

University of California, Los Angeles

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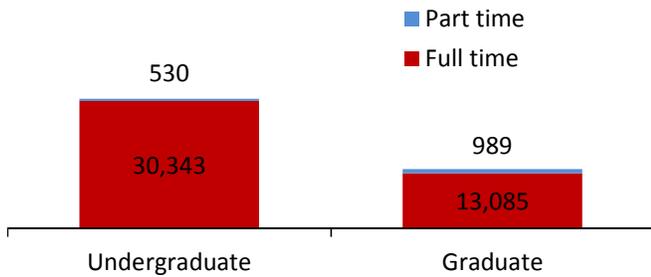


UCLA's primary purpose as a public research university is the creation, dissemination, preservation, and application of knowledge for the betterment of our global society. To fulfill this mission, UCLA is committed to academic freedom in its fullest terms: we value open access to information, free and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

Student Characteristics, Fall 2016

TOTAL NUMBER OF STUDENTS 44,947

Student Level and Enrollment Status, Fall 2016



UNDERGRADUATE PROFILE

TOTAL ENROLLMENT 30,873

GENDER

Women	17,512	56.7%
Men	13,361	43.3%

RACE / ETHNICITY

Nonresident Aliens	3,659	11.9%
Hispanic/Latino	6,704	21.7%
American Indian/Alaska Native	60	0.2%
Asian	8,844	28.6%
Black or African American	986	3.2%
Native Hawaiian/Pacific Islander	80	0.3%
White	8,346	27.0%
Two or more races	1,559	5.0%
Race/Ethnicity Unknown	635	2.1%

GEOGRAPHIC DISTRIBUTION

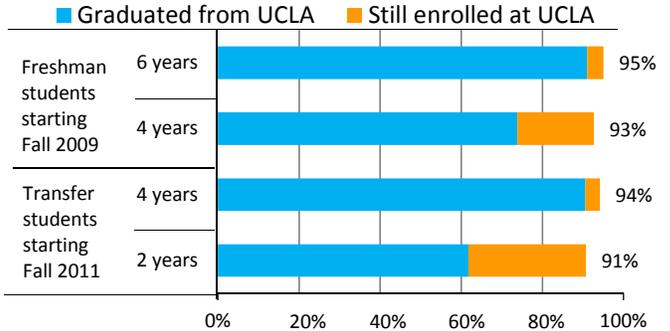
California	24,168	78.3%
Other US:	3,200	10.4%
Other Countries:	3,505	11.4%

AGE

Average age	21	
Percent of undergrads age 25 or older		6.0%
American Indian / Alaska Native	6,704	21.7%
African American / Black	3,659	11.9%

Undergraduate Success and Progress

GRADUATION



Counts for the entering cohorts shown in the graph above:

- 4,633 First-Time Freshmen
- 3,172 New Transfer Students

A 93% four-year success and progress rate for freshmen means 93% of freshmen starting in Fall 2010 either graduated or are still enrolled at UCLA four years later. The 91% two-year success and progress rate for transfer students starting in Fall 2012 either graduated or are still enrolled two years later.

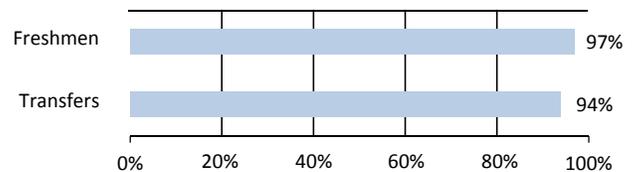
TIME TO DEGREE

Average time to degree for students graduating in 2015-16:

- 11.9 enrolled quarters for freshman entrants
- 6.4 enrolled quarters for transfer entrants

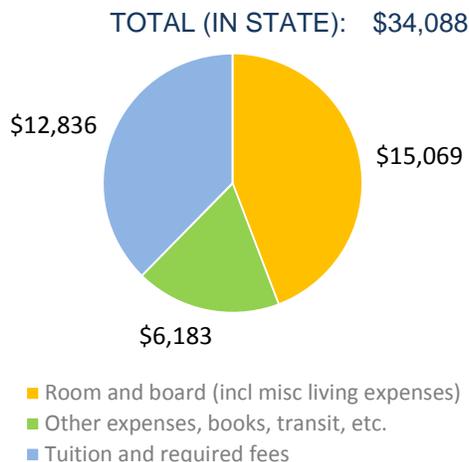
RETENTION

New Fall 2015 students returning in Fall 2016:



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

Cost of Attendance and Financial Aid



[CLICK HERE](#)
to get an estimate of your UCLA financial aid

FINANCIAL AID AWARDED TO UNDERGRADUATES

Overall Financial Aid

During the 2015-16 academic year, 65% of UCLA undergraduates received financial aid federal or state government or the institution; the average award was \$22,736.

