

Annual Accountability Report

Executive Summary

2024

UNIVERSITY
OF
CALIFORNIA

UC Accountability Report 2024

Executive Summary

The University of California is crucial to our state. It enhances the lives of Californians and drives economic growth through education, research, health care, and agricultural expertise. The University is committed to doing even more and has adopted the UC 2030 goals and a slate of presidential priorities to help more UC students and Californians thrive. The UC Accountability Report is one way the University tracks its progress toward those ambitious goals, while also providing transparency about key UC operations and trends.

This year's Executive Summary reviews progress on the UC 2030 goals, which focus on increasing student success and degree attainment. The summary also highlights other ways that UC research, health care and employment help California flourish.

The appendix to this report provides a screenshot of the UC 2030 dashboard, which provides detailed metrics for the UC system and its individual campuses related to the UC 2030 goals. It also provides a full list of the indicators that track critical measures across UC operations. The full Accountability Report can be found online at <https://accountability.universityofcalifornia.edu/2024/>.

Commitment to educational opportunity

With its UC 2030 goals, the University of California aspires to increase its ranks of graduates by 1.2 million by the end of the decade. This goal amounts to 200,000 more undergraduate and graduate degrees above the one million previously projected for 2030. UC also seeks to ensure that nine of ten undergraduates who enter the university leave with a degree, and that all undergraduates are able to earn their diplomas in a timely way, with more than three-quarters of freshmen completing their studies in four years and seven of ten transfer completing their studies in two years. Furthermore, UC strives to increase opportunities for UC undergraduates to go on to graduate school, with a particular focus on increasing the number of doctoral degrees awarded and the diversity of doctoral graduates.

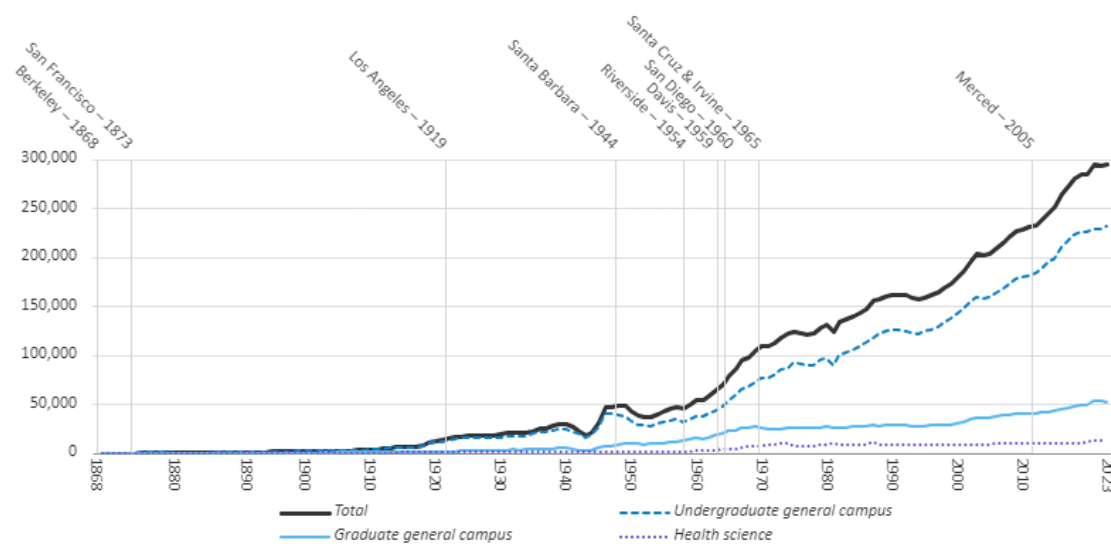
Key to achieving all of these goals is the elimination of disparities in degree attainment for low-income and first-generation students and for students from groups long underrepresented in higher education — specifically Black, Latino(a), and Native American students.

Producing 200,000 more undergraduate and graduate degrees by 2030

UC developed the UC 2030 Capacity Plan and UC 2030 goals to support help California meet projected needs for more college graduates, and to ensure that future UC graduates better reflect the full diversity of California.

With the [UC 2030 Capacity Plan](#), the University proposes to add over 23,000 state-supported students (roughly 17,000 California resident undergraduates and 6,000 graduate students) by the end of this decade. That growth is comparable to the addition of another UC campus, without the physical building and investment needed to construct a new campus. The university's approach instead leverages traditional and non-traditional means to expand capacity across the existing ten UC campuses.

Current projections show that the University is on track to add over 23,000 state-supported students by 2030, particularly California resident undergraduate students.



Undergraduate and graduate enrollment, with campus opening date

[More details on historical enrollment are found at the UC historical enrollment, 1869 to present dashboard](#)

However, increased enrollment is not enough. UC is committed to ensuring that every student who starts at the University leaves with a degree. In support of that goal, the University of California set a goal to add 200,000 degrees over the one million currently projected – or 1.2 million undergraduate and graduate degrees by 2030.

UC continues to make progress to ensure nine of ten undergraduate leave with a degree. The freshman six-year graduation rate is 86 percent (3.1.1); that measure rises to 88 percent when students who finished their degree at non-UC institutions are included (3.1.2). The transfer four-year graduation rate is effectively at 90 percent (3.1.3); it is 89.5 percent at year four and 90.4 percent at year five and beyond. By these measures, UC already ensures that nine of ten transfer entrants leave with a degree.

Since 2015-16, UC has added almost 631,500 undergraduate and graduate degrees – or almost 53 percent of the 1.2 million total set as a goal in the Capacity Plan. Based on current projected growth in undergraduate and graduate enrollment, together with trends in undergraduate graduation rates, UC is on track to meet the goal of 1.2 million undergraduate and graduate degrees awarded by 2030.

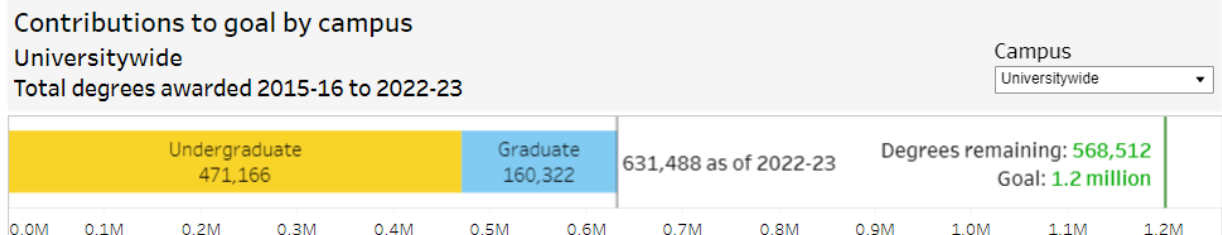
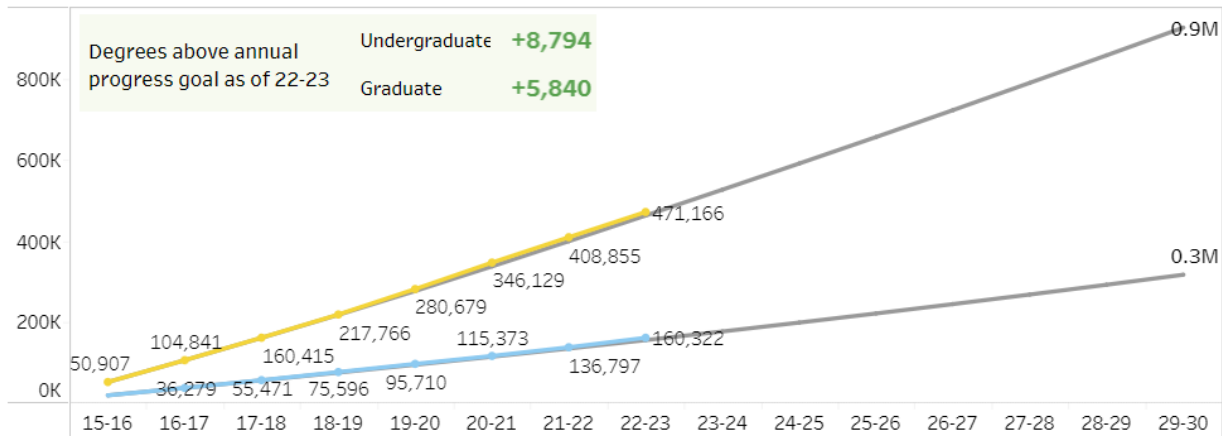
Goal #1 -
Award 1.2 million degrees between 2015-16 and 2029-30



