

University of California, Riverside

Accountability Profile

ABOUT UC RIVERSIDE

Mission

The University of California, Riverside serves the needs and enhances the quality of life of the diverse people of California, the nation and the world through knowledge – its communication, discovery, translation, application, and preservation. The undergraduate, graduate and professional degree programs; research programs; and outreach activities develop leaders who inspire, create, and enrich California's economic, social, cultural, and environmental future.

With its roots as a Citrus Experiment Station, UC Riverside is guided by its land grant tradition of giving back by addressing some of the most vexing problems facing society. Whether it is assuring a safe, nutritious, and affordable food supply; stimulating the human mind and soul through the humanities and arts; or finding solutions to the profound challenges in education, engineering, business, healthcare, and the environment, UC Riverside is living the promise.



“The notion of promise is important to me. The importance of living the promise is even more so, as this requires action and expects high levels of achievement.”

*Chancellor Timothy P. White
Inaugural Address, March 17, 2009*

UC Riverside’s achievements include:

- ☑ Serving as an economic engine for the state and region. In 2008, UCR contributed \$1.2 billion into the economy, a 5:1 return on state investment.
- ☑ Maintaining social relevance, for which Washington Monthly (2007) ranked UCR 15th in the nation. Factors considered included the degree to which UCR is an engine for social mobility, promotes service to the country, and fosters scientific and humanistic research.
- ☑ Providing a model as a public research university that combines diversity and excellence. The 2009 U.S. News and World Report rankings placed UCR 5th in the nation for the diversity of its undergraduate population.
- ☑ Combining affordability and access. The Princeton Review named UCR as one of America's Best Value Colleges, lauding the campus for its small class sizes, helpful and friendly professors, and strong pre-medical education.
- ☑ Achieving scholarly productivity. According to the Faculty Scholarly Productivity Index (2007), UCR ranked 3rd in the nation in environmental sciences, 4th in both soil science and entomology, 5th in natural resources and conservation, and 10th in both plant pathology and botany and plant biology.
- ☑ Being a growth campus of choice and access. Fully 94 percent of incoming students made UCR their campus of choice; the remaining six percent come from the referral pool, as provided for in California's Master Plan for Higher Education.
- ☑ Serving the underserved. In 2008, UCR became the first in the UC system to receive the federal education designation of Hispanic-Serving Institution. Subsequently, the campus won a \$3.3 million federal grant to bring more Hispanic and low-income transfer students into the STEM fields.

Goals

The following goals were identified as part of UCR's five-year plan:

Achieving the Profile of an AAU Member Institution – UCR is widely recognized as a campus on the move. Our intent is to move from prominence to preeminence. The indicators used to assess our progress are the quantitative measures used by AAU in evaluating institutions for membership.

Expanding Community Engagement – UCR has long enjoyed a strong relationship with its community and region. An important long-range goal is to capitalize on this relationship by partnering with our community to effectively utilize and apply the university's knowledge, resources, and expertise to mutually address the needs and problems facing our society. In so doing, we will bring value not only to our community, but to our faculty and students as well.

Managing Growth with Excellence and Diversity – With its highly diverse undergraduate population, UCR plays a unique role within the UC system. Through a variety of programs aimed at student success, UCR will increase retention and six-year graduation rates, grow the number of underrepresented minority students in STEM fields, and become even more of a residential campus of choice.

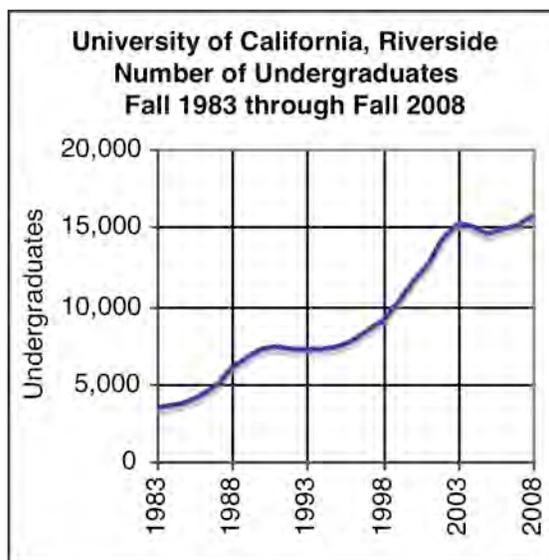
Developing Additional Revenue Sources – UCR currently receives approximately 44 percent of its funding from state general funds. Given the current economic situation, this dependency on state funding makes the campus increasingly vulnerable to budget cuts. We aspire to reduce this dependency, by both developing new revenue streams and by expanding existing non-state sources of revenue.

Launching New Professional Schools – UCR aspires to launch a UC-quality, research-based School of Medicine by fall 2012. The School will help to address a dire shortage of physicians in Inland Southern California by training a diverse physician workforce. In addition, UCR will launch a new School of Public Policy, focusing on the environment, immigration and population dynamics, higher education, and health, with a special emphasis on diversity.

