Student Characteristics (Fall 2013)

TOTAL NUMBER OF STUDENTS: 28,895

Student level and enrollment status

UNDERGRADUATE PROFILE

Total undergraduates: 23,530

Gender
- Women: 12,778 (54%)
- Men: 10,752 (46%)

Race / ethnicity
- Hispanic: 5,112 (22%)
- American Indian or Alaska native: 31 (<1%)
- Asian: 10,346 (44%)
- Black or African-American: 400 (2%)
- Native Hawaiian or other Pacific Islander: 28 (<1%)
- White: 4,010 (17%)
- Two or more races: 919 (4%)
- Non-resident alien: 2,100 (9%)
- Race / ethnicity unknown: 584 (2%)

Geographic distribution
- California: 21,148 (90%)
- Other U.S. states & territories: 337 (1%)
- Other countries: 2,100 (9%)

Undergraduate Success and Progress Rate

- Graduated from UC Irvine: 85%
- Still enrolled at UC Irvine: 88%

An 86% four-year success and progress rate means that 86% of students starting in Fall 2006 either graduated or were still enrolled four years later.

Counts for the Fall entering classes shown in the graph above:
- 4,819 first-time, full-time freshmen in the Fall 2006 cohort
- 1,284 full-time transfer students in the Fall 2008 cohort

For detailed success and progress rate tables, click here.

AVERICAN TIME TO DEGREE OF THE 2011-12 GRADUATING CLASS

- 12.8 elapsed quarters for students who entered as full-time freshmen
- 7.3 elapsed quarters for students who entered as full-time transfers

RETENTION OF FALL 2012 FIRST-TIME, FULL-TIME FRESHMEN

- 92% of students returned to Fall 2013
FINANCIAL AID AWARDED TO UNDERGRADUATES

Overall Financial Aid (2012-13)
• During the 2012-13 academic year, 74% of UC Irvine undergraduates received financial aid (including student and parent loans); the average award was $20,819.

Need-Based Grants and Scholarships
• 62% of Fall 2011 UC Irvine undergraduates received need-based scholarships or grant aid; the average award was $15,869.
• 43% of UC Irvine undergraduates received Pell Grants in 2012-13.

Loans (2011-12 graduating class)
• Among students who graduated from UC Irvine in 2011-12 and started as freshmen, 50% borrowed while enrolled at UCI. The average cumulative debt at graduation for these borrowers was $19,828. (All figures exclude parent loans.)

PERCENT OF FALL 2011 FRESHMEN RECEIVING EACH TYPE OF FINANCIAL AID

- Federal grants: 45%
- State/local grants: 48%
- Student loans: 52%
- Institutional aid/scholarships: 60%
- Any type of financial aid: 76%

NOTE: Students may receive aid from more than one source. Grants and scholarships are gift aid awards that do not have to be repaid by the student.
Freshman and Transfer Seminars
These seminars introduce students to the research university and encourage them to become active participants in intellectual interactions with their peers and professors. In small, one-unit classes of 15 students each, led by senior and distinguished faculty, the seminars emphasize analysis and communication and give faculty and students a chance to explore academic topics and new lines of inquiry in a supportive, interactive, and congenial setting.

Campuswide Honors Program (CHP)
CHP provides talented and successful students with the rigor and personal attention of a selective liberal arts college and the opportunities of a dynamic research university. The goal of the Honors Program is to provide outstanding UCI students with a special honors curriculum consisting of small seminar-style classes, close interaction with peers, mentorship by UCI’s top faculty, and the opportunity for participation in undergraduate research. Enhanced advising support provides students with assistance in applying for scholarships, internships, graduate/professional schools, education abroad, and relevant work experience.

Scholarship Opportunities Program (SOP)
SOP assists and trains UCI undergraduates in the writing, editing, public speaking and interviewing skills critical for applying for and winning prestigious regional, national, and international scholarships. Since the founding of this program, more than 255 students have been awarded prestigious scholarships, including 157 students who have been selected National Science Foundation Fellows, 55 Fulbright Fellows, 33 Barry M. Goldwater Scholars, and 10 Harry S. Truman Scholars.

