UNIVERSITY
OF
CALIFORNIA

Michael V. Drake, MD
President

Office of the President
1111 Franklin St.
Oakland, CA 94607

universityofcalifornia.edu

March 14, 2023

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

I am writing to provide you with a copy of the University of California's Annual Report on Student Financial Support for 2021–22. The report describes The Regents' Financial Aid Policy, the University's goals related to affordability and competitiveness, how the University awards student financial support consistent with its policy and goals, and trends in financial aid awards and student outcomes.

This report, along with reports from prior years, may be found on the UCOP Graduate, Undergraduate and Equity Affairs website under Enrollment Services.

Sincerely,

Michael V. Drake, MD
President

Enclosure

cc: Chancellors

Annual Report on Student Financial Support, 2021–22

Graduate, Undergraduate and Equity Affairs
University of California, Office of the President
March 2023

Questions about this report may be directed to Executive Director for Student Financial Support Shawn Brick, Department of Graduate, Undergraduate and Equity Affairs, University of California Office of the President (shawn.brick@ucop.edu).

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Executive Summary

Interpreting 2021–22 Data and Impacts of COVID-19

Outcomes from 2021–22 should be interpreted with caution due to the impact on costs and financial aid from the pandemic. Potential **COVID Impacts** are noted.

Section 1: Financial Support for Undergraduate Students

The primary goal of the University's undergraduate financial aid programs is to ensure that the University remains financially accessible to all California students. Many indicators suggest that the University has succeeded at this goal in 2021–22.

- UC students receive substantial levels of gift aid—grants and scholarships—to help cover their total cost of attendance. Most grant assistance comes from three major programs: Federal Pell Grants, State Cal Grants, and UC Grants. *See Figure 1-1.*
- **COVID Impact:** In 2020–21 and 2021–22, fewer students at all income levels borrowed. Unlike in most years, the lowest-income students were less likely to borrow than their middle-income peers, perhaps due to the availability of emergency pandemic grants. *See Figure 1-3*.
- UC's net cost—the total cost of attendance less gift aid—has declined slightly for low-income resident undergraduates in recent years. However, net cost has remained relatively flat for middle- and higher-income students. *See Figure 1-8.*
- **COVID Impact:** California resident undergraduates' earnings from work-study and on-campus employment decreased in 2020–21 during the pandemic. Students living at home had limited opportunities to work on campus in 2020–21. Although average earnings increased in 2021–22, the employment rate has not yet risen to levels of 2018–19 or 2019–20. This results in lower per capita earnings in 2021–22 than pre-pandemic levels. *See Figure 1-10 and Section 4.*
- The percentage of resident undergraduates from lower-income families increased during the Great Recession and has remained relatively stable since. However, the proportion of UC students from families making $71,000 to $141,000 remains below the proportion they represent in the State. *See Figure 1-12.*
- Among all undergraduates who enroll at UC with similar levels of academic preparation, low-, middle-, and higher-income students achieve similar levels of academic success as measured by six-year graduation rates. *See Figure 1-14.*
- The percentage of students graduating with debt declined slightly between 2019–20 and 2020–21 and fell further in 2021–22, as did the average debt among borrowers. This is true both for California residents and for all undergraduates. *See Figure 1-15.*

Nevertheless, the University remains concerned about improving equity for some students.

- Although cumulative debt at graduation declined in 2021–22, debt continues to vary by race and ethnicity, even when accounting for income. *See Figure 1-16.*

- On the UC Undergraduate Experience Survey (UCUES), low-income and first-generation students report higher levels of food insecurity. Off-campus students are more likely to be food insecure, but additional financial aid appears to mitigate this among the lowest income students. *See Figures 1-18 and 1-19.*

There are new developments in 2022–23 related to UC affordability.

- In 2022, President Drake approved a new debt-free pathway program for the lowest income students enrolling to UC in fall 2022. The University awarded debt-free UC financial aid packages to about 6,000 new California residents from low-resourced high schools and community colleges who had an Expected Family Contribution of zero. Furthermore, the Board of Regents approved new language for Regents Policy 3201, making it clear that a goal of the University's undergraduate financial aid program is to minimize student debt.

- In 2022, UC launched its Native American Opportunity Plan which ensures that in-state systemwide tuition and student services fees are fully covered for California students who are also enrolled in federally recognized Native American, American Indian, and Alaska Native tribes. This plan applies to both undergraduate and graduate students enrolled at UC.

- In 2021, the Board of Regents approved the Tuition Stability Plan. Beginning fall 2022, tuition was adjusted for the incoming undergraduate class but will subsequently remain flat until the student graduates, for up to six years. Furthermore, the proportion of new tuition revenue set aside for financial aid increased from 33 percent to 45 percent, expanding the University's own need-based financial aid.
- The Middle Class Scholarship (MCS) Program is a State program that supports California resident undergraduates with annual family incomes and assets up to $201,000 in 2022–23. About $164 million has been awarded to students for 2022–23, a significant increase from $32 million.[1] These awards will help offset the net cost of attendance for low- and middle-income students and could help reduce their borrowing.
- The maximum Federal Pell Grant increased by $400 to $6,895 for the 2022–23 academic year and another $500 to $7,395 for the 2023–24 academic year. This brings us closer to the University of California's advocacy goal of doubling the Pell grant by 2029–30.
- A range of federal, State, and University changes will impact the affordability of a UC degree in the coming years. The Office of the President summarized these changes in a presentation to the Regents.[2]

Section 2: Financial Support for Graduate Students

The primary goal of the University's graduate financial aid programs is to provide competitive levels of support in order to enroll a highly talented, diverse student body.

[1] Based on awards reported by CSAC in January 2023

[2] https://regents.universityofcalifornia.edu/regmeet/jan22/a3.pdf

The University continues to be concerned about the competitiveness of its financial support for graduate academic students—particularly students in doctoral programs.

- In every discipline, academic doctoral students typically receive net stipends (support from fellowships and assistantships beyond tuition and fees) that far exceed those of academic master's students. Moreover, their net stipends have increased over time in every discipline, whereas the net stipends received by academic master's students have remained relatively flat. *See Figure 2-4.*

- The University remains concerned about the competitiveness of its offers to students admitted to its graduate academic programs, which continue to be less than those from students' top-choice non-UC alternatives. The competitiveness gap is greatest for domestic nonresident students. *See Figure 2-6.*

- Although fellowship support for professional degree students has increased—due in part to the one-third of increases in tuition, fee, and professional degree fee revenue that is set aside for institutional aid—it has been outpaced by increases in student borrowing. *See Figure 2-7.*

- UC's systemwide average net stipend for academic doctoral students is slightly higher than its estimated average cost of attendance in 2021–22, although this varies by campus and discipline. *See Figures 2-9 and 2-10.*

Graduate student support in 2022–23 and beyond.

- In December of 2022, graduate student researchers and academic student employees at the University of California agreed to terms of a new contract that will impact their compensation, fee remissions, and benefits. UC has restructured and enhanced its graduate student employment compensation to better align with similarly placed institutions of higher education. These enhancements reflect not only the important role that these student employees play, but also the University's dedication to support its graduate students as they obtain their master's and doctoral degrees.

- The University will increase tuition and fees for graduate students for five years, starting in 2022–23, using the consumer price index. The increases will come with return-to-aid as outlined in the Regents Tuition Stability Plan passed in July of 2021.

- In Spring of 2022, the Office of the President surveyed graduate students for the second time about their estimated total cost of attendance. This survey helps UC campuses administer financial aid to graduate students and can form the basis for future assessments of the adequacy of financial offers. The Office of the President will continue to explore how adequately the net stipends for graduate students cover the costs that they face and will track their food and housing insecurity over time.

- In Spring of 2023, the Office of the President will survey admitted academic doctoral students for fall of 2023 to assess the competitiveness of the financial support offered by the University of California. The survey provides insight into the financial aid offers made by UC campuses and their top competitor institutions, the degree to which students choose to attend UC over other institutions, and the factors that influence their decisions.

Section 3: Undocumented Undergraduate Students

The University of California has been able to provide in-state tuition for certain undocumented students for over twenty years and financial aid for ten years. This special section of the *Annual Report* reviews trend data for this group of students.

- After the passage of the California Dream Act in 2011, the University saw an increase in the enrollment of undocumented students who file a California Dream Act Application (CADAA) for financial aid. However, since 2019–20, the number of CADAA filers at the University has declined. This could be attributable to a number of factors, including the decreasing number of students with Deferred Action for Childhood Arrivals (DACA) and associated perceptions of affordability. *See Figure 3.1.*
- From an affordability standpoint, undocumented students who qualify under the Dream Act receive financial aid that makes their net cost comparable to other students with the same financial background. This is done by using UC grants to backfill for missing federal grants, e.g., Pell. *See Figure 3-2.*

Section 4: COVID Impacts and Response

The COVID-19 pandemic disrupted the University's educational experience, with nearly all courses delivered remotely. The pandemic also had several impacts on students and parents and on how they paid for college costs.

- **COVID Impact:** Between 2019–20 and 2021–22, UC undergraduate and graduate students benefited from $613 million in federal, State and University emergency grant funding. *See Figure 4.1.*
- **COVID Impact:** The pandemic also resulted in reduced campus employment, particularly on-campus employment for undergraduates in 2020–21. In 2021–22, campus employment increased as students returned to campus for the academic year but is still not at pre-pandemic levels. *See Figure 4.2*.

SECTION 1
FINANCIAL SUPPORT FOR UNDERGRADUATE STUDENTS

Goals of the University's Undergraduate Financial Aid Programs

The University of California's undergraduate financial aid strategy is built around the goal of ensuring that UC is financially accessible to all California students. Undergraduate aid is intended to ensure that financial concerns are not a barrier to students who could not otherwise afford to attend UC. Consequently, most of the undergraduate financial assistance at UC is distributed on the basis of financial need.

Also consistent with this focus, most analysis in Section 1 focuses on California students (including undocumented Californians, i.e., AB 540 recipients), whereas versions of this report prior to 2015–16 did not distinguish based on residency. By focusing on residents, the figures in this annual report provide a more accurate picture of how undergraduates covered by the Regents' policy are faring. Figures that include all students are clearly marked.

Section 1 on undergraduate student support is divided into six subsections:

- Overview of the Education Financing Model
- How Students Financed Their Education in 2021–22
- Recent Trends for California Undergraduates
- Outcome Measures
- Nonresidents
- New for 2022–23 and 2023–24

Financing a UC Education: The Education Financing Model

The University's approach to student financing is built around an integrated conceptual framework that is used to assess the University's role in funding its financial support programs, to determine how undergraduate financial aid is allocated across campuses, and to guide campuses in awarding aid to individual students and their families.

This framework, known as the Education Financing Model, is based on four principles:

- UC must acknowledge the student's total cost of attendance: tuition and fees, along with costs related to living and personal expenses, books and supplies, and transportation.
- Financing a UC education requires a partnership between students, parents, federal and State governments, and the University.
- The University expects all students to make a contribution from part-time employment and, if necessary, student loans to help finance their education.
- Flexibility is needed for students in deciding how to meet their expected contribution and for campuses in implementing the model to serve their particular student bodies.

These principles are reflected in a simple framework for determining a student's financial aid package, shown in the box below.

UC Grant Assistance Under The Education Financing Model

The Total Cost of Attendance

Less **A reasonable contribution from parents**

UC expects parents to contribute based upon their available resources as defined by federal standards, which take into account parental income and assets, family size, and other factors. No contribution is expected of parents with very limited resources.

Less **Grants from federal and State programs**

UC expects students to apply for all relevant federal and State grant programs to help cover a portion of their cost of attendance.

Less **A manageable student contribution from work and, if necessary, borrowing**

UC expects all students to contribute towards their education through a manageable level of work and, if necessary, borrowing (self-help).

Equals **University grant aid needed**

UC awards grants to cover any remaining portion of the cost of attendance.

What do these principles mean for the parents of UC undergraduates?

- Parents should be prepared to meet part of their expected contribution by planning and saving beforehand and/or by borrowing once the student is enrolled. Students whose parents do not fulfill their part of the partnership may have to work or borrow more in order to cover their costs.

- Parents who contribute beyond their expected share in order to assume some or all of their student’s expected contribution from work and borrowing may be unduly burdened.

What do these principles mean for UC students?

- The University expects all undergraduates to cover part of their cost of attendance through “self-help”—a combination of wages from part-time employment and, if necessary, student loans. The University aims to keep self-help manageable so that students may make steady progress toward completion of the baccalaureate degree and meet their loan repayment obligations after graduation.

- Students can influence their loan/work expectation in several ways. Students who reduce expenses lower their individual cost of attendance and hence the amount they will need to earn or borrow. Conversely, students who spend more than average or who incur additional, unrelated expenses will have to work or borrow more. Students can also reduce their loan/work expectation by taking advantage of the availability of merit-based scholarships (for example, those based on academic performance, community service, special talent, or other personal characteristics). Individual students decide the balance between working and borrowing that is right for them.

- UC expects students to apply for all relevant federal and State grant programs and to meet application deadlines.

What do these principles mean for the University?

- The University determines funding levels for its systemwide need-based grant program, allocates funds across the campuses, and sets guidelines for awarding funds to students in accordance with the Education Financing Model. These funds, unlike funds such as endowments, are specifically for providing students with access to the University. The Education Financing Model does not apply to funds generated and held at the campus level. Campuses are encouraged to develop additional resources in support of their own enrollment management goals.

- The University aims to provide sufficient systemwide funding to keep students' work expectations within the manageable range established by the Education Financing Model and, as funding is available, minimize student borrowing.

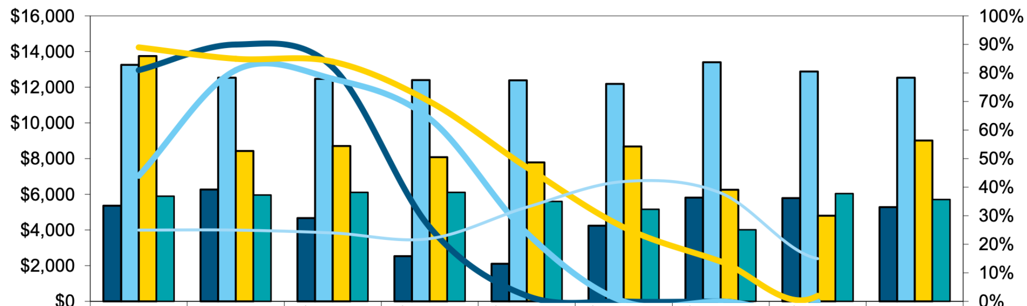
How UC Undergraduates Financed Their Education in 2021–22

The charts that follow depict how California resident undergraduates financed their education during the 2021–22 academic year.

- UC students receive substantial levels of gift aid—grants and scholarships—to help cover their total cost. *See Figure 1-1.*
  - Grants are awarded to lower- and middle-income students with financial need.
  - Most grant assistance comes from three major programs: Federal Pell Grants, State Cal Grants, and UC Grants. UC Grants are awarded after taking Pell Grants and Cal Grants into account to make UC financially accessible to students at every income level. *See Figure 1-1.*
- Gift aid dramatically reduces UC's net cost of attendance for lower-income students and provides substantial assistance to eligible middle-income students. *See Figure 1-2.*
- Loans help students and parents cover the net cost of attendance. In typical years, low-income students are more likely to borrow than students from middle- or high-income families, and some students at all income levels do not borrow. Parent loans are most common among middle-income families. *See Figure 1-3.*
  - **COVID Impact:** In 2020–21 and 2021–22, fewer students at all income levels borrowed. Unlike in most years, the lowest-income students were less likely to borrow than their middle-income peers, perhaps due to the availability of emergency pandemic grants.
- Consistent with the Education Financing Model, many students work part-time during the academic year to help cover a share of their costs. Jobs funded by federal work-study funds are available to students with financial need, but other forms of employment play an even greater role in helping students finance their education. *See Figure 1-4.*
  - **COVID Impact:** Work-study and on-campus employment were much lower than usual due to the pandemic. In 2020–21, the proportion of part-time workers dropped compared with 2018–19 or 2019-–20, and it climbed back in 2021–22 but is still not at pre-pandemic levels.