To-date progress toward 2030 goal
Universitywide only

■ Undergraduate
 ■ Graduate

Select level to display
By degree level ▼

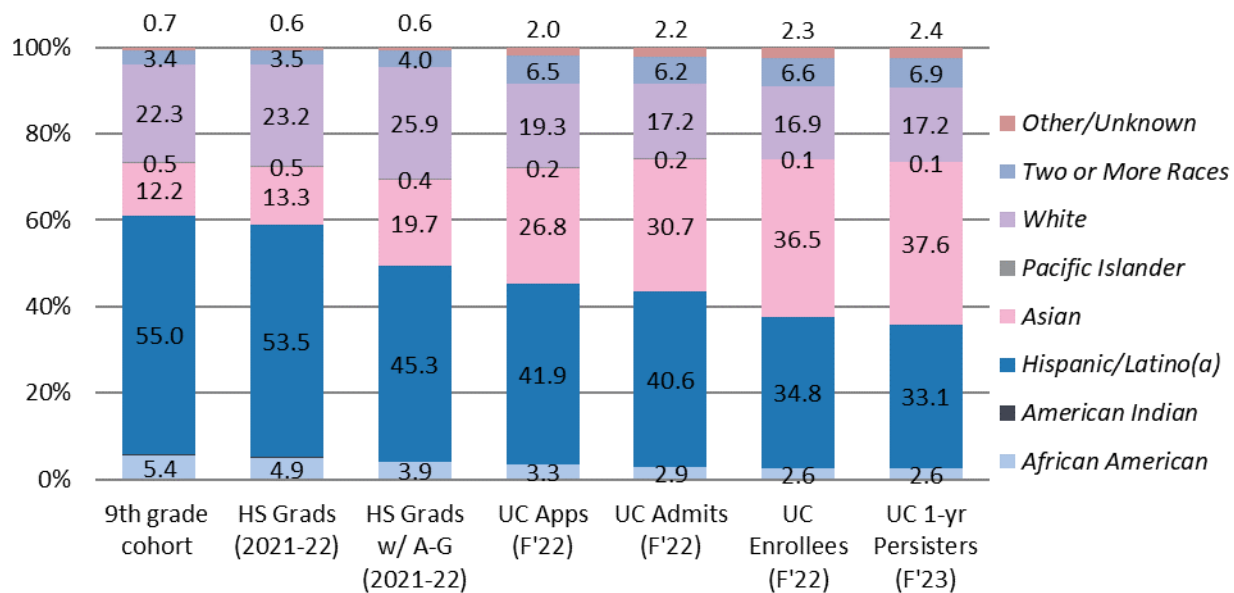


Undergraduate and graduate degrees awarded, progress to UC 2030 goals (<https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard>)

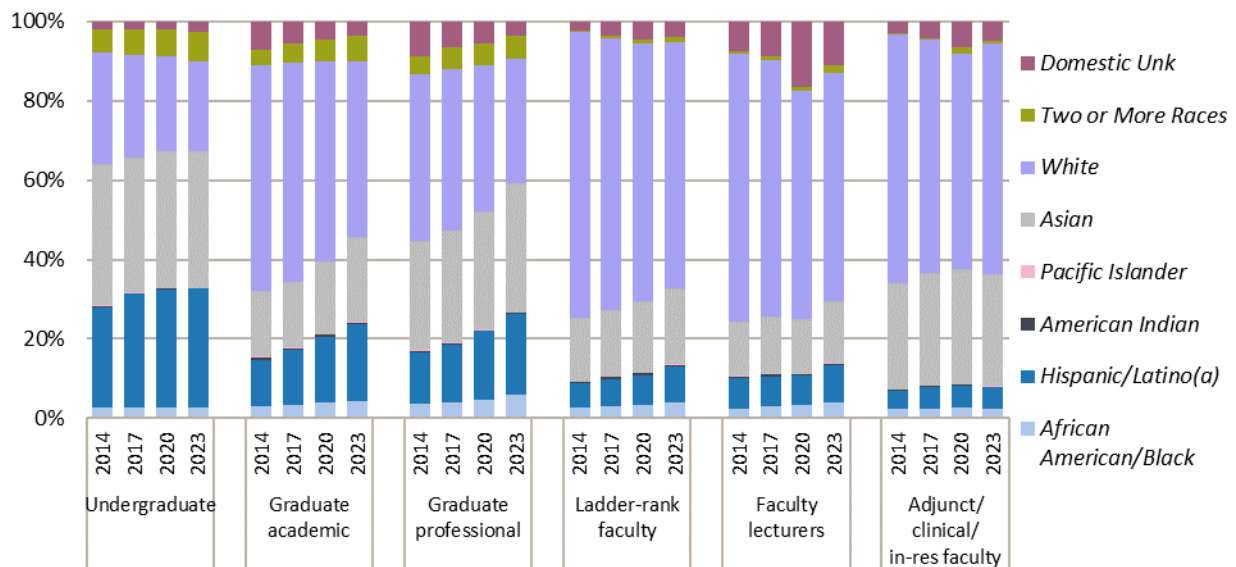
Advancing equity throughout educational pathways

California is one of the few states in the nation where minority groups make up most of the population. At California high schools, the majority of students come from low-income backgrounds, are the first in their families to pursue a college degree or are members of racial groups historically marginalized in higher education, including Black, Latino(a), and Native American students. Currently, the University does not reflect that diversity and at each step along the path to an undergraduate degree the University becomes less reflective of the state's college-aged population. UC's undergraduate population is more diverse than its graduate student body or the faculty.

UC 2030 goals are aligned to improve opportunities and outcomes for undergraduate and graduate students throughout the educational pathway and to diversify the professoriate and other in-demand parts of the California workforce that require graduate degrees, such as the health care professions.



Fall 2021 racial/ethnic distribution of UC undergraduate pipeline (7.1.1)



Fall 2014 to 2023 racial/ethnic distribution of students and faculty (7.3.1)

Embedded in these goals is recognition that educational equity is critical to our pursuit of excellence. We cannot pursue one without the other. At the University of California equity is excellence.

Improving timely graduation and increasing educational equity

The UC 2030 goals set specific targets for increasing timely graduation. This includes increasing the overall systemwide four-year graduation rate to 76 percent and the two-year transfer graduation rate to 70 percent. With its UC 2030 equity goals, the university aspires to do this by eliminating disparities and

achieving parity between the overall timely graduation rates and rates for first-generation students, low-income students (Pell-eligible), and students from underrepresented minority groups (Black, Latino(a), and Native American).

