

UC Accountability Report 2022

Executive Summary

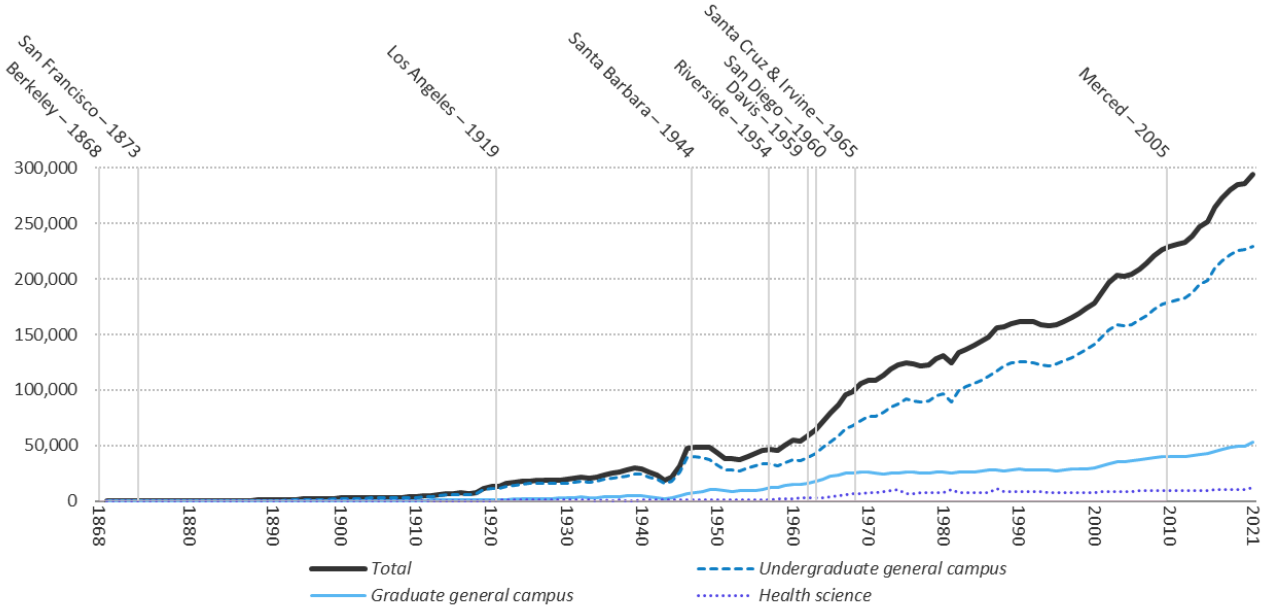
As part of its transparency efforts, the University of California produces the UC Accountability Report to provide greater awareness of University operations. This annual report, along with the online UC Information Center (ucal.us/infocenter), allows the public to learn more about the University, and UC leadership to identify areas of strength and opportunities to improve the system and UC campuses.

The 2022 UC Accountability Report Executive Summary highlights accountability indicators relevant to goals associated with the University of California’s multi-year plan: UC 2030. The UC 2030 plan is a collective effort of UC leadership — the President, Chancellors, and Board of Regents — to identify campus and systemwide goals that support California, including the need to help the state recover with equity from the COVID-19 pandemic.

UC for California

For more than 150 years, UC has helped California flourish. As the state’s public research university, UC has educated generations of students, and its research has provided solutions and policy support to issues facing the state, strengthened existing industries and created new ones, and attracted talent, dollars, and business into California. Educating graduate and undergraduate students within this setting emphasizes an inquiry-based education that expands current research capacity and creates the next generation of faculty and researchers, doctors and lawyers, artists and explorers, business owners and engaged citizens. As California has grown, so has the University.

Undergraduate and graduate enrollment, with campus opening date



California is one of the few states in the U.S. where minority groups make up more than half of the population. Low-income, first generation and underrepresented (African American, American Indian, and Chicano/Latino(a)) students make up the majority of California public high school students — they represent the new generation of California. But these populations have lower levels of educational attainment, less economic opportunity, and greater health disparities — inequities that were further exacerbated during the COVID-19 pandemic.

The University seeks to better reflect California’s diversity and ensure that student, faculty, and staff populations thrive. To promote inclusive access and success requires addressing historic inequities and systemic racism that underserved communities have faced. As one example, the University is committed to recognizing and acknowledging historic wrongs endured by Native Americans. One way it seeks to remedy that past is through the UC Native American Opportunity Plan, which waives tuition and fees for California residents who are members of federally recognized Native tribes.