Study Abroad
Each year, about 1,000 UCI students study abroad in a wide variety of countries. Students in every major are able to participate. Studying abroad provides students with unique academic opportunities, international learning and personal development while making progress toward their UCI degree. The skills, knowledge, and understanding that they develop will make today’s undergraduates effective citizens and leaders in local, national, and global affairs once they depart the University.

Undergraduate Research Opportunities Program
A hallmark of the UCI undergraduate experience is the wide variety of research opportunities available to students across all disciplines. In a recent survey, UCI ranked first in the UC system in the number of students participating in undergraduate research.

Research opportunities are available not only in every UCI discipline but also from many outside agencies, including national laboratories, industrial partners, and other universities. UROP offers assistance to students through all phases of the research process, including proposal writing, development of research plans, awarding of grants to fund research projects, publication of results in the The UCI Undergraduate Research Journal, and sponsorship of an annual UCI Undergraduate Research Symposium. Recognized as a national model, each year more than 1700 undergraduates take advantage of UROP programs.

Graduate and Professional Education
Graduate and professional students and programs are essential to a research university. UCI’s programs, already of very high quality, continue to improve and to grow each year. Major research initiatives, a broad range of academic and professional programs, and the impressive achievements of faculty all contribute to the exciting intellectual environment for graduate and professional students that defines the Irvine campus.

UCI’s graduate degree programs are offered in more than 100 academic disciplines and interdisciplinary programs, and graduate and professional students comprise over 20% of the student body. Over 30 new graduate degrees have been approved since 2000, including new academic and professional programs in public health, pharmaceutical sciences, and nursing science. The new School of Law enrolled its first cohort of students in Fall 2009.

Distinguished Faculty
In its relatively brief 48-year history, UC Irvine has become one of the best research universities in the world and is home to many highly distinguished scholars, scientists, and artists. Included among our current instructional faculty are:

- 3 Nobel laureate
- 1 Medal of Science recipients
- 20 National Academy of Science members
- 4 National Academy of Science-Institute of Medicine members
- 7 National Academy of Engineering members
- 29 American Academy of Arts and Sciences members
- 68 Fulbright scholars
- 39 Guggenheim Fellows

More than 98% of the instructional faculty have Ph.D. or equivalent degrees, most of whom studied at prestigious research universities.

Major Research Centers and Initiatives
UC Irvine has over 100 major research centers, including:

- **Sue and Bill Gross Stem Cell Research Center** — a new facility that will unify and strengthen the campus’ fast-growing stem cell biology program and serve as a hub for research in Southern California
- **Urban Water Research Center** — a partnership of more than 75 faculty working to advance understanding of the urban water environment and help promote health, enhance the efficient use of water resources, and protect environmental values
- **Center for Research on Immigration, Population and Public Policy** — which fosters and conducts research on international migration and other population processes, with a main focus on U.S. immigration
- **UC Humanities Research Institute** — located at UCI, UCHRI is a multi-campus research unit serving all 10 campuses in the UC system, addressing topics traditional to the humanities disciplines as well as the pressing human dimensions arising in the social and natural sciences
- **Center for the Study of Democracy** — sponsors research and education aimed at improving the democratic process in the United States and expanding democracy around the world
- **Beall Center for Art and Technology** — explores relationships between the arts, sciences, and engineering, and promotes new forms of creation using digital technologies

73% of UCI undergraduate students have assisted faculty with research or creative activity. (Source: UCUES 2012 survey)
The UC Irvine Community

