

University of California

Higher Education Compact
Performance Measures

2004-05

Transmitted: January 2006

Introduction

The Higher Education Compact with Governor Schwarzenegger, signed in May 2004, called on the University of California to continue its efforts to achieve improved student and institutional outcomes and place a high priority on providing needed classes so that students are able to graduate in four years or less.

The Compact states:

“The Administration places a high priority on student success as well as other mission related measures and seeks to foster greater student and institutional accountability through the inclusion of performance-based outcomes. In order to accomplish this, the Administration, in consultation with UC and CSU, will seek to remove barriers to these goals and, in later years of the compact, will work with the UC and CSU to establish measurable goals in areas needing improvement.”

“As with the K-12 system, accountability for these outcomes should be highly visible and public. This will require that timely and reliable data be collected to provide a strong foundation for sound decision-making in these matters. Therefore, the UC and CSU each agree to provide a comprehensive single report to the Governor, Secretary of Education, the fiscal committees of the Legislature, the Legislative Analyst’s Office and the Department of Finance by October of each year on the following measures that compare performance for each item for three prior years and the most recently completed academic year.”

This document is the first annual report to the Governor providing the performance measures requested in the Higher Education Compact.

I. Efficiency in Graduating Students

The Higher Education Compact requires the following performance measures in the area of efficiency in graduating students:

- Number of undergraduate degrees awarded;
- Number of graduate and professional degrees awarded, including detail on degrees awarded in fields that are high priorities for meeting state workforce needs (mathematics, engineering, computer science and other science fields);
- Persistence and graduation rates for freshmen and California Community College (CCC) transfer students;
- Average time-to-degree for undergraduates;
- Total number and percentage of graduating undergraduates who have accumulated excess units required for their degree, as determined by the segments, and the average number of excess units accumulated by these students;
- Number of undergraduates admitted as freshmen who leave in academic difficulty;
- Number of undergraduates admitted as (CCC) transfer students who leave in academic difficulty.

A. Degrees Conferred

Consistent with the California Master Plan for Higher Education, the University provides undergraduate, professional, and graduate academic education through the doctoral degree level. The University offers instructional programs spanning more than 150 disciplines from agriculture to zoology, as well as many emerging interdisciplinary fields. The University's undergraduate, graduate, and professional schools and colleges offer bachelor's, master's, and doctoral degrees—over 800 degree programs in all. The University began awarding degrees in 1870 and since then has conferred more than one million degrees.

- During academic year 2004-05, UC awarded 54,477 bachelor's, master's, doctoral, and first professional degrees.
- The University awarded 40,862 baccalaureate degrees, which require two years of general education followed by a major in a specific academic field. This figure represents an increase of 5.9% from 2003-04. One-third of bachelor's degrees were awarded in mathematics, sciences, and engineering.
- Master's degrees, typically requiring one or two years of study in a specific field, were awarded to 8,703 graduate students. These degrees include the Master of Arts, Master of Science, and Master of Fine Arts. In addition, master's degrees in professional fields such as architecture, business administration, education, nursing, public health, public policy, social welfare, degrees, among others, represent about 40% of degrees at this level. Approximately 31% of master's degrees were awarded in mathematics, sciences, and engineering.
- The University awarded 3,001 doctoral degrees awarded in recognition of a student's ability to advance knowledge in a given field of study, often in preparation for careers as faculty in higher education; 57.5% of doctoral degrees were awarded in mathematics, sciences, and engineering.
- Finally, the University conferred 1,911 first professional degrees to students embarking on careers in law, dentistry, medicine, optometry, pharmacy, physical therapy, and veterinary medicine. Included in this total are the first 15 recipients of the recently established Doctor of Physical Therapy.

Table 1: University of California Bachelor's Degrees Conferred by Discipline and Year

