University of California, Los Angeles

LOS ANGELES, CALIFORNIA ● www.ucla.edu ● (310) 825-4321

UCLA's primary purpose as a public research university is the creation, dissemination, preservation, and application of knowledge for the betterment of our global society. To fulfill this mission, UCLA is committed to academic freedom in its fullest terms: we value open access to information, free and lively debate conducted with mutual respect for individuals, and freedom from intolerance. In all of our pursuits, we strive at once for excellence and diversity, recognizing that openness and inclusion produce true quality.

Student Characteristics, Fall 2014

TOTAL NUMBER OF STUDENTS	43,239

Student Level and Enrollment Status

Part time
Full time

Undergraduate: 600 (Part time), 29,033 (Full time)
Graduate: 672 (Part time), 12,934 (Full time)
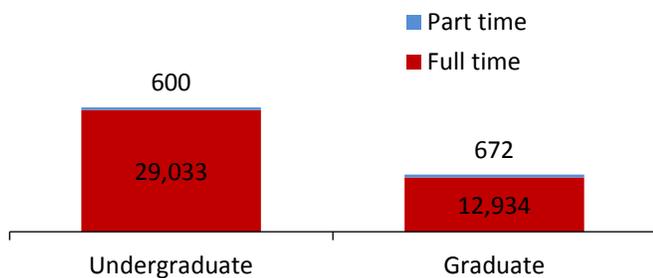
UNDERGRADUATE PROFILE

TOTAL ENROLLMENT	29,633	
GENDER		
Women	16,500	55.7%
Men	13,133	44.3%
RACE / ETHNICITY		
African American / Black	1,189	4.0%
American Indian / Alaska Native	157	0.5%
Asian / Pacific Islander	9,933	33.5%
Hispanic	5,663	19.1%
White	8,028	27.1%
Domestic, Race/Ethnicity Unknown	927	3.1%
International	3,736	12.6%
GEOGRAPHIC DISTRIBUTION		
California	23,701	80.0%
Other US:	2,470	8.3%
Other Countries:	3,462	11.7%
AGE		
Average age	21	
Percent of undergrads age 25 or older		6.0%

Undergraduate Success and Progress

Graduated from UCLA — Still enrolled at UCLA

Freshman students starting Fall 2006: 6 years — 95%; 4 years — 93%
Transfer students starting Fall 2008: 4 years — 95%; 2 years — 90%
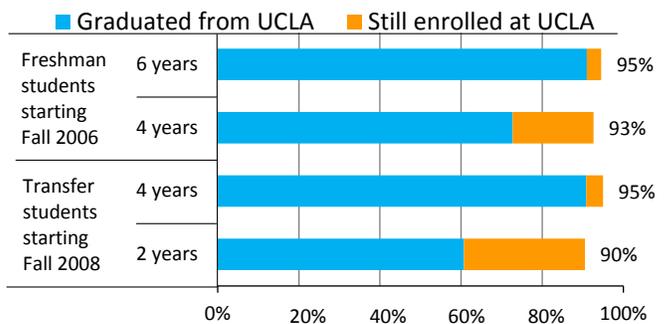
Counts for the entering cohorts shown in the graph above:
- 4,735 First-Time Freshmen
- 3,221 New Transfer Students

A 93% four-year success and progress rate for freshmen means 93% of freshmen starting in Fall 2008 either graduated or are still enrolled at UCLA four years later. The 90% two-year success and progress rate for transfer students means 90% of transfers starting in Fall 2010 either graduated or are still enrolled two years later.

Average time to degree for students graduating in 2013-14:
- 12.0 enrolled quarters for freshman entrants
- 6.6 enrolled quarters for transfer entrants

Retention

New Fall 2013 students returning in Fall 2014 :

Freshmen — 97%
Transfers — 95%
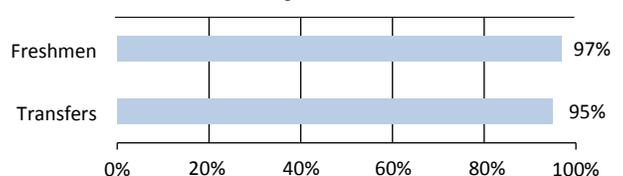
Modeled on the current efforts of several national organizations, the data in this cocument are presented in a familiar format for ease in comparing institutions. These efforts are a response to the Federal call for universities to be more open and accountable, and also as an alternative data source to the various college rankings.

