

UNIVERSITY OF CALIFORNIA

OFFICE OF THE PRESIDENT



INSTITUTIONAL FINANCIAL AID
PROGRAMS

*Report to the Legislature
Pursuant to Education Code Section 66021.1*

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OVERVIEW

Language in Section 66021.1 of the California Education Code directs the California State University and requests the University of California to report annually to the Legislature on their respective institutional financial aid programs. In the 2018 Budget Act (Assembly Bill 1809), these reporting requirements and the timeline for completing the report changed. As a result, this Institutional Financial Aid Programs report differs from those in prior years:

- The report focuses on undergraduate financial aid programs (see Section (a)(1) below).
- The report deadline is March 31. Therefore, it is no longer a preliminary report.
- New figures have been added to comply with new reporting requirements. See Figures 4-15 and Appendix A.

Additional information on financial aid expenditures, trends, and outcomes for undergraduate students, as well as information on graduate student financial support, will continue to be reported to the UC Board of Regents in the *Annual Report on Student Financial Support*. The latest can be found here: <https://www.ucop.edu/enrollment-services/data-and-reporting/reports-to-the-regents-on-student-financial-support/index.html>.

Additional information about the University's financial aid programs, affordability, and social mobility may be found at the following locations:

- The University's *Budget for Current Operations*, which can be found at ucop.edu/operating-budget/budgets-and-reports/current-operations-budgets/index.html,
- The UC Accountability Report, which is available at accountability.universityofcalifornia.edu, and
- The UC Information Center, which is available at universityofcalifornia.edu/infocenter.

The University presents this report in response to the request for a report on its institutional financial aid programs. That request reads as follows:

Statutory Language AB 1809, Chapter 23, Statutes of 2018 amends Section 66021.1 of the Education Code to read:

- (a) For purposes of this section, the following terms shall have the following meanings:
- (1) "Institutional financial aid" means all institutional grant aid, including institutional student need-based and merit-based aid.

- (2) “Students” means California residents who are undergraduate students at the University of California or the California State University.
- (b) The California State University shall, and the University of California is requested to, report annually to the Legislature on their respective institutional financial aid programs. The California State University shall, and the University of California is requested, to provide reports on or before March 31 of each year.
- (c) The reports shall include all of the following:
- (1) A description of the goals, terms, and policies of each of the university’s institutional aid programs, including eligibility criteria, allocation of financial aid awards, fee waivers, and other relevant information.
 - (2) A description and explanation of any changes the university has made to any of these policies since the prior year, and any changes the university intends to make for the next academic year.
 - (3) The total amount the university expended on institutional aid for students, for the two prior academic years, the current year, and a projection for the next year, and the average and 90th percentile undergraduate institutional aid award amount provided per recipient for the prior two academic years and the current academic year.
 - (4) By parental income level or expected family contribution deciles, both of the following information for the prior academic year:
 - (A) Net price, which shall be the balance of the total cost of attendance minus all grant aid.
 - (B) The percentage of students receiving institutional aid and the average dollar amount of that institutional aid.
 - (5) For the prior academic year, the current academic year, and the budget year, an analysis identifying the estimated number of undergraduates with financial need; their aggregate cost of attendance and aggregate expected federal parent contribution; the aggregate amount of financial aid, including federal gift aid, State gift aid, institutional need-based aid, institutional merit-based aid, other institutional gift aid, and private gift aid, received by these students; the aggregate remaining amount to be met by work, borrowing, or other means; and an explanation of the estimated change in aggregate student need in the budget year resulting from changes in the cost of attendance, and other factors, including any fee increases proposed by the university in its fall budget proposal. The explanation shall include an estimate of the extent to which cost increases will be offset by federal, State, and institutional financial aid programs. The explanation shall also include an explanation of how year-to-year non-tuition cost increases were calculated.
 - (6) The typical financial aid package for a typical dependent undergraduate student with a parent income of twenty thousand dollars (\$20,000), forty thousand dollars (\$40,000), sixty thousand dollars (\$60,000), eighty thousand dollars (\$80,000), and one hundred thousand dollars (\$100,000).
 - (7) An aggregate summary of financial aid awarded to students, including scholarships, grants, waivers, loans, and work-study awards from federal, State, institutional, and private sources for the prior academic year.
 - (8) Indicators of the effectiveness of the university’s aid programs in achieving the university’s stated goals related to financial aid.

(9) Information on students who submit a Free Application for Federal Student Aid, or Dream Act Application, but do not receive a Cal Grant or institutional financial aid for the prior academic year. This information shall be disaggregated by race, ethnicity, expected family contribution deciles, and dependency status.

(10) The California State University shall include information on the number of students who are eligible for a grant pursuant to the State University Grant Program but do not receive it or receive a partial award for the prior academic year. This information shall be disaggregated by race, ethnicity, and campus of attendance.

(11) The University of California is requested to include information on the average undergraduate student financial self-help level. This information shall be disaggregated by race, ethnicity, and campus of attendance.

(d) To the extent the university provides the information requested in subdivision (c) in reports to its governing board or in other university publications, those reports or publications may be submitted to the Legislature to satisfy this request.

(Amended by Stats. 2018, Ch. 33, Sec. 6. (AB 1809) Effective June 27, 2018.

URL:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1809

I. INSTITUTIONAL AID FOR UNDERGRADUATE STUDENTS

The University of California’s undergraduate financial assistance programs are designed to make the University financially accessible to all eligible students. To achieve this goal, the University’s Undergraduate Financial Aid Policy, adopted by the Regents in 1994, calls upon the University to make the *full cost of attending the university* – known as the total cost of attendance or the student budget – manageable for eligible students and their families, irrespective of their family resources.

Managing the Cost of Attendance: The Education Financing Model

The University’s approach to student financing is built around an integrated conceptual framework that is used to:

- Guide its work in helping students and their parents manage the cost of an undergraduate education,
- Define its role in funding the University’s undergraduate student financial support programs, and
- Determine how much undergraduate financial aid to allocate to each campus.

This framework, known as the Education Financing Model (EFM), is based on the following set of principles:

- The total cost of attendance (resident student tuition and fees, books and supplies, living and personal expenses, and transportation) – also known as the student expense budget – represents the context for the EFM;
- A partnership among students, parents, federal and State governments, and the University is required for the successful implementation of the EFM;
- All students should expect to make a similar self-help contribution from loan and work toward their cost of attendance, without regard to family income or resources; and
- Flexibility is needed for students in deciding how to meet their expected contribution and for campuses in implementing the EFM to serve their particular student bodies.

