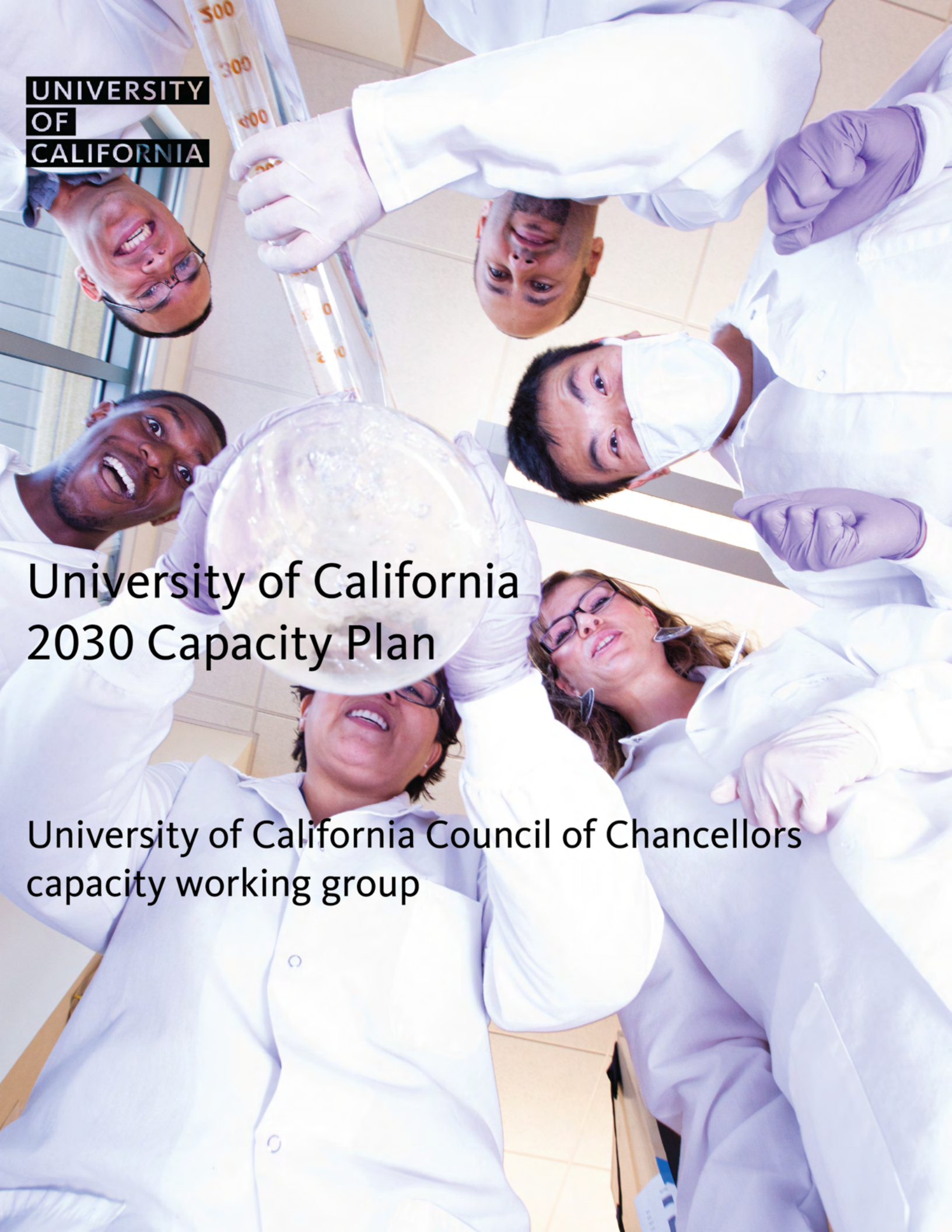




UNIVERSITY
OF
CALIFORNIA

University of California 2030 Capacity Plan

University of California Council of Chancellors
capacity working group

University of California 2030 Capacity Plan

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Letter from UC President Michael V. Drake and UC Chancellors

The University of California recognizes its role as California's public research university system and its responsibility to address the needs of the state through its teaching, research, and public service. The University needs to grow strategically to best serve the interests of California.

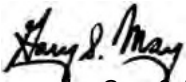
Increasing enrollment in the University addresses the shared goal of serving more Californians and reflecting California's diversity. The UC 2030 Capacity Plan is the culmination of a collaborative systemwide effort and describes how the University plans to support California through enrollment strategies and addressing the state's needs. Specifically, the Plan discusses enrollment projections, degree attainment, increasing diversity, supporting underserved regions, and meeting workforce demands. The Plan also examines investment strategies that will enable us to achieve the increased capacity.

The University has a responsibility to train the next generation of doctors and nurses, judges and lawyers, business leaders, elected officials, researchers, and faculty – ones that reflect California. We recognize the demand for a UC education is great. And we know the University needs to tap the talent of students across our state, increasing educational attainment levels and economic opportunities for Californians who have not had the same access to our university in the past.

We invite you to learn about our UC 2030 Capacity Plan.



Michael V. Drake, MD
President, University of California



Chancellor Gary S. May
University of California, Davis



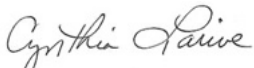
Chancellor Gene D. Block
University of California, Los Angeles



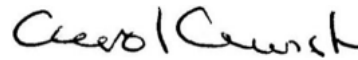
Chancellor Kim A. Wilcox
University of California, Riverside



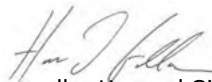
Chancellor Sam Hargood
University of California, San Francisco



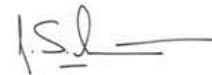
Chancellor Cynthia K. Larive
University of California, Santa Cruz



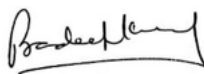
Chancellor Carol T. Christ
University of California, Berkeley



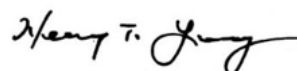
Chancellor Howard Gillman
University of California, Irvine



Chancellor Juan Sánchez Muñoz
University of California, Merced



Chancellor Pradeep K. Khosla
University of California, San Diego



Chancellor Henry T. Yang
University of California, Santa Barbara

Introduction

The University of California serves as a research arm for the state, creating new knowledge to address challenges facing society and activities and innovations that strengthen the California economy. As UC faculty conduct research, they train the next generation of faculty, researchers, and other professionals that will serve the state's knowledge-based economy.

UC Research: Supporting Agriculture and the Environment

UC research has benefited California in many ways, including advances in agriculture and strengthening the environment. UC researchers showed farmers how to remove salts from alkali soils in the Central Valley, transforming barren land to the world's most productive farming regions. UC also helped establish California's wine industry and brought it back from the brink after the prohibition nearly destroyed it.

The University Farm, that became UC Davis, has created half of the world's strawberry cultivators and numerous other crop varieties, from almonds and asparagus to tomatoes and walnuts. UC's Citrus Experiment station, that would become UC Riverside, has also produced 40 new citrus varieties and UC Santa Cruz is internationally known for its training and research in organic horticulture and agriculture. UC Davis' School of Veterinary Medicine is ranked number one in the nation with wide-ranging expertise and services, including treatment of livestock, care for family pets, and intersection with human health.

UC's climate science and environmental research has also increased our understanding about the ocean, earth, and atmosphere. Oceanic research performed across UC campuses, including institutes like the UC San Diego's Scripps Institution of Oceanography and UC Santa Cruz's Institutes of Marine Studies, increases our understanding about the ocean, earth, and atmosphere. Discoveries into the detrimental CFCs helped us protect our planet and UC Berkeley's creation of an early warning system, the [MyShake app](#), can be downloaded to mobile phones, delivering alerts seconds ahead of an earthquake thereby providing Californians enough time to drop, cover and hold on to prevent injury.

UC Teaching: Producing Future Leaders

While UC patents and licensing benefit the economy, one of the University's greatest contributions is educating graduate and undergraduate students that become leaders of the future.

The Scientist – Closing Holes in the Ozone Layer

Mario J. Molina was born in Mexico City. His fascination with science began early when as a child he converted his family's bathroom into a laboratory. He received his undergraduate degree in Mexico and earned a Ph.D. in physical chemistry at UC Berkeley where he joined Professor George Pimentel's research group. He studied molecular dynamics using chemical lasers and wanted to see how high-power chemical lasers could be used to support society.

Molina joined Professor F. Sherwood Roland as a postdoctoral fellow at UC Irvine and studied how chlorofluorocarbons (CFCs) in aerosol spray cans were destroying the Earth's ozone layer. They shared research findings with scientists, along with policy makers and news media, galvanizing the world into action. Today, the hole in the ozone is healing. For this work he received a Nobel Prize and Presidential Medal of Freedom.



(White House)

Molina joined the faculty at UC Irvine and UC San Diego.

As the story to the right illustrates, UC faculty train PhDs who become future faculty for the University and other research universities, the California State University (CSU) system, and California Community Colleges (CCC). UC is also the state's sole public provider of law and medical (e.g., medicine, pharmacy, veterinary medicine, optometry) degrees and produces other graduate professional master's and professional practice degrees in fields like business, journalism, architecture, public policy, social welfare, and the arts.

Four of five UC undergraduates¹ choose to enroll at UC because attending a university with world-class researchers is important to them. UC bachelor recipients are more likely to go to graduate school, achieve greater leaps in economic mobility,² and start new businesses that create additional jobs for California.³ A UC inquiry-based education produces graduates that have experience taking on issues where there aren't established answers and having skills so they can adapt, innovate, and progress throughout their career.

UC 2030 Capacity Working Group: Expanding Opportunities and Excellence

Recognizing California's need to increase access to the University, President Michael V. Drake established a Council of Chancellors (COC) working group to examine options to expand enrollment capacity through 2030. President Drake wanted the effort to be organic and strategic, leveraging insight and opportunities from the campuses and meeting the needs of California. He also wanted growth to be intentional – the growth of faculty and graduate students needed to accompany undergraduate enrollment growth and result in campus populations that better reflect and tap the talent of underrepresented populations who represent the majority of Californians.

The President and Chancellors engaged in a series of discussions on campus strategic plans and regional collaborations; summer session, university extension, and degree completion prospects; online and off-campus opportunities; UC 2030 goals for timely graduation and elimination of equity gaps; and expanding UC's reach to underserved regions. The [Building UC 2030 Capacity report](#) summarizes this work.

The following is the UC 2030 Capacity Plan with enrollment and investment strategies, along with UC's approach to address California's needs. Campus highlights are shared in the Plan, with more detailed campus summaries in Appendix I.

¹ [Spring 2020 UC Undergraduate Experience Survey \(UCUES\)](#)

² [CLIMB mobility analysis](#)

³ [Fiat Lux: What is the Value of a UC Degree?](#)

The Professor – Inspiring the Next Generation



(Photo by C. Lagattuta)

Carol Greider overcame dyslexia and enrolled at UC Santa Barbara where she studied Biology and engaged in laboratory research. After meeting Professor Elizabeth Blackburn, Greider decided to get her Ph.D. at UC Berkeley where she could study in Blackburn's lab. Together, they discovered telomerase, an enzyme key to the ageing process and growth of cancer cells, that has major implications for human health. They both received a Nobel Prize for their work 25 years later.

Greider is a strong advocate for increasing women & minorities in the sciences. She saw opportunities to do so at UC Santa Cruz, an AAU and HSI. As a molecular, cell, & developmental biology distinguished professor, Greider is now teaching and mentoring the next generation of graduate and undergraduate students to become future faculty and researchers.

UC 2030 Capacity Plan

Enrollment Strategies

The University of California has developed two enrollment scenarios:

- UC *proposed* plan projects growth of over 23,000 state-supported students FTE and is aligned with goals and proposed funding projected in the Compact with the Governor
- UC *aspirational* plan projects growth of over 33,000 state-supported students and furthers goals identified within the Compact, requiring additional funds beyond what is proposed

State-supported enrollment growth under either scenario is equivalent to growing the size of another UC campus, but without the substantial time or investments needed to build another campus. For example, planning for UC Merced originated in a 1988 decision by the UC Board of Regents. Today, 34 years later, the campus enrolls approximately 9,100 students – or 40 percent of growth in the proposed plan and just over 25 percent of growth in the aspirational plan. This approach also does not require the substantial cost to construct a new campus, but there are significant capital needs to use existing facilities effectively and construct new classrooms, teaching labs, and housing necessary to support enrollment growth. Investment strategies are described in more detail at the end of this UC 2030 Capacity Plan.

	2020-21 baseline	UC proposed plan		UC aspirational plan		Difference
State-supported FTE		2030	Growth	2030	Growth	Growth
UG CA residents	200,076	214,306	14,230	218,656	20,255	6,025
direct NR swap		2,825	2,825	2,825	2,825	-
UG CA total	200,076	217,131	17,055	223,156	23,080	6,025
Graduate	46,608	52,608	6,000	56,788	10,180	4,180
Total State-Supported	246,684	269,739	23,055	279,944	33,260	10,205
Other student FTE						
UG nonresidents	35,866	35,590	(276)	35,724	(142)	134
Self-supporting grad	9,510	16,089	6,579	16,089	6,579	-
Total other	45,376	51,679	6,303	51,813	6,437	134
Grand total	292,060	321,418	29,358	331,757	39,697	10,339

Note: The University is proposing an overall decline in nonresident students, along with a growth in self-supporting graduate students. This UC Capacity Plan focuses on state-supported student growth.