Figure 1-1

Gift Aid Recipients and Average Awards Among California Residents by Parent Income,[3] Academic Year 2021–22



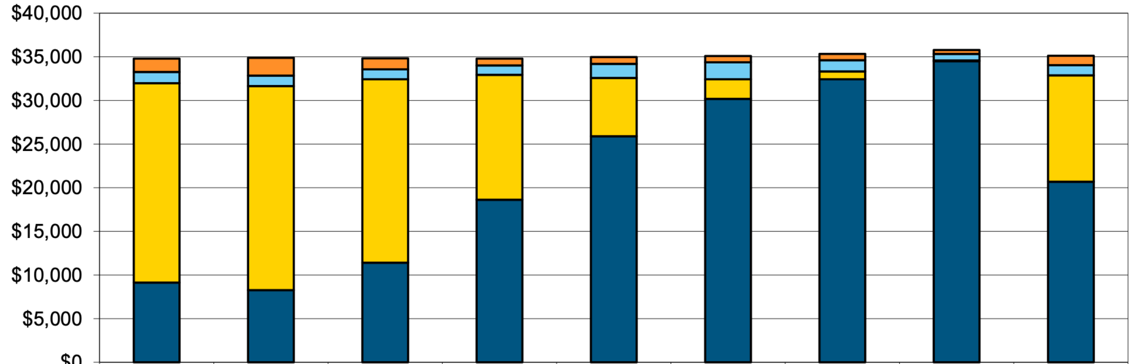
	Independent	Less than $35,000	$35,000 to $71,000	$71,000 to $106,000	$106,000 to $141,000	$141,000 to $177,000	$177,000 to $212,000	$212,000 and above	All CA Students
Avg. Pell Grant	$5,366	$6,262	$4,666	$2,529	$2,101	$4,238	$5,820	$5,790	$5,285
Avg. Cal Grant	$13,258	$12,538	$12,465	$12,406	$12,388	$12,183	$13,394	$12,884	$12,540
Avg. UC Grant	$13,743	$8,432	$8,703	$8,079	$7,787	$8,682	$6,247	$4,801	$9,013
Avg. Other Gift	$5,887	$5,964	$6,110	$6,111	$5,600	$5,161	$4,008	$6,043	$5,711
% with Pell Grant	81%	90%	82%	26%	2%	0%	0%	0%	40%
% with Cal Grant	44%	81%	78%	64%	24%	0%	0%	0%	41%
% with UC Grant	89%	85%	84%	70%	47%	26%	14%	2%	52%
% with Other Gift	25%	25%	24%	22%	33%	42%	38%	15%	25%

- Grants and scholarships—collectively known as "gift aid"—are the most important types of aid for students and families because they reduce the net cost of a UC education, thereby reducing the need for students and families to contribute from savings, income, or loans.
- Consistent with UC's primary goal of being financially accessible to all students, independent and lower-income students, who typically have fewer family resources, are more likely to receive gift aid and generally receive larger awards than higher-income students.
- Although over 90 percent of all gift aid received by UC undergraduates is awarded on the basis of need, a sizeable proportion of students at every income level receive some form of gift aid.

[3] Parent income figures throughout this report are obtained from either the Free Application for Federal Student Aid/Dream Act Application (for financial aid recipients) or the undergraduate application for admission. In cases where a student's parent income is not available from those sources, the parent income represents an estimated figure based on the parent incomes of students with similar characteristics.

Figure 1-2

Per Capita Net Cost Among CA Residents by Parent Income, Academic Year 2021–22

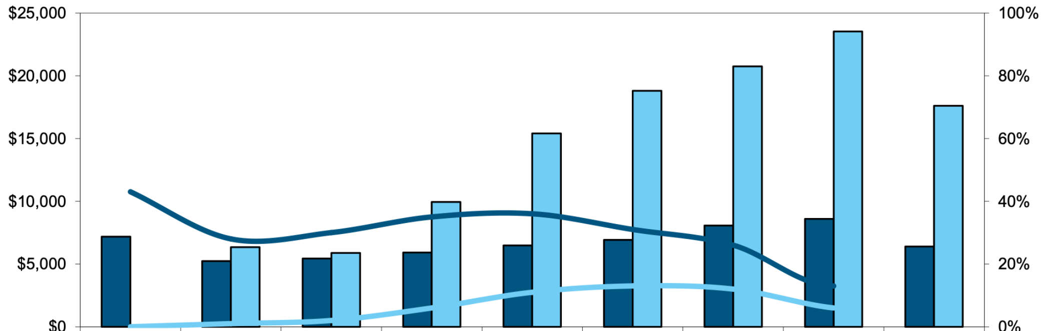


	Independent	Less than $35,000	$35,000 to $71,000	$71,000 to $106,000	$106,000 to $141,000	$141,000 to $177,000	$177,000 to $212,000	$212,000 and above	All CA Students
Cost of Attendance	$34,775	$34,874	$34,817	$34,780	$34,968	$35,084	$35,319	$35,767	$35,106
- Exemptions	$1,510	$2,019	$1,257	$769	$779	$708	$697	$434	$1,060
- Scholarships	$1,284	$1,210	$1,133	$1,072	$1,616	$1,943	$1,286	$743	$1,164
- Grants	$22,845	$23,375	$21,033	$14,309	$6,683	$2,244	$914	$99	$12,188
= Net Cost	$9,136	$8,270	$11,394	$18,630	$25,890	$30,189	$32,422	$34,491	$20,694

- The net cost of attendance represents the share of the total cost of attendance that students and their families are responsible for covering.
- Consistent with the Education Financing Model, UC's net cost—the cumulative impact of grants, scholarships, and exemptions on the actual cost of attendance—is lowest for those students with the fewest financial resources (see the dark blue column segments in the figure above).
- Scholarships and various tuition and fee exemptions help to reduce the net cost to some extent for students at every income level.

Figure 1-3

Student and Parent Loan Use Among California Residents by Parent Income, Academic Year 2021–22



	Independent	Less than $35,000	$35,000 to $71,000	$71,000 to $106,000	$106,000 to $141,000	$141,000 to $177,000	$177,000 to $212,000	$212,000 and above	All CA Students
Avg. Student Loan	$7,174	$5,237	$5,429	$5,915	$6,480	$6,927	$8,074	$8,588	$6,389
Avg. PLUS Loan	$0	$6,336	$5,886	$9,945	$15,407	$18,812	$20,747	$23,535	$17,611
% with Student Loan	43%	28%	30%	35%	36%	31%	26%	13%	27%
% with PLUS	0%	1%	2%	6%	11%	13%	12%	6%	5%

- Overall, student loans are much more common than parent educational loans (known as PLUS loans). However, parents may also have access to borrowing mechanisms for which the University does not have data (e.g., home equity lines of credit).

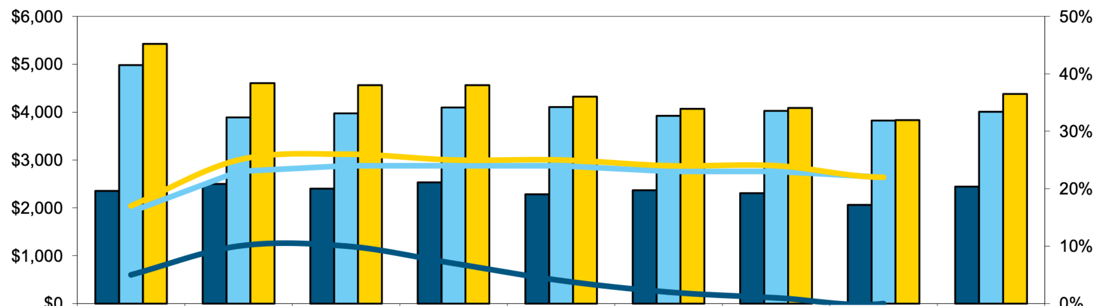
- **COVID Impact:** The proportion of students borrowing dropped significantly in 2020–21. This is likely due to two factors: 1) Students moved home and thus had lower living and transportation costs in 2020–21 and 2) federal, State, and University emergency relief funding may have mitigated the need to take out student loans. The share of students borrowing increased modestly in 2021–22 as students moved back to their campuses for the academic year but is still lower than previous years.
    - In 2019–20, 37 percent of all California students borrowed. In 2020–21, 25 percent of all California students borrowed, and in 2021–22, 27 percent borrowed.
    - In all prior years, the proportion borrowing declined with parent income, but in 2021–22 and 2020–21, the lowest-income students were slightly less likely to borrow than their middle-income peers.

- The average student loan amount rises somewhat with income (see the dark blue columns in the figure above), which is consistent with prior years. The higher average borrowing among borrowers from higher-income families may reflect a decision by some students to cover a portion of their expected parent contribution with their student loan.

- Among the small proportion of students who use parent loans, middle-income families borrow at the highest rate. The average Federal PLUS loan increases steadily with parental income and is highest for high-income families, who should be in a better position than others to repay larger loans (see the light blue line and columns in the figure above).

Figure 1-4

Work-Study and Campus Employment Among CA Residents by Parent Income, Academic Year 2021–22



	Independent	Less than $35,000	$35,000 to $71,000	$71,000 to $106,000	$106,000 to $141,000	$141,000 to $177,000	$177,000 to $212,000	$212,000 and above	All CA Students
Avg. Work-Study	$2,352	$2,502	$2,402	$2,534	$2,282	$2,369	$2,305	$2,062	$2,443
Avg. Other UC Job	$4,985	$3,888	$3,974	$4,098	$4,108	$3,921	$4,027	$3,823	$4,008
Avg. W-S or UC Job	$5,427	$4,607	$4,565	$4,564	$4,325	$4,071	$4,086	$3,834	$4,382
% with Work-Study	5%	10%	10%	7%	4%	2%	1%	0%	5%
% with Other UC Job	16%	23%	24%	24%	24%	23%	23%	22%	23%
% with W-S or UC Job	17%	25%	26%	25%	25%	24%	24%	22%	24%

- Students use wages from on- and off-campus employment to cover a portion of their educational expenses. Under the Education Financing Model, the University tries to provide sufficient grant assistance so that no student is required to work an unmanageable number of hours to finance their education.

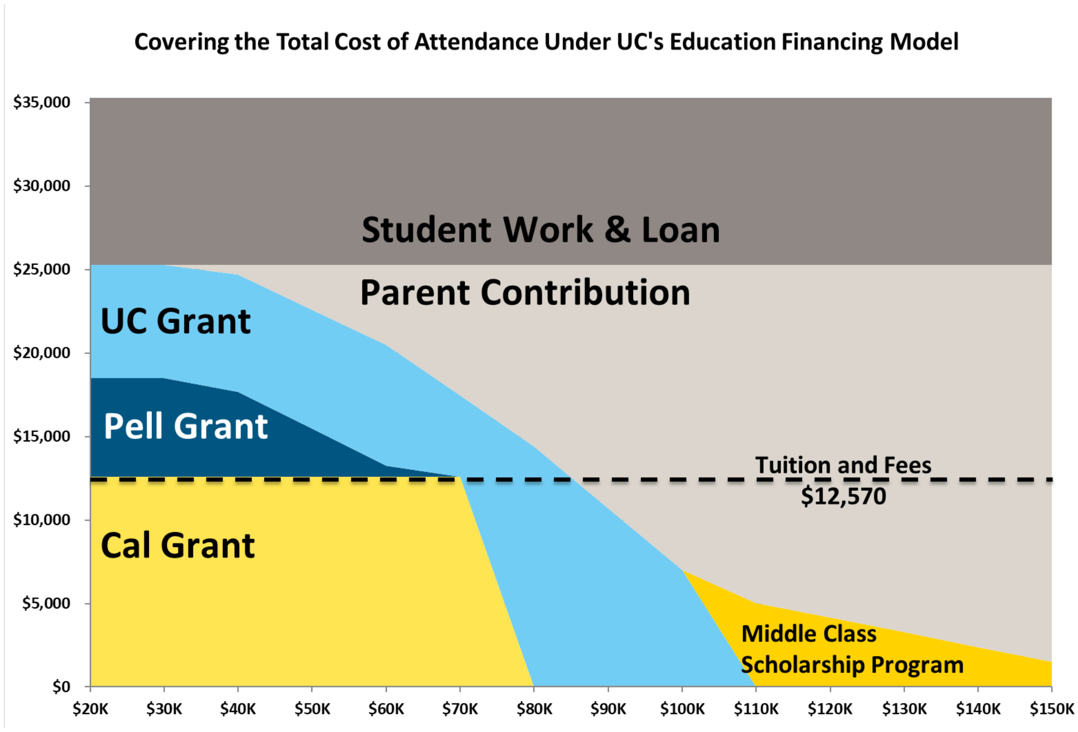
- The figure above shows employment patterns for students with work-study positions and other positions paid from the University's payroll. Information about hours worked in all forms of student employment (including off-campus, non-work-study employment) appears later in this chapter.

- **COVID Impact:** The proportion of undergraduate students working at UC dropped significantly between 2019–20 and 2020–21 but rebounded slightly in 2021–22. While campuses were able to offer some remote work options, many students could not work for the University during the pandemic. Trend data are presented in Section 4.

- Job opportunities funded through the federal work-study program are reserved for financially needy students who receive a work-study award as part of their financial aid offer. The University employs many needy and non-needy students in other positions, and students also work in a variety of off-campus positions.

- The percentage of students with work-study jobs declines as parent income increases (see the dark blue line in the figure above), while the percentage of students with other forms of campus employment is similar across all income levels (see the light blue line). The average combined earnings from work-study and other campus employment varies little across students' income levels (see the gold columns).

Figure 1-5
Education Financing Model Summary Chart, Academic Year 2021–22



- The chart above synthesizes support for UC students.
- The height of the chart represents the average total cost of attendance.
- The chart shows the typical mix of financial aid and family support by parent income.[4] Moving from left to right, the following can be observed:
  - Grant support declines as parent income rises.
  - The need to work and borrow is roughly the same across income groups.
  - University grants fill in gaps from other fund sources. This includes backfilling for Cal Grants for those who still meet the financial criteria for the awards (e.g., those exceeding age limits for the program) and Pell Grants (e.g., undocumented students).
  - Beginning in 2022–23, the Middle Class Scholarship will also fill in gaps in the total cost of attendance for low- and middle-income students.

[4] Independent students are excluded from this chart.

Recent Trends for California Undergraduates

The charts that follow highlight key trends related to undergraduate student financial support at UC. As mentioned elsewhere in this document, the impacts of COVID-19 on UC students means that trend data should be interpreted carefully.

- UC need-based grant funding increases when systemwide Tuition and Student Services Fees increase, since the University sets aside a portion of all new tuition revenue for financial aid.[5] As a result, generally flat tuition between 2014–15 and 2021–22 meant modest growth in per capita grant support as available UC need-based grant was spread across more California residents; the exception is 2017–18, when tuition increased. The increased enrollment of nonresident undergraduates—who contribute to the need-based financial aid pool without drawing on it—helped mitigate the impact of the lack of a tuition increase and therefore commensurate increases in financial aid. *See Figures 1-6.*

- UC's net cost—the total cost of attendance less gift aid—declined slightly or remained flat for low-income resident undergraduates in recent years. Net cost has remained relatively flat, however, for middle- and higher-income students. *See Figure 1-8.*

    - **COVID impact on net cost:** The net cost declined across all income groups in 2020–21 because students lived at home rather than on or near campus during the pandemic. Estimated costs for living at home are much lower than estimates for those living on or near campus.

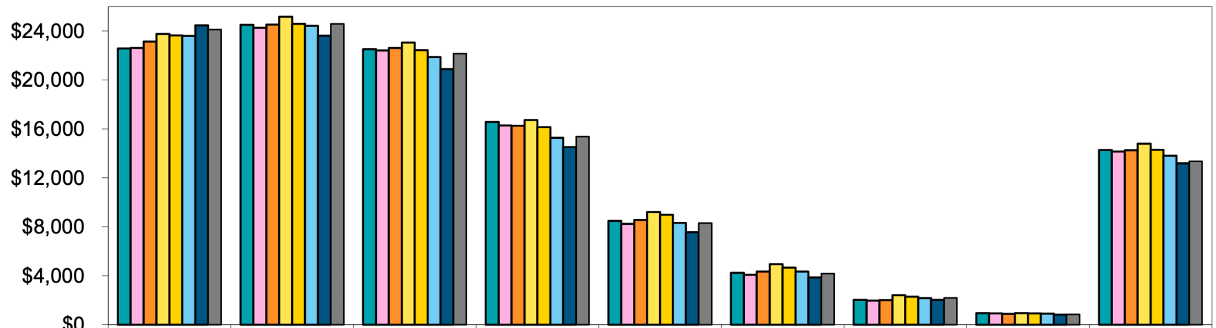
- **COVID impact on parent borrowing:** Parent borrowing among all California residents increased slightly in 2021–22, but remained below pre-pandemic levels. This may be due to the availability of COVID emergency grants and savings in 2020–21. *See Figure 1-9.*

- **COVID impact on student earnings:** California resident undergraduates' earnings were higher in 2021–22 than in 2020–21 but were still below 2019–20 levels. Students living at home had limited opportunities to work on campus in 2020–21, and the share of students who worked in 2021–22 was still lower than in 2018–19, possibly due to the ongoing effects of the pandemic into 2021–22. *See Figure 1-10 and Section 4.*

[5] Beginning in 2022–23, 45 percent of new revenue from any increase to undergraduate Tuition and Student Services Fee revenue will be reserved for financial aid. Prior to that, 33 percent was set aside.