This year’s UC Accountability Report features stories about faculty, students, and staff who reflect UC’s diversity, and UC efforts that advance educational equity and strengthen the University’s teaching, research, and public service mission. The photo above is of UC San Diego’s School of Medicine’s inaugural American Indian Medical Student Blessing Ceremony and Blanket Presentation, and introduces the University of California Health chapter.

The University established its UC 2030 goals to illustrate how it could meet California’s needs, particularly through expanding opportunities for undergraduate and graduate students across the educational pathway and narrowing achievement gaps, along with growing and diversifying the faculty. This summary will provide a status report detailing progress to the UC 2030 goals. It is important to note the negative impact the pandemic has had on faculty, students, and staff who were personally affected by COVID-19, with individuals often facing personal loss and expanded care-giving and family responsibilities. Overcoming those impacts will take time, and are likely to slow UC’s progress in achieving its 2030 goals.

UC 2030: Advancing the California Dream

The University of California multiyear framework — UC 2030 — began with a three-point plan on how the University would strengthen California by:

- producing over 200,000 additional degrees, on top of the one million undergraduate and graduate degrees currently projected by 2030;
- achieving a 90 percent overall graduation rate and eliminating gaps for timely graduation and graduate degree attainment for Pell, first-generation, and underrepresented groups;
- investing in the next generation of faculty and research by adding 1,100 ladder-rank faculty by fall 2022 who better represent California’s diversity.

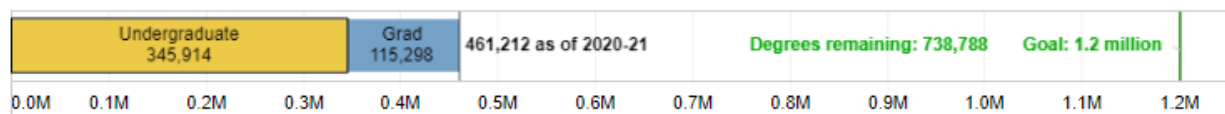
This year, the University added a new goal to have more than 40 percent of UC Ph.D. students coming from UC, California State University (CSU), other Hispanic Serving Institutions (HSI), Historically Black Colleges and Universities (HBCU), and Tribal Colleges and Universities (TCU). By “growing our own” academic doctoral students, UC could expand access for more Californians and support efforts to diversify future faculty.

At the end of this executive summary is a dashboard displaying UC 2030 systemwide goals; listed below are relevant UC Accountability Report indicators, which set the baseline and highlight existing challenges and opportunities to achieve these goals.

Goal 1: Producing 200,000 more undergraduate and graduate degrees by 2030

The Public Policy Institute of California (PPIC) estimates that California will face a shortfall of 1.1 million workers with at least a bachelor’s degree between 2014 and 2030, in large part due to baby boomers leaving the workforce. The University of California has set a goal to add 200,000 degrees over the one million currently projected — or 1.2 million undergraduate and graduate degrees. To date, UC has added over 460,000 undergraduate and graduate degrees or just over 38 percent of the 1.2 million total.

Goal #1: Award 1.2 million degrees between 2015-16 and 2029-30



At the undergraduate level, much of this improvement will be accomplished by increasing timely graduation, with all campuses proposing improvements that will yield a systemwide goal to increase four-year freshman graduation rates by eight points, from 68 percent to 76 percent, and two-year transfer graduation rates by 13 points, from 57 percent to 70 percent.

When campuses shifted to remote instruction, undergraduates took more units (i.e., courses) and there was also a significant increase in students enrolling in the summer. As a result, there was an increase in graduation rates, particularly four-year freshman and two-year transfer graduation rates, at the system level and on most campuses, which helped make progress to degree attainment goals.

However, ***there are some early indicators the pandemic may hinder future progress to achieving degree attainment goals.***

The University is tracking some concerning trends seen with the

Average Units Taken, by Academic Term, 2018-19 to 2021-22

Undergraduates Academic Year	Average Units Attempted (3WK)		
	Fall	Winter	Spring
2016-17	14.5	14.8	14.7
2017-18	14.5	14.8	14.7
2018-19	14.5	14.8	14.7
2019-20	14.6	14.8	15.0
2020-21	14.8	15.0	14.8
2021-22	14.4	14.7	14.5