State-supported enrollment growth strategies vary by campus, with detail provided in Appendix II:

- UC Merced and UC Riverside propose between 30 and 35 percent of the *proposed* or *aspirational* undergraduate enrollment growth
- UC Berkeley, UCLA, and UC San Diego propose more than half or half the growth, in part through a swap of nonresidents for California residents
- All UC undergraduate campuses will expand capacity by improving timely graduation and eliminating equity gaps and through summer, online, and off-campus opportunities
- All UC campuses propose to grow graduate students to meet state workforce needs, expand research capacity, and grow and diversify future researchers and professoriate

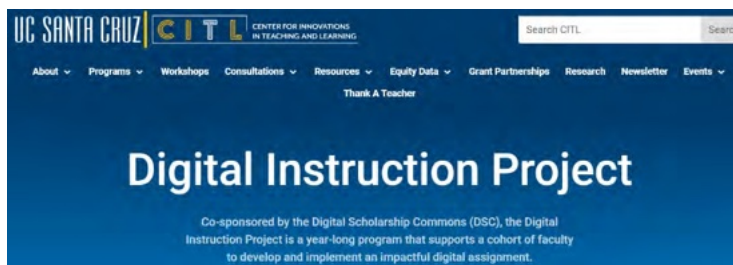
The University, particularly campuses that are approaching long-range development plan enrollment targets, will primarily expand capacity by increasing summer enrollment or non-traditional growth strategies – like online or off-campus enrollment – that will not increase the on-campus population.

Summer and Online Opportunities

During the pandemic, UC faculty, lecturers, and graduate student instructors relied on expertise from teaching and learning centers to convert traditional classes to remote instruction. While that shift allowed students to continue their studies, 45 percent of instructors who taught and 60 percent of students who previously took online courses reported remote instruction courses were not the same quality. Instructional designers, production and multimedia specialists, and other support is needed to produce high-quality online education. Access to that support was limited during the pandemic.

Despite that, faculty interest in online instruction grew after the remote instruction experience with 57 percent reporting their interest either “increased” or “was high and remains high.” Faculty on campuses with more online experience, expertise, and support structures are working with local Academic Senates to lead UC online expansion, especially seeing opportunities in summer.

Around 15 percent of proposed undergraduate growth is through summer expansion; of that, a similar percent of that growth is from online enrollment. Three UC campuses – UC Irvine, UC San Diego, and UC Santa Cruz – propose that half of their summer enrollment be online by 2030.



UC Santa Cruz (UCSC) Spotlight: Faculty-Led, Assessment-Based Online Opportunities

UCSC has a rich history of developing online courses for its students, UC Online, and UC Scout. UCSC's Center for Innovation in Teaching and Learning (CITL) and Online Education teams with instructional development support on evidence-based teaching practices, educational equity, and academic success will work with faculty teaching large, high-demand prerequisite courses to redesign for online delivery. UCSC will also work with the Academic Senate, institutional research, and other instructional design experts to track student learning outcomes in online offerings to ensure parity in educational experience and build trust in this modality.

In addition, UCSC faculty in the Arts Division have created an upper division two-year fully online degree program in Creative Technologies B.S. and there may be other faculty-led efforts for full or partially online master degree programs by 2030.

Off-Campus Opportunities

UC campuses will use opportunities for non-traditional growth to expand educational experiences and enrollment capacity, including increased use of education abroad and capitol internship programs (e.g., UC Sacramento Center and UCDC).

A number of UC campuses are also expanding education and research opportunities at off-campus facilities, such as UC San Diego's Park and Market downtown center and UC Davis's Aggie Square.



UC Davis (UCD) Spotlight: Off-Campus, Research Park Opportunities

Aggie Square will be an innovation hub on the Sacramento campus. It will be home to research programs, private industry partners, classrooms, student housing, and public facing programs that engage local communities and entrepreneurs. UCD is planning for a new self-supporting master degree program in Medical Device Development and this program will be located at Aggie Square where it has both classroom and maker's space. Aggie Square will foster development of creative new programs, increase campus and community engagement, and contribute to a pipeline of academic and workforce development.

Undergraduates will be able to experience Aggie Square through its Quarter at Aggie Square program where it will use high-intensity instruction and experiential learning with multiple cohorts of students. The program will emphasize the connection between experiential learning (e.g., internships, research, and creative activity) and academic coursework. In the longer term, the campus is exploring living/learning spaces, collaborations with workforce development and other educational institutions, and pathways to five-year programs with additional education in health, biological sciences and innovation at Aggie Square.

Addressing California's Needs

The University of California can grow, but it needs to be intentional about that growth to address California's needs. State leaders, including the Governor and Legislature, have identified the need to expand access to UC. In addition, the Governor's Council for Post-Secondary Education issued its Recovery with Equity report⁴ which includes recommendations about how to expand access, many of which have been integrated within the UC Compact⁵ with the Governor.

Key ways the University plans to support California include increasing degree attainment, better reflecting California's racial/ethnic and geographic diversity, and meeting workforce demand.

Increasing Degree Attainment

California's need: The Governor established a 70 percent postsecondary degree and certificate attainment goal for California adults.⁶

University of California's plan: By 2030, UC will add 200,000 graduate and undergraduate degrees, including the establishment of a UC bachelor degree completion program.

Graduate Degree Attainment

California workforce and knowledge-based industries need more graduate degree recipients. But UC's graduate education enterprise represents a smaller share of total enrollment compared to AAU public and private institutions (21 percent, compared to 28 and 56 percent respectively).

The University must grow and diversify graduate academic and professional students so that UC can produce future doctors, lawyers, business leaders, researchers, and professors that understand and reflect California's diversity. This growth will increase opportunities for UC and CSU bachelor degree recipients to get a graduate degree, which is becoming an increasingly important tool to access the middle class for new generation students. UC campuses are also creating more 4+1 and 3+2 programs as one way to simplify the pathway to a master's degree.

Insufficient Graduate Seats

The California Futures Foundation in its October 2019 "Making Room for Success" report stated how advanced degrees can help graduates earn higher wages and are required for fields such as medicine and science.

The report findings projected a shortfall of 21,000 graduate seats by 2030 for jobs in health care, technology, and other fields that require advanced degrees.

Undergraduate Degree Attainment

By 2030, UC's goal is to ensure nine of ten freshman and transfer entrants receive a bachelor's degree. In addition, the University established goals that over 75 percent of freshman entrants graduate in four years and 70 percent of transfer entrants graduate in two years. Increasing timely graduation rates will

⁴ https://postsecondarycouncil.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf

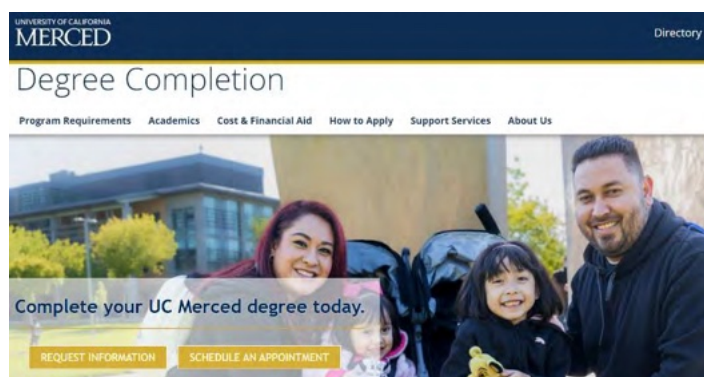
⁵ <https://dof.ca.gov/wp-content/uploads/Programs/Education/UC-Compact-May-2022.pdf>

⁶ <https://ebudget.ca.gov/2022-23/pdf/BudgetSummary/HigherEducation.pdf>

make UC more affordable for students and increase campus capacity by having students graduate earlier.

In addition, the University will launch a pilot bachelor degree completion program for former students, expanding current opportunities provided through UC campus re-entry programs. To support the COC capacity working group, the Institutional Research & Academic Planning (IRAP) surveyed over 130,000 UC stop-outs.⁷ Of the 3,900 respondents, 90 percent expressed an interest to get a bachelor's degree and over 60 percent would consider a general/liberal studies degree. But respondents identified a number of obstacles in returning to get a degree, including financial (e.g., application fees, cost of attendance, prior debt), balancing work and study (more than 80 percent indicated they were currently working full or part time), and being academically prepared.

To increase degree attainment and address the unique challenges of this population, UC determined a consolidated effort would be most effective. Using one-time funds from the State, UC Merced will launch a degree completion project⁸ this fall. UC Davis and UC Riverside will join this project and expand its curricular and advising support and geographic reach. The expanded effort will be named the UC Reengagement Consortium.



UC Merced Degree Completion Project	UC Reengagement Consortium (UCRC)
<i>UCM received one-time funds for a pilot with its Extension and the School of Social Sciences Social Sciences, Humanities and Arts (SSHA) to offer hybrid bachelor degree and certificate completion program for UCM stop-outs. For the initial pilot, the campus has identified over 550 UCM SSHA stop-outs who left in good academic standing with either 90+ units earned and/or geographically located in the Central Valley.</i> <i>The goal is to admit students this spring and launch offerings in fall 2022, starting small and then to expand capacity beyond UCM stop outs and potentially offering flexible degrees, such as Liberal Studies, with online and after-hour participation options. UC Irvine also supplied its list of non-degree completers to contact.</i>	<i>UC Davis and UC Riverside will receive the remaining one-time funds to create the UCRC. This program will serve to enhance and augment UCM's degree completion project.</i> <i>The UCRC proposes to engage students through a unique and innovative consortium model that extends beyond programmatic and audience expansion to include shared operational services, curricular sharing, and an advising community of practice that supports the success of all three partner campuses.</i> <i>The goal of the UCRC is to increase degree attainment by establishing a multiple pathway reengagement model along with a virtual network of staff supporting work across the three campuses.</i>

⁷ <https://www.universityofcalifornia.edu/about-us/information-center/uc-stopouts>

⁸ <https://degreecompletion.ucmerced.edu/>

Reflecting California's Racial/Ethnic Diversity

California's need: California is a majority-minority state, but underrepresented groups (i.e., Black, Latinx, Asian Pacific Islander, Indigenous) are less likely to graduate from college and have the economic benefits associated with a college degree; the pandemic further exacerbated these historic inequities.⁹

University of California's plan: UC will seize its generational opportunity to become a Hispanic-serving and minority-serving system¹⁰, fostering inclusive institutions and advancing UC 2030 goals to expand opportunities for UC undergraduate and graduate students and research faculty.

Improving timely graduation and closing equity gaps



Growing our own graduate students and future professoriate



Growing and diversifying the faculty

Improving Timely Graduation and Closing Equity Gaps

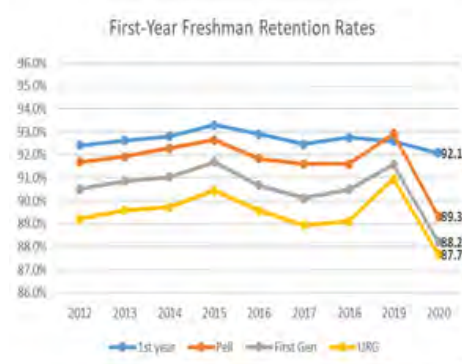
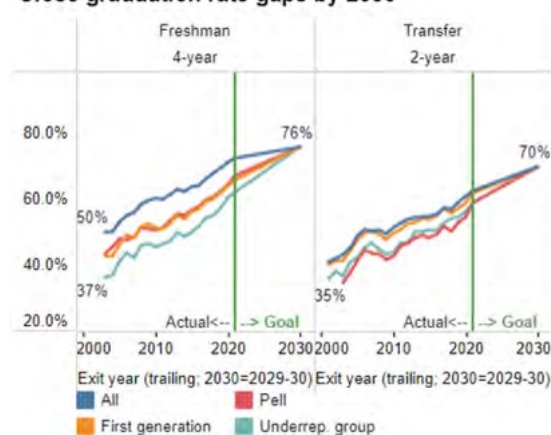
By 2030, UC will improve timely graduation as it also closes existing equity gaps for Pell, first generation, or underrepresented (African American, American Indian, Chicano/Latino) students. Achieving this goal will allow students to enter the workforce sooner, expand opportunities to go onto graduate school, and increase economic mobility by growing lifetime earnings.

But the most recent data shows a drop in first-year retention and greater decreases for Pell, first generation and underrepresented students. In addition, the average units taken in 2021-22 are below pre-pandemic levels which will make it more difficult for students to graduate on time.

One way campuses are responding is by increasing first-year support, including orientations, living/learning communities, and first-year seminars. Every campus is looking to expand summer start

programming to address gaps in academic preparation, support a student's transition to campus, and increase awareness about campus resources and research opportunities. Campuses have found that students who participate in this kind programming are significantly more likely to graduate within normative time that those who do not.

Close graduation rate gaps by 2030



⁹ https://postsecondarycouncil.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf

¹⁰ <https://regents.universityofcalifornia.edu/regmeet/jan22/a5.pdf>

UC San Diego (UCSD) Spotlight: Accelerating Success through Summer Start

The UCSD Summer Accelerate Initiative would allow the campus to serve all new undergraduates as they embark on their university careers during the summer session and provide them expanded advising and support services. The Summer Accelerate Initiative would help students build a firm and successful foundation of academic and co-curricular educational experiences and allow students to enter their initial fall term of study with agency, confidence, a record of success, and improved skills.

Campuses must scale up advising support. Most UC campuses do not have enough advisors to meet NACADA's recommended student-advisor ratio at 300:1. In addition, campuses are struggling to support the needs and accommodations for a growing number of students with disabilities, neurodivergent issues, and challenges with mental health. To increase access to these services, some UC campuses are continuing to provide remote access to critical advising and counseling support.