Figure 1-6

Trends in Per Capita Undergraduate Gift Aid by Parent Income Among California Residents, 2021–22 Constant Dollars

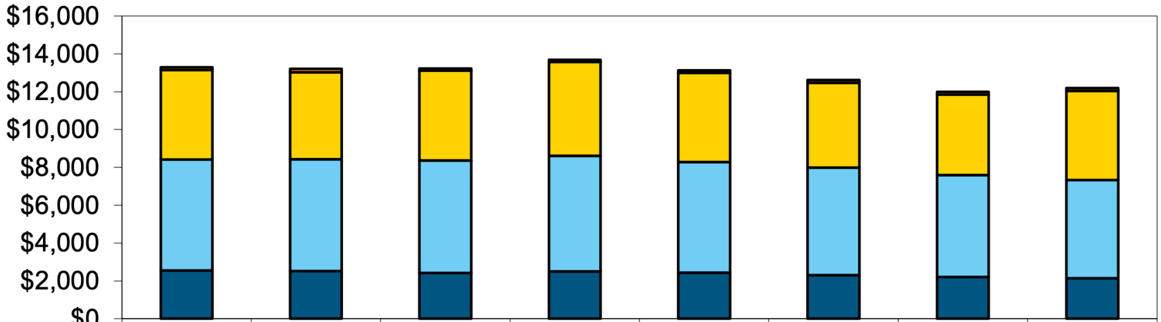


	Independent	Less than $35,000	$35,000 to $71,000	$71,000 to $106,000	$106,000 to $141,000	$141,000 to $177,000	$177,000 to $212,000	$212,000 and above	All CA Students
2014-15	$22,583	$24,504	$22,512	$16,566	$8,484	$4,253	$2,031	$952	$14,278
2015-16	$22,621	$24,264	$22,411	$16,285	$8,244	$4,089	$1,964	$931	$14,156
2016-17	$23,153	$24,524	$22,627	$16,259	$8,577	$4,353	$2,021	$894	$14,247
2017-18	$23,768	$25,175	$23,063	$16,729	$9,203	$4,955	$2,414	$954	$14,803
2018-19	$23,644	$24,598	$22,436	$16,153	$8,987	$4,671	$2,292	$927	$14,302
2019-20	$23,608	$24,433	$21,867	$15,291	$8,330	$4,345	$2,167	$902	$13,815
2020-21	$24,466	$23,634	$20,901	$14,526	$7,559	$3,865	$2,038	$822	$13,182
2021-22	$24,129	$24,585	$22,166	$15,381	$8,299	$4,187	$2,200	$842	$13,352

- The support received by UC students from gift aid (grants and scholarships) remained relatively flat through 2016–17 on a per capita basis, increased in 2017–18, and then declined through 2021–22. Independent students and those whose families make less than $106,000 saw higher per capita gift aid in 2021–22 than in 2019–20.
  - **COVID impact on gift aid:** The decrease in average gift aid in 2020–21 for dependent students across all income groups can be attributed to lower estimated total cost of attendance for students living at home. Despite the slight decline in total gift aid, the net cost to students was lower in 2020–21. *See Figure 1-8*.
- The increase in gift aid received by UC students in 2017–18 is attributable to the increases in Tuition and Student Services Fees, which resulted in an increase to Cal Grant awards to UC students and an increase in UC need-based grants as new revenue was returned to support students. Funding for both programs is tied to Tuition and Student Services Fee levels.

Figure 1-7

Trends in Per Capita Grant Support for UC California Resident Students, 2021–22 Constant Dollars

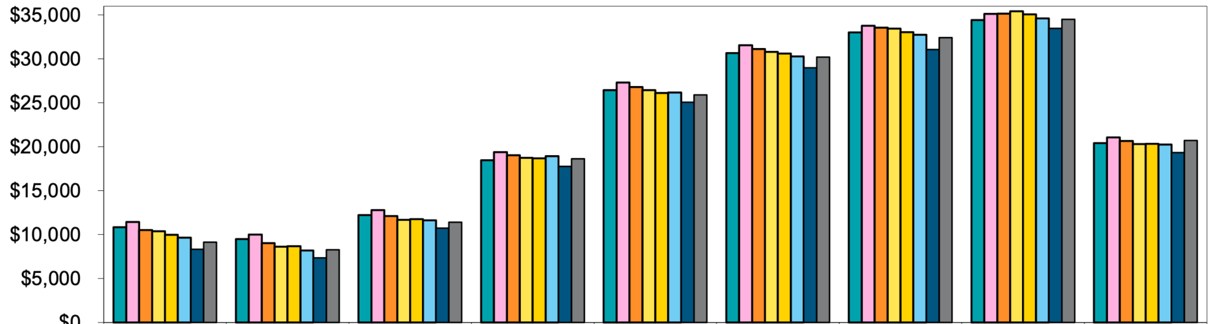


	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Other Grant	$160	$168	$126	$119	$124	$144	$142	$142
UC Grant	$4,726	$4,603	$4,751	$4,968	$4,723	$4,487	$4,251	$4,709
Cal Grant	$5,853	$5,907	$5,937	$6,101	$5,840	$5,675	$5,383	$5,201
Pell Grant	$2,559	$2,525	$2,420	$2,503	$2,439	$2,305	$2,215	$2,137
Total Grants	$13,298	$13,204	$13,235	$13,691	$13,125	$12,611	$11,990	$12,188

- UC need-based grant funding increases when systemwide Tuition and Student Services Fees increase, since the University sets aside a portion of all new tuition revenue for financial aid. As a result, flat tuition during most of this time period meant modest growth in per capita grant support as available UC need-based grant was spread across more California residents. The 2017–18 academic year, when Tuition and Student Services Fees increased, was an exception.
- The increased enrollment of nonresident undergraduates—who contribute to the need-based financial aid pool without drawing on it—helped mitigate the impact of the lack of a tuition increase and therefore contributed to commensurate increases in financial aid.

Figure 1-8

Trends in the Net Cost by Parent Income Among CA Residents, 2021–22 Constant Dollars

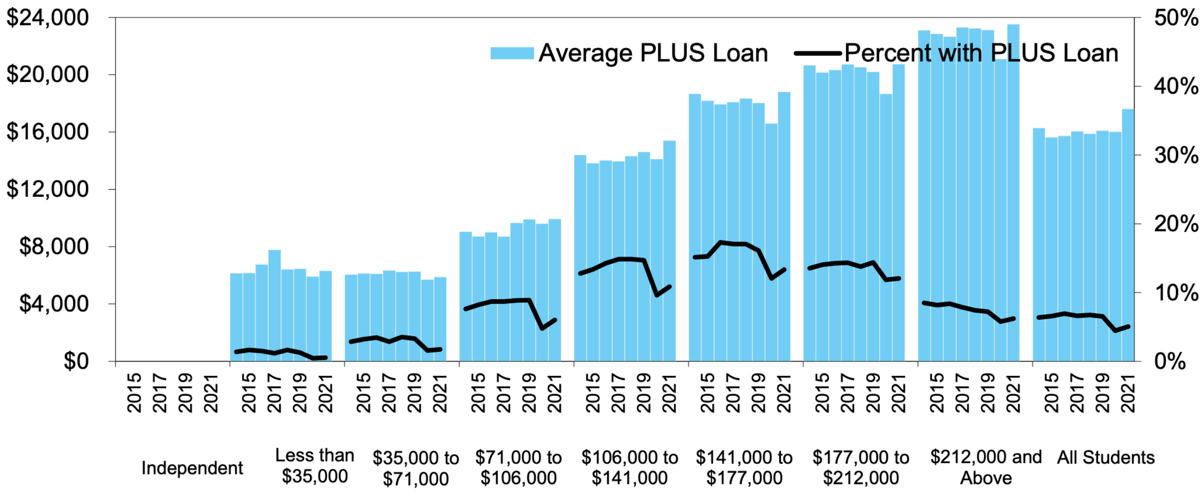


	Independent	Less than $35,000	$35,000 to $71,000	$71,000 to $106,000	$106,000 to $141,000	$141,000 to $177,000	$177,000 to $212,000	$212,000 and above	All CA Students
2014-15	$10,837	$9,486	$12,219	$18,471	$26,431	$30,657	$33,012	$34,422	$20,397
2015-16	$11,429	$9,999	$12,772	$19,382	$27,319	$31,545	$33,765	$35,130	$21,064
2016-17	$10,510	$9,032	$12,112	$19,022	$26,794	$31,118	$33,556	$35,151	$20,645
2017-18	$10,367	$8,616	$11,673	$18,746	$26,433	$30,786	$33,436	$35,432	$20,312
2018-19	$9,976	$8,678	$11,762	$18,692	$26,122	$30,593	$33,046	$35,059	$20,318
2019-20	$9,635	$8,189	$11,629	$18,917	$26,173	$30,285	$32,738	$34,617	$20,240
2020-21	$8,323	$7,341	$10,736	$17,764	$25,057	$28,982	$31,074	$33,473	$19,332
2021-22	$9,146	$8,272	$11,395	$18,632	$25,892	$30,191	$32,425	$34,495	$20,697

- Changes in the net cost of attending the University—that is, a student’s total cost of attendance less any grants, scholarships, and exemptions—have varied by parent income.
- Increases in gift aid lowers the net cost for low-income families. In fact, the net cost generally declined for students in all but the top two income groups during the period from 2014–15 and 2021–22 in inflation-adjusted dollars.
- **COVID impact on net cost:** In 2020–21, the net cost of attendance across all income groups declined by $800 compared with 2019–20. This can be attributed to lower average cost of attendance because students lived at home rather than on or near campus during the pandemic. Estimated costs for living at home are much lower than estimates for those living on or near campus. Although net cost increased in 2021–22 as students moved back to campuses, it is similar to the 2019–20 level. In fact, the net cost in 2021–22 is lower than in 2019–20 among all income groups except the lowest-income group, where the net cost is about $80 more. However, students in this income category would have continued to receive COVID grants.

Figure 1-9

Trends in Parent Borrowing by Parent Income Among California Residents, 2021–22 Constant Dollars



- The University reports on educational loans taken out by parents for which we have data; these are generally limited to the federal parent PLUS loan. Many parents avail themselves of other types of borrowing, such as home equity lines of credit, to help pay for college. However, UC does not have access to data on this type of borrowing and is unable to report on it.

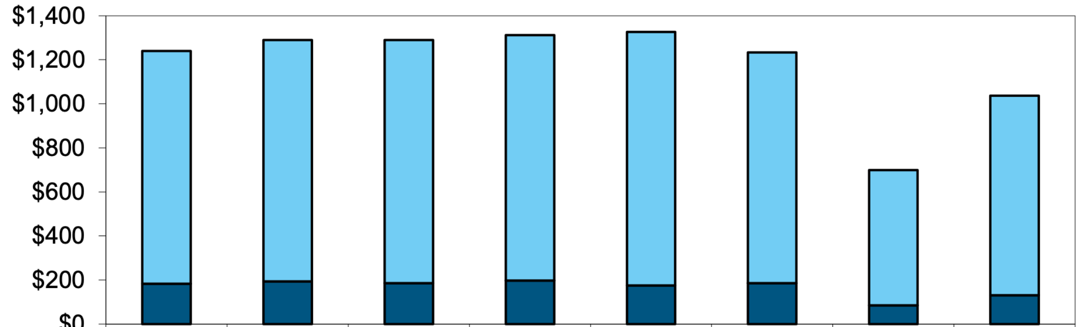
- Parental borrowing under the Federal PLUS loan has remained relatively flat at around 7 percent of undergraduates between 2014–15 and 2019–20 (see the black lines in the figure above).

  - **COVID impact on parent borrowing:** The rate of parent borrowing decreased to 4 percent in 2020–21, likely due to students living at home for remote learning during the pandemic. Although parent borrowing increased to 5 percent in 2021–22, it is still lower than the pre-pandemic level of 7 percent.

- In recent years, the average PLUS loan amounts remained relatively flat in constant dollars but increased to $17,611 in 2021–22.

Figure 1-10

Trends in Per Capita Work-Study and On-Campus Employment Among California Residents, 2021–22 Constant Dollars



	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Other UC Employment	$1,056	$1,095	$1,103	$1,114	$1,152	$1,047	$614	$906
Work-Study	$184	$193	$186	$197	$175	$186	$85	$131
Total Earnings	$1,240	$1,289	$1,289	$1,312	$1,327	$1,233	$699	$1,037

- Per capita student support from work-study earnings remained relatively flat over the time period between 2014–15 and 2019–20, in constant dollars.
    - **COVID impact on student earnings:** Per capita work-study and on-campus employment, not surprisingly, declined in 2020–21 due to the pandemic. The per capita total earnings also decreased significantly in 2020–21. Although the per capita work-study and on-campus employment was higher in 2021–22 than in 2020–21, it is still lower than in 2018–19 or 2019–20, likely due to the lingering effect of COVID in 2021–22. *See Section 4 for more*.
- For information about trends in the hours worked by UC students, *see Figure 1-13*.

Outcome Measures Related to Student Financial Support

UC monitors multiple student outcome measures in order to evaluate the effectiveness of its undergraduate financial aid programs. They are designed to answer five basic questions:

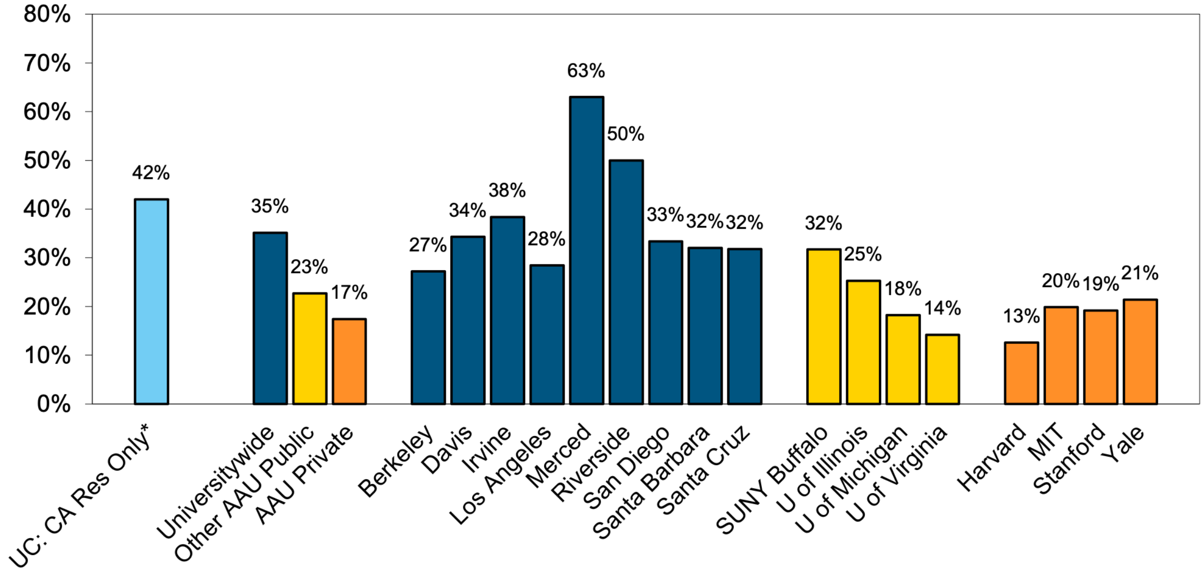
- Is the University financially accessible to students at every income level?
- Do UC students work manageable hours?
- Do students' financial circumstances affect their academic success?
- Do students graduate with manageable debt?
- Do students report food or housing insecurity?

