UNIVERSITY OF CALIFORNIA

**Attachment 1**

# University of California
# 2022 Multi-Year Compact Annual Report

**INTRODUCTION**

Governor Newsom and the University of California announced a new multi-year compact in May 2022 that combines predictable increases in State support for the University with a commitment by 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 five percent for the University in 2023-24 through 2026-27. In addition, the Governor will consider annual requests for one-time funding for the University, particularly to support capital projects in energy efficiency, seismic renewal, and deferred maintenance. The Governor will also consider ongoing additions to the University's funding, including resources to support California resident undergraduate enrollment growth above the targets described in the compact and graduate health science programs designed to improve healthcare access for medically underserved populations.

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

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

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

C. **Increasing the affordability of a UC education** by continuing to expand debt-free pathways for undergraduate students and reducing non-tuition 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 to 2019-20

The compact also calls upon the University to provide annual reports from 2023 through 2026 that describe actions taken, quantify progress in achieving each goal, and describe planned actions for the following year. In the University's 2022 report, the University is asked to describe the specific actions that it plans to take to achieve each goal. This *University of California 2022 Multi-Year Compact Annual Report* is submitted pursuant to that request.

**STRATEGIC PLAN TO ACHIEVE THE COMPACT GOALS**

Achieving the ambitious goals outlined in the compact will require concerted efforts by campuses and by the University as a whole. Consequently, the University has developed a multifaceted strategic plan that includes specific actions, timelines, and associated metrics. Components of the plan are described below for each goal within compact's six policy categories.

## A. Increasing Access to the University of California

| | |
|---|---|
| ***Goal 1:*** | With the 2022-23 academic 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 Plan 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 multi-year plan for enrollment growth reflects not only the enrollment expectations set forth in the compact but also the substantial funding for enrollment growth included in the Budget Act of 2022 ("the Act"). The Act included the following provisions related to increasing California resident undergraduate enrollment:

- $51.5 million to increase California resident undergraduate enrollment by 4,730 full-time equivalent (FTE) students over a two-year period—from 2021-22 to 2023-24;
- $31 million to fund the replacement of 902 nonresident undergraduate students with an equal number California resident students at the Berkeley, Los Angeles, and San Diego campuses in 2022-23; and
- an expectation that the University further increase California resident undergraduate enrollment by one percent between 2022-23 and 2023-24, to be funded from the University's base budget adjustment of five percent under the compact.

Combined with the expectation under the compact that the University would continue to increase California resident undergraduate enrollment by one percent (approximately 2,000 FTE) annually in 2024-25, 2025-26, and 2026-27, the total anticipated growth in California resident undergraduate enrollment between 2021-22 and 2026-27 is approximately 13,632 FTE, as shown in Display A-1, below.

**Display A-1: Total California Resident Growth Funded in the Budget Act of 2022 and Anticipated in the Compact**

| Growth (FTE) | Timeframe |
|---|---|
| 4,730 | 2021-22 to 2023-24 (2 years) |
| 902 | Replacement of nonresidents with residents in 2022-23 |
| 2,000* | Additional one percent growth in 2023-24 |
| 7,632* | Subtotal: funded growth from 2021-22 to 2023-24 (2 years) |
| 6,000* | One percent annual growth in 2024-25, 2025-26, and 2026-27 |
| 13,632* | Total growth under the Budget Act and compact, 2021-22 to 2026-27 |

** Figures are approximate; one percent annual growth is approximately 2,000 FTE*

UC campuses submitted their final 2021-22 undergraduate enrollment figures to the UC Office of the President (UCOP) in August 2022 and submitted fall 2022 figures in November. Most campuses achieved or exceeded their enrollment targets for new California resident first-year students and total California resident headcount increased. Nevertheless, total enrollment of all California resident undergraduates, inclusive of summer 2022, is expected to decline slightly on a full-time equivalent basis. This outcome reflects several lingering consequences of the COVID pandemic:

- Enrollment of new transfer students was lower than expected. Many community college students seeking to transfer to UC in 2022-23 would have typically first enrolled in a community college in 2020-21. The California Community College (CCC) entering class of 2020-21 was 18 percent lower than in 2019-20—a decline of 58,660 students—largely due to the pandemic.
- Summer enrollment declined by approximately 1,500 FTE between 2021 and 2022. The decline may reflect, in part, reduced student demand compared to summer 2021 due to an exceptionally strong summer 2022 labor market, the opportunity for students and their families to travel with minimal restrictions for the first time since 2019, fewer remote course offerings compared to 2021, and a natural return to more typical summer enrollment levels following all-time high summer enrollment in 2020 and 2021.
- Students took slightly fewer credit hours per term, on average, during the 2021-22 academic year compared to years prior to the pandemic, and it is not yet known whether this trend will reverse in 2022-23. Small changes in students' unit-taking behavior can have a material impact on full-time equivalent enrollment. For example, a one percent reduction in students' average credit hours per term (e.g., from 15 units to 14.85 units) would reduce full-time-equivalent enrollment across the University by 2,000 FTE over the course of an academic year even if the number of students physically on campus remained the same.

As a result, the total change in California resident enrollment from 2021-22 to 2022-23 is estimated to be a decline of 264 FTE. Additional growth of 13,896 FTE will be required between 2022-23 and 2026-27 in order to achieve the total growth target of 13,632 shown in Display A-1, above.

*Strategy.* UC campuses and the UC Office of the President are in the process of setting enrollment goals for 2023-24 that would achieve incremental progress towards meeting or exceeding the target level of growth of 13,896 between 2022-23 and 2026-27. Display A-2, below, shows a proposed enrollment scenario for this level of CA resident undergraduate growth.

**Display A-2: Proposed California Resident Enrollment Growth in Full-Time Equivalent (FTE) Students, 2022-23 to 2026-27**

| University of California CA Resident Undergraduate FTE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 21-22 (act.) | 22-23 (est.) | 23-24 | 24-25 | 25-26 | 26-27 | Growth from 22-23 to 26-27 | % of total growth |
| | A | B | C | D | E | F | | |
| **UC system total** | **195,861** | **195,597** | **198,900** | **202,417** | **205,964** | **209,497** | **13,900** | **100%** |
| Change over prior year: | | (264) | 3,303 | 3,517 | 3,547 | 3,533 | | |
| Change at B, LA , SD: | | | 1,037 | 369 | 763 | 1,327 | 3,496 | 25% |

The proposed growth plan reflects several considerations:

- The growth shown in Display A-2 would be *in addition* to any proposals by the Legislature and the Administration to further increase California resident enrollment in 2023-24 and later years

by continuing to reduce 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. (See Goal 2, below.)

- Of the proposed growth of 13,900 FTE, 25 percent (3,496 FTE) would occur at Berkeley, Los Angeles, and San Diego.
- The proposal acknowledges that fully achieving the two-year growth target of 7,632 FTE between 2021-22 to 2023-24 (shown in Display A-1) by 2023-24 is not feasible given that the lingering effects of the pandemic led to an enrollment decline of an estimated 264 FTE between 2021-22 and 2022-23. Instead, under the proposal, the University would use the resources provided in the Budget Act of 2022 to achieve the same level of growth, but over a multi-year period.

*Metrics.* The University's progress in achieving this goal will be measured by the full-year equivalent enrollment of California resident undergraduates at each campus. The Office of the President also holds 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.

| | |
|---|---|
| ***Goal 2:*** | In addition to the annual resident undergraduate enrollment growth of one percent per year between 2023-24 and 2026-27, UC will shift a portion of nonresident undergraduate enrollment at the Berkeley, Los Angeles, and San Diego campuses to resident undergraduate enrollment to achieve a share of nonresident students at every UC campus that is no more than 18 percent of the campus' 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 five percent, is intended to fund the first year of a multi-year strategy to reduce nonresident undergraduate enrollment to eighteen percent of total undergraduate enrollment by 2026-27. Consistent with that strategy, the University reduced nonresident enrollment and increased California resident enrollment at those campuses in the 2022-23 academic year. The exact number of nonresident students replaced by California resident students will not be known in spring 2023 once final residency determinations are made, but it is expected to meet the target of 902 students.

*Strategy:* Display A-3, below, shows a potential scenario for how these three campuses will replace nonresident undergraduate enrollment with California resident enrollment over time to achieve the 2026-27 compact goal. Nonresident enrollment at the Berkeley, Los Angeles, and San Diego campuses would decrease by 3,670 FTE between 2022-23 and 2026-27 and be replaced with an equal number of California resident undergraduates. The resulting decrease in the percentage of nonresident undergraduates at these campuses in shown in Display A-4. Pursuant to the compact, all projections are contingent upon the state providing ongoing funding to backfill revenue losses associated with the shift from nonresident to resident enrollment.

**Display A-3: Proposed Replacement of Nonresident Undergraduate Enrollment with California Resident Undergraduate Enrollment, 2023-24 to 2026-27**

| | Additional CA Resident UG Growth with Funded Nonresident Shift | Nonresident Reduction |
|---|---|---|
| Campus | Change 2022-23 to 2026-27 | |
| Berkeley | 1,627 | (1,627) |
| Los Angeles | 967 | (967) |
| San Diego | 1,076 | (1,076) |
| Total NR shift | 3,670 | (3,670) |
| Growth without shift | 13,900 | |
| **Total CA UG growth with NR shift** | **17,570** | |

**Display A-4: Projected Nonresident Enrollment as a Percentage of Total Undergraduate Enrollment, 2022-23 to 2026-27**

| Campus | 22-23 | 23-24 | 24-25 | 25-26 | 26-27 |
|---|---|---|---|---|---|
| Berkeley | 23.6% | 22.1% | 21.2% | 19.6% | 18.0% |
| Los Angeles | 21.8% | 20.5% | 20.1% | 19.0% | 18.0% |
| San Diego | 21.5% | 20.7% | 20.8% | 19.0% | 18.0% |
| **UC** | **17.1%** | **16.6%** | **16.7%** | **16.1%** | **15.4%** |

*Metrics.* The University's progress in achieving this goal will be measured by the year-average headcount of nonresident and resident undergraduates at each campus.