UCI is a center for quality education and is consistently ranked among the nation’s best universities. Achievements in the sciences, arts, humanities, medicine, and management have garnered top-50 national rankings for more than 40 academic programs. Our research programs reach beyond the classroom and laboratory to help solve societal issues and support human development. We are a hub for stem cell research, a trailblazer in understanding global warming, and a leader in the fight against breast cancer. As a major intellectual and cultural center in Southern California, UCI offers numerous public activities and events each year. UCI benefits the community and the world in countless ways through its scholarly, scientific, creative, and economic contributions. These accomplishments depend on our commitment to a set of core values:

- **Respect**
  We understand that respect is the cornerstone of human interaction.
- **Intellectual curiosity**
  We are committed to learning, teaching, creativity and research.
- **Integrity**
  We tell the truth and strive to earn the trust of those around us.
- **Commitment**
  We always give our best effort.
- **Empathy**
  We act with compassion and sensitivity.
- **Appreciation**
  We appreciate different opinions and points of view.
- **Fun**
  We enjoy our lives to the fullest.

These values allow people to transcend limitations and create something greater than themselves, and we are proud that at UCI we live these values every day.

Study at UC Irvine

**CLASSROOM ENVIRONMENT**

<table>
<thead>
<tr>
<th>Students per faculty</th>
<th>19 to 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate classes with:</td>
<td></td>
</tr>
<tr>
<td>fewer than 30 students</td>
<td>71%</td>
</tr>
<tr>
<td>fewer than 50 students</td>
<td>80%</td>
</tr>
</tbody>
</table>

**FULL-TIME INSTRUCTIONAL FACULTY**

| Total faculty | 1,413 |
| Percent women | 37% |
| Percent from minority groups | 28% |
| Percent with the highest degree in their field | 98% |

Future Plans of 2012-13 Graduating Seniors

![Employment Pie Chart](chart1.png)

Employment 65%

Graduate / professional school 27%

Other (military, travel, etc.) 8%

Based on responses to the Graduating Senior Survey administered in Spring 2013.

Student Housing

The quality of student housing at UCI is truly exceptional. The Vista del Campo student apartment complex has won several state and national awards, including “Best Student Housing Apartment Community” from the National Home Builders Association. There are almost 13,000 bed spaces on campus (6,000 of which have been built since 2000) and about 2,750 off-campus spaces within walking distance; as a result, about 50% of students are housed on campus or within a short walk to Aldrich Park.

For students meeting eligibility requirements, UCI guarantees two years of on-campus housing to all new incoming freshmen and one year of on-campus housing to all new incoming transfer students. The campus also guarantees an offer of on-campus housing to every newly-admitted, full-time M.F.A. and Ph.D. student. (M.F.A. students will be provided with two or three years of housing, depending on their program; Ph.D. students will be guaranteed housing for a term of one year less than the normal time to degree for the academic program in which they are enrolled.)

Campus Health and Safety

Located in Irvine, named one of the “ Safest Cities in America” by the FBI for nine consecutive years, UCI wants its students to be happy and healthy. UCI provides an array of health and safety services, including:

- **Student Health Center** — a comprehensive outpatient clinic staffed with licensed physicians, dentists, optometrists, nurses, mental health professionals and other medical personnel;
- **Health Education Center** — providing students with the knowledge they need about health issues;
- **Counseling Center** — providing a broad range of mental health services;
- **CSO Safety Escort Program** — providing escorts between 6 p.m. and 6 a.m.;
- **Campus Assault Resources & Education (CARE)** — providing workshops, training, counseling, and advocacy; and
- **Campus Police** — providing public safety and police services to ensure a safe and secure educational environment. (Click here for the campus security report and statistics.)

One of only 27 universities in the country selected by the Ford Foundation’s Difficult Dialogues Project, UCI’s Imagining the Future program is a unique combination of academic courses, group research competition, projects, and community dialogues that seeks to raise awareness within the campus and the surrounding community of options for resolving some of the most difficult issues surrounding the Israeli-Palestinian conflict.
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.