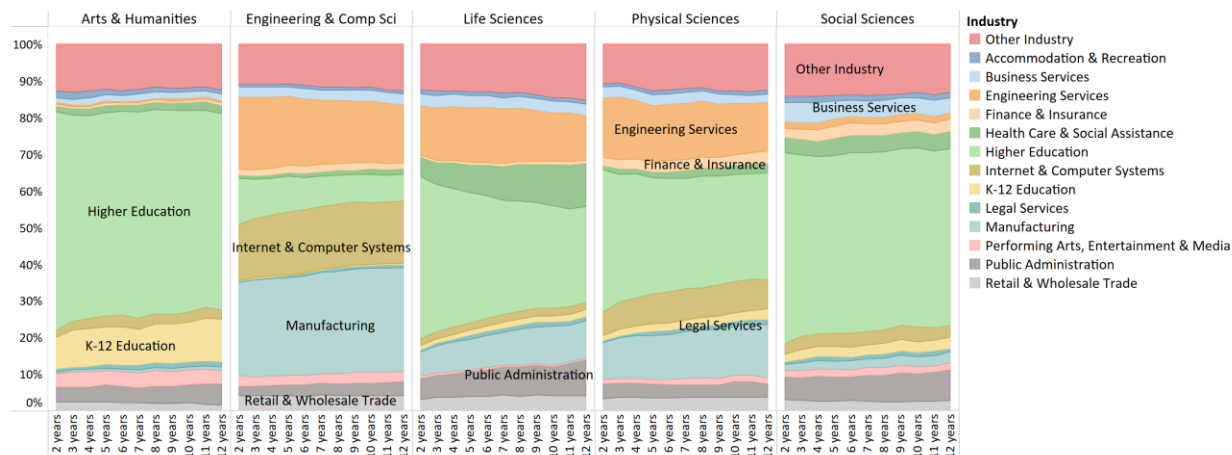
return to in-person instruction, including a decline in average units taken. In 2021–22, the average units taken across each term was lower when compared to the remote instruction period (shaded in green) and pre-pandemic levels. If continued, this could impact a student’s ability to make timely progress to completing a degree.

Of the additional 200,000 degrees UC will produce, over 40,000 will be graduate degrees, and this growth will primarily be achieved through increased graduate enrollment across the system. **While UC undergraduate enrollment has grown, funding for graduate enrollment has not kept pace, which both restricts the opportunity for bachelor degree recipients to get a graduate degree and UC’s ability to meet graduate degree attainment goals.**

Graduate enrollment growth would increase mentorship and teaching assistant support for undergraduates, along with expanding research capacity for campuses. For academic doctoral students, more than half remain in California and the majority work in higher education — 25 percent of UC faculty and 20 percent of California State University faculty have a UC Ph.D. — and these graduate students become the future professoriate.

Half of UC academic doctoral and master’s graduates who stay in California work in higher education.

4.3.6 Industry of employment of UC graduate academic students in CA, by year after graduation, Universitywide 2000 to 2018 graduating cohorts



Source: California Employment Development Department and UC Corporate Student System

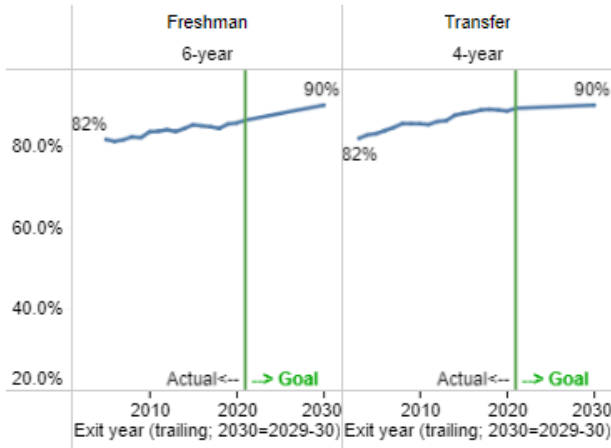
For UC Ph.D.’s who do not choose a career in academia, many conduct research and provide expertise that strengthen California’s businesses and high-skilled and high-tech industries. UC’s professional degree recipients span disciplines such as law, medicine, nursing, business, education, architecture, public policy, and the arts and in many growing fields in California. Graduate student growth is needed to address the California Futures Foundation projection of a shortfall of 21,000 advanced-degree holders by 2030 for jobs in health care, technology, and other fields.¹

Goal 2: Ensuring the California Dream is for everyone

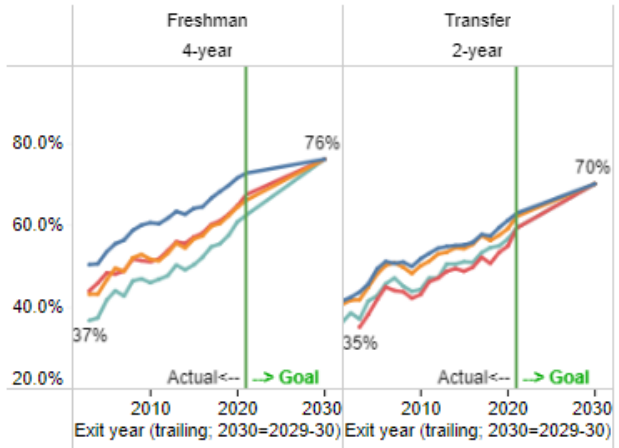
For undergraduates, the emphasis of this goal is currently two-fold: ensuring that nine out of ten freshman and transfer entrants leave UC with a degree, and eliminating timely graduation gaps for first-generation, Pell grant recipients, and underrepresented students.