The EFM is built upon a simple framework. In narrative terms, under the framework, the student expense budget minus (1) a reasonable parent contribution calculated according to federal

standards, (2) anticipated grant aid from State and federal sources, and (3) a manageable student self-help contribution from loan and/or work, equals the amount of University grant aid needed.

Understanding how the University's undergraduate institutional aid program is administered requires a general understanding of each of the elements of the framework. These elements are explained below.

- **Student Expense Budget:** The student expense budget represents an estimate of a student's total costs while attending college. This budget accounts for expenses such as student tuition and fees, books and supplies, room and board, transportation, and personal expenses, and reflects differing expenses associated with different campuses and different living arrangements.
- **Parent Contribution:** The expected contribution from parents is calculated in accordance with the federal needs analysis methodology.
- **Federal and State Grant Aid:** Federal and State grant aid is extremely important to UC students. Grant aid is what reduces the need for students to work and borrow to cover their educational costs, and together, federal and State grants account for over 60 percent of the grants received by UC undergraduates.
- **Manageable Student Self-Help Contribution from Work and Borrowing:** While University financial aid recipients are expected to contribute to their expenses, the goal of the EFM is to keep the hours worked and student debt levels within a manageable range, and to keep the total student contribution consistent across income levels.
- **University Grant Aid:** University grant assistance is awarded to students whose full cost of attendance is not covered through sources listed above. Without the University grant to cover remaining expenses, some students would be left facing the need to work or borrow at higher levels. This would be inconsistent with the principle calling for equity in expectations.

***The Conceptual Framework of the
Education Financing Model***

Student Expense budget (total cost of attendance):

Less Reasonable Contribution from Parents

Less Federal and State Grant Aid

Less Manageable Student Self-Help
Contribution from Work and Borrowing

Equals University Grant Aid Needed

Undergraduate Institutional Aid Programs

The University's undergraduate institutional aid programs can be grouped into four categories:

- **Need-based grants.** Need-based UC grants represent the most significant source of institutional aid for UC undergraduates. The primary goal of UC need-based grants is to provide financial access to students according to the terms of the Education Financing EFM as described above. The specific awarding criteria vary slightly across campuses, consistent with the flexibility provided to campuses under the EFM. In addition, since 2009-10, the University has awarded need-based grants as needed to ensure that low-income students who qualify for the Blue and Gold Opportunity Plan – currently those students with parent incomes of up to \$80,000 and financial aid eligibility – receive gift aid from UC, federal, State, and/or outside agency grants and sources that is at least equal to their mandatory systemwide fees, not to exceed the student's financial need. In order to achieve these two goals, funding for UC grants is allocated to campuses in a manner that attempts to provide students with a common baseline level of financial accessibility (i.e., the same student self-help expectation) at every campus and to ensure that each campus has sufficient funds to meet the University's commitment reflected in the Blue and Gold. Allocations take into account campus differences in local costs (on- and off-campus housing, campus-based fees, books and supplies, health insurance, etc.) and student resources (parental resources and grants and scholarships from all sources).

Undergraduate need-based grants are funded primarily from the University Student Aid Program (USAP) budget, which is augmented each year due to the University's practice of setting aside a portion of new tuition and fee revenue for need-based aid. Like all USAP-funded programs, UC grants must be awarded in accordance with USAP Administrative Guidelines (available at [www. https://www.ucop.edu/enrollment-services/policies/universitywide-program-policies-and-guidelines/usap.pdf](https://www.ucop.edu/enrollment-services/policies/universitywide-program-policies-and-guidelines/usap.pdf)).

- **Scholarships.** UC scholarships are typically based on criteria such as academic achievement or athletic ability. Eligibility for certain scholarships may be limited to financially needy students, but scholarships are generally available to students at any income level who demonstrate particular merit as defined by the terms of the scholarships.

Most UC scholarships are funded from private gifts and endowments and are restricted to students at a particular campus, consistent with donors' wishes. Selection criteria vary according to local campus objectives and donors' wishes.

- **Tuition Exemptions and Waivers.** Certain UC students are exempt from paying in-state tuition and fees and/or nonresident supplemental tuition under a variety of exemption programs, or are eligible for waivers that cover these charges. In most cases, the policies implementing these exemptions and waivers were approved by the Regents in order to align UC policy with statutory exemptions created by the Legislature for students at the California State University and the California Community Colleges. The two largest programs are:

Cal Vet Fee Exemptions. Eligible dependents of deceased or disabled veterans are exempt from paying in-state tuition and fees.

AB 540 Nonresident Tuition Exemptions. Students (other than non-immigrant aliens) who graduated from a California high school (or the equivalent) and either 1) attended a California high school for three years or 2) earned the equivalent of three years of high school credit at a California high school and attended three years at some combination of California elementary or secondary schools are exempt from paying nonresident tuition.

Effective January 1, 2018, eligibility for an AB 540 tuition exemption expanded to include students who meet both 1) time and coursework requirements and 2) degree or unit requirements as described below.

Time and Coursework Requirements:

Either:

- a. Three full-time years attendance or attainment of equivalent credits at any of the following:
 - a. California high school
 - b. California adult school
 - c. California community college (limited to two years in credit-bearing courses)

OR

- b. Three years of high school coursework and three years of total attendance in a California elementary school, California secondary school, or any combination of the two

Degree or Unit Requirements

Meet one of the following three requirements

- a. Graduation from a California high school (or attainment of the equivalent)
- b. Attainment of an associate's degree from a California Community College
- c. Fulfillment of minimum transfer requirement from a CCC to UC or CSU

- **Loan and Work-Study Programs.** UC campuses administer a small number of UC-funded loans (including the Dream Loan Program, described below) and work-study programs. While these programs fill specific niches for certain students (e.g., students who do not meet all of the Federal eligibility requirements for Title IV loan and work-study programs), they represent a tiny fraction of UC undergraduates' overall borrowing and employment earnings.

Recent and Anticipated Changes to Institutional Aid Policy

Regental Discussions of Institutional Aid Policy Reform

In a series of discussions, the UC Board of Regents has explored [potential reforms](#) to the Education Financing Model. Two potential changes that have gained the most support include modifying the self-help portion by eliminating the loan expectation and/or creating a tiered approach based on family income.

COVID and Emergency Aid

The 2020 COVID pandemic disrupted the University's education delivery, moving nearly all courses online. The pandemic also had several impacts on students and parents, including how they paid for college costs.

