November 29, 2023

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

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

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

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

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

Sincerely,

Michael V. Drake, MD
President

Enclosure

cc: Ms. Monica Henestroza, Advisor to the Speaker
Mr. Andrew Medina, Advisor to the Senate President Pro Tempore
Mr. Chris Woods, Budget Director to the Senate President Pro Tempore
Mr. Jason Sisney, Budget Director to the Assembly Speaker
The Honorable John Laird, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Mr. Christopher Francis)
(Attn: Mr. Kirk Feely)
The Honorable David Alvarez, Chair
Assembly Budget Subcommittee #3
(Attn: Mr. Mark Martin)
(Attn: Ms. Sarah Haynes)
Mr. Hans Hemann, Joint Legislative Budget Committee
Mr. Ben Chida, Chief Deputy Cabinet Secretary for the Governor
Ms. Nichole Munoz-Murillo, Deputy Legislative Secretary for the Governor
Mr. Michael Wiafe, Higher Education Policy Analyst for the Governor
Mr. Joe Stephenshaw, Director, Department of Finance
Mr. Chris Ferguson, Department of Finance
Ms. Jessica Deitchman, Department of Finance
Ms. Jennifer Louie, Department of Finance
Mr. Gabriel Petek, Legislative Analyst’s Office
Ms. Jennifer Pacella, Legislative Analyst’s Office
Mr. Ian Klein, Legislative Analyst’s Office
Provost and Executive Vice President Katherine Newman
Executive Vice President and Chief Financial Officer Nathan Brostrom
Interim Senior Vice President Michael Reese
Vice President Pamela Brown
Associate Vice President and Director Kathleen Fullerton
Interim Associate Vice President and Director Caín Díaz
1) Executive Summary .......................................................... 3
   Goal A.1: Increase undergraduate full time equivalent resident undergraduate enrollment .... 4
   Goal A.3: Enrollment growth to have 2:1 freshman to transfer ratio ................................ 5
   Goal B.1: Required aspirational graduation rate targets ....................................................... 5
   Goal B.2: Increase systemwide graduation rates ................................................................. 6
2) Background ........................................................................ 7
3) Strategic Approaches .......................................................... 7
4) Multiyear Compact Goals ..................................................... 9
   Goal A: Increasing access to the University of California ....................................................... 9
   Goal B: Improving student success and advancing equity ..................................................... 16
   Goal C: Increasing the affordability of UC education ............................................................ 34
   Goal D: Increasing intersegmental collaboration to benefit students ............................... 39
   Goal E: Supporting workforce preparedness and high-demand career pipelines ............... 46
   Goal F: Providing access to online courses .......................................................... 55
5) Conclusions ....................................................................... 57
6) Appendices ....................................................................... 58
1) Executive Summary

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

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

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

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

A. *Increasing Access:* The University moved toward achieving this goal with increases in student average credit hours per term, growth in resident undergraduate headcount, and replacement of over 1,000 nonresident undergraduates at the Berkeley, Los Angeles, and San Diego campuses with California resident undergraduates.

B. *Student Success/Equity—Equity Gaps:* UC expanded programs designed to eliminate graduation rate gaps and support student academic success in the first year (such as summer programs to prepare incoming students), redesigned academic support programs, and developed new advising models. UCOP supported the UC Systemwide Advisory Workgroup on Students with Disabilities and will further improve data collection and reporting with new and expanded dashboards.

C. *Improve UC Affordability:* The University awarded new financial aid packages with a commitment to pursue additional federal, State, and University funding sources. UCOP facilitated working groups with campus participants to assist with identifying actions and initiatives to reduce costs.

D. *Intersegmental Collaboration:* UCOP participated in task forces and advisory committees, executed licensing agreements and data sharing agreements with California Community Colleges (CCC), signed off on final preschool-to-grade-20-to-workforce data specifications, and expanded data reporting tools.

E. *Workforce Preparedness:* UC increased the number of degrees awarded in STEM and education, including academic doctoral degrees in those fields, by nearly 1,600 in 2022–23 from the prior year, accounting for 95 percent of the roughly 1,700 additional degrees awarded last year. In addition, enrollment in these disciplines increased to 62 percent of all enrollment. UC also expanded UC Transfer Pathways.
F. Access to Online Courses: Campuses leveraged the summer term to increase enrollment in online courses and explored opportunities to expand online courses in fall, winter, and spring terms.

A snapshot of overall progress is provided in the appendices.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Goal B.1: Required aspirational graduation rate targets**

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

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

The retention rate for first-generation students, Pell-eligible students, and students from underrepresented minority groups fell steeply from 2019 to 2020. First-year retention rates often
yield insight into ultimate graduation rates for incoming cohorts, and the decrease in freshman retention rates for the 2020 entering cohort suggests a similar decline in four-year graduation rates for 2024.

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

**Goal B.2: Increase systemwide graduation rates**

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

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

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

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

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

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

In May 2022, Governor Newsom and the University of California agreed to a new Multi-Year Compact that secures predictable increases in State support for the University with consideration from the University to advance multiple student-focused goals shared by the Governor and UC. Under the compact, the Governor will propose annual base budget adjustments of 5 percent for the University in 2022–23 through 2026–27. In addition, the Governor will consider annual requests for one-time funding for the University and ongoing additions to the University’s funding, including to support enrollment growth among additional (1) California resident undergraduate students above and beyond the 1 percent annual enrollment growth target and (2) graduate health sciences programs designed to improve access to healthcare for medically underserved populations.

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

A. **Increasing access to the University of California**, including annual increases to both undergraduate and graduate enrollment

B. **Improving student success and advancing equity**, including increasing graduation rates, and eliminating gaps in graduation rates between different student populations consistent with the University’s own multiyear framework, *UC 2030*

C. **Increasing the affordability of a UC education** by continuing to develop debt-free pathways for undergraduate students and reducing nontuition student expenses such as textbooks, housing, food, and transportation

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

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

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

3) Strategic Approaches

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

UC’s work plan is organized into six workstreams that correspond to the policy areas of the compact. For each goal under the workstreams, a lead coordinator liaised with UCOP and campus stakeholders to gather data, acted as project champion, supported execution of project deliverables, drafted content, and supported the development of the report. Chancellors were consulted early in the project and identified campus contacts based on specific goal and data requirements. Subject-matter expertise and oversight was provided by the implementation leads from UCOP Budget.
Analysis and Planning; Institutional Research and Academic Planning; Graduate, Undergraduate and Equity Affairs; and the Strategy and Program Management Office. Implementation leads also acted as liaison between executive sponsors and lead coordinators. Executive sponsors committed to providing resources needed to complete the project and advised on decisions. The final report was reviewed and approved by UC's president.
4) Multiyear Compact Goals

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

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

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

Context:

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

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

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

* One percent growth figures are from the 2023 Budget Act
** If funded, an additional 2,706 FTE from the replacement of nonresidents with residents in 2024-25, 2025-26 and 2026-27 would be added (902 per year at Berkeley, Los Angeles, and San Diego)

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

- Maximizing course availability, including online offerings, in summer 2024
- Using financial incentives to increase summer enrollment
- Encouraging students to take at least 15 units per term in order to make timely progress towards graduation
- Providing academic content and credit as part of new student orientation to help improve retention and timely graduation
University of California Multi-Year Compact Annual Report, 2023

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

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

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

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

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

**Activities planned for next reporting period:**
Campuses that have implemented the activities described above are planning to expand upon those efforts, while other campuses are considering assessing whether those programs can be implemented locally.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Campus</th>
<th>2021–22 Year Average Headcount Enrollment</th>
<th>2022–23 Year Average Headcount Enrollment</th>
<th>Change in Enrollment, 2021–22 to 2022–23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nonresident</td>
<td>CA resident</td>
<td>Total</td>
</tr>
<tr>
<td>Berkeley</td>
<td>7,524</td>
<td>23,364</td>
<td>30,888</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>7,265</td>
<td>23,774</td>
<td>31,039</td>
</tr>
<tr>
<td>San Diego</td>
<td>7,530</td>
<td>24,386</td>
<td>31,916</td>
</tr>
<tr>
<td>Total</td>
<td>22,319</td>
<td>71,524</td>
<td>93,843</td>
</tr>
</tbody>
</table>

**Progress to date including data/metrics:**
Display A.2.ii. shows the progress made in decreasing the share of nonresident students at Berkeley, Los Angeles, and San Diego—Berkeley reduced its proportion by 0.9 percent, Los Angeles by 1.6 percent, and San Diego by 1.8 percent.

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

<table>
<thead>
<tr>
<th>Campus</th>
<th>2021-22 Nonresident percent of total</th>
<th>2022-23 Nonresident percent of total</th>
<th>Change in nonresident percent of total from prior year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>24.4%</td>
<td>23.5%</td>
<td>-3.6%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>23.4%</td>
<td>21.8%</td>
<td>-6.7%</td>
</tr>
<tr>
<td>San Diego</td>
<td>23.6%</td>
<td>21.8%</td>
<td>-7.7%</td>
</tr>
<tr>
<td>UC System total</td>
<td>17.7%</td>
<td>17.1%</td>
<td>-3.6%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Campus</th>
<th>22-23</th>
<th>23-24</th>
<th>24-25</th>
<th>25-26</th>
<th>26-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>23.5%</td>
<td>22.0%</td>
<td>20.6%</td>
<td>19.2%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>21.8%</td>
<td>20.4%</td>
<td>19.4%</td>
<td>18.5%</td>
<td>18.0%</td>
</tr>
<tr>
<td>San Diego</td>
<td>21.8%</td>
<td>20.5%</td>
<td>20.1%</td>
<td>18.3%</td>
<td>18.0%</td>
</tr>
<tr>
<td>UC</td>
<td>17.1%</td>
<td>16.4%</td>
<td>16.1%</td>
<td>15.5%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

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

Activities during current reporting period:
Each campus (except Merced) is requested to develop enrollment plans annually demonstrating that the campus target for enrolling California resident transfers is at least 50 percent of the campus...
target for California resident first-year students.\textsuperscript{1} As shown in Display A.3.i., the UC system (excluding Merced) was not able to meet the 2:1 goal of resident freshman to transfer enrollees in 2022–23. UC had initially moved from 2.3:1 in 2016–17 to 1.9:1 in 2020–21 before increasing over the last two years to 2.1:1 in 2022–23 systemwide (2.07 to two decimals).\textsuperscript{2} While Berkeley enrolled more California resident transfers in 2022–23 than the prior year, the increase in transfers did not keep pace with the increase in first-year students. At Riverside, Santa Barbara, and Santa Cruz, the number of transfers declined. Both effects were primarily due to a smaller applicant pool of California resident transfer students. The domestic California Community College transfer admit rate was 77% for fall 2023, 75% for fall 2022, and 71% for fall 2021.