¹ https://collegefutures.org/wp-content/uploads/2019/10/making-room-for-success_2019-oct.pdf

Goal #2: Increase freshman and transfer grad rates



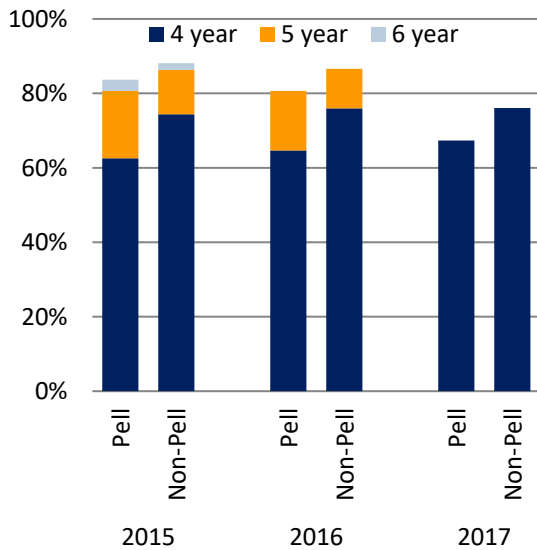
Close grad rate gaps



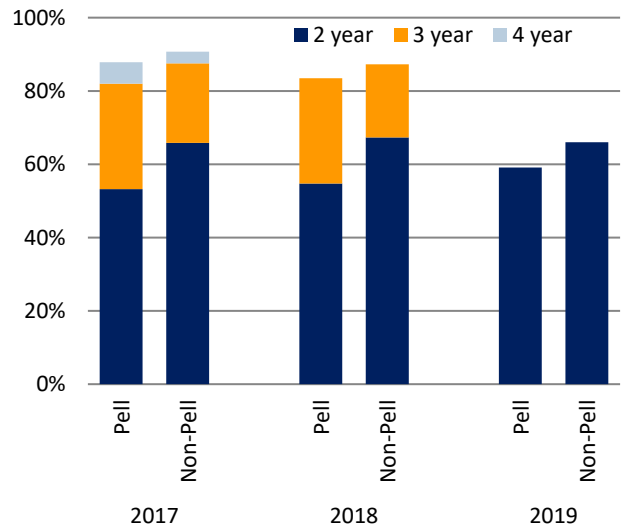
Over the last 15 years, UC graduation rates have improved, particularly four-year freshman and two-year transfer graduation rates. Over that time, UC has been unable to close double-digit gaps in timely graduation for Pell, first-generation, and underrepresented groups, particularly for freshman entrants. There was some short-term progress during the pandemic: students took more units and degree completion rates improved, including among Pell, first-generation, and underrepresented student groups.

UC's gap in timely graduation for Pell and non-Pell recipients closed during the remote instruction period.

3.1.6 Freshman graduation rates by Pell Grant recipient status
Universitywide
Cohorts entering fall 2015, 2016, and 2017



3.1.7 Transfer graduation rates by Pell Grant recipient status
Universitywide
Cohorts entering fall 2017, 2018, and 2019

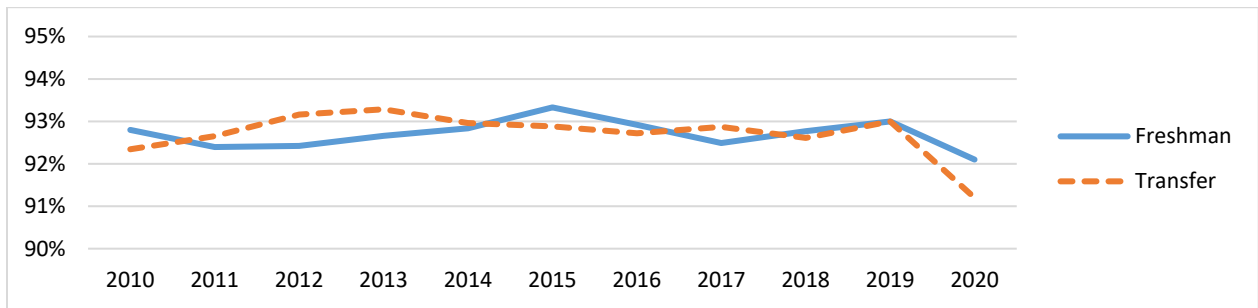


Source: UC Data Warehouse. Pell Grant recipients are those who received a Pell Grant at any point during their time at UC.

