

# APPENDIX IV

Data

Exhibits

University of California  
Riverside

Preparatory Review Report  
December 20, 2007

**Admissions Activities by New Freshmen and Transfer Students  
Data Exhibit 1.1A**

<b>New Entering Students</b>	Fall 2002 N (%)	Fall 2003 N (%)	Fall 2004 N (%)	Fall 2005 N (%)	Fall 2006 N (%)
<b>New Entering Freshmen</b>					
Number of applicants	22,900	26,464	19,538	24,409	25,895
Number of applicants accepted	19,584 (87%)	22,257 (84%)	15,601 (80%)	19,477 (80%)	22,402 (87%)
Number of freshmen applicants actually enrolled	3,497 (18%)	3,841 (17%)	3,425 (22%)	2,954 (15%)	3,556 (16%)
<b>New Undergraduate Transfer</b>					
Number of applicants with complete credentials for admission with advanced standing (transfer)	4,373	5,076	4,922	5,627	5,573
Number of advanced standing undergraduate applicants accepted	3,414 (78%)	3,910 (77%)	3,637 (74%)	4,238 (75%)	4,231 (76%)
Number of advanced standing undergraduate applicants actually enrolled	854 (25%)	904 (23%)	810 (22%)	862 (20%)	827 (20%)

**Admissions Activities by New Teaching Credential Students  
Data Exhibit 1.1B**

<b>New Entering Teaching Credential Students*</b>	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	N (%)	N (%)	N (%)	N (%)	N (%)
Number of applicants with complete credentials for admission to your teaching credential programs	183	207	192	156	163
Number of applicants accepted for your teaching credential programs	183	207	192	156	151 (92%)
Number of applicants actually enrolled in your teaching credential programs	163 (89%)	159 (77%)	139 (72%)	120 (77%)	123 (75%)

\*Teaching Credential data include students who are pursuing certificate through a post baccalaureate non-degree program and those who are also pursuing an M.Ed. Degree.

**Admissions Activities by New Graduates Students  
Data Exhibit 1.1C**

<b>New Entering Graduate Students</b>	Fall 2002 N (%)	Fall 2003 N (%)	Fall 2004 N (%)	Fall 2005 N (%)	Fall 2006 N (%)
<b>Masters</b>					
Number of applicants with complete credentials for admission to Masters' programs	700	956	933	794	789
Number of applicants accepted for Master's programs	295 (42%)	374 (39%)	363 (39%)	317 (40%)	308 (39%)
Number of applicants actually enrolled in Masters' programs	198 (28%)	253 (26%)	242 (26%)	200 (25%)	208 (26%)
<b>Doctoral</b>					
Number of applicants with complete credentials for admission to Doctoral programs	1612	2689	2216	2147	2255
Number of applicants accepted for Doctoral programs	585 (36%)	646 (24%)	673 (30%)	729 (34%)	734 (33%)
Number of applicants actually enrolled in Doctoral programs	253 (16%)	322 (12%)	302 (14%)	325 (15%)	334 (15%)
<b>Professional*</b>					
Number of applicants with complete credentials for admission to graduate professional programs	298	244	233	239	257
Number of applicants accepted for graduate professional programs	132 (44%)	131 (54%)	112 (48%)	126 (53%)	134 (52%)
Number of applicants actually enrolled in graduate professional programs	53 (18%)	47 (19%)	34 (15%)	58 (24%)	44 (17%)

\*Numbers under Professional include MBA program only.

**Preparation/Selectivity Levels of New Freshmen Students**  
**Data Exhibit 1.2A**

New Entering Freshmen	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range
<b>SAT scores for entering freshmen</b>										
Verbal	504	580	511	600	514	590	517	580	503	600
Quantitative	553	580	554	710	560	520	557	540	540	570
<b>ACT scores for entering freshmen (if used)</b>										
Composite	21	23	21	22	22	21	21	23	21	22
<b>High School GPA</b>	3.46	3.67	3.42	3.85	3.42	2.86	3.48	2.23	3.43	3.29

**Preparation/Selectivity Levels of New Teaching Credential Students  
Data Exhibit 1.2B**

<b>New Entering Teaching Credential Students*</b>	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range
<b>Graduate Record Examination</b>	<b>Data is not available.</b>									
(for total teaching credential programs)										
Verbal										
Quantitative										
Analytical										
<b>Other tests used for admission or placement</b>										
Test 1 name:										
Test 2 name:										
.										
.										
.										
.										

\*Teaching Credential students do not take the GRE exams. All Teacher Credential students must pass the CBEST exam and many must also pass the CSET exams.

**Preparation/Selectivity Levels of New Graduate Students  
Data Exhibit 1.2C**

New Entering Graduate Students	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range
<b>Graduate Record Examination</b> (for total Graduate School excluding professional schools)										
Verbal	530	280-800	530	210-760	540	280-800	540	270-800	530	270-790
Quantitative	630	200-800	630	200-800	650	270-800	660	270-800	680	200-800
Analytical	610	200-800	640	290-800	660	280-800	650	330-780	N/A*	N/A*
<b>Other tests used for admission or placement</b>										
GMAT**	580	480-690	580	450-770	580	500-680	570	430-740	560	500-660

\* The analytical component was replaced by the Writing Component after 2003. There is no Analytical data available for Fall 2006.

\*\*GMAT scores are from MBA applicants. This test required in place of the GRE.

**Admission by Gender for New Freshmen and New Transfers Students  
Data Exhibit 1.3A**

<b>New Entering Freshmen</b>	Fall 2002 N (%)	Fall 2003 N (%)	Fall 2004 N (%)	Fall 2005 N (%)	Fall 2006 N (%)
Total Applicants	22,900	26,464	19,538	24,409	25,895
Male	10,166 (44%)	11,702 (44%)	9,401 (48%)	11,087 (45%)	11,852 (46%)
Female	12,669 (55%)	14,607 (55%)	10,043 (51%)	13,311 (55%)	14,036 (54%)
Total Admits	19,584	22,257	15,601	19,477	22,402
Male	8,604 (44%)	9,737 (44%)	7,491 (48%)	8,741 (45%)	10,171 45.4%
Female	10,931 55.82%	12,409 55.75%	8,033 51.49%	10,736 55.12%	12,229 (55%)
Total Enrolled	3,497	3,841	3,425	2,954	3,556
Male	1,538 (44%)	1,711 (45%)	1,657 (48%)	1,367 (46%)	1,662 (47%)
Female	1,947 (56%)	2,103 (55%)	1,755 (51%)	1,587 (54%)	1,893 (53%)
<b>New Undergraduate Transfers</b>					
Total Applicants	4,373	5,076	4,922	5,627	5,573
Male	2,169 (50%)	2,459 (48%)	2,521 (51%)	2,927 (52%)	2,858 (51%)
Female	2,105 (48%)	2,492 (49%)	2,340 (48%)	2,635 (47%)	2,596 (47%)
Total Admits	3,414	3,910	3,637	4,238	4,231
Male	1,637 (48%)	1,839 (47%)	1,802 (50%)	2,161 (51%)	2,137 (51%)
Female	1,704 (50%)	1,976 (51%)	1,786 (49%)	2,025 (48%)	2,005 (47%)
Total Enrolled	854	904	810	862	827
Male	401 (47%)	430 (48%)	387 (48%)	431 (50%)	400 (48%)
Female	445 (52%)	461 (51%)	417 (51%)	426 (49%)	392 (47%)



**Admission by Gender for New Teaching Credential Students**  
**Data Exhibit 1.3B**

<b>New Entering Teaching Credential Students*</b>	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	N (%)	N (%)	N (%)	N (%)	N (%)
Total Applicants	202	230	209	163	163
Male	36 (18%)	37 (16%)	40 (19%)	28 (17%)	33 (20%)
Female	166	193	169	135	130
Total Admits	183	207	192	156	151
Male	32 (17%)	34 (16%)	36 (19%)	27 (17%)	32 (21%)
Female	151	173	156	129	119
Total Enrolled	163	188	139	120	123
Male	17 (10%)	29 (15%)	31 (22%)	26 (22%)	31 (25%)
Female	146	159	108	94	92

\*Teaching Credential data include students who are pursuing certificate through a post baccalaureate non-degree program and those who are also pursuing an M.Ed. Degree.

**Admission by Gender for New Graduate Students  
Data Exhibit 1.3C**

<b>New Entering Graduate Students</b>	Fall 2002 N (%)	Fall 2003 N (%)	Fall 2004 N (%)	Fall 2005 N (%)	Fall 2006 N (%)
<b>Total Applicants</b>	<b>2622</b>	<b>3896</b>	<b>3399</b>	<b>3188</b>	<b>3317</b>
Male	1323 (50%)	2053 (52%)	1768 (52%)	1700 (53%)	1751 (53%)
Female	1299	1843	1631	1488	156
<b>Total Admits</b>	<b>1021</b>	<b>1155</b>	<b>1160</b>	<b>1175</b>	<b>1186</b>
Male	485 (48%)	540 (47%)	552 (48%)	575 (49%)	597 (50%)
Female	536	615	608	600	589
<b>Total Enrolled</b>	<b>511</b>	<b>624</b>	<b>583</b>	<b>583</b>	<b>590</b>
Male	233 (46%)	279 (45%)	284 (49%)	274 (47%)	290 (49%)
Female	278	345	299	309	300

**Admissions by Race/Ethnicity for New Freshmen and New Transfer Students  
Data Exhibit 1.4A**

	New Entering Freshmen						New Undergraduate Transfers					
	White, Non Hispanic	Black, Non Hispanic	American Indian / Alaskan Native	Asian/ Pacific Islander	Hispanic	Other	White, Non Hispanic	Black, Non Hispanic	American Indian / Alaskan Native	Asian/ Pacific Islander	Hispanic	Other
<b>Fall 2002 N (%)</b>												
Total Applicants	6,213 (27%)	1,292 (6%)	118 (1%)	9,007 (39%)	4,695 (21%)	1,575 (7%)	1,273 (29%)	215 (5%)	34 (1%)	1,691 (39%)	802 (18%)	358 (8%)
Total Admits	5,719 (29%)	884 (5%)	101 (1%)	7,709 (39%)	3,808 (19%)	1,363 (7%)	1,017 (30%)	152 (4%)	25 (1%)	1,281 (38%)	660 (19%)	279 (8%)
Total Enrolled	671 (19%)	218 (6%)	9 (0%)	1,528 (44%)	872 (25%)	199 (6%)	294 (34%)	53 (6%)	9 (1%)	231 (27%)	208 (24%)	59 (7%)
<b>Fall 2003 N (%)</b>												
Total Applicants	7,081 (27%)	1,619 (6%)	125 (0%)	9,821 (37%)	5,697 (22%)	2,121 (8%)	1,405 (28%)	268 (5%)	32 (1%)	1,895 (37%)	989 (19%)	487 (10%)
Total Admits	6,471 (29%)	1,108 (5%)	100 (0%)	8,330 (37%)	4,412 (20%)	1,836 (8%)	1,116 (29%)	165 (4%)	26 (1%)	1,428 (37%)	797 (20%)	378 (10%)
Total Enrolled	695 (18%)	274 (7%)	12 (0%)	1,693 (44%)	906 (24%)	261 (7%)	289 (32%)	52 (6%)	7 (1%)	256 (28%)	232 (26%)	68 (8%)
<b>Fall 2004 N (%)</b>												
Total Applicants	4,256 (22%)	1,116 (6%)	76 (0%)	8,438 (43%)	4,356 (22%)	1,296 (7%)	1,215 (25%)	233 (5%)	23 (0%)	2,163 (44%)	931 (19%)	357 (7%)
Total Admits	3,617 (23%)	702 (5%)	56 (0%)	6,930 (44%)	3,236 (21%)	1,060 (7%)	878 (24%)	158 (4%)	22 (1%)	1,595 (44%)	713 (20%)	271 (7%)
Total Enrolled	598 (17%)	200 (6%)	11 (0%)	1,629 (48%)	803 (23%)	184 (5%)	221 (27%)	49 (6%)	8 (1%)	270 (33%)	199 (25%)	63 (8%)
<b>Fall 2005 N (%)</b>												
Total Applicants	6,474 (27%)	1,363 (6%)	121 (1%)	9,580 (39%)	5,463 (22%)	1,408 (6%)	1,603 (28%)	284 (5%)	45 (1%)	2,236 (40%)	1,057 (19%)	402 (7%)
Total Admits	5,520 (28%)	862 (4%)	91 (0%)	7,767 (50%)	4,087 (21%)	1,150 (6%)	1,242 (29%)	187 (4%)	33 (1%)	1,618 (38%)	842 (20%)	316 (7%)
Total Enrolled	522 (18%)	183 (6%)	8 (0%)	1,313 (44%)	796 (27%)	132 (4%)	249 (29%)	48 (6%)	4 (0%)	278 (32%)	224 (26%)	59 (7%)
<b>Fall 2006 N (%)</b>												
Total Applicants	6,416 (25%)	1,527 (6%)	122 (0%)	10,559 (41%)	5,923 (23%)	1,348 (5%)	1,568 (28%)	318 (6%)	31 (1%)	2,085 (37%)	1,091 (20%)	480 (9%)
Total Admits	5,902 (26%)	1,132 (5%)	106 (0%)	9,191 (41%)	4,869 (22%)	1,202 (5%)	1,218 (29%)	217 (5%)	25 (1%)	1,548 (37%)	854 (20%)	369 (9%)
Total Enrolled	581 (16%)	284 (8%)	8 (0%)	1,469 (41%)	1,025 (29%)	189 (5%)	244 (30%)	66 (8%)	9 (1%)	236 (29%)	183 (22%)	89 (11%)

**Admissions by Race/Ethnicity for New Teaching Credential Students  
Data Exhibit 1.4B**

	<b>New Entering Teaching Credential Students*</b>					
	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian/ Pacific Islander	Hispanic	Other
<b>Fall 2002 N (%)</b>						
Total Applicants	90	11	1	15	48	37
Total Admits	84 (93%)	9 (82%)	1 (100%)	14 (93%)	45 (94%)	30 (81%)
Total Enrolled	81 (90%)	8 (73%)	0 (0%)	13 (87%)	41 (91%)	20 (54%)
<b>Fall 2003 N (%)</b>						
Total Applicants	112	4	3	35	40	36
Total Admits	101 (90%)	3 (75%)	2 (67%)	31 (89%)	37 (93%)	33 (92%)
Total Enrolled	95 (85%)	2 (50%)	2 (67%)	26 (74%)	37 (93%)	26 (72%)
<b>Fall 2004 N (%)</b>						
Total Applicants	85	7	2	35	57	23
Total Admits	79 (93%)	5 (71%)	2 (100%)	31 (89%)	53 (93%)	22 (96%)
Total Enrolled	57 (73%)	4 (57%)	1 (50%)	19 (54%)	38 (67%)	20 (87%)
<b>Fall 2005 N (%)</b>						
Total Applicants	55	7	1	22	41	37
Total Admits	54 (98%)	7 (100%)	1 (100%)	21 (95%)	36 (88%)	37 (100%)
Total Enrolled	40 (73%)	5 (71%)	1 (100%)	18 (82%)	27 (66%)	29 (78%)
<b>Fall 2006 N (%)</b>						
Total Applicants	70	7	1	23	42	20
Total Admits	63 (90%)	6 (86%)	1 (100%)	21 (91%)	40 (95%)	20 (100%)
Total Enrolled	50 (71%)	6 (86%)	1 (100%)	19 (83%)	31 (74%)	16 (80%)

\*Teaching Credential data include students who are pursuing certificate through a post baccalaureate non-degree program and those who are also pursuing an M.Ed. Degree.

**Admissions by Race/Ethnicity for New Graduate Students  
Data Exhibit 1.4C**

	<b>New Entering Graduate Students</b>					
	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian/ Pacific Islander	Hispanic	Other
<b>Fall 2002 N (%)</b>						
Total Applicants	498	36	3	155	140	341
Total Admits	313 (63%)	14 (39%)	2 (67%)	61 (39%)	77 (55%)	174 (51%)
Total Enrolled	192 (39%)	8 (22%)	1 (33%)	30 (19%)	42 (30%)	95 (28%)
<b>Fall 2003 N (%)</b>						
Total Applicants	596	56	13	235	177	441
Total Admits	360 (60%)	11 (19%)	10 (77%)	116 (49%)	92 (52%)	195 (44%)
Total Enrolled	203 (34%)	6 (11%)	8 (61%)	57 (24%)	64 (36%)	114 (26%)
<b>Fall 2004 N (%)</b>						
Total Applicants	755	63	10	285	227	411
Total Admits	402 (53%)	21 (33%)	5 (50%)	122 (43%)	96 (42%)	185 (45%)
Total Enrolled	211 (28%)	14 (22%)	2 (20%)	71 (25%)	59 (26%)	105 (26%)
<b>Fall 2005 N (%)</b>						
Total Applicants	733	49	21	264	204	398
Total Admits	370 (50%)	12 (24%)	10 (48%)	141 (53%)	96 (47%)	173 (43%)
Total Enrolled	185 (25%)	5 (10%)	6 (29%)	74 (28%)	60 (29%)	107 (27%)
<b>Fall 2006 N (%)</b>						
Total Applicants	808	71	10	253	233	337
Total Admits	419 (52%)	23 (32%)	6 (60%)	118 (47%)	94 (40%)	150 (45%)
Total Enrolled	229 (28%)	15 (21%)	4 (40%)	60 (24%)	56 (24%)	76 (23%)

We only collect ethnic data from domestic applicants. Numbers here do not include any foreign applicants.

The ethnic category "OTHER" includes domestic applicants who do not specify an ethnicity in addition to those who indicate 'OTHER' as their ethnicity.