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

- \textit{Pathways+}. A newer transfer option, Pathways+, was launched in August 2019 for CCC students applying for the fall 2021 term and beyond.

- \textit{Expanding other UC Transfer Pathways}. The University continues to increase the number of UC Transfer Pathways, a single set of courses that prepare students for the most sought-after majors at UC.

- \textit{Student Academic Preparation and Educational Partnerships (SAPEP) investments}. The 2022 Budget Act provided the University with $22.5 million in new ongoing State support for SAPEP programs, including Transfer Prep, EAOP, MESA, Puente, and transfer innovation grants.

- \textit{Dual admission pilot program}. The University launched a dual admission program in spring 2023 that could help thousands more California students transfer to a UC campus.

- \textit{Acting on recommendations from the July 2022 CCC-UC Transfer Task Force Final Report}. The University of California Office of the President and the California Community College Chancellor’s Office (CCCCO) jointly convened a Transfer Task Force in 2020 to monitor the provisions of a 2018 Memorandum of Understanding (MOU) between the University and the CCC. In July 2022, the Task Force issued a final report with recommendations (Appendix 4) that have the potential to further strengthen CCC-to-UC transfers.\textsuperscript{3}

\textbf{Progress to date including data/metrics:}

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

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

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

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

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

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

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

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

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

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

As of 2022–23, planned growth aligns with the Multi-Year Compact’s goal to grow FTE by 2,500 from 2022–23 to 2026–27 (Display A.4.i.). 26-27. Note that planned enrollment growth includes all types
of State-supported graduate students—academic masters, academic doctoral, graduate professional, and health sciences (Display A.4.i.).

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

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

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

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

<table>
<thead>
<tr>
<th>Graduate student type</th>
<th>Proposed growth based on 22-23 final to 26-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Masters</td>
<td>1,074</td>
</tr>
<tr>
<td>Academic Doctoral</td>
<td>277</td>
</tr>
<tr>
<td>Graduate Professional</td>
<td>391</td>
</tr>
<tr>
<td><strong>Total General Campus</strong></td>
<td><strong>1,743</strong></td>
</tr>
<tr>
<td>Health Science Graduate Academic</td>
<td>130</td>
</tr>
<tr>
<td>Health Science Graduate Professional</td>
<td>627</td>
</tr>
<tr>
<td><strong>Total Health Science</strong></td>
<td><strong>757</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,500</strong></td>
</tr>
</tbody>
</table>

Progress to date including data/metrics:
Display A.4.i. shows actual UC State-supported graduate enrollment by campus between 2020–21 and 2022–23 and proposed enrollment for 2026–27. UC did not receive additional funding for
graduate enrollment growth, totaling 2,200 FTE, from 2020–21 to 2021–22. From 2021–22 to 2022–23, State-supported graduate enrollment was relatively flat, declining by less than 1 percent from 48,812 to 48,381.

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

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

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

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

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

**Activities during current reporting period:**
UC remains committed to closing equity gaps. Key areas of focus in addressing equity gaps over the last year have included:

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

*Summer Bridge* programs are designed to prepare incoming freshman and transfer students, both academically and socially. Students earn college credit, access support services such as mentors and advisers, and learn about campus programs and resources.
Summer Bridge experiences have long afforded students from low-income and marginalized backgrounds access to social and academic supports that can facilitate a successful transition to college. Campuses faced an enormous challenge during the pandemic to continue these important programs, which were traditionally in-resident, with students taking courses and exploring their new campuses together. The in-person peer cohort model has for years been the centerpiece of bridge programs and has set the foundation for student relationships in the first year.

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

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

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

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

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

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

---

4 Summer Bridge students at UC San Diego describe their summer experience. The five-week summer program, offered in person and online, provides dedicated academic support that continues in the academic year.
https://summerbridge.ucsd.edu/overview/index.html
https://www.youtube.com/@ucsdsummerbridge5719
CTL collaborations offer a means for faculty and departments to focus resources where needed and to identify potentially overlooked opportunities to remove barriers to learning. The Project Real course redesign program at UC Santa Cruz and the Designing for Access, Designing for Success initiative at UC Santa Barbara offer two examples of this innovative approach. Each of these programs has seen continued investment and expansion in 2022–23.

Progress to date including data/metrics:
The compact set an intermediate goal to reduce current gaps by 50 percent by the end of the 2025–26 academic year.

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

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline 2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2030 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>72.7%</td>
<td>73.0%</td>
<td>73.4%</td>
<td>73.7%</td>
<td>74.0%</td>
<td>74.4%</td>
<td>76.0%</td>
</tr>
<tr>
<td>First gen.</td>
<td>66.0%</td>
<td>67.0%</td>
<td>68.0%</td>
<td>69.0%</td>
<td>70.0%</td>
<td>71.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Pell</td>
<td>67.1%</td>
<td>68.0%</td>
<td>68.9%</td>
<td>69.8%</td>
<td>70.7%</td>
<td>71.6%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Underrep. group</td>
<td>62.5%</td>
<td>63.8%</td>
<td>65.2%</td>
<td>66.5%</td>
<td>67.9%</td>
<td>69.2%</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

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

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

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

---

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

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

As demonstrated in Display B.1.iv., the changes in 2022 do not mark a major downturn. They do, however, indicate a leveling off of progress following recent gains.
Across all groups, gaps remained at or near the lowest levels in the last decade. The changes in 2022 led to small shifts in the size of equity gaps for freshman four-year graduation rates from 2021 to 2022, shrinking by one percentage point for Pell-eligible students and growing by one percentage point for students from underrepresented groups. As shown in Display B.1.v., there was a seven percentage point gap for first-generation students in 2022, a five percentage point gap for Pell-eligible students in 2022, and an eleven percentage point gap for students from underrepresented groups in 2022.

Given the intensity of the effects experienced during the pandemic and the uncertainty surrounding how that impact may continue to unfold, progress made in the last year, while modest, is a positive outcome for the system.
Activities planned for next reporting period:
In the coming year, campuses may pursue this strategy through the following steps:

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

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

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

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

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

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

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

In the coming year, UC’s emerging/pending HSI campuses—UC Berkeley, UC Davis, UCLA, and UC San Diego—will continue their investments in initiatives that support campus readiness to support an increasingly diverse student body. Established HSIs will continue to seek out or leverage existing federal support.
Display B.1.vi. — UC campuses with Hispanic-serving institution (HSI) designation

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

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

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

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

UC remains committed to its original 2030 vision and, more importantly, is committed to supporting California students in this post-pandemic period as impacts continue to unfold. In the 2021–22
academic year, campuses continued their innovative work to enhance learning, streamline curricula, and remove barriers to timely graduation.

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

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

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

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

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

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

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

---

6 UC Berkeley Transfer Edge [https://summer.berkeley.edu/special-programs/transfer-edge](https://summer.berkeley.edu/special-programs/transfer-edge)
UC Santa Barbara Transfer Edge [https://www.summer.ucsb.edu/programs/transfer-edge/overview](https://www.summer.ucsb.edu/programs/transfer-edge/overview)
UC Santa Cruz Summer Edge [https://summer.ucsc.edu/summer-edge/](https://summer.ucsc.edu/summer-edge/)
7 UC Davis Transfer Opportunity Program [https://www.ucdavis.edu/admissions/undergraduate/transfer/transfer-opportunity-program](https://www.ucdavis.edu/admissions/undergraduate/transfer/transfer-opportunity-program)
UC San Diego Summer Transfer Enrichment Program (STEP) [https://transferstudents.ucsd.edu/new-admits/step.html](https://transferstudents.ucsd.edu/new-admits/step.html)
At UC Irvine, academic recovery begins before a student enters probation. The early alert model developed at Irvine alerts students and advisers alike when a low or failing grade has the potential to pull a student’s GPA below a 2.0 threshold or to negatively impact credit accumulation. UC Merced has adopted a similar approach.

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

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

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

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

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

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

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

---

8 UCLA Remote Engagement and Advising in the College Hub (REACH) [https://caac.ucla.edu/center-programs/reach/]
9 Advising and Student Services at UC Berkeley. Berkeley Advising Strategy + Training (https://advisingmatters.berkeley.edu/)
10 https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard
UC Merced is the newest of the UC campuses, serving the San Joaquin valley, a largely agricultural area of the Central Valley with some of the highest rates of poverty in California. UC Merced serves the highest proportion of Pell-eligible students within the system, at nearly 60 percent (versus 30 percent systemwide). Historically, Merced has also had the lowest freshman four-year graduation rate among the UC campuses, at just under 50 percent in 2021, though five-year graduation rates at Merced, historically, are roughly 20 percentage points higher than the four-year rate.