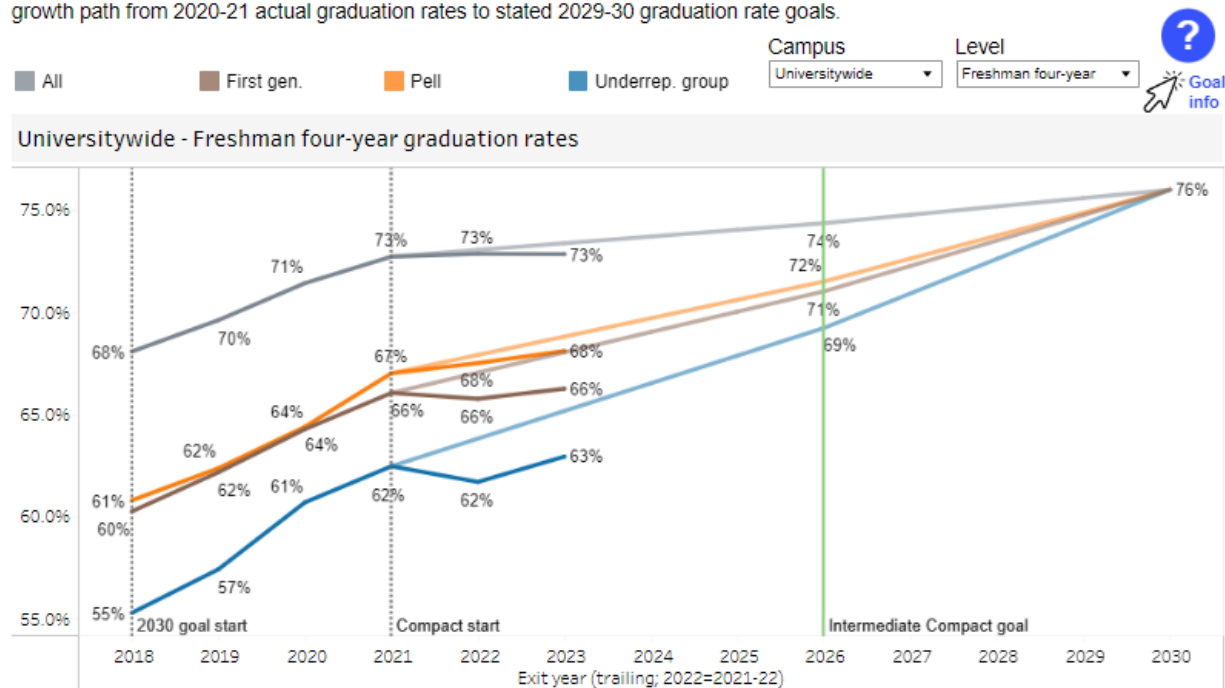
The University has remained focused on these goals even through the onset and aftermath of a global pandemic that upended education at all levels of the state. In 2022, in a reaffirmation of its commitment to these goals, UC entered a multi-year funding Compact with the Governor that set intermediate goals to reach 50 percent of these goals by the end of the 2025-26 academic year. Progress on these goals is tracked publicly on the [UC Information Center 2030 Dashboard](#).

By the close of the 2022-23 academic year, the four-year freshman graduation rate remained unchanged at 72.9 percent. However, with 1.5 percentage points to go, the 2026 intermediate Compact goal of 74.4 percent is within reach and four of nine UC campuses saw increases above the 2021 baseline set in the Compact. Rates increased by .5 percentage points for first-generation students, by .6 percentage points for Pell grant recipients, and by more than one percentage point (1.3) for students from underrepresented groups, specifically Black, Latinx, and Native American students. These gains come on the heels of a drop in graduation rates for first-generation and underrepresented groups in 2022. Thus, the rebound is an important sign of recovery for the system post-pandemic.

While the 2023 gains have not brought rates into alignment with the projected increases that would be needed to reach parity in 2030, continued progress at this rate or a slightly elevated one would allow UC to reach its goal. To quantify this work, the dashboard includes an estimate of the number of additional students needed to graduate to achieve four-year graduation rate goals, specifically 700 freshmen to achieve Compact goals and 1,450 freshmen to achieve UC 2030 goals.

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

The line chart displays actual graduation rates for a set of groups (darker lines) alongside transparent lines depicting a straight growth path from 2020-21 actual graduation rates to stated 2029-30 graduation rate goals.



	2021	2022	2023	2026 Interm. goal	2030 goal	2021 to current:		Estimated additional number of graduates to reach 2026 and 2030 goal (based on 2023 exit year)
						Percentage point change	Equivalent change in graduates	
All	72.7%	72.9%	72.9%	74.4%	76.0%	▲ 0.1 p.p.	+ 56	696 / 1,449
First gen.	66.1%	65.8%	66.3%	71.0%	76.0%	▲ 0.2 p.p.	+ 36	820 / 1,676
Pell	67.0%	67.5%	68.1%	71.5%	76.0%	▲ 1.1 p.p.	+ 189	589 / 1,366
Underrep. group	62.5%	61.7%	63.0%	69.2%	76.0%	▲ 0.5 p.p.	+ 63	843 / 1,749

Four-year graduation rates 2028-2023 and Compact and UC 2030 goals (3.1.4)

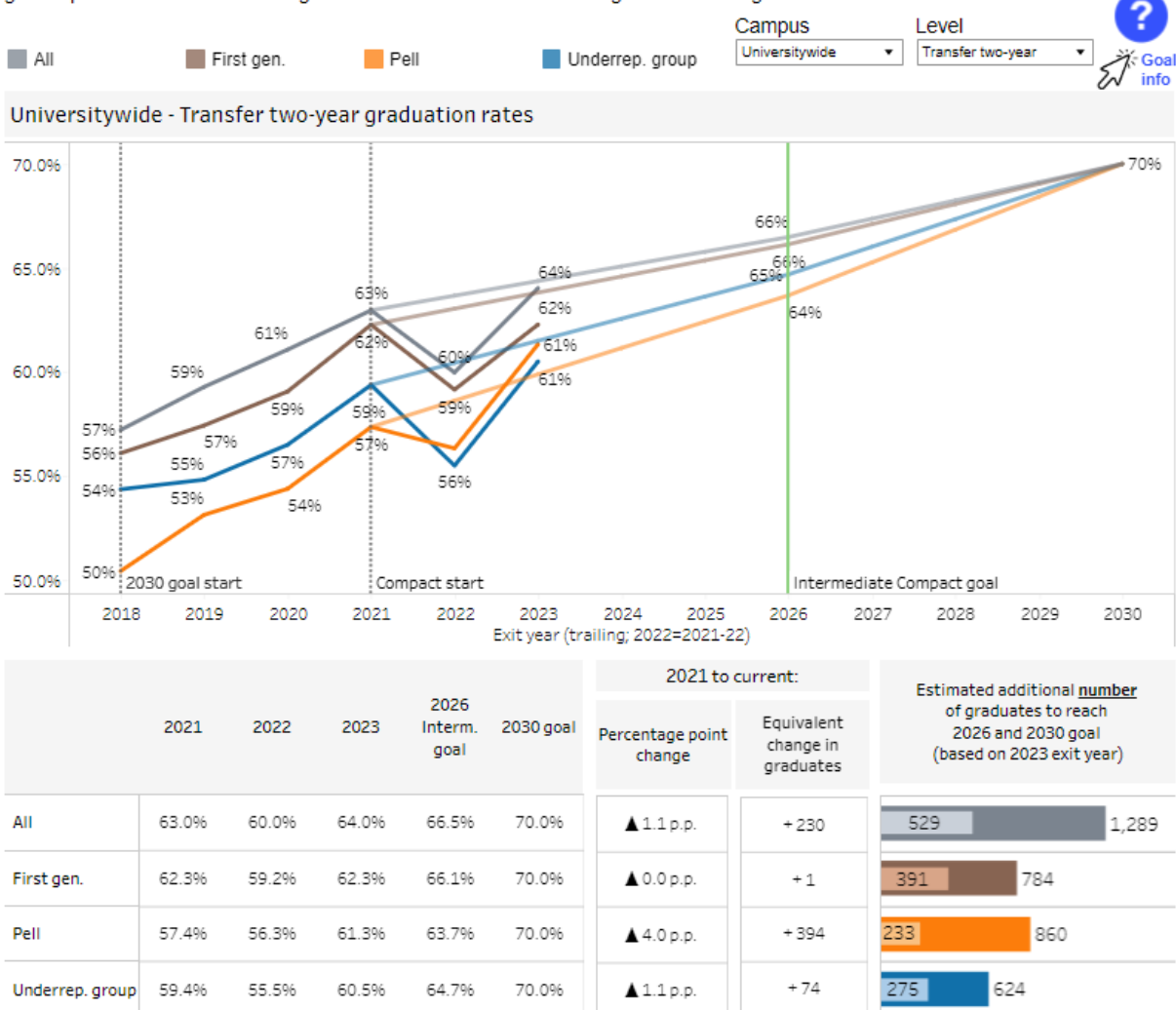
At the end of 2022-23, the two-year transfer graduation rate increased by four percentage points to reach 64 percent, just 2.5 percentage points from the 2026 intermediate Compact goal. This increase marked a critical recovery from a steep drop of three percentage points seen the previous year. Campus-level gains were sizable and widespread with two UC campuses already surpassing 2030 goals.