However, these gains may be short-lived, with recent declines in first-year retention and even greater declines for Pell, first-generation, and underrepresented students. For example, first-year freshman retention rates dropped 3.6 points for Pell grant recipients, 3.3 points for first-generation students, and 3.2 points for URG students (0.7 points for African American, 0.3 for American Indian, and 3.6 points for Hispanic/Latino(a)).

UC’s first-year retention rates declined with the return to in-person instruction.

3.2.1 First-year retention rates
UC systemwide
Cohorts entering fall 2010 to fall 2020



Source: UC Data Warehouse

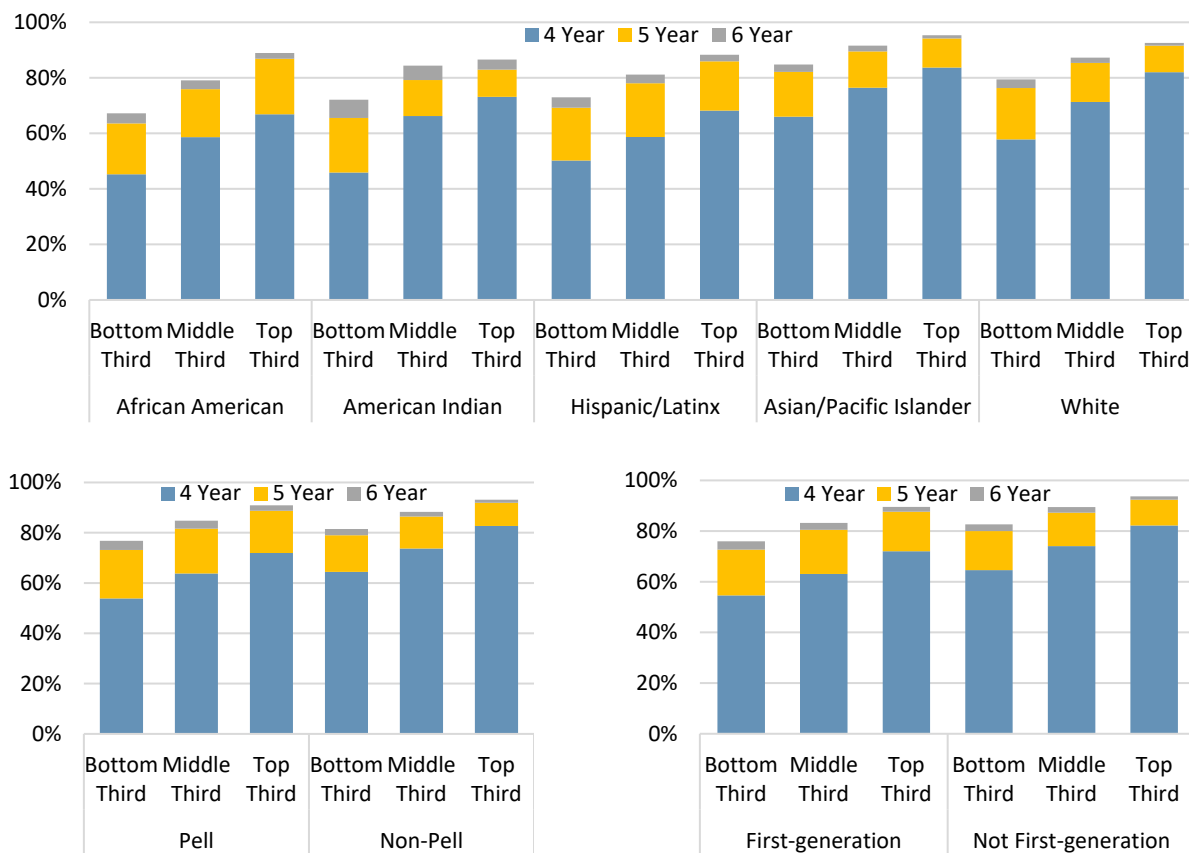
Missed learning for K–12 and California Community College (CCC) students due to the pandemic is resulting in greater declines in incoming academic preparation, which is one likely contributor to the decline in first-year retention. UC research has found that larger differences in graduation rates can be explained by high school unweighted grade point average (GPA), which is used as a proxy measure for academic preparation for entering freshmen. Gaps in graduation rates between the lowest GPA category (“bottom third”) and highest GPA category (“top third”) are much wider than the gaps between groups (e.g., African American and White) when comparing the same GPA categories. The same is true for incoming transfers (see indicator 3.1.11).