**FALL 2002 HEADCOUNT ENROLLMENT BY COLLEGE/SCHOOL AND STUDENT LEVEL\***  
**Data Exhibit 2.1A**

COLLEGE/SCHOOL	UNDERGRADUATE			GRADUATE			TOTAL
	Lower Division	Upper Division	Total Undergrad	Master's & Cred.	Doctoral & Med.	Total Graduate	Undergraduate & Graduate
College of Hum. Arts & Social Sciences	4,683.0	4,209.0	8,892.0	126.0	430.0	556.0	9,448.0
College of Natural & Agricultural Sciences	2,267.0	1,222.5	3,489.5	103.0	462.0	565.0	4,054.5
Bourns College of Engr	978.0	764.5	1,742.5	53.0	155.0	208.0	1,950.5
Graduate Sch of Education Academic Program				190.0	101.0	291.0	291.0
Credential Program only				75.0	101.0	176.0	176.0
				115.0		115.0	115.0
Anderson Grad Sch of Mgmt				138.0		138.0	138.0
<b>GENERAL CAMPUS TOTAL</b>	<b>7,928.0</b>	<b>6,196.0</b>	<b>14,124.0</b>	<b>610.0</b>	<b>1,148.0</b>	<b>1,758.0</b>	<b>15,882.0</b>
Health Sci (Med. Students)					52.0	52.0	52.0
<b>TOTAL CAMPUS</b>	<b>7,928.0</b>	<b>6,196.0</b>	<b>14,124.0</b>	<b>610.0</b>	<b>1,200.0</b>	<b>1,810.0</b>	<b>15,934.0</b>

*Fractions may result from undergraduate students in double majors across colleges.*

*Lower Division = Freshman + Sophomore + Special*

*Upper Division = Junior + Senior + Limited*

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2003 HEADCOUNT ENROLLMENT BY COLLEGE/SCHOOL AND STUDENT LEVEL\***  
**Data Exhibit 2.1B**

COLLEGE/SCHOOL	UNDERGRADUATE			GRADUATE			TOTAL
	Lower Division	Upper Division	Total Undergrad	Master's & Cred.	Doctoral & Med.	Total Graduate	Undergraduate & Graduate
College of Hum. Arts & Social Sciences	4,998.0	4,717.5	9,715.5	134.0	464.0	598.0	10,313.5
College of Natural & Agricultural Sciences	2,533.0	1,386.5	3,919.5	102.0	519.0	621.0	4,540.5
Bourns College of Engr	866.0	781.0	1,647.0	62.0	208.0	270.0	1,917.0
Graduate Sch of Education Academic Program				231.0	112.0	343.0	343.0
Credential Program only				114.0	112.0	226.0	226.0
				117.0		117.0	117.0
Anderson Grad Sch of Mgmt				133.0		133.0	133.0
<b>GENERAL CAMPUS TOTAL</b>	<b>8,397.0</b>	<b>6,885.0</b>	<b>15,282.0</b>	<b>662.0</b>	<b>1,303.0</b>	<b>1,965.0</b>	<b>17,247.0</b>
Health Sci (Med. Students)					49.0	49.0	49.0
<b>TOTAL CAMPUS</b>	<b>8,397.0</b>	<b>6,885.0</b>	<b>15,282.0</b>	<b>662.0</b>	<b>1,352.0</b>	<b>2,014.0</b>	<b>17,296.0</b>

Fractions may result from undergraduate students in double majors across colleges.

Lower Division = Freshman + Sophomore + Special

Upper Division = Junior + Senior + Limited

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2004 HEADCOUNT ENROLLMENT BY COLLEGE/SCHOOL AND STUDENT LEVEL\***  
**Data Exhibit 2.1C**

COLLEGE/SCHOOL	UNDERGRADUATE			GRADUATE			TOTAL
	Lower Division	Upper Division	Total Undergrad	Master's & Cred.	Doctoral & Med.	Total Graduate	Undergraduate & Graduate
College of Hum. Arts & Social Sciences	4,830.0	4,723.5	9,553.5	150.0	473.0	623.0	10,176.5
College of Natural & Agricultural Sciences	2,581.0	1,442.0	4,023.0	86.0	544.0	630.0	4,653.0
Bourns College of Engr	847.0	665.5	1,512.5	69.0	233.0	302.0	1,814.5
Graduate Sch of Education Academic Program				189.0	119.0	308.0	308.0
Credential Program only				104.0	119.0	223.0	223.0
				85.0		85.0	85.0
Anderson Grad Sch of Mgmt				101.0		101.0	101.0
<b>GENERAL CAMPUS TOTAL</b>	<b>8,258.0</b>	<b>6,831.0</b>	<b>15,089.0</b>	<b>595.0</b>	<b>1,369.0</b>	<b>1,964.0</b>	<b>17,053.0</b>
Health Sci (Med. Students)					51.0	51.0	51.0
<b>TOTAL CAMPUS</b>	<b>8,258.0</b>	<b>6,831.0</b>	<b>15,089.0</b>	<b>595.0</b>	<b>1,420.0</b>	<b>2,015.0</b>	<b>17,104.0</b>

*Fractions may result from undergraduate students in double majors across colleges.*

*Lower Division = Freshman + Sophomore + Special*

*Upper Division = Junior + Senior + Limited*

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)



**FALL 2005 HEADCOUNT ENROLLMENT BY COLLEGE/SCHOOL AND STUDENT LEVEL\***  
**Data Exhibit 2.1D**

COLLEGE/SCHOOL	UNDERGRADUATE			GRADUATE			TOTAL
	Lower Division	Upper Division	Total Undergrad	Master's & Cred.	Doctoral & Med.	Total Graduate	Undergraduate & Graduate
College of Hum. Arts & Social Sciences	4,335.5	4,943.0	9,278.5	149.0	494.0	643.0	9,921.5
College of Natural & Agricultural Sciences	2,399.0	1,618.0	4,017.0	64.0	611.0	675.0	4,692.0
Bourns College of Engr	687.5	588.0	1,275.5	53.0	238.0	291.0	1,566.5
Graduate Sch of Education Academic Program				177.0	110.0	287.0	287.0
Credential Program only				99.0	110.0	209.0	209.0
				78.0		78.0	78.0
Anderson Grad Sch of Mgmt				106.0		106.0	106.0
<b>GENERAL CAMPUS TOTAL</b>	<b>7,422.0</b>	<b>7,149.0</b>	<b>14,571.0</b>	<b>549.0</b>	<b>1,453.0</b>	<b>2,002.0</b>	<b>16,573.0</b>
Health Sci (Med. Students)					49.0	49.0	49.0
<b>TOTAL CAMPUS</b>	<b>7,422.0</b>	<b>7,149.0</b>	<b>14,571.0</b>	<b>549.0</b>	<b>1,502.0</b>	<b>2,051.0</b>	<b>16,622.0</b>

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*Lower Division = Freshman + Sophomore + Special*

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\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2006 HEADCOUNT ENROLLMENT BY COLLEGE/SCHOOL AND STUDENT LEVEL\***  
**Data Exhibit 2.1E**

COLLEGE/SCHOOL	UNDERGRADUATE			GRADUATE			TOTAL
	Lower Division	Upper Division	Total Undergrad	Master's & Cred.	Doctoral & Med.	Total Graduate	Undergraduate & Graduate
College of Hum. Arts & Social Sciences	4,345.0	5,066.5	9,411.5	149.0	489.0	638.0	10,049.5
College of Natural & Agricultural Sciences	2,455.0	1,666.5	4,121.5	68.0	632.0	700.0	4,821.5
Bourns College of Engr	712.0	547.0	1,259.0	41.0	240.0	281.0	1,540.0
Graduate Sch of Education Academic Program				182.0	117.0	299.0	299.0
Credential Program only				114.0	117.0	231.0	231.0
				68.0		68.0	68.0
Anderson Grad Sch of Mgmt				116.0		116.0	116.0
<b>GENERAL CAMPUS TOTAL</b>	<b>7,512.0</b>	<b>7,280.0</b>	<b>14,792.0</b>	<b>556.0</b>	<b>1,478.0</b>	<b>2,034.0</b>	<b>16,826.0</b>
Health Sci (Med. Students)					49.0	49.0	49.0
<b>TOTAL CAMPUS</b>	<b>7,512.0</b>	<b>7,280.0</b>	<b>14,792.0</b>	<b>556.0</b>	<b>1,527.0</b>	<b>2,083.0</b>	<b>16,875.0</b>

Fractions may result from undergraduate students in double majors across colleges.

Lower Division = Freshman + Sophomore + Special

Upper Division = Junior + Senior + Limited

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2002 HEADCOUNT ENROLLMENT BY GENDER AND STUDENT LEVEL\***  
**Data Exhibit 2.2A**

STUDENT LEVEL	TOTAL STUDENTS					NEW STUDENTS				
	TOTAL	MALE		FEMALE		TOTAL NEW	MALE		FEMALE	
<b>UNDERGRADUATE</b>	<b>14,124</b>	<b>6,505</b>	<b>46.1%</b>	<b>7,619</b>	<b>53.9%</b>	<b>4,422</b>	<b>1,985</b>	<b>44.9%</b>	<b>2,437</b>	<b>55.1%</b>
Lower Division	7,928	3,579	45.1%	4,349	54.9%	3,805	1,691	44.4%	2,114	55.6%
Limited									1	
Freshman	4,940	2,198	44.5%	2,742	55.5%	3,557	1,570	44.1%	1,987	55.9%
Sophomore	2,988	1,381	46.2%	1,607	53.8%	248	121	48.8%	127	51.2%
Upper Division	6,196	2,926	47.2%	3,270	52.8%	617	294	47.6%	323	52.4%
Junior	3,221	1,467	45.5%	1,754	54.5%	577	278	48.2%	299	51.8%
Senior	2,975	1,459	49.0%	1,516	51.0%	40	16	24.0%	24	60.0%
<b>GRADUATE</b>	<b>1,758</b>	<b>869</b>	<b>49.4%</b>	<b>889</b>	<b>50.6%</b>	<b>606</b>	<b>247</b>	<b>40.8%</b>	<b>359</b>	<b>59.2%</b>
Masters	495	212	42.8%	283	57.2%	254	95	37.4%	159	62.6%
Doctoral Total	1,148	638	55.6%	510	44.4%	249	134	53.8%	115	46.2%
Not Adv. To Candidacy	787	430	54.6%	357	45.4%					
Advanced to Candidacy	361	208	57.6%	153	42.4%					
Credential only	115	19	16.5%	96	83.5%	103	18	17.5%	85	82.5%
<b>GENERAL CAMPUS</b>	<b>15,882</b>	<b>7,374</b>	<b>46.4%</b>	<b>8,508</b>	<b>53.6%</b>	<b>5,028</b>	<b>2,232</b>	<b>44.4%</b>	<b>2,796</b>	<b>55.6%</b>
Health Sciences (Med. Students)	52	27	51.9%	25	48.1%	25	13	52.0%	12	48.0%
<b>TOTAL CAMPUS</b>	<b>15,934</b>	<b>7,401</b>	<b>46.4%</b>	<b>8,533</b>	<b>53.6%</b>	<b>5,053</b>	<b>2,245</b>	<b>44.4%</b>	<b>2,808</b>	<b>55.6%</b>

*Freshman = Registrar's Definition (fewer than 45 completed units).*

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2003 HEADCOUNT ENROLLMENT BY GENDER AND STUDENT LEVEL\***  
**Data Exhibit 2.2B**

STUDENT LEVEL	TOTAL STUDENTS					NEW STUDENTS				
	TOTAL	MALE		FEMALE		TOTAL NEW	MALE		FEMALE	
<b>UNDERGRADUATE</b>	<b>15,282</b>	<b>6,985</b>	<b>45.7%</b>	<b>8,297</b>	<b>54.3%</b>	<b>4,498</b>	<b>2,182</b>	<b>48.5%</b>	<b>2,616</b>	<b>58.2%</b>
Lower Division	8,399	3,750	44.6%	4,649	55.4%	3,805	1,846	48.5%	2,259	59.4%
Limited	2	0	0.0%	2	100.0%	1	0	0.0%	1	100.0%
Freshman	5,247	2,348	44.7%	2,899	55.3%	3,879	1,730	44.6%	2,149	55.4%
Sophomore	3,150	1,402	44.5%	1,748	55.5%	225	116	51.6%	109	48.4%
Upper Division	6,883	3,235	47.0%	3,648	53.0%	693	336	48.5%	357	51.5%
Junior	3,572	1,661	46.5%	1,911	53.5%	644	308	47.8%	336	52.2%
Senior	3,311	1,574	47.5%	1,737	52.5%	49	28	24.0%	21	42.9%
<b>GRADUATE</b>	<b>1,965</b>	<b>985</b>	<b>50.1%</b>	<b>980</b>	<b>49.9%</b>	<b>726</b>	<b>302</b>	<b>41.6%</b>	<b>424</b>	<b>58.4%</b>
Masters	545	217	39.8%	328	60.2%	300	102	34.0%	198	66.0%
Doctoral Total	1,303	743	57.0%	560	43.0%	322	178	55.3%	144	44.7%
Not Adv. To Candidacy	871	480	55.1%	391	44.9%					
Advanced to Candidacy	432	263	60.9%	169	39.1%					
Credential only	117	25	21.4%	92	78.6%	104	22	21.2%	82	78.8%
<b>GENERAL CAMPUS</b>	<b>17,247</b>	<b>7,970</b>	<b>46.2%</b>	<b>9,277</b>	<b>53.8%</b>	<b>5,524</b>	<b>2,484</b>	<b>45.0%</b>	<b>3,040</b>	<b>55.0%</b>
<b>Health Sciences</b> (Med. Students)	<b>49</b>	<b>24</b>	<b>49.0%</b>	<b>25</b>	<b>51.0%</b>	<b>24</b>	<b>11</b>	<b>45.8%</b>	<b>13</b>	<b>54.2%</b>
<b>TOTAL CAMPUS</b>	<b>17,296</b>	<b>7,994</b>	<b>46.2%</b>	<b>9,302</b>	<b>53.8%</b>	<b>5,548</b>	<b>2,495</b>	<b>45.0%</b>	<b>3,053</b>	<b>55.0%</b>

Freshman = Registrar's Definition (fewer than 45 completed units).

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2004 HEADCOUNT ENROLLMENT BY GENDER AND STUDENT LEVEL\***  
**Data Exhibit 2.2C**

STUDENT LEVEL	TOTAL STUDENTS					NEW STUDENTS				
	TOTAL	MALE		FEMALE		TOTAL NEW	MALE		FEMALE	
<b>UNDERGRADUATE</b>	<b>15,089</b>	<b>6,999</b>	<b>46.4%</b>	<b>8,090</b>	<b>53.6%</b>	<b>4,452</b>	<b>2,079</b>	<b>46.7%</b>	<b>2,199</b>	<b>49.4%</b>
Lower Division	8,258	3,860	46.7%	4,398	53.3%	3,805	1,773	46.6%	1,858	48.8%
Limited	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Freshman	4,806	2,293	47.7%	2,513	52.3%	3,447	1,676	48.6%	1,771	51.4%
Sophomore	3,452	1,567	45.4%	1,885	54.6%	184	97	52.7%	87	47.3%
Upper Division	6,831	3,139	46.0%	3,692	54.0%	647	306	47.3%	341	52.7%
Junior	3,459	1,546	44.7%	1,913	55.3%	620	291	46.9%	329	53.1%
Senior	3,372	1,593	47.2%	1,779	52.8%	27	15	24.0%	12	44.4%
<b>GRADUATE</b>	<b>1,964</b>	<b>1,015</b>	<b>51.7%</b>	<b>949</b>	<b>48.3%</b>	<b>656</b>	<b>301</b>	<b>45.9%</b>	<b>355</b>	<b>54.1%</b>
Masters	510	210	41.2%	300	58.8%	276	109	39.5%	167	60.5%
Doctoral Total	1,369	783	57.2%	586	42.8%	302	172	57.0%	130	43.0%
Not Adv. To Candidacy	887	500	56.4%	387	43.6%					
Advanced to Candidacy	482	283	58.7%	199	41.3%					
Credential only	85	22	25.9%	63	74.1%	78	20	25.6%	58	74.4%
<b>GENERAL CAMPUS</b>	<b>17,053</b>	<b>8,014</b>	<b>47.0%</b>	<b>9,039</b>	<b>53.0%</b>	<b>4,934</b>	<b>2,380</b>	<b>48.2%</b>	<b>2,554</b>	<b>51.8%</b>
<b>Health Sciences</b> (Med. Students)	<b>51</b>	<b>25</b>	<b>49.0%</b>	<b>26</b>	<b>51.0%</b>	<b>24</b>	<b>12</b>	<b>50.0%</b>	<b>12</b>	<b>50.0%</b>
<b>TOTAL CAMPUS</b>	<b>17,104</b>	<b>8,039</b>	<b>47.0%</b>	<b>9,065</b>	<b>53.0%</b>	<b>4,958</b>	<b>2,392</b>	<b>48.2%</b>	<b>2,566</b>	<b>51.8%</b>

*Freshman = Registrar's Definition (fewer than 45 completed units).*

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**FALL 2005 HEADCOUNT ENROLLMENT BY GENDER AND STUDENT LEVEL\***  
**Data Exhibit 2.2D**

STUDENT LEVEL	TOTAL STUDENTS					NEW STUDENTS				
	TOTAL	MALE		FEMALE		TOTAL NEW	MALE		FEMALE	
<b>UNDERGRADUATE</b>	<b>14,571</b>	<b>6,854</b>	<b>47.0%</b>	<b>7,717</b>	<b>53.0%</b>	<b>3,885</b>	<b>1,832</b>	<b>47.2%</b>	<b>2,053</b>	<b>52.8%</b>
Lower Division	7,422	3,512	47.3%	3,910	52.7%	3,074	1,421	46.2%	1,653	53.8%
Freshman	4,202	1,979	47.1%	2,223	52.9%	2,959	1,365	46.1%	1,594	53.9%
Sophomore	3,220	1,533	47.6%	1,687	52.4%	115	56	48.7%	59	51.3%
Upper Division	7,149	3,342	46.7%	3,807	53.3%	811	411	50.7%	400	49.3%
Junior	3,831	1,782	46.5%	2,049	53.5%	763	390	51.1%	373	48.9%
Senior	3,318	1,560	47.0%	1,758	53.0%	48	21	24.0%	27	56.3%
<b>GRADUATE</b>	<b>2,002</b>	<b>1,023</b>	<b>51.1%</b>	<b>979</b>	<b>48.9%</b>	<b>643</b>	<b>283</b>	<b>44.0%</b>	<b>360</b>	<b>56.0%</b>
Masters	471	208	44.2%	263	55.8%	258	106	41.1%	152	58.9%
Doctoral Total	1,453	795	54.7%	658	45.3%	325	160	49.2%	165	50.8%
Not Adv. To Candidacy	943	501	53.1%	442	46.9%	323	159	49.2%	164	50.8%
Advanced to Candidacy	510	294	57.6%	216	42.4%	2	1	50.0%	1	50.0%
Credential only	78	20	25.6%	58	74.4%	60	17	28.3%	43	71.7%
<b>GENERAL CAMPUS</b>	<b>16,573</b>	<b>7,877</b>	<b>47.5%</b>	<b>8,696</b>	<b>52.5%</b>	<b>4,528</b>	<b>2,115</b>	<b>46.7%</b>	<b>2,413</b>	<b>53.3%</b>
<b>Health Sciences</b>	<b>49</b>	<b>20</b>	<b>40.8%</b>	<b>29</b>	<b>59.2%</b>	<b>24</b>	<b>8</b>	<b>33.3%</b>	<b>16</b>	<b>66.7%</b>
(Med. Students)										
<b>TOTAL CAMPUS</b>	<b>16,622</b>	<b>7,897</b>	<b>47.5%</b>	<b>8,725</b>	<b>52.5%</b>	<b>4,552</b>	<b>2,123</b>	<b>46.6%</b>	<b>2,429</b>	<b>53.4%</b>