- Students who were living in on-campus housing were largely forced to move home with their families or into off-campus housing. Because living off-campus and, particularly, with their families, is less expensive, the aggregate financial need for students was reduced. This reduction in aggregate need extended into 2020-21.
- The federal Coronavirus Aid, Relief, and Economic Security (CARES) Act provided \$12.6B directly to colleges and universities using an enrollment-based formula that favors institutions that enroll higher numbers of Pell Grant recipients. Half of the funding was intended for emergency grants to students. Across UC campuses, \$130M was made available through CARES for student support, 86 percent of which was deployed in Spring 2020, providing an average of \$834 to 134,381 recipients. The rest of the CARES funding was spent in the following academic year.
- UC supplemented CARES emergency grants with \$5M to provide equivalent support for undocumented students, both from institutional funds and from basic needs funding received from the State. This provided an average award of \$1,139 to 4,457 students.
- The federal government extended flexibility for colleges and universities to pay Federal Work Study earnings to students who were no longer able to work as a result of campus closures and returning to distant homes.

II. EXPENDITURES AND PROJECTIONS

Figure 1 below shows information regarding total expenditures and awards for each category of institutional aid award described above. Figures 1 and 2 exclude emergency grant expenditures, which were intended to provide support above and beyond the total cost of attendance.

Figure 1: Undergraduate Institutional Aid Expenditures, 2018-19 to 2021-22				
	2018-19 (actual)	2019-20 (actual)	2020-21 (estimated)	2021-22 (estimated)
Gift Aid				
Grants				
Total amount	\$797.2 M	\$799.2 M	\$810.5 M	\$811.0 M
Average award	\$7,863	\$7,793	\$7,845	\$7,845
90 th %	\$16,253	\$16,205	\$16,257	\$16,257
Scholarships				
Total amount	\$163.1 M	\$178.1 M	\$181.1 M	\$185.5 M
Average award	\$6,158	\$5,836	\$5,891	\$6,032
90 th %	\$13,500	\$12,845	\$12,901	\$13,041
Subtotal—all Gift Aid				
Total amount	\$960.4 M	\$977.3 M	\$991.6 M	\$996.6 M
Average award	\$8,500	\$8,442	\$8,503	\$8,540
90 th %	\$17,102	\$17,131	\$17,192	\$17,229
Exemptions & Waivers				
Cal Vet (Fees)				
Total amount	\$40.3 M	\$42.0 M	\$42.3 M	\$42.3 M
Average award	\$12,570	\$12,570	\$12,570	\$12,570
90 th %	\$12,570	\$12,570	\$12,570	\$12,570
AB 540 (NR Tuition)				
Total amount	\$169.0 M	\$172.1 M	\$173.3 M	\$173.4 M
Average award	\$28,992	\$29,754	\$29,754	\$29,754
90 th %	\$28,992	\$29,754	\$29,754	\$29,754
Other				
Total amount	\$16.9 M	\$12.6 M	\$12.9 M	\$13.2 M
Average award	\$5,122	\$4,703	\$4,748	\$4,861
90 th %	\$28,992	\$29,754	\$29,754	\$29,754
Loans and Work-Study				
Loans				
DREAM Loan*	\$3.6 M	\$5.3 M	\$5.3 M	\$5.3 M
Total amount	\$13.9 M	\$15.1 M	\$15.4 M	\$15.8 M
Average award	\$1,549	\$1,618	\$1,634	\$1,673
90 th %	\$2,499	\$2,000	\$3,000	\$3,000
Work-Study				
Total amount	\$8.4 M	\$7.8 M	\$7.9 M	\$8.1 M
Average award	\$2,304	\$2,094	\$2,114	\$2,164
90 th %	\$4,000	\$4,000	\$4,000	\$4,000

*DREAM Loan is funded through a 1:1 match of State and institutional funding.

Trends in Student Costs, Resources, and Need

Figure 2 below displays information about the aggregate cost of attendance, expected parental resources, gift aid, and remaining need for undergraduate need-based aid recipients in academic years 2019-20 through 2021-22. Note that this Table was revised in May. Students receiving only COVID relief funding and not traditional need-based financial aid were erroneously included in the March submission.

The total cost of attendance represents a combination of known direct charges (such as systemwide and campus-based tuition and fees and on-campus student housing) and estimated other costs (off-campus housing, textbooks, transportation, etc.) incurred by the student over the course of the academic year. To estimate these other costs, the University conducts a periodic Cost of Attendance Survey (COAS); the most recent COAS was administered in Spring 2019, and the results are available [here](#).

The COAS asks students for information about their expenditures on costs such as off-campus rent, meals (other than those covered by their meal plans), books and supplies, transportation expenses, personal expenses, and other costs. During the intervening years between surveys, budget items derived from the COAS are adjusted annually to account for inflation.

Overall, the aggregate cost of attendance for need-based aid recipients is estimated to increase by \$275.1M between 2020-21 and 2021-22, in part because the 2020-21 aggregate cost of attendance reflects reductions in student expenses due to COVID (see *COVID and Emergency Aid* above).

	2019-20 (actual)	2020-21 (estimate)	2021-22 (estimate)	2021-22 incr. (estimate)
Total # recipients of need-based aid/need	121,087	121,678	121,762	85
(a) Aggregate Total Cost of Attendance (TCOA)	\$4,363.8 M	\$4,283.3 M	\$4,575.8 M	\$292.5 M
(b) Aggregate Expected Parent Contribution	\$611.5 M	\$614.5 M	\$615.0 M	\$0.4 M
(c) Aggregate Federal gift aid	\$415.7 M	\$430.7 M	\$443.1 M	\$12.3 M
(d) Aggregate State gift aid				
Cal Grants	\$977.7 M	\$982.5 M	\$983.1 M	\$0.7 M
Middle Class Scholarships	\$24.0 M	\$32.2 M	\$32.3 M	\$0.0 M
Other State aid	\$4.0 M	\$4.0 M	\$4.0 M	\$0.0 M
(e) Aggregate UC need-based grants	\$799.2 M	\$810.5 M	\$811.0 M	\$0.5 M
(f) Aggregate UC merit-based awards	\$93.6 M	\$95.2 M	\$97.5 M	\$2.3 M
(g) Aggregate other UC gift aid (incl. exemptions)	\$185.4 M	\$186.3 M	\$186.4 M	\$0.1 M
(h) Aggregate private gift aid	\$35.5 M	\$36.4 M	\$37.3 M	\$0.9 M
(i) Aggregate remaining need to be met by work, borrowing or other means (a – [b through h])	\$1,217.2 M	\$1,090.9 M	\$1,366.0 M	\$275.1 M

* Dollar figures are in millions. Figure 2 updated from March submission. Students who had only received federal COVID relief funds and not traditional need-based financial aid were erroneously included.