UCR at a Glance

In fall 2008, UC Riverside reached its largest enrollment ever, at 18,079 students, a 4.5 percent increase from fall 2003 and a more than 70 percent increase in the last decade. Graduate enrollment grew from 11.4 percent of the overall student population in 2003 to 12.8 percent, or 2,317 students, in fall 2008.

UCR currently has three colleges, two schools, and a division of biomedical sciences. Together they offer 80 bachelor degree programs, 46 masters degree programs, 38 Ph.D. programs, and 17 California teaching and administrative credential programs. Between 2003 and 2008, the total number of degrees conferred increased 41 percent; during this period, the number of Ph.D.s granted increased by 85 percent. In 2008, the UC Board of Regents approved the formation of two new schools, a School of Medicine and a School of Public Policy.



UNDERGRADUATE ACCESS AND PREPARATION

UC Riverside maintains an unfailing commitment of service to the people of California, both by ensuring that it remains accessible and by making a positive contribution to California youth through academic preparation programs. Again, this commitment is rooted in UCR's land grant mission as the "people's University," and is particularly important given that UCR's service area has one of the lowest college-going rates in the state.

Diversity

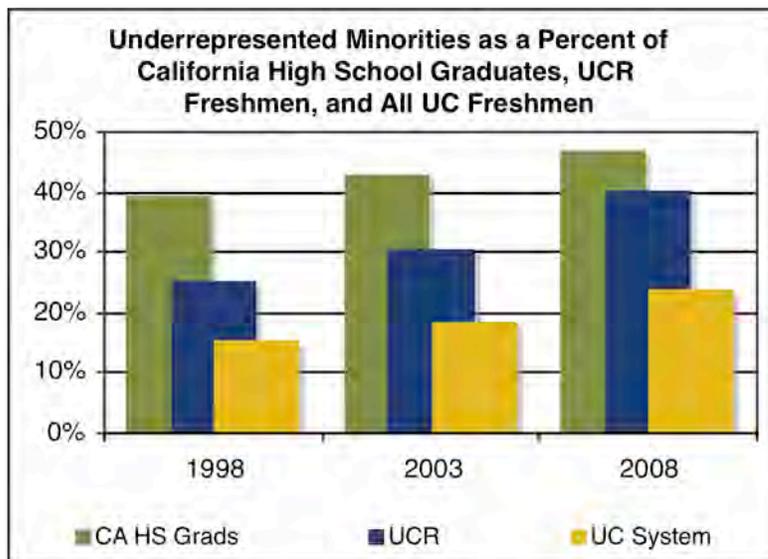
With 98 percent of its undergraduate students California residents, UCR reflects the diverse face of the state – ethnically, economically, educationally, and geographically. The table below provides the breakdown for undergraduate students as of fall 2008.

Ethnicity	Enrollment Proportion
Asian American & Pacific Islander	40.2%
Chicano/Latino	27.8%
White	17.1%
African American	7.8%
Native American	0.4%
Other / Not Reported	6.7%

Last year close to half (46.8 percent) of California's public high school graduates were African American, Chicano/Latino or American Indian, groups defined as "underrepresented" based upon their traditionally low UC eligibility rates. In 2008, 40.2 percent of UCR freshmen from California public high schools were

underrepresented minorities, compared to 24.0 percent in UC overall. In the last decade UCR has made steady progress in increasing the proportion of underrepresented minority freshmen; the gap at UCR relative to California public high school graduates was cut in half since 1999 even as the proportion of underrepresented minorities among California's public high school graduates grew over the same period. The graphic below parallels Indicator 3.1 of the Accountability Framework, but includes data for UCR.

Thus, in both the classroom and informal settings, UCR students are likely to encounter the kind of "critical mass" of students from different backgrounds that enhances learning and will serve them well in tomorrow's work force. UCR also contributes to social mobility in California, with more than half (56 percent) of UCR students the first in their families to attend college, compared to 46 percent for the UC system (Accountability Indicator 4.9).



Academic Preparedness

UC Riverside's growing reputation for academic excellence, access, and diversity is evident in that freshmen applications from California residents increased from 9,341 in 1995 to 29,097 in 2008, a remarkable three-fold increase that outpaced application growth at all other UC campuses. Increasingly UCR is a campus of first choice. For fall 2009, undergraduate applications are up 7.6 percent, compared to a 4 percent increase systemwide.

UCR students are academically talented. In 2008 the mean high school GPA for the entering class was 3.42 and the average SAT was 1051 (Math + Critical Reading), which is similar to preparation levels for the entering class in recent years. Nevertheless, slightly more than half of entering first-year students take preparatory work in writing, mathematics, or both to bring them to the level of performance necessary to succeed at UC (Undergraduate Education Placement Results, fall 2008).