What follows are selected results from the 2012 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 UCI’s seniors who participated in the survey. (The response rate for all students at UCI was 44% and the response rate of seniors was 43%. These compare to the UC system response rates of 36% and 38%, respectively.) Click [here](#) for more information on the UCUES survey administration and response rates.

### GROUP LEARNING EXPERIENCES IN THE LAST ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped a classmate better understand course material</td>
<td>84%</td>
</tr>
<tr>
<td>Worked outside of class on class projects or studies with classmates</td>
<td>81%</td>
</tr>
<tr>
<td>Reported serving as an officer or leader in a campus organization or club</td>
<td>32%</td>
</tr>
<tr>
<td>Spent at least 6 hours per week participating in student organizations or clubs</td>
<td>29%</td>
</tr>
</tbody>
</table>

### ACTIVE LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spent at least 6 hours per week studying and on other academic activities outside of class</td>
<td>80%</td>
</tr>
<tr>
<td>Reported making class presentations</td>
<td>75%</td>
</tr>
<tr>
<td>Enrolled in at least one independent research course</td>
<td>60%</td>
</tr>
<tr>
<td>Participated in community service</td>
<td>56%</td>
</tr>
<tr>
<td>Assisted faculty with research or a creative activity</td>
<td>56%</td>
</tr>
<tr>
<td>Participated in a study-abroad program</td>
<td>16%</td>
</tr>
<tr>
<td>Participated in an internship</td>
<td>12%</td>
</tr>
</tbody>
</table>

### INSTITUTIONAL COMMITMENT TO STUDENT LEARNING AND SUCCESS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were satisfied with advising by faculty on academic matters</td>
<td>84%</td>
</tr>
<tr>
<td>Reported raising their standards for acceptable effort due to the high standards of a faculty member</td>
<td>82%</td>
</tr>
<tr>
<td>Were satisfied with advising by college staff on academic matters</td>
<td>80%</td>
</tr>
<tr>
<td>Were satisfied with the availability of courses needed for graduation</td>
<td>75%</td>
</tr>
</tbody>
</table>

### EXPERIENCES WITH DIVERSE GROUPS OF PEOPLE AND IDEAS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rated their ability to appreciate, tolerate or understand racial and ethnic diversity as “good” or better</td>
<td>93%</td>
</tr>
<tr>
<td>Rated their ability to appreciate cultural and global diversity as “good” or better</td>
<td>92%</td>
</tr>
<tr>
<td>Gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity</td>
<td>87%</td>
</tr>
<tr>
<td>Gained a deeper understanding of other perspectives through conversations with students of a different nationality</td>
<td>86%</td>
</tr>
</tbody>
</table>

### STUDENT INTERACTION WITH CAMPUS FACULTY AND STAFF

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sought academic help from an instructor or tutor</td>
<td>72%</td>
</tr>
<tr>
<td>Talked with an instructor outside of class about course material</td>
<td>64%</td>
</tr>
<tr>
<td>Worked with a faculty member on a campus activity other than coursework</td>
<td>35%</td>
</tr>
</tbody>
</table>

Most of the UCUES items reported above solicited responses on a six-point scale: Never, Rarely, Occasionally, Somewhat Often, Often, and Very Often. The percentages on this page represent students who responded Occasionally, Somewhat Often, Often, and Very Often to each question.

A view of the Vista del Campo on-campus student apartment complex.
### Learning Outcomes

UC Irvine holds to the fundamental principle that student learning outcomes and their assessment should be locally defined, discipline-specific, and faculty-driven. Through periodic and systematic undergraduate program reviews, student learning outcomes are defined; methods of assessment for these outcomes are identified; evidence of student learning, retention and completion is presented; and analyses by program faculty are undertaken to demonstrate the extent to which students meet the defined outcomes. The faculty use the results of these analyses to improve curricula and pedagogy.

The University of California Undergraduate Experience Survey (UCUES) asks seniors to report gains in academic and life skills during their careers at UC Irvine. What follows are selected results from the 2012 UCUES administration. The results reported below are based on the responses of UCI's seniors who participated in the survey and who entered UC as freshmen. (The response rate for UCI seniors was 43%.)