Discipline	2001-02	2002-03	2003-04	2004-05
Agriculture and Related Sciences	658	615	486	498
Architecture and Related Services	315	331	318	342
Area, Ethnic, Cultural and Gender Studies	693	686	739	824
Biological and Biomedical Sciences	4,333	4,420	4,521	4,929
Business and Management	2,138	2,255	2,342	2,425
Communications and Journalism	777	787	774	843
Computer and Information Sciences	1,032	1,190	1,277	1,226
Education	5	8	20	9
Engineering	2,507	2,900	3,027	3,318
English Language and Literature	1,814	1,830	1,802	1,725
Family and Consumer Sciences	429	429	425	398
Foreign Languages, Literatures & Linguistics	656	650	646	675
Health Professions and Public Health	85	48	53	45
History	1,201	1,204	1,306	1,373
Legal Studies	298	365	386	340
Liberal Arts and Sciences	241	273	289	344
Mathematics and Statistics	625	699	713	793
Multi/Interdisciplinary Studies	1,349	1,501	1,568	1,679
Natural Resources and Conservation	513	495	474	470
Philosophy and Religious Studies	357	379	443	465
Physical Sciences	724	732	698	829
Psychology	2,843	3,049	3,177	3,360
Public Policy and Social Services	165	177	174	159
Social Sciences	6,381	6,954	7,159	7,749
Visual and Performing Arts	1,903	2,099	2,202	2,140
Double/Triple Majors	<u>2,674</u>	<u>3,049</u>	<u>3,560</u>	<u>3,904</u>
Total	34,716	37,125	38,579	40,862

Source: UC Office of the President, Corporate Student System.

Table 2: University of California Master's Degrees Conferred by Discipline and Year

Discipline	2001-02	2002-03	2003-04	2004-05
Agriculture and Related Sciences	101	93	130	114
Architecture and Related Services	284	267	292	287
Area, Ethnic, Cultural and Gender Studies	99	114	116	108
Biological and Biomedical Sciences	219	223	263	251
Business and Management	1,475	1,458	1,546	1,715
Communications and Journalism	52	61	64	62
Computer and Information Sciences	323	346	428	434
Education	583	862	1,042	1,038
Engineering	955	1,017	1,216	1,315
English Language and Literature	106	124	112	125
Family and Consumer Sciences	5	7	14	3
Foreign Languages, Literatures & Linguistics	161	166	169	190
Health Professions and Public Health	679	699	722	726
History	71	71	105	132
Legal Professions and Studies	70	64	66	85
Library Science	83	49	55	77
Mathematics and Statistics	156	159	179	167
Multi/Interdisciplinary Studies	51	47	52	99
Natural Resources and Conservation	56	61	66	62
Philosophy and Religious Studies	27	36	37	49
Physical Sciences	243	229	354	377
Psychology	89	79	94	107
Public Administration and Social Services	246	279	304	295
Social Sciences	416	508	553	537
Visual and Performing Arts	359	339	385	346
Double/Triple Majors	<u>9</u>	<u>1</u>	<u>3</u>	<u>2</u>
Total	6,918	7,359	8,367	8,703

Source: UC Office of the President, Corporate Student System.

Table 3: University of California Doctoral Degrees Conferred by Discipline and Year

Discipline	2001-02	2002-03	2003-04	2004-05
Agriculture and Related Sciences	39	47	28	30
Architecture and Related Services	32	25	35	32
Area, Ethnic, Cultural and Gender Studies	16	15	25	9
Biological and Biomedical Sciences	493	539	545	513
Business and Management	23	31	26	32
Communications and Journalism	11	9	14	12
Computer and Information Sciences	67	100	102	127
Education	157	150	158	165
Engineering	414	422	452	515
English Language and Literature	85	81	96	92
Family and Consumer Sciences	8	3	3	2
Foreign Languages, Literatures & Linguistics	129	103	136	142
Health Professions and Public Health	56	63	74	84
History	103	91	95	90
Legal Professions and Studies	5	3	11	5
Library Science	5	5	5	3
Mathematics and Statistics	82	92	92	106
Multi/Interdisciplinary Studies	69	71	72	79
Natural Resources and Conservation	40	47	42	39
Philosophy and Religious Studies	33	36	33	23
Physical Sciences	365	352	339	397
Psychology	89	112	106	121
Public Administration and Social Services	15	10	9	12
Social Sciences	283	285	338	283
Visual and Performing Arts	68	72	90	88
Double/Triple Majors	<u>2</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total	<u>2,689</u>	<u>2,764</u>	<u>2,926</u>	<u>3,001</u>

Source: UC Office of the President, Corporate Student System.

Table 4: University of California First Professional Degrees Conferred by Year

Degree	2001-02	2002-03	2003-04	2004-05
Doctor of Dental Surgery	162	187	179	190
Doctor of Medicine	534	627	620	632
Doctor of Optometry	54	46	66	55
Doctor of Pharmacy	117	114	115	120
Doctor of Physical Therapy	-	-	-	15
Doctor of Veterinary Medicine	107	122	115	124
Juris Doctor	<u>760</u>	<u>768</u>	<u>842</u>	<u>775</u>
Total	<u>1,734</u>	<u>1,864</u>	<u>1,937</u>	<u>1,911</u>

Source: UC Office of the President, Corporate Student System.