Through educational partnership programs such as the ALPHA Center, UCR works with local school districts and schools with the goal of improving performance in the fields of mathematics and science. Likewise, the MESA office at UCR's Bourns College of Engineering – part of the statewide Mathematics Engineering Science Achievement program – brings hundreds of disadvantaged middle and high school students to a competition on campus and supports these youth in their aspirations to become budding scientists and engineers.

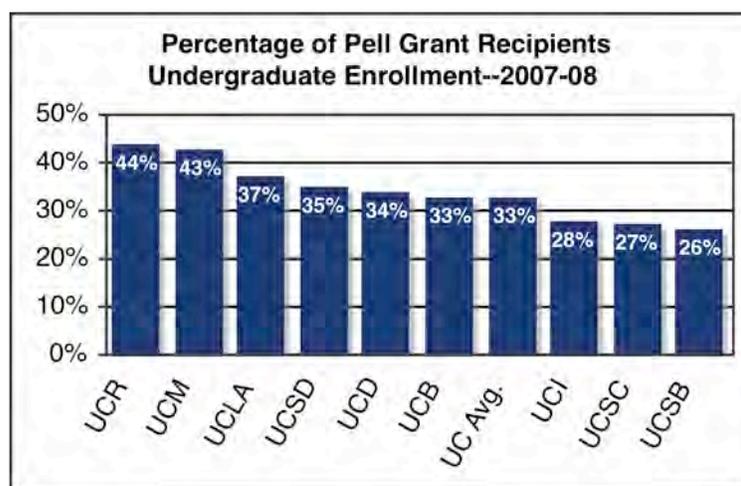
Community College Transfers

Another critical pathway under the Master Plan is transfer from California Community Colleges. Nine of ten UCR transfer students come from the California Community Colleges, and about half of UCR's transfer students come from Riverside and San Bernardino counties (counties that have low rates of sending students to college as freshmen). Transfer students enter UCR with an average GPA of 3.0. The proportion of underrepresented minority students in the transfer class is comparable to UCR's freshmen class, and most of UCR's transfers are also first generation college students.

The vast majority of UC undergraduates who served in the military or are on active duty enter through the transfer route. Relative to the size of its entering transfer class, UCR does better than the system as a whole in enrolling transfer students who are Veterans.

Affordability and Access

UCR is a national leader among research institutions with respect to access for low-income students (see chart to the right, similar to Indicator 2.4). In 2007-08, 44 percent of UCR undergraduates received Pell Grants, compared to 33 percent for the UC system (Indicator 8.7). The proportion of Pell Grant recipients at UCR is also double to triple levels found at UC's Comparison 8 institutions.



In all, about three-quarters of UCR's undergraduate students receive some form of financial aid from the university. Moreover, 56.4 percent are employed on and/or off campus, and employed UCR students

average 16.3 hours per week (above the systemwide average of 14.2 hours) to help support themselves and, in some cases, their families (UCUES, 2008).

UNDERGRADUATE STUDENT EXPERIENCE

Many UCR students arrive on campus from backgrounds of low socio-economic status and limited opportunity for academic achievement. In light of this, UCR clearly brings value added to the students' educational experience. The first to second year retention rate is slightly more than 84 percent, much higher than the nationwide average of 73 percent for public research/doctoral level institutions, albeit lower than other UC campuses (ACT, 2008; Indicator 7.5, UC Accountability Report 2008). Six year graduation rates hover around the national average of 65 percent (or 68 percent, including students transferring to another UC).

University of California, Riverside Retention and Graduation Rates Fall 2002 Entering Freshmen		
Ethnicity	First Year	Six Year Graduation
African American	92.8%	73.9%
Asian American & Pacific Islander	86.6%	65.3%
Chicano/Latino	81.5%	61.6%
White	83.6%	61.5%
All New Fall 2002 Freshmen	84.9%	64.3%

A point of pride for UCR is the relative parity of retention and degree completion among racial and ethnic groups for the 2002 freshman class (see above). Likewise, for the 1998-2001 freshman classes (not shown), the gap in graduation rates between White students and African Americans was only 3.4 points (UC system = 11.9 point gap), and there was no gap between Chicano/Latinos and Whites (UC system = 7.9 point gap). UCR transfer students generally perform at least as well academically as do continuing UCR students, in terms of retention, grades in the same courses and graduation rates.