Cost of Attendance and Financial Aid

2014-15 TOTAL (IN STATE): $31,932

$12,692
$14,232
$5,008
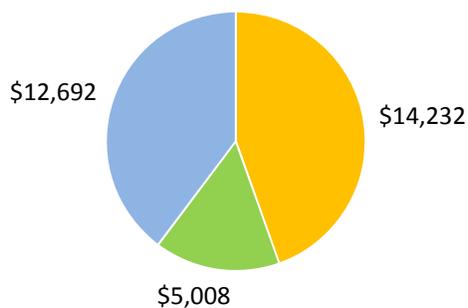
- Room and board (incl misc living expenses
- Other expenses (books, transit, etc.)
- Required tuition and fees (resident)

CLICK HERE
to get an estimate of your UCLA financial aid

FINANCIAL AID AWARDED TO UNDERGRADUATES

Overall Financial Aid
During the 2013-14 academic year, 55% of UCLA undergraduates received financial aidfederal or state government or the institution; the average award was $21,984.

Need-Based Grants and Scholarships, 2013-14
During the 2013-14 academic year, 52% of UCLA undergraduates received need-based "scholarship or grant aid; the average award was $18,618. Pell Grants were awarded to 36% of undergraduates.

Loans (graduating class)
Among students who graduated from UCLA in 2013-14 and started as freshmen, 49% borrowed while enrolled at UCLA. Average cumulative debt at graduation for these borrowers was $20,229. All figures exclude parent loans.

### Percent of Fall 2014 Freshmen Receiving Each Type of Financial Aid

State Grants	32%
Federal Grants	31%
Student Loans	34%
Institutional Aid	49%
Any type of Aid	65%
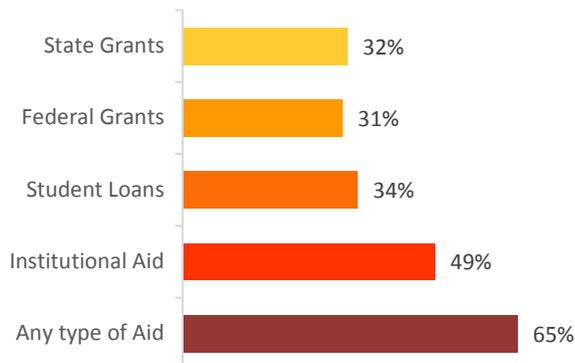
NOTE: Students may receive aid from more than one source

CLICK HERE for the UCLA Financial Aid Office
CLICK HERE for the free application for Federal Studen Aid
(FAFSA website)

Undergraduate Admissions, Fall 2014

APPLICANTS, ADMITS, AND ENROLLEES

- Applied
- Admitted
- Enrolled

Freshmen: 86,548 / 16,059 / 5,764
Transfers: 19,392 / 5,198 / 3,167
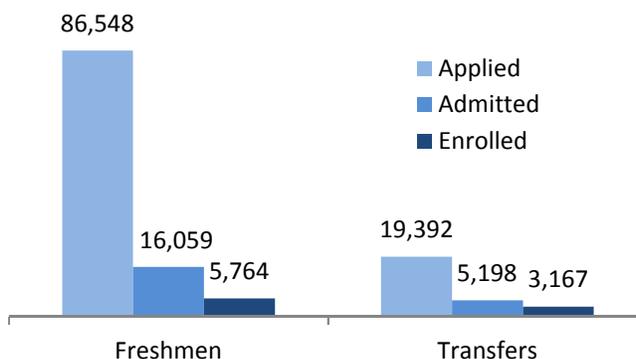
Test(s) Required for Admission: SAT or ACT

