UNIVERSITY OF CALIFORNIA

Annual Accountability Report

May 2010

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISO SANTA BARBARA SANTA CRUZ

University of California
Accountability Framework

As a public entity, the University is accountable to the people of California and it must and it shall remain accountable to them for its actions, past and present, and for its future developmental trajectories. Accountability will be demonstrated in a variety of ways:

- by the transparency of the decision-making processes that govern the University and its campuses, medical centers, and laboratories; and

- by the manner in which key performance indicators are disclosed to and discussed with the broader public.

UC 2025: The Power and Promise of Ten
The University of California Long-Range Guidance Team Report
November 2006

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PART I

Introduction

Background and Purpose

This second University of California Annual Accountability Report is part of the comprehensive framework announced by President Yudof in July 2008 to ensure greater accountability across the UC system. It measures campus and Universitywide performance in meeting core goals that reflect UC's teaching, research and public service missions.

The measures or "indicators" that are used in this report cover a wide range of topics, from undergraduate access, affordability and success, through research and the University's budget and finances. Because coverage in any one area is necessarily limited, nine accountability sub-reports are published periodically to take up specific issues in greater detail. Together with other progress reports that are routinely produced by the campuses, the Academic Senate and the systemwide administration, these accountability reports will be used to understand how well—and at what cost—the University is meeting its goals, and how much its core functions are affected by changes in internal and external environments. They also will support strategic planning and inform budgetary decision-making; help ensure responsible stewardship of the institution; and promote and reflect the University's commitment to be open and accountable to all Californians.

Audience

As a management tool, this report is written to be used by system leadership, Senate and campus administration, faculty and staff. But it also is intended to be a public document, written for the broad range of University stakeholders, from state legislators and prospective donors to the parents, teachers and counselors who routinely coach, encourage and mentor the next generation of UC undergraduates, and for current and former students worldwide. And it is written for California's taxpayers, who ultimately contribute so much to the maintenance of this institution. All of these groups have a need and a right to know how well UC is performing. Accordingly, the report is written for a general audience.

Scope

The report assesses the University's performance achieving key Universitywide goals that are distilled from several sources: the California Master Plan for Higher Education; the Board of Regents' policies and budget priorities; the Academic Senate; the campuses' strategic and academic plans; and the ongoing discussions of the Board of Regents. It also provides baseline metrics that will enable the University to assess the impact of state budget cuts.

The report has evolved somewhat from last year:

- Three new sections have been added to elaborate important cross-cutting themes about which data were distributed throughout previous reports. Section 1 on the size and shape of the University gives an overview of the sheer breadth and scope of the enterprise and how it has changed over time. Section 10 on teaching and learning pulls together indicators that begin to get at the experience and effectiveness of a university education. And Section 9 on diversity brings together in one place a range of indicators that illuminate both the University's challenges and its progress achieving goals established by the Board of Regents in 2007.

- Several new indicators have been added in this year's report. The total number, however, has declined from 131 to 93 in an attempt to clarify, focus and eliminate overlap, and to make the report more useful to a general audience. References to accountability sub-reports and other materials that are available publicly from the University's website are provided throughout the report for those interested in greater detail.

- Section introductions have been rewritten. Each includes a crisp goal statement, a brief description that orients the section's contents and a forward look that illuminates trends requiring careful attention and identifies areas where additional or better data or more robust analytical methodologies are required.

- The campus profiles that were included in last year's report are available on the accountability website (www.universityofcalifornia.edu/accountability). With the exception of UC Merced, which will produce its profile annually, they will be published on a biennial basis.

Just as UC's second annual accountability report reflects growth and development over its first report (May 2009), each annual accountability report will continue to evolve with the University's understanding of its own goals, the impacts of internal and external environments upon its processes and increasing sophistication with the use of accountability measures.

Methodology

This report is divided into three parts: the Introduction (Part I); Key Themes and Trends (Part II); and standardized graphs, charts and data and related narratives that describe the University and its 10 campuses in relationship to each other and to comparison institutions (Part III). Part III includes 14 sections, each of which begins with an introduction describing the goals for that area, related metrics and next steps. Indicators are introduced with brief descriptive titles. In most cases, additional background information is supplied for each indicator, typically in bulleted form, in order to provide new or essential context that assists in the data's comprehension.

Three kinds of data are used in Part III: longitudinal data that tracks campus trends over time; systemwide data that compares the UC campuses collectively to averages for the 34 public and 26 private U.S. research universities that in 2009-10 belonged to the American

Association of Universities (AAU)[1]; and individual data that allow each UC campus to be compared to one another and to eight research universities—four public (Illinois, Michigan, SUNY-Buffalo and Virginia) and four private (Harvard, MIT, Stanford and Yale)—that UC historically has used to benchmark faculty salaries. To ensure neutrality, comparative data are presented for the UC campuses and comparison institutions are arranged alphabetically.

A number of conventions were adopted for Part III to ensure the report's accessibility to a general audience as well as its integrity and internal consistency:

- Indicators are based on data that are publicly available and may be reproduced;
- Preference is given to indicators that are commonly used nationally or internationally;
- Indicators are primarily presented graphically so their meaning is visually apparent immediately; tabular data will be available on UC's accountability website; and
- Campus data are presented on a common scale in order to standardize data presentation.

Although the campuses share common values, they differ in size, scope and complexity depending upon their programmatic mix, their funding structures, their founding date and other factors. A common scale highlights these differences and is a first step toward developing understandings about why campus differences exist and what they mean.

For consistency, repeated use is made of a small number of standard graph and chart types. Because it can be difficult to figure out exact percentage differences from charts and graphs, a web-based version of this report is being developed that will link directly to the underlying data. As much as possible, trend data for both UC and its comparison institutions are preferred over snapshot data for a single year.

A final note to readers

Institutional assessment is an inexact science. Comparable data are difficult to come by for good and legitimate reasons. In addition, there are no national databases or reporting conventions for certain kinds of data—transfer students or faculty teaching workloads are two examples—so comparative data in these areas do not exist.

Even where data are seemingly robust—a university does or does not receive $550 million in federal research funds in a given year—their interpretation is rarely beyond dispute. Some federal research funds, for example, may be sub-contracted to another university and thus double-counted in national statistics.

1 The Association of American Universities (AAU) is an invitation-only group whose members are selected primarily on the basis of the breadth and quality of research and graduate programs. Data presented in this report are based on the 60 U.S. AAU members as of March 2010; data from Georgia Tech, which joined the AAU in April 2010, are not included.

Finally, the report is limited by the data that are available. A key challenge is the tendency for reported indicators to lag behind policy and environmental changes. For example, the effects of state budget cuts on the University's operating budget may affect student access, enrollment, diversity and faculty retention, but these effects may not be apparent for several years to come. We can report only data that are available, but the available data, however valuable, cannot convey the full complexity of what students learn, the value of the University to the state or the impacts of environmental changes upon the University.

For these reasons, the reader is urged to not read too much about the University into any single measure. Rather, use indicators in combination with one another to gain a feel for the University as a whole.

Like the first, the second annual accountability report was compiled at the Office of the President but results from the work of staff at campus and systemwide administrative offices too numerous to mention. It also has benefited enormously from review and input of the University's Academic Senate as well as a newly established Accountability Advisory Group that includes representatives from each of the campuses and major systemwide Senate committees. We wish to thank the literally hundreds of people who commented on or contributed to this report. Without their expertise, their energy and their continued good will, this report could never have been produced.

PART II

Key Themes and Trends

This section highlights a number of issues and trends that emerge from the body of the report. It has three aims:

- Identify strengths and challenges in key areas;
- Flag trends that require careful attention in the years to come; and
- Introduce significant changes in the report's structure, content and approach.

With the University suffering 20 percent cuts over two years in its state appropriation, this year's report draws attention to the University's continuing financial challenges. While the recent cuts have been particularly steep, they are part of a long-term trend that has seen the state's annual appropriation to the University decline in inflation-adjusted dollars by 54 percent from 1990-91 to 2009-10. Funding for educational facilities also is in short supply. UC faces $1 billion annual shortages in the funds it will need over each of the next five years just to meet its most pressing facilities needs.

Additional financial burdens result from substantial unfunded liabilities that exist in the UC Retirement Plan (UCRP) and in the health benefits that are paid to UC retirees. These are shown for the first time in this year's report and will be tracked annually hereafter. This is because budget actions taken to address the shortfalls (employer and employee contributions to the retirement plan, for example) will affect the overall funding available for the University's operations, thereby adding to the financial challenges resulting from diminished state support.

Some impacts of the long-term decline in state funding are apparent in both the trend and the comparative data that are presented in these pages. In the trend data in particular there is evidence that the quality of a UC education is threatened, as are the University's accessibility to all of California's eligible students, its affordability and its diversity. Because most indicators of the University's health lag budget actions by at least a year, it is too soon to know the full impact on the University of the most recent and severe financial downturn. Eight trends in particular are called out here for continued careful attention:

1. **Enrollment**. The total number of new students declined in 2009, reflecting a policy decision taken in 2008-09 to begin reducing the number of undergraduate students for whom no state funds were being made available (estimated in 2008-09 at close to 15,000 undergraduates). Freshman enrollments were curtailed by 2,300 for fall 2009 and 1,500 for fall 2010, more than offsetting the planned growth of 500 additional community college transfers in each of those years. This net reduction in total new enrollments occurred at a time when the number of eligible California high school graduates reached record highs.

2. **Affordability**. The total cost of an undergraduate education in 2008-09 did not increase for independent students and for students from families earning less than $60,000 per year. This testifies to the strength of the University's financial aid program. The proportion of

undergraduates who graduated with student loan debt also remained relatively stable at around 52 percent, as did the level of inflation-adjusted cumulative average debt that students incurred. In the next few years, the data on undergraduates may begin to reveal the impact of the steep fee increases that totaled 32 percent for 2009-10 and 2010-11 combined. If they do, they may resemble some professional degree programs where steep fee increases over the past decade very evidently have impacted the affordability of these programs.

Beginning in 1994, fees over and above those paid by undergraduates were introduced for selected professional degree programs. Professional degree fees have risen dramatically in recent years, especially for medicine, law and business. And they have been extended to other programs such as public health, public policy and social welfare. Average indebtedness has grown among professional degree students in response, by as much as 10 percent per year among students studying for law, medicine, education and health degrees other than medicine. Additionally, the number of professional degree students graduating with debt has grown.

3. **Teaching and learning**. A new section on teaching and learning presents survey data gathered every two years that demonstrates that undergraduates have a high degree of satisfaction with their UC experience. The student-faculty ratio (a proxy for either a university's investment in instruction or a measure of the average availability of faculty members for a student) has been relatively stable at UC since 1994. This stability, however, obscures underlying changes in the overall composition of the faculty, including a reduction in the proportion of ladder-rank faculty.

Also of concern are data revealed by two indicators that are new to this year's report: one showing just how much credit toward an undergraduate degree is earned in large classes and another showing growth in the proportion of instruction that is taken on by faculty who are not on permanent appointments and, as such, not as engaged in research. Contact with research and the people who conduct it is a hallmark of a UC education. It is too soon to know what impact budget cuts will have on the composition of UC faculty; however, the University anticipates that class sizes are likely to increase.

4. **Student success**. Four-year completion rates continue to improve for undergraduates who enter the University as freshmen. The proportion graduating in four years has increased from 42 percent for freshmen entering in 1996 to 60 percent for freshmen entering in 2005. But the data are not yet available for students affected by the recent severe budget cuts. These cuts produce countervailing pressures. Steep fee increases can provide incentive to students to finish their undergraduate degrees as quickly as possible. However, as fewer classes are made available, progress toward degree completion could be slowed.

5. **Research**. The University's research enterprise continues robustly. It persists at the top end of indices that rank universities worldwide and that adopt methodologies emphasizing research outputs. UC also routinely accounts for 9 percent of the research expenditures made by all U.S. universities. When 2009-10 data on research expenditures become available, it is likely to reveal continued, even expanded, growth due in large part to the University's success in attracting more than $800 million of American Recovery and Reinvestment Act (ARRA) funding that was devoted to research and flowed to universities through federal and other funding agencies awarding multi-year grants in 2009-10.

In addition, the University produces a large number of the nation's most eminent scholars. In 2009 and 2010, the prestigious National Academy of Sciences admitted 144 new members, 66 of them from public universities. More than half of those admitted from public universities (39) were from the University of California.

6. **Recruitment and retention of faculty and staff**. The University remains concerned about its ability to recruit and retain its world-class faculty and the staff who support them in instruction, research, patient health care, student services and the many other enterprises in which they and the University are involved. Data from the 2009 total remuneration study (a survey that took into account all forms of compensation including salaries and benefits) demonstrate that with the exception of service workers, UC's total compensation is below market (4 to 7 percent below market for its faculty and up to 14 percent for some of its staff). At the same time, its work force is aging: 54 percent of its faculty and 35 percent of its staff are over the age of 50. Accordingly, UC will need to emphasize faculty and staff renewal at a time when it is at a considerable competitive disadvantage in the marketplace with regard to the salaries it offers.

7. **Financial responses**. The report demonstrates how the University has steadily expanded its reliance on non-state funding. Student fee increases and the University's successes in attracting research grant funding are two examples. The report also documents that the amount of funds generated by auxiliary services and endowment funding has grown. But the report is careful to manage expectations about how far reliance on non-state funding can stretch. While the University's revenues are large—more than $20 billion in 2009—the majority are generated by research grants and contracts and auxiliary services (a category that includes hospitals and medical centers as well as parking garages and student housing and dining services). Student fees and state funding are largely responsible for covering core academic costs, which include faculty salaries, libraries, instructional technologies, student services and other academic support services. And while state and fee funds may be supplemented from other sources, non-state and non-fee funds are typically restricted to specific purposes for which they are designated and would need in any event to grow in an unprecedented fashion before noticeably making up for the diminution in state funds. Endowment funds, for example, would need to grow by more than 250 percent in order for the interest paid upon them to make up for the cuts meted out by the state in 2008-09 alone.

The University also continues its multi-year quest to achieve cost efficiencies in virtually all of its operations. In future years, we hope to include a methodologically sound way to present its progress.

8. Diversity. The University is especially challenged here. African Americans, American Indians and Chicano/Latinos are less well represented among the University's students, faculty and staff than they are in the state as a whole, and women are less well represented than men in faculty and senior management positions. As the September 2009 Accountability Sub-Report on Diversity demonstrated, degree completion rates are lower for students from particular populations (African-American and Chicano/Latino males, for example) than for white or Asian students, and the University needs to pay more attention to this area (www.universityofcalifornia.edu/accountability).

While there is considerable variation across campuses and across disciplines and evidence of real progress in selected areas, a great deal more remains to be done in order to realize the

commitment renewed by the Board of Regents in 2007 to support diversity and equal opportunity and to promote a culture of tolerance, inclusiveness and respect on each campus. Progress needs to be made within the legal limitations of Proposition 209, which eliminated considerations of race, ethnicity and gender in admissions and hiring, and in the context of severe budget cuts that have required the University to curtail enrollments, reduce the number of new faculty hires, eliminate staff positions and increase student fees.

This report, coupled with an annual accountability sub-report on diversity, will track the University's progress, its continuing challenges and the impact of its new initiatives (such as "Project You Can," a fundraising initiative that seeks to raise $1 billion in private support for student aid) on diversity. It also will incorporate new measures as they are developed to gain a better understanding of the hurdles faced by women and underrepresented minority groups and the actions that may help to reduce those hurdles.

PART III

Universitywide Indicators with Campus Comparisons

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Section 1. Size and Shape of the University

GOALS AND CHALLENGES

In 1960, California's Master Plan for Higher Education transformed a collection of uncoordinated and competing colleges and universities into a coherent system and unique model of higher education. It did this by assigning each public segment—the University of California (UC), the California State University system (CSU) and the California Community Colleges (CCC)—its own distinctive mission and pool of students, while maintaining the principle of low-cost public higher education and universal access and choice. The University of California became the state's public research university, with responsibility to admit the top 12.5 percent of students from the graduating high school class, to conduct research and to award doctoral and professional degrees.

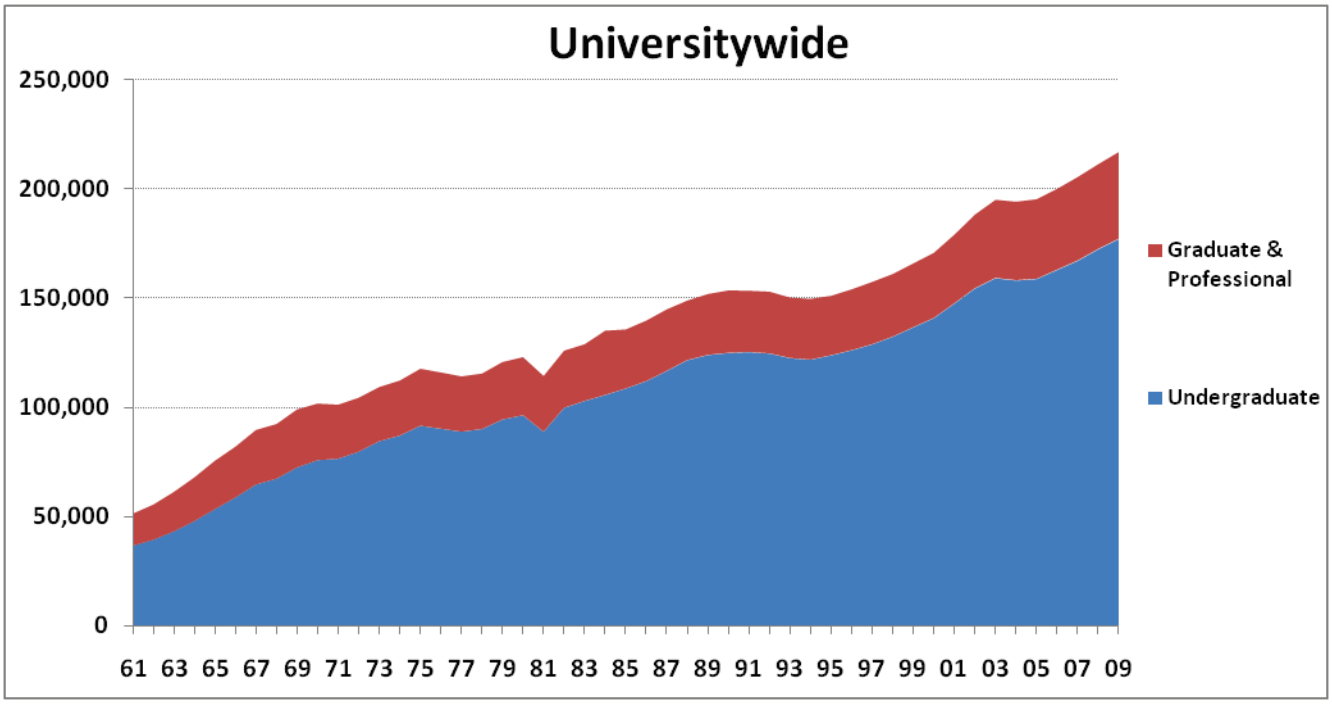
While California has maintained its commitment to the Master Plan, its support of higher education has declined. The University's share of the state's general fund has dropped from 8.1 percent in 1966-67 to 3.1 percent in 2009-10. California itself has changed dramatically over the past 40 years. It has grown greatly in size and diversity and its public K-12 education system, once a leader nationally, is ranked 43rd by the National Education Association (NEA) among all states in 2008-09 with regard to current expenditures per student. California also ranks 46th in eighth-grade math achievement and 47th in eighth-grade reading achievement, according to the most recent assessments by the National Assessment of Educational Progress (NAEP).

This combination presents the University of California with formidable challenges as it seeks to continue to provide a high-quality education to all eligible undergraduates, to provide the state with an educated work force and to generate the research, ideas and innovations that improve people's lives and create the new jobs and industries that keep California economically vibrant.

NARRATIVE

The indicators in this opening section describe the University's development over the past 50 years. They demonstrate enormous growth in enrollment, steady declines in state support, reductions in the average cost of education, and increases in tuition and fee levels—that is, the challenges that confront the University today. They also show the continuing vibrancy of the University—a wide and diverse community of students, faculty, staff and alumni. And they show the diverse and complex array of revenues that the University relies upon to maintain its highly diversified enterprise. Together, the indicators paint a picture of a strong institution but one now at significant risk; they also set the backdrop against which subsequent sections are framed.

Indicator 1
Undergraduate and Graduate Student Enrollment, Universitywide, Fall 1961 to 2009



Note: General campus enrollment only

- The number of students that the University has enrolled, both undergraduate and graduate, has quadrupled over the past five decades.

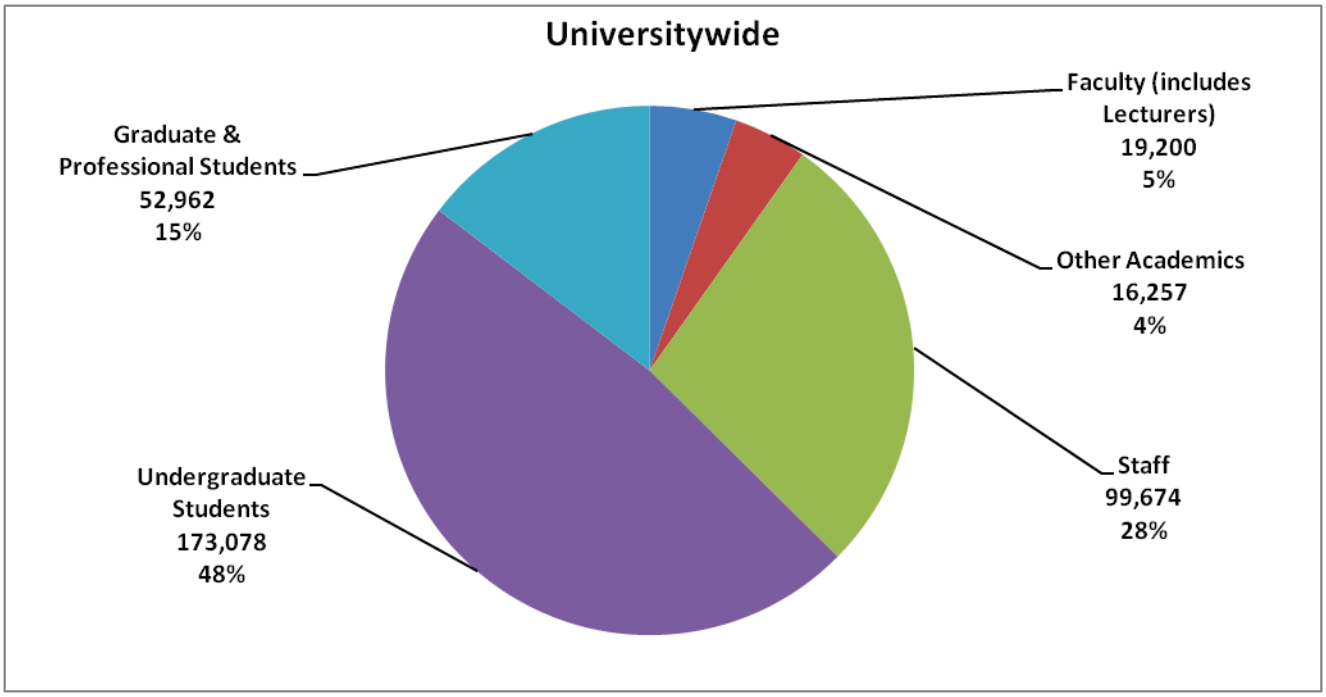
- This enrollment growth, especially in the number of undergraduates, has been driven both by growth in the number of high school graduates and by the state's and the University's commitment to the Master Plan—that the University admit all eligible undergraduates in the top 12.5 percent of the graduating high school class in California.

- As a consequence of that commitment, growth in undergraduate students has vastly outstripped growth in graduate and professional students. In 1961, UC enrolled 71 percent undergraduates compared to 29 percent graduate students; in 2009, the University enrolled about 82 percent undergraduates compared to 18 percent graduate students. As a consequence, the ratio of undergraduate to graduate students has shifted from 2.5:1 in 1961 to 4.5:1 in 2009.

- The change in the ratio of undergraduate to graduate students is one of the largest changes in the structure of the University over the past 50 years.

Source: University of California Statistical Summary of Students and Staff

Indicator 2
University Community, October 2008



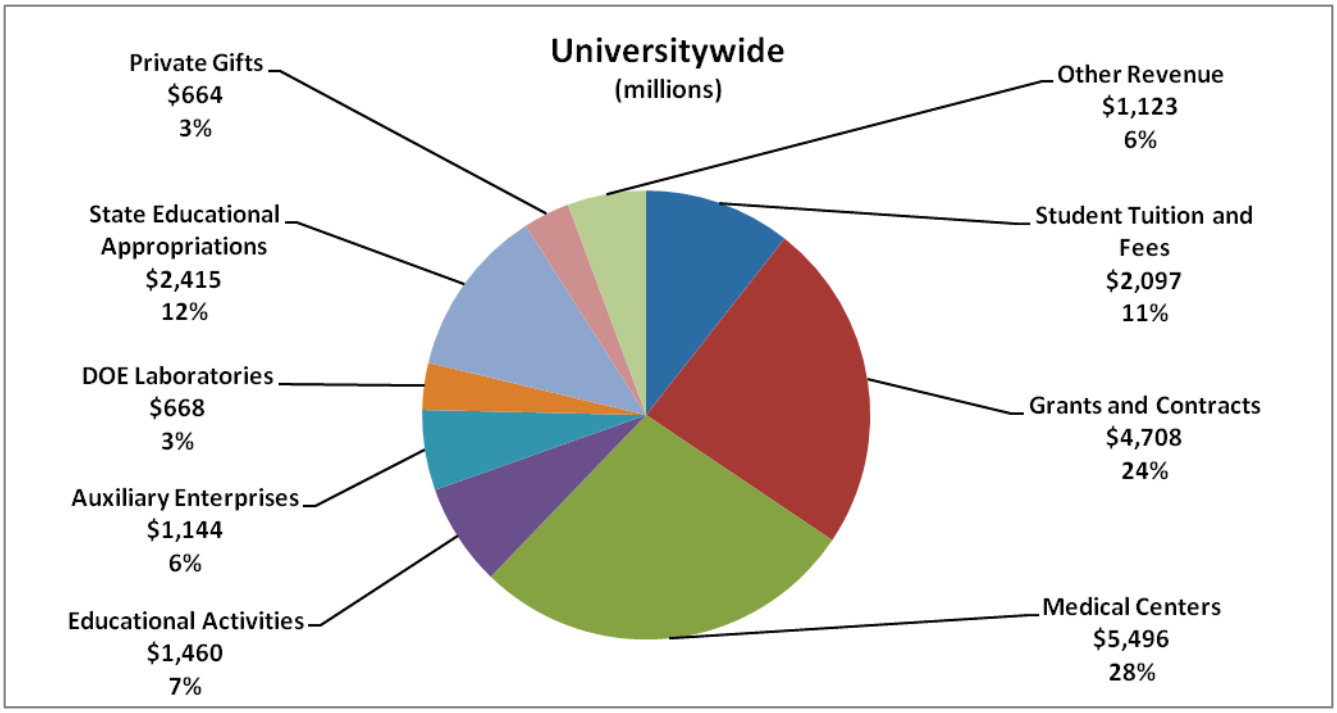
- The University of California has 10 campuses, five medical centers, 16 health professional schools, four law schools, the state's only public veterinary school, plus professional and enrichment courses and agricultural and natural resources programs that extend learning throughout California.

- The UC community consists of more than 226,000 students, 134,000 faculty and staff, 50,000 retirees and nearly 1.6 million living alumni.

- The numbers cited above do not include the millions of others whose lives are touched by the University. This much broader group includes those who are treated at UC's hospitals, where they account for 3.8 million outpatient clinic visits annually and more than 850,000 in-patient days. It includes UC extension students who make up 300,000 annual course enrollments. And it includes the countless farmers and agriculturalists who work with UC Cooperative Extension agents, the entrepreneurs and employees in industries that use findings from UC's research and the many others who attend concerts, movies and lectures at UC and visit its many museums, libraries, botanical gardens and natural reserves.

Source: UCOP Corporate Student System and Corporate Personnel System

Indicator 3
Revenue by Source, 2008-09



Note: Data are in millions of dollars.

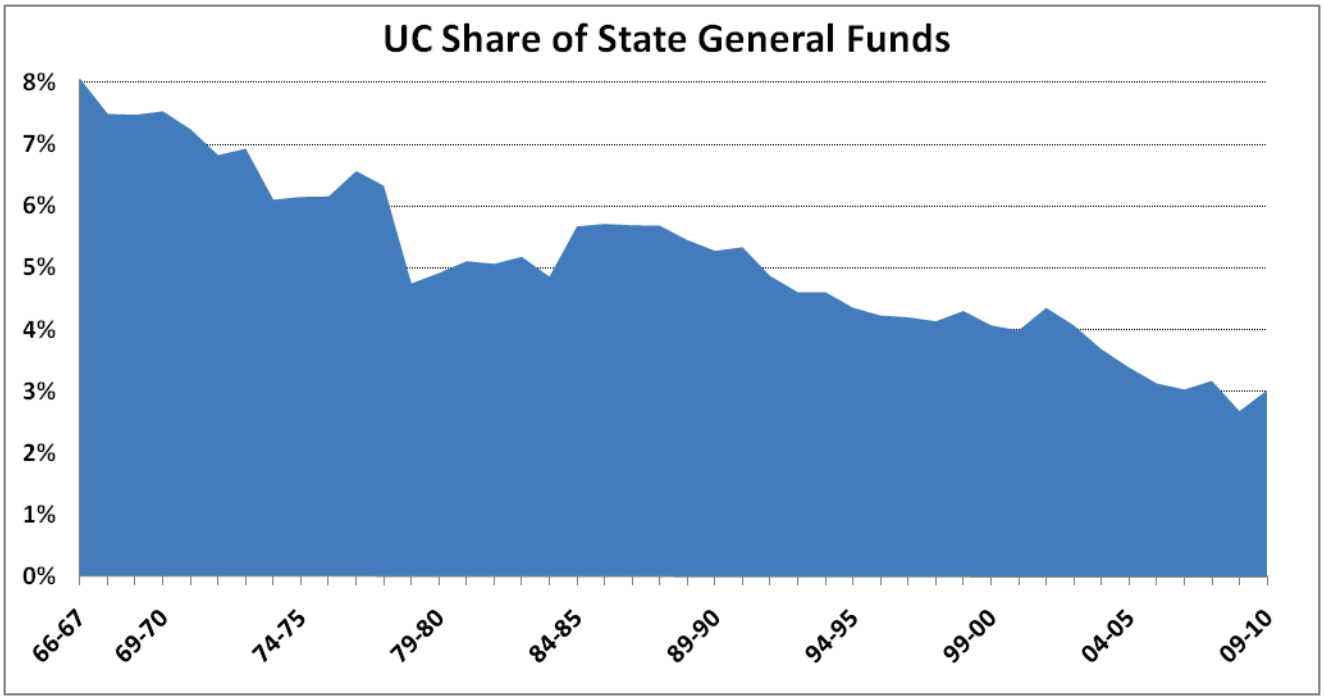
- In addition to providing instruction for more than 226,000 students annually and maintaining a multibillion-dollar research enterprise, the University engages in a broad spectrum of ancillary activities, including the operation of teaching hospitals, maintenance of world-class libraries, development of academic preparation programs, and provision of auxiliary enterprises such as student residence halls and dining services. The University also is involved in the management of three Department of Energy (DOE) labs: Lawrence Berkeley National Laboratory, Lawrence Livermore National Laboratory and Los Alamos National Laboratory.

- In 2008-09, the University through all its activities generated about $20 billion in revenues from a wide range of sources.

- Most of the University's revenues are restricted in how they may be used.

Source: UCOP Financial Management

Indicator 4
Percent of State General Fund Going to UC, 1966-67 to 2009-10



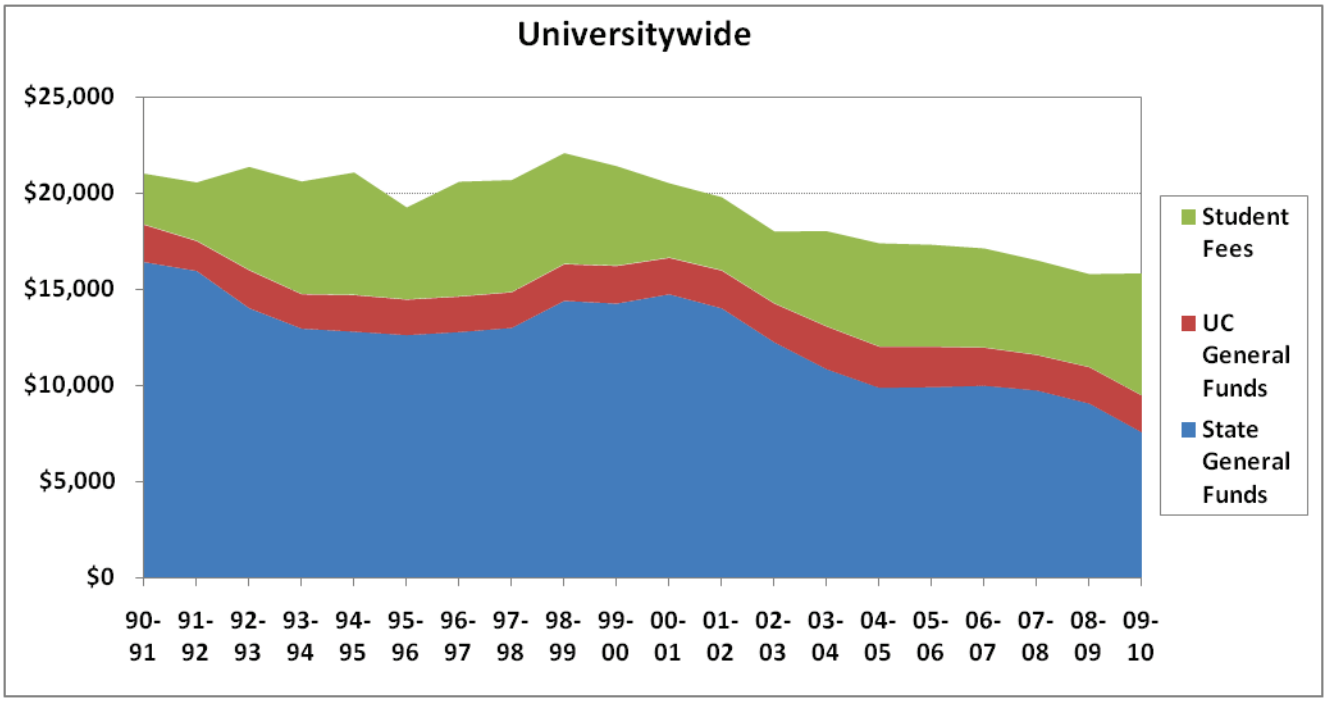
Note: Figure excludes federal stimulus funds (ARRA Act) passed through the state budget.

- The University's share of the state's general fund dropped from 8.1 percent in 1966-67 to 3.1 percent in 2009-10. Over this same time period, the share for the state Department of Corrections and Rehabilitation grew from about 4 percent to almost 11 percent. The shift away from higher education to prisons reflects a fundamental realignment of public priorities, with major consequences for higher education.

- Historically, state funding has been the largest single source of support for the University. Together with UC general funds and student fee revenue, it has provided permanent funding for the core costs of instruction, including faculty salaries and benefits, academic and administrative support, student services, operation and maintenance of plant and student financial aid.

Source: UCOP Budget and Capital Resources

Indicator 5
Per-Student Average Expenditures for Education, 1998-99 to 2009-10



Note: Figures have been adjusted for inflation.

- Since 1990-91, average inflation-adjusted expenditures for educating UC students have declined 25 percent.
- The state's share of expenditures has fallen even more steeply—by more than 50 percent over this time period.
- The share of expenditures borne by students in the form of fees has tripled, from 13 percent to 40 percent.
- In other words, students and their families are bearing a growing proportion of the cost of their education; increases in student fees have made up some (but not all) of the reductions in state support.

Source: UCOP Budget and Capital Resources

Section 2. Undergraduate Students – Admissions and Enrollment

GOALS

In adherence to the principles set down in California's Master Plan for Higher Education, the University of California admits all eligible undergraduates who wish to attend. The Master Plan requires that UC admit freshmen from the top 12.5 percent of California's public high school graduates, but allows UC to determine how that pool is defined. The Master Plan also requires that UC create a well-defined transfer route for students who choose to attend a California Community College after high school.

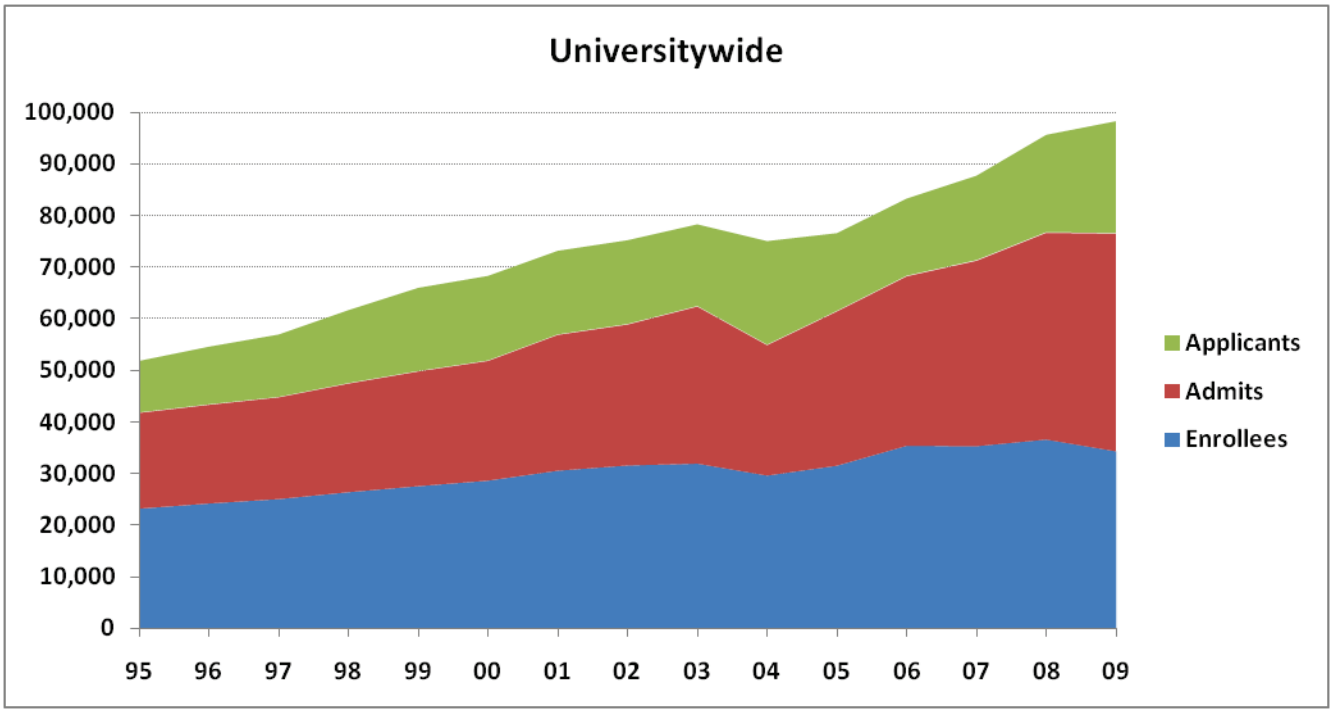
NARRATIVE

Undergraduate students typically enter the University as freshmen directly from high school or as transfers from California Community Colleges. UC establishes specific paths and eligibility criteria for both high school graduates and community college transfer and guarantees admission somewhere in the system to all students who meet those criteria. This section describes the admissions characteristics of all entering freshmen and transfer students. More detailed information can be found in the March 2010 Admissions and Enrollment Accountability Sub-Report and the September 2009 Diversity Accountability Sub-Report. Both reports are available at: www.universityofcalifornia.edu/accountability.

LOOKING FORWARD

In future editions of the accountability report indicators in this section will demonstrate the impacts on undergraduate admissions and enrollment of continuing demographic, fiscal and educational policy changes. Through them we will be able to see whether, how and to what extent the University will, in an era of continued fiscal constraint, meet its commitment to the state's Master Plan, enrolling and educating all eligible students while maintaining academic quality and affordability. Additionally, we will see the impacts on the demographic complexion and academic preparedness of the UC undergraduate student body of the revised eligibility criteria, which will go into effect for the entering class of 2012. These revisions will make more students eligible to apply, though fewer will be guaranteed admission.

Indicator 6
UC Freshman Applicants, Admits and Enrollees, Fall 1995 to 2009



- New freshman enrollment has increased 48 percent, from 23,122 new students to 34,242 new students over the past 14 years, driven in large part by growth in the number of high school graduates. In addition, proportionately more high school graduates are applying to the University.

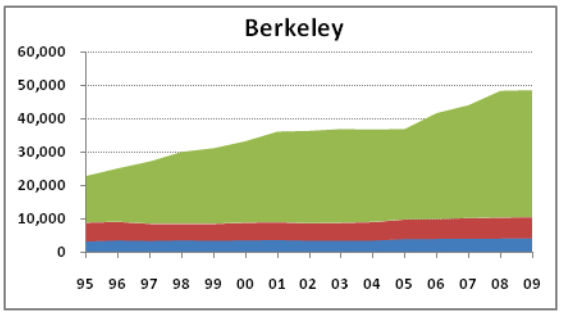
- Because of the state budget crisis, the state did not fund the enrollment growth that occurred in 2008-09 and 2009-10. As a result, in 2009-10 UC had enrolled close to 15,000 students for whom it received no state support.

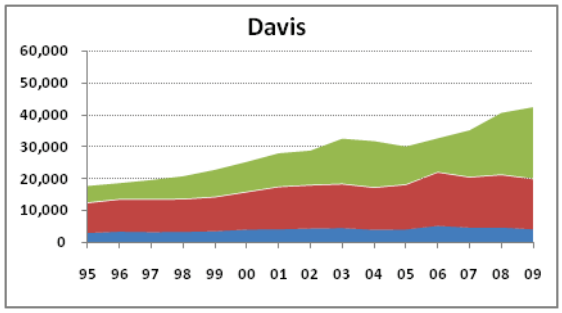
- In response to the fiscal crisis, the University enrolled 2,300 fewer new California resident freshmen in 2009-10.

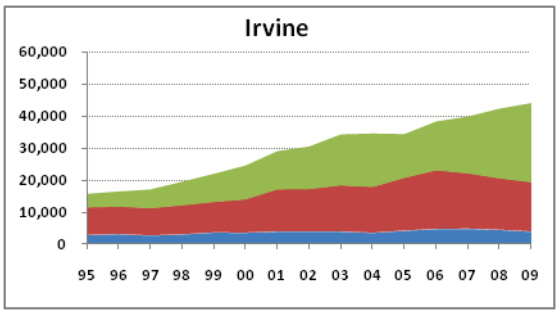
- Freshman enrollment also dropped in 2004 when funding for enrollment growth was excluded from the 2004-05 state budget. Although these funds were later restored, UC denied an unusually large number of students for fall 2004.

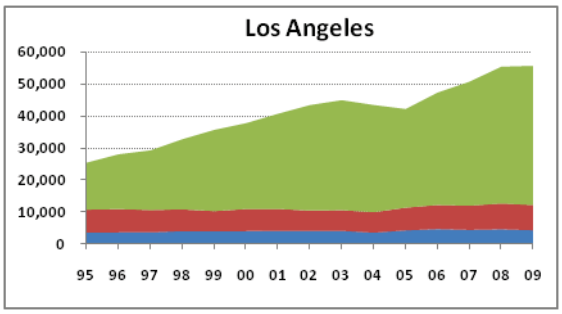
Source: UCOP StatFinder files (statfinder.ucop.edu)

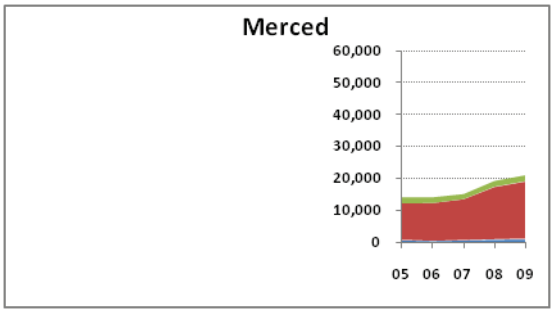
Indicator 6 (continued) UC Freshman Applicants, Admits and Enrollees, Fall 1995 to 2009

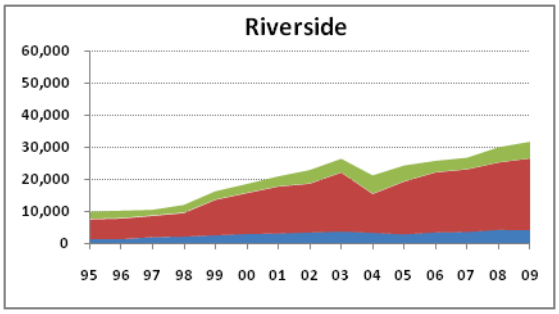


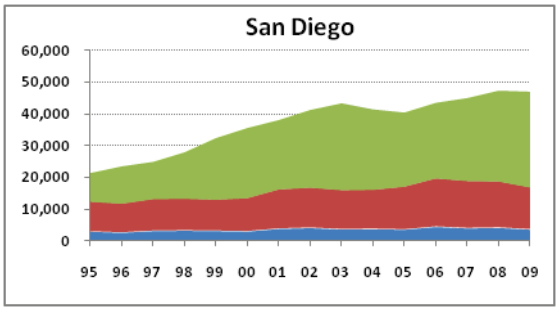




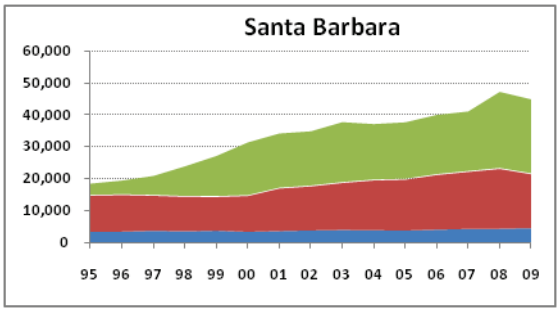


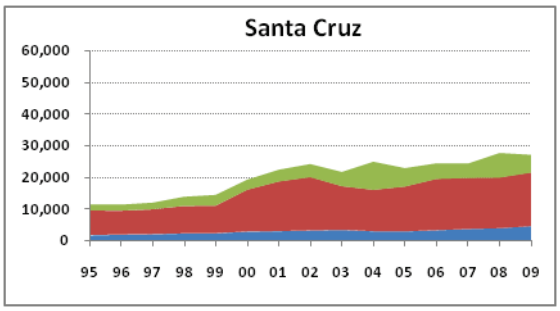




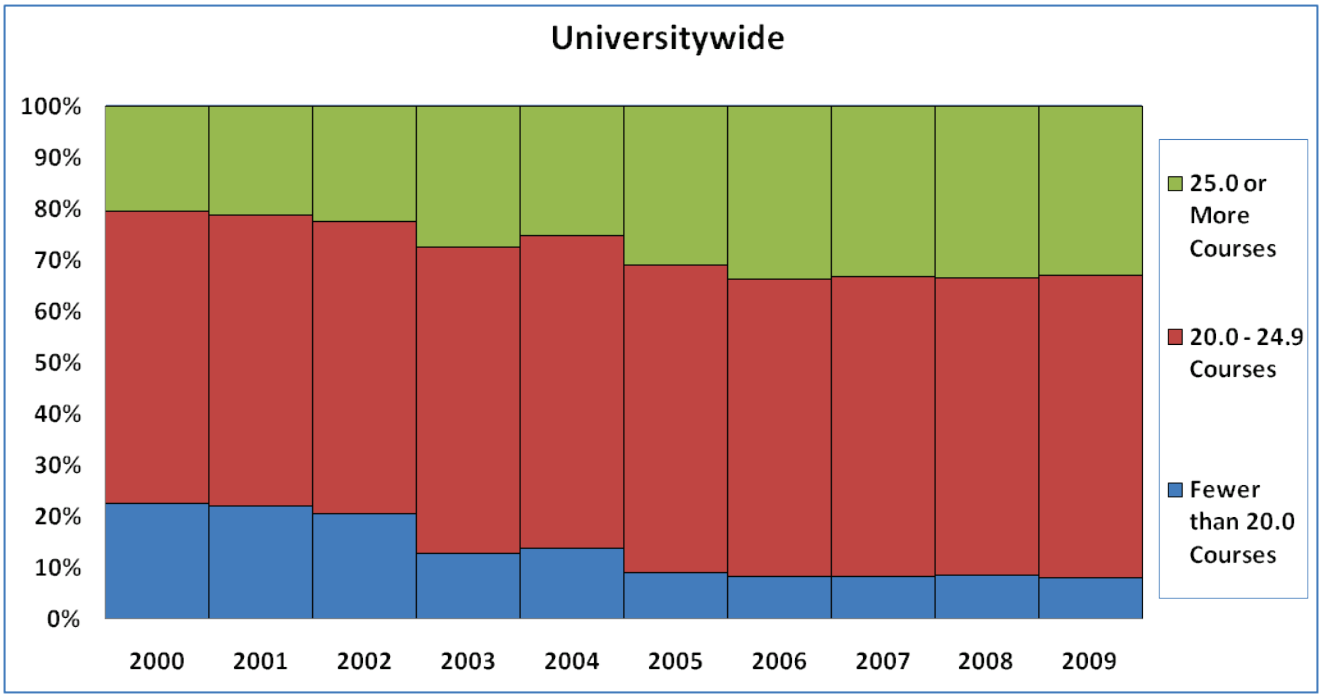


(San Francisco has no undergraduates.)





Indicator 7
Number of College Preparatory Courses Completed by Entering Freshmen, Fall 2000 to 2009



- Consistent with the Master Plan for Higher Education, UC's policy is to provide access for all students who meet the University's eligibility criteria.

- There are several different paths by which a student can become eligible. Statewide eligibility for a freshman entrant is based on three factors:

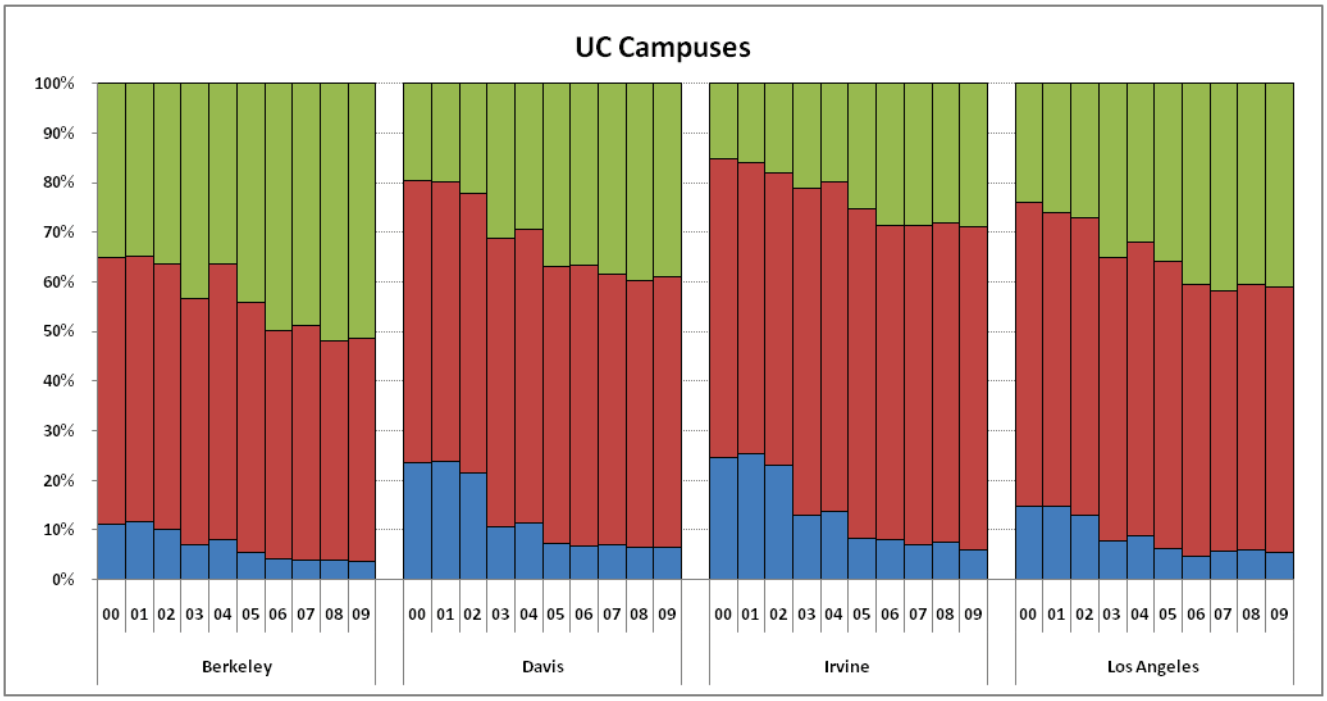
    - Subject competency, as demonstrated by the completion of at least 15 year-long college preparatory courses (the "a-g" requirement, graphed above);
    - Grade point average (GPA) in college preparatory ("a-g") courses during the sophomore and junior years of high school;
    - Scores on standardized tests (either SAT or ACT).

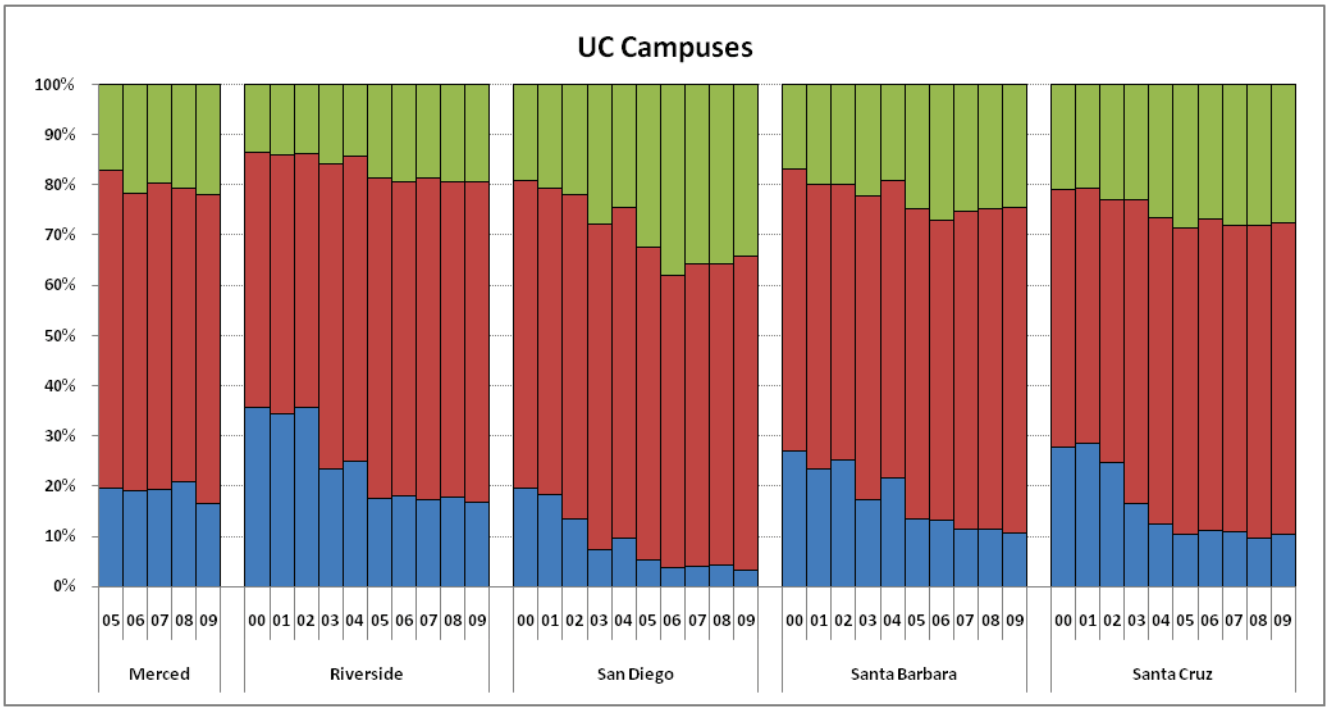
- Students deemed eligible for the University are guaranteed a place at one of the UC campuses, although not necessarily a campus or major of their choice.

- UC's eligibility requirements for the entering class of 2011 can be found at: www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman.html. Eligibility requirements for the entering class of 2012 have been revised: www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman2012/.

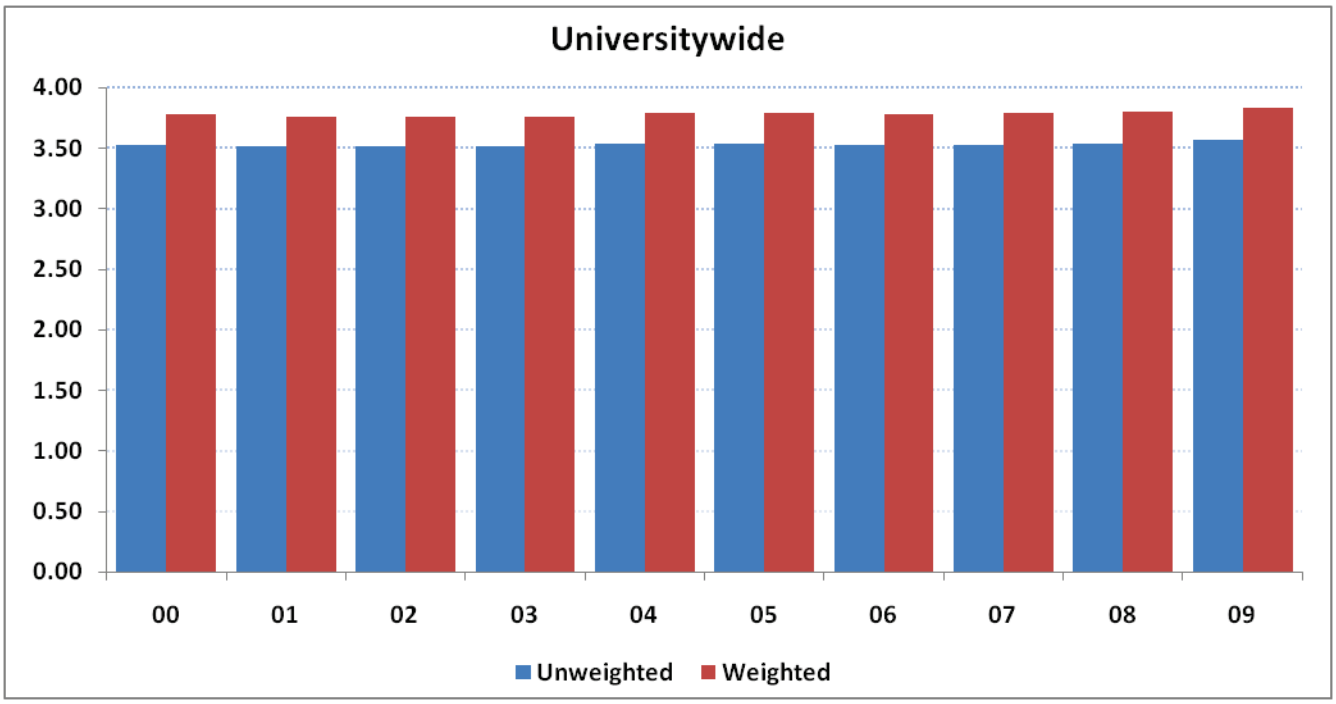
Source: UCOP StatFinder files (statfinder.ucop.edu)

Indicator 7 (continued) Number of College Preparatory Courses Completed by Entering Freshmen, Fall 2000 to 2009





Indicator 8
Average High School Grade Point Average (GPA) of Entering UC Freshmen, Fall 2000 to 2009



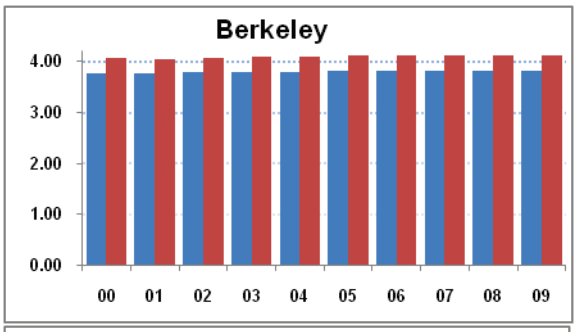
- For admissions purposes, the University computes two different high school GPAs – weighted and unweighted. Using both GPAs provides a richer understanding of how students challenged themselves as well as a measure of their performance in honors courses.

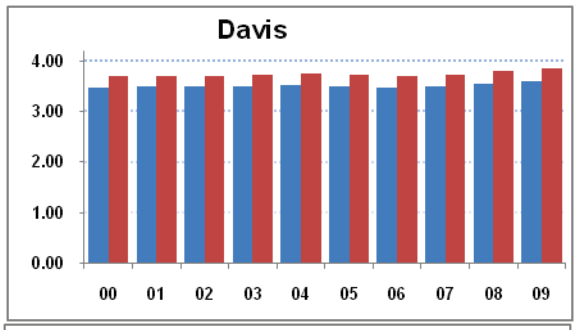
- The weighted GPA accounts extra credit for succeeding in difficult courses, such as those in the College Board's Advanced Placement programs. An A in one of these UC-approved honors courses receives 5 points, a B receives 4 points, etc.

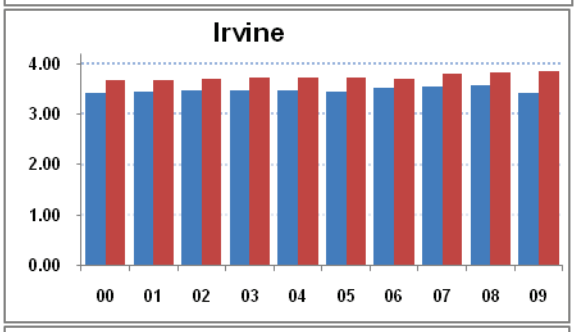
- In making admissions decisions, some campuses also consider the unweighted GPA. This reflects grades earned in college preparatory courses without any additional bonus points and is calculated on a 4-point scale with an A receiving 4 grade points, a B receiving 3 grade points, etc.

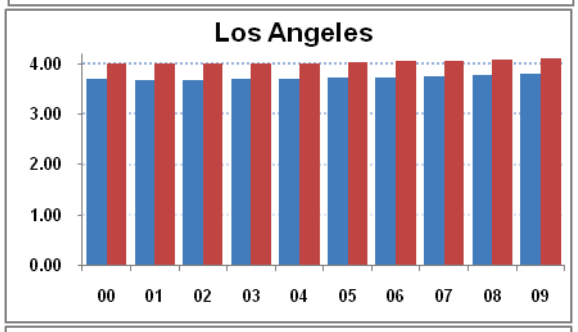
Source: UCOP StatFinder files (statfinder.ucop.edu)

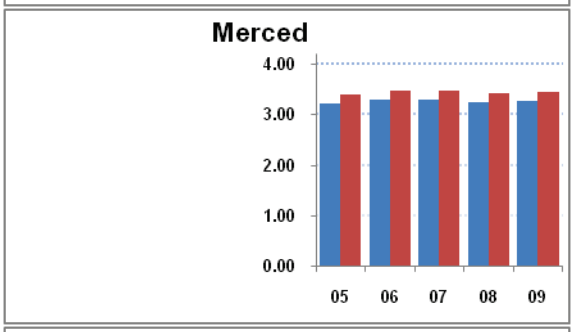
Indicator 8 (continued) Average High School Grade Point Average (GPA) of Entering UC Freshmen, Fall 2000 to 2009

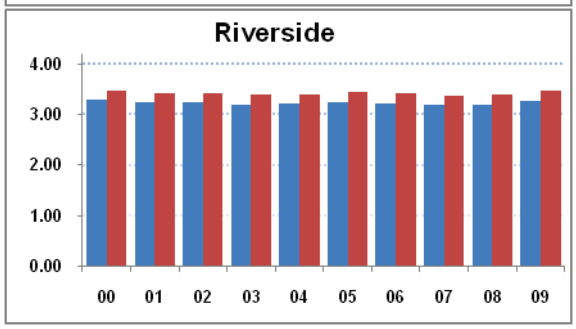


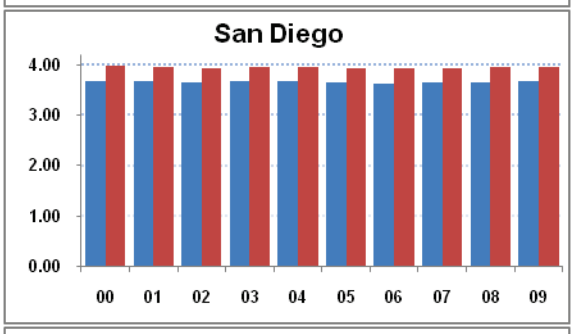




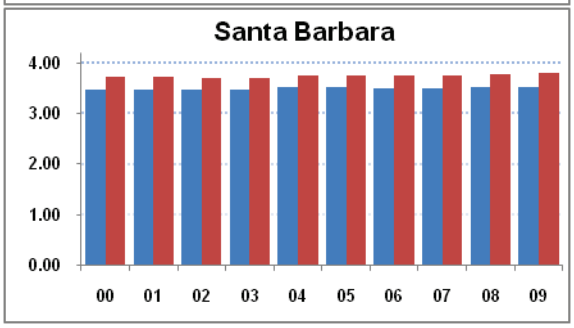


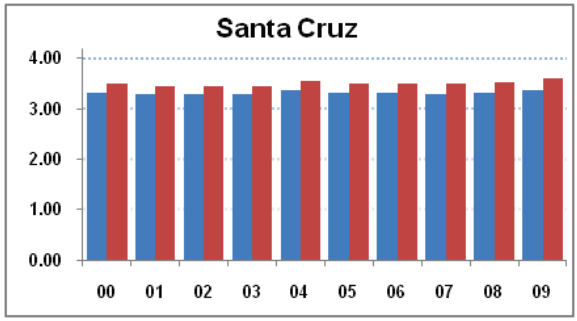






(San Francisco has no undergraduates.)





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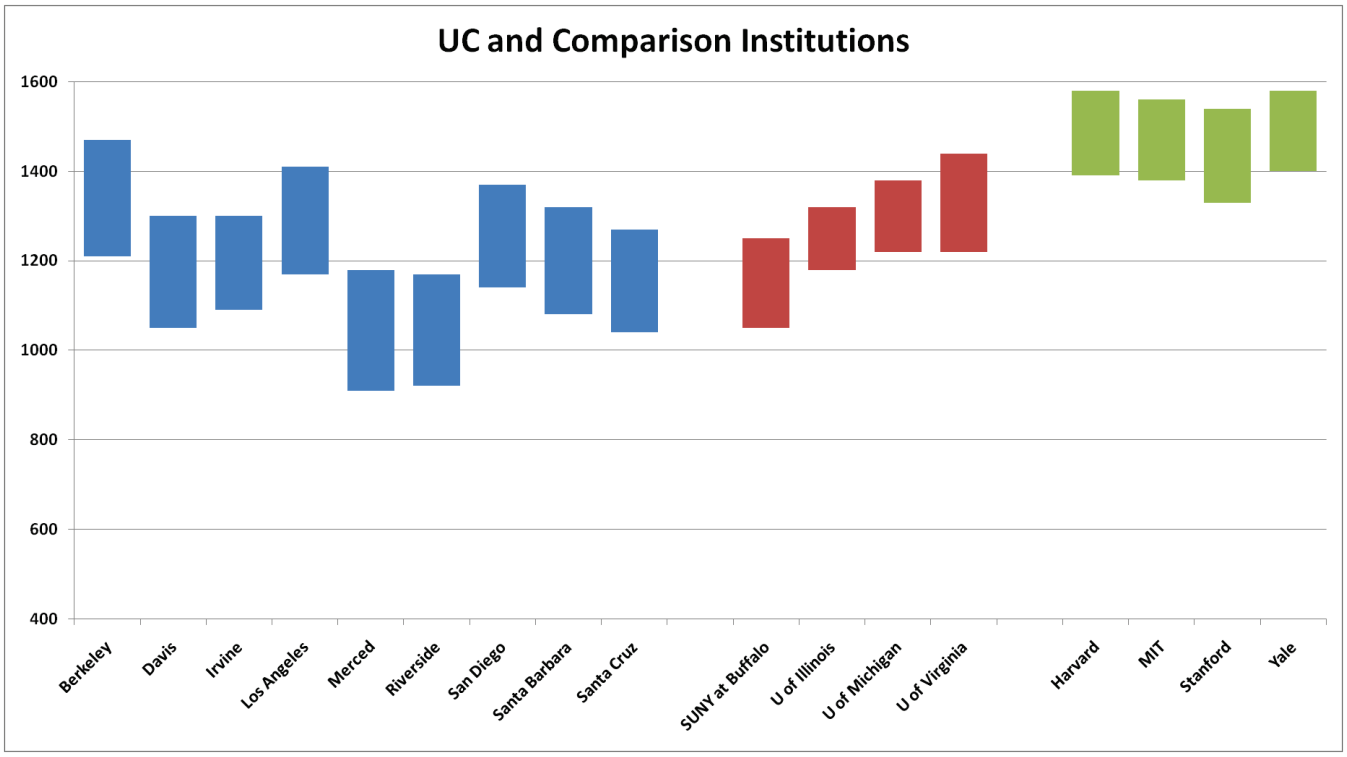
Indicator 9
Middle 50% of SAT Math and Critical Reading Score Range — Entering Freshmen, Fall 2008

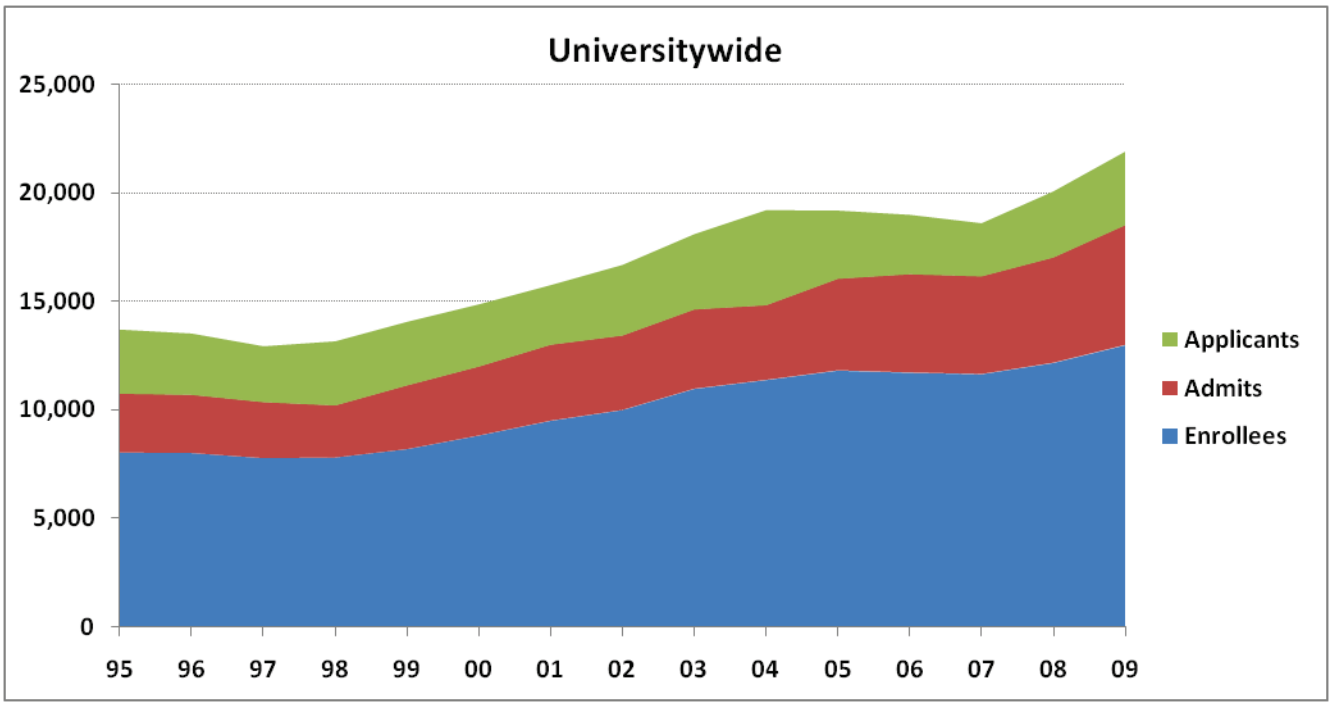


Note: Data for the SAT Writing Test are not available for comparison institutions. San Francisco does not enroll freshmen.

- The University of California requires that students applying for admission take either the SAT or ACT reasoning test.
- The majority of UC applicants take the SAT test.
- The SAT test consists of three components—math, critical reading and analytic writing—each scored on an 800-point scale, with a possible total score of 2400 points.
- Scores displayed above represent the math and critical reading components of the SAT test only and are based on a 1,600-point scale. The vertical bars above represent the range of test scores for the middle 50 percent of new freshmen. The bottom number of each bar represents the 25th percentile; the top number represents the 75th percentile.
- UC also uses scores on the analytical writing component of the SAT exam in its admissions decisions, but these data are not available for comparison institutions.

Source: *U.S. News and World Report*

Indicator 10
Upper-Division California Community College (CCC) Transfer Applicants, Admits and Enrollees, Fall 1995 to 2009



- The Master Plan calls for UC to accommodate all eligible California Community College (CCC) transfer students and specifies that the University maintain a 3:2 ratio of upper-division to lower-division students in order to ensure spaces for CCC transfers. Lower-division students are freshmen and sophomores; upper-division students are junior- and senior-level students.

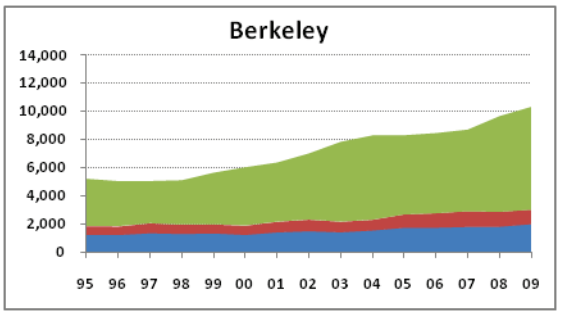
- Approximately 90 percent of transfer students to UC come from the CCCs. Transfer applicants from the CCCs are given priority in admission over transfer applicants from other institutions.

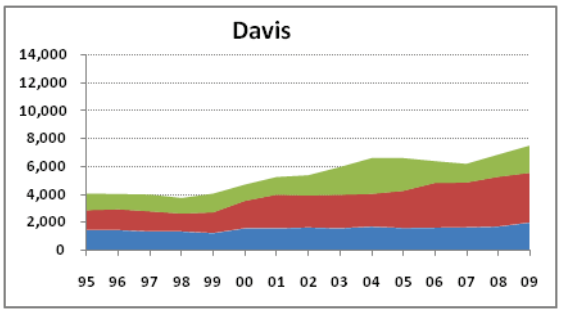
- Since 1995, new CCC upper-division transfer fall enrollment has grown 62 percent.

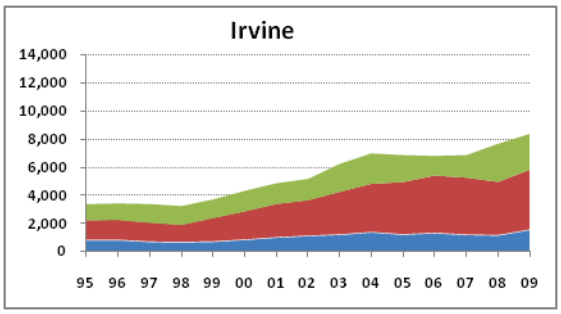
- Transfer students make up approximately 30 percent of incoming students annually. The tables shown here display fall admits only; additional transfer students matriculate in winter and spring terms.