UCLA Spotlight: Reaching Students Where They Are

During the pandemic, UCLA established a "Remote Engagement and Advising in the College Hub" (REACH) which served as a virtual advising hub to provide students with an alternative modality to connect with advisors. With growing enrollment, the campus will maintain this program as it also expands the number of advisors and student learning center tutors.

Remote Engagement and Advising in the College Hub (REACH)



An innovative and collaborative approach to support students in the College of Letters & Sciences

Welcome to the REACH! This virtual advising hub enables students in the College to access academic advising more easily by providing an alternative modality of connection and engagement in order to best serve the multiple and diverse needs of students as we return to campus. Academic advisors from the Academic Advancement Program and College Academic Counseling collaborate and work together as a community to support students in a single virtual space.

Come visit us at REACH!

Furthermore, UC campuses are prioritizing efforts to promote support within the curriculum, recognizing success within courses that close equity gaps will improve student outcomes. Campus teaching and learning centers are partnering with institutional research offices to produce student success dashboards that provide instructors better insight into who is enrolled in their courses, timely student performance indicators, and specialized resources needed to support their students. Dashboards on equity in courses are also helping faculty and departments prioritize courses for instructional redesign and identify practices that can improve equity gaps.

UC Santa Barbara (UCSB) Spotlight: Curricular Innovation to Improve Student Outcomes

UCSB is proposing to expand curricular innovations and support to improve student outcomes, including timely graduation through:

- *Comprehensive course redesign: UCSB is engaging faculty to target courses that have traditionally served underrepresented and first-generation students and ones that are within a sequence where performance in a course can delay progress or deny access to a program*
- *Supplemental instruction courses: UCSB would target support to students in gateway courses who encounter academic distress in the first quarter by providing an additional section with expanded instruction, tutoring and attention to promote student success*
- *Curricular planning tools: UCSB is looking at curricular planning tools to help the campus ensure it is providing appropriate courses to facilitate timely progress to a degree*

Finally, UC campuses are expanding opportunities for undergraduate research, community engagement, and other high impact practices that keep students engaged with their education, reinforcing critical outcomes of education at a research university. These opportunities also provide better preparation for graduate programs and the workforce.

Growing and Diversifying Graduate Students

More students earn advanced degrees at UC than any other university in the state. Through intentional growth, UC is in a prime position to move the needle on the diversity of graduate students. In support of that goal and as part of the Professional Degree Supplemental Tuition (PDST) fee approvals, the Board of Regents has requested graduate professional programs present race/ethnicity data on students and faculty, along with diversity plans within the program.

UC's new Growing Our Own initiative focuses on recruiting UC graduate academic doctoral students from the many UCs and CSUs that are classified as minority-serving institutions, as well as other institutions with a history of attracting highly diverse student populations, such as Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs). The goal is that by 2030, over 40 percent of UC PhDs will have come from one of those institutions.

Growing Our Own Initiative UC PhD doctoral students from UC, CSU, HBCUs, other HSIs, and TCUs (Universitywide)			
	2019	2020	2030 Goal
	27%	28%	41%

Growing Our Own initiative will expand summer research and professional development opportunities, providing students an experience that can help them compete for admission to graduate school. For example, the UC-HSI Doctoral Diversity Initiative is a three-week summer program that provides a statistics boot camp, networking opportunities, and a crash course in basic lab and research practices. In addition, the University is expanding support for Ph.D. students by providing five-year funding packages to students, promoting equity and inclusion within academic departments, and providing programmatic and mentoring support to ensure these students thrive in completing their advanced degree and career pathways.

Growing and Diversifying Future Researchers and Professoriate

Faculty are the backbone to the University of California – they create highly ranked academic programs, develop the curriculum, and produce research that yields important discoveries and scholarly works. They are leaders in their field, attracting research dollars and talent into the state. UC faculty research helps solve the challenges we face – like the late Professor Mario Molina's work that helped reduce the hole in the ozone layer. UC faculty train and mentor graduate students, some who follow in their footsteps – like UC Berkeley's Professor Elizabeth Blackburn training Carol Greider who is now a UC Santa Cruz Professor training the next generation of faculty and researchers. UC faculty educate and inspire undergraduates, many who become leaders in their fields of study or profession. For UC to remain excellent, it must grow and diversify its faculty.

The University is committed to increasing the diversity of its faculty, both underrepresented minorities and female faculty. One way is to support the pathway to the professoriate is through programs like the UC President's Pre-Professoriate Fellowship Program, the UC President's Postdoctoral Fellowship

Program and Chancellors' Fellowship Program which encourage outstanding women and minority Ph.D. recipients with opportunities and resources to help launch their academic careers.

In addition, the University launched the Advancing Faculty Diversity (AFD) program with one-time State funds and expanded the program with additional funding provided by the UC Office of the President. AFD identifies best practices in equity opportunity hiring by providing competitive awards to campus pilots testing new interventions aimed at increasing faculty diversity and improving academic climate and faculty retention. This year, the University joined SEA Change to further accelerate efforts to diversify its faculty.



University of California: Accelerating Efforts to Diversify UC Faculty

Three UC campuses — UC Davis, UC Irvine, and UC Santa Cruz — are charter members of the American Association for the Advancement of Science's STEMM (Science, Technology, Engineering, Math, and Medicine) Equity Achievement Change program, or SEA Change. On May 24, 2022, UC leaders announced that the full 10-campus system has now joined the effort, becoming the nation's first university system to join SEA Change.

The SEA Change initiative focuses on eliminating systemic barriers to participation in STEMM fields and fostering engagement with communities underrepresented in — and historically excluded from — those fields.

The University of California has a generational opportunity to grow and diversify the faculty, but UC faculty hiring stalled during the pandemic and separations have increased. In addition, negative impacts due to COVID-19 include increased workload associated with the shift to remote instruction, stalled faculty research and scholarship, and greater anxiety due to work-life balance issues, health concerns, and dependent care responsibilities. There were differential COVID-19 impacts based on age, gender, race/ethnicity, caregiving responsibilities, and academic level, which if unaddressed, could negatively affect UC's goal to diversify the faculty and build an institution that is representative of California's diversity.

The University established a Joint Academic Senate-Administration Mitigating COVID-19 Impacts on Faculty Working Group that issued a report¹¹ identifying recommendations to address these negative impacts, including how to fairly account for these impacts in the academic advancement process and proposed approaches to give faculty the resources and time necessary to recover from disruptions to research and scholarship.

Supporting Underserved Regions

California's need: Coastal regions far exceed inland regions in percentage of residents with post-secondary degrees; this trend mirrors economic disparities between the coastal and inland regions.¹²

¹¹ <https://regents.universityofcalifornia.edu/regmeet/may22/a6.pdf>

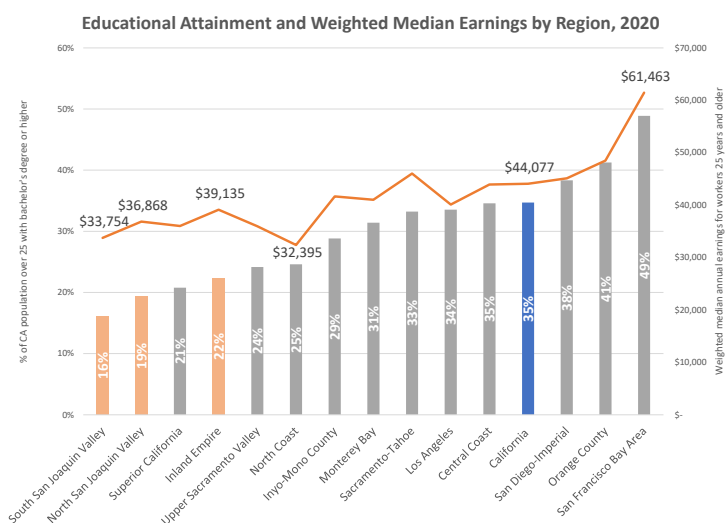
¹² https://postsecondarycouncil.ca.gov/wp-content/uploads/sites/18/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf

University of California’s plan: The UC capacity plan will increase enrollment at UC campuses located in the Inland Empire and San Joaquin Valley and expand intersegmental and outreach efforts.

Inland Empire and San Joaquin Valley Strategy

Educational attainment levels and per capita income are well below the state average in the Inland Empire, North Coast, and San Joaquin Valley. In addition, projections indicate that the Inland Empire and San Joaquin Valley will grow much faster than other areas of the state.¹³

Governor Newsom and the Legislature made Humboldt State University Northern California’s first polytechnic institution because it would have “a major impact on the North Coast economy, potentially revitalizing it for years to come” through “new construction jobs, creation of a broader talent pool, and new businesses likely wanting to take advantage of being located near a polytechnic.”¹⁴



The University’s greatest regional impact in the Inland Empire and San Joaquin Valley will come through expansion of educational opportunities and expanding research capacity at UC Riverside and UC Merced. The UC 2030 Capacity Plan scenarios propose between 30 to 35 percent of state-supported undergraduate enrollment growth both campuses. Proposed enrollment growth will also further UC Riverside’s aspiration to become the first Association of American Universities (AAU) in the Inland Empire and UC Merced’s goal to become the second Research I institution in the San Joaquin Valley, increasing economic impact opportunities within each region.

<i>UC Riverside (UCR) Growing Inland Achievement</i>	<i>UC Merced’s (UCM) Promise to the Region</i>
<i>UCR is a critical partner with Growing Inland Achievement and the Riverside County Education Collaborative (RCEC) in efforts to increase the college going rate of students in the region.</i> <i>With the RCEC, the campus is developing a pilot transfer pipeline that would automatically matriculate students from 12th grade to a partner CCC and then to UCR through its Transfer Admission Guarantee program. Once successful, it could be scaled to other areas of the Inland Empire to further increasing access for transfers.</i>	<i>UCM enrollment growth is focused on increasing degree attainment and creating more pathways to graduate school. The campus will expand its Merced Promise high school admissions guarantee program with Merced Unified to other regions, along with its transfer recruitment efforts and the creation of 2+2 major mapping with 14 community colleges in the Central Valley. New degree offerings are focused on regional needs, including expansion of agricultural technology, health sciences, and education.</i>

¹³ https://www.ppic.org/wp-content/uploads/content/pubs/report/R_610HJR.pdf

¹⁴ <http://now.humboldt.edu/news/polytech-announce>

In addition, the growth of faculty and graduate academic, professional, and medical students will increase the campuses research capacity and support regional needs. UCR is planning a Opportunities to Advance, Sustainability, Innovation, and Social Inclusion (OASIS) Clean Technology Park to expand research capacity and regional economic development and University Extension will be the primary training unit.

The Central Valley Pathways to Academia, Teaching, and Higher Education program will bring local CCC and CSU students to UCM to provide undergraduate research experience. By providing students early exposure to research and through creating pathways into graduate degrees, UCM hopes to grow its own graduate students that may become the future professoriate or researchers.

Regional K-16 and Intersegmental Activities

UC campuses are actively engaged in regional and intersegmental activities to expand access in underserved regions, including the Regional K-16 Educational Collaborative Grant Program. Phase 1 Grant awards¹⁵ have been given with four UC campuses participating in the following collaboratives:

- UC Merced in the Central San Joaquin Valley K-16 Partnership - a collaboration of the Fresno-Madera K-16 Collaborative and the Tulare-Kings College and Career Collaborative to build a broader intersegmental infrastructure across the region for K-16 and adult learners
- UC Merced and UCLA in the Kern Regional K-16 Educational Collaborative Grant to streamline K-16 pathways in Education, Health Care and Engineering/Computing
- UC Davis in the North State Together Regional K-16 Education Collaborative, the Sacramento K-16 Collaborative to support Engineering and Health Care needs, and Redwood Coast K-16 Education Collaborative to build Education and Health Care pathways
- UC Irvine in the OC Pathways to and through College Career to support Orange County students to gain the skills needed to enter the workforce and earn a living wage

There are two additional Phase 1 proposals for UC Riverside in the Inland Empire and UCLA and UC Irvine in the Los Angeles region that are still under review. UC campuses are also developing proposals for the second phase of this work. One such proposal is UC Santa Cruz and UC Santa Barbara partnering with neighboring CSUs, CCCs and school districts along the central coast to create long-lasting connections and partnership between the northern and southern segments of the Central Coast region.

In addition, the University is requesting permanent support for its Student Academic Preparation and Educational Outreach Portfolio (SAPEP) which will be directed to serving underserved regions. For example, UC has identified 43 CCCs in regions with lower educational attainment levels and higher projected population growth. The University would expand Transfer Prep Program services, including admissions advising and academic preparation, at those institutions. Transfer Prep Program participants are more likely to transfer and transfer to UC. Over the last four years where data is available (2015-16 to 2018-19), around 27,650 UC Transfer Prep participants transferred to four-year institutions. Of those, 65 percent went to UC, 25 percent to CSU, and ten percent to other institutions.

¹⁵ <https://k16collaborative.org/wp-content/uploads/2022/05/K16-Phase-1-Grant-Awards.pdf>

Meeting Workforce Demand

California's need: The Compact seeks to increase the number of students graduating with degrees or credentials in STEM, including health science fields; education or early education; and academic doctoral degrees; by 25 percent by 2026-27.¹⁶

University of California's plan: UC academic program development and enrollment growth will support key workforce needs, especially with planned graduate growth that will support these critical industries.

Education

UC undergraduate and graduate alumni support California's education system. For UC undergraduate programs, more than 15 percent of arts and humanities majors, ten percent of social science and physical science majors, and almost five percent of life science majors end up working in K-12 institutions.