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>2021 Baseline</th>
<th>Change 2021-22</th>
<th>2022 Actual</th>
<th>Distance to 2026 Goal</th>
<th>2026 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC</td>
<td>72.7%</td>
<td>0.04%</td>
<td>72.8%</td>
<td>1.6%</td>
<td>74.4%</td>
</tr>
<tr>
<td>Berkeley</td>
<td>80.7%</td>
<td>-0.78%</td>
<td>79.9%</td>
<td>1.4%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Davis</td>
<td>68.5%</td>
<td>2.30%</td>
<td>70.8%</td>
<td>2.5%</td>
<td>73.2%</td>
</tr>
<tr>
<td>Irvine</td>
<td>73.4%</td>
<td>0.28%</td>
<td>73.7%</td>
<td>3.0%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>85.5%</td>
<td>-1.10%</td>
<td>84.4%</td>
<td>1.4%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Merced</td>
<td>49.8%</td>
<td>2.68%</td>
<td>52.5%</td>
<td>7.4%</td>
<td>59.9%</td>
</tr>
<tr>
<td>Riverside</td>
<td>66.5%</td>
<td>0.63%</td>
<td>67.2%</td>
<td>3.6%</td>
<td>70.8%</td>
</tr>
<tr>
<td>San Diego</td>
<td>75.1%</td>
<td>-1.15%</td>
<td>73.9%</td>
<td>6.1%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>73.0%</td>
<td>-2.27%</td>
<td>70.7%</td>
<td>5.8%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>62.5%</td>
<td>0.69%</td>
<td>63.3%</td>
<td>3.0%</td>
<td>66.3%</td>
</tr>
</tbody>
</table>

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

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

This sudden drop in transfer two-year graduation rates stems from the pandemic's disproportionate impacts on underrepresented and socioeconomically stressed groups, two populations that make up a large proportion of the UC transfer student community.
Some of the difference between freshman and transfer graduation outcomes in 2022 can be attributed to a drop in transfer retention rates that occurred the previous year. The retention rate for entering 2020 transfers was almost two percentage points lower than the retention rate for the 2019 incoming cohort. This amounts to roughly 370 fewer transfers who returned to campus in fall 2021. In turn, this amounts to 370 fewer transfers who could be expected to be two-year graduates.

Increasing first-year retention for transfer students remains a top priority for UC.

Display B.2.v. reports changes in graduation rates at each campus and for the system in the last year, together with 2026 goals and distance to those goals, as measured from 2022.
Activities planned for next reporting period:
As UC moves into the postpandemic period, every campus will need to navigate carefully to support students. Each successive cohort of students has had a unique experience, depending on whether they were at UC, in community college, or in high school during emergency remote instruction. Students have also been affected, to varying degrees, by social and economic stressors and by declines in mental health.

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

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

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

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

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

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

In addition to these actions at the campus level, the system will be offering more support to evaluate these efforts and to identify and reinvest in those that have the potential to make the greatest impact.
B.3: Improving data collection on graduation rates for students with a disability and creating a dashboard for this information by the end of the 2025–26 academic year. Moving forward, this information will be used to aid in establishing baseline data and identification of appropriate metrics and goals to improve the student experience for disabled students.

Activities during current reporting period:

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

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

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

Progress to date including data/metrics:

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

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

Activities planned for next reporting period:

With the aforementioned data collection agreement having been established, secure measures were put in place so that campuses can conduct data collection and transmit them to IRAP for purposes of administrative review and analysis.
That agreement will also allow subsequent data collection for other UC administrative purposes, such as establishing the students-with-disabilities information dashboard as required by the MYC.

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

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

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

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

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

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

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

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

- A line graph which displays recent actual graduation rates for a set of groups (darker lines) alongside transparent lines depicting a straight growth path from 2020–21 actual graduation rates to stated intermediate compact and 2029–30 graduation rate goals. Combined, these components illustrate whether graduation rates are moving in the right direction or falling behind stated goals.
A data table and bar chart below the line graph that provides additional detail on progress to-date. These data provide estimated counts of how many additional students would need to graduate to close equity gaps and achieve overall graduation rate goals. Displaying the equivalent counts of students needed to reach goals both humanizes the goals and provides helpful context. For example, a campus may have a larger graduation rate gap for students from underrepresented groups (URGs) than first-generation students, but the difference may be small in terms of number of students as there may be fewer URG than first-generation students in each cohort.

Filters that provide stakeholders with options to view data for each campus and for different levels (e.g., Freshman four-year graduation rates, Freshman six-year graduation rates, Transfer two-year graduation rates, and Transfer four-year graduation rates).

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

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

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

Progress to date including data/metrics:
Displays B.4.i. and B.4.ii. present the new dashboards that were added to the UC 2030 dashboard on the UC Information center to track systemwide and campus progress towards compact goals to improve graduation rates and close equity gaps.
Display B.4.i. — Graduation rates and equity gap dashboard

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

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

Universitywide - Freshman four-year graduation rates

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
<th>2026 Intermediate goal</th>
<th>2030 goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>72.7%</td>
<td>72.6%</td>
<td>74.4%</td>
<td>76.0%</td>
</tr>
<tr>
<td>First gen.</td>
<td>66.0%</td>
<td>65.7%</td>
<td>71.0%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Pell</td>
<td>67.1%</td>
<td>67.7%</td>
<td>72.6%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Underrep. group</td>
<td>62.5%</td>
<td>61.6%</td>
<td>69.2%</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

2021 to current:

- **All**: +0.2 p.p. 742 graduates, 1,508 total.  
- **First gen.**: -0.3 p.p. 949 graduates, 1,840 total.  
- **Pell**: +0.5 p.p. 897 graduates, 1,493 total.  
- **Underrep. group**: -0.3 p.p. 1,025 graduates, 1,995 total.  

Exit year (trailing 2022=2021-22)
Activities planned for next reporting period:
UC IRAP will refresh the UC 2030 Dashboard tabs with current data as it becomes available to continuously share progress made toward these goals. UCOP will also continue to adapt and expand decision support to add value to systemwide discussions and campus needs. UC IRAP is conducting an inventory of existing campus dashboards to identify gaps or areas for systemwide focus. Based on initial findings, UCOP prioritized implementing enhancements that would clarify the gaps to the Compact and UC 2030 goals, including implementing cohort counts which the California State University system has in its CSU Student Success Dashboard.
Goal C: Increasing the affordability of UC education by continuing to expand debt-free pathways for undergraduate students and reducing non-tuition student expenses such as textbooks, housing, food, and transportation.

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

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

- The total cost of attendance is the context for measuring affordability, not just tuition and fees. This includes estimates for books, supplies food, housing, transportation, personal expenses, and health insurance.

- Covering the total cost of attendance requires a partnership: parents are asked to contribute based on their income and assets; students are asked to contribute through part-time work and loans, when necessary; and the University pulls together federal, State, and university financial aid to cover the rest.

- Student self-help (resources from working and borrowing) must be manageable.

Activities during current reporting period:
In 2022–23, the University of California awarded new California students with a zero Expected Family Contribution, or EFC, (i.e., those with the greatest financial need according to the Free Application for Federal Student Aid) from low-resourced high schools and community colleges with Path to Debt-Free financial aid packages. These financial aid packages are structured so students could afford to pay for UC through part-time work alone, although they also have the option to borrow if they so choose. UC used the same definition of a debt-free financial aid package adopted by the Legislature through the Middle Class Scholarship (MCS) Program, (i.e., a “self-help” of $7,898).
In addition to packaging roughly 6,000 students with debt-free packages using its own money, UC awarded an estimated $150 million in MCS awards to more than 80,000 students. The MCS program’s express purpose is to make UC and the California State University debt-free.

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

**Progress to date including data/metrics:**

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New California Residents</td>
<td>59,000</td>
<td>59,000</td>
<td>59,000</td>
<td>59,000</td>
<td>59,000</td>
</tr>
<tr>
<td>No Aid Application/No Need</td>
<td>10,900</td>
<td>10,900</td>
<td>10,900</td>
<td>10,900</td>
<td>10,900</td>
</tr>
<tr>
<td>- percent of new CA students</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>MCS 2.0 Debt-Free</td>
<td>7,500</td>
<td>8,300</td>
<td>9,100</td>
<td>9,900**</td>
<td>10,600</td>
</tr>
<tr>
<td>- percent of new CA students</td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>UC Debt-Free Pathway</td>
<td>6,000</td>
<td>14,800</td>
<td>17,100</td>
<td>21,100**</td>
<td>21,100</td>
</tr>
<tr>
<td>- percent of new CA students</td>
<td>10%</td>
<td>25%</td>
<td>29%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Combined Debt-Free</td>
<td>24,400</td>
<td>34,000</td>
<td>37,100</td>
<td>41,900</td>
<td>42,600</td>
</tr>
<tr>
<td>- percent of new CA students</td>
<td>41%</td>
<td>58%</td>
<td>63%*</td>
<td>71%</td>
<td>72%</td>
</tr>
</tbody>
</table>

* Not all Pell recipients would be debt-free in 2024–25.
** All Pell recipients covered by combination of MCS and UC’s Debt-Free Pathway.

Each group of students is described in more detail below:

- **No Aid Application/No Need.** Roughly 18 percent of new California undergraduate students either do not file for financial aid or do not demonstrate financial need. This could change if California enters a recession.
- **MCS 2.0 Debt-Free.** MCS may provide a debt-free financial aid package for roughly 13 percent of new students in 2022–23, even at its current funding level. Current funding represents 26 percent of the total needed. The projections in Display C.1.i. assumes modest growth in the program through 2026–27.