***Goal 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.

*Context:* Since 2016-17, the University has set annual enrollment targets that are intended to achieve a systemwide goal of enrolling at least one new California resident transfer student for every two new California resident first-year students (i.e., freshmen). The University has met this goal at the systemwide level (excluding Merced[1]) every year from 2016-17 through 2021-22.

California resident community college applications for fall 2022 declined by 11 percent compared to the prior year. The decline is not altogether surprising in light of the larger decline (18 percent) in the 2020-21 California Community College entering cohort noted earlier. In fall 2022, most UC campuses enrolled

[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.

fewer incoming California resident transfer students than they had planned to enroll, resulting in a systemwide freshman-to-transfer ratio between 2.0 and 2.1 (excluding Merced). Since 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.

*Strategy.* Individual campuses and the University as a whole are involved multiple efforts to strengthen transfer enrollment that, if successful, should allow the University to achieve its California resident transfer enrollment targets and the systemwide 2:1 freshman-to-transfer ratio. These efforts include, but are not limited to, the following:

- *Pathways+.* A new transfer option, Pathways+, was launched in August 2019 for CCC students applying for the fall 2021 term and beyond. Pathways+ guarantees admission to a UC campus while simultaneously preparing students for admission across the system.
- *Expanding other UC Transfer Pathways.* The University continues to increase the number of UC Transfer Pathways (UCTPs), a single set of courses that prepare students for the most sought-after majors at UC. The University will develop additional UCTPs pursuant to a separate goal described in the "Supporting Workforce Preparedness and High-Demand Career Pipelines" section, below.
- *Student Academic Preparation and Educational Partnership (SAPEP) investments.* The 2022 Budget Act provided the University with $22.5 in new ongoing State support SAPEP programs. Several of the programs that will receive new State resources support transfer enrollment, including Transfer Prep, MESA, PUENTE, transfer innovation grants, and ASSIST (the official course articulation repository for California's public colleges and universities).
- *Dual admission pilot program.* The University is launching a dual admission pilot program in spring 2023 that could help thousands more California students transfer to a UC campus. Dual admission will offer a new transfer path available for high school students who apply to UC but do not meet eligibility requirements because of curriculum limitations at their high school or who face financial or geographic barriers.
- *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 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[2] with recommendations that have the potential to further strengthen CCC-to-UC transfers.

As the 2022-23 academic year progresses, the University will continue to analyze the shortfall in new California resident transfer enrollment in fall 2022 to identify factors that contributed to it and how those factors can be addressed in 2023-24 and future years.

*Metrics.* UC's progress on 2:1 is measured in the UCOP Accountability report under metric 1.1.3, which tracks trends in new California resident freshman and transfer enrollment over time.

[2] https://www.ucop.edu/enrollment-services/data-and-reporting/ccc-uc-transfer-task-force-final-report-2022.pdf

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

*Context.* Graduate students are critical to every aspect of the University's mission. They partner with faculty in conducting cutting-edge research, teach and mentor undergraduate students, and contribute to California's workforce and the broader economy upon graduation.

Graduate enrollment in State-supported programs has not kept pace with undergraduate enrollment growth over time. In the twenty years from fall 1999 to fall 2019, undergraduate enrollment grew by 65 percent compared to graduate enrollment growth of only 42 percent.

UC made progress in increasing new graduate student enrollment prior to the pandemic. As shown in Display A-5, the size of the incoming class increased by 1,827 students between fall 2011 and fall 2019. Although new state-supported graduate enrollment declined in fall 2020, campuses enrolled 3,163 more new graduate students in fall 2021.

**Display A-5: Incoming Classes of Graduate Students in State-Supported Programs**

| | New State-Supported Graduate Student Fall Enrollments | | | | | | | | | | | Growth | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Campus | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Fall 2020 to 2021 | Fall 2011 to 2019 |
| Berkeley | 2,465 | 2,557 | 2,683 | 2,683 | 2,786 | 2,806 | 3,151 | 3,023 | 3,097 | 2,712 | 3,530 | 818 | 632 |
| Davis | 1,521 | 1,471 | 1,457 | 1,513 | 1,509 | 1,535 | 1,612 | 1,728 | 1,656 | 1,592 | 1,910 | 318 | 135 |
| Irvine | 1,315 | 1,285 | 1,441 | 1,583 | 1,442 | 1,463 | 1,704 | 1,601 | 1,515 | 1,395 | 1,577 | 182 | 200 |
| Los Angeles | 3,278 | 3,143 | 3,236 | 2,909 | 2,945 | 2,928 | 3,140 | 2,868 | 2,870 | 2,656 | 3,322 | 666 | -408 |
| Merced | 63 | 108 | 101 | 99 | 138 | 142 | 155 | 169 | 157 | 146 | 143 | -3 | 94 |
| Riverside | 636 | 678 | 752 | 790 | 768 | 799 | 766 | 927 | 927 | 874 | 1,026 | 152 | 291 |
| San Diego | 1,450 | 1,462 | 1,450 | 1,561 | 1,814 | 1,902 | 2,075 | 2,241 | 2,174 | 1,756 | 2,630 | 874 | 724 |
| San Francisco | 713 | 705 | 700 | 769 | 746 | 754 | 742 | 682 | 667 | 710 | 669 | -41 | -46 |
| Santa Barbara | 855 | 722 | 724 | 703 | 777 | 703 | 811 | 770 | 782 | 690 | 768 | 78 | -73 |
| Santa Cruz | 303 | 311 | 378 | 409 | 417 | 652 | 591 | 591 | 581 | 464 | 583 | 119 | 278 |
| **UC** | **12,599** | **12,442** | **12,922** | **13,019** | **13,342** | **13,684** | **14,747** | **14,600** | **14,426** | **12,995** | **16,158** | **3,163** | **1,827** |

*Strategy.* To expand access to the benefits of a UC graduate education, UC campuses aspire to enroll an additional 3,749 graduate students in state-supported programs by 2026-27 over 2022-23 levels, an average annual increase of 937 FTE (1.9%) over four years.

The table below shows actual UC state-supported graduate enrollments by campus between 2019-20 and 2021-22, estimated enrollments for 22-23, and aspirational enrollments from 2023-24 to 2025-26.

**Display A-6: Historical and Aspirational Graduate Enrollment in State-Supported Programs**

| | Graduate State-Supported FTE | | | | | Compact Growth | | Aspirational Growth | |
|---|---|---|---|---|---|---|---|---|---|
| Campus | 2019-20 | 2020-21 | 2021-22 | 2022-23 est. | 2026-27 goals | 22-23 to 26-27 | % of total growth | 22-23 to 26-27 | % of total growth |
| Berkeley | 9,094 | 8,706 | 9,541 | 9,056 | 9,711 | 655 | 26% | 982 | 26% |
| Davis | 6,338 | 6,419 | 6,678 | 6,499 | 6,587 | 88 | 4% | 132 | 4% |
| Irvine | 4,937 | 4,902 | 5,036 | 5,136 | 5,346 | 210 | 8% | 315 | 8% |
| Los Angeles | 9,064 | 9,104 | 9,491 | 9,490 | 9,464 | (26) | -1% | (39) | -1% |
| Merced | 724 | 721 | 740 | 730 | 1,013 | 283 | 11% | 425 | 11% |
| Riverside | 2,915 | 2,998 | 3,135 | 3,031 | 3,675 | 644 | 26% | 965 | 26% |
| San Diego | 6,311 | 6,316 | 6,942 | 7,370 | 7,693 | 323 | 13% | 485 | 13% |
| San Francisco | 2,825 | 2,819 | 2,636 | 2,640 | 2,708 | 68 | 3% | 102 | 3% |
| Santa Barbara | 2,659 | 2,802 | 2,804 | 2,758 | 2,747 | (11) | 0% | (16) | 0% |
| Santa Cruz | 1,775 | 1,821 | 1,809 | 1,829 | 2,094 | 265 | 11% | 398 | 11% |
| **UC** | **46,642** | **46,608** | **48,812** | **48,539** | **51,039** | **2,500** | **100%** | **3,749** | **100%** |

Note: This table excludes state-supported summer FTE at the graduate level, which was 1,314 FTE in 22-23 and is expected to remain relatively flat during the compact period.

The total aspirational growth of 3,749 FTE over 2022-23 levels exceeds the growth of 2,500 FTE that the University is expected to fund, pursuant to the compact, from its annual base budget adjustment of five percent. As a result, absent additional funding for graduate enrollment growth, the aspirational plans shown here would be scaled back to align with the goal and funding level reflected in the compact.

*Metrics.* The University's progress in achieving this goal will be measured by the full-year equivalent enrollment of graduate students in State-supported programs at each campus. The Office of the President also holds 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.

## B. Improving Student Success and Advancing Equity

***Goal 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.* As part of its UC 2030 goals, the University established aspirational goals to close equity gaps for new generation students, a category that includes first-generation, Pell grant recipients and underrepresented students. Achieving this goal is important because it would reduce students' debt level and increase their cumulative earnings upon graduation. UC estimated that new generation students who graduated in six years had an additional $7,500 in loan debt compared to students who graduated in four years, along with cumulative earnings that were $215,000 lower over a 16-year period compared to students who graduated in a timely manner. Undergraduates who graduate in four years are also more likely to attend graduate school; hence, achieving this goal could also help to further diversify UC graduate programs and key professions, including the future professoriate, researchers, and medical professionals.

*Strategy.* Display B-1, below, show current two- and four-year graduation rates, intermediate 2025-26 goals, and final 2029-30 goals for Pell Grant recipients and students from underrepresented groups. Figures are shown for the University as a whole and for each campus.