Academic preparation explains more of the difference in freshman graduation rates than race/ethnicity, Pell recipient status, or first-generation status alone.

3.1.10 Freshman graduation rates by HS GPA (top, middle, and bottom thirds) and race/ethnicity, Pell Grant recipient status, and first-generation status

Universitywide

Cohort entering fall 2015



Source: UC Data Warehouse

As a result, UC campuses are increasing efforts to expand pre-matriculation and first-year programming for freshman and transfer entrants. This includes expanding summer bridge/transfer edge opportunities and living-learning communities, along with increased curricular support, including redesigning gateway courses to eliminate equity gaps. With an expected increase in students coming in with lower levels of academic preparation and other pandemic-related challenges (e.g., caring for family members, need to work), **UC may have greater challenges improving timely graduation and is at risk of not being able to eliminate equity gaps.**

For graduate students, the emphasis of this goal is to increase the proportion of incoming UC Ph.D. students who received their undergraduate degree from UC, CSU, HBCU, other HSI, and TCU institutions from 27 to over 40 percent.

Growing Our Own Initiative

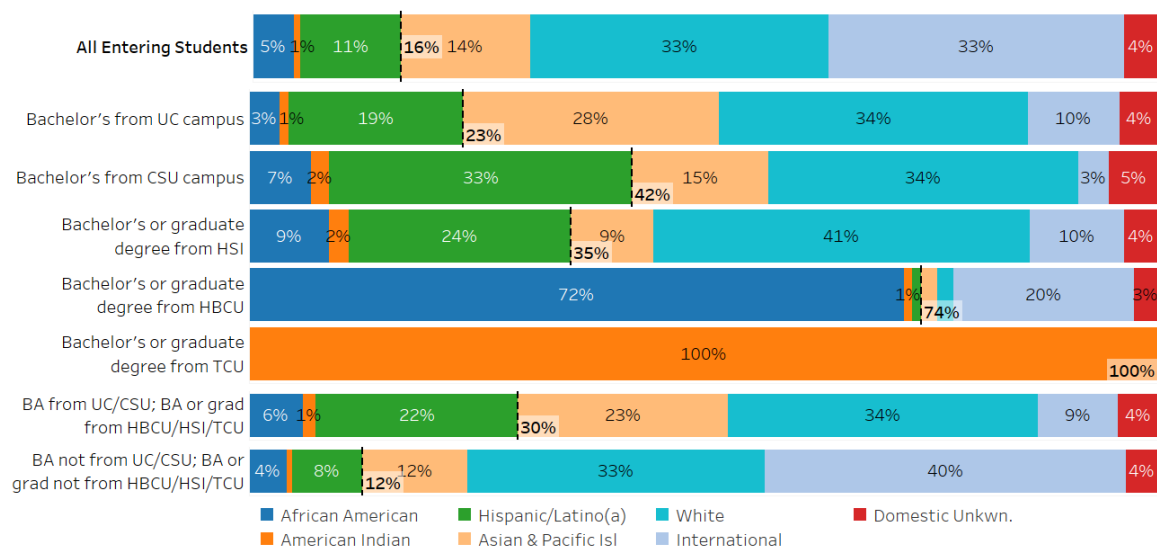
UC PhD doctoral students from UC, CSU, HBCUs, other HSIs, and TCUs (Universitywide)

2019	2020	2030 Goal
27%	28%	41%

expanding outreach efforts to these institutions that are more diverse than the current UC Ph.D. population, will support UC’s efforts to diversify the future professoriate.

Entering academic doctoral students from UC, CSU, HBCUs, HSIs, and TCUs are more racially/ethnically diverse than students from other undergraduate institutions.

4.2.2 Academic doctoral entering student enrollment by undergraduate institution and race/ethnicity
Universitywide
 Fall 2017–2021



Note: rounding may account for differences in URG subtotals.

Goal 3: Investing in the next generation of faculty and research

UC needs to grow and diversify the faculty to strengthen the University’s teaching, research, and public service mission and support UC undergraduate and graduate students. Based on campus input, the University set a goal to add 1,100 net new faculty by 2022. As of 2021, UC has added around 340 faculty (just over 30 percent of the 1,100 goal).