UC's major contribution to the state's education systems is the training of future faculty. Twenty-five percent of UC faculty and 20 percent of CSU faculty received their academic doctoral degree from the University of California. Through the University's Grow Our Own initiative, UC will be educating Ph.D. recipients that better reflect California's diversity. In addition, UC Graduate Student Instructors are receiving training in effective pedagogy, inclusive teaching practices, and online course development that will make them more effective instructors, benefitting UC, CSU, and CCC institutions and the students they serve.

UC Irvine (UCI) Spotlight: Creating Faculty and Researchers of the Future

UCI plans to grow its Ph.D. population to further UC's unique role to train future faculty for California and grow graduate students and postdoctoral scholars that are the primary engines by which research at academic universities is forwarded. Through UCI's Division of Teaching Excellence and Innovation (DTEI), it offers a series of training programs, including the DTEI Graduate Fellows program focused on curricular design and inclusive teaching practices in any course modality (e.g., online, hybrid, or in-person) and workshops on topics like Learning How People Learn, Putting Theories of Inclusive Teaching into Practice, and How to Design Active Learning Techniques for Students with Different Learning Backgrounds.

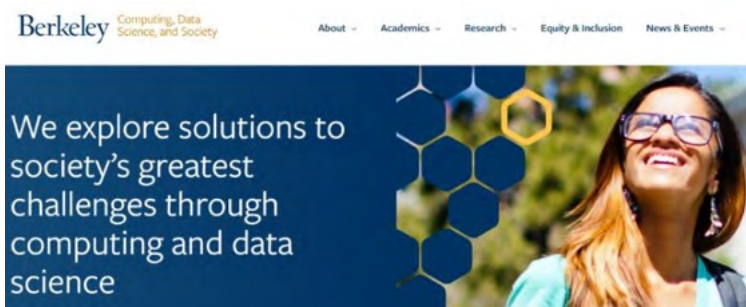
 DTEI Graduate Fellows Summer Grad Fellows will be mentored by faculty to support their development and prepare for potential future teaching opportunities. Faculty mentors will receive direct assistance from trained graduate students on their course preparation for the 2022-2023 academic year.	 Pedagogical Fellows Program The Pedagogical Fellows Program provides experienced graduate students with advanced pedagogical and professional development to prepare for the academic job market.	 STAP The Summer Teaching Apprenticeship Program offers teaching training and mentorship to graduate students and postdoctoral scholars in preparation for teaching a summer course.	 TA Professional Development Program The TA Professional Development Training Program provides new teaching assistants with skills and information to be effective TAs at UCI.
 Pedagogical Liaisons Program Graduate students and postdoctoral scholars who complete University Studies 390X or the Certificate in Teaching Excellence can apply for the Pedagogical Liaisons Program to provide service to their departments and gain more practical pedagogical experience.	 Certificate in Teaching Excellence The Certificate in Teaching Excellence Program provides pedagogical training for graduate students and postdoctoral scholars in a flexible and self-paced manner.	 University Studies 390X Graduate students and postdoctoral scholars can enroll in University Studies 390X to expand their expertise in teaching in higher education and to build outstanding interdisciplinary communities.	 Just-in-Time TA Training Instructors can schedule "just-in-time" course-specific TA training workshops on a variety of topics. Please give two weeks advance notice to schedule your training.

¹⁶ <https://dof.ca.gov/wp-content/uploads/Programs/Education/UC-Compact-May-2022.pdf>

STEM Fields

UC undergraduate and graduate degrees in engineering, computer sciences, and physical sciences have grown at a faster rate than overall degrees. In addition, as part of the UC 2030 goals, many campuses are expanding outreach, mentoring and training support, and course redesign to attract and retain women and underrepresented students in STEM fields.

But UC alumni contributions to the technology industry are not limited to those disciplines and the future of technology may be more interdisciplinary. As referenced earlier, UCSC's Arts Division is proposing its BA in Creative Technology with curriculum that explores theory in design and performance, coding for both software and hardware applications, immersive studio experiences, and professional development. In addition, Data Science is a growing interdisciplinary field across UC campuses with high student demand that will support existing technology fields and create new industries.



UC Berkeley (UCB) Spotlight: Creating a College of the Future

UCB has proposed the College of Computing, Data Science, and Society that will house two of the most popular programs on campus and new academic programs, including a joint computational precision health program between UCB and UC San Francisco. The College connects computing, statistics, the humanities, and social and natural sciences to create a collaborative environment that accelerates breakthrough research across scientific and technology frontiers. Core to the college is an understanding of how computing and data science affect equality, equity, and opportunity – and the capacity to respond to social challenges.

Health Care

UC's health sciences programs are a vital source of the state's future dentists, doctors, nurses, optometrists, pharmacists, public health professionals, and veterinarians. The University is the largest and one of the most comprehensive health sciences training programs in the nation, with nearly 15,000 students. Based on historical averages, more than 70 percent of graduates from these programs will remain in California after graduation or residency.

The pandemic not only highlighted the shortage of necessary health care professionals, it emphasized the need to produce more degree recipients that better reflect California's diversity. The University wants to expand UC PRIME (Programs in Medical Education) opportunities. PRIME is a unique program at UC's six medical schools that supplements standard training with additional curriculum tailored to meet the



needs of various underserved populations. Each program has a dedicated area of focus, targeted student recruitment, supplemental criteria for admission, relevant curricular content, and dedicated faculty mentorship. Since its inception, PRIME has produced more than 600 medical school graduates. In 2019–2020, UC had 365 medical students enrolled in PRIME, with 67 percent coming from underrepresented groups in medicine.

UC San Francisco (UCSF) Spotlight: Supporting Underserved Regions

UCSF and UCM are partnering on a pathway program to increase doctors trained in the San Joaquin Valley where students receive a BS degree from UCM and a MD from UCSF's San Joaquin Valley-PRIME program. The model is a student would spend the first four years at UCM earning their bachelor's degree, followed by one and a half years of pre-clinical training at UCM where they will receive a classroom based medical school curriculum and two and a half years of clinical clerkship through UCSF Fresno. There are opportunities to grow this program which eventually could become an independent medical school in the San Joaquin Valley.

Investment Strategies

The UC 2030 Capacity Plan provides two enrollment scenarios. Under the UC proposed plan, the University would be seeking operational funds that would work within funding identified from the Compact with the Governor. Under UC's aspirational plan, the University would add an additional 10,205 state supported students above the compact level. It would require marginal costs for that undergraduate and graduate enrollment growth.

	<i>Compact funding in UC proposed plan</i>			<i>Addl investment in UC aspirational plan</i>		
	Enr growth	Marg cost	Exp funding	Enr growth	Marg cost	Exp funding
CA resident enrollment growth	14,230	\$11.2	\$159,376	6,025	\$11.2	\$67,480
Nonresident swap	2,825	\$34.4	\$97,180			
Graduate growth	6,000	\$11.2	\$67,200	4,180	\$11.2	\$46,816
TOTAL	23,055		\$323,756	10,205		\$114,296

These operational support would cover three major areas:

- Growth and diversification of research faculty, including startup costs
- Graduate growth and diversity, including financial aid and other means to achieve UC grow our own goals to increase the proportion of PhD students coming from more diverse backgrounds
- Improvements in timely graduation rates and narrowing equity gaps, supported by expansion of student services (e.g., summer bridge and advising) and effective online and in-person courses

In addition, the University has a significant capital need. To support UC's current student body, the University needs significant capital investment to address deferred maintenance and seismic issues and effectively and efficiently use existing facilities.

The proposed plan includes enrollment growth of over 23,000, a campus between the size of UC Santa Cruz and UC Santa Barbara and the aspirational plan includes growth of over 33,000, a campus the size of UC Irvine. Building on and investing in existing UC campuses would be more timely and efficient. For example, the planning for UC Merced began 34 years ago and the campus currently enrolls about 40 percent of UC's proposed growth and just over 25 percent of UC's aspirational growth. This approach also would not require the significant cost to build a new campus, though existing UC campuses have significant capital need to support instruction and research facilities and student and faculty housing.

In the latest Capital Financial Plan (2021-27), UC outline a need for deferred maintenance, seismic, general education and research capital of \$45 billion, the University has identified funding for roughly \$10 billion. Under either UC plan, the University would seek either one-time funds and/or general obligation bond support from the State. The University would identify additional funding listed below to meet the remaining capital needs.

	<i>UC proposed plan</i>	<i>Addl investment in UC aspirational plan</i>
State support	\$7B	\$2B
University funds	\$9.5B	\$3.5B
	\$16.5B	\$5.5B

Conclusion

The UC 2030 Capacity Plan seeks to expand access to the University of California, strengthen UC's role as a research university, and better reflect and tap the talent of the state's diversity.

To succeed, the University must grow its faculty and graduate students as it expands access to undergraduates. Only focusing on undergraduate growth will reduce UC's capacity to conduct research and California's problems need more, diverse faculty and future scholars to find sustainable solutions to the challenges we face.

What might that mean for California? UC will find solutions to climate change that make the state stronger.

University of California faculty will create a curriculum designed to empower a million climate champions across the ten UC campuses and around the world to solve the climate change problem.

The University will help California build sustainable local and regional food systems, develop opportunities for regenerative agriculture, support a resilient water future, and create integrated pest management systems to protect food security. UC will develop new products, like building materials that are resilient to fires, and new approaches, like covering California aqueducts with solar panels that reduce water evaporation and produce clean electricity. UC discoveries, like the revolutionary gene-editing tool known as CRISPR-Cas9, will be used to improve disease resistance crops and develop new biofuels.

UC data scientists will develop real-time models to anticipate catastrophic weather trends or the path of a wildfire, predict the adoption of solar panels or other clean energy solutions, track utilization and identify ways to stabilize the energy grid, and advocate for solutions to support economically disadvantaged communities that have fewer resources or flexibility to adapt.

UC physicians will provide care for conditions, like heatstroke, which disproportionately affect poor and minority communities, as UC researchers help California develop a comprehensive statewide approach to mitigate extreme heat and expand access to livable temperatures.

And just as the University of California helped launch industries in biotechnology or build economic hubs like Silicon Valley, UC will create clean technology industries across the state, including the Inland Empire and San Joaquin Valley.

The Changemaker – Addressing Climate Change with an Equity Lens

Tracey Osborne is seeking solutions that address the root causes of climate change, including social, racial and environmental injustices.



(UC Merced)

As director of the UC Center for Climate Justice, Osborne is focused on ensuring climate adaptations and solutions reflect the needs and perspectives of California's most vulnerable populations.

Osborne describes, "while economic concerns and technology are important, we need a different approach guided by equity and justice...it's not just the ethical thing to do, it's our best hope for solving the climate crisis."

The Center aims to equip the next generation of climate justice leaders through innovative research, transformative education, and public engagement.

Appendix I

Summary of UC Campus Capacity Plans

UC Berkeley 2030 Capacity Plan

UC Berkeley's capacity plan provides opportunities for growing the population of California undergraduates and the replacement of nonresident students, along with an expansion of summer FTE. In addition, the campus proposes growth across graduate programs, including academic doctoral and self-supporting programs.

Campus growth aligns with its Long Range Development Plan (LRDP), specifically one percent yearly enrollment growth and with on-campus enrollment under the 2036–37 target of 48,200. Part of this expansion is accomplished via off-campus enrollment, including new online programs, both graduate and undergraduate, and increased internship and study abroad opportunities. Another major campus objective is increasing student and faculty diversity, along with further advancing campus goals to become a Hispanic Serving Institution (HSI).

Key areas of focus

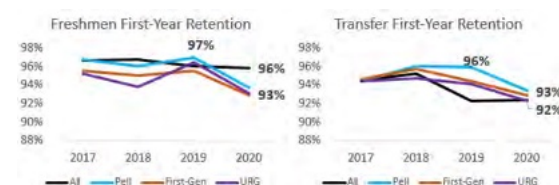
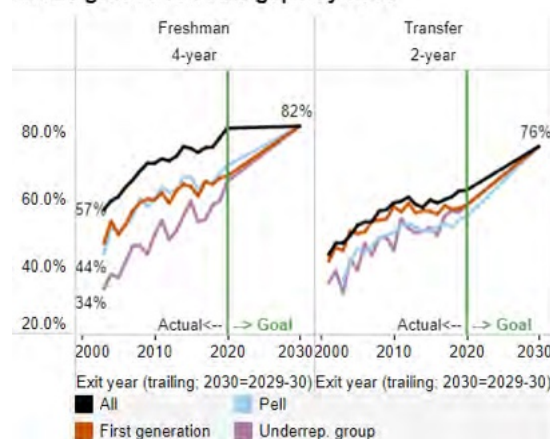
Improving timely graduation and eliminating equity gaps: UC Berkeley has strong first-year retention and graduation rates. Its primary focus is to eliminate disparities in these rates across different socio-economic groups (so-called "equity gaps"), particularly for freshman entrants. As true of other campuses, achieving UC 2030 goals has become more challenging due to the struggles K-12 and community college students have had during the pandemic and continue to have.

The following are needed to meet UC 2030 goals:

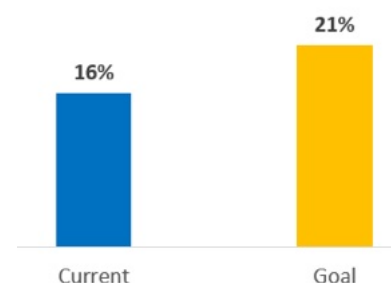
- Growing Berkeley Discovery experiences, including by immersing them within the curriculum and by additional grants;
- Expanding Berkeley Connect mentorship opportunities;
- Expanding academic advising, the services of the Student Learning Center, and the services of the Center for Teaching and Learning;
- Expanding support services for instructional technology;
- Expanding support for health and wellness; and
- Increasing the supply of on-campus student housing

Graduate student and faculty diversity: The UC Berkeley campus has several initiatives to support student and faculty diversity, including an African American Initiative and cluster hires with a focus on disciplinary areas that will attract applicants from many backgrounds. UC Berkeley has also set a goal to increase the percent of PhDs that come from UC, CSU, other HSI, HBCU, and TCU institutions to 21 percent. To improve faculty-student ratios and return them closer to their historic levels, UC Berkeley is seeking funds to grow ladder-rank faculty by 600. To do so, the campus would want to increase

Close graduation rate gaps by 2030



Grow our own Graduate Students



faculty by 263 beyond the 337 additional faculty slots that enrollment growth will organically provide.