**Display B-1: Current Graduation Rates, Intermediate Goals, and Final Goals for Pell Grant Recipients and Students from Underrepresented Groups**

| | | | Pell Grant Recipients | | | Underrepresented Groups | | |
|---|---|---|---|---|---|---|---|---|
| **Campus** | **Level** | **Graduation Rate Measure** | **2020-21 Actual** | **2025-26 Intermediate Goal** | **2029-30 Goal** | **2020-21 Actual** | **2025-26 Intermediate Goal** | **2029-30 Goal** |
| Universitywide | Freshman | 4-year | 67.3% | 71.7% | 76.0% | 62.3% | 69.2% | 76.0% |
| | Transfer | 2-year | 59.1% | 64.6% | 70.0% | 59.2% | 64.6% | 70.0% |
| Berkeley | Freshman | 4-year | 73.5% | 77.8% | 82.0% | 68.3% | 75.2% | 82.0% |
| | Transfer | 2-year | 54.9% | 65.5% | 76.0% | 54.5% | 65.3% | 76.0% |
| Davis | Freshman | 4-year | 62.1% | 69.6% | 77.0% | 56.3% | 65.7% | 75.0% |
| | Transfer | 2-year | 55.7% | 60.4% | 65.0% | 56.9% | 60.0% | 63.0% |
| Irvine | Freshman | 4-year | 70.8% | 75.4% | 80.0% | 64.7% | 72.4% | 80.0% |
| | Transfer | 2-year | 58.6% | 63.3% | 68.0% | 58.9% | 63.5% | 68.0% |
| Los Angeles | Freshman | 4-year | 81.2% | 83.6% | 86.0% | 78.3% | 82.1% | 86.0% |
| | Transfer | 2-year | 73.1% | 73.6% | 74.0% | 72.1% | 73.0% | 74.0% |
| Merced | Freshman | 4-year | 50.0% | 60.0% | 70.0% | 46.9% | 58.4% | 70.0% |
| | Transfer | 2-year | 39.8% | 54.9% | 70.0% | 42.6% | 56.3% | 70.0% |
| Riverside | Freshman | 4-year | 66.5% | 70.7% | 75.0% | 60.5% | 67.7% | 75.0% |
| | Transfer | 2-year | 59.3% | 65.2% | 71.0% | 58.3% | 63.1% | 68.0% |
| San Diego | Freshman | 4-year | 69.7% | 77.4% | 85.0% | 64.3% | 74.7% | 85.0% |
| | Transfer | 2-year | 56.0% | 65.5% | 75.0% | 58.2% | 66.6% | 75.0% |
| Santa Barbara | Freshman | 4-year | 66.8% | 71.4% | 76.0% | 63.4% | 69.7% | 76.0% |
| | Transfer | 2-year | 58.8% | 68.9% | 79.0% | 57.2% | 68.1% | 79.0% |
| Santa Cruz | Freshman | 4-year | 60.4% | 65.2% | 70.0% | 56.8% | 63.4% | 70.0% |
| | Transfer | 2-year | 55.0% | 62.5% | 70.0% | 55.6% | 62.8% | 70.0% |

Campuses had previously identified key areas of investments and promising practices to expand in order to support these goals. Examples include the expansion of summer bridge activities, living and learning communities, and high impact practices (e.g., increasing opportunities for students to participate in undergraduate research opportunities).

Additional planned activities are focused on addressing varying levels of students' academic preparation (which is a greater contributor to timely graduation than student demographics) and adopting or expanding specific curricular strategies, including but not limited to:

- expansion of summer bridge activities to specifically support learning loss from the pandemic;
- "Know your Student" dashboards that provide instructors better insights on who is enrolled in their classes and available resources to support them;
- creation of co-courses that provide additional curricular support on completing problem sets, worksheets, and additional classwork beyond what is assigned in the regular course; and

- course equity gap dashboards for deans, department chairs, and instructors to have information on courses with greater failing grades for new generation students, accompanied by support from campus teaching & learning centers to redesigned courses and incorporate inclusive teaching practices to advance equity.

*Metrics.* UCOP receives information on first-year retention rates in late fall and graduation rates in early January. The data would be used to update relevant dashboards, including:

- the UC 2030 dashboard (https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard), and
- the Undergraduate graduation rates dashboard (https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes)

Campuses will be expected to review their progress towards these goals during annual campus strategy meetings between each Chancellor and the President.

| | |
|---|---|
| ***Goal 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. |

*Context.* As part of its UC 2030 goals, the University set goals to improve timely graduation across the system in order to (1) reduce the overall cost for students to obtain an undergraduate degree and (2) increase enrollment capacity by reducing the amount of time that students needed to remain on campus. Individual goals identified by each campus were then aggregated to develop systemwide goals. These goals, along with interim goals for 2025-26, are shown in Display B-2 on the following page.

Campuses have identified several areas where additional investments can help to advance these goals—for example:

- expanding access to in-person and remote academic advising to better counsel students who are facing academic challenges or who are unsure of the optimal path towards their degree objective;
- expanding access to in-person, remote, and cross-campus summer instruction, which can allow students to make significant progress towards their degree even if they return home and/or work during the summer; and
- reviewing curricular maps to identify bottleneck courses and the impact of course requirements, along with major “migration maps” that can highlight areas where changing majors can create challenges for timely graduation.

**Display B-2: Current Graduation Rates, Intermediate Goals, and Final Goals for the University and by Campus**

| Campus | Level | Graduation Rate Measure | 2020-21 Actual | 2025-26 Intermediate Goal | 2029-30 Goal |
|---|---|---|---|---|---|
| Universitywide | Freshman | 4-year | 72.6% | 74.3% | 76.0% |
| | Transfer | 2-year | 62.8% | 66.4% | 70.0% |
| Berkeley | Freshman | 4-year | 80.7% | 81.3% | 82.0% |
| | Transfer | 2-year | 59.8% | 67.9% | 76.0% |
| Davis | Freshman | 4-year | 68.5% | 73.2% | 78.0% |
| | Transfer | 2-year | 60.3% | 63.2% | 66.0% |
| Irvine | Freshman | 4-year | 73.4% | 76.7% | 80.0% |
| | Transfer | 2-year | 63.7% | 65.8% | 68.0% |
| Los Angeles | Freshman | 4-year | 84.7% | 85.3% | 86.0% |
| | Transfer | 2-year | 74.3% | 74.6% | 75.0% |
| Merced | Freshman | 4-year | 49.7% | 59.9% | 70.0% |
| | Transfer | 2-year | 44.3% | 57.1% | 70.0% |
| Riverside | Freshman | 4-year | 66.6% | 70.8% | 75.0% |
| | Transfer | 2-year | 59.1% | 64.5% | 70.0% |
| San Diego | Freshman | 4-year | 75.1% | 80.0% | 85.0% |
| | Transfer | 2-year | 60.8% | 67.9% | 75.0% |
| Santa Barbara | Freshman | 4-year | 73.0% | 76.5% | 80.0% |
| | Transfer | 2-year | 62.3% | 71.1% | 80.0% |
| Santa Cruz | Freshman | 4-year | 62.5% | 66.2% | 70.0% |
| | Transfer | 2-year | 57.7% | 63.8% | 70.0% |

*Metrics.* UCOP receives information on first-year retention rates in late fall and graduation rates in early January. The data would be used to update relevant dashboards, including:

- the UC 2030 dashboard (https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard), and
- the Undergraduate graduation rates dashboard (https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes)

Campuses will be expected to review their progress towards these goals during annual campus strategy meetings between each Chancellor and the President.

***Goal 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.

*Context.* Currently, data on graduation rates for students with disabilities is not collected at any campus, and UCOP does not have access to sufficient or comprehensive data identifying a student with a disability. In general, information about a student's disability status is only collected by a campus's office of students with disabilities when a student requests an accommodation.

Several factors make the reliable collection and interpretation of disability-related uniquely challenging.

- It is not gathered on the undergraduate admissions application due to concerns about the sensitive nature of the information. Similar concerns have been expressed by campuses about providing data about students with disabilities to UCOP.
- A student's disability can be temporary, resulting in numbers that fluctuate from one term to another, or from one year to the next. For example, the largest and fastest growing category of disability accommodations is for mental health reasons. This can be an accommodation for just one course, one semester, or one year.
- A student generally also has to reapply for accommodation annually, unless there is a permanent condition, e.g., vision loss.

*Strategy.* UCOP established a Systemwide Advisory Workgroup on Students with Disabilities in December of 2021. The Workgroup is led by two Vice Chancellors of Student Affairs and consists of students, faculty, and disability subject-matter experts. The purpose of the workgroup is to create a set of recommendations that addresses the overall student experience of students with disabilities, including in classroom and out of classroom experiences. The workgroup has organized itself into three main coverage areas: academic culture, campus climate and infrastructure (physical and technological). The final report of the workgroup is due December 2023.

To advance this compact goal, the University plans to convene a separate workgroup of subject-matter experts to explore strategies to identify, collect, record, and store this complex and highly sensitive data. The workgroup would convene no later than February 2023 and create an implementation timeline for achieving this goal by the 2025-26 academic year. The timeline would address issues such as defining categories of disabilities to be tracked; developing data collection processes and protocols that comply with all relevant University, state, and federal policies; and developing a dashboard for displaying information in an insightful format.

*Metrics.* Once a timeline is established for identifying, collecting, and displaying information about graduation rates for students with disabilities, the University will track its progress in meeting those milestones. By 2025-26, graduation rates would be included in the Undergraduate graduation rates dashboard (https://www.universityofcalifornia.edu/about-us/information-center/ug-outcomes).

## C. Increasing the Affordability of a UC Education

| | |
|---|---|
| ***Goal 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 all California resident Pell Grant recipients[3] 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.

Student self-help at UC has been between $9,000 and $10,000 in recent years. In order to provide a debt-free pathway, self-help would have to be reduced to an amount that students can reasonably earn through part-time work. The State of California's Middle Class Scholarship (MCS) program, which also has a goal of providing a debt-free education, assumes students can reasonably earn a self-help amount of $7,898 through part-time work or other resources (see Section 70022 of the Education Code).

*Strategy.* In July 2021, the Regents approved the Tuition Stability Plan, a new framework for assessing undergraduate tuition and funding the University's financial aid program. As part of that framework, the University now sets aside 45 percent of new revenue generated from any systemwide tuition and fee adjustment for financial aid—an increase from the prior rate of 33 percent. This change was effective with the 2022-23 academic year.

In 2022-23, the University of California awarded Debt-Free UC financial aid packages (defined has having the MCS target of self-help level of $7,898, rounded to $7,900) to about 6,000 new California resident students. Eligible students were from low-resourced high schools and community colleges and had a zero Expected Family Contribution—a federal measure of a family's ability to pay. This was achieved through a combination of new University need-based financial aid (attributable to the Tuition Stability Plan) and increases in federal Pell Grants.