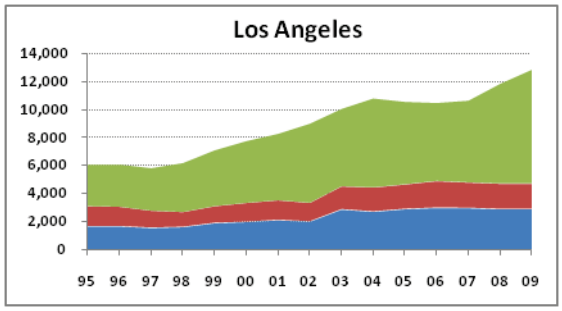
Source: UCOP StatFinder files (statfinder.ucop.edu)

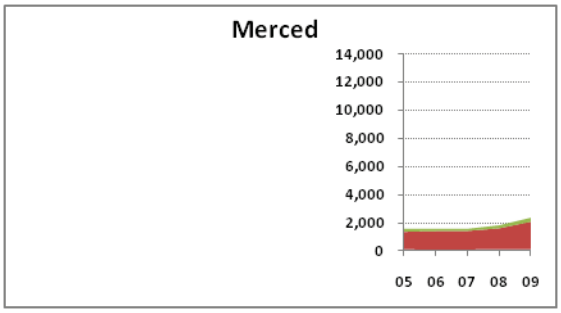
Indicator 10 (continued) Upper-Division California Community College (CCC) Transfer Applicants, Admits and Enrollees, Fall 1995 to 2009

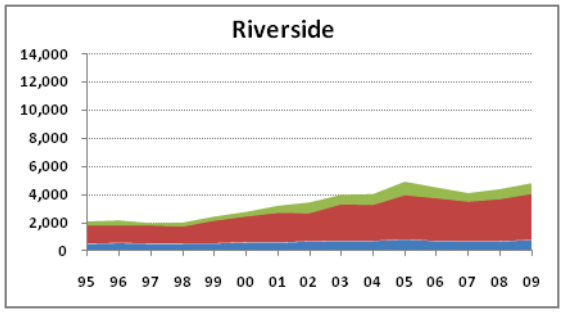


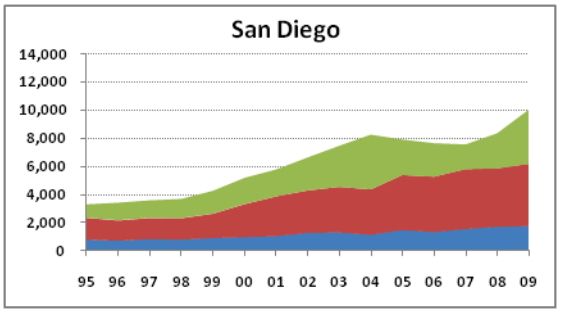




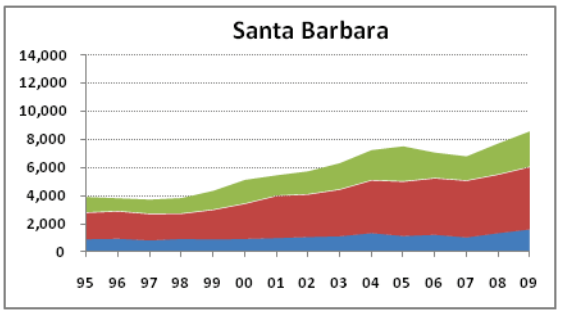


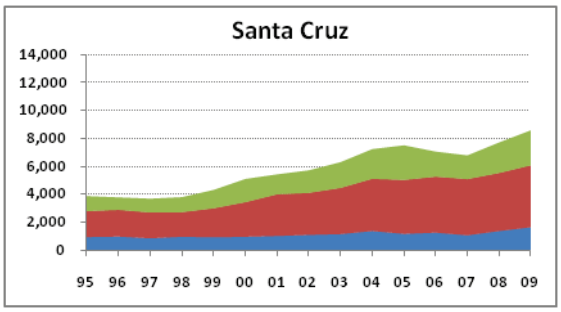




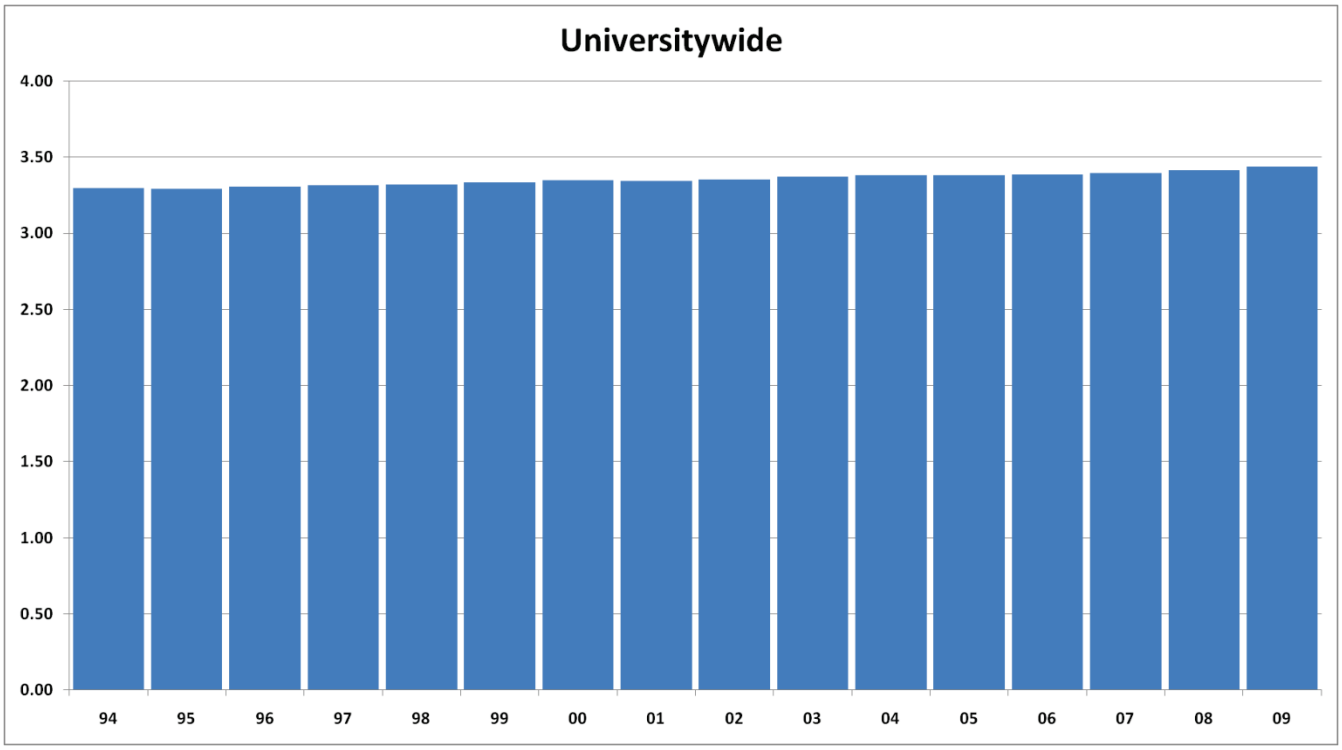


(San Francisco has no undergraduates.)





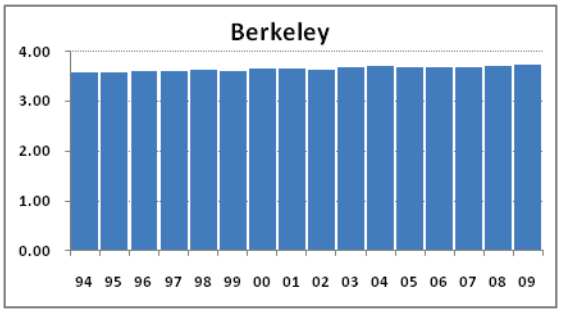
Indicator 11
Average College Grade Point Average (GPA) — Entering Upper-Division California Community College Transfer Students, Fall 1994 to 2009

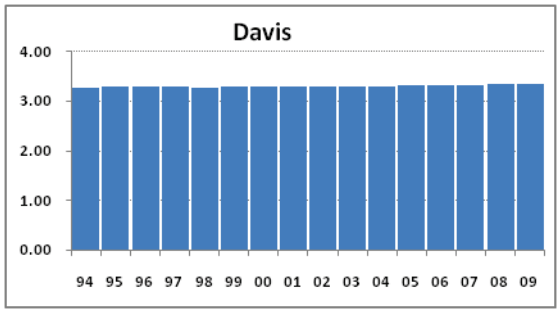


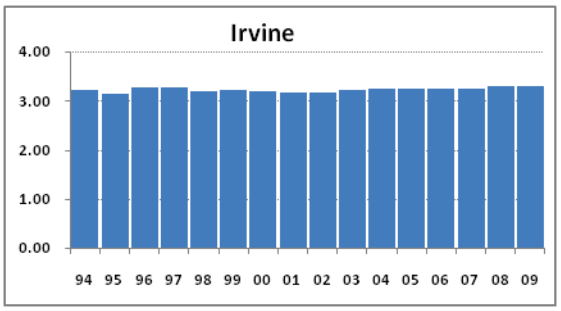
- The maximum average GPA for entering transfer students is 4.00.
- The transfer GPA is based on grades for college-level academic courses from the college(s) where students were previously enrolled.

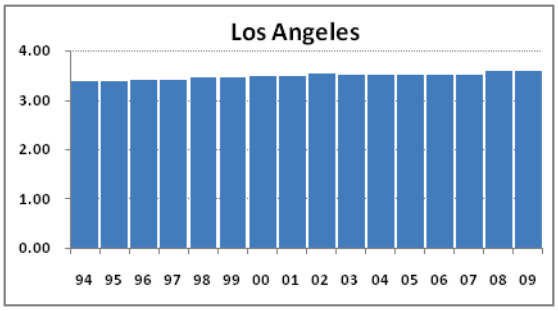
Source: UCOP StatFinder files (statfinder.ucop.edu)

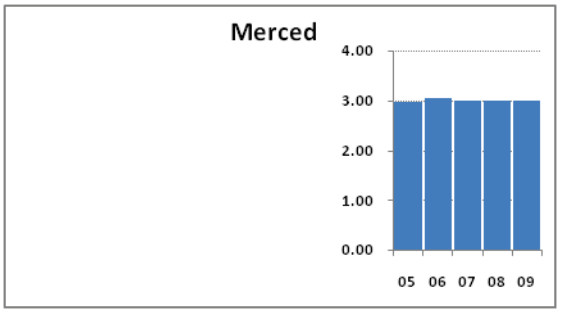
Indicator 11 (continued) Average College Grade Point Average (GPA) — Entering Upper-Division California Community College Transfer Students, Fall 1994 to 2009

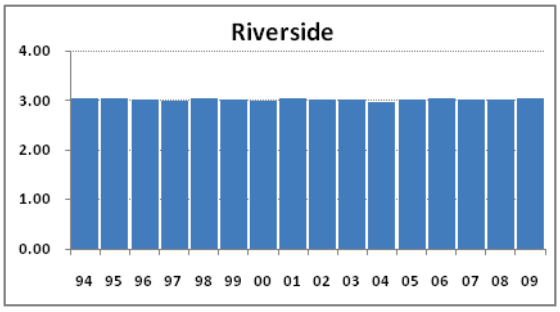


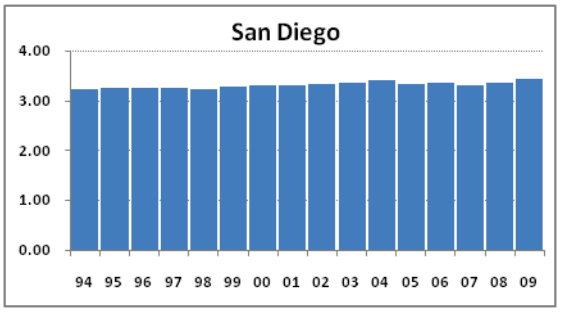




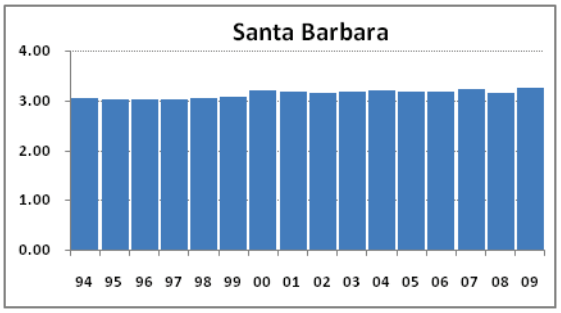


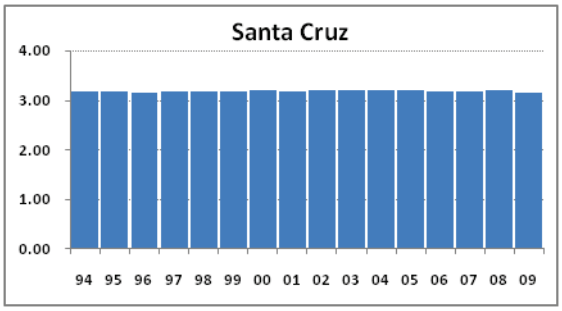




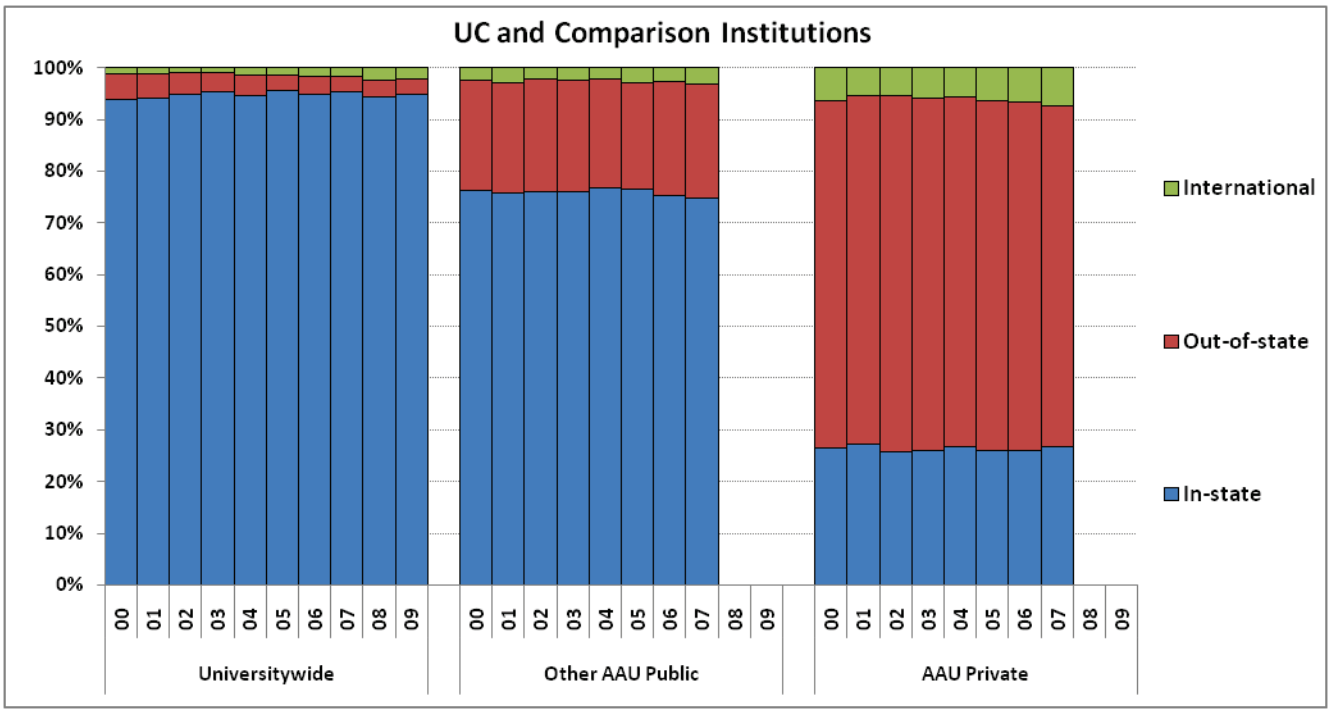


(San Francisco has no undergraduates.)





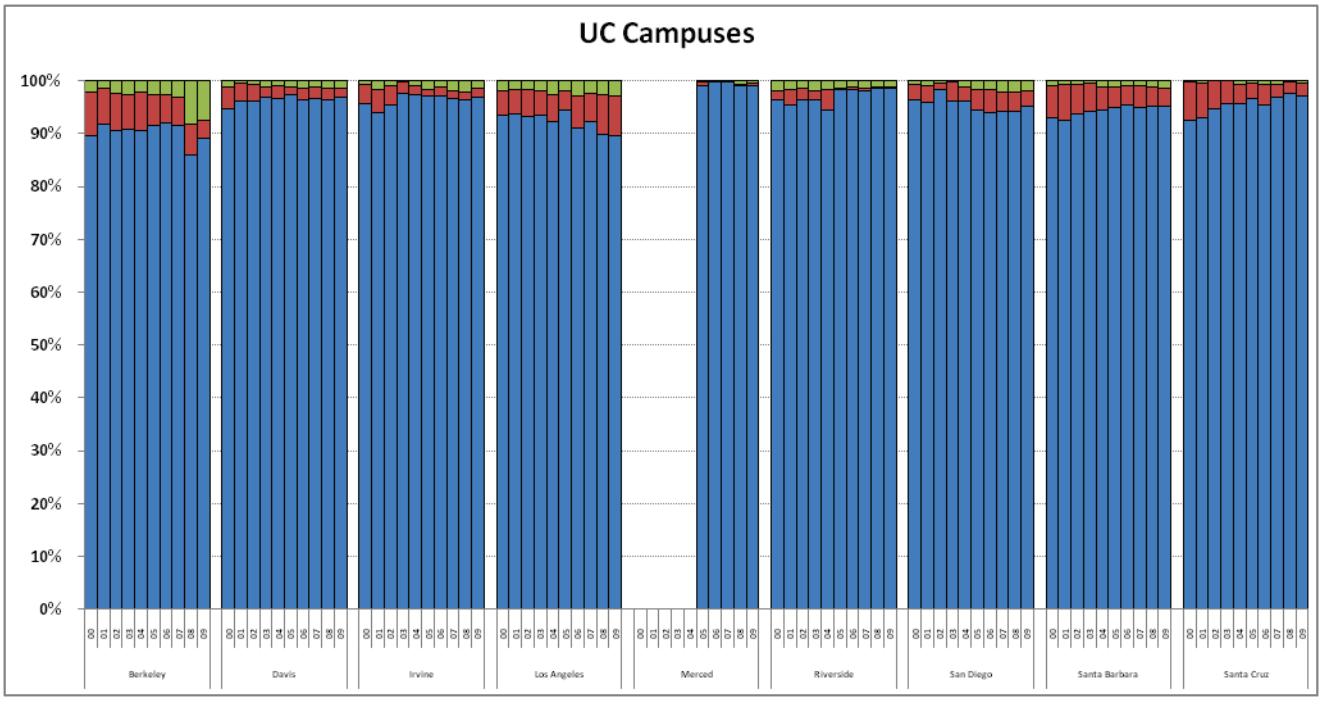
Indicator 12
Geographic Distribution of Entering Freshmen, UC and Comparison Institutions, Fall 2000 to 2009

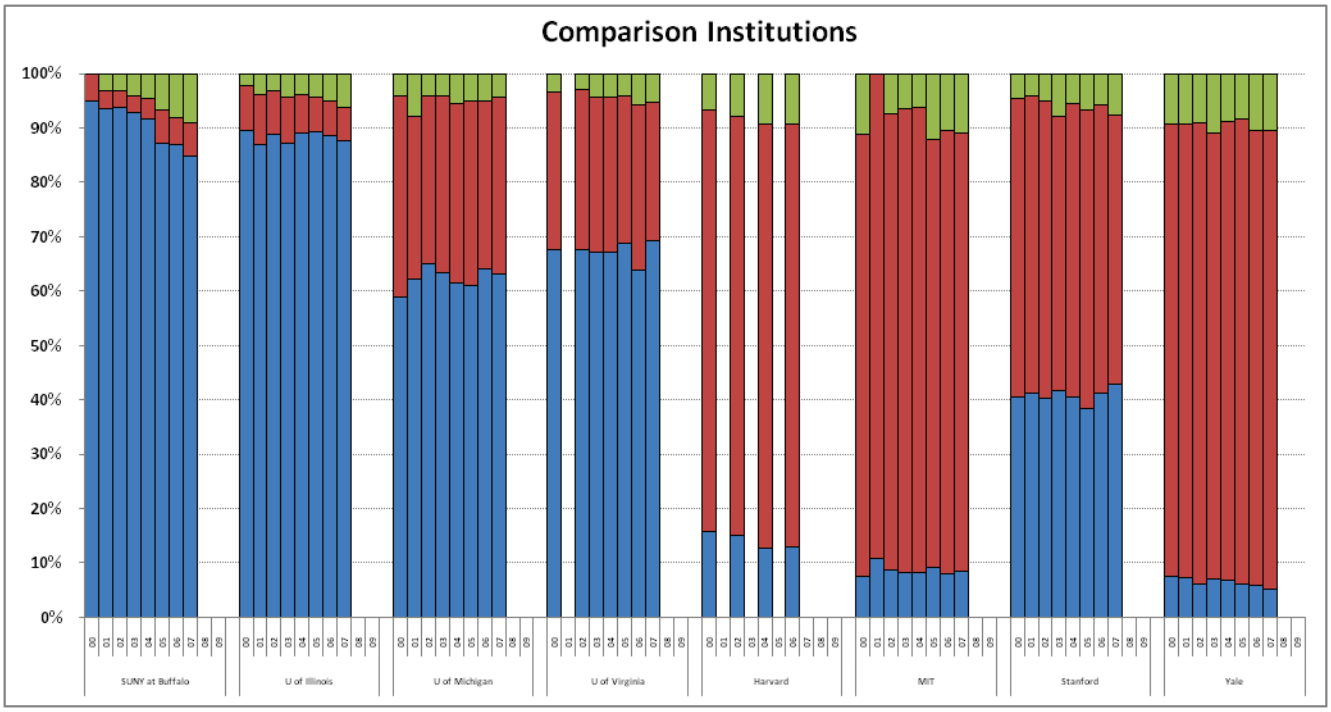


- Nearly 94 percent of UC undergraduates are from California.
- Compared to other highly competitive and prestigious research universities, such as the Association of American Universities (AAU) public and private universities, the University enrolls fewer out-of-state and international undergraduate students.

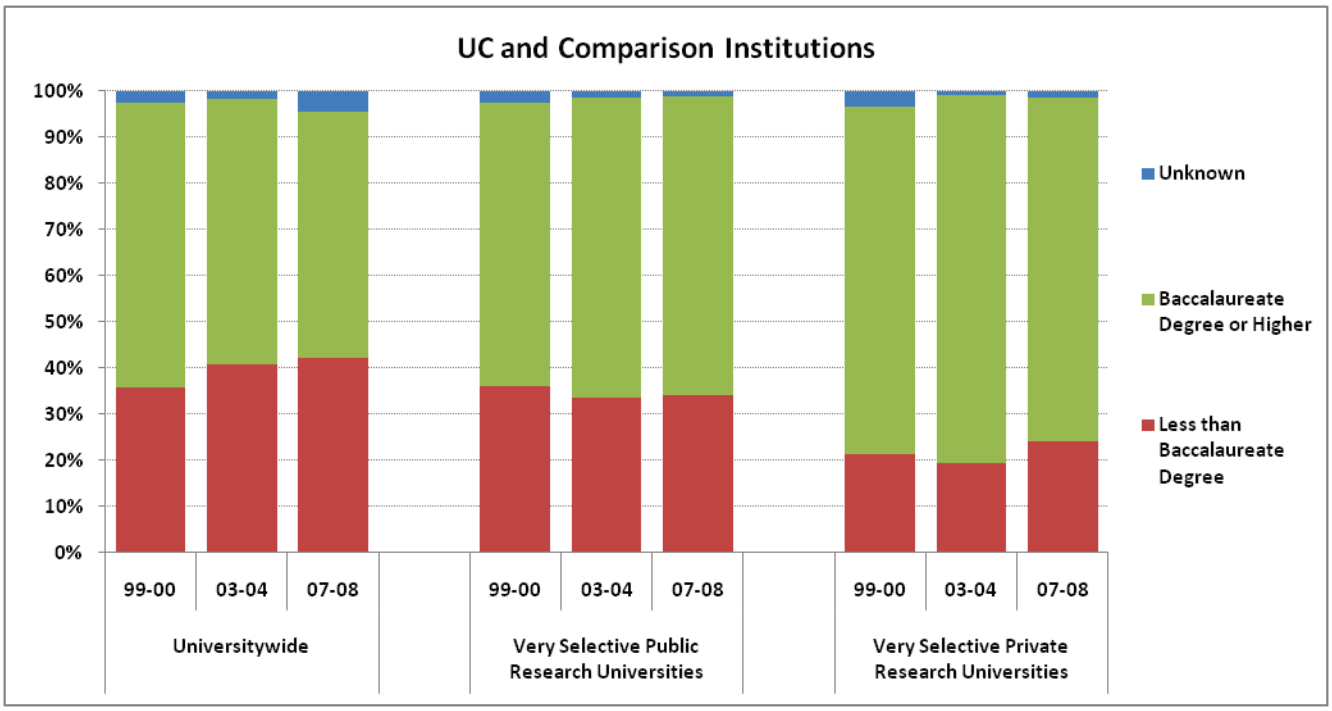
Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey

Indicator 12 (continued) Geographic Distribution of Entering Freshmen, UC and Comparison Institutions, Fall 2000 to 2009





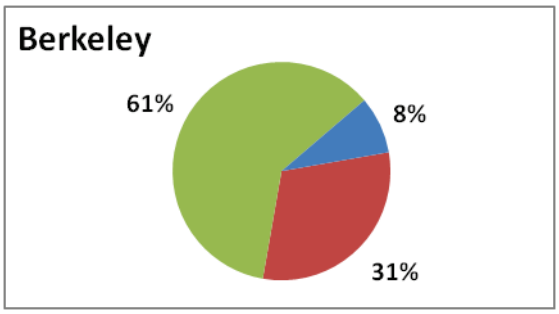
Indicator 13
First-Generation Undergraduate Students, UC and Comparison Institutions, 1999-2000, 2003-04 and 2007-08

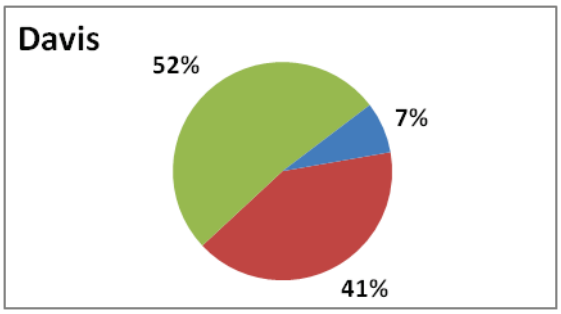


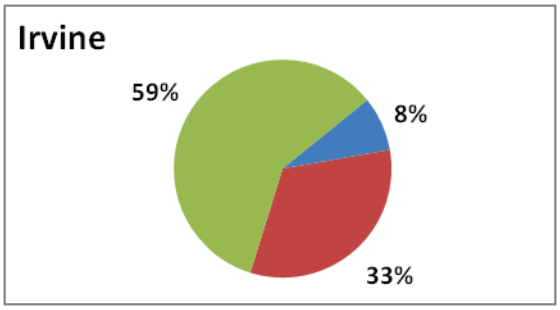
- A first-generation student is one for whom neither parent holds a college degree.
- Having parents with college degrees often provides students with the role models, family expectations, know-how and financial resources that ease the transition from high school to college and that support students' success in college. Students whose parents have not graduated from college lack this resource and the advantages it can confer.
- Reflecting its commitment to providing access to students from many different backgrounds, the University of California enrolls a higher proportion of first-generation students than many of its peer institutions.

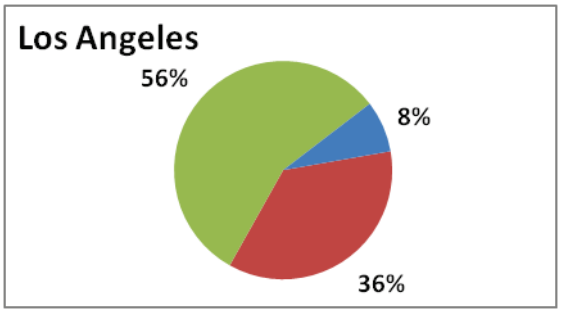
Source: UCOP Corporate Student Systems and National Center for Education Statistics' National Postsecondary Student Aid Survey (NPSAS)

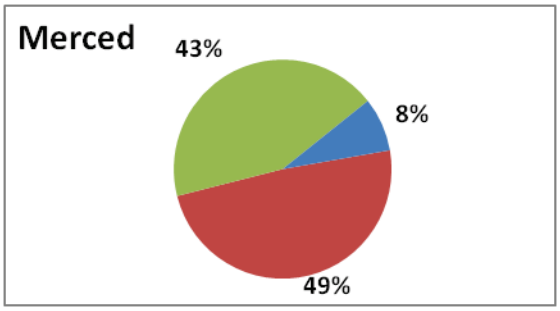
Indicator 13 (continued) First-Generation Undergraduate Students, UC Campuses, Fall 2008

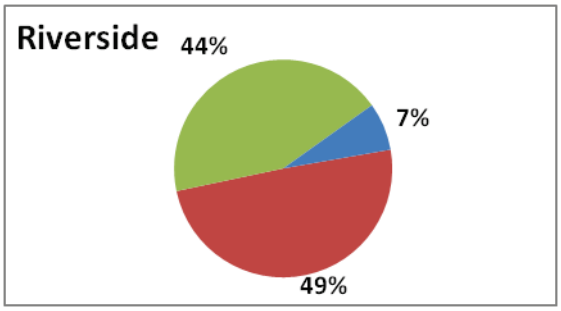


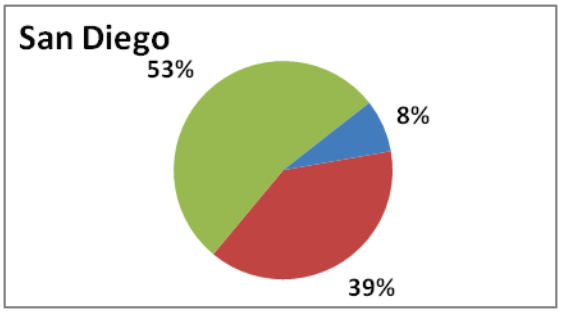




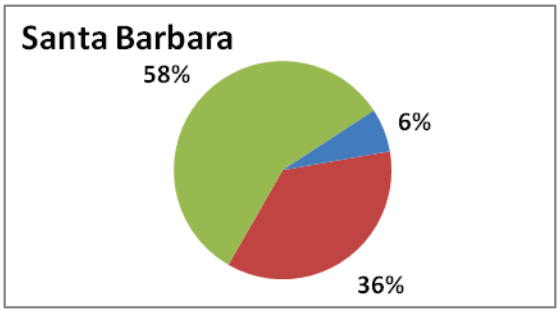


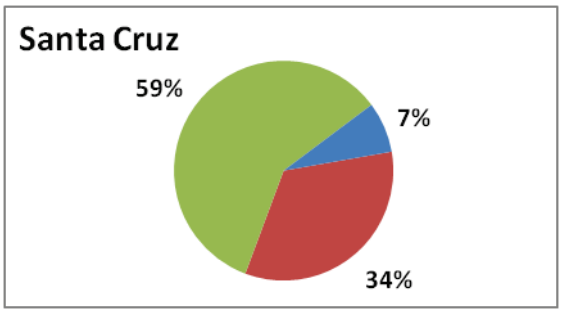






(San Francisco has no undergraduates.)





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Section 3. Undergraduate Students – Affordability

GOALS

UC seeks to ensure that financial considerations are not an obstacle to student decisions to seek and complete a University degree. Guided by policy adopted by the Board of Regents in 1994, the University's student financial aid programs are closely linked to the University's goals of student accessibility.

NARRATIVE

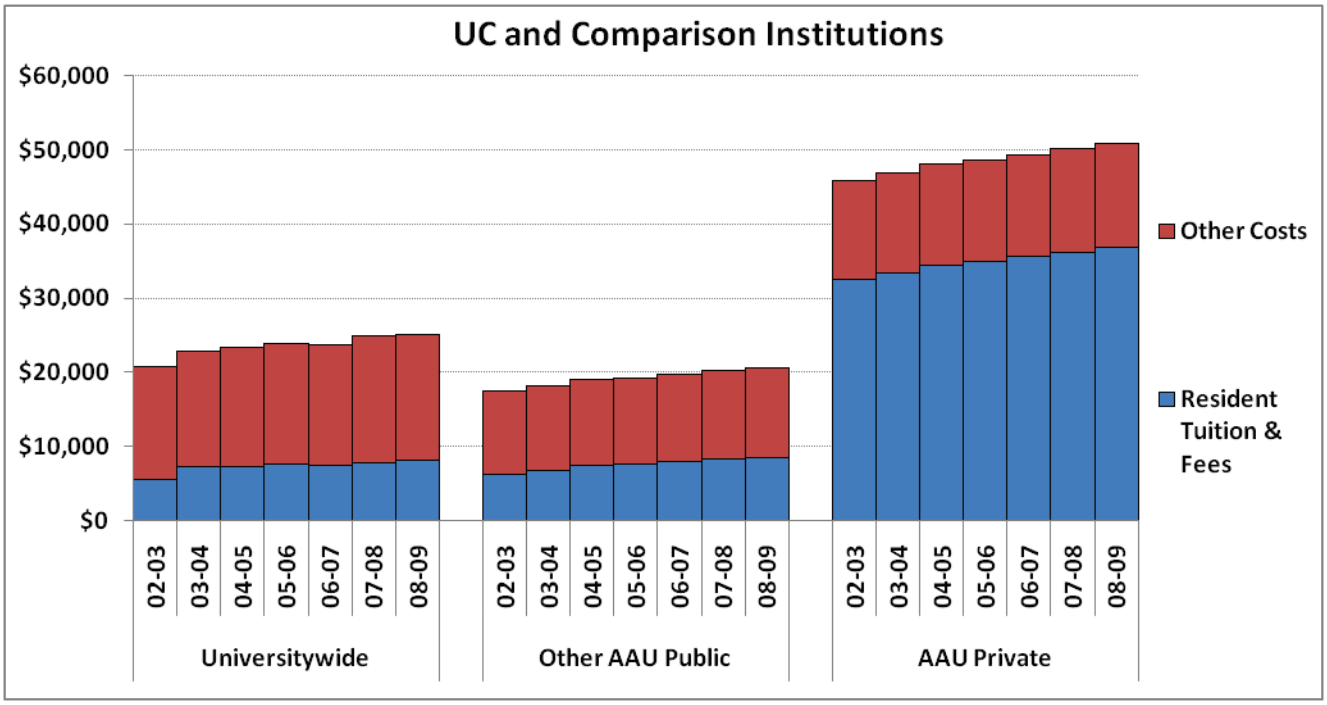
UC closely monitors the impact of its pricing decisions and its financial aid program with a variety of affordability indicators. For example, it routinely assesses the cost of attending UC for families at different income levels; it also monitors the enrollment of low- and middle-income students as well as how much students need to work during a term and borrow money to pay for their education. Although costs have risen, the indicators in this section show that the University continues to remain accessible to students from all income groups and that student debt levels and number of hours worked have remained manageable.

More information about UC costs and financial aid, including links to financial aid estimators provided by each campus, is available at www.universityofcalifornia.edu/admissions/paying.html. Detailed information about trends in UC financial aid can also be found in the University's Annual Report on Student Financial Support (www.ucop.edu/sas/sfs/docs/regents_0809.pdf). The University of California Financial Aid Policy is available at www.universityofcalifornia.edu/regents/policies/6076.html.

LOOKING FORWARD

The University remains committed to meeting the financial need of students. Its Blue and Gold Opportunity Plan, beginning in 2010-11, will ensure that students with household incomes below $70,000 who qualify for financial aid receive gift aid covering their systemwide fees to their need level. The University also has announced "Project You Can," an ambitious fundraising initiative that aims over the next four years to raise $1 billion in private support for student aid.

Indicator 14
Total Cost of Attendance, UC and Comparison Institutions, 2002-03 to 2008-09

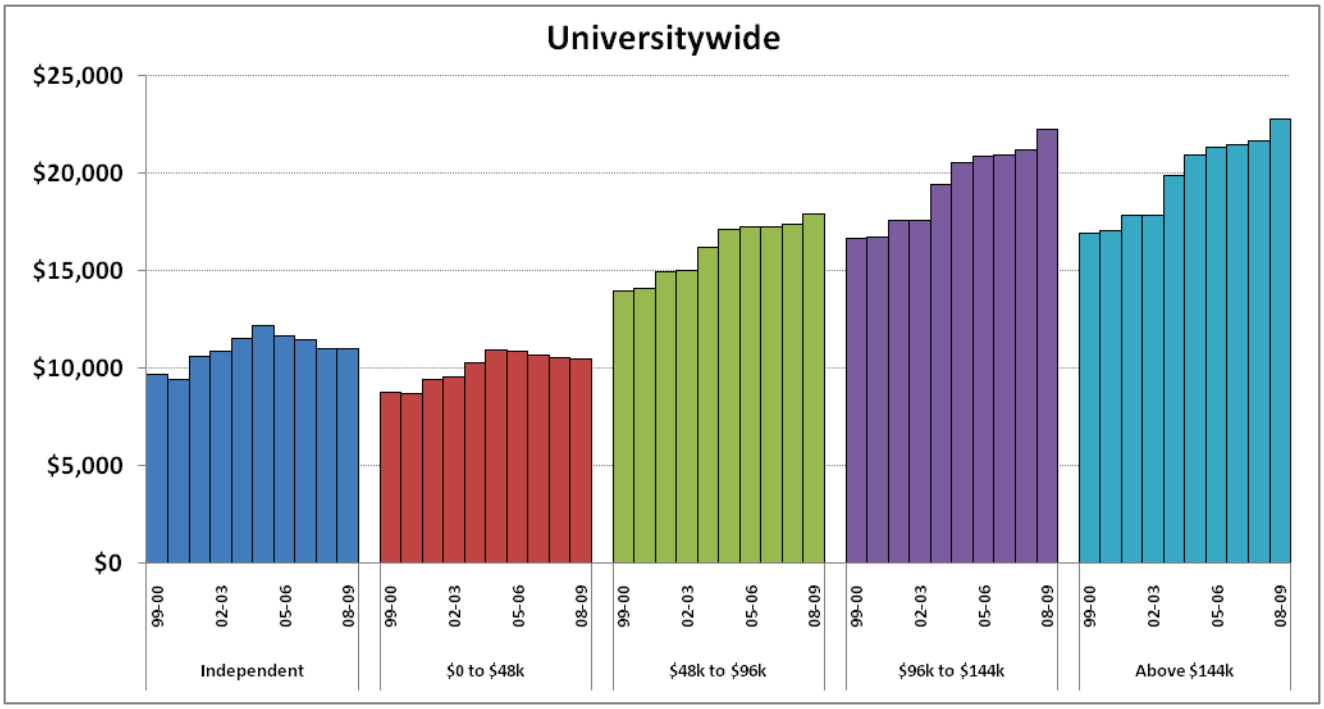


Note: Figures have been adjusted for inflation.

- The total cost of attending college includes tuition and fees, as well as living expenses, books and supplies, transportation, health insurance and personal expenses.
- As this graph shows, the total cost of attendance has risen over the past six years at UC, other AAU publics and AAU private institutions alike.
- In 2008-09, the University's total cost of attendance for California resident undergraduates was $25,071; fees comprised 32 percent of this amount.
- The University will continue to carefully monitor its total cost of attendance compared to its peer institutions.

Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS)

Indicator 15
Net Cost of Attendance by Income, 1999-2000 to 2008-09



Note: Figures have been adjusted for inflation.

- A general measure of the University's affordability is its average net cost of attendance. This represents the actual cost of attending the University for undergraduates after taking into account scholarships and grants. This is what students must contribute to their college education, whether from parental contributions or their own resources (e.g., student savings, work or loans).

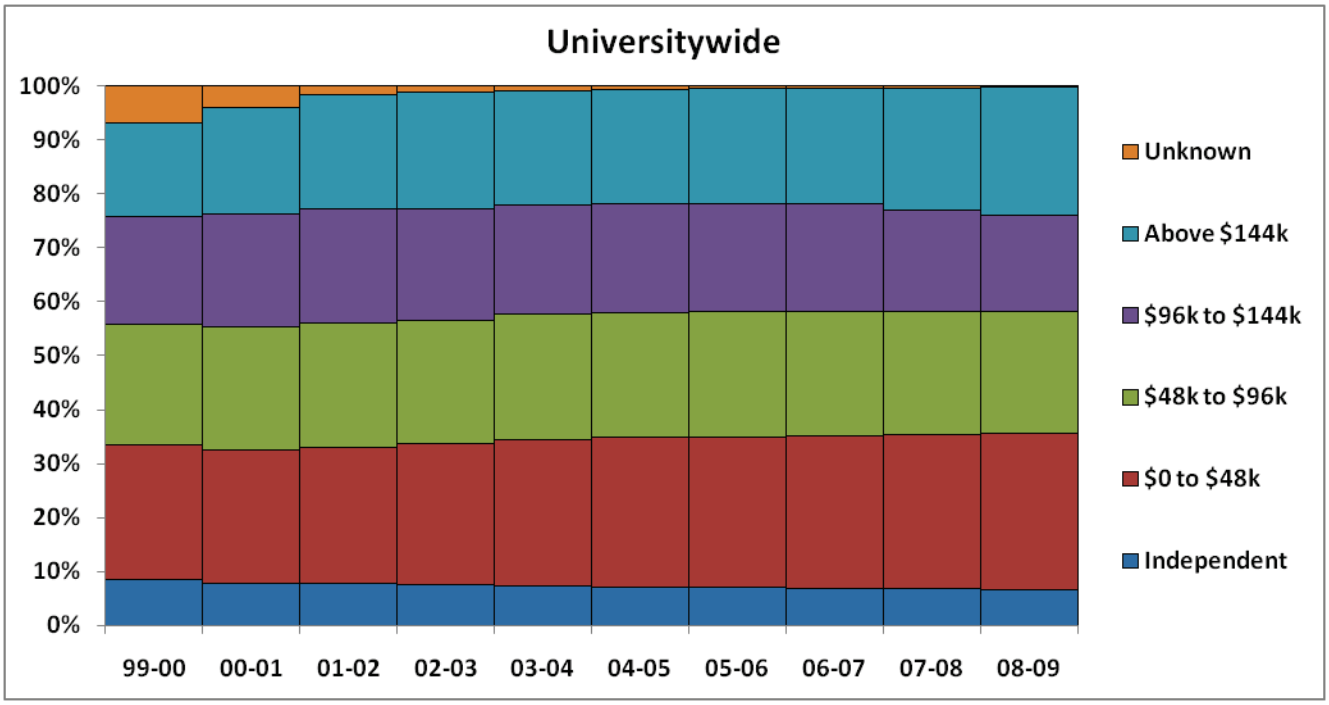
- Scholarships and grants reduce the "sticker price" of attending UC for students at all income levels, but especially for students with few parental resources (i.e., low-income dependent students and students who, under federal guidelines, are considered to be financially independent from their parents).

- Between 1999-2000 and 2008-09, augmentations to gift aid kept the average increase in inflation-adjusted net cost for low-income students to $1,705 compared to $5,836 for students in the highest income category.

- Additional grant aid did not fully cover cost increases for low-income students in part because non-fee costs, such as room and board, books and supplies, etc., increased without augmentations in grants to offset them.

Source: UCOP Corporate Student System

Indicator 16
Distribution of UC Undergraduates by Family Income, 1999-2000 to 2008-09



Note: Figures have been adjusted for inflation.

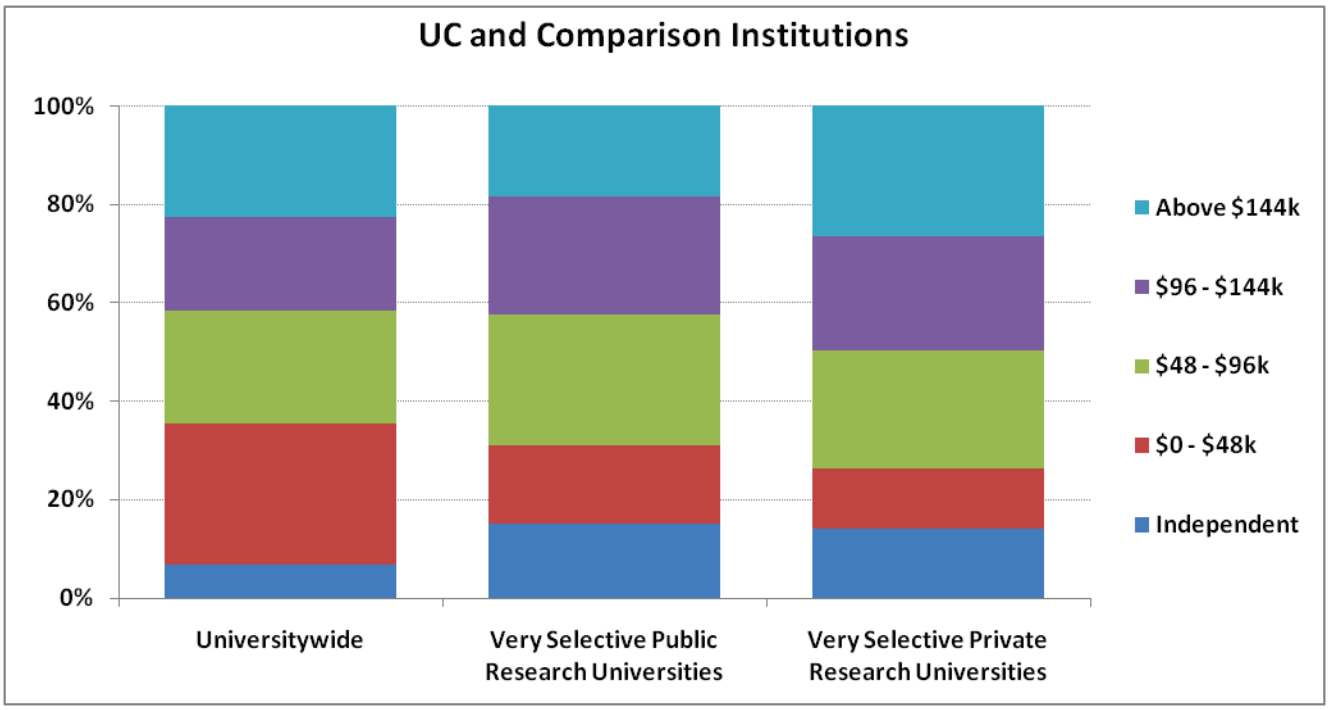
- One important metric for gauging the impact of fee increases on the affordability of the University is the distribution of students by family income over time. If fee increases were causing undue financial hardship, one would expect to see proportionately fewer low-income students enrolling over time as costs went up.

- Despite recent increases in both the total cost and net cost of attendance, the income distribution of all UC undergraduates has changed little since 1999-2000, indicating that the University has remained accessible to undergraduates from all income groups.

- In fact, more than a third of UC students either come from low-income families (with incomes under $48,000) or, under federal guidelines, are considered financially independent from their parents.

Source: UCOP Corporate Student System

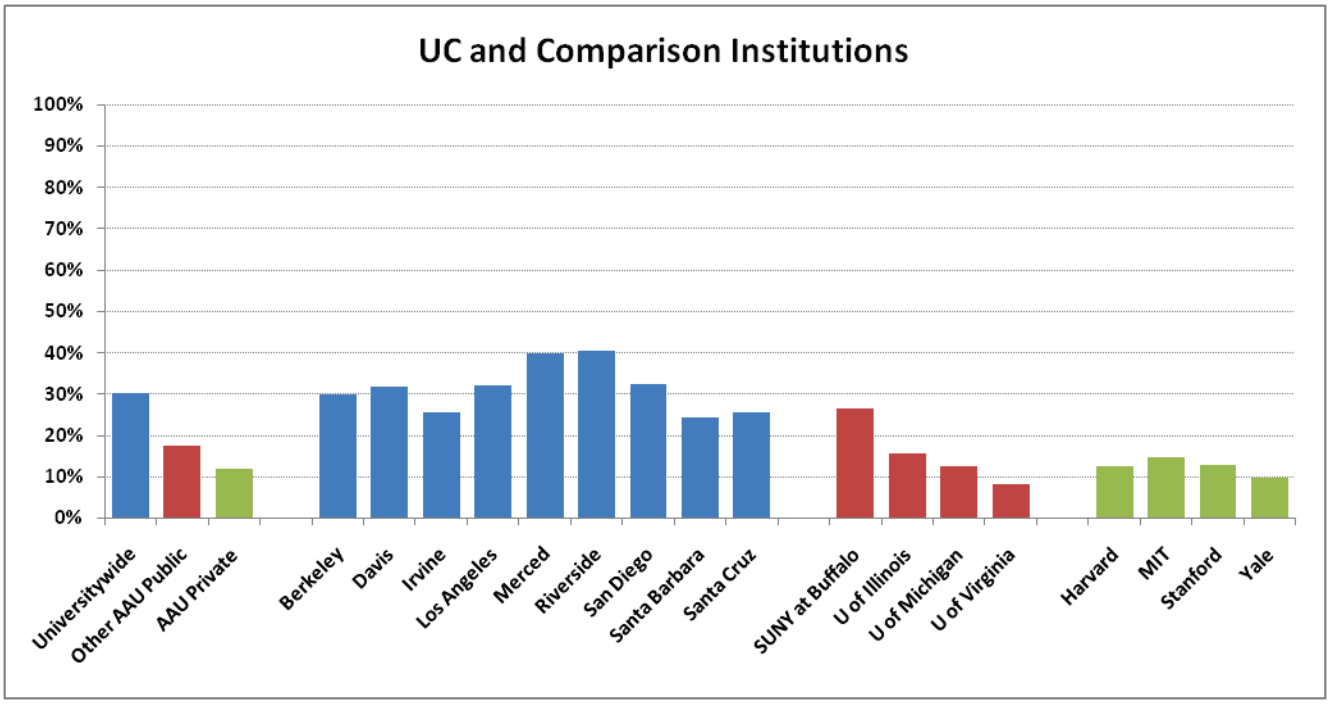
Indicator 17
Distribution of UC Undergraduates by Family Income, UC and Comparison Institutions, 2007-08



- As a system, the University enrolls proportionately more low-income independent and dependent students than comparable public or private universities.
- The higher proportion of high-income students at UC compared to other selective public institutions may, in part, reflect state-to-state differences in family incomes.
- Students at very selective private universities are more likely than students at UC to come from upper- and middle-income brackets, consistent with those institutions' higher costs.

Source: UCOP Corporate Student System and National Center for Education Statistics' National Postsecondary Student Aid Survey (NPSAS)

Indicator 18
Undergraduate Pell Grant Recipients, UC and Comparison Institutions, 2007-08



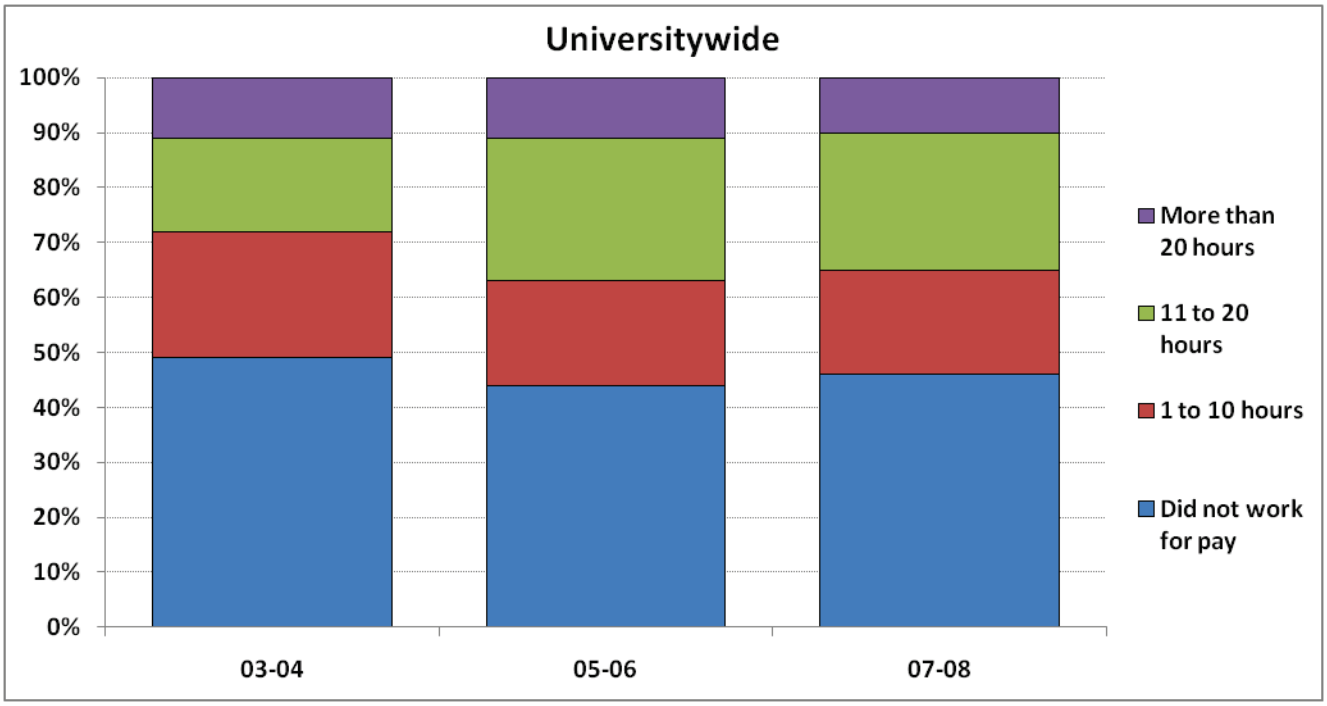
- Pell Grants are awarded by the federal government to low-income students—generally those whose parent incomes are below $45,000 or who are considered to be financially independent from their parents.

- The percent of undergraduate students with Pell Grants provides a useful means to compare different institutions in terms of how accessible they are to low-income students. It is also useful in comparing institutions in terms of their undergraduates' socioeconomic backgrounds.

- As a system, the University of California enrolls a higher percent of Pell Grant recipients than any other top research university in the country. About a third of all UC undergraduates receive the grants.

Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS)

Indicator 19
Undergraduate Hours of Work, 2003-04, 2005-06, 2007-08



- The University monitors students' self-reported hours of work as one indicator of its affordability.

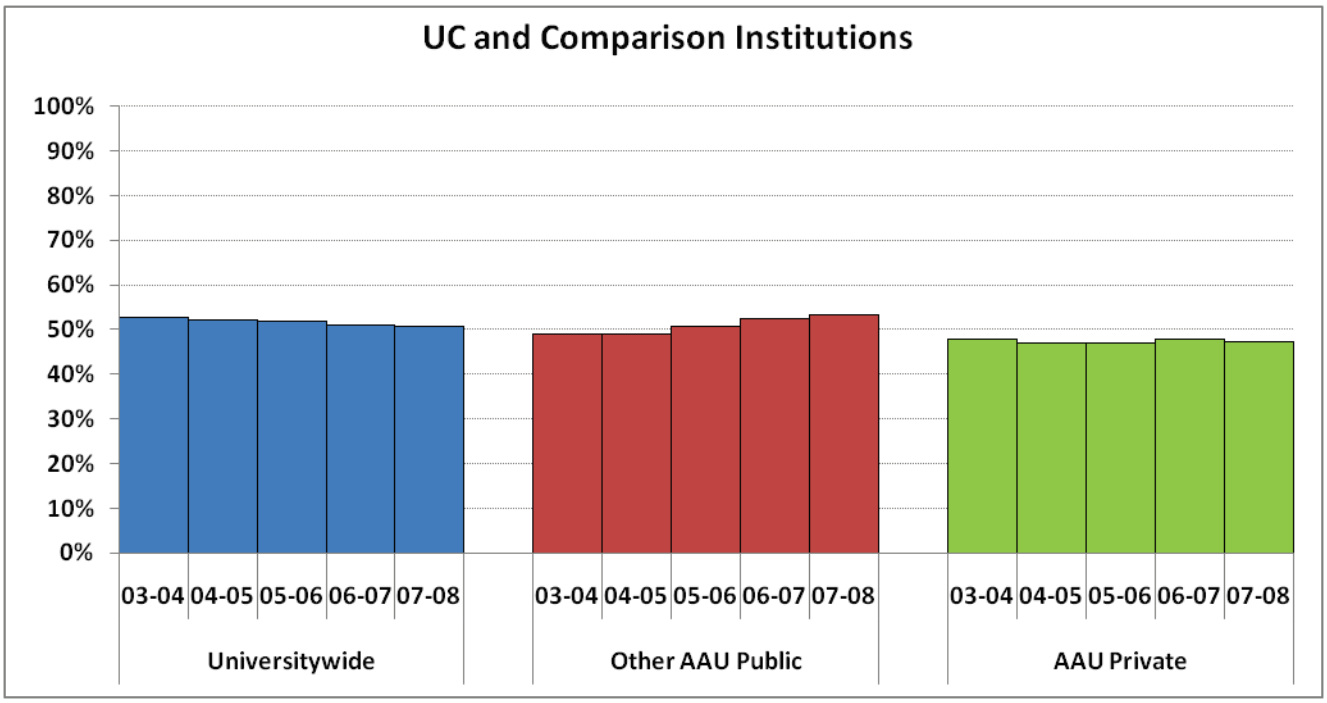
- The number of students working for pay has risen slightly over the past four years. In 2007-08, about 54 percent of undergraduates worked for pay compared to about 50 percent in 2003-04.

- The University considers that working up to 20 hours a week is manageable for students, but that working more than 20 hours a week is excessive. Excessive work hours during an academic term are often associated with reduced course loads and lower GPAs. About 10 percent of students work more than 20 hours a week, a number which has been relatively constant over the past four years.

- The University's goal is for students to work at a level that allows them to make steady progress toward completion of the baccalaureate degree (i.e., to work no more than 20 hours per week during the academic year, and ideally less than 13 hours per week). See page 6 of the University's Annual Report on Student Financial Support for a fuller discussion (www.ucop.edu/sas/sfs/docs/regents_0809.pdf).

Source: UC Undergraduate Experience Survey (UCUES)

Indicator 20
Percent of Seniors Graduating with Student Loan Debt, UC and Comparison Institutions, 2003-04 to 2007-08

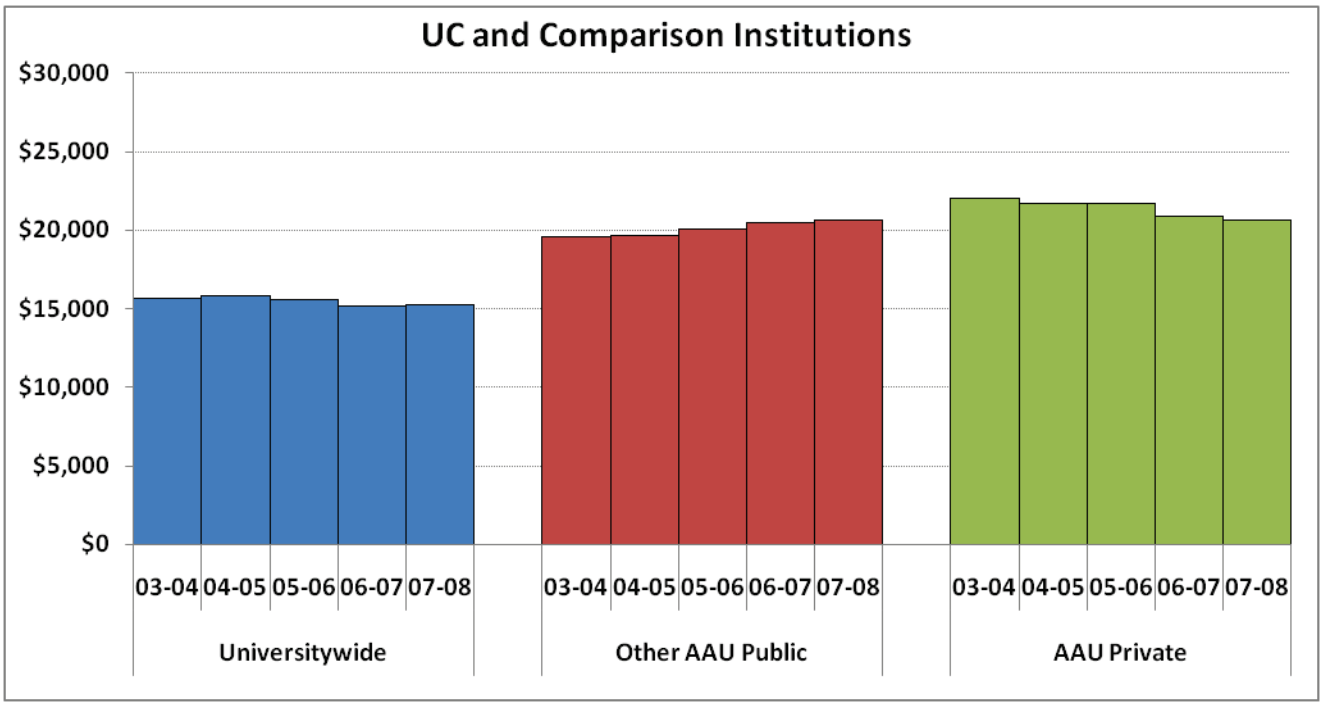


- The proportion of UC undergraduates who take out student loans is comparable to that at other AAU public and private institutions.

- About half of all UC undergraduates who graduated in 2007-08 took out student loans, compared to 53 percent at other AAU publics and 47 percent at AAU privates.

Source: Common Data Set

Indicator 21
Average Cumulative Debt of Graduating Seniors Who Borrowed, UC and Comparison Institutions, 2003-04 to 2007-08



Note: Figures have been adjusted for inflation.

- On average, UC students who have taken out student loans graduate with less cumulative debt than students from other AAU public or private research universities.
- The average student loan debt among UC borrowers in 2007-08 was about $15,000. This is equivalent to a monthly repayment schedule of about $170 a month for 10 years; longer repayment periods with lower payments are available.
- A typical interest rate paid by a UC student borrower is about 6.8 percent; however, interest rates individual students will pay can vary depending on their specific loan program.

Source: Common Data Set

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Section 4. Undergraduate Student Success

GOALS

The University of California supports students toward the successful and timely completion of their degrees and prepares them for roles as the next generation of leaders for California and the nation.

NARRATIVE

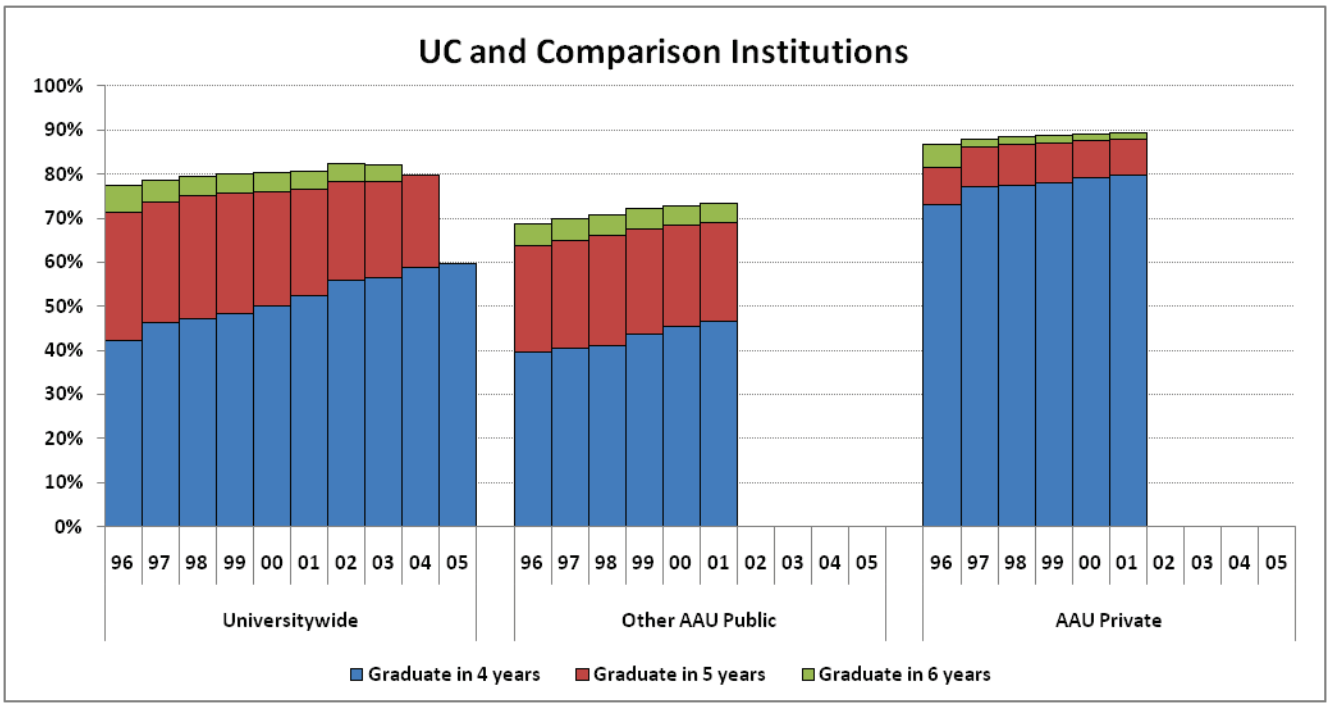
By many measures, UC students are successful. Four-fifths of entering freshmen graduate from a UC campus within six years, and two years later more than a quarter are enrolled in graduate or professional programs. Surveys show that UC undergraduates, in large numbers, plan to take professional and managerial positions in the California labor force. However, there are continuing challenges—graduation rates, for example, vary by campus and tend to be higher for white and Asian-American students than for African-American or Chicano/Latino students (see the first accountability sub-report on student success at www.universityofcalifornia.edu/regents/regmeet/jul09/l1attach.pdf). The University will continue to carefully monitor these trends going forward.

LOOKING FORWARD

The University remains committed to ensuring that undergraduate students are able to complete their degrees on time and to maintaining its excellent record of improving persistence and graduation rates. However, in response to the state budget cuts, the University in 2009-10 significantly reduced the number of permanent faculty and staff hires (in both new and replacement positions), narrowed course offerings, increased class size and reduced support services for students. Future editions of the accountability report will examine the impact of these budgetary actions upon student success.

Additionally, UC has only patchy information about the roles UC graduates play after they leave the University. In 2009-10, it launched a comprehensive survey of baccalaureate recipients who graduated five, 10 and 20 years ago (in 2004, 1999 and 1989). Data gathered through this survey will make an important contribution to our understanding about the role the University plays in furthering students' achievements over their life course and will make an important contribution to this section in the May 2011 report.

Indicator 22
Graduation Rates for Entering Freshmen, UC and Comparison Institutions, Entering Cohorts, Fall 1997 to 2001

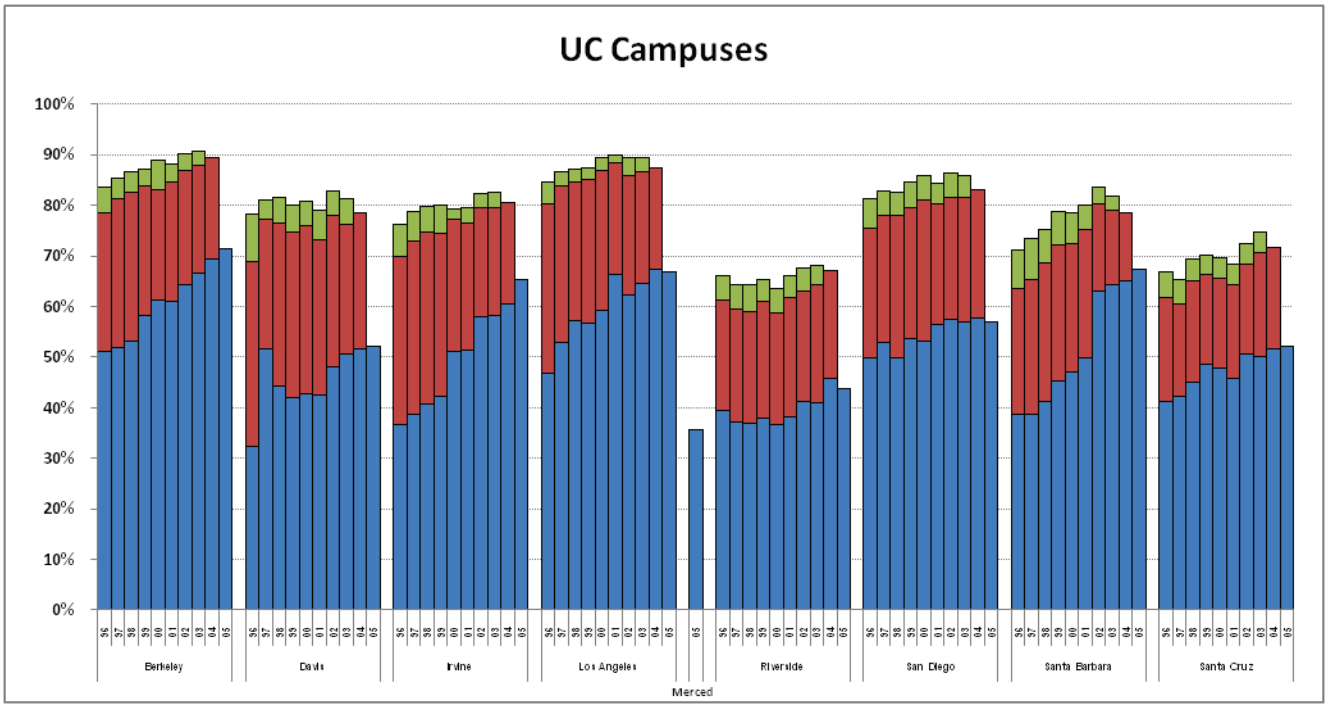


- More than 80 percent of students in the 2001-02 entering cohort of UC freshmen graduated in six years, compared to 73 percent at the AAU public and 89 percent at the AAU private universities.

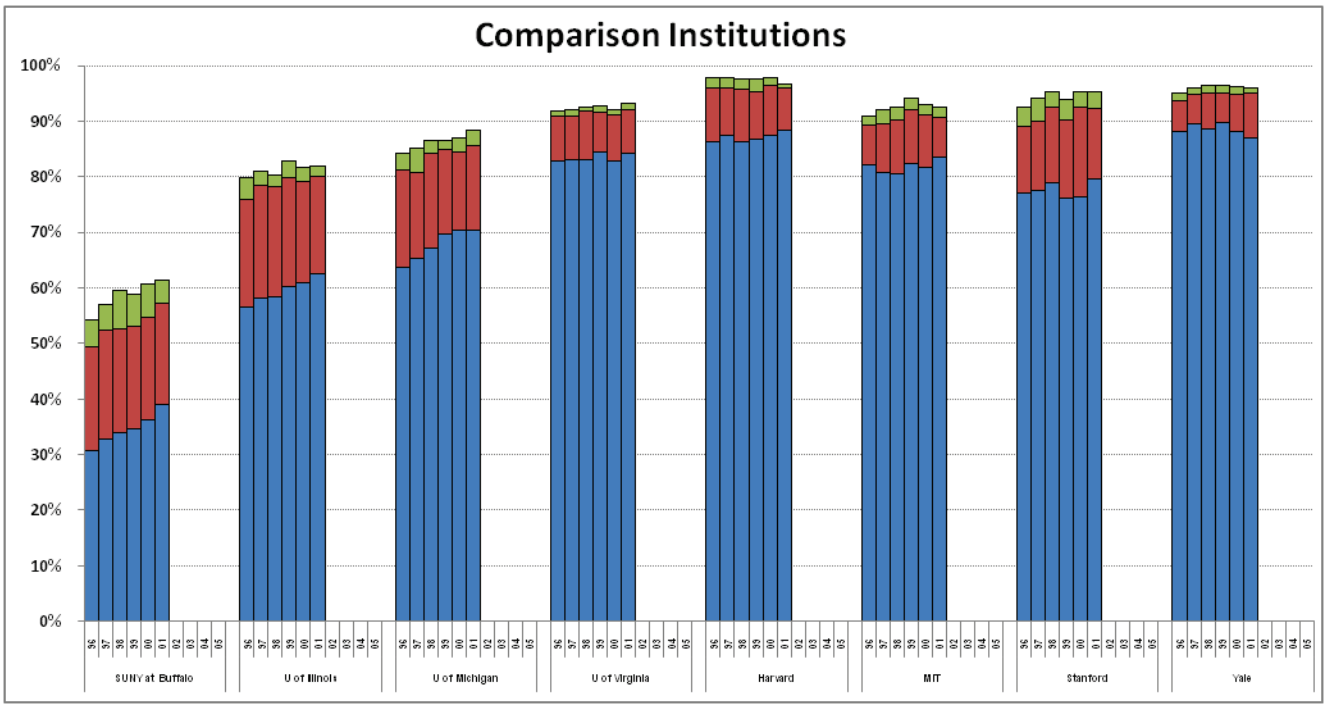
- Differences in graduation rates between UC and the other AAUs can be explained, in part, by the fact that UC attracts a somewhat different and more diverse student body than is typical of other AAUs in general.

Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey

Indicator 22 (continued) Graduation Rates for Entering Freshmen, UC and Comparison Institutions, Entering Cohorts, Fall 1997 to 2001



Note: San Francisco has no undergraduates.



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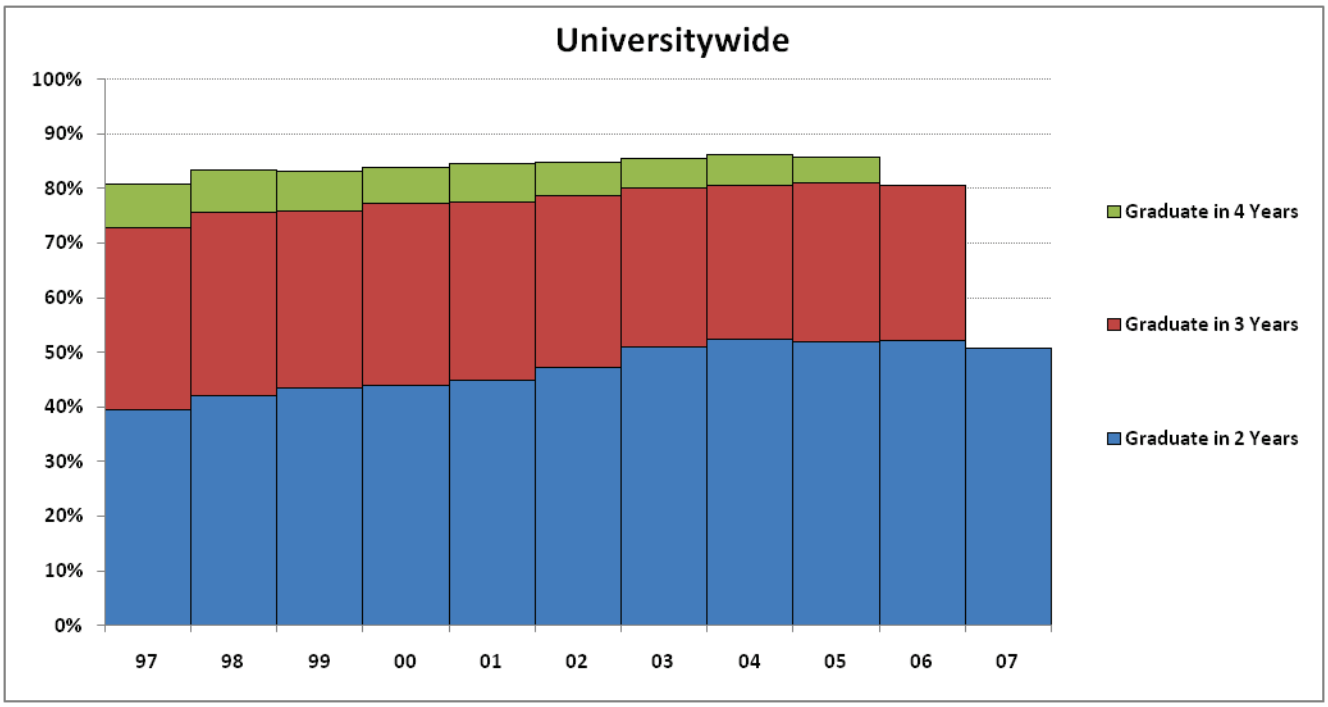
Indicator 23
Graduation Rates for Entering Upper-Division California Community College Transfer Students, Entering Cohorts, Fall 1997 to 2007



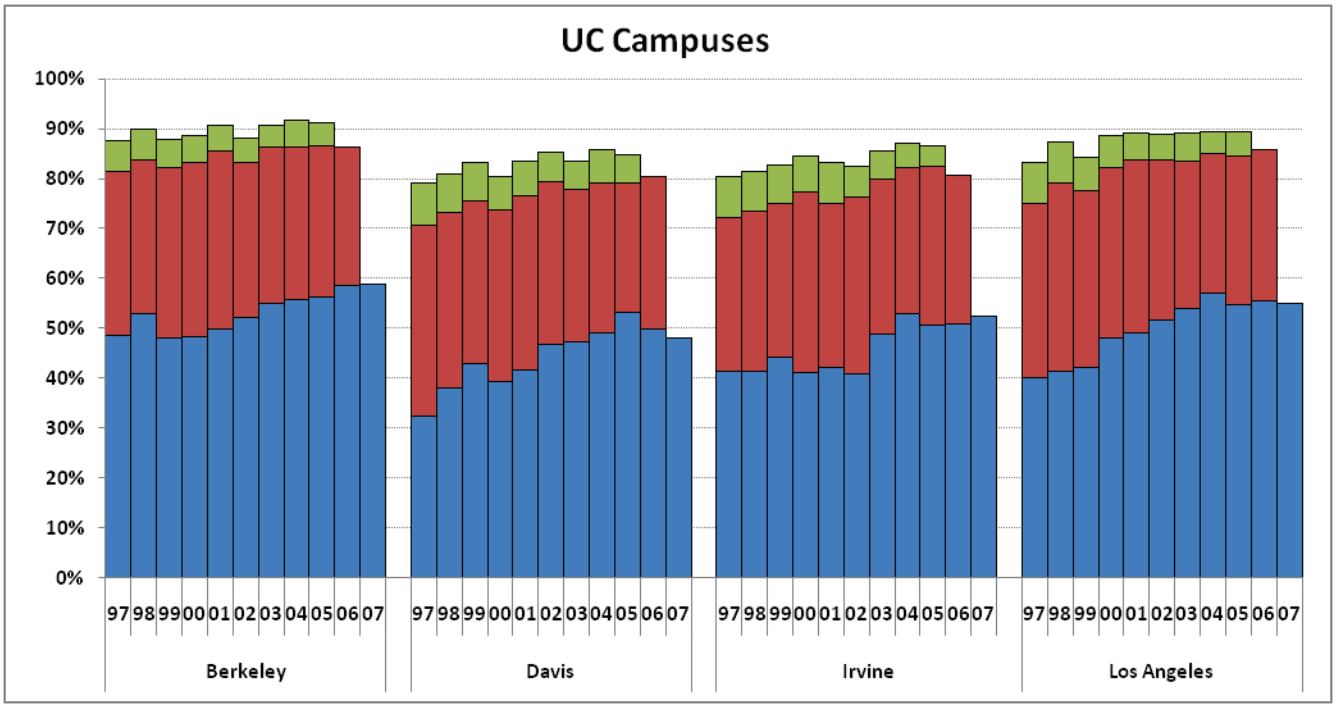
Note: Upper-division CCC transfer students are those who enter UC with 60 or more transferable units.