*Freshman = Registrar's Definition (fewer than 45 completed units).*

Includes 16 "limited" students with the Senior counts - Hurricane Katrina visitors

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2006 HEADCOUNT ENROLLMENT BY GENDER AND STUDENT LEVEL\***  
**Data Exhibit 2.2E**

STUDENT LEVEL	TOTAL STUDENTS					NEW STUDENTS				
	TOTAL	MALE		FEMALE		TOTAL NEW	MALE		FEMALE	
<b>UNDERGRADUATE</b>	<b>14,792</b>	<b>7,064</b>	<b>47.8%</b>	<b>7,728</b>	<b>52.2%</b>	<b>4,429</b>	<b>2,105</b>	<b>47.5%</b>	<b>2,324</b>	<b>52.5%</b>
Lower Division	7,512	3,550	47.3%	3,962	52.7%	3,803	1,794	47.2%	2,009	52.8%
Freshman	4,408	2,066	46.9%	2,342	53.1%	3,558	1,667	46.9%	1,891	53.1%
Sophomore	3,104	1,484	47.8%	1,620	52.2%	245	127	51.8%	118	48.2%
Upper Division	7,280	3,514	48.3%	3,766	51.7%	626	311	49.7%	315	50.3%
Junior	3,644	1,764	48.4%	1,880	51.6%	599	296	49.4%	303	50.6%
Senior	3,636	1,750	48.1%	1,886	51.9%	27	15	24.0%	12	44.4%
<b>GRADUATE</b>	<b>2,034</b>	<b>1,048</b>	<b>51.5%</b>	<b>986</b>	<b>48.5%</b>	<b>647</b>	<b>312</b>	<b>48.2%</b>	<b>335</b>	<b>51.8%</b>
Masters	488	211	43.2%	277	56.8%	252	95	37.7%	157	62.3%
Doctoral Total	1,478	813	55.0%	665	45.0%	334	195	58.4%	139	41.6%
Not Adv. To Candidacy	962	524	54.5%	438	45.5%	331	193	58.3%	138	41.7%
Advanced to Candidacy	516	289	56.0%	227	44.0%	3	2	66.7%	1	33.3%
Credential only	68	24	35.3%	44	64.7%	61	22	36.1%	39	63.9%
<b>GENERAL CAMPUS</b>	<b>16,826</b>	<b>8,112</b>	<b>48.2%</b>	<b>8,714</b>	<b>51.8%</b>	<b>5,076</b>	<b>2,417</b>	<b>47.6%</b>	<b>2,659</b>	<b>52.4%</b>
<b>Health Sciences</b> (Med. Students)	<b>49</b>	<b>21</b>	<b>42.9%</b>	<b>28</b>	<b>57.1%</b>	<b>24</b>	<b>12</b>	<b>50.0%</b>	<b>12</b>	<b>50.0%</b>

<b>TOTAL CAMPUS</b>	<b>16,875</b>	<b>8,133</b>	<b>48.2%</b>	<b>8,742</b>	<b>51.8%</b>	<b>5,100</b>	<b>2,429</b>	<b>47.6%</b>	<b>2,671</b>	<b>52.4%</b>
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*Freshman = Registrar's Definition (fewer than 45 completed units).*

Includes 16 "limited" students with the Senior counts - Hurricane Katrina visitors

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2002 HEADCOUNT ENROLLMENT BY ETHNICITY AND STUDENT LEVEL\***  
**Data Exhibit 2.3A**

ETHNICITY	UNDERGRADUATE					GRADUATE					TOTAL
	Fr	So	Jr	Sr	TOTAL	Master's	Ph.D.	Credential	Health Sci	TOTAL	UG & Grad
AFRICAN-AMERICAN	315	185	176	144	820	7	22	7	2	38	858
NATIVE-AMERICAN	17	15	18	14	64	2	2	0	1	5	69
CHICANO-LATINO	1251	657	734	596	3238	51	68	28	2	149	3387
ASIAN	2141	1290	1287	1238	5956	47	67	11	33	158	6114
WHITE	951	675	817	801	3244	203	451	58	13	725	3969
OTHER ETHNIC	73	56	68	45	242	14	26	2	0	42	284
UNKNOWN	192	110	121	137	560	171	512	9	1	693	1253
<b>TOTAL</b>	<b>4940</b>	<b>2988</b>	<b>3221</b>	<b>2975</b>	<b>14124</b>	<b>495</b>	<b>1148</b>	<b>115</b>	<b>52</b>	<b>1810</b>	<b>15934</b>

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)



**FALL 2003 HEADCOUNT ENROLLMENT BY ETHNICITY AND STUDENT LEVEL\***  
**Data Exhibit 2.3B**

ETHNICITY	UNDERGRADUATE					GRADUATE					TOTAL
	Fr	So	Jr	Sr	TOTAL	Master's	Ph.D.	Credential	Health Sci	TOTAL	UG & Grad
AFRICAN-AMERICAN	386	204	219	173	982	7	18	2	4	31	1,013
NATIVE-AMERICAN	14	11	23	16	64	3	7	2	1	13	77
CHICANO-LATINO	1,292	771	842	692	3,597	62	78	21	1	162	3,759
ASIAN	2,280	1,327	1,446	1,383	6,436	69	83	14	30	196	6,632
WHITE	967	648	853	865	3,333	195	480	63	12	750	4,083
OTHER ETHNIC	90	53	60	60	263	16	42	1	1	60	323
UNKNOWN	218	136	131	122	607	193	595	14	0	802	1,409
<b>TOTAL</b>	<b>5,247</b>	<b>3,150</b>	<b>3,574</b>	<b>3,311</b>	<b>15,282</b>	<b>545</b>	<b>1,303</b>	<b>117</b>	<b>49</b>	<b>2,014</b>	<b>17,296</b>

Note: 2 "Limited" level students included with Juniors (1 Chicano/Latino, 1 White)

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2004 HEADCOUNT ENROLLMENT BY ETHNICITY AND STUDENT LEVEL\***  
**Data Exhibit 2.3C**

ETHNICITY	UNDERGRADUATE					GRADUATE					TOTAL
	Fr	So	Jr	Sr	TOTAL	Master's	Ph.D.	Credential	Health Sci	TOTAL	UG & Grad
AFRICAN-AMERICAN	336	237	227	196	996	12	17	3	4	36	1,032
NATIVE-AMERICAN	15	10	20	20	65	2	6	1	0	9	74
CHICANO-LATINO	1,144	847	852	731	3,574	59	92	29	3	183	3,757
ASIAN	2,230	1,510	1,387	1,401	6,528	72	100	7	30	209	6,737
WHITE	816	650	760	838	3,064	175	485	36	10	706	3,770
OTHER ETHNIC	83	57	69	69	278	29	50	1	3	83	361
UNKNOWN	182	141	144	117	584	161	619	8	1	789	1,373
<b>TOTAL</b>	<b>4,806</b>	<b>3,452</b>	<b>3,459</b>	<b>3,372</b>	<b>15,089</b>	<b>510</b>	<b>1,369</b>	<b>85</b>	<b>51</b>	<b>2,015</b>	<b>17,104</b>

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2005 HEADCOUNT ENROLLMENT BY ETHNICITY AND STUDENT LEVEL\***  
**Data Exhibit 2.3D**

ETHNICITY	UNDERGRADUATE					GRADUATE					TOTAL
	Fr	So	Jr	Sr	TOTAL	Master's	Ph.D.	Credential	Health Sci	TOTAL	UG & Grad
AFRICAN-AMERICAN	286	208	258	201	953	13	13	4	2	32	985
NATIVE-AMERICAN	12	8	14	13	47	2	10	1	0	13	60
CHICANO-LATINO	1,124	753	912	755	3,544	55	101	23	3	182	3,726
ASIAN	1,902	1,461	1,597	1,389	6,349	74	128	5	28	235	6,584
WHITE	691	590	821	742	2,844	154	509	32	9	704	3,548
OTHER ETHNIC	62	64	79	63	268	31	50	1	3	85	353
UNKNOWN	125	136	150	155	566	142	642	12	4	800	1,366

<b>TOTAL</b>	<b>4,202</b>	<b>3,220</b>	<b>3,831</b>	<b>3,318</b>	<b>14,571</b>	<b>471</b>	<b>1,453</b>	<b>78</b>	<b>49</b>	<b>2,051</b>	<b>16,622</b>
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*Includes 16 "limited" level students included in the Senior counts (Hurricane Katrina visitors)*

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**FALL 2006 HEADCOUNT ENROLLMENT BY ETHNICITY AND STUDENT LEVEL\***  
**Data Exhibit 2.3E**

ETHNICITY	UNDERGRADUATE					GRADUATE					TOTAL
	Fr	So	Jr	Sr	TOTAL	Master's	Ph.D.	Credential	Health Sci	TOTAL	UG & Grad
AFRICAN-AMERICAN	358	206	227	260	1,051	8	20	5	5	38	1,089
NATIVE-AMERICAN	9	9	15	13	46	4	8	1	0	13	59
CHICANO-LATINO	1,266	822	826	801	3,715	60	118	20	5	203	3,918
ASIAN	1,845	1,358	1,584	1,568	6,355	66	135	10	18	229	6,584
WHITE	698	549	750	764	2,761	188	519	26	11	744	3,505
OTHER ETHNIC	104	45	68	79	296	25	56	1	4	86	382
UNKNOWN	128	115	174	151	568	137	622	5	6	770	1,338
<b>TOTAL</b>	<b>4,408</b>	<b>3,104</b>	<b>3,644</b>	<b>3,636</b>	<b>14,792</b>	<b>488</b>	<b>1,478</b>	<b>68</b>	<b>49</b>	<b>2,083</b>	<b>16,875</b>

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**Students Receiving Financial Aid  
Data Exhibit 2.4**

	2002-03 N (%)	2003-04 N (%)	2004-05 N (%)	2005-06 N (%)	2006-2007 N (%)
<b>Undergraduate Students</b>					
Total Headcount**	14,124	15,282	15,089	14,571	14,792
Total Receiving Some Form of Financial Aid or Assistance***	10,131 71.7%	11,135 72.9%	10,702 70.9%	10,225 70.2%	10,651 72.0%
Total Receiving Federal Pell Grant Support***	5,900 41.8%	6,281 41.1%	6,156 40.8%	5,721 39.3%	5,879 39.7%
<b>Graduate Students</b>					
Total Headcount	1,718	1,911	1,949	1,995	Not Yet Available
Total Receiving Some Form of Financial Aid or Assistance	1,510 87.9	1,720 90.1%	1,760 91.3%	1,810 70.1%	Not Yet Available

**2002-03 DEGREES CONFERRED BY COLLEGE/SCHOOL AND STUDENT GENDER**  
**Data Exhibit 3.1A**

COLLEGE/SCHOOL & GENDER	Bachelor's		Master's		Doctoral		Total	
	Degrees		Degrees		Degrees		Degrees	
	(B.A., B.S.)		(M.A., M.S., M.B.A.)		(Ph.D.)			
<b>TOTAL</b>	<b>2,513.0</b>	<b>100.0%</b>	<b>310</b>	<b>100.0%</b>	<b>121</b>	<b>100.0%</b>	<b>2,944.0</b>	<b>100.0%</b>
Male	1,093.0	43.5%	128	41.3%	67	55.4%	1,288.0	43.8%
Female	1,420.0	56.5%	182	58.7%	54	44.6%	1,656.0	56.3%
<b>College of HA&amp;SS</b>	<b>1,891.5</b>	<b>100.0%</b>	<b>74</b>	<b>100.0%</b>	<b>43</b>	<b>100.0%</b>	<b>2,008.5</b>	<b>100.0%</b>
Male	735.0	38.9%	25	33.8%	22	51.2%	782.0	38.9%
Female	1,156.5	61.1%	49	66.2%	21	48.8%	1,226.5	61.1%
<b>College of NAS</b>	<b>403.5</b>	<b>100.0%</b>	<b>75</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>536.5</b>	<b>100.0%</b>
Male	174.5	43.2%	43	57.3%	38	65.5%	255.5	47.6%
Female	229.0	56.8%	32	42.7%	20	34.5%	281.0	52.4%
<b>Bourns College of Engr</b>	<b>218.0</b>	<b>100.0%</b>	<b>35</b>	<b>100.0%</b>	<b>7</b>	<b>100.0%</b>	<b>260.0</b>	<b>100.0%</b>
Male	183.5	84.2%	28	80.0%	5	71.4%	216.5	83.3%
Female	34.5	15.8%	7	20.0%	2	28.6%	43.5	16.7%
<b>Anderson Grad. Sch. of Mgmt</b>			<b>51</b>	<b>100.0%</b>			<b>51.0</b>	<b>100.0%</b>
Male			22	43.1%			22.0	43.1%
Female			29	56.9%			29.0	56.9%
<b>School of Education</b>			<b>75</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>88.0</b>	<b>100.0%</b>
Male			10	13.3%	2	15.4%	12.0	13.6%
Female			65	86.7%	11	84.6%	76.0	86.4%
<b>CAMPUS TOTAL</b>	<b>2,513.0</b>	<b>100.0%</b>	<b>310</b>	<b>100.0%</b>	<b>121</b>	<b>100.0%</b>	<b>2,944.0</b>	<b>100.0%</b>

NOTE: Fractions may result from double majors across colleges.

The academic degree year is Summer through Spring.

[http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**2003-04 DEGREES CONFERRED BY COLLEGE/SCHOOL AND STUDENT GENDER\***  
**Data Exhibit 3.1B**

COLLEGE/SCHOOL & GENDER	Bachelor's		Master's		Doctoral		Total	
	Degrees		Degrees		Degrees		Degrees	
	(B.A., B.S.)		(M.A., M.S., M.B.A.)		(Ph.D.)			
<b>TOTAL</b>	<b>2,894.0</b>	<b>100.0%</b>	<b>360</b>	<b>100.0%</b>	<b>141</b>	<b>100.0%</b>	<b>3,395.0</b>	<b>100.0%</b>
Male	1,275.0	44.1%	149	41.4%	76	53.9%	1,500.0	44.2%
Female	1,619.0	55.9%	211	58.6%	65	46.1%	1,895.0	55.8%
<b>College of HA&amp;SS</b>	<b>2,131.0</b>	<b>100.0%</b>	<b>95</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>2,284.0</b>	<b>100.0%</b>
Male	819.0	38.4%	46	48.4%	26	44.8%	891.0	39.0%
Female	1,312.0	61.6%	49	51.6%	32	55.2%	1,393.0	61.0%
<b>College of NAS</b>	<b>508.0</b>	<b>100.0%</b>	<b>75</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>647.0</b>	<b>100.0%</b>
Male	244.0	48.0%	36	48.0%	37	57.8%	317.0	49.0%
Female	264.0	52.0%	39	52.0%	27	42.2%	330.0	51.0%
<b>Bourns College of Engr</b>	<b>255.0</b>	<b>100.0%</b>	<b>42</b>	<b>100.0%</b>	<b>7</b>	<b>100.0%</b>	<b>304.0</b>	<b>100.0%</b>
Male	212.0	83.1%	27	64.3%	5	71.4%	244.0	80.3%
Female	43.0	16.9%	15	35.7%	2	28.6%	60.0	19.7%
<b>Anderson Grad. Sch. of Mgmt</b>			<b>66</b>	<b>100.0%</b>			<b>66.0</b>	<b>100.0%</b>
Male			31	47.0%			31.0	47.0%
Female			35	53.0%			35.0	53.0%
<b>School of Education</b>			<b>82</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>	<b>94.0</b>	<b>100.0%</b>
Male			9	11.0%	8	66.7%	17.0	18.1%
Female			73	89.0%	4	33.3%	77.0	81.9%
<b>CAMPUS TOTAL</b>	<b>2,894.0</b>	<b>100.0%</b>	<b>360</b>	<b>100.0%</b>	<b>141</b>	<b>100.0%</b>	<b>3,395.0</b>	<b>100.0%</b>

NOTE: Fractions may result from double majors across colleges.

The academic degree year is Summer through Spring.

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**2004-05 DEGREES CONFERRED BY COLLEGE/SCHOOL AND STUDENT GENDER\***  
Data Exhibit 3.1C

COLLEGE/SCHOOL & GENDER	Bachelor's		Master's		Doctoral		Total	
	Degrees		Degrees		Degrees		Degrees	
	(B.A., B.S.)		(M.A., M.S., M.B.A.)		(Ph.D.)		Degrees	
<b>TOTAL</b>	<b>3,080.0</b>	<b>100.0%</b>	<b>393</b>	<b>100.0%</b>	<b>159</b>	<b>100.0%</b>	<b>3,632.0</b>	<b>100.0%</b>
Male	1,303.0	42.3%	175	44.5%	95	59.7%	1,573.0	43.3%
Female	1,777.0	57.7%	218	55.5%	64	40.3%	2,059.0	56.7%
<b>College of HA&amp;SS</b>	<b>2,346.0</b>	<b>100.0%</b>	<b>113</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>2,522.0</b>	<b>100.0%</b>
Male	882.5	37.6%	51	45.1%	32	50.8%	965.5	38.3%
Female	1,463.5	62.4%	62	54.9%	31	49.2%	1,556.5	61.7%
<b>College of NAS</b>	<b>517.5</b>	<b>100.0%</b>	<b>80</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>662.5</b>	<b>100.0%</b>
Male	236.5	45.7%	45	56.3%	44	67.7%	325.5	49.1%
Female	281.0	54.3%	35	43.8%	21	32.3%	337.0	50.9%
<b>Bourns College of Engr</b>	<b>216.5</b>	<b>100.0%</b>	<b>48</b>	<b>100.0%</b>	<b>21</b>	<b>100.0%</b>	<b>285.5</b>	<b>100.0%</b>
Male	184.0	85.0%	38	79.2%	17	81.0%	239.0	83.7%
Female	32.5	15.0%	10	20.8%	4	19.0%	46.5	16.3%
<b>Anderson Grad. Sch. of Mgmt</b>			<b>72</b>	<b>100.0%</b>			<b>72.0</b>	<b>100.0%</b>
Male			26	36.1%			26.0	36.1%
Female			46	63.9%			46.0	63.9%
<b>School of Education</b>			<b>80</b>	<b>100.0%</b>	<b>10</b>	<b>100.0%</b>	<b>90.0</b>	<b>100.0%</b>
Male			15	18.8%	2	20.0%	17.0	18.9%
Female			65	81.3%	8	80.0%	73.0	81.1%

<b>CAMPUS TOTAL</b>	<b>3,080.0</b>	<b>100.0%</b>	<b>393</b>	<b>100.0%</b>	<b>159</b>	<b>100.0%</b>	<b>3,632.0</b>	<b>100.0%</b>
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NOTE: Fractions may result from double majors across colleges.