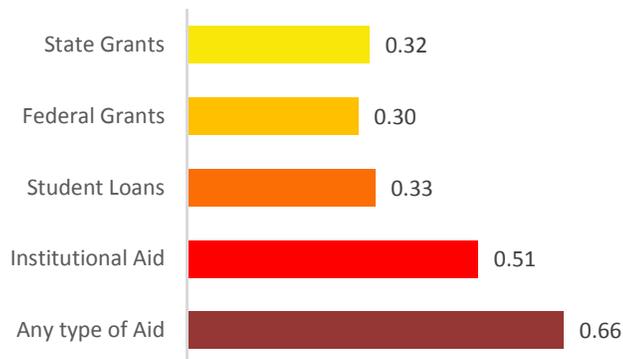
Need-Based Grants and Scholarships,

During the 2015-16 academic year, 53% of UCLA undergraduates received need-based "scholarship or grant aid; the average award was \$18,966. Pell Grants were awarded to 37% of undergraduates.

Loans (graduating class)

Among students who graduated from UCLA in 2015-16 and started as freshmen, 46% borrowed while enrolled at UCLA. Average cumulative debt at graduation for these borrowers was \$21,596. All figures exclude parent loans.

Percent of Fall Freshmen Receiving Each Type of Financial Aid

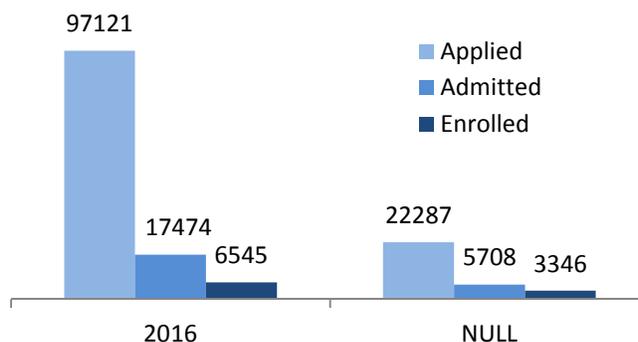


NOTE: Students may receive aid from more than one source

[CLICK HERE](#) for the UCLA Financial Aid Office
[CLICK HERE](#) for the free application for Federal Student Aid (FAFSA)

Undergraduate Admissions, Fall 2016

APPLICANTS, ADMITS, AND ENROLLEES



Test(s) Required for Admission: SAT or ACT

Middle 50% of Score Range

50% of enrolled students have test scores in the following ranges (25% have scores above and 25% have scores below):

SAT Critical Reading	570 - 700
SAT Mathematics	580 - 740
SAT Writing	570 - 720

ACT Comp	25 - 33
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Middle 50% of GPA Range

50% of enrolled students have a GPA in the following ranges (25% have scores above and 25% have scores below):

Freshman HS GPA (5-point scale)	4.16 - 4.54
Transfer College GPA (4-point scale)	3.54 - 3.9

Degrees and Areas of Study, 2014-15

Degrees Awarded

Bachelors	8,054
Academic Masters	598
Professional Masters (e.g., MBA, MFA, etc.)	1,916
Doctoral	775
Professional Practice (DDS, JD, MD)	1,105
All Degrees	12,394

Undergraduate Degrees by Areas of Study

Arts and Architecture	2.5%
Basic Biomedical Sciences	1.9%
Engineering and Applied Science	8.8%
Herb Alpert School of Music	14.0%
Humanities	11.5%
Institute of the Env and Sustainability	0.9%
L&S General	0.0%
Life Sciences	22.8%
Nursing	0.5%
Physical Sciences	12.3%
Social Sciences	38.2%
Theater, Film, and Television	1.2%
UCLA International Institute	2.3%

All Undergraduate Degrees 100.0%

Note: Degrees awarded from July 1 - June 30
Details may not sum to total because of rounding.

