courses in Area G (Elective) was significantly higher at 3.8. 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. Details can be seen in Table E.4.ii.

Table E.4.ii.

Fall 2025 First-Year Applicants with at Least one A-G Applicable CCC Course by Subject

Category	# Applicants	% Students	Total Courses	Mean Courses per Applicant
A) History	17,286	37.3%	33,802	2.0
B) English	16,238	35.1%	26,769	1.6
C) Mathematics	16,147	34.9%	26,836	1.7
D) Science	15,633	33.8%	28,750	1.8
E) Language other than English (LOTE)	10,749	23.2%	17,063	1.6
F) Visual & Performing Arts	13,774	29.7%	19,825	1.4
G) Elective	10,217	22.1%	38,530	3.8

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

UC continues to engage 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 has developed an API

which supports faster and more targeted articulation gap reporting as well as more efficient data exports to ASSIST's numerous downstream systems. The API enables CCCs and UC systemwide and campus offices to more efficiently identify articulation gaps and collaborate to resolve them wherever possible. It also enables community colleges to take articulation into account in their dual enrollment offerings. Third, ASSIST has developed a "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 continues to contribute 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 2025-2026 academic year, UC will continue to review and refine guidance for first-year applicants about how their CCC courses may transfer (if applicable) and which A-G subject requirement(s) they may fulfill. UC is developing a model uniform set of academic standards for dual enrollment courses to ensure they are applied consistently for A-G completion in addition to earning college credit.

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

UC continued its efforts on this goal, and as of 2024-25 UCUES 2024 shows nearly 80% of bachelor's recipients participated in research, internships, or service learning, up from around 70% in 2022.

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 2008-2024, covering research, internships, and service-learning. Additionally, UCUES data tables on the Information Center provide comprehensive data from 2006-2024, including questions related to these areas. UCUES is administered every other year.

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

1. *Tracking Programs and Participation:* UCOP continues to monitor the implementation of new campus-level programs. All nine undergraduate campuses have updated their

program websites. Continued growth in participation is anticipated as there are two robust avenues for learning: Campuses now often maintain both online and in-person options, thanks to a transition to significant online experiential learning during the pandemic, enhancing access and opportunities.

2. *New and Improved Programs:* Across campuses, there has been an increase in the establishment and improvement of experiential learning programs. UCOP continually updates its list of program offerings, with examples such as:
    - UC Berkeley offered undergraduate research opportunities including the Summer Undergraduate Program in Engineering Research (SUPERB) program in Engineering (AI for Engineering), the Summer Undergraduate Research Experience (SURE) in Integrative Biology, the Summer Undergraduate Research Diversity (SURD) program in the College of Chemistry, and the Physics Innovators Initiative (Pi2) Summer Scholars Program.
    - UC San Diego offers undergraduate research opportunities for the summer of 2025, including the STARS (Summer Training and Research Scholars) program, the Undergraduate Research Scholarship (URS) program, and the Summer Research Program (SRP) for various departments and fields like Biomedical Informatics and Oceanography.
    - UC Merced's 2025 undergraduate research initiatives are centered around the Undergraduate Research Opportunities Center (UROC), which offers faculty-mentored projects, networking, the Summer Undergraduate Research Fellowship (SURF), academic year funding, and preparation for graduate school, in addition to course-based research experiences (CUREs) like gene editing labs and community-focused projects such as UC Sprouts.

UCUES Questions and Metrics:

UCUES assesses the goal of ensuring all students engage in at least one semester of undergraduate research, internship, 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, creative projects, or internships. About 25 percent participated in academic or community-based service learning. In 2024, approximately 80 percent of graduates had participated in at least one of these activities—a five percentage point increase from 2022. Participation was lower in 2020 (62 percent) due to the COVID-19 pandemic. The 2024 UCUES results indicate increased participation: 76 percent of seniors and 42 percent of freshmen engaged in these activities, up from 70 percent and 35 percent respectively in 2022.

Activities planned for next reporting period:

UCOP will analyze the impact of internship participation on graduates' employment outcomes and develop a corresponding dashboard.

The 2026 UCUES will launch in February 2026 and close for all campuses in late July or early August. The 2026 data will be available late October or early December 2026. The UC undergraduate student research, internship, and service learning dashboard will be updated with the new data by the end of 2026.

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.

This goal has been achieved. In the 2019-20 baseline year, UC faculty delivered 283,090 online student credit hours for undergraduates. Online student credit hours increased to 1.2 million units in 2024-25.

COVID-19 Impact:

In the 2019-20 baseline year, UC faculty delivered 283,090 online student credit hours for undergraduates, accounting for just under three 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 two 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 stabilized at 1.1 million units in 2023-24, increasing to 1.2 million units in 2024-25.

Activities during current reporting period:

In 2024-25, online instruction accounted for 1.2 million units, with summer session remaining the primary focus. In 2024, 57 percent of all summer units were delivered online, compared to about eight percent during the fall, winter, and spring terms.

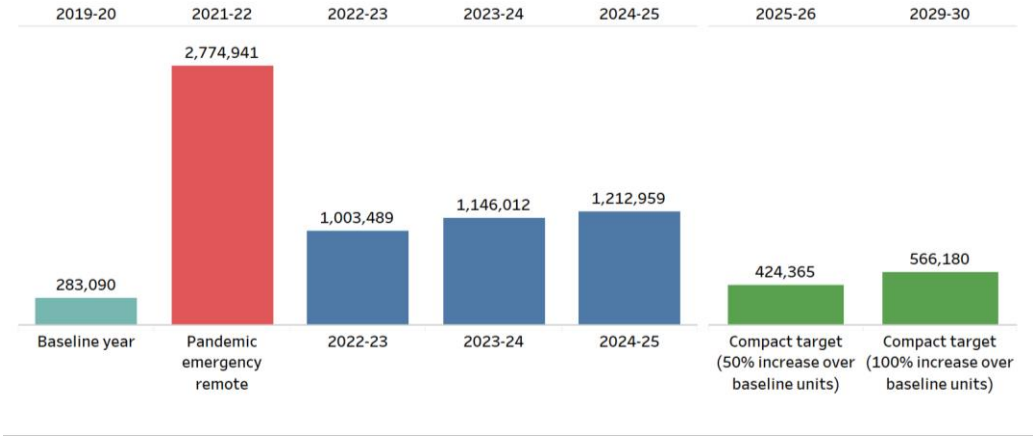
The current levels of online instruction at UC surpass the compact targets; moreover, the campus plans for future online instruction are either aligned with or exceed these goals. Figure F.1.i. illustrates the undergraduate online student credit hours delivered to date in comparison to the compact targets.[16] These figures show that campuses currently meet the compact's

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

objectives of doubling the baseline credit hours by 2029-30 and reaching half of that increase by 2025-26.

Figure F.1.i.

Student Credit Hours Generated Through Undergraduate Online Courses



Activities planned for next reporting period:

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

Conclusion

Progress made within each policy area has been accomplished through 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's goals. The pandemic and impact of remote instruction has made progress difficult, but having these aspirational goals in the compact emphasized the importance of continuing this critical work and likely resulted in less decline than could have been realized.

Recent federal actions and deferred funding from the state, particularly if that funding is not realized, could impact the progress made to date. UC will continue to work with the state on receiving sufficient support to achieve these shared, student-focused goals.

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)

D. UC 2023 Multi-Year Compact Report (ucop.edu)