[3] References to Pell Grant recipients are assumed to include undocumented AB 540 students with financial resources similar to those of Pell Grant recipients but who are ineligible for federal grants.

Achieving the interim goal of providing 60 percent of resident undergraduates, including all Pell Grant 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. As shown in Display C-1, below, the University believes that it can achieve this goal before 2026-27 if funding commitments from all three sources continue on their current trajectories. (Figures represent the proportion of each incoming class having a debt-free pathway and are based on 2021-21 enrollment. The actual number of students offered a debt-free pathway will be higher than those shown due to anticipated enrolment growth.)

**Display C-1: Estimated Students Offered a Debt-Free Pathway, 2022-23 to 2026-27**

| Student Categories | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|---|---|---|---|---|---|
| New California Residents | 59,000 | 59,000 | 59,000 | 59,000 | 59,000 |
| No Aid Application/No Need | 10,900 | 10,900 | 10,900 | 10,900 | 10,900 |
| *- percent of new CA students* | *18%* | *18%* | *18%* | *18%* | *18%* |
| MCS 2.0 Debt-Free | 7,500 | 8,300 | 9,100 | 9,900 | 10,600 |
| *- percent of new CA students* | *13%* | *14%* | *15%* | *17%* | *18%* |
| UC Debt-Free Pathway | 6,000 | 14,800 | 17,100 | 21,100 | 21,100 |
| *- percent of new CA students* | *10%* | *25%* | *29%* | *36%* | *36%* |
| Combined Debt-Free | 24,400 | 34,000 | 37,100 | 41,900 | 42,600 |
| *- percent of new CA students* | *41%* | *58%* | *63%* | *71%* | *72%* |

Each category of students is described in more detail below.

- **No Aid Application/No Need:** Roughly 18 percent of new California undergraduate students either do not apply for financial aid or do not demonstrate financial need based upon their families' financial resources. Consequently, for students in this category, their self-help—the amount the student is expected to contribute from work or borrowing—is already below the debt-free threshold of $7,900.
- **MCS 2.0 Debt-Free:** The MCS program will provide a debt-free financial aid package for roughly 13 percent of new students in 2022-23 at its current funding level. Current funding represents 26 percent of the total needed once the program is fully phased in. Display C-1 assumes modest growth in the program through 2026-27.
- **UC Debt-Free Pathway:** Display C-1 reflects an expansion of UC's Debt-Free Pathway to all new zero EFC California residents in Fall 2023, increasing the proportion of new students in this category from 10 percent to 25 percent. Changes in federal need analysis and Pell Grant rules slated for 2024-25 should further raise the proportion to 29 percent. UC institutional aid would be awarded such that any remaining Pell Grant recipients not already qualifying for a debt-free pathway would do so by 2025-26.

UC will use its own institutional financial aid to prioritize debt-free pathways for California resident Pell Grant participants. Providing a debt-free pathway to 60 percent of the entire 2025-26 entering class, however, will depend on continued expansion of MCS.

| | |
|---|---|
| ***Goal 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 response 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. |

*Context.* For most undergraduate students, costs other than the University's base tuition and fees—including housing, food, books and supplies, and transportation expenses—represent the majority of costs that students need to cover in order to attend UC. The average in-state total cost of attendance for all UC students was $35,138 in 2021-22. Of this amount, systemwide fees and campus-based fees represented $14,075 (40 percent of the total) compared to $21,073 (60 percent of the total) of other student expenses.

For the over fifty percent of resident undergraduates whose tuition and fees are fully covered by financial aid, these non-tuition expenses represent the entirety of their educational costs. Although these students typically receive State, federal, and and/or University financial aid to help cover a portion of their non-tuition costs, the amount that is not covered by financial aid is the primary driver of student self-help levels—which, as noted above, has been between $9,000 and $10,000 in recent years. Reducing non-tuition costs thus benefits all UC students, whether or not they qualify for financial aid.

*Strategy.* Individual campuses and the University as a whole have been resourceful in developing creative approaches to reducing non-tuition costs. Examples are provided below for each cost category cited in the compact goal.

**Textbooks and course materials**

- Implementing an optional flat-rate textbook program in which students pay a fixed amount per term regardless of major or how many required textbooks are assigned. The optional cost is included in the tuition billing process, which allows a student to easily apply their financial aid to their textbook costs. This flat-rate model removes a major barrier for lower income students interested in pursuing STEM majors with historically high textbook costs.
- Adopting expiration dates and mandatory reviews of course materials fees to keep them as low as possible.
- Joining the Open Education Network (previously the Open Textbook Network), an alliance of hundreds of colleges, universities, and consortia partners working together to advance the use of open textbooks in higher education.
- Expanding the number of textbooks and course readings that are placed on reserve in campus libraries, thus reducing the need for students to purchase them.
- Providing incentives for faculty members to increase utilization of open-access course materials in order to reduce students' textbook and course materials costs.
- Hiring an Open Educational Resources (OER) Librarian to engage faculty in open textbook use and development of open course materials.

**Housing**

- Accessing new State support provided by the Higher Education Student Housing Grant Program, a recently established program designed to promote the construction of affordable on-campus housing at UC, the California State University, and California Community Colleges. Five UC campuses—Berkeley, Irvine, Los Angeles, San Diego, and Santa Cruz—were awarded $389 million in State support for projects that are expected to result in 3,399 new beds. In addition, three UC campuses—Merced, Riverside, and Santa Cruz—are pursuing joint proposals in partnership with California Community Colleges.
- Elevating student housing in campus fundraising campaigns.
- Using a portion of the revenue from Public Private Partnership (P3) ground leases for student housing to provide below-market housing options or additional student financial aid.
- Increase the density of all new housing to maximize land utilization and provide a greater number of affordable housing options to students.
- Offering reduced housing rents during the summer to encourage summer enrollment, reduce students' time-to-degree, and reduce student debt upon graduation.

**Food**

- Expanding the range of available meal plans to include lower-cost options.
- Providing free weekend shuttles to low-cost and specialty grocers that provide culturally relevant grocery options.
- Increasing the availability of apartment-style housing to avoid the need for students to also purchase a meal plan.
- Creating ready-to-cook meal kits that students can prepare in their residential space and which would be priced lower than prepared meals.
- Maximizing student participation in CalFresh (federally known as the Supplemental Nutrition Assistance Program), which issues monthly electronic benefits that can be used to buy most foods at many markets and food stores.
- Supporting meal swipes programs, which collects donated "swipes" for dining commons meals that are then distributed to food-insecure students.

**Transportation**

- Supporting commuter programs designed to provide lower-cost alternatives to driving to campus (bus passes, train rebates, carshare programs, used bicycle sales, etc.)
- Working with local transportation agencies to develop no-cost parking options for students at locations that are along bus routes that service the campus.
- Increasing the availability of on-campus housing, which will reduce the need for students to own and maintain their own cars.
- Creating a student commuter lounge offering lockers, general seating, and study spaces to promote less expensive transportation options (e.g., public transportation).

- Expanding low-cost micromobility options for students (e.g., scooters and e-bikes).
- Expanding low-cost transit pass programs.
- Reducing student parking fees.

While some of the strategies described above have been adopted at more than one UC campus, opportunities exist to improve knowledge-sharing and catalyze further creative problem-solving across campuses. To that end, beginning in spring 2023, the Office of the President will coordinate a systemwide working group on each of these cost categories—textbooks and course materials, housing, food, and transportation—that brings together campus leaders to (1) review the totality of campuses' efforts in these areas, (2) evaluate the potential benefit of expanding programs that exist at some campuses to other campuses, and (3) identify new opportunities to further reducing student expenses, or offset costs for students with financial need.

*Metrics.* Progress towards this goal will be tracked as follows:

- By fall 2023, each workgroup will have met at least once and developed a comprehensive list of cost-reduction efforts that are already underway or under consideration at each campus.
- 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, and (3) developed a proposed implementation timeline for those strategies.
- Progress in identifying and implementing cost-reducing strategies will be included in the University's annual progress report on the 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 survey will be administered in Spring of 2023, 2025, and 2027. 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.

## D. Increasing Intersegmental Collaboration to Benefit Students

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|---|---|
| ***Goal 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. |

*Context.* The Cradle-to-Career (C2C) System is a statewide data system that is being developed to provide a suite of tools focused on K-12 and higher education. It will include planning and application tools for students, families, and educators to streamline the college and financial aid processes and monitor student progress, along with dashboards and related tools for researchers, policymakers, educators, and community members.

The University participated in the Cradle to Career (C2C) Data System Workgroup in 2020 and 2021. This process concluded with UC joining more than 12 other state agencies in making a commitment to share specific student data elements (referred to as "P20W data") with C2C once the system is built. UC also seated its C2C governing board representative in November 2021.

Subsequent negotiations with the Office of C2C and the Governor's Office culminated in President Michael V. Drake signing a landmark interagency participation agreement on April 19, 2022 that proscribes several roles for UC in C2C implementation and authorizes UC to share P20W data with C2C. UCOP staff successfully completed the initial milestones in implementing the California College Guidance Initiative (CCGI) operating tools by enabling daily status feeds from the UC admissions application to CCGI in July 2022. UCOP staff have also negotiated a workplan and timeline with CCGI leadership for integrating the UC admissions application with CaliforniaColleges.edu by August 2024.

UCOP is implementing and coordinating UC's commitments in the C2C participation agreement on behalf of the University. To support this work, UCOP has staffed a team of experts from several departments to serve as official contacts with the Office of C2C within their specific domains.

UCOP staff from Graduate, Undergraduate and Equity Affairs have been working closely with CCGI staff on the operational tools implementation. They have maintained regular meetings that will continue throughout the planned implementation timeline, which currently plans to deliver the full integration of the UC admissions application with CaliforniaColleges.edu by August 2024. Intermediate milestones have already been completed ahead of schedule in July 2022 and additional milestones are planned for completion by February 2023.

UCOP has also begun assembling an internal group to review future requests from researchers for UC's data within the C2C system. This group has begun to select committee members, draft the approval criteria, and develop the process and timeline for responding to requests. After the launch of the C2C research data request process in 2023 or 2024, this group will work with the Office of C2C to review all appropriate requests for UC's data and communicate UC's final decision on each of them.