Middle 50% of Score Range
50% of enrolled students have test scores in the following ranges
(25% have sscores abo ve and 25% have scores below):

SAT Critical Reading	570 - 710
SAT Mathematics	600 - 750
SAT Writing	590 - 730
ACT Comp	25 - 32

Middle 50% of GPA Range
50% of enrolled students have a GPA in the following ranges
(25% have sscores abo ve and 25% have scores below):

Freshman HS GPA (5-point scale)	4.15 - 4.51
Transfer College GPA (4-point scale)	3.5 - 3.88

Degrees and Areas of Study, 2013-14

Degrees Awarded

Bachelors	7,386
Academic Masters	1,097
Professional Masters (e.g., MBA, MFA, etc.)	637
Doctoral	795
Professional Practice (DDS, JD, MD)	1,879
All Degrees	11,740

Undergraduate Degrees by Areas of Study

Arts and Architecture	2.7%
Basic Biomedical Sciences	1.8%
Engineering and Applied Science	9.9%
Humanities	14.1%
Institute of the Env and Sustainability	1.0%
Life Sciences	22.5%
Nursing	0.7%
Physical Sciences	11.0%
Social Sciences	34.8%
Theater, Film, and Television	1.5%
UCLA International Institute	3.3%
All Undergraduate Degrees	100.0%

Note: Degrees awarded from July1 - June 30
Details may not sum to total because of rounding.

Undergraduate Research Organizations

The entry-level Student Research Program, research courses, seminars, research tutorials, and departmental honors are some of the programmatic opportunities for undergraduate research. Students can also find pportunities in the professional schools.

Undergraduates in all fields are encouraged to participate in research. Students enjoy access to independent study courses for directed research in each department and involvement in faculty research. Below are some examples of opportunities ofr undergraduates.

Science and Math. Beckman Research Scholars, Howard Hughes Undergraduate Research Program, Schering-Plough Science Scholars, Undergraduate Research Scholars Program, NIH Minority Access to Research Careers (MARC), Amgen Summer Research Program, Research in Industrial Projects for Students (RIPS), Minor in Biomedical Research, Undergraduate Science Journal.

Humanities and Social Sciences. McNair Undergraduate Research Program, Psychology Research Opportunities, Mellon Mays Undergraduate Research Scholars Program, Undergraduate Research Scholars, Mellon Summer Research, Civic Engagement Minor, Aleph, Undergraduate Research Journal for the Humanities and Social Sciences, Westwind Undergraduate Literary Journal.

Engineering. Summer Programs for Undergraduate Research, Research-Intensive Series in Engineering for Underrepresented Populations, UC's Leadership Excellence through Advanced Degrees program, The Center for Academic and Research Excellence, and the CENS Undergraduate Scholars Program. The HSSEAS High School Summer Research program provides opportunity for high school students to work in UCLA Engineering research labs.

Fine and Performing Arts: Students pursuing research or creative work in the arts have access to world class resources, including the Fowler Museum, Franklin Murphy Sculpture Garden, Hammer Museum, New Wight Gallery Arts Library, Ethnomusicology Archive, Music Library, Art | Global Health Center, Art | Science Center, Center for Intercultural Performance, Experimental Technologies Center, Grunwald Center for the Graphic Arts, and the UCLA Film Archive.

Community-based Research. Civic Engagement Minor, Urban and Regional Affairs Minor, program evaluation, leadership, labor issues, peer mediation in K-12 settings, legal issues, immigration issues, research on education and healthcare issues.

Graduate and Professional Schools

UCLA is among the top 10 universities in the country in the number of doctoral degrees it awards each year, and among the top 25 for professional degrees. There are over 100 separate academic programs, and eleven professional schools.

Graduate students contribute to undergraduate education in many ways, from mentoring students, working alongside them in research labs to sharing their expertise in the performing arts to designing innovative methods for developing writing skills. They illustrate the path to advanced degrees and can serve as role models for students interested in going on to graduate or professional school. UCLA consistently ranks among the top ten universities in the world for educating undergraduates who later earn PhDs from U.S. institutions.