The academic degree year is Summer through Spring.

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)



**2005-06 DEGREES CONFERRED BY COLLEGE/SCHOOL AND STUDENT GENDER\***  
Data Exhibit 3.1D

COLLEGE/SCHOOL & GENDER	Bachelor's		Master's		Doctoral		Total	
	Degrees		Degrees		Degrees		Degrees	
	(B.A., B.S.)		(M.A., M.S., M.B.A.)		(Ph.D.)			
<b>TOTAL</b>	<b>3,229.0</b>	<b>100.0%</b>	<b>388</b>	<b>100.0%</b>	<b>165</b>	<b>100.0%</b>	<b>3,782.0</b>	<b>100.0%</b>
Male	1,377.0	42.6%	171	44.1%	112	67.9%	1,660.0	43.9%
Female	1,852.0	57.4%	217	55.9%	53	32.1%	2,122.0	56.1%
<b>College of HA&amp;SS</b>	<b>2,392.5</b>	<b>100.0%</b>	<b>115</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>2,565.5</b>	<b>100.0%</b>
Male	903.5	37.8%	50	43.5%	37	63.8%	990.5	38.6%
Female	1,489.0	62.2%	65	56.5%	21	36.2%	1,575.0	61.4%
<b>College of NAS</b>	<b>583.0</b>	<b>100.0%</b>	<b>86</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>	<b>735.0</b>	<b>100.0%</b>
Male	259.5	44.5%	47	54.7%	47	71.2%	353.5	48.1%
Female	323.5	55.5%	39	45.3%	19	28.8%	381.5	51.9%
<b>Bourns College of Engr</b>	<b>253.5</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>	<b>35</b>	<b>100.0%</b>	<b>338.5</b>	<b>100.0%</b>
Male	214.0	84.4%	40	80.0%	26	74.3%	280.0	82.7%
Female	39.5	15.6%	10	20.0%	9	25.7%	58.5	17.3%
<b>Anderson Grad. Sch. of Mgmt</b>			<b>38</b>	<b>100.0%</b>			<b>38.0</b>	<b>100.0%</b>
Male			18	47.4%			18.0	47.4%
Female			20	52.6%			20.0	52.6%
<b>School of Education</b>			<b>99</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>	<b>105.0</b>	<b>100.0%</b>
Male			16	16.2%	2	33.3%	18.0	17.1%
Female			83	83.8%	4	66.7%	87.0	82.9%
<b>CAMPUS TOTAL</b>	<b>3,229.0</b>	<b>100.0%</b>	<b>388</b>	<b>100.0%</b>	<b>165</b>	<b>100.0%</b>	<b>3,782.0</b>	<b>100.0%</b>

NOTE: Fractions may result from double majors across colleges.

The academic degree year is Summer through Spring.

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**2006-07 DEGREES CONFERRED BY COLLEGE/SCHOOL AND STUDENT GENDER\***  
**Data Exhibit 3.1E**

COLLEGE/SCHOOL & GENDER	Bachelor's		Master's		Doctoral		Total	
	Degrees		Degrees		Degrees		Degrees	
	(B.A., B.S.)		(M.A., M.S., M.B.A.)		(Ph.D.)			
<b>TOTAL</b>	<b>3,337.0</b>	<b>100.0%</b>	<b>378</b>	<b>100.0%</b>	<b>177</b>	<b>100.0%</b>	<b>3,892.0</b>	<b>100.0%</b>
Male	1,519.0	45.5%	162	42.9%	95	53.7%	1,776.0	45.6%
Female	1,818.0	54.5%	216	57.1%	82	46.3%	2,116.0	54.4%
<b>College of HA&amp;SS</b>	<b>2,554.5</b>	<b>100.0%</b>	<b>106</b>	<b>100.0%</b>	<b>48</b>	<b>100.0%</b>	<b>2,708.5</b>	<b>100.0%</b>
Male	1,065.0	41.7%	51	48.1%	19	39.6%	1,135.0	41.9%
Female	1,489.5	58.3%	55	51.9%	29	60.4%	1,573.5	58.1%
<b>College of NAS</b>	<b>570.5</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>77</b>	<b>100.0%</b>	<b>712.5</b>	<b>100.0%</b>
Male	266.0	46.6%	34	52.3%	45	58.4%	345.0	48.4%
Female	304.5	53.4%	31	47.7%	32	41.6%	367.5	51.6%
<b>Bourns College of Engr</b>	<b>212.0</b>	<b>100.0%</b>	<b>37</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>289.0</b>	<b>100.0%</b>
Male	188.0	88.7%	28	75.7%	28	70.0%	244.0	84.4%
Female	24.0	11.3%	9	24.3%	12	30.0%	45.0	15.6%
<b>Anderson Grad. Sch. of Mgmt</b>			<b>53</b>	<b>100.0%</b>			<b>53.0</b>	<b>100.0%</b>
Male			27	50.9%			27.0	50.9%
Female			26	49.1%			26.0	49.1%
<b>School of Education</b>			<b>117</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>	<b>129.0</b>	<b>100.0%</b>
Male			22	18.8%	3	25.0%	25.0	19.4%
Female			95	81.2%	9	75.0%	104.0	80.6%
<b>CAMPUS TOTAL</b>	<b>3,337.0</b>	<b>100.0%</b>	<b>378</b>	<b>100.0%</b>	<b>177</b>	<b>100.0%</b>	<b>3,892.0</b>	<b>100.0%</b>

NOTE: Fractions may result from double majors across colleges.

The academic degree year is Summer through Spring.

\* [http://ucrapb.ucr.edu/institutional\\_planning/StudentData/SummaryData/summarytemplate.htm](http://ucrapb.ucr.edu/institutional_planning/StudentData/SummaryData/summarytemplate.htm)

**Retention and Cohort 6-Year Graduation Rates**  
**Data Exhibit 3.2**

	Size of Cohort	1st Year Retention Rate (Fall to Fall)	6-Year Graduation
<b>First-Time Freshmen</b>			
Cohort: Fall 2006	3,594	83%	NA
Cohort: Fall 2005	2,988	86%	NA
Cohort: Fall 2004	3,456	86%	NA
Cohort: Fall 2003	3,844	85%	NA
Cohort: Fall 2002	3,509	85%	NA
Cohort: Fall 2001	3,235	85%	NA
Cohort: Fall 2000	3,051	85%	64%
Cohort: Fall 1999	2,652	84%	65%
Cohort: Fall 1998	2,235	86%	65%

**Full Time Faculty by Gender  
Data Exhibit 4.1A**

		SNAPSHOT DATE												
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
FACULTY CATEGORY	COLLEGE DEANS, MALE	16	88.9%	18	81.8%	17	85.0%	22	84.6%	24	85.7%	97	85.1%	
	ASSOCIATE DEANS & ACADEMIC DIRECTORS	FEMALE	2	11.1%	4	18.2%	3	15.0%	4	15.4%	4	14.3%	17	14.9%
	TOTAL	18	100.0%	22	100.0%	20	100.0%	26	100.0%	28	100.0%	114	100.0%	
	LADDER RANK FACULTY & LADDER RANK EQUIVALENTS	MALE	430	74.8%	453	75.1%	457	72.9%	440	72.5%	438	71.2%	2,218	73.3%
	FEMALE	145	25.2%	150	24.9%	170	27.1%	167	27.5%	177	28.8%	809	26.7%	
	TOTAL	575	100.0%	603	100.0%	627	100.0%	607	100.0%	615	100.0%	3,027	100.0%	
	TOTAL	MALE	446	75.2%	471	75.4%	474	73.3%	462	73.0%	462	71.9%	2,315	73.7%
	FEMALE	147	24.8%	154	24.6%	173	26.7%	171	27.0%	181	28.1%	826	26.3%	
	TOTAL	593	100.0%	625	100.0%	647	100.0%	633	100.0%	643	100.0%	3,141	100.0%	

a. Data Source: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period. Full-time Faculty are included in workforce if they have an active payroll record and a Professorial or Ladder Rank Equivalent (LRE) appointment as of the snapshot date.

b. Full-time faculty headcount in exhibit 4.1 includes College Deans, Associate Deans and Academic Directors with a professorial appointment in addition to their academic administration appointment. Ladder Rank Faculty & LRE's include all tenured and tenure-track faculty and ladder rank equivalent faculty. LRE faculty are tenured and tenure-track faculty on the research side.

c. Headcount does not include the Chancellor, Executive Vice Chancellor, Vice Chancellors or Vice Provosts. These individuals are counted among staff personnel.

**Full Time Faculty by Race/Ethnicity  
Data Exhibit 4.1B**

FACULTY CATEGORY		SNAPSHOT DATE											
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
COLLEGE DEANS, ASSOCIATE DEANS & ACADEMIC DIRECTORS	WHITE, NON-HISPANIC	12	66.7%	16	72.7%	17	85.0%	22	84.6%	23	82.1%	90	78.9%
	BLACK, NON-HISPANIC	1	5.6%	1	4.5%	0	0.0%	0	0.0%	0	0.0%	2	1.8%
	AMERICAN INDIAN/ ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	ASIAN/ PACIFIC ISLANDER	4	22.2%	4	18.2%	2	10.0%	3	11.5%	4	14.3%	17	14.9%
	HISPANIC	1	5.6%	1	4.5%	1	5.0%	1	3.8%	1	3.6%	5	4.4%
	UNKNOWN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	18	100.0%	22	100.0%	20	100.0%	26	100.0%	28	100.0%	114	100.0%
LADDER RANK FACULTY & LADDER RANK EQUIVALENTS	WHITE, NON-HISPANIC	438	76.2%	443	73.5%	454	72.4%	432	71.2%	429	69.8%	2,196	72.5%
	BLACK, NON-HISPANIC	11	1.9%	12	2.0%	15	2.4%	14	2.3%	17	2.8%	69	2.3%
	AMERICAN INDIAN/ ALASKAN NATIVE	4	0.7%	5	0.8%	4	0.6%	4	0.7%	4	0.7%	21	0.7%
	ASIAN/ PACIFIC ISLANDER	94	16.3%	106	17.6%	111	17.7%	114	18.8%	119	19.3%	544	18.0%
	HISPANIC	23	4.0%	28	4.6%	29	4.6%	28	4.6%	30	4.9%	138	4.6%
	UNKNOWN	5	0.9%	9	1.5%	14	2.2%	15	2.5%	16	2.6%	59	1.9%
	TOTAL	575	100.0%	603	100.0%	627	100.0%	607	100.0%	615	100.0%	3,027	100.0%
Total	WHITE, NON-HISPANIC	450	75.9%	459	73.4%	471	72.8%	454	71.7%	452	70.3%	2,286	72.8%
	BLACK, NON-HISPANIC	12	2.0%	13	2.1%	15	2.3%	14	2.2%	17	2.6%	71	2.3%
	AMERICAN INDIAN/ ALASKAN NATIVE	4	0.7%	5	0.8%	4	0.6%	4	0.6%	4	0.6%	21	0.7%
	ASIAN/ PACIFIC ISLANDER	98	16.5%	110	17.6%	113	17.5%	117	18.5%	123	19.1%	561	17.9%
	HISPANIC	24	4.0%	29	4.6%	30	4.6%	29	4.6%	31	4.8%	143	4.6%
	UNKNOWN	5	0.8%	9	1.4%	14	2.2%	15	2.4%	16	2.5%	59	1.9%
	TOTAL	593	100.0%	625	100.0%	647	100.0%	633	100.0%	643	100.0%	3,141	100.0%

- a. Data Source: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period. Full-Time Faculty are included in workforce if they have an active payroll record and a Professorial or Ladder Rank Equivalent (LRE) appointment as of the snapshot date.
- b. Full-Time faculty headcount in exhibit 4.1 includes College Deans, Associate Deans and Academic Directors with a professorial appointment in addition to their academic administration appointment. Ladder Rank Faculty & LRE's include all tenured and tenure-track faculty and ladder rank equivalent faculty. LRE faculty are tenured and tenure-track faculty on the research side.
- c. Headcount does not include the Chancellor, Executive Vice Chancellor, Vice Chancellors or Vice Provosts. These individuals are counted among staff personnel.
- d. A race/ethnicity category of Unknown indicates individuals who choose not to identify their race/ethnicity.

**Other Teaching/Instructional Faculty (Part Time) By Gender  
Data Exhibit 4.1C**

		SNAPSHOT DATE												
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
OTHER TEACHING FACULTY CATEGORY	ADJUNCT/VISITING MALE FACULTY	22	71.0%	10	47.6%	9	90.0%	18	81.8%	17	70.8%	76	70.4%	
	FEMALE	9	29.0%	11	52.4%	1	10.0%	4	18.2%	7	29.2%	32	29.6%	
	TOTAL	31	100.0%	21	100.0%	10	100.0%	22	100.0%	24	100.0%	108	100.0%	
	LECTURERS AND SUPERVISORS OF TEACHER EDUCATION	MALE	110	49.5%	120	51.7%	90	51.4%	102	51.3%	95	45.7%	517	49.9%
	FEMALE	112	50.5%	112	48.3%	85	48.6%	97	48.7%	113	54.3%	519	50.1%	
	TOTAL	222	100.0%	232	100.0%	175	100.0%	199	100.0%	208	100.0%	1,036	100.0%	
	Total	MALE	132	52.2%	130	51.4%	99	53.5%	120	54.3%	112	48.3%	593	51.8%
	FEMALE	121	47.8%	123	48.6%	86	46.5%	101	45.7%	120	51.7%	551	48.2%	
	TOTAL	253	100.0%	253	100.0%	185	100.0%	221	100.0%	232	100.0%	1,144	100.0%	

a. Data Source: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period. Other Teaching Faculty are included in workforce if they have an active payroll record and a Lecturer, Supervisor of Teacher Education, Adjunct or Visiting Professor appointment > 0% as of the snapshot date.

b. Part Time Teaching/Instructional Faculty in Exhibit 4.1 above are defined as: all lecturers, adjuncts and supervisors of teacher education being paid for classroom instruction regardless of appointment percentage; and visiting faculty with appointments that have a definite end date.

**Other Teaching/Instructional Faculty (Part Time) By Race/Ethnicity  
Data Exhibit 4.1D**

		SNAPSHOT DATE												
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
OTHER TEACHING/INSTRUCTIONAL FACULTY CATEGORY	ADJUNCT/VISITING FACULTY	WHITE, NON-HISPANIC	26	83.9%	17	81.0%	6	60.0%	19	86.4%	15	62.5%	83	76.9%
		BLACK, NON-HISPANIC	1	3.2%	1	4.8%	1	10.0%	0	0.0%	0	0.0%	3	2.8%
		AMERICAN INDIAN/ ALASKAN NATIVE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	8.3%	2	1.9%
		ASIAN/ PACIFIC ISLANDER	3	9.7%	2	9.5%	1	10.0%	3	13.6%	5	20.8%	14	13.0%
		HISPANIC	1	3.2%	1	4.8%	1	10.0%	0	0.0%	1	4.2%	4	3.7%
		UNKNOWN	0	0.0%	0	0.0%	1	10.0%	0	0.0%	1	4.2%	2	1.9%
		TOTAL	31	100.0%	21	100.0%	10	100.0%	22	100.0%	24	100.0%	108	100.0%
		LECTURERS AND SUPERVISORS OF TEACHER EDUCATION	WHITE, NON-HISPANIC	160	72.1%	168	72.4%	127	72.6%	139	69.8%	151	72.6%	745
	BLACK, NON-HISPANIC		4	1.8%	4	1.7%	4	2.3%	7	3.5%	4	1.9%	23	2.2%
	AMERICAN INDIAN/ ALASKAN NATIVE		5	2.3%	3	1.3%	3	1.7%	4	2.0%	3	1.4%	18	1.7%
	ASIAN/ PACIFIC ISLANDER		25	11.3%	29	12.5%	18	10.3%	21	10.6%	23	11.1%	116	11.2%
	HISPANIC		21	9.5%	18	7.8%	17	9.7%	19	9.5%	18	8.7%	93	9.0%
	UNKNOWN		7	3.2%	10	4.3%	6	3.4%	9	4.5%	9	4.3%	41	4.0%
	TOTAL		222	100.0%	232	100.0%	175	100.0%	199	100.0%	208	100.0%	1,036	100.0%
	Total		WHITE, NON-HISPANIC	186	73.5%	185	73.1%	133	71.9%	158	71.5%	166	71.6%	828
	BLACK, NON-HISPANIC	5	2.0%	5	2.0%	5	2.7%	7	3.2%	4	1.7%	26	2.3%	
	AMERICAN INDIAN/ ALASKAN NATIVE	5	2.0%	3	1.2%	3	1.6%	4	1.8%	5	2.2%	20	1.7%	
	ASIAN/ PACIFIC ISLANDER	28	11.1%	31	12.3%	19	10.3%	24	10.9%	28	12.1%	130	11.4%	
	HISPANIC	22	8.7%	19	7.5%	18	9.7%	19	8.6%	19	8.2%	97	8.5%	
	UNKNOWN	7	2.8%	10	4.0%	7	3.8%	9	4.1%	10	4.3%	43	3.8%	
	TOTAL	253	100.0%	253	100.0%	185	100.0%	221	100.0%	232	100.0%	1,144	100.0%	

a. Data Source: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period. Other Teaching Faculty are included in workforce if they have an active payroll record and a Lecturer, Supervisor of Teacher Education, Adjunct or Visiting Professor appointment > 0% as of the snapshot date.

b. A race/ethnicity category of Unknown indicates individuals who choose not to identify their race/ethnicity.

c. Other Teaching/Instructional Faculty in exhibit 4.1 are defined as: all lecturers, adjuncts and supervisors of teacher education being paid for classroom instruction regardless of appointment percentage; and visiting faculty with appointments that have a definite end date.