B. Persistence, Graduation, and Time-to-Degree

The University remains committed to maintaining its excellent record and improving graduation rates and reducing time-to-degree among all students.

- Persistence rates—the proportion of an entering class of students who return to enroll at the University in their second and subsequent years—have shown notable gains over the past two decades. The proportion of freshmen who returned to UC in their second year increased from 88% of the 1984 cohort to 92% of the 2003 cohort. Two-year persistence increased from 76% of those entering in Fall 1984 to 84% of those entering in Fall 2002.
- Graduation rates—the proportion of an entering class of students who complete their degree within a specific time frame—have also shown significant improvement. More UC students are graduating and they are doing so at a faster pace. In 1984, 31% of entering freshmen graduated in four years, 67% in five years, and 73% in six years. Among UC freshmen who were regularly admitted in 1998, 42% graduated in four years, 73% in five years, and 80% within six years. UC graduation rates far exceed the national average: according to data collected by the National Center for Education Statistics (NCES), among first-time students entering four-year institutions nationwide, only 58.4% earn bachelor's degrees within six years.
- Improvements in graduation rates are also reflected in measures of time-to-degree. The number of terms enrolled has dropped from 13.4 enrolled quarters (where a four-year degree equals 12 quarters) for the 1984 regularly-admitted UC freshman class to 12.9 for the 1997 cohort (the most recent data available). Since 1988, time-to-degree among students who entered as freshmen has averaged 13 quarters.
- Students beginning their higher education at a California Community College (CCC) have historically done very well after transferring to UC. More than 90% of CCC transfer students persist to a second year at UC and 82% graduate within four years of transferring. On average, CCC transfer students take 7.6 quarters at UC to complete their degrees. (National comparison data are not available for transfer students.)

Table 5: University of California Persistence, Graduation, and Time-to-Degree Among Regularly Admitted Freshmen

Entering Year	Persistence Rates		Graduation Rates			Time-to-Degree	
	One Year	Two Years	Four Years	Five Years	Six Years	Enrolled Terms	Calendar Years
1984	88.3%	76.2%	30.7%	67.1%	73.4%	13.4	4.4
1985	89.1%	76.7%	32.2%	68.0%	72.9%	13.4	4.4
1986	89.7%	78.5%	34.4%	65.5%	74.2%	13.3	4.3
1987	90.4%	80.2%	30.1%	66.6%	75.3%	13.3	4.3
1988	91.4%	81.5%	33.4%	69.0%	77.2%	13.1	4.3
1989	91.1%	82.6%	35.6%	69.3%	76.8%	13.0	4.2
1990	91.8%	82.9%	37.8%	69.2%	77.1%	13.0	4.2
1991	92.2%	83.9%	37.8%	69.7%	77.5%	13.0	4.2
1992	92.1%	83.3%	37.8%	69.9%	77.2%	12.9	4.2
1993	91.5%	82.6%	36.7%	69.2%	77.3%	13.0	4.2
1994	91.2%	82.8%	36.1%	68.8%	77.0%	13.0	4.3
1995	91.2%	82.7%	36.8%	69.1%	77.3%	13.0	4.2
1996	92.0%	84.2%	40.0%	71.0%	79.1%	12.9	4.2
1997	92.4%	84.4%	40.7%	72.2%	79.8%	12.9	4.2
1998	92.5%	84.1%	41.5%	73.2%	80.4%		
1999	92.4%	84.5%	43.7%	74.5%			
2000	92.6%	84.6%	44.0%				
2001	92.6%	84.2%					
2002	92.0%	84.3%					
2003	92.2%						

Source: UC Office of the President, Corporate Student System.