Of this amount, an estimated \$0.4M is anticipated to be covered from the parent resources of new aid recipients as part of UC's planned expansion of California resident enrollment.

Funding from Cal Grants and the Middle Class Scholarship Program is expected to remain relatively flat (assumes no changes due to Cal Grant Modernization). Funding from Pell Grants is expected to increase by 3 percent due to both the enrollment increase and an estimated increase in the maximum Pell Grant.

The University's undergraduate need-based grant is funded by a long-standing practice of setting aside 33 percent of new mandatory systemwide tuition and fee revenue. With no approved tuition and fee increase for 2020-21 at this time, the only increase to UC grant is due to estimated enrollment growth.

Other sources of gift aid are expected to remain relatively flat.

Overall, the University expects undergraduate need not met by the sources described above to increase by \$275.1M in 2021-22. However, that overstates the increase over a two-year period since aggregate need was artificially low in 2020-21 due to COVID. As described in the *COVID and Emergency Relief* section above, the University expects a decline in the aggregate total cost of attendance due to students living in less expensive housing than normal, e.g., at home with their families. When student housing returns to pre-COVID patterns in 2021-22, the aggregate cost of attendance will increase. The two-year increase between 2019-20 and 2021-22 is likely to be approximately \$1,000. This is attributable to projected cost increases for various elements of the total cost of attendance, including housing, meals, and transportation, which will collectively exceed the projected increase in financial aid funds from State, federal, and institutional sources.

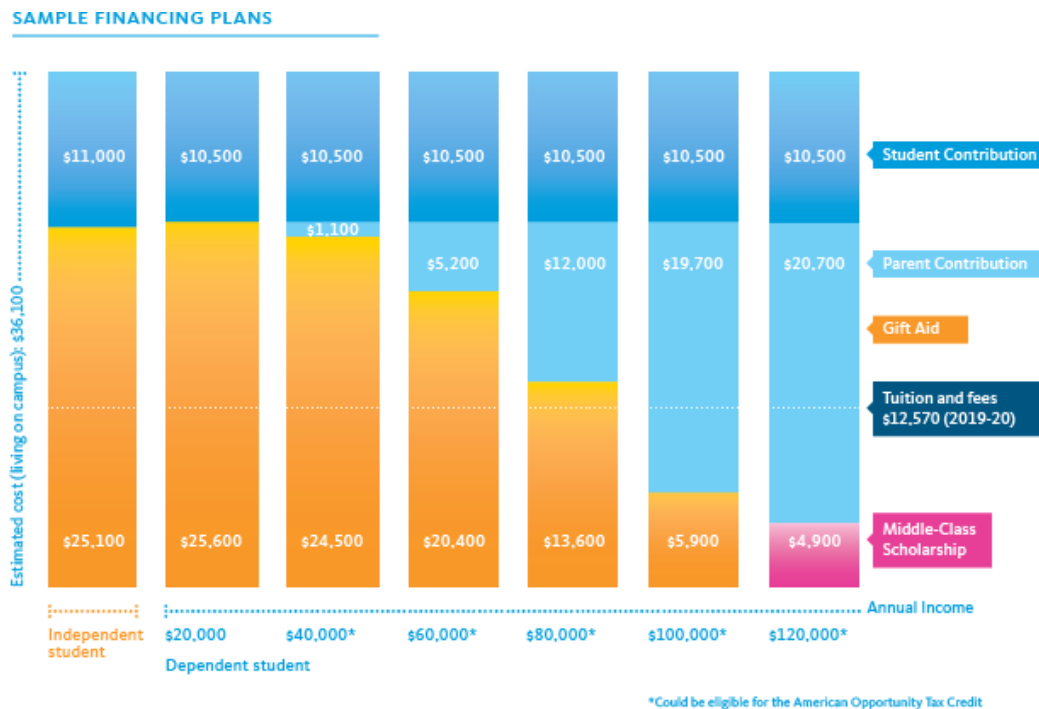
III. FINANCING A UC EDUCATION

Typical Financial Aid Packages

Figure 3 below depicts typical financial aid packages for students at different parent income levels living off-campus (the most common housing category) for 2019-20. The components of typical packages are grouped into three broad categories:

- *Self-help:* Self-help components of a student’s package include both student loans and an expected contribution from employment. UC expects all students to be capable of making the same self-help contribution from a manageable level of work and borrowing.
- *Parent contribution:* As shown below, the expected parent contribution rises quickly with income. Parents are not, however, expected to pay this amount out of current income alone. A student’s package may include a parent loan to help families cover this amount, and many families contribute from savings as well.
- *Grant assistance:* Grant assistance consists of need-based gift aid provided primarily through a combination of three sources: federal Pell Grants, Cal Grants, and UC Grants. The specific mix of grants depends on the student. UC Grants are awarded so that, in combination with all other grants, self-help is equalized across students.