While UCR undergraduates may differ somewhat from their counterparts at other UC campuses in terms of background characteristics, once students arrive at Riverside, their overall student experiences on campus closely resemble the experiences of undergraduates across the UC system (UCUES 2008):

Question:	UCR	UC
• My campus has a strong commitment to undergraduate education	89%	87%
• I feel valued as an individual on this campus	73%	70%
• I feel that I belong at this campus	82%	84%

Likewise, UCR undergraduates report making appreciable gains in the acquisition of academic skills during their years of study on the campus (UCUES 2008). The percent of UCR students who report levels of "very good" or "excellent" in the following areas was:

	As Freshmen*	As Seniors*
• Analytical and critical thinking skills	24% (27%)	65% (65%)
• Understanding of specific field of study	11% (10%)	62% (63%)

*UC systemwide averages in parentheses

How does UC Riverside accomplish these outcomes, given the economic and educational profile of our student population? The campus understands that successful transition from high school to university academics is crucial, and prioritizes undergraduate student success. To

increase first to second year retention and decrease time to degree, academic engagement programs are tailored to the needs and concerns of entering first year students and new transfers, including first year learning communities, supplemental instruction, early alert programs, and success series workshops. Changes to the academic advising system have created a reasonable student-advisor ratio and incorporate student development theory into advising practice. To balance their studies and grow personally, students are encouraged to become involved in co-curricular, professional, cultural and social activities.

GRADUATE STUDIES

At UC Riverside the number of graduate and professional students enrolled has increased by 18 percent since 2003 and 67 percent since 1998. The campus has experienced a significant increase in the number of women enrolled in several discipline areas between 2003 and 2008. Biomedical sciences has increased its number of women from 50 percent to approximately 77 percent of its total enrollment in the past five years; in engineering the number of women has increased from approximately 23 percent to nearly 27 percent. The percentages of women enrolled in the humanities, arts, and social sciences (54 percent); management (55 percent) and the natural and agricultural sciences (43 percent) have remained relatively stable during this time.

UCR has seen a 26 percent increase in the total number of African-American, Asian, Native American, and Latino students in UCR's graduate and professional programs since 2003. The percent of the total graduate population that identifies as members of those ethnic groups is 30.8 percent of our total domestic graduate enrollment. In STEM fields, underrepresented minorities (African Americans, Native Americans, Chicano/Latinos) have increased 108 percent since 2003, and now comprise more than 14 percent of the total domestic student enrollment, which is up from 10 percent in 2003. Campus-wide URM numbers have increased 37 percent and now make up 15 percent of total domestic enrollment. In comparison, underrepresented minority graduate enrollment for the UC system is slightly less than 12 percent (2007 figures).

As shown to the right, degrees awarded at both the masters and doctoral level increased from the 2002-03 academic year by 19.6 percent and 85.1 percent respectively.

UCR continues to increase the number of masters and doctoral degrees it awards in STEM fields. The proportion of masters degrees conferred in these fields is 27 percent, which is significantly higher than the national average of 16 percent. The percentage of doctoral degrees in these fields is 66.1 percent at UCR, while the national average is 44 percent.

University of California, Riverside Graduate Degrees Conferred 2002-03 and 2007-08			
Degree Type	2002 03	2007 08	Percent Change
Masters	311	372	19.6%
Doctoral	121	224	85.1%

Time to Degree

During the past three years, masters students at UCR have required between 1.9 and 2.1 years, on average, to complete their degrees. Doctoral students have required 5.2 years. Both of these are consistent with the normative times to degree expected by UCR graduate programs and at peer institution averages.

Graduate Placement in Academe

Over the past three years, placements for students from the College of Humanities, Arts, and Social Sciences into positions in academe have averaged 54 percent of those reporting. Similar

placements for reporting students from the College of Natural and Agricultural Sciences have averaged 40 percent. Both of these percentages have been generally trending upward during the past ten years. In Bourns College of Engineering, placements in academia are somewhat lower (16 percent of those reporting). However, many graduate students in engineering seek professional or technical positions outside of academe. Placement in such areas has averaged 33 percent of those reporting and also has been trending upwards over the past five years. Overall employment figures for our graduate students have also been tending upward. On average since 2003, 77 percent of all those reporting in the College of Humanities, Arts and Social Sciences are employed, 75 percent in the College of Natural and Agricultural Sciences, and 69 percent in Bourns College of Engineering.

Expanding Available Programs

UCR currently accepts students into 46 graduate programs, most of which offer both masters and doctoral degrees. Since the start of the 2005-06 academic year, new programs have been launched in Bioengineering, Ethnic Studies, Religious Studies, and Southeast Asian Studies. The Music program added a Ph.D. degree, and the UCR Palm Desert Graduate Center initiated programs in both Management and Creative Writing. Creative Writing also established a concentrated residency program.

Two highly anticipated expansions to graduate education at UCR are the recently approved schools of Medicine and Public Policy. The School of Medicine will improve health care in this medically underserved part of the state, as well as increase the diversity of the physician workforce. At maturity, this school will have 400 M.D. students and 160 Ph.D. students. The School of Public Policy will address regional, state, and national needs, including immigration, land use and the environment, higher education, and health policy. This school will offer both masters and Ph.D. degrees and, when mature, is expected to enroll 170 graduate students.