As an essential part of a graduate education, UCLA provides the highest level of research opportunities and resources. More than 11,000 UCLA graduate students—pursuing degrees ranging from the performing arts to cutting edge scientific discovery—have access to information, technology, and experiences that not only enrich their education, but also set them firmly on a path to career success.

Research Enterprise at UCLA

UCLA ranks among the nation's top five institutions in research funding. This ensures a dynamic and broad array of research In every field, from the School of Medicine and UCLA's research hospital to research in other life sciences, the humanities, social sciences, physical sciences, engineering, and arts in all forms. and arts in all forms. For a complete list of UCLA's research centers, labs, and institutes, visit this link.

Explore some of UCLA's premiere research centers, below:
Broad Center of Regenerative Medicine and Stem Cell Research
California Center for Population Research
California NanoSystems Institute
Center for Chinese Studies
Center for Embedded Networked Sensing
Center for Medieval and Renaissance Studies
Center for Society and Genetics
Center for the Study of Urban Poverty
Institute for Pure and Applied Mathematics
Institute of the Environment
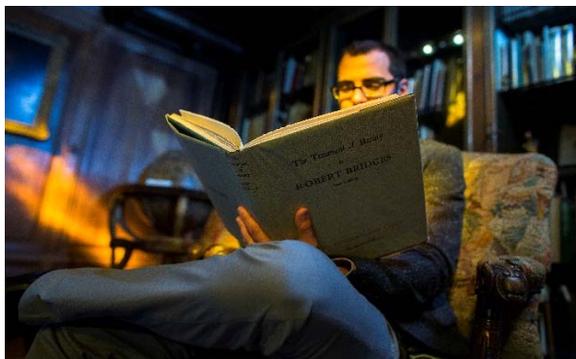
UCLA Libraries

Ranked among the top ten academic libraries in North America, the UCLA Library houses one of the most comprehensive and highly used collections in the world, with over 8 million volumes, tens of thousands of serial subscriptions, and extensive online academic resources to which the Library subscribes for the university community. Students have access to holdings in all UC libraries, which are collectively second only to the Library of Congress.

Distinguished Faculty (as of June 13, 2014)

UCLA faculty members are among the world's most distinguished scholars. Many have been awarded the highest recognition from national and international organizations. The honors cover a wide range of academic, artistic, and scientific endeavor, as the list below illustrates:

239	American Academy of Arts and Sciences members
185	Guggenheim fellows
74	National Academy of Sciences members
55	Institute of Medicine members
43	National Academy of Engineering members
12	MacArthur Foundation fellows
11	National Medal of Science recipients
6	Nobel Prize laureates
3	Pulitzer Prize winners
1	Fields Medalist
1	Abel Prize Laureate
1	Kyoto Prize Laureate

The UCLA Experience

These Principles of Community are vital for ensuring a welcoming and inclusive environment for all members of the campus community and for serving as a guide for our personal and collective behavior.

• We believe that diversity is critical to maintaining excellence in all of our endeavors.
• We seek to foster open-mindedness, understanding, compassion and inclusiveness among individuals and groups.
• We are committed to ensuring freedom of expression and dialogue, in a respectful and civil manner, on the spectrum of views held by our varied and diverse campus communities.
• We value differences as well as commonalities and promote respect in personal interactions.
• We affirm our responsibility for creating and fostering a respectful, cooperative, equitable and civil campus environment for our diverse campus communities.
• We strive to build a community of learning and fairness marked by mutual respect.
• We do not tolerate acts of discrimination, harassment, profiling or other conduct causing harm. Such conduct violates UCLA's Principles of Community and may result in imposition of sanctions.