Undergraduate Research Organizations

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

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

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

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

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

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

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

Graduate and Professional Schools

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

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

As an essential part of a graduate education, UCLA provides the highest level of research opportunities and resources. More than 12,000 UCLA graduate students—pursuing degrees ranging from the performing arts to cutting edge scientific discovery—have access to information, technology, and experiences that not only enrich their education, but also set them firmly on a path to career success.

Research Enterprise at UCLA

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

Explore some of UCLA's premiere research centers, below:

- Broad Center of Regenerative Medicine and Stem Cell Research
- California Center for Population Research
- California NanoSystems Institute
- Center for Chinese Studies
- Center for Embedded Networked Sensing
- Center for Medieval and Renaissance Studies
- Center for Society and Genetics
- Center for the Study of Urban Poverty
- Institute for Pure and Applied Mathematics
- Institute of the Environment



UCLA Libraries

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

Distinguished Faculty (as of June 30, 2016)

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

242	American Academy of Arts and Sciences members
197	Guggenheim fellows
84	National Academy of Sciences members
56	Institute of Medicine members
43	National Academy of Engineering members
15	MacArthur Foundation fellows
9	National Medal of Science recipients
6	Nobel Prize laureates
3	Pulitzer Prize winners
1	Fields Medalist
1	Kyoto Prize Laureate
1	Abel Prize Laureate

The UCLA Experience

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

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

Instructional Experience

Student/faculty ratio	17 to 1
10-19 students	51%
Undergraduate classes with more than 50 students	22%

Instructional Faculty

Total full-time instructional faculty	1,848
% women faculty	35%
% faculty from minority groups	29%
% faculty with Ph.D. or equivalent	95%

Academic and Community Options

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

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

Student Housing

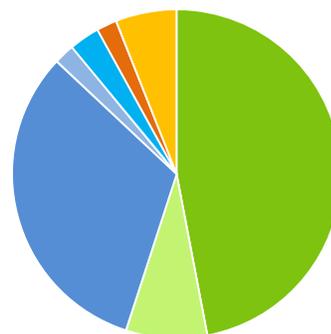
UCLA guarantees housing for three years to new freshmen and for one year to new transfer students; 98% of first-time freshmen live in on-campus housing.

Campus Safety

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

Future Plans for 2015-16 Bachelor's Degree

More than a third of graduates plan to enter the workforce. Another 37% intend to continue their education. And 8% cite a variety of pursuits, from service in the military to traveling abroad.



- Employment, full time (47%)
- Employment, part time (8%)
- Graduate/Professional school, full time (32%)
- Graduate/Professional school, part time (2%)
- Additional undergraduate coursework (3%)
- Volunteer activity (2%)
- Other: Military, travel, internship (6%)

Student Experiences and Perceptions

[More](#)

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

Student Satisfaction

- 85% Would choose to attend this institution again
- 79% Were satisfied with the value of their education for the price they paid
- 83% Were satisfied with their overall academic experience
- 83% Reported that their campus had a strong commitment to undergraduate education

Institutional Commitment to Student Learning and Success

- 82% Were satisfied with advising by faculty on academic matters
- 71% Were satisfied with advising by college staff on academic matters
- 67% Were satisfied with the availability of courses needed for graduation
- 82% Reported raising their standards for acceptable effort because of the high standards of a faculty member

Experiences with Diverse Groups of People and Ideas

- 95% Rate their ability to appreciate, tolerate, and understand racial and ethnic diversity as "good" to "excellent"
- 91% Rated their ability to appreciate cultural and global diversity as "good" to "excellent"
- 60% Gained a deeper understanding of their perspectives through conversations with students of a different nationality
- 62% Gained a deeper understanding of other perspectives through conversations with students of a different ethnicity

Student Interaction with Campus Faculty and Staff

- 70% Talked with an instructor outside of class about course material
- 29% Worked with a faculty member on a campus activity other than coursework
- 73% Sought academic help from an instructor or tutor