- **UC Debt-Free Pathway.** Display C.1.i. models an expansion of UC’s Debt-Free Pathway to all new zero EFC California residents in Fall 2023, raising the proportion of new students qualifying as debt-free from 10 percent to 25 percent. Changes in federal need analysis and Pell Grant rules slated for 2024–25 should again raise the proportion to 29 percent. Finally, UC’s Debt-Free Pathway will close the gap for any remaining Pell-eligible students not already covered by MCS in 2025–26.

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

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

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

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

---

**C.2:** UC will (a) construct a plan that will detail how it will substantially decrease non-tuition costs for students or increase availability of lower cost options in the areas of textbooks, housing, food, and transportation; (b) look for ways to reduce or eliminate student textbook and course materials fee costs and/or increase financial aid to better address these costs; (c) use responses from the Undergraduate Cost of Attendance Survey to track decreases in textbook costs for lower and upper division students; and (d) implement strategies that increase the overall affordability of on-campus housing, such as including student housing—both undergraduate and graduate student housing—as part of ongoing capital campaigns.
Activities during current reporting period:
During the current cycle, UCOP organized and facilitated several workgroup meetings, with campus representatives and student participants, in the areas of textbooks, housing, food, and transportation to improve knowledge-sharing and catalyze further creative problem-solving across campuses. Each workgroup met twice over the spring and summer of 2023, reviewed the totality of campuses’ efforts in these areas, and developed a comprehensive list of cost-reduction efforts that are already underway or under consideration at each campus. Campuses reviewed activities at other campuses and discussed plans to assess possible activities for implementation. Cost reductions in all areas examined will reduce pressure on the University of California financial aid program, as well as the Middle Class Scholarship Program, since both take into account the total cost of attendance. Therefore, successes on this goal will not only help the students facing those costs but will help the University achieve Goal C.1.

Progress to date including data/metrics:
The following categories of action encompass the strategies to reduce nontuition costs or increase lower costs options:

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

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

Food:
- Meal programs: flexible meal plans, retail meal plan equivalencies, all-you-care-to-eat plans, and student worker meal plans
University of California Multi-Year Compact Annual Report, 2023

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

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

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

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

C.3: UC will use responses from the Undergraduate Cost of Attendance Survey to track decreases in textbook costs for lower and upper division students.
Activities during current reporting period:
The UC Office of the President completed its biennial Cost of Attendance Survey (COAS) in Spring of 2023.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>$1,027</td>
<td>$846</td>
<td>$514</td>
<td>$457</td>
<td>$386</td>
</tr>
</tbody>
</table>

Note: All figures adjusted to 2023 dollars.

Activities planned for next reporting period:
With the 2023 COAS completed, the tracking of textbook costs for this portion of the compact is complete until the 2025 COAS.

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

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

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

UCOP experts served on the C2C Information Security task force to advise the office on how to build out effective information security policy and practices. UC technology experts collaborated with C2C
data infrastructure leads on developing plans to complete the necessary testing and vetting of the C2C data infrastructure required before UC’s data submission can occur.

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

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

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

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

Progress to date including data/metrics:
UCOP staff participated in biweekly collaboration meetings with C2C staff throughout 2023. Three different UCOP experts served various C2C task forces and advisory committees. The UC C2C governing board representative served on two advisory boards.

Activities planned for next reporting period:
UCOP staff will compile and plan to submit its initial P–20W data submission according to the proposed C2C deadline of October to December 2023. UC’s C2C governing board member will make regular presentations at governing board meetings on the work completed by UCOP toward furthering C2C work and participation. UCOP will finalize its internal process for reviewing requests from outside researchers for UC data within C2C. Lastly, UCOP will implement the transcript data import to the UC admissions application from CaliforniaColleges.edu by August 2024.
D.2: UC will support efforts for its nine undergraduate campuses to adopt a common learning management system with the California State University (CSU) and California Community College (CCC) systems.

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

Progress to date including data/metrics:
One hundred percent of undergraduate campuses are implementing the common LMS, Canvas, for their undergraduate courses.

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

<table>
<thead>
<tr>
<th>Campus</th>
<th>Undergraduate Enrollment</th>
<th>% of Total</th>
<th>Distribution Amount</th>
<th>Department Receiving Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>32,640</td>
<td>14.0%</td>
<td>$140,000</td>
<td>RTL (in VPDUE)</td>
</tr>
<tr>
<td>Davis</td>
<td>31,500</td>
<td>13.5%</td>
<td>$135,000</td>
<td>IET</td>
</tr>
<tr>
<td>Irvine</td>
<td>29,203</td>
<td>12.5%</td>
<td>$125,000</td>
<td>OIT</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>33,088</td>
<td>14.0%</td>
<td>$140,000</td>
<td>IT Services</td>
</tr>
<tr>
<td>Merced</td>
<td>8,644</td>
<td>4.0%</td>
<td>$40,000</td>
<td>OIT</td>
</tr>
<tr>
<td>Riverside</td>
<td>21,996</td>
<td>9.5%</td>
<td>$95,000</td>
<td>ITS</td>
</tr>
<tr>
<td>San Diego</td>
<td>33,885</td>
<td>14.5%</td>
<td>$145,000</td>
<td>ITS</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>22,906</td>
<td>10.0%</td>
<td>$100,000</td>
<td>College of Letters &amp; Sciences</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>18,632</td>
<td>8.0%</td>
<td>$80,000</td>
<td>IT Academic Services</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232,494</strong></td>
<td><strong>100%</strong></td>
<td><strong>$1,000,000</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Activities planned for next reporting period:
On a yearly basis, campuses report their total undergraduate enrollment figures to UCOP. These enrollment figures are used as the basis for the next year’s distribution of the $1 million funding provided by the State: the percentage of total UC undergraduate enrollment for each campus is its percentage share of the funds. Each March, the figures are verified with the campuses, and they are then reported to the UC Budget office so that the next fiscal year budget may apportion the appropriate amount to each campus.
D.3: UC will collaborate with CSU and CCC to utilize the CSU Student Success Dashboard, or a similar tool, to identify granular equity data trends that can be used to address equity gaps.

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

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

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

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

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

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

UC has also published new and updated existing dashboards for specific populations, including for first-generation students, UC military-affiliated students, UC students experience food and housing insecurity, and UC undergraduates who are current or former foster youth. These dashboards include systemwide data on enrollment, demographics, and major, together with annual retention and graduation rates. Additional information on financial aid, postgraduate outcomes, and student experience at UC contextualize the student-success metrics.
These dashboards promote accountability through the public display of UC and campus progress toward goals. The detailed analysis of the 2030 dashboards is also used to inform annual meetings between the UC president and campus chancellors to mark progress and review strategy. The data enable campuses to set specific local targets and to evaluate the impact of local efforts.¹¹

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

Activities planned for next reporting period:
Moving into 2023–24, UC has identified the following priorities to continue this work:

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

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

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

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

¹¹ For related discussion see discussion of Goal B4 earlier in this report: “Track progress in the UC Information Center towards improving student success and advancing equity goals”.
course and curriculum level. Those faculty rely on data both to focus their efforts in promising areas and to understand impacts of innovations following launch.

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

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

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

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

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

Progress to date including data/metrics:
UCOP accomplished the following achievements:

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

Activities planned for next reporting period:
Between September 2023 and early summer 2024, UCOP, in consultation with CCGI, will implement an Application Processing Interface (API) that will enable import of high school course data from CaliforniaColleges.edu into the UC application.
Between November 2023 and October 2024, UCOP will continue to engage in regular joint messaging to the field with C2C and CCGI.

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

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

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

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

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

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

**Progress to date including data/metrics:**
CCCCCO and UCOP signed the MOU in March 2023.
Activities planned for next reporting period:
UCOP and CCCCO will complete the final analysis of the research questions by October 2023. UCOP will present initial data analysis to the UC Regents, currently scheduled for January 2024. UCOP will also share analyses with relevant Academic Senate committees to support policy discussions on transfers.

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

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

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

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

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

\(^{12}\) Beginning with this year’s report, interdisciplinary majors classified as STEM by the federal government are defined as compact-related in Display E.1.i. and are represented by the Other/Interdisciplinary—STEM category. This category captures majors such as Cognitive Science and Pre-Math-Computer Science, as well as some Data Science-related enrollment (the majority of Data Science majors are captured in the Engineering/Computer Sciences category).

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

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

Progress to date including data/metrics:
UC degrees awarded are tracked on this dashboard on the UC Information Center which is updated annually.\(^{13}\)

Display E.1.i. — UC degrees awarded by compact categories, 2017–18 and 2022–23\(^{14}\)

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

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

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

---

\(^{13}\) [https://www.universityofcalifornia.edu/about-us/information-center/degrees-awarded-data](https://www.universityofcalifornia.edu/about-us/information-center/degrees-awarded-data)

\(^{14}\) Includes about 400 academic approved credentials awarded annually.
Given these trends, the University anticipates that it will achieve a 25 percent growth in the number of degrees awarded in the fields identified in the Multi-Year Compact by 2026–27.