Table 6: University of California Persistence, Graduation, and Time-to-Degree Among Regularly Admitted Upper Division Community College Transfer Students

Entering Year	Persistence Rates	Graduation Rates			Time-to-Degree	
	One Year	Two Years	Three Years	Four Years	Enrolled Terms	Calendar Years
1985	86.3%	29.3%	65.0%	72.9%	7.9	2.5
1986	86.5%	29.8%	65.7%	74.9%	7.9	2.6
1987	85.9%	29.2%	66.5%	73.0%	7.9	2.6
1988	87.5%	29.6%	61.3%	74.5%	7.9	2.5
1989	88.6%	23.7%	62.1%	74.7%	7.9	2.5
1990	89.4%	25.8%	64.3%	76.6%	7.7	2.5
1991	89.5%	28.8%	65.6%	76.8%	7.6	2.4
1992	91.2%	30.8%	68.4%	78.7%	7.5	2.4
1993	90.4%	30.2%	68.0%	79.1%	7.5	2.4
1994	90.5%	29.4%	67.2%	77.8%	7.6	2.5
1995	91.2%	29.4%	66.6%	78.6%	7.6	2.4
1996	90.5%	29.8%	67.4%	78.7%	7.6	2.4
1997	90.7%	32.1%	69.3%	79.8%	7.5	2.4
1998	92.0%	34.2%	71.7%	82.4%		
1999	91.4%	34.1%	71.0%	82.0%		
2000	92.2%	34.7%	72.4%	82.8%		
2001	92.5%	34.7%	73.3%			
2002	91.6%	36.1%				
2003	91.5%					

Source: UC Office of the President, Corporate Student System.

C. Accumulation of Excess Units

Following the Governor's 2004 proposal for an excess unit fee policy, the University began a lengthy process of evaluating various educational and operational issues involved in establishing such a policy. The University explored the size of the problem, the causes of excess unit enrollment, how an excess unit fee might be implemented fairly, and the extent to which such a fee policy might affect certain types of students disproportionately. Ultimately, because CSU opted not to establish an excess unit fee and instead to pursue strategies to improve graduation rates and time-to-degree, the University chose to do the same, particularly in view of the fact that the number of students enrolled in excess units at UC is not significant.

- About half of the regularly-admitted, UC freshmen graduate in 12 or fewer registered quarters; they are able to do this by taking full academic loads each year and by not exceeding the 180 units required for graduation. Some students, however, do take more total units—for example, students with double majors, students who change majors after having already made substantial progress and students in majors that require more units to graduate. In addition, some students take more time by taking lighter loads in some terms, often because they are working part-time. In recent years, campuses have worked to increase the average number of units taken during a term and reduce excess units taken over a student's career, enabling more students to graduate in four years and making room for other students.
- Analysis conducted by the University indicates that excess units are not a significant problem at UC. Among students who entered as freshmen, approximately 600 FTE students are enrolled, in any given year, with units completed in excess of 110% of units required for graduation. This amounts to approximately 2% of an entering freshman cohort. Among transfer students, approximately 300 FTE students are similarly enrolled in excess units, also amounting to about 2% of an entering cohort.
- The University expects that even these low rates of excess unit enrollment will decline as four-year graduation rates continue to improve and time-to-degree continues to decline for all students. All UC general campuses are committed to ensuring that undergraduate students are able to complete their degrees in four years. Accordingly, the campuses have developed advising and administrative initiatives to facilitate four-year degree completion. Campuses continue to ensure course availability by sustaining increases in faculty teaching effort, creatively managing the curriculum and its delivery (such as through expanded summer offerings and enrollment), recalling retired faculty, and making better use of instructional technology.

D. Students Leaving in Academic Difficulty

Consistent with the exceptional persistence and graduation rates exhibited by students at the University of California, very few students leave the University in academic difficulty (defined as discontinuing enrollment without earning a degree and with a cumulative grade point average below 2.0).

- Among students admitted as freshmen, typically 3% of students leave in academic difficulty during the first year at UC. After six years, only 4.8% of freshmen who entered in 1998 had left in academic difficulty and had not returned.
- Similarly, typically 3% of students admitted as transfers from California Community Colleges leave in academic difficulty during the first year. At the end of six years, only 4.7% of CCC transfers who entered in 1997 had left in academic difficulty and had not returned.

Table 7: University of California Entering Freshmen Who Left in Academic Difficulty¹

Entering Year	Cohort	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
1994	21,732	3.6%	5.8%	6.7%	6.7%	6.6%	6.5%
1995	22,464	3.7%	6.0%	6.5%	6.5%	6.5%	6.4%
1996	23,473	3.3%	5.2%	5.7%	5.7%	5.7%	5.6%
1997	24,265	2.9%	4.8%	5.3%	5.4%	5.4%	5.3%
1998	25,637	2.7%	4.4%	4.8%	4.8%	4.9%	4.8%
1999	26,836	2.5%	4.1%	4.4%	4.3%	4.4%	
2000	27,901	3.1%	4.8%	5.3%	5.4%		
2001	29,787	3.1%	5.0%	5.5%			
2002	30,768	3.3%	5.1%				
2003	31,147	3.3%					

¹ Students who left in academic difficulty (with a grade point average less than 2.0) at any time and had not returned as of the fall term of the academic year.