Instructional Experience

Student/faculty ratio	17 to 1
Undergraduate classes with fewer than 20 students	67%
Undergraduate classes with more than 50 students	22%

Instructional Faculty

Total full-time instructional faculty	2,007
% women faculty	34%
% faculty from minority groups	27%
% faculty with Ph.D. or equivalent	95%

Academic and Community Options

The UCLA experience offers students both depth and breadth. Every student has the opporutnity to explore a variety of pursuits, delve deeply into newfound interests, find kindres spirits, and discover how diversity can enrich their lives.

|			
why take a cluster class?	FRESHMAN CLUSTER PROGRAM	RESIDENCE HALL PROGRAMS	community, academics, involvement, connections
small groups 200 topics honors credit	*FIAT LUX* FRESHMAN SEMINARS	SPORTS AND RECREATION	from NCAA champtionships to kayaking
access equity excellence	ACADEMIC ADVANCEMENT PROGRAM (AAP)	CULTURAL EVENTS	a rich, diverse menu of arts and entertainment
creating a unique challenge	COLLEGE HONORS	STUDENT GROUPS	join a great club .. or create your own!
global programs and local partnerships	COMMUNITY ENGAGEMENT	INTERNATIONAL EXPERIENCES	education abroad and more

Student Housing

UCLA guarantees housing for three years to new freshmen and for one year to new transfer students; 96% of first-time freshmen live in on-campus housing.

Campus Safety

UCLA promotes safety throughout the campus and nearby residential areas. There is a free escort service between campus buildings, oncampus housing, and nearby residential areas from dusk until 1 am. Additional safety measures include entry controls in residence halls, safety education, police patrols, emergency response drills, and safety-minded design for buildings and lighting. A laptop identification program places security plates on student computers

Future Plans for 2007-08 Bachelors Degree Recipients

More than half of graduates plan to enter the workforce. Another 41% intend to continue their education. And 8% cite a variety of pursuits, from service in the military to starting a family.
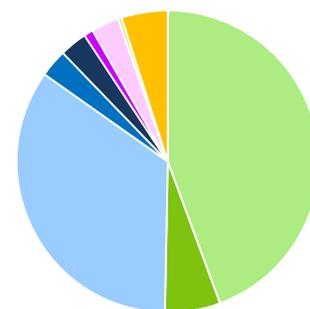
■ Employment, full time (45%)
■ Employment, part time (6%)
■ Graduate/Professional school, full time (35%)
■ Graduate/Professional school, part time (3%)
■ Additional undergraduate coursework (3%)
■ Military service (1%)
■ Volunteer activity (3%)
■ Start/Raise a family (0.4%)
■ Other: Travel, prep for trad school, intern (5%)

UCLA Profile

Student Experiences and Perceptions   <u>More</u>

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Following are the selected results from the 2006 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

Student Satisfaction

85% Would choose to attend this institution again

79% Were satisfied with the value of their education for the price they paid

83% Were satisfied with their overall academic experience

83% Reported that their campus had a strong commitment to undergraduate education

Institutional Commitment to Student Learning and Success

82% Were satisfied with advising by faculty on academic matters

71% Were satisfied with advising by college staff on academic matters

67% Were satisfied with the availability of courses needed for graduation

82% Reported raising their standards for acceptable effort because of the high standards of a faculty member

Experiences with Diverse Groups of People and Ideas

95% Rate their ability to appreciate, tolerate, and understand racial and ethnic diversity as "good" to "excellent"

91% Rated their ability to appreciate cultural and global diversity as "good" to "excellent"

60% Gained a deeper understanding of their perspectives through conversations with students of a different nationality

62% Gained a deeper understanding of other perspectives through conversations with students of a different ethnicity

Student Interaction with Campus Faculty and Staff

70% Talked with an instructor outside of class about course material

29% Worked with a faculty member on an campus activity other than coursework

73% Sought academic help from an instructor or tutor

Active Learning Experiences

73% Report making class presentations

41% Enrolled in at least one independent research course

20% Participated in a study abroad program

39% Participated in an internship

84% Spent at least 6 hours per week studying and on other academic activities outside of class

41% Assisted faculty with research or a creative activity

54% Participated in community service in 2005-06

Group Learning Experiences

78% Worked outside of class on class projects or studied with classmates

30% Spent at least 6 hours per week in participating in student organizations or clubs

38% Reported serving as an officer or leader in a campus through organization or club

83% Helped a classmate better understand course material

Senior and Alumni Surveys   <u>More</u>

UCLA is revising its current senior survey. The summary of responses to core questions will be provided below. CLICK HERE to see last year's senior survey results.