In addition, gains were shared across all groups, with increases from 2022 to 2023 of 3.1 percentage points for first-generation students, 5 percentage points for Pell-eligible students, and 5 percentage points for underrepresented students.

UC estimates of the number of additional students needed to graduate to achieve two-year graduation rate goals are 530 transfer students to achieve Compact goals and 1,290 transfer to achieve UC 2030 goals.

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

The line chart displays actual graduation rates for a set of groups (darker lines) alongside transparent lines depicting a straight growth path from 2020-21 actual graduation rates to stated 2029-30 graduation rate goals.



Two-year graduation rates 2028-2023 and Compact and UC 2030 goals (3.1.6)

The funding stability afforded by the Compact with the Governor has been critical to UC's progress and will continue to be essential to scaling up UC's efforts to achieve these important goals. As part of UC's Compact reporting, UC Office of the President collected information on strategies used throughout the system to achieve these graduation rate goals. These findings have been published in a recently released report called [UC 2030: Equity is Excellence](#).

The report identifies ten strategies, grouped into four themes, that describe the work that is ongoing at UC campuses: excellence in teaching and learning, on-time graduation, student experience, and leadership.



UC 2030 Equity is Excellence

UC 2030 STRATEGIES

Excellence in teaching and learning

1. Leverage equitable and inclusive pedagogies
2. Invest in advising
3. Broaden access to experiential learning

On-time graduation

4. Start with success in year one
5. Remove institutional barriers
6. Expand credit opportunities

Student experience

7. Promote wellness and belonging
8. Set the standard as a minority-serving system

Leadership

9. Model new forms of accountability
10. Leverage information technology

UC 2030 Equity is excellence (<https://www.ucop.edu/institutional-research-academic-planning/files/uc-2030-equity-is-excellence.pdf>)

These strategies are rooted in evidence and align with approaches recognized by the Association for Undergraduate Education at Research Universities as critical to meeting the “equity imperative” in higher education. They demonstrate ways the University of California is striving to become a student-serving research university, with lessons for UC campuses, the UC system, and the nation. Select examples of this work include:

- **Teaching and learning:** UC Davis, UC Irvine, and UC Santa Barbara’s have been leaders in the Sloan Foundation-Funded SESIMIC Collaborative (Sloan Equity and Inclusion in STEM Introductory Courses) whose focus is on bringing the best in evidence-based teaching to bear on design of introductory STEM courses.
- **On-time graduation:** UC Riverside’s leadership in the University Innovation Alliance included research that living-learning communities (i.e., small cohorts of first-year students sharing common interests) helped transition students to the university experience and led to improved first-year retention rates.
- **Student experience:** UC San Diego, as part of its Collective Impact initiative, tripled the size of Summer Bridge, its five-week transition program which provides students with the opportunity to earn college credit online and in-person, develop skills for academic success, connect to university resources, and receive support throughout their first academic year.
- **Leadership:** At UC Santa Cruz, the Associate Campus Provost for Academic Success fills a newly created role that works with academic units to help them identify opportunities to improve student learning, retention, and progress through the major. The Associate Provost and departments both have access to a Department Equity Profile dashboard that provides a wealth of information about student progress at critical points in the curriculum.

Growing future faculty and researchers

Increasing faculty diversity is an important component for advancing student success. Students benefit by learning and engaging with faculty from a range of backgrounds and experiences. Faculty who understand and validate student experiences — especially students from groups that have historically been marginalized in higher education — can foster a sense of belonging, which supports students retention and graduation. UC’s first-generation initiative encouraged first-gen faculty and staff to share their stories with incoming students. The project enhanced connections and mentoring for students, helping them transition and succeed at UC.

UC benefits from having a more diverse faculty by bringing together teams with a broad set of ideas and experiences that can expand hypotheses, sharpen strategies, and enhance solutions to society’s problems. Diverse research teams where all members are welcomed and supported can foster greater creativity, higher productivity, and improved problem-solving ability, including understanding how potential research applications may impact the state as a whole, including its marginalized and underserved communities.

Two UC 2030 goals seek to promote the diversity of UC current and future faculty researchers. First, UC seeks to diversify its graduate student population by recruiting at least 40 percent of UC Ph.D. students come from UC undergraduate programs, and from other Hispanic Serving Institutions, Historically Black Colleges and Universities, and Tribal Colleges and Universities. UC has made steady progress, increasing by about a percentage point each year to almost 32 percent today.

Goal #3 - Growing our own initiative

The "Growing Our Own" graduate enrollment initiative aims to (1) increase the number and proportion of UC Ph.D. students who come from institutions with historically highly diverse student population and (2) increase the number and proportion of UC undergraduates who go on to earn a Ph.D.

