

Located in the heart of Orange County in a city named "Safest City in America" for five consecutive years, the University of California, Irvine enjoys the best of what Southern California has to offer: beaches, mountains, deserts, and a broad variety of cultural, entertainment and intellectual activities. At the center of campus, the 21-acre Daniel Aldrich Park creates an oasis of serenity from which buildings radiate in a circular pattern, integrating natural open space with modern structure.

UCI is among the fastest-growing UC campuses, is a member of the prestigious Association of American Universities (AAU), and is consistently

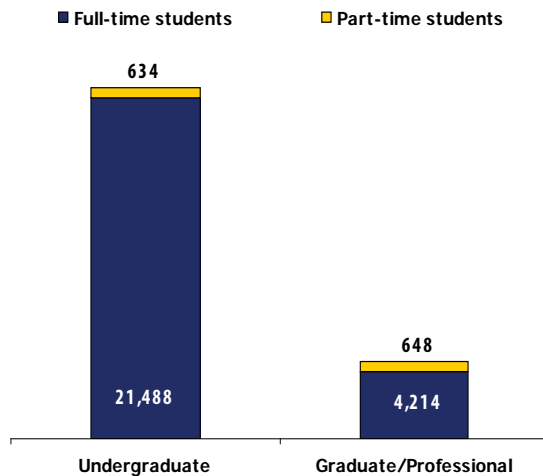
ranked among the nation's best universities, public and private. Recent additions to UCI's growing number of professional schools and programs include public health, pharmaceutical sciences and nursing science programs, as well as a new School of Law that opened in Fall 2009.

UC Irvine is committed to excellence through diversity. It strives to enroll academically talented students representative of the population, including those traditionally underrepresented in various academic fields. UCI's goal of promoting diversity among faculty, students and staff shapes endeavors in teaching, research and public service.

Student Characteristics (Fall 2008) [more](#)

TOTAL NUMBER OF STUDENTS 26,984

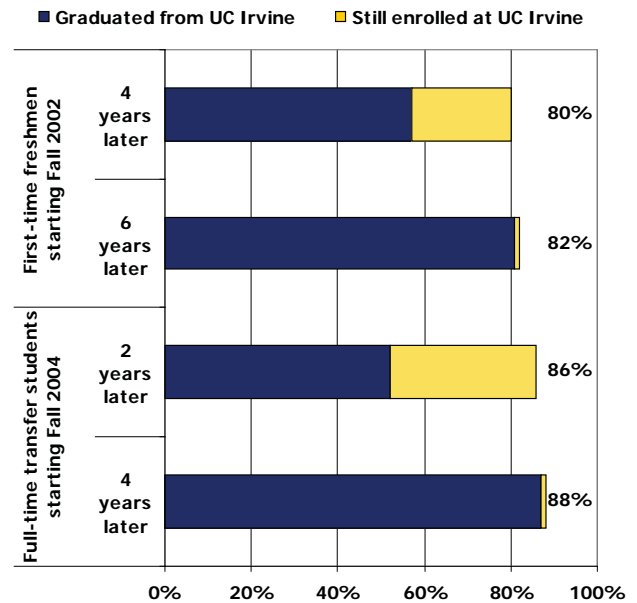
Student level and enrollment status



UNDERGRADUATE PROFILE

Total undergraduates		22,122
Gender		
Women	11,622	53%
Men	10,500	47%
Race / ethnicity		
African-American / Black	498	2%
American Indian / Alaskan native	96	0%
Asian / Pacific-Islander	11,576	52%
Hispanic	2,855	13%
White	5,146	23%
International	603	3%
Race / ethnicity unknown	1,348	6%
Geographic distribution		
California	19,281	87%
Other U.S. states & territories	242	1%
Other countries	2,599	12%
Age		
Average age		21
Percent of undergraduates age 25 or older		4%

Undergraduate Success and Progress Rate



An 80% four-year success and progress rate means that 80% of students starting in Fall 2002 either graduated or were still enrolled four years later.

Counts for the Fall entering classes shown in the graph above:

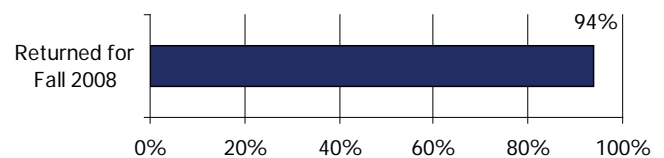
- 3,964 first-time, full-time freshmen in the Fall 2002 cohort
- 1,528 full-time transfer students in the Fall 2004 cohort

For detailed success and progress rate tables, click [here](#).