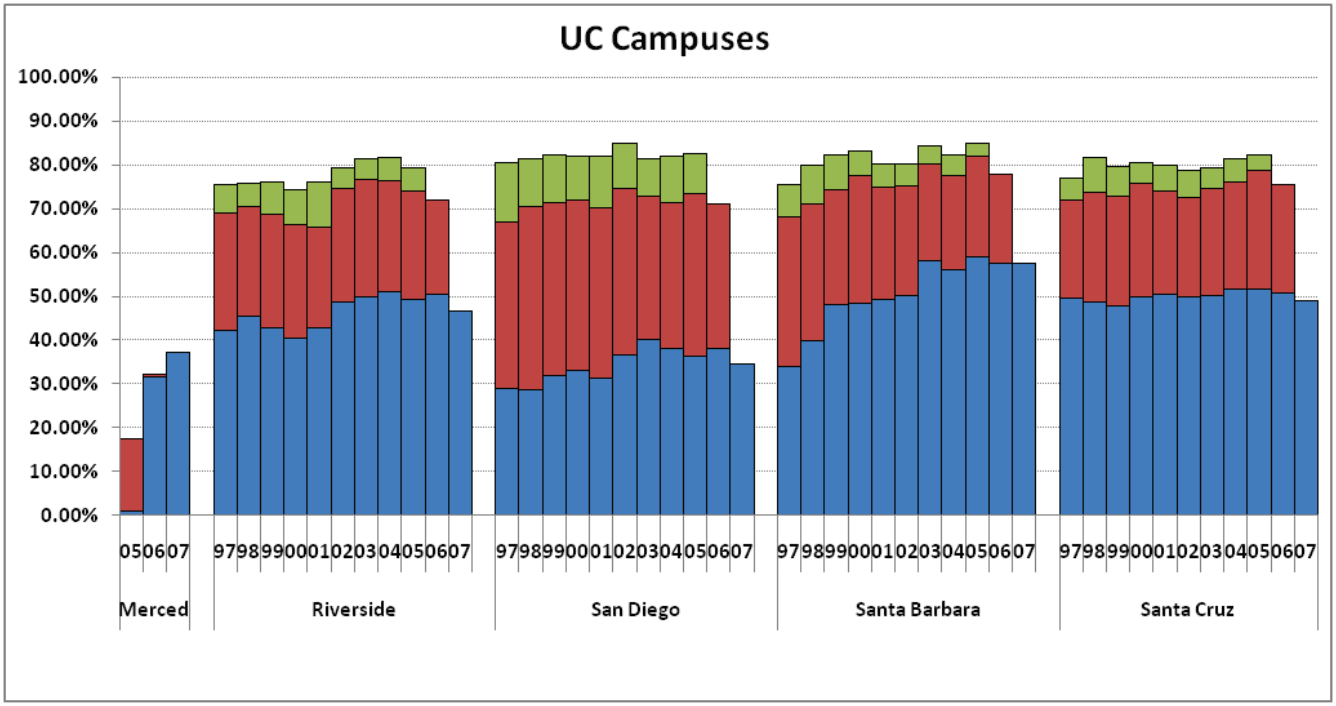
- Graduation rates for upper-division community college transfer students parallel those for entering freshmen—in 2005-06, 52 percent of CCC transfers graduated in two years, 81 percent in three years and 86 percent in four years.

- National data on graduation rates for transfer students are not available.

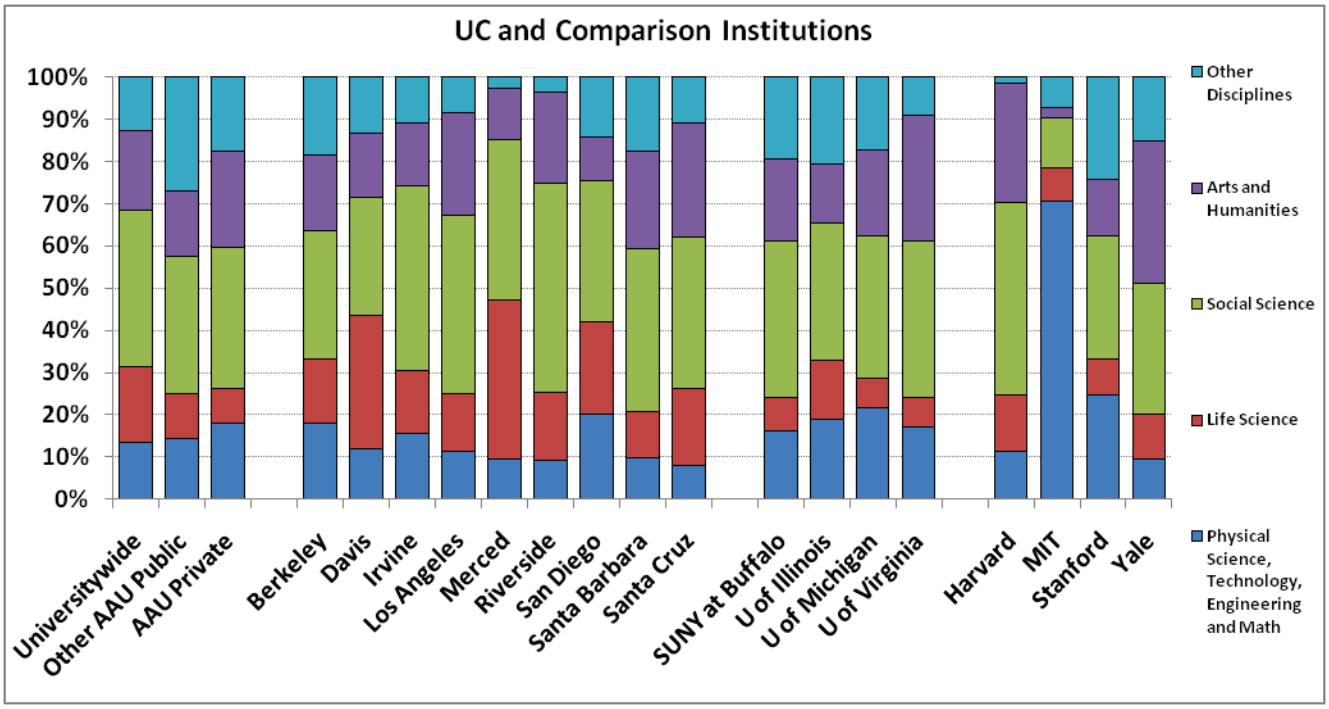
Source: UCOP StatFinder files (statfinder.ucop.edu)

Indicator 23 (continued) Graduation Rates for Entering Upper-Division California Community College Transfer Students, Entering Cohorts, Fall 1997 to 2007





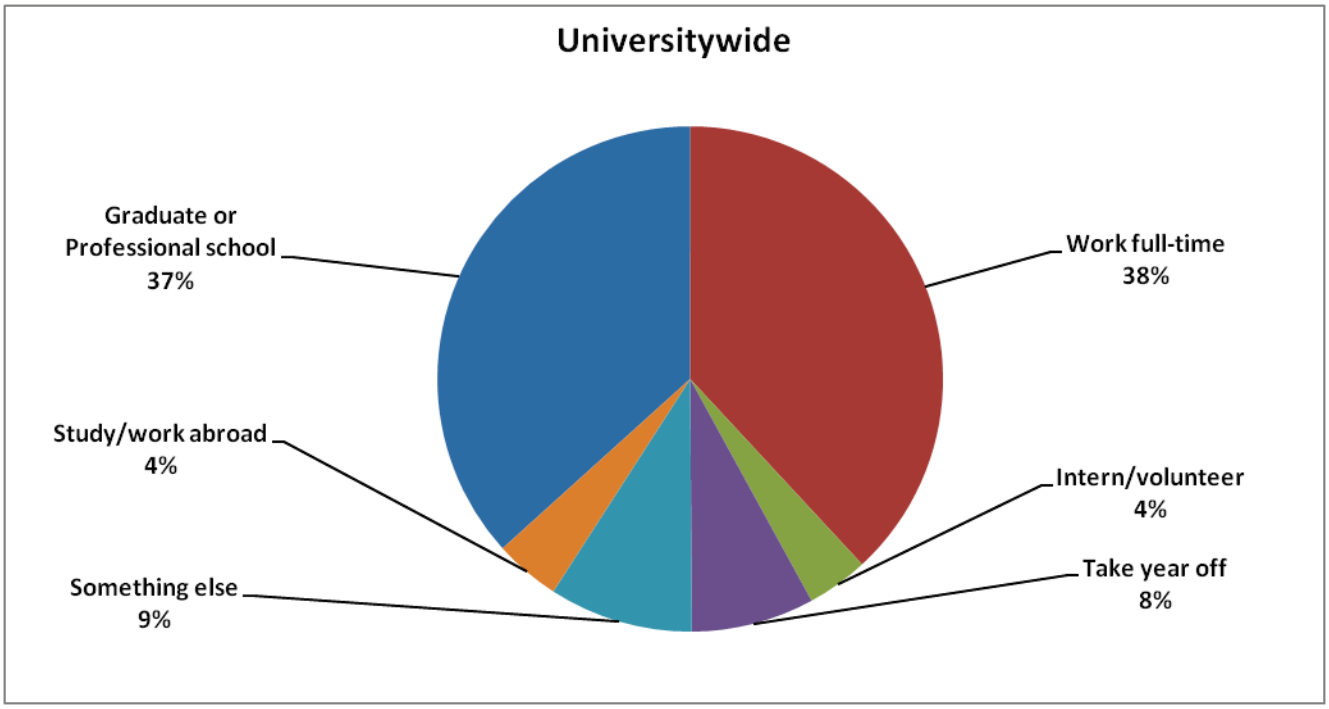
Indicator 24
Undergraduate Degrees by Discipline, UC and Comparison Institutions, 2007-08



- Approximately 31 percent of undergraduate degrees awarded at UC are in the STEM fields (physical and life sciences, technology, engineering and math) compared to about 28 percent at other AAUs.

Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Completion Survey

Indicator 25
Post-Graduation Plans of Seniors, Spring 2008



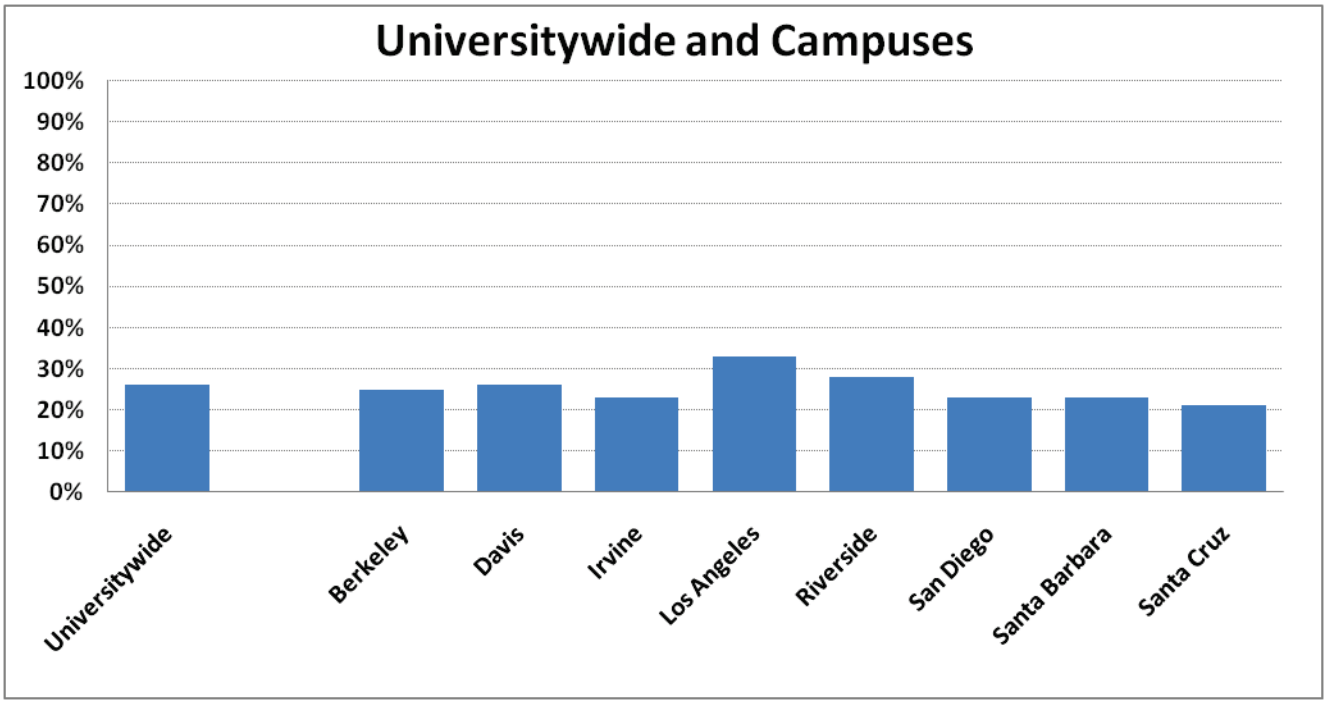
- Students' plans for the year following graduation often are in flux during their senior year.

- These data, from the annual University of California Undergraduate Experience Survey (UCUES), show that 37 percent of seniors planned to attend graduate or professional school the year after graduation. However, as Indicator 26 shows, data from National Student Clearinghouse enrollment reports show that two years after graduation only about 26 percent were actually enrolled in a four-year college or university.

- Other surveys at UC show that as seniors approach graduation, the number planning to work full time increases and the number planning to attend graduate or professional school the year immediately following graduation declines.

Source: Spring 2008 University of California Undergraduate Experience Survey (UCUES)

Indicator 26
Post-Graduation Enrollments of UC 2004-05 Graduates



- Systemwide, over a quarter of the graduating class at UC was continuing in higher education at the post-graduate level three years after graduation. More probably will enter graduate or professional school at a later point in time.

- UC graduates' entry into graduate or professional education shortly after earning their baccalaureate degrees speaks well to the University's ability to deliver to the state a very highly educated and well-prepared professional and managerial work force.

Source: National Clearinghouse enrollment reports. Data represent the proportion of UC graduates who were enrolled at a four-year college or university for at least two terms on a half-time basis or more after earning their baccalaureate degrees. Presumably these are students who have gone on to earn additional post-graduate degrees.

Section 5. Graduate Academic Students

GOALS

The California Master Plan for Higher Education charges the University of California with the responsibility for preparing graduate and professional students to help meet California's and the nation's work force needs.* Indeed, graduate education and research at the University of California have long fueled California's innovation and economic development, helping establish California as one of the 10 largest economies in the world. One of the most important methods of transferring research and innovation from UC into society occurs when a new Ph.D. or M.D. starts his or her new job. At the graduate academic level, Board of Regents' policy calls upon the University to attract a diverse pool of highly qualified students by providing a competitive level of support relative to the cost of other institutions.

MEASURES

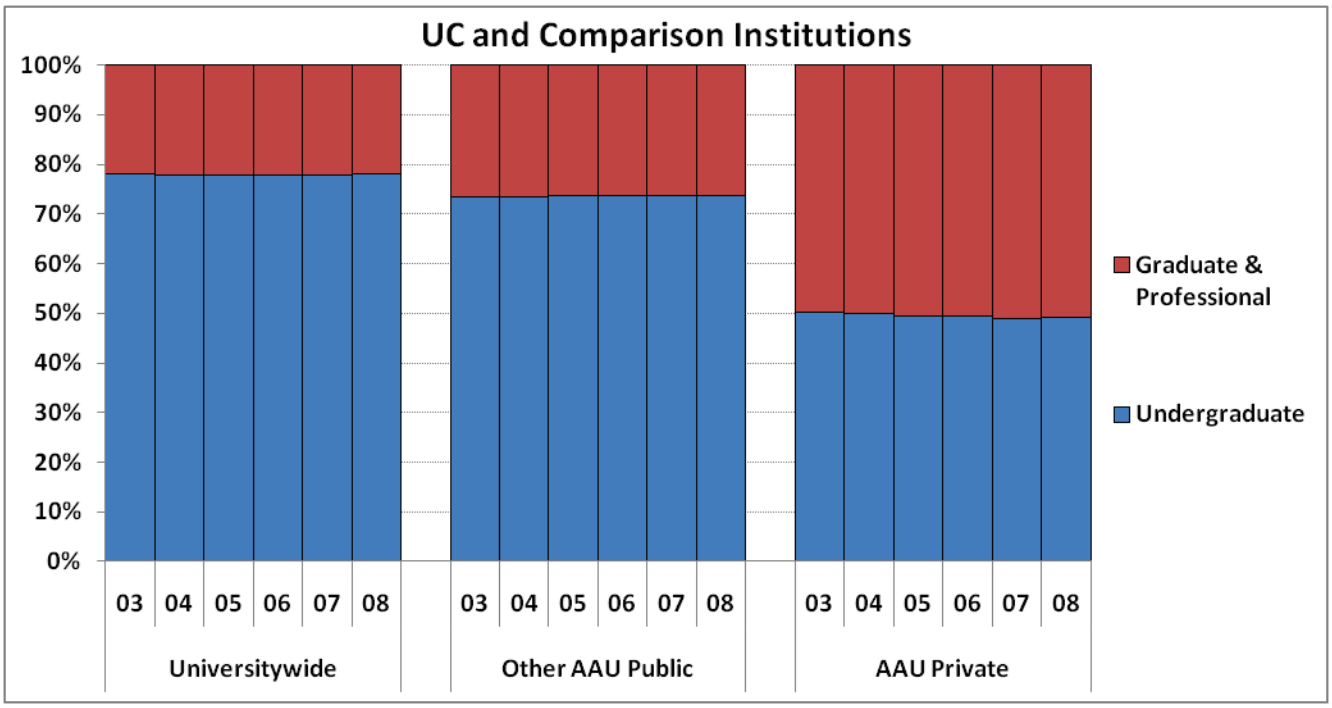
At UC, graduate students include graduate academic or professional degree students. Graduate academic students (Section 5) are in masters and doctoral programs in the sciences, social sciences, humanities and engineering. Professional degree students (Section 6) participate in a wide range of programs that recruit directly into fields such as law (J.D.), medicine (M.D.) or business (M.B.A.). The indicators in these two sections show the size and diversity of graduate and professional school enrollment by broad academic discipline, types of degrees awarded, student outcomes and financial support measures. More detailed information is available from accountability sub-reports on graduate and professional education.

LOOKING FORWARD

Over the last 50 years, growth in undergraduate enrollments has far outpaced that in graduate enrollments as the University opened its doors to California's burgeoning number of high-school graduates. As a result, the proportion of graduate students at UC relative to undergraduates has decreased from about 29 percent of general campus enrollment in the mid-1960s to about 18 percent in 2008-09 (Section 1). At the same time, UC's role in graduate academic and professional education continues robustly. Three major issues will shape its future: 1) the maintenance of an exceptional research faculty able to recruit and train graduate academic students and to generate the research funding necessary to support them; 2) insufficient financial aid packages for recruiting top graduate students compared to peer institutions; and 3) completion and time-to-degree rates for Ph.D. students. This section presents data tracking each of these areas, showing where gains have occurred over time and where there is room for future improvements.

* The Master Plan gives UC exclusive jurisdiction for instruction in law, medicine, dentistry and veterinary medicine and, with two exceptions, for doctoral education as well; CSU may award education leadership doctorates (Ed.D.) independently and may award other doctorates jointly with UC or an independent institution.

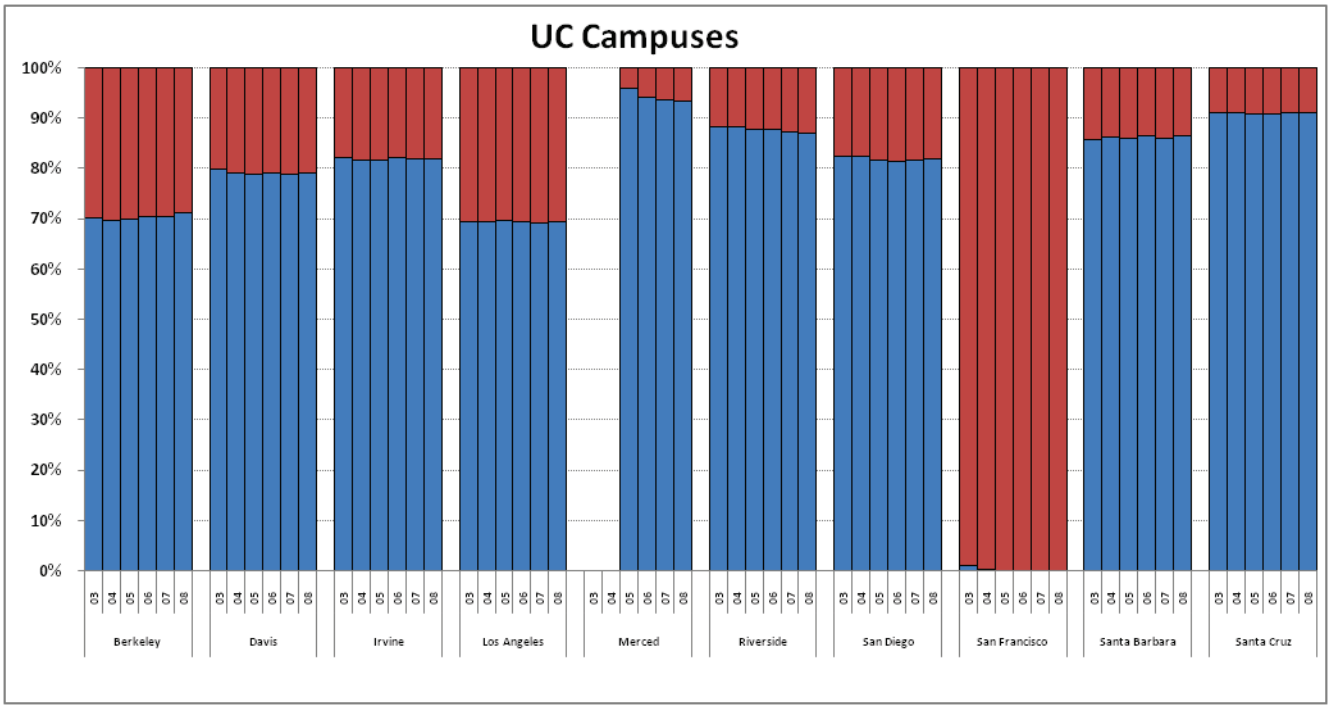
Indicator 27
Graduate and Professional Enrollment Compared to Undergraduate Enrollment, UC and Comparison Institutions, Fall 2003 to 2008

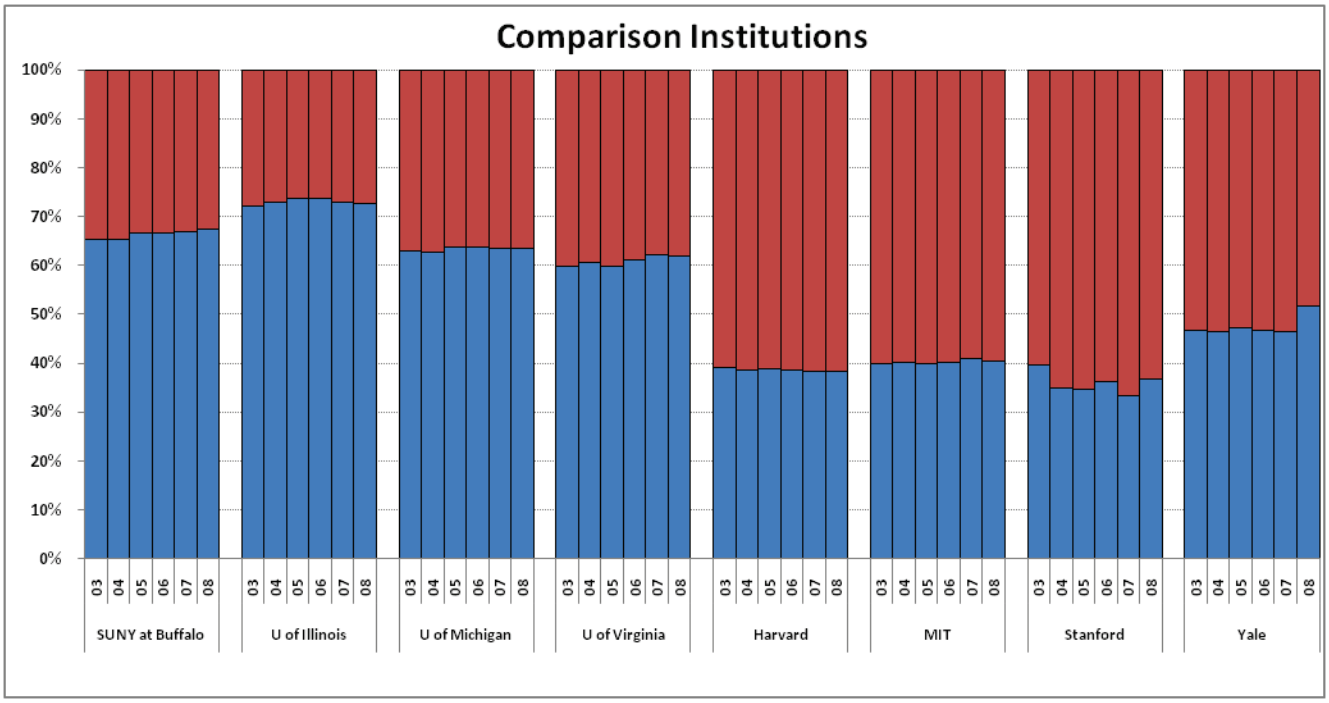


- The proportion of graduate academic and professional degree students at UC is somewhat smaller than that at other AAU public universities and substantially smaller than that at AAU private universities.
- One reason for this difference is that graduate growth was held down in the 1980s and 1990s in order to ensure access to all eligible undergraduates who chose to attend UC.
- Graduate enrollment growth also has been slowed by the inability of graduate students or departments to secure adequate and competitive student financial support. Dramatic increases in graduate student fees in recent years have exacerbated this historic problem.

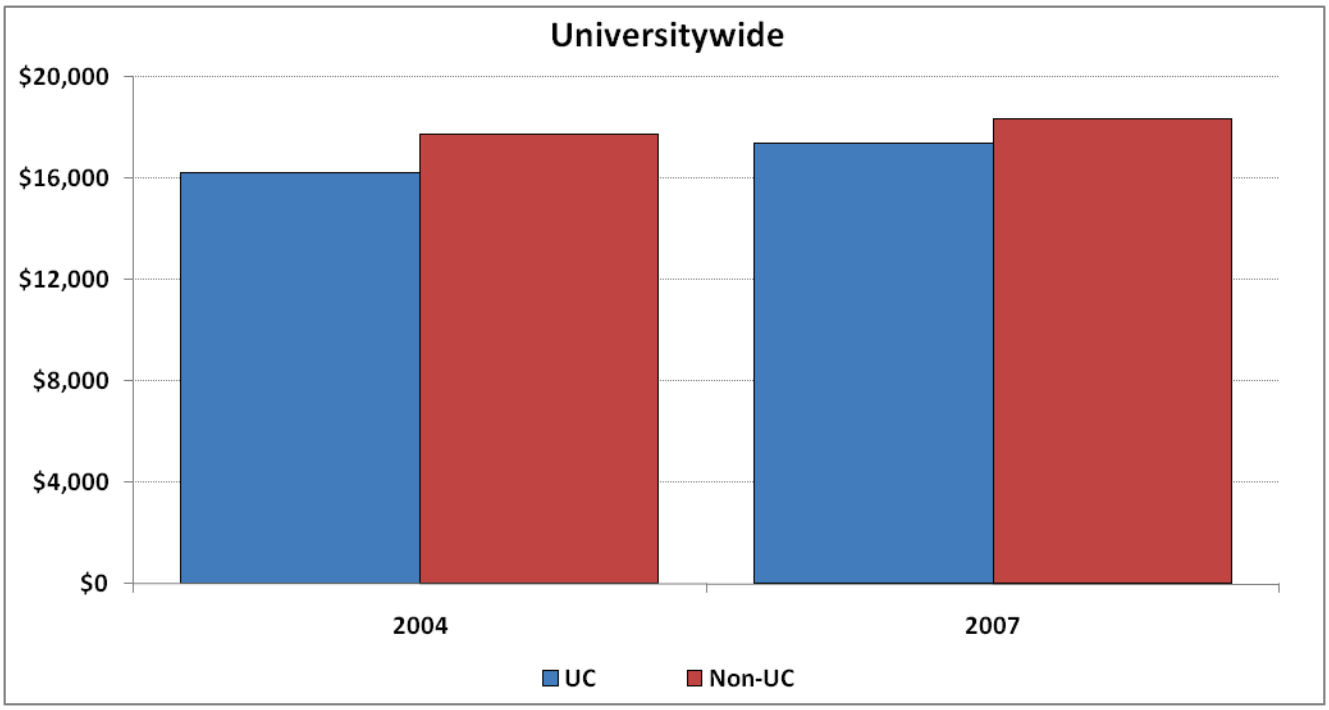
Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey

Indicator 27 (continued) Graduate and Professional Enrollment Compared to Undergraduate Enrollment, UC and Comparison Institutions, Fall 2003 to 2008





Indicator 28
Average Net Stipend Offered to Ph.D. Students Admitted to UC Compared to Their First-Choice Non-UC Schools, 2004 and 2007



Note: Figures are in inflation-adjusted 2007 dollars.

- Net stipend is the amount of competitive (non-need-based) aid that students have to live on after tuition and fees are paid. It is calculated by subtracting total tuition and fees from a student's support package (which includes both gift aid and teaching and research assistantships).

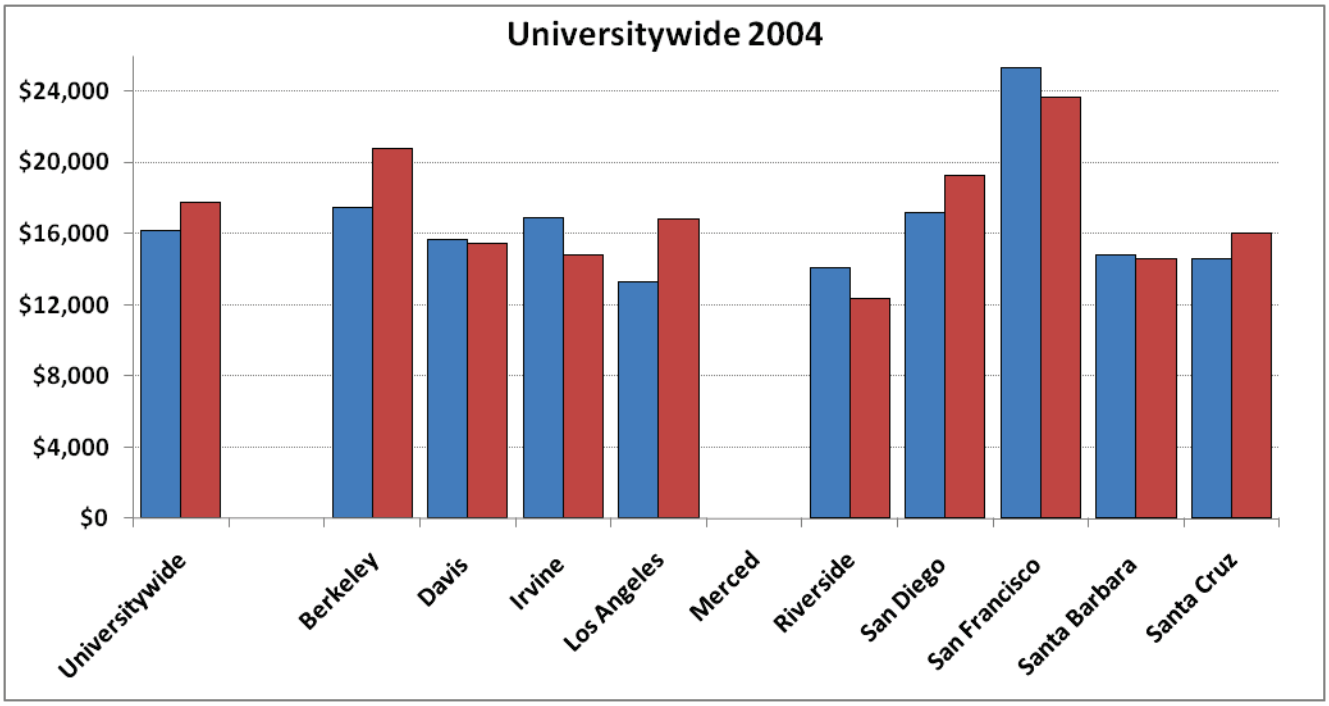
- Net stipend varies both by campus and by academic discipline.

- On average, in 2007 UC's per capita net stipend offer was $1,000 lower than that of competing institutions. This represented an improvement over the $1,500 competitiveness gap that existed between UC and competing institutions in 2004.

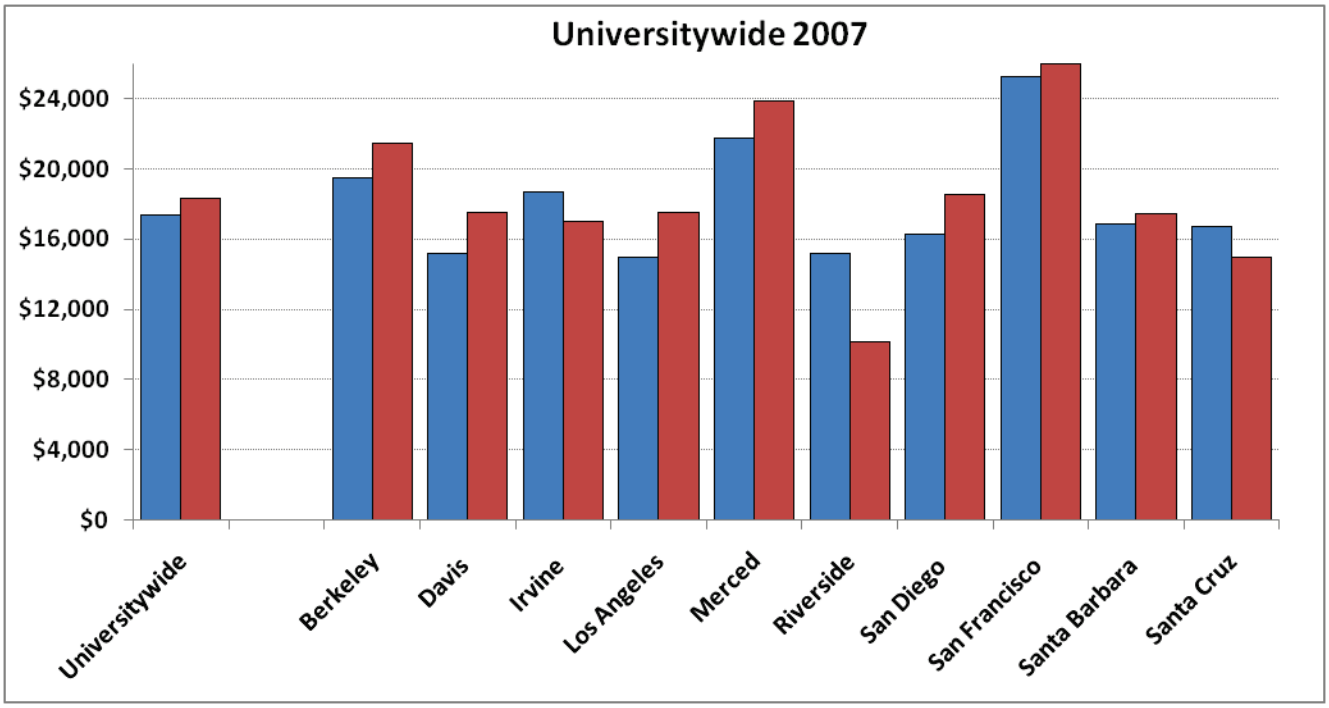
- The high cost of living in many California communities exacerbates the net stipend competitiveness gap between the UC campuses and a number of other non-UC schools.

Source: University of California Graduate Student Support Survey, Spring 2004 and Spring 2007

Indicator 28 (continued) Average Net Stipend Offered to Ph.D. Students Admitted to UC Compared to Their First-Choice Non-UC Schools, 2004 and 2007

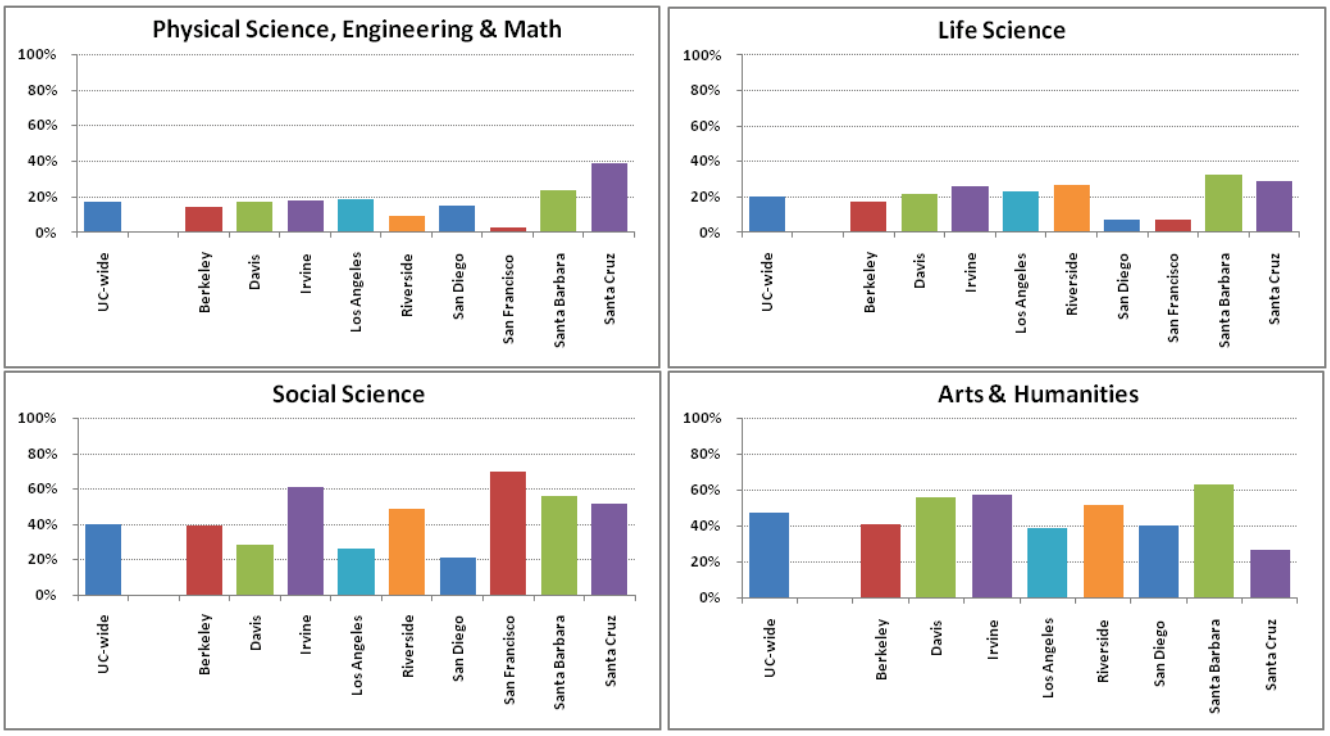


Note: Figures are in inflation-adjusted 2007 dollars.



Note: Figures are in inflation-adjusted 2007 dollars.

Indicator 29
Percent of Ph.D. Students Graduating with Loan Debt, by Discipline, UC Campuses, 2007-08



- The percent of Ph.D. students graduating with loan debt varies by campus and by discipline.

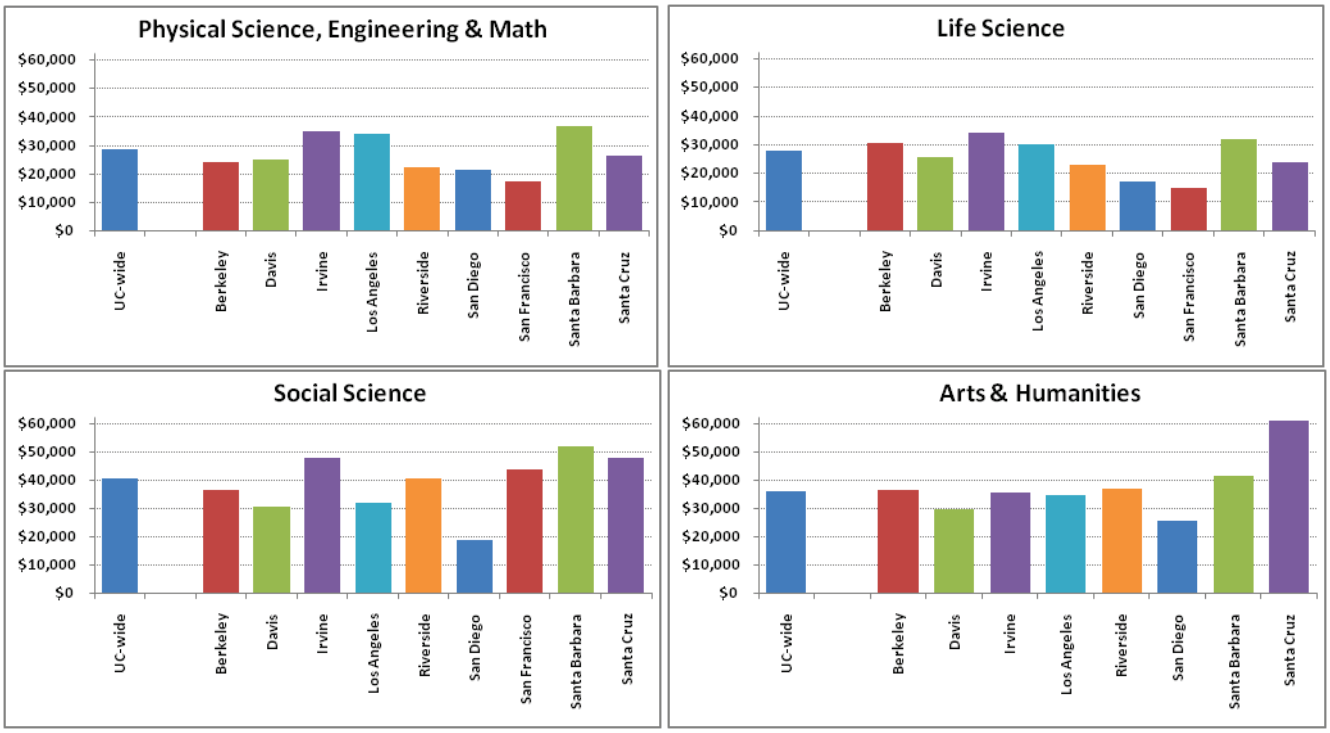
- In general, Ph.D. students in the social sciences, arts and humanities are more likely to graduate with loan debt than students in the STEM (science, technology, engineering and math) fields.

- A number of factors may account for this, most notably the fact that doctoral students in the STEM fields are more likely to be supported by federal research grants than students in the social sciences, arts and humanities.

- Doctoral students in the social sciences, arts and humanities also take longer to complete their degrees, which tends to increase their debt levels as well.

Source: UCOP Graduate Student Support Survey

Indicator 30
Cumulative Indebtedness of Ph.D. Student Borrowers at Graduation, by Discipline, Universitywide and UC Campuses, 2007-08

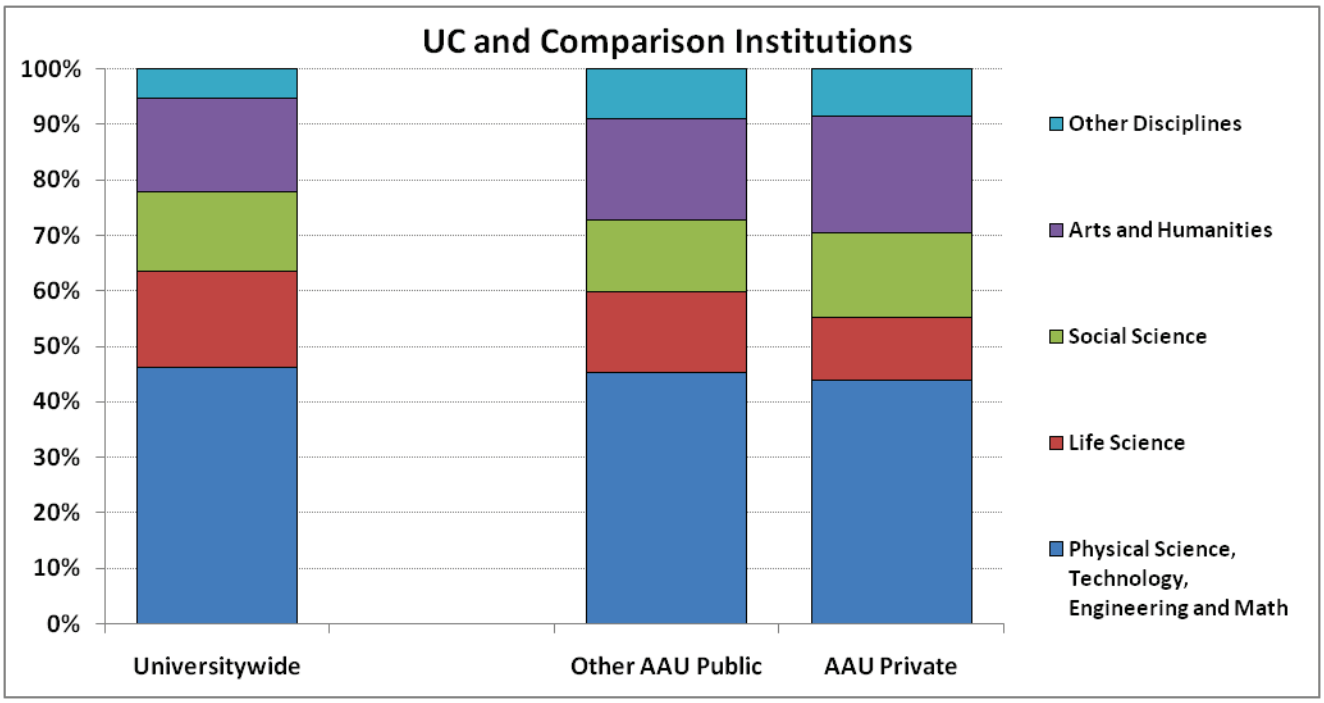


- The cumulative indebtedness of doctoral students who graduate with student loan debt varies by campus and by discipline.

- Universitywide, doctoral students in the social sciences, arts and humanities who have taken out student loans to finance their education graduate with more debt than students in the STEM (science, technology, engineering and math) fields.

- This may, in part, be due to the fact that time-to-degree rates are longer for doctoral students in the social sciences, arts and humanities than for students in STEM fields.

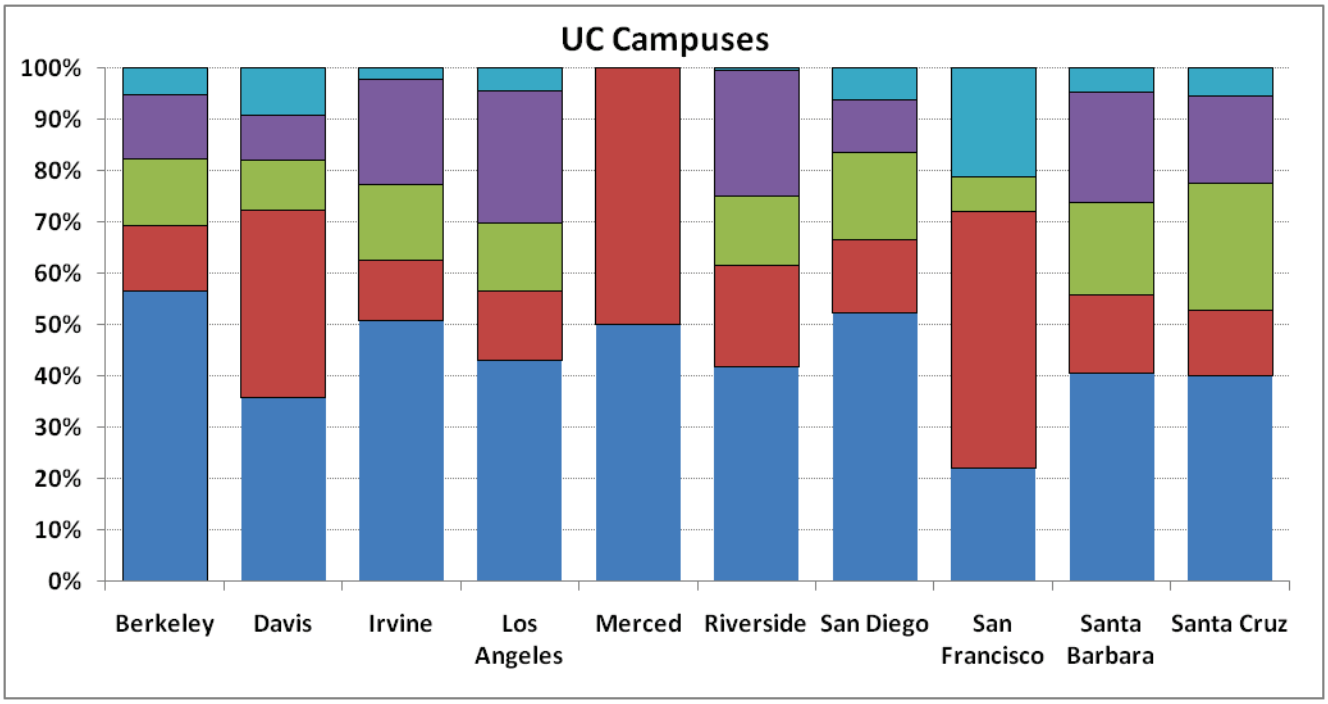
Indicator 31
Graduate Academic Degrees Awarded by Discipline, UC and Comparison Institutions, 2007-08

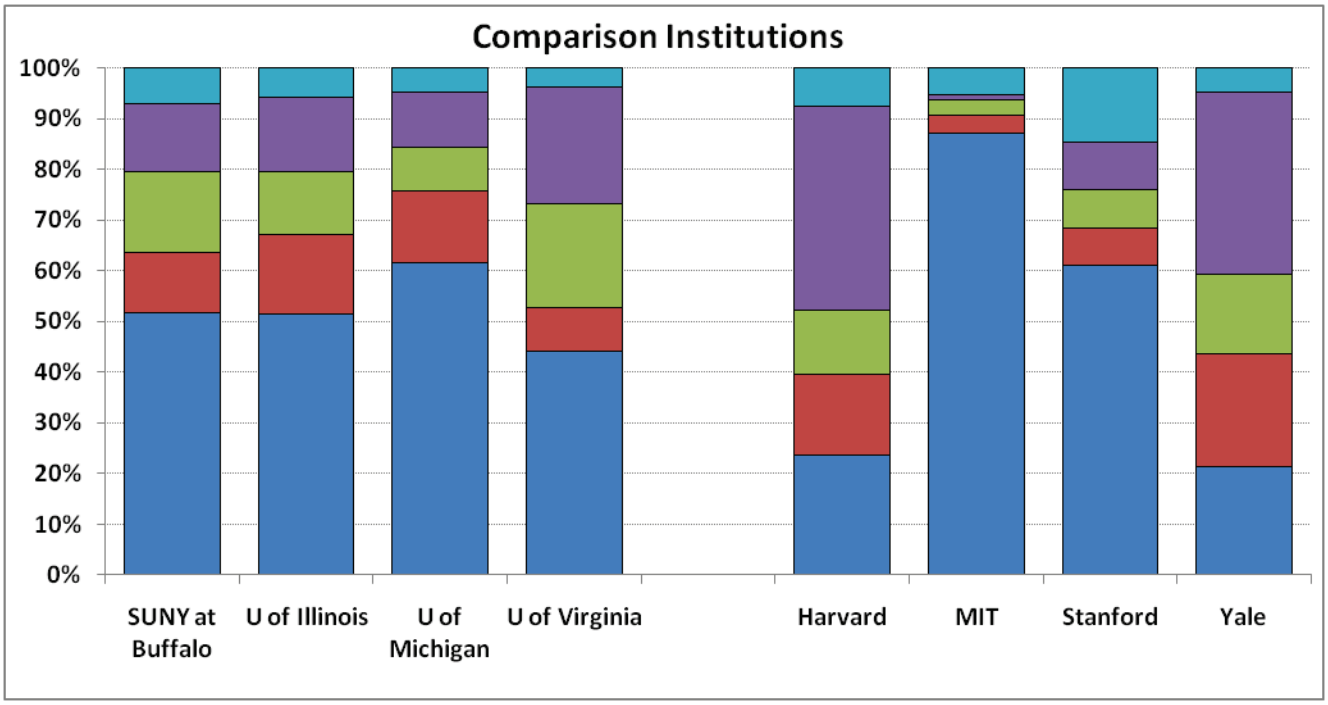


- UC awards 7 percent of the nation's Ph.D.s.

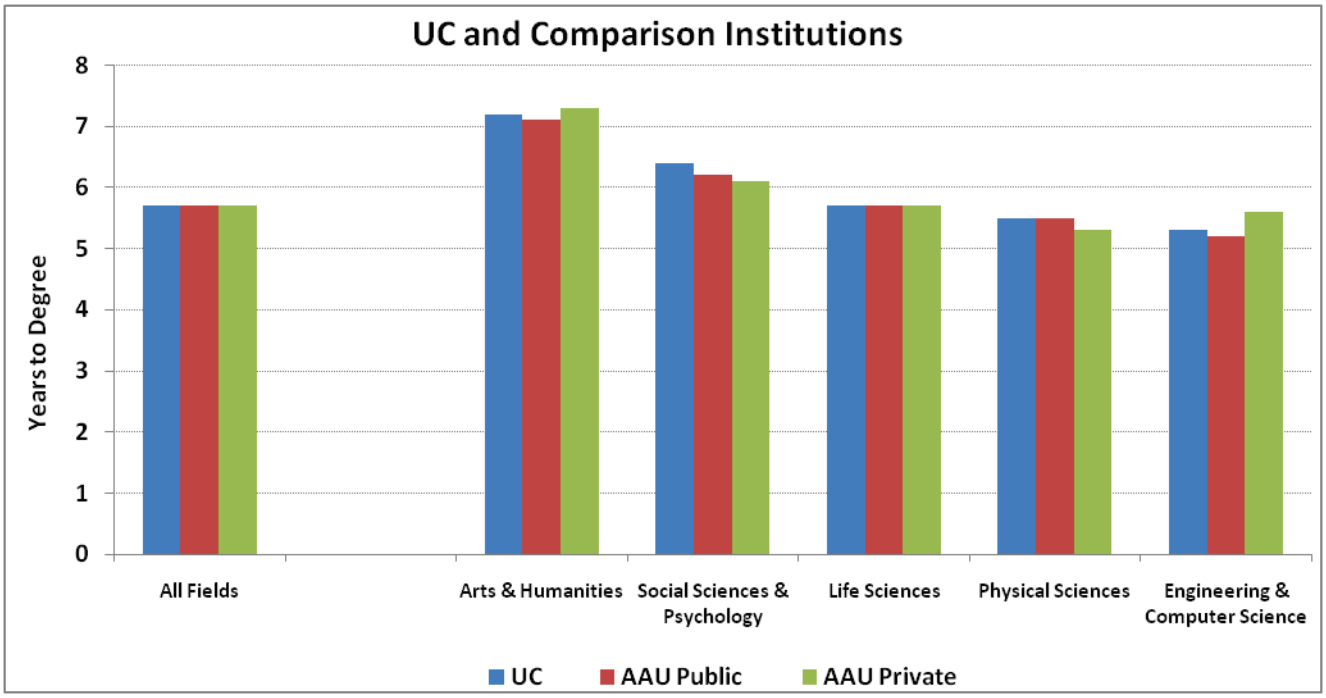
Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Completions Survey

Indicator 31 (continued) Graduate Academic Degree Awarded by Discipline, UC and Comparison Institutions, 2007-08





Indicator 32
Time to Degree for Ph.D. Students, UC and Comparison Institutions, 2003-04 to 2005-06



Note: Data shown are for median elapsed time to degree; data include Ed.D. students.

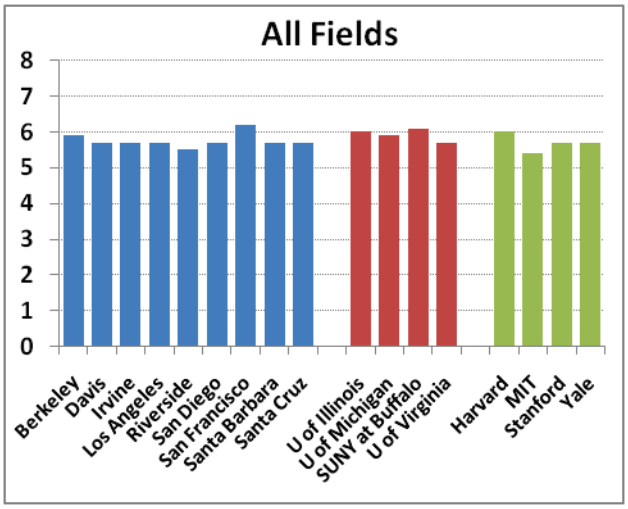
- Time to degree for Ph.D. students is measured from the time students enter their doctoral programs until the time they complete their Ph.D. degrees; it is based upon a rolling average over a three-year period.

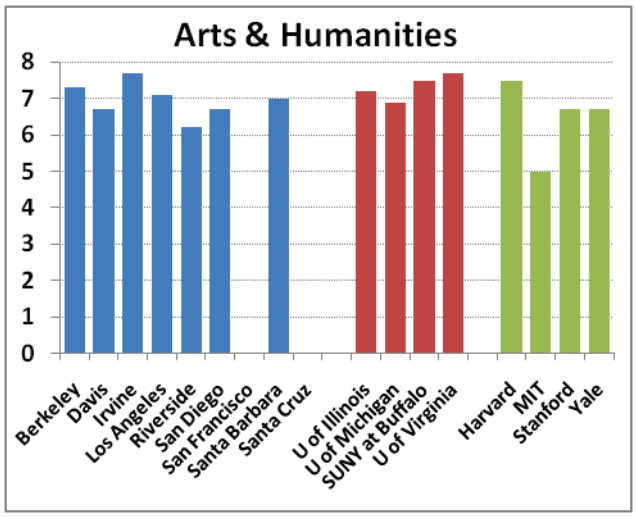
- On average, Ph.D. students at UC take about the same amount of time to complete their degrees as students at other AAU research universities.

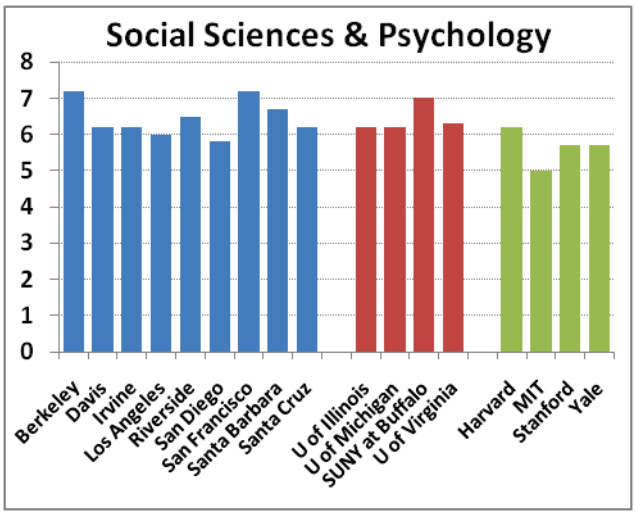
- However, Ph.D. students in the arts and humanities take longer to complete their degrees than Ph.D. students in other fields. This may be due to a number of factors: the additional time arts and humanities students spend as teaching assistants, the more individual nature of their dissertation research, the fact that they must often meet significant language requirements depending on their major and the fact that they more often interrupt their studies for financial or other reasons.

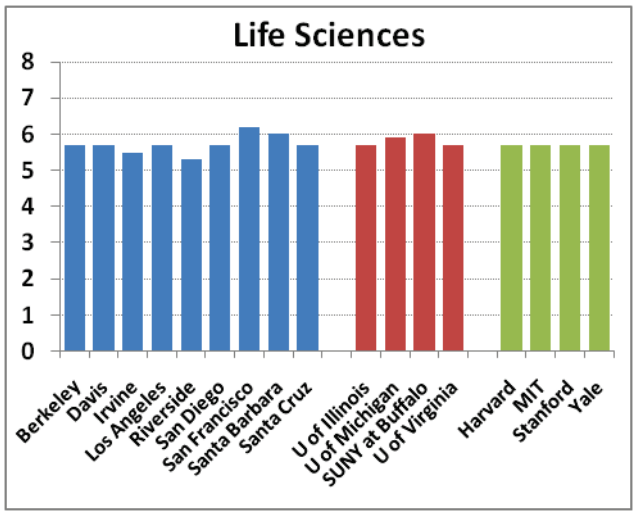
Source: Survey of Earned Doctorates, various years; sponsored by National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture and the National Aeronautics and Space Administration.

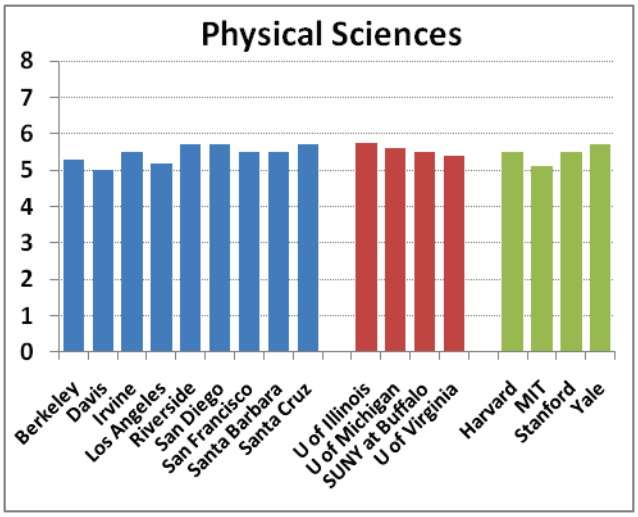
Indicator 32 (continued) Time to Degree for Ph.D. Students, UC and Comparison Institutions, 2003-04 to 2005-06

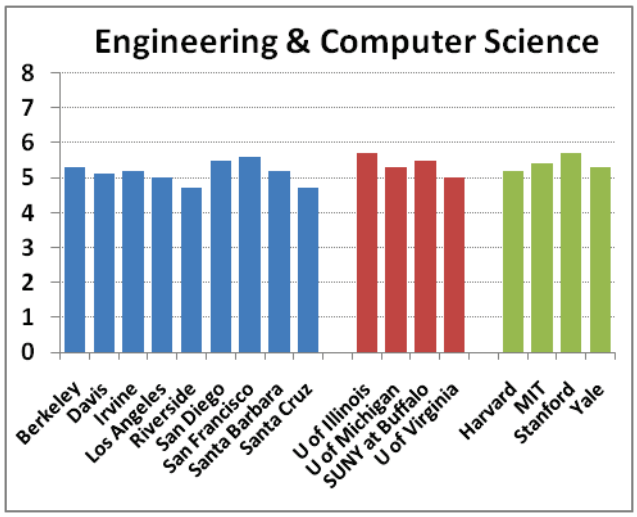




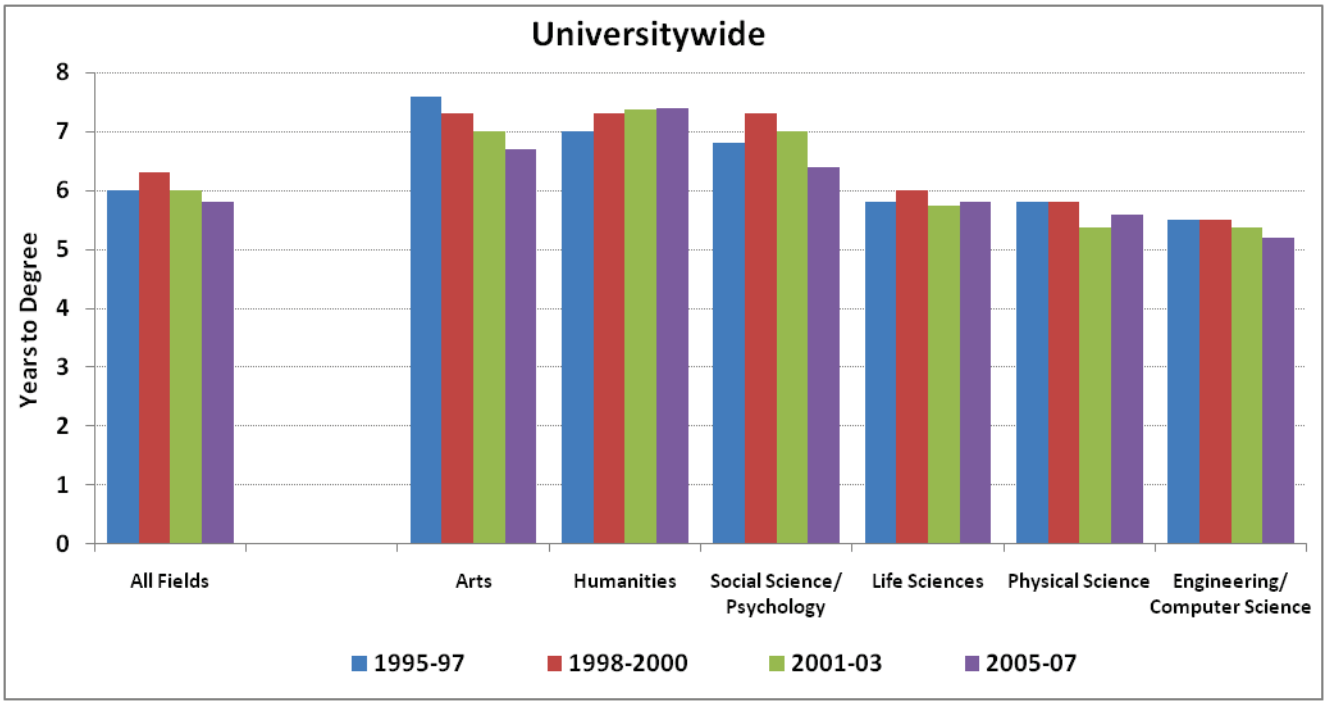








Indicator 33
Time to Degree for Ph.D. Students, 1995-97 to 2005-07



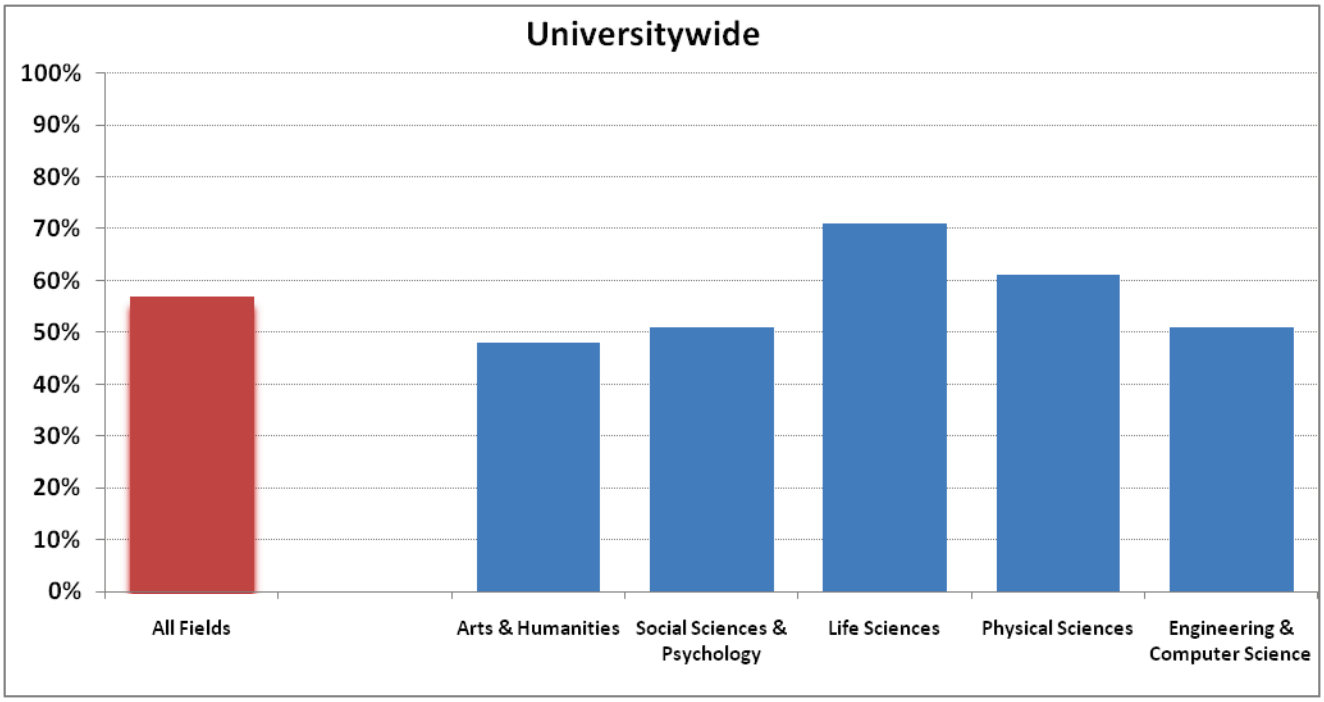
Note: Data shown are for elapsed time to degree.

- Overall, the time it takes UC Ph.D. students to complete their degrees has fallen from 6.3 years for those graduating in 1998-2000 to 5.8 years for those graduating in 2005-07.

- Recent humanities Ph.D.s are the one exception to this trend; they took about six months longer to complete their degrees than those who graduated 10 years earlier.

Source: UC Campus Graduate Divisions

Indicator 34
Ten-Year Ph.D. Completion Rates, Students Entering in Fall 1992 to 1994



- Completion of a Ph.D. requires intensive study and original research that makes a significant contribution to knowledge. In the lab sciences, this typically includes publication of research papers in scientific journals. In other fields, it generally requires completion of a book-length dissertation.

- Overall, 57 percent of students who began doctoral studies at UC between fall 1992 and fall 1994 had completed their Ph.D.s 10 years later.

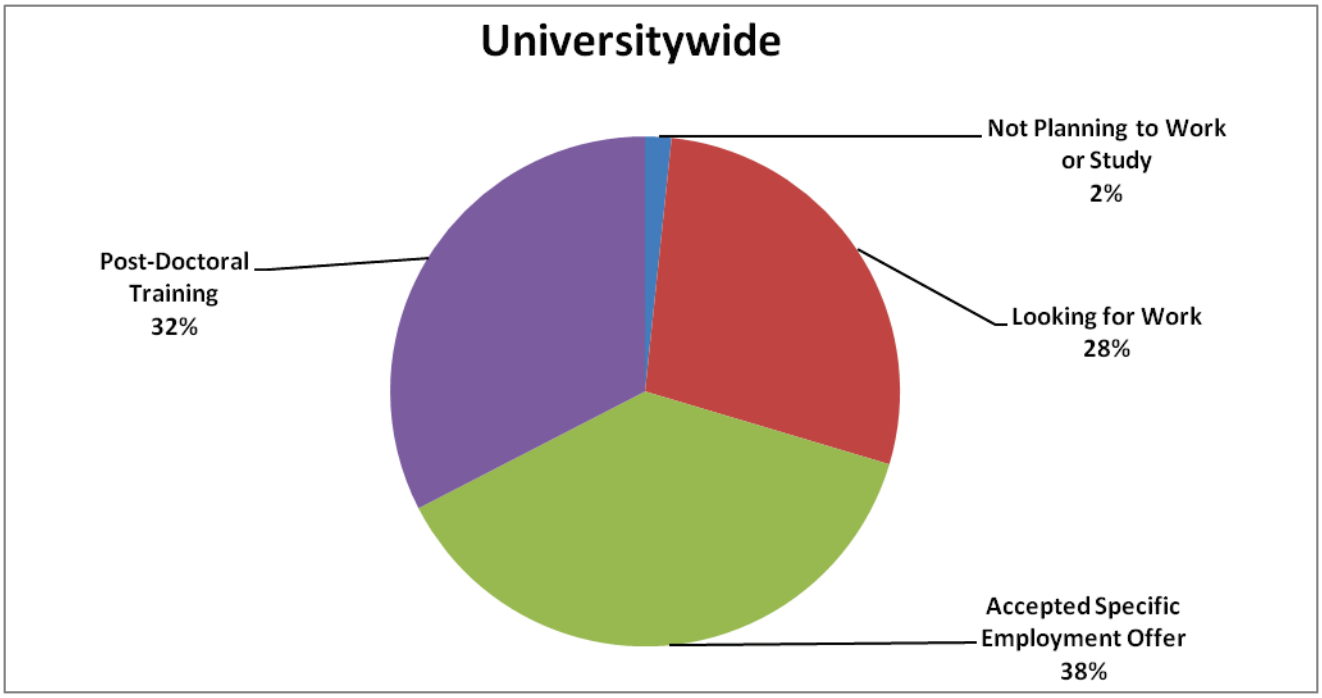
- Over half of entering doctoral students who left their programs without completing the Ph.D. did complete a master's degree. Put another way, more than three-quarters of all students who began doctoral study at UC completed at least one graduate degree (master's or doctoral).

- Although data for all AAU institutions are not available, data from the Council of Graduate School's Ph.D. Completion Project suggest doctoral completion rates at UC are similar to those at similar institutions (www.phdcompletion.org/quantitative/book1_quant.asp).

- Comparative data on completion rates for doctoral students will be available from the 2010 National Research Council's Assessment of Doctorate Programs (forthcoming).

Source: UCOP Corporate Student System. This system contains data on all degree-seeking students Universitywide.
Data include Ed.D. recipients.

Indicator 35
Plans at Time of Ph.D. Completion, Spring 2007



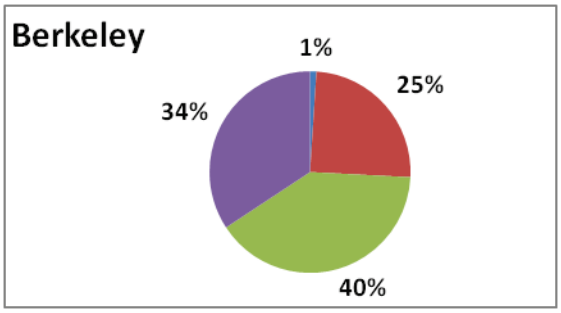
- More than one-third (37 percent) of students who earned a Ph.D. from UC already had accepted an employment offer by the time they had finished their Ph.D. degrees; another quarter (28 percent) were actively seeking employment.

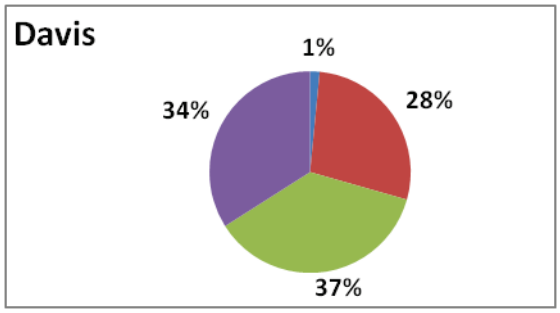
- In addition, another third had accepted an offer of a post-doctoral position. Post-doctoral training—in which Ph.D. students do further research for one or two years under the guidance of a faculty member at a research university before accepting a permanent, full-time position—has become an integral part of the training of Ph.D. students, especially in the sciences.

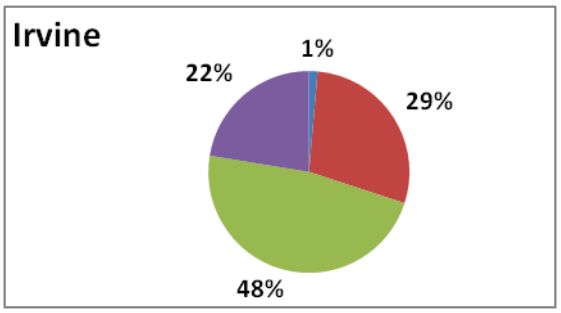
- Two percent of new Ph.D.s had no immediate plans for further work or study the year after completing their degrees.

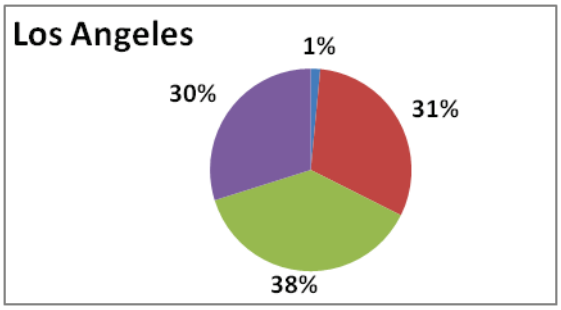
Source: Survey of Earned Doctorates, various years; sponsored by National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture and the National Aeronautics and Space Administration.