FACULTY AND INSTRUCTION

Student-faculty ratios are a key measure of academic quality, and this is an area where UCR has made recent progress. A contributing factor to this progress is that between 1998 and 2008—a period of significant student enrollment growth—UCR increased its headcount of ladder-rank faculty members by nearly two-thirds. The trend in UCR's actual (and budgeted) student faculty ratio is shown in Accountability Indicator 7.6.

One challenge for Riverside is that our actual student-faculty ratio is approximately 15 percent higher than the ratio at the non-growth UC campuses. This is attributable to the previously used (and richer) funding allocation rules that were advantageous for campuses with large numbers of graduate students.

University of California, Riverside Ladder Rank Faculty – by Gender and Ethnicity Projected Totals for 2008-09		
Gender/Ethnicity		Percent
Female	224	31.0%
Male	499	69.0%
African American	23	3.2%
American Indian	4	0.6%
Asian American	135	18.7%
Chicano/Latino	38	5.3%
White	497	68.7%
Unknown/Undeclared	26	3.6%
Total Ladder Rank Faculty	723	100.0%

Faculty Diversity

UCR reaffirms the UC Statement on Diversity adopted by the Assembly of the Academic Senate in 2006 and endorsed by the Regents in 2007, which includes recognition of the “acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.” UCR’s faculty diversity has improved modestly in recent years (Accountability Framework Indicators 7.2 and 7.4). Currently 31 percent of Riverside’s ladder rank faculty members are women, up from 25 percent in 2003. Combined, African Americans, Latinos, Asian, and American Indians comprise 28 percent of UCR faculty members. UCR is committed to enhancing the faculty diversity pipeline through programs such as the Chancellor’s Postdoctoral Fellowships for Cultivating Diversity in the STEM fields.

Faculty Awards and Honors

The UC Riverside faculty makes an immense contribution to society through the advancement of knowledge. UCR faculty members have won numerous national awards and been named to the most prestigious academic societies in the nation. For example, the 2008 class of fellows for the American Association for the Advancement of Science included thirteen UCR faculty members. The table below (similar to Accountability Indicator 7.11) displays several awards and honorary memberships.

UCR recognizes individual faculty members and its institutional commitment to teaching and faculty excellence through its award programs. These include teaching, research and service awards determined by Academic Senate committees, awards based upon nominations by deans (e.g., UCR Academy of Distinguished Teachers) and awards chosen by the Chancellor or Executive Vice Chancellor based on advisory committees (e.g., Eminent Scholar and University Scholar programs). The quality of instruction at UCR is also corroborated by students’ self-reported gains in academic skills described earlier in the section on the undergraduate experience.

University of California, Riverside Faculty Recipients of Honorary Memberships or Awards	
Memberships in:	Number
American Association for the Advancement of Science	120
American Chemical Society	9
American Council of Learned Societies	16
Entomological Society of America	23
Ford Foundation Fellowships	13
Fulbright Scholarships	38
Guggenheim Fellowships	20
National Academy of Sciences	4
National Endowment for the Humanities	30
NSF Early Career Development Program	16
Sloan Fellows	13

Note: Excludes emeriti, retired, former, or deceased faculty.

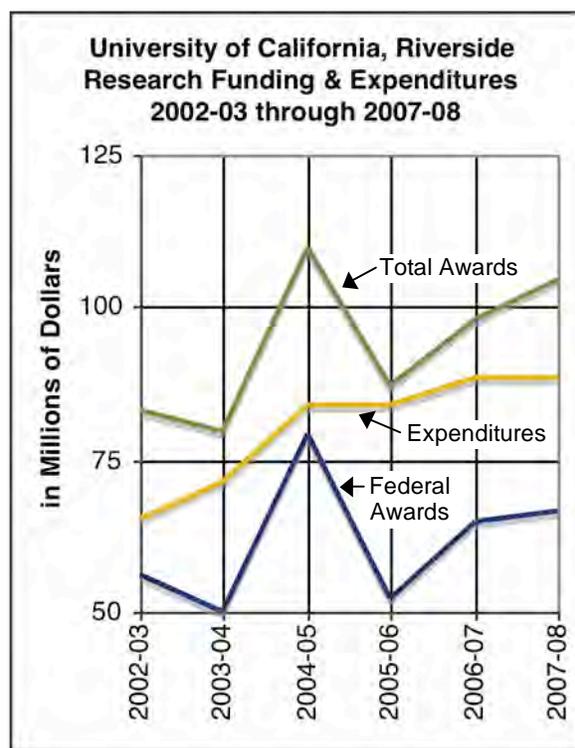
RESEARCH AND TECHNOLOGY TRANSFER

For fiscal year 2008, sponsored funding for contracts and grants awarded to UCR faculty, staff and students totaled \$104.7 million. This represents a 7 percent increase over sponsored funding for FY 2007, and nearly 32 percent growth since FY 2004. Funding received from federal agencies increased by 3 percent over the previous year, for a total of \$66.7 million. The

National Science Foundation continues to be the major federal funding agency, providing UCR with \$20.6 million in FY 2008, a 14 percent increase over the previous fiscal year.