AVERAGE TIME TO DEGREE OF THE 2007-08 GRADUATING CLASS

- 13.0 elapsed quarters for students who entered as full-time freshmen
- 7.4 elapsed quarters for students who entered as full-time transfers

RETENTION OF FALL 2007 FIRST-TIME, FULL-TIME FRESHMEN

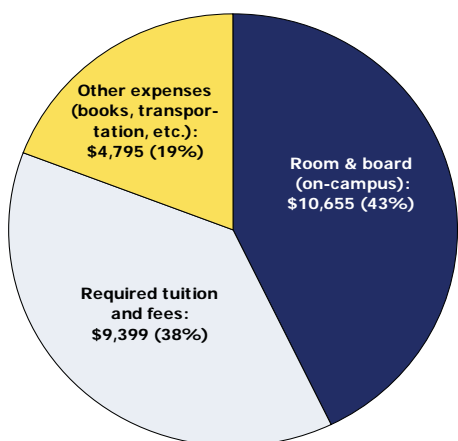


This document provides information about UCI in a format that facilitates comparison to other institutions. Each college has its distinctive mission, strengths, and emphases; a prospective student's challenge is to select the one that best satisfies his or her own interests, abilities and goals. No single document of this type can provide a complete picture of college life, and we encourage you to follow the provided links to learn more about various aspects of our campus and the student experience at UCI. To get a complete picture of what it would be like to be an Anteater, we encourage you to visit our campus and take one of our tours.

Costs of Attendance and Financial Aid [more](#)

TYPICAL 2009-10 TOTAL UNDERGRADUATE COST PER YEAR WITHOUT FINANCIAL AID: \$24,849

(for full-time, in-state students living on campus; includes optional health insurance of \$681 per year)



For more details on the cost of attendance, click [here](#).

Click [here](#) to get an *estimate* of your 2009-10 UCI financial aid.

FINANCIAL AID AWARDED TO UNDERGRADUATES

Overall Financial Aid (2008-09)

- During the 2008-09 academic year, 61% of UC Irvine undergraduates received financial aid (including student and parent loans); the average award was \$15,254.

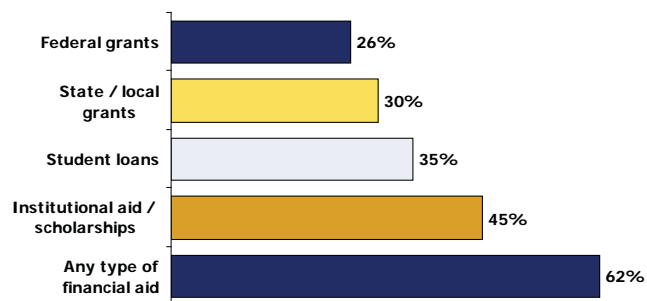
Need-Based Grants and Scholarships (2008-09)

- 45% of Fall 2008 UC Irvine undergraduates received need-based scholarships or grant aid; the average award was \$11,353.
- 28% of UC Irvine undergraduates received Pell Grants.

Loans (2007-08 graduating class)

- Among students who graduated from UC Irvine in 2007-08 and started as freshmen, 46% borrowed while enrolled at UCI. The average cumulative debt at graduation for these borrowers was \$14,323. (All figures exclude parent loans.)

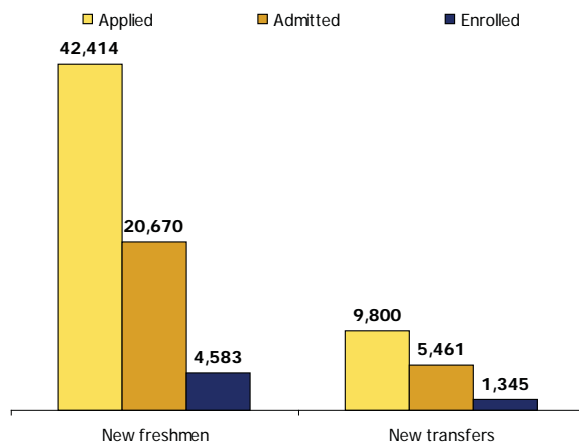
PERCENT OF FALL 2007 FRESHMEN RECEIVING EACH TYPE OF FINANCIAL AID



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.