To steer the University's work across all these implementation areas, UCOP has created a Governance Committee. This group, which consists of leaders from multiple UCOP departments, meets quarterly to review and approve actions in the implementation of UC's C2C roles and commitments.

*Strategy.* While multiple milestones toward UC's full participation in C2C have been completed (e.g., signing the participation agreement and seating a governing board representative), additional milestones remain. To achieve full participation, UC must also (1) make its first submission of P20W data and (2) complete planned work toward integration with the CCGI operating tool. Near-term timelines are shown in Display D-1 and described below.

- *P20W data submission.* UCOP plans to work with the Office of C2C this fall to complete the system testing that is required before UC can submit actual data. UCOP has developed criteria for validating the C2C data infrastructure and will work with the Office of C2C to complete the testing once the system is built to submit data according to the proposed timeline. A UCOP representative will also serve on an interagency Information Security Taskforce convened by C2C. UCOP staff will work in parallel to prepare the P20W data to ensure successful sequencing with the testing process and completion of the data submission within the planned December 2022 timeline.
- *CCGI operating tool integration.* Work to support the integration of UC's admissions application with CCGI's CaliforniaColleges.edu platform will continue through August 2024. The initial work will focus on UC's Course Management Portal and the quality and accuracy of course-related data (e.g., course names and numbers) to indicate pathways toward UC A-G eligibility. After completing this milestone by the first quarter of 2023, work will focus on building full

integration between the UC application and califiorniacolleges.edu to enable import of high school course data directly into the UC application.

**Display D-1: Estimated Near-Term Timelines for Full UC Participation in the Cradle-to-Career Data System**

| | October 2022 | November 2022 | December 2022 | February 2023 | August 2024 |
|---|---|---|---|---|---|
| **Data Submission** | | | | | |
| Vetting and testing of C2C data infrastructure | | | | | |
| Preparation and submission of data extract (pending successful testing) | | | | | |
| **Operating Tools** | | | | | |
| Course Management Portal course data cleanup | | | | | |
| Enable import of course data from CaliforniaColleges.edu | | | | | |

*Metrics.* Designated implementation contacts at UCOP meet monthly to review progress. They will also hold regular meetings with their Office of C2C counterparts (once their counterparts are hired) to confirm the timeline and remaining implementation tasks.

UC's C2C executive governance committee will meet quarterly to review and approve actions and ensure progress toward UC's full participation in the Cradle-to-Career Data System.

UC's C2C governing board representative will brief campus stakeholders on the C2C implementation on a regular basis. This will include administrative groups who have ownership over student data, information security and privacy officials, as well as institutional researchers and UC staff who could benefit from leveraging C2C data and information in their work.

***Goal 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.

*Context.* The California State University and the California Community Colleges system use the Canvas application as their learning management system (LMS).

*Strategy.* As of September 1, 2022, all nine undergraduate UC campuses have adopted Canvas. Santa Barbara was the final UC undergraduate campus to sign an agreement with Instructure, Inc. for the Canvas LMS. Its license agreement is effective September 1, 2022, for an initial five-year period. The campus has begun planning migration for courses that were previously hosted on a different platform

and expects to achieve significant progress toward migration, or be completely migrated, by the end of the 2023-24 academic year.

Campuses will continue to integrate learning applications to enhance students' learning experiences within Canvas. They continue to pursue and acquire these applications with the assistance of UC systemwide and local procurement.

*Metrics.* The five-year license agreement between the Santa Barbara campus and Instructure, Inc. was a major milestone for this goal. Implementation will be complete upon campus deployment of Canvas in 2023-24.

| | |
|---|---|
| ***Goal 3:*** | UC will collaborate with the CSU and the CCCs 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. |

*Context.* In November 2021, UCOP staff invited the development lead of the CSU dashboard, *Transforming Student Success*, to give a presentation to campus and UCOP members of the UC analytics community. That demonstration led to a discussion of opportunities to display data for the University of California in new ways that could empower stakeholders to take action. At a February 2022 working session, CSU and UCOP staff further discussed the functionality of the CSU dashboard, challenges that CSU had encountered in implementing the dashboard, and the resources required by technical staff, faculty members, and others to implement and support it. After further discussion within UCOP and with campuses, UCOP decided not to replicate the CSU dashboard at the system level due to for three reasons:

- UCOP does not currently have access to sufficient student-level data to implement the dashboard.
- Campuses differ in the challenges they face regarding equity gaps in graduation rates and, hence, have different initiatives and strategies to eliminate them. Consequently, campuses have different plans to develop their own dashboards and related tools to help programs and faculty better understand the challenges faced by students.
- Many campuses have already developed and published dashboards with most of the features of the CSU dashboard, such as mapping student course and grade data.

*Strategy.* In lieu of a one-size-fits-all strategy, UCOP and campuses are taking complementary approaches to developing tools that meet systemwide and/or campus-specific needs.

- UCOP publishes a graduation rates dashboard, tracking trends in first-year persistence and graduation rates since 1997 by campus and student demographics such as race/ethnicity, gender, Pell grant status, first-generation status, and applicant level. UCOP also publishes student success dashboards for student subpopulations such as first generation students and veteran students, and will develop additional dashboards for foster youth, parenting students, students with disabilities, and LGBTQ students.
- All UC campuses have also published disaggregated graduation rates dashboards with detailed information by demographics and program. This information is designed to support academic programs and instructors to better understand student success and challenges students face in

completing their undergraduate education, and to strategically address issues of equity gaps in student success.

- Some campuses have published dashboards with course-level completion data. For example, the *Grades by Course and Term* dashboard at the Berkeley campus shows the average, median, and distribution of letter grades for a selected course and term. This allows programs and instructors to understand and compare student success rates in courses among subjects and sessions. Berkeley has also published a dashboard on major migration which shows students' migration across departments by where they intended to major, declared a major, and earned a degree. This can help academic programs, departments, and instructors identify trends in migration and develop possible interventions for students.
- Several UC campuses are prioritizing efforts to improve the curriculum as a way to promote student success. A number of UC campuses have "know your students" dashboards, which provide campus instructors with insights into who is enrolled in their courses and the resources that are available to support those students. The UC Davis dashboard provides information such as student demographics, academic preparation, entry status, and length of time on campus. Instructors also receive training and support on how to use the information found in the dashboard. UC Santa Cruz has a similar dashboard that includes information on students enrolled in courses, along with a guide to navigating the dashboard and reflective questions on how an instructor might use the information.
- Some UC campuses have also created course equity gaps dashboards for deans, department chairs, and instructors to have information available on courses that have higher rates of failing grades (e.g., D, F, or W) for new generation students. UC Irvine's Bottleneck Courses dashboard, for example, identifies courses with the largest number of DFWs, along with student demographic and academic unit details for students receiving those grades. UC Santa Cruz developed a course analytics dashboard showing the composition of a course over time and historic course grades, including the average grade and the grade distribution by student demographics and course section. Like UC Berkeley's course grade dashboard, UCSC's dashboard can help programs and instructors better understand important determinants of student success.

UCOP will continue to update current graduation rate dashboards and plans to create three new resources to provide greater insight into factors contributing to student success.

- *Predicted Graduation Rates Dashboard.* This dashboard will show predicted graduation rates for the freshman and transfer cohorts to provide an earlier alert for administrators and programs regarding expected graduation rates in order to permit timely intervention to support students complete their degree.
- *Student Progress Towards Graduation Dashboard*. This dashboard will show students' progress from the year in which they declared a major to their graduation of, if applicable, their withdrawal.
- *Student Success Dashboard Website.* This website will list student success dashboards published by UCOP and UC campuses to increase awareness of the types of tools available to help make progress towards 2030 goals and address equity gaps.

UCOP staff will also continue to engage with their counterparts at CSU to share best practices, discuss newly developed tools, and identify any opportunities that may exist for further intersegmental collaboration.

*Metrics.* Table D-2, below, presents a timeline for new resources to be developed by UCOP.

**Display D-2: Development Timelines for New UCOP Student Success Resources**

| Resource | Description | Milestone |
|---|---|---|
| Graduation rate dashboards | Trends in persistence and graduation rates by campus and student demographics | Already published |
| Predicted graduation rate dashboard | Predicted graduation rates by campus and student demographics | Complete and publish by May 2023 |
| Student progress towards graduation | Student progress towards graduation after students declared a major | Complete and publish by June 2023 |
| Student success dashboard website | Compilation of UCOP and campus student success dashboards | Complete and publish by May 2023 |

***Goal 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.

*Context.* The Cradle-to-Career system is comprised of three components: data on education and job outcomes, training and outreach, and tools to support college planning and transition. As part of the Cradle-to-Career implementing legislation, the State tasked the California College Guidance Initiative (CCGI) with operationalizing the third component—college planning and transition tools. Key among those tools is an integrated admissions platform—CCGI's CaliforniaColleges.edu—from which students can launch California public college applications and import their high school course data directly into their applications.

In service of this effort, UCOP Graduate, Undergraduate and Equity Affairs (GUEA)—along with support from Information Technology (ITS), Institutional Research and Academic Planning (IRAP), UC Legal, and Information Security—is collaborating with CCGI and has committed to the following high-level goals to support the integration:

- making enhancements to the A-G Course Management Portal (CMP) to better align CMP data and local student transcript data to ensure that students are given full credit for A-G course-taking;
- developing the functionality to import high school course data directly into the UC application from CaliforniaColleges.edu, thereby streamlining the application process for students; and
- participating in joint communications with other stakeholders about the changes underway.

In support of these goals, the following activities have already occurred:

- April 2022: CCGI and UCOP agreed upon milestones and deliverables
- June 2022: UCOP and CCGI signed a data agreement to allow for exchange of students' UC application status for all californiacolleges.edu users

- August 2022: Functionality for daily exchange of student application status launched to coincide with the opening of the UC application, thereby enabling appropriate follow up and coordination with authorized educators, counselors and parents/guardians
- August 2022: Additional point of token exchange implemented at sign-in to the UC application, expanding the previously implemented token exchange. Previously the token exchange was only for new application accounts and existing accounts were not linked.
- August-September 2022: UCOP sent communications to nearly 12,000 high school counselors, UC systemwide and campus administrators and UC admissions and outreach staff to increase awareness of the collaboration and development of new functionalities to ease students' college planning and application experiences.
- September 2022: Initiated development of enhancements to the CMP to improve the accuracy of course data, including flagging common data entry errors and new functionality to enable course list edits for up to five years.