Summer Expansion

Expansion of Summer Bridge and Edge programs will support education equity. In particular, Summer Bridge will provide new students support and mentoring to help make a successful transition to the campus and foundation to make timely progress to degree.

Summer online offerings that peaked during the pandemic are close to returning to pre-pandemic levels. Expanded online offerings could meet student demand and expand summer enrollment.

Online Expansion

UC Berkeley's estimates it costs \$150,000 to develop a three-unit online course and online courses need to be refreshed every three to five years. Costs include digital learning specialists, captioning and accessibility, and instructors.

The campus is exploring creating an Online Program Experience (OPE) unit to support faculty in the design, development and delivery of online courses and programs.

Computing, Data Science & Society

The campus has proposed a new college — the College of Computing, Data Science, and Society — that will house two of the most popular majors on campus. It will connect computing, statistics, humanities, and social sciences.

It will promote an understanding of how computing and data science affect equality, equity, opportunity, and can serve to help address myriad social challenges.

Berkeley Discovery and Connect Programs

Berkeley Discovery experiences are immersive, dynamic opportunities — inside and outside the classroom — that promote a sense of purpose and personal actualization. The “Discovery Arc” begins when students are introduced to a creative vision of higher education and matched with undergraduate and graduate student and small peer groups [Connect]. The journey continues as student are invited into immersive and inquiry-driven learning across the curriculum [Immerse]. The arc culminates with a personalized discovery project, whether original research, artistic production, entrepreneurial initiative, or community-engaged service [Culminate]. The campus is focused on increasing these opportunities for its first-generation students and those students from underrepresented groups to advance educational equity.

Admissions & Outreach Support

Academic Year 2021 yielded the most ethnically diverse class in more than three decades. To continue that progress, the campus needs to expand support for admissions and outreach, particularly to expand outreach, improve recruitment and yield, and increase the number of applicant readers. Additional funding could come from increased application fees or other sources.

Regional opportunities: The campus is well under way in discussions with NASA Moffett Field for a new education and research park focused on Aerospace Engineering. In addition, the campus is in very early stages of assessing how the Richmond Field Station can best be used to advance campus goals.

Key areas of investment

Major areas of investments include faculty growth, additional Discovery and Connect experiences, expanded advising, health and wellness support, and IT support, including creation of the OPE unit. Capital investments would be needed to expand instruction and research space, student housing and student support space.

UC Davis 2030 Capacity Plan

UC Davis plans for enrollment growth focus on opportunities to increase inclusive access and success, including campus plans to become a Hispanic Serving Institution (HSI).

The current Long Range Development Plan (LRDP) for the Davis campus through 2030-31 projects enrollment at 39,000, so enrollment growth at that location, where the majority of students are located, is limited.

Expanded capacity is primarily achieved by meeting timely graduation goals, expanding off-campus, and non-traditional enrollment opportunities. There is a slight increase in the proportion of online courses in summer, but that isn't yielding much additional FTE. The campus is focused on increasing student diversity.

Key areas of focus

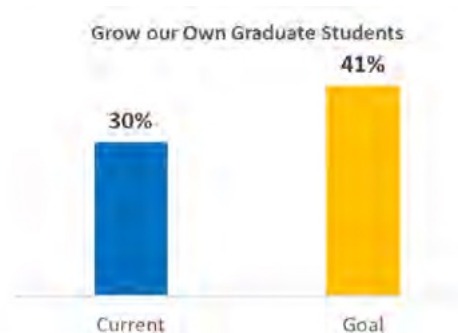
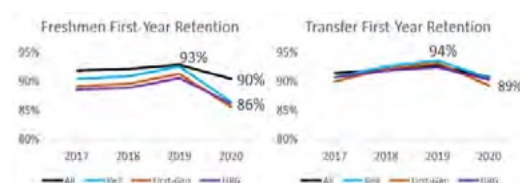
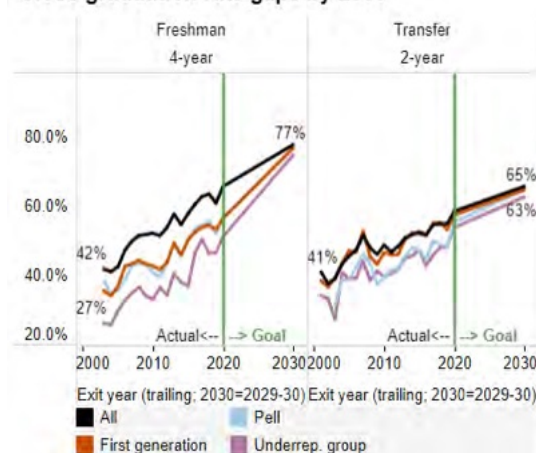
Improving timely graduation and eliminating equity gaps: UC Davis has made steady progress in improving timely graduation, but there was a drop in first year retention and widening of equity gaps in for the Fall 2020 cohort.

The campus has identified the following necessary strategies to reverse that trend and make progress to UC 2030 goals:

- Aggressive increase in summer pre-matriculation programs
- Aggie Orientation, Advising and 101 online platform
- Additional advisor staffing and revised, centralized process
- Increased tutoring and supplemental support in gateway and writing courses
- Review of degree complexity to facilitate progress to degree
- Improve Summer Session participation through financial strategies that incentivize completion and increasing upper division to bottleneck courses
- Hired HSI initiatives director to close equity gaps for Latino/a students

Graduate student growth and diversity: Expanded outreach, five-year funding packages, leveraging graduate admission pathway programs that bring undergraduates from HBCU institutions to campus, and the use of a holistic admissions policy are strategies UC Davis is looking to diversify its Ph.D. students and increase the percent that come from UC, CSU, other HSI, HBCU and TCU institutions.

Close graduation rate gaps by 2030



New Academic Programs

Undergraduate program

- ✓ Data Science - at least 1,000 students by 2029-30

Graduate Self-Supporting

- ✓ Masters in Medical Device Development - 25 per year
- ✓ Online Doctor of Nursing Practice - 100/year by 2025
- ✓ Growth in Online Graduate School of Management

Aggie Launch

Designed to help undergraduate and graduate students start with early career preparation, gain 21st century skills, participate in an expanded array of experiential learning, benefit from career and professional development, and graduation with robust career plans or path to advanced studies.

UC Reengagement Consortium

Collaborate with UC Merced, UC Riverside, and UC Santa Barbara to support multiple pathways for stop-outs to reengage with UC through degree completion, transfer pathways, career certificates, and certificate completion programs through shared resources and cross-referrals.

Aggie Square

Aggie Square's innovation hub on the Sacramento campus will be home to research programs, private industry partnerships, classrooms, student housing, and public-facing programs that engage local communities and entrepreneurs.

Undergraduates can participate in a Quarter at Aggie Square. The program will grow from 7 to 9 cohorts (3 per quarter), each enrolling up to 25 students. It will emphasize the connection between experiential learning, academic coursework, and place-based nature of the program with a clear focus on Sacramento and the surrounding areas.

UC Center in Sacramento (UCCS)

UCCS can grow from 125 to 200 students, from across UC, per year by 2025 under current plan, with a 400 maximum.

Systemwide investment could expand its footprint in the policy area with graduate fellows, public engagement and other activities.

K-16 collaborations: UC Davis supports K-16 pipeline programs for low-income, first generation, and/or historically underrepresented groups and is looking at a number of ways to increase support for transfers including:

- Admissions Outreach Programs and the College Opportunity Programs together serve more than 10,000 students per year throughout Northern California at K-16 schools. Services include academic advising, college preparation and application advising, financial aid advising, and career exposure.
- Doubling existing Transfer Opportunity Programs from 30 CCCs to 60 by 2029-30
- Collaborating with CCCs in Sacramento, North State, and Redwood Coast leveraging Community Economic Resilience Funding
- Expecting several hundred applicants resulting from Dual Admission Program (AB132)

Key areas of investment

Major areas of investments expanded UC 2030 support, including increased advising and tutors, additional summer financial aid, and five-year funding packages for graduate students; Aggie Launch to expand career preparation for undergraduate and graduate students; online course development; and expanded support for off-campus programs and advising. The campus has submitted a RFP for the one-time funds UC received that would support the UC Reengagement Consortium. Capital investment would be directed to seismic and deferred maintenance, instruction and research, and student support space.

UC Irvine 2030 Capacity Plan

UC Irvine plans for expanded capacity focus on improving timely graduation, expanding online opportunities, and graduate growth.

The current Long Range Development Plan (LRDP) for the Irvine campus runs through 2025-26 and projects enrollment at 37,000, so on-campus enrollment growth is limited.

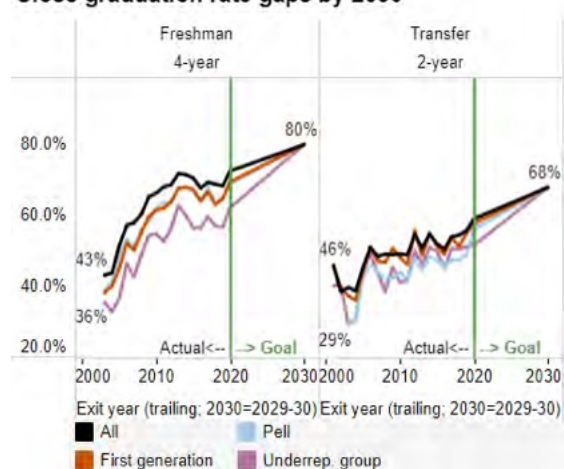
The campus is focused on efforts to further diversify its student and faculty population and support regional needs. In response to student demand, UC Irvine plans to increase its percentage of online courses to 20% during the academic year and 50% during summer session by the end of the decade.

Key areas of focus

Improving timely graduation and eliminating equity gaps: UC Irvine has made steady progress to improving timely graduation, but saw a slight decline in first-year retention and continued gaps for underrepresented students for the Fall 2020 cohort. The campus is committed to eliminating equity gaps, identifying the following strategies to make progress to UC 2030 goals:

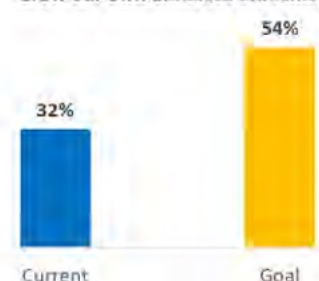
- Expansion of summer bridge, summer edge, and first year seminar programs for new freshmen and transfers
- Expansion of online and remote offerings in the summer
- Strategic expansion of upper division courses to support timely degree attainment
- Use of data analytic tools for student success and targeted support to students from LCFF+ schools
- Instructional and curricular reform, including a Teaching Academy and 70-80 Division of Teaching Excellence and Innovation (DTEI) Graduate Fellows per year that will support faculty in enhancing course design.

Close graduation rate gaps by 2030



Graduate student growth and diversity: The campus is looking at strategic growth in professional graduate and 4+1 programs, along with graduate growth to address the pressing shortage of qualified graduate-educated personnel in health sciences and to increase academic doctoral students, particularly in STEM fields. UC Irvine is looking to diversify its PhD students and increase the percent that come from UC, CSU, and other HSI, HBCU and TCU institutions.

Grow our own Graduate Students



Online expansion: UC Irvine is looking to have one-fifth of FWS and half of summer undergraduate student credit hours offered online. The campus will need to increase instructional design support, DTEI Graduate Fellows, and Digital Teaching Institute faculty training on best practices for online teaching. The campus will also need increased infrastructure to support online content load, including expanded

video services (e.g., captioning services for ADA compliance), additional support staff in the Classroom Technologies and Academic Web Technologies teams, online proctoring, and recurring technology refresh costs. Furthermore, the campus will need improved WiFi in all 123 instructional and research buildings (indoor and outdoor), in on-campus undergraduate and graduate student housing, and in select outdoor areas including Ring Road and Aldrich Park. Finally, the campus is interested in getting approval for and growing its fully online pathway for transfer students pursuing its in-demand BA in Business Administration.

Creating the Faculty and Researchers of the Future

Graduate students and postdoctoral scholars are the primary engines by which research at academic universities is forwarded. Growth in its PhD and research-focused master's programs will support UCI's research mission.

UC Irvine is planning to grow its PhD population to 12 percent of undergraduate enrollment and furthering UC's unique role to train future faculty for California. To meet that need, it will emphasize efforts to diversify its academic doctoral students.

The campus is a member of the Alliance of Hispanic Serving Research Universities, which has a goal to double both the number of PhDs granted to Latino/a students and the number of those graduates entering academia. The campus, working with the HSRU alliance, is particularly focused on efforts to diversify terminal degree recipients and faculty in STEM.

Meeting Regional Needs

Southern California has a shortage of qualified graduate-educated personnel in the health sciences (including pharmacy, public health and nursing). To meet that need, the College of Health Sciences will elevate its Program in Public Health to a School of Public & Population Health and explore interprofessional education opportunities.