The charts that follow address these questions and illustrate that:

- UC remains successful at enrolling low-income Pell Grant recipients. *See Figure 1-11.*
- The percentage of resident undergraduates from lower-income families increased during the Great Recession and has remained relatively stable since. However, the proportion of UC students from families making $71,000 to $141,000 remains below the proportion they represent in the State. *See Figure 1-12.*
- Nearly half of UC undergraduates at every income level reported not working. A small proportion of students report working more than 20 hours per week. *See Figures 1-13.*
    - **COVID impact on student work hours:** While about the same proportion of students reported not working in spring of 2021 as in past years, a higher proportion reported working more than 20 hours per week.
- Among all undergraduates who enroll at UC with similar levels of academic preparation, low-, middle-, and higher-income students achieve similar levels of academic success as measured by six-year graduation rates. *See Figure 1-14.*
- The percentage of students graduating with debt declined slightly between 2020–21 and 2021–22, as did the average debt among borrowers. This is true both for California residents and for all undergraduates and may be attributable to the impacts of the pandemic and pandemic relief funding. *See Figure 1-15.*
- Although cumulative debt at graduation declined in 2021–22, debt varies by race and ethnicity, even when controlling for income. Among California residents, 61 percent of African American and 57 percent of Chicano/Latino students graduated with debt, compared with 37 percent of their peers who are not from underrepresented groups (URGs). *See Figure 1-16.*
- Most California borrowers graduated with cumulative debt that would require 5 percent or less of their estimated average salary to repay. About 1 percent of UC graduates had debt that would require more than 9 percent of their average salary; this mirrors the prior year. *See Figure 1-17.*
- On the UC Undergraduate Experience Survey (UCUES), low-income and first-generation students report higher levels of food insecurity. Off-campus students are

more likely to be food insecure, but additional financial aid appears to mitigate this among the lowest income students. *See Figures 1-18 and 1-19.*

Figure 1-11
Pell Grant Recipients at UC and Other Research Universities,[6] 2020–21

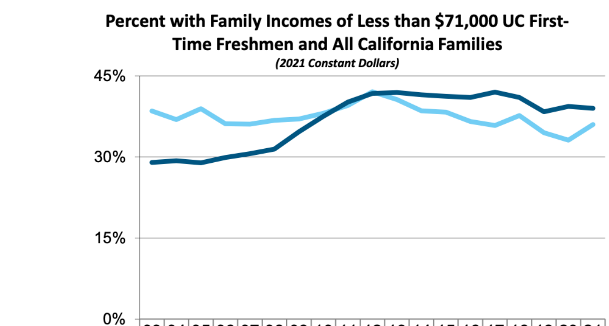


- The percentage of undergraduate students with Pell Grants provides a useful means to compare different institutions in terms of their financial accessibility for low-income students.
- Systemwide, UC enrolled a higher percentage of Pell Grant recipients among all its undergraduate students—35 percent—than any other top research university in the country in 2020–21.[7] To keep the Pell percentages comparable with other institutions, all undergraduates are included when calculating the 35 percent.
- The percentage of Pell Grant recipients increases to 42 percent when limiting the analysis to California residents.
- UC's exceptional success at enrolling low-income students is due, in part, to a combination of two strong need-based aid programs: the University's own institutional aid program and the state's Cal Grant program. While students at other institutions often benefit from either a strong institutional aid program or a strong state aid program, UC students benefit from both.

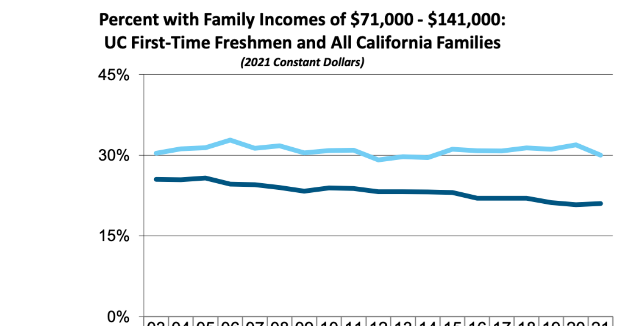
[6] Association of American University (AAU) member institutions

[7] Figures shown are for 2020–21, the most recent year for which data are available through the Federal Integrated Postsecondary Education Data System (IPEDS). IPEDS figures include only students enrolled in the fall term and hence may differ slightly from figures published elsewhere.

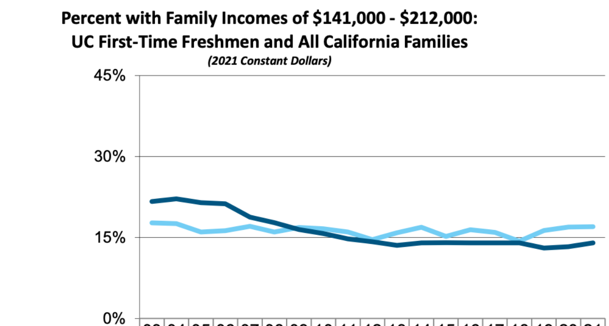
Figure 1-12
Trends in the Income of UC Resident Freshman and California Families



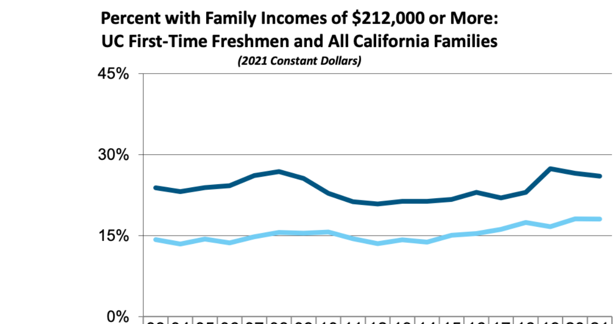
	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21
CA Families	38	37	39	36	36	37	37	38	40	42	41	39	38	37	36	38	34	33	36
UC Enrolled	29	29	29	30	31	31	35	38	40	42	42	41	41	41	42	41	38	39	39



	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21
CA Families	30	31	31	33	31	32	30	31	31	29	30	30	31	31	31	31	31	32	30
UC Enrolled	26	25	26	25	25	24	23	24	24	23	23	23	23	22	22	22	21	21	21



	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21
CA Families	18	18	16	16	17	16	17	17	16	15	16	17	15	16	16	14	16	17	17
UC Enrolled	22	22	21	21	19	18	16	16	15	14	14	14	14	14	14	14	13	13	14



	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21
CA Families	14	13	14	14	15	16	15	16	14	14	14	14	15	15	16	17	17	18	18
UC Enrolled	24	23	24	24	26	27	26	23	21	21	21	21	22	23	22	23	27	27	26

- Another measure of the University's affordability is the extent to which UC enrolls students from all income levels, despite increases in student fees and other costs.
- Trends in the percentage of UC resident freshmen in each income category shown above (shown in dark blue) partly reflect trends in California's population (shown in light blue).[8] For example, the percentage of UC freshmen from low-income families increased during the Great Recession, although it has remained fairly stable since.
- The enrollment of first-year students with parental income between $71,000 and $141,000 has declined gradually since 2006, even though the proportion of California families in these categories has remained generally stable.
- The enrollment of first-year students with the highest parental income ($212,000 and more) has increased gradually since 2014–15, reaching 26–27 percent between 2019–20 and 2021–22, even though the proportion of California families in this category has only increased slightly.

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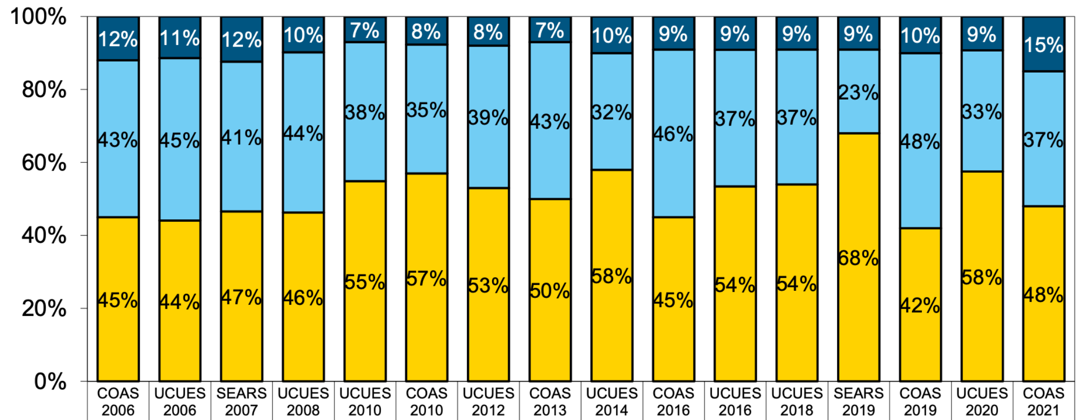
[8] Only students in the highest income category are overrepresented at UC. This is presumably attributable to the well-established link between income and academic preparedness. Since more students from these families are academically eligible to attend UC, they represent a greater share of the University's freshman enrollment.

Figure 1-13

Manageability of Student Employment, Recent Surveys, All Undergraduates

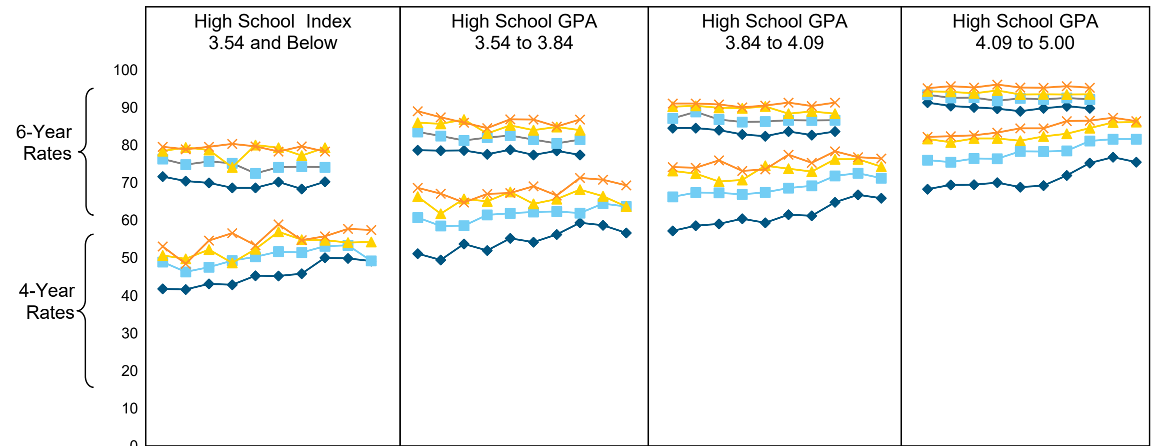


	COAS 2006	UCUES 2006	SEARS 2007	UCUES 2008	UCUES 2010	COAS 2010	UCUES 2012	COAS 2013	UCUES 2014	COAS 2016	UCUES 2016	UCUES 2018	SEARS 2019	COAS 2019	UCUES 2020	COAS 2021
> 20 hours per week	12%	11%	12%	10%	7%	8%	8%	7%	10%	9%	9%	9%	9%	10%	9%	15%
1 to 20 hours/week	43%	45%	41%	44%	38%	35%	39%	43%	32%	46%	37%	37%	23%	48%	33%	37%
Did not work	45%	44%	47%	46%	55%	57%	53%	50%	58%	45%	54%	54%	68%	42%	58%	48%

- Under the Education Financing Model, the University expects each student to make a manageable contribution from employment towards financing the cost of the student's education, not to exceed 20 hours per week.
- The University conducts periodic student surveys in order to monitor students' employment patterns. Findings from a number of different surveys are in Figure 1-13.
- Several factors limit the conclusions that can be drawn from a single survey about the relationship between students' work patterns and UC affordability. For example, employment is strongly correlated with the student's year in school, with seniors working more often and for longer hours than freshmen. The difference in work patterns between seniors and freshmen, for example, is much greater than the difference in work patterns between students from low- and high-income families.
- **COVID impact on student work hours:** While about the same proportion of students reported not working in spring of 2021 as in past years, a higher proportion reported working more than 20 hours per week.

Figure 1-14

Four- and Six-Year Graduation Rates by Entering Year, Parent Income, and High School Grade Point Average



High School Index 3.54 and Below

		09	10	11	12	13	14	15	16	17	18
6-Year Rates	Below $71K	72	71	70	69	69	70	68	70		
	$71K-$141K	76	75	76	75	73	74	74	74		
	$141K-$212K	78	79	79	74	80	79	77	79		
	$212K+	80	79	80	80	80	78	80	78		
4-Year Rates	Below $71K	42	42	43	43	45	45	46	50	50	49
	$71K-$141K	49	46	48	49	50	52	52	53	53	49
	$141K-$212K	51	50	52	49	52	57	55	55	54	54
	$212K+	53	49	55	57	53	59	55	56	58	58

High School GPA 3.54 to 3.84

		09	10	11	12	13	14	15	16	17	18
6-Year Rates	Below $71K	79	79	79	78	79	77	79	77		
	$71K-$141K	84	83	81	82	83	82	81	82		
	$141K-$212K	86	86	87	83	85	84	85	84		
	$212K+	89	87	86	85	87	87	85	87		
4-Year Rates	Below $71K	51	50	54	52	55	54	56	59	59	57
	$71K-$141K	61	59	59	62	62	62	62	62	65	64
	$141K-$212K	66	62	66	65	68	64	66	68	67	64
	$212K+	69	67	65	67	67	69	67	71	71	69

High School GPA 3.84 to 4.09

		09	10	11	12	13	14	15	16	17	18
6-Year Rates	Below $71K	85	85	84	83	82	84	83	84		
	$71K-$141K	87	89	87	86	86	87	87	87		
	$141K-$212K	90	91	90	90	90	88	89	88		
	$212K+	91	91	91	90	91	91	90	91		
4-Year Rates	Below $71K	57	59	59	61	59	62	61	65	67	66
	$71K-$141K	66	67	67	67	68	69	69	72	73	71
	$141K-$212K	73	73	70	71	75	74	73	76	76	74
	$212K+	74	74	76	73	74	78	75	78	77	77

High School GPA 4.09 to 5.00

		09	10	11	12	13	14	15	16	17	18
6-Year Rates	Below $71K	91	90	90	90	89	90	90	90		
	$71K-$141K	94	93	93	92	93	92	93	92		
	$141K-$212K	94	94	94	95	94	94	94	94		
	$212K+	95	96	95	96	95	95	96	95		
4-Year Rates	Below $71K	68	70	70	70	69	69	72	75	77	76
	$71K-$141K	76	76	77	76	78	78	79	81	82	82
	$141K-$212K	82	81	82	82	81	82	83	85	86	86
	$212K+	82	82	83	83	85	85	86	87	87	87

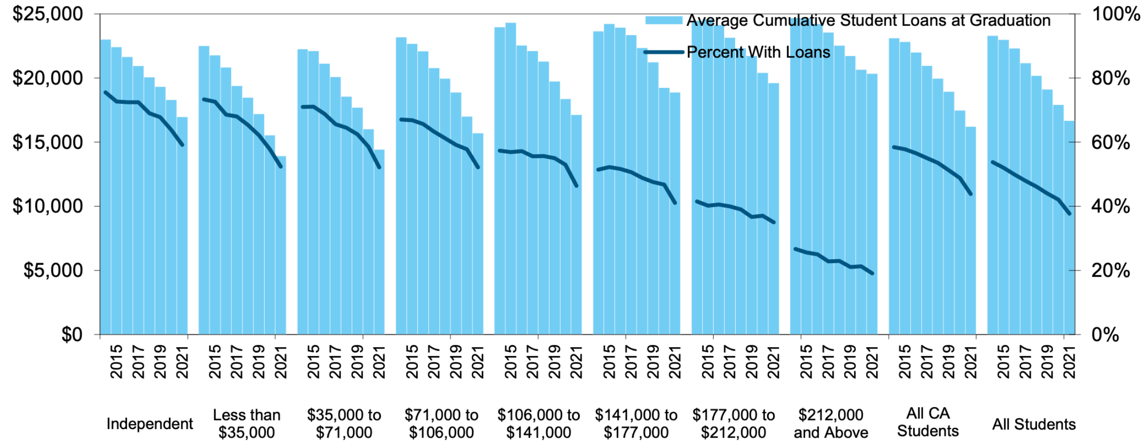
- Historically, four-year graduation rates for higher-income students have generally exceeded those of lower-income students with similar levels of academic preparation (using weighted high school grade point averages as a proxy). These rates, which have diverged and converged somewhat at different points in time, show no apparent relationship to changes in students' costs or financial aid.