**Faculty Headcount by Department/Program**  
**Data Exhibit 4.2**

			SNAPSHOT DATE											
			10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
DEPARTMENT	AGSM	FULL TIME FACULTY	29	65.9%	37	75.5%	35	74.5%	28	60.9%	22	50.0%	151	65.7%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	15	34.1%	12	24.5%	12	25.5%	18	39.1%	22	50.0%	79	34.3%
		Total	44	100.0%	49	100.0%	47	100.0%	46	100.0%	44	100.0%	230	100.0%
DEPARTMENT	ANTHROPOLOGY	FULL TIME FACULTY	15	100.0%	15	93.8%	17	100.0%	13	100.0%	13	86.7%	73	96.1%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	1	6.3%	0	0.0%	0	0.0%	2	13.3%	3	3.9%
		Total	15	100.0%	16	100.0%	17	100.0%	13	100.0%	15	100.0%	76	100.0%
DEPARTMENT	ART	FULL TIME FACULTY	6	54.5%	8	50.0%	8	53.3%	7	43.8%	7	43.8%	36	48.6%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	5	45.5%	8	50.0%	7	46.7%	9	56.3%	9	56.3%	38	51.4%
		Total	11	100.0%	16	100.0%	15	100.0%	16	100.0%	16	100.0%	74	100.0%
DEPARTMENT	BIOCHEMISTRY	FULL TIME FACULTY	14	100.0%	14	100.0%	14	100.0%	13	92.9%	13	100.0%	68	98.6%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	1	7.1%	0	0.0%	1	1.4%
		Total	14	100.0%	14	100.0%	14	100.0%	14	100.0%	13	100.0%	69	100.0%
DEPARTMENT	BIOENGINEERING	FULL TIME FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%	6	100.0%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100.0%	6	100.0%



**Faculty Headcount by Department/Program  
Data Exhibit 4.2**

		SNAPSHOT DATE												
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
DEPARTMENT	BIOLOGY	FULL TIME FACULTY	19	95.0%	22	91.7%	19	95.0%	18	94.7%	20	90.9%	98	93.3%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	1	5.0%	2	8.3%	1	5.0%	1	5.3%	2	9.1%	7	6.7%
		Total	20	100.0%	24	100.0%	20	100.0%	19	100.0%	22	100.0%	105	100.0%
DEPARTMENT	BIOMEDICAL SCIENCES	FULL TIME FACULTY	12	80.0%	12	92.3%	14	93.3%	14	93.3%	13	92.9%	65	90.3%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	3	20.0%	1	7.7%	1	6.7%	1	6.7%	1	7.1%	7	9.7%
		Total	15	100.0%	13	100.0%	15	100.0%	15	100.0%	14	100.0%	72	100.0%
DEPARTMENT	BOTANY AND PLANT SCIENCES	FULL TIME FACULTY	31	100.0%	31	100.0%	31	100.0%	30	100.0%	30	100.0%	153	100.0%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	31	100.0%	31	100.0%	31	100.0%	30	100.0%	30	100.0%	153	100.0%
DEPARTMENT	CELL BIOLOGY AND NEUROSCIENCE	FULL TIME FACULTY	0	0.0%	0	0.0%	12	100.0%	12	100.0%	13	100.0%	37	100.0%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	0	0.0%	0	0.0%	12	100.0%	12	100.0%	13	100.0%	37	100.0%
DEPARTMENT	CHEMICAL/ ENVIRON. ENGINEERING	FULL TIME FACULTY	10	90.9%	13	92.9%	11	84.6%	13	92.9%	11	91.7%	58	90.6%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	1	9.1%	1	7.1%	2	15.4%	1	7.1%	1	8.3%	6	9.4%
		Total	11	100.0%	14	100.0%	13	100.0%	14	100.0%	12	100.0%	64	100.0%

**Faculty Headcount by Department/Program  
Data Exhibit 4.2**

DEPARTMENT		SNAPSHOT DATE											
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CHEMISTRY	FULL TIME FACULTY	24	64.9%	22	78.6%	20	80.0%	24	88.9%	24	88.9%	114	79.2%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	13	35.1%	6	21.4%	5	20.0%	3	11.1%	3	11.1%	30	20.8%
	Total	37	100.0%	28	100.0%	25	100.0%	27	100.0%	27	100.0%	144	100.0%
COMP LIT & FOREIGN LANGUAGES	FULL TIME FACULTY	12	42.9%	14	45.2%	16	51.6%	15	45.5%	14	40.0%	71	44.9%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	16	57.1%	17	54.8%	15	48.4%	18	54.5%	21	60.0%	87	55.1%
	Total	28	100.0%	31	100.0%	31	100.0%	33	100.0%	35	100.0%	158	100.0%
COMPUTER SCIENCE & ENGINEERING	FULL TIME FACULTY	22	84.6%	25	83.3%	22	78.6%	23	82.1%	23	85.2%	115	82.7%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	4	15.4%	5	16.7%	6	21.4%	5	17.9%	4	14.8%	24	17.3%
	Total	26	100.0%	30	100.0%	28	100.0%	28	100.0%	27	100.0%	139	100.0%
CREATIVE WRITING	FULL TIME FACULTY	3	30.0%	6	50.0%	6	50.0%	8	61.5%	10	71.4%	33	54.1%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	7	70.0%	6	50.0%	6	50.0%	5	38.5%	4	28.6%	28	45.9%
	Total	10	100.0%	12	100.0%	12	100.0%	13	100.0%	14	100.0%	61	100.0%
DANCE	FULL TIME FACULTY	9	81.8%	9	90.0%	10	76.9%	10	83.3%	9	81.8%	47	82.5%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	2	18.2%	1	10.0%	3	23.1%	2	16.7%	2	18.2%	10	17.5%
	Total	11	100.0%	10	100.0%	13	100.0%	12	100.0%	11	100.0%	57	100.0%

**Faculty Headcount by Department/Program**  
**Data Exhibit 4.2**

		SNAPSHOT DATE										Total		
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06				
		Count	%	Count	%	Count	%	Count	%	Count	%			
DEPARTMENT	EARTH SCIENCES	FULL TIME FACULTY	12	92.3%	13	92.9%	13	100.0%	13	92.9%	13	92.9%	64	94.1%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	1	7.7%	1	7.1%	0	0.0%	1	7.1%	1	7.1%	4	5.9%
		Total	13	100.0%	14	100.0%	13	100.0%	14	100.0%	14	100.0%	68	100.0%
	ECONOMICS	FULL TIME FACULTY	20	100.0%	21	100.0%	21	100.0%	20	95.2%	21	87.5%	103	96.3%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	1	4.8%	3	12.5%	4	3.7%
		Total	20	100.0%	21	100.0%	21	100.0%	21	100.0%	24	100.0%	107	100.0%
	ELECTRICAL ENGINEERING	FULL TIME FACULTY	14	87.5%	16	100.0%	18	100.0%	18	94.7%	20	90.9%	86	94.5%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	2	12.5%	0	0.0%	0	0.0%	1	5.3%	2	9.1%	5	5.5%
		Total	16	100.0%	16	100.0%	18	100.0%	19	100.0%	22	100.0%	91	100.0%
	ENGLISH	FULL TIME FACULTY	24	24.2%	23	22.5%	26	44.8%	25	32.5%	25	32.5%	123	29.8%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	75	75.8%	79	77.5%	32	55.2%	52	67.5%	52	67.5%	290	70.2%
		Total	99	100.0%	102	100.0%	58	100.0%	77	100.0%	77	100.0%	413	100.0%
	ENTOMOLOGY	FULL TIME FACULTY	31	100.0%	32	100.0%	33	100.0%	30	100.0%	30	100.0%	156	100.0%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	31	100.0%	32	100.0%	33	100.0%	30	100.0%	30	100.0%	156	100.0%

**Faculty Headcount by Department/Program  
Data Exhibit 4.2**

		SNAPSHOT DATE												
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
DEPARTMENT	ENVIRONMENTAL SCIENCES	FULL TIME FACULTY	25	100.0%	24	100.0%	26	100.0%	26	100.0%	26	100.0%	127	100.0%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	25	100.0%	24	100.0%	26	100.0%	26	100.0%	26	100.0%	127	100.0%
ETHNIC STUDIES	FULL TIME FACULTY	8	72.7%	10	76.9%	11	78.6%	10	66.7%	10	76.9%	49	74.2%	
		OTHER TEACHING/INSTRUCTIONAL FACULTY	3	27.3%	3	23.1%	3	21.4%	5	33.3%	3	23.1%	17	25.8%
		Total	11	100.0%	13	100.0%	14	100.0%	15	100.0%	13	100.0%	66	100.0%
GRADUATE DIVISION	FULL TIME FACULTY	1	100.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%	5	100.0%	
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	1	100.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%	5	100.0%
HISPANIC STUDIES	FULL TIME FACULTY	6	42.9%	7	53.8%	9	52.9%	9	56.3%	8	42.1%	39	49.4%	
		OTHER TEACHING/INSTRUCTIONAL FACULTY	8	57.1%	6	46.2%	8	47.1%	7	43.8%	11	57.9%	40	50.6%
		Total	14	100.0%	13	100.0%	17	100.0%	16	100.0%	19	100.0%	79	100.0%
HISTORY	FULL TIME FACULTY	24	82.8%	26	81.3%	26	81.3%	25	80.6%	25	78.1%	126	80.8%	
		OTHER TEACHING/INSTRUCTIONAL FACULTY	5	17.2%	6	18.8%	6	18.8%	6	19.4%	7	21.9%	30	19.2%
		Total	29	100.0%	32	100.0%	32	100.0%	31	100.0%	32	100.0%	156	100.0%

**Faculty Headcount by Department/Program  
Data Exhibit 4.2**

		SNAPSHOT DATE										Total	
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06			
		Count	%	Count	%	Count	%	Count	%	Count	%		
DEPARTMENT	HISTORY OF ART	FULL TIME FACULTY											
		7	87.5%	9	100.0%	9	100.0%	7	77.8%	7	70.0%	39	86.7%
		OTHER TEACHING/INSTRUCTIONAL FACULTY											
		1	12.5%	0	0.0%	0	0.0%	2	22.2%	3	30.0%	6	13.3%
	Total	8	100.0%	9	100.0%	9	100.0%	9	100.0%	10	100.0%	45	100.0%
LIBERAL STDS & INTERDISC PRGMS	FULL TIME FACULTY												
		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	OTHER TEACHING/INSTRUCTIONAL FACULTY												
		1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
	Total	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
MATHEMATICS	FULL TIME FACULTY												
		23	41.1%	23	41.8%	24	50.0%	24	53.3%	24	53.3%	118	47.4%
	OTHER TEACHING/INSTRUCTIONAL FACULTY												
		33	58.9%	32	58.2%	24	50.0%	21	46.7%	21	46.7%	131	52.6%
	Total	56	100.0%	55	100.0%	48	100.0%	45	100.0%	45	100.0%	249	100.0%
MECHANICAL ENGINEERING	FULL TIME FACULTY												
		8	80.0%	9	81.8%	12	85.7%	13	76.5%	15	88.2%	57	82.6%
	OTHER TEACHING/INSTRUCTIONAL FACULTY												
		2	20.0%	2	18.2%	2	14.3%	4	23.5%	2	11.8%	12	17.4%
	Total	10	100.0%	11	100.0%	14	100.0%	17	100.0%	17	100.0%	69	100.0%
MUSIC	FULL TIME FACULTY												
		7	38.9%	7	33.3%	9	47.4%	10	47.6%	9	42.9%	42	42.0%
	OTHER TEACHING/INSTRUCTIONAL FACULTY												
		11	61.1%	14	66.7%	10	52.6%	11	52.4%	12	57.1%	58	58.0%
	Total	18	100.0%	21	100.0%	19	100.0%	21	100.0%	21	100.0%	100	100.0%

**Faculty Headcount by Department/Program  
Data Exhibit 4.2**

DEPARTMENT		SNAPSHOT DATE											
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
NEMATOTOLOGY	FULL TIME FACULTY	8	100.0%	7	100.0%	8	100.0%	8	100.0%	8	100.0%	39	100.0%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	8	100.0%	7	100.0%	8	100.0%	8	100.0%	8	100.0%	39	100.0%
NEUROSCIENCE	FULL TIME FACULTY	16	100.0%	16	100.0%	0	0.0%	0	0.0%	0	0.0%	32	100.0%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	16	100.0%	16	100.0%	0	0.0%	0	0.0%	0	0.0%	32	100.0%
PHILOSOPHY	FULL TIME FACULTY	15	93.8%	15	100.0%	18	94.7%	17	94.4%	18	100.0%	83	96.5%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	1	6.3%	0	0.0%	1	5.3%	1	5.6%	0	0.0%	3	3.5%
	Total	16	100.0%	15	100.0%	19	100.0%	18	100.0%	18	100.0%	86	100.0%
PHYSICAL EDUCATION	FULL TIME FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
	Total	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
PHYSICS AND ASTRONOMY	FULL TIME FACULTY	22	71.0%	22	68.8%	24	77.4%	30	90.9%	28	100.0%	126	81.3%
	OTHER TEACHING/INSTRUCTIONAL FACULTY	9	29.0%	10	31.3%	7	22.6%	3	9.1%	0	0.0%	29	18.7%
	Total	31	100.0%	32	100.0%	31	100.0%	33	100.0%	28	100.0%	155	100.0%

**Faculty Headcount by Department/Program  
Data Exhibit 4.2**

			SNAPSHOT DATE											
			10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
DEPARTMENT	PLANT PATHOLOGY	FULL TIME FACULTY	19	100.0%	15	100.0%	15	100.0%	15	100.0%	16	100.0%	80	100.0%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	19	100.0%	15	100.0%	15	100.0%	15	100.0%	16	100.0%	80	100.0%
DEPARTMENT	POLITICAL SCIENCE	FULL TIME FACULTY	12	92.3%	13	100.0%	13	81.3%	12	80.0%	15	83.3%	65	86.7%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	1	7.7%	0	0.0%	3	18.8%	3	20.0%	3	16.7%	10	13.3%
		Total	13	100.0%	13	100.0%	16	100.0%	15	100.0%	18	100.0%	75	100.0%
DEPARTMENT	PSYCHOLOGY	FULL TIME FACULTY	23	100.0%	26	92.9%	25	100.0%	25	100.0%	26	100.0%	125	98.4%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	2	7.1%	0	0.0%	0	0.0%	0	0.0%	2	1.6%
		Total	23	100.0%	28	100.0%	25	100.0%	25	100.0%	26	100.0%	127	100.0%
DEPARTMENT	RELIGIOUS STUDIES	FULL TIME FACULTY	7	77.8%	7	70.0%	7	87.5%	8	80.0%	8	66.7%	37	75.5%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	2	22.2%	3	30.0%	1	12.5%	2	20.0%	4	33.3%	12	24.5%
		Total	9	100.0%	10	100.0%	8	100.0%	10	100.0%	12	100.0%	49	100.0%
DEPARTMENT	SCHOOL OF EDUCATION	FULL TIME FACULTY	21	48.8%	19	41.3%	23	51.1%	20	44.4%	19	41.3%	102	45.3%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	22	51.2%	27	58.7%	22	48.9%	25	55.6%	27	58.7%	123	54.7%
		Total	43	100.0%	46	100.0%	45	100.0%	45	100.0%	46	100.0%	225	100.0%

**Faculty Headcount by Department/Program**  
**Data Exhibit 4.2**

			SNAPSHOT DATE											
			10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
DEPARTMENT	SOCIOLOGY	FULL TIME FACULTY	19	95.0%	16	88.9%	21	87.5%	20	90.9%	20	95.2%	96	91.4%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	1	5.0%	2	11.1%	3	12.5%	2	9.1%	1	4.8%	9	8.6%
		Total	20	100.0%	18	100.0%	24	100.0%	22	100.0%	21	100.0%	105	100.0%
STATISTICS	STATISTICS	FULL TIME FACULTY	8	72.7%	9	81.8%	8	72.7%	6	60.0%	7	70.0%	38	71.7%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	3	27.3%	2	18.2%	3	27.3%	4	40.0%	3	30.0%	15	28.3%
		Total	11	100.0%	11	100.0%	11	100.0%	10	100.0%	10	100.0%	53	100.0%
THEATRE	THEATRE	FULL TIME FACULTY	3	42.9%	5	55.6%	5	71.4%	5	45.5%	7	53.8%	25	53.2%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	4	57.1%	4	44.4%	2	28.6%	6	54.5%	6	46.2%	22	46.8%
		Total	7	100.0%	9	100.0%	7	100.0%	11	100.0%	13	100.0%	47	100.0%
WOMEN'S STUDIES	WOMEN'S STUDIES	FULL TIME FACULTY	4	100.0%	6	100.0%	7	100.0%	8	100.0%	9	100.0%	34	100.0%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Total	4	100.0%	6	100.0%	7	100.0%	8	100.0%	9	100.0%	34	100.0%
Total	Total	FULL TIME FACULTY	593	70.1%	625	71.2%	647	77.8%	633	74.1%	643	73.5%	3,141	73.3%
		OTHER TEACHING/INSTRUCTIONAL FACULTY	253	29.9%	253	28.8%	185	22.2%	221	25.9%	232	26.5%	1,144	26.7%
		Total	846	100.0%	878	100.0%	832	100.0%	854	100.0%	875	100.0%	4,285	100.0%



**Faculty Headcount by Department/Program**  
**Data Exhibit 4.2**

SNAPSHOT DATE											
10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
Count	%	Count	%	Count	%	Count	%	Count	%	Count	%

a. Data Source: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period. Full-time Faculty are included in workforce if they have an active payroll record and a Professorial or Ladder Rank Equivalent (LRE) appointment as of the snapshot date. Other Teaching Faculty are included in workforce if they have an active payroll record and a Lecturer, Supervisor of Teacher Education, Adjunct or Visiting Professor appointment > 0% as of the snapshot date.

b. Full-Time faculty headcount in exhibit 4.2 includes College Deans, Associate Deans and Academic Directors with a professorial appointment in addition to their academic administration appointment. Ladder Rank Faculty & LRE's include all tenured and tenure-track faculty and ladder rank equivalent faculty. LRE faculty are tenured and tenure-track faculty on the research side. Headcount does not include the Chancellor, Executive Vice Chancellor, Vice Chancellors or Vice Provosts. These individuals are counted among staff personnel.

c. Other Teaching/Instructional Faculty in exhibit 4.2 are defined as: all lecturers, adjuncts and supervisors of teacher education being paid for classroom instruction regardless of appointment percentage; and visiting faculty with appointments that have a definite end date.