Figure 3: Typical Financial Aid Packages, 2019-20

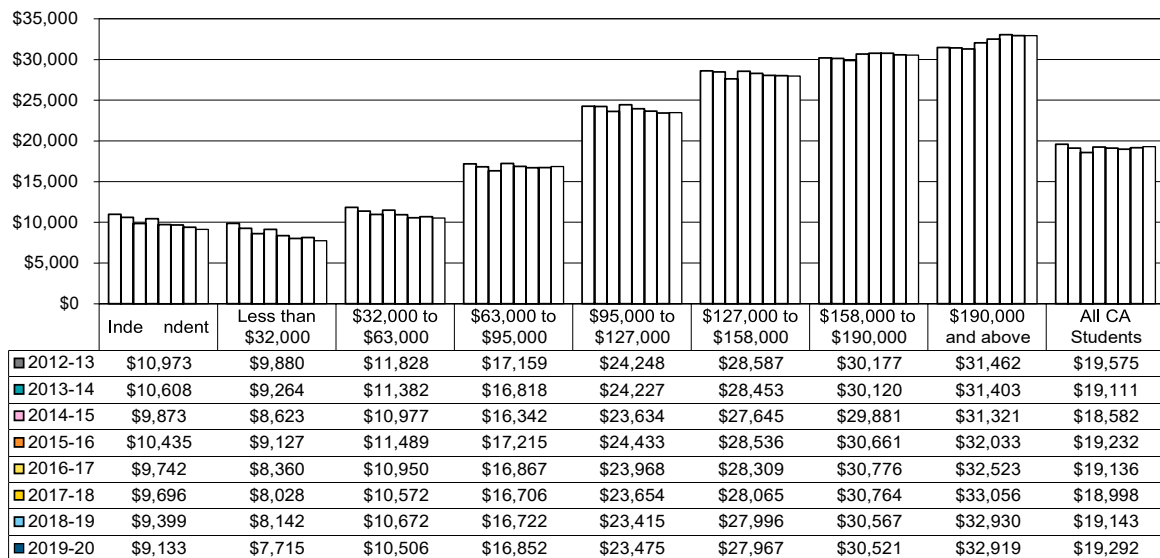


Net Cost by Parent Income

The net cost of attendance represents the share of the total cost of attendance that a student and their family are responsible for covering, i.e., the Student Self-Help and Parent Contribution in Figure 3 above. Consistent with the EFM, 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.

Figure 4 below shows the trend in net cost for UC students by family income over time. 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 substantially depending on parent income. For families in the highest income bracket, the annual net cost of a UC education grew by over \$1,450 between 2012-13 and 2019-20 in inflation-adjusted dollars. Increases in gift aid lessened the increase in net cost for low-income families. In fact, the net cost declined for independent students and for students in all but the top two income groups during this period in inflation-adjusted dollars.

Figure 4: Trends in the Net Cost by Parent Income Among CA Residents, 2019-20 Constant Dollars



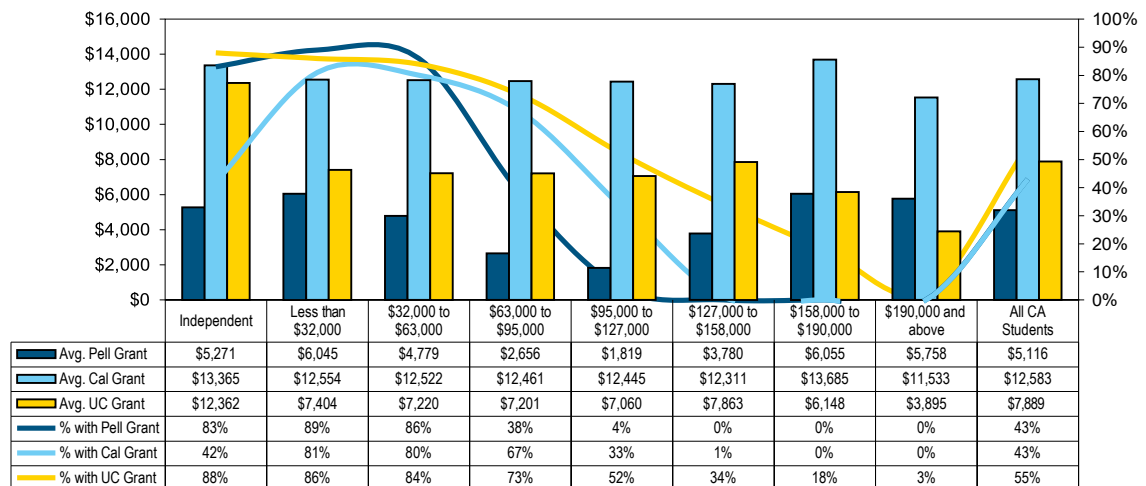
Net cost is a function of a number of elements, including the estimated total cost of attendance, parent contributions, and gift aid. The total cost of attendance does not vary much by income and the parent contribution is a function of the federal needs analysis formula. The primary tool to ensure that a UC education is affordable, then, is the use of need-based financial aid.

Figure 5 below shows the distribution of the primary federal, State, and University need-based grants by parent income. The federal Pell Grant program provides grants (up to \$6,195 in 2019-20) to low-income students. Eligibility declines rapidly with income, leading to the steep drop-off shown by the dark blue line in the figure.

Cal Grants typically cover students' systemwide fees at UC. The Cal Grant program has an income ceiling that is high enough to include many families who do not qualify for a Pell Grant. However, as the light blue line in Figure 5 shows, the likelihood that a student qualifies for a Cal Grant declines quickly once parental income exceeds about \$80,000. Cal Grant eligibility requirements favor students who enroll in college within a year of graduating from high school or who transfer from a community college before they reach the age of 27, resulting in a lower percentage of Cal Grant recipients among independent students.

A student's UC grant (the gold line and columns) fills in any remaining need after taking into account the student's total cost of attendance, parental resources, self-help expectation from work and borrowing, and other grants received. Compared to Pell Grants and Cal Grants, UC grants serve a broader range of students and are more sensitive to students' overall resources and costs (not just tuition and fees). The average UC grant is highest for independent students for two reasons: needy independent students have no parental resources to draw upon and they are less likely than other low-income students to meet the Cal Grant eligibility requirements.

Figure 5: Pell Grant, Cal Grant, & UC Grant Awards Among CA Residents, Academic Year 2019-20



Student Self-Help

As described above, the EFM assumes a consistent contribution from students to help cover their own total cost of attendance. The University's goal is to ensure that the self-help, which includes borrowing through student loan programs and part-time work, is manageable.

The self-help level in any given year is a function of the estimated total cost of attendance less the expected contribution from parents and all available gift aid. If gift aid from any source increases in a given year, all things equal, the self-help expectation will decrease. If gift aid decreases, the self-help expectation will increase. Over the long-term, UC has found that its practice of setting

aside 33 percent of all new tuition and fee revenue to fund its own institutional grant program has been enough to keep the self-help manageable.

Figure 6 below shows the average self-help level in 2019-20 by campus. The University attempts to shift resources across the system to maintain a roughly similar self-help at all of its campuses. As is apparent in Figure 6, the self-help level is generally the same, but some variation exists. This is due to a number of factors, including a lag in the EFM to respond to changes on the campus, the availability of local campus resources, and, in some cases, campus flexibility in awarding practices.

Figure 6: Self-Help Levels 2019-20¹										
	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz	System
Average Self-Help	\$10,800	\$9,900	\$11,000	\$9,900	\$10,300	\$11,400	\$8,700	\$10,500	\$10,800	\$10,400

Figure 7 below shows the self-help levels by race and ethnicity. The variation between racial/ethnic groups is due to a number of factors that correlate with race. For example, the distribution of students from different racial/ethnic groups is not uniform across the system and, as Figure 6 shows, there is some variation by campus. The University awards its financial aid without preference to gender, race, ethnicity, or national origin.