At the master's level, professional education is increasingly becoming an essential tool to access the middle class for first generation, low-income and URG students. The campus will meet employer needs by growing the pool of highly educated, diverse talent with professional master's degrees.

Off-campus internships and study abroad: The campus is exploring options for 500 students in the fall and 500 in winter/spring terms to participate in capacity-building programs, such as a modular-based "study away" program, co-op/long-term internships, and "pay as you go" study abroad that does not require reciprocal inbound students.

UC Reengagement Consortium: The campus has supplied its list of UC Irvine degree stop-outs to UC Merced and is supporting that campus's degree completion efforts.

Key areas of investment

Major areas of investments include expanded summer bridge/edge offerings, online expansion and ongoing support, targeted support for students from LCFF+ schools, five-year funding packages for PhD students, and expanded support for off-campus internships and study abroad. Capital investments would be directed to expanded and enhanced campus WiFi, a new Student Success Building and conversion of outdated Physical Science classroom labs.

UCLA 2030 Capacity Plan

UCLA plans to expand opportunities for California undergraduates with growth and replacement of nonresidents, along with expansion of summer FTE with increased online opportunities. Most graduate growth is planned for self-supporting programs.

The current Long Range Development Plan (LRDP) horizon enrollment projection through 2025 is 34,181. Currently on-campus enrollment is below this level and the campus is considering options to update its LRDP. UCLA guarantees four years of housing for first-year students and two years of housing for transfer students. It would need to add additional beds to support this enrollment growth.

Advancing educational equity is at the heart of UCLA's strategic planning efforts, including becoming a Hispanic Serving Institution (HSI) and improving the community for Black Bruins.

Key areas of focus

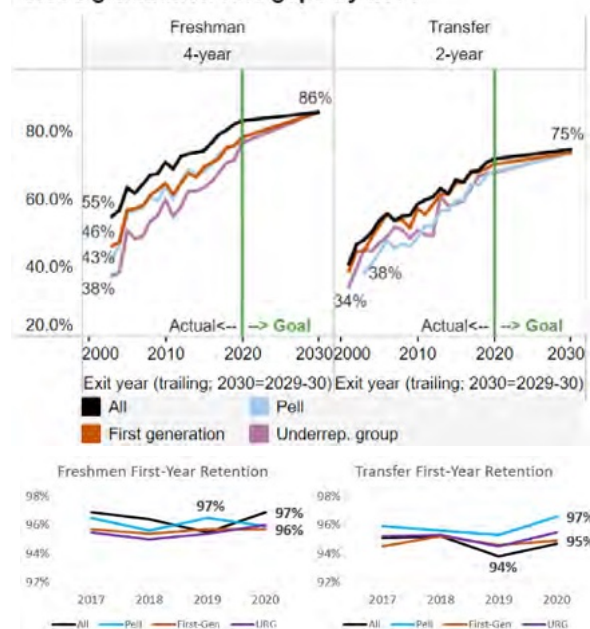
Improving timely graduation and eliminating equity gaps:

UCLA has strong first year retention rates and has made steady progress and improving timely graduation. Its primary focus is to eliminate equity gaps, particularly for freshman entrants.

The following strategies are needed to meet UC 2030 goals:

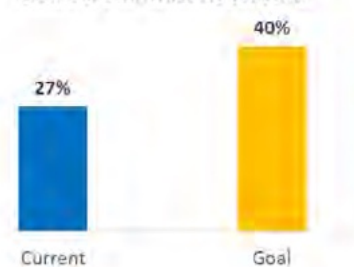
- Expanded summer bridge programming
- Expanded summer offerings, including online offerings
- Adding academic advisors
- Expanded student basic needs and mental health support
- Sustain and expand successful pandemic initiatives to close equity gaps and improve timely graduation, including Remote Engagement & Advising in the College Hub (REACH)

Close graduation rate gaps by 2030



Student and faculty diversity: UCLA seeks to grow student and faculty diversity. It established a First to Go resource hub for first generation undergraduate and graduate students, along with a Black Bruin Resource Center. UCLA has set a goal to increase the percent of PhDs that come from UC, CSU, other HSI, HBCU and TCU institutions to 40 percent. The campus is adding 10 and up to 30 faculty whose scholarly work addresses issues of the Black and Latino/a experiences, along with 20 two-year postdocs focused on work related to Latino/a issues.

Grow our own Graduate Students



Closing Equity Gaps

UCLA is looking to sustain and expand successful initiatives such as:

- First Year Scholars Program for diverse students in social sciences and humanities
- Peer learning in Summer Learning Assistant Program
- Online faculty modules for inclusive teaching
- Curricular and pedagogical innovation grant program

Summer Online Expansion

UCLA is evaluating ways to expand summer offerings, particularly online. These online courses could support students concerned with cost of living or who have family, caregiving, or other needs.

The campus will create a Learning Management System of Excellence to enhance the platform user experience and increase instructional designers to develop more online courses.

New Academic Programs

Undergraduate program

- ✓ Public Affairs

Graduate Programs

- ✓ Data Science Engineering
- ✓ BioData Science
- ✓ Data Science in Public Health
- ✓ Quantum Science and Technology
- ✓ Aerospace Management Biomedical Science

Off-Campus Opportunities

The campus is looking at multiple off-campus opportunities to expand educational opportunities and accommodate additional students such as:

- Increased participation in UC Education Abroad Program
- Expanded participating in UCDC program with Quarter in Washington that would fulfill a fall term for Public Affairs majors
- Expansion of UCLA's Center for Engagement internship programs that provide academic credit and remote opportunities
- Early stages of Quarter in LA internship program, with courses focused on the city's history, culture and critical issues and networking and leadership development

University Extension Support

University Extension has added instructional designers to convert courses to online modalities and enable more students to complete cross-listed (XL) courses. It will support timely graduation with improved process to transfer credits back to main campus.

UCLA could also extend its Career Bridge professional training and outreach to diverse communities, including access the professional certificates in key workforce areas.

K-16 collaborations: UCLA has several regional collaborations with local school districts, most notably with LA Unified School District (LAUSD). Other interested districts include those in Pasadena and Inglewood. UCLA is also reviewing the recent RFP/competitive grant proposal to support regional K-16 educational collaboratives (issued recently by the Department of General Services) for opportunities to expand partnership and/or pilot new programming.

Key areas of investment

Major areas of investments include expanded Summer Bridge and online courses, expanded academic advising support, increased curricular support to advance inclusive teaching, additional student basic needs and mental health support, and sustained Career Bridge program funding. Capital investments would cover IT and North Campus infrastructure, Powell and Young Research libraries, and additional undergraduate housing.

UC Merced 2030 Capacity Plan

UC Merced's plans to achieve a R1 status through enrollment growth strategies that strengthen the campus's research enterprise and expand educational opportunity and degree attainment within the Central Valley.

UC Merced is looking to grow within its Long Range Development Plan (LRDP) which projects on-campus enrollment to be 15,000 by 2030. The campus is looking for additional capital support to reach a student enrollment of 15,000 and 500 Senate Faculty.

Expanded campus capacity focuses on growing undergraduate and graduate programs that meet regional needs. It also is the anchor institution for supporting UC's degree completion efforts.

Key areas of focus

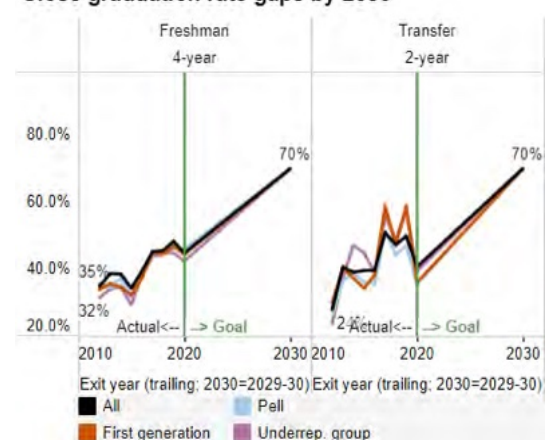
Improving timely graduation: UC Merced seeks to make significant progress in timely graduation, but there was a drop in first year retention with the Fall 2020 cohort – highlighting challenges students are facing from the pandemic.

The campus has identified the following necessary strategies to reverse that trend and make progress to UC 2030 goals:

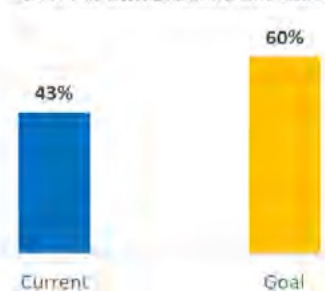
- Increase Summer Bridge/Edge and other summer offerings
- Enhance first-year experience (e.g., Living Learning Communities)
- Expand campus student analytics utilization and improve intervention support for struggling students
- Increase use of evidence-based pedagogy across the curriculum
- Create infrastructure to support academic and career connections and increase offerings of high-impact experiential learning experiences
- Develop a campus-wide honors program

Graduate student growth and diversity: UC Merced has a strong focus on growing and diversifying future professoriate. It is partnering with regional CCC and CSU campuses to provide students early exposure to research and pathways to graduate degrees and then academic positions. Its goal is to increase the proportion that come from UC, CSU, other HSI, HBCU and TCU institutions to 60 percent. The campus is expanding its PhD competitive bridge and dissertation boot camps and five-year funding packages.

Close graduation rate gaps by 2030



Grow our own Graduate Students



Regional Educational Attainment

Many of UC Merced's enrollment growth recruitment strategies are focused on the Central Valley, particularly for transfer students. The campus hopes to increase degree attainment in the region and create more pathways to receiving a bachelor's degree and to graduates school and the professoriate.

New degree offerings include those that meet the needs of the region, including the potential expansion of agriculture technology, health sciences, education and other region connected needs. Its BS/MD program with UC San Francisco seeks to create more doctors with a passion and skill set to serve the region.

Achieving R1 Status

In parallel with enrollment growth targets, the campus is growing its research enterprise. A strong undergraduate enrollment base will help enable the campus to expand its research infrastructure. This approach can also further undergraduate research opportunities and result in continued success for UC Merced bachelor degree recipients going onto doctoral programs.

Neighboring Institutions

The campus is looking to partner with local institutions to further educational opportunities and degree attainment.

It is expanding the high school guarantee program that is has with Merced Unified to new regions. It will also continue to expand transfer recruitment efforts and 2+2 major mappings, initially targeting 14 Central Valley CCCs.

Summer and Internships

The campus plans to grow summer enrollment through in-person Summer Bridge and on-line Summer Edge. It also looks to expand upper division offerings that support timely graduation. The current focus is to encourage students to take summer courses to catch up and free later terms for research or internship experiences, like Capital Programs, Education Abroad, or with other regions across California.

UC Reengagement Consortium

UC Merced received initial one-time funds to establish a bachelor degree completion program. For the fall 2022 launch, the campus has identified its own stop out students and is reaching out to them to re-enroll.

Future phases and expansion includes partnership with other UC campuses to expand spread, curricular opportunities, and potentially other flexible degrees.

Key areas of investment

Major areas of investments include faculty and staff growth, expanded recruitment services and support for local K-16 pathways, increased Summer Bridge/Edge and financial aid and support for first-year experiences, additional high-impact experiential learning and career preparation, curricular enhancements leveraging on evidence-based pedagogy and online course development, and student analytics development.

Capital investments would be directed to expanded instruction and research space (e.g., Humanities & Arts and Engineering buildings, wet/dry research labs), consolidated student union and campus support, online and WiFi expansion, and seismic and deferred maintenance support.

UC Riverside 2030 Capacity Plan

UC Riverside's plans to become an American Association of Universities (AAU) campus and improve degree attainment levels in the region are interconnected.

UC Riverside has room to grow on-campus with its Long Range Development Plan (LRDP) through 2035 projecting enrollment at 35,000. But the campus needs support for expansion of instruction, research, academic assistance, and housing capacity to support this growth. Moreover, it will be critical for UCR to provide the same quality of experience for students that was achieved when enrollment was under 20,000 and the campus had lower student-faculty ratios, lower student-staff ratios, and sufficient classroom space. UCOP has calculated that UCR has a deficit of 4,450 classroom seats for its current enrollment. Capital investments and deferred maintenance for existing buildings are critical to meet the needs of our current capacity and to support further enrollment growth.

Expanded capacity will be achieved through a collaboration between the main campus and University Extension and focused efforts to improve timely graduation, partner with local institutions, and expand high-impact practices and off-campus opportunities.

Key areas of focus

Improving timely graduation: UC Riverside has made significant progress to improving timely graduation, but there was a drop in first year retention with the Fall 2020 cohort – highlighting challenges students are facing from the pandemic.