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

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

---

15 UC enrollments are tracked over time at [https://www.universityofcalifornia.edu/aboutus/information-center/fall-enrollment-glance](https://www.universityofcalifornia.edu/aboutus/information-center/fall-enrollment-glance).
### Progress to date including data/metrics:

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

<table>
<thead>
<tr>
<th>Field of Study—Compact Categories in blue</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
<th>2022</th>
<th>Change 2021 to 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>1,757</td>
<td>1,815</td>
<td>1,717</td>
<td>1,805</td>
<td>1,668</td>
<td>1,724</td>
<td>56</td>
</tr>
<tr>
<td>Education</td>
<td>2,043</td>
<td>2,461</td>
<td>2,348</td>
<td>2,926</td>
<td>3,853</td>
<td>3,809</td>
<td>(44)</td>
</tr>
<tr>
<td>Engineering/Computer Sciences</td>
<td>26,662</td>
<td>25,528</td>
<td>31,956</td>
<td>42,598</td>
<td>53,045</td>
<td>54,028</td>
<td>983</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>22,925</td>
<td>32,105</td>
<td>39,116</td>
<td>44,446</td>
<td>49,901</td>
<td>49,815</td>
<td>(86)</td>
</tr>
<tr>
<td>Medicine</td>
<td>3,015</td>
<td>3,015</td>
<td>3,246</td>
<td>3,275</td>
<td>3,428</td>
<td>3,508</td>
<td>80</td>
</tr>
<tr>
<td>Other Health Science</td>
<td>4,483</td>
<td>5,199</td>
<td>7,124</td>
<td>9,379</td>
<td>10,081</td>
<td>10,288</td>
<td>207</td>
</tr>
<tr>
<td>Other/Interdisciplinary - STEM</td>
<td>1,299</td>
<td>1,336</td>
<td>2,051</td>
<td>5,273</td>
<td>8,644</td>
<td>9,454</td>
<td>810</td>
</tr>
<tr>
<td>Physical Sciences/Math</td>
<td>8,949</td>
<td>11,866</td>
<td>15,873</td>
<td>21,300</td>
<td>24,372</td>
<td>23,342</td>
<td>(1,030)</td>
</tr>
<tr>
<td>Academic doctoral not included above</td>
<td>7,642</td>
<td>8,753</td>
<td>8,642</td>
<td>8,125</td>
<td>8,177</td>
<td>7,934</td>
<td>(243)</td>
</tr>
<tr>
<td>subtotal Compact</td>
<td>78,775</td>
<td>92,078</td>
<td>112,073</td>
<td>139,127</td>
<td>163,169</td>
<td>163,902</td>
<td>733</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study—Compact Categories in blue</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
<th>2022</th>
<th>Change 2021 to 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>20,126</td>
<td>23,087</td>
<td>22,177</td>
<td>18,699</td>
<td>19,196</td>
<td>19,067</td>
<td>(129)</td>
</tr>
<tr>
<td>Business</td>
<td>11,221</td>
<td>12,659</td>
<td>14,421</td>
<td>17,035</td>
<td>18,366</td>
<td>18,987</td>
<td>621</td>
</tr>
<tr>
<td>Law</td>
<td>2,407</td>
<td>2,605</td>
<td>2,957</td>
<td>3,230</td>
<td>4,028</td>
<td>3,787</td>
<td>(241)</td>
</tr>
<tr>
<td>Other/Interdisciplinary - Non-STEM</td>
<td>9,573</td>
<td>10,260</td>
<td>7,803</td>
<td>8,188</td>
<td>8,244</td>
<td>7,742</td>
<td>(502)</td>
</tr>
<tr>
<td>Public Admin</td>
<td>876</td>
<td>923</td>
<td>1,116</td>
<td>1,305</td>
<td>2,049</td>
<td>1,943</td>
<td>(106)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>31,691</td>
<td>36,804</td>
<td>41,585</td>
<td>43,710</td>
<td>50,712</td>
<td>50,305</td>
<td>(407)</td>
</tr>
<tr>
<td>subtotal non-Compact</td>
<td>75,894</td>
<td>86,338</td>
<td>90,059</td>
<td>92,167</td>
<td>102,595</td>
<td>101,831</td>
<td>764</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study—Compact Categories in blue</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
<th>2022</th>
<th>Change 2021 to 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total declared</td>
<td>154,669</td>
<td>178,416</td>
<td>202,132</td>
<td>231,294</td>
<td>265,764</td>
<td>265,733</td>
<td>(31)</td>
</tr>
<tr>
<td>Undeclared</td>
<td>32,259</td>
<td>30,443</td>
<td>28,825</td>
<td>32,933</td>
<td>28,772</td>
<td>28,472</td>
<td>(300)</td>
</tr>
<tr>
<td>Total</td>
<td>186,928</td>
<td>208,859</td>
<td>230,957</td>
<td>264,227</td>
<td>294,536</td>
<td>294,205</td>
<td>(331)</td>
</tr>
</tbody>
</table>

* excludes undeclared

Display E.2.ii. – Projected UC enrollments by the compact fields (STEM, Education, Academic Doctoral), 2023–24 to 2026–27

<table>
<thead>
<tr>
<th>Field of Study—Compact Categories in blue</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
<th>2022</th>
<th>2026 projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>1,757</td>
<td>1,815</td>
<td>1,717</td>
<td>1,805</td>
<td>1,668</td>
<td>1,724</td>
<td>1,748</td>
</tr>
<tr>
<td>Education</td>
<td>2,043</td>
<td>2,461</td>
<td>2,348</td>
<td>2,926</td>
<td>3,853</td>
<td>3,809</td>
<td>3,956</td>
</tr>
<tr>
<td>Engineering/Computer Sciences</td>
<td>26,662</td>
<td>25,528</td>
<td>31,956</td>
<td>42,598</td>
<td>53,045</td>
<td>54,028</td>
<td>60,119</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>22,925</td>
<td>32,105</td>
<td>39,116</td>
<td>44,446</td>
<td>49,901</td>
<td>49,815</td>
<td>54,325</td>
</tr>
<tr>
<td>Medicine</td>
<td>3,015</td>
<td>3,015</td>
<td>3,246</td>
<td>3,275</td>
<td>3,428</td>
<td>3,508</td>
<td>3,600</td>
</tr>
<tr>
<td>Other Health Science</td>
<td>4,483</td>
<td>5,199</td>
<td>7,124</td>
<td>9,379</td>
<td>10,081</td>
<td>10,288</td>
<td>11,837</td>
</tr>
<tr>
<td>Other/Interdisciplinary - STEM</td>
<td>1,299</td>
<td>1,336</td>
<td>2,051</td>
<td>5,273</td>
<td>8,644</td>
<td>9,454</td>
<td>10,807</td>
</tr>
<tr>
<td>Physical Sciences/Math</td>
<td>8,949</td>
<td>11,866</td>
<td>15,873</td>
<td>21,300</td>
<td>24,372</td>
<td>23,342</td>
<td>26,836</td>
</tr>
<tr>
<td>Academic doctoral not included above</td>
<td>7,642</td>
<td>8,753</td>
<td>8,642</td>
<td>8,125</td>
<td>8,177</td>
<td>7,934</td>
<td>7,705</td>
</tr>
<tr>
<td>subtotal Compact</td>
<td>78,775</td>
<td>92,078</td>
<td>112,073</td>
<td>139,127</td>
<td>163,169</td>
<td>163,902</td>
<td>180,933</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study—Compact Categories in blue</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
<th>2022</th>
<th>2026 projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>20,126</td>
<td>23,087</td>
<td>22,177</td>
<td>18,699</td>
<td>19,196</td>
<td>19,067</td>
<td>17,413</td>
</tr>
<tr>
<td>Business</td>
<td>11,221</td>
<td>12,659</td>
<td>14,421</td>
<td>17,035</td>
<td>18,366</td>
<td>18,987</td>
<td>20,578</td>
</tr>
<tr>
<td>Law</td>
<td>2,407</td>
<td>2,605</td>
<td>2,957</td>
<td>3,230</td>
<td>4,028</td>
<td>3,787</td>
<td>4,007</td>
</tr>
<tr>
<td>Other/Interdisciplinary - Non-STEM</td>
<td>9,573</td>
<td>10,260</td>
<td>7,803</td>
<td>8,188</td>
<td>8,244</td>
<td>7,742</td>
<td>6,959</td>
</tr>
<tr>
<td>Public Admin</td>
<td>876</td>
<td>923</td>
<td>1,116</td>
<td>1,305</td>
<td>2,049</td>
<td>1,943</td>
<td>2,069</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>31,691</td>
<td>36,804</td>
<td>41,585</td>
<td>43,710</td>
<td>50,712</td>
<td>50,305</td>
<td>52,734</td>
</tr>
<tr>
<td>subtotal non-Compact</td>
<td>75,894</td>
<td>86,338</td>
<td>90,059</td>
<td>92,167</td>
<td>102,595</td>
<td>101,831</td>
<td>103,760</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study—Compact Categories in blue</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
<th>2022</th>
<th>2026 projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of total enrollment*</td>
<td>51%</td>
<td>52%</td>
<td>55%</td>
<td>60%</td>
<td>61%</td>
<td>62%</td>
<td>64%</td>
</tr>
<tr>
<td>% of total enrollment*</td>
<td>49%</td>
<td>48%</td>
<td>45%</td>
<td>40%</td>
<td>39%</td>
<td>38%</td>
<td>36%</td>
</tr>
</tbody>
</table>
Activities planned for next reporting period:
UCOP and campuses have set enrollment goals for 2023–24 through 2026–27 that would achieve the levels of growth expected in the compact (1 percent annual growth for undergraduate CA resident students and 2,500 more graduate students). Enrollment growth in compact-related disciplines is expected to continue to outpace growth in other disciplines. Indeed, this trend could potentially accelerate considering the high proportion (61 percent) of new proposals for compact-related degree programs described in Goal E1.