State sponsors also contributed significantly to this year's overall increase by providing \$11.2 million, an increase of 37 percent over the previous year. Similarly, funding from non-profits and other governmental sponsors substantially contributed to this year's increase with a combined total of almost \$15.6 million, representing a 12 percent increase over the previous year. As the only Hispanic Serving Institution in the UC System, UC Riverside ranks 3rd nationally in terms of research expenditures at Hispanic Serving Institutions.

UCR has more than 30 research units, including the College of Engineering-Center for Environmental Research and Technology, the Edward J. Blakeley Center for Sustainable Suburban Development, the Center for Conservation Biology, the Institute for Integrative Genome Biology, the Stem Cell Center, the Center for California Native Nations, and the Center for Ideas & Society. The campus is also headquarters to several systemwide programs, including the Water Resources Center, Natural Reserve System, UC Institute for Mexico and the United States (UC MEXUS), and the Agricultural Experiment Station.



Technology Transfer: Between FY 2003 and FY 2008, UCR's performance improved on all technology transfer measures. This may be due in part to the transfer of intellectual property management to the campus in 2008. The number of new invention disclosures increased 80 percent to 63, the number of active options and licenses grew 100 percent to 204, and gross revenue from intellectual property grew to \$1.5 million, an increase of almost 80 percent.

RESOURCES, EFFICIENCY, AND PRODUCTIVITY

Funding Trends and Efficiencies

More than the UC system as a whole, the Riverside campus relies heavily on state general funds; this funding stream accounted for 44 percent of the campus' total expenditures in fiscal year 2007-08. As shown on the chart to the right, UCR's reliance on state general funds has been reduced by only two percentage points during the past five years, while over this same time period increased expenditures have been seen in tuition and fees (2 percent) and other sources (3 percent).

Fund Source	2002 03	2007 08
State General Funds	46%	44%
Tuition and Fees	18%	20%
Government Funds	20%	17%
Other Sources	16%	19%

When comparing UCR to similar UC campuses without medical schools, UCR is more reliant on state general funds than UCSC (40 percent) and UCSB (37 percent), while being very comparable in the government and tuition and fees funding expenditures categories. The other sources expenditure category (which contains private gifts, sales and service, reserves, and auxiliary enterprises expenditures) represents a much larger percentage of the total at UCSC (23 percent) and UCSB (25 percent) as compared to UCR (19 percent).

State support per student FTE declined between FY 2002-03 and FY 2007-08. Over that time period, state support per student FTE (MCOI, or marginal cost of instruction) dropped from \$10,934 (when adjusted for inflation) to \$10,586, representing an effective 3.18 percent decrease. In part because of the decrease in state support, tuition increased from \$4,339/year (adjusted for inflation) to \$6,636/year for an undergraduate resident student. This increase represents a 52.93 percent increase over a five year period.

Space Productivity

UC Riverside increased productivity of space between FY 2003 and FY 2007. The Education and General (E&G) assignable square feet per full-time equivalent student increased slightly, from 129 in FY 2003 to 136 in FY 2007. During this period, the average weekly hours of classroom and class lab utilization was consistently high. Between 2003 and 2007, classroom utilization averaged 98 percent, based on guidelines established by the California Postsecondary Education Commission (CPEC). In the same timeframe, class labs were utilized an average of 104 percent, based on CPEC guidelines.

UC Riverside has steadily increased the average number of research dollars per square foot of E&G research space. In FY 2007, UC Riverside generated \$154.17 in research expenditures per square foot of research space compared with \$148.08 in FY 2003.

Capital Investments

UC Riverside's capital program between 2003 and 2007 emphasized strategic investment of state and non-state resources to support UCR's teaching, research, and public service mission. Investment in academic, research, support facilities, and infrastructure totaled almost \$300 million during this period. Funding included \$223 million in state funds and approximately \$77 million in non-state funds. These investments yielded 369,078 ASF of new space and 158,708 ASF of renovated space, as well as replacement of obsolete campus utility systems with more efficient infrastructure. Within the same timeframe, UCR realized investments totaling more than \$168 million of fee funded facilities to enhance student life and campus community life. These investments included 455,821 ASF of new student housing (1,200 beds), and dining and hospitality facilities for students, faculty, and staff.



Philanthropy

Building long-term relationships with alumni, donors, prospective donors, and friends is essential to UCR's institutional mission. Ultimately, success on this front contributes to the future of the campus – UCR's ability to attract and retain the finest faculty from around the

world, to attract and support diverse and outstanding undergraduate and graduate students, and to serve the region of Southern California as an economic engine of new ideas and resources.