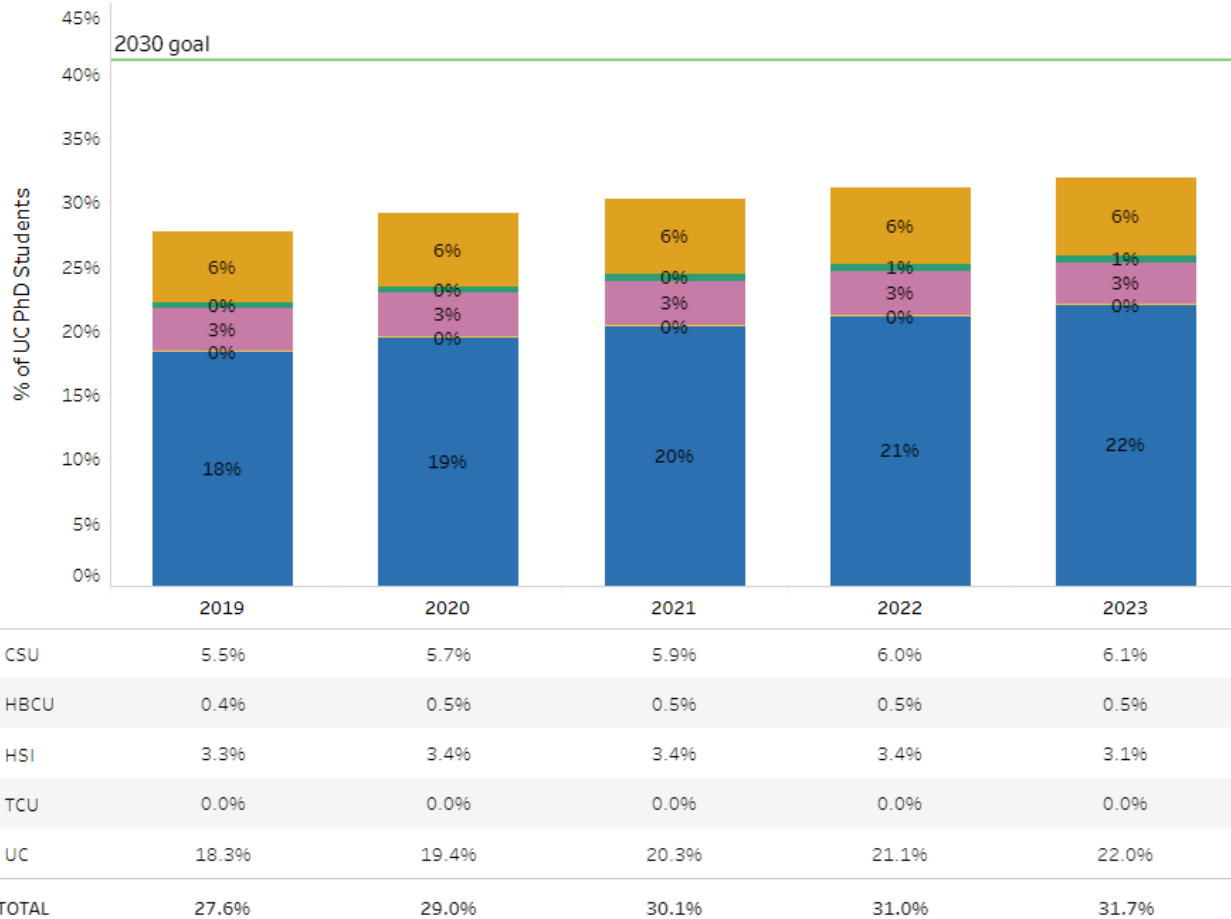
■ CSU
 ■ HBCU
 ■ HSI
 ■ TCU
 ■ UC

Campus

Universitywide



Percentage of PhD doctoral students from UC, CSU, HBCUs, other HSIs, and TCUs
Universitywide



Proportion of Ph.D. doctoral students from UC, CSU, other HSIs, HBCUs, and TCUs (4.2.2)

This progress has been supported through the UC-HSI Doctoral Diversity Initiative and expanded efforts to provide five-year funding packages to attract admitted students to enroll. With intentional focus, UC hopes to continue to make progress in attracting Ph.D. students from these institutions.

Successful completion of the Growing Our Own Initiative is important to the University of California because it will result in a home-grown pool of faculty candidates that more closely represent the diversity of California. The initiative can also have a positive impact on other higher education institutions and wider efforts to diversify the professoriate: UC produces 60 percent of California's doctoral degree recipients, and almost ten percent of the nation's Ph.Ds.

As seen below, UC bachelor degree holders are more diverse than the current UC doctoral population. This indicator also shows that new hires for UC faculty are more diverse than existing tenure-tenure

track faculty, illustrating the importance of continuing efforts to grow the faculty.

		Female	Black	Hispanic
Engineering & Computer Science	UC Bachelors 2022-23	25.3%	1.3%	15.4%
	UC Doctorates 2022-23	25.4%	1.6%	4.9%
	US Doctorates 2021-22	26.5%	2.2%	3.1%
	Non-UC AAU Doctorates 2021-22	26.3%	1.4%	3.2%
	New Hires, 2019 to 2023	39.0%	3.8%	8.0%
	UC T/TT Faculty Nov 2023	26.9%	2.3%	5.2%
Physical Sciences	UC Bachelors 2022-23	39.6%	0.9%	16.7%
	UC Doctorates 2022-23	33.4%	1.1%	6.3%
	US Doctorates 2021-22	33.8%	1.6%	4.4%
	Non-UC AAU Doctorates 2021-22	33.3%	1.3%	4.4%
	New Hires, 2019 to 2023	47.0%	5.1%	11.4%
	UC T/TT Faculty Nov 2023	27.6%	1.2%	5.6%
Life Sciences	UC Bachelors 2022-23	63.4%	1.9%	22.8%
	UC Doctorates 2022-23	52.5%	2.1%	13.2%
	US Doctorates 2021-22	54.2%	3.6%	8.0%
	Non-UC AAU Doctorates 2021-22	53.9%	3.6%	8.4%
	New Hires, 2019 to 2023	56.0%	7.0%	11.4%
	UC T/TT Faculty Nov 2023	41.3%	2.4%	7.8%
Social Sciences	UC Bachelors 2022-23	63.4%	2.8%	33.0%
	UC Doctorates 2022-23	53.8%	4.0%	12.5%
	US Doctorates 2021-22	64.0%	8.8%	10.1%
	Non-UC AAU Doctorates 2021-22	56.3%	4.0%	8.2%
	New Hires, 2019 to 2023	53.0%	17.4%	24.1%
	UC T/TT Faculty Nov 2023	48.0%	7.3%	14.1%
Arts & Humanities	UC Bachelors 2022-23	58.7%	2.8%	31.3%
	UC Doctorates 2022-23	52.1%	2.5%	12.4%
	US Doctorates 2021-22	53.1%	3.7%	7.5%
	Non-UC AAU Doctorates 2021-22	52.7%	3.1%	6.4%
	New Hires, 2019 to 2023	58.0%	16.4%	20.1%
	UC T/TT Faculty Nov 2023	51.6%	6.1%	12.5%

UC pathways to the professoriate (5.3.5)

Second, UC 2030 goals set an initial target of hiring more than 1,100, with a goal to further diversify the faculty because new hires are more diverse than existing faculty. Pandemic impacts and related budget constraints have stalled faculty hiring and resulted in a slight increase in separations (5.3.4). As a result, the University extended the original four-year hiring goal through 2030. With a recent increase in hiring, the University has made some progress by adding 417 of the 1,100 goal by 2030.

Goal #3:

Add 1,100 ladder-rank non-recall faculty by 2030:
Universitywide headcount

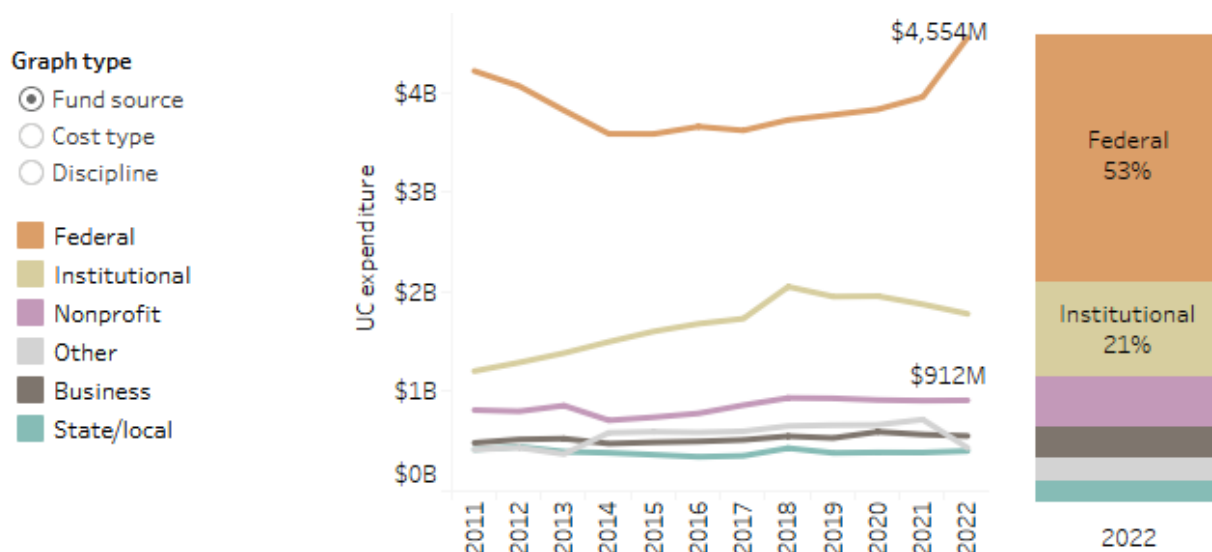
	2018	2019	2020	2021	2022	2023	2030 goal
Headcount	10,484	10,678	10,861	10,788	10,727	10,901	11,584
Progress		194	377	304	243	417	1,100