Figure 7: Self Help by Race/Ethnicity, 2019-20						
	African-American	American Indian	Asian	Chicano-Latino	Unknown	White
Average Self-Help	\$10,500	\$10,300	\$10,500	\$10,200	\$10,400	\$10,500

Applicants

Figures 8-10 below show the number of applicants for financial aid – defined as those filing a Free Application for Federal Student Aid or California Dream Act Application – and the type of aid that they received.

As Figure 8 below shows, UC received 146,761 applications for financial aid from California residents, which is 77 percent of enrolled California residents. Of these applicants, 80 percent, or 117,533, received a Cal Grant or UC gift aid. As Figure 8 shows, the vast majority of those not receiving either a Cal Grant or UC gift aid were from families with an Expected Family Contribution (EFC) above \$20,000. Two percent (874) of the lowest income families were not served by these financial aid programs; they included late applicants, students served by other

¹ The self-help levels reported in Figures 6 and 7 represent averages across all UC need-based grant recipients. For each student, the self-help level represents the total cost of attendance less parent contribution and any gift aid. The self-help level for UC San Diego was calculated adjusting the student expense budgets to include a healthcare allowance for all students, including those who waive out of the University Student Health Insurance Program, in order to make the calculation comparable to other UC campuses.

financial aid programs (e.g., large scholarship awards), or students otherwise ineligible (e.g., failed to register for the Selective Service, failed to complete other required paperwork).

Figure 9 below further examines the 29,228 students identified in Figure 8 who did not receive a Cal Grant or UC gift aid. Nearly 3,500 of these students missed the filing deadline for Cal Grants (see Figure 9).

EFC Deciles (Not Income)	CA Resident Financial Aid Applicants	CA Residents with Cal Grant or UC Gift Aid	% of Applicants by EFC Decile	CA Residents without Cal Grant or UC Gift Aid	% of Applicants by EFC Decile
\$0	44,683	43,809	98%	874	2%
\$0 to \$5,000	38,894	38,102	98%	792	2%
\$5,000 to \$10,000	15,398	14,920	97%	478	3%
\$10,000 to \$15,000	8,929	8,368	94%	561	6%
\$15,000 to \$20,000	6,567	5,514	84%	1,053	16%
\$20,000 to \$25,000	5,039	2,829	56%	2,210	44%
\$25,000 to \$30,000	4,321	976	23%	3,345	77%
\$30,000 to \$35,000	3,419	510	15%	2,909	85%
\$35,000 to \$40,000	2,815	310	11%	2,505	89%
Greater than \$40,000	16,696	2,195	13%	14,501	87%
Total	146,761	117,533	80%	29,228	20%

An additional 7,000 students qualified for the Middle Class Scholarship program (see Figure 9). Accounting for both of these populations – those who did not meet the State’s deadline for applying for financial aid and those served by the State’s Middle Class Scholarship – leaves 18,700 students, or 13 percent of California on-time applicants for aid, who did not qualify for assistance, the majority of whom had high EFCs and were therefore less financially needy.

Figure 9: Applicants for Financial Aid and Receipt of Aid, by EFC, 2019-20

EFC Deciles	CA Residents without Cal Grant or UC Gift Aid	Late Applicants (post March 2)	MCS Recipients	On-time Applicants not served by Cal Grant, UC Gift Aid or MCS	% of all Applicants
\$0	874	455	15	404	1%
\$0 to \$5,000	792	353	67	372	1%
\$5,000 to \$10,000	478	204	95	179	1%
\$10,000 to \$15,000	561	167	109	285	3%
\$15,000 to \$20,000	1,053	195	441	417	6%
\$20,000 to \$25,000	2,210	225	1,122	863	17%
\$25,000 to \$30,000	3,345	238	1,711	1,396	32%
\$30,000 to \$35,000	2,909	210	1,421	1,278	37%
\$35,000 to \$40,000	2,505	198	1,116	1,191	42%
Greater than \$40,000	14,501	1,205	902	12,394	74%
Total	29,228	3,450	6,999	18,779	13%

Figures 10 and 11 below show applicants by financial aid dependency status and race/ethnicity.

Figure 10: Applicants for Financial Aid and Receipt of Aid, by Dependency Status, 2019-20

Dependency Status	CA Resident Financial Aid Applicants	CA Residents with Cal Grant or UC Gift Aid	% of Applicants by Dependency	CA Residents without Cal Grant or UC Gift Aid	% of Applicants by Dependency
Independent	15,925	14,936	94%	989	6%
Dependent	130,836	102,597	78%	28,239	22%
Total	146,761	117,533	80%	29,228	20%

Figure 11: Applicants for Financial Aid and Receipt of Aid, by Race/Ethnicity, 2019-20

Ethnicity/Race	CA Resident Financial Aid Applicants	CA Residents with Cal Grant or UC Gift Aid	% of Applicants by Race/Ethnicity	CA Residents without Cal Grant or UC Gift Aid	% of Applicants by Race/Ethnicity
African American	8,266	7,135	86%	1,131	14%
American Indian	799	639	80%	160	20%
Chicano/Latino	52,619	47,259	90%	5,360	10%
Asian	52,089	39,257	75%	12,832	25%
White	29,775	20,917	70%	8,858	30%
Unknown	3,213	2,326	72%	887	28%
Total	146,761	117,533	80%	29,228	20%