- Six-year graduation rates show much less difference by parental income level. Small differences do persist—particularly among students who are less well prepared academically.

- Overall, the patterns suggest that the University's financial aid programs allow low-income students to remain enrolled long enough to overcome other socioeconomic disadvantages that are not fully reflected in the measure of academic preparation used in this report (for example, parents' education level or the extent to which these students initially enrolled with significant amounts of Advanced Placement credit). There also appears to be some evidence for the lowest income group improving the most in recent years.

Figure 1-15

Trends in Cumulative Debt at Graduation Among California Residents by Parent Income and Among All Students, 2021 Constant Dollars

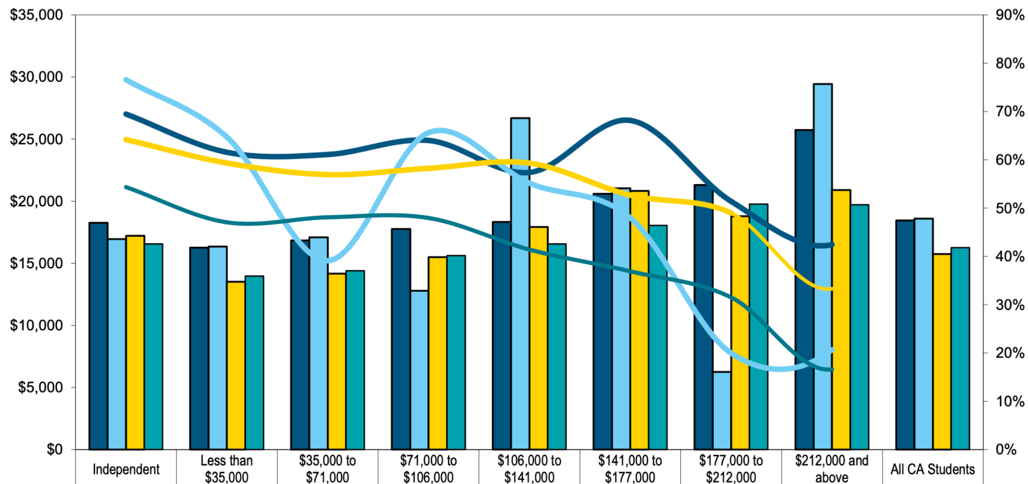


- The incidence of postgraduate debt declines with parental income: students from high-income families are much less likely to graduate with debt than students from low-income families or independent students (see the black lines in the figure above).
- Overall, 38 percent of the UC graduating class of 2021–22 had some student loan debt, slightly less than the 2019–20 graduating class (42 percent). The average cumulative student loan debt at graduation for these borrowers ($16,685) was lower than the comparable figure for the prior cohort ($17,920) after adjusting for inflation.
- Borrowing among California resident students is higher (44 percent) than borrowing among all undergraduates, but it also declined in 2021–22 from 49 percent the year before. Resident undergraduates saw a similar decline in the average debt, from $17,487 in 2020–21 to $16,236 in 2021–22 after adjusting for inflation.
- UC's average student debt at graduation for all students and for California residents remains low compared with national averages. Nationally, 62 percent of the graduating class of 2019 had student loan debt, with an average of $28,950 per borrower, according to the Project on Student Debt.[9]
- The trend in cumulative borrowing among students in most income groups shows higher average debt and lower percent of borrowers as income goes up.
- **COVID impact on student borrowing:** As mentioned in Figure 1-3 above, the proportion of students borrowing dropped significantly since 2019–20. This is likely due to two factors: 1) Students moved home and thus had lower living and transportation costs and 2) federal, State, and University emergency relief funding may have mitigated the need to take out student loans.

[9] Website reference (accessed January 20, 2021): https://ticas.org/our-work/student-debt/.

Figure 1-16

Cumulative Debt and Percent with Debt at Graduation Among CA Residents by Parent Income and Ethnicity, 2021–22

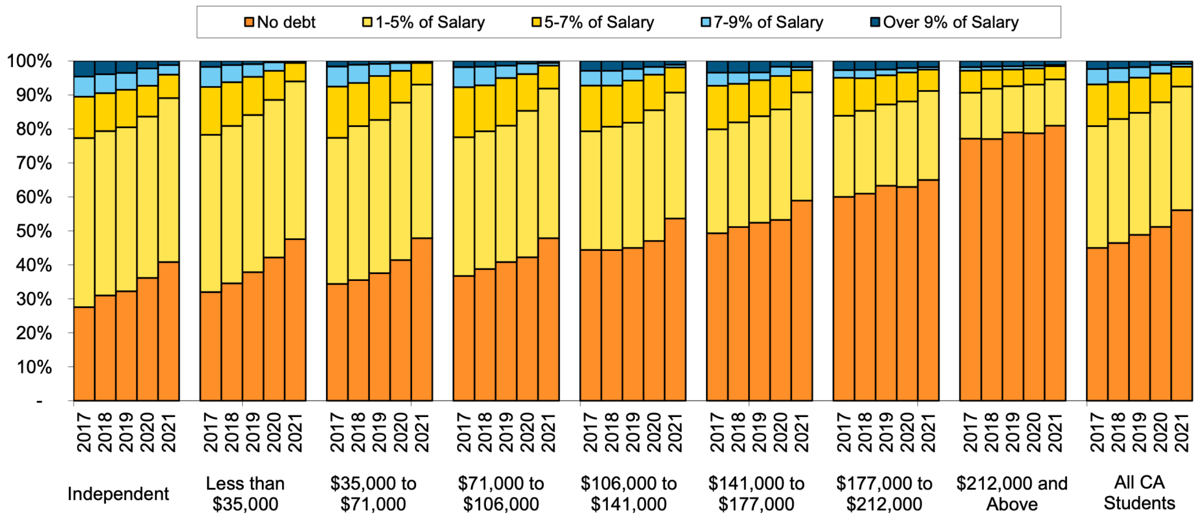


	Independent	Less than $35,000	$35,000 to $71,000	$71,000 to $106,000	$106,000 to $141,000	$141,000 to $177,000	$177,000 to $212,000	$212,000 and above	All CA Students
Average Student Loan African American	$18,257	$16,262	$16,851	$17,765	$18,336	$20,604	$21,303	$25,742	$18,464
Average Student Loan American Indian	$16,956	$16,342	$17,094	$12,793	$26,699	$21,045	$6,250	$29,443	$18,590
Average Student Loan Chicano/Latino	$17,213	$13,515	$14,167	$15,492	$17,932	$20,825	$18,785	$20,895	$15,745
Average Student Loan Non-URG	$16,562	$13,975	$14,396	$15,625	$16,561	$18,051	$19,774	$19,722	$16,255
Percent with Loans African American	69%	62%	61%	64%	57%	68%	51%	42%	61%
Percent with Loans American Indian	77%	65%	39%	66%	55%	48%	20%	21%	52%
Percent with Loans Chicano/Latino	64%	59%	57%	58%	59%	53%	49%	33%	57%
Percent with Loans Non-URG	54%	47%	48%	48%	41%	37%	32%	17%	37%

- At every income level, the amount of average student loan debt at graduation is greater for African American and American Indian students than for non-underrepresented students. For Chicano/Latino students, the debt levels are similar to their non-underrepresented-group (non-URG) peers at lower-income levels, but higher among independent and middle- to higher-income students.
- The percent with any debt at graduation is also greater for underrepresented groups across all incomes, with the share of students with loans being higher at lower-income levels and generally decreasing as income level rises: 61 percent of African Americans, 57 percent of Chicano/Latino students, and 37 percent of students from non-underrepresented groups (non-URGs) graduate with debt.
- Sixty-two percent of lowest-income African American and 59 percent of the lowest-income Chicano Latino students graduate with some debt, compared with 47 percent of their non-underrepresented peers at that income level.
- The average student loan debt at graduation for African American and American Indian students is the highest at about $18,500, compared with about $15,700 for Chicano/Latino students and $16,300 for non-underrepresented students.
- Though the level of student debt generally increases with income for both groups, the cumulative debt for underrepresented students is the greatest among the highest income group.

Figure 1-17

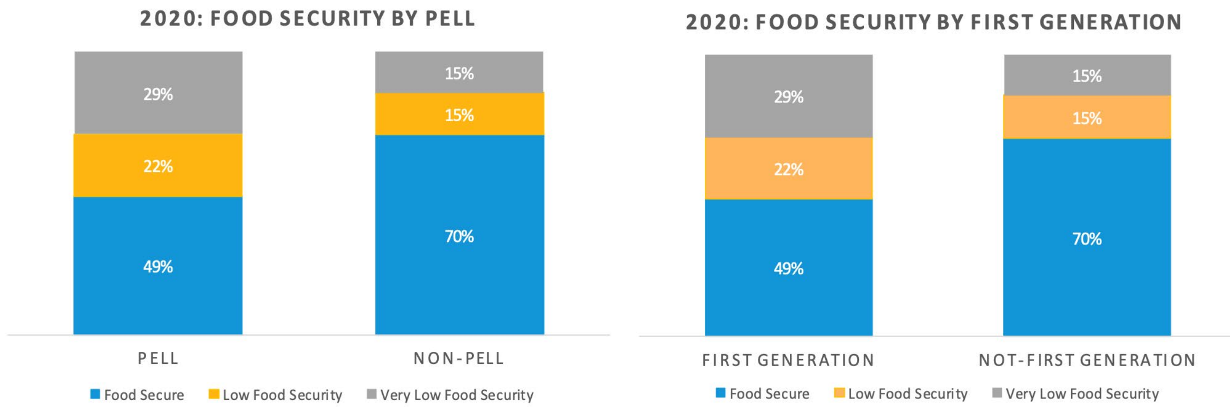
Manageability of Debt at Graduation by Parent Income: Percentage of Students' Average Salary Required to Repay Student Loans Among California Residents



- UC attempts to use financial aid to allow students to graduate with a manageable amount of debt should they need to borrow. The benchmark used to evaluate manageability is the percentage of average earnings required to repay a student's debt at graduation based upon a standard ten-year repayment plan. UC considers debt that requires between 5 and 9 percent of a student's earnings to be manageable.
- Among borrowers in every income category, most graduated with cumulative borrowing that would require 5 percent or less of their average salary to repay.
- About 1 percent of all UC graduates in 2021–22 had debt that would require more than 9 percent of their average salary to repay.[10]
- Debt manageability for individual students can vary substantially for various reasons:
  - Students vary in their postgraduate earnings. Higher-income students can devote a higher proportion of their incomes to debt repayment without sacrificing basic expenditures.
  - Students vary in their other obligations. The same level of student loan debt will be less manageable for students with greater family obligations or other debt.
  - Students may choose alternative repayment plans (e.g., income-based plans) based on their individual circumstances. These can increase debt manageability for students with high levels of debt and/or low income but can result in higher interest costs over time.

[10] Based on the projected average salary of UC graduates over a ten-year period following graduation, assuming annual increases of 4 percent. Estimates include interest accrued on student loans (other than subsidized loans) while the student is enrolled.

Figure 1-18
Food Security by Pell and First-Generation Status, 2020



- Both the 2018 and 2020 UC Undergraduate Experience Surveys (UCUES) found that Pell Grant recipients and first-generation students were more likely to report being food insecure than their peers.
- Fifty-one percent of Pell Grant recipients and first-generation students reported having very low or low food security, compared with 30 percent of their peers.
- While it is not surprising that basic needs security correlates with income and first-generation status, the difference in reported food security should serve as a metric for assessing the effectiveness of the Education Financing Model in covering the total cost of attendance.

Figure 1-19

Food Security Among Students with no Expected Parent Contribution by Self-Help (Loans and Work), 2020

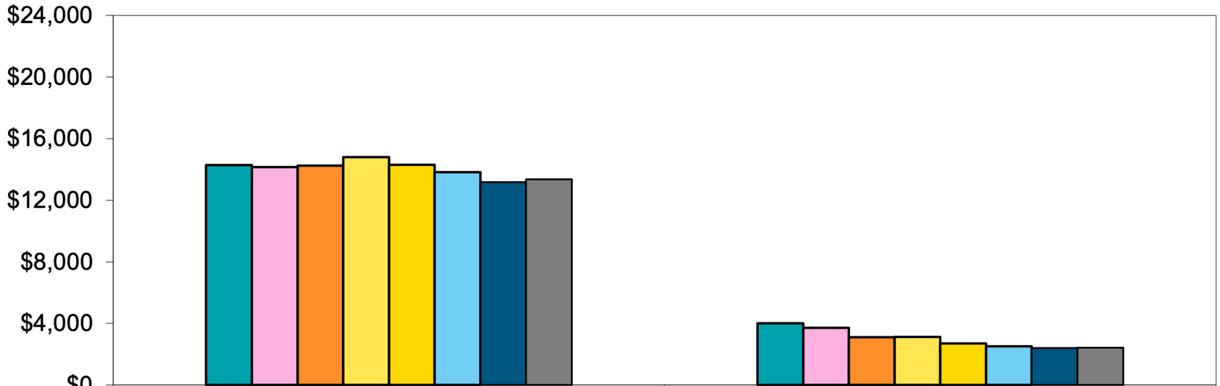
Self Help Expectation	Food Secure	Low Food Security	Very Low Security	Total
Less than $8,000	49%	21%	30%	100%
Between $8,000 and $10,000	47%	22%	30%	100%
Greater than $10,000	43%	24%	33%	100%

- Combining the UCUES findings of self-reported food insecurity with financial aid data, UCOP found that greater self-help expectations among the lowest-income students (i.e., those with no contribution expected of their parents) were associated with greater levels of food insecurity and homelessness.
- Among the “zero parent contribution” students with a self-help below $8,000, 51 percent reported being food insecure. That number rose to 57 percent for those with self-help expectations greater than $10,000.
- This suggests that financial aid does make a difference in the food security of UC students.

Nonresident Undergraduates

As described above, the University's policy is to maintain affordability for State resident undergraduates. Accordingly, this report has focused analysis on how California students finance their UC education. Nonresident students finance their education very differently than do California residents.

Figure 1-20
Trends in Per Capita Undergraduate Gift Aid by Residency, 2021-22 Constant Dollars

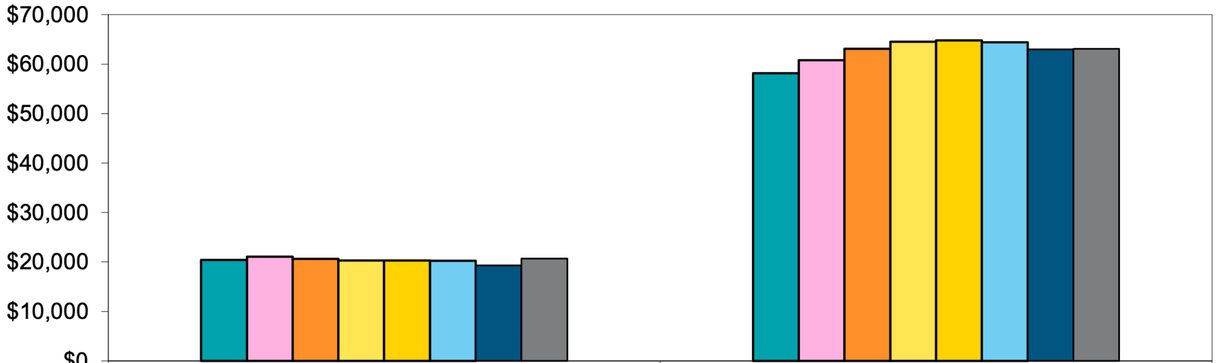


	All CA Students	Nonresident Students
2014-15	$14,278	$4,001
2015-16	$14,156	$3,710
2016-17	$14,247	$3,095
2017-18	$14,803	$3,115
2018-19	$14,302	$2,698
2019-20	$13,815	$2,513
2020-21	$13,182	$2,397
2021-22	$13,352	$2,413

- Nonresident undergraduates receive significantly less gift aid per capita than do California students.

Figure 1-21

Trends in the Net Cost by Residency, 2021–22 Constant Dollars



	All CA Students	Nonresident Students
2014-15	$20,397	$58,186
2015-16	$21,064	$60,793
2016-17	$20,645	$63,107
2017-18	$20,312	$64,511
2018-19	$20,318	$64,785
2019-20	$20,240	$64,422
2020-21	$19,332	$62,966
2021-22	$20,697	$63,100

- The net cost of an undergraduate education at UC for nonresident students had been flat or increasing in constant dollars through 2018–19, before declining slightly in 2019–20. It has rebounded in 2021–22 to a similar level as in 2016–17.
- **COVID impact on net cost:** As with California resident students, the net cost for nonresidents dropped during 2020–21, since most of them moved home and/or otherwise had lower estimated educational expenses.