UC ladder-rank faculty headcount, October 2018 to 2023 and 2030 goals (5.3.4)

Powering California's economy

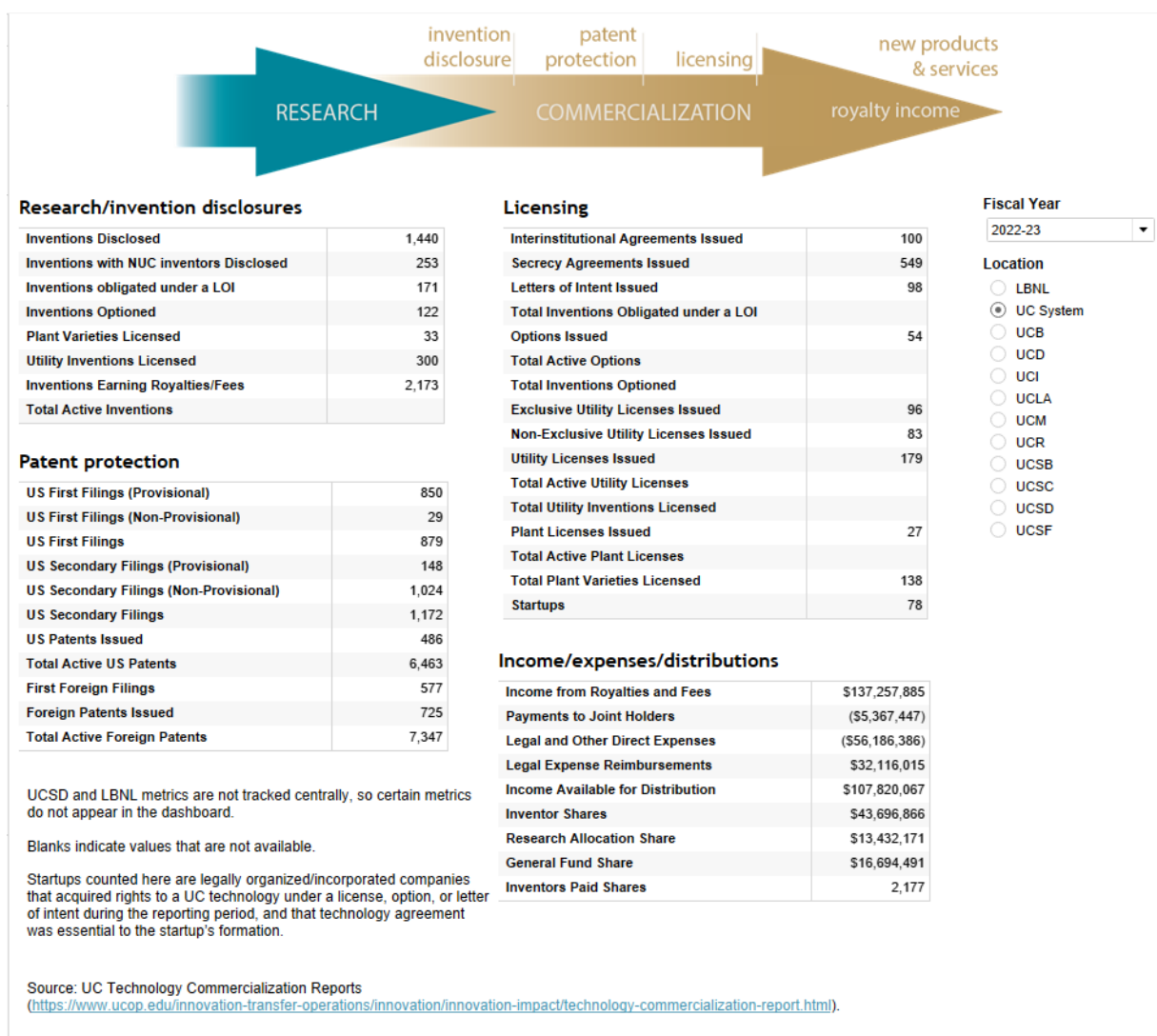
While people often associate UC with its role in educating and graduating tens of thousands of students each year, the University improves the lives of millions of Californians who never attend a UC campus. Through its world-renowned research enterprise, its top-rated health care, and its role as one of the state's largest employers, UC's impact goes far beyond education.

UC research not only seeks to find solutions to the problems we face in society, but its research operations are vital to California's economy, spurring job growth, the launch of new companies and industries, and creating economic prosperity. In 2022, the UC research enterprise was an \$8 billion operation, with UC attracting more than \$4B in federal research funds to California in support of UC research activities. These funds are used to support research operations, including hiring of student and staff researchers.



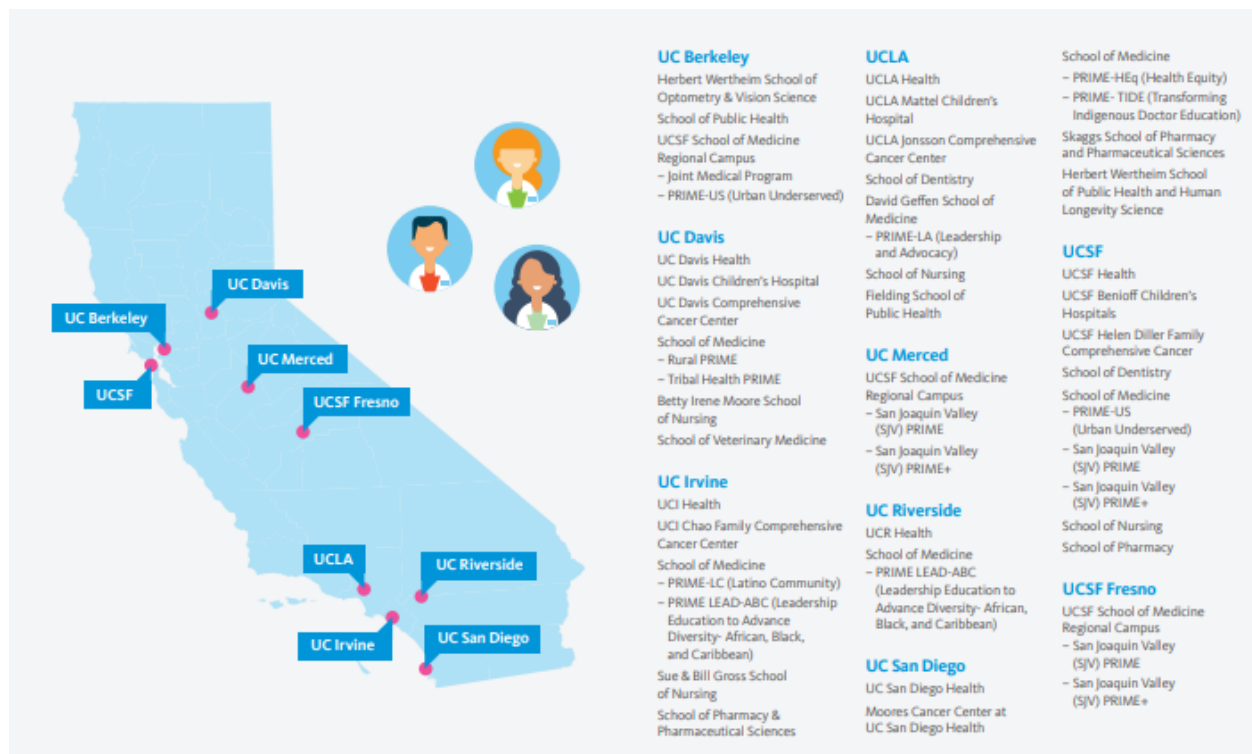
Total research expenditures by fund source, 2011 to 2022 (9.1.1)