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

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

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

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

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

UC faculty have also continued to work with intersegmental colleagues from CCC and CSU through participation in the CCC-led Transfer Alignment Project to continue to assess existing alignment between Associate Degrees for Transfer (ADTs) and UC Transfer Pathways. CCC, CSU, and UC faculty have made progress this year by acknowledging exact matches and degrees that may
Activities planned for next reporting period:
During the 2023–24 academic year, ACSCOTI will continue to engage with faculty to identify majors to join existing UC Transfer Pathways. Also, relevant UC campus faculty will meet to design and confirm the potential new Transfer Pathways in Data Science, Ethnic Studies, and Statistics. Concurrently, CCC and UC faculty will meet to discuss the existing articulation gaps in the original 20 Transfer Pathways, in addition to any potential gaps in any future Pathways. The ASSIST team will complete planning, research, and initial development of a Transfer Pathways flag in ASSIST.org. Once fully implemented, this flag will enable Transfer Pathways data to be consistently updated in real time with active course-to-course articulation agreements.

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

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

Progress to date including data/metrics:
From 2018–2023, the number of freshman applicants to UC who reported A-G applicable CCC coursework on the UC application grew by over 17,000 students (7 percent). In addition, the proportion of applicants with at least one CCC course grew from 12 percent of all applicants in 2018 to 19 percent in 2023. While there is no statewide data repository for dual enrollment programs, these numbers reflect clear growth of UC-bound high school students enrolling in A-G applicable CCC courses before they complete high school. For fall 2023, 38,711 prospective students reported CCC coursework. Within this group, 13,782 (6.7 percent of all freshman applicants) reported one UC transferable course, thus earning, on average, three college units. Further, 3,013 applicants completed four courses and 9,083 reported five or more CCC courses to satisfy some of their A-G eligibility requirements. As most courses earn three college units, in total about 6 percent of applicants earned at least twelve college units during high school.
### Display E.4.i. — Freshman applications by year and A-G applicable CCC course total

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9,467</td>
<td>10,351</td>
<td>10,829</td>
<td>12,462</td>
<td>12,904</td>
<td>13,782</td>
</tr>
<tr>
<td>3</td>
<td>2,053</td>
<td>2,289</td>
<td>2,800</td>
<td>3,447</td>
<td>3,789</td>
<td>4,206</td>
</tr>
<tr>
<td>5+</td>
<td>3,789</td>
<td>4,624</td>
<td>5,338</td>
<td>6,906</td>
<td>8,040</td>
<td>9,083</td>
</tr>
<tr>
<td>All w/ no CCC Courses</td>
<td>160,536</td>
<td>152,534</td>
<td>145,208</td>
<td>171,382</td>
<td>175,621</td>
<td>168,131</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>% Applicants</th>
<th>Total Courses</th>
<th>Mean Courses per Applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) History</td>
<td>13,234</td>
<td>34.2%</td>
<td>24,940</td>
<td>1.9</td>
</tr>
<tr>
<td>C) Mathematics</td>
<td>12,767</td>
<td>33.0%</td>
<td>21,450</td>
<td>1.7</td>
</tr>
<tr>
<td>E) Language other than English (LOTE)</td>
<td>8,067</td>
<td>20.8%</td>
<td>13,099</td>
<td>1.6</td>
</tr>
<tr>
<td>G) Elective</td>
<td>7,353</td>
<td>19.0%</td>
<td>25,847</td>
<td>3.5</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

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

**Activities planned for next reporting period:**
Survey questions will be added to UCUES to collect data for metrics. The survey will be administered from April to August 2024 and results will be integrated into the dashboard.

UCOP will share survey data with key audiences, including undergraduate deans, to support efforts for further expansion of these opportunities across campuses and identify potential efforts and newly implemented programs.
Goal F: Providing access to online courses, with the goal of doubling the number of student credit hours generated through undergraduate online courses by 2029–30 compared with 2019–20

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

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

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

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

Systemwide Activities:
UC Online Executive Director. At the system level, UC conducted a national search to hire an executive director for its State-funded, cross-campus online education program. The executive director will guide the recently rebranded UC Online program through its next phase of strategic planning and development to position it to help campuses scale quality online learning across the
system. The aim is to expand UC’s engagement in academic technology policy and experiences that support educational access and equity in public education and contribute to UC’s 2030 goals to produce more degrees and to close equity gaps in student retention and graduation.

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

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

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

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

A. Snapshot of Progress
B. CCC-UC Joint Recommendation
C. Goal C2 Inventory of Campus Efforts
D. Multi-Year Compact Between Governor Newsom and the University of California, May 2022
E. UC 2022 Multi-year Compact Report (ucop.edu)
F. Presentation to UC Board of Regents, January 2023
<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add 8,000 full time equivalent resident undergraduates over four years</td>
<td>Increasing students’ average credit hours per term and increasing final California resident undergraduate continuing student year average headcount. Increasing enrollment via summer start programs, summer/fall orientation programs, and more online offerings in the summer.</td>
</tr>
<tr>
<td>(one percent annual enrollment growth each year between 2023–24 and 2026–27)</td>
<td>197,111 California Resident Undergraduate FTE.</td>
</tr>
<tr>
<td>including fifteen percent growth at UC Berkeley, UCLA, and UC San Diego.</td>
<td>2022–23 California resident undergraduate enrollment, inclusive of summer 2022, grew by 1,250 FTE over 2021–22.</td>
</tr>
<tr>
<td>Shift a portion of nonresident undergraduate enrollment at the Berkeley,</td>
<td>Achieving and maintaining reductions in nonresident enrollment is contingent upon the state providing ongoing funding in addition to the five percent base adjustment to backfill revenue losses associated with the shift from nonresident to resident enrollment.</td>
</tr>
<tr>
<td>Los Angeles, and San Diego campuses to resident undergraduate enrollment</td>
<td>2021–22 year-average headcount enrollment: Nonresidents: 22,319 CA residents: 71,524</td>
</tr>
<tr>
<td>to achieve a share of nonresident students at every UC campus that is no</td>
<td>2022–23 year-average headcount enrollment: Nonresident: 21,210 CA resident: 73,635</td>
</tr>
<tr>
<td>more than 18 percent of the campus’s undergraduate enrollment.</td>
<td></td>
</tr>
</tbody>
</table>
### Snapshot of Progress Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>2023 Progress</th>
<th>2022–23 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.3.</td>
<td>Enroll one new California resident transfer student for every two new California resident freshmen.</td>
<td>Develop enrollment plans annually demonstrating that the campus target for enrolling California resident transfers is at least fifty percent of the campus target for California resident first-year students. Strategies include creating new transfer options, increasing UC Transfer Pathways, increasing Student Academic Preparation and Educational Partnerships investments, launching a dual admission program, and strengthening CCC-to-UC transfers.</td>
<td>UC moved from 2.3:1 in 2016–17 to 1.9:1 in 2020–21</td>
</tr>
<tr>
<td>A.4.</td>
<td>Add 2,500 graduate students systemwide.</td>
<td>Hold monthly conference calls with staff at each campus to identify any developments related to admissions, enrollment, student academic progress, or other factors that could affect the University's ability to achieve this goal.</td>
<td>2021–22 graduate state-supported FTE: 48,812</td>
</tr>
<tr>
<td>B.1.</td>
<td>Eliminate gaps between overall four-year freshman graduation rates and those of low-income (Pell-eligible), and underrepresented groups by 2029-30.</td>
<td>Expand Summer Bridge programs, support the introduction of co-curricular STEM courses, and design data-informed, inclusive pedagogy.</td>
<td>2021 Baseline All: 72.7%  First gen. 66.0%  Pell: 67.1%  Underrep. group: 62.5%</td>
</tr>
<tr>
<td>Snapshot of Progress Goal</td>
<td>Goal Description</td>
<td>2022–23: %</td>
<td>2023–24: %</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Increase the overall systemwide four-year freshman graduation rate to 76 percent and the two-year transfer graduation rate to 70 percent by 2029–30.</td>
<td>Support student academic success in the first year.</td>
<td>72.2% in 2021</td>
<td>72.8% in 2022</td>
</tr>
<tr>
<td>Improve data collection on graduation rates for students with a disability and creating a dashboard for this information by the end of the 2025–26 academic year.</td>
<td>Support the UC Systemwide Advisory Workgroup on Students with Disabilities (SDWG)</td>
<td>NA</td>
<td>GUEA was able to collect data on undergraduate students with disabilities from the nine UC undergraduate campuses.</td>
</tr>
<tr>
<td>Track progress toward goals of the improving student success and equity on the UC Information Center.</td>
<td>Expand the UC 2030 dashboard on the UC Information Center website and create the student success dashboard website.</td>
<td>NA</td>
<td>New dashboards that were added to the UC 2030 dashboard on the UC Information center to track systemwide and campus progress towards Compact goals to improve graduation rates and close equity gaps.</td>
</tr>
<tr>
<td>Establish an aspirational goal of offering every UC undergraduate a pathway for debt-free education by 2029–30.</td>
<td>Award new financial aid packages with support from a combined commitment to expand federal, State, and University funding sources.</td>
<td>2022–23: 41%</td>
<td>2023–24: 58%.</td>
</tr>
<tr>
<td>Snapshot of Progress Goal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>C.2.</strong> Construct a plan that will detail how it will substantially decrease non-tuition costs for students or increase availability of lower cost options in the areas of textbooks, housing, food, and transportation.</td>
<td>Support systemwide working groups to identify actions and initiatives to reduce costs and develop an implementation timeline and metrics to measure success.</td>
<td>NA</td>
<td>Each workgroup met twice over the spring and summer of 2023, reviewed the totality of campuses’ efforts in these areas, and developed a comprehensive list of cost-reduction efforts that are already underway or under consideration at each campus.</td>
</tr>
<tr>
<td><strong>C.3.</strong> Use responses from the Undergraduate Cost of Attendance Survey to track decreases in textbook costs for lower and upper division students.</td>
<td>Administer the biennial Cost of Attendance Survey (COAS) and publish the results.</td>
<td>2021: $457</td>
<td>2023: $386</td>
</tr>
<tr>
<td><strong>D.1.</strong> Participate in the implementation of the Cradle-to-Career Data System</td>
<td>Participate in meetings with C2C staff and C2C taskforce and advisory committees.</td>
<td>NA</td>
<td>UCOP staff participated in biweekly collaboration meetings with C2C staff throughout 2023. Three different UCOP experts served various C2C task forces and advisory committees. The UC C2C governing board representative served on two advisory boards.</td>
</tr>
<tr>
<td>Snapshot of Progress Goal</td>
<td>Activity</td>
<td>Status</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Support efforts for its nine undergraduate campuses to adopt a common learning management system with the California State University (CSU) and California Community College (CCC) systems.</td>
<td>Execute license agreements and collect undergraduate enrollment data from campuses and distribute State funding.</td>
<td>NA</td>
<td>100% of undergraduate campuses are implementing the common LMS, Canvas, for their undergraduate courses.</td>
</tr>
<tr>
<td>Collaborate with CSU and CCC to identify granular equity data trends that can be used to address equity gaps.</td>
<td>Expand reporting, publish new dashboards and data tools, develop training resources, and engage with CSU and CCC.</td>
<td>NA</td>
<td>UC has published enhanced UC 2030 dashboards.</td>
</tr>
<tr>
<td>Support efforts to establish an integrated admissions platform common to the UC, CSU, and CCC.</td>
<td>Consult monthly with C2C and CCGI, amend data agreements, and implement data exchange technology.</td>
<td>NA</td>
<td>UCOP completed CMP enhancements, implemented a bilateral token exchange, and signed an amended data-sharing agreement.</td>
</tr>
<tr>
<td>Collaborate with the CCC system to redesign UC-CCC data sharing agreements.</td>
<td>Execute a MOU under the current master data sharing agreement, begin sharing data, conduct analyses.</td>
<td>NA</td>
<td>CCCCO and UCOP signed the MOU in March 2023.</td>
</tr>
</tbody>
</table>
## Snapshot of Progress Goal