Indicator 35 (continued) Plans at Time of Ph.D. Completion, Spring 2007

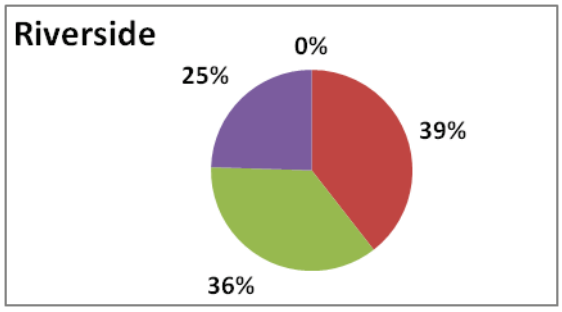


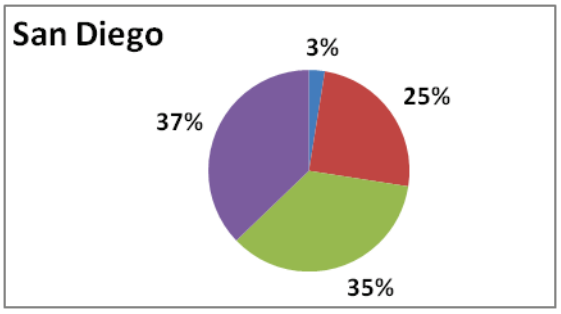


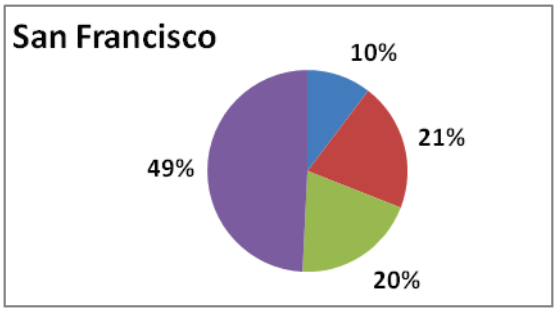


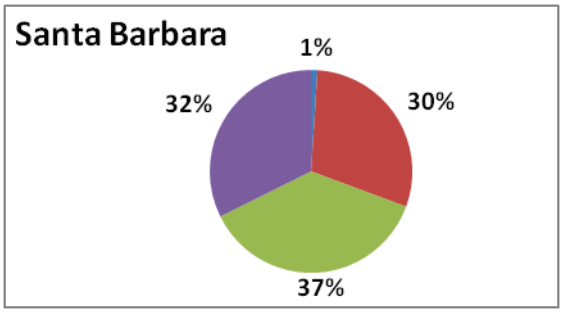


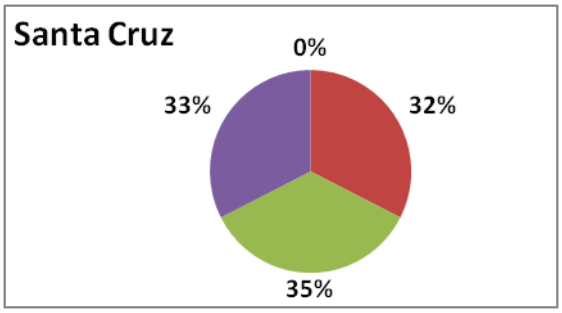
(Merced opened in 2005 and had awarded very few graduate degrees as of spring 2007.)











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Section 6. Professional Degree Students

GOALS

In addition to preparing graduate academic students, the University of California is also responsible for preparing professional degree students to enter a wide variety of professions that are critical to California, such as law, medicine, business, architecture, public policy and the arts. Included among its professional school offerings is the largest health sciences instructional program in the nation. The doctors, nurses, dentists, pharmacists, optometrists and veterinarians the University trains help deliver essential health care services to the people of California.

NARRATIVE

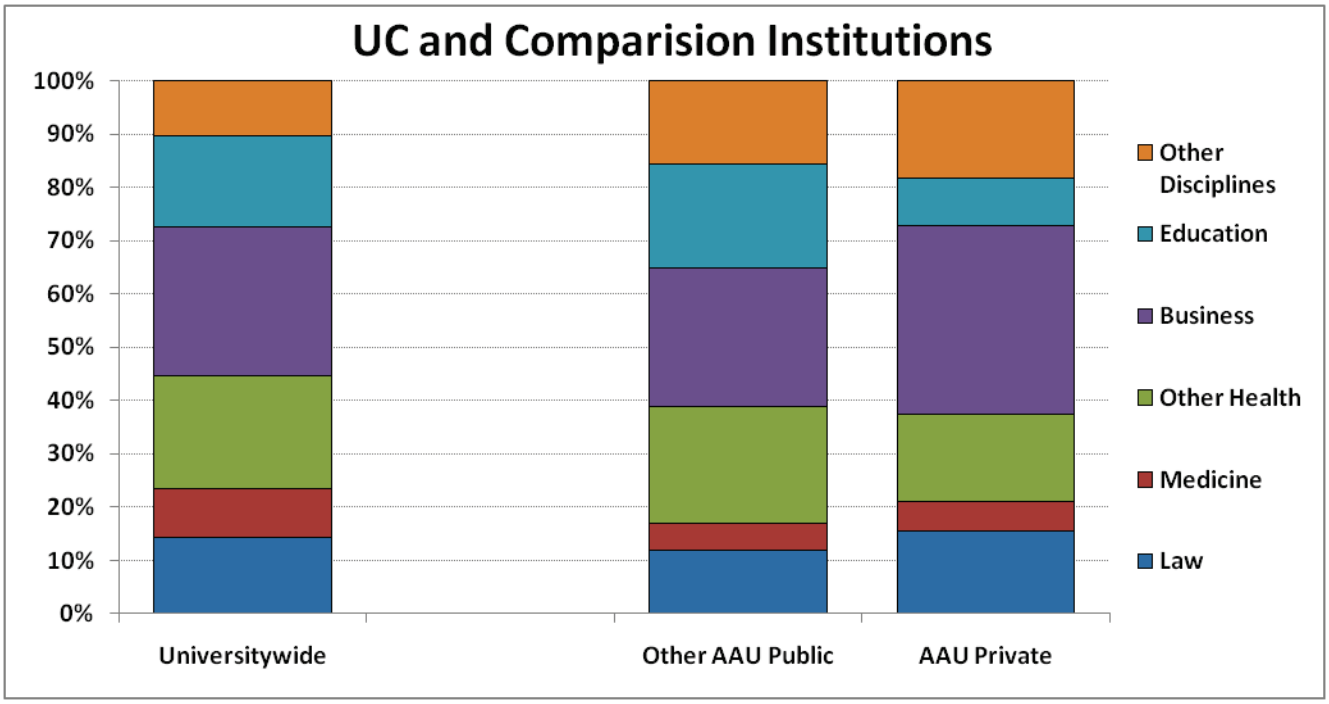
Historically, UC's professional schools offered a top-quality education at a reasonable price. Beginning in 1994 and in response to state budget cuts, the University implemented professional degree fees to build the resources necessary for professional schools to recruit and retain excellent faculty, provide an outstanding curriculum, and attract high-caliber students. These fees are levied in addition to the mandatory Education and Registration fees that are set by the Board of Regents and required from all students.

The indicators in this section document the number and range of professional degrees UC awards, professional degree fees by discipline, debt levels of professional degree students at graduation and medical and law students' success, not just at earning their degrees, but at passing major certification and licensing exams.

LOOKING FORWARD

The professional degree fees that were first introduced in 1994 for students in medicine, dentistry, business and law have over the years increased in amount and been extended to many other professional degree programs. While the fees provide essential support to the professional degree programs, they potentially have adverse impacts on diversity, access and student debt. Further, they could restrict the career paths of students interested in pursuing public interest careers. Accordingly, the indicators in this section provide important baseline measures that will enable the University to carefully monitor the impact of professional degree fee increases on diversity, access, student debt and other indicators on an ongoing basis.

Indicator 36
Professional Degrees Awarded by Discipline, UC and Comparison Institutions, 2007-08

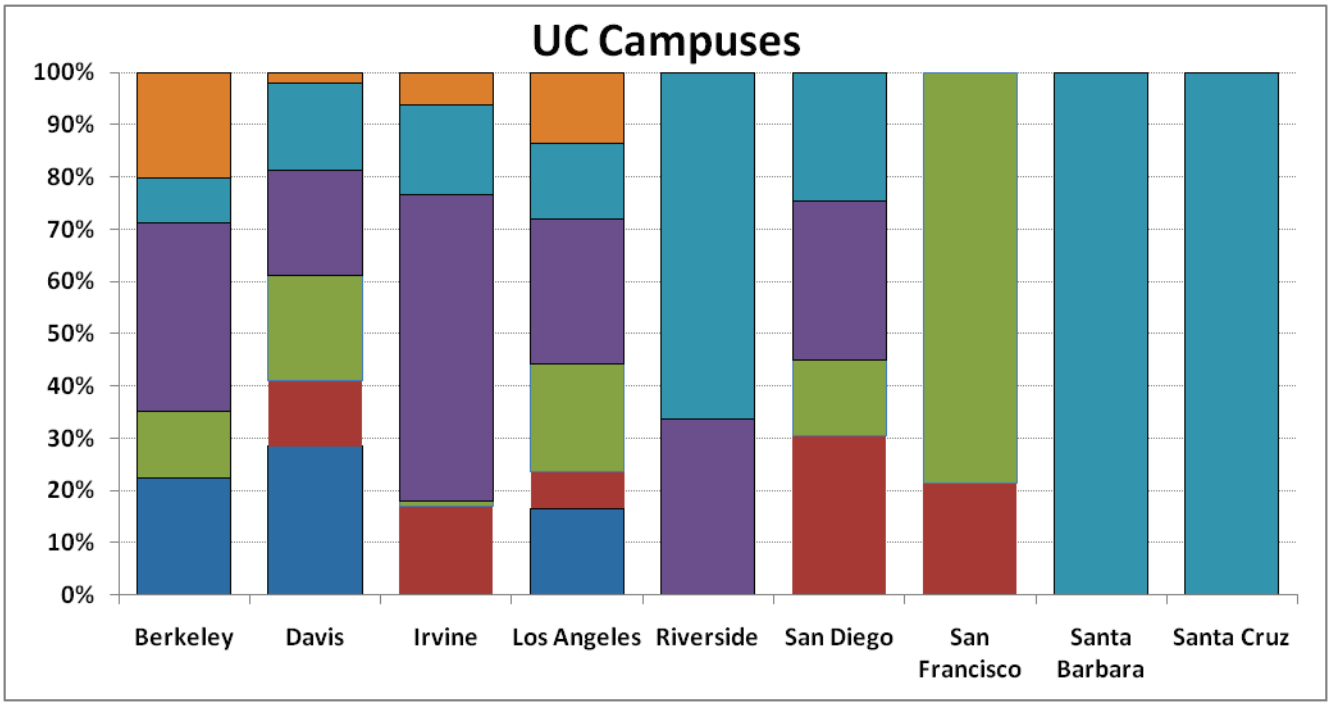


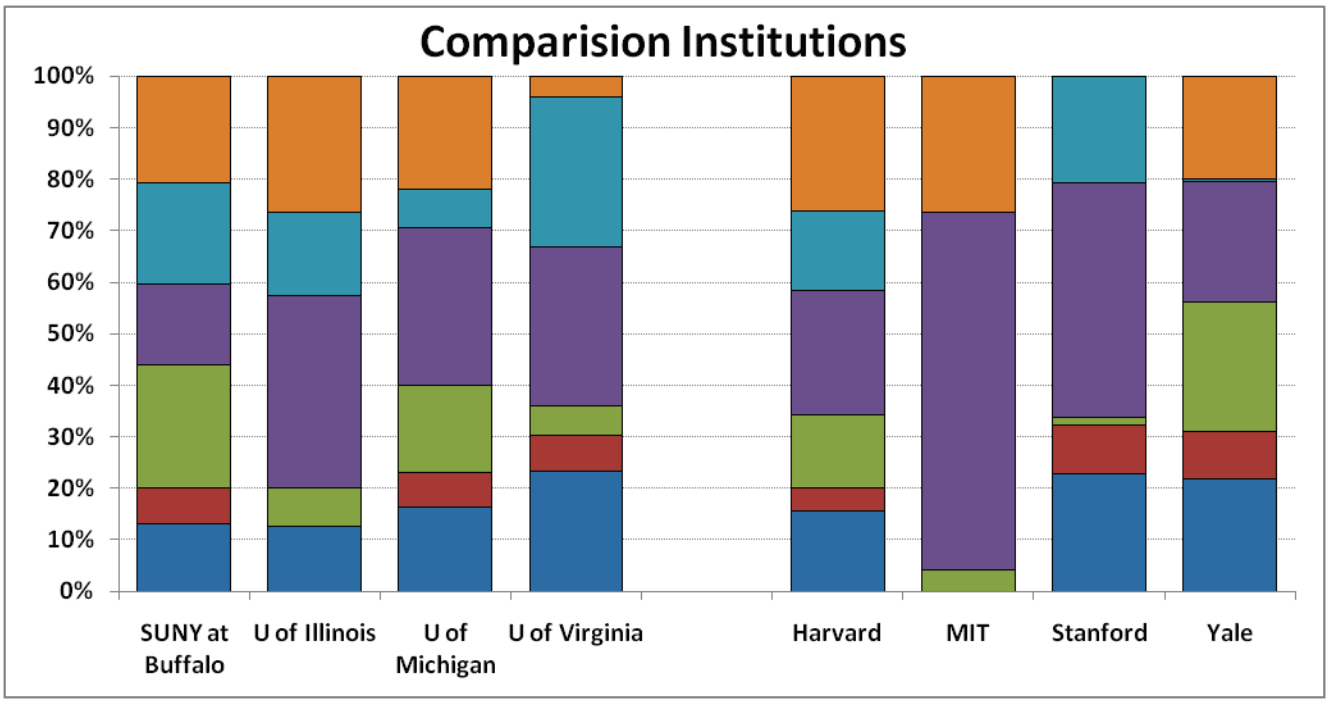
- The 10 UC campuses awarded 5,678 professional degrees in 2007-08.

- The largest share of professional degrees that UC awarded was in the health sciences—medicine, dentistry, nursing, optometry, pharmacy, public health and veterinary medicine (30 percent in medicine and other health fields combined). This was followed by business (28 percent), education (17 percent) and law (14 percent). These proportions were relatively similar across both public and private comparison institutions.

Source: National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Completions Survey

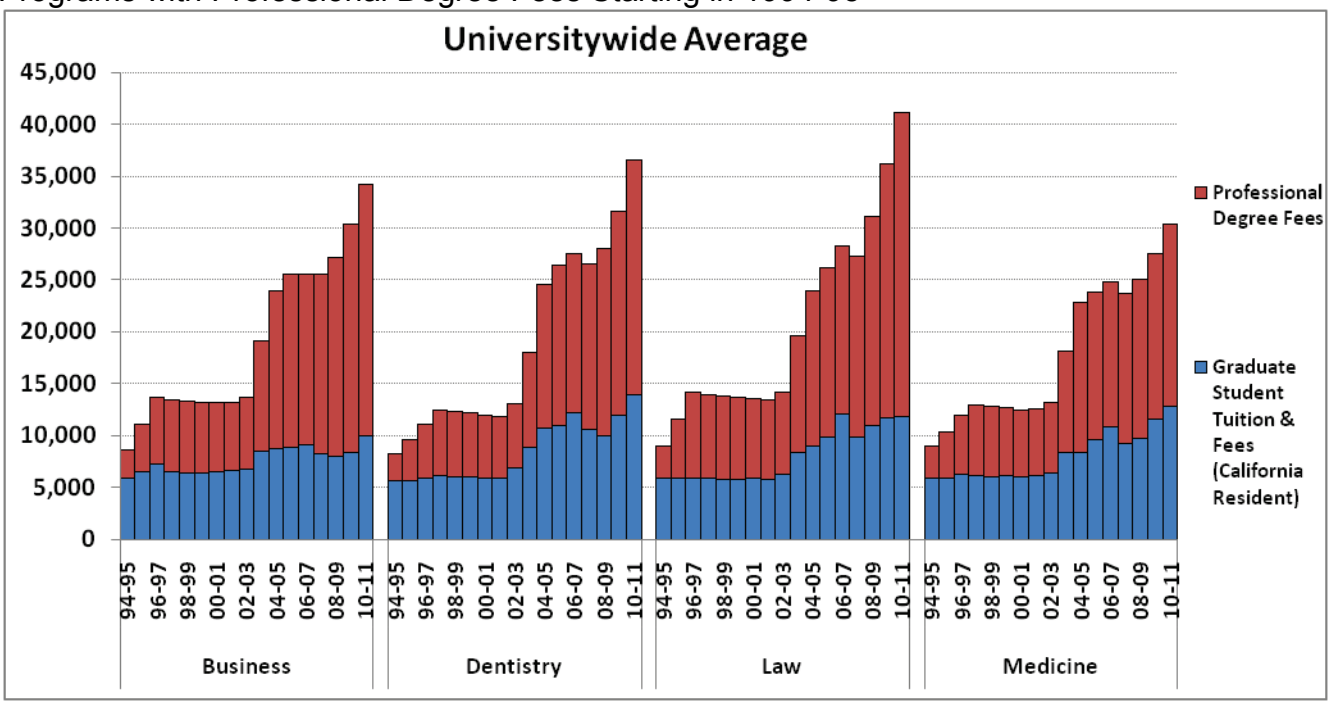
Indicator 36 (continued) Professional Degrees Awarded by Discipline, UC and Comparison Institutions, 2007-08





Indicator 37
Tuition and Fees by Professional Degree Program, Universitywide, 1994-95 to 2010-11

Programs with Professional Degree Fees Starting in 1994-95



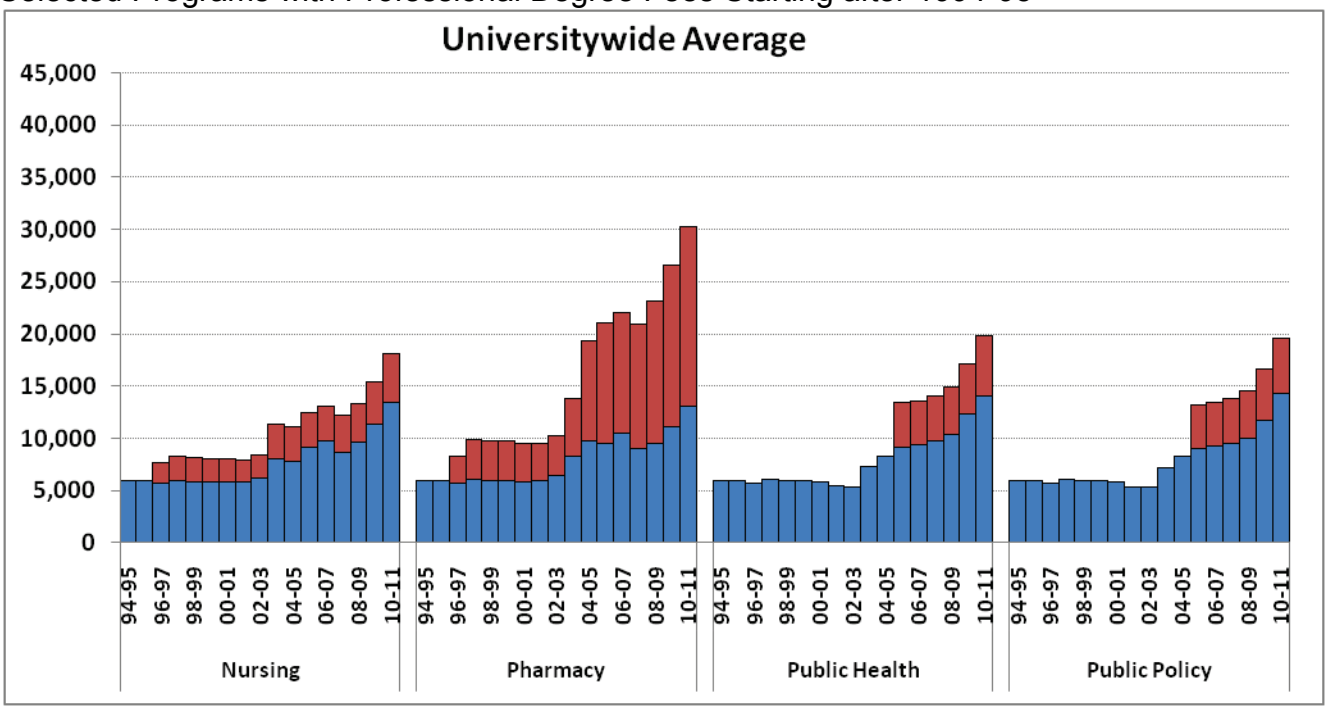
Note: Includes mandatory systemwide fees and campus-based fees; excludes non-resident tuition; figures adjusted for inflation.

- Many of UC's professional degree programs charge a professional degree fee in addition to mandatory systemwide fees, campus-based fees and, when appropriate, non-resident tuition.
- In 2009-10, professional degree fees were charged to students enrolled in business, dentistry, law, medicine, nursing, optometry, pharmacy, public health, public policy, theatre, film and television, international relations and pacific studies, veterinary medicine and preventive veterinary medicine.
- For 2010-11, the University also will charge professional degree fees for programs in architecture, environmental design, information management, physical therapy, social welfare and urban planning on selected campuses.
- In 2009-10, professional degree fees ranged from $4,000 for preventive veterinary medicine at Davis to $25,675 for business at Berkeley.

Source: UCOP Budget and Capital Resources. Some program fees vary by campus; in this case, the midpoint is shown in the graph above.

Indicator 37 (continued) Tuition and Fees by Professional Degree Program, Universitywide, 1994-95 to 2010-11

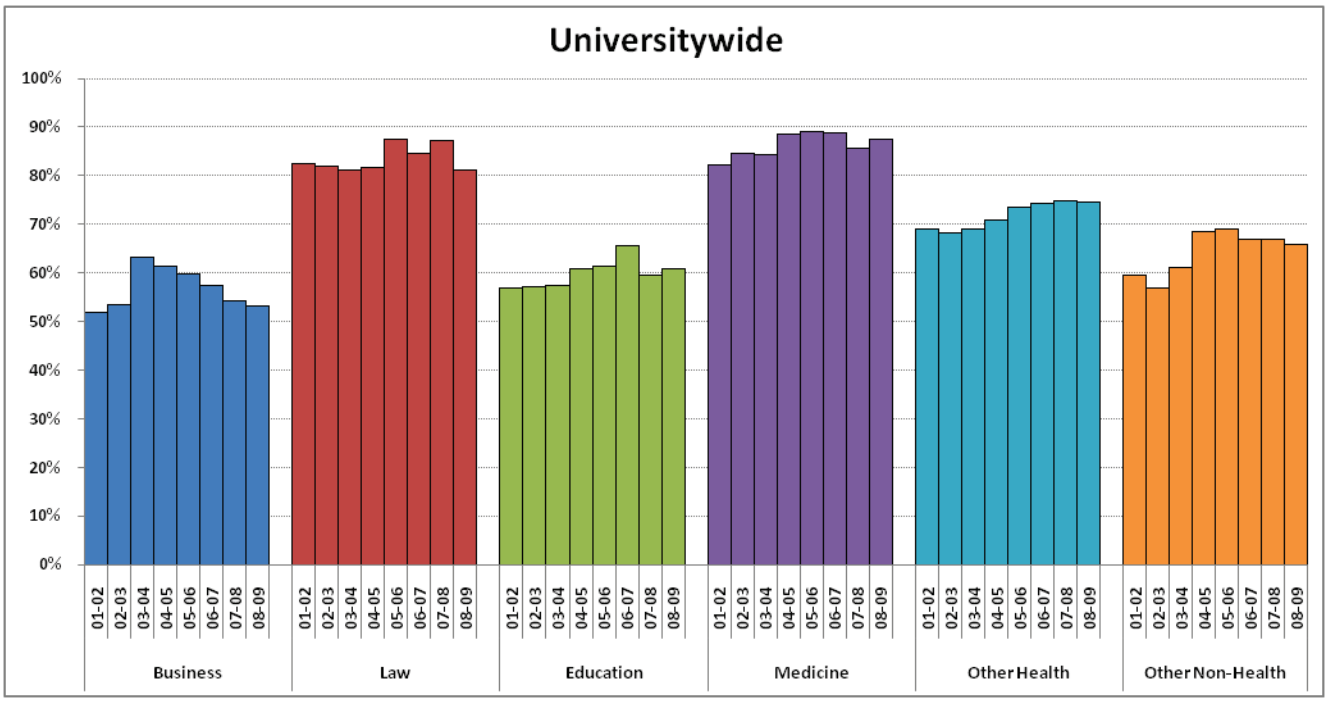
Selected Programs with Professional Degree Fees Starting after 1994-95



Note: Includes mandatory systemwide fees and campus-based fees; excludes non-resident tuition; figures adjusted for inflation.

- The graph above shows professional degree fees that were charged in professional programs housed at multiple campuses. Not shown are professional degree fees at individual campuses; these include Optometry (Berkeley); Theater, Film & Television (Los Angeles); International Relations and Pacific Studies (San Diego); and Veterinary Medicine (Davis).

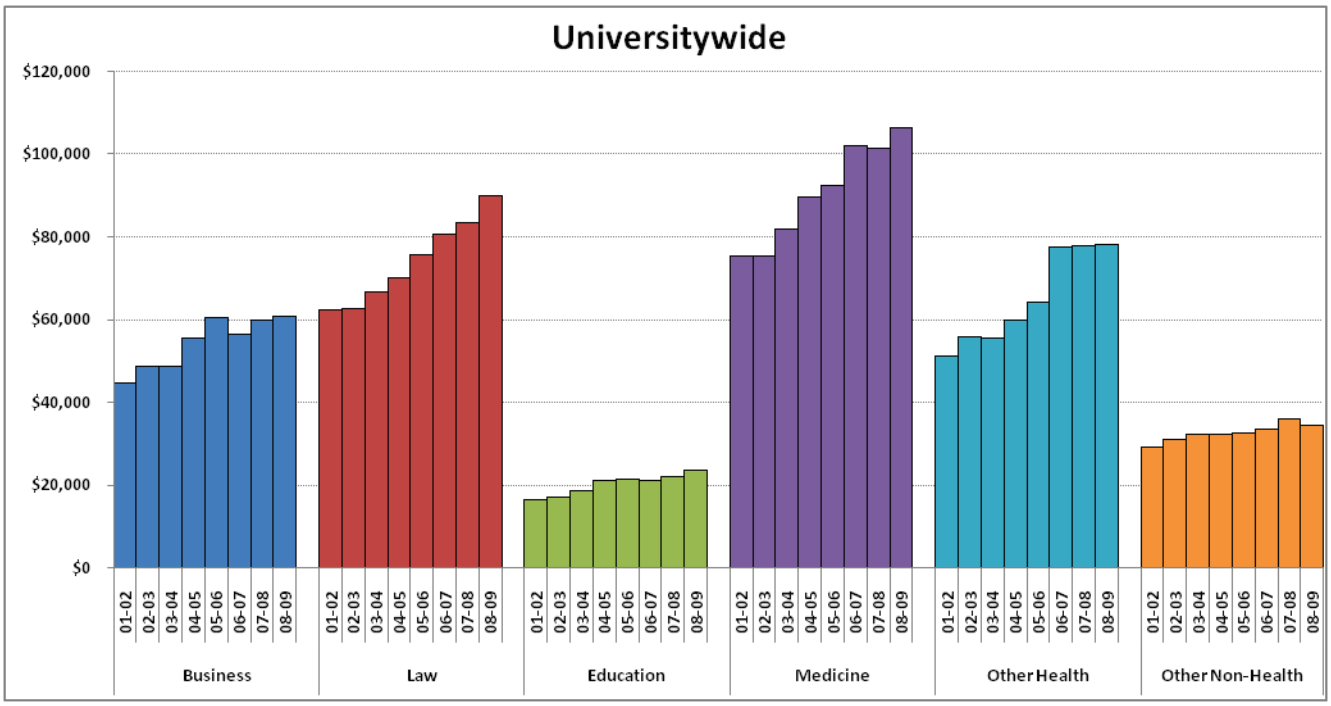
Indicator 38
Percent of UC Professional Degree Students Graduating with Debt, by Discipline, 2001-02 to 2008-09



- The percent of professional degree students who graduate with debt varies by discipline, ranging from almost 90 percent in medicine to slightly more than 50 percent in business. Within specific disciplines, the proportion of students graduating with debt has been relatively stable over the past eight years; however, in certain disciplines average debt levels of students who borrowed have risen (see Indicator 39).
- About two-thirds of aid awarded to professional degree students is in the form of loans, primarily from federal loan programs, rather than fellowships or grants. A greater reliance on loans is considered appropriate for professional degree students because their programs are shorter and their incomes after graduation tend to be higher than those of other graduate students.
- Professional degree students who choose careers in the public interest often forego higher incomes, thus these students may be less able to meet their debt repayment obligations. Therefore, in certain disciplines, such as law and business, University funds also are used for loan repayment assistance programs (LRAPs). Other LRAPs are funded at the federal, state or regional level to encourage students to serve specific populations (e.g., to work as physicians in medically underserved areas).
- Other UC professional schools are continuing to evaluate the appropriate mix of loan assistance and increased fellowship support to ensure that public interest careers remain a viable choice for their graduates.

Source: UCOP Corporate Student System

Indicator 39
Average Debt of UC Professional Degree Student Borrowers at Graduation, by Discipline, 2001-02 to 2008-09

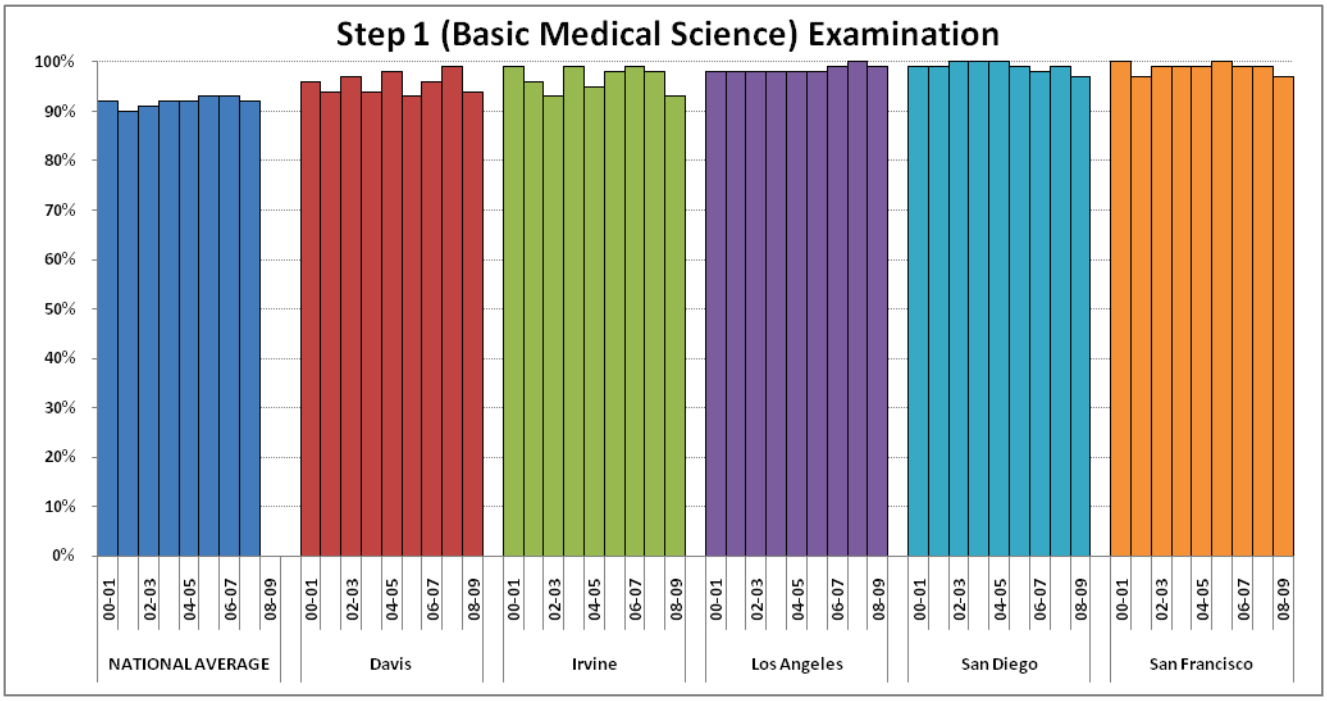


Note: Figures are in inflation-adjusted 2007 dollars.

- Recent increases in average debt among professional degree program graduates reflect a combination of several factors, including increases in professional degree fees that have occurred since 2002-03 and increased access to, and awareness of, federal student loan programs.
- In general, higher levels of student debt are found in disciplines with high levels of potential earnings (e.g., law, medicine, dentistry and optometry).
- The percentage of professional degree students graduating with debt and average student debt levels are two, among several other, affordability indicators that the University is monitoring on an ongoing basis.

Source: UCOP Corporate Student System

Indicator 40
United States Medical Licensing Examination Pass Rates, 2000-01 to 2008-09



Note: Data presented here represent overall pass rates; students can take the MLE exams multiple times if they do not pass.

- Sponsored by the Federation of State Medical Boards and the National Board of Medical Examiners, the United States Medical Licensing Examination is the examination for medical licensure in the United States.

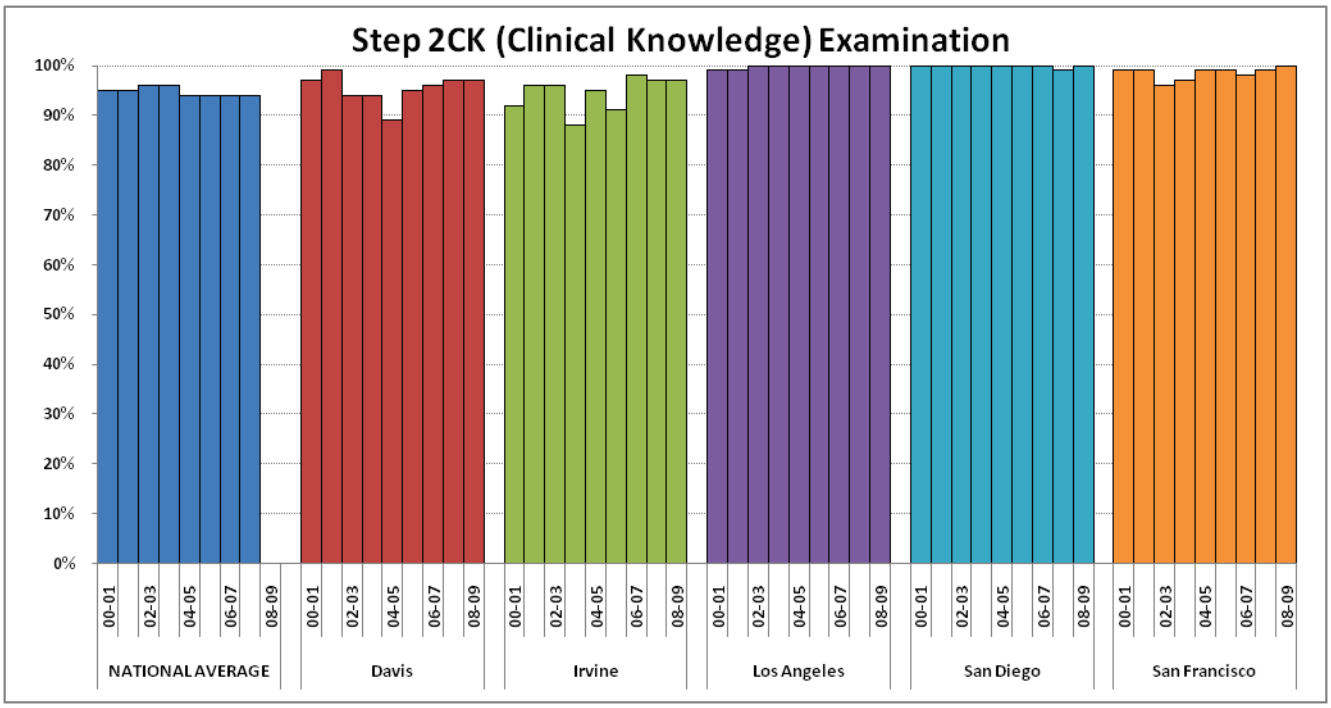
- Step 1 assesses whether a student understands and can apply important concepts of the sciences basic to the practice of medicine, with special emphasis on principles and mechanisms underlying health, disease and modes of therapy.

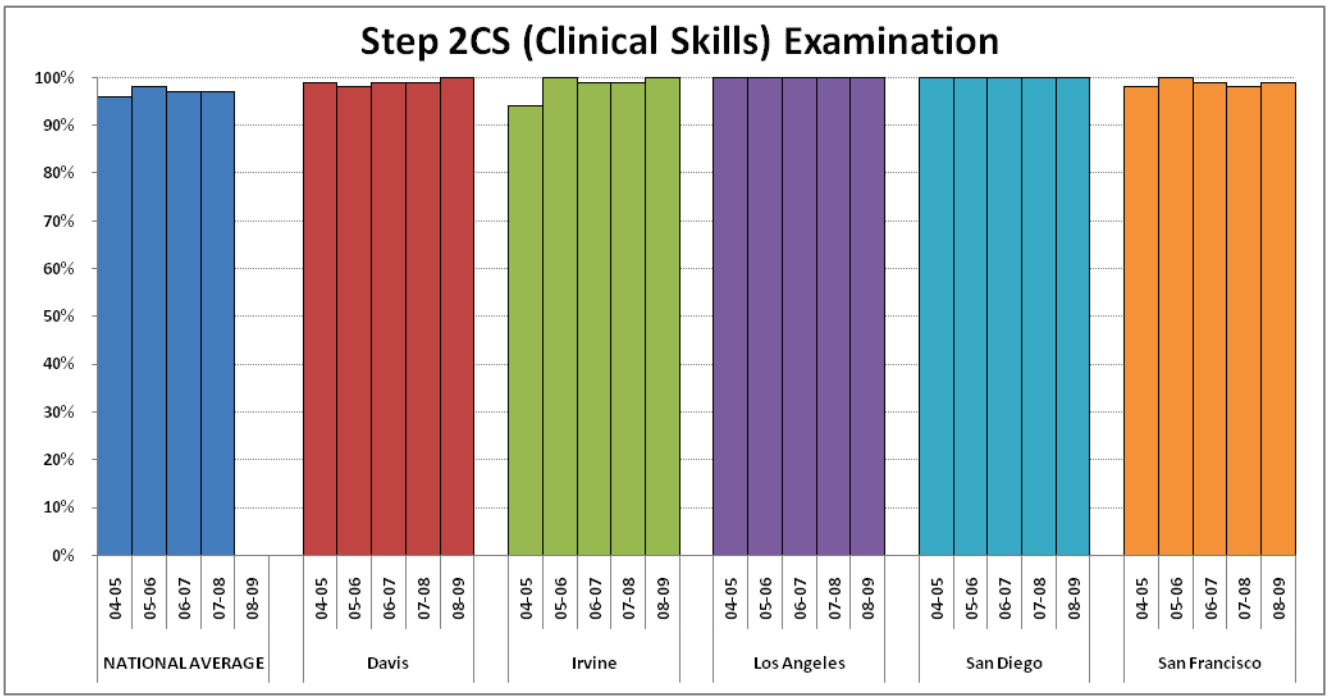
- Step 2 assesses whether a student can apply medical knowledge, skills and understanding of clinical science, including emphasis on health promotion and disease prevention. Step 2 ensures that attention is devoted to principles of clinical sciences and basic patient-centered skills that provide the foundation for the safe and competent practice of medicine.

- Step 2 has two components: Clinical Knowledge (CK) and Clinical Skills (CS). Step 2 CK uses the multiple-choice examination format to test clinical knowledge. Step 2 CS uses standardized patients to test medical students and graduates on their ability to gather information from patients, perform physical examinations and communicate their findings to patients and colleagues.

Source: UCOP data collection

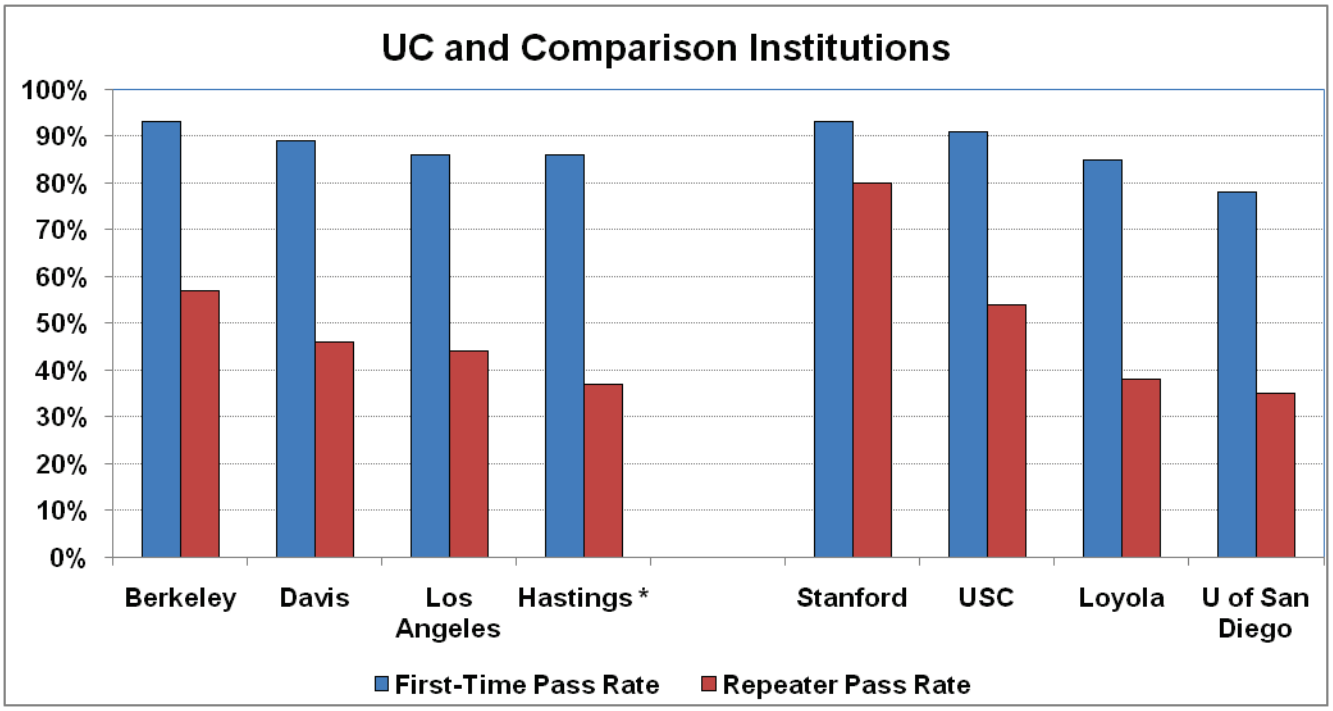
Indicator 40 (continued) United States Medical Licensing Examination Pass Rates, 2000-01 to 2008-09





Note: The Step 2CS examination began in 2004-05; national data are not currently available for 2008-09.

Indicator 41
California Bar Examination Pass Rates, UC and Comparison Institutions, July 2009



* Hastings Law School in San Francisco is affiliated with the University of California.

- Students graduating from UC's four law schools overwhelmingly pass the California Bar the first time. Their first-time bar passage rates are comparable to those from four other large, well-known and well-respected law schools in California.

Source: State Bar of California

Section 7. Faculty

GOALS

To a very large extent, the academic quality and reputation of the University of California—its ability to fulfill its tripartite mission of teaching, research and public service—is determined by the quality of its faculty. Accordingly, the recruitment and retention of a world-class faculty are among the University's most important priorities. In addition, highly talented faculty attract other highly qualified faculty, graduate students and undergraduates alike, all of which serve to maintain the academic quality of the University on an ongoing basis.

NARRATIVE

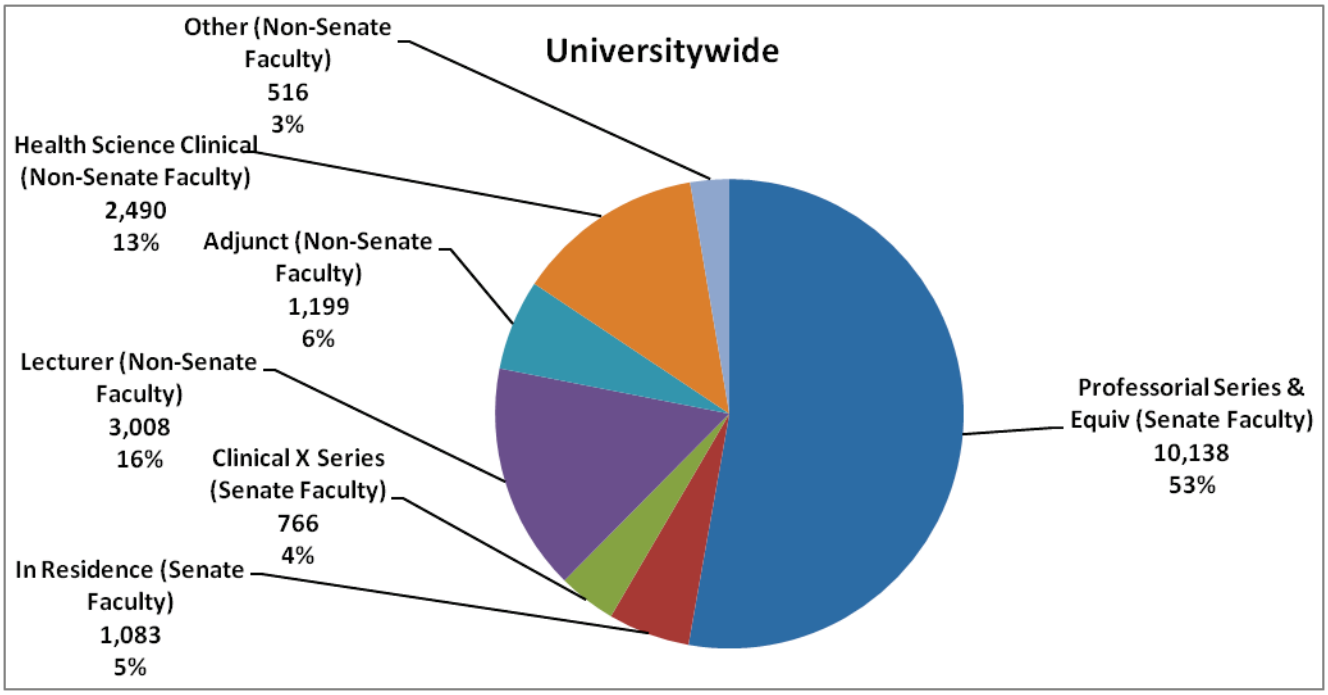
The indicators in this section document some of the central characteristics of and concerns about UC faculty—their number, discipline, age and compensation. The trends show that the proportion of ladder-rank faculty has declined relative to non-ladder-rank faculty and that many faculty are nearing retirement age. Together these trends highlight an immediate need for more emphasis on faculty renewal; yet the recruitment of new faculty has been significantly slowed on many campuses due to the state's fiscal crisis. Faculty salaries have fallen further behind market, creating more challenges in attracting the best faculty candidates and in retaining current faculty. More information about trends in faculty composition, diversity and compensation can be found in the March 2009 Accountability Sub-Report on Faculty Competitiveness, the September 2010 Accountability Sub-Report on Diversity (www.universityofcalifornia.edu/accountability) and the January 2011 Accountability Sub-Report on Faculty Competitiveness.

LOOKING FORWARD

No other public institution can claim as distinguished a faculty as the University of California. UC faculty includes 56 Nobel Prize laureates, 59 National Medal of Science recipients and 271 members of the prestigious National Academy of Sciences. In the 2009 and 2010 classes elected to the National Academy of Sciences, 66 of the 144 new members came from public universities, and 39 of these were from UC. Put another way, more than half of the honored scientists from public universities teach and do research at UC.

At the same time, the national economic recession has dramatically curtailed recruitment of high-performing faculty at UC and other universities across the country. It is critically important that UC lead the academic recovery over the next few years, not lag behind it. Universities that start recruiting aggressively before others will have an historic opportunity to improve their faculty; those who are slow to act will move in the other direction. How many of the National Academy members elected in 2030 will come from the UC faculty? This will depend greatly on UC's ability to hire and retain top faculty in the next few years.

Indicator 42
Faculty Composition, October 2008



- The University's governing body, the Board of Regents, delegates to the faculty the authority to determine academic policy, set conditions for admission and the granting of degrees, authorize and supervise courses and curricula, and advise the administration on faculty appointments, promotions and budgets. The UC Academic Senate is the body that enables the faculty to exercise this delegated authority.

- Senate faculty are tenured (have permanent appointments) or tenure-track (on the way to being considered for permanent appointments). They also are members of the Academic Senate. Non-Senate faculty have temporary appointments, though many of these may last for several years, and are not members of the Academic Senate.

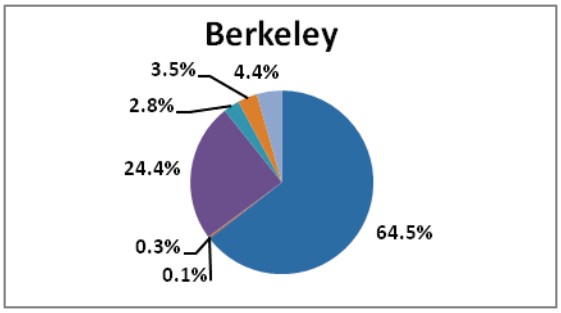
- Senate faculty comprise about 62 percent of all UC faculty appointments; non-Senate faculty are about 38 percent.

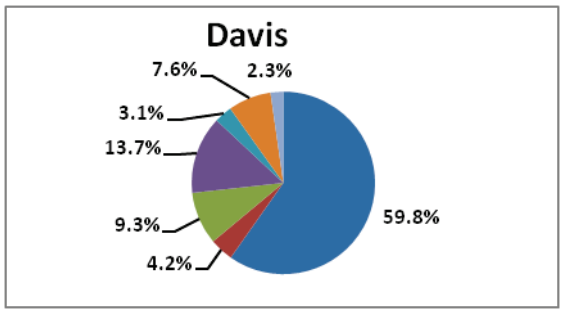
- Although there are exceptions, faculty titles such as health science clinical, adjunct and clinical X series are generally found at one of UC's health sciences campuses that have medical schools, other health sciences programs, and associated hospitals (e.g., Davis, Irvine, Los Angeles, San Francisco and San Diego).

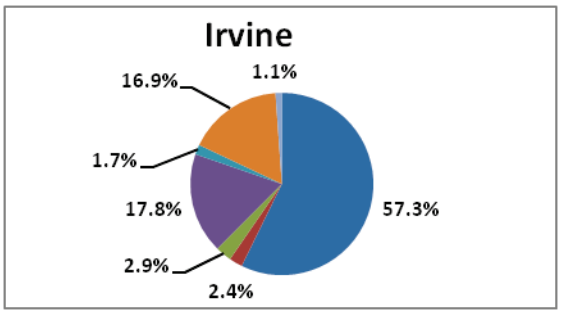
- Lecturer titles tend to be used more on the general campuses (i.e., non-medical side of the UC campuses).

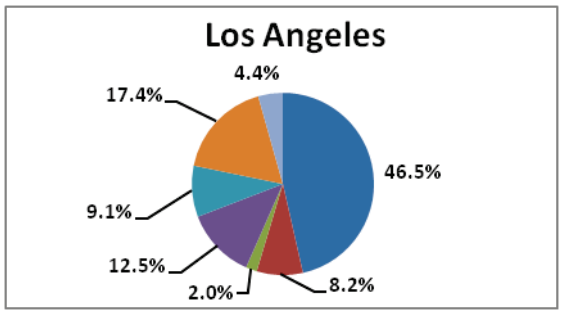
Source: UCOP Corporate Personnel System Standard Report AP1. Data shown are headcount numbers for all faculty members, both those with and without Senate appointments.

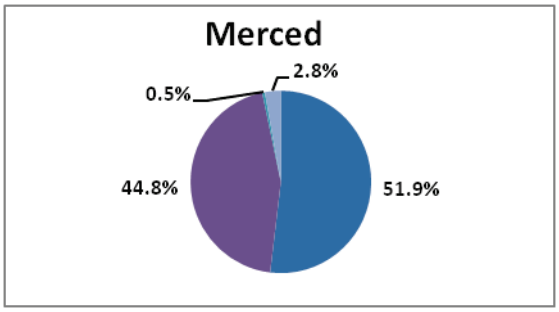
Indicator 42 (continued) Faculty Composition, October 2008

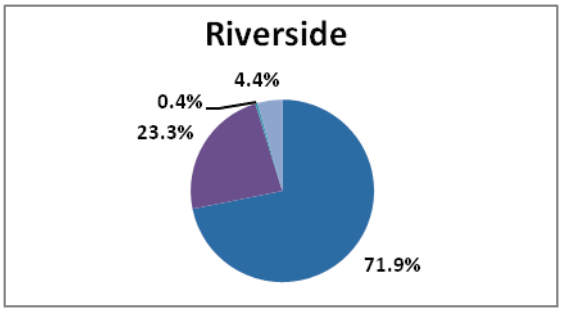


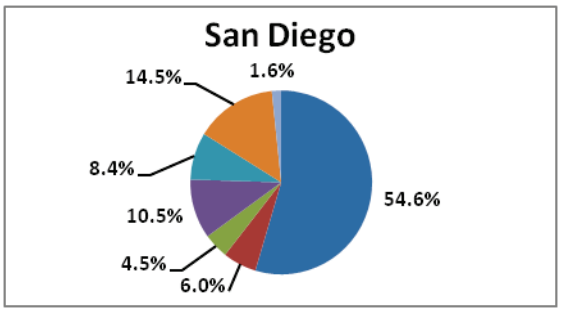


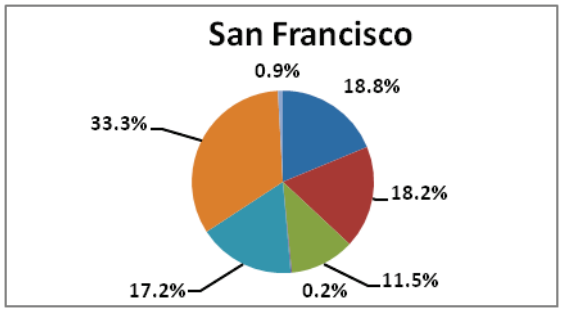


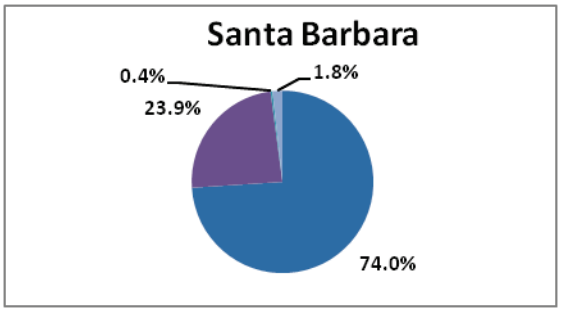


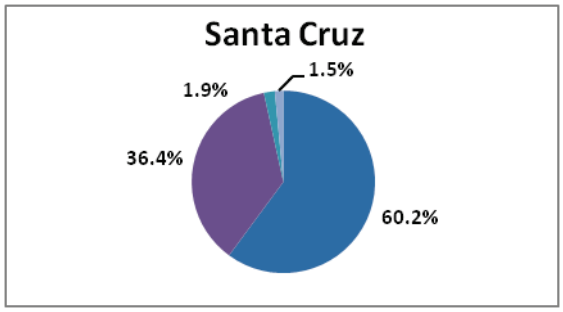




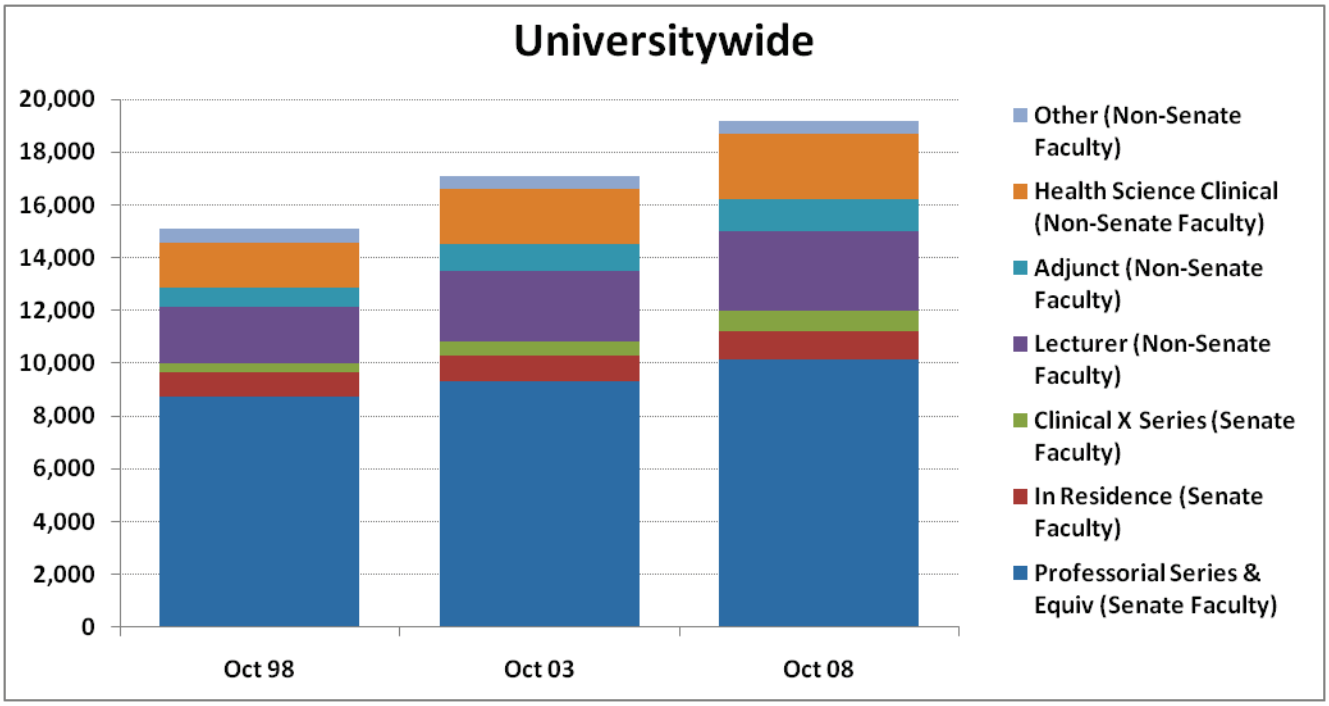








Indicator 43
Faculty Composition, October 1998, 2003 and 2008



- Between 1998 and 2008, UC added almost 4,100 more faculty, an overall increase of about 27 percent. During the same period, UC's student population grew by 35 percent, from about 161,000 students in 1998 to almost 217,000 students in 2009.

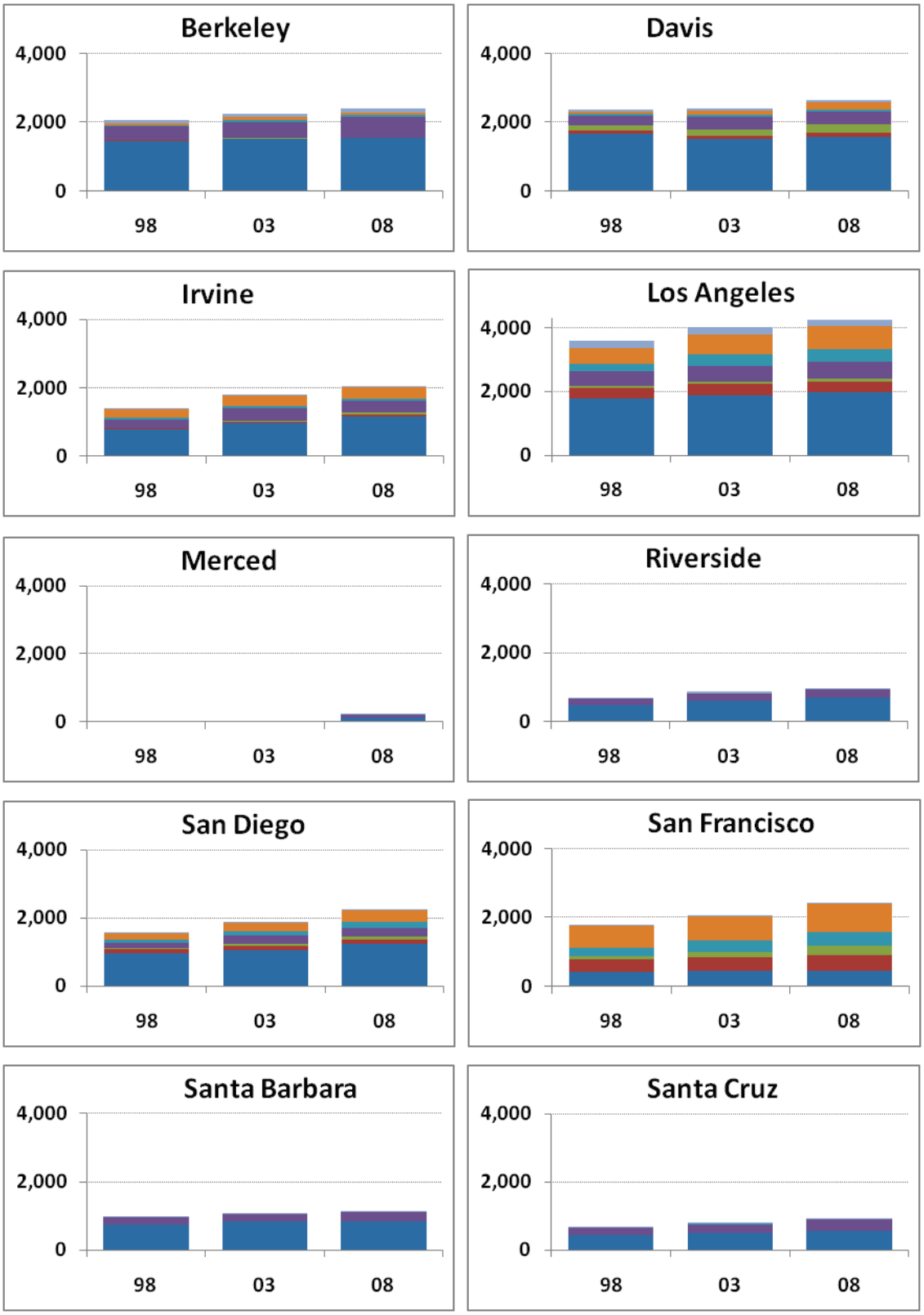
- During this period, the greatest growth in faculty appointments occurred with non-Senate faculty. Their number increased 42 percent (from 5,097 to 7,213) compared to the number of Senate faculty, which increased 20 percent (from 10,009 to 11,987). As a result, the proportion of Senate faculty who constitute the core of the University's faculty dropped from 66 percent to 62 percent of all faculty.

- The picture reflects two trends. First, the proportion of faculty with appointments in the clinical X series, adjunct, and health science clinical series grew from 19 to 23 percent (2,818 to 4,455), largely due to increases in federal funding for health sciences research.

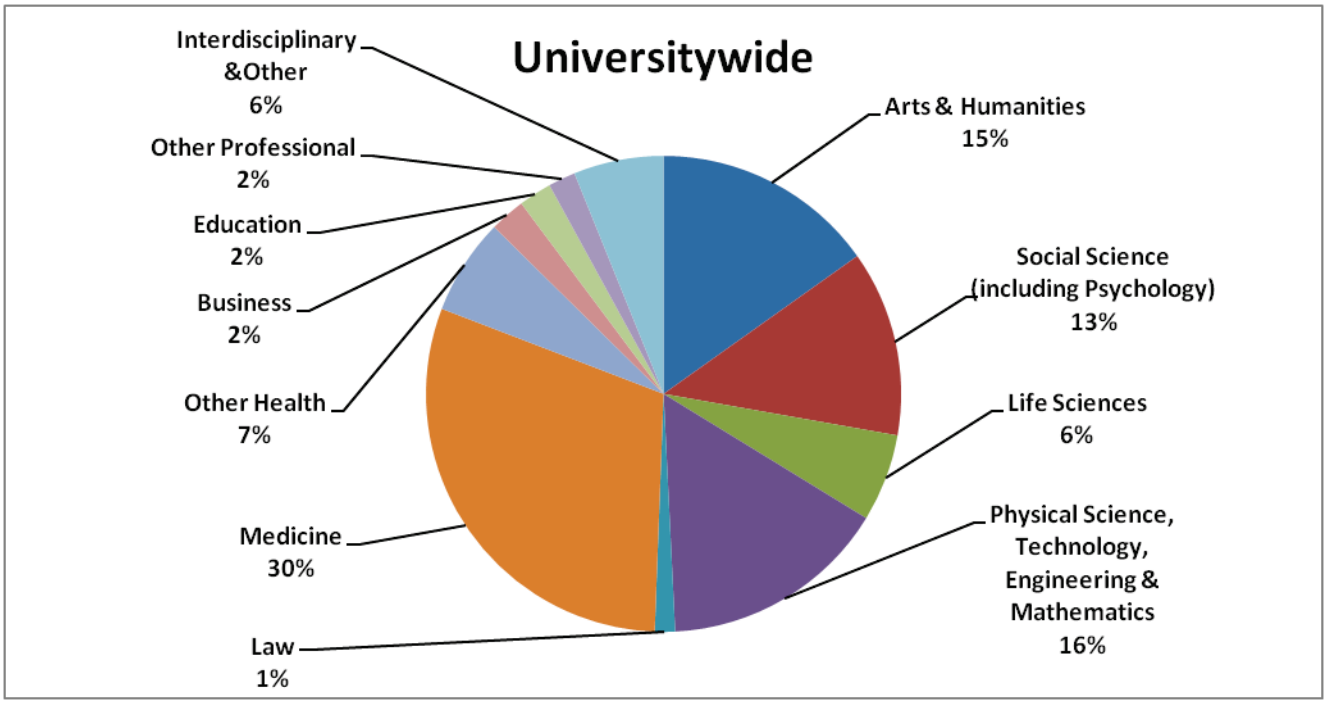
- Second, the proportion of non-Senate lecturers grew from 14 percent of all faculty in 1998 to 16 percent of all faculty in 2008 (2,108 to 3,008). Here, too, there are economic reasons at work reflective of the long-term decline in state funding. Non-Senate lecturers are teaching-only faculty and typically command lower salaries than Senate faculty. As such, they deliver instruction at a lower per-student cost.

Source: Corporate Personnel System, CPS Standard Report AP1. Data shown are headcount numbers for all faculty members, both those with and without Senate appointments.

Indicator 43 (continued) Faculty Composition, October 1998, 2003 and 2008



Indicator 44
Faculty by Discipline, October 2008



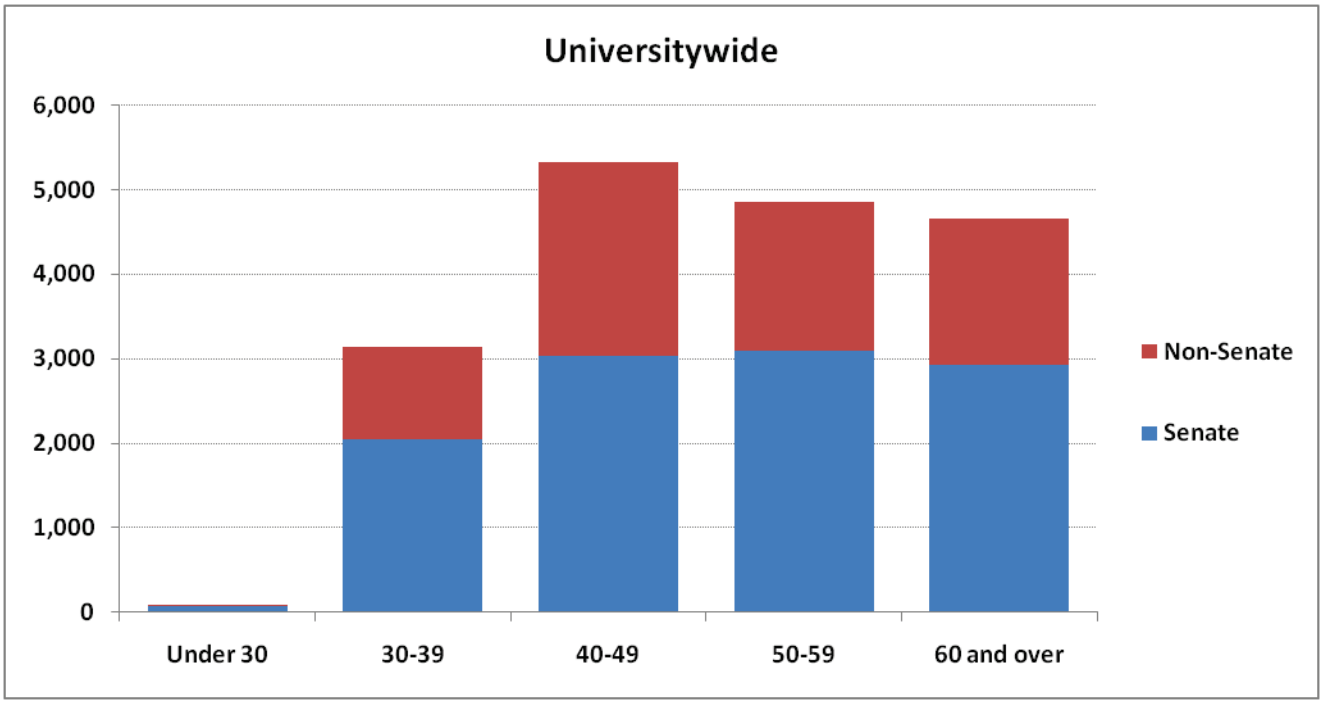
- About 37 percent of UC's faculty is in the health sciences (medicine, dentistry, nursing, pharmacy, optometry, public health and veterinary medicine).

- Over one-fifth (22 percent) is in the STEM fields (life and physical sciences, technology, engineering and math).

- Turnover of ladder-rank faculty with professorial appointments (a subset of those shown in the chart above) historically has averaged about 3 to 4 percent per year. A low turnover rate in the professorial faculty helps to promote stability in the distribution of faculty across disciplines since existing positions can only be reallocated when they become vacant. Growth in the total number of faculty generates new positions; this also can affect disciplinary balance, depending on how these new positions are allocated.

Source: UCOP Corporate Personnel System, October 2008. Data shown are headcount numbers for all faculty members, both those with and without Senate appointments.

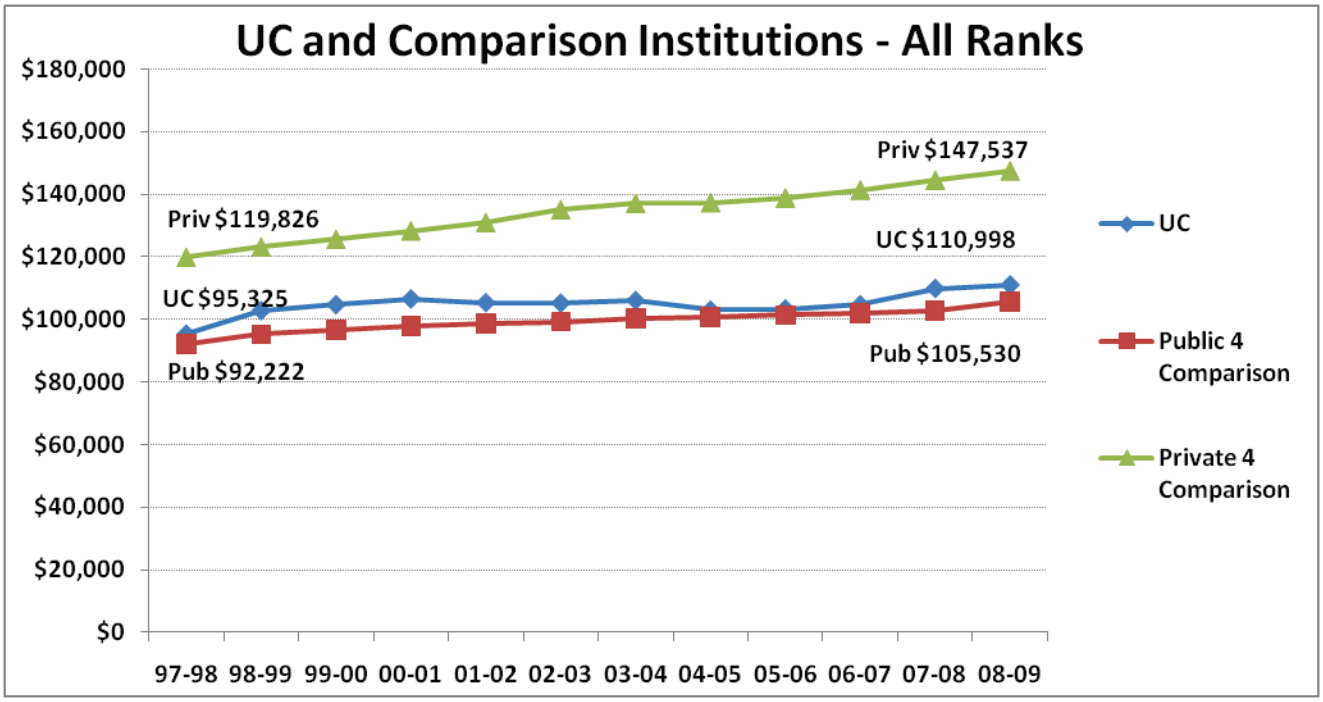
Indicator 45
Faculty by Age, October 2008



- The age distribution of UC faculty has become more heavily weighted toward older faculty as the baby boom cohort (those born 1946 to 1964) has grown older.
- In 2008, 54 percent of UC Senate faculty members were 50 or older compared to about 42 percent in 1994.
- The need to recruit large numbers of new faculty to replace retiring faculty, and to do so in the context of high enrollment demands and significant budget reductions, is one of the major challenges facing UC.

Source: UC Corporate Personnel System. Data shown are headcount numbers for all faculty members, both those with and without Senate appointments.

Indicator 46
Average Faculty Salaries, UC and Comparison Institutions, 1997-98 to 2008-09



Note: Figures are in inflation-adjusted 2008-09 dollars, adjusted for inflation using the Consumer Price Index-Urban.

- UC recruits its faculty from top universities and historically has used eight of them—four publics and four privates—against which to benchmark its faculty salaries. UC's four public comparison institutions are Illinois, Michigan, SUNY-Buffalo and Virginia; its four private comparison institutions are Harvard, MIT, Stanford and Yale.

- The gap in faculty salaries between private and public institutions has widened over the past decade for faculty at all ranks.

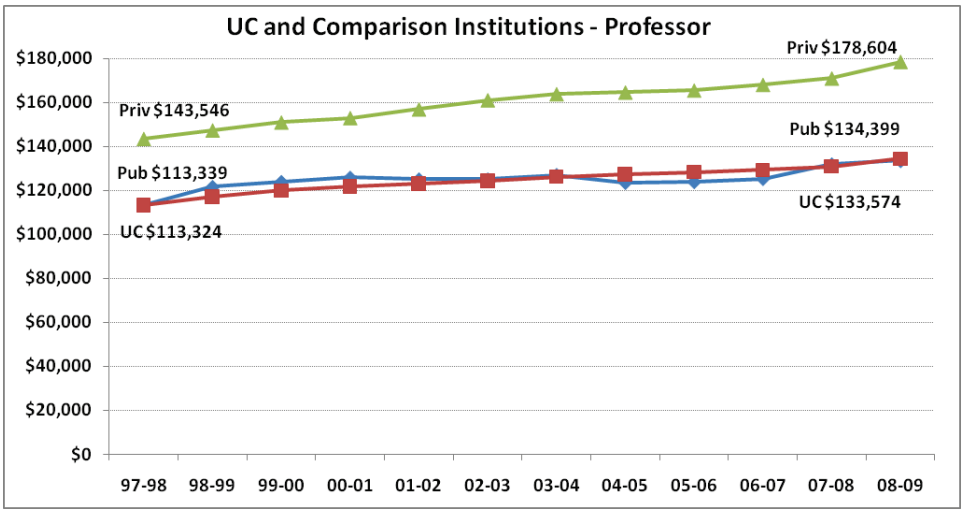
- A plan to eliminate the salary lag for faculty over a four-year period was adopted in 2007-08, but the current fiscal crisis has delayed implementation.

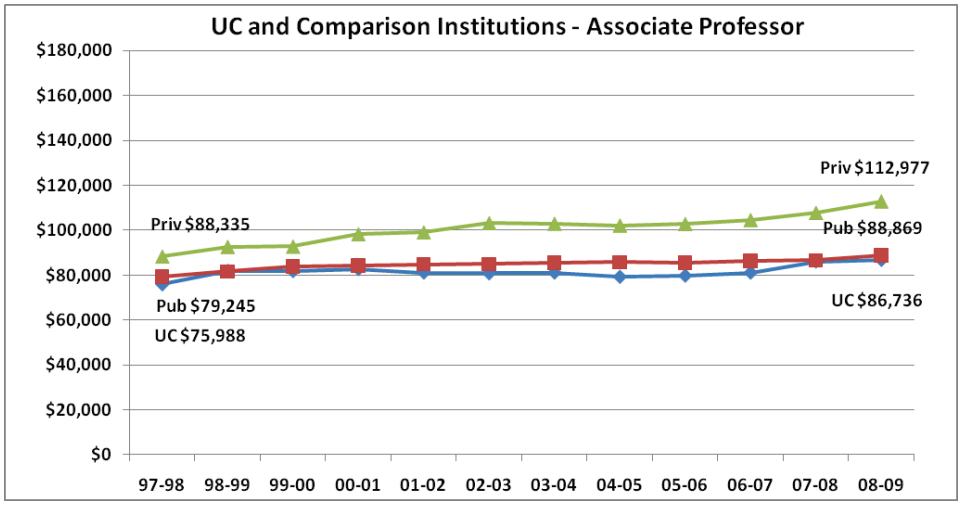
- While faculty continue to be considered for merit-based salary increases every three years, no general salary increases were provided for faculty in 2008-09 and 2009-10 and are unlikely in 2010-11.