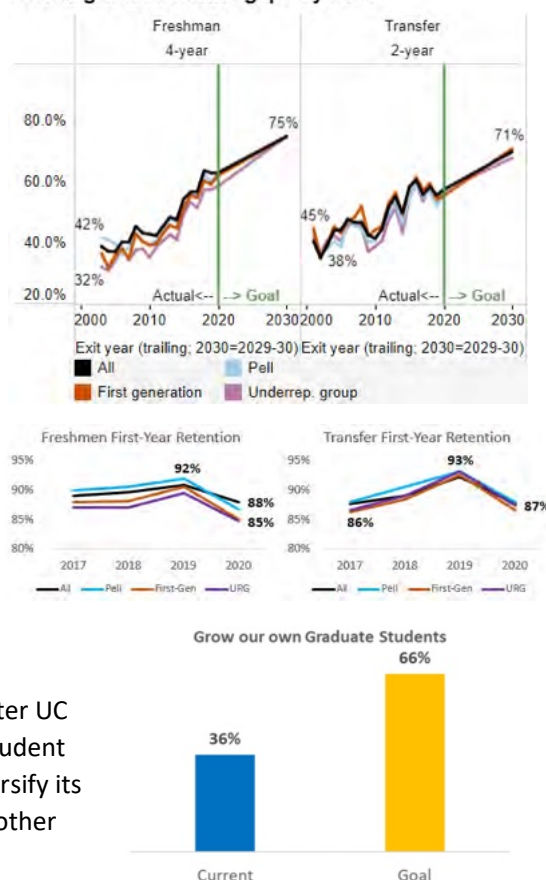
The campus has identified the following necessary strategies to reverse that trend and make progress to UC 2030 goals:

- Early start/summer bridge and freshman/transfer edge
- Additional Enrollment Services, Academic Resource Center (ARC), Office of First-Generation Initiatives, and other advising staff to support prior and planned enrollment growth
- Increased student engagement participation and high impact practice (HIP) activities, including study abroad, undergraduate research, and pipeline programs to further diversify PhD students and future faculty
- Partnership with neighboring institutions to support academic preparation and degree attainment

Graduate student growth and diversity: In order to continue to bolster UC Riverside's AAU profile, the campus is looking to grow its graduate student population to 18 percent by 2030. In addition, it looks to further diversify its PhD students by increasing the proportion that come from UC, CSU, other HSI, HBCU and TCU institutions to 66 percent.

Online courses and programs: XCITE (UC Riverside's Teaching & Learning Center) and University Extension (UNEX) are looking to scale up online course development, faculty support, and specialized online support. UNEX development of a market plan for self-supporting Masters Degrees, in partnership with UC Riverside's Graduate Division.

Close graduation rate gaps by 2030



High Impact Practices (HIP)

Reports of student success have shown the benefits of student engagement programs to improve retention, social mobility, and diversity.

Expanded undergraduate research is in line with campus efforts to increase its research profile and establish a diverse pipeline from undergraduate to PhD programs and future faculty.

Research/Economic Development

The Opportunities to Advance Sustainability, Innovation, and Social Inclusion (OASIS) project seeks to promote regional economic development in the Inland Empire through research, entrepreneurship, and workforce development.

Planned development of the OASIS Clean Tech Park will house the Center for Environmental Research and Technology, UNEX, other stakeholders, and self-supporting programs.

UC Reengagement Consortium

Collaborate with UC Merced, UC Davis, and UC Santa Barbara to create pathways for adults with some college and no degree to complete certificates and degrees.

Inland Empire Collaborations

There are two key regional partnerships – Growing Inland Achievement and Riverside County Educational Collaborative – that are laser focused on increasing college going rates. The need for postsecondary seats could exceed 20k by 2030. With over half of the population Hispanic, but only 10 percent having a college degree, UC Riverside is a vital access point to for bachelor's degree attainment.

The campus's Academic Preparation Program would increase its Pre-College Programs so thousands of high school students can prepare for postsecondary education and degree attainment. The campus is also looking at opportunities for dual enrollment programs with local high schools and a pilot project for a transfer pipeline to the campus through automatic matriculation of students from 12th grade to partner CCCs.

Off-Campus Opportunities

The campus is looking to increase student participation in Capital Programs (UCDC, UCCS), faculty-led education abroad. UC Education Abroad, and other study abroad opportunities. It has the Collaborative Online International Learning that could provide a global experience for those who can't go abroad. It is also looking at other opportunities, like academic internships and service learning.

University Extension (UNEX): Integration of UNEX activities with the campus can support efforts like:

- Replicating of UC Berkeley's Fall Program for Freshman to provide a small cohort, first-year experience
- Producing micro-credentials or certificates for undergraduates to shore up specific skills and alternative credentials that stack into graduate programs
- Partnering with Graduate Division on a marketing plan for self-supporting Master Degrees
- Remote and hybrid offerings through Riverside and Palm Desert Center to support Coachella Valley

Key areas of investment

Major areas of investments include faculty and staff growth, expanded Summer Bridge/Edge, increased advising support and online course development, and additional graduate student programming and support. The campus has submitted a RFP for the one-time funds UC received that would support the UC Reengagement Consortium. Capital investment would be needed to address academic and support space shortage, student housing and the OASIS Clean Tech Park.

UC San Diego 2030 Capacity Plan

UC San Diego will expand opportunities for diverse California undergraduates via growth and the replacement of nonresidents and will also expand summer FTE with increased online opportunities. The campus will also inclusively grow graduate numbers, particularly in graduate academic programs.

The current Long Range Development Plan (LRDP) horizon enrollment projection through 2035-36 is 42,400. The campus is looking at off-campus as online growth as part of its strategy to keep on-campus population under that goal.

Advancing diversity is a key focus in the capacity plan from outreach, partnerships and pathways to diversify enrollment, efforts to ensure student success, and ways to hire diverse faculty. These strategies, in part, further campus goals to become a Hispanic Serving Institution.

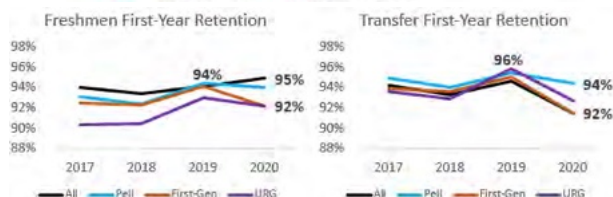
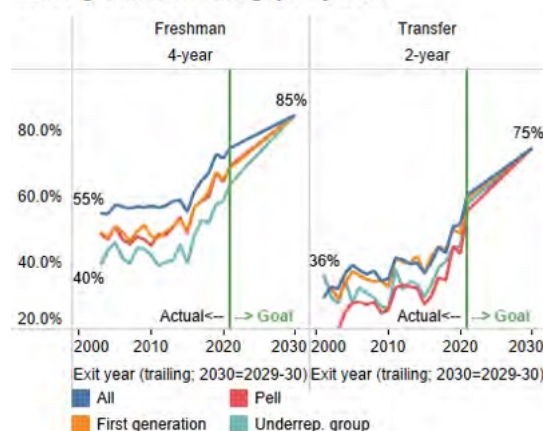
Key areas of focus

Improving timely graduation and eliminating equity gaps:

UC San Diego has made progress in improving timely graduation and has decided to increase its UC 2030 goals to 85 percent for four-year and 75 percent for two-year rates, eliminating equity gaps for new generation students. The following strategies will help meet these goals:

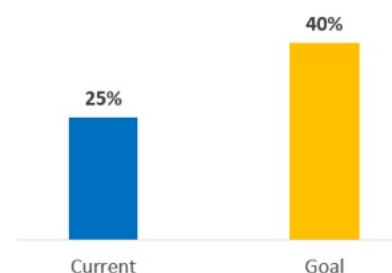
- New summer start and Summer Accelerate Initiative
- Expanded summer offerings, including online offerings
- Enhanced curricular strategies and analytics and curriculum transformation funds to increase online offerings
- Teaching & Learning Commons investments
- Student Activity Hub and Institutional Research analytics
- Expanded Success Coaching Program and advising support
- Innovative General Education models

Close graduation rate gaps by 2030



Student and faculty diversity: UC San Diego is growing student and faculty diversity. It is launching online graduate degree programs in key fields like Data Science and Precision Medicine and increasing 4+1 and 3+2 BS/MS opportunities. The campus set a goal to have 40 percent of its PhDs come from UC, CSU, other HSI, HBCU and TCU institutions. It has a Graduate Teaching Fellow Program and expanded summer TA opportunities to support training for the future professoriate. The campus is also actively involved in Advancing Faculty Diversity initiative and has already invested in 28 new FTE, half in a cohort on STEM impacts on the Black diaspora and half on Latinx/Chicanx experience in Humanities and Social Sciences.

Grow our own Graduate Students



Pathway Programs

The campus is looking to a number of pathway programs, including

- Discovery pathways that provide online courses for high school students to try different majors
- Transfer pathways that provide online offerings for prospective transfers
- Graduate pathways similar to PostBac Premed program in Division of Extended Studies.

Summer Accelerate Initiative

This initiative would allow the campus to annually serve 1,250 Summer Bridge and 950 Summer start students, an increase of 1,800. The summer program will help students build a firm and successful foundation of academic and co-curricular educational experience and allow them to enter in the fall with agency, confidence, a record of success, and improved skills.

Regional Collaborations

UC San Diego use of satellite centers:

- Library NeXT partnership with San Diego Libraries to offer courses to K-12 students
- K-12 programs like Academic Connections to preview the college experience and Sally Ride Science to provide early exposure to STEM careers
- Local CCC partnership (e.g., Southwestern College) to offer UC courses in its space

Off-Campus Opportunities

The campus is looking at multiple off-campus opportunities to expand educational opportunities and accommodate additional students such as:

- Creating a central hub to promote experiential learning opportunities, including internships and study abroad
- Increasing Triton Research and Experiential Learning Scholarships
- Growing CAMP Science Program and McNair Program
- Leveraging Global Seminar opportunities

UC San Diego at Park & Market

The downtown center emphasizes adult education and community partnerships, and enables students in key majors (e.g., Education, Urban Studies Theater & Dance) and colleges to complete capstone or community engagement experience.

Degree Completion: The campus is looking at a number of strategies to inclusively encourage stop-outs to return to get a degree, including creating an interdisciplinary major that provides greater flexibility to leverage as much existing coursework as possible, an online option for degree completion, and/or an associate degree.

Key areas of investment

Major areas of investments include faculty growth and start-up costs, five-year funding packages for PhD students and graduate teaching fellows program, Summer Accelerate Initiative and expanded summer TA opportunities, increased support for Teaching & Learnings Commons and Student Success Coaching Program, and expanded transfer pathway and cross-campus enrollment support, and a Discovery Pathway pilot.

Capital investment would cover new instruction and research space, classroom upgrades, new wet-lab classrooms, seismic and deferred and ongoing maintenance, and student and faculty housing.

UC San Francisco 2030 Capacity Plan

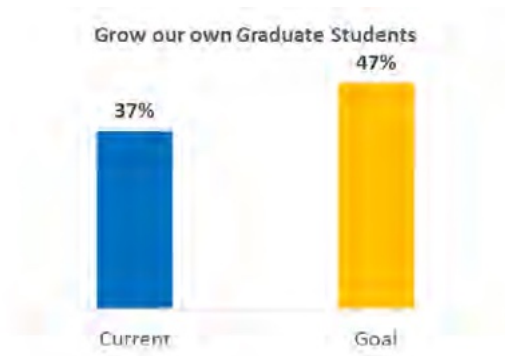
UC San Francisco's capacity plan is to add 129 State-supported students by 2030. Most of the growth will be in graduate academic students, in part due to a new Computational Precision Health program with UC Berkeley and growth in other areas. Graduate professional program enrollment will grow by 20 students, largely due to the SJV Prime+ program, but there are some shifts within programs that will be described below.

UC San Francisco's Long Range Development Plan (LRDP) through 2035 has a targeted on-campus enrollment of 5,390 (including medical residents, which are not included in the table). Most UCSF professional programs could grow. The main constraint is the limitation of clinical training sites, exacerbated recently by the increased competition from private universities that are establishing clinical branches within the state or paying providers for clinical training slots, which UC San Francisco does not do.

In addition to the partnership with UC Berkeley, the campus is partnering with UC Merced to address the need for health care providers in the San Joaquin Valley.

Key areas of focus

Graduate student and faculty diversity: UC San Francisco is assessing various strategies to adopt in recruiting Pell grant eligible, first generation, and underrepresented students. For its academic doctoral population, UCSF has a goal to increase the proportion that come from UC, CSU, other HSI, HBCU and TCU institutions to 47 percent.



Other strategies underway include:

- Developing intentional relationships with Postbaccalaureate Research Education Program (PREP), Bridges to the Doctorate and IMSD) in California and surrounding states
- Developing new programmatic offerings that leverage experience, resources, and best-practices among existing diversity programs to create strong and enduring communities
- Active postdoc recruitment from graduate programs that confer degrees to a relatively high proportion of underrepresented students
- Programming to intentionally prepare predocs, postdocs, and young faculty for the academy (e.g., management, leadership and communication).

Computational precision health: UC San Francisco and UC Berkeley are launching a joint Computational Precision Health (CPH) program that capitalizes on the strengths of both institutions (health care and computer science) to advance a novel area of training and research. Within the increase of 55 graduate academic students, 25 students will be in this program (i.e., 50 percent of the 50 students who are expected at steady state).

State-supported professional programs: Some of the planned shifts include:

- An increase of 24 MD students in San Joaquin Valley Prime+
- A 181-student increase related to the shift from a two-year nursing master's degree to a three-year Doctor of Nursing Practice program
- A reduction of 74 PharmD enrollments due to the conversion of the 4-year program to a 3-year program using summer terms
- A transitional reduction of 115 DDS students based on the adoption of a new clinical education model

UCSF Fresno and SJV Prime+: The plan is to enroll four classes of 12 MD student each at UC Merced and UCSF Fresno for a total enrollment of 48 students. Current enrollment is 24 students, so there will be approximately 24 more by 2023-24.

There will also be four classes of 12 undergraduate students at UC Merced for a total enrollment of 48 students. The model is that the students will spend four years at UC Merced earning their bachelor's degree, then one and a half years of pre-clinical training at UC Merced where they will receive a classroom-based medical school curriculum, and then two and a half years doing clinical clerkships at UCSF Fresno.

Expansion to a 50-student MD class for a total enrollment of 200 (152 additional MD students) can occur with the current two-campus model (i.e., UC Merced and UCSF Fresno). Such expansion will require at least \$10 million for operating expenses annually and more once the independent UC Merced school is formed. The campus anticipates that this growth would occur after 2030.