**Career Staff Appointments (Full Time) by Gender and Race/Ethnicity  
Data Exhibit 4.3A**

		SNAPSHOT DATE											
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
GENDER	MALE	990	42.5%	960	42.2%	952	43.0%	952	42.9%	991	42.6%	4,845	42.6%
	FEMALE	1,338	57.5%	1,317	57.8%	1,264	57.0%	1,266	57.1%	1,338	57.4%	6,523	57.4%
	Total	2,328	100.0%	2,277	100.0%	2,216	100.0%	2,218	100.0%	2,329	100.0%	11,368	100.0%
RACE/ETHNICITY	WHITE, NON-HISPANIC	1,380	59.3%	1,327	58.3%	1,281	57.8%	1,274	57.4%	1,297	55.7%	6,559	57.7%
	BLACK, NON-HISPANIC	191	8.2%	191	8.4%	179	8.1%	185	8.3%	188	8.1%	934	8.2%
	AMERICAN INDIAN/ ALASKAN NATIVE	26	1.1%	24	1.1%	24	1.1%	22	1.0%	23	1.0%	119	1.0%
	ASIAN/ PACIFIC ISLANDER	182	7.8%	176	7.7%	179	8.1%	192	8.7%	210	9.0%	939	8.3%
	HISPANIC	535	23.0%	544	23.9%	537	24.2%	527	23.8%	585	25.1%	2,728	24.0%
	UNKNOWN	14	0.6%	15	0.7%	16	0.7%	18	0.8%	26	1.1%	89	0.8%
	Total	2,328	100.0%	2,277	100.0%	2,216	100.0%	2,218	100.0%	2,329	100.0%	11,368	100.0%

- a. Data Source: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period. Career Staff headcount in exhibit 4.3 includes all staff employees with a career, partial year career or contract appointment (type 2, 7 or 1) >= 50% and an active payroll record as of the snapshot date.
- b. A career appointment is an appointment established at a fixed or variable percentage of time at 50 percent or more of full time, which is expected to continue for one year or longer. A partial year career appointment contains regularly scheduled periods, not to exceed three month per calendar year, during which the incumbent remains an employee but is not at work. A contract appointment is an appointment established at a fixed or variable percentage of time for a definite period.
- c. College Deans are counted among Faculty. The Chancellor, Executive Vice Chancellor, Vice Chancellors and Vice Provosts are included in the headcount above.
- d. A race/ethnicity category of Unknown indicates individuals who choose not to identify their race/ethnicity.

**Career Staff Appointments (Part Time) by Gender and Race/Ethnicity  
Data Exhibit 4.3B**

		SNAPSHOT DATE											
		10-31-02		10-31-03		10-31-04		10-31-05		10-31-06		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
GENDER	MALE	110	42.8%	88	35.2%	77	36.0%	85	37.0%	73	36.3%	433	37.6%
	FEMALE	147	57.2%	162	64.8%	137	64.0%	145	63.0%	128	63.7%	719	62.4%
	Total	257	100.0%	250	100.0%	214	100.0%	230	100.0%	201	100.0%	1,152	100.0%
RACE/ETHNICITY	WHITE, NON-HISPANIC	141	54.9%	127	50.8%	106	49.5%	116	50.4%	109	54.2%	599	52.0%
	BLACK, NON-HISPANIC	27	10.5%	15	6.0%	12	5.6%	17	7.4%	11	5.5%	82	7.1%
	AMERICAN INDIAN/ ALASKAN NATIVE	0	0.0%	1	0.4%	4	1.9%	3	1.3%	2	1.0%	10	0.9%
	ASIAN/ PACIFIC ISLANDER	36	14.0%	35	14.0%	27	12.6%	31	13.5%	26	12.9%	155	13.5%
	HISPANIC	48	18.7%	61	24.4%	56	26.2%	55	23.9%	49	24.4%	269	23.4%
	UNKNOWN	5	1.9%	11	4.4%	9	4.2%	8	3.5%	4	2.0%	37	3.2%
	Total	257	100.0%	250	100.0%	214	100.0%	230	100.0%	201	100.0%	1,152	100.0%

a. Data Source: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period. Limited appointment staff headcount in exhibit 4.3 includes all staff employees with a limited appointment (type 3) > 0% and an active payroll record as of the snapshot date.

b. A limited appointment (previously referred to as a "casual" appointment) is an appointment established at any percentage of time, fixed or variable, which is expected to continue for less than 1000 hours in a 12-month period.

c. A race/ethnicity category of Unknown indicates individuals who choose not to identify their race/ethnicity.

**Full Time Faculty/Career Staff/Other Academic Personnel Turnover  
Over Last 5 Years  
Data Exhibit 4.4**

	PERSONNEL CATEGORY							
	FULL TIME FACULTY		CAREER STAFF		OTHER ACADEMIC PERSONNEL		Total	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Total Number of Individuals Employed in this Period	3,141		11,368		2,904		17,413	
Number of New Hires in this Period	229	7.3%	1,273	11.2%	856	29.5%	2,358	13.5%
Number of Retirements in this Period	47	1.5%	253	2.2%	23	0.8%	323	1.9%
Number of Departures in this Period (Separations Excludes Retirements)	102	3.2%	1,414	12.4%	965	33.2%	2,481	14.2%

a. Data Sources: Payroll Personnel System (PPS) snapshot data as of 10/31/XX of each year over a 5 year period from 11-1-02 through 10-31-06; Academic Personnel faculty new hire/ separations listing; and Human Resources SEMS database.

b. Full-time Faculty are included in workforce if they have an active payroll record and a Professorial or Ladder Rank Equivalent (LRE) appointment as of the snapshot date. Full-time faculty headcount in exhibit 4.4 includes College Deans, Associate Deans and Academic Directors with a professorial appointment in addition to their academic administration appointment. Ladder Rank Faculty & LRE's include all tenured and tenure-track faculty and ladder rank equivalent faculty. LRE faculty are tenured and tenure-track faculty on the research side. Faculty headcount does not include the Chancellor, Executive Vice Chancellor, Vice Chancellors or Vice Provosts.

c. Career Staff headcount in exhibit 4.3 includes all staff employees with a career, partial year career or contract appointment (type 2, 7 or 1) >= 50% and an active payroll record as of the snapshot date. A career appointment is an appointment established at a fixed or variable percentage of time at 50 percent or more of full time, which is expected to continue for one year or longer. A partial year career appointment contains regularly scheduled periods, not to exceed three month per calendar year, during which the incumbent remains an employee but is not at work. A contract appointment is an appointment established at a fixed or variable percentage of time for a definite period.

d. Other Academic Personnel includes academic personnel with an academic appointment of > = 50% and an active payroll record as of the snapshot date. Title Series includes: Academic Coordinators, Academic Administrators, Researchers & Specialists, Lecturers, Librarians, PostDocs/Postgrads, Program Coordinators, Supervisors of Teacher Education, and Adjunct/Visiting titles.

e. Career Staff and Other Academic Personnel New Hires were derived from workforce composition using hire dates between 11-1-02 through 10-31-06. Staff new hires for the period between 11-1-05 and 10-31-06 were derived from a combination of the latter and HR SEMS new hire data. Other Academic Personnel and Career Staff New Separations were derived from separation history tables using separation dates between 11-1-02 through 10-31-06.

f. Full time faculty new hires and separations were derived from Academic Personnel Listings and PPS data.

**Libraries Resources  
Data Exhibit 5.1A**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Libraries</b>					
Total Library Collections	4,626,824 items	4,706,550 items	4,843,675 items	4,973,437 items	5,094,248 items
Books (Volumes)	2,253,259 (48.5 %)	2,305,526 (49.0 %)	2,368,843 (49.0 %)	2,435,296 (49.0 %)	2,483,202 (49.0 %)
Periodicals (Print & Non-Print Subscriptions)	23,795 (0.5 %)	23,783 (0.5 %)	28,151 (0.5 %)	29,941 (0.6 %)	19,710 (0.4 %)
Non-Print Media	48,930 (1.0 %)	50,759 (1.0 %)	56,030 (1.0 %)	57,528 (1.0 %)	61,690 (1.0 %)
Microforms	1,992,533 (43.0 %)	2,052,997 (43.5%)	2,121,062 (43.5%)	2,182,650 (43.4%)	2,252,549 (44.0%)
Government Documents	332,102 (7.0%)	297,268 (6.0%)	297,740 (6.0%)	297,963 (6%)	296,807 (5.6%)
Total \$ Spent on Library Acquisitions	\$4,642,773	\$5,214,071	\$5,444,783	\$6,109,872	\$5,179,799

Non print media includes: floppy disks, CD-ROM disks, computer tapes, 35mm slides, pictorial items, filmstrips, motion pictures, multi-media kits, videodiscs, videotapes, CDs, digital audio, audiocassettes, audio discs. All percentages have been rounded

**Information and Computing Resources  
Data Exhibit 5.1B**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Computing and Communications</b>					
Number and Percent of Computer-Equipped Classrooms and Labs	Not Available	100.0%	100.0%	100.0%	100.0%
Total Number of Computer Workstations Available to Students	Not Available	180.0%	180.0%	220.0%	220.0%
Total Number of Workstations Available to Faculty/Staff	Not Available	180.0%	180.0%	220.0%	220.0%
Networked	Not Available	100.0%	100.0%	100.0%	100.0%
Not Networked	Not Available	0.0%	0.0%	0.0%	0.0%
Total Book (Inventory) Value of Computing and Instructional Equipment	Not Available	Not Available	Not Available	Not Available	7.5M

**Physical Resources—2006-07**  
**Data Exhibit 5.2**

Physical Space	Fall 2006 - Total Campus w/out Independent Ops		
	Size - Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
1. On-Campus			
a. Classroom	83,333	93	5,500
b. Class Laboratory	71,505	121	1,352
c. Special-Class Laboratory	5,571	16	136
d. Individual-Study Laboratory	108,324	215	2,438
e. Non-Class (Research) Laboratory	555,089	1,940	1,482
f. Office	640,048	3,439	7,872
g. Study (Library)	362,214	469	5,003
h. Special Use	241,890	364	0
i. General Use	245,058	492	2,361
j. Support	99,892	123	0
k. Healthcare			
- Patient Care Rooms	179	1	3
- Other	4,092	39	23
l. Residential	985,859	3,725	5,238
2. Other Locations (e.g., clinical sites)			
- Athletics	84,884	86	0
- Central & Vehicular Storage	124,939	409	0
- Inactive & Alteration	159,455	438	0
		<b>Dollars</b>	
3. Total Replacement Cost for Total Physical Plant (or insured value)		906,974,000	
4. Equipment			
a. Book Value		154,960,000	
b. Replacement Cost (or insured value)		154,960,000	

Independent Operations - Program 810000		
Size - Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
29,177	104	48
2,358	14	23
652	2	0
41,071	19	0
2,844	12	0
3,518	8	0

Campus Total for Fall 2006		
Size - Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
83,333	93	5,500
71,505	121	1,352
5,571	16	136
108,324	215	2,438
584,266	2,044	1,530
642,406	3,453	7,895
362,866	471	5,003
282,961	383	0
245,058	492	2,361
102,736	135	0
179	1	3
4,092	39	23
985,859	3,725	5,238
84,884	86	0
128,457	417	0
159,455	438	0

**Sources of Revenue (In Thousands)**  
**Data Exhibit 5.3**

Public Institutions	2003-02		2003-04		2004-05		2005-06		2006-07	
	Amount	%***	Amount	%***	Amount	%***	Amount	%***	Amount	%***
Tuition and Fees***	74,210	19.20%	93,288	20.86%	104,253	25.71%	111,087	25.53%	110,983	24.45%
<b>Government Appropriations</b>										
Federal	1,241	0.32%	1,173	0.26%	1,303	0.32%	1,125	0.26%	1,430	0.32%
State	164,133	42.47%	150,966	33.76%	141,693	34.94%	148,080	34.03%	160,659	35.40%
<b>Government Grants and Contracts</b>										
Federal										
Unrestricted	8,994	2.33%	10,700	2.39%	11,228	2.77%	11,483	2.64%	12,527	2.76%
Restricted	53,143	13.75%	56,136	12.55%	64,542	15.92%	71,633	16.46%	70,980	15.64%
State										
Unrestricted	509	0.13%	610	0.14%	429	0.11%	377	0.09%	399	0.09%
Restricted	5,399	1.40%	5,050	1.13%	4,758	1.17%	4,336	1.00%	4,220	0.93%
Local										
Unrestricted	271	0.07%	239	0.05%	264	0.07%	253	0.06%	274	0.06%
Restricted	1,725	0.45%	1,661	0.37%	2,003	0.49%	2,094	0.48%	2,201	0.48%
<b>Private Gifts, Grants, and Contracts</b>										
Unrestricted	1,512	0.39%	2,768	0.62%	2,388	0.59%	2,175	0.50%	2,246	0.49%
Restricted	26,200	6.78%	19,441	4.35%	19,200	4.74%	21,658	4.98%	29,426	6.48%
<b>Investment &amp; Endowment Income</b>										
Unrestricted	*		*		*					
Restricted	*		*		*					
<b>Sales and Service</b>										
Educational Activities	3,280	0.85%	3,539	0.79%	3,382	0.83%	3,310	0.76%	3,133	0.69%
Auxiliary Enterprises	39,229	10.15%	40,432	9.04%	41,057	10.13%	42,009	9.65%	46,073	10.15%
Hospitals										
Other	6,611	1.71%	61,175	13.68%	8,978	2.21%	15,560	3.58%	9,284	2.05%
Auxiliary Foundations										
Borrowed Funds										
Other (Specify)										
<b>TOTAL CURRENT FUND REVENUES</b>	<b>386,457</b>	<b>100.00%</b>	<b>447,178</b>	<b>100.00%</b>	<b>405,478</b>	<b>100.00%</b>	<b>435,180</b>	<b>100.00%</b>	<b>453,835</b>	<b>100.00%</b>

\* Endowments invested at Office of the President

\*\*\*Percentage of Total Current Fund Revenues

<http://www.universityofcalifornia.edu/finreports/index.php?file=/02-03/pdf/finsch/rv03scha.pdf>

<http://www.universityofcalifornia.edu/finreports/index.php?file=/03-04/pdf/finsch/rv04scha.pdf>

<http://www.universityofcalifornia.edu/finreports/index.php?file=/04-05/pdf/finsch/rv05scha.pdf>

<http://www.universityofcalifornia.edu/finreports/index.php?file=/05-06/pdf/finsch/rv06scha.pdf>

FY2007 not available via web-Excel Sheet to be provided



**Operating Expenditures (in Thousands)  
Data Exhibit 5.4**

Public Institutions	2002-03		2003-04		2004-05		2005-06		2006-07	
	Amount	%***	Amount	%***	Amount	%***	Amount	%***	Amount	%***
<b>Education and General</b>										
Instruction	96,057	27.35%	109,247	30.78%	112,824	29.97%	119,451	29.06%	136,128	30.04%
Research	73,060	20.80%	77,189	21.75%	83,211	22.11%	91,810	22.34%	92,775	20.48%
Public Service	6,567	1.87%	5,235	1.48%	5,824	1.55%	6,207	1.51%	5,995	1.32%
Academic Support	35,067	9.98%	26,026	7.33%	29,093	7.73%	34,415	8.37%	35,935	7.93%
Student Services	25,130	7.16%	28,150	7.93%	29,716	7.89%	32,099	7.81%	35,768	7.89%
Institutional Support	30,488	8.68%	28,873	8.14%	32,537	8.64%	37,223	9.06%	43,491	9.60%
Operations & Maintenance of Plant	19,626	5.59%	18,700	5.27%	20,992	5.58%	23,367	5.68%	25,181	5.56%
Scholarships & Fellowships										
From Unrestricted Funds	10,791	3.07%	(3,932)	-1.11%	(973)	-0.26%	346	0.08%	7,306	1.61%
From Restricted Funds	19,876	5.66%	28,757	8.10%	27,450	7.29%	27,975	6.81%	27,636	6.10%
<b>TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS</b>	<b>316,662</b>	<b>90.16%</b>	<b>318,245</b>	<b>89.68%</b>	<b>340,674</b>	<b>90.50%</b>	<b>372,893</b>	<b>90.72%</b>	<b>410,215</b>	<b>90.54%</b>
Auxiliary Enterprises (including Transfers)	34,552	9.84%	36,629	10.32%	35,753	9.50%	38,156	9.28%	42,873	9.46%
<b>TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS</b>	<b>351,214</b>	<b>100.00%</b>	<b>354,874</b>	<b>100.00%</b>	<b>376,427</b>	<b>100.00%</b>	<b>411,049</b>	<b>100.00%</b>	<b>453,088</b>	<b>100.00%</b>

\*\*\* Percentage of Total Current Fund Expenditures and Mandatory Transfers

<http://www.universityofcalifornia.edu/finreports/index.php?file=/02-03/pdf/finsch/rv03schb.pdf>  
<http://www.universityofcalifornia.edu/finreports/index.php?file=/02-03/pdf/finsch/rv03schd.pdf>  
<http://www.universityofcalifornia.edu/finreports/index.php?file=/03-04/pdf/finsch/rv04schb.pdf>  
<http://www.universityofcalifornia.edu/finreports/index.php?file=/03-04/pdf/finsch/rv04schd.pdf>  
<http://www.universityofcalifornia.edu/finreports/index.php?file=/04-05/pdf/finsch/rv05schb.pdf>  
<http://www.universityofcalifornia.edu/finreports/index.php?file=/04-05/pdf/finsch/rv05schd.pdf>  
<http://www.universityofcalifornia.edu/finreports/index.php?file=/05-06/pdf/finsch/rv06schb.pdf>  
<http://www.universityofcalifornia.edu/finreports/index.php?file=/05-06/pdf/finsch/rv06schd.pdf>