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

**UC Degrees Awarded by Compact Categories**

- 2021–22, 46,224
<table>
<thead>
<tr>
<th>Snapshot of Progress Goal</th>
<th>Strategic Approach</th>
<th>Baseline Data</th>
<th>2023 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.4.</td>
<td>Collaborate with the CCCs to review course transfer eligibility to expand dual enrollment opportunities available to high school students through CCCs.</td>
<td>Establish a baseline metric using available data and refine guidance for freshman applications about community college course transfer credits.</td>
<td>In 2021, 2,591 applicants completed four courses and 6,906 reported five or more CCC courses. In total about 5% of applicants earned at least 12 college units during high school.</td>
</tr>
<tr>
<td>E.5.</td>
<td>Expand efforts to integrate career-relevant knowledge and skills into the educational experience.</td>
<td>Develop a student research, internship, and service-learning dashboard.</td>
<td>UCUES data shows that participation dipped in 2020 to 62% in large part due to the COVID-19 pandemic.</td>
</tr>
<tr>
<td>F.1.</td>
<td>Double the number of student credit hours generated through undergraduate online courses offered in fall, winter, spring and summer terms by 2029–30.</td>
<td>Leverage the summer term for online instruction and explore opportunities to expand online course offerings in fall, winter, and spring terms.</td>
<td>283,090 undergraduate online student credit hours.</td>
</tr>
</tbody>
</table>
B. CCC-UC Joint Recommendation

1. Jointly establish a baseline and targets for increasing the number of students who meet UC transfer admission requirements, moving away from the general CCC transfer-ready definition of completing 60 or more units with at least a 2.0 GPA and having completed a transfer-level English or math course. This current definition does not enable either segment to accurately project students’ transfer readiness for UC admissions and academic programs.

2. Increase the percentage of CCC applicants who apply, are admitted to, and enroll at UC in alignment with segment-specific goals.
   - This will enable the CCCs to achieve their Vision for Success goals—to increase transfer to UC and the California State University (CSU)—and UC to achieve its UC 2030 goals to increase the proportion of transfer students who are first generation, underrepresented, low income, and/or Pell recipients, or who begin their college careers at CCCs in underrepresented regions that have not historically sent large percentages of students to UC.

3. Leverage common course numbering to increase consistency of CCC curricula for lower-division general education and major preparation, credit mobility, and clarity for students on the applicability of CCC courses meeting UC and CSU admission and baccalaureate degree program requirements (AB 1111).

4. Streamline lower-division general education (GE) transfer requirements and college major preparation by consolidating requirements, supporting the development of courses that fulfill multiple requirements, and expanding opportunities for prospective transfer students to complete core courses at CCCs (AB 928).

5. Improve articulation of major preparation courses and transfer paths between the segments, which could include joint faculty-led curriculum design initiatives, online learning opportunities, and increased articulation instances.
   - Address challenges affecting course articulations (e.g., modality for course delivery, prerequisite expectations, etc.) and regularly review admission requirements to ensure they are not resulting in unnecessary barriers to transfer.
   - Assess and adjust requirements based on faculty recommendations to ensure that TAGs, UC Transfer Pathways, and Pathways+ guide students in their academic preparation for UC and position them well for timely baccalaureate degree completion.

6. Create and promote cost-saving financial incentives for UC-bound CCC students. CCC students can benefit from a fully integrated and streamlined CCC-UC transfer process that includes cross-enrollment opportunities, more robust transfer financial support and resources (e.g., scholarships, financial literacy education), and specific messaging on how to finance a UC education as a transfer student.

7. Conduct with CCC and UC faculty a comprehensive, mixed-methods, longitudinal study of obstacles and opportunities related to student enrollment at CCCs and UC, transfer students’ time-to-degree (associate’s or baccalaureate), and post-baccalaureate outcomes. Such a study can identify the academic and non-academic factors that the segments can address in

---

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

8. Establish a fully intersegmental memorandum of understanding (MOU) for California student transfer. Since the establishment of the 2018 CCC-UC MOU, much has transpired in the State to address many of the challenges outlined in that MOU, including new policies to streamline students’ access to transfer and new recommendations for recovering with equity post-COVID. Additional expectations have moreover been levied on all public postsecondary segments to improve the overall transfer experience for students.

- A new MOU for the CCCCO, CSU Office of the Chancellor, and UCOP can align with current expectations by outlining the next phase of objectives and strategies for expanding equitable transfer outcomes. This includes data-sharing agreements, facilitated by the State’s Cradle-to-Career initiative, that are crucial for all segments to identify issues and support students in planning and preparing for transfer and that signal continued commitment and partnership among all the public postsecondary segments in the area of transfer.

- A new fully intersegmental MOU will be informed by the recommendations within this report, recent transfer policy changes across the three segments, the 2021 Recovery with Equity: A Roadmap for Higher Education After the Pandemic report, the CCC Vision for Success initiative, the CSU Graduation Initiative 2025, and UC’s 2030 Initiative.

- A new fully intersegmental MOU can support expanded collaborative communications planning and establish a joint cadence among the segments for advancing information on transfer-related priorities to the CCC Board of Governors, the CSU Board of Trustees, and the UC Board of Regents.
## C. Goal C2 Inventory of Campus Effort

<table>
<thead>
<tr>
<th>Location</th>
<th>Housing Related Stalls Already Taken</th>
<th>Housing Related Additional Stalls</th>
<th>Dining Related Stalls Already Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley</td>
<td>1. A new student housing project is scheduled to begin in the spring semester. The project is expected to be completed by the fall semester.</td>
<td>2. We will commence construction on high-stem residential buildings to accommodate the growing student population.</td>
<td>3. A new student dining hall is under construction to increase capacity and meet demand.</td>
</tr>
<tr>
<td>UC Davis</td>
<td>1. A new student housing complex is under development to accommodate the growing student population.</td>
<td>2. We will begin construction on a new student center to enhance student life activities.</td>
<td>3. A new student dining hall is under construction to increase capacity and meet demand.</td>
</tr>
</tbody>
</table>

### Notes:

- **UC Berkeley**: A new student housing project is scheduled to begin in the spring semester. The project is expected to be completed by the fall semester. We will commence construction on high-stem residential buildings to accommodate the growing student population. A new student dining hall is under construction to increase capacity and meet demand.

- **UC Davis**: A new student housing complex is under development to accommodate the growing student population. We will begin construction on a new student center to enhance student life activities. A new student dining hall is under construction to increase capacity and meet demand.
University of California Multi-Year Compact Annual Report, 2023

Campus Housing Related Steps Already Taken

1. The CSU program that houses 2,000 students with supportive, service, and campus housing with more options in both food and communities.
2. Offering an enhanced student experience and annual new rates increase since the U.S. was restored to student housing.
3. Established a Housing Advisory Committee comprised of student representatives, faculty, and staff from across campus, and the Board of Directors has received feedback from students on the number of costs to procure and more.
4. North Dakota Phase 5 (ND-5), a 2016, partnering with the University of California, Los Angeles, to develop a new residential building.
5. UCSD received a $10 million reduction in state funding, resulting in UCI receiving $58 million in funding.
6. UCSD has established a new program for students who need affordable housing.
7. UCSD has increased substance abuse services.
8. UCSD has established a new program for students who need affordable housing.
9. UCSD has increased substance abuse services.
10. UCSD has established a new program for students who need affordable housing.

UCSD Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.