Key areas of investment

Major areas of investments include support for the first two years of enrollment for proposed PhD student growth, expansion of the SJV Prime+ program from a planned enrollment of 12 students per MD class (48 total) to 50 students per MD class (200 total), and capital costs to modernize laboratories to support additional growth in graduate academic students.

UC Santa Barbara 2030 Capacity Plan

UC Santa Barbara is approaching maximum enrollment in its Long Range Development Plan (LRDP) through 2025 with on-campus enrollment set at 25,000. It faces housing constraints, but plans future expansion. On-campus growth is limited, as is capacity in overcrowded instructional labs.

The campus plans to expand capacity by addressing graduation rates and equity gaps, thus increasing diversity, supporting student success for under-represented and first-generation students, and enrolling more students. It plans to expand summer opportunities, including online, along with nontraditional and off-campus opportunities. The campus also wants to grow and diversify its academic doctoral students.

The campus would welcome a buyout of NRST in order to increase California student enrollment.

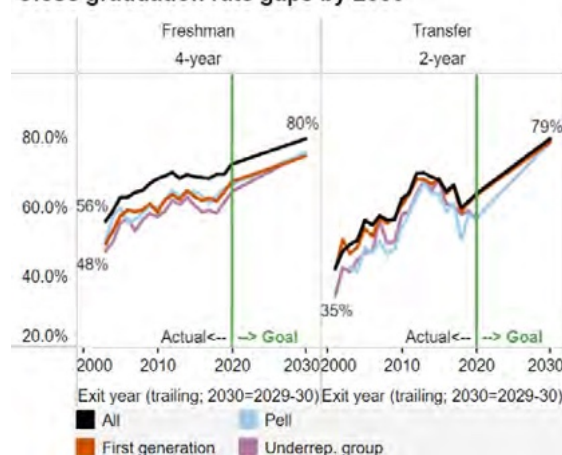
Key areas of focus

Improving timely graduation: UCSB wants to improve timely graduation rates, despite declines in first-year retention rates. Programs and strategies to meet UC 2030 goals include:

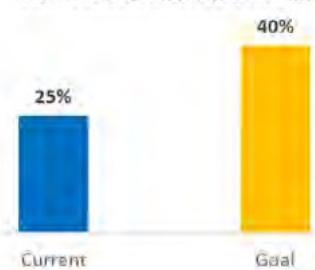
- High Impact Practices for Persistence and Retention focused on STEM and Quantitative Social Sciences
- Comprehensive course redesign to better support new first-generation students
- Expanded summer offerings
- Expanded summer bridge program opportunities
- Strategic student support (e.g., Data-Enhanced Teaching & Learning, Early Alert System, Enrollment Coaching Project)
- Improved tools for curriculum planning
- Online interactive course catalog
- Increased academic advising, supported by data analytics
- More STEM instructional labs to reduce bottlenecks
- Improvements in student housing; academic and instructional space

Graduate student growth and diversity: UCSB wants to add 80 academic doctoral students and diversify its Ph.D. students, increasing the proportion of students from UC, CSU, other HSI, HBCU and TCU institutions by 15%. Increased funding to recruit and fully support these doctoral students is needed.

Close graduation rate gaps by 2030



Grow our own Graduate Students



Expanded Online Offerings

The Academic Senate is reviewing the approval process for online courses to streamline the process and facilitate more online courses. The campus hopes to expand funding for development of online courses, including an online course development institute. Summer Sessions, in particular, has the potential to relieve pressure on enrollment demand and increase student FTE with expansion of online offerings.

The campus will create a student technology support program for low-income students.

Expanded Summer Offerings

Beyond online, the campus plans to develop additional summer bridge programs. Programs target first year students and second-year students on academic probation.

The campus is also developing a summer minor program, curricular innovations, courses that improve competitiveness in the job market, and a Global Edge Bridge Program (modeled after UC Berkeley) in which new students start on-campus studies in the summer and spend their first term abroad.

Off-Campus Opportunities

UC Santa Barbara's Education Abroad Office is scaling up its participation to 1,000 students this year and sees future growth opportunities.

The office is consolidating recruitment for UCEAP and UCDC programs, seeing greater opportunities for growth and increased interest from transfer students. Additional scholarship support, marketing, and staffing will aid this expansion.

High Impact Practices for Persistence and Retention (HIPPR)

A comprehensive program for STEM and quantitative social science gateway courses with especially high DFWI rates that includes:

- Summer bridge for first year freshman and transfer students from traditionally underserved and under supported populations
- Comprehensive course redesign
- Supplemental instruction courses for students who encounter academic distress in first quarter of enrollment in gateway courses
- Undergraduate learning mentoring and use of UG TAs
- STEM and quantitative social science early alert system
- Development of online modules to support student learning of and practice with difficult concepts and ways of thinking
- Enhanced academic advising

Scholar Retention Program

Summer Session, the Registrar, and Undergraduate Education are reaching out to students who dropped out their senior year but were close to completing their degree. This program provides scholarships and support to academically dismissed students. In Summer 2021, the campus had 120 serious inquiries from students wanting to complete their degree. The campus hopes to expand participation in this program.

Key areas of investment

Major areas of investments include faculty growth, five-year funding packages and other support for PhD students, expanded summer aid and programming, increased academic advising and supplemental support for courses, and additional Lecturers with Security of Employment focus on STEM student success. Capital investment includes conversion of existing space into instructional labs and other improvements to academic and instructional space, along with student housing improvements.

UC Santa Cruz 2030 Capacity Plan

UC Santa Cruz capacity plan reflects its commitment to equitable educational access and research excellence. As an Asian American Native American Pacific Islander Serving Institution (AANAPISI) and Hispanic Serving Institution (HSI), the campus strives to have a student and faculty population that better reflects California. The campus has received a federal HSI grant to foster success of graduate students. The campus is also focusing on meeting undergraduate growth with an eye on retention and degree attainment.

While the campus Long Range Development Plan (LRDP) through 2040 has on-campus enrollment at 28,000, its growth is constrained by physical space limitations, including on-campus housing and the need to upgrade existing facilities. The campus will also look to the expansion of summer and online and regional partnerships to expand capacity.

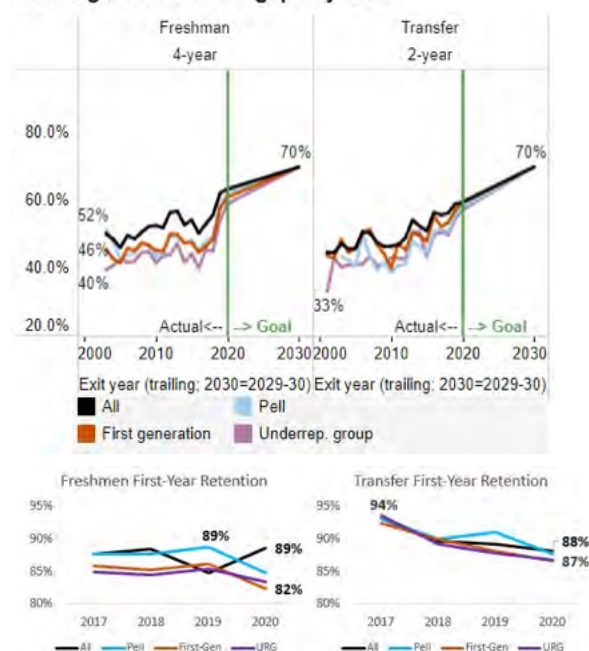
Key areas of focus

Improving timely graduation: The Chancellor has identified advancing student success as a top institutional priority. A major focus for current efforts is improving first-year and second-year retention and closing equity gaps. The campus has identified a number of strategies to make progress to UC 2030 goals:

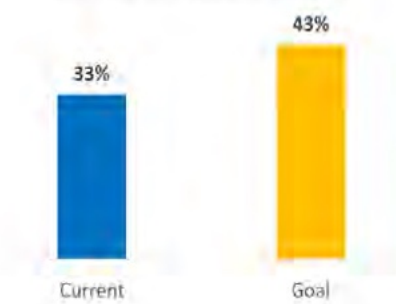
- Expanded Summer Edge and academic advising
- Enhanced degree audit and course planning systems
- Further development of student-success data analytics and operations tools
- Expansion of Project REAL, a course redesign initiative for existing high impact gateway and barrier courses
- Expanded financial support to build on debt-free pathway
- Broader access to UC Scout to support academic preparation
- Supporting cross-campus student success plans, with a focus on strengthening the advising infrastructure and leveraging across units

Graduate student growth and diversity: Campus growth of graduate students is critical to supporting the research and teaching missions, including preparation for the future professoriate. The campus looks to diversify its PhD students, in part by increasing the proportion of students that come from UC, CSU, other HSI, HBCU and TCU institutions to 43 percent. In addition to establishing five-year funding packages for entering doctoral students, the campus is providing an annual housing supplement. Summer research fellowships will help further provide financial stability for our doctoral students.

Close graduation rate gaps by 2030



Grow our own Graduate Students



Curricular Innovations

The Center for Innovations in Teaching and Learning (CITL) coordinates Project REAL, a course redesign initiative, that focuses on reducing DFW rates and known achievement gaps. CITL has developed a two-day New Faculty Teaching Academy that shares evidence-based teaching practices, equity and inclusivity, and course design for significant learning.

Expanded Summer Offerings

Summer is critical to furthering student success. In addition to growing summer bridge/edge programs, summer initiatives include experiential learning opportunities and career development programs. The campus is working with divisions and departments to align summer courses with the FWS curriculum, along with instructor availability.

Off-Campus Opportunities

The campus is looking to expand study abroad or quarter-away field work (or experiential learning) study, while providing more options to maintain progress toward degree via online courses.

Expanded Online Courses and Programs

Another major campus-wide initiative is to create online courses and degree programs. The campus has a rich history of developing online courses for its students, UC Online and UC Scout. CITL and Online Education teams with instructional development support on evidence-based teaching practices, educational equity and academic success. They are working with the Academic Senate, institutional research, and other staff to track student learning outcomes in online offerings to ensure parity of educational experience and build trust in this modality. The campus is planning to increase online offerings in both the FWS and summer, with half of summer undergraduate FTE offered online.

Creative Technologies B.A., designed by Arts Division faculty, was proposed as an upper-division 2-year program. The campus hopes to launch in Fall 2023. The campus aims to develop three to five fully or partially online undergraduate or master programs by 2030, another means for students to earn a degree. At the undergraduate level, it could result in 500 to 1,000 FTE.

Regional Collaborations

The Educational Partnership Center is developing a regional K-16 educational collaborative proposal with UC Santa Barbara, CSUs, CCCs, and local school districts in the central coast.

The campus also envisions a multi-site approach to provide education and research opportunities through physical and report locations, including the Silicon Valley Center, Scotts Valley Center, Westside Research park, Coastal Science Center, and Monterey Bay Education, Science, and Technology Center (MBEST).

Faculty Growth: The campus plans to add 100 new faculty to further critical research activity and achieve student success. It also expects 200-250 faculty renewal opportunities, due to separations or retirements, providing a generational opportunity to diversify its faculty. To improve the student-to-senate faculty ratio, UCSC will add additional faculty beyond our Faculty 100 Initiative. The campus goal is to achieve gender parity and have 25 percent underrepresented faculty.

Key areas of investment

Major areas of investments include faculty growth and startup, expanded Summer Edge and summer financial aid/graduate fellowships, online program development, and career development. Capital costs include instruction and research space upgrades and a new college, physical infrastructure and student space support, seismic and deferred maintenance, space optimization, and student and faculty housing.

Appendix II: State-Supported Enrollment Scenarios by Campus

State-supported undergraduate growth

				% of growth	
	Proposed	Aspirational	Difference	Proposed	Aspirational
Berkeley	3,541	4,234	692	21%	18%
Davis	329	445	116	2%	2%
Irvine	300	406	106	2%	2%
Los Angeles	2,962	3,390	428	17%	15%
Merced	3,305	4,891	1,586	19%	21%
Riverside	1,824	3,301	1,477	11%	14%
San Diego	3,140	3,573	434	18%	15%
Santa Barbara	268	363	95	2%	2%
Santa Cruz	1,386	2,476	1,091	8%	11%
	17,055	23,080	6,025	100%	100%

State-supported graduate growth

				% of growth	
	Proposed	Aspirational	Difference	Proposed	Aspirational
Berkeley	1,195	2,028	833	20%	20%
Davis	761	1,291	530	13%	13%
Irvine	552	937	385	9%	9%
Los Angeles	351	596	245	6%	6%
Merced	418	709	291	7%	7%
Riverside	868	1,472	604	14%	14%
San Diego	1,464	2,484	1,020	24%	24%
San Francisco	76	129	53	1%	1%
Santa Barbara	47	80	33	1%	1%
Santa Cruz	268	454	186	4%	4%
	6,000	10,180	4,180	100%	100%

State-supported growth

				% of growth	
	Proposed	Aspirational	Difference	Proposed	Aspirational
Berkeley	4,736	6,262	1,525	21%	19%
Davis	1,090	1,736	646	5%	5%
Irvine	852	1,343	491	4%	4%
Los Angeles	3,313	3,986	673	14%	12%
Merced	3,723	5,600	1,877	16%	17%
Riverside	2,691	4,773	2,082	12%	14%
San Diego	4,604	6,057	1,453	20%	18%
San Francisco	76	129	53	0%	0%
Santa Barbara	316	443	128	1%	1%
Santa Cruz	1,653	2,930	1,277	7%	9%
	23,055	33,260	10,205	100%	100%