UC research often leads directly to new patentable inventions and other innovations. Bringing them to the marketplace is part of UC's public service mission. UC inventions take two paths to the marketplace: they may be licensed to an existing company or they may become the cornerstone of a new startup company. The commercialization process promotes technological advances and generates economic benefits to the state of California, through employment and vital tax contributions to state and local governments.

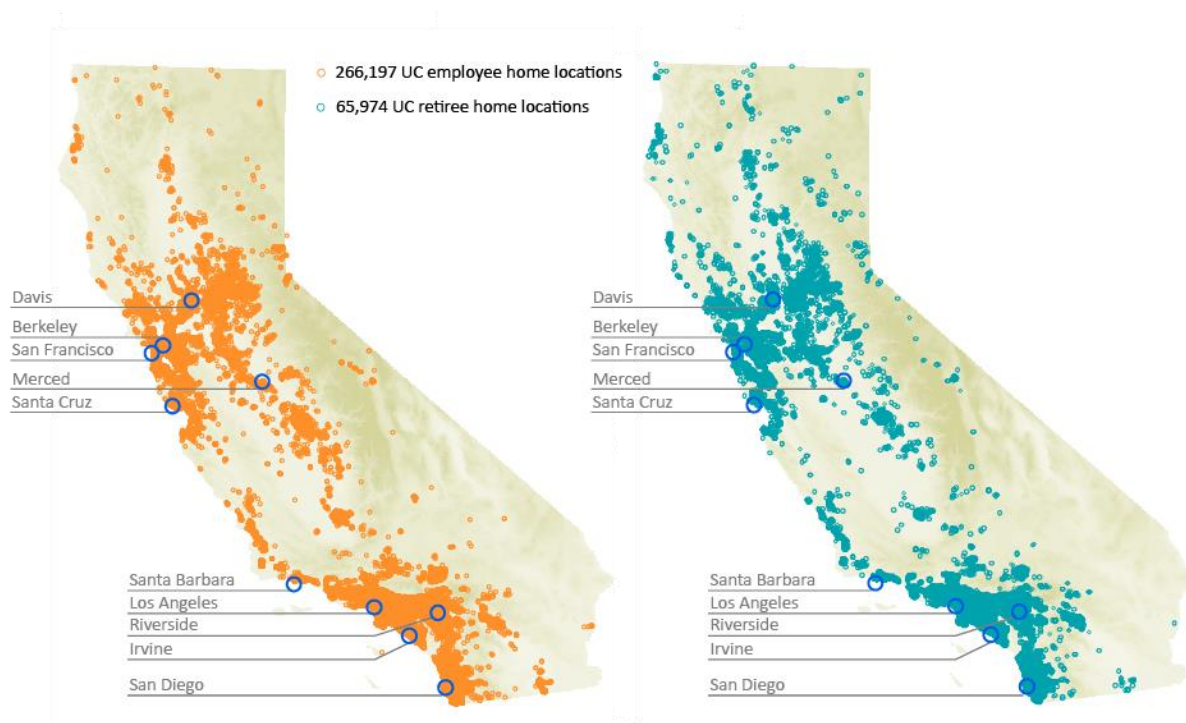


Licenses, research/innovation disclosures, and patent protection (9.2.2)

University of California Health provides access to health care for people in our cities, rural areas, and underserved communities. Nearly three quarters of the patients in UC hospitals on any given day have Medicare or Medi-Cal coverage (11.3.2). In fiscal year 2023, UC academic health centers provided \$1.3 billion in care to Medi-Cal enrollees for which it was not reimbursed, a 42 percent increase over the 2019 fiscal year. UC's academic health centers provided an additional \$2.4 billion in uncompensated care for people with Medicare coverage in fiscal year 2023, a 71 percent increase since fiscal year 2019.



The University also contributes to California as its third largest employer. As seen in the map below, over 266,000 UC employees and over 65,000 retirees live across the state, illustrating that UC's economic impact goes well beyond its ten campus locations. Members of its workforce purchase goods and contribute to local economies where they reside. Their contributions also include state and local taxes.



California resident faculty, academics, and staff employees and retirees, 2023 (10.3.4)

Accountability efforts

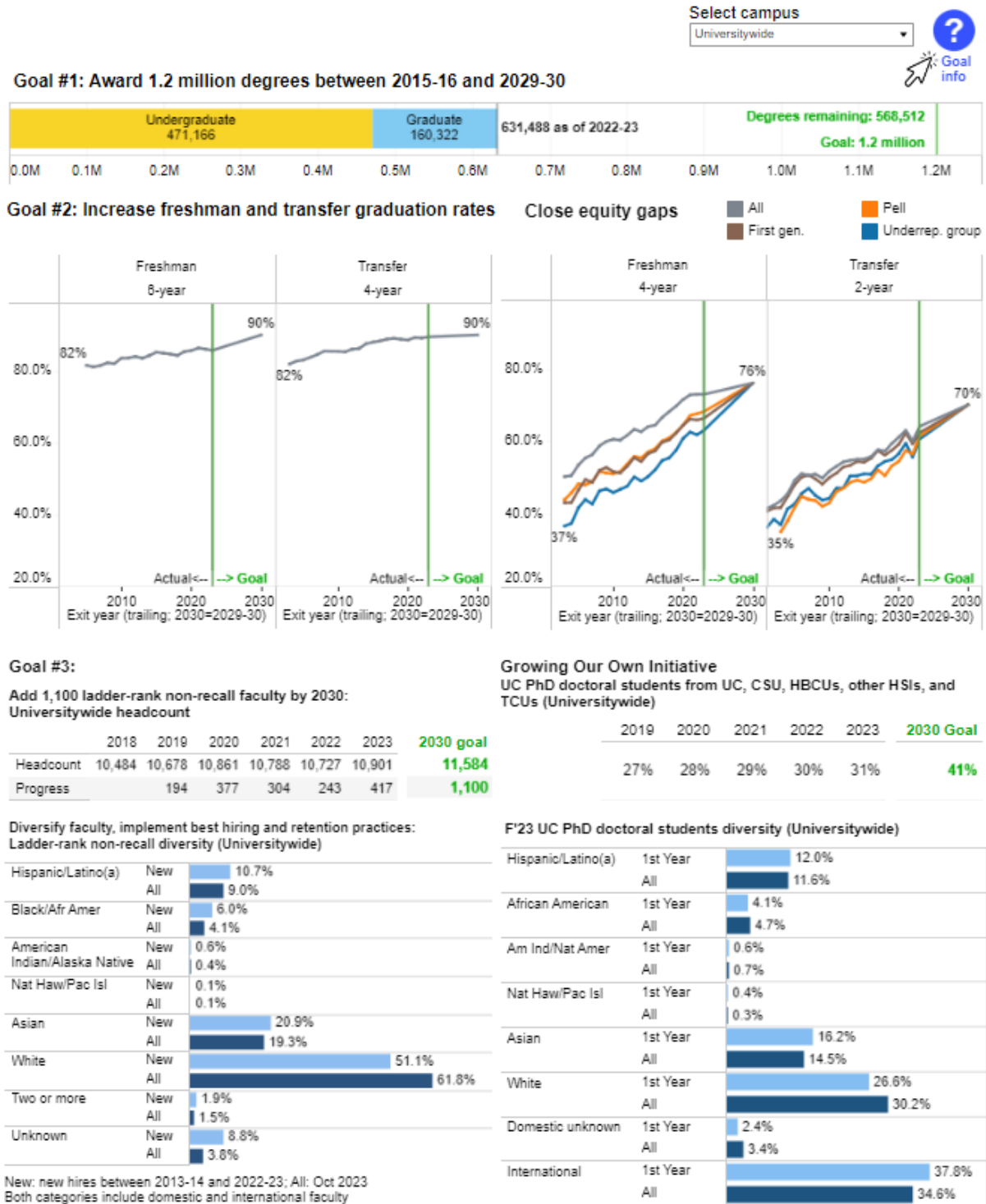
In support of its transparency efforts, the University of California produces the UC Accountability Report (<https://accountability.universityofcalifornia.edu/2023/>), along with the UC Information Center (ucal.us/infocenter), with detail on University operations, including progress on strategic goals, areas of strength, and opportunities for improvement.