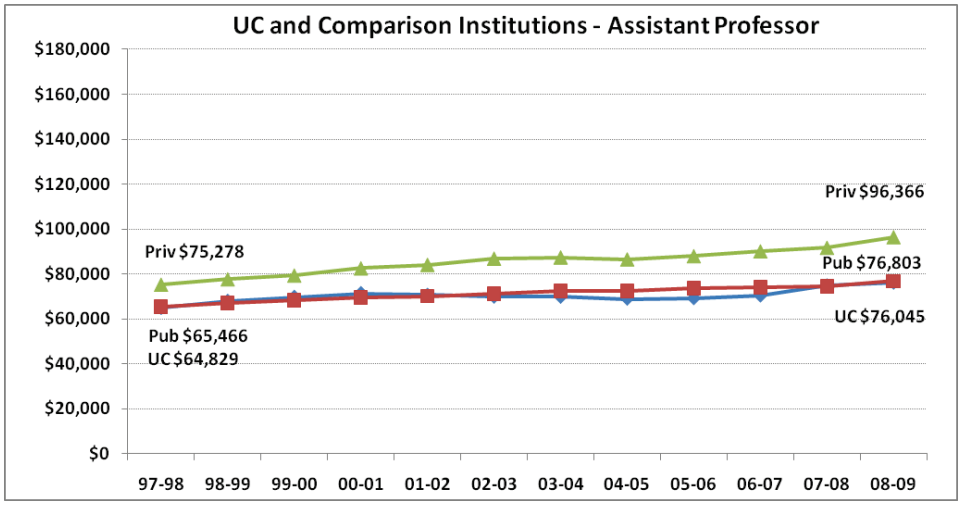
- The lack of general salary increases over a multi-year period is creating profound challenges in retaining high-performing faculty. These challenges will grow more difficult, particularly if peer and competing institutions recover from the economic downturn before UC, enabling them to recruit UC's top performers.

Source: American Association of University Professors (AAUP) Faculty Compensation Survey. Data include all full-time faculty with rank of full, associate or assistant professor; instructors and lecturers are excluded.

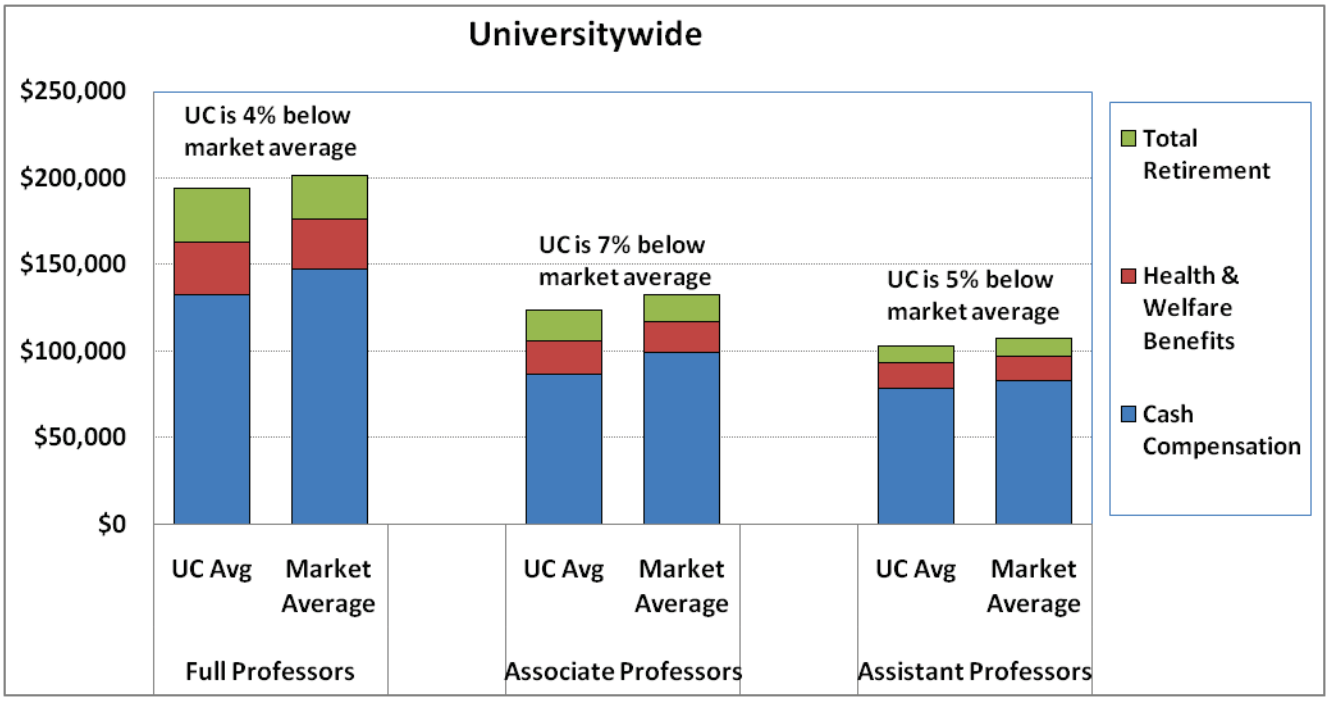
Indicator 46 (continued) Average Faculty Salaries, UC and Comparison Institutions, 1997-98 to 2008-09







Indicator 47
Total Compensation for Ranked Faculty, 2009



- Total compensation includes base salary, health and welfare benefits and post-employment benefits (pension and retiree health).

- Data from the 2009 Mercer-Hewitt Study indicate that average faculty salaries at UC were about 10 percent below the market. However, the total compensation package was closer to market, primarily because UC's benefits currently are ahead of market.

- The University's long-range plan is to rebalance the components of the total compensation package and bring salaries closer to market-competitive levels so that the total compensation package remains competitive.

Source: 2009 Update of Total Remuneration Study for Campus & UCOP and Medical Centers (the Mercer-Hewitt Study Update): www.universityofcalifornia.edu/news/compensation/comparisons.html. Data for ladder-rank faculty excludes health sciences faculty and law school faculty. In addition, other faculty titles considered ladder and equivalent rank are excluded; some examples are astronomers, agronomists and supervisors of physical education. The study covered 78 percent of all ladder-rank faculty.

Section 8. Staff

GOALS

The University's goals for its staff are twofold: to build a work force that reflects the diversity of the people of California and to attract and retain the highest-quality work force by offering competitive total remuneration, which includes salary and benefits.

The first of these goals is outlined in the University's diversity policy, which the Board of Regents adopted in 2007. The second goal was adopted by the regents in 2005 in a 10-year plan to bring salaries and benefits for all employees to market comparability. This goal recognizes the underlying objective that the quality of academic, management and staff personnel is essential for maintaining the excellence of the University and enabling it to achieve its tripartite mission of education, research and public service. Although the University was able to fund staff salary increases from 2005-06 to 2007-08, implementation of the broader regents' plan to achieve comparable pay has been delayed for staff due to the ongoing state fiscal crisis.

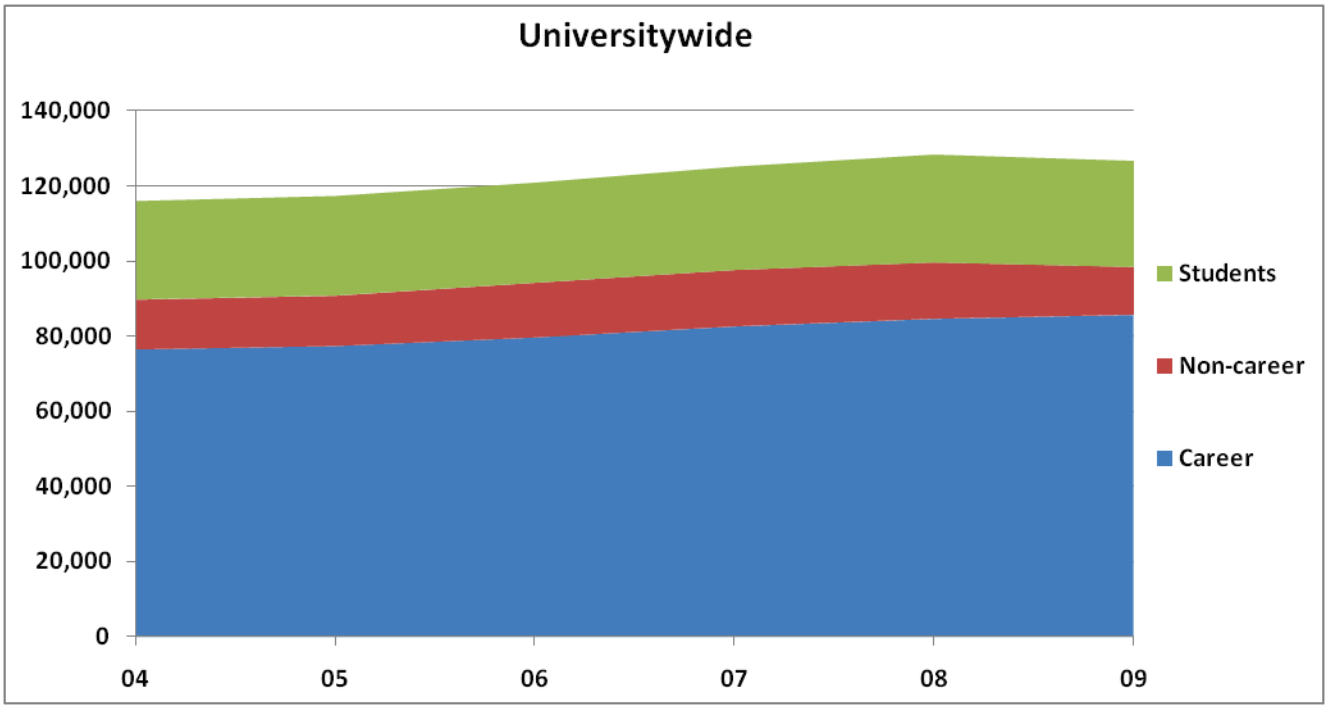
NARRATIVE

The indicators in this section describe the composition and structure of UC's staff work force by size, appointment type, personnel program and union representation, age and salary. Information on staff diversity is in the diversity section of this report, on the University's diversity website (www.universityofcalifornia.edu/diversity) and in the Annual UC Accountability Sub-Report on Diversity (www.universityofcalifornia.edu/accountability). Other views of the Universitywide work force are in the Statistical Summary of Students and Staff (www.ucop.edu/ucophome/uwnews/stat) and the 2008 Workforce Profile (atyourservice.ucop.edu/forms_pubs/misc/workforce_profile_2008.pdf).

LOOKING FORWARD

The forthcoming September 2010 Accountability Sub-Report on Staff will include additional information on total remuneration (salaries plus benefits) for staff and describe the impact of market lags on staff recruitment and retention. It also will address other key talent management issues, such as adequate succession planning for critical positions due to large numbers of retirement-eligible staff, as well as training and competency development requirements for current and future staff.

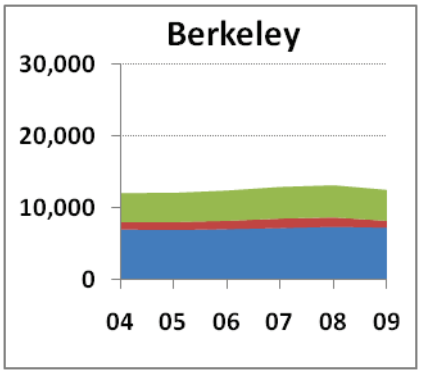
Indicator 48
All Staff by Appointment Type, Universitywide and UC Campuses, October 2004 to 2009

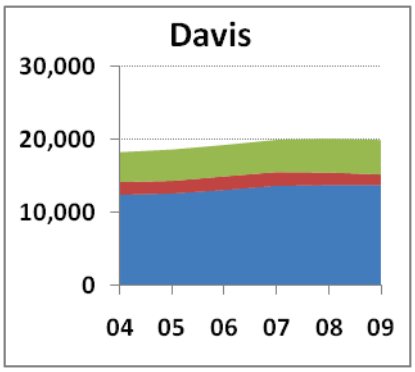


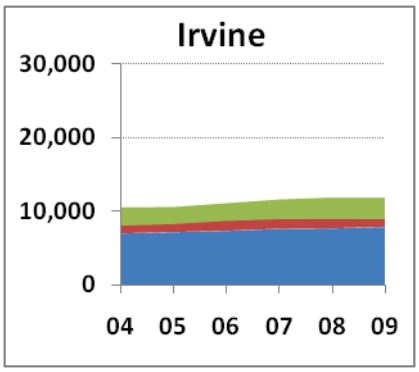
- In October 2009, the University of California employed more than 126,000 career, non-career and student staff.
- Career, non-career and student are the three primary staff appointment categories, which determine terms and conditions of employment.
- Approximately two-thirds of staff are in career appointments, 10 percent are in non-career appointments designed to fill temporary critical needs and 22 percent are students.
- A number of jobs on campus specifically are reserved for UC students and are designed to accommodate their class schedules, provide them with compensation and work experience while enrolled at the University and enable departments to achieve their goals and objectives with excellent part-time help.

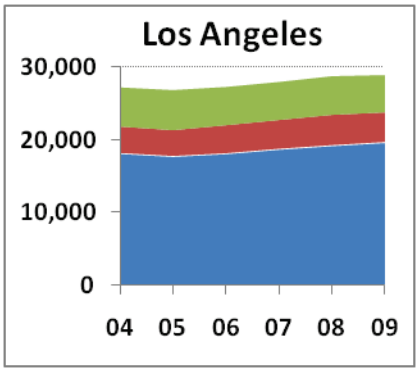
Source: UCOP Corporate Personnel System October 2009. Figures are unduplicated headcount; staff members at Lawrence Berkeley National Laboratory are excluded.

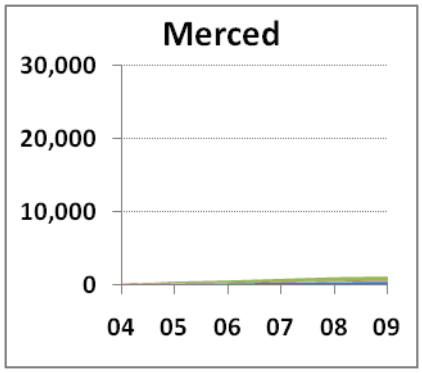
Indicator 48 (continued) All Staff by Appointment Type, October 2004 to 2009

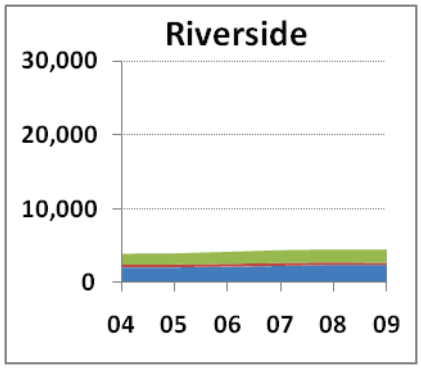


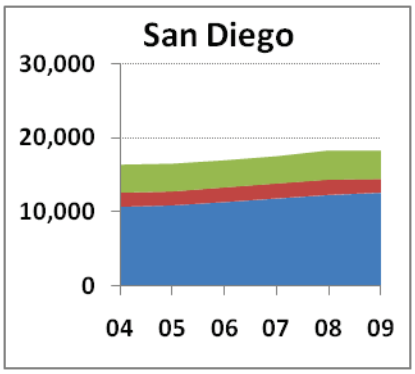


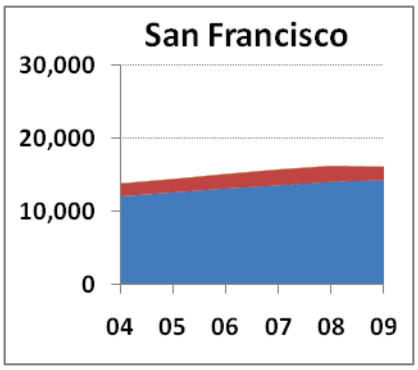


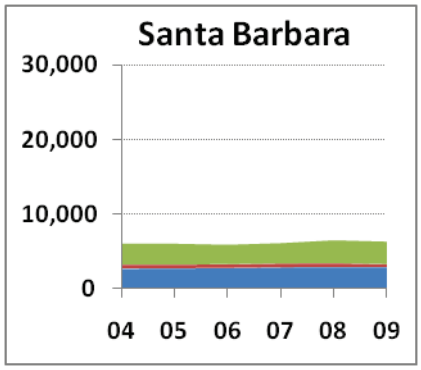


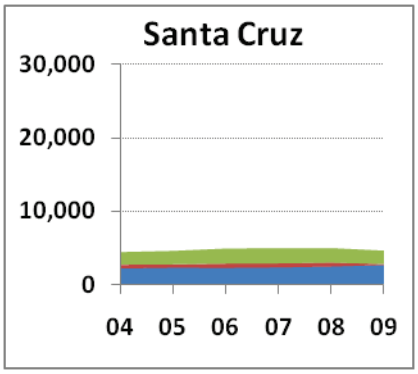


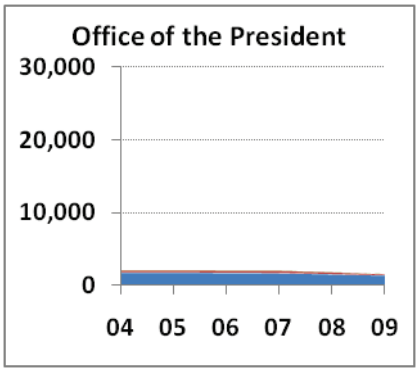


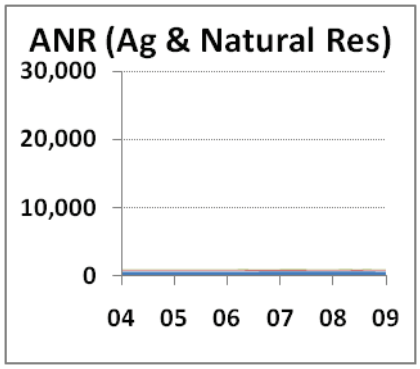




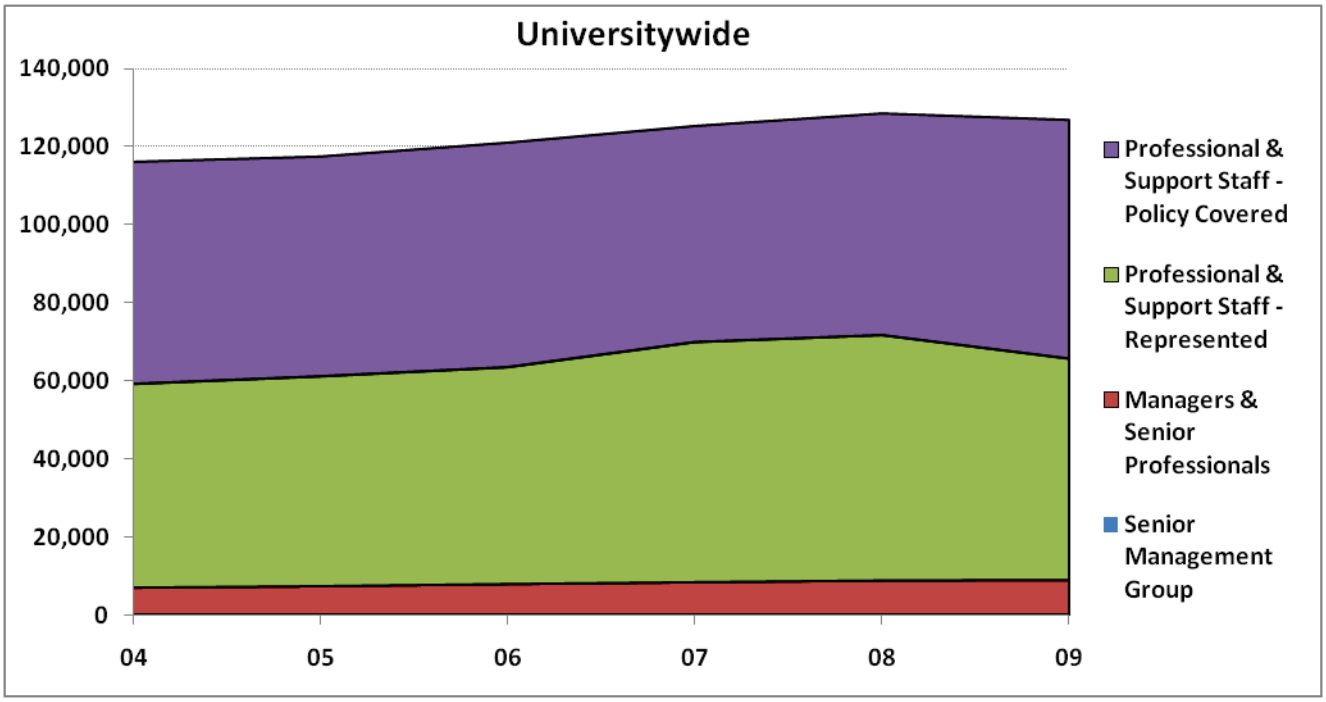








Indicator 49
All Staff by Personnel Program and Union Representation, October 2004 to 2009



- The University has three personnel programs: Professional and Support Staff (PSS), Managers and Senior Professionals (MSP) and Senior Management Group (SMG). Each personnel program is characterized by its own scope of duties and accountabilities as well as conditions of employment.

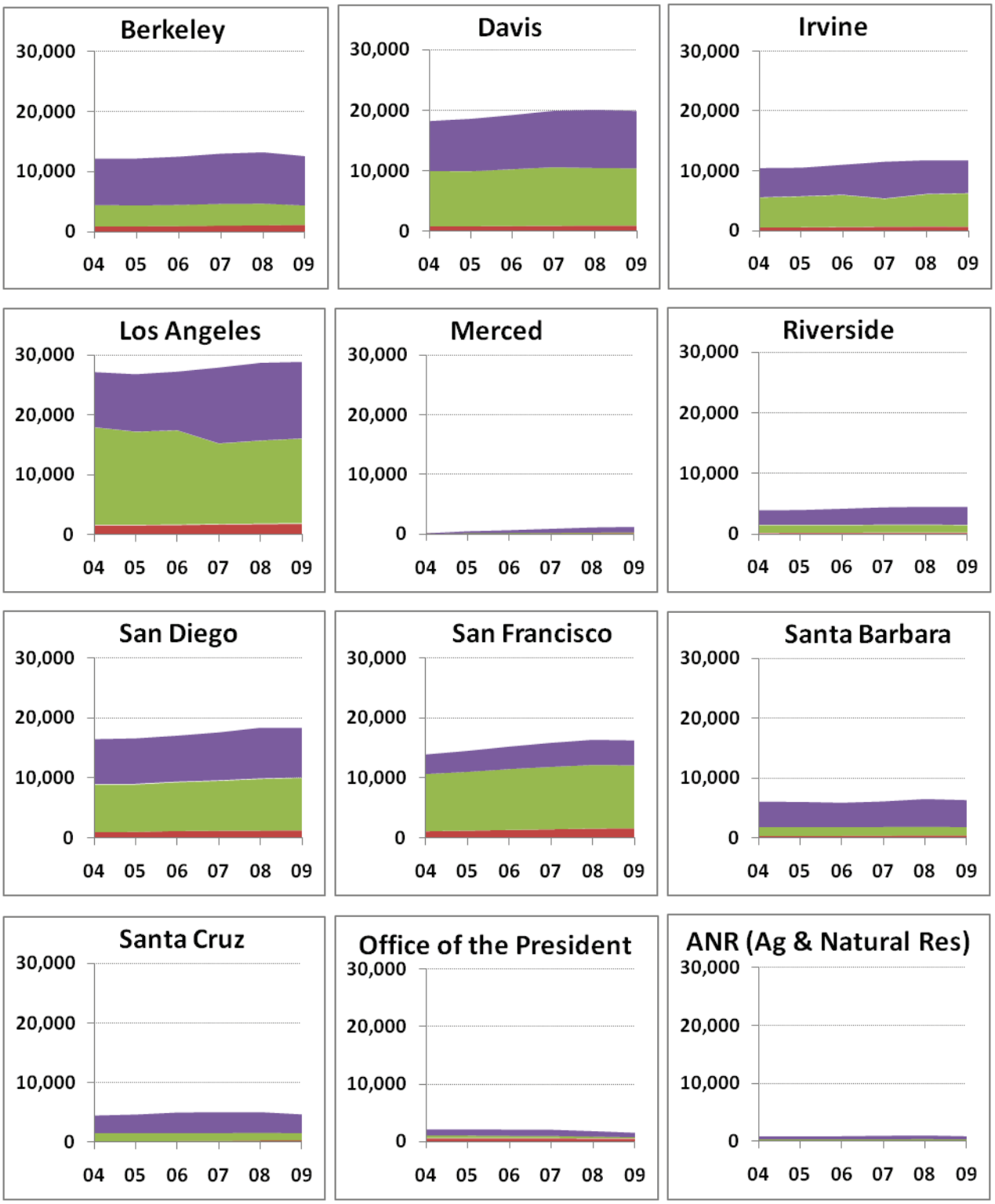
- The overwhelming majority of staff is in professional PSS positions. About half of the PSS work force is in unions and is covered by collective bargaining agreements; the other half is covered by UC policy. PSS staff provide administrative, professional, technical and operational support to the University across a wide variety of programs and fields.

- Managers and Senior Professionals comprise the second-largest segment in the staff work force; the Senior Management Group is the smallest segment. These two groups provide leadership and professional expertise at the highest levels to major University units, programs or fields of work and are accountable for their areas of responsibility. Positions at these levels are responsible for identifying objectives, formulating strategy, directing programs, managing resources and functioning effectively with a high degree of autonomy.

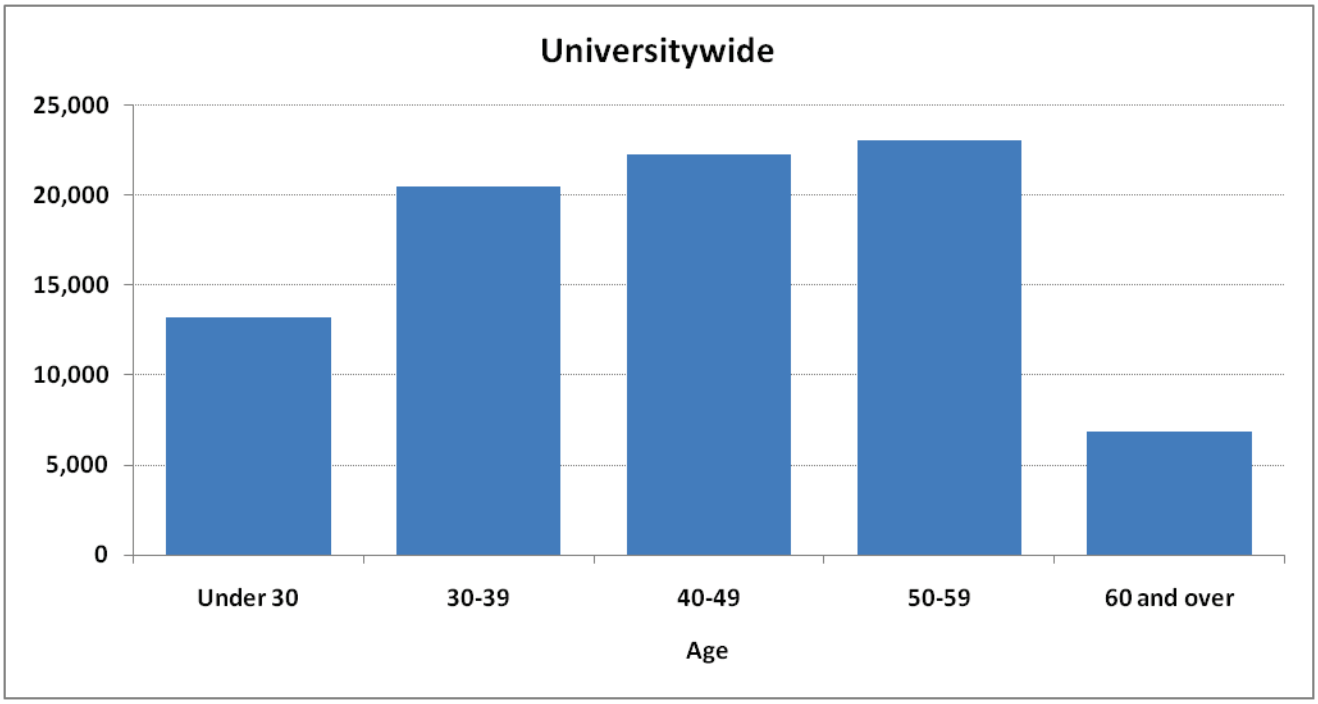
- Between 2004 and 2008, growth in staff work force averaged 2.6 percent annually. Most growth in staff work force during this period was in areas not funded by the state, such as the medical enterprise, research and auxiliary services. The staff work force decreased by 1.3 percent in 2009 for the first time in six years. For details on personnel growth at UC, see www.universityofcalifornia.edu/news/documents/ucpersonnelgrowth2010.pdf.

Source: UCOP Corporate Personnel System October 2009; figures are unduplicated headcount. Includes all staff appointments, including casual/restricted, which are counted in PSS-policy covered group; staff at Lawrence Berkeley National Laboratory are excluded.

Indicator 49 (continued) All Staff by Personnel Program and Union Representation, October 2004 to 2009



Indicator 50
Career Staff by Age, October 2009

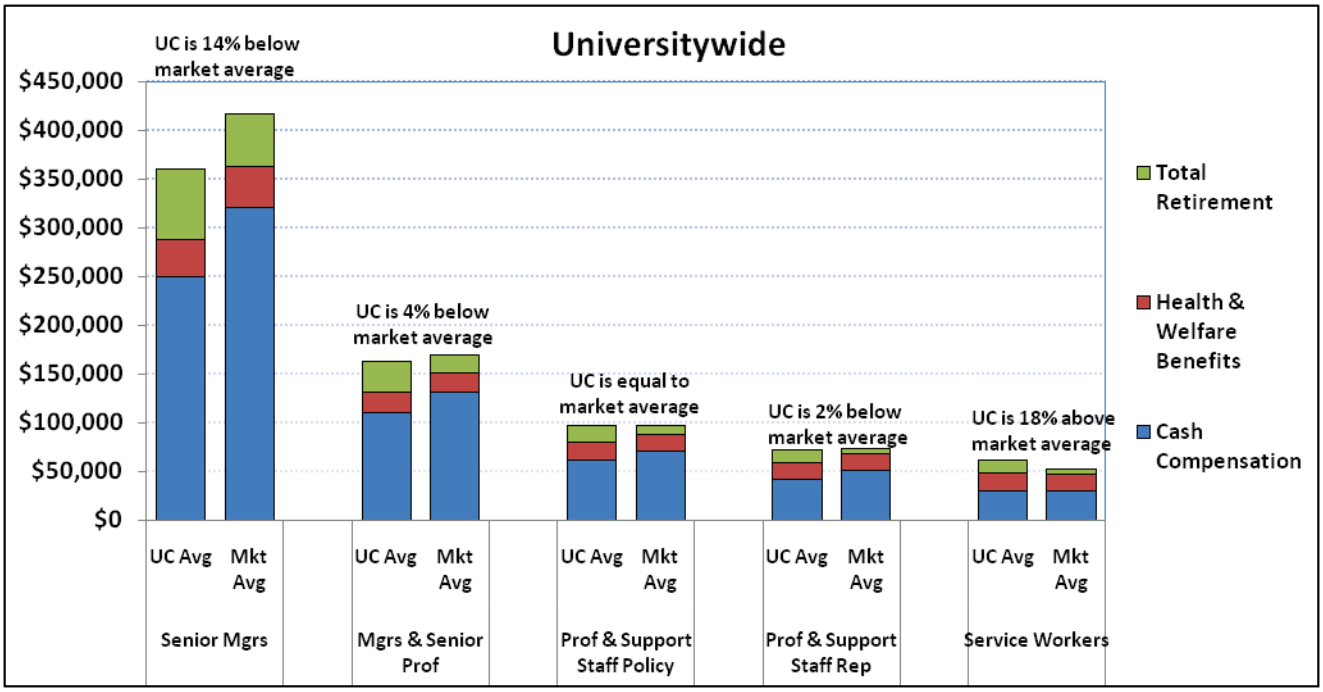


- The average age of career staff at UC is 43. Proportionately,15 percent of career staff are under 30, 24 percent are in their 30s, 26 percent in their 40s, 27 percent in their 50s, and 8 percent are 60 or older.

- On average, career staff retire from the University at age 60. However, career employees can retire from the University at age 50 if they worked for the University full time for at least five years. In 2010, about 30 percent (25,000) of career staff were eligible to retire.

Source: UCOP Corporate Personnel System October 2009; figures are unduplicated headcount.

Indicator 51
Total Compensation for Staff by Personnel Program, 2009



Note: Includes campuses and UCOP; does not include medical centers or the Lawrence Berkeley National Lab. Figures do not include salary reductions arising from a systemwide furlough.

- In support of the University's goal of achieving market-competitive pay and benefits for all employee groups and attracting and retaining excellent faculty and staff, UC periodically evaluates how total compensation for various UC employee groups compares against competitor institutions.

- Total compensation includes base salary, health and welfare benefits and post-employment benefits (pension and retiree health).

- As with previous studies, the 2009 assessment found that, overall, cash compensation for many employee groups is below market, significantly so in many cases, but that UC's benefits currently are ahead of market.

- Market positions have eroded, and are expected to worsen, due to lack of salary increases, rising employee medical benefit premiums, employee contributions to the UC retirement system, and a systemwide furlough program which reduced faculty and staff pay for the 2009-10 fiscal year.

Source: 2009 Update of Total Remuneration Study for Campus & UCOP and Medical Centers; www.universityofcalifornia.edu/news/compensation/comparisons.html

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Section 9. Diversity

GOALS

In September 2007, the Board of Regents adopted the University of California Diversity Statement as regental policy (see www.universityofcalifornia.edu/diversity/diversity.html). The statement renews the University's commitment to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services and administration, as well as research and creative activity. It also acknowledges the acute need to remove barriers to the recruitment, retention and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented.

NARRATIVE

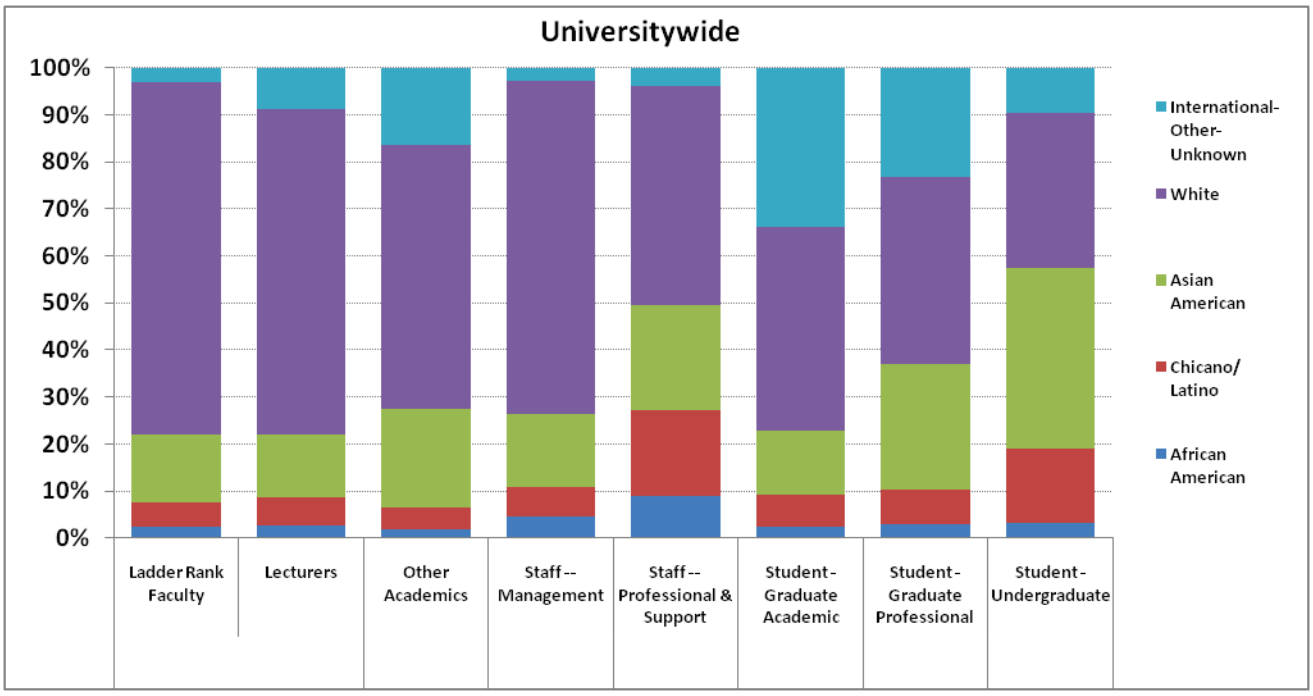
The indicators in this section provide a broad overview of the University community—students, faculty and staff—by race/ethnicity and gender. Detailed information about the diversity of UC students, faculty and staff can be found in the September 2010 Annual University of California Accountability Sub-Report on Diversity (www.universityofcalifornia.edu/accountability) and on the University of California diversity website (www.universityofcalifornia.edu/diversity).

LOOKING FORWARD

The University faces major challenges in enhancing diversity. It is committed to increasing the number of underrepresented minority students, faculty and staff, and it must do so within the legal limitations of Proposition 209, which eliminated considerations of race, ethnicity and gender in admissions and hiring. The University also is committed to proactively promoting a culture of tolerance, inclusiveness and respect on each campus. All this must be done in a context of severe budget cuts that have required the University to curtail enrollments, reduce the number of new faculty hires, eliminate staff positions and increase student fees.

To offset potentially disproportionately adverse impacts of budget cuts and fee increases on students from underrepresented groups, UC is developing a number of innovative policies. Its Blue and Gold Opportunity Plan is designed to ensure that students with household incomes below a specified level and who qualify for financial aid receive gift aid covering their systemwide fees. For 2010-11, the level has been set at $70,000. In 2010, the University launched "Project You Can," an ambitious fundraising initiative that aims over the next four years to raise $1 billion in private support for student aid. Further, the regents require annual reporting on diversity, and diversity is included as a core competency in the Performance Management Review Process for all senior managers. Finally, the University is developing a Universitywide campus climate survey. Future editions of this accountability report will examine the impact of current and future University initiatives on maintaining and enhancing diversity at UC and report findings from the new campus climate survey.

Indicator 52
University Community by Race/Ethnicity, Fall 2008

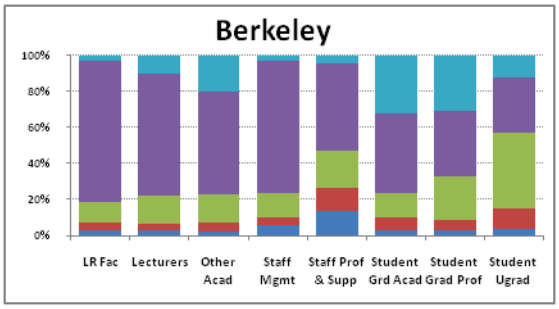


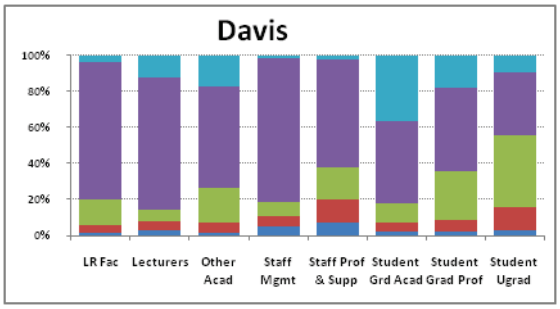
Note: The "other academics" group includes only non-student employees and is comprised of many titles (e.g., librarians and professional researchers). Because of their small numbers, senior managers (SMG) and managers and senior professionals (MSP) are grouped into a single Staff-Management category.

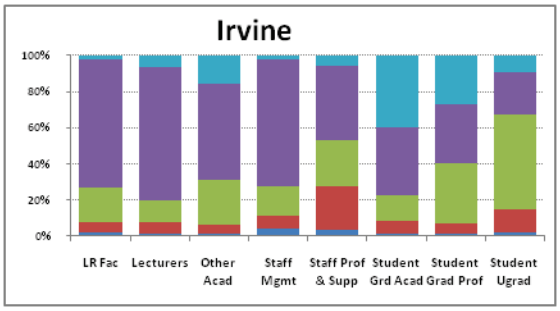
- The University community is composed of students, faculty, academics and staff, and there are multiple subgroups within each category.
- As this graph shows, the greatest amount of racial and ethnic diversity is found among undergraduate students, followed by professional and support staff. The least amount of diversity is found among ladder-rank faculty—that is, tenured faculty with career or permanent professorial appointments and "tenure-track" faculty (individuals who will be considered for tenured or career professorial positions).
- UC often describes its diversity aspirations in terms of "reflecting the diversity of California." The state of California is more diverse than the nation as a whole.
- The University's demographics have not kept pace with California's growing Chicano/Latino population. In 2008-09, the University community was 14 percent Chicano/Latino compared to 34 percent for California as a whole and 14 percent for the nation. African Americans represented 5 percent of the University community compared to 7 percent for California as a whole and 13 percent for the nation.
- All UC campuses are committed to diversity, inclusivity and respect for differences among people. These values are stated in their Principles of Community; see www.universityofcalifornia.edu/diversity/principles_community.html.

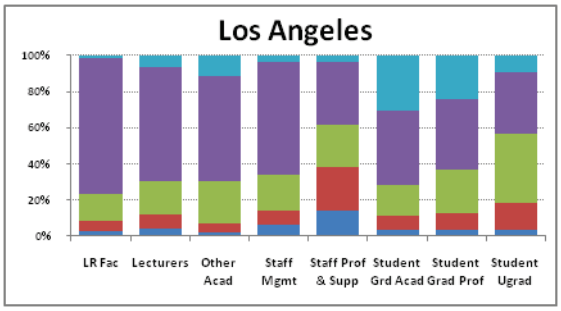
Source: UCOP Corporate Student System & Corporate Personnel System

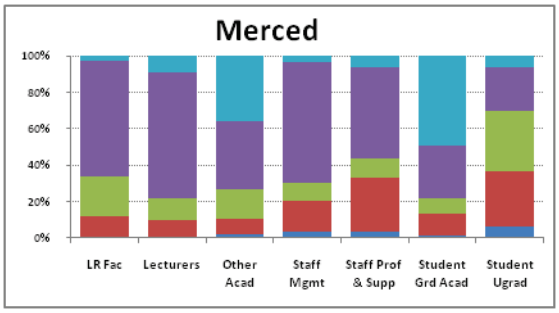
Indicator 52 (continued) University Community by Race/Ethnicity, Fall 2008

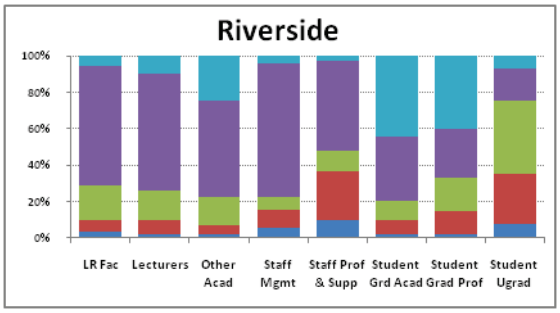


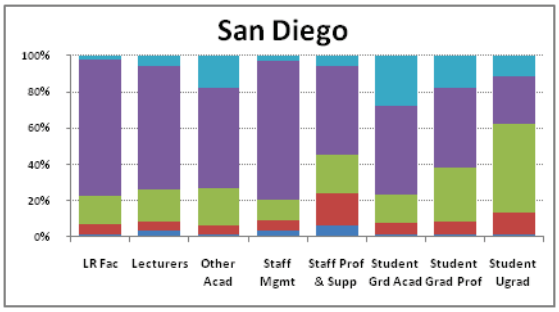


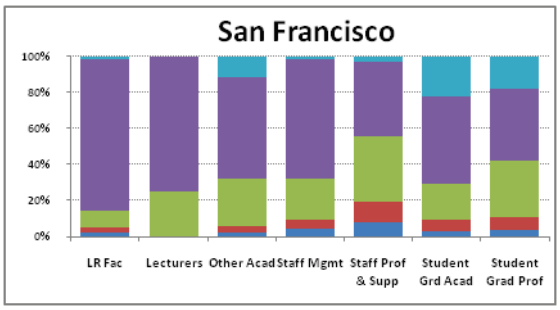


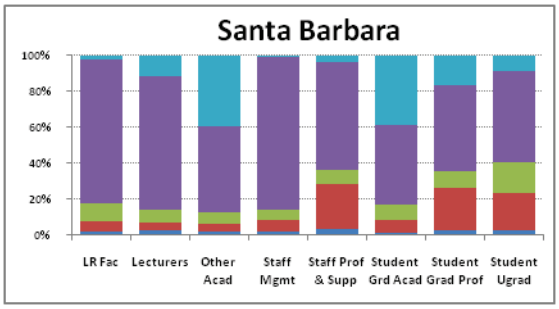


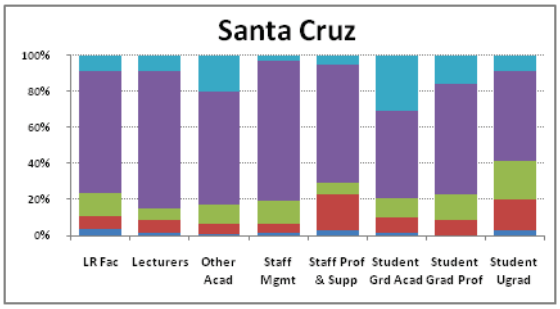




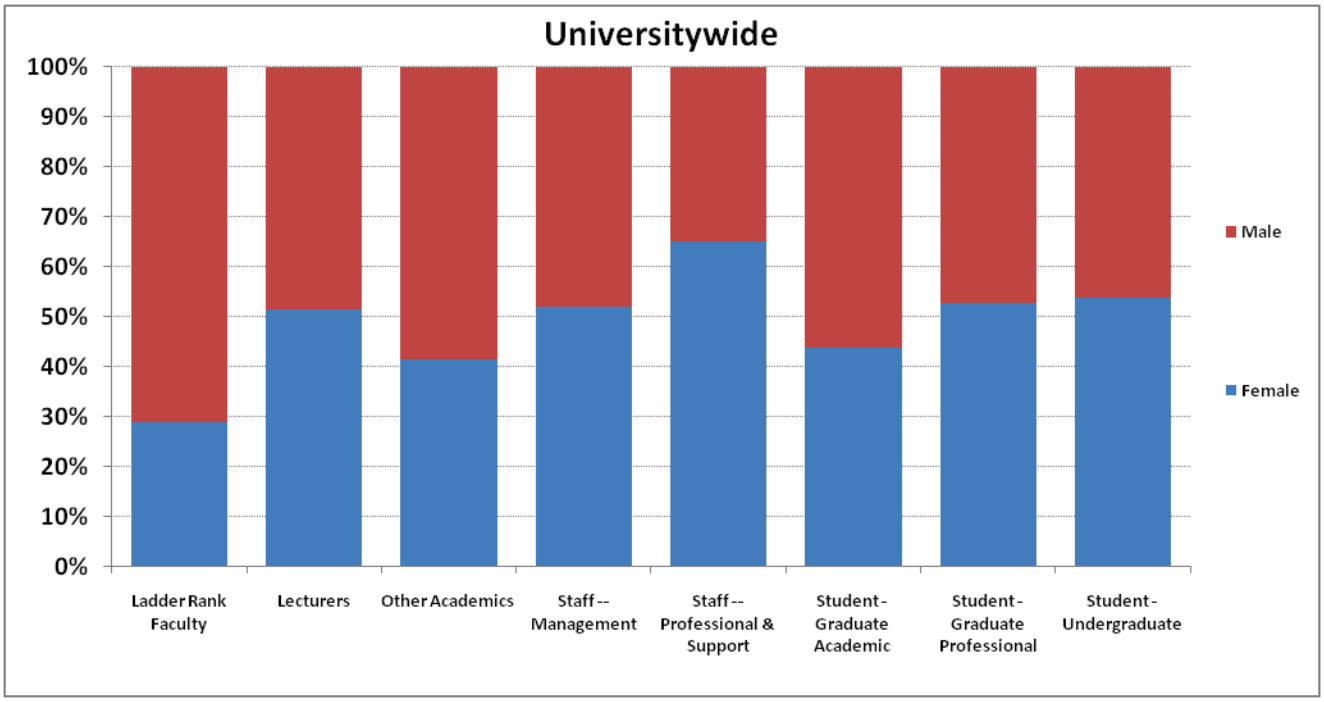








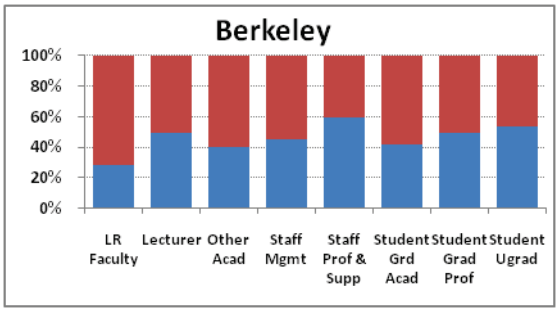
Indicator 53
University Community by Gender, Fall 2008

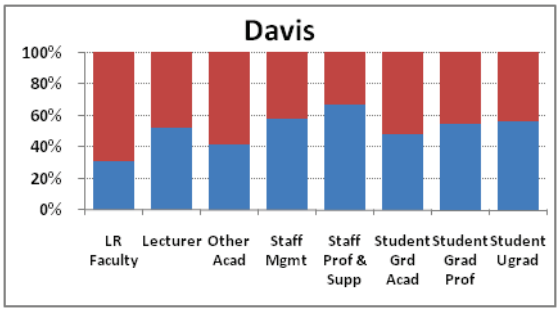


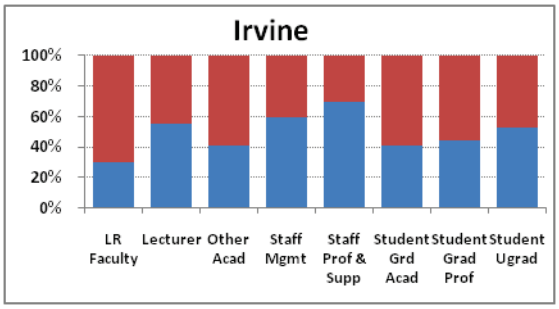
- As with racial/ethnic diversity, gender diversity varies across different groups in the UC community and is greater for students and staff than for faculty.
- More than half (54 percent each) of all undergraduate and professional degree students are women, compared to 44 percent of graduate academic students.
- About 29 percent of ladder-rank faculty are women, compared to 51 percent of lecturers and 41 percent for other academics.
- About two-thirds of professional and support staff are women, compared to about half of management staff.

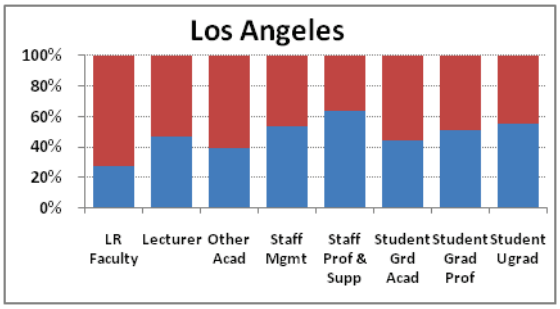
Source: UCOP Corporate Student System and Corporate Personnel System

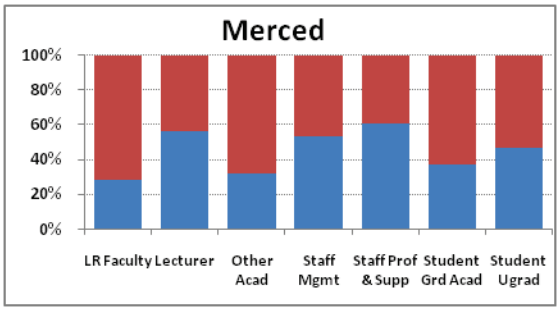
Indicator 53 (continued) University Community by Gender, Fall 2008

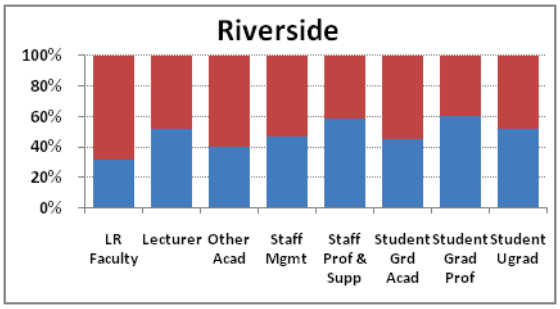


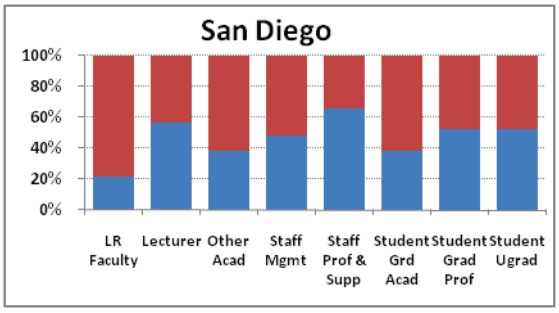


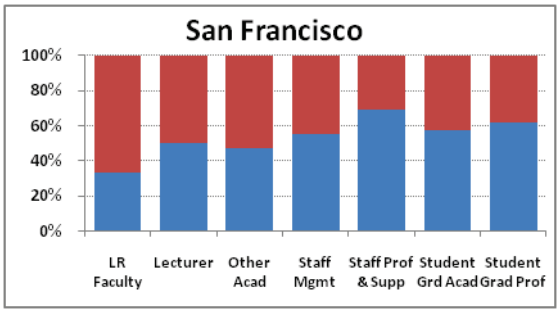


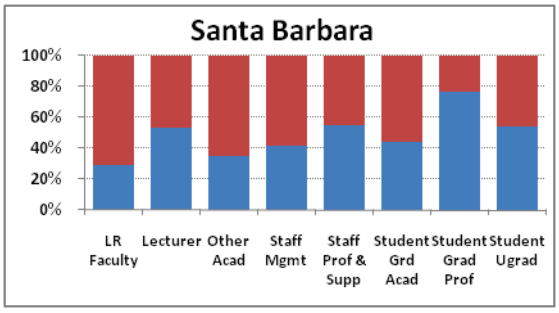


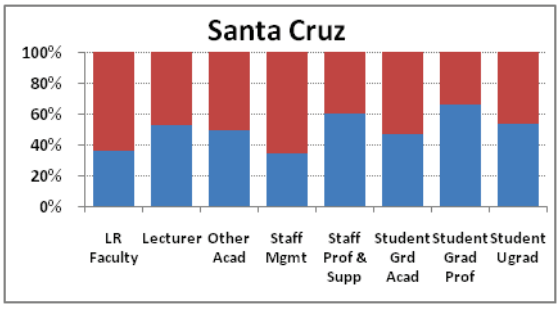




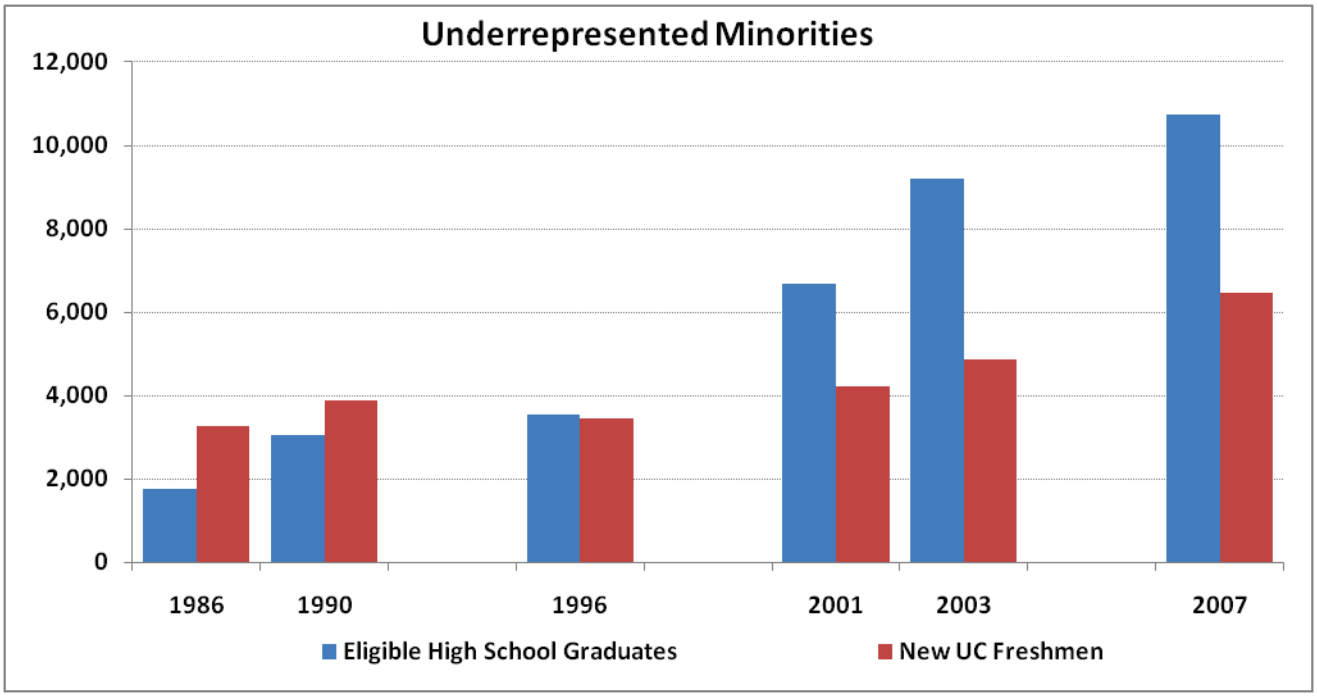








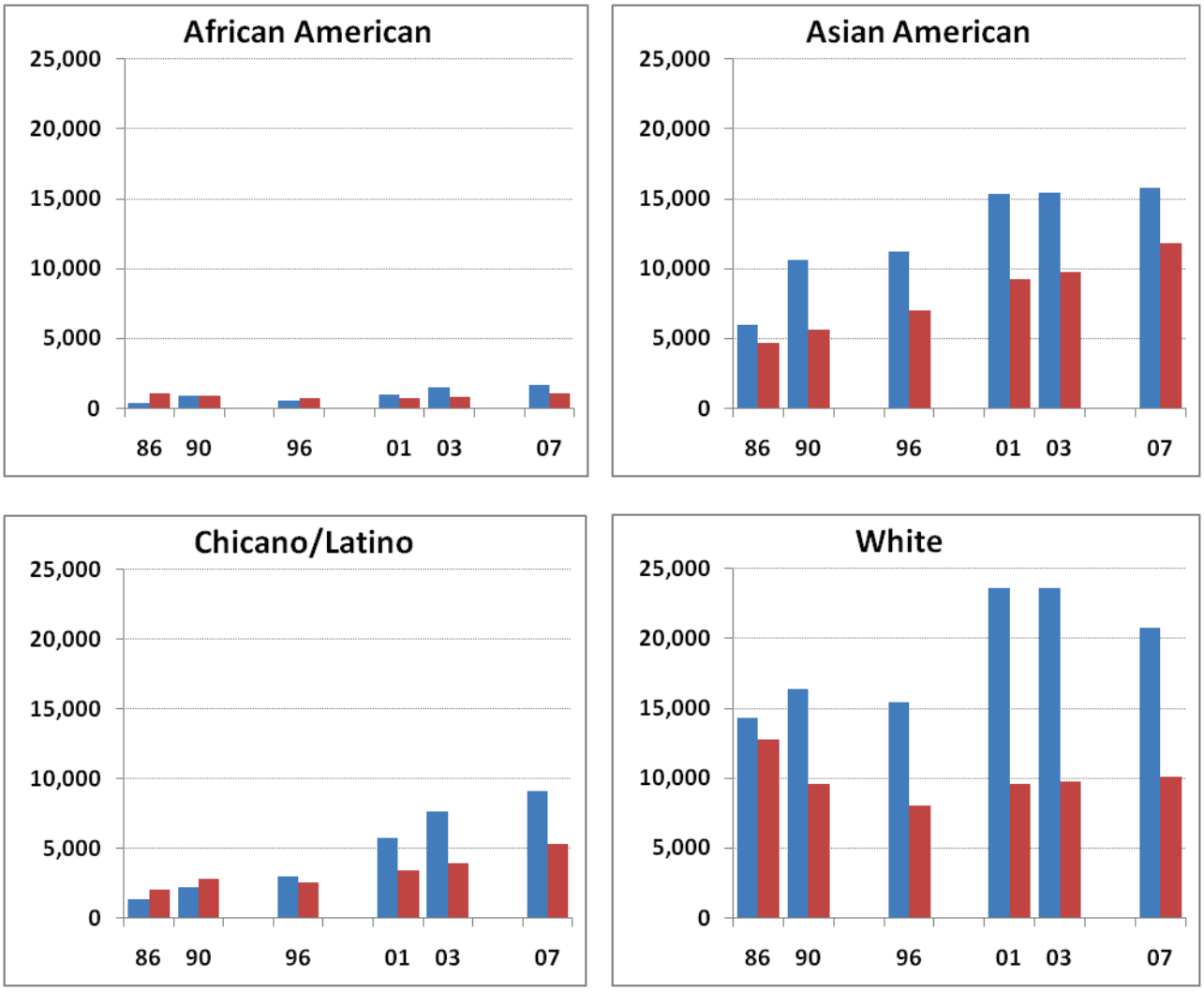
Indicator 54
Undergraduate Race/Ethnicity Pipeline, Universitywide, Selected Years from 1986 to 2007



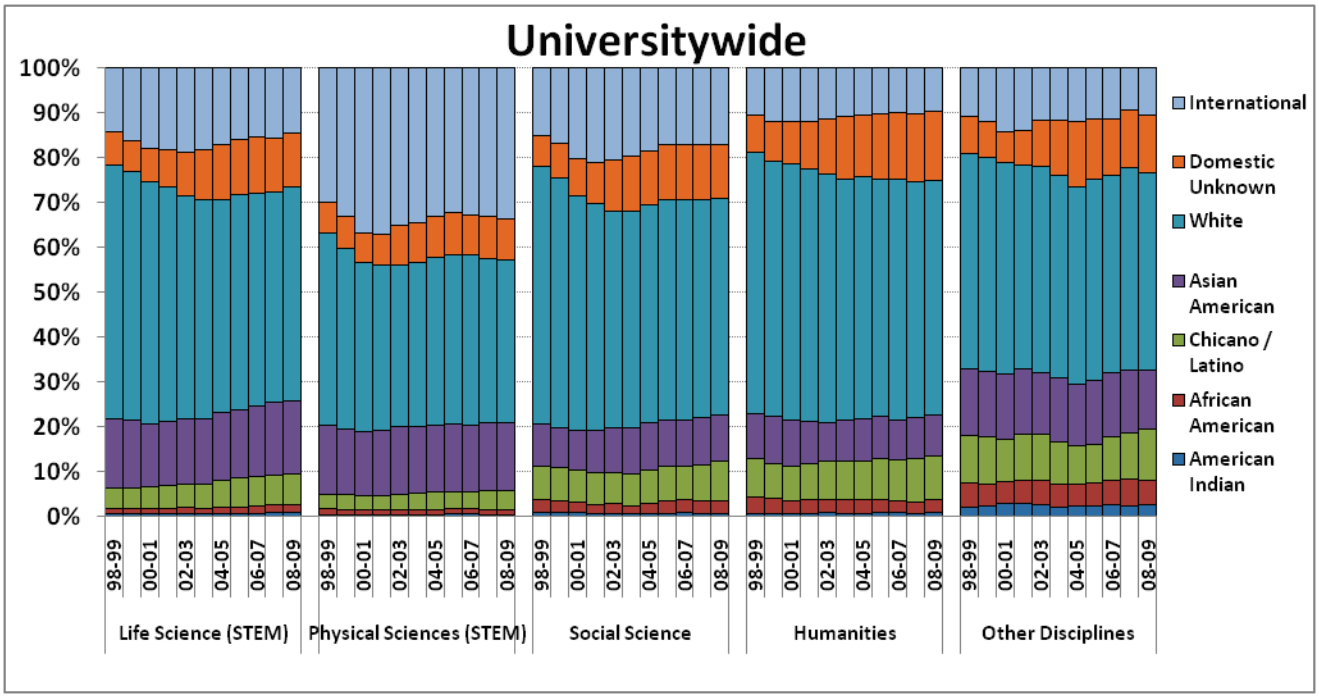
- This graph compares the estimated number of high school graduates from under-represented minority groups who are eligible to attend UC to the number who enroll.
- Under the terms of the California Master Plan for Higher Education, the top 12.5 percent of California high school graduates are eligible for admission. "Underrepresented minorities" come from demographic groups whose group eligibility rate is less than 12.5 percent. Currently, African Americans, American Indians and Chicanos/Latinos are considered "underrepresented."
- Beginning with the entering class of 1998, the University has been prohibited from considering race and ethnicity, among other characteristics, in admissions. This prohibition came from regental action in 1996, which was reinforced by the voters when they passed Proposition 209 the same year. In 2001, the Board of Regents rescinded its action; however, Proposition 209 is still the law and as a public university, UC must operate within its restrictions.
- The proportion of UC's enrolled freshmen who are from underrepresented minority groups has increased steadily since the low point in 1998. Most of this increase reflects growth in the proportion of underrepresented students among high school graduates.
- UC faces additional challenges in recruiting talented students from underrepresented minority groups because they often accept offers from private universities that do not face the same restrictions on affirmative action that UC does and can offer more generous and targeted financial aid.

Source: California Postsecondary Education Commission (CPEC). CPEC periodically conducts surveys to determine eligibility for UC on a statewide basis; the graph above depicts years when surveys were conducted.

Indicator 54 (continued) Undergraduate Race/Ethnicity Pipeline, Universitywide, Selected Years from 1986 to 2007



Indicator 55
Graduate Academic Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09

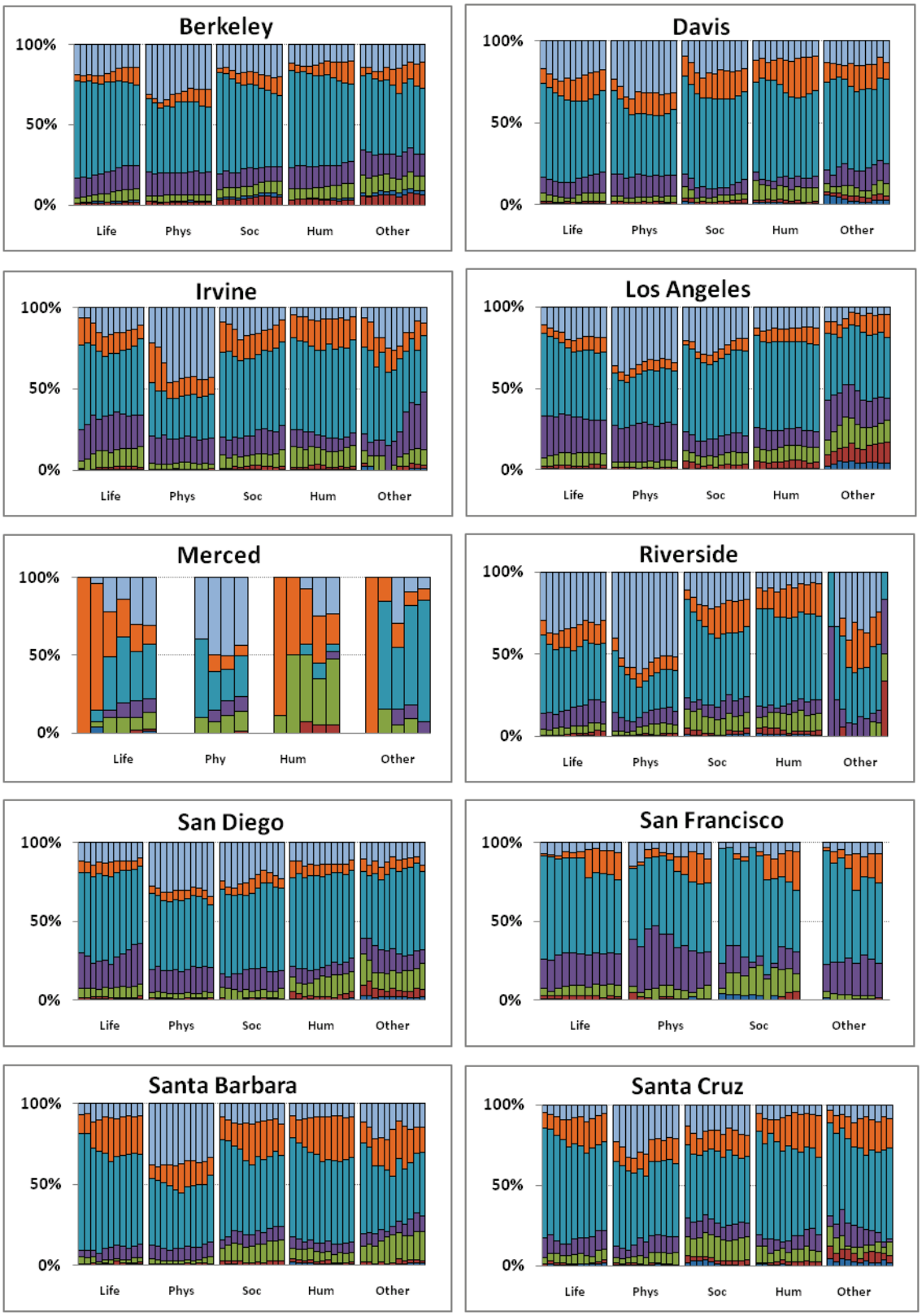


Note: "Other Disciplines" includes interdisciplinary areas, miscellaneous fields such as criminology, and academic degrees in professional fields such as a Ph.D. in business or law.

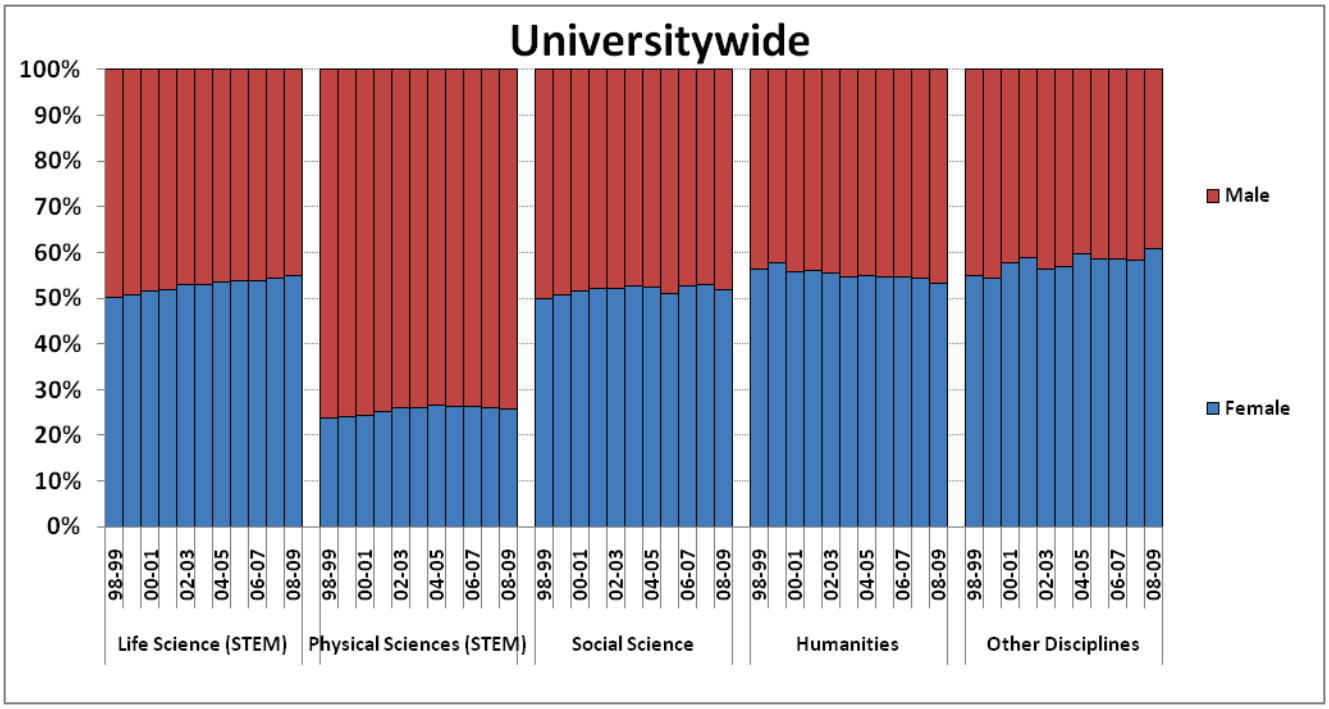
- This chart depicts the racial/ethnic composition of graduate academic students by discipline over the past decade.
- UC's graduate programs draw students from across the nation and around the world, including its own undergraduate students.
- Racial/ethnic diversity varies across graduate academic disciplines and has tended to improve somewhat over time. Still, 45 percent of graduate academic students are white.
- The UC campuses have received funding from the National Science Foundation through its Alliance for Graduate Education and the Professorate (AGEP) grant with the goal of increasing the number of underrepresented minority students who acquire doctoral degrees in STEM fields (science, technology, engineering and math).
- Since Ph.D.s constitute the pool for new faculty, a critical means for increasing the diversity of the faculty is to increase the diversity of the pool of doctoral degree recipients.

Source: UCOP Corporate Student System

Indicator 55 (continued) Graduate Academic Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09



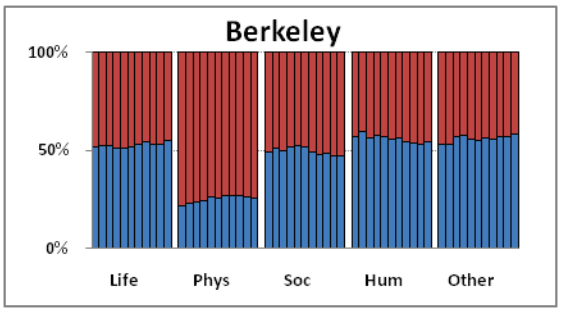
Indicator 56
Graduate Academic Students by Gender and Discipline, 1998-99 to 2008-09

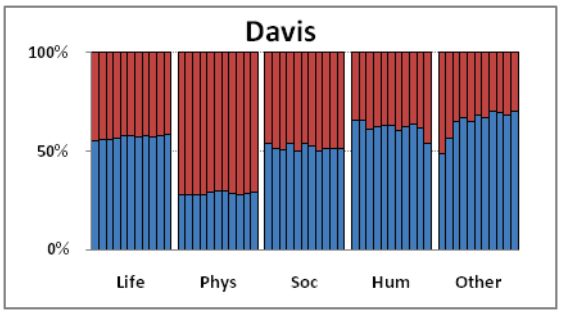


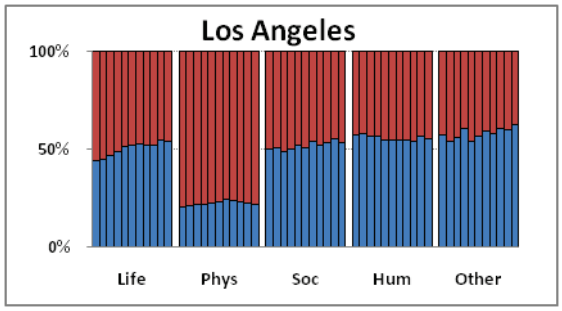
- Overall, about 42 percent of all graduate academic students were women in 2008-09.
- However, as this graph shows, the proportion of graduate academic students who are women varies by discipline. Half or more of the graduate academic students in the life sciences, social sciences, humanities and other disciplines are women, compared to about 26 percent in the physical sciences.