Undergraduate Admissions [more](#)

FALL 2008 APPLICANTS, ADMITS, AND ENROLLEES



Tests required for admission: SAT or ACT

Middle 50% of SAT score range:

Math	570 — 670
Critical reading	520 — 630
Writing	520 — 630
Composite	1630 — 1910

(50% of entering freshmen have scores within the range listed; 25% have scores above; and 25% have scores below)

Middle 50% of GPA ranges:

Freshman high school GPA (4.4-point scale)	3.69 — 3.95
Transfer student GPA (4-point scale)	3.09 — 3.56

(50% of entering students have GPAs within the ranges listed; 25% have GPAs above; and 25% have GPAs below. For freshmen, UCI assigns an extra grade point for honors, AP, IB, or college-level courses taken in high school, but only for a maximum of 8 semester-long courses. This produces a "weighted capped" scale whose maximum is about 4.4 points.)

Areas of Study and Degrees [more](#)

UCI offers 84 undergraduate majors and 59 undergraduate minors.

Degrees awarded at UCI in 2007-08:

Bachelor's	5,527
Master's	1,013
Research doctorates (Ed.D., Ph.D.)	372
Professional doctorates (M.D.)	92
Total	7,004

Undergraduate degrees awarded in 2007-08:

Social Sciences / Social Ecology	53%
Biological Sciences	14%
Humanities	12%
Engineering / Information and Computer Science	11%
Arts	5%
Physical Sciences	4%
Public Health	1%
Total	100%

Undergraduate Academic Excellence Experiences [more](#)

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 200 students have been awarded prestigious scholarships, including 51 students who have been selected National Science Foundation Fellows, 31 Fulbright Fellows, 30 Barry M. Goldwater Scholars, and 6 Harry S. Truman Scholars.

Study Abroad

Curious to explore the crossroads of Europe, the Middle East, Asia, or Latin America? Want to immerse yourself in the 42 different languages of Ghana? Aspire to study marine science in the coral reefs of Australia? UCI students can study and learn abroad in almost any country in the world. Students can choose from year-long, semester or summer programs to immersion programs that focus primarily on language and culture, all at a cost comparable to studying at UCI. About 900 students will study abroad during the 2009-10 academic year.

Undergraduate Research Opportunities Program [more](#)

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 [more](#)

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 20% of the student body. Nearly 20 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 45-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:

- 2 Nobel laureates
- 2 Medal of Science recipients
- 24 National Academy of Science members
- 5 National Academy of Science–Institute of Medicine members
- 10 National Academy of Engineering members
- 35 American Academy of Arts and Sciences members
- 59 Fulbright scholars
- 36 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 [more](#)

UC Irvine has nearly 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 70 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

53% of Irvine seniors have assisted faculty with research or creative activity. (Source: UCUES 2008 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 [more](#)

CLASSROOM ENVIRONMENT

Students per faculty	19 to 1
Undergraduate classes with:	
fewer than 30 students	70%
fewer than 50 students	81%

FULL-TIME INSTRUCTIONAL FACULTY

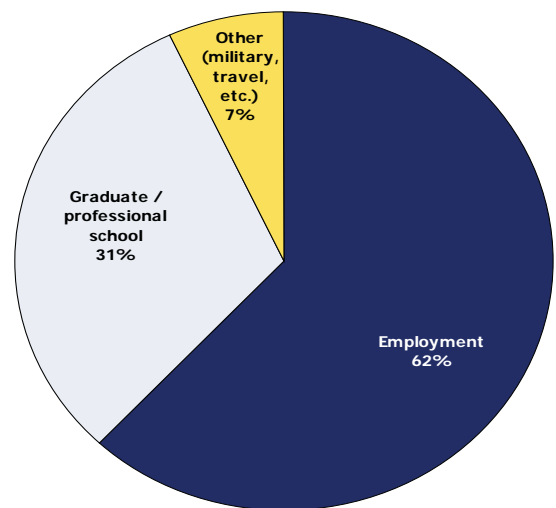
Total faculty	1,520
Percent women	34%
Percent from minority groups	27%
Percent with the highest degree in their field	98%

Student Housing [more](#)

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 more than 10,500 bed spaces on campus (4,000 of which have been built since 2000) and approximately 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.)

Future Plans of 2008-09 Graduating Seniors



Based on responses to the Graduating Senior Survey administered in Spring 2009.

Campus Health and Safety

Located in Irvine, named the "Safest City in America" by the FBI for five consecutive years, UCI wants its students to be happy and healthy. The campus makes an array of health and safety services available, 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.