UCR has been late in making Advancement and its operational elements an integral part of the campus. Increased investment at UCR in the last 10 years, however, has begun to pay off. Through gifts and prudent investing, in less than a decade the UC Riverside Foundation Endowment and Endowment held by the Regents on behalf of the campus have grown from \$50 million to more than \$122 million. In little more than two decades, UCR went from having one endowed chair to nearly 40 today.

The number, loyalty and generosity of UCR's donors continue to grow as a result of the continued investment in the advancement mission. As the campus accounts for cumulative gifts to our institution over time, these results stand out:

- Six donors have given cumulative gifts of \$10 million; four have given \$8 million or more.
- Seventy donors have given between \$1 million and \$10 million; and 5 more have given \$800,000 or more.
- From 1994-95 to 2000-01, average campus outright gifts and pledges stood at \$15 million per year. Between 2001-02 and 2007-08 average campus outright gifts and pledges stood at nearly \$24 million per year, which begin to reflect recent investments made in Advancement (see chart below.)

University of California, Riverside Outright Gifts and Pledge Payments					
	2004 05	2005 06	2006 07	2007 08	Change
Corporate					
Campus Related Organizations	17448	1,513,500	14,300	25,750	47.6%
Corporations	7,839,913	7,641,533	8,692,720	10,708,663	36.6%
Foundations	3,490,783	4,486,794	3,520,262	2,620,756	-24.9%
Other Organizations	5,263,700	4,415,906	769,910	4,223,733	-19.8%
Corporate Totals	16,611,844	18,057,733	12,997,192	17,578,902	5.8%
Individual					
Alumni	521,9987	8,039,239	1,177,854	986,405	89.0%
Others	2,348,916	15,440,464	4,499,549	2,818,714	20.0%
Individual Totals	2,870,904	23,479,703	5,677,404	3,805,119	32.5%
Giving Source Totals	19,482,748	41,537,435	18,674,596	21,384,021	9.8%

Note: CAE Reporting Standards.

UCR's Economic Impact on California

UC Riverside has a significant impact on California's economic activity, extending far beyond campus. For 2007-08, UCR's economic impact on the state of California was more than \$1.2 billion, with portions continuing for multiple years. With 7,350 employees (including part-time and students), UCR is the second largest employer in the city of Riverside and tenth largest in the region. With nearly 70 percent of its impact in Inland Southern California, UCR is a major economic engine for the region. It is estimated that the spending by UCR, and its students, faculty and staff, visitors and retirees generates more than 14,000 full time jobs in California.

More information about UCR's economic impact may be found at <http://impact.ucr.edu/>.

COMMUNITY ENGAGEMENT

The growth of the Inland Southern California region has created opportunities for UCR to help shape the future. UCR is an active partner in economic development with our communities, fostering a new and strengthened economic job base. The campus has given priority to three areas of university engagement: economic development, education, and the arts.

In addition to providing a highly skilled workforce, UCR has collaborated with the City of Riverside and Riverside County to build a biotech incubator with wet lab near the UCR campus. In the Coachella Valley UCR is nurturing entrepreneurs in partnership with the Coachella Valley Angel Network, which is facilitating a collaboration to establish a green venture fund to grow the clean tech industry. Also in the Coachella Valley, the UCR Desert Lyceum, composed of community leaders, is the driving force for a regional economic development strategy.

UCR and the Community Foundation have formed the Educational Leadership Federation of Riverside and San Bernardino counties, comprised of college presidents, school superintendents, business CEOs, civic organization leaders, and faith-based organization leaders. The mission is to improve student learning and increase college-going rates, targeting students from low-income and traditionally non college-going families. This action is intended to improve the college-going eligibility rates of our region.

UCR recently created a downtown ARTSblock, a collaborative endeavor with the city that is composed of the UCR/California Museum of Photography, the Sweeney Art Gallery, and the future (2009) Culver Center for the Arts, a media lab and presentation facility. Built on dialog and interaction, the ARTSblock will help the continued revitalization of Riverside and bring ambitious art exhibits and events to the community.

PERFORMANCE METRICS

In maintaining accountability, it is important to establish goals and measure progress. This will also help the campus to identify and focus on areas that need particular attention. A specific goal is to develop the profile of an AAU university, with the ultimate goal of achieving membership. The following chart provides a comparison of UC Riverside with its AAU comparison universities against a variety of metrics. Specific goals are still under development, but they have been developed based on metrics at comparable institutions.