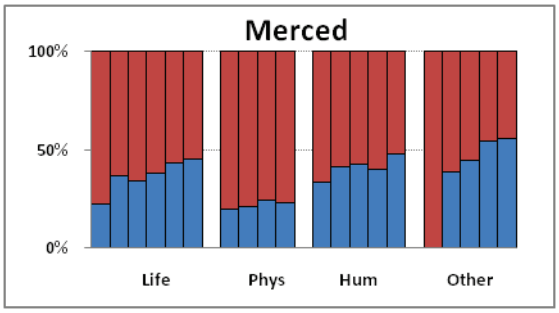
Source: UCOP Corporate Student System

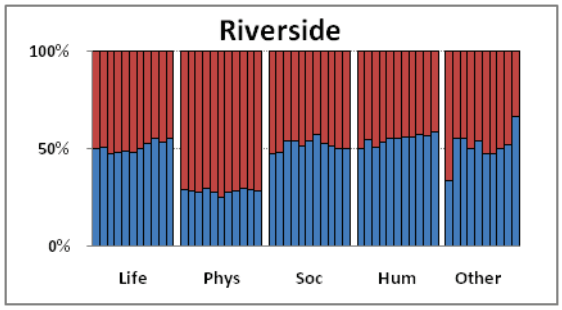
Indicator 56 (continued) Graduate Academic Students by Gender and Discipline, 1998-99 to 2008-09

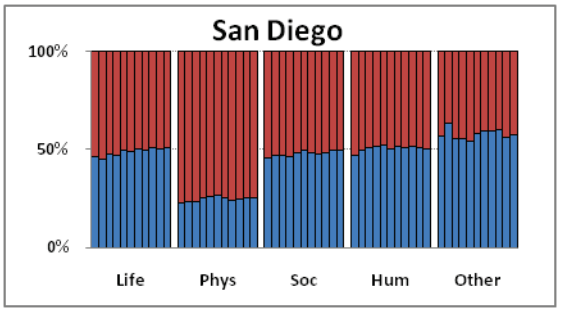


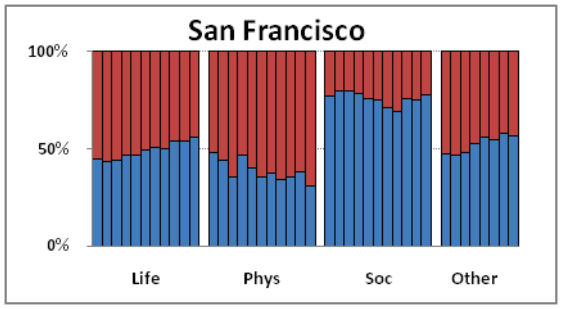


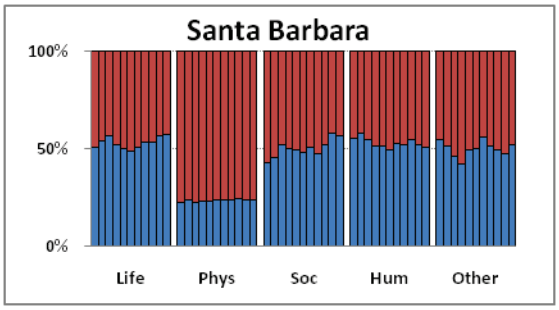


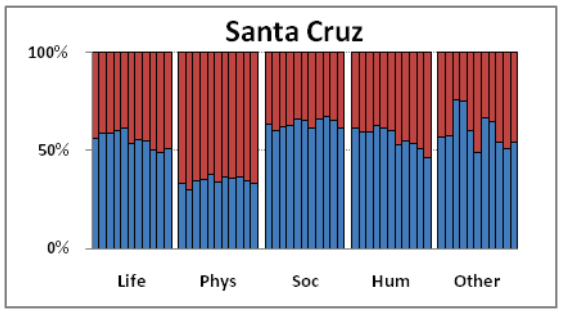




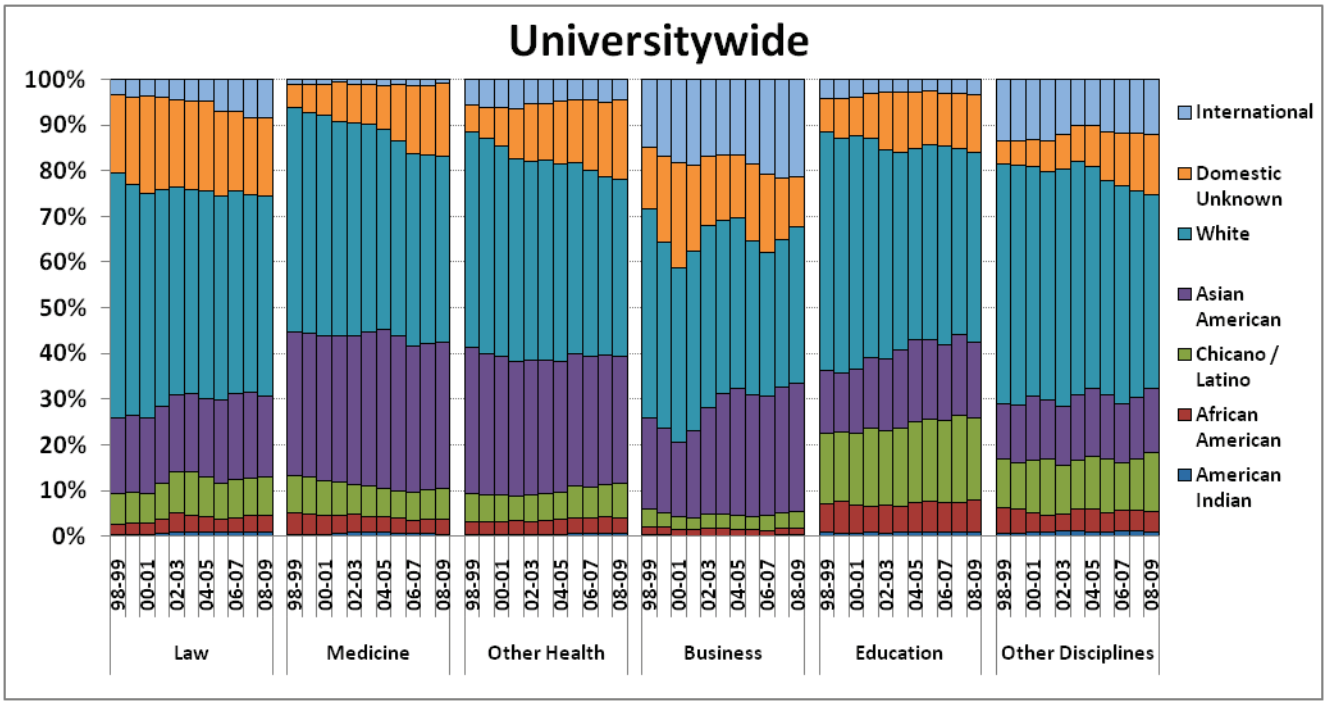








Indicator 57
Graduate Professional Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09



Note: "Other Health" includes dentistry, nursing, optometry, pharmacy, public health and veterinary medicine; "Other Disciplines" includes programs such as architecture, library and information science, public policy and social welfare, among others.

- Underrepresented students (American Indian, African American and Chicano/Latino) constituted 12 percent of all professional degree students in 2008-09.

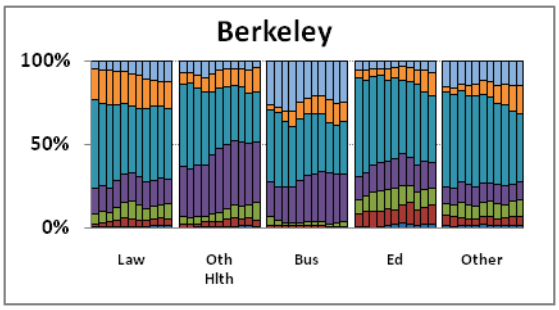
- The proportion of underrepresented minority students varies by professional degree program—lowest in business (5 percent) and highest (26 percent) in education.

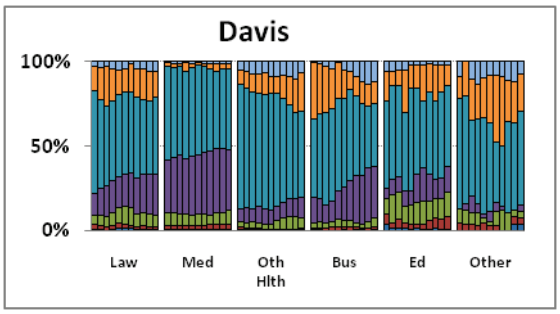
- In 2008, almost 20 percent of UC's first-year medical students were underrepresented students compared to a national average of 14.5 percent. Many of these students are enrolled in Programs in Medical Education (PRIME), which are designed to address the needs of underserved groups and communities. For further information, see the January 2010 Accountability Sub-Report on Health Sciences and Services (www.universityofcalifornia.edu/regents/regmeet/jan10/j4.pdf).

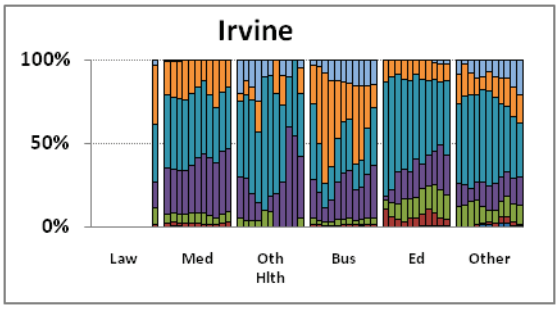
- The University is concerned about increases in professional degree fees and closely monitors their impact on the number of underrepresented minority students enrolled across its professional degree programs.

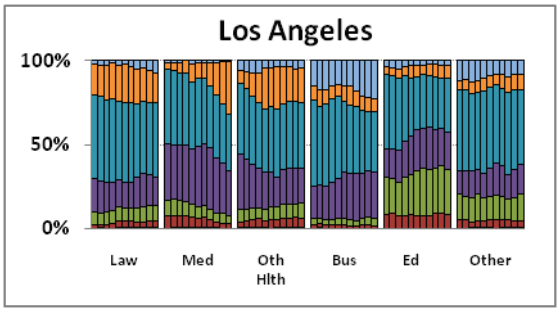
Source: UCOP Corporate Student System

Indicator 57 (continued) Graduate Professional Students by Race/Ethnicity and Discipline, 1998-99 to 2008-09

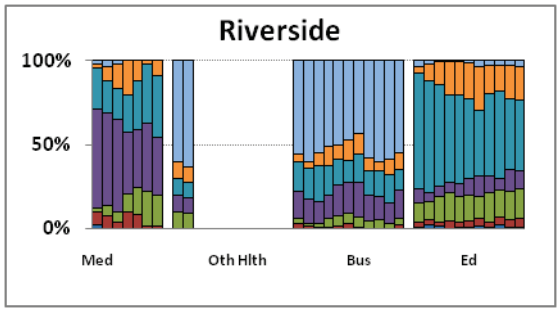


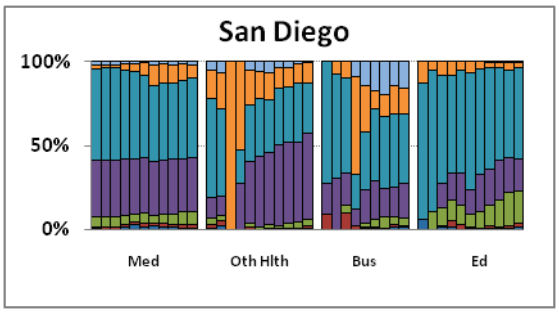


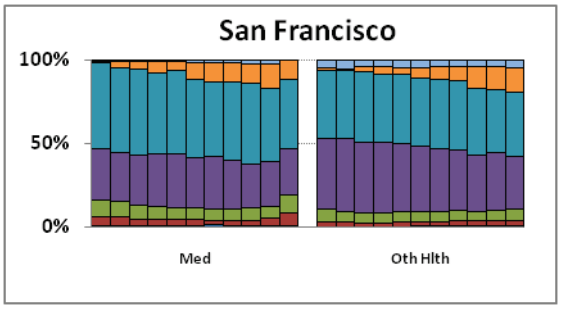


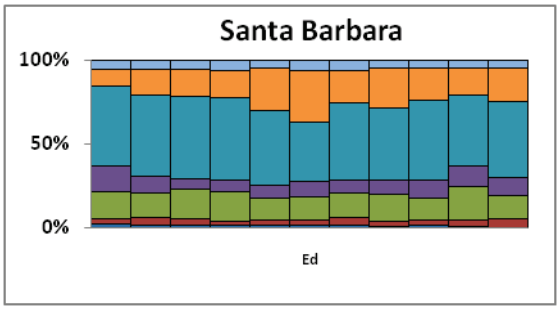


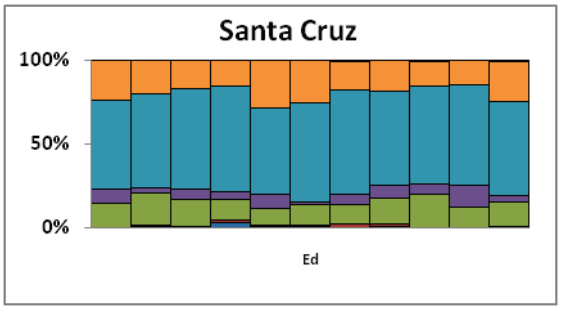
(Merced has no professional degree programs.)



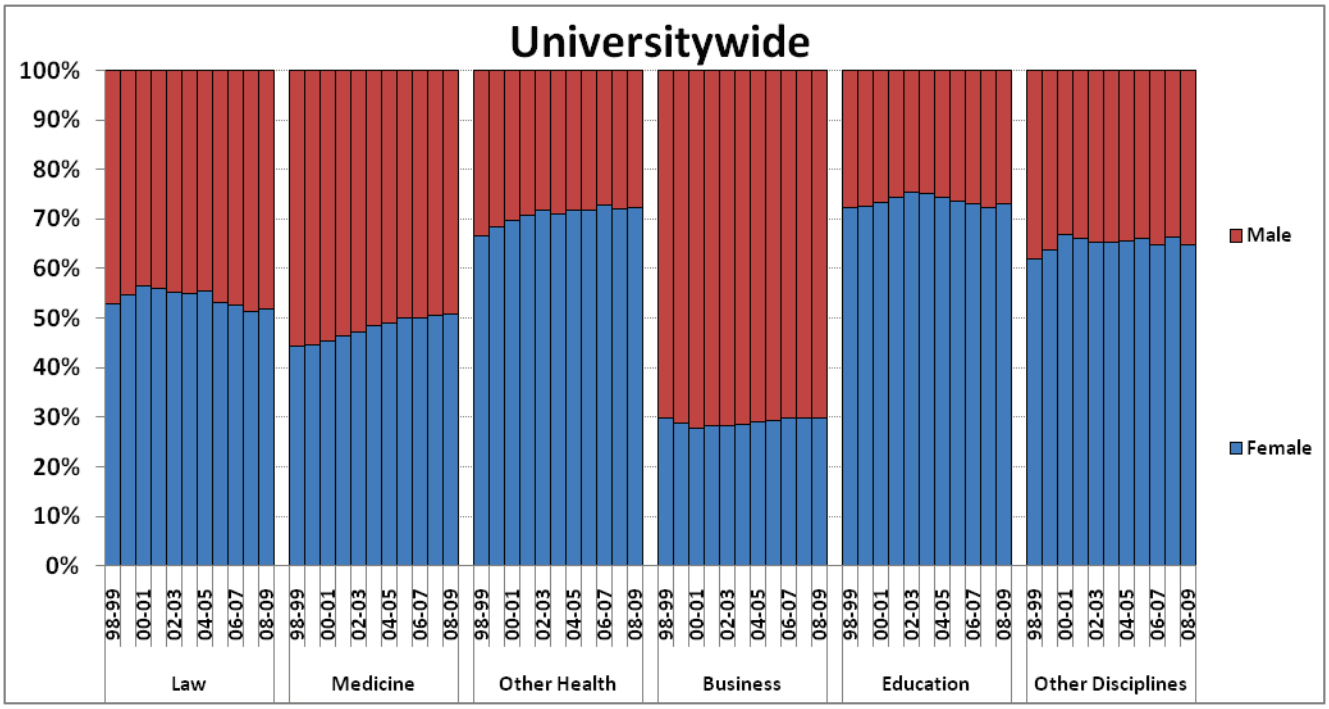








Indicator 58
Graduate Professional Students by Gender and Discipline, 1998-99 to 2008-09

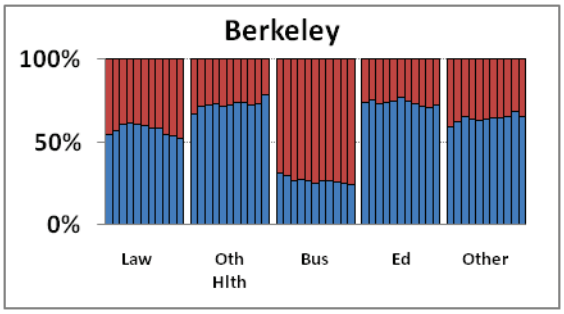


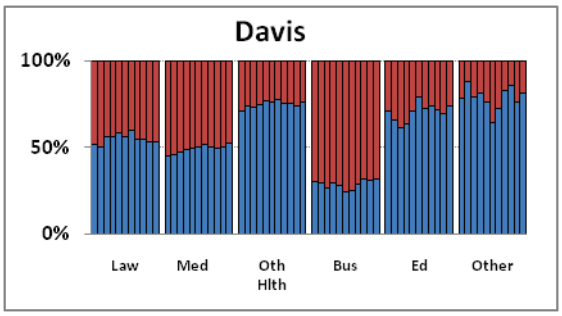
Note: "Other Health" includes dentistry, nursing, optometry, pharmacy, public health and veterinary medicine; "Other Disciplines" includes programs such as architecture, library and information science, public policy and social welfare, among others.

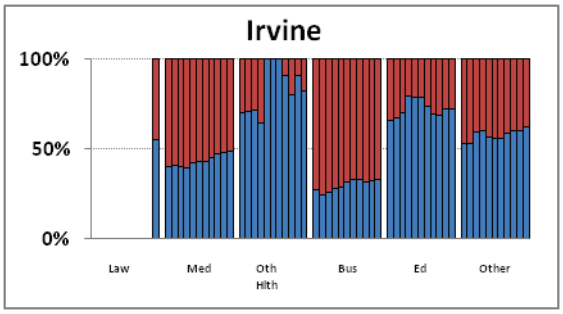
- Overall, about 53 percent of all professional degree students were women in 2008-09.
- However, as this graph shows, the proportion of professional degree students who are women varies by discipline—lowest in business and highest in education.

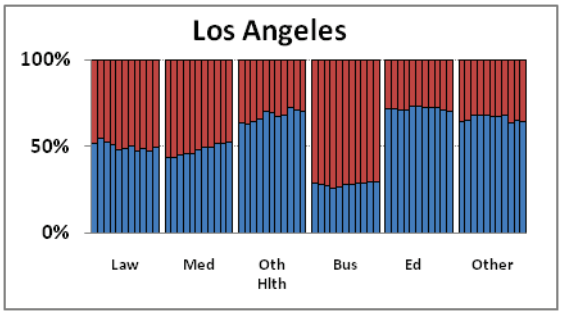
Source: UCOP Corporate Student System

Indicator 58 (continued) Graduate Professional Students by Gender and Discipline, 1998-99 to 2008-09

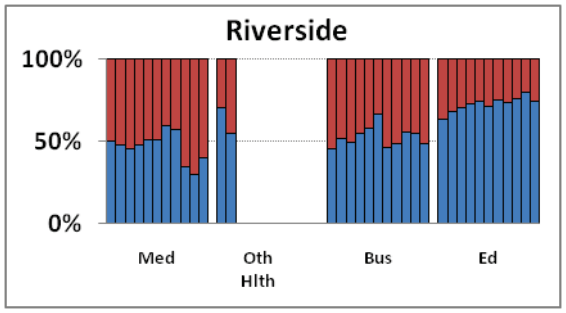


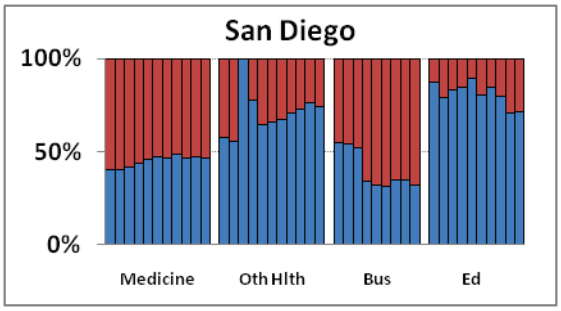


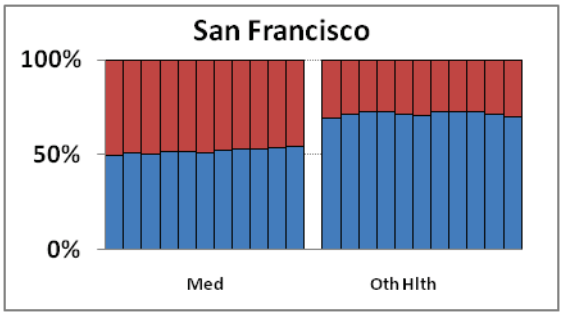


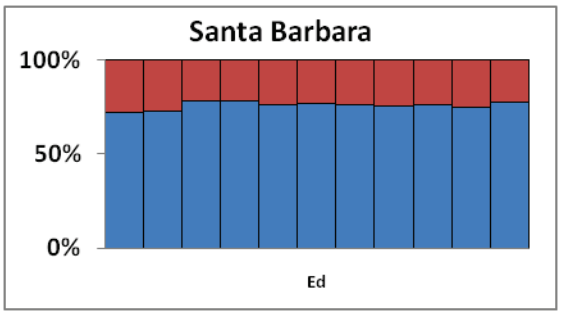


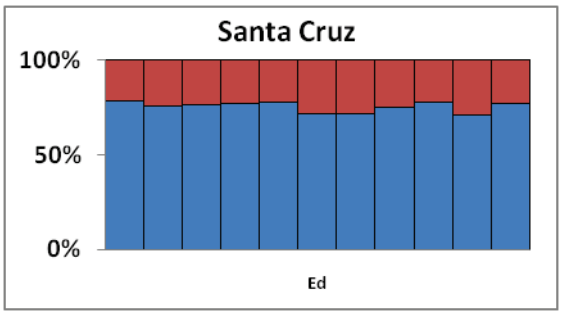
(Merced has no professional degree programs.)



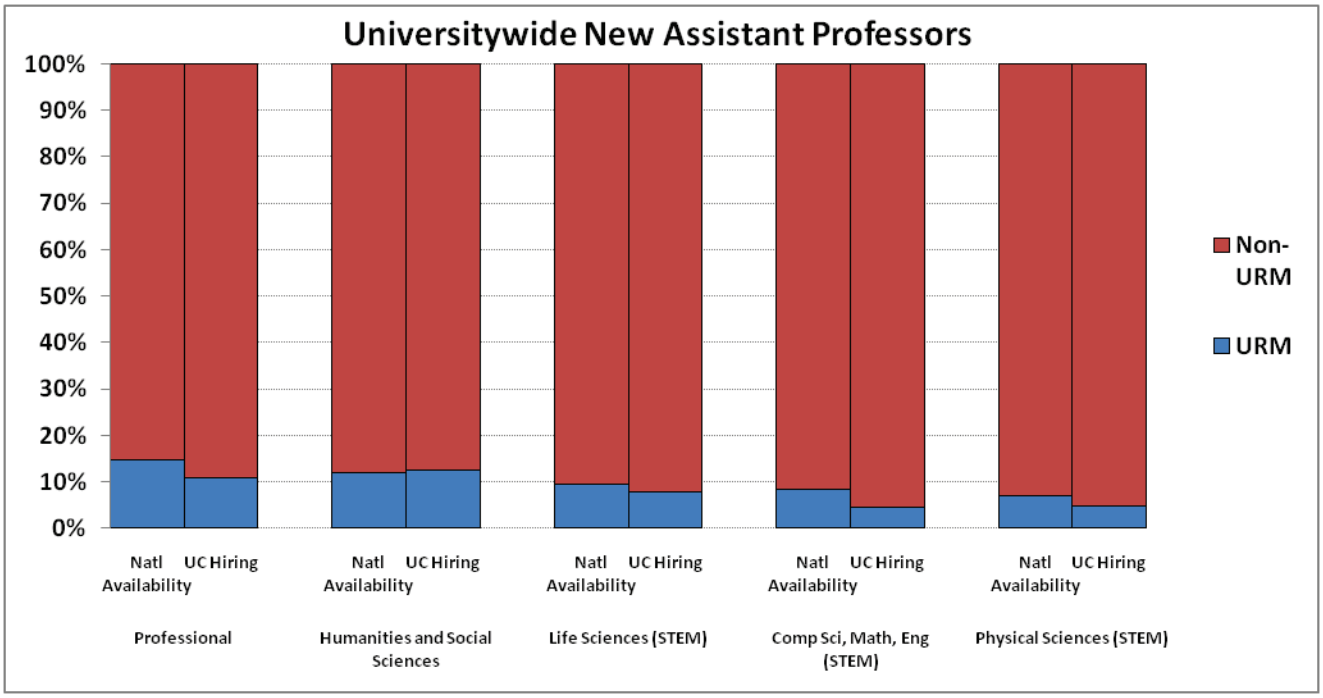








Indicator 59
Faculty Race/Ethnicity Pipeline, 2004-05 to 2008-09



Note: National availability was estimated based on the proportion of Ph.D.s awarded from 2003 to 2007.

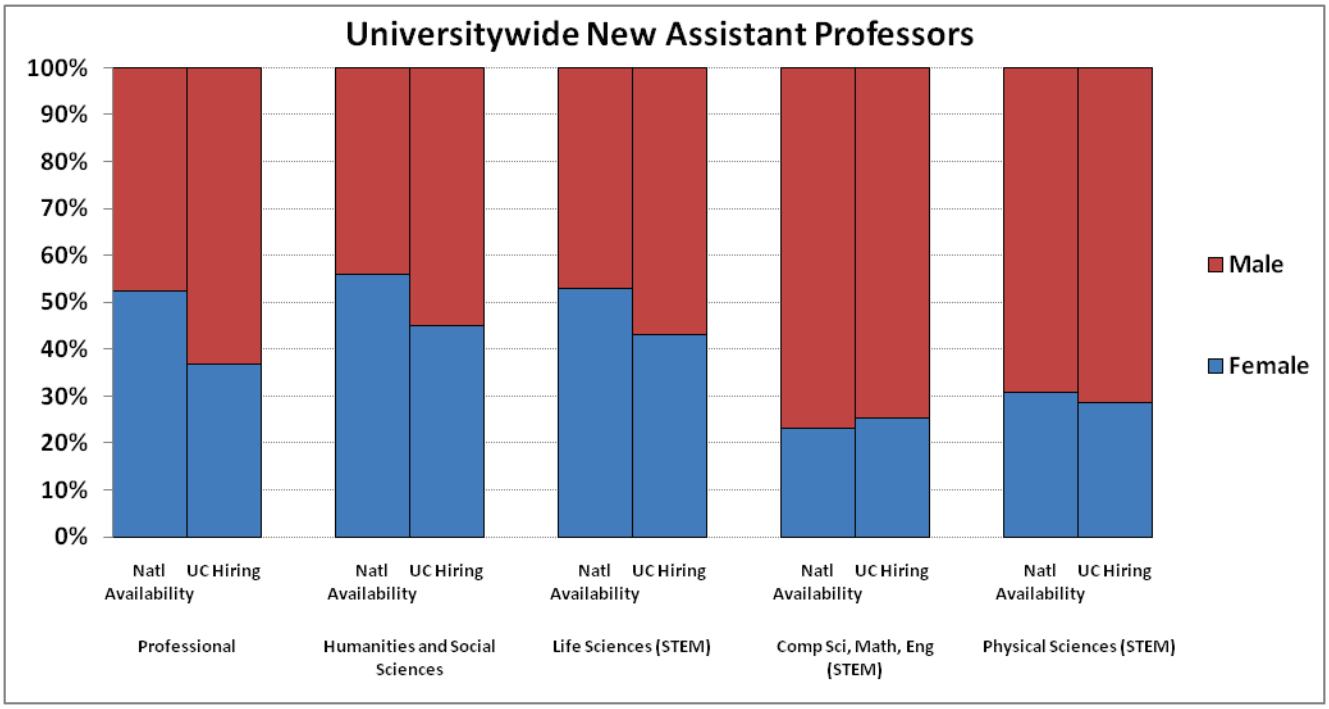
- This graph depicts the percentage of underrepresented junior faculty (assistant professors) hired at UC compared to national availability pools. It shows that UC does fairly well in terms of hiring underrepresented minorities compared to national availability pools, but this varies by discipline. UC does better in this regard in the humanities and social sciences and less well in other fields.

- Because faculty careers span 30 years or more, changes in faculty diversity happen slowly over time. Change may occur as faculty are recruited from more diverse candidate pools in order to replace existing faculty who retire or leave the University; change also happens when new faculty positions are created, for example, in response to growth in student numbers or the creation of new academic programs.

- Campuses are unlikely to make substantial progress in increasing diversity among ladder rank faculty in the near term since recruitment of new faculty has been significantly slowed due to the budget situation. Additional information will be available in the January 2011 Accountability Sub-Report on Faculty Competitiveness.

Source: UCOP Academic Personnel

Indicator 60
Faculty Gender Pipeline, 2004-05 to 2008-09



Note: National availability was estimated based on the proportion of Ph.D.s awarded from 2003 to 2007.

- Gender diversity among ladder-rank faculty is another area of concern at UC.
- Approximately 30 percent of all ladder-rank faculty were women in fall 2009. However, women are differentially distributed across disciplines.
- This graph depicts the percentage of women junior faculty (assistant professors) hired at UC compared to national availability pools. It shows that computer science, math and engineering fields hired women faculty at rates comparable to national availability, but that new women faculty were hired at rates below national availability in all other fields.
- As noted in Indicator 59, campuses are unlikely to make substantial progress in increasing the proportion of women faculty in the near term since recruitment of new faculty has been slowed significantly due to the budget situation. Additional information will be available in the January 2011 Accountability Sub-Report on Faculty Competitiveness.

Source: UCOP Academic Personnel

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Section 10. Teaching and Learning

GOALS

Under the terms of the California Master Plan for Higher Education, the University provides instruction to all freshmen and community college transfer students who meet its eligibility requirements and choose to enroll, and to graduate academic and professional degree students who quality for admission into its post-baccalaureate programs. UC's students, who number 226,000 in all, receive a distinctive education that provides exposure to academic research and the people who conduct it.

MEASURES

Measuring the quality of instruction is notoriously hard and the subject of considerable debate. At UC, individual academic departments and degree programs are responsible for defining learning objectives and for assessing their progress in meeting them. Objectives and assessments are among items studied in routine academic program reviews conducted by the University. In recent years, they have become a major focus of institutional reviews conducted by the regional accreditation agency (Western Association of Schools and Colleges) as well as reviews by many professional accrediting and related bodies. Information about program learning objectives is available on many departmental websites and each campus posts materials related to accreditation reviews.

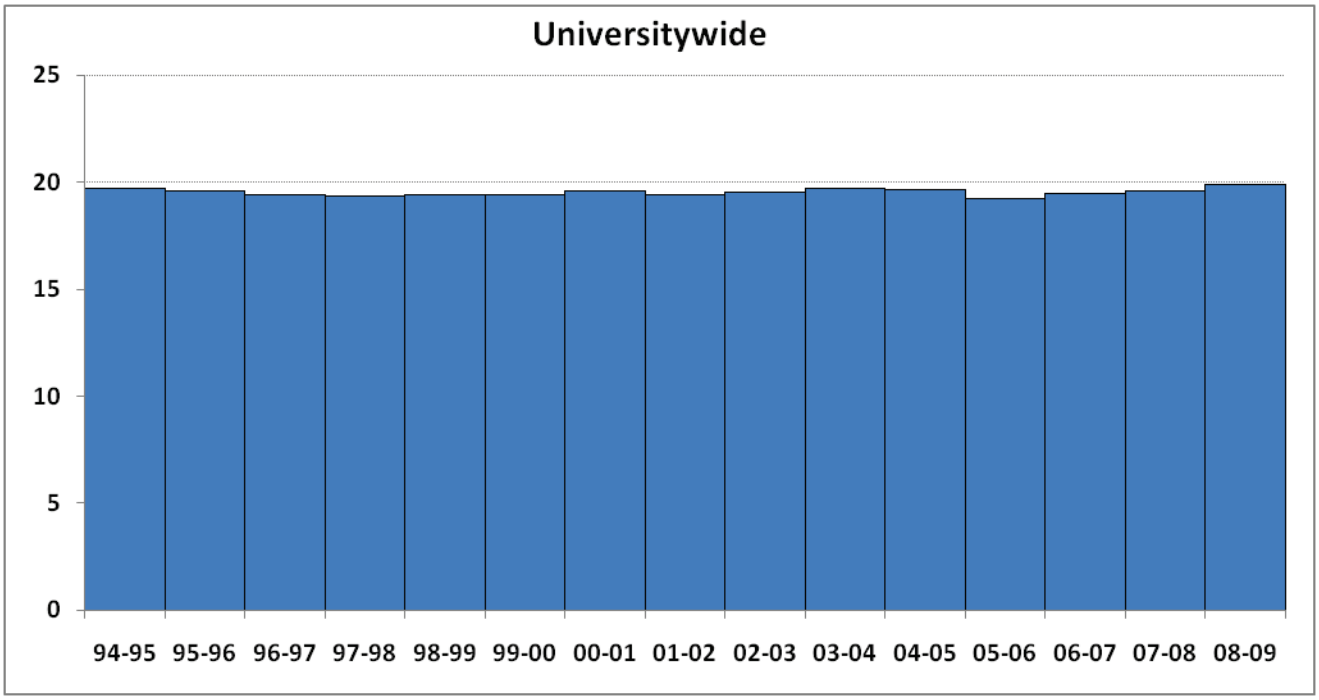
This section provides summary measures that focus on student-faculty ratios, class size and student satisfaction levels. Each of these measures illuminates some aspect of teaching, learning and the student experience, and while any single one is imperfect, together they begin to develop a portrait of the instructional enterprise, its impacts and its effectiveness. They will be supplemented in future reports with additional measures of student learning outcomes.

This section also presents information about UC's extension programs. UC Extension, which is the largest continuing education program in the nation, provides courses with about 300,000 enrollments annually to adult students, typically working professionals with a bachelor's degree or greater. Extension programs, which are completely self-supporting (and thus not directly affected by state budget cuts), complement the University's core mission and extend the University's reach to adult learners at regional, national and international levels.

LOOKING FORWARD

The quality of instruction at UC is threatened by the long-term decline in state funding and the resulting decline in per capita educational expenditures (Section I). In response, UC campuses have adopted a variety of strategies, such as hiring fewer permanent faculty, increasing class size and curtailing student support services, all of which directly impact teaching and learning. Although the impacts are not yet apparent in the data presented here, this section provides important baseline measures against which they can be evaluated in future years.

Indicator 61
Student-Faculty Ratios, 2002-03 to 2008-09



Note: Figures presented here are actual (rather than budgeted) ratios.

- Student-faculty ratio is a metric that can serve as a proxy for either a University's investment in instruction or the average availability of faculty members for a student.

- Student-faculty ratios can be computed in different ways. The ratios reported here are computed by dividing full-year general campus FTE* student enrollment by estimated general campus faculty FTE. Faculty counts include ladder-rank faculty as well as lecturers and instructors; health sciences enrollments and faculty are excluded.

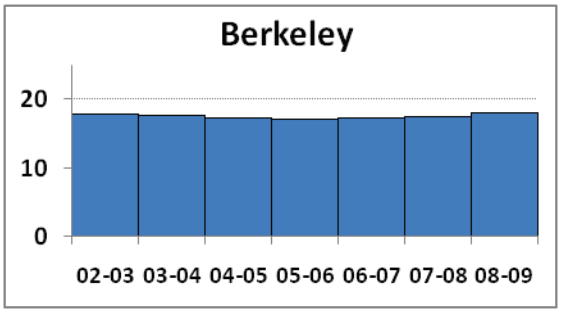
- The relative stability of the student-faculty ratios presented here masks underlying changes in the overall composition of the faculty, in particular, a reduction in the proportion of ladder-rank faculty to all faculty (see Indicator 43).

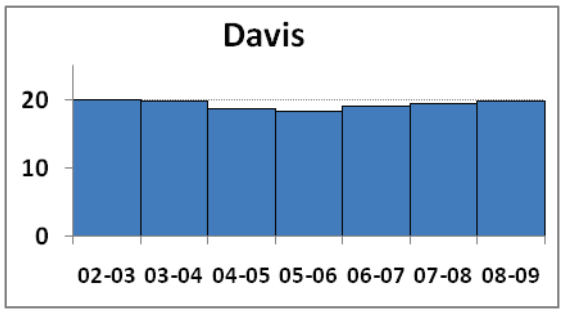
- The National Center for Education Statistics is developing a national standard for computing student-faculty ratios. When those data are available, UC will be able to provide data comparing student-faculty ratios across institutions.

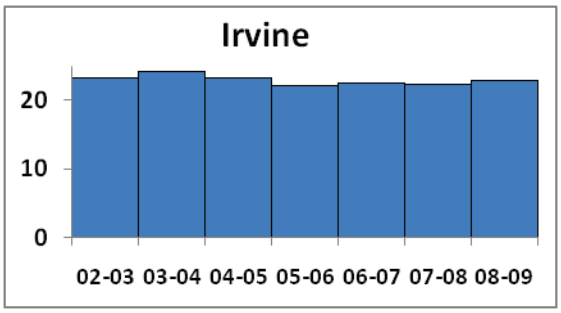
Source: UCOP Budget and Capital Resources

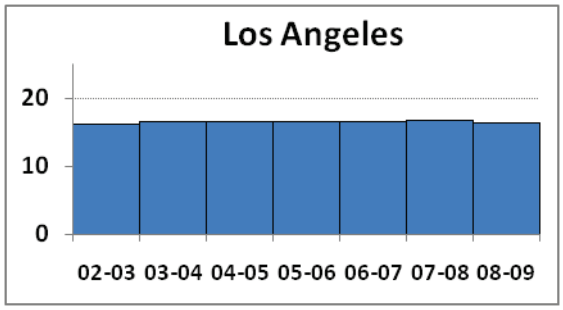
* FTE refers to "full-time equivalent." FTE is a standard unit of measurement for standardizing counts of employees and students who may work or study different proportions of time. For example, a full-time employee, or full-time student, constitutes 1.0 FTE; a half-time employee, or half-time student, constitutes .5 FTE. Two employees each working half-time, or two half-time students, together constitute 1.0 FTE.

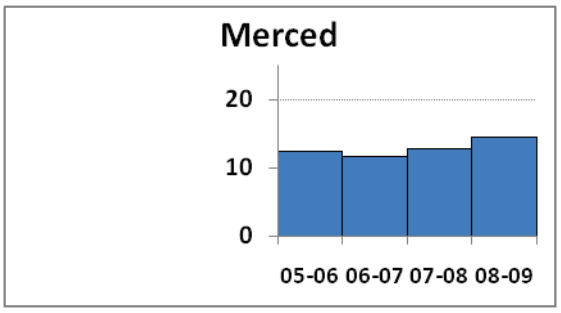
Indicator 61 (continued) Student Faculty Ratios, 2002-03 to 2008-09

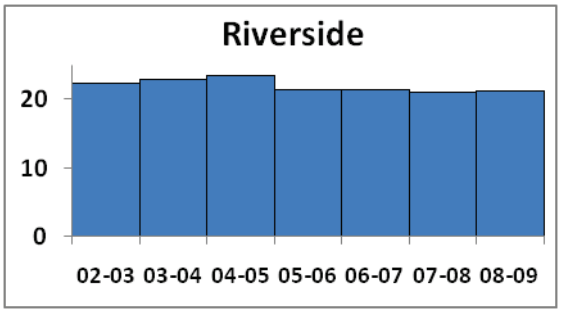


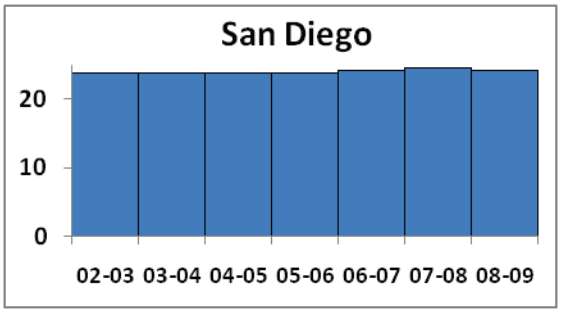




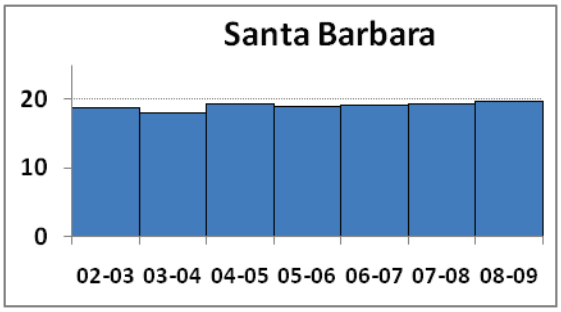


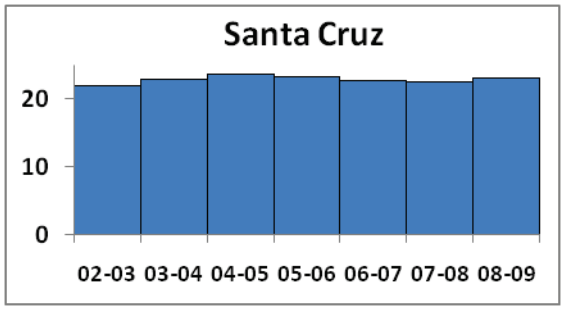




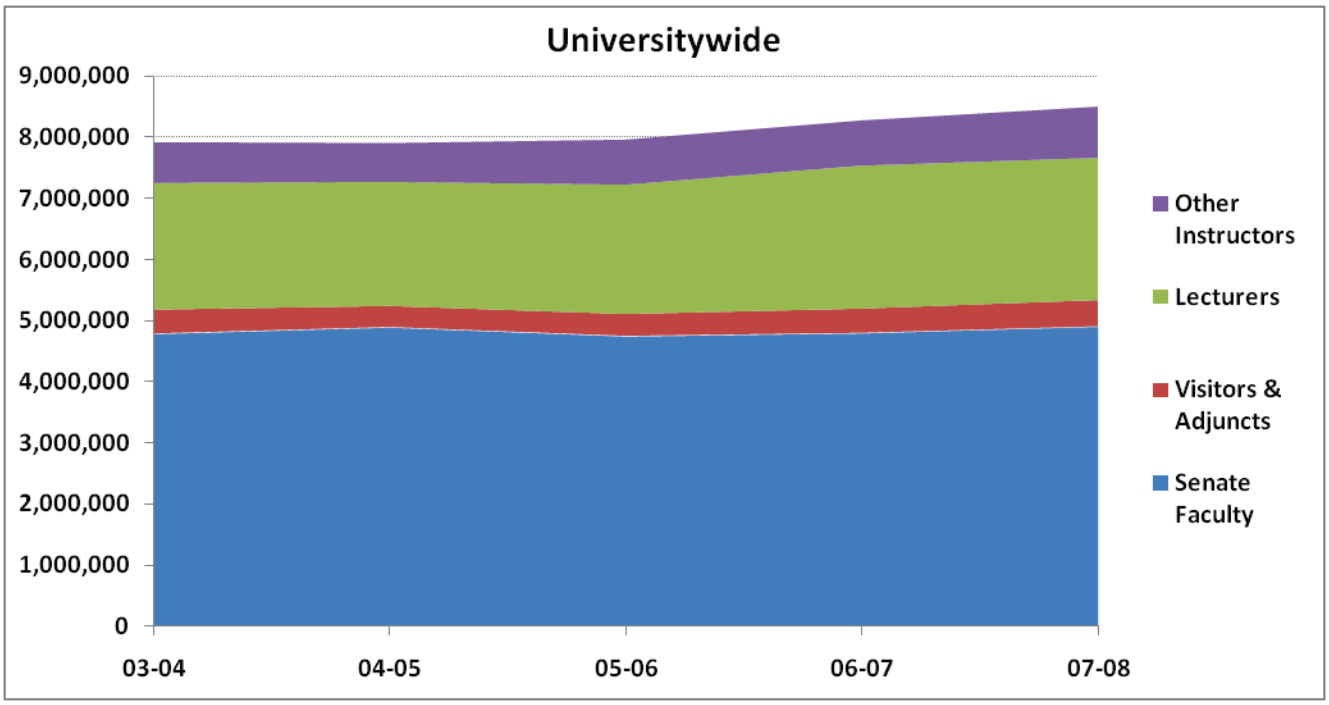


(San Francisco is exclusively a Health Science campus; data presented here are for General Campus only.)





Indicator 62
Student Credit Hours by Course Level and Faculty Appointment, 2003-04 to 2007-08

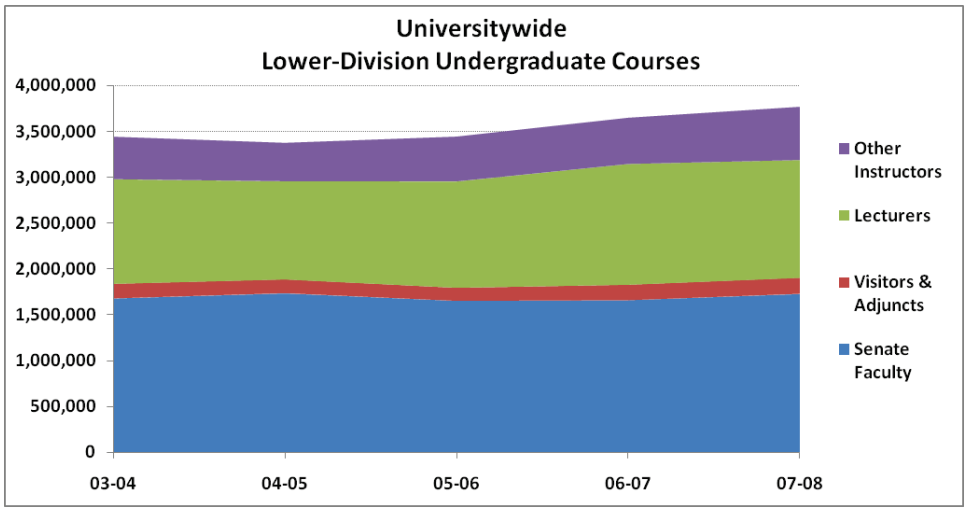


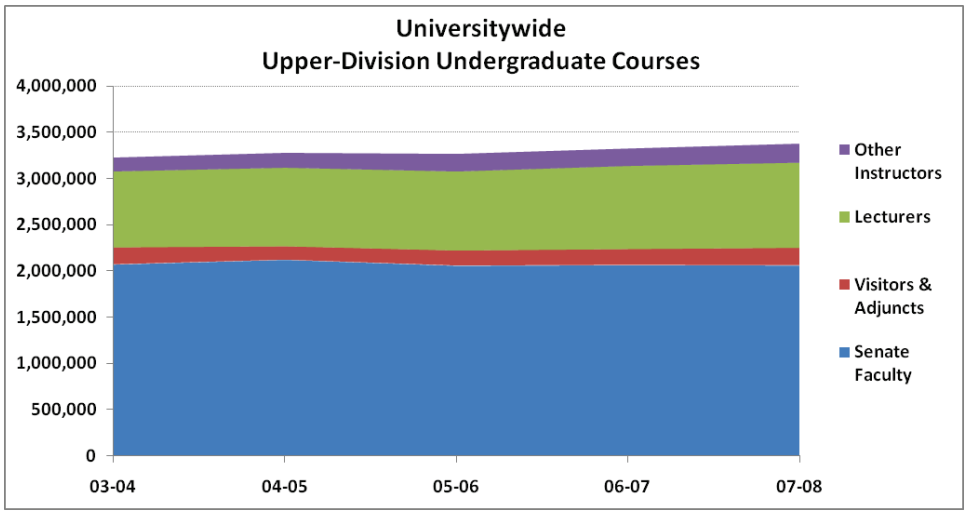
- Student credit hours (SCH) are one measure used to assess faculty teaching workload. Understanding it requires some familiarity with how courses contribute credits toward a degree. The typical undergraduate degree at UC, for example, requires a student to earn 180 credits. To amass these credits, students take courses worth between one and five credits each. The number of credits a course carries is an indicator of its academic intensity and workload for students and faculty alike. Particularly intensive courses are worth five credits, less intensive courses are worth three, two or even one credit.
- SCH is defined as the number of student enrollments in a course times the number of credits available from it. A four-credit class with 50 students generates 200 SCH; a two-credit class of 15 students generates 30 SCH. In this respect, SCH measures how much teaching faculty do across classes where enrollments and credits hours vary.
- The amount of teaching that UC faculty did increased about 7 percent between 2003-04 and 2007-08. In 2007-08, Senate faculty accounted for 58 percent of all teaching; lecturers (the next largest category of faculty) accounted for 27 percent of all teaching.
- Senate faculty are more likely to teach upper-division and graduate and professional courses than lecturers or other faculty. Nonetheless, Senate faculty still accounted for 46 percent of all lower-division SCH in 2007-08; lecturers provided 34 percent.

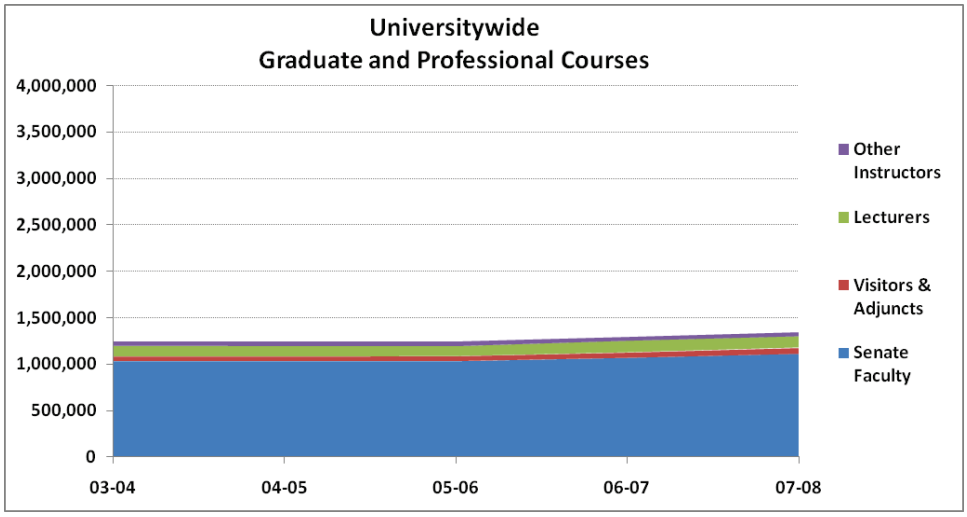
Source: UCOP "TIE" Faculty Workload data collection

Note: Senate faculty includes professorial series faculty (full, associate and assistant professors), lecturers with security of employment or potential security of employment, acting professors and professors in residence; lecturers are non-Senate Unit 18 members; other faculty includes a variety of non-Senate faculty titles, such as acting assistant professors, health sciences clinical professors and other non-student instructional assistants.

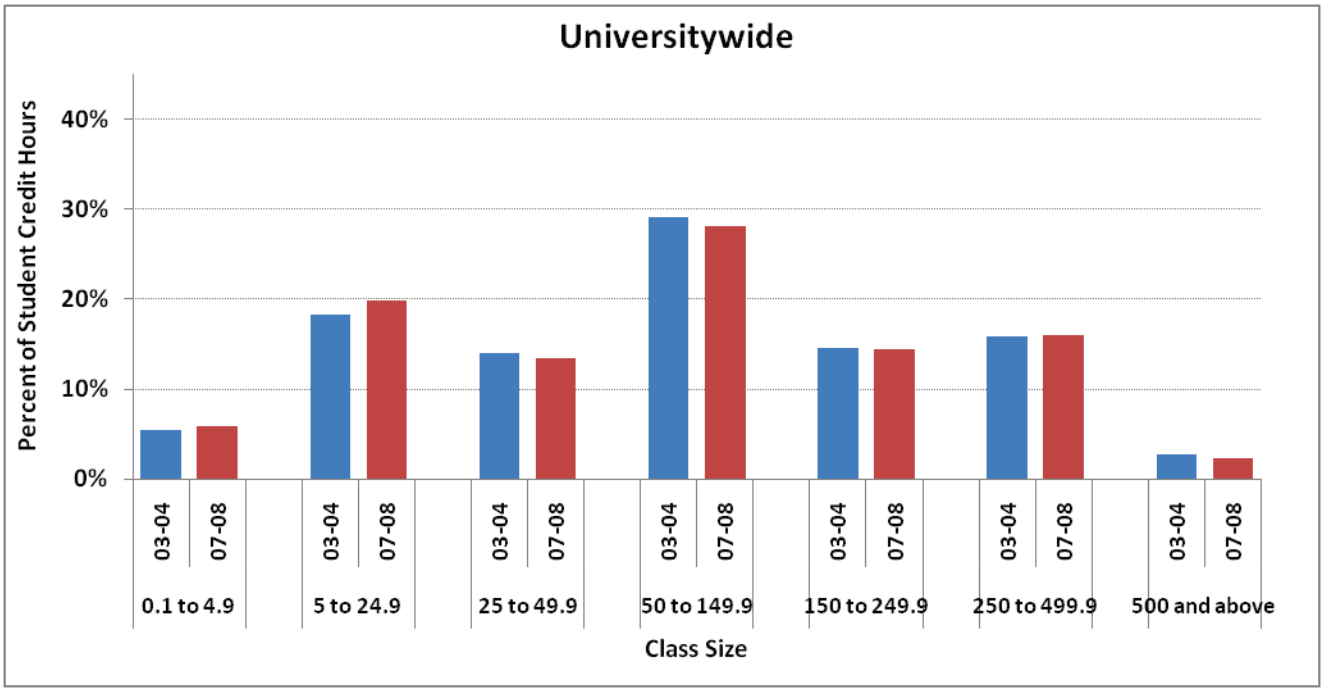
Indicator 62 (continued) Student Credit Hours by Course Level and Faculty Appointment, 2003-04 to 2007-08







Indicator 63
Student Credit Hours by Class Size, 2003-04 and 2007-08



Note: Data shown here are for general campus undergraduate and graduate courses; health sciences classes are excluded.

- This graph shows how the total number of student credit hours earned in 2003-04 and 2007-08 were distributed across classes of varying size. It acts as an indicator of where (that is, in classes of what size) students earn credit towards their degrees.

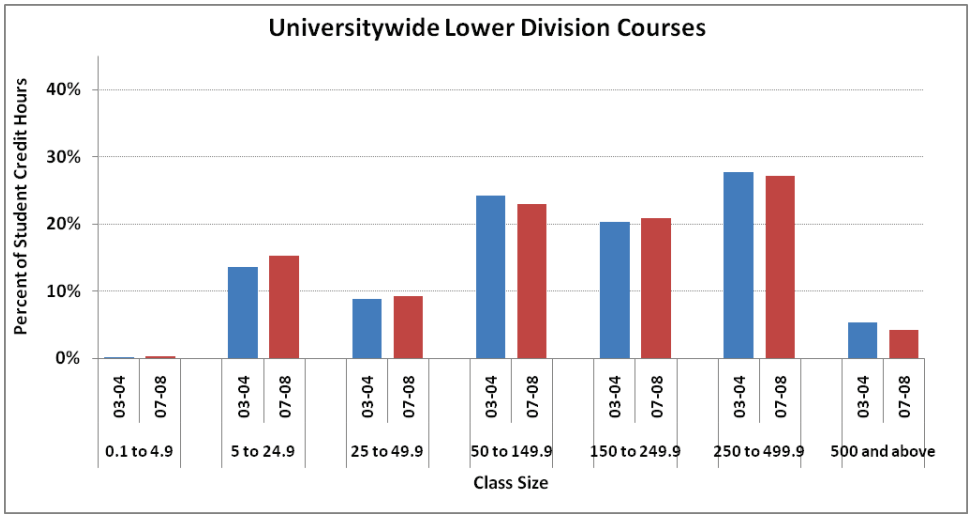
- The distribution of students' time in class did not change significantly between 2003-04 and 2007-08. In fact, total SCH increased slightly in both small and large classes, reflecting the fact that UC faculty overall taught more classes of all sizes during that period.

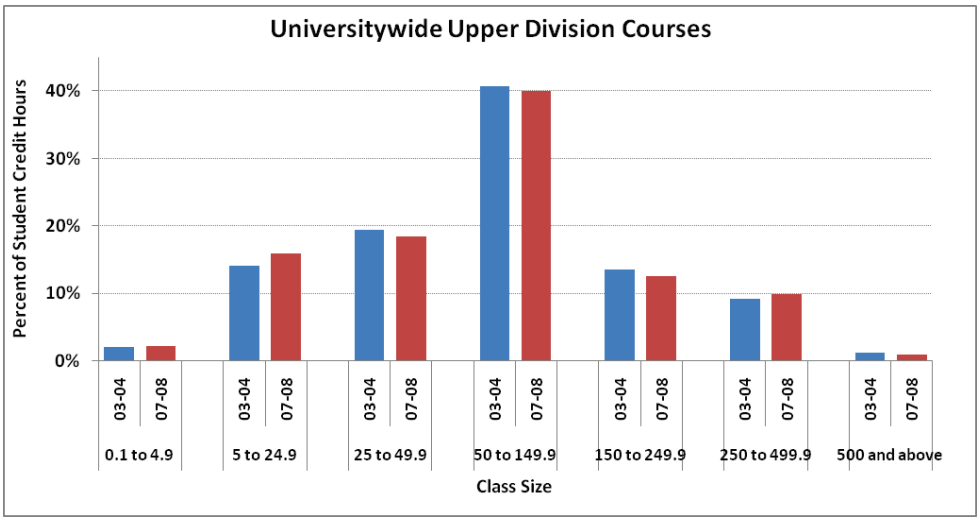
- Overall, students earn far more of their credits in large classes than in small ones. For example, 61 percent of the total number of credit hours students earned in 2007-08 were earned in classes with 50 or more students.

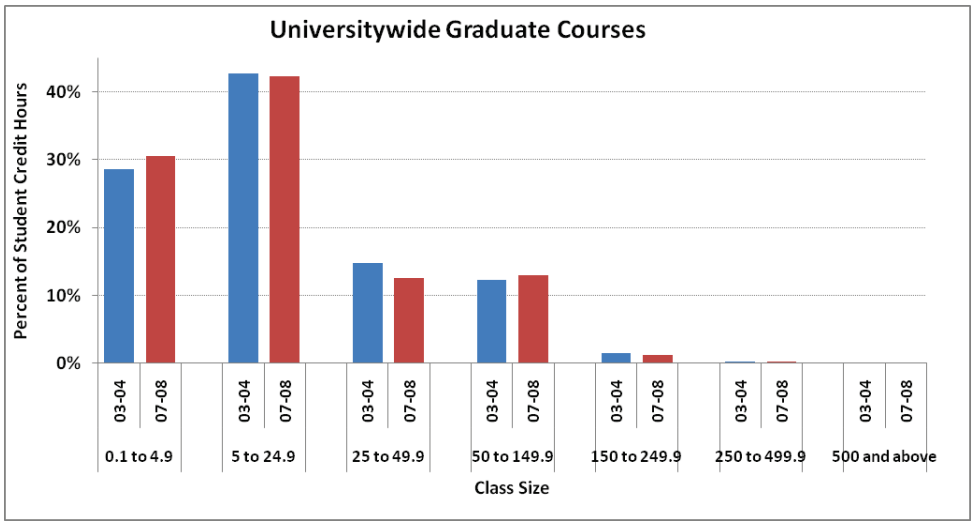
- However, lower-division students are more likely to spend more of their instructional time in large classes ranging from 150 to 500 students. Upper-division students are more likely to be found in mid-sized classes (50 to 150 students), and graduate and professional students are more likely to be found in small classes.

Source: UCOP "TIE" Faculty Workload data collection

Indicator 63 (continued) Student Credit Hours by Class Size, 2003-04 and 2007-08







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Indicator 64
Undergraduate Teaching and Learning Experiences of Seniors, Spring 2008

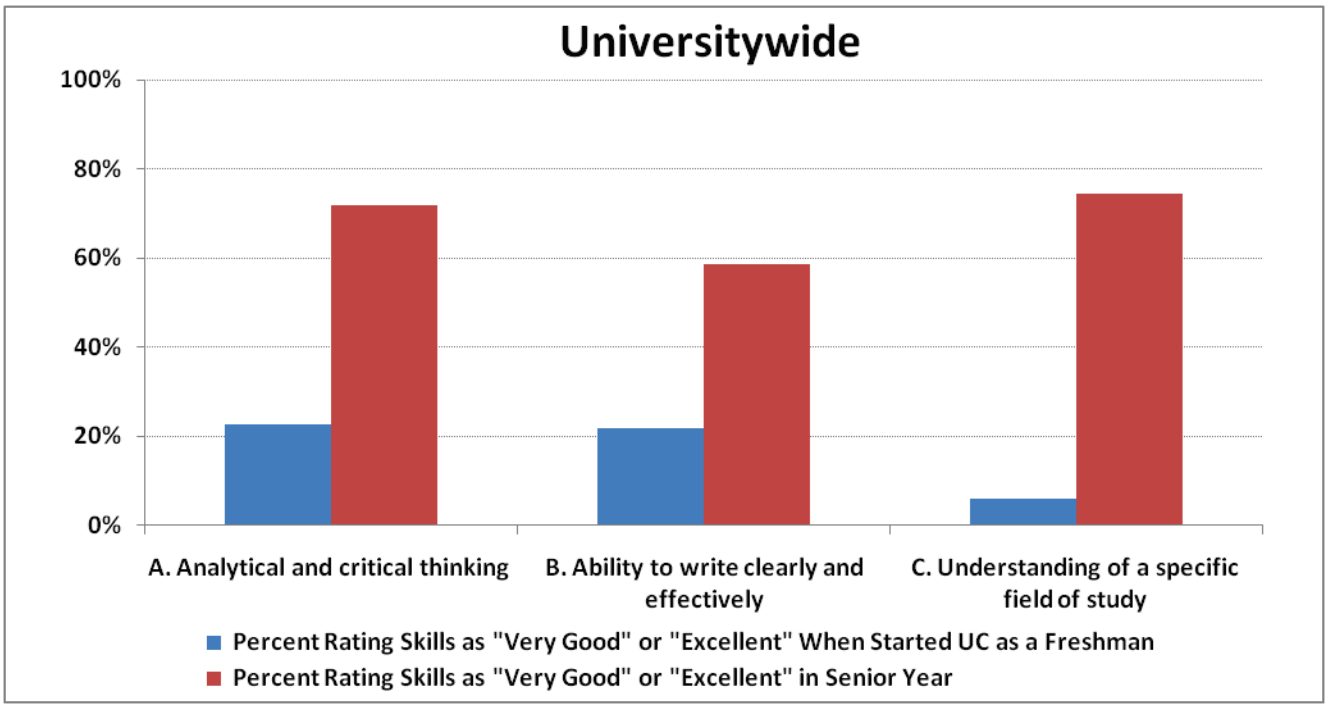
	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Worked outside of class on class projects or studied with classmates	**77%**	78%	76%	76%	78%	86%	78%	74%	77%	79%
Reported making class presentations	**69%**	71%	66%	71%	69%	78%	78%	56%	69%	76%
Enrolled in at least one independent research course	**49%**	50%	48%	57%	45%	62%	44%	39%	51%	61%
Participated in a study-abroad program	**25%**	27%	24%	24%	28%	13%	16%	23%	29%	29%
Participated in an internship	**49%**	51%	64%	46%	47%	41%	34%	51%	42%	47%
Assisted faculty with research or a creative activity	**53%**	53%	56%	54%	51%	68%	51%	52%	52%	55%
Participated in community service in 2007-08	**64%**	62%	63%	65%	70%	--	69%	65%	60%	49%
Were satisfied with the availability of courses needed for graduation	**78%**	84%	80%	78%	73%	51%	70%	76%	83%	75%
Were satisfied with their overall academic experience	**85%**	87%	85%	85%	84%	88%	83%	79%	90%	86%
Talked with an instructor outside of class about course material	**63%**	60%	63%	61%	63%	85%	65%	56%	65%	73%

Note: Data are for seniors in spring 2008.

- Data in the chart above come from the University of California Undergraduate Experience Survey (UCUES), which is conducted every two years.

- Data from the 2008 survey show that undergraduate students are highly satisfied with their UC education and feel they have benefited greatly from it. The forthcoming Spring 2010 UCUES survey will provide data about whether UC been able to deliver a high-quality educational experience and maintain high levels of student satisfaction amid continuing cuts to its budget and academic programs.

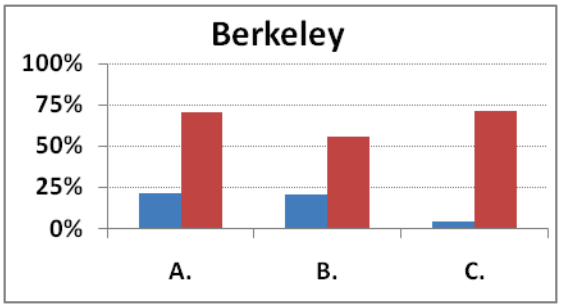
Indicator 65
Gains in Critical Thinking Skills, Writing Skills and Understanding a Field of Study, Spring 2008

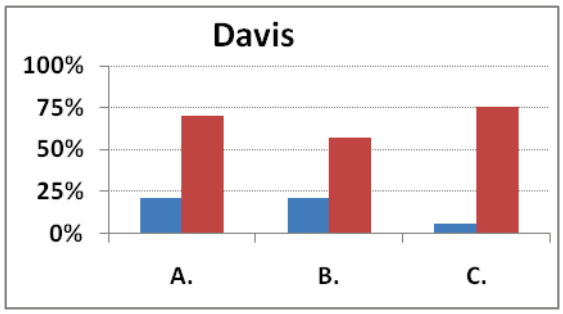


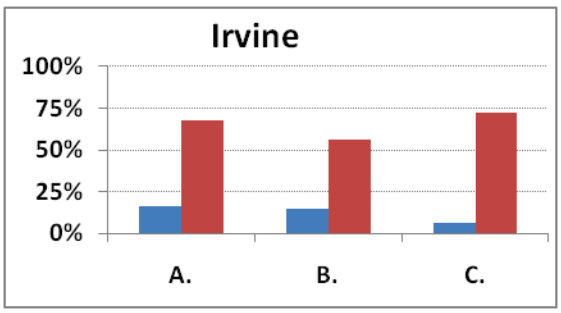
- When responding to the question, “Please rate your level of proficiency in the following areas when you started at this campus and now,” UC seniors overwhelming rated their analytic and critical thinking skills, their ability to write clearly and effectively and especially their understanding of a specific field of study as very good or excellent compared to their skill levels as freshmen.

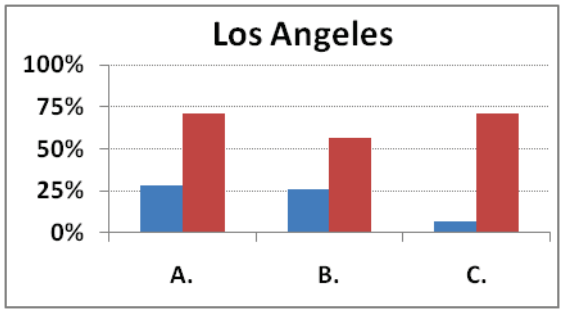
Source: University of California Undergraduate Experience Survey, Spring 2008

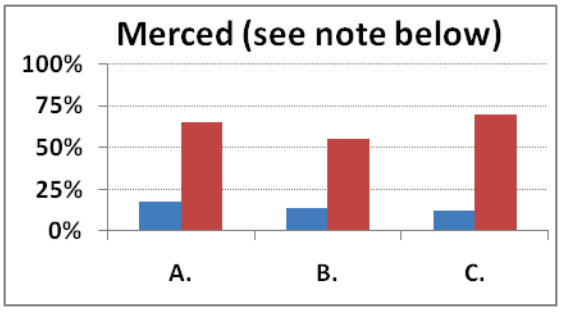
Indicator 65 (continued) Gains in Critical Thinking Skills, Writing Skills and Understanding a Field of Study, Spring 2008

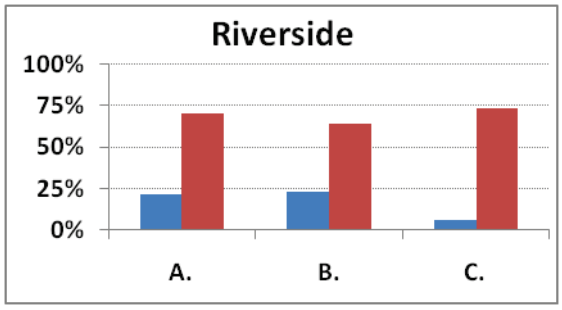


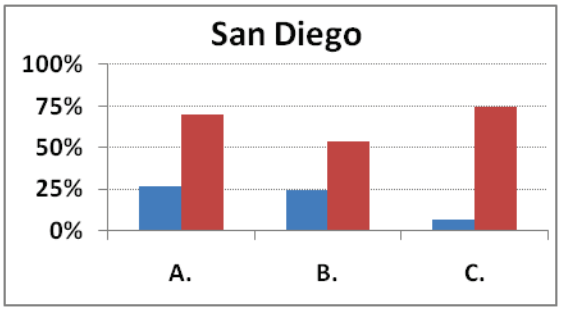


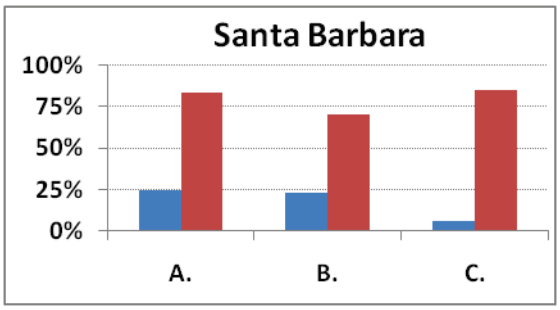


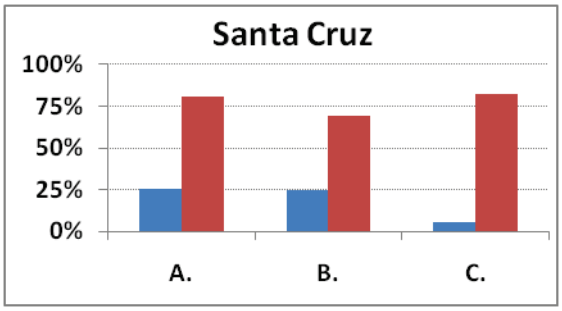






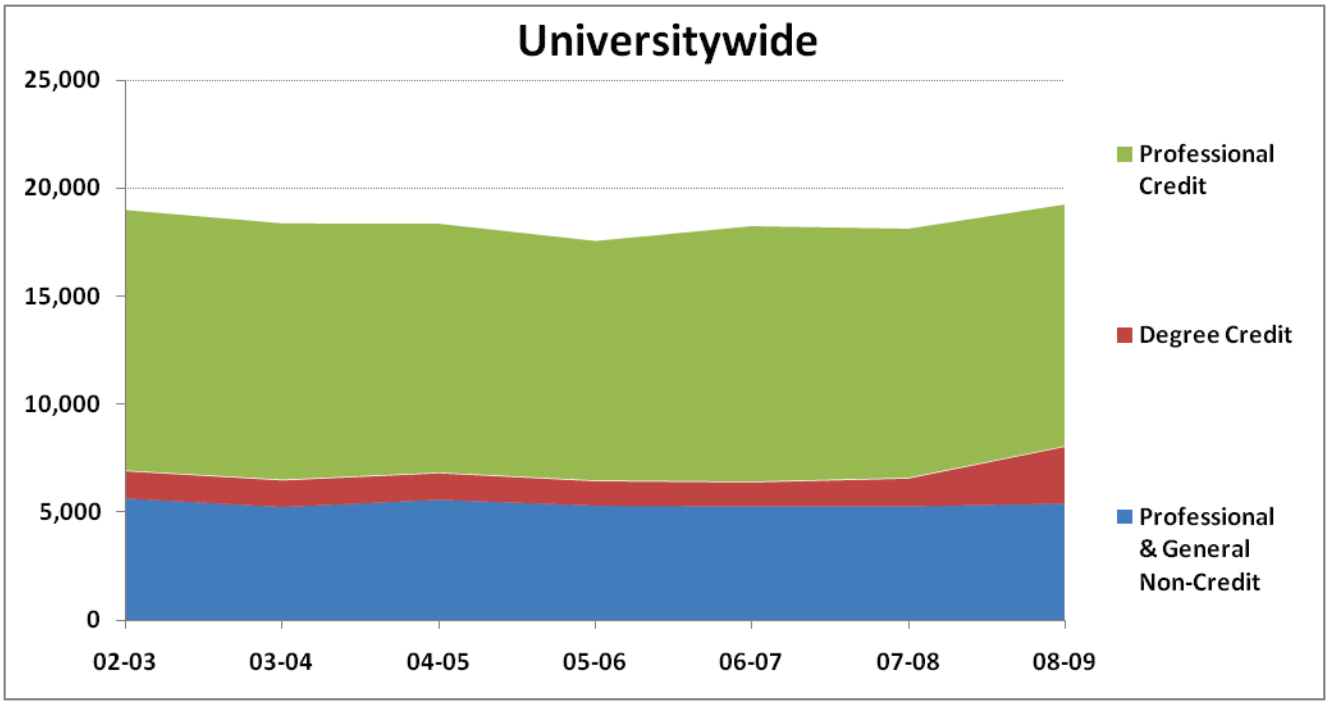






Note: Merced results for senior year actually are for the junior year.

Indicator 66
Continuing Education Programs, 2002-03 to 2008-09



- The University offered its first extension courses to students beyond the immediate campus community more than 100 years ago.

- Today, there are extension divisions at eight of UC's nine general campuses. In 2009, UC Merced also launched an extension program in partnership with UC Berkeley. Altogether, UC Extension offers almost 20,000 different courses, programs, seminars, conferences and field studies throughout California and in a number of foreign countries.

- Extension's offerings, which are highly diverse, are designed to serve the continuing education needs of working professionals through both credit and non-credit programs:

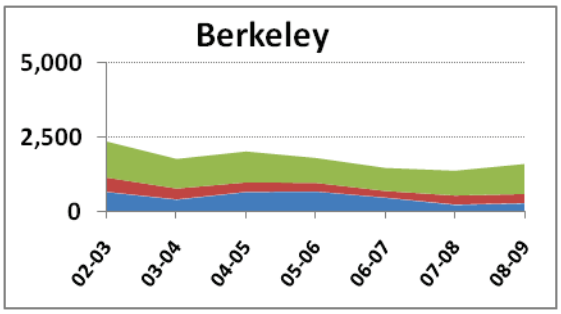
    - Professional Credit: Programs that provide Senate-approved academic credit, most often in the X400 and X300 professional course series.

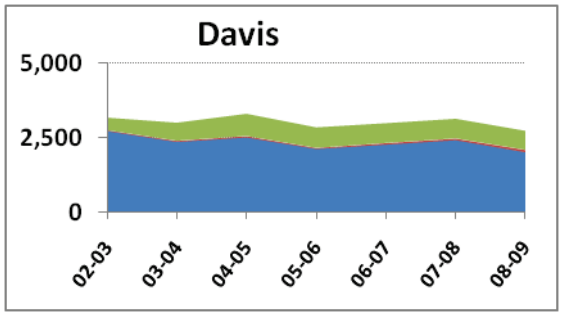
    - Degree Credit: Programs leading to formal UC degree credit, developed and presented in partnership with campus faculty and graduate degree programs.

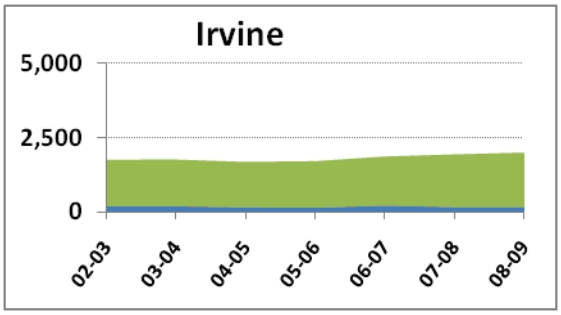
    - Professional & General Non-Credit: High-quality continuing education courses and workshops; these programs may satisfy continuing education requirements of public agencies and professional associations but do not convey UC Senate-approved academic credit.

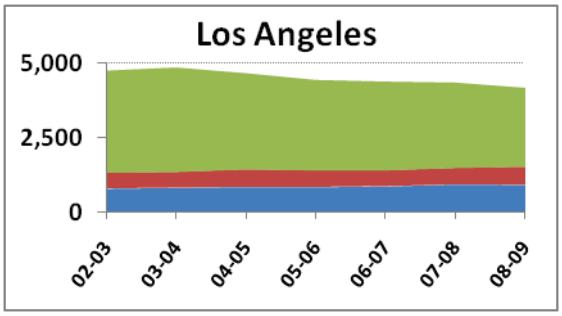
Source: UC Extension Financial Statements

Indicator 66 (continued) Continuing Education Programs, 2002-03 to 2008-09

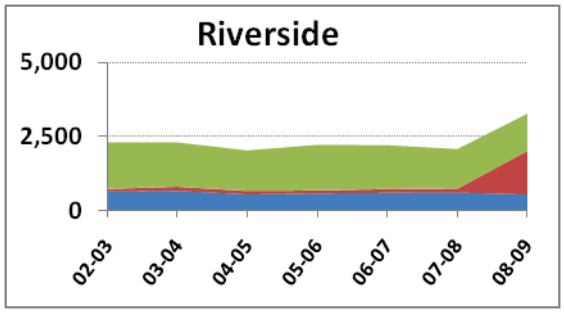


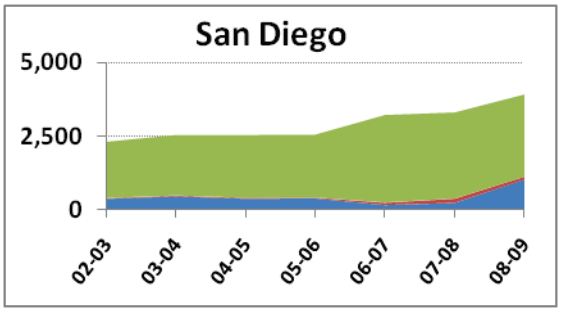




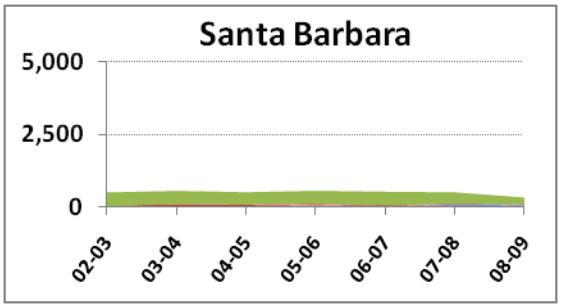


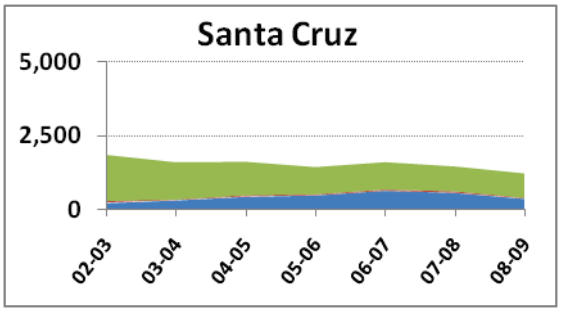
(Merced established Extension in 2009-10.)