IV. OUTCOME MEASURES

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

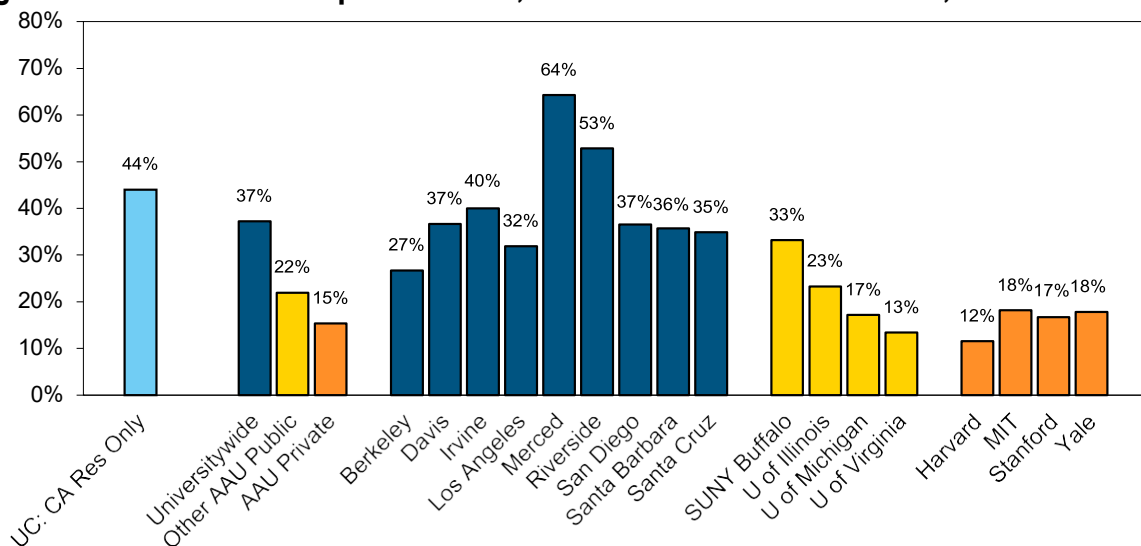
- Is the University financially accessible to students at every income level?
- Do UC students work manageable hours?
- Do students' financial circumstances affect their academic success?
- Do students graduate with manageable debt?

Additional outcome measures are available in the University's Accountability Report, online Information Center, and Annual Report on Student Financial Support.

Enrollment of Low-Income Students

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. See Figure 12 below.

Figure 12: Pell Grant Recipients at UC, Other Research Universities,² 2018-19



Systemwide, UC enrolled a higher percentage of Pell Grant recipients – 37 percent – than any other top research university in the country in 2018-19.³ To keep the Pell percentages comparable with other institutions, all undergraduates are included when calculating the 37 percent. The

² Association of American University (AAU) member institutions.

³ Figures shown are for 2018-19, 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.

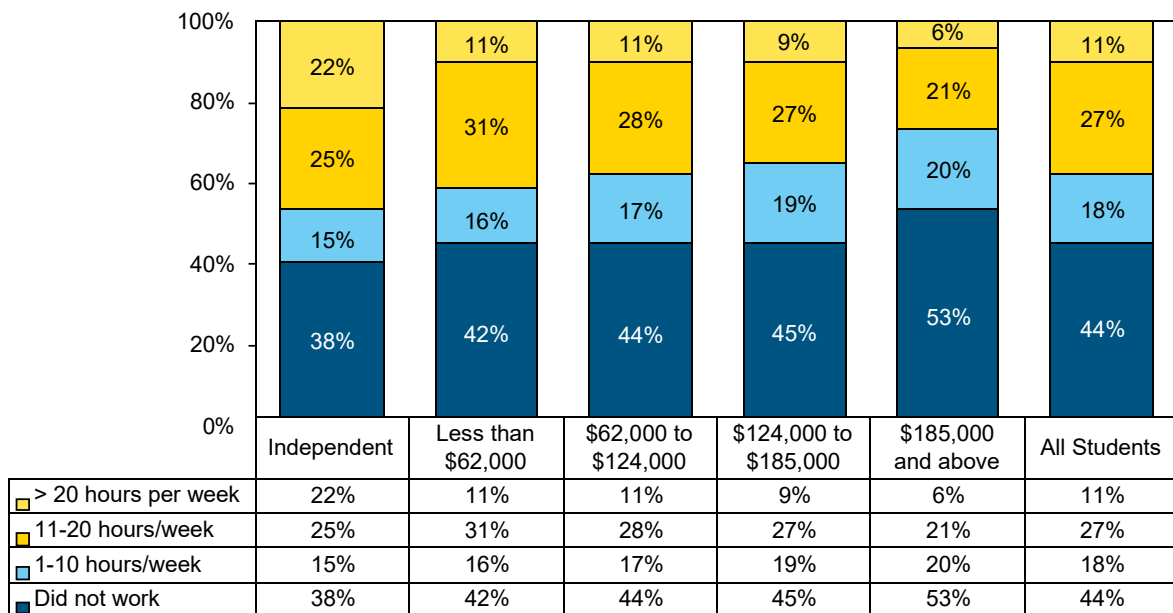
percentage of Pell Grant recipients increases to 44 percent when limiting the analysis to California residents.

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.

Student Work Hours

Under the EFM, 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 "cap" of 20 hours per week was based on research that suggests that work in excess of 20 hours per week tends to negatively affect a student's academic progress and performance. The University conducts periodic student surveys in order to monitor students' employment patterns. Findings from the Spring 2019 survey are shown in Figure 13 below.

Figure 13: Hours of Student Employment by Income, All Undergraduates, 2019 University of California Cost of Attendance Survey (COAS)



Among dependent students, work patterns show relatively slight variations by parent income. Many students at every income level do not work. This is consistent with the flexibility inherent in the EFM about how students actually cover their expected contributions. It also supports findings from a survey of parents of UC students, many of whom felt that it was their responsibility to cover their student's expenses so that their student did not have to work. One reason why some parents perceive UC's costs as burdensome may be that they are covering not only their expected share but also the student's expected contribution from work.

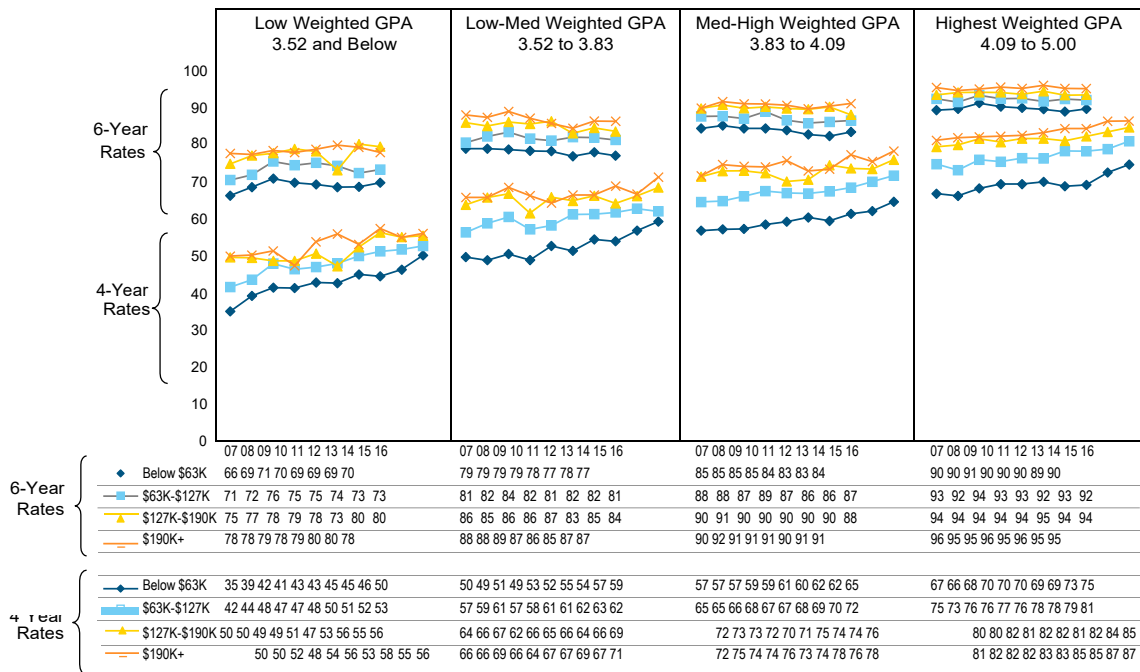
Some students at every income level report working more than 20 hours per week, which is beyond the upper bound of the University's manageable range. Many factors may account for