Goal #3:

Add 1,100 ladder-rank non-recall faculty over 4 years: Universitywide headcount

	2018	2019	2020	2021	2030 goal
Headcount	10,484	10,678	10,861	10,826	11,584
Progress	0	194	377	342	1,100

In 2021, the University faculty headcount declined over the prior year, with campuses scaling back faculty recruitment in the face of the economic uncertainty caused by the COVID-19 pandemic and an increase in faculty separations and retirements. As with other populations, UC faculty faced increased workload and stress during the pandemic, the struggle to shift courses to remote instruction, stalled research and scholarship, and increased anxiety due to work-life balance issues, health concerns, and dependent care responsibilities. Newer, more diverse faculty were hit particularly hard by the pandemic,

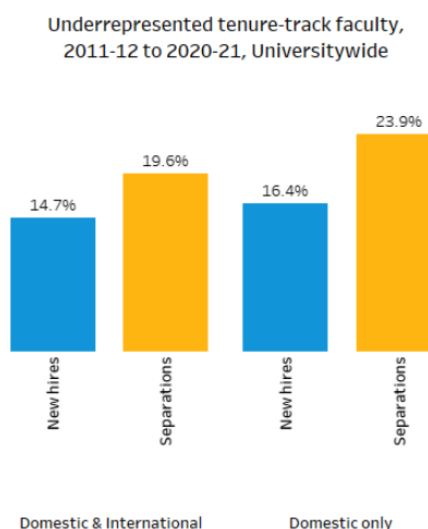
making it increasingly difficult to make progress to tenure and some choosing to leave the University. As the following figures show, while UC hires are more diverse than incoming students, the proportion of underrepresented faculty separating from the institution is even greater, which will stall UC efforts to grow and diversify the faculty. A Joint Academic Senate-Administration Mitigating COVID-19 Impacts on the Faculty Working Group issued a final report¹ with five recommendations on ways to address COVID-19 impacts on the faculty. The highest-priority recommendations focused on how to fairly account for these impacts in the academic advancement process and, important to the University of California’s mission, proposed campus approaches to give faculty the resources and time necessary to recover from disruptions to research and scholarship.

UC’s new faculty are more diverse than existing faculty, but separations of URG faculty exceed that of new hires.

Diversify faculty, implement best hiring and retention practices: Ladder-rank non-recall diversity (Universitywide) Domestic

Hispanic/Latinx	New	9.9%
	All	8.0%
Am Ind/Nat Amer	New	0.9%
	All	0.6%
Black/Afr Amer	New	6.7%
	All	4.3%
Nat Haw/Pac Isl	New	0.1%
	All	0.1%
Asian	New	13.5%
	All	13.6%
White	New	58.0%
	All	68.5%
Two or more	New	2.2%
	All	1.6%
Unknown	New	8.8%
	All	3.4%

New: new hires between 2011-12 and 2020-21; All: Oct 2021



To reach the faculty hiring goal by 2022 goal, UC would need to add an additional 758 faculty. **UC is not on pace to meet this faculty hiring goal.**

The California Governor and University Join in a Compact to Advance Key UC 2030 Goals

The University and Gov. Gavin Newsom have mutually agreed to prioritize advancement of student-focused, shared goals, including closing equity gaps and growing undergraduate and graduate students. Under a compact agreed upon in the 2022–23 state budget, UC will receive annual five percent increases to its core budget over each of the next five years, with the understanding that it will focus resources on achieving UC’s 2030 goals, including growing and diversifying the faculty and narrowing student achievement gaps.

¹ <https://regents.universityofcalifornia.edu/regmeet/may22/a6.pdf>

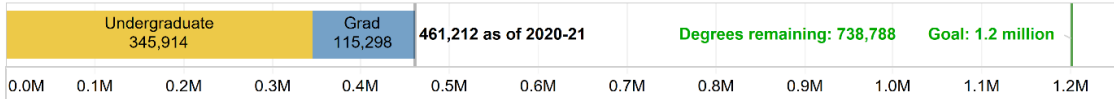
UC 2030 dashboard

This dashboard highlights key goals of the UC 2030 framework.