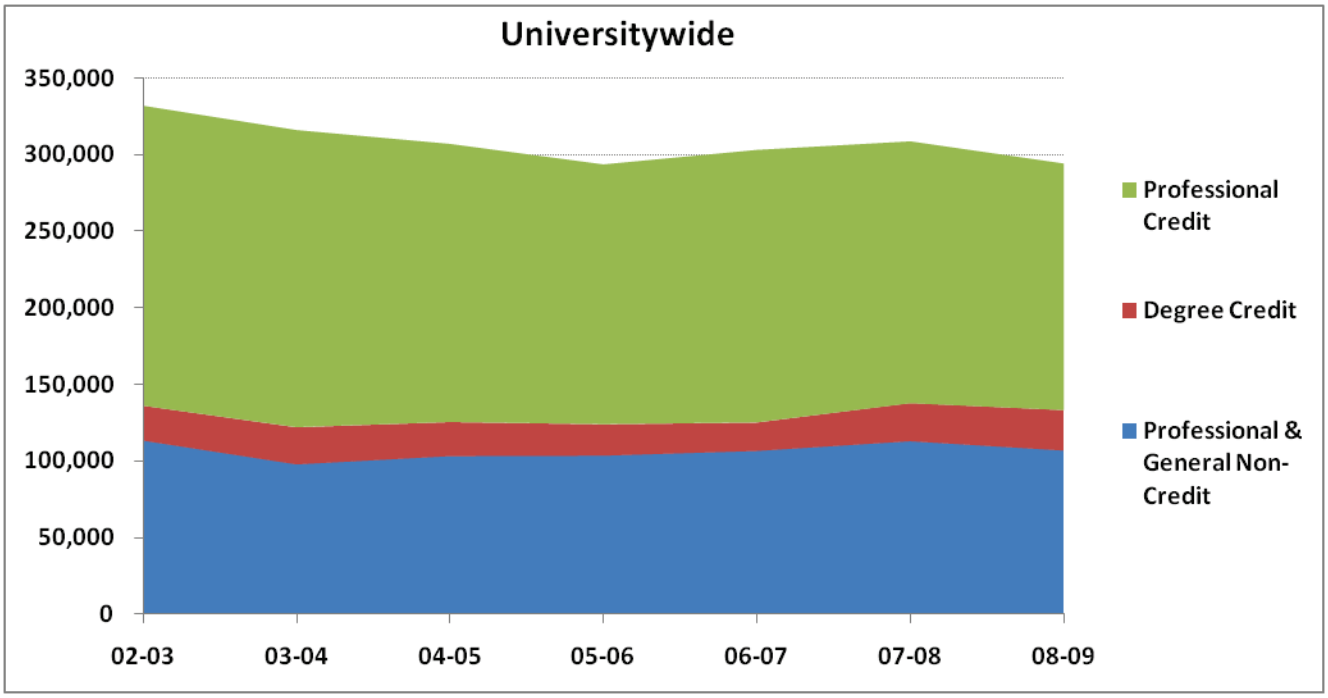


(San Francisco does not operate general campus Extension activities.)





Indicator 67
Continuing Education Enrollments, 2002-03 to 2008-09



- UC Extension is completely self-supporting and its offerings are dependent upon user demand, which varies due to many factors, including the strength of the local economy.

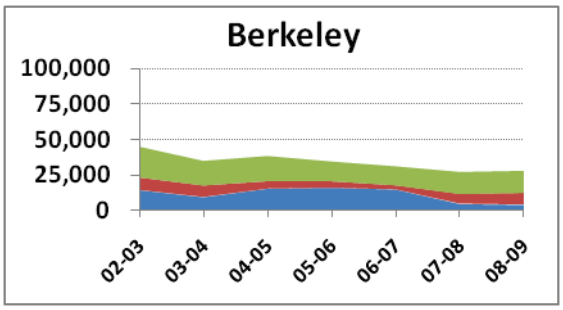
- Each campus extension program addresses particular educational needs in its own geographic area.

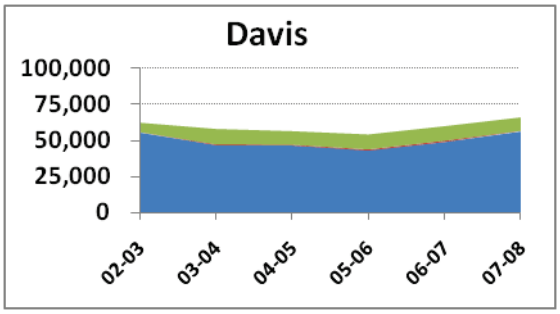
- A substantial economic multiplier effect is associated with regional economic impacts from extension programs and activities at every campus. A recent study of UCLA's extension programs, for example, estimated an annual contribution of $250 million to the regional economy, 70 percent of which was attributable to students' increased earning power after completing an extension program.

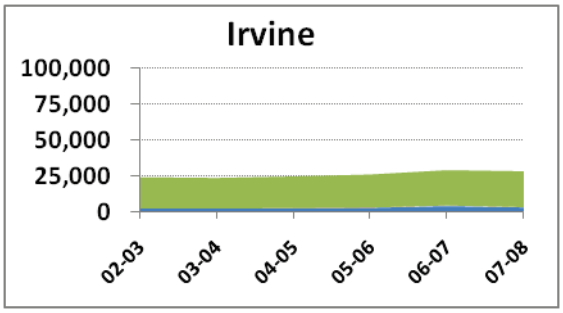
- Decline in UC's extension enrollments since 2002-03 may be due to increasing competition from other university extension programs and the dramatic recent growth in student enrollments at for-profit universities.

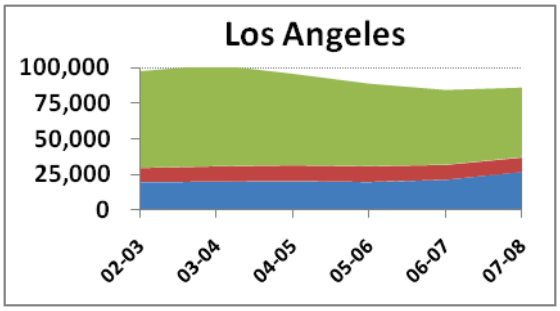
Source: UC Extension Financial Statements

Indicator 67 (continued) Continuing Education Enrollments, 2002-03 to 2008-09

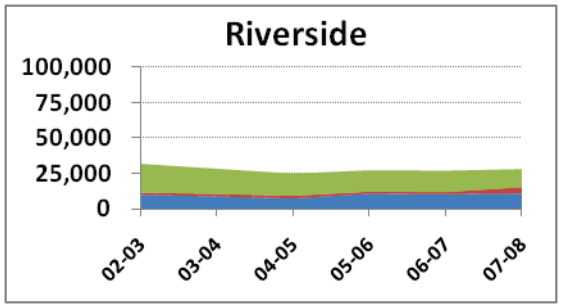


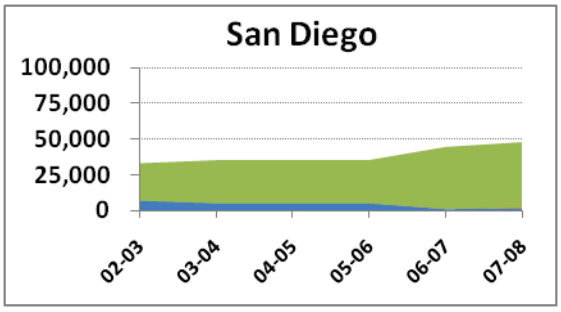




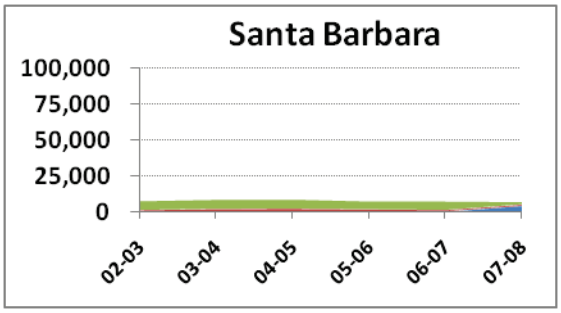


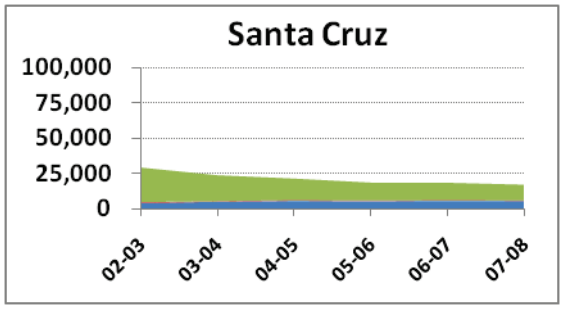
(Merced established Extension in 2009-10.)





(San Francisco does not operate general campus Extension activities.)





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Section 11. Research

GOALS

The University of California's standing as the world's leading university system depends to a great extent on the excellence of its research. The California Master Plan for Higher Education designates the University of California as the primary state-supported academic agency for research. UC research contributes to the state and to the nation through discoveries that improve health, technology, welfare and the quality of life. The state's investment in UC helps make it one of the most competitive research enterprises in the nation, securing at least $5 in federal and private funding for every state research dollar and generating discoveries and new knowledge across many different fields. In 2008-09, for example, UC researchers expended nearly $4.9 billion in federal, state and private research dollars, which created thousands of jobs and helped support the graduate students who will be the state's next generation of scientists, engineers, entrepreneurs and leaders.

MEASURES

Performance in achieving UC research goals may be measured in three ways: the academic quality and impact of UC research; economic and other societal benefits that flow directly from that research; and the quantity of research that is conducted. This section presents basic information on the quantity of research produced at UC (e.g., total research and development expenditures and number of faculty publications). Information on the academic quality of UC research—its impact as measured by citations to important papers, prestigious prizes won by faculty and their membership in highly regarded scholarly societies—can be found in the January 2010 Accountability Sub-Report on the Research Enterprise (www.universityofcalifornia.edu/accountability). UC's 2010 Budget for Current Operations contains information on the contributions and impacts of UC's research enterprise on the California economy (http://budget.ucop.edu/rbudget/201011/2010-11BudgetforCurrentOperations-BudgetDetailrev.pdf).

LOOKING FORWARD

UC's research enterprise is the result of California's long-term planning and investment, dating back to the 1960 Master Plan. Currently it is quite robust, due largely to investments made by federal agencies. However, continuing state divestment from higher education and increasing competition for the best faculty and graduate students from national and international universities may emerge over the longer term as a threat, especially if faculty begin to leave the University and take their research funding with them.

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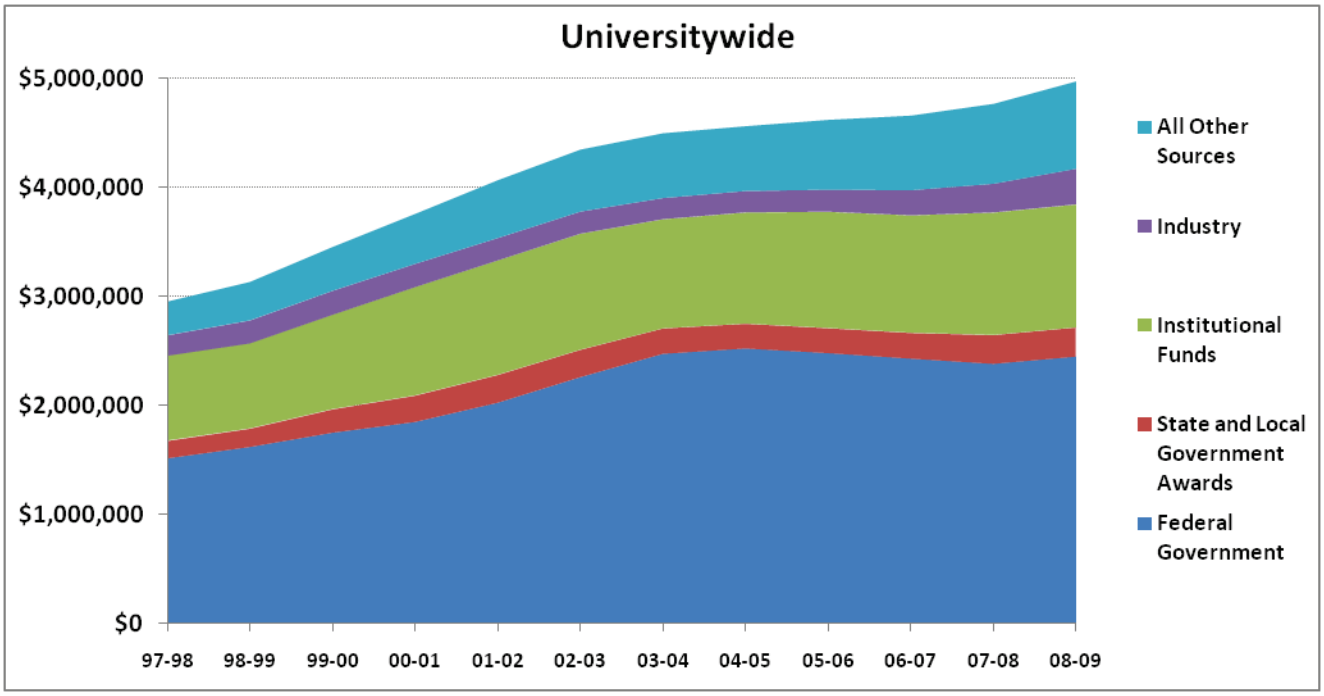
Indicator 68
Research and Development Expenditures by Source, 1997-98 to 2008-09



Note: Figures are in thousands of inflation-adjusted 2008-09 dollars.

- In 2008-09, research expenditures at UC totaled $4.9 billion and accounted for 25 percent of UC's total budget. The $4.9 billion total is comprised of $3.9 billion in direct support, $0.7 billion in indirect cost recovery and $0.3 billion in unreimbursed indirect costs.

- Federal funds are the University's single largest source of support for research, accounting for almost half (49 percent) of all University research expenditures in 2009.

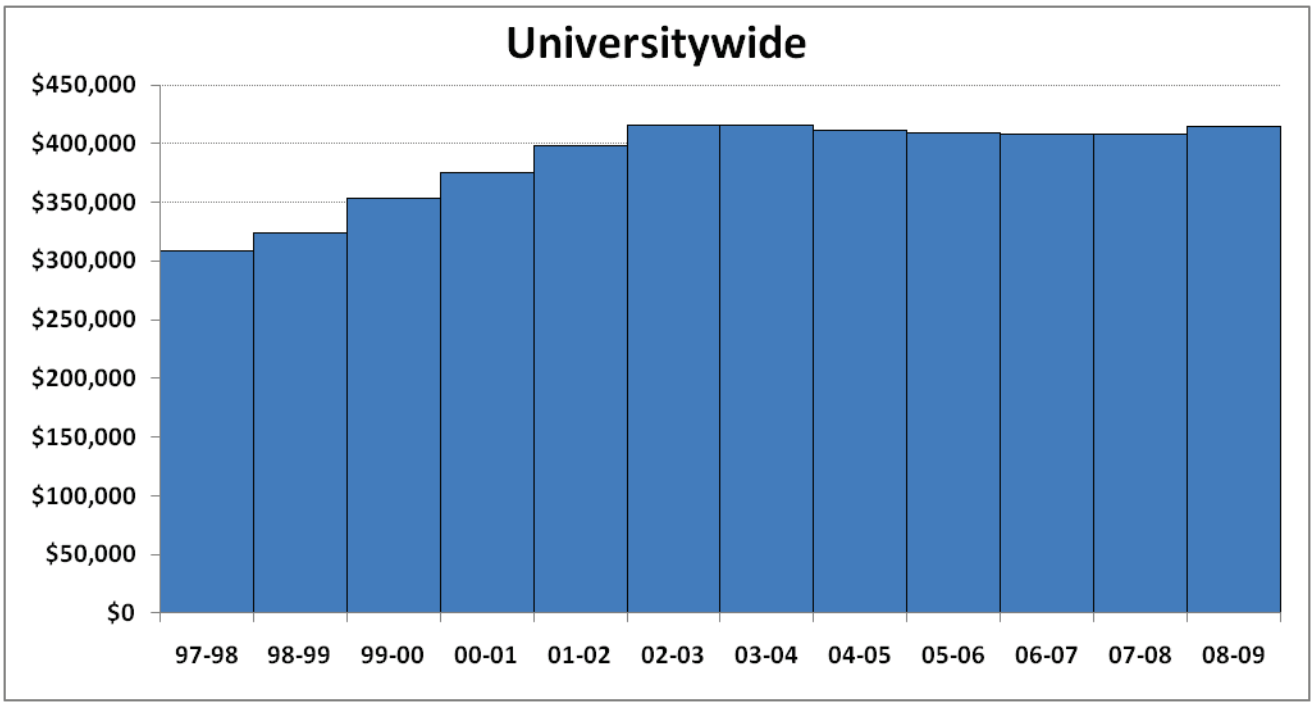
- Institutional expenditures, which accounted for 23 percent of all R&D expenditures in 2008-09, come from a variety of sources, including state government appropriations, general-purpose awards from industry and foundations, endowment income and unreimbursed indirect costs.

- The category "all other sources," which accounted for 16 percent of all R&D expenditures in 2008-09, includes awards from nonprofit foundations, voluntary health agencies, and gifts from individuals that are restricted by the donor to research.

Source: National Science Foundation Research and Development Expenditures Survey

Note: Data include direct and indirect costs (both reimbursed and unreimbursed). Direct research expenditures go directly to the principal investigator in support of a specific research project; indirect research expenditures provide additional support to the University for the research infrastructure, such as maintaining buildings and research space, providing for technological infrastructure, libraries, utility costs, etc.

Indicator 69
Total Research and Development Expenditures per Senate Faculty, Universitywide, 1997-98 to 2008-09



Note: Figures are in thousands of inflation-adjusted 2008-09 dollars.

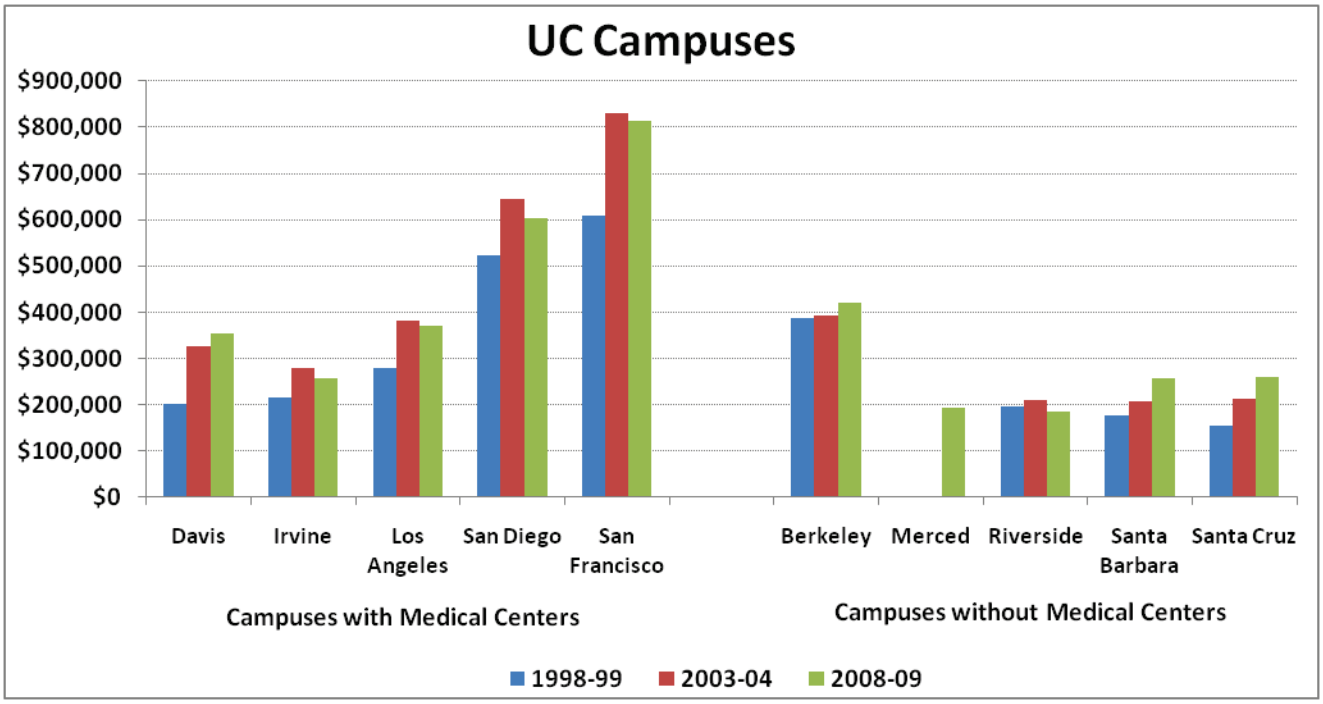
- Research expenditures are one among several different possible measures of research productivity.
- The STEM fields (life and physical sciences, technology, engineering and math) generate more research funding than the social sciences, arts and humanities.

Source: National Science Foundation Research and Development Expenditures Survey and UCOP Corporate Personnel System

Note: Data include direct and indirect costs (both reimbursed and unreimbursed). Direct research expenditures go directly to the principal investigator in support of a specific research project; indirect research expenditures provide additional support to the University for the research infrastructure, such as maintaining buildings and research space, providing for technological infrastructure, libraries, utility costs, etc.

Senate faculty are primarily those in the Professorial series, Professors in Residence series and the Professor of Clinical ___ series as well as a handful of other faculty members. Some non-Senate faculty members and some other academic employees conduct significant research and publish the results of their research. Some of these researchers may hold a joint Senate faculty title; if so, they are included in the Senate faculty headcount figures used here. Future versions of the accountability report will attempt to refine the number of faculty included in the "per faculty" calculations.

Indicator 69 (continued) Total Research and Development Expenditures per Senate Faculty, UC Campuses, 1998-99, 2003-04 and 2008-09



Note: Figures are in thousands of inflation-adjusted 2008-09 dollars.

- Almost one-third of the University's total research awards come from the National Institutes of Health (NIH); these funds primarily flow to the five UC campuses that have medical schools: Davis, Irvine, Los Angeles, San Diego and San Francisco.

- The National Institutes of Health budget doubled between 1998-99 and 2002-03. This helps explains some of the increase in research expenditures per Senate faculty member that occurred over the past decade, especially at UC's five medical school campuses.

Indicator 70
Total Research and Development Expenditures, 1996-97 to 2008-09

Academic Year	Universitywide Total (thousands)	All Academic Institutions (thousands)	UC Total as % of All Institutions
1996-97	$ 2,716,145	$ 31,530,860	8.6%
1997-98	2,957,541	32,988,220	9.0%
1998-99	3,137,724	34,683,210	9.0%
1999-00	3,456,922	37,233,821	9.3%
2000-01	3,759,393	39,676,203	9.5%
2001-02	4,067,698	43,221,201	9.4%
2002-03	4,347,928	46,711,153	9.3%
2003-04	4,496,990	49,225,053	9.1%
2004-05	4,561,869	50,486,061	9.0%
2005-06	4,619,699	50,939,977	9.1%
2006-07	4,658,138	51,281,490	9.1%
2007-08	4,765,930	52,160,240	9.1%
2008-09	4,971,049	-	

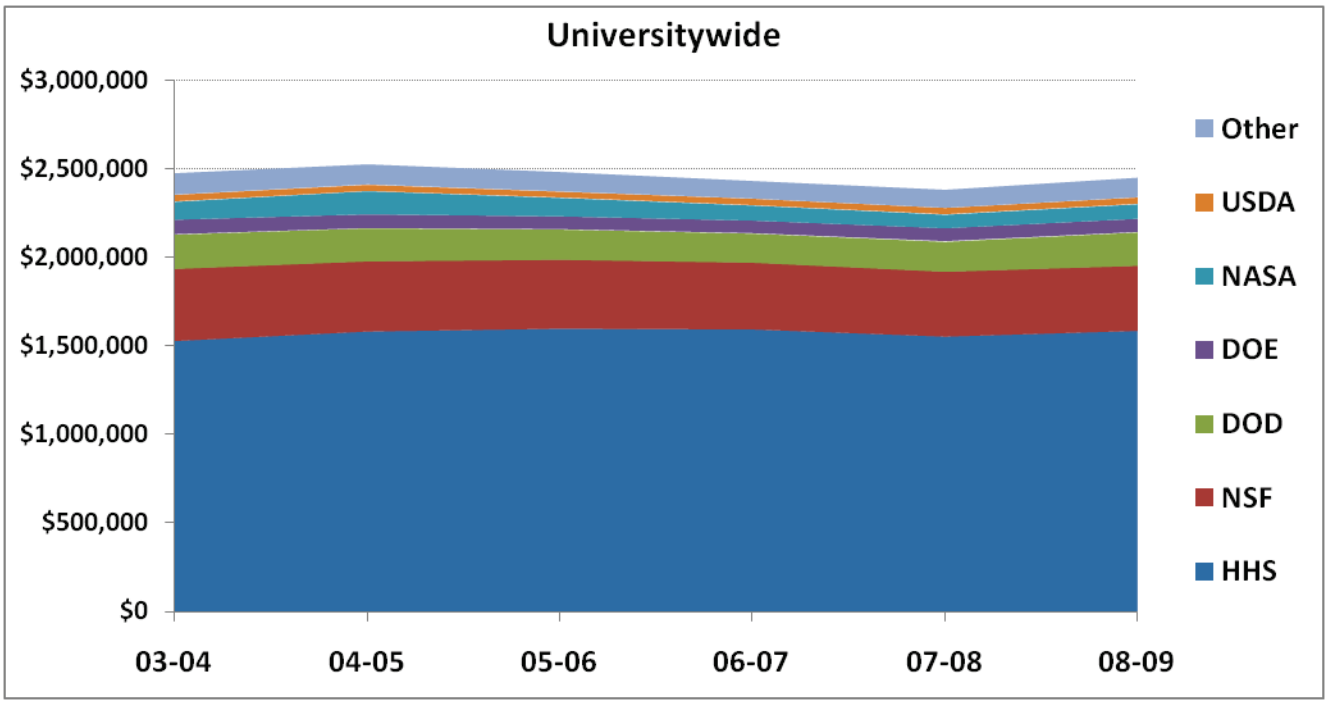
Note: Figures are in thousands of inflation-adjusted 2008-09 dollars.

- UC research expenditures increased about $2.2 billion in inflation-adjusted dollars between 1996-97 and 2008-09, an increase of about 83 percent during that period.
- Much of this increase was due to the doubling of the National Institutes of Health budget that occurred between 1998-99 and 2002-03. Private support for research has also doubled over the last 10 years.

Source: National Science Foundation Research and Development Survey; data on all academic institutions had not been released as of March 15, 2010.

Note: Data include direct and indirect costs (both reimbursed and unreimbursed). Direct research expenditures go directly to the principal investigator in support of a specific research project; indirect research expenditures provide additional support to the University for the research infrastructure, such as maintaining buildings and research space, providing for technological infrastructure, libraries, utility costs, etc.

Indicator 71
Federally Funded Research and Development Expenditures by Agency, 2003-04 to 2008-09



Note: Figures are in thousands of inflation-adjusted 2008-09. Key: HHS=Health and Human Services; NSF=National Science Foundation; DOD=Department of Defense; DOE=Department of Energy; NASA=National Aeronautics and Space Administration; USDA=United States Department of Agriculture.

- This chart shows the sources of federal research dollars at UC, as opposed to the sources of all research dollars (federal and non-federal) which are shown in Indicator 68.

- Almost two-thirds (64 percent) of the University's federal research awards in 2008-09 came from Health and Human Services (HHS), primarily through its affiliate, the National Institutes of Health (NIH).

Source: National Science Foundation Research and Development Expenditures Survey; NSF began collecting information by federal agency in FY 2003-04.

Note: Data include direct and indirect costs (both reimbursed and unreimbursed). Direct research expenditures go directly to the principal investigator in support of a specific research project; indirect research expenditures provide additional support to the University for the research infrastructure, such as maintaining buildings and research space, providing for technological infrastructure, libraries, utility costs, etc.

Indicator 72
Faculty Publications by Discipline, UC Campuses, 2008

The number of faculty publications is a measure, albeit imperfect, of the quantity of faculty research. The metrics on the next two pages show faculty publications across three broad academic disciplines—health and life sciences, physical sciences and engineering, and social sciences and humanities.

- The first chart in each set shows the total number of faculty publications by campus within each broad academic discipline; the second chart shows faculty publications by campus normalized by the number of Senate faculty within that discipline.

- Within a given academic discipline, differences in faculty publications are due to a number of factors, among them the size of departments and the number of faculty at each campus working in a particular field. Davis, Irvine, Los Angeles, San Diego, and San Francisco, for example, all have large medical centers and associated faculty.

- Published outputs cannot be used to compare faculty research productivity across disciplines. While all academic disciplines strive for excellence, different disciplines have different standards of merit and validation in terms of types, frequency and venues for the dissemination of research.

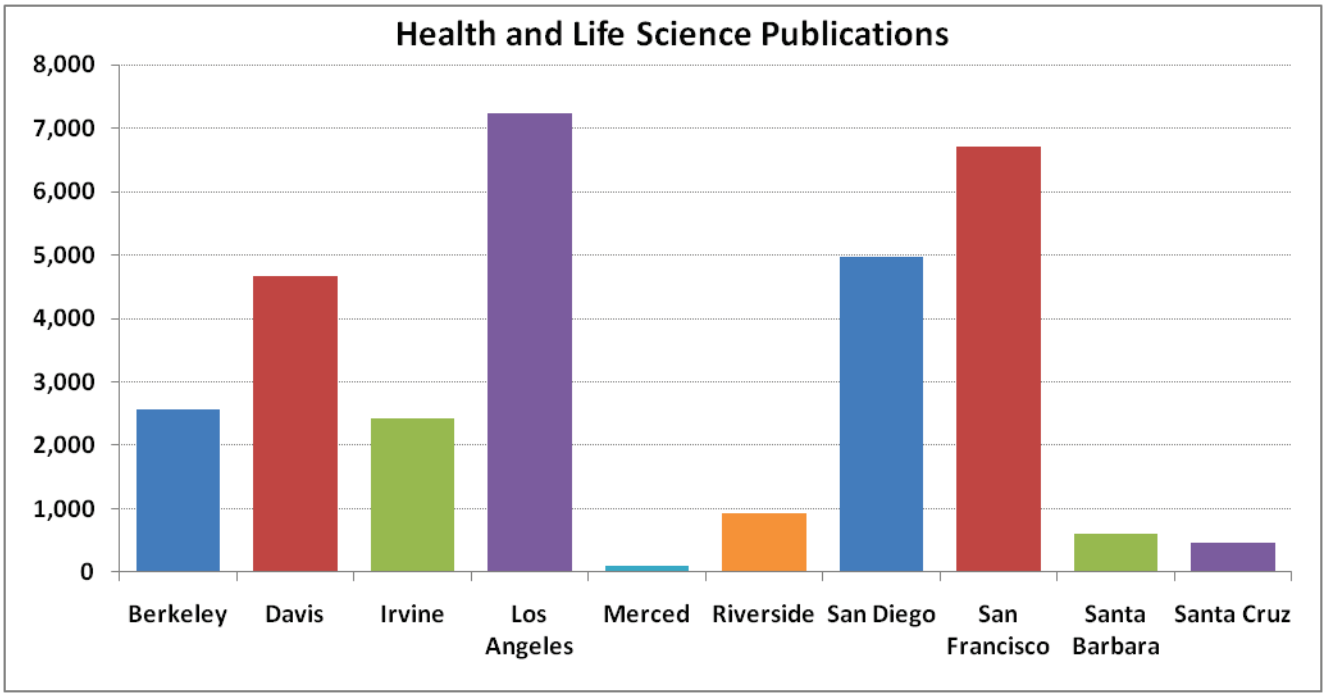
- Some disciplines favor shorter, multi-authored publications while other disciplines favor longer, sole-authored publications. Co-authorship, for example, is more common in the life and physical sciences, where credit is shared with a team of researchers, than in the social sciences and humanities, where papers tend to be sole-authored. Thus, faculty in the life and physical sciences may have more publications credited to them than faculty in the social sciences and humanities, in part, because of different norms regarding publication.

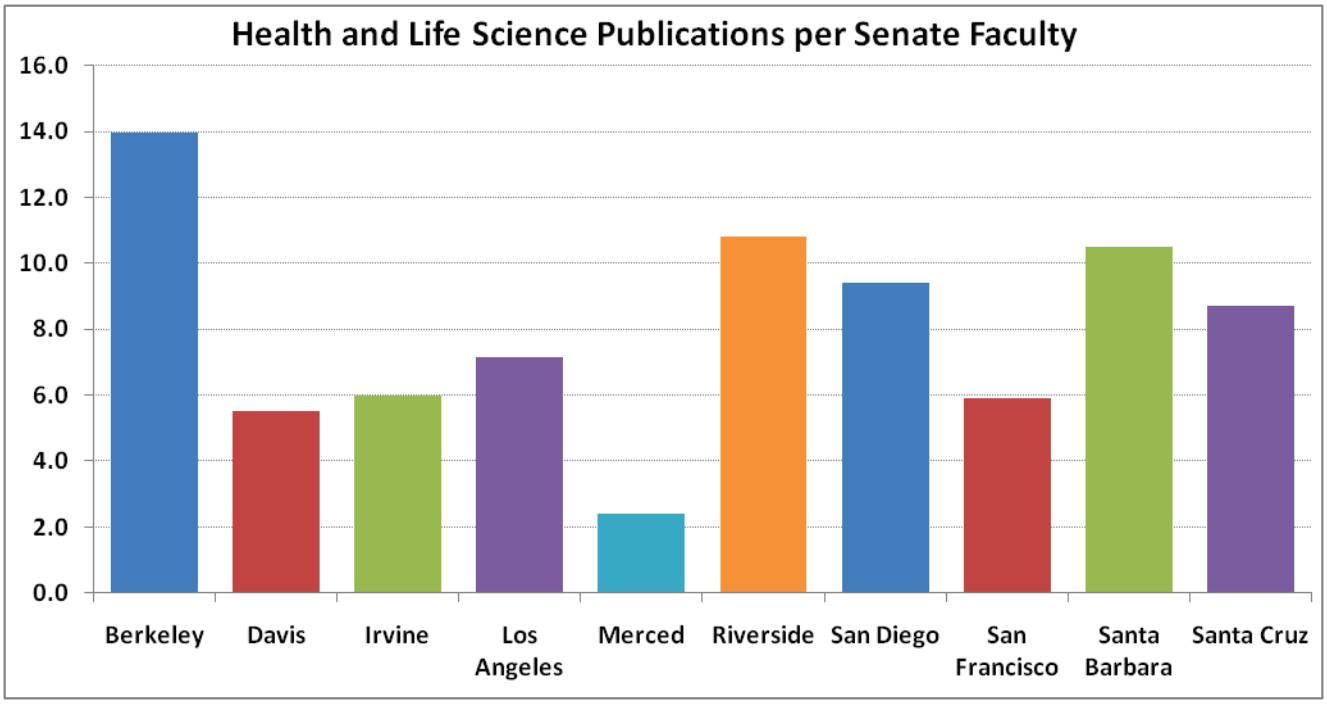
- Faculty in the social sciences and the humanities also publish books as well as scholarly articles; however, the SCOPUS database, from which the data for this indicator is drawn, does not contain books. Thus, it underestimates faculty research contributions in the social sciences and humanities.

- Capturing the quality of faculty research, as determined by the significance and importance of new ideas generated, is challenging. Future accountability reports will attempt to capture the quality of faculty research, in part, through analysis of faculty citation indices. The Academic Senate also assesses academic quality as part of the merit review process for individual faculty.

Note: Data on faculty publications comes from SCOPUS, a database of abstracts and citations for scholarly journal articles. SCOPUS covers nearly 18,000 titles from more than 5,000 international publishers; it includes 16,500 peer-reviewed journals in the scientific, technical, medical and social science (including arts and humanities) fields. SCOPUS assigns each scholarly journal in its database to a particular academic discipline; articles appearing in a specific journal are considered to have been published in the academic discipline assigned to that journal.

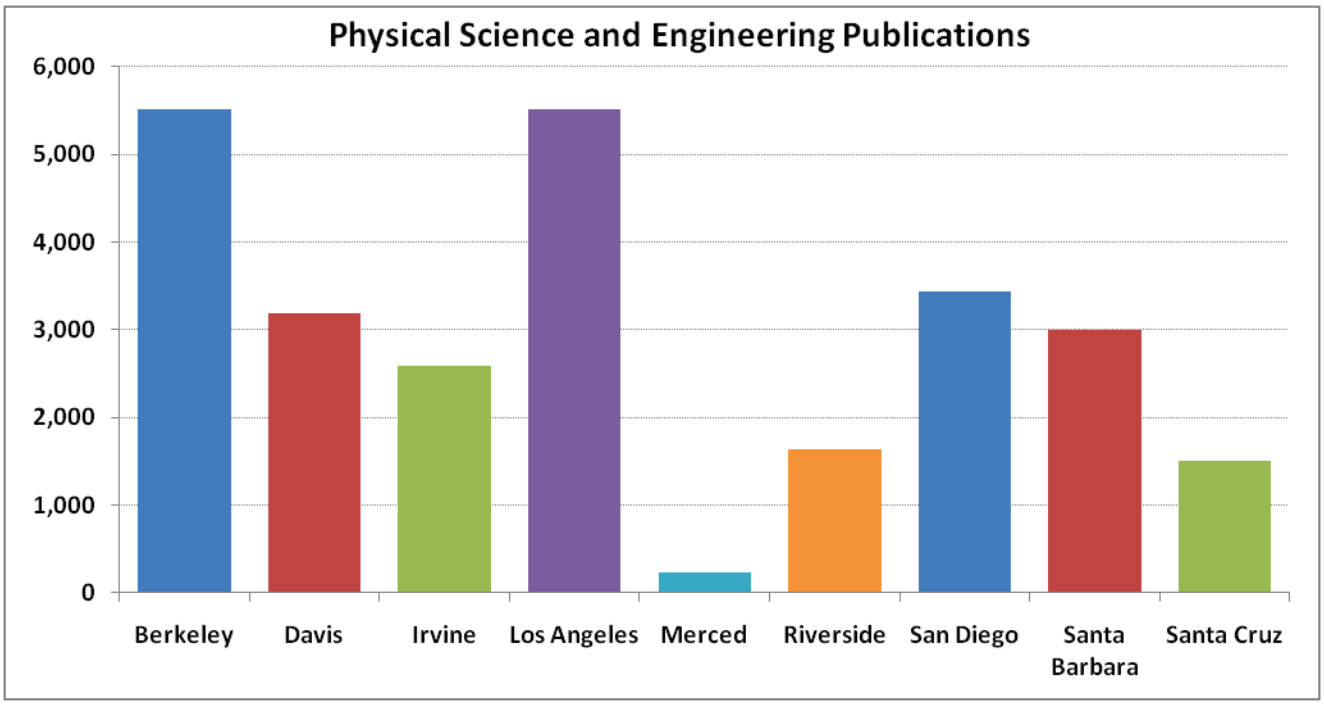
Indicator 72 (continued) Faculty Publications by Discipline, UC Campuses, 2008

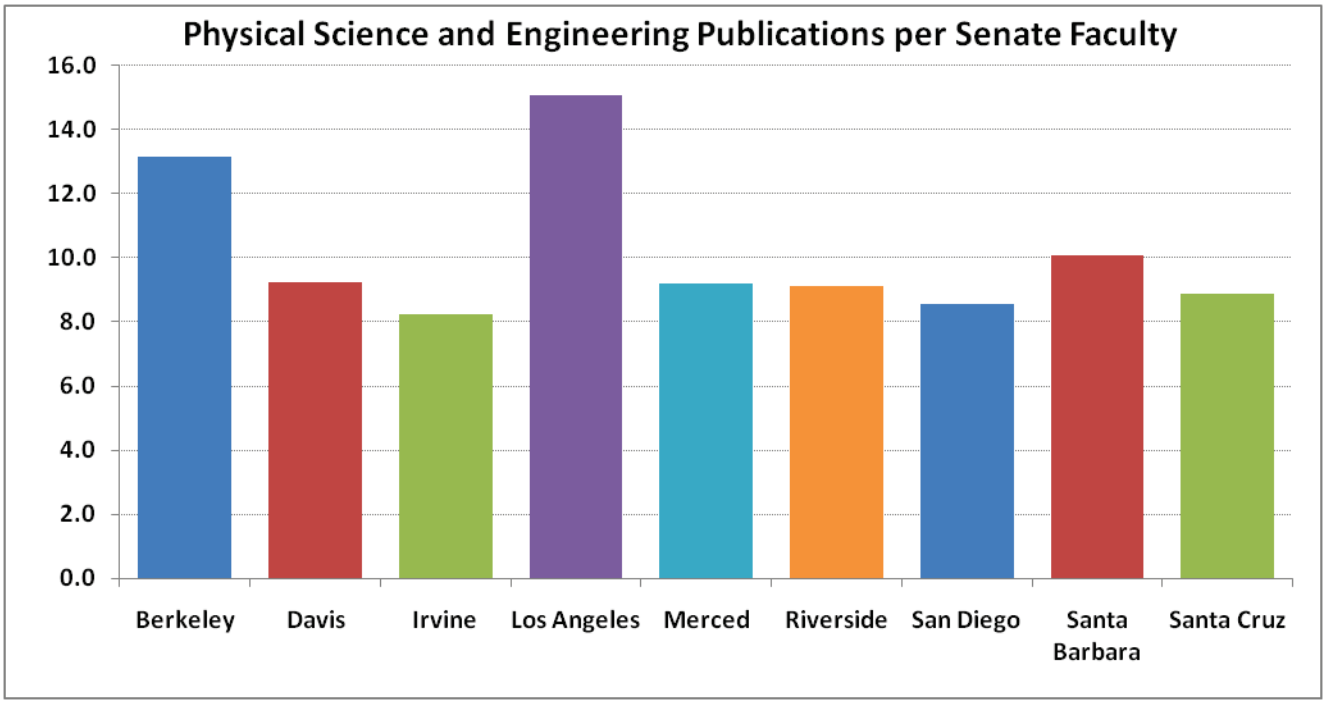




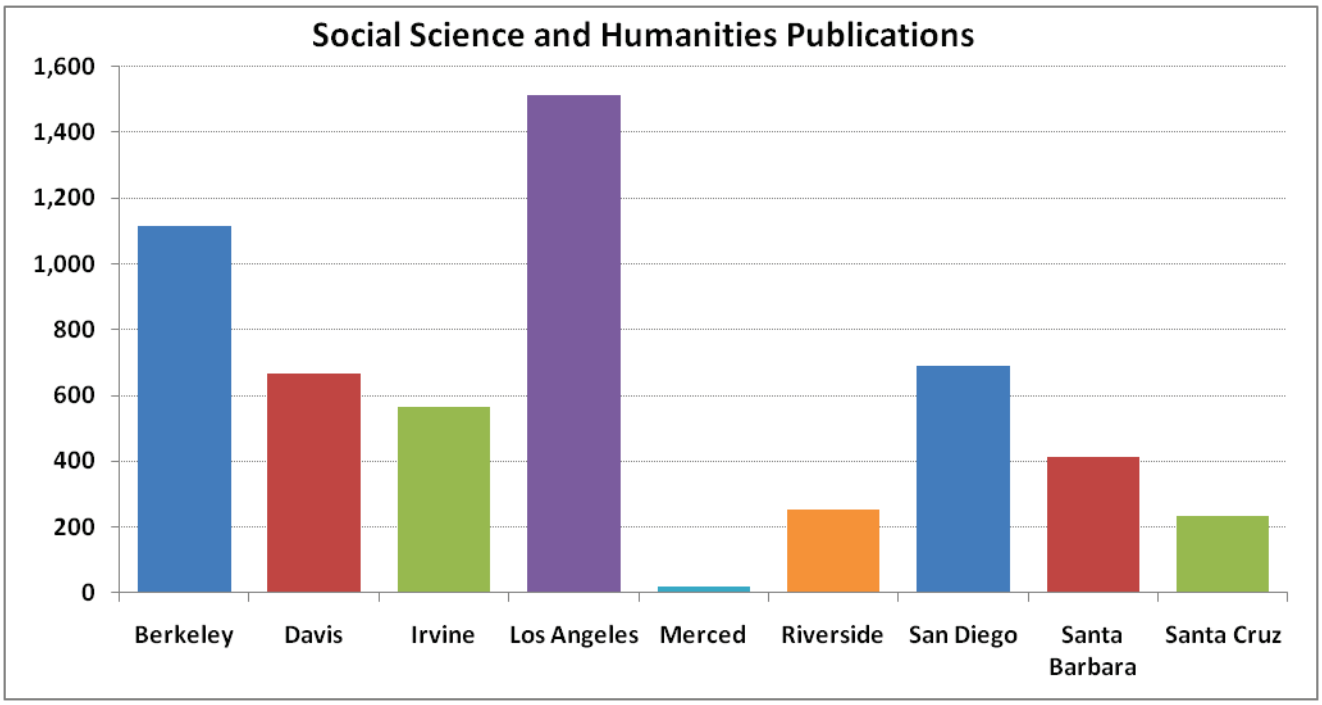
Note: The number of faculty used in the "per faculty" calculation are headcount of Senate faculty who are primarily those in the Professorial series, Professors in Residence series and the Professor of Clinical ___ series as well as a handful of other faculty members. Some non-Senate faculty members and some other academic employees conduct significant research and publish the results of their research. Some of these researchers may hold a joint Senate faculty title; if so, they are included in the Senate faculty headcount figures used here. Future versions of the Accountability Report will attempt to refine the number of faculty included in the "per faculty" calculations.

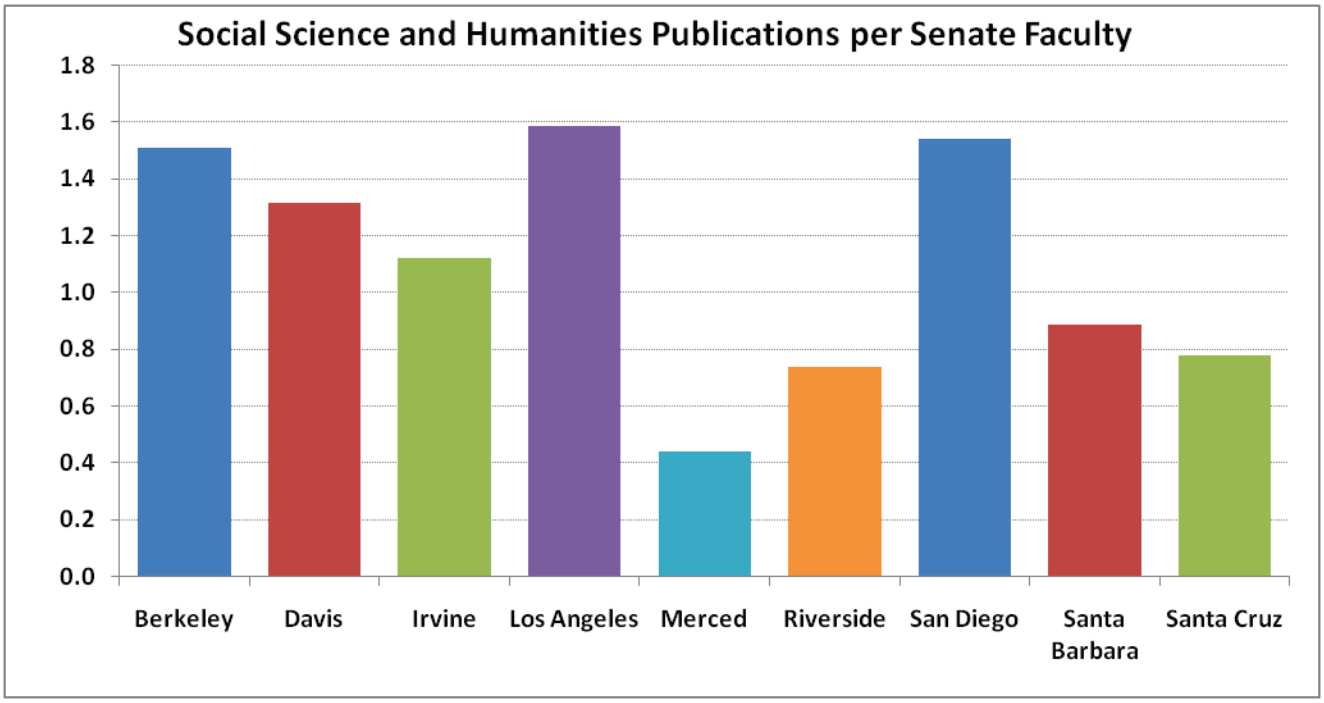
Indicator 72 (continued) Faculty Publications by Discipline, UC Campuses, 2008





Indicator 72 (continued) Faculty Publications by Discipline, UC Campuses, 2008





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Section 12. Budget, Finance and Development

GOALS

The University of California seeks to develop stable and growing sources of revenues—including a strong investment from the state—and to utilize these resources in a strategic and cost-effective manner in order to sustain its tripartite mission of teaching, research and public service and to realize the goals of access, affordability and academic quality that are set out in this report.

NARRATIVE

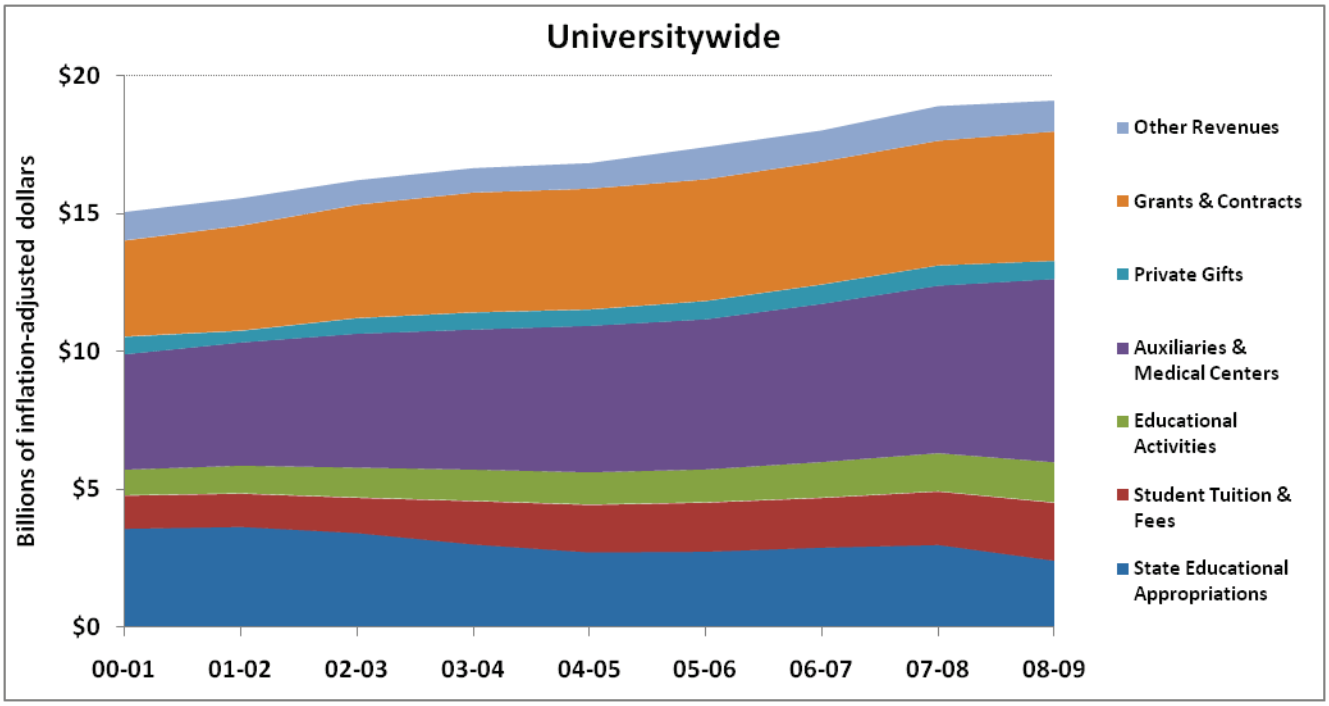
This section documents UC's total operating revenues and expenditures and its capital budget over the past five to 10 years. The revenue and expenditure data presented here come primarily from the University's Corporate Financial Reporting System, which supports the University's audited financial statements. Additional information about the University's budget, including the 2010-11 Budget for Current Operations, the 2009-10 Budget for State Capital Improvements, and the 2009-15 State and Non-State Capital Improvement Program, may be found at http://budget.ucop.edu/pubs.html.

This section also includes information on retirement plan assets and liabilities, as well as on total gifts and endowment. The development data cover trends in private support at UC and its comparison institutions, donor restrictions on support, and endowment per student. More information about private support is available in the Annual Report on Endowment Investment (www.ucop.edu/treasurer/foundation/foundation.pdf) and in the January 2010 Accountability Sub-Report on University Private Support (www.universityofcalifornia.edu/accountability). Lastly, the section includes data on greenhouse gas emissions as one example, among many that could have been chosen, of UC's commitment to environmental stewardship.

LOOKING FORWARD

The long-term downward trend in state funding, coupled with the unfunded liabilities in the University's pension and retiree health benefits programs, challenge the University at every level as it tries to meet its budgetary and financial objectives. In response the University has sought to realize operating efficiencies systemwide and on the campuses and to increase revenues from a range of different funding sources. With the creation of a major task force, the UC Commission on the Future, it also is exploring new ways to deliver its academic and research programs in a challenging budget climate. In the years to come, this section will at once act as a useful summary of the financial challenges that the University faces and its performance in addressing them. Other sections in this report promise to measure the impacts the University's budgetary performance has on its core mission activities of teaching, research and service and on its ability to continue balancing historic objectives of academic quality, access and affordability.

Indicator 73
Revenue by Source, 2000-01 to 2008-09



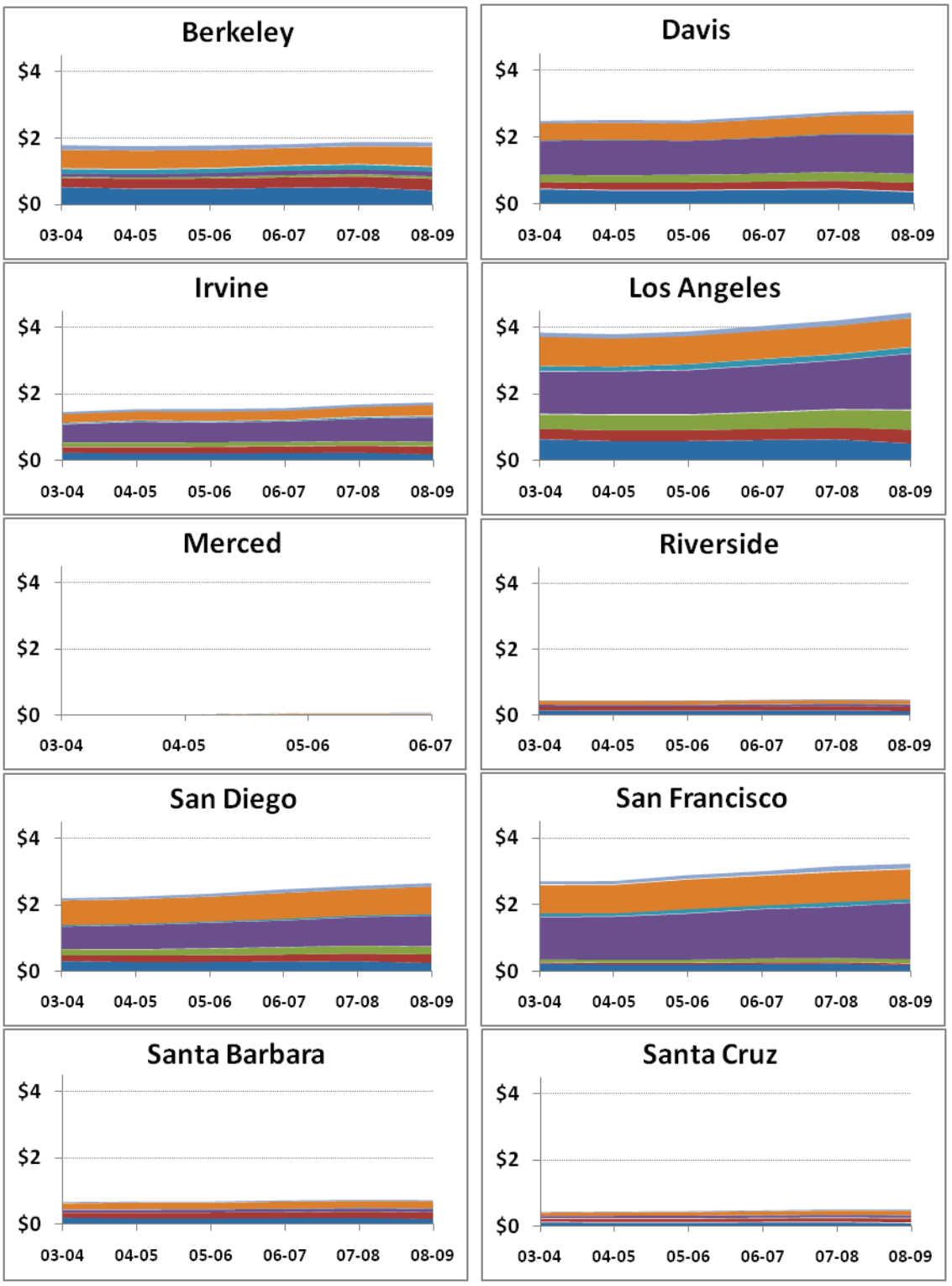
Notes: Figures are in billions of inflation-adjusted 2008-09 dollars; Department of Energy laboratories, including the Lawrence Berkeley National Laboratory, are excluded.

- The University's operating revenue, estimated at about $20 billion in 2008-09, funds the University's core mission activities—teaching, research and public service—as well as a wide range of other activities that extend from its hospitals to its continuing education programs, housing and dining services for students and research funded by contracts and grants.

Source: UC Budget and Capital Resources. Additional information about the University's budget may be found in the 2010-11 University of California Budget for Current Operations, Budget Detail, available at www.ucop.edu/budget/pubs.html.

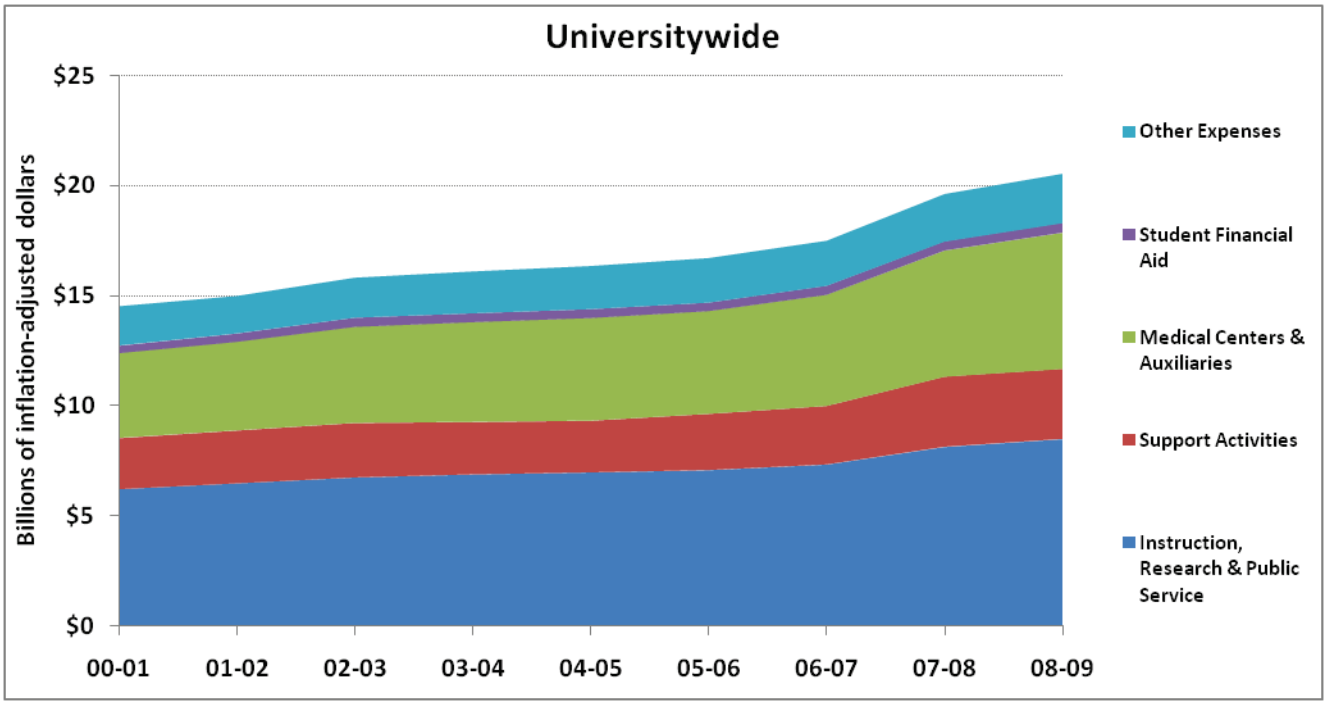
Note: Because of accounting changes, systemwide data going back before 2000-01 are not available; campus-level data are not readily available in this format before 2003-04.

Indicator 73 (continued) Revenue by Source, 2000-01 to 2008-09



Note: Figures in billions of inflation-adjusted 2008-09 dollars; Department of Energy laboratories, including the Lawrence Berkeley National Laboratory, are excluded. The Davis, Irvine, Los Angeles, San Diego and San Francisco campuses operate medical schools and teaching hospitals. In addition to the funds associated with medical school and teaching hospital operations, these programs help campuses attract additional contract and grant revenue.

Indicator 74
Operating Expenditures by Function, 2000-01 to 2008-09



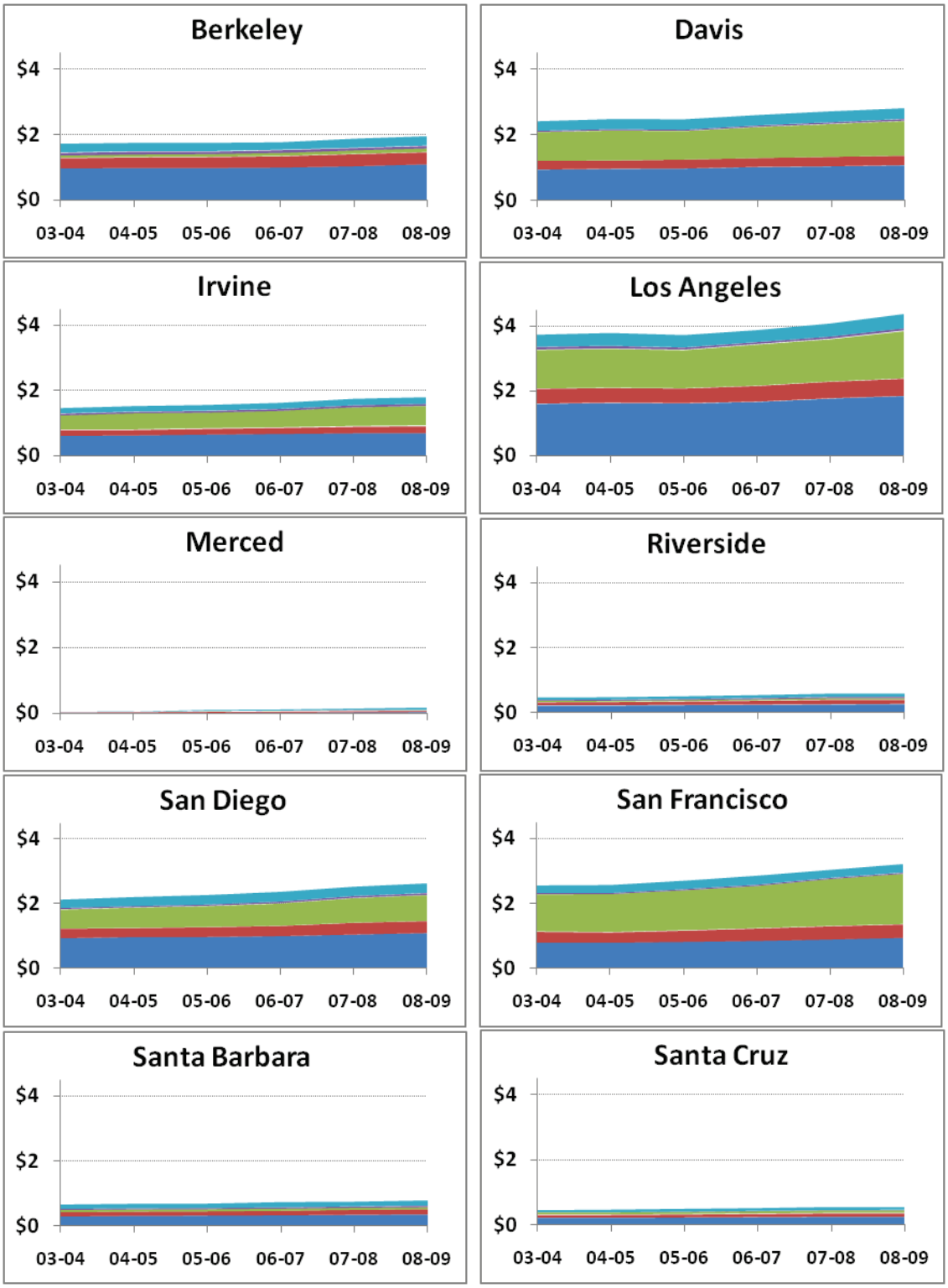
Note: Figures are in billions of inflation-adjusted 2008-09 dollars.

- The University's core mission activities – teaching, research and public service – accounted for more than 40 percent of total expenditures during 2008-09.
- Medical centers and auxiliary enterprises, such as housing and dining services, accounted for 30 percent of expenditures in 2008-09.
- Libraries and other academic support services, such as instructional technology, student services, administration and general campus (but not medical center) operation and maintenance of plant, accounted for 15 percent of total expenditures.
- UC students received total grant and scholarship aid of almost $1.2 billion in 2008-09. This includes $458 million paid directly to students, which is the amount shown in the chart above. In addition, UC students received $715 million in grants and scholarships in 2008-09 to help pay their tuition and fees, campus housing, books and other campus charges; these dollars are not included in the chart above because auditing rules do not treat them as direct expenditures.

Source: UC Financial Management. UC's audited financial statements may be found at www.universityofcalifornia.edu/reportingtransparency/.

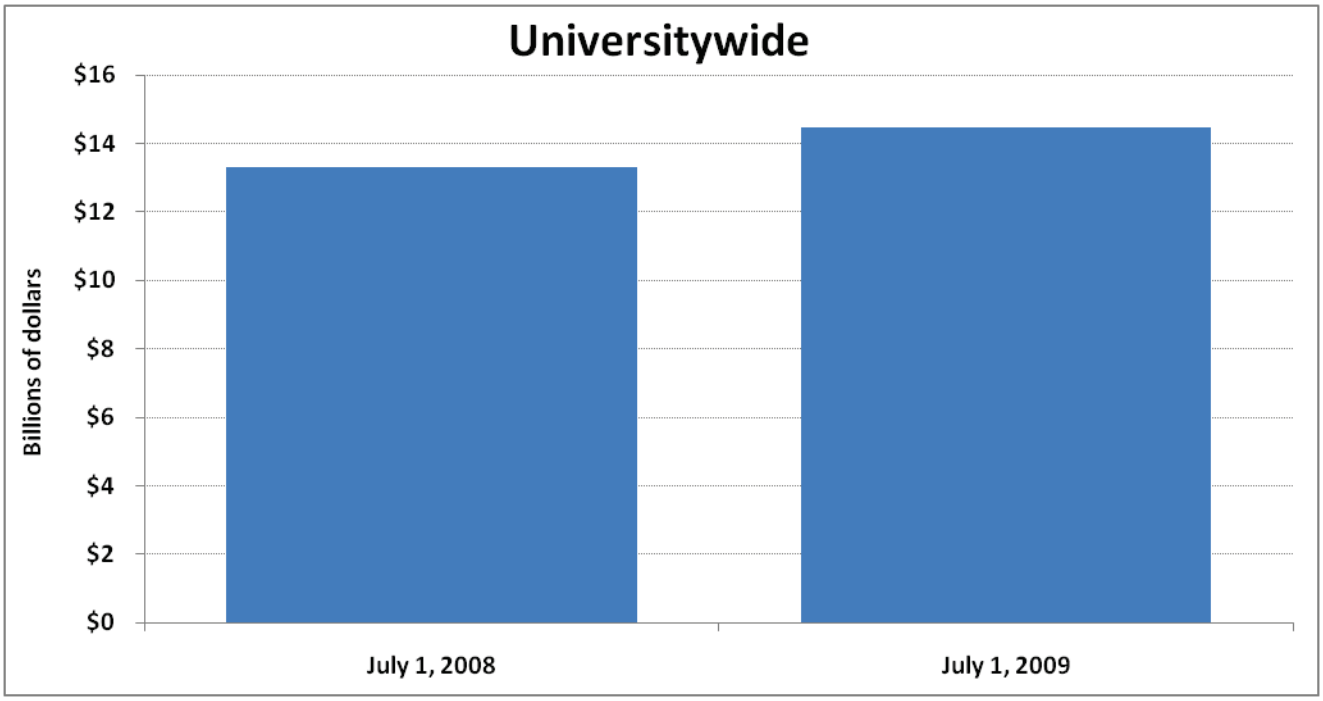
Note: Medical centers include UC's hospitals and other patient care activities; auxiliaries include operations such as food service, parking and student housing; other expenses include interest, depreciation and other miscellaneous expenses. Department of Energy laboratories, including the Lawrence Berkeley National Laboratory, are not included in the data above.

Indicator 74 (continued) Operating Expenditures by Function, 2000-01 to 2008-09



Note: Figures in billions of inflation-adjusted 2008-09 dollars; campus-level data not available before 2003-04. The Davis, Irvine, Los Angeles, San Diego and San Francisco campuses operate medical schools and teaching hospitals. In addition to the funds associated with medical school and teaching hospital operations, the programs help campuses attract additional contract and grant revenue.

Indicator 75
Retiree Health Insurance Liabilities, Universitywide, 2008 and 2009

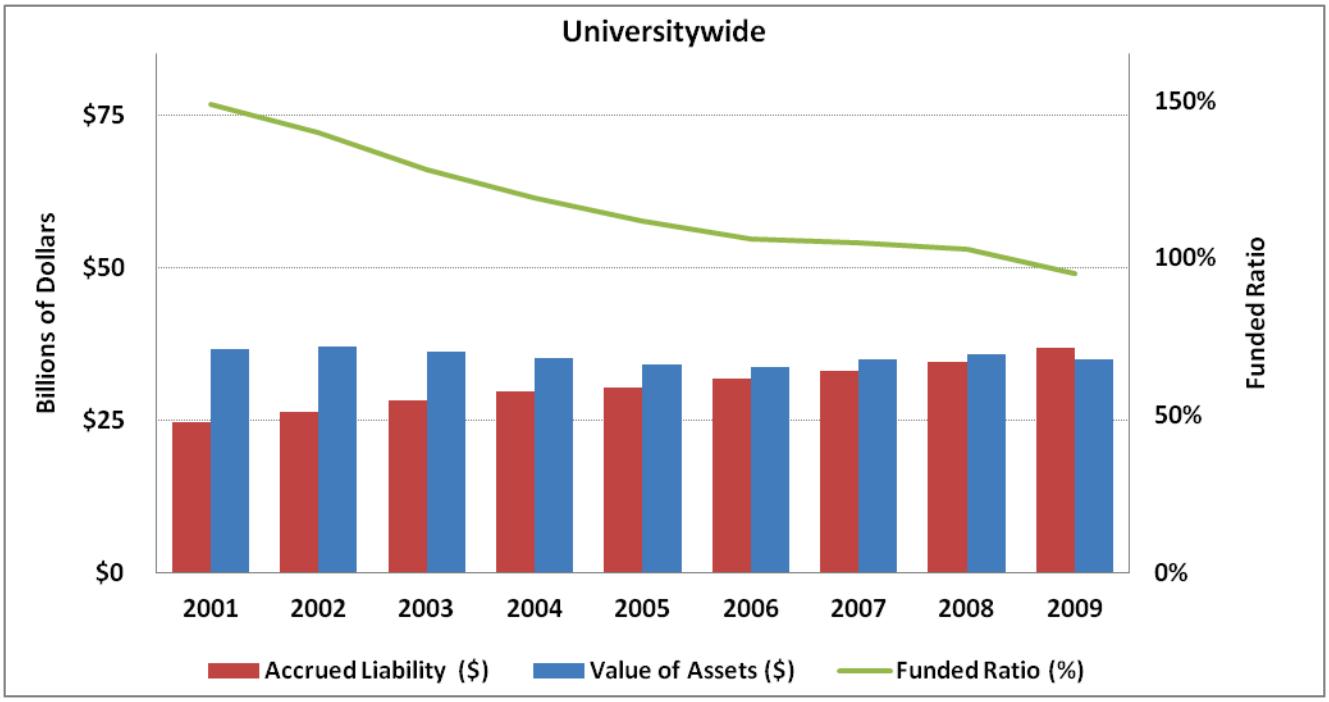


Note: Figures have not been adjusted for inflation.

- As part of its benefit package, UC provides medical and dental benefits for eligible retirees and their dependents.
- Currently, the University pays its share of health benefits for annuitants on a "pay-as-you-go" basis, whereby current plan premiums and costs are paid from an assessment on payroll. In 2008-09, health benefits for annuitants totaled $225 million from all fund sources.
- General Accounting Standards Board (GASB) rules require the University to report in its financial statements all post-employment benefits expenses, such as retiree medical and dental costs, on an accrual basis over the employees' years of service, along with the related liability net of any plan assets. In 2007-08, the University began recording this unfunded liability in its financial statements, amortized over a number of years.
- In 2009, the total post-employment benefits liability amounted to about $14 billion. This liability represents the present value of all future health care costs to the University based on benefits already earned by current employees and retirees.

Source: UCOP Budget and Capital Resources and UC Financial Management

Indicator 76
Retirement Plan Assets and Liabilities, Universitywide, 2001 to 2009



- In the early 1990s, the UC Retirement Plan (UCRP) had accumulated so great a surplus that the University suspended employer and employee contributions to it.

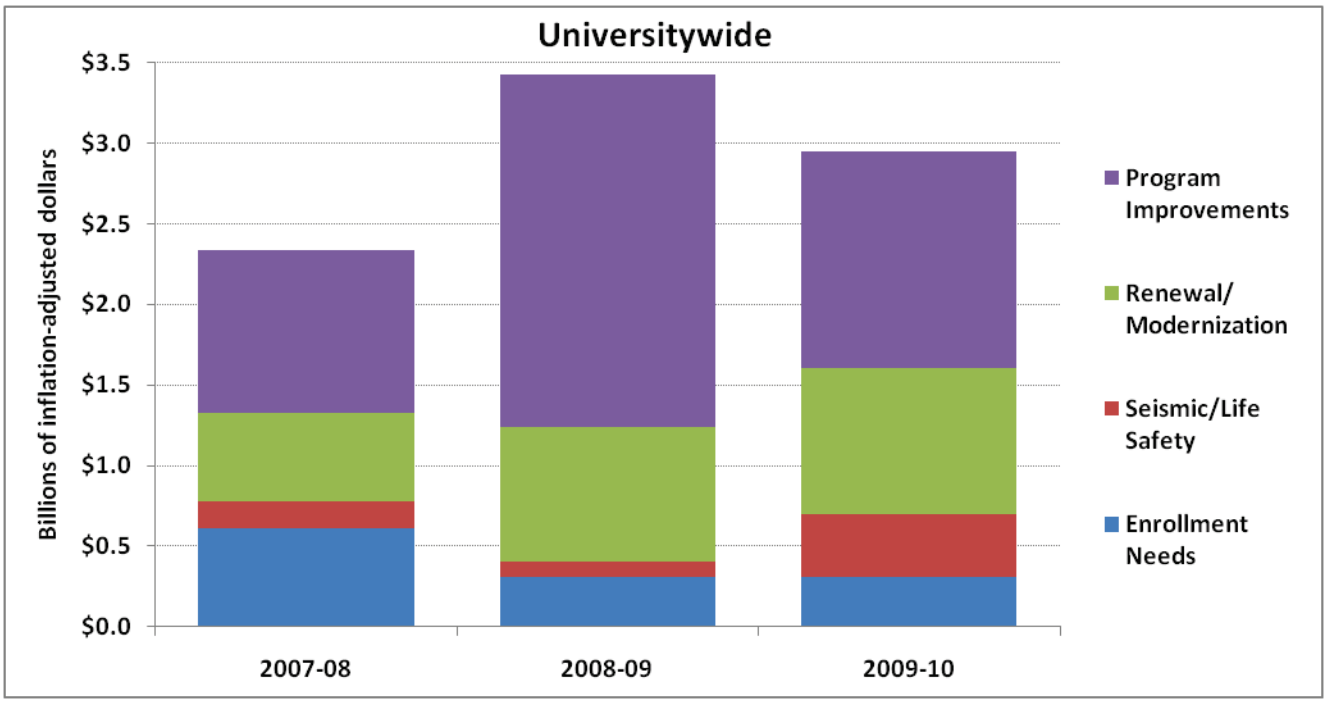
- The surplus in UCRP has diminished over time and the plan is estimated to have fallen to 90 percent funded level as of July 2009.