ICU Steps Taken

1. A new housing guarantee for student housing.
2. A new housing guarantee for student housing.
3. A new housing guarantee for student housing.
4. A new housing guarantee for student housing.
5. A new housing guarantee for student housing.
6. A new housing guarantee for student housing.
7. A new housing guarantee for student housing.
8. A new housing guarantee for student housing.
10. A new housing guarantee for student housing.
1. Slugs Support in the Dean of Students Office provides direct aid to students who are experiencing financial insecurity. Students can email the Dean of Students Office for an appointment, and the staff will discuss their options. The support is available to students from the time they arrive on campus to the time they graduate.

2. Our campus currently offers a variety of housing options, including on-campus housing and on-campus apartments. Students can find more information about housing options by visiting the University Housing website.

3. The University of California is committed to providing safe and secure living environments for all students. This includes ensuring that campus buildings are well-maintained and that security measures are in place.

4. Our campus offers a variety of resources for students who are experiencing financial insecurity. These resources include direct aid, financial assistance, and opportunities to access campus facilities and programs.

5. To address the issue of affordable housing, our campus is exploring options such as building more affordable housing units and partnering with local community organizations to provide additional support.

6. The University of California is also committed to ensuring that all students have access to necessary resources, such as healthcare and mental health services. This includes providing on-campus clinics and partnering with local healthcare providers to offer additional support.

7. Our campus is working to address the issue of food insecurity by providing resources such as food banks and partnering with local food banks to provide additional support.

8. The University of California is committed to providing a safe and secure living environment for all students. This includes ensuring that campus buildings are well-maintained and that security measures are in place.

9. Our campus currently offers a variety of housing options, including on-campus housing and on-campus apartments. Students can find more information about housing options by visiting the University Housing website.

10. To address the issue of affordable housing, our campus is exploring options such as building more affordable housing units and partnering with local community organizations to provide additional support.

11. The University of California is also committed to ensuring that all students have access to necessary resources, such as healthcare and mental health services. This includes providing on-campus clinics and partnering with local healthcare providers to offer additional support.

12. Our campus is working to address the issue of food insecurity by providing resources such as food banks and partnering with local food banks to provide additional support.
University of California Multi-Year Compact Annual Report, 2023

Table of Contents

1. Diving-related Multiyear Study

2. Transportation-related Multiyear Study

3. Transportation Related Additional Info

1. Diving-related Multiyear Study

1.1. UC Berkeley

1.1.1. Aggie Campus Basic Needs Center is launching a comprehensive food work at every program which will include both pantry and food dances.

1.1.2. Aggie Campus Basic Needs Center is launching a comprehensive food work at every program which will include both pantry and food dances.

1.1.3. UC Berkeley

1.1.4. UC Davis

1.1.5. UC Irvine

1.1.6. UC Merced

2. Transportation-related Multiyear Study

2.1. UC Berkeley

2.1.1. Student Housing and Dining Services has begun piloting a new expansion of existing dining service to accommodate demand for off-campus

2.1.2. UC Berkeley

2.1.3. UC Davis

2.1.4. UC Irvine

2.1.5. UC Merced

3. Transportation Related Additional Info

3.1. UC Berkeley

3.1.1. University of California Multi-Year Compact Annual Report, 2023

3.1.2. UC Berkeley

3.1.3. UC Davis

3.1.4. UC Irvine

3.1.5. UC Merced
University of California Multi-Year Compact Annual Report, 2023

Campus
1. In Fall 2023, the University of California Board of Regents approved a new strategic plan focused on data-driven decision-making and improved student outcomes.

Transportation
2. The Transportation Technology Center (TTC) has launched a new app that provides real-time information on bus and train schedules and traffic conditions.

UIE San Francisco
3. The UIE San Francisco office plans to expand its service area to include additional neighborhoods, offering new routes and increased frequency of service.

UIE Riverside
4. UIE Riverside is rolling out a new program that provides free bike-sharing services to students, reducing the carbon footprint of campus transportation.

UIE Los Angeles
5. UIE Los Angeles has partnered with local ride-sharing companies to offer discounted rates for students using their services.

UIE San Diego
6. UIE San Diego is exploring the potential for introducing electric vehicle charging stations on campus to reduce emissions from transportation.

UIE UC Berkeley
7. UIE UC Berkeley is working with the City of Berkeley to implement new policies that encourage the use of public transportation and active transportation modes like walking and biking.

UIE UC Davis
8. UIE UC Davis is collaborating with local businesses to offer shuttle services to students, reducing the need for personal vehicles on campus.

UIE UC Santa Barbara
9. UIE UC Santa Barbara is launching a new program that provides discounted carpooling opportunities for students, reducing traffic congestion and emissions.

UIE UC Irvine
10. UIE UC Irvine is exploring the use of autonomous vehicles for campus transportation, aiming to improve efficiency and reduce carbon emissions.

UIE UC San Diego
11. UIE UC San Diego is working with local utilities to implement new strategies for reducing electricity consumption in campus buildings, supporting sustainability goals.

UIE UC Santa Cruz
12. UIE UC Santa Cruz is introducing a new program that encourages students to use public transportation, reducing the demand for personal car use on campus.

UIE UC Santa Barbara
13. UIE UC Santa Barbara is exploring the potential for introducing a bike-sharing program to promote active transportation and reduce carbon emissions.
1. In addition to maintaining its current operations, the Bike Support and Basic Needs programs have submitted an application to the Department of Education for a Title II grant. If awarded, we may receive up to $899,000 over three years to support food insecurity, wellness, and mental health promotion for all campus students.

2. Dining Services will continue to increase the affordability of the new meal plan structure and work to provide the most cost-effective options to students. We will continue to partner with UCPD’s strategic sourcing initiative to reduce food costs.

3. In the coming year, Dining Services will be implementing a new campus-wide application for new and returning students. The application will continue to be collaborative with the Division of Student Affairs and Services to ensure equal access and to provide meals and healthy foods to students.

4. Division of Student Affairs and Campus Life: Student Services: The Bike Support office provides direct aid to students to help pay for transportation expenses. Students can enroll in the Bike Support Office for an appointment, and the non-clinical case managers at Bike Support will meet with students to engage in holistic planning and determination of needs and will then propose a wrap-around service to address students’ needs. Students can also request financial hardship and need for assistance for transportation emergencies, the Bike Support Center will coordinate assistance, and the fellowship assistance is awarded through financial aid.

Transportation and Parking Services (TAPS): In collaboration with student leadership, TAPS has piloted parking rates by 15% beginning summer of 2021. Additionally, TAPS is introducing additional student parking permits. and new transit pilot programs with additional costs to better serve students located at all University properties as well as Silicon Valley Campus. TAPS facilitates a rental agreement with a transit service provider that can ride for free throughout the UC Santa Cruz campus to Santa Cruz Station, which is served by Caltrain. TAPS offers several transit and Transportation Demand Management programs such as transit, bike, and carpooling. The bike share system is expected to grow to 12,000 bikes and 12,000 student memberships.

3. In 2023, TAPS launched the Safe Ride program, which provides free rides to the residence campus between 7 pm and 12:30 am, seven days a week during the fall, winter, and spring quarters.

4. TAPS manages the Bike Share program, which offers high-quality, bike-sharing services to all students and employees as part of its education and safety courses.
University of California Multi-Year Annual Report, 2023

1. Free full-text textbook programs enable students to access course materials for free. UC has a comprehensive initiative to provide free access to textbooks for all students.

2. The University of California has a comprehensive initiative to provide free access to textbooks for all students. This initiative is known as the "Open Access" program and is designed to provide students with free, high-quality educational materials.

3. The University of California also has a program called "Multi-Year Compact" which provides students with access to a wide range of academic materials and resources.

4. The "Compact" program includes access to a variety of materials such as textbooks, journals, and other academic resources.

5. The "Open Access" program is funded by a combination of state and federal funds, as well as private donations and partnerships with industry.

6. The University of California is committed to providing students with the best possible educational experience, and the "Open Access" program is one of the many initiatives that we are proud to offer.
1. The library houses materials and other course materials in either physical or electronic form, as appropriate, for inclusion in the course management system enabling students to access the same during any given time period. The number of electronic books, periodicals, and titles is increasing, and the library is developing additional facilities to further accommodate students' needs.

2. Our recent agreement with Coursera to offer non-traditional learning options to students, including web-based learning and virtual classrooms, adds to the flexibility of our learning environment.

3. The University of California's Mission to foster innovation, provide access to education, and enhance the quality of life through research and service is reflected in its mission to provide access to the most current and relevant information.

4. Students enrolled in our Professional Education programs have access to state-of-the-art facilities and resources, including access to the latest technologies and equipment.

5. The library staff and faculty are constantly working to improve the quality of services provided, including the development of new resources and the enhancement of existing ones.

6. The library is committed to providing a support system for faculty, students, and the general public, ensuring that all users have access to the information they need.
University of California Multi-Year Compact Annual Report, 2023

1. A list of successful work at the university has been compiled by individual faculty and staff members, with a focus on improving the cost of textbooks, especially in Chemistry.

2. The library offers a Co-op Reserve Program, which offers textbooks, course materials, and other physical and electronic course resources. The library purchases multiple print and electronic licenses when available, as such, those resources are not free.

3. The library has started a book-sharing service that is being evaluated. Students are required to pay a fee to borrow the materials, but libraries are also being asked to consider offering the books.

4. Several options for textbooks are listed, including the option to purchase the materials through a university bookstore.

5. Students can request an appointment with the Financial Aid office to review the cost of textbooks if they are paying more than the average determined by the UC Code of Conduct for Financial Aid.

The library is exploring purchasing physical textbooks to add to the Co-op Reserve Program, which will be available to students.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.

The library is also exploring the possibility of offering a limited number of books through a university bookstore, as well as exploring the possibility of offering a limited number of books through a university bookstore.

The University of California is evaluating the options for textbooks and course materials, including the possibility of offering a limited number of books through a university bookstore.