#### Of those seniors who have accepted a job offer:

- will work in a private, for-profit organization: 71%
- will work in a government or public institution: 14%
- will work in a private, non-profit organization: 11%
- will be self-employed: 3%
- will work in another type of organization: 1%

- job is in the same field as the student's major: 51%
- job is in a field related to the student's major: 24%
- job is in a field not related to the student's major: 25%
- job is in California: 90%
- job is in another U.S. state: 8%
- job is outside of U.S.: 2%

#### Occupational category of those who accepted an offer:

- business and financial / accounting: 23%
- architecture and engineering: 11%
- life, physical and social sciences: 10%
- education, training and library: 8%
- health care and medicine: 8%

Percent who intend, at some time, to pursue a:

- Master's degree (M.A., M.S., M.B.A., M.F.A., etc.): 44%
- Research doctorate (Ed.D., Ph.D.): 14%
- Professional doctorate: medicine (M.D.): 8%
- Professional doctorate: law (J.D. or L.L.B.): 6%
- Teaching credential: 4%

#### Self-Reported Gains in Academic and Life Skills for Seniors (Who Entered UC as Freshmen)

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>When started UC as a freshman</th>
<th>In senior year</th>
<th>Gain while at UCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of a specific field of study</td>
<td>10%</td>
<td>65%</td>
<td>55 pts</td>
</tr>
<tr>
<td>Self-awareness and understanding</td>
<td>30%</td>
<td>73%</td>
<td>43 pts</td>
</tr>
<tr>
<td>Analytical and critical thinking skills</td>
<td>16%</td>
<td>59%</td>
<td>43 pts</td>
</tr>
<tr>
<td>Read and comprehend academic material</td>
<td>17%</td>
<td>58%</td>
<td>41 pts</td>
</tr>
<tr>
<td>Library research skills</td>
<td>11%</td>
<td>51%</td>
<td>40 pts</td>
</tr>
<tr>
<td>Understanding international perspectives</td>
<td>14%</td>
<td>53%</td>
<td>39 pts</td>
</tr>
<tr>
<td>Other research skills</td>
<td>12%</td>
<td>51%</td>
<td>39 pts</td>
</tr>
<tr>
<td>Understanding of personal social responsibility</td>
<td>35%</td>
<td>72%</td>
<td>37 pts</td>
</tr>
<tr>
<td>Ability to write clearly and effectively</td>
<td>17%</td>
<td>53%</td>
<td>36 pts</td>
</tr>
<tr>
<td>Ability to appreciate cultural and global diversity</td>
<td>38%</td>
<td>69%</td>
<td>31 pts</td>
</tr>
<tr>
<td>Ability to appreciate, tolerate and understand racial and ethnic diversity</td>
<td>45%</td>
<td>74%</td>
<td>29 pts</td>
</tr>
<tr>
<td>Ability to speak clearly and effectively in English</td>
<td>50%</td>
<td>71%</td>
<td>21 pts</td>
</tr>
</tbody>
</table>

Most of the data contained in this Profile comes from the Common Data Set (CDS) and several IPEDS surveys. (IPEDS is the U.S. Department of Education’s National Center for Education Statistics, Integrated Postsecondary Education Data System.) The compilation of data for these surveys (the “counting rules”) is governed by standards and definitions that all participating institutions are asked to follow for those surveys. Other reports, although generated from the same basic data as CDS and IPEDS, may produce slightly different numbers because they were prepared using different counting rules. For example, does enrollment include all students or only full-time students? The medical school or just the general campus? Details such as these vary from report to report, depending on each report’s definitions and standards. Consequently, data contained in this Profile may differ slightly from that in other UCI or UC publications. This Profile was prepared by the UC Irvine Office of Institutional Research, with assistance from the Office of Financial Aid and the Division of Undergraduate Education.