**Assets and Liabilities (in Thousands)**  
**Data Exhibit 5.5**

Public Institutions	2003-02		2003-04		2004-05		2005-06		2006-07	
	Amount	%**	Amount	%**	Amount	%**	Amount	%**	Amount	%**
<b>Assets</b>										
Cash	774	0.11%	768	0.09%	584	0.06%	2,162	0.22%	853	0.08%
Investments	165,893	22.78%	213,495	25.30%	216,640	23.63%	226,759	23.26%	224,158	19.75%
Inventories	2,289	0.31%	2,746	0.33%	2,575	0.28%	2,808	0.29%	2,701	0.24%
Prepaid Expenses	1,426	0.20%	1,802	0.21%	3,274	0.36%	1,251	0.13%	1,355	0.12%
Notes Receivable	6,981	0.96%	7,290	0.86%	8,861	0.97%	7,997	0.82%	8,116	0.71%
Plant and Land	526,986	72.37%	585,450	69.37%	655,967	71.54%	695,173	71.31%	840,510	74.04%
Accounts Receivables	23,807	3.27%	32,427	3.84%	29,019	3.16%	38,544	3.95%	53,519	4.71%
Pledge Receivables	NA	NA	NA	NA	NA	NA	126	0.01%	3,936	0.35%
<b>TOTAL ASSETS</b>	<b>728,156</b>	<b>100.00%</b>	<b>843,978</b>	<b>100.00%</b>	<b>916,920</b>	<b>100.00%</b>	<b>974,820</b>	<b>100.00%</b>	<b>1,135,148</b>	<b>100.00%</b>
<b>Liabilities</b>										
Accounts Payable	(13,595)	1.87%	(21,433)	2.54%	(20,970)	2.29%	(28,656)	2.94%	(35,046)	3.09%
Notes Payable	(1,652)	0.23%	(1,560)	0.18%	(1,739)	0.19%	(1,767)	0.18%	(1,127)	0.10%
Deferred Tuition	(10,888)	1.50%	(13,065)	1.55%	(12,632)	1.38%	(17,664)	1.81%	(17,111)	1.51%
Other (specify)	(34,184)	4.69%	(32,088)	3.80%	(17,169)	1.87%	(15,866)	1.63%	(17,169)	1.51%
Accrued Salaries & Benefits	(22,280)	3.06%	(22,615)	2.68%	(23,630)	2.58%	(9,436)	0.97%	(11,297)	1.00%
Notes Payable	(6,944)	0.95%	(6,828)	0.81%	(6,687)	0.73%	(5,933)	0.61%	(5,768)	0.51%
Other (specify)	(1,935)	0.27%	(848)	0.10%	(587)	0.06%	(418)	0.04%	(39)	0.00%
Capital Lease Obligation	(2,425)	0.33%	(21,653)	2.57%	(1,574)	0.17%	(3,926)	0.40%	(17,821)	1.57%
Student Organizations	(178)	0.02%	(147)	0.02%	583	-0.06%	250	-0.03%	(59)	0.01%
Restricted Purpose	(20,545)	2.82%	(22,481)	2.66%	(30,204)	3.29%	(26,060)	2.67%	(31,562)	2.78%
Unrestricted	(110,949)	15.24%	(157,939)	18.71%	(153,473)	16.74%	(178,970)	18.36%	(179,506)	15.81%
Investment in Plant	(502,581)	69.02%	(543,321)	64.38%	(648,838)	70.76%	(686,374)	70.41%	(818,643)	72.12%
<b>TOTAL LIABILITIES</b>	<b>(728,156)</b>	<b>100.00%</b>	<b>(843,978)</b>	<b>100.00%</b>	<b>(916,920)</b>	<b>100.00%</b>	<b>(974,820)</b>	<b>100.00%</b>	<b>(1,135,148)</b>	<b>100.00%</b>

\*\* Percentage of Total Assets/Liabilities as appropriate

**Capital Investments (in Thousands)**  
**Data Exhibit 5.6**

Public Institutions	2002-03	2003-04	2004-05	2005-06	2006-07
	Amount	Amount	Amount	Amount	Amount
<b>Land</b>					
Beginning Book Value	18,219	19,384	18,735	18,736	19,439
Additions	1,165	9	1	763	5,063
Deductions		(658)		(60)	
Ending Book Value	19,384	18,735	18,736	19,439	24,502
<b>Buildings</b>					
Beginning Book Value	450,303	533,874	550,228	657,568	689,806
Additions	83,806	17,508	109,548	32,621	82,023
Deductions	(235)	(1,154)	(2,208)	(383)	(778)
Ending Book Value	533,874	550,228	657,568	689,806	771,051
<b>Furniture and Equipment</b>					
Beginning Book Value	117,038	127,934	127,737	143,927	147,338
Additions	16,169	12,032	35,268	11,309	13,632
Deductions	(5,273)	(12,229)	(19,078)	(7,898)	(6,010)
Ending Book Value	127,934	127,737	143,927	147,338	154,960
<b>Construction in Progress**</b>					
Beginning Book Value	65,233	31,662	86,788	39,280	70,053
Additions		55,126		30,773	65,870
Deductions	(33,571)		(47,508)		
Ending Book Value	31,662	86,788	39,280	70,053	135,923

\*\*Briefly describe the nature of the projects underway and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also indicate sources of funds for the project (i.e., fundraising programs, debt).

Source: Corporate Financial Reporting (CFR) system-CFR2011Capital Assets-Reconciliation of Original Costs.

<b>Infrastructure**</b>					
Beginning Book Value	12,146	12,600	12,867	13,205	13,445
Additions	454	267	338	240	16,340
Deductions					
Ending Book Value	12,600	12,867	13,205	13,445	29,785
<b>Library &amp; Special Collections**</b>					
Beginning Book Value	157,179	166,925	175,427	185,065	196,253
Additions	9,746	8,502	9,638	11,188	9,974
Deductions					
Ending Book Value	166,925	175,427	185,065	196,253	206,227

**Endowment Values and Performance  
Data Exhibit 5.7**

<b>UCR (GEP)</b>	<b>Market Value of Endowment \$ (in \$1,000)</b>	<b>Market Value of Endowment %</b>	<b>Market Value End of Fiscal Year</b>	<b>Yield \$</b>	<b>Current Fund Income from Endowment - Gross Payout (in \$1,000)*</b>	<b>Net Transfers In/Out of Endowment (in \$1,000)</b>	<b>Total Annual Return on Investments % - Net of Fees</b>
2002-03	22,805	NA	22,805	NA	1,009	1,066	5.4%
2003-04	26,361	NA	26,361	NA	1,137	2,402	14.7%
2004-05	28,708	NA	28,708	NA	1,191	616	10.3%
2005-06	29,685	NA	29,685	NA	1,251	1,383	11.5%
2006-07	40,136	NA	40,136	NA	1,458	966	19.8%

\*Note: Income is reflected in year received from Office of the President (in arrears). Data source: UCRFS Totals

Include the institution's definition of endowment and quasi-endowment, the endowment spending policy, and any changes made to the policy during the 5-year period.

<b>UCR Foundation</b>	<b>Market Value of Endowment \$ (in \$1,000)</b>	<b>Market Value of Endowment %</b>	<b>Market Value End of Fiscal Year</b>	<b>Yield \$</b>	<b>Current Fund Income from Endowment - Gross Payout \$ (in \$1,000)</b>	<b>Net Transfers In/Out of Endowment (Net Reinvestments) \$ (in \$1,000)</b>	<b>Total Annual Return on Investments % - Net of Fees</b>
2002-03	41,081	NA	41,081	NA	1,736	68	4.1%
2003-04	50,330	NA	50,330	NA	1,853	24	18.1%
2004-05	55,236	NA	55,236	NA	2,160	9	11.3%
2005-06	65,967	NA	65,967	NA	2,613	41	14.1%
2006-07	80,405	NA	80,405	NA	3,120	86	21.7%

**Key Undergraduate Educational Operations Ratios**  
**Data Exhibit 6.1**

<b>Instruction (Undergraduate)</b>	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
FTE Student / FTE Faculty Ratio	19/1	18/1	18/1	18/1	18/1
% Credits Taught by Distance Education	0%	0%	0%	0%	0%
Classes with 2-9 Students	17%	14%	15%	14%	13%
Classes with 10-19 Students	20%	23%	21%	19%	21%
Classes with 20-29 Students	31%	28%	27%	35%	35%
Classes with 30-39 Students	6%	7%	8%	6%	5%
Classes with 40-49 Students	4%	7%	4%	3%	3%
Classes with 50-99 Students	10%	10%	13%	11%	11%
Classes with 100+ Students	11%	11%	12%	11%	11%
Average Credit Load per Student	13.6	13.5	13.9	14.1	14.3
Average GPA*	2.8	2.8	2.8	2.8	2.8

\*Excludes entering new freshmen from average.

**Key Asset and Maintenance Ratios  
Data Exhibit 6.2**

	2002-03	2003-04	2004-05	2005-06	2006-07
Total Faculty Headcount *	583	616	634	621	632
Faculty 59 and Older	115	124	123	125	130
Faculty $\geq$ 59 / Total Faculty	19.73%	20.13%	19.40%	20.13%	20.57%
O&M Expenditures (\$)	19,626	18,700	20,992	23,367	25,181
Total E&G Expenditures (\$)	316,662	318,245	340,674	372,893	410,215
O & M / E & G	6.20%	5.88%	6.16%	6.27%	6.14%
Total Equipment Expenditures (in thousands)	16,169	12,032	35,268	11,309	13,632
Total Book Value of Equipment (in thousands)	127,934	127,737	143,927	147,338	154,960
Expenditures / Book Value	12.64%	9.42%	24.50%	7.68%	8.80%

\* As of 10-31 of the listed academic year.

**Key Financial Ratios**  
**Data Exhibit 6.3**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Return on Net Assets</b>					
Change in Net Assets / Total Net Assets at the beginning of fiscal year	7.85%	7.57%	6.23%	7.50%	8.95%
<b>Net Income Ratio</b>					
Change in Unrestricted Net Assets / Total Unrestricted Revenues	Unrestricted Revenue information not readily available on consolidated basis	Unrestricted Revenue information not readily available on consolidated basis	Unrestricted Revenue information not readily available on consolidated basis	Unrestricted Revenue information not readily available on consolidated basis	Unrestricted Revenue information not readily available on consolidated basis
<b>Operating Income Ratio</b>					
Operating Income / Total Expenses	81.60%	84.36%	85.60%	85.92%	82.60%
<b>Viability Ratio</b>					
Expendable Net Assets / Long Term Debt	74.95%	74.89%	65.58%	63.85%	71.55%
<b>Instructional Expense per Student FTE (3 Qrt. Avg.)</b>	\$ 6,665	\$ 7,105	\$ 7,391	\$ 7,522	\$ 8,333
<b>Net Tuition per Student FTE (3 Qrt. Avg.)</b>	\$ 5,149	\$ 6,067	\$ 6,829	\$ 6,995	\$ 6,794

**Ratios based on UC Consolidated Audited Financial Statements--not meaningful at campus level**

Consolidated Audited Annual Financial Reports and Schedule A: <http://www.universityofcalifornia.edu/finreports/>  
 FY06/07 [inreports/index.php?file=/06-07/pdf/auditedstatements2007.pdf](http://www.universityofcalifornia.edu/finreports/index.php?file=/06-07/pdf/auditedstatements2007.pdf)  
 FY05/06 [u/finreports/index.php?file=/05-06/pdf/auditedstatements.pdf](http://www.universityofcalifornia.edu/finreports/index.php?file=/05-06/pdf/auditedstatements.pdf)  
 FY04/05 [u/finreports/index.php?file=/04-05/pdf/auditedstatements.pdf](http://www.universityofcalifornia.edu/finreports/index.php?file=/04-05/pdf/auditedstatements.pdf)  
 FY03/04 [u/finreports/index.php?file=/03-04/pdf/auditedstatements.pdf](http://www.universityofcalifornia.edu/finreports/index.php?file=/03-04/pdf/auditedstatements.pdf)  
 FY02/03 [i/finreports/index.php?file=/02-03/pdf/audited\\_statements.pdf](http://www.universityofcalifornia.edu/finreports/index.php?file=/02-03/pdf/audited_statements.pdf)

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
<b>Institutional level:</b>						
Undergraduate	Loosely defined	'07-'08 General Catalog, p. 46	CLA (Entering Fall 2005 Freshmen): (1) Performance Tasks-complete "real-life" activity using documents for review and evaluation. (2) Analytical Writing-evaluates students' ability to articulate complex ideas, examines claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion using standard written English.	(1) Education Policy Committee (2) Office of Undergraduate Education (3) Council for Aid to Education provides Institutional Report for the CLA Study	TBD	Testing Series: (1) Fall 2005: Entering Freshmen (2) Spring 2006: Seniors (3) Spring 2007: Longitudinal Testing Fall 2005 Freshmen Cohort (as Sophomores) (4) Spring 2009: Final Longitudinal Testing Fall 2005 Freshmen Cohort (as Seniors)
<b>First Year Programs</b>						
CHASS Connect	Yes	<a href="http://vpue.ucr.edu">http://vpue.ucr.edu</a> <a href="http://www.chassconnect.ucr.edu/">http://www.chassconnect.ucr.edu/</a>	CHASS Connect Report. See websites for additional information.	OUE	Program Re-evaluation, Funding, and General Support	2005
First Year Learning Communities (FYLC)	Yes	<a href="http://vpue.ucr.edu">http://vpue.ucr.edu</a> <a href="http://www.success.ucr.edu/">http://www.success.ucr.edu/</a>	Freshmen Academic Experience Survey. FYLC Analysis Report. First Year Experiences Survey Report. See websites for additional information.	OUE	Program Re-evaluation, Funding, and General Support	2007
Freshmen Discovery Seminars	Yes	<a href="http://vpue.ucr.edu">http://vpue.ucr.edu</a> <a href="http://www.discoveryseminars.ucr.edu/">http://www.discoveryseminars.ucr.edu/</a>	Freshmen Discovery Report Fall 2002-2005. See websites for additional information.	OUE	Program Re-evaluation, Funding, and General Support	2005-06
HASS001	Yes	<a href="http://vpue.ucr.edu">http://vpue.ucr.edu</a>	HASS001 Evaluation. See website for additional information.	OUE	Program Re-evaluation, Funding, and General Support	2006
Supplemental Instruction	Yes	<a href="http://vpue.ucr.edu">http://vpue.ucr.edu</a> <a href="http://si.ucr.edu/">http://si.ucr.edu/</a>	See website for additional information.	OUE	Program Re-evaluation, Funding, and General Support	2007



**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
<p><b>By Program:</b></p> <p>Undergraduate programs not listed can be found in the 2007-2008 Catalog where more loosely defined learning objectives and goals are described. Also, each undergraduate program will go through a program review. In 2005-06 Life Sciences conducted their program review. 2006-07 program reviews were conducted in Computer Engineering, Computer Science, History, and Statistics. Currently in the 2007-08 Chemistry, Comparative Literature and Foreign Languages (includes programs in Asian Literatures and Cultures, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, Germanic Studies, Russian Studies, Language, and Linguistics), Electrical Engineering, and Music.</p>						
Anthropology M.A./M.S.	Yes	'07-'08 General Catalog, pp 75-76 & Anthropology Website	Comprehensive examination (M.A.) or thesis (M.S.).	Program faculty & Grad Council (program review)	Program Review	2004-2005
5 Anthropology Ph.D.	Yes	'07-'08 General Catalog, pp 75-76 & Anthropology Website	Written and oral qualifying examinations, research proposal, public oral presentation, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2004-2005
Art B.A.	Yes	<p>1. 3 quarters in advance of projected graduation (Fall quarter in the case of a traditional Spring Quarter graduation) At the end of that quarter students have a Preliminary Review. The review includes review of students work and the submittal of the first draft of their thesis statement. Review is pass/failure. Failure results in a next quarter (Winter) re-review.</p> <p>2. At the end of their final (Spring) quarter students participate in a thesis exhibition, Final Review and submittal of final Thesis Statement.</p> <p>3. Undergrads enroll in Art 185 (Spring Quarter) or Art 195 during their final quarter.</p> <p>Note: Undergrads are assigned a Faculty Advisor for their senior year. The advisor and two additional faculty members serve as review committee.</p>				

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Art MFA	Yes	3 Year MFA Program. 1. 1st and 2nd year MFA graduate students are reviewed annually at the end of the Winter Quarter. A written report is provided to the students and the graduate division. Review committee is made up of 3 faculty members. 2. 3rd year MFA grads chose a Faculty Advisor. Grads submit an Thesis (Extended Artist Statement) in advance of their Thesis Exhibition. Grads enroll in Art 299 to facilitate thesis work with advisor. 3. Grads undergo a Final Review during the MFA exhibition (Spring Quarter). Review Committee is made up of Faculty Advisor and 3 additional Faculty chosen by graduate.				
Art History B.A.	Yes	'07-'08 General Catalog, p 86 & Art History Website & Seminar syllabus	Junior/Senior seminar (capstone type) course.	Art History faculty	Program Review	TBD
Art History M.A.	Yes	'07-'08 General Catalog, pp 87-88 & Art History Website	Master's thesis.	Program faculty & Grad Council (program review)	Program Review	2005-2006
Biochemistry and Molecular Biology M.S.	Yes	'07-'08 General Catalog, pp 96-97; Biochemistry Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2000-2001
Biochemistry and Molecular Biology Ph.D.	Yes	'07-'08 General Catalog, pp 96-97; Biochemistry Website	Written and oral qualifying examinations, research project proposal, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2000-2001

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Bioengineering M.S.	Yes	'07-'08 General Catalog, pp 101-103; Bioengineering Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	Program started 2007
Bioengineering Ph.D.	Yes	'07-'08 General Catalog, pp 101-103; Bioengineering Website	Qualifying examination, dissertation.	Program faculty & Grad Council (program review)	Program Review	Program started 2007
Biomedical Sciences M.S.	Yes	'07-'08 General Catalog, p 125	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	TBD
Biomedical Sciences Ph.D.	Yes	'07-'08 General Catalog, p 124; Biomedical Sciences Website	Written summary of research progress, written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2002-2003
Biomedical Sciences M.D.-Ph.D.	Yes	'07-'08 General Catalog, p 124	Written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	None (relatively new program)

### Inventory of Educational Effectiveness Indicators

#### Data Exhibit 7.1

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Cell, Molecular, and Developmental Biology M.S.	Yes	'07-'08 General Catalog, pp 136-137; Cell, Molecular and Developmental Biology Website	Thesis.	Program faculty & Grad Council (program review)	Program Review	2003-2005
Cell, Molecular, and Developmental Biology Ph.D.	Yes	'07-'08 General Catalog, pp 136-137; Cell, Molecular and Developmental Biology Website	Written and oral qualifying examinations, research proposal, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2003-2005
Chemical and Environmental Engineering M.S.	Yes	'07-'08 General Catalog, pp 140-141; Chemical and Environmental Engineering Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2002-2003 (Internal review)
Chemical and Environmental Engineering Ph.D.	Yes	'07-'08 General Catalog, pp 140-141; Chemical and Environmental Engineering Website	Written and oral qualifying examinations; research proposal; dissertation; and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2002-2003 (Internal review)

**Inventory of Educational Effectiveness Indicators**  
**Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Chemistry M.S.	Yes	'07-'08 General Catalog, p 148; Chemistry Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2006-2007
Chemistry Ph.D.	Yes	'07-'08 General Catalog, pp 148-149; Chemistry Website	Six cumulative examinations, oral qualifying examination; dissertation.	Program faculty & Grad Council (program review)	Program Review	2006-2007
Classics M.A.	Yes	'07-'08 General Catalog, pp164-165	Master's paper.	Program faculty & Grad Council (program review)	Program Review	TBD
Classics Ph.D.	Yes	'07-'08 General Catalog, pp 164-165	Written and oral qualifying examinations and dissertation.	Program faculty & Grad Council (program review)	Program Review	TBD
50 Comparative Literature M.A.	Yes	'07-'08 General Catalog, pp 168, Comp Lit and Foreign Languages Website	Three essays or research paper followed by oral examination.	Program faculty & Grad Council (program review)	Program Review	1999-2001 (internal review)