Appendix 1 of this report provides a screenshot of the UC 2030 dashboard, which tracks progress for the UC system and campuses on UC 2030 goals. Attachment 2 provides a full list of indicators included within the Accountability Report spanning all UC operations, which provide additional context and can be downloaded to support other use or analyses.

Attachment 1

UC 2030 dashboard

This dashboard (<https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard>) highlights key goals and detail on progress to achieve UC 2030 goals.



Attachment 2

ACCOUNTABILITY REPORT INDICATOR LIST

CHAPTER 1: Undergraduate Students — Admissions and Enrollment	CHAPTER 2: Undergraduate Students — Affordability	CHAPTER 3: Undergraduate Student Success
1.1.1: Freshman applicants, admits, and enrollees	2.1.1: Net cost of attendance by family income and California residency (Information Center dashboard)	3.1.1: Freshman graduation rates
1.1.2: Transfer applicants, admits, and enrollees	2.2.1: Undergraduate Pell Grant recipients	3.1.2: Freshman graduation rates by race/ethnicity
1.1.3: New California resident freshmen and transfer students	2.2.2: Undergraduate income distribution (Information Center dashboard)	3.1.3: Freshman extended graduation rates, including those who graduated from a non-UC institution
1.1.4: Undergraduate headcount enrollment	2.3.1: Student loan debt of graduating seniors, inflation-adjusted (Information Center dashboard)	3.1.4: Freshman four-year graduation rates by first generation, Pell, and URG status (Information Center dashboard)
1.1.5: FTE enrollment, progress toward 2030 goals	2.3.2: Undergraduate debt at graduation, UC and public comparators (Information Center dashboard)	3.1.5: Freshman six-year graduation rates by first generation, Pell, and URG status (Information Center dashboard)
1.2.1: Entering students by first generation status	2.3.3: Percent of UC undergraduate alumni with manageable debt-to-earnings ratios (below ten percent) at two and five years after graduation by degree major (Information Center dashboard)	3.1.6: Transfer two-year graduation rates by first generation, Pell, and URG status (Information Center dashboard)
1.2.2: Demographics of first generation students (Information Center dashboard)	Jump down for more information and to download data tables for chapter 2	3.1.7: Transfer four-year graduation rates by first generation, Pell, and URG status (Information Center dashboard)
1.2.3: Underrepresented Groups (URGs) as a share of California public high school graduates vs. a share of freshman applicants, admits, and new enrollees from California public high schools (Information Center dashboard)		3.1.8: Freshman graduation rates by HS GPA and race/ethnicity, Pell Grant recipient status, and first-generation status (Information Center dashboard)
1.2.4: Underrepresented Groups (URGs) as a share of transfer ready California Community College (CCC) students vs. a share of UC transfer applicants, admits, and new enrollees from CCCs (Information Center dashboard)		3.1.9: Transfer graduation rates by incoming transfer GPA and race/ethnicity, Pell Grant recipient status, and first-generation status (Information Center dashboard)
1.2.5: Undergraduate freshman applicants, admits, and enrollees by self-reported parents' income		3.1.10: Freshman and transfer average time to degree (Information Center dashboard)
1.2.6: Undergraduate transfer applicants, admits, and enrollees by self-reported parents' income		3.2.1: First-year freshman and transfer retention rates by first generation, Pell, and URG status (Information Center dashboard)
1.3.1: A – G (college preparatory) courses and weighted, capped high school grade point average (GPA) of entering freshmen, as share of class		3.2.2: First-year retention rates
1.3.2: College grade point average (GPA) of entering transfer students, as share of class		3.3.1: Undergraduate degrees awarded by discipline
1.4.1: Residency of undergraduate students		3.3.2: Inflation-adjusted average and median alumni wages by selected majors (Information Center dashboard)
1.4.2: Percentage of undergraduate enrollees paying nonresident supplemental tuition by academic year		3.3.3: Industry of employment of UC bachelor's graduates by discipline and years after graduation (Information Center dashboard)
1.4.3: Percentage of new California resident freshman enrollees whose home is within a 50-mile radius of their campus		3.3.4: UC undergraduate alumni graduate degree attainment by campus (Information Center dashboard)
1.4.4: Percentage of new California resident transfer enrollees whose home is within a 50-mile radius of their campus		Jump down for more information and to download data tables for chapter 3
Jump down for more information and to download data tables for chapter 1		

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CHAPTER 4:

Graduate Academic and Graduate Professional Students

- 4.1.1: Graduate academic applications, admits, and new enrollees by degree program (Information Center dashboard)
 - 4.1.2: Graduate academic applications, admits, and new enrollees by race/ethnicity and discipline (Information Center dashboard)
 - 4.2.1: Graduate enrollment share of total
 - 4.2.2: Share of all academic doctoral students from UC/CSU/HBCU/HSI/TCU and Growing Our Own goal (Information Center dashboard)
 - 4.2.3: Academic doctoral students' graduate debt at graduation, by discipline, domestic students (Information Center dashboard)
 - 4.2.4: Graduate professional degree student debt at graduation, by discipline, domestic students (Information Center dashboard)
 - 4.3.1: Graduate academic degrees awarded by discipline
 - 4.3.2: Doctoral completion rates after ten years, by broad field (Information Center dashboard)
 - 4.3.3: Median time-to-doctorate, by ethnicity and gender (Information Center dashboard)
 - 4.3.4a: Median time-to-doctorate, by race/ethnicity and discipline (Information Center dashboard)
 - 4.3.4b: Median time-to-doctorate, by gender and discipline (Information Center dashboard)
 - 4.3.5: Industry of employment of UC graduate academic students in California, by year after graduation
 - 4.4.1: Graduate professional degrees awarded by discipline
 - 4.4.2: Industry of employment of UC graduate professional students in California, by year after graduation
- Jump down for more information and to download data tables for chapter 4

CHAPTER 5:

Faculty and Other Academic Employees

- 5.1.1: Faculty FTE total by type (Information Center dashboard)
 - 5.1.2: Non-faculty academic workforce FTE (Information Center dashboard)
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