*Strategy.* The University commits to the following actions to fully achieve this compact goal:

- October 2022-August 2024: UCOP will continue to consult monthly and on an ad hoc basis as necessary with C2C, CCGI leadership and the CCGI technical team.
- October 2022-August 2024: UCOP will engage in regular joint messaging to the field with C2C and CCGI.
- January 2023-July 2023: UCOP, in close consultation with CCGI, will develop bilateral token exchange that will enable data to flow in multiple directions between UCOP and CCGI. Currently, the token exchange is unilateral and information flows from CCGI to UCOP. The bilateral token exchange is a foundational piece in allowing UCOP to pull the data from CCGI.
- February 2023: UCOP will launch new enhancements to the CMP to coincide with the beginning of the annual A-G course submission period.
- Winter 2023-early summer 2024: UCOP, in close consultation with CCGI, will implement an Application Processing Interface (API) that will enable import of high school course data from californiacolleges.edu directly into the UC application.
- July 2023: UCOP and CCGI will execute a data agreement with amended language to include additional shared data elements related to the exchange of course data.
- August 2023: UCOP will implement bilateral token exchange between californiacolleges.edu and the UC application.
- August 2024: UCOP will launch course import functionality for UC applicants with californiacolleges.edu accounts, completing actions necessary for full application integration.

*Metrics.* C2C and CCGI will be consulted and updated throughout the process on at least a monthly basis. Progress will be measured by the achievement of key milestones including the launch of enhancements to the CMP, the implementation of a bilateral token exchange, and the roll-out of the functionality to import high school course data into the UC application.

| | |
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| ***Goal 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. |

*Context.* Based on a data sharing agreement signed in 1998 and updated in 2011, UCOP and the California Community Colleges Chancellor's Office (CCCCO) have exchanged data to support (1) UC transfer admissions policy development and admissions operations, and (2) CCC campus activities to prepare transfer students for success at UC. In addition to student-level data, CCCCO provides UCOP with aggregated data so UC can better understand the prospective transfer student pipeline.

In recent years, however, sensitivity around data security and student privacy protection has grown, creating challenges for exchanging student- and course-level data. To share more detailed information as described in the goal statement above, UCOP will work with CCCCO to reach a special memorandum of understanding (MOU) under the guidelines of the current master agreement between UC, CSU, and the CCC, which was established in September 2022.

*Strategy.* Achieving this goal will entail the following steps:

- UCOP will complete and send a new proposed version of the MOU to the CCCCO by October 20, 2022.
- UCOP will meet with CCCCO representatives to further discuss the proposed MOU, including the applicable data elements, and sign the MOU with CCCCO by December 31, 2022.
- UCOP and CCCCO will begin sharing data in May 2023.
- UCOP will complete its preliminary analyses of transfer student data by the end of August 2023 based on the data received in May. These results will be used to revise the MOU for a second round of data sharing in January 2024 and annual data sharing thereafter.

*Metrics.* The University will track timely completion of the steps outlined above in its annual progress report on the compact.

## E. Supporting Workforce Preparedness and High-Demand Career Pipelines

***Goal 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.

*Context.* 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 2021-22, UC awarded nearly a quarter million (243,000) undergraduate and graduate degrees in the fields covered by the compact: STEM, education, and academic doctoral degrees. This total includes degrees in data science and the health sciences.

Overall, degrees in these fields increased by 22 percent, double the rate of growth for all other categories (11 percent) as show in Display E-1:

**Display E-1: UC Degrees Awarded by Compact Categories, 2016-17 and 2021-22**

| Degree type | Discipline | 2016-17 | 2021-22 | | |
|---|---|---|---|---|---|
| All STEM degrees except Ph.D. | Architecture | 641 | 535 | | |
| | Data Science | 66 | 340 | | |
| | Engineering/Computer Science | 11,407 | 14,702 | | |
| | Life Sciences | 10,236 | 12,017 | | |
| | Medicine | 703 | 681 | | |
| | Other Health Science | 3,082 | 3,289 | | |
| | Physical Sciences | 4,356 | 5,997 | | |
| All degrees except Ph.D. | Education | 1,271 | 1,459 | 5-year increase | 5-year % increase |
| Academic Doctoral (Ph.D.) | All disciplines | 3,976 | 4,575 | | |
| **Degrees awarded in compact categories** | | **35,738** | **43,595** | **7,857** | **22%** |
| | | | | | |
| | **Degrees awarded other categories** | **36,828** | **40,794** | **3,966** | **11%** |
| | **Total UC degrees awarded** | **72,566** | **84,389** | **11,823** | **16%** |

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, 52 percent of students who majored in the compact fields held jobs in compact-related industries compared to 38 percent who majored in other fields.

*Strategy*. 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*. The 51 percent of the 2022-27 proposals are in fields covered by the compact (STEM, Education, and Ph.D. programs):

**Display E-2: Proposed new UC degrees programs, 2022-2027**

| | | |
|---|---|---|
| STEM | 111 | 45% |
| Education | 10 | 4% |
| Ph.D. | 29 | 12% |
| Compact total | 150 | 61% |
| Other fields | 96 | 39% |
| Total | 246 | 100% |

As described under Goal 2, below, enrollment growth is trending toward these disciplines as well. 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 compact by 2026-27.

*Metrics.* UC degrees awarded are tracked on this dashboard which is updated annually: https://www.universityofcalifornia.edu/about-us/information-center/degrees-awarded-data. Figure E-1, above, shows how progress will be calculated for the dashboard degree categories.

| | |
|---|---|
| ***Goal 2:*** | With regard to undergraduate and graduate enrollment growth (see Increasing Access section of the Compact, above), prioritizing high-need disciplines, including (a) healthcare, (b) STEM, (c) climate action, (d) education, and (e) 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. |

*Context.* UC enrollment growth in disciplines and degrees identified in the compact—STEM, Education, and academic doctoral programs—has outpaced other enrollment growth since 2001. As shown in Display E-3, below, the number of students enrolled in compact and non-compact categories were roughly equal in 2001. By 2021, however, 58 percent of students were enrolled in compact-related categories.

**Display E-3: UC enrollments 2001 to 2021 by Compact and non-Compact categories**

| Field of Study--Compact Categories in blue | 2001 | 2006 | 2011 | 2016 | 2021 |
|---|---|---|---|---|---|
| Architecture | 1,757 | 1,815 | 1,717 | 1,805 | 1,668 |
| Education | 2,043 | 2,461 | 2,348 | 2,926 | 3,853 |
| Engineering/Computer Sciences | 26,662 | 25,528 | 31,956 | 42,598 | 53,045 |
| Life Sciences | 22,925 | 32,105 | 39,116 | 44,446 | 49,901 |
| Medicine | 3,015 | 3,015 | 3,246 | 3,275 | 3,428 |
| Nursing | 806 | 1,027 | 1,221 | 1,475 | 1,613 |
| Other Health Science | 2,633 | 2,830 | 3,782 | 4,438 | 5,070 |
| Physical Sciences/Math | 8,949 | 11,866 | 15,873 | 21,300 | 24,372 |
| Public Health | 1,044 | 1,342 | 2,121 | 3,466 | 3,398 |
| Academic doctoral not included above | 7,768 | 8,911 | 8,798 | 8,305 | 8,477 |
| **subtotal Compact** | **77,602** | **90,900** | **110,178** | **134,034** | **154,825** |
| **% of total enrollment*** | **50%** | **51%** | **55%** | **58%** | **58%** |
| Arts & Humanities | 20,126 | 23,087 | 22,177 | 18,699 | 19,196 |
| Business | 11,221 | 12,659 | 14,421 | 17,035 | 18,366 |
| Law | 2,407 | 2,605 | 2,957 | 3,230 | 4,028 |
| Other/Interdisciplinary | 10,746 | 11,438 | 9,698 | 13,281 | 16,588 |
| Public Admin | 876 | 923 | 1,116 | 1,305 | 2,049 |
| Social Sciences | 31,691 | 36,804 | 41,585 | 43,710 | 50,712 |
| **subtotal non-Compact** | **77,067** | **87,516** | **91,954** | **97,260** | **110,939** |
| **% of total enrollment*** | **50%** | **49%** | **45%** | **42%** | **42%** |
| Total declared | 154,669 | 178,416 | 202,132 | 231,294 | 265,764 |
| Undeclared | 32,259 | 30,443 | 28,825 | 32,933 | 28,772 |
| Total | 186,928 | 208,859 | 230,957 | 264,227 | 294,536 |

*excludes undeclared

*Strategy.* UC campuses and the UC Office of the President are in the process of setting enrollment goals for 2023-24 through 2026-27 that would achieve the levels of growth expected in the compact (one 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 in light of the high proportion (61 percent) of new proposals for compact-related degree programs described earlier. Display E-4, below, 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 non-compact fields.