University of California, Riverside
AAU Membership Metrics — AAU Comparison Group
2007-08

	UC Riverside			AAU Comparison Universities									
	Rank	2007-08 Values	Proposed Campus Goal	Iowa State U.	Stony Brook U.	Syracuse U.	Texas A&M U.	Tulane U.	U. of Arizona	U of Kansas	U. of Missouri, Columbia	U. of Oregon	
Total Enrollment ¹	6	17,187	25,000	20,440	14,847	13,156	36,580	6,491	28,442	20,822	21,484	16,529	
• Proportion Graduate	10	12.6%	25%	22.8%	48.6%	39.6%	23.7%	35.8%	24.2%	30.0%	26.6%	18.9%	
• Graduate Students per Faculty ⁷	10	3.5	5.0	3.8	11.5	6.2	5.1	5.7	5.2	5.4	5.2	5.2	
Number of Faculty ²	8	619		1,215	629	840	1,712	405	1,329	1,157	1,104	597	
National Academies Members ⁹	8	4	10	9	9	4	21	1	29	7	6	7	
Articles per Non-Medical Faculty ⁶	4	2.7	3.0	2.0	2.9	0.9	2.6	2.9	2.8	1.1	1.7	1.5	
Federal Research Expenditures per Faculty ⁸	5	\$88,386	\$100,000	\$75,582	\$132,323	\$29,636	\$122,104	\$212,763	\$155,816	\$82,385	\$70,395	\$62,910	
Faculty Awards ¹⁰ (Sum-2002 to 2006)	8	38	20/year	48	22	75	54	35	97	44	51	48	
SAT Total Score ³													
• 25th Percentile	10	920	1050	1040	1080	1110	1080	1190	970	1080	1080	982	
• 75th Percentile	10	1170	1250	1240	1280	1330	1300	1370	1220	1320	1280	1217	
Six-year Graduation Rate ⁴	5	66%	75%	66%	59%	82%	78%	76%	56%	60%	67%	65%	
Undergraduate Student Diversity ⁵	1	0.73	0.75	0.17	0.59	0.39	0.35	0.36	0.47	0.24	0.21	0.25	

Notes: See Next Page

University of California, Riverside AAU Membership Metrics — AAU Comparison Group 2007-08

Notes:

1. Fall Quarter/semester enrollment. Graduate percent excludes first professional (e.g., medical students). Source IPEDS Peer Analysis System <<http://nces.ed.gov/IPEDSPAS>>.
2. Number of faculty members less medical school faculty in October of 2007. Source IPEDS Peer Analysis System <<http://nces.ed.gov/IPEDSPAS>>.
3. Source is US News America's Best Colleges, 2009 edition. Act scores were converted to SAT equivalents using <<http://www.act.org/aap/concordance/index.html>>.
4. For the entering freshmen class of fall 2001. Source, IPEDS Graduation Rate Survey <<http://nces.ed.gov/IPEDSPAS>>.
5. Diversity Index is a probability index created by Meyer and McIntosh (1992) It is used by the U.S. News and World Report to rank the campus ethnic diversity.
6. Citations obtained from the Web of Science citation database <http://apps.isiknowledge.com/WOS_GeneralSearch_Input.do?product=WOS&search_mode=GeneralSearch&SID=4BKJFBK4C0mm1n1o04&preferencesSaved=>>.
7. Number of graduate students in fall 2007, excluding medical students. Source IPEDS Peer Analysis System <<http://nces.ed.gov/IPEDSPAS>>.
8. Federal Research Expenditures in FY 2007. Source is the National Science Foundation/Division of Science Resource Statistics. Survey of Research and Development Expenditures at Universities and Colleges. Number of faculty is based on Fall 2006 counts.
9. Obtained from <http://www.nasonline.org/site/PagesServer?pagename=MEMBERS_Main>, <<http://www.nae.edu/nae/naehome.nsf?OpenDatabase>>, and <<http://www.iom.edu/CMS/2951/16476.aspx?browsaby=Last+Name&filterby=a>>.
10. Faculty awards were obtained from the Center for Measuring University Performance sponsored by Arizona State University. Awards included: American Council of Learned Societies (ACLS) Fellows, 2003-04; Beckman Young Investigators, 2004; Burroughs Wellcome Fund Career Awards, 2004; Cottrell Scholars, 2004; Fulbright American Scholars, 2004-05; Guggenheim Fellows, 2004; Howard Hughes Medical Institute Investigators, 2004; Lasker Medical Research Awards, 2004; MacArthur Foundation Fellows, 2004; Andrew W. Mellon Foundation Distinguished Achievement Awards, 2004; National Endowment for the Humanities (NEH) Fellows, 2005; National Humanities Center Fellows, 2004-05; National Institutes of Health (NIH) FY 2004; National Medal of Science and National Medal of Technology, 2003; NSF CAREER awards (excluding those who are also PECASE winners), 2004; Newberry Library Long-term Fellows, 2004-05; Pew Scholars in Biomedicine, 2004; Presidential Early Career Awards for Scientists and Engineers (PECASE), 2004; Robert Wood Johnson Policy Fellows, 2004-05; Seattle Scholars, 2004; Sloan Research Fellows, 2004; US Secretary of Agriculture Honor Awards, 2004; Woodrow Wilson Fellows, 2004-05

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