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 2012

#### TOTAL NUMBER OF STUDENTS
41,341

#### Student Level and Enrollment Status

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>576</td>
<td>27,365</td>
<td>13,038</td>
</tr>
<tr>
<td>Part time</td>
<td>Full time</td>
<td></td>
</tr>
</tbody>
</table>

#### UNDERGRADUATE PROFILE

#### TOTAL ENROLLMENT
27,941

#### GENDER
Women: 15,323 (54.8%)
Men: 12,618 (45.2%)

#### RACE / ETHNICITY
- Nonresident Aliens: 2,895 (10.4%)
- Hispanic/Latino: 4,896 (17.5%)
- American Indian/Alaska Native: 50 (0.2%)
- Asian: 9,040 (32.4%)
- Black or African American: 801 (2.9%)
- Native Hawaiian/Pacific Islander: 96 (0.3%)
- White: 8,294 (29.7%)
- Two or more races: 1,154 (4.1%)
- Race/Ethnicity Unknown: 715 (2.6%)

#### GEOGRAPHIC DISTRIBUTION
- California: 23,821 (85.3%)
- Other US: 1,518 (5.4%)
- Other Countries: 2,602 (9.3%)

#### AGE
- Average age: 21
- Percent of undergrads age 25 or older: 6.1%
- American Indian / Alaska Native: 4,896 (17.5%)
- African American / Black: 2,895 (10.4%)

Counts for the entering cohorts shown in the graph above:
4,808 First-Time Freshmen
3,204 New Transfer Students

A 92% four-year success and progress rate for freshmen means 92% of freshmen starting in Fall 2006 either graduated or are still enrolled at UCLA four years later. The 91% two-year success and progress rate for transfer students means 91% of transfers starting in Fall 2008 either graduated or are still enrolled two years later.

#### TIME TO DEGREE
Average time to degree for students graduating in 2011-12:
- 12.1 enrolled quarters for freshman entrants
- 6.5 enrolled quarters for transfer entrants

#### RETENTION
New Fall 2011 students returning in Fall 2012:
- Freshmen: 96%
- Transfers: 94%

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

2012-13 TOTAL (IN STATE): $31,932

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

CLICK HERE to get an estimate of your UCLA financial aid

FINANCIAL AID AWARDED TO UNDERGRADUATES

Overall Financial Aid
During the 2011-12 academic year, 56% of UCLA undergraduates received financial aid from federal or state government or the institution; the average award was $20,362.

Need-Based Grants and Scholarships, 2011-12
During the 2011-12 academic year, 54% of UCLA undergraduates received need-based "scholarship or grant aid; the average award was $16,659. Pell Grants were awarded to 37% of undergraduates.

Loans (graduating class)
Among students who graduated from UCLA in 2011-12 and started as freshmen, 44% borrowed while enrolled at UCLA. Average cumulative debt at graduation for these borrowers was $18,814. All figures exclude parent loans.

Percent of Fall 2014 Freshmen Receiving Each Type of Financial Aid

- State Grants 30%
- Federal Grants 31%
- Student Loans 35%
- Institutional Aid 51%
- Any type of Aid 62%

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 website)

Undergraduate Admissions, Fall 2012

APPLICANTS, ADMITS, AND ENROLLEES

- Applied
- Admitted
- Enrolled

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 560 - 680
- SAT Mathematics 600 - 760
- SAT Writing 590 - 710
- ACT Comp 24 - 31

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 - 4.45
- Transfer College GPA (4-point scale) 3.5 - 3.87

Degrees and Areas of Study, 2013-14

Degrees Awarded
- Bachelors 7,515
- Academic Masters 1,081
- Professional Masters (e.g., MBA, MFA, etc.) 607
- Doctoral 726
- Professional Practice (DDS, JD, MD) 1,869

All Degrees 11,823

Undergraduate Degrees by Areas of Study
- Arts and Architecture 3.3%
- Basic Biomedical Sciences 1.8%
- Engineering and Applied Science 9.8%
- Humanities 13.7%
- Institute of the Env and Sustainability 1.0%
- Life Sciences 21.8%
- Nursing 0.9%
- Physical Sciences 9.3%
- Social Sciences 36.6%
- Theater, Film, and Television 1.5%
- UCLA International Institute 3.3%

All Undergraduate Degrees 100.0%

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

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

<table>
<thead>
<tr>
<th>Science and Math</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
<td>McNair Undergraduate Research Program, Psychology Research Opportunities, Mellon Mays Undergraduate Researchers Program, Undergraduate Research Scholars, Mellon Summer Research, Civic Engagement Minor, Aleph, Undergraduate Research Journal for the Humanities and Social Sciences, Westwind Undergraduate Literary Journal.</td>
</tr>
<tr>
<td>Engineering</td>
<td>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.</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>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</td>
</tr>
<tr>
<td>Community-based Research</td>
<td>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.</td>
</tr>
</tbody>
</table>

## Graduate and Professional Schools

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

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

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

## Research Enterprise at UCLA

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

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

## UCLA Libraries

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

## Distinguished Faculty (as of June 13, 2012)

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:

- 219 American Academy of Arts and Sciences members
- 185 Guggenheim fellows
- 77 National Academy of Sciences members
- 53 Institute of Medicine members
- 40 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 Abel Prize Laureate
- 1 Kyoto Prize Laureate
The UCLA Experience

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

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

Instructional Experience

Student/faculty ratio 16 to 1
10-19 students 50%
Undergraduate classes with more than 50 students 22%

Instructional Faculty

Total full-time instructional faculty 1,989
% women faculty 36%
% faculty from minority groups 25%
% faculty with Ph.D. or equivalent 95%

Student Housing

UCLA guarantees housing for three years to new freshmen and for one year to new transfer students; 93% of first-time freshmen live in on-campus housing.

Campus Safety

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

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]
small groups 200 topics honors credit [FIAT LUX FRESHMAN SEMINARS]
access equity excellence [ACADEMIC ADVANCEMENT PROGRAM (AAP)]
creating a unique challenge [COLLEGE HONORS]
global programs and local partnerships [COMMUNITY ENGAGEMENT]

RESIDENCE HALL PROGRAMS community, academics, involvement, connections
SPORTS AND RECREATION from NCAA championships to kayaking
CULTURAL EVENTS a rich, diverse menu of arts and entertainment
STUDENT GROUPS join a great club.. or create your own!
INTERNATIONAL EXPERIENCES education abroad and more

Future Plans for 2011-12 Bachelor’s Degree

More than a third of graduates plan to enter the workforce. Another 40% intend to continue their education. And 10% cite a variety of pursuits, from service in the military to traveling abroad.
Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful. Following are the selected results from the 2006 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

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

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

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

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

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

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

### Senior and Alumni Surveys
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.
Learning Outcomes

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

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

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

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

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

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

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

Other Outcomes Indicators

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