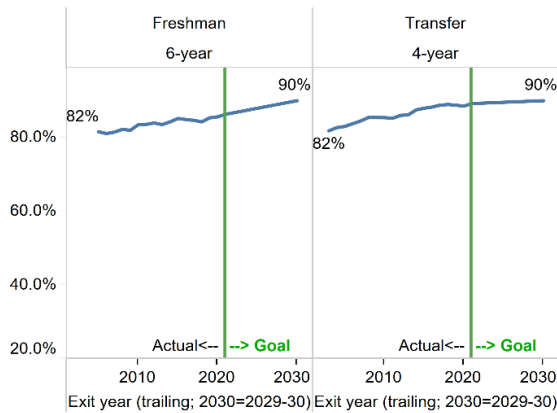
UC has goals to (1) produce 200,000 more undergraduate and graduate degrees on top of the 1 million already projected for a total of 1.2 million degrees; (2) achieve a 90 percent overall graduation rate and close graduation gaps for Pell, first-generation and underrepresented groups; and (3) invest in faculty and research by adding 1,100 ladder rank faculty over the next four years. The "Growing Our Own Graduate Enrollment" initiative aims to: (1) increase the number and proportion of UC Ph.D. students who come from institutions with historically high diverse student populations and (2) increase the number and proportion of UC undergraduates who go on to earn a Ph.D.

Select campus
Universitywide

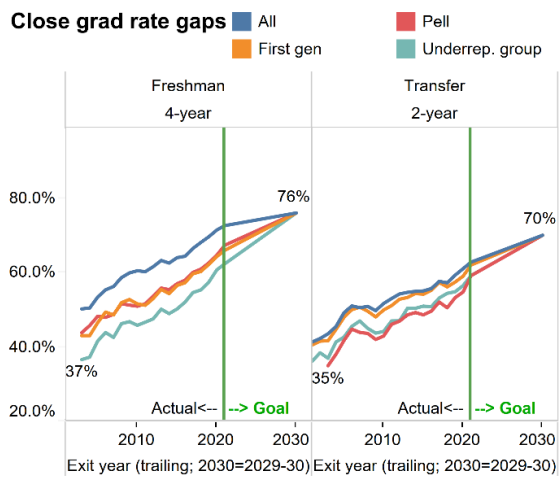
Goal #1: Award 1.2 million degrees between 2015-16 and 2029-30



Goal #2: Increase freshman and transfer grad rates



Close grad rate gaps



Goal #3:

Add 1,100 ladder-rank non-recall faculty over 4 years:
Universitywide headcount

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Growing Our Own Initiative

UC PhD doctoral students from UC, CSU, HBCUs, other HSI, and TCUs (Universitywide)

	2019	2020	2030 Goal
	27%	28%	41%

Diversify faculty, implement best hiring and retention practices: Ladder-rank non-recall diversity (Universitywide)

Group	Type	Percentage
Hispanic/Latinx	New	9.9%
	All	8.0%
Am Ind/Nat Amer	New	0.9%
	All	0.6%
Black/Afr Amer	New	6.7%
	All	4.3%
Nat Haw/Pac Isl	New	0.1%
	All	0.1%
Asian	New	13.5%
	All	13.6%
White	New	58.0%
	All	68.5%
Two or more	New	2.2%
	All	1.6%
Unknown	New	8.8%
	All	3.4%

New: new hires between 2011-12 and 2020-21; All: Oct 2021

F'21 UC PhD doctoral students diversity (Universitywide)

Group	Year	Percentage
Hispanic/Latino(a)	1st Year	11.8%
	All	11.0%
African American	1st Year	6.2%
	All	4.4%
American Indian	1st Year	0.5%
	All	0.8%
Pacific Islander	1st Year	0.3%
	All	0.3%
Asian	1st Year	14.8%
	All	13.7%
White	1st Year	29.9%
	All	33.3%
Domestic Unknown	1st Year	2.2%
	All	3.9%
International	1st Year	34.3%
	All	32.7%

Dashboard Notes and Data Sources

UC historical fall enrollment, 1869 to present provides enrollment trends for undergraduate, graduate, and health science students by campus <https://www.universityofcalifornia.edu/about-us/information-center/historical-enrollment>

Degrees awarded include the leading summer and the full academic year.
[universityofcalifornia.edu/infocenter/degrees-awarded-data](https://www.universityofcalifornia.edu/infocenter/degrees-awarded-data)

Graduation rates are based on entering cohorts but labeled by the exit academic year, which is a leading year. For example, the six-year graduation rate for 2019 in the graph reflects students who entered in fall 2014 and graduated in the 2019–20 year (including the trailing summer).
[universityofcalifornia.edu/infocenter/ug-outcomes](https://www.universityofcalifornia.edu/infocenter/ug-outcomes)

Ladder-rank non-recall faculty are October payroll snapshot headcounts.
[universityofcalifornia.edu/infocenter/uc-employee-headcount](https://www.universityofcalifornia.edu/infocenter/uc-employee-headcount)

The Accountability Report website: accountability.universityofcalifornia.edu

The UC Information Center: [universityofcalifornia.edu/infocenter](https://www.universityofcalifornia.edu/infocenter)