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.

What follows are selected results from the 2008 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 40% and the response rate of seniors was 39%. These compare to the UC system response rates of 39% and 38%, respectively.) Click [here](#) for more information on the UCUES survey administration and response rates.

GROUP LEARNING EXPERIENCES IN THE LAST ACADEMIC YEAR

- Helped a classmate better understand course material 80%
- Worked outside of class on class projects or studies with classmates 76%
- Reported serving as an officer or leader in a campus organization or club 30%
- Spent at least 6 hours per week participating in student organizations or clubs 23%

ACTIVE LEARNING EXPERIENCES

- Spent at least 6 hours per week studying and on other academic activities outside of class 77%
- Reported making class presentations 71%
- Participated in community service in 2007-08 65%
- Enrolled in at least one independent research course 56%
- Assisted faculty with research or a creative activity 53%
- Participated in an internship 19%
- Participated in a study-abroad program 10%

INSTITUTIONAL COMMITMENT TO STUDENT LEARNING AND SUCCESS

- Reported raising their standards for acceptable effort due to the high standards of a faculty member 84%
- Were satisfied with advising by faculty on academic matters 83%
- Were satisfied with the availability of courses needed for graduation 78%
- Were satisfied with advising by college staff on academic matters 77%

STUDENT SATISFACTION

- Reported that their campus had a strong commitment to undergraduate education 88%
- Were satisfied with their overall academic experience 85%
- Would choose to attend this institution again 81%
- Were satisfied with the value of their education for the price they paid 71%

EXPERIENCES WITH DIVERSE GROUPS OF PEOPLE AND IDEAS

- Rated their ability to appreciate, tolerate or understand racial and ethnic diversity as "good" or better 95%
- Rated their ability to appreciate cultural and global diversity as "good" or better 92%
- Gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity 86%
- Gained a deeper understanding of other perspectives through conversations with students of a different nationality 85%

STUDENT INTERACTION WITH CAMPUS FACULTY AND STAFF

- Sought academic help from an instructor or tutor 72%
- Talked with an instructor outside of class about course material 61%
- Worked with a faculty member on a campus activity other than coursework 32%

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.

2009 Graduating Senior Survey

Of those seniors who have accepted a job offer:

- will work in a private, for-profit organization 63%
- will work in a government or public institution 20%
- will work in a private, non-profit organization 10%
- will work in another type of organization 3%
- will be self-employed 3%

- job is in the same field as the student's major 38%
- job is in a field related to the student's major 26%
- job is in a field not related to the student's major 36%

- job is in California 89%
- job is in another U.S. state 5%
- job is outside of U.S. 6%

Occupational category of those who accepted an offer:

- business and financial / accounting 17%
- healthcare / medical 15%
- education, training and library 12%
- marketing and sales 9%
- life, physical and social sciences 9%
- computer and mathematical 6%

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

- Master's degree (M.A., M.S., M.B.A., M.F.A., etc.) 60%
- Research doctorate (Ed.D., Ph.D.) 22%
- Professional doctorate: medicine (M.D.) 12%
- Professional doctorate: law (J.D. or L.L.B.) 11%
- Teaching credential 9%

(The total exceeds 100% because students could provide more than one response)

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 2008 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 39%.)

SELF-REPORTED GAINS IN ACADEMIC AND LIFE SKILLS FOR SENIORS (WHO ENTERED UC AS FRESHMEN)

	Percent rating skills as "Very Good" or "Excellent"		
	When started UC as a freshman	In senior year	Gain while at UCI
Understanding of a specific field of study	8%	75%	67 pts
Analytical and critical thinking skills	22%	72%	50 pts
Read and comprehend academic material	20%	70%	50 pts
Self-awareness and understanding	26%	73%	47 pts
Understanding international perspectives	10%	55%	45 pts
Other research skills	9%	54%	45 pts
Library research skills	10%	53%	43 pts
Ability to write clearly and effectively	19%	60%	41 pts
Understanding of personal social responsibility	35%	73%	38 pts
Leadership skills	19%	53%	34 pts
Ability to appreciate cultural and global diversity	39%	69%	30 pts
Ability to appreciate, tolerate and understand racial and ethnic diversity	49%	77%	28 pts
Ability to speak clearly and effectively in English	53%	75%	22 pts

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 Office of Research and Evaluation in the Division of Undergraduate Education.