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
51 Comparative Literature Ph.D.	Yes	'07-'08 General Catalog, pp 168-169, Comp Lit and Foreign Languages Website	Written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	1999-2001 (internal review)
Creative Writing, B.A.	Yes	'07-'08 General Catalog, p 184 and pp 190-191; Creative Writing Website	Students complete 3 upper-division workshops in primary genre, 1 in secondary genre; senior thesis CRWT195 or 195H a recommended option.	Professors in workshop courses; faculty adviser for senior theses.	TBD	TBD
Creative Writing, MA	Yes	'07-'08 General Catalog, p 187 and pp 193-194; Creative Writing Website	Four graduate workshops in primary genre, two workshops in a secondary genre; thesis.	Professors in workshops; thesis committee for thesis.	Without a satisfactory thesis, no degree.	TBD

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Chemical Engineering Computer Engineering Computer Science Electrical Engineering Environmental Engineering Mechanical Engineering	Yes	Learning outcomes are tailored by the programmatic department using the <i>ABET Accreditation Policy &amp; Procedure Manual</i> as a general guideline. These outcomes are reviewed by the college.	Data/Evidence used to determine achieved stated outcomes come from input & results from & assessments of the following sources: 1. Students 2. Program Educational Objectives 3. Program Outcome & Assessment 4. Professional Components 5. Faculty 6. Facilities 7. Institutional Support & Financial Resources 8. Specific Program Criteria	Evidence is interpreted by the following: 1. Dean 2. Department Chairs 3. Departmental Faculty 4. Staff 5. Business Concerns 6. Accreditation Body through a process of 1. Continuous Assessments 2. Surveys 3. Self-Studies 4. Student Input 5. Graduate Exit Interviews 6. Alumni Feedback 7. Accreditation Visits	Findings are used for: * Continuous Improvement * Program Updates * Curriculum Development * Faculty Growth * Course Modifications	ABET Accreditation Visit: 10/(08-10/06) Hard copy documentation of each program reviewed is available at the BCOE.
Dance M.F.A.	Yes	'07-'08 General Catalog, pp 196-197; Dance Website	Choreographic problem project.	Program faculty & Grad Council (program review)	Program Review	Review started 2007

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Dance History and Theory M.A.	Yes	'07-'08 General Catalog, p 196; Dance Website	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	TBD
Dance History and Theory Ph.D.	Yes	'07-'08 General Catalog, pp 197-198; Dance Website	Written comprehensive examinations, qualifying essay, oral qualifying examination, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2000-2001; new review started 2007
Economics B.A.	Yes	Core theory courses: Econ 101, 102A/B, 103A/B, & 107. Elective 190 & 193	Econ 190--special studies (independent study). Econ 193--senior seminar. These courses culminate with some special student project.	Instructor at individual level; department at programmatic level. Instructor (collaboration between faculty and student during quarter)	Grade assignment; following program review, department introduced 102A and 103A courses intended for majors and others for non majors; 102A was introduced as prerequisite.	Internal: 2005/06 External: 1999
Economics M.A.	Yes	'07-'08 General Catalog, pp 208-210; Economics Website	Comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2002-2004



**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Economics Ph.D.	Yes	'07-'08 General Catalog, pp 208-210; Economics Website	Written examinations, oral qualifying examination, dissertation, and defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2002-2004
Education M.A.	Yes	'07-'08 General Catalog, pp 215-216; Education Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	1998-1999; new review started 2007
Education M.Ed.	Yes	'07-'08 General Catalog, pp 216-217; Education Website	Analytical project.	Program faculty & Grad Council (program review)	Program Review	Recent program; review started 2007
Education Ph.D.	Yes	'07-'08 General Catalog, pp 217-218; Education Website	Written qualifying examination, prospectus, oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	1998-1999; new review started 2007
English M.A.	Yes	'07-'08 General Catalog, p 237; English Website	Portfolio of essays and oral examination regarding essays and related fields.	Program faculty & Grad Council (program review)	Program Review	2003-2005
English Ph.D.	Yes	'07-'08 General Catalog, p 237; English Website	Written and oral qualifying examinations and dissertation.	Program faculty & Grad Council (program review)	Program Review	2003-2005

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Entomology M.S.	Yes	'07-'08 General Catalog, p 244; Entomology Website	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	2003-2004
Entomology Ph.D.	Yes	'07-'08 General Catalog, p 244; Entomology Website	Written and oral qualifying examinations, dissertation, and oral defense of dissertation (public seminar).	Program faculty & Grad Council (program review)	Program Review	2003-2004
Environmental Sciences (Interdepartmental Graduate Program) M.S.	Yes	'07-'08 General Catalog, pp 252-253; Environmental Sciences Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	Started 2004
Environmental Sciences (Interdepartmental Graduate Program) Ph.D.	Yes	'07-'08 General Catalog, pp 252-253; Environmental Sciences Website	Written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	Started 2004
Environmental Toxicology M.S.	Yes	'07-'08 General Catalog, p 255; Environmental Toxicology Website	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	2000-2002

### Inventory of Educational Effectiveness Indicators

#### Data Exhibit 7.1

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Environmental Toxicology Ph.D.	Yes	'07-'08 General Catalog, pp 255-256; Environmental Toxicology Website	Preliminary written examination, oral qualifying examination, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2000-2002
Evolution, Ecology, and Organismal Biology M.S.	Yes	'07-'08 General Catalog, p 114	Thesis and oral defense of thesis.	Program faculty & Grad Council (program review)	Program Review	1997-1998
Evolution, Ecology, and Organismal Biology Ph.D.	Yes	'07-'08 General Catalog, p 114	Written and oral qualifying examinations, research proposal, dissertation, and oral defense of dissertation (public seminar).	Program faculty & Grad Council (program review)	Program Review	1997-1998
French M.A. (not currently accepting new students)	Yes	'07-'08 General Catalog, p 174	Thesis. Ph.D. studies are available through the Ph.D. in Comparative Literature where a written and oral qualifying examinations, dissertation, and oral defense of dissertation is required.	Program faculty & Grad Council (program review)	Program Review	1995 (internal review)
Genetics, Genomics, and Bioinformatics Ph.D.	Yes	'07-'08 General Catalog, p 272; Genetics, Genomics, and Bioinformatics Website	Written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2003

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Geological Sciences M.S.	Yes	'07-'08 General Catalog, p 203; Earth Sciences Website	Thesis (Plan I) and oral defense of thesis (public seminar).	Program faculty & Grad Council (program review)	Program Review	2006-07
Geological Sciences Ph.D.	Yes	'07-'08 General Catalog, pp 203-204; Earth Sciences Website	Biannual reviews, written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2006-07
Hispanic Studies	Yes	Hispanic 193 Course Syllabus	Students must write a research paper, using methods appropriate to the field. Each instructor for the capstone course determines the criterion for the paper (by syllabus).	Instructor of the course provides the final grade of the paper.	Paper is required to fulfill their graduation requirement.	By course offering by quarter.
History (and Public History) M.A.	Yes	'07-'08 General Catalog, pp 282-283; History Website	Thesis (Plan I) or comprehensive examination (Plan II) [regular History M.A.]; Internship, field report, and oral examination [Public History M.A.].	Program faculty & Grad Council (program review)	Program Review	1996-1998; new review started 2004
History Ph.D.	Yes	'07-'08 General Catalog, pp 282-283; History Website	Portfolio review; written and oral examinations; dissertation.	Program faculty & Grad Council (program review)	Program Review	1996-1998; new review started 2004

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Management M.B.A.	Yes	'07-'08 General Catalog, pp 303-304; A. Gary Anderson Graduate School of Management Website	Thesis (Plan I) or management synthesis course (Plan II).	Program faculty & Grad Council (program review)	Program Review	1997-1999; new review started 2006
Mathematics (Applied) M.S.	Yes	'07-'08 General Catalog, pp 310-311; Mathematics Website	Written qualifying examinations.	Program faculty & Grad Council (program review)	Program Review	1999-2004
Mathematics Ph.D.	Yes	'07-'08 General Catalog, p 311; Mathematics Website	Written and oral qualifying examinations; dissertation.	Program faculty & Grad Council (program review)	Program Review	1999-2004
Music M.A./M.S.	Yes	'07-'08 General Catalog, p 322; Music Website	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	2000-2001
Neuroscience M.S.	Yes	'07-'08 General Catalog, pp 329	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	TBD

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Neuroscience Ph.D.	Yes	'07-'08 General Catalog, pp 329-330; Neurosciences Graduate Website	written and oral qualifying examinations, dissertation proposal, dissertation, and oral defense of dissertation (public lecture).	Program faculty & Grad Council (program review)	Program Review	Review started 2006
Philosophy B.A.	Yes	Sophomore/Junior Seminar-Philosophy 100 & Senior Seminar Course Philosophy 193 Syllabus	Written papers & Senior Thesis.	Professor in charge of the capstone/seminar	TBD	TBD
Philosophy M.A.	Yes	'07-'08 General Catalog, p 332; Philosophy Website	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	1998-1999; new review started 2006
Philosophy Ph.D.	Yes	'07-'08 General Catalog, p 332; Philosophy Website	Proposition on significant problem in philosophy, dissertation prospectus and oral qualifying examination, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	1998-1999; new review started 2006
Physics M.A./M.S.	Yes	'07-'08 General Catalog, pp 338-339; Physics and Astronomy Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	1997-1998; new review started 2006

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Physics Ph.D.	Yes	'07-'08 General Catalog, pp 338-339; Physics and Astronomy Website	written and oral qualifying examinations, oral examination in general are of proposed research, dissertation, oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	1997-1998; new review started 2006
Plant Biology M.S.	Yes	'07-'08 General Catalog, pp 126-127; Botany and Plant Sciences Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2005-2006
Plant Biology Ph.D.	Yes	'07-'08 General Catalog, pp 126-128; Botany and Plant Sciences Website	Written and oral qualifying examinations, dissertation, and defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2005-2006
Plant Biology (Plant Genetics) Ph.D.	Yes	'07-'08 General Catalog, pp 126-128; Botany and Plant Sciences Website	Written and oral qualifying examinations, dissertation, and defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2005-2006
Plant Pathology M.S.	Yes	'07-'08 General Catalog, p 346; Plant Pathology Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2002-2004

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Plant Pathology Ph.D.	Yes	'07-'08 General Catalog, pp 246-247; Plant Pathology Website	Written and oral qualifying examination (including dissertation proposal), dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2002-2004
145 Political Science M.A.	Yes	'07-'08 General Catalog, p 351; Political Science Website	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	1997-1999 (internal review); new review started 2006
146 Political Science Ph.D.	Yes	'07-'08 General Catalog, pp 351-352; Political Science Website	Written qualifying examination, professional paper and oral defense, and dissertation.	Program faculty & Grad Council (program review)	Program Review	1997-1999 (internal review); new review started 2006
149 Psychology M.A.	Yes	'07-'08 General Catalog, p 359; Psychology Website	Comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	TBD
150 Psychology Ph.D.	Yes	'07-'08 General Catalog, pp 259-260; Psychology Website	Written and oral qualifying examinations, dissertation, and defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2002



**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Religious Studies, B.A.	Yes	'07-'08 General Catalog, pp 366-367; Religious Studies Website, Department Handouts	Senior Seminar and/or Senior Thesis.	Faculty Directing Seminar or Thesis	As data for faculty decisions about graduation and annual department merit awards.	1985
Religious Studies M.A.	Yes	'07-'08 General Catalog, p 367; Religious Studies Website	Comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	None conducted (new program)
Religious Studies Ph.D.	Yes	'07-'08 General Catalog, pp 367-368; Religious Studies Website	Written and oral qualifying examinations, dissertation, and defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	None conducted (new program)
Sociology M.A.	Yes	'07-'08 General Catalog, p 376; Sociology Website	Comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2002
Sociology Ph.D.	Yes	'07-'08 General Catalog, pp 376-377; Sociology Website	Written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2002

## Inventory of Educational Effectiveness Indicators

### Data Exhibit 7.1

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Soil and Water Sciences M.S.	Yes	'07-'08 General Catalog, p 382; Soil and Water Sciences Website	Thesis (Plan I) or comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	1996-1997; new review started 2004
Soil and Water Sciences Ph.D.	Yes	'07-'08 General Catalog, pp 382-383; Soil and Water Sciences Website	Written and oral qualifying examinations, dissertation, and oral defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	1996-1997; new review started 2004
Southeast Asian Studies M.A.	Yes	'07-'08 General Catalog, p 385; SE Asian Studies Graduate Website	Thesis (Plan I).	Program faculty & Grad Council (program review)	Program Review	None conducted (new program)
Spanish M.A.	Yes	'07-'08 General Catalog, p 276; Hispanic Studies Website	Comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2002-2003
Spanish Ph.D.	Yes	'07-'08 General Catalog, p 276-277; Hispanic Studies Website	Written and oral qualifying examinations, long paper, dissertation, and public defense of dissertation.	Program faculty & Grad Council (program review)	Program Review	2002-2003

**Inventory of Educational Effectiveness Indicators  
Data Exhibit 7.1**

CATEGORY	1. Have formal learning outcomes been developed?	2. Where are these learning outcomes published? (Please specify)	3. Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	4. Who interprets the evidence? What is the process?	5. How are the findings used?	6. Date of last program review for this degree program
Statistics M.S.	Yes	'07-'08 General Catalog, pp 386-387; Statistics Website	Comprehensive examination (Plan II).	Program faculty & Grad Council (program review)	Program Review	2006-07
Statistics (Applied) Ph.D.	Yes	'07-'08 General Catalog, pp 386-387; Statistics Website	Qualifying examination, dissertation.	Program faculty & Grad Council (program review)	Program Review	2006-07
Visual Art M.F.A.	Yes	'07-'08 General Catalog, p 83 and Art Website	Written Thesis and Thesis Exhibition.	Program faculty & Grad Council (program review)	Program Review	None conducted (program started in 2003)

**Inventory of Concurrent Accreditation and Key Performance Indicators  
Data Exhibit 8.1**

-1	-2	-3	-4	-5
Professional, special, State, or programmatic accreditations currently held by institution	Date of most recent accreditation action by each listed agency	Summary ("bullet points") of key issues for continuing institutional attention identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	For at least one indicator for each program, provide up to 3 years of trend data. Institution may wish to link cell to a graph or other format.
1. ABET: Chemical Engineering	ABET Accreditation Visit: 10/(08-10)/06	Findings & Reponses are available at the BCOE in, either, electronic or hard copy format.	ABET Accreditation focuses on eight evaluation criteria, involving: 1. Students 2. Program Educational Objectives 3. Program Outcome & Assessment 4. Professional Components 5. Faculty 6. Facilities 7. Institutional Support & Financial Resources 8. Specific Program Criteria	Hard copy documentation of EBI Engineering Exit Assessments are available for the last three years in the BCOE.
2. ABET: Computer Engineering				
3. ABET: Computer Science				
4. ABET: Electrical Engineering				
5. ABET: Environmental Engineering				
6. ABET: Mechanical Engineering				
A.Gary Anderson Graduate School of Management (AACSB, The Association to Advance Collegiate Schools of Business)	2003	<ul style="list-style-type: none"> <li>• Reorganization of the Undergraduate Business Program so that it is under the control of AGSM</li> <li>•Hiring tenure track faculty, especially at the senior level</li> <li>• Hiring a permanent dean</li> <li>• Resolution of unusual department structure</li> <li>• Resolution of an existing budget deficit</li> <li>• Updates on new program initiatives</li> <li>• Development of a long term strategic plan.</li> </ul>	NA	NA

**Inventory of Concurrent Accreditation and Key Performance Indicators  
Data Exhibit 8.1**

-1	-2	-3	-4	-5
Professional, special, State, or programmatic accreditations currently held by institution	Date of most recent accreditation action by each listed agency	Summary ("bullet points") of key issues for continuing institutional attention identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	For at least one indicator for each program, provide up to 3 years of trend data. Institution may wish to link cell to a graph or other format.
American Psychological Association (APA): School Psychology Ph.D. program	11/22/2004	(1) Add to curriculum on Social Aspects of Behavior and in Supervision; (2) Formalize procedures for training students to supervise other practitioners	Completion of internship; employment as school psychologist or university faculty	NA
California Commission on Teacher Credentialing (CCTC): various teaching, Administrative, Pupil Personnel Services credentials	1996 (next review is scheduled May, 2008)	(1) Increase number of students in Moderate/Severe Specialist Credential program--offer methods training separate from Mild/Moderate group (2) align program with K-12 calendar (3) more consistency in selection and training of supervisors (4) Multiple Subject seminars need consistency across supervisors (5) Several PPS credential concerns noted--program has been rewritten (6) concern about using Ph.D. students as supervisors--too demanding for them.	Pass all relevant competencies; Pass relevant state tests, e.g. RICA, PRAXIS; Employment as teachers, administrators, or school psychologists	NA
Chemistry (American Chemical Society)	2004 (renewed every 5 years)	Requirement of Chem150B and Chem166 as part of the core program for BS Degree.	Numbers of Accredited BS degrees versus BA (i.e. non-accredited) awarded each year.	2006-7: (6 certified BS, 29 BA degrees awarded); 2005-6: (16 certified BS, 13 BA degrees awarded); 2004-5: (9 certified BS, 10 BA degrees awarded).

**Inventory of Concurrent Accreditation and Key Performance Indicators  
Data Exhibit 8.1**

-1	-2	-3	-4	-5
Professional, special, State, or programmatic accreditations currently held by institution	Date of most recent accreditation action by each listed agency	Summary ("bullet points") of key issues for continuing institutional attention identified in accreditation action letter or report	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	For at least one indicator for each program, provide up to 3 years of trend data. Institution may wish to link cell to a graph or other format.
National Association of School Psychologists (NASP): School Psychology Ph.D. program	12/17/2004	None	Completion of internship; APA accreditation; passing score on PRAXIS II School Psychology Examination	NA
UCR/UCLA Thomas Haider Program in Biomedical Sciences	2005 (accreditation is to the David Geffen School of Medicine at UCLA)	The UCR/UCLA Thomas Haider Program in Biomedical Sciences is responsible for delivery of the first 2 years of medical school, in conjunction with its affiliation with the David Geffen School of Medicine at UCLA. Our 24 medical students then continue their 3rd and 4th years of medical training resulting in the receipt of their MD. Medical school education requires accreditation by the Liaison Committee on Medical Education and the UCR/UCLA Thomas Haider Program, housed within the Division of Biomedical Sciences at UC Riverside, by way of the David Geffen School of Medicine has been continuously accredited by the LCME since its inception and was last reviewed in 2005 receiving full accreditation for the next 7-8 years. Joyce Fried is the liaison/contact person between UCR/UCLA Thomas Haider Program in Biomedical Sciences and the David Geffen School of Medicine at UCLA.		
UCR- Palm Dessert Location (Masters of Business Administration and Masters of Fine Arts)	2006	~Technological connectivity with students. ~MFA in Creative Writing, open the course offerings at UCR Campus to those at the Palm Dessert location.	NA	NA