this, such as parents who are unable or unwilling to contribute the amount expected of them, or extraordinary expenses (higher than average discretionary expenses, family obligations, etc.).

Academic Success

Four-year graduation rates for higher-income students have generally exceeded those of lower-income students with similar levels of academic preparation, as measured by grade point averages weighted for honors and advanced courses. 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. See Figure 14 below.

Figure 14: Four- and Six-Year Graduation Rates by Entering Year, by Income and Grade Point Average



Six-year graduation rates show less difference by parental income level, suggesting that the University's financial aid programs allow low-income students to remain enrolled long enough to graduate at rates that are more comparable to those of higher-income students, although additional work is necessary to close remaining gaps.

Cumulative Debt Upon Graduation

The incidence of postgraduate debt declines with parent 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).

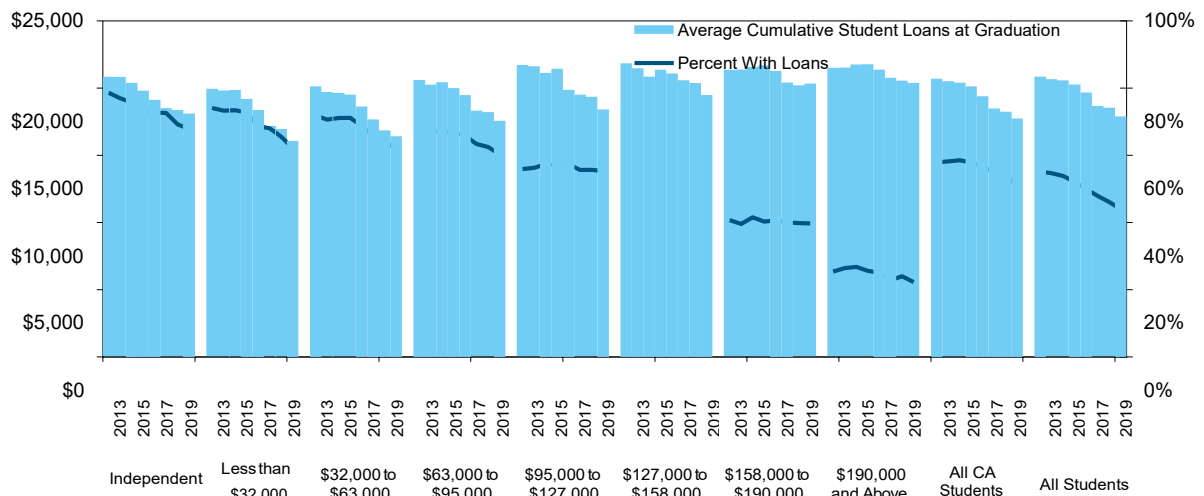
Overall, 44 percent of the UC graduating class of 2019-20 had some student loan debt, slightly less than the 2018-19 graduating class (46 percent). The average cumulative student loan debt at graduation for these borrowers (\$17,917) was slightly lower than the comparable figure for 2018-19 graduates (\$18,551) after adjusting for inflation.

Borrowing among California resident students is higher (51 percent) than borrowing among all undergraduates, but also declined in 2019-20 from 54 percent the year before. Resident undergraduates saw a similar decline in the average debt, from \$18,252 in 2018-19 to \$17,747 in 2019-20 after adjusting for inflation.

UC's average student debt at graduation for all students and for California residents remains low compared to 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.⁴

The trend in cumulative borrowing among students in most income groups is consistent with the trend in annual borrowing discussed earlier (see Figure 15 below).

Figure 15: Trends in Cumulative Debt at Graduation Among California Residents by Parent Income and Among All Students, 2020 Constant Dollars



⁴ Website reference (accessed January 15, 2021): <https://ticas.org/our-work/student-debt/>.

Appendix: Detailed Expenditures

Pursuant to **Section 66028.6** of the Education Code, the University of California is required to provide annually to the Legislature information on the expenditures of student fee revenues. The use of student fee revenue is reported, in the Detailed Expenditures by Program section of the Governor's Budget's, for past, current, and budget years. The table below lists the information presented in the Governor's Budget, by the representative expenditure categories.

UC combines General Fund and fee revenue for efficient fiscal operations. It does not budget nor expend resources by individual fund source.

6440 UNIVERSITY OF CALIFORNIA DETAILED EXPENDITURES BY PROGRAM STUDENT MANDATORY FEES (Rounded to thousands)		
	2019-20 (actual)	% of Total
INSTRUCTION		
GENERAL CAMPUSES INSTRUCTION	1,578,367	41.34%
HEALTH SCIENCES INSTRUCTION	84,660	2.22%
Subtotal	1,663,027	43.56%
ACADEMIC SUPPORT		
LIBRARIES ACADEMIC SUPPORT	47,828	1.25%
OTHER ACADEMIC SUPPORT	293,851	7.70%
Subtotal	341,679	8.95%
STUDENT SERVICES		
Subtotal	410,125	10.74%
INSTITUTIONAL SUPPORT		
Subtotal	213,452	5.59%
OPERATION AND MAINTENANCE OF PLANT		
Subtotal	104,249	2.73%
STUDENT FINANCIAL AID		
Subtotal	1,085,272	28.43%
TOTAL	3,817,804	100.00%

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