- In response, the University plans to restart employer and employee contributions to UCRP at the rate of 4 and 2 percent, respectively, beginning in April 2010.

- Sustaining a well-funded retirement plan and providing retiree health benefits is a top priority for UC in order to recruit and retain quality faculty and staff. However, as UC pension and retiree health benefit costs continue to increase substantially, sustaining these benefits is increasingly difficult with each passing year. The Task Force on Post-Employment Benefits will present recommendations to President Yudof for assuring market competitive post-employment benefits. For more information, see www.universityofcalifornia.edu/news/ucrpfuture/welcome.html.

Source: UCOP Budget and Capital Resources and UC Financial Management

Indicator 77
Types of Capital Projects, 2007-08 to 2009-10

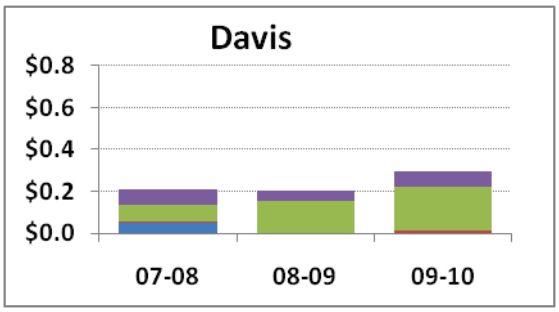


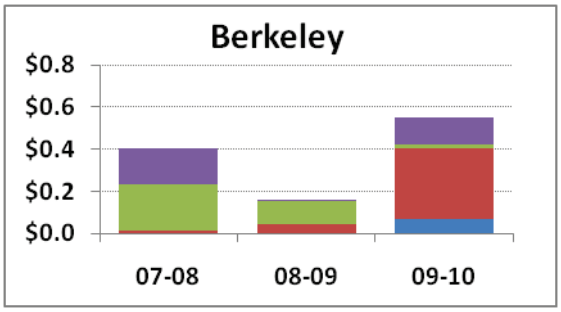
Note: Figures in billions of inflation-adjusted 2008-09 dollars; includes both state-supported and non-state-supported capital projects.

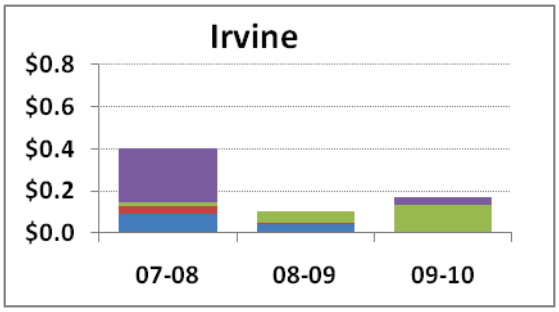
- Three major factors determine the capital needs of the University: meeting enrollment growth; preserving existing capital asset through seismic correction and renewal of facilities; and program-related improvements.
- In recent years, enrollment growth has been a critical determinant of the University's need for space for new academic research facilities, student housing and recreational facilities, and other growth related facilities; enrollment growth-related projects will moderate in coming years as growth rates abate.
- To date, the University has spent more than $1 billion in seismic corrections. Of the space rated "poor" which remains to be corrected, approximately 87 percent is located at Berkeley and UCLA (as of September 2008). A study is under way to review campus plans for mitigating seismic risk and completing the remaining work.
- Campus facilities age and wear out under normal use and periodically must be renewed or upgraded. For example, heating, ventilation, electrical and plumbing systems, elevators and roofs all may need to be replaced multiple times over the life of a building. The University has a substantial backlog of deferred maintenance, which has been exacerbated by long-term underfunding.
- In addition, the nature of academic, research and clinical programs changes over time and these changes, such as new initiatives in disease prevention and cures and energy research, require different types of specialized space. Improvements may include construction of new facilities or renovation and upgrade of existing facilities.

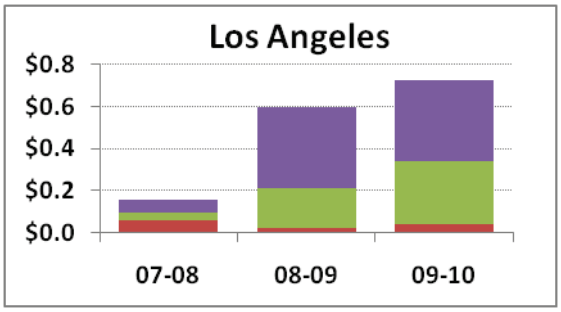
Source: UCOP Budget and Capital Resources

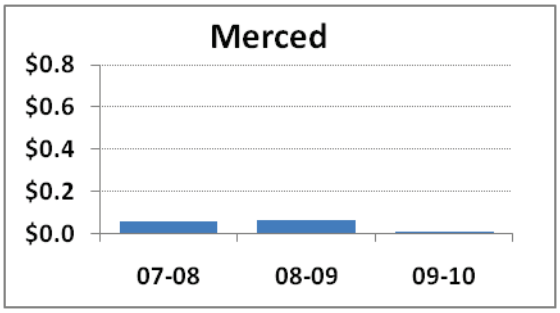
Indicator 77 (continued) Types of Capital Projects, 2007-08 to 2009-10

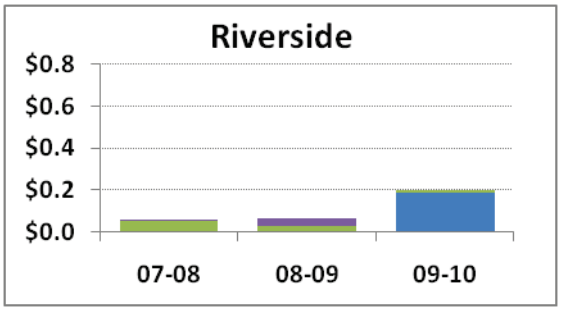


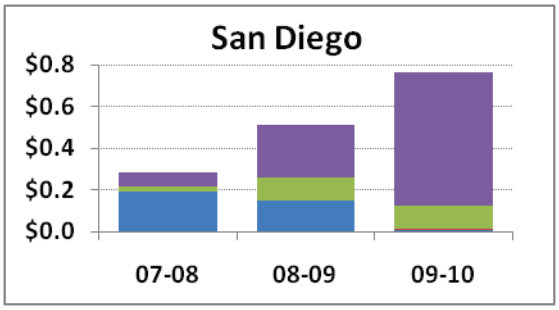


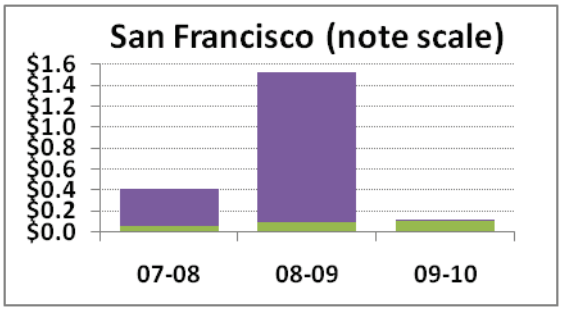


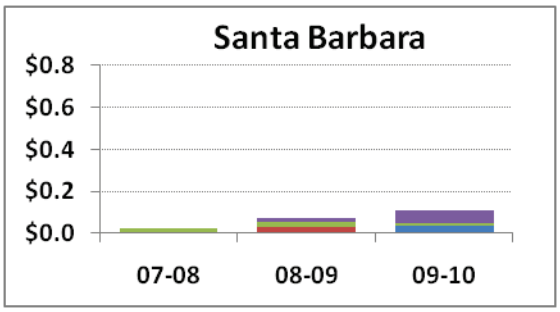


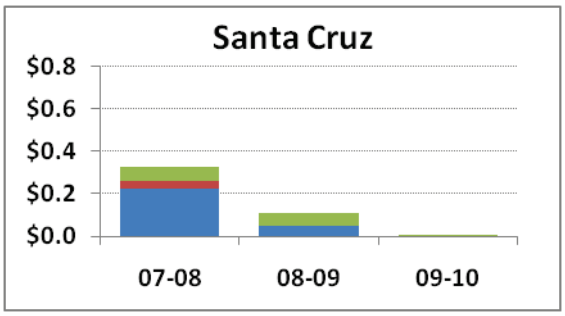












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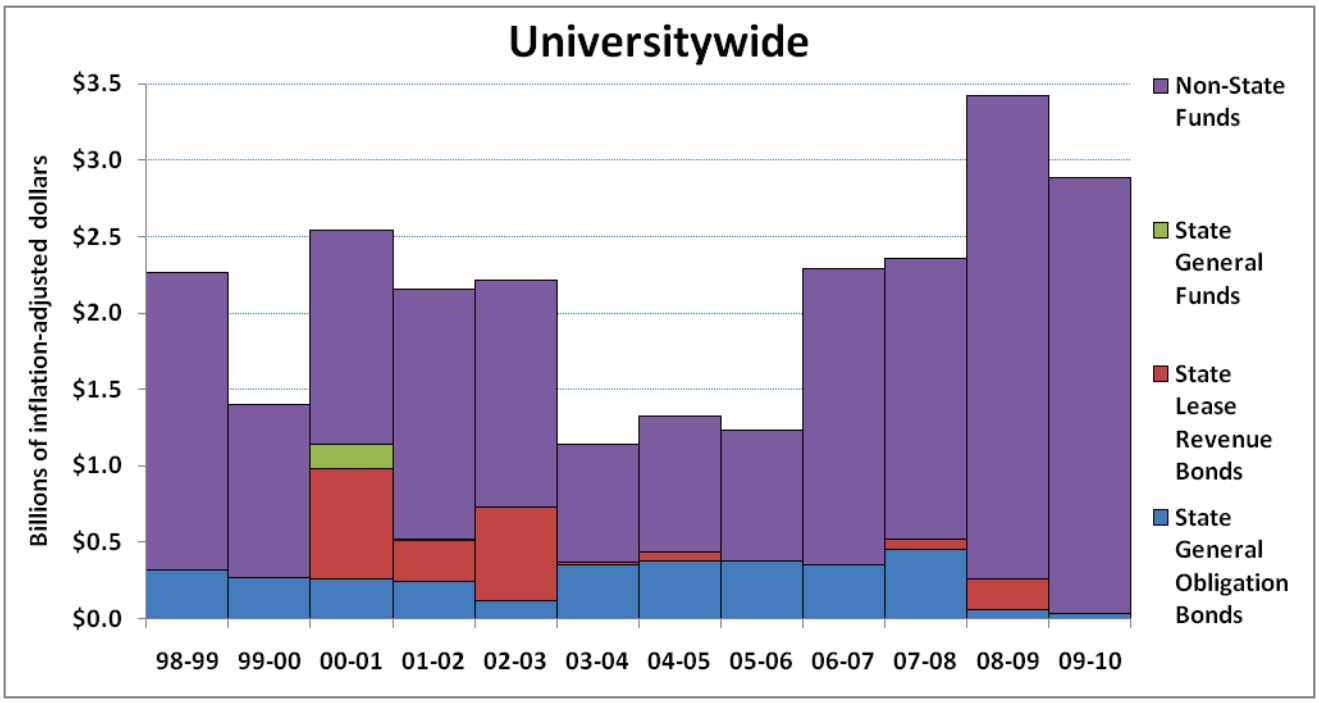
Indicator 78
Sources of State- and Non-State-Supported Capital Spending, 1998-99 to 2009-10

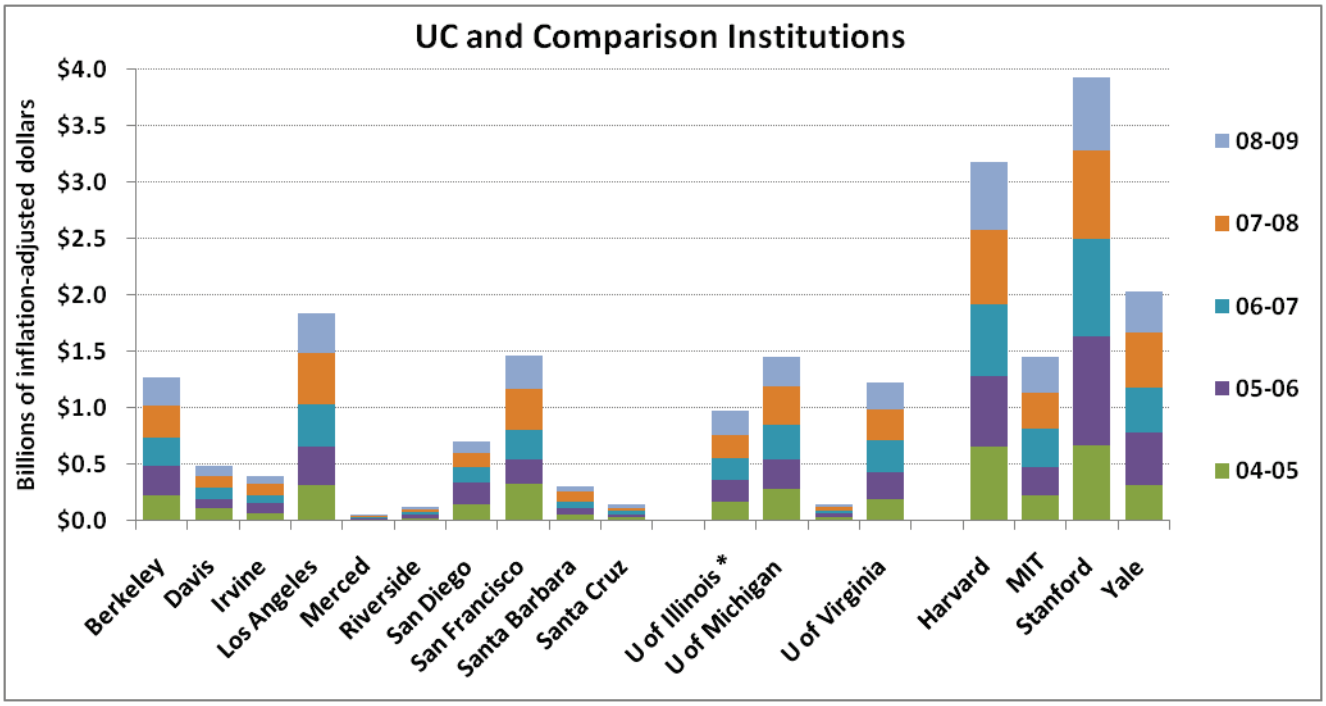


Note: Figures are adjusted for inflation.

- The University's capital needs historically have been met with both state- and non-state funds.
- Non-state funds from gifts, grants, debt financing and other sources are typically used to support student and faculty housing, parking, athletics, recreation and other student-funded facilities, medical centers and sponsored research programs.
- State funds, including State General Obligation (GO) bonds, which require voter approval, and lease revenue bonds, which do not, have been the primary sources of funding for core academic activities—that is, general campus and health sciences education facilities—since the mid-1980s.
- The last voter-approved GO bond measure for higher education was in 2006 and provided state funding for two years. Funding in 2008-09 and 2009-10 reflects the absence of such bond funds and the more restricted use of state lease revenue bonds.
- The availability of GO bond funding for state-supported projects in future years as a reliable and significant source of funding for capital needs is a major issue for the University. The University estimates that it will need more than $1 billion per year over the next five years to address its most pressing facilities needs for core academic activities, such as new research and other instructional facilities to support growth in general campus and health sciences programs, correction or replacement of seismically deficient facilities, renewal or replacement of building systems, and improvements to campus utility systems.

Source: UCOP Budget and Capital Resources

Indicator 79
Total Gifts, UC and Comparison Institutions, 2004-05 to 2008-09



*University of Illinois does not report separately for its campuses.

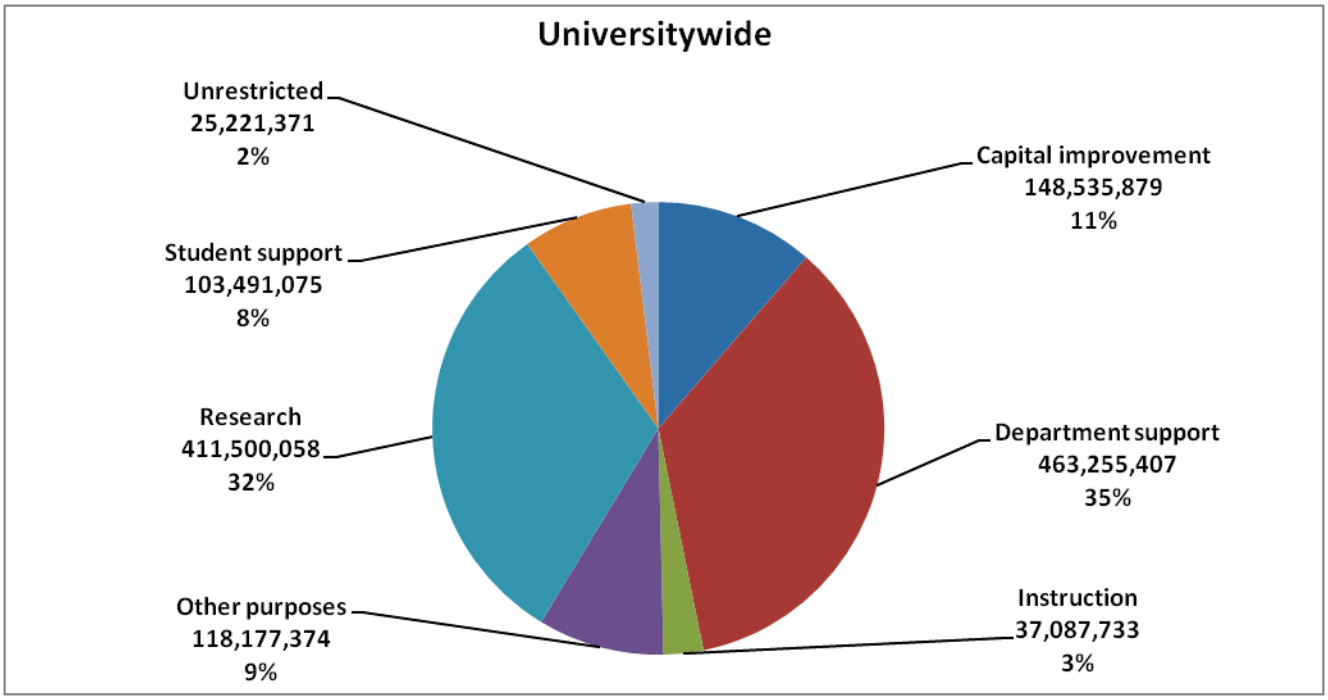
- Over the last several years, UC has been very successful in raising philanthropic support even compared to our peers, some of whom are among the most successful fundraising institutions in the country.

- In the fiscal year ending June 30, 2009, UC received more than $1 billion in private support for the ninth year in a row. Although the economic crisis clearly impacted the amount of support that UC as well as other charitable institutions received, funds raised in 2008-09 exceeded early projections and represented the second most successful fundraising year in the University's history.

- Gift volume at UC is influenced by the age of the campus, size of its community, and number of health science programs (which attract almost half of all private support). In addition, campus development programs are at different states of maturity. Many campuses have only recently expanded them to include planned giving, reunions, parent programs and other services that are features of comprehensive fundraising programs.

Source: Council on Aid to Education

Indicator 80
Donor Restrictions on Gift Support, 2008-09



- In 2008-09, UC received approximately $1.3 billion in new gifts, compared to $1.6 billion the previous year.

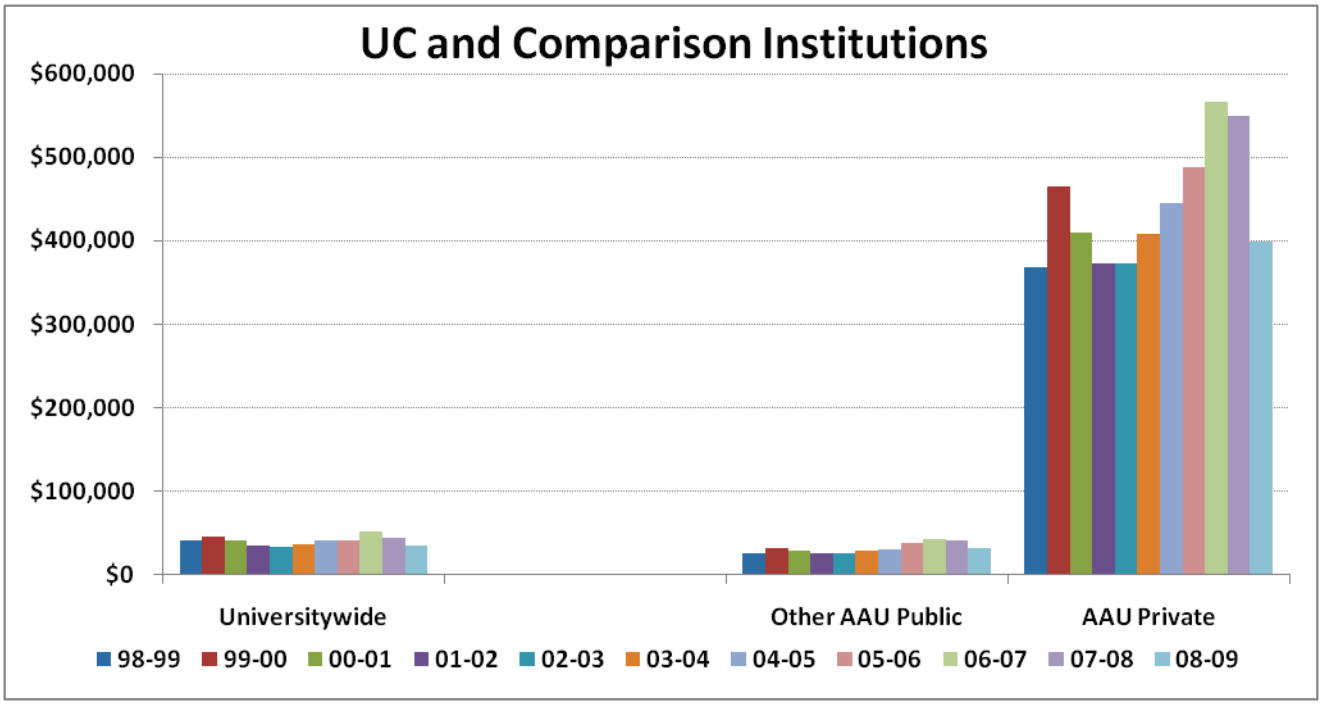
- As is the case with philanthropic support at colleges and universities across the country, the vast majority of support that UC receives is restricted by donors to specific purposes. In 2009, for example, approximately 98 percent of gifts UC received had donor restrictions; only about 2 percent was given to UC without donor-imposed restrictions.

- Although the percentage of gift support devoted to different areas—department support, research, capital improvements, etc.—varies from year to year, the percentages for 2008-09 shown in the chart above are typical.

- The limited amount of unrestricted gift support that UC receives may be influenced by donors' preference to give to specific programs and purposes where they have a strong personal interest.

Source: UCOP Institutional Advancement

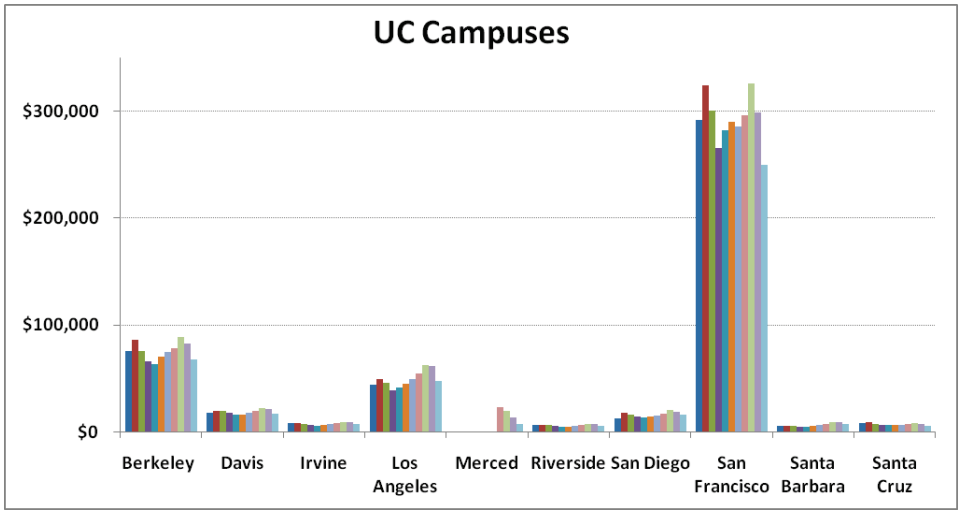
Indicator 81
Endowment per Student, 1998-99 to 2008-09

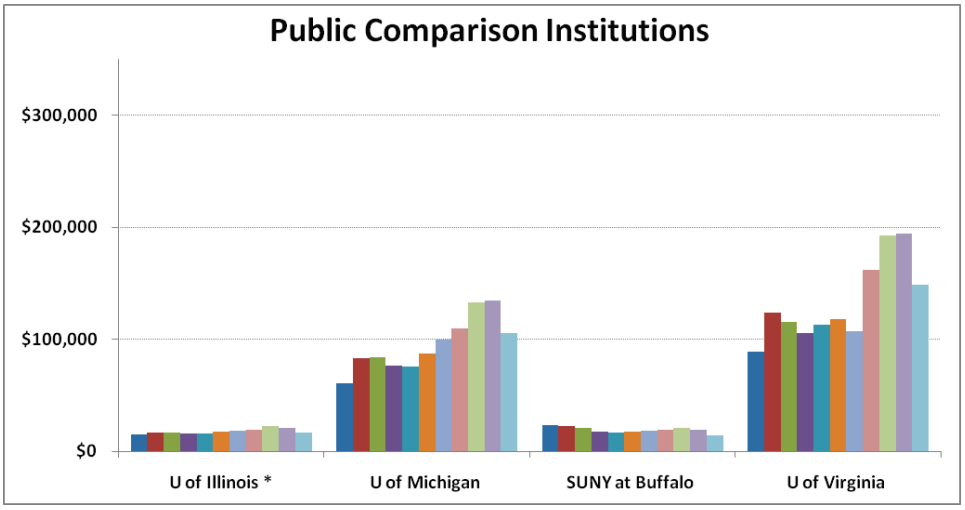


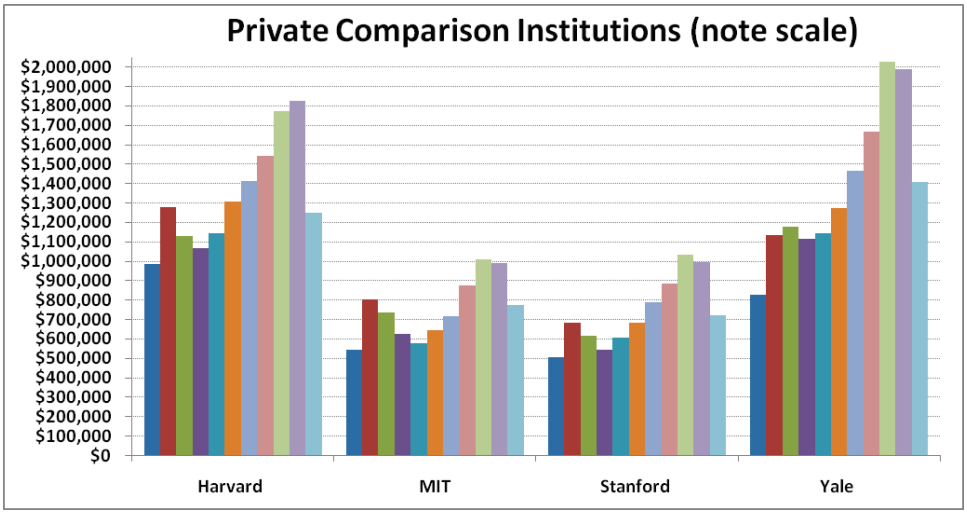
- An institution's endowment represents money or property that has been donated over the years, usually with the stipulation that it be invested with only the returns on the investment being spent.
- The interest from endowment funds supports a range of activities, including endowed chairs, financial aid and research. However, there continue to be significant operational needs for which state funding and student fees are sometimes the only feasible option.
- As of June 30, 2009, the regents and campus foundations together held $7.8 billion in endowment funds, a decrease of about 18.4 percent over the prior fiscal year.
- Although their endowments also have shrunk in the current fiscal crisis, elite private research universities still have a per-student endowment that is significantly greater than that of UC and most public institutions.
- For many years, public schools such as UC relied on state support the same way that private schools relied on endowment payout. As state support for education has fallen, endowments are sometimes viewed as one way to help make up the difference. However, endowment funds would have to increase by more than 250 percent from their current value (from $7.8 billion to more than $28 billion) in order for them to generate enough income to cover the $814 million reduction in state funding that UC received in 2008-09 alone. The additional endowment funds would also need to be unrestricted, i.e., not dedicated to specific areas as are the vast majority of endowed gifts.

Source: Council on Aid to Education

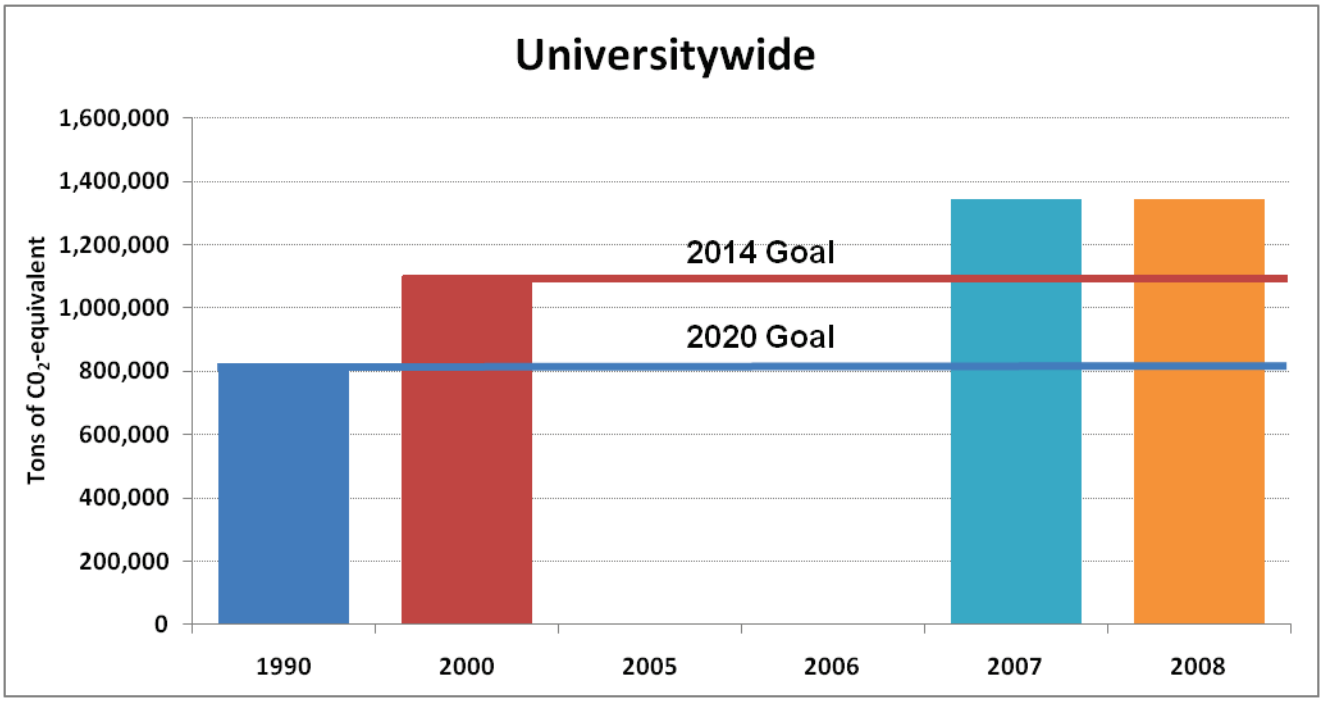
Indicator 81 (continued) Endowment per Student, 1998-99 to 2008-09







Indicator 82
Greenhouse Gas Emissions, 1990 to 2008



- Through its Policy on Sustainable Practices, UC has pledged to reduce its greenhouse gas emissions to year 2000 levels by 2014, and to 1990 levels by 2020.

- These goals are consistent with the targets established by the Global Warming Solutions Act, which Gov. Arnold Schwarzenegger signed into law in 2006. In an era of rising utility costs, they also reflect strategies for reducing costs.

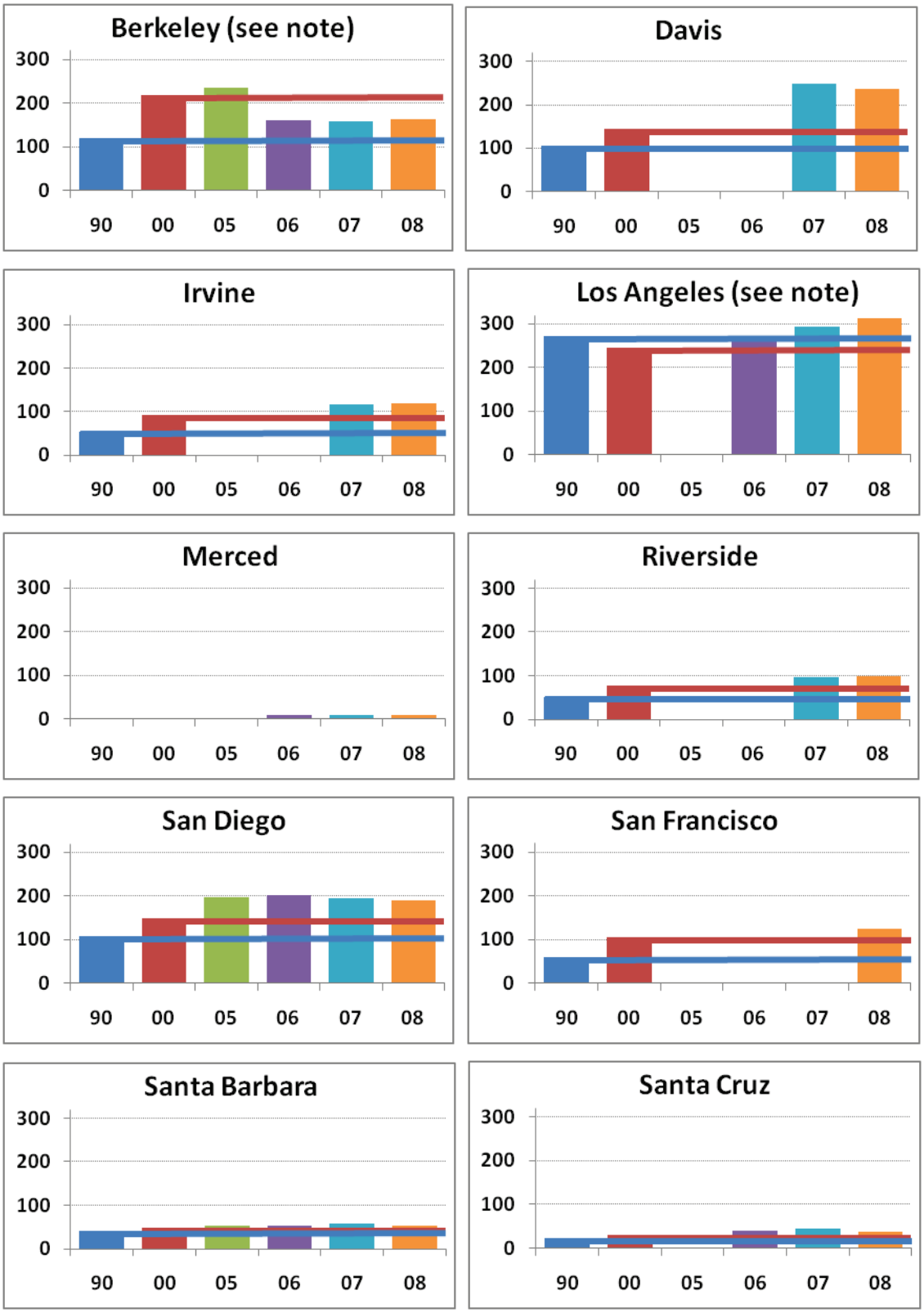
- UC campuses have developed plans to achieve their targets and currently are implementing emission reduction projects; the University will track progress on an ongoing basis.

- Campuses report emissions publicly through the California Climate Action Registry (www.climateregistry.org/CARROT/public/reports.aspx) and the American College and University Presidents Climate Commitment (http://acupcc.aashe.org).

- Additional information about UC's sustainability-related goals, implementation procedures, and accomplishments can be found in the UC Policy on Sustainable Practices and in the Annual Sustainability Report to the Regents. Both reports are available at www.universityofcalifornia.edu/sustainability/reports.html.

Source: UC Budget and Capital Resources
Note: Data are estimates of tons of carbon dioxide-equivalent (CO_2e) associated with campus utilities and onsite fuel combustion. Future inventories will include additional sources, including greenhouse gas emissions generated from faculty/staff/student commuting and university-funded air travel. Universitywide statistics are available where all campuses have available data. Medical center emissions are included with their associated campus. 2007 systemwide data include imputed levels for UCSF, which is not shown separately.

Indicator 82 (continued) Greenhouse Gas Emissions, 1990 to 2008



Note: Berkeley's emission goal is to reach the 1990 level by 2014; Los Angeles' emission goal is to meet the 2000 level by 2011.

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Section 13. Health Science and Services

GOALS

The University of California plays a critically important role in training health professionals, delivering essential health care services and undertaking scientific research in the health and related sciences. UC's research discoveries help prevent and cure diseases, create new technologies for diagnosing and treating illnesses, and develop strategies for staying healthy. In addition, UC operates the largest health sciences instructional program in the nation, enrolling more than 14,000 students and encompassing 16 schools at seven campuses. Between UC's health science training programs, direct patient care activities, health research and contracts and grants, about half of the University's operations are health-related.

The ultimate goal of all UC health sciences and services programs is to train skilled, knowledgeable and compassionate health care professionals who deliver outstanding services, to conduct research that improves health care and advances life-saving technologies and to provide high-quality care to the people of California.

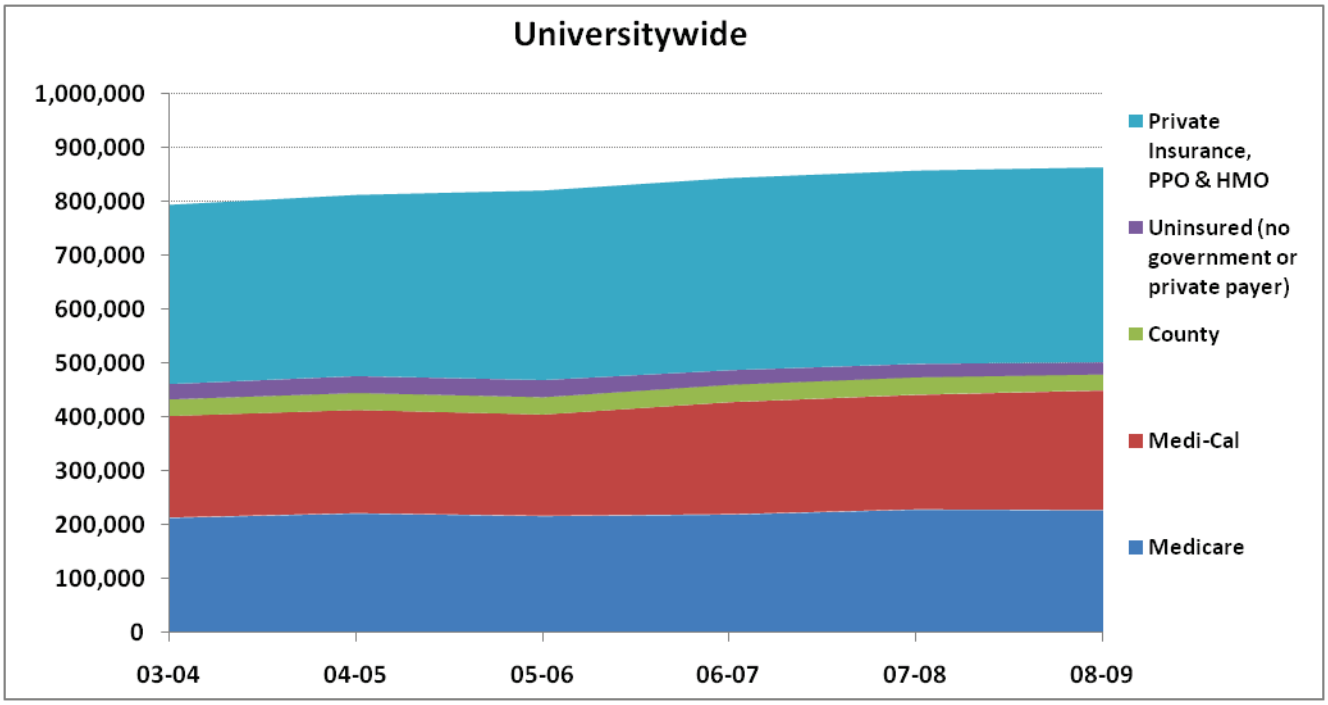
NARRATIVE

UC's vast Health Sciences and Services (HSS) area cuts across multiple domains—teaching, research and service. This section presents measures that focus on the public service role of UC's health service enterprise, showing how much care the UC hospitals and clinics provide to patients, many of whom are without health insurance. Additional metrics about medical and health science education are in the graduate professional degree student section; health sciences faculty in the faculty section; health science research and funding metrics in the research and budget sections; and metrics about the quality of UC's health sciences programs are in the rankings section.

LOOKING FORWARD

The January 2010 Health Sciences and Services Accountability Report provides a fuller description of the broad sweep of the University's activities in health sciences and services: www.universityofcalifornia.edu/accountability. Medical center financial reports are at www.universityofcalifornia.edu/reportingtransparency. Additional information about UC's Health Sciences and Services programs at the Office of the President is at www.ucop.edu/hss.

Indicator 83
Hospital Inpatient Days, 2003-04 to 2008-09



- The University's academic medical centers operate in urban areas, and three of the five centers are former county hospitals. Each medical center has several primary care and specialty clinics distributed in the communities they serve.

- In addition to providing primary and specialty care, UC medical centers treat critically ill newborns, care for cancer patients and treat half of all transplant patients and one-quarter of extensive burn cases in California. They also treat patients from other hospitals that have exhausted all efforts and consider UC to be hospitals of last resort.

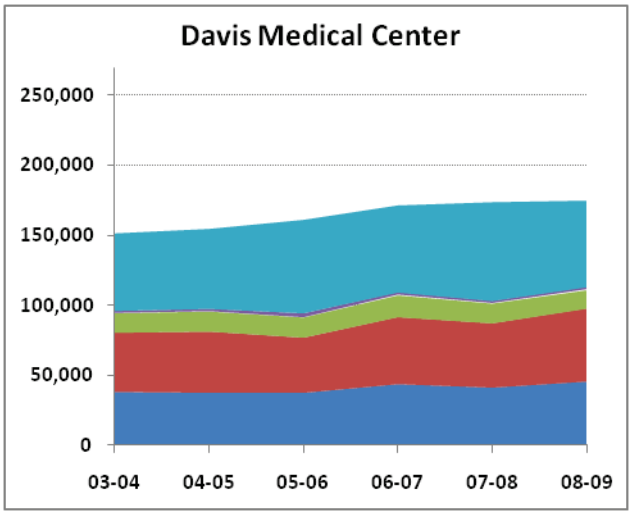
- "Inpatient days" represents the total number of days that all patients spend in a hospital bed. The graphs presented here display the total number of inpatient days at the five UC medical centers by the type of insurance the patient has.

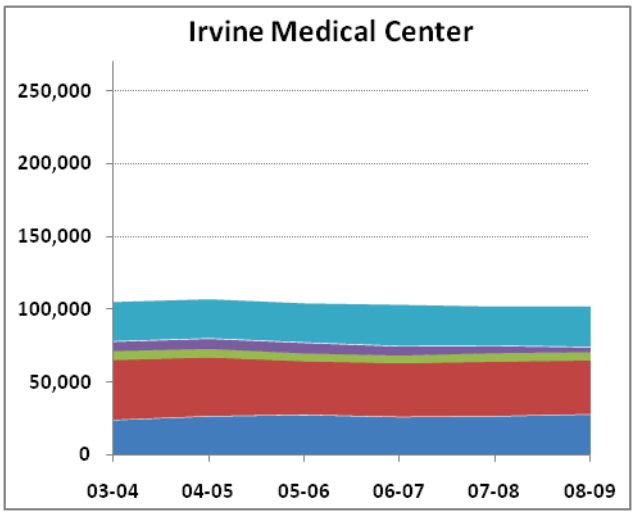
- Across the five UC medical centers, 60 percent of inpatient days are used by Medicare, Medi-Cal, county coverage or uninsured patients.

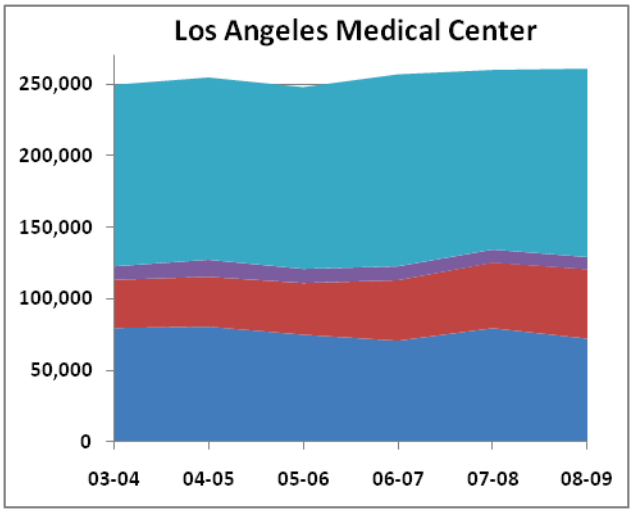
- Statewide, UC's five medical centers accounted for 4 percent of inpatient days of low-income patients, i.e., those with Medi-Cal or without insurance.

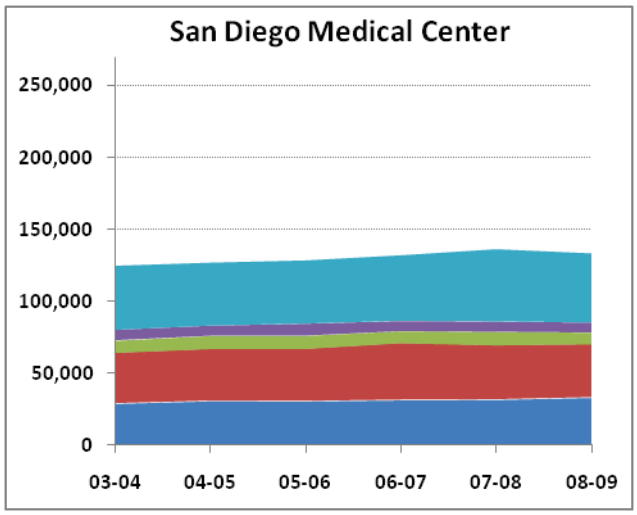
Source: University of California Medical Centers Report on Audit of Financial Statements (www.universityofcalifornia.edu/finreports)

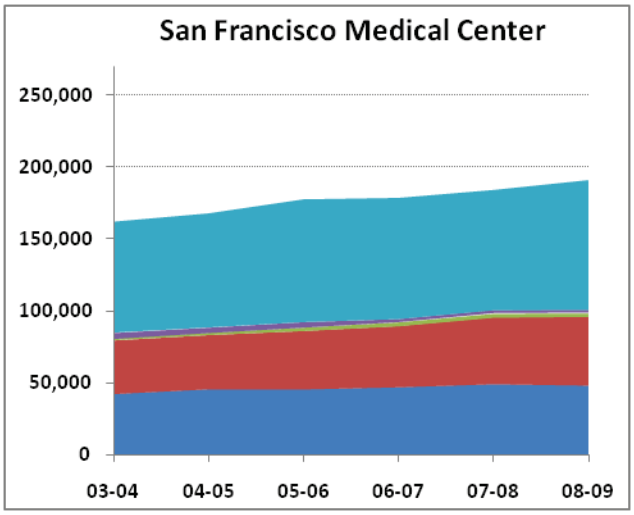
Indicator 83 (continued) Hospital Inpatient Days, 2003-04 to 2008-09



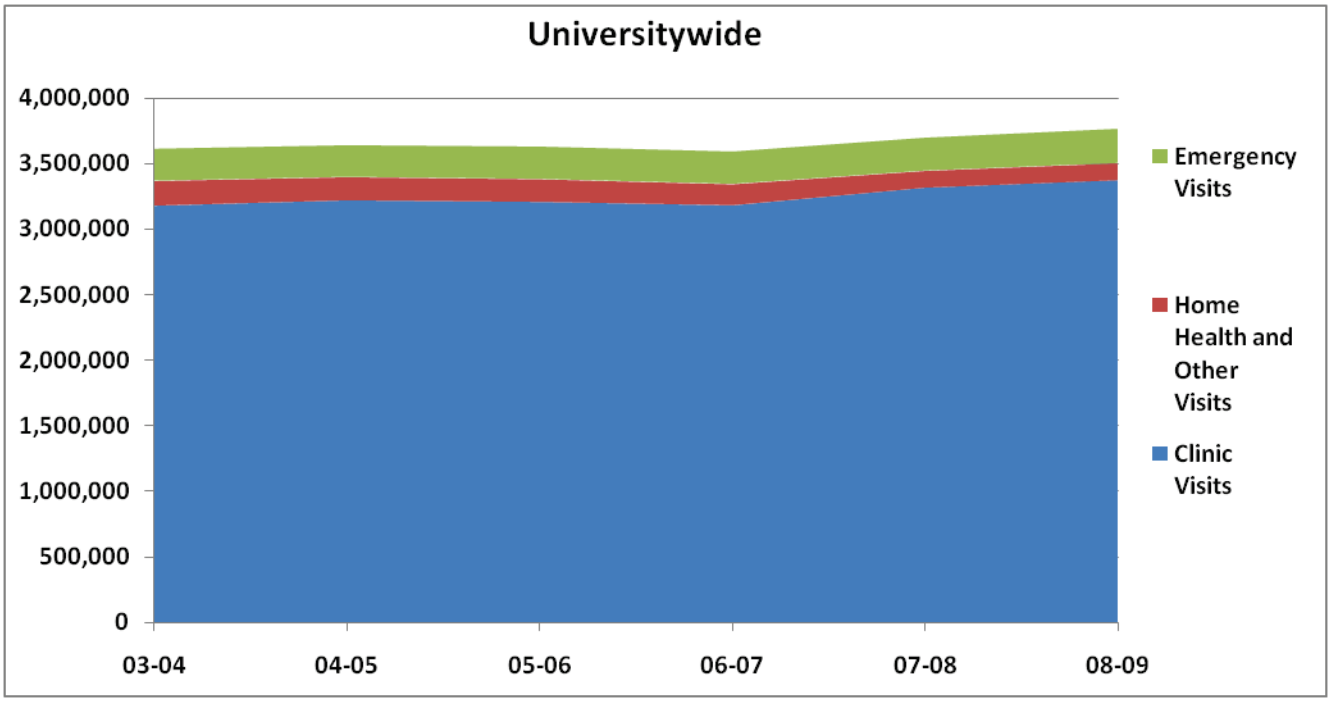








Indicator 84
Outpatient Visits, 2003-04 to 2008-09



- Outpatient visits are defined as visits in which patients see either a physician or nurse practitioner in a clinic. Visits to other units, such as radiology, laboratory and physical therapy, are not counted as outpatient visits.

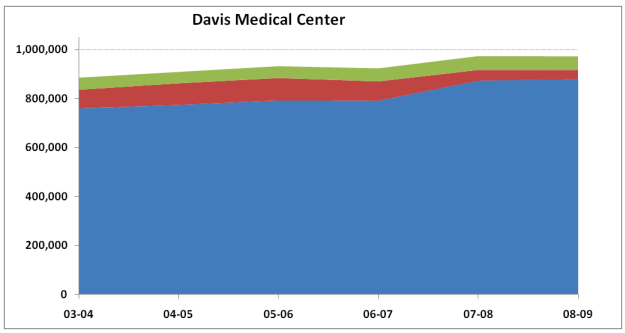
- The University's five medical centers handle about 3.8 million outpatient clinic visits annually and constitute the fourth-largest health care system in California.

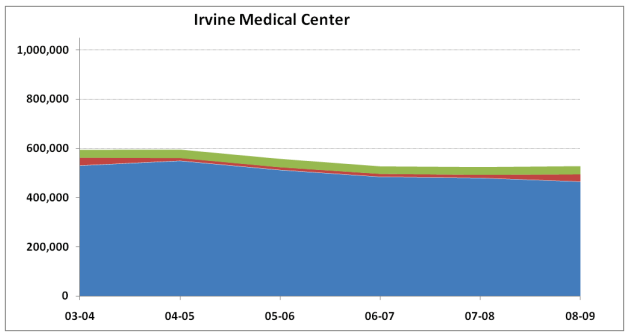
- The medical centers provide a full range of health care services and are sites for testing the application of new knowledge and the development of new diagnostic and therapeutic techniques.

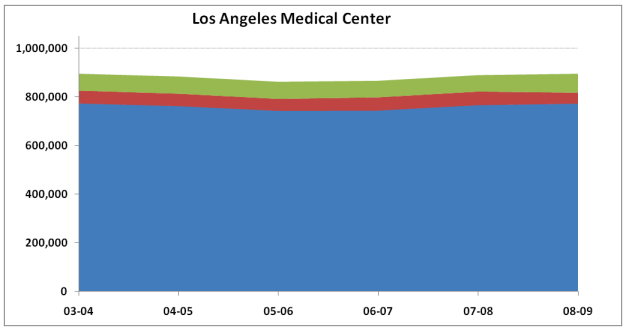
- Together, the five medical centers accounted for 5 percent of the outpatient visits by California's Medi-Cal and uninsured patients.

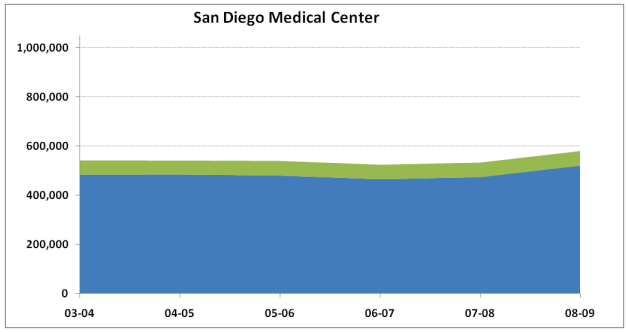
Source: University of California Medical Centers Report on Audit of Financial Statements (www.universityofcalifornia.edu/finreports)

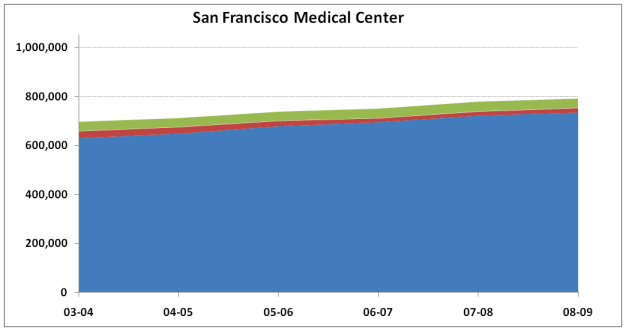
Indicator 84 (continued) Outpatient Visits, 2003-04 to 2008-09



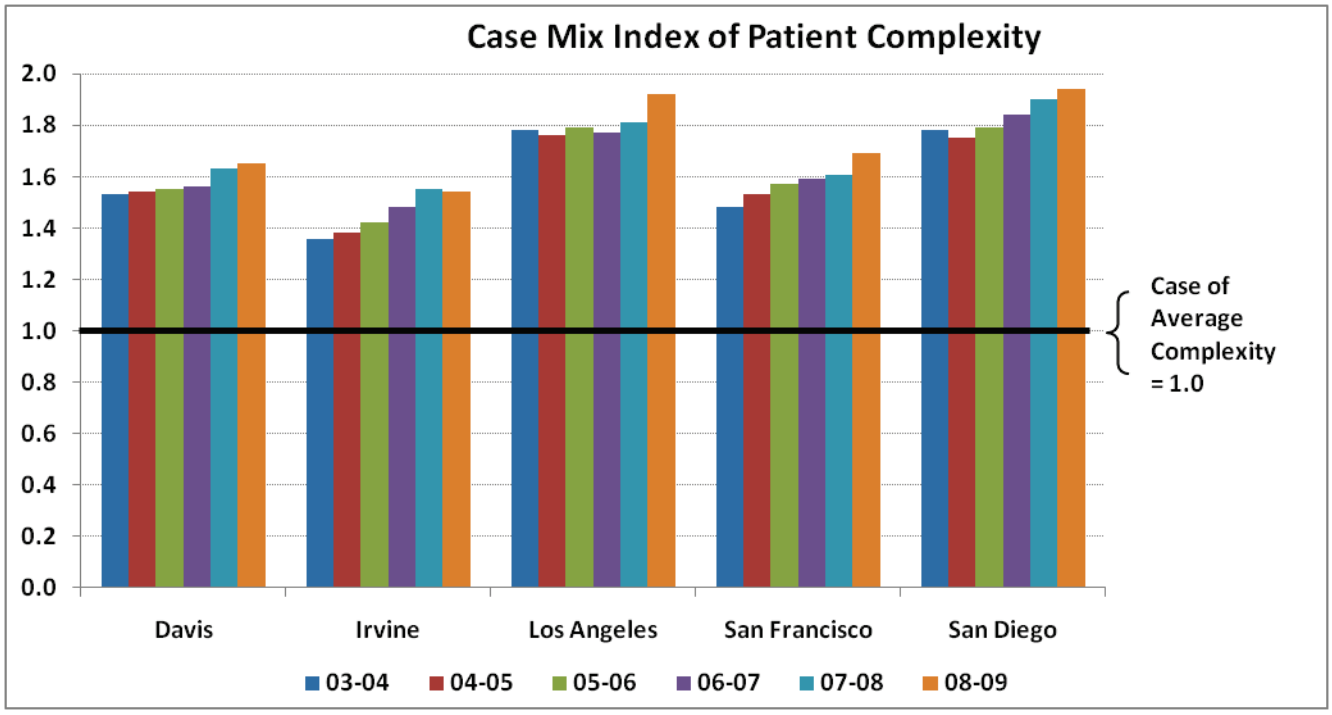








Indicator 85
Patient Complexity, 2003-04 to 2008-09



- The Case Mix Index is a standard hospital metric for addressing the question, "How sick are our patients?" Hospitals with more seriously ill patients score higher on the index, which translates into more resources used by the hospital and higher cost. An average hospital scores 1.0 on the index.

- UC's patients generally have more complex medical conditions, which often can be managed only in tertiary referral hospitals like UC hospitals, than patients at other hospitals.

- UC medical centers must balance their role as a safety net with the need to treat patients with highly advanced medical conditions that require state-of-the-art equipment and technology.

Source: University of California Medical Centers Report on Audit of Financial Statements (www.universityofcalifornia.edu/finreports)

Section 14. Campus Rankings

GOALS

Although limited in scope and often biased in one direction or another, indices that rank colleges and universities can give an indication of their overall academic quality and allow institutions to assess their performance relative to their peers in a way that is often very public.

The University has no stated goals with respect to its position in any particular index, nor does it endorse any particular set of rankings. Further, it cautions readers to consider the differing methodologies employed by the indices. These result in substantial differences across indices and across years. This summary is offered as a guide to the various rankings that routinely are in the news.

NARRATIVE

This section reports college rankings for the UC campuses and their comparison institutions from seven different ranking schemes—the 1995 National Research Council, The Center for Measuring University Performance at Arizona State University, *U.S. News and World Report's* Best Graduate Programs, *U.S. News and World Report's* Best National Universities, *U.S. News and World Report's* Top 50 Public National Universities, *Washington Monthly* Rankings, and the Academic Ranking of World Universities from Shanghai Jiao Tong University in China. It also presents information on the relative size of campus libraries from the Association of Research Libraries Investment Index.

Indicator 86
National Research Council's Ratings of UC Doctoral Programs, 1995

	Total Number of Programs Rated	Number of Programs Ranked in Top 10 on Faculty Quality	Percent of Programs Ranked in Top 10 on Faculty Quality
Berkeley	37	36	97%
Davis	26	1	4%
Irvine	24	2	8%
Los Angeles	36	13	36%
Riverside	19	-	0%
San Diego	29	14	48%
San Francisco	9	6	67%
Santa Barbara	32	4	13%
Santa Cruz	17	2	12%
Total UC	229	78	34%
U of Illinois	37	10	27%
U of Michigan	41	14	34%
SUNY at Buffalo	35	-	0%
U of Virginia	32	5	16%
Harvard	30	26	87%
MIT	23	20	87%
Stanford	43	32	74%
Yale	30	19	63%

- Considered the gold standard of academic quality rankings, the National Research Council's assessments of research-doctorate programs are the most comprehensive and respected evaluations of Ph.D. programs in the United States.

- Although dated, the 1995 rankings are the most recent NRC rankings as of May 2010. The NRC plans to release an updated set of rankings using a revised methodology later in 2010.

- In 1995, the NRC assessed doctoral programs in 41 fields of study at 274 universities. Overall, a third of all of UC's programs that were ranked in 1995 were in the top 10 percent nationally in terms of faculty quality.

Source: National Resource Council

Indicator 87
The Center for Measuring University Performance: Top American Research Universities, 2005 to 2008

	Number of Measures in Top 25 (max = 9)			
	2005	2006	2007	2008
Berkeley	8	8	8	7
Davis	2	2	2	2
Irvine	-	1	-	-
Los Angeles	7	7	7	7
Riverside	-	-	-	-
San Francisco	6	6	6	6
San Diego	5	5	5	5
Santa Barbara	-	1	1	1
Santa Cruz	-	-	-	-
U of Illinois	5	5	4	4
U of Michigan	8	8	8	8
SUNY at Buffalo	-	-	-	-
U of Virginia	2	2	2	2
Harvard	8	9	9	8
MIT	9	9	9	9
Stanford	9	9	9	9
Yale	7	7	7	8

- The Center for Measuring University Performance at Arizona State University ranks the Top American Research Universities (defined as those with at least $20 million in research expenditures) into two tiers: 1-25 and 26-50.
- The Center places institutions into one of two clusters according to how many times they rank in the top 25 (or top 50) on one of nine measures—total research, federal research, endowment assets, annual giving, National Academy members, faculty awards, doctorates granted, postdoctoral appointees and SAT/ACT scores. Institutions that score in the top 25 on at least one measure fall into its top tier.
- In 2008, six UC campuses—Berkeley, Davis, Los Angeles, San Diego, San Francisco and Santa Barbara—were listed in the top tier among American research universities.
- Unlike *U.S. News and World Report* rankings, The Center relies exclusively on objective measures and does not include academic reputation in its ranking scheme. However, its rankings are biased toward institutions with large medical centers since both total and federal research expenditures are heavily influenced by NIH funding, which primarily funds health sciences research. Data from The Center also are not normalized by faculty size, resulting in lower rankings for smaller institutions.

Source: The Center for Measuring University Performance at Arizona State University

Indicator 88
***U.S. News and World Report's* America's Top National Universities, 2001 to 2010**

	Ranking Among National Universities									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Berkeley	20	20	20	21	21	20	21	21	21	21
Davis	41	41	43	43	42	48	47	42	44	42
Irvine	41	41	45	45	43	40	44	44	44	46
Los Angeles	25	26	25	26	25	25	26	25	25	24
Riverside	73	82	85	84	81	85	88	96	89	96
San Diego	31	31	31	32	35	32	38	38	35	35
Santa Barbara	45	48	47	45	45	45	47	44	44	42
Santa Cruz	64	67	76	67	74	68	76	79	96	71
U of Illinois	41	36	38	40	37	42	41	38	40	39
U of Michigan	25	25	25	25	22	25	24	25	26	27
SUNY at Buffalo	3rd tier	3rd tier	3rd tier	3rd tier	3rd tier	3rd tier	3rd tier	3rd tier	121	121
U of Virginia	20	24	23	21	22	23	24	23	23	24
Harvard	2	2	2	1	1	1	2	2	1	1
MIT	5	5	4	4	5	7	4	7	4	4
Stanford	6	5	4	5	5	5	4	4	4	4
Yale	2	2	2	3	3	3	3	3	3	3

- *U.S. News and World Report's* college rankings are the oldest and most well-known of all college rankings. The rankings are based on seven major variables: peer assessment, graduation and retention rates, faculty resources, student selectivity, financial resources, graduation rate performance and alumni-giving rate.
- *USNWR's* rankings tend to favor elite private institutions over public universities. Privates tend to score higher than publics on four of *USNWR's* indicators: graduation rates, faculty resources, financial resources and alumni-giving rates, which together count for 55 percent of a school's total score.
- The next indicator shows *USNWR's* rankings for all public national universities with private universities excluded.

Note: *USNWR* labels its rankings for the prospective year; the 2010 rankings were published August 2009. Also, up through its 2008 rankings, *USNWR* only ranked institutions in its first and second tier (generally those ranked 100 or higher). Beginning in 2009, it published rankings for third-tier schools as well. San Francisco is not ranked because it is a graduate health sciences campus and Merced, which opened in 2005, is not ranked because it has interim accreditation.

Indicator 89
***U.S. News and World Report's* America's Top 50 Public National Universities, 2001 to 2010**

	Ranking Among Public Universities									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Berkeley	1	1	1	1	1	1	1	1	1	1
Davis	10	10	11	11	11	14	13	11	12	11
Irvine	10	10	12	12	12	10	12	13	12	14
Los Angeles	3	4	3	4	4	3	4	3	3	2
Riverside	33	28	36	39	37	38	39	45	40	43
San Diego	7	7	7	7	8	7	8	8	7	7
Santa Barbara	14	15	14	12	13	12	13	13	12	11
Santa Cruz	26	28	36	27	32	28	33	35	45	29
U of Illinois	10	9	9	10	9	11	10	8	10	9
U of Michigan	3	3	3	3	2	3	2	3	4	4
SUNY at Buffalo	-	-	-	-	-	-	-	-	-	-
U of Virginia	1	2	2	1	2	1	2	2	2	2

- *U.S. News and World Report's* Top 50 Public National Universities' ranking follows its list of Best National Universities, with the private universities excluded.

- Six UC campuses—Berkeley, Davis, Irvine, Los Angeles, San Diego and Santa Barbara—are among *USNWR's* list of the top 25 public national universities.

Source: *U.S. News and World Report*

Indicator 90
***U.S. News and World Report's* Professional Program Rankings, 2001 to 2010**

	Rankings among Top 20 Programs Nationally									
BUSINESS	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Berkeley	**10**	**7**	**10**	**7**	**8**	**6**	**7**	**8**	**7**	**7**
Los Angeles	**11**	**12**	**15**	**14**	**12**	**11**	**10**	**16**	**11**	**14**
U of Michigan	**9**	**10**	**10**	**13**	**10**	**10**	**11**	**11**	**12**	**13**
U of Virginia	**11**	**15**	**10**	**11**	**12**	**14**	**13**	**12**	**14**	**15**
Harvard	1	2	2	1	1	1	1	1	1	1
MIT	4	5	4	4	4	4	4	4	4	4
Stanford	1	1	1	2	2	2	2	2	1	2
Yale	16	12	13	14	14	15	15	14	13	10

EDUCATION	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Berkeley	**4**	**6**	**11**	**11**	**6**	**7**	**6**	**8**	**7**	**7**
Los Angeles	**5**	**4**	**2**	**3**	**3**	**2**	**2**	**5**	**3**	**5**
U of Michigan	**7**	**7**	**7**	**8**	**10**	**9**	**9**	**6**	**9**	**14**
Harvard	1	1	2	1	1	1	1	3	6	6
Stanford	2	2	1	2	1	3	4	2	1	2

ENGINEERING	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
Berkeley	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Los Angeles	**21**	**22**	**21**	**19**	**16**	**15**	**15**	**16**	**13**	**14**
San Diego	**15**	**16**	**14**	**11**	**13**	**11**	**11**	**13**	**11**	**12**
Santa Barbara	**25**	**22**	**24**	**24**	**21**	**21**	**21**	**19**	**19**	**18**
U of Illinois	**6**	**6**	**5**	**4**	**4**	**4**	**5**	**5**	**5**	**5**
U of Michigan	**4**	**4**	**6**	**6**	**8**	**6**	**6**	**9**	**9**	**9**
MIT	1	1	1	1	1	1	1	1	1	1
Stanford	2	2	2	2	2	2	2	2	2	2

Source: *US News and World Report*

Indicator 90 (continued) *U.S. News and World Report's* Professional Program Rankings, 2001 to 2010

LAW	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Berkeley	8	9	7	10	13	11	8	8	6	6
Los Angeles	16	16	16	16	16	15	15	15	16	15
U of Michigan	7	7	7	7	7	8	8	8	9	9
U of Virginia	8	7	7	9	9	8	8	10	9	10
Harvard	3	3	3	3	2	2	3	2	2	2
Stanford	2	2	2	2	3	3	2	2	3	3
Yale	1	1	1	1	1	1	1	1	1	1

MEDICINE: RESEARCH	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Los Angeles	10	14	13	14	14	11	11	13	9	11
San Diego	23	24	20	16	17	14	14	14	14	15
San Francisco	7	7	6	6	6	5	4	5	5	5
U of Michigan	12	9	8	8	7	9	11	10	11	11
Harvard	1	1	1	1	1	1	1	1	1	1
Stanford	10	9	11	8	8	8	7	7	8	6
Yale	8	8	9	10	10	11	9	8	9	6

MEDICINE: PRIMARY CARE	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Los Angeles	4	17	11	16	23	33	38	18	12	10
San Francisco	9	4	3	3	8	8	10	8	6	5
U of Michigan	28	26	14	22	23	27	28	45	17	7
Harvard	2	11	7	17	42	11	25	13	7	15

Indicator 90 (continued) *U.S. News and World Report's* Professional Program Rankings, 2001 to 2010

- *U.S. News and World Report* has ranked professional programs in business, education, engineering, law and medicine since 2000.
- An institution may not be reported in the list above for one of two reasons: It either does not have a program in the designated area, or its program fell below 20 in *USNWR*'s graduate program rankings in 2010.
- *USNWR's* professional program rankings have been criticized for being somewhat arbitrary and relying on small sample sizes.

Note: *USNWR* labels its rankings for the prospective year; the 2010 rankings were published in March 2009. UC Merced is not ranked because it does not have graduate professional programs in business, education, law or medicine; it does offer graduate study in engineering areas, but the programs are too new to have awarded degrees or to be reviewed by *USNWR*.

Indicator 91 *Washington Monthly* Rankings, 2005 to 2009

	Ranking among National Universities				
	2005	2006	2007	2008	2009
Berkeley	3	2	3	n/a	1
Davis	17	10	8	n/a	10
Irvine	-	72	49	n/a	
Los Angeles	2	4	2	n/a	3
Riverside	-	22	15	n/a	16
San Diego	8	6	4	n/a	2
Santa Barbara	-	57	36	n/a	21
Santa Cruz	-	68	76	n/a	56
U of Illinois	13	16	11	n/a	24
U of Michigan	10	18	6	n/a	18
SUNY at Buffalo	--	203	111	n/a	101
U of Virginia	22	20	16	n/a	26
Harvard	16	28	27	n/a	11
MIT	1	1	27	n/a	12
Stanford	5	7	13	n/a	4
Yale	15	12	38	n/a	23

- *Washington Monthly* developed its ranking scheme in 2005 as an alternative to *U.S. News and World Report's* Best Colleges ranking.

- Unlike *USNWR*, which tends to rank colleges and universities on their wealth, *Washington Monthly* ranks colleges and universities on their contribution to society. Its three basic measures—being an engine of social mobility, fostering scientific and humanistic research and fostering an ethic of service to the country—all reflect UC's values.

- In the 2009 rankings, six UC campuses—Berkeley, Davis, UCLA, Riverside, San Diego and Santa Barbara—were ranked among the top 25 universities in the nation.

Note: *Washington Monthly* published its first list of its top 30 national universities in 2005 and expanded the list to include all national universities in subsequent years. No rankings were published in 2008.

Indicator 92
Academic Rankings of World Universities, Shanghai Jiao Tong University, 2006 to 2009

	Ranking among World Universities			
	2006	2007	2008	2009
Berkeley	4	3	3	3
Davis	42	43	48	49
Irvine	44	45	46	46
UCLA	14	13	13	13
Riverside	102-150	102-150	101-151	101-151
San Diego	13	14	14	14
San Francisco	18	18	18	18
Santa Barbara	35	35	36	35
Santa Cruz	102-150	102-150	101-151	101-151
Illinois	25	26	26	25
Michigan	21	21	21	22
SUNY at Buffalo	201-300	203-304	201-302	201-302
Virginia	102-150	102-150	95	91
Harvard	1	1	1	1
MIT	5	5	5	5
Stanford	3	2	2	2
Yale	11	11	11	11

	Ranking among U.S. Public Universities			
	2006	2007	2008	2009
Berkeley	1	1	1	1
Davis	16	16	18	18
Irvine	17	17	17	16
UCLA	3	2	2	2
Riverside	31-40	31-40	31-41	34
San Diego	2	3	3	3
San Francisco	6	6	6	6
Santa Barbara	11	11	11	11
Santa Cruz	31-40	31-40	31-41	35
Illinois	8	8	8	8
Michigan	7	7	7	7
SUNY-Buffalo	57-78	57-77	61-76	59
Virginia	31-40	31-40	30	28

Source: Shanghai Jiao Tong University

Indicator 92 (continued) Academic Rankings of World Universities, Shanghai Jiao Tong University, 2006 to 2009

- Shanghai Jiao Tong University in China has ranked the world's top 500 universities since 2003 using several indicators of academic or research performance, including alumni and staff winning Nobel Prizes and Fields Medals, highly cited researchers, articles published in two leading scientific journals (*Nature* and *Science*), scholarly citation indices, and the per capita academic performance of an institution.

- The Academic Rankings of World's Universities (ARWU) are based almost entirely on measures of strength in research. Institutions with strong research programs, especially in the sciences, tend to score higher than those whose major strengths are in the humanities and social sciences.

- Seven UC campuses placed among the top 50 universities in the world in the 2009 ARWU rankings.

- The ARWU rankings have become increasingly more influential, in part because they rely upon carefully selected indicators and upon internationally comparable data that can be cross-checked and verified.

- English-speaking, and especially U.S., universities dominate the top of the Shanghai Jaio Tong University's list of the world's best universities.

Indicator 93
Association of Research Libraries Rankings of Campus Libraries, UC and Comparison Institutions, 2005 to 2008

	2005	2006	2007	2008
Berkeley	6	5	5	5
Davis	53	60	64	73
Irvine	82	75	68	63
Los Angeles	8	6	7	6
Merced	-	-	-	-
Riverside	93	93	95	101
San Diego	39	41	37	34
San Francisco	-	-	-	-
Santa Barbara	81	78	83	79
Santa Cruz	-	-	-	-
U of Illinois	7	16	13	18
U of Michigan	5	7	6	7
SUNY at Buffalo	63	62	65	70
U of Virginia	22	19	24	24
Harvard	1	1	1	1
MIT	76	55	51	50
Stanford	-	-	-	-
Yale	2	2	2	2

Note: Schools/campuses without values are not members of the Association of Research Libraries.

- The UC campuses house more than 100 libraries, collectively representing the largest research/academic library in the world with more than 36 million volumes. The UC libraries have one of the world's largest collections of digital materials, including 36,000 electronic journals licensed cooperatively through UC's California Digital Library.

- Each year, the Association of Research Libraries (ARL) calculates a "Library Investment Index" that summarizes the relative size of libraries among its members. The variables used to calculate the ARL Index are determined by factor analysis and include expenditures and number of professional and library support staff.

- The ARL rankings are limited in that they do not measure a library's services, quality of collections or its success in meeting the needs of users. They also do not account for the transformative effect of membership in a consortium. Scholars at any UC campus can and do access the libraries of all the other UC campuses through online access to many resources, as well as through interlibrary loan.

Note: The ARL is a membership organization of 124 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada that share similar missions, aspirations, and achievements. Seven UC campuses are members; three (Merced, San Francisco and Santa Cruz) are not.

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