New Developments for 2022–23 and 2023–24

The following policy decisions and trends at the State, federal, and University levels are expected to influence the financial accessibility of the University in 2022–23 and beyond:

- In 2022, President Drake approved a new debt-free pathway program for the lowest-income students enrolling to UC in fall 2022. The University awarded debt-free UC financial aid packages to about 6,000 new California residents from low-resourced high schools and community colleges who had an Expected Family Contribution of zero. Furthermore, the Board of Regents approved new language for Regents Policy 3201, making it clear that a goal of the University's undergraduate financial aid program is to minimize student debt.
- In 2022, UC launched its Native American Opportunity Plan, which ensures that in-state systemwide tuition and student services fees are fully covered for California students who are also enrolled in federally recognized Native American, American Indian, and Alaska Native tribes. This plan applies to both undergraduate and graduate students enrolled at UC.
- In 2021, the Board of Regents approved the Tuition Stability Plan. Beginning fall 2022, tuition was adjusted for the incoming undergraduate class but will subsequently remain flat until the student graduates, for up to six years. Furthermore, the proportion of new tuition revenue set aside for financial aid increased from 33 percent to 45 percent, expanding the University's own need-based financial aid.
- The Middle Class Scholarship (MCS) Program is a State program that supports California resident undergraduates with annual family incomes and assets up to $201,000 in 2022–23. About $164 million has been awarded to students for 2022–23, a significant increase from $32 million.[11] These awards will help offset the net cost of attendance for low- and middle-income students and could help reduce their borrowing.
- The maximum Federal Pell Grant increased by $400 to $6,895 for the 2022–23 academic year and another $500 to $7,395 for the 2023–24 academic year. This brings us closer to the University of California's advocacy goal of doubling the Pell grant by 2029–30.
- A range of federal, State, and University changes will impact the affordability of a UC degree in the coming years. The Office of the President summarized these changes in a presentation to the Regents.[12]

The University will continue to monitor the indicators of financial accessibility and affordability described in this report, along with other indicators that are regularly reviewed by the University's Education Financing Model Steering Committee and/or included in the University's annual *Accountability Report*.

[11] Based on awards reported by the Calfiornia Student Aid Commission in January 2023

[12] https://regents.universityofcalifornia.edu/regmeet/jan22/a3.pdf

SECTION 2
FINANCIAL SUPPORT FOR GRADUATE STUDENTS

Goals of the University's Graduate Financial Aid Programs

The underlying goal of graduate education at UC is to further both the University's research mission, which makes important contributions to the California economy, and its role in helping the state to meet its academic and professional workforce needs. These contributions are maximized when the University can attract the top candidates from the pool of prospective graduate-level students to support faculty and their research.

The goal of graduate financial support differs substantially from that of undergraduate financial support. Support for graduate students is intended not simply to make the university accessible, but also to help entice top students to choose UC over other institutions for graduate study. Graduate student financial support is an important recruitment tool, the success of which is tied closely to whether the University's offers of financial assistance are competitive with those made by other universities competing for the same students. Graduate-level assistance at UC is distributed largely based on merit in order to increase its effectiveness at recruiting strong graduate students.

UC's graduate student population encompasses a diverse mix of academic and professional degree programs and disciplines. The levels and types of support received by graduate students vary by program and discipline, reflecting differences in both the competitive environment and extramural funding sources for these programs. For example:

- Research universities typically cover tuition and fees for students in academic doctoral programs as well as provide students with a net stipend for living expenses. In contrast, professional degree programs typically expect students to finance a portion of their tuition and/or living expenses through student loans.
- Research grants, which provide funding for graduate student research assistantships, are the principal source of student financial support for academic doctoral students in science and engineering disciplines. In contrast, fellowships and teaching assistantships play a proportionately larger role for academic doctoral students in the humanities and social sciences.

The metrics used to assess the adequacy of student financial support vary as well. Whereas the University seeks to provide competitive net stipends for students in its academic doctoral programs, its primary concern for students in professional degree programs is to ensure that levels of student indebtedness do not dissuade talented students from enrolling or prevent students from pursuing public interest employment upon graduation.

Given that the goals for graduate and professional financial aid differ, unlike the figures in Section 1 above, figures in Section 2 include all students, regardless of residency.

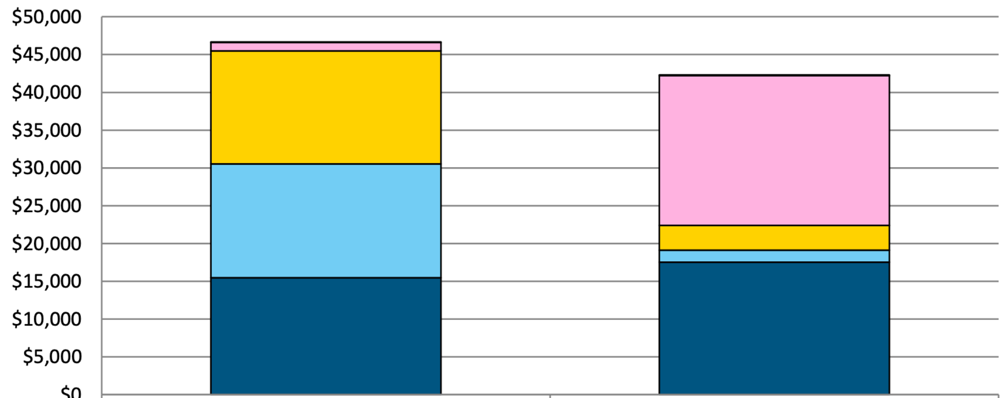
Graduate Academic and Professional Student Funding Patterns

The charts that follow depict several patterns and trends related to graduate academic and graduate professional student financial support.

- The financial support received by students in graduate academic programs differs markedly from that received by students in professional degree programs. Whereas nearly all support received by graduate academic students is in the form of fellowships and assistantships, students in professional degree programs rely primarily on loans to finance their education. *See Figure 2-1.*
- Support for graduate academic students has remained relatively flat. *See Figure 2-2.*
- Among graduate academic students, types and levels of support vary by academic discipline. *See Figure 2-3.*
- In every discipline, academic doctoral students typically receive net stipends (support from fellowships and assistantships beyond tuition and fees) that far exceed those of academic master's students. Moreover, their net stipends have increased over time in every discipline, whereas the net stipends received by academic master's students have remained generally flat. *See Figure 2-4.*
- Among academic doctoral students, California residents typically receive higher net stipends than domestic nonresident students or international students. The gap between the net stipends received by California residents and international students has narrowed over time in most disciplines. *See Figure 2-5.*
- The University remains concerned about the competitiveness of its offers to students admitted to its graduate academic programs, which continue to lag behind those from students' top-choice non-UC alternatives. The competitiveness gap is greatest for domestic nonresident students. *See Figure 2-6.*
- Although fellowship support for professional degree students has increased—due in part to the one-third of increases in tuition, fee, and professional degree fee revenue that is set aside for institutional aid—it has been outpaced by increases in student borrowing. *See Figure 2-7.*
- While the percentage of professional degree program graduates with student debt declined in many disciplines in recent years, the average amount students borrowed while enrolled has increased over the past decade. *See Figure 2-8.*
- UC's systemwide average net stipend for academic doctoral students is slightly higher than its estimated average cost of attendance in 2021–22, although this varies by campus and discipline. *See Figures 2-9 and 2-10.*

Figure 2-1

Per Capita Student Financial Support by Type of Graduate Academic and Graduate Professional Degree Students, Academic Year 2021–22



	Academic	Professional
Work Study	$55	$86
Loan	$1,126	$19,814
Teaching Assistantship	$14,968	$3,292
Research Assistantship	$15,057	$1,574
Fellowship	$15,462	$17,543

- Compared with students in professional degree programs, students in graduate academic programs receive a far greater portion of their aid in the form of fellowships and assistantships, whereas professional degree students rely far more heavily on loans than do graduate academic students.

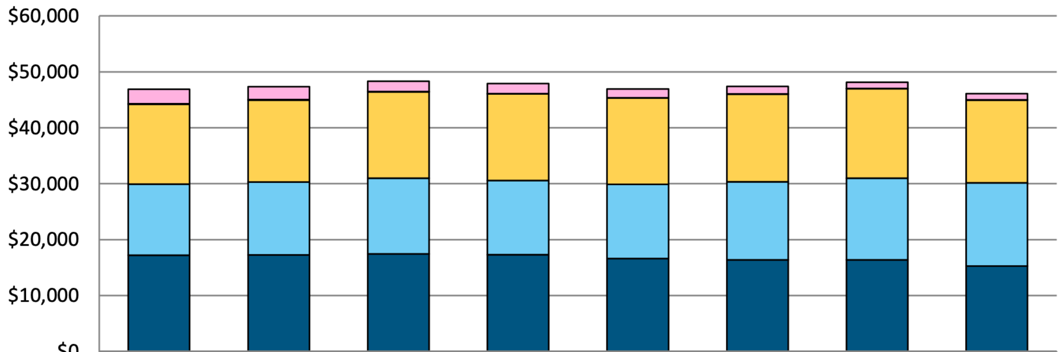
- Differences in the financing patterns of graduate academic program and graduate professional degree program students reflect fundamental differences in approaches to financing for these two groups of students:

    - Competition is the most significant factor driving these differences. As referenced earlier, financial assistance at the graduate level is a recruitment tool. The financing patterns shown above are generally reflective of what is required for the University to be competitive with institutions seeking to attract the same students, and they are similar to the financing patterns at competing institutions.

    - Professional degree program students can typically anticipate higher earnings than graduate academic students. Although higher earnings can make payments on large levels of student debt manageable, challenges remain for those students who graduate with substantial levels of debt but who enter low-paying careers.

Figure 2-2

Per Capita Student Financial Support for Graduate Academic Students Over Time, 2021–22 Constant Dollars

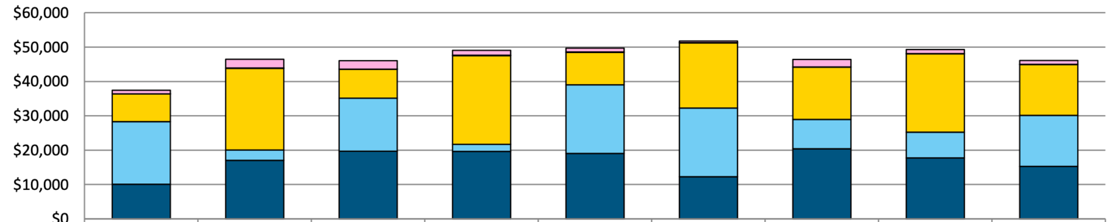


	2014	2015	2016	2017	2018	2019	2020	2021
Loans	$2,579	$2,294	$1,858	$1,794	$1,543	$1,364	$1,141	$1,123
Work Study	$104	$99	$71	$73	$63	$39	$51	$54
Teaching Assistantship	$14,277	$14,622	$15,416	$15,481	$15,422	$15,644	$15,955	$14,803
Research Assistantship	$12,713	$13,046	$13,547	$13,271	$13,298	$13,968	$14,644	$14,871
Fellowship	$17,200	$17,265	$17,440	$17,284	$16,597	$16,389	$16,361	$15,264
Total	$46,873	$47,326	$48,333	$47,904	$46,923	$47,403	$48,152	$46,115

- Aggregate support for graduate academic students has remained relatively flat. Different forms of support have increased and decreased over time.
  - **COVID impact on financial support for graduate students:** As with undergraduate students, the amount of support provided to graduates likely changed due to a reduction in estimated expenses during COVID. As shown in Section 4, the decline in employment was significantly less for graduate students than it was for undergraduate students. In 2021–22, some graduate academic students may have benefited from the federal, State, and UC Covid relief funds, since about 40 percent of graduate students received COVID relief, with an average award of about $2,290 per recipient.
  - Support from fellowships (shown in dark blue) had been at a similar level from 2014–15 until 2018–19 and has decreased since.
  - Teaching assistantships (shown in gold) are higher now than they were in 2014–15, although there was a decline between 2020–21 and 2021–22.
  - Funding from research assistantships (shown in light blue) has increased in constant dollars during this period.
  - Support from loans (shown in pink) has declined steadily over time, and support from work-study (not visible) changed little during this period. Both represent a small portion of the overall support received by graduate academic students.

Figure 2-3

Per Capita Student Financial Support for Graduate Academic Students by Discipline, Academic Year 2021–22

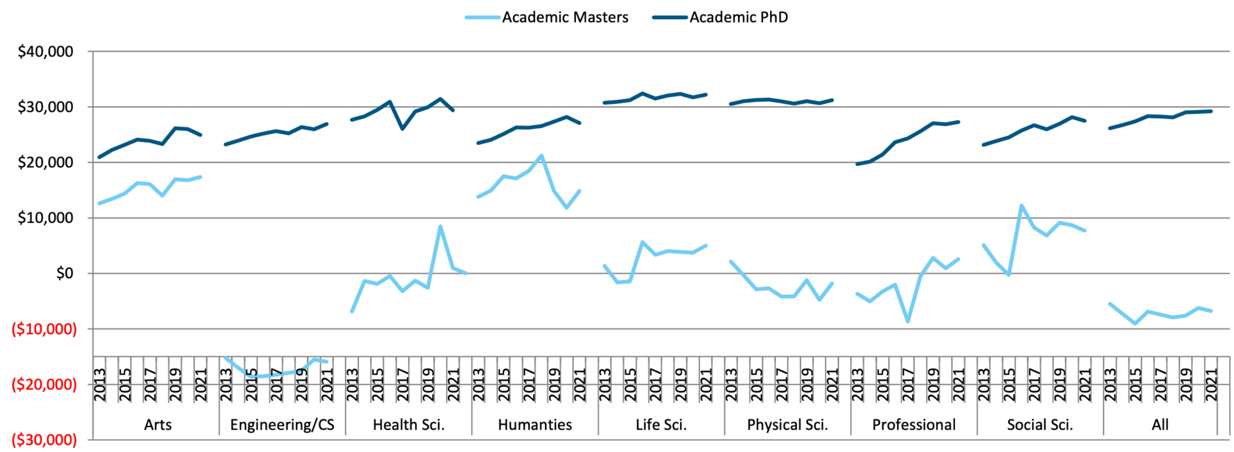


	Engineering	Fine Arts	Health Sciences	Humanties	Life Sciences	Physical Sciences	Professional	Social Sciences	All Disciplines
Loan	$1,053	$2,507	$2,485	$1,412	$1,133	$464	$2,221	$1,215	$1,123
Work Study	$22	$111	$30	$84	$102	$38	$58	$27	$54
Teaching Assistantship	$8,060	$23,790	$8,404	$25,872	$9,433	$18,984	$15,182	$22,870	$14,803
Research Assistantship	$18,270	$2,970	$15,470	$2,056	$20,030	$20,038	$8,546	$7,473	$14,871
Fellowship	$10,045	$17,061	$19,671	$19,608	$19,013	$12,237	$20,411	$17,730	$15,264
Total	$37,451	$46,440	$46,060	$49,032	$49,710	$51,761	$46,419	$49,315	$46,115

- Among graduate academic students, both the level and mix of funding varies by discipline.
- Competitive aid—fellowships, research assistantships, and teaching assistantships—is the most desirable form of support and is highest for students in the health, physical, social, and life sciences. In contrast, students in professional disciplines and in the fine arts are more likely to rely on student loans.
- Types of assistantships also differ across disciplines. Students in the professional disciplines, humanities, fine arts, and social sciences are more likely to have teaching assistantship awards. Those in engineering/computer science, life sciences, and physical sciences are more likely to receive research assistantships, which are typically considered more desirable than teaching assistantships.