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

**Display E-4: Projected UC Enrollments by the compact fields (STEM, Education, Academic Doctoral) 2022-23 to 2026-27**

| Field of Study--Compact Categories in blue | 2001 | 2006 | 2011 | 2016 | 2021 | 2026 projection |
|---|---|---|---|---|---|---|
| Architecture | 1,757 | 1,815 | 1,717 | 1,805 | 1,668 | 1,677 |
| Education | 2,043 | 2,461 | 2,348 | 2,926 | 3,853 | 4,021 |
| Engineering/Computer Sciences | 26,662 | 25,528 | 31,956 | 42,598 | 53,045 | 59,207 |
| Life Sciences | 22,925 | 32,105 | 39,116 | 44,446 | 49,901 | 54,356 |
| Medicine | 3,015 | 3,015 | 3,246 | 3,275 | 3,428 | 3,522 |
| Nursing | 806 | 1,027 | 1,221 | 1,475 | 1,613 | 1,775 |
| Other Health Science | 2,633 | 2,830 | 3,782 | 4,438 | 5,070 | 5,650 |
| Physical Sciences/Math | 8,949 | 11,866 | 15,873 | 21,300 | 24,372 | 27,778 |
| Public Health | 1,044 | 1,342 | 2,121 | 3,466 | 3,398 | 4,165 |
| Academic doctoral not included above | 7,768 | 8,911 | 8,798 | 8,305 | 8,477 | 8,258 |
| **subtotal Compact** | **77,602** | **90,900** | **110,178** | **134,034** | **154,825** | **170,409** |
| **% of total enrollment*** | **50%** | **51%** | **55%** | **58%** | **58%** | **60%** |
| Arts & Humanities | 20,126 | 23,087 | 22,177 | 18,699 | 19,196 | 17,612 |
| Business | 11,221 | 12,659 | 14,421 | 17,035 | 18,366 | 19,946 |
| Law | 2,407 | 2,605 | 2,957 | 3,230 | 4,028 | 4,254 |
| Other/Interdisciplinary | 10,746 | 11,438 | 9,698 | 13,281 | 16,588 | 17,253 |
| Public Admin | 876 | 923 | 1,116 | 1,305 | 2,049 | 2,187 |
| Social Sciences | 31,691 | 36,804 | 41,585 | 43,710 | 50,712 | 53,205 |
| **subtotal non-Compact** | **77,067** | **87,516** | **91,954** | **97,260** | **110,939** | **114,457** |
| **% of total enrollment*** | **50%** | **49%** | **45%** | **42%** | **42%** | **40%** |

***Goal 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 post-secondary study in technology, education, healthcare and climate action.

*Strategy.* UCOP will take the following actions to advance this goal.

- Collaborate with the Academic Senate's Academic Council Special Committee on Transfer Issues (ACSCOTI) on faculty-led, systemwide efforts to accomplish the following:
  - Develop a mechanism for additional major programs that have curricular alignment with one of the 20 Transfer Pathways to "sign on" to a relevant Pathway (e.g., Animal Science accepts the academic preparation outlined for the Biology Transfer Pathway). Priority will be given to degree programs with potential to prepare students for meaningful careers across technology, education, health, and climate action fields.
  - Develop 1-2 new UC Transfer Pathways based on shared priorities across K-12, CCC, CSU and UC systems to establish innovative or impactful programs with potential to prepare

students for meaningful careers across technology, education, health, and climate action fields (e.g., Data Science).

- Leverage existing intersegmental coordination to strategically eliminate articulation gaps in existing Transfer Pathways with a particular focus on targeted majors identified by the Transfer Alignment Project for UCTP degrees (emphasized due to significant curricular alignment between the CSU Transfer Model Curricula (TMCs) and the UC Transfer Pathways).
- Assess and determine high-impact strategy to expand transfer access to UC:
  - Identify the next set of most sought after majors across the UC system (following the existing 20 Transfer Pathways). Perform costs and benefits analysis to determine the viability of (a) establishing additional Transfer Pathways, (b) creating incentives for related UC majors to continue to sign onto an existing Pathway and (c) scaling up efforts to increase and streamline course-to-course articulation and communication efforts.

*Metrics.* Key milestones and timelines are shown below.

**Display E-4: Timeline for Developing New Transfer Pathways**

| Timeframe | Maximize curricular alignment | Improve access & streamline resources to support timely transfer and time to degree |
|---|---|---|
| 2022 - 2023 | Planning & Research: Identify the priority articulation gaps, related major degree programs with curricular alignment, and potential new UC transfer pathways to target. Identify possible additional pathways.<br><br>Perform costs and benefits analysis to determine the viability of exploring additional transfer pathways (considering existing ADTs also) versus creating incentives for related UC majors to sign onto the existing 20 transfer pathways. | Planning: Collaborate with ASSIST.org team to define specifications and technology planning to display updated transfer pathways articulation in ASSIST.org. |
| 2023 – 2024 | *UCTP Chemistry and Physics, + 1-2 new pathways:* Collaborate with CCC and UC faculty and articulation officers to address articulation gaps in UCTP Chemistry and Physics course-to-course articulation; Confirm 1-2 new relevant, sufficiently broad UC transfer pathways (e.g. Engineering, Data Science) AND assess costs/benefits analysis listed above. | Development: Collaborate with ASSIST.org team on development to display transfer pathways articulation in ASSIST.org. |
| 2024 - 2025 | *Develop "Expectations" for possible new pathways:* Convene UC faculty (via ACSCOTI) to inform the expectations for the new transfer pathway.<br><br>Create a mechanism for more degree programs to sign on to existing transfer pathways (based on costs/benefit analysis). | Training: Display transfer pathways articulation in ASSIST.org; On-board UC articulation officers and CCC articulation officers to new user functions to enable continuous upkeep of transfer pathways data. |

| Timeframe | Maximize curricular alignment | Improve access & streamline resources to support timely transfer and time to degree |
|---|---|---|
| 2025 - 2026 | *Develop "Expectations" for possible new pathways:* Convene UC faculty (via ACSCOTI) to inform the expectations for the new transfer pathway. | Analysis: Establish metrics to measure annual growth of transfer pathways course-to-course articulation in ASSIST. Use metrics to measure articulation growth between 2015 – 2016 numbers and 2025 – 2026 numbers. |
| 2026 - 2027 | Solicit CCC courses across all 116 campuses for submission for UC TCA and CalGETC as well as course-to-course articulation with all UC transfer pathways courses (special emphasis on the new pathway(s) and/or on the UCTP pathways with the most additional degrees aligned. | Measure: Use metrics to measure annual growth (25-26 to 26-27) of transfer pathways course-to-course articulation and adjust as needed. |

***Goal 4:*** To meet the State's aspirational goals of increasing the percentage of students who graduate high school with 12 or more college units earned through dual enrollment opportunities by 15 percent and closing equity gaps between the types of students able to access dual enrollment programs, UC will collaborate with the CCCs to review course transfer eligibility in order to expand dual enrollment opportunities available to high school students through CCCs. The goal is to develop pathways for high school students through CCCs 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.

*Context.* Dual enrollment courses are college courses offered to high school students through California Community Colleges. In cases where a dual enrollment course is transferable to UC, an entering student may provide UC with a CCC transcript reflecting completion of that course and gain UC transferable units. Some students may use dual enrollment courses to fulfill the University's A-G requirements as well as for transfer credit. UC's Quick Reference Guide to UC Admissions (pages 10 – 12) provides guidance on how UC-transferable college level courses will be evaluated for A-G purposes. Depending on the articulation of the course, the destination UC campus, and degree program, a dual enrollment course may also satisfy a general education (GE) or major preparation requirement.

*Strategy.* The University is taking steps at the systemwide and campus levels to expand dual enrollment opportunities. At the systemwide level, CCCCO Educational Services and Support and UCOP Undergraduate Admissions are engaged in ongoing efforts to clarify, communicate, and (where possible) align their system-level definitions of, and expectations for, dual enrollment, credit for prior learning, and high school articulation. This policy coordination is an essential component of the larger goal of ensuring broad, equitable access to information on how college credits gained through dual enrollment programs at California Community Colleges will translate at UC.

UC campuses all share the goal of expanding dual enrollment opportunities at California Community Colleges and maximizing the transferability of dual enrollment coursework to UC. Among the newest and most ambitious campus-led efforts to expand dual enrollment is the Merced Promise program at UC Merced, which will streamline transfer access for Merced College students as well as for local high school students with dual enrollment opportunities. The impact of this program promises to be far-

reaching: Merced College is working to expand dual enrollment opportunities to all of its feeder high schools. Examples of activities underway as part of the Merced Promise include the following:

- close collaboration between UC Merced and Merced College faculty to streamline transfer pathways;
- development of a “Program Mapper", an online tool for students to map their pathway to accelerate progress toward graduation;
- providing Merced College students with opportunities to participate in undergraduate research and attend courses at UC Merced;
- developing summer undergraduate research programs at UC Merced for Merced College students who are on track to transfer;
- allowing undergraduate students from UC Merced and Merced College to cross-enroll in one course per semester at the other institution;
- collaborating with the Center for Educational Partnerships to communicate directly with middle and high-school students; and
- fundraising for Merced Promise Scholarships, with guaranteed admission to UC Merced, for students who complete all requirements, and investing in the staffing, resources, and oversight needed to ensure student success.

The University will collaborate further with CCCs and K-12 institutions to take the following actions:

- Raise awareness and encourage the strategic placement of UC-transferable, GE-fulfilling CCC courses in schools’ and districts’ dual enrollment offerings by flagging and promoting the following features:
  - Transfer pathways courses in UCTP degree programs with existing or pending CCCCO templates based on alignment with Transfer Model Curricula (TMCs) and ADTs
  - CCC courses with UC eligibility area designations
  - CCC courses approved for the Intersegmental General Education Transfer Curriculum (IGETC) and/or the California General Education Transfer Curriculum (Cal-GETC)
  - CCC courses with course-to-course articulation with at least one existing UC course, emphasizing those articulated with specific degree programs related to education, climate action, or healthcare
  - CCC courses holding 3 or more of the above designations
- Identify and target the CCCs engaged in dual enrollment efforts around the state and promote consideration of offering the courses identified with 3 or more of the above designations
- Measure trends in the number of transferable CCC units and the type of units that incoming UC students self-report upon applying to, and enrolling at, UC
- Document current practices for conferring A-G credit for UC Transferable Course Agreement-approved coursework and identify opportunities to streamline and enhance this resource
- Streamline and simplify the articulation process and policy at UC—e.g., maximize opportunities to review courses for both UC subject areas and Cal-GETC designations, or work with faculty to sharpen and improve clarity of existing UC subject areas.

*Metrics.* The University will assess its progress towards this goal based on the successful completion of the tasks described above. In addition, the University will:

- Annually assess the number of UC transferable CCC courses, along with the number and type of units, that incoming new California resident first year students report on their UC application and compare this metric with students' subsequent time to degree.
- Annually measure the number of new California resident first-year students who met the A-G requirement with UC-transferable coursework (based on their application) as UC continues to improve public-facing guidance regarding how UC transferable college level courses can also meet this requirement.

| | |
|---|---|
| ***Goal 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. |

*Context.* Every undergraduate UC campus offers a broad spectrum of services designed to help connect students with credit-bearing and non-credit-bearing opportunities for research, internships, and community service. Options range from on-campus research projects with individual faculty members to local off-campus internships to global research- and service-oriented opportunities (e.g., through the UC Education Abroad Program). Campus undergraduate research offices, career centers, community engagement offices, and academic departments regularly promote these opportunities and encourage broad-based student participation.