Student Experiences and Perceptions
More

Alumni Survey
(In development)

Learning Outcomes

Overview. UCLA places the highest value on excellence in learning and teaching, and continually evaluates and enhances the educational programs for undergraduate and graduate students. UCLA graduation requirements and curricula are designed to engage students in courses in general education (arts and sciences), to provide a solid foundation in a major field of study, and to foster interdisciplinary approaches and participation in research and community-based programs. At UCLA there are specific processes to identify learning outcomes for all areas of study, programs to evaluate teaching, and processes to periodically review all academic programs.

Learning Outcomes. At UCLA, faculty are encouraged to establish educational objectives and learning outcomes for each academic program. Beginning in 2009, these guidelines will be printed in the UCLA General Catalog and on departmental websites. At the undergraduate level, learning objectives, in general, focus on the student's ability to apply and integrate core knowledge in a discipline, as well as to identify and formulate problems applicable to their field of study. In departments with capstone requirements, learning outcomes are specific to the student's performance in the advanced seminar (term paper), design course (product), performance (senior recital) or the project/research course that leads to a senior thesis or honors project. An example of objectives and outcomes for one program is posted for UCLA Materials Science and Engineering undergraduates: see http://www.seas.ucla.edu/ms/MSE_Objectives.htm. At the graduate level, outcomes are assessed primarily by the student's research and creative thesis (Master's degree), research dissertation (doctoral degree), or performance on a professional certification exam, such as the California State Bar Exam for Law School students.

Teaching Evaluations by Students. At UCLA, the Evaluation of Instruction Program (EIP) in the Office of Instructional Development helps faculty assess and improve teaching by providing instructor evaluation services. At the end of each academic term, faculty members solicit written evaluations from students enrolled in their classes (evaluations are anonymous). EIP distributes, collects, and processes the evaluation forms. EIP's standard evaluation forms, which cover most teaching and classroom situations for faculty, are designed in consultation with faculty committees, national experts on assessment, and recommendations from surveys of UCLA faculty and students. For more informaion, visit the EIP website.

Data from teaching evaluation forms aid faculty in improving or enhancing their teaching (formative evaluation) and department curriculum committees in improving the curriculum. Departments also use data from teaching evaluations as one criterion to evaluate a faculty member's teaching effectiveness. Teaching effectiveness is an important component of the faculty merit and promotion process at UCLA.

Periodic Reviews of Academic Programs. At UCLA, the faculty exercises its responsibility for maintaining the quality of educational programs, and all academic units are reviewed on an eight-year cycle as part of the Academic Senate's comprehensive Academic Program Review process. The two-year comprehensive review process begins with the program preparing a self-review, and continues with a panel of reviewers (with external members from other universities and internal faculty members from UCLA) visiting the program under review and reporting its findings. The panel's report makes recommendations to the program and relevant administrators; the campus bears the responsibility of approving the report and monitoring follow-up. For more details, visit the UCLA Academic Program Review website.

How seniors rate their academic skills and abilities as they were at freshman entrance and after four years at UCLA

% of students who rated their proficiency as very good or excellent:

	as entering freshmen	as seniors
Analytical and critical thinking skills	25%	73%
Ability to write clearly and effectively	24%	59%
Understanding a specific field of study	7%	72%
Quantitative (mathematical and statistical) skills	34%	36%
Leadership	22%	51%
Self-awareness	21%	69%

Other Outcomes Indicators

50% *Undergraduates enrolled in graduate school within 5 years*
55% *Medical school admit rate, Fall 2007 (45% national avg, 2007)*