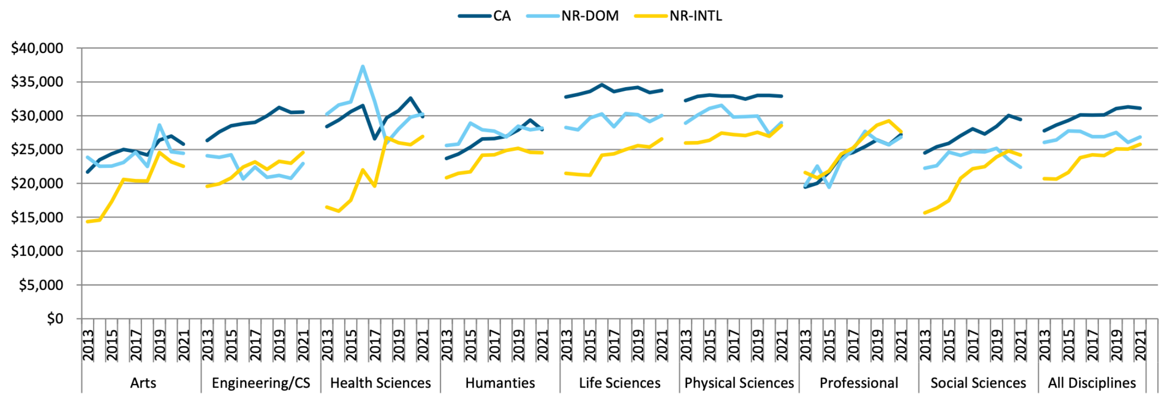
Figure 2-4

Trend in Net Stipend Over Time for Academic Masters and Doctoral Students by Discipline, 2021–22 Constant Dollars



- The net stipend provided to a student—support from fellowships and assistantships beyond tuition and fees—is the University's principal measure of the adequacy of graduate academic support.
- In most disciplines, the average net stipend of academic doctoral students (shown in dark blue above) is substantially higher than for master's students. This reflects the competitive nature of graduate student support and the emphasis placed by most research universities—including UC—on recruiting and supporting academic doctoral students, consistent with the research mission of these institutions.
- Departments have sought to increase the value of net stipends awarded to academic doctoral students. This has come, to some extent, at the expense of academic master's students, whose average net stipend has remained relatively flat.
- Master's students in engineering/computer science, health sciences, professional disciplines, and physical sciences typically do not receive enough fellowship or assistantship support to fully cover their tuition and fees, as shown by their negative net stipends in the figure above.

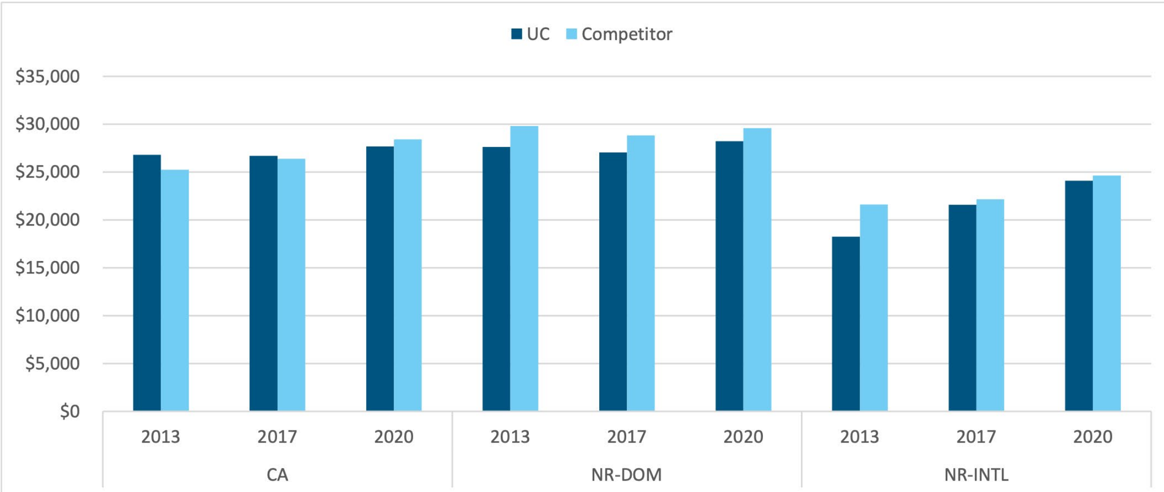
Figure 2-5
Trend in Net Stipend Over Time for Academic Doctoral Students by Residency and Discipline, 2021–22 Constant Dollars



- The value of net stipends received by academic doctoral students who are California residents (shown by the dark blue lines above) rose for most disciplines during this time period, after controlling for inflation.
- The average net stipend received by international students (shown by the gold lines above) show a noteworthy gap with California residents. International students are particularly costly to fund because they are subject to nonresident tuition until they advance to candidacy (and for any period of enrollment beginning three years after they advance to candidacy). Departments must cover these students' tuition and fees and nonresident tuition in addition to providing students with any net stipend.
- The University's ability to recruit international students to its doctoral programs has been a growing concern to the University. The number of international students enrolled in UC's academic doctoral programs has fluctuated over time, and there is evidence to suggest that the University's student financial support offers to international students are less competitive than its offers to other students. *See Figure 2-6.*

Figure 2-6

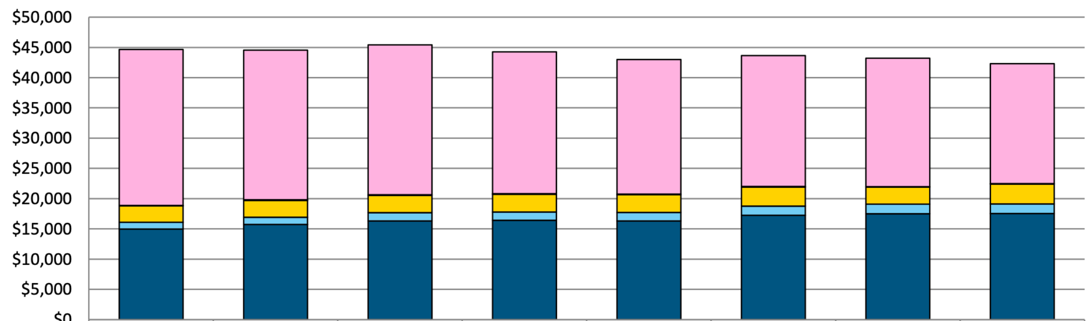
Trends in Net Stipends Offered by UC and Competing Institutions by Residency, Graduate Student Support Surveys, 2020 Constant Dollars



- Surveys of students admitted to the University's academic doctoral programs suggest that the net stipends offered by UC (shown by the dark blue columns above) are generally lower than those offered by students' top-choice non-UC institution (shown in light blue) for nonresident domestic and international students.
- After taking into account the generally higher cost of living in the communities where UC campuses are located, the gap between the purchasing power of UC's net stipends and those from students' top-choice non-UC institutions is even higher than the differences shown above.
- The competitiveness gap closed somewhat for domestic nonresident and international students between the last two administrations of the surveys. However, the advantage that UC had on average for California residents compared to the competition has also reduced, with the competition offering slightly higher net stipends for residents in 2020.
- UC's competitiveness varied widely by discipline and campus.
- Detailed findings from the surveys;[13] the next administration of this survey will be in Spring 2023.

[13] https://www.ucop.edu/enrollment-services/data-and-reporting/graduate-student-support/2020-graduate-student-support-survey.pdf

Figure 2-7
Per Capita Student Financial Support for Graduate Professional Degree Students Over Time, 2021–22 Constant Dollars

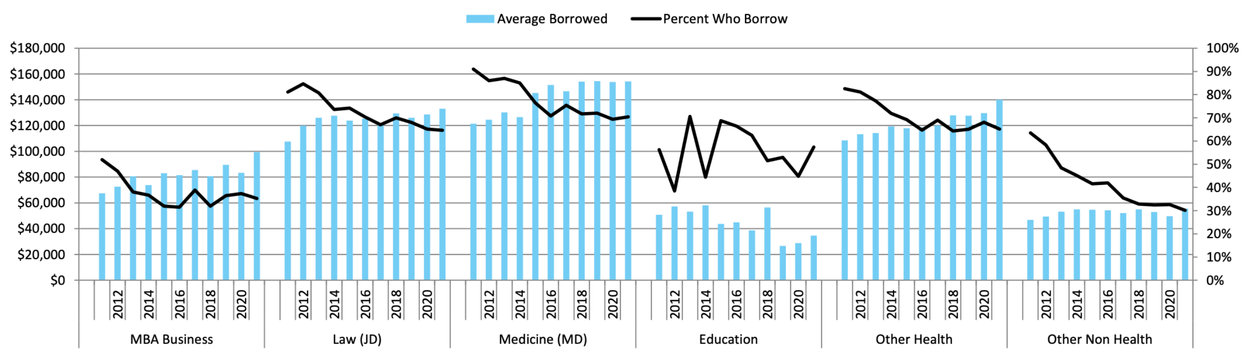


	2014	2015	2016	2017	2018	2019	2020	2021
Loans	$25,761	$24,726	$24,762	$23,447	$22,241	$21,635	$21,214	$19,814
Work Study	$98	$104	$109	$116	$94	$86	$88	$86
Teaching Assistantships	$2,687	$2,805	$2,875	$2,928	$2,927	$3,169	$2,802	$3,292
Research Assistantships	$1,123	$1,163	$1,352	$1,344	$1,411	$1,505	$1,597	$1,574
Fellowships	$14,982	$15,752	$16,325	$16,435	$16,308	$17,246	$17,510	$17,543
Total	$44,651	$44,550	$45,422	$44,270	$42,982	$43,641	$43,211	$42,310

- Loans (shown in pink above) are by far the most significant source of funding for students in the University's professional degree programs. However, borrowing among these students has decreased since 2014–15, in constant dollars.
- By contrast, fellowship funding (shown in dark blue) has increased over this time period. The increase is attributable to the University's practice of augmenting its institutional aid programs in response to any increase in systemwide tuition or fees or in the professional degree supplemental tuition.
- While teaching and research assistantships play major roles in funding academic doctoral students, they provide relatively little support to students in professional degree programs.

Figure 2-8

Cumulative Borrowing at Graduation Over Time, Professional Degree Program Graduates[14]



- Levels of student borrowing differ substantially by professional degree program. Average debt at graduation (shown by the light blue columns above) and the percentage of students with debt (shown by the black lines) are generally highest for programs with higher Professional Degree Supplemental Tuition charges (e.g., law) and/or programs that take longer to complete (e.g., medicine).

- Several mitigating factors help graduates of the University's professional degree programs to manage their debt repayment obligations:

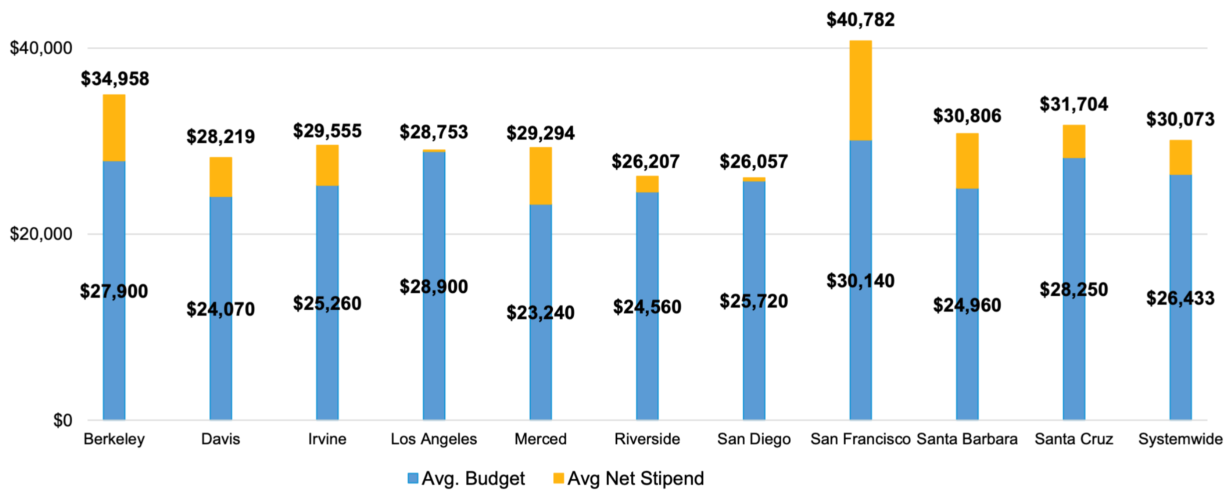
  - Short- and long-term potential earnings upon graduation: Graduates from professional degree programs in business, law, medicine, and several other disciplines can anticipate substantial earnings upon graduation, which greatly facilitates debt repayment.

  - Flexible loan repayment plans: Federal student loans offer a variety of repayment plans that can improve the manageability of graduates' monthly loan payments, including a newly enhanced Income Based Repayment plan (IBR), which is designed to make loan repayments easier for students who take jobs with lower salaries.

  - Loan repayment assistance programs (LRAPs): LRAPs enable students to pursue public-interest careers by helping them to repay their loans. For example, graduates of UC's medical and health science professional schools may apply to LRAP programs funded by federal, State, and local agencies that support health professionals who choose to work in rural or medically underserved communities. UC law schools and the Haas School of Business at Berkeley also offer LRAPs for graduates who enter careers in nonprofit or public service.

[14] Figure 2-8 is updated annually to include programs that begin charging Professional Degree Supplemental Tuition in that year.

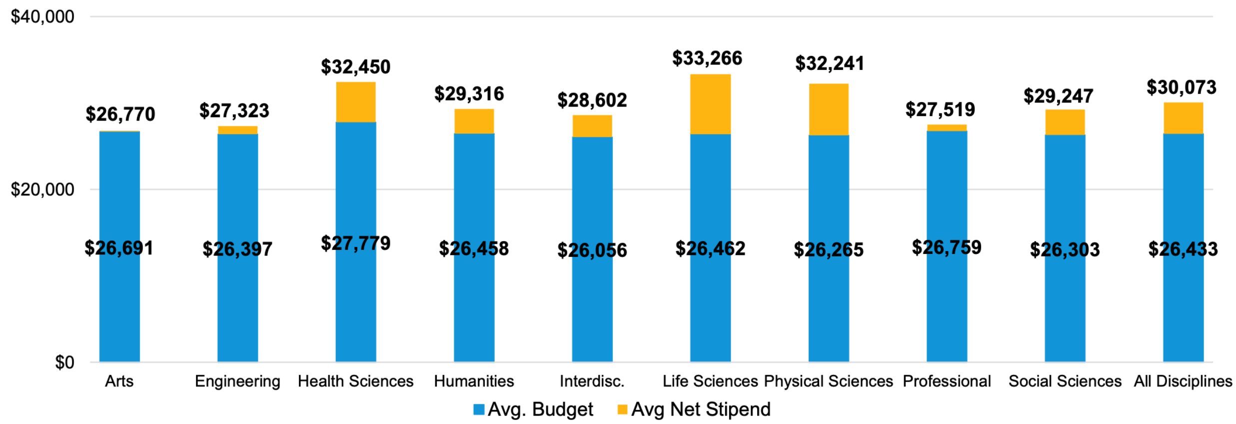
Figure 2-9
Comparing Net Stipend to Estimated Cost of Attendance for Academic Doctoral Students, by Campus, 2021–22



- Although the framework for graduate student support is one of competition rather than affordability, there has been an increased interest in addressing the basic needs insecurity of UC's graduate students.
- The chart above offers a new way to assess the affordability of graduate academic doctoral stipends by comparing it to estimated living expenses across UC campuses.
- In 2021–22, the systemwide average net stipend was higher than the average estimated educational costs at every campus using data from a 2022 Graduate Cost of Attendance survey, adjusted for inflation. However, the results vary by campus.
- The largest difference between the average net stipend and average budget is at San Francisco ($10,600) followed by Berkeley ($7,100), much higher than the systemwide difference of about $3,600.
- Additional review will be conducted to assess the utility of this metric.

Figure 2-10

Comparing Net Stipend to Cost of Attendance of Academic Doctoral Students by Discipline, 2021–22



- This chart above shows applies the same metric—graduate academic doctoral stipends compared with estimated student budget—by academic discipline. Although the average net stipends are higher than average budgets across disciplines, the results vary by discipline.
- In 2021–22, the largest difference between the average net stipend and average budget is for Life Sciences ($6,800), followed by Physical Sciences ($6,000) and Health Sciences ($4,700), slightly higher than the difference of about $3,600 across all disciplines.
- The gap between average net stipend and average budget for three disciplines, Arts ($100), Professional ($800), and Engineering ($900), was below the systemwide gap of $3,600. For Social Sciences, the difference between the average net stipend and average budget is closer to the difference across all disciplines.