Active Learning Experiences

- 73% Report making class presentations
- 41% Enrolled in at least one independent research course
- 20% Participated in a study abroad program
- 39% Participated in an internship
- 84% Spent at least 6 hours per week studying and on other academic activities outside of class
- 41% Assisted faculty with research or a creative activity
- 54% Participated in community service in 2005-06

Group Learning Experiences

- 78% Worked outside of class on class projects or studied with classmates
- 30% Spent at least 6 hours per week in participating in student organizations or clubs
- 38% Reported serving as an officer or leader in a campus through organization or club
- 83% Helped a classmate better understand course material

Senior and Alumni Surveys

[More](#)

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

Student Experiences and Perceptions

Alumni Survey

(in development)

Learning Outcomes

Overview. UCLA curricula and graduation requirements are designed to engage students in a broad, rigorous course of scholarship. Students will complete courses in general education (arts and sciences), as well as gain a solid foundation in a major field of study, learn interdisciplinary approaches. Students interested in the undergraduate research program can work with faculty on research projects. Those who want to participate in community-based programs will find a variety of opportunities. For all areas of study, UCLA maintains specific processes to identify learning outcomes, to evaluate teaching, and to review all academic programs on a regular schedule.

Learning Outcomes. At the undergraduate level, learning objectives, in general, focus on (1) the student's ability to apply and integrate core knowledge in a discipline and (2) ability to identify and formulate problems applicable to their field of study. In departments with capstone requirements, learning outcomes are specific to the student's performance in the advanced seminar (term paper), design course (product), performance (senior recital), or the project/research course that leads to an honors project or a senior thesis. An example of objectives and outcomes for one program can be seen for the Materials Science and Engineering major at this link: <http://www.mse.ucla.edu/objectives-and-outcomes/>.

At the graduate level, outcomes are primarily assessed based on the student's research and creative thesis (Master's degree), research dissertation (Doctoral degree), or performance on a professional certification exam, such as the California State Bar Exam for Law School students.

Teaching Evaluations by Students. Teaching effectiveness is an important component of the faculty merit and promotion process at UCLA. Faculty are supported in their efforts to improve teaching by The Evaluation of Instruction Program (EIP) in the Office of Instructional Development. At the end of each academic term, faculty members can obtain anonymous written evaluations from the students who took their classes by submitting a request to EIP. EIP then distributes, collects, and processes the evaluation forms. EIP's standard evaluation forms, which cover most teaching and classroom situations, are designed in consultation with faculty committees, national experts on assessment, and recommendations from surveys of UCLA faculty and students.

Data from teaching evaluation forms aid faculty in improving or enhancing their teaching (formative evaluation) and department curriculum committees in improving the curriculum. Departments designed in consultation with faculty committees, national experts on assessment, and recommendations from UCLA faculty and students.

EIP's teaching evaluations not only aid faculty in improving their instructional approaches, they are also used by departments to improve the curriculum and to evaluate faculty teaching effectiveness. For more information, visit the EIP website at <http://www.oid.ucla.edu/units/eip>.

Periodic Reviews of Academic Programs. All academic units are reviewed on an eight-year cycle as part of the Academic Senate's comprehensive Academic Program Review process. The two-year review process begins with the program preparing a self-review and continues with a panel of reviewers—which includes both internal faculty members from UCLA and external members from other universities—visiting the program and reporting its findings. The panel's report sets forth recommendations to the program and relevant administrators; the campus bears the responsibility of approving the report and monitoring any follow-up. For more details, visit the UCLA Academic Program Review website at this link: <http://www.senate.ucla.edu/programreview/>.

Seniors report how UCLA has impacted their skills and abilities after four years. (2016 Senior Survey)

	<u>Some impact</u>	<u>Strong impact</u>
Critical thinking skills	11%	88%
Ability to write clearly and effectively	17%	80%
Creativity	25%	68%
Quantitative (math and statistics) skills	16%	82%
Leadership	19%	75%
Self-awareness	12%	86%
Self-management skills	16%	79%
Confidence in approaching new areas	13%	84%
Understanding different ways of life	14%	83%

Other Outcome Indicators

- 50% Undergraduates enroll in graduate school within 5 years
- 55% Medical school admit rate (average of three recent years)