At the systemwide level, the University of California tracks undergraduate participation in research activities, internships, and community service learning using the UC Undergraduate Experience Survey (UCUES), a wide-ranging systemwide survey conducted every two years. The survey has changed over time, but questions related to most of these topics have remained consistent for several years. UCUES results show the following trends:

- From 2018 to 2022, approximately 50% of seniors reported having participated in research or creative projects outside of their regular coursework.
- Students can also participate in research through coursework. From 2018 to 2022, approximately 83% of seniors reported having participated in research-related coursework *and/or* research or creative projects outside of class.
- In 2016, 57% of seniors reported having participated in an internship, practicum, or field experience (credit- and non-credit-bearing). The proportion dropped to 55% in 2018 and dropped further to 45% in 2020. In 2022, the share partially rebounded to 50%.
- UCUES also asks students about their current or previous participation in academic service learning or a community-based learning experience. The proportion of seniors participating in these experiences increased from 27% in 2012 to 29% in 2018. The proportion decreased to 20% in 2020 and rebounded slightly to 21% in 2022.
- Overall, from 2018 to 2022, the share of seniors who reported having participated in research, creative projects, internships, or service learning dropped from 74% in 2018 to 58% in 2020 before increasing back to 70% in 2022. The large decline in 2020 was likely due to the COVID

pandemic, when students shifted to remote instruction and many internships and service learning opportunities (which are typically in-person) were suspended.

*Strategy.* Increasing opportunities for undergraduates to participate in internships, research, and/or career-relevant service learning is a priority at every campus. Several efforts to increase participation in existing programs and create new programs are described below.

- *Berkeley.* The UC Berkeley Discovery Hub advances the campus goal that "discovery experiences" become a signature element of the Berkeley undergraduate experience by providing workshops and tools to help students develop discovery project ideas; find funding, community, and mentorship; and share their accomplishments with the community. A recent gift will allow the Hub to expand and coordinate co-curricular offerings across the campus.
- *Davis.* The UC Davis UC Davis Global Learning Hub now connects students with virtual global internships in a way that avoids barriers that students might otherwise face (e.g., financial concerns, visa issues for international students, or travel barriers for undocumented students). The asynchronous nature of some opportunities allows students to engage in virtual internships without having to reduce or postpone their academic schedule.
- *Irvine.* The UCI Volunteer Programs provides opportunities for community engagement and leadership development. The current year includes community-serving opportunities that focus on food insecurity and climate action, areas of keen interest to students. Participating students are eligible for financial compensation and the option for academic credit among other benefits.
- *UCLA.* Several remote internships that were created or expanded to accommodate students during the pandemic are continuing. UCLA is also in the early stages of formulating a "Quarter in LA" off-campus program similar to the University's UCDC and UC Center Sacramento programs. The program would be designed to impart critical knowledge and skills to help students them thrive in, and contribute to, Los Angeles upon graduation.
- *Merced.* Merced anticipates continued remote opportunities along with "micro-internships" where students participate in a specific, short-term project. Other priorities include supporting academic and career connections, increasing experiential learning experiences, expanding summer internships, increasing financial aid and support for first-year experiences, and increased capital investments to expand instruction and research space.
- *Riverside.* Riverside plans to increase student participation in UCDC and the UC Center Sacramento programs, which has traditionally been lower than at other UC campuses. The campus also plans to increasingly leverage collaborative online international learning opportunities in order to provide a global experience for those students cannot travel abroad.
- *San Diego.* Among other strategies, San Diego is considering off-campus opportunities to expand experiential learning, research, and internships; increasing Triton Research and Experiential Learning Scholarships, which help students participate in internships, conferences, and study abroad; growing the California Louis Stoke Alliance for Minority Participation (CAMP) Science Program, which provides support for ethnically underrepresented students in STEM majors; and growing the McNair Program, which helps low-income and first-generation students prepare for doctoral study through participation in research activities with UCSD faculty members.
- *Santa Barbara.* UC Santa Barbara's Education Abroad Office is consolidating recruitment for UCEAP and UCDC programs, seeing greater opportunities for growth and increased interest from transfer students. The campus is also raising awareness of science and research-oriented

opportunities within UCDC and UC in Sacramento to counter the perception that they are solely for political science majors.

- *Santa Cruz.* UCSC is making efforts to grow off-campus and global internship opportunities (e.g., by building research internship exchanges with universities abroad). UCSC students are increasingly interested in internship work experiences that include credit-bearing course opportunities.

*Metrics.* As noted earlier, the UC Undergraduate Experience Survey (UCUES) includes questions on student research experience, participation in internships, and service learning. Survey results are available through the UC undergraduate student research dashboard and UCUES data tables published on the UC Information Center. The student research dashboard currently displays results from 2006 to 2016; the UCUES data tables include more recent data for nearly all survey questions, including those related to research, internship, and service-learning.

UCOP staff will update the research dashboard with the latest available survey data, as well as incorporate responses to the internship and service-learning questions, by the end of 2022-23. Results will be updated every two years as new data become available.

UCOP will also work with campuses to explore adding additional UCUES questions to evaluate student participation in research, internship and community service-learning to better understand the impact of these experiences on students' career-relevant knowledge and skills.

UCOP staff will also collaborate with undergraduate research offices, career development centers, and service-based learning programs to see if additional information is available (beyond UCUES survey responses) to evaluate student participation in these activities and measure progress towards this goal.

## F. Providing Access to Online Course Offerings

| | |
|---|---|
| ***Goal 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 to about 2 percent in the fall, winter, and spring terms.

Online instruction rose sharply in 2020-21 to 96 percent of all student credit hours, with the pandemic forcing virtually all courses to be taught remotely. Online instruction declined to 28 percent of all student credit hours in 2021-22 as in-person instruction began to resume. Figures for online instructional activity in the current academic year (2022-23) are not yet available.

*Strategy.* During the pandemic, UC faculty, lecturers, and graduate student instructors relied on expertise and support from campus Teaching and Learning Centers to rapidly convert traditional classes

to remote instruction. Many of these centers began with a focus on introducing technology in the classroom and have since expanded to hubs of pedagogical innovation that adapt to the shifting needs of instructors, students, and campuses, including the shift during the pandemic to remote instruction.

This collaboration has continued, with campus Teaching and Learning Centers developing new resources and supporting faculty in the design and delivery of online courses. UC Teaching and Learning Centers have developed faculty development websites with resources drawn from best practices in online and hybrid teaching. Developed initially in response to the intense period at the beginning of the pandemic when faculty needed support in teaching online, campuses have continued to develop these sites to better position campuses for remote teaching. Examples of these include the UC Davis "Keep Teaching: Strategies and Resources for Instructional Resilience," UC Irvine's "Teach Anywhere," and UC Santa Barbara's "Keep Teaching" site.

Moving forward from the pandemic, campuses have begun to institutionalize innovative approaches to online education. For example:

- UC Santa Cruz has developed a "Why Teach Online" site that supports the creation of effective online courses, work on equity in online education, and connecting faculty to workshops for teaching online.
- UC Irvine has created the Digital Learning Institute, a faculty development program aimed at developing inclusive course design, digital learning, and technology-enhanced teaching. The Institute's goal is to encourage faculty to rethink teaching and redesign their courses to foster student engagement, support learning needs, and enhance the student learning experience.
- UC Davis has developed a "Just-In-Time Teaching Hybrid" program which includes a 4-part series on hybrid teaching for faculty as well as the ACCELERATE Asynchronously project, which is a self-paced course designed to support the creation of inclusive and equitable e-learning environments. This project has engaged over 500 faculty and teaching assistants ranging from those still exploring online opportunities to those already in the process of redesign toward more inclusive practices.

Taken together, these programs, projects, and resources demonstrate how UC campuses are preparing for an increase in online teaching and learning with attention to supporting faculty and students while maintaining UC's high standards of academic quality.

At the systemwide level, UC maintains a state-funded online education program that allows students at one UC campus to take courses at other UC campuses during the academic year with no additional cost. UC launched the Innovative Learning Technology Initiative (ILTI) in 2013 to catalyze the University's online instruction. ILTI initially focused on facilitating campus development of fully online courses, enabling cross-campus enrollment in these online courses, providing online options for traditional courses that have wait lists, and preserving access to unique or niche courses. ILTI was re-launched in September 2021 as UC Online, underscoring the importance of campuses' evolving strategic plans and opportunities to help scale quality online learning across the system. UC Online will further support the University's expanding ecosystem of online education that includes additional online courses; digital inclusion efforts with a focus on diversity, equity, inclusion, and access; summer session online instruction; and support for campus Teaching and Learning Center activities.

*Metrics.* Earlier this year, campuses were asked to develop multiyear enrollment growth plans based on both moderate and aspirational resource availability. Campuses were also asked to include specific plans for the online share of enrollment in both the academic year and summer terms.

The figures below show the total undergraduate online student credit hours campuses expect to deliver under their proposed multiyear plans (based on moderate resource availability) and their aspirational plans. These figures demonstrate that even if available resources are ultimately less than expected, campuses are well prepared to meet or exceed the compact goals of achieving twice the number of baseline credit hours by 2029-30 and achieving half of that increase by 2025-26.

**Display F-1: Student Credit Hours Generated Through Undergraduate Online Courses**

| | 2025-26 | 2029-30 |
|---|---|---|
| **Compact target** | 424,365 (50% increase from baseline of 283,090) | 566,180 (Twice the baseline of 283,090) |
| **Proposed enrollment plans** | 555,571 | 829,454 |
| **Aspirational enrollment plans** | 561,584 | 849,059 |

Campuses will submit 4-year prospective plans for online instruction on an annual basis as part of their larger enrollment and capacity plans through 2030. The plans will be compared to actual online instruction data to monitor progress toward the 2026 and 2030 compact goals.

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