New Developments for 2022–23 and 2023–24

- In December of 2022, graduate student researchers and academic student employees at the University of California agreed to terms of a new contract that will impact their compensation, fee remissions, and benefits. UC has restructured and enhanced its graduate student employment compensation to better align with similarly placed institutions of higher education. These enhancements reflect not only the important role that these student employees play, but also the University's dedication to support its graduate students as they obtain their master's and doctoral degrees.
- The University will increase tuition and fees for graduate students for five years starting in 2022–23 by the consumer price index. The increases will come with return-to-aid as outlined in the Regents Tuition Stability Plan passed in July of 2021.
- In spring of 2022, the Office of the President surveyed graduate students for the second time about their estimated total cost of attendance. This survey helps UC campuses administer federal financial aid to graduate students and can form the basis for future assessments of the adequacy of financial offers. The Office of the President will continue to explore how adequately the net stipends for graduate students cover the costs that they face and will track their food and housing insecurity over time.
- In spring of 2023, the Office of the President will survey admitted academic doctoral students for fall of 2023 to assess the competitiveness of the financial support offered by the University of California. The survey provides insight into the financial aid offers made by UC campuses and their top competitor institutions, the degree to which students choose to attend UC over other institutions, and the factors that influence their decisions.
- In 2022 UC launched its Native American Opportunity Plan which ensures that in-state systemwide tuition and student services fees are fully covered for California students who are also enrolled in federally recognized Native American, American Indian, and Alaska Native tribes.

SECTION 3
UNDOCUMENTED UNDERGRADUATE STUDENTS

The California Dream Act passed ten years ago and allowed undocumented students who qualify for a non-resident exemption under Assembly Bill 540 (AB 540), Senate Bill 2000 (SB 2000), and Senate Bill 68 (SB 68) to receive certain types of institutional and state financial aid.[15] This special section of the *Annual Report* examines trends over the decade.

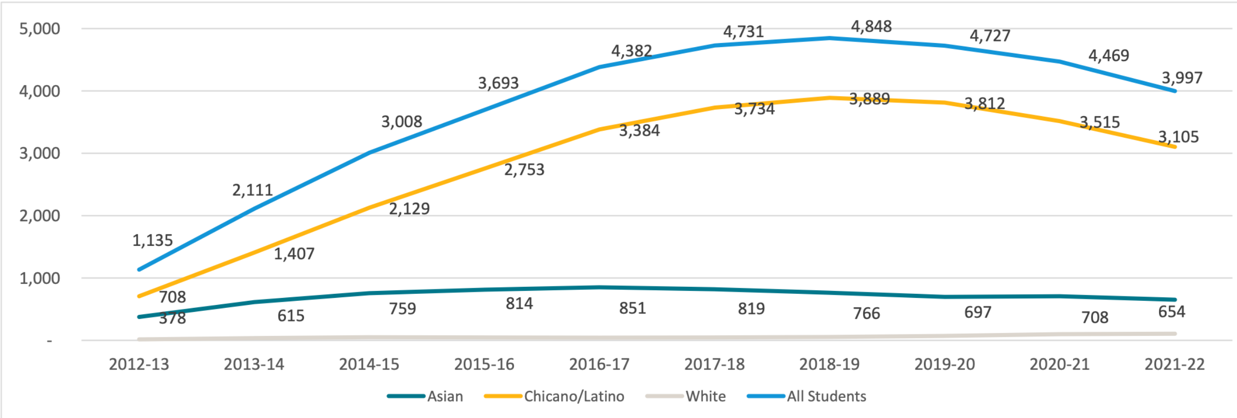
The following tables present the ethnicity of, and types of aid received by, undocumented students who qualify under the California Dream Act for financial aid. This data will underestimate the number of undocumented students at our campuses, as there may be students who attend and do not seek financial assistance via the California Dream Act Application (CADAA).

- Since the California Dream Act, the University has seen an increase in the enrollment of undocumented students who file a CADAA for financial aid. *See Figure 3.1.*
- Since 2018–19, the number of undocumented students with a CADAA has declined, possibly due to 1) the COVID-19 pandemic, 2) the political environment and potential repeal of the Deferred Action for Childhood Arrivals (DACA), and 3) increased competition from other colleges and universities.
- From an affordability standpoint, undocumented students who qualify under the Dream Act receive financial aid that makes their net cost comparable to other students with the same financial background. This is done by using UC grant to backfill for missing federal grants, e.g., Pell. *See Figure 3-2.*
- However, the ability for undocumented students to meet their self-help has two challenges:
  - Only students with DACA have work authorization, which makes satisfying the work component difficult.
  - The Dream Loan program caps the amount that students can borrow at $4,000 per year, which is less than the annual maximum for federal student loans available to documented students.

UC has undocumented graduate students as well, but data on who these students are and how they finance their education is more difficult to analyze. They do not typically need to file a CADAA, so identifying them is a challenge.

[15]Source: CSAC file, accessed Jan 12, 2022

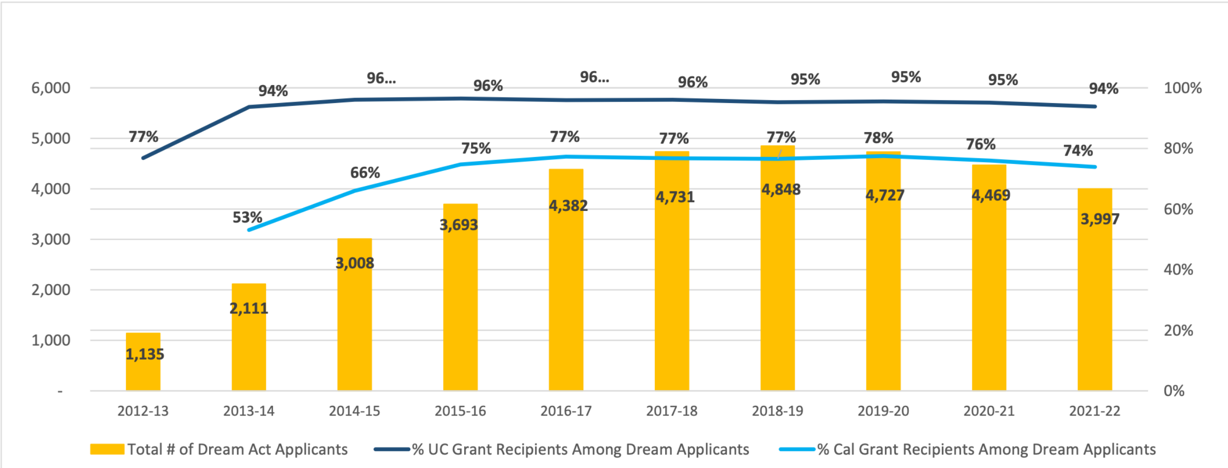
Figure 3-1
Undergraduate Undocumented Students by Ethnicity, 2012–13 to 2021–22[16]



- Chicano/Latino students comprise the largest share of undocumented students (about 80 percent), followed by Asians (about 16 percent), with other groups including African Americans and whites (about 5 percent).
- In 2012–13, when the Dream Act took effect, Asians accounted for 33 percent and Chicano/Latino students accounted for 62 percent of the total share. However, the share of Asian students among total undocumented students has declined over the years. The share of Chicano/Latinos students among the undocumented student population has increased over this period, accounting for about 80 percent in recent years.
- The total population of undocumented increased steadily until 2018–19 to 4,848. It declined in 2019–20 (4,727), 2020–21 (4,469), and 2021-22 (3,997), possibly due to a decline of need-based students applying and enrolling owing to increased competition and potential pandemic effects. UC will continue to monitor these numbers.

[16] The number of African American, white, and unknown ethnicities are between 50 and 100 in the past three years, accounting for about 5 percent of the total undergraduate undocumented student population.

Figure 3-2
Trend in UC Grant and Cal Grant Recipients Among Undergraduate Undocumented Students, 2012–13 to 2021–22



- Most UC undocumented students with substantial financial need have been funded by UC Grants to access and afford a UC education since the effective date of the California Dream Act in 2012.
- In 2012–13, 77 percent of all undocumented students received UC Grants, and the share of students with UC Grants has increased since then. In the past five years, the share of undocumented students with UC Grants has remained between 94 to 96 percent.
- Undocumented students started receiving Cal Grants from 2013–14, and the share of these students with Cal Grants has increased gradually over the years. In 2013–14, the share of undocumented students with Cal Grants was 53 percent, increasing to 75 percent in 2015–16. In the past five years, the share with Cal Grants has remained between 76 and 78 percent.

SECTION 4
COVID IMPACTS AND RESPONSE

The 2020 COVID pandemic disrupted the University's educational experience, with nearly all courses delivered remotely. The pandemic also had several impacts on students and parents and on how they paid for college costs. Students who were living in on-campus housing generally moved home to live with their families or into off-campus housing. Because living off campus and at home with their families is less expensive, the aggregate financial need for students was reduced. This decrease in aggregate need extended into 2020–21, reducing average UC and state gift aid. As students moved to their campuses, the aggregate need increased in 2021–22 compared to 2020–21, increasing average UC and State gift aid. *See Figure 1-6 and 1-8 above.*

- UC students benefited from federal, State, and University emergency grants during the pandemic. Figure 4.1 shows the grants awarded to UC students from 2019–20 through 2021–22.

- The pandemic also resulted in reduced campus employment, particularly on-campus employment for undergraduates in 2020–21. *See Figure 4.2*.

Figure 4-1

Federal, Institutional, and State COVID Emergency Grants Awarded to UC Undergraduate and Graduate Students, 2019–20 to 2021–22[17]

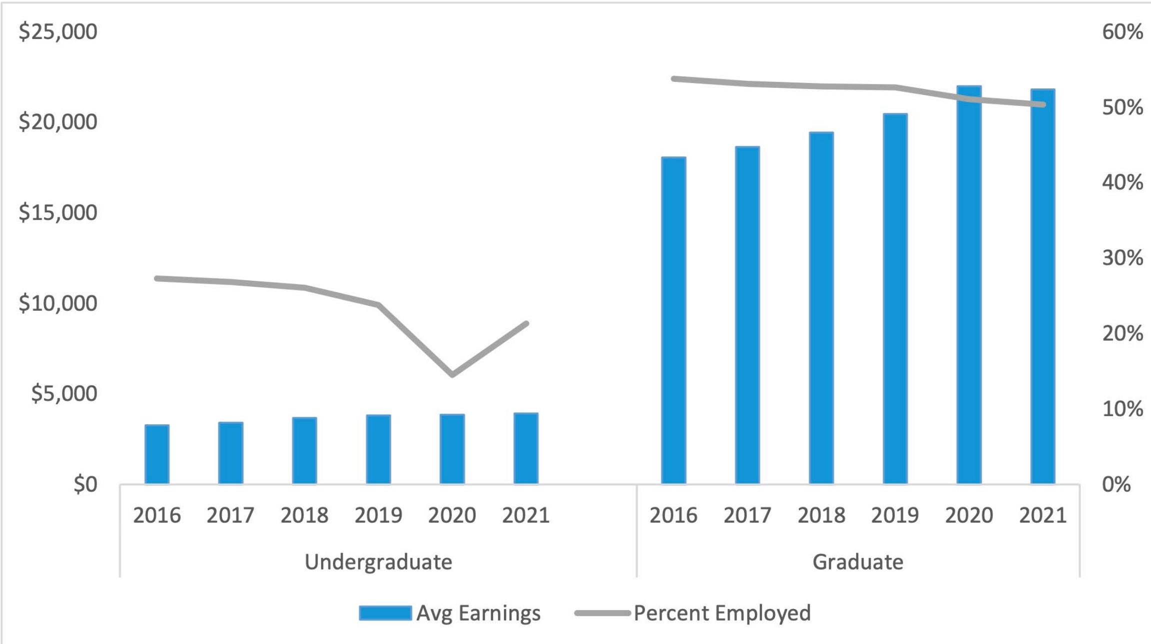
		Undergraduate Students			Graduate Students			Total Students		
Award Name		2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
CARES - HEERF I	Dollars	$ 96.1 M	$ 16.9 M	$ 0.0 M	$ 16.5 M	$ 2.5 M	$ 1.0 M	$ 112.6 M	$ 19.5 M	$ 1.0 M
	Awardees	113,586	25,871	40	21,370	3,001	247	134,956	28,872	287
	Average	$846	$654	$895	$772	$847	$3,861	$834	$674	$3,447
	Percent	49%	11%	0%	35%	5%	0%	46%	9%	0%
CRRSSAA - HEERF II	Dollars		$ 105.1 M	$ 2.2 M		$ 20.1 M	$ 1.3 M		$ 125.2 M	$ 3.4 M
	Awardees		107,550	1,787		20,255	1,054		127,805	2,841
	Average		$977	$1,212		$995	$1,216		$980	$1,213
	Percent		46%	1%		33%	2%		43%	1%
ARP - HEERF III	Dollars		$ 0.0 M	$ 265.1 M			$ 58.7 M		$ 0.0 M	$ 323.8 M
	Awardees		28	124,681			25,544		28	150,225
	Average		$1,035	$2,126			$2,299		$1,035	$2,156
	Percent		0%	53%			39%		0%	50%
UC Equivalent	Dollars	$ 5.6 M	$ 4.1 M	$ 1.7 M	$ 1.9 M	$ 1.0 M	$ 0.1 M	$ 7.5 M	$ 5.1 M	$ 1.8 M
	Awardees	5,858	3,462	734	2,809	1,254	59	8,667	4,716	793
	Average	$956	$1,184	$2,326	$680	$812	$1,770	$866	$1,085	$2,285
	Percent	3%	1%	0%	5%	2%	0%	3%	2%	0%
CA Emergency Aid	Dollars		$ 1.0 M	$ 11.5 M		$ 0.0 M	$ 0.0 M		$ 1.0 M	$ 11.5 M
	Awardees		3,649	23,533		96	1		3,745	23,534
	Average		$265	$491		$273	$1,000		$265	$491
	Percent		2%	10%		0%	0%		1%	8%
Total	Dollars	$ 101.7 M	$ 127.1 M	$ 280.5 M	$ 18.4 M	$ 23.7 M	$ 61.1 M	$ 120.1 M	$ 150.8 M	$ 341.6 M
	Awardees	119,384	118,023	125,838	26,613	22,497	26,671	145,997	140,520	152,509
	Average	$852	$1,077	$2,229	$692	$1,055	$2,290	$822	$1,073	$2,240
	Percent	53%	49%	53%	43%	35%	40%	51%	46%	50%

- In 2021–22, emergency aid totaled about $342 million, of which $324 million was awarded as federal Higher Education Emergency Relieve Funds (HEERFIII), accounting for nearly all COVID funds.
- In 2019–20, 51 percent of all UC students received COVID relief funding from either State, federal, or institutional sources, with an average of about $820 per recipient. In 2020–21, 46 percent of all UC students received some type of COVID relief funds, with an average of about $1,070 per recipient. In 2021–22, 50 percent of all students received some COVID relief award, with an average of $2,240 for recipient.

[17] 2020–21 CARES and UC Equivalent Relief Grant and recipient count are based on all-year figures, as most of these grants were awarded summer 2020–21. All other COVID Emergency Grant figures in 2019–20, 2020–21, and 2021–22 are based on academic year figures.

Figure 4-2

University Employment for Graduate and Undergraduate Students, 2016–17 to 2021–22



- From 2016-17 to 2018–19, employment by the University was steady both for undergraduate and graduate students, and average earnings increased every year.
- The percent of graduate students employed and their average earnings remained relatively stable, even during the pandemic. This is likely because their primary employment in research, teaching, and readership appointments could be conducted even in the remote learning environment.
- However, in 2019–20, there was a slight decline in percent employed among undergraduates (26 percent to 24 percent). This can be attributed to the onset of the COVID-19 pandemic in Spring 2020, when some students may have stopped working on campus as they started living at home.
- Undergraduate employment dropped to 14 percent in 2020–21 due to the COVID-19 pandemic, when a larger share of students lived at home and were unable to work on campus. For those who worked in 2020–21, the average earning was higher ($3,836) than in 2019–20 ($3,800). Average earnings in 2021–22 were $3,906. Although undergraduate employment increased in 2021–22 to 21 percent, it still did not return to pre-pandemic levels.

Additional Resources

The University of California provides additional resources on student financial support and outcomes from the Graduate, Undergraduate and Equity Affairs and Institutional Research and Academic Planning departments.

- 2022 UC Accountability report
- Student Financial Aid Tables on the Info Center
- Net Cost page on the Info Center
- 2020 Graduate Student Support Survey report
- 2019 Undergraduate Cost of Attendance Survey report
- 2022 Graduate Cost of Attendance Survey report
- Typical Housing Costs Near UC campuses
- 2021–22 Undergraduate Student Budget