Source: UC Office of the President, Corporate Student System.

Table 8: University of California Entering California Community College Transfer Students Who Left in Academic Difficulty

Entering Year	Cohort	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
1994	8,136	3.2%	5.5%	6.1%	5.8%	5.7%	5.5%
1995	8,358	3.2%	5.9%	6.1%	6.0%	5.8%	5.6%
1996	8,123	3.6%	5.4%	5.9%	5.8%	5.7%	5.7%
1997	7,838	3.4%	4.9%	5.2%	5.0%	4.8%	4.7%
1998	7,676	2.6%	4.2%	4.4%	4.4%	4.2%	4.1%
1999	7,968	2.4%	4.2%	4.7%	4.6%	4.4%	
2000	8,515	3.1%	4.6%	5.0%	4.7%		
2001	9,117	2.9%	5.0%	5.3%			
2002	9,409	3.1%	5.0%				
2003	10,141	3.3%					

¹ Students who left in academic difficulty (with a grade point average less than 2.0) at any time and had not returned as of the fall term of the academic year

Source: UC Office of the President, Corporate Student System.

II. Utilization of Systemwide Resources

The Higher Education Compact requires the following performance measures in the area of utilization of systemwide resources:

- Student-faculty ratio;
- Instructional activities per faculty member;
- Percent of total State-funded salary and benefit expenditures dedicated to direct teaching staff;
- Rate of change in total State-funded staff salary and benefit expenditures for instructional staff, administrative staff, and other student and public service staff;
- Total State-funded expenditures and staff levels for the President's Office, together with rates of change from the previous year;
- Faculty honors and awards;
- Information on technology transfer, including progress in achieving industry-university partnerships, number of patents, total annual income generated by UC-held patents, the proportionate split of those revenues between the University and third parties, and UC's annual patent-related legal costs;
- Federal, private, and other support for research.

A. Student–Faculty Ratio

During the State’s fiscal crisis over the last several years, the University has taken a series of budget cuts in academic programs. In 2003-04, the Governor’s Budget included a \$34.8 million reduction in State funds targeted at increasing the University’s student-faculty ratio; however, this cut was instead taken by the University as an unallocated reduction. In 2004-05, the Governor proposed a further 5% increase in the student-faculty ratio accompanied by a budget cut of \$35.3 million. Again, this cut was taken as an unallocated reduction, but by necessity, these cuts mean campuses do not have adequate funds to hire sufficient numbers of faculty or to address critical instructional and other core support needs. Such budget reductions make it difficult for campuses to maintain levels of instructional support necessary to provide a high quality education.

Preserving and ultimately improving the student-faculty ratio at the University is among the highest priorities of The Regents. Improvement in student-faculty ratios would permit the University to offer both smaller class sizes in some subjects, thereby improving the quality of the educational experience, and a wider range of courses, which will help students complete requirements and graduate more quickly. A sufficient student-faculty ratio also increases opportunities for contact outside the classroom, guidance in internships and placements, and undergraduate participation in research and public service.

- During the late 1960s and early 1970s, State resources failed to keep pace with rapidly expanding enrollment, and as a result the University’s budgeted student-faculty ratio deteriorated about 20%, from 14.7:1 to 17.6:1.
- To deal with the recession of the early 1990s, the ratio was increased once again, from 17.6:1 to 18.7:1, resulting in a cumulative 27% increase over the entire period. This represented a significant deterioration in the budgeted ratio, equivalent to 500 FTE faculty members and continuing the erosion that began in the 1960s. In 2000-01, the University received funding to improve the budgeted student-faculty to 18.6:1.
- Ultimately, it is the goal of the University to achieve a long-term student-faculty ratio of 17.6:1.
- Because enrollment growth generally outpaces faculty hiring, the University’s actual student-faculty is slightly higher, around 19.6:1 during recent years.
- Currently, the University’s student-faculty ratio compares unfavorably to its eight comparison institutions, which average 17.0:1 at the public institutions and 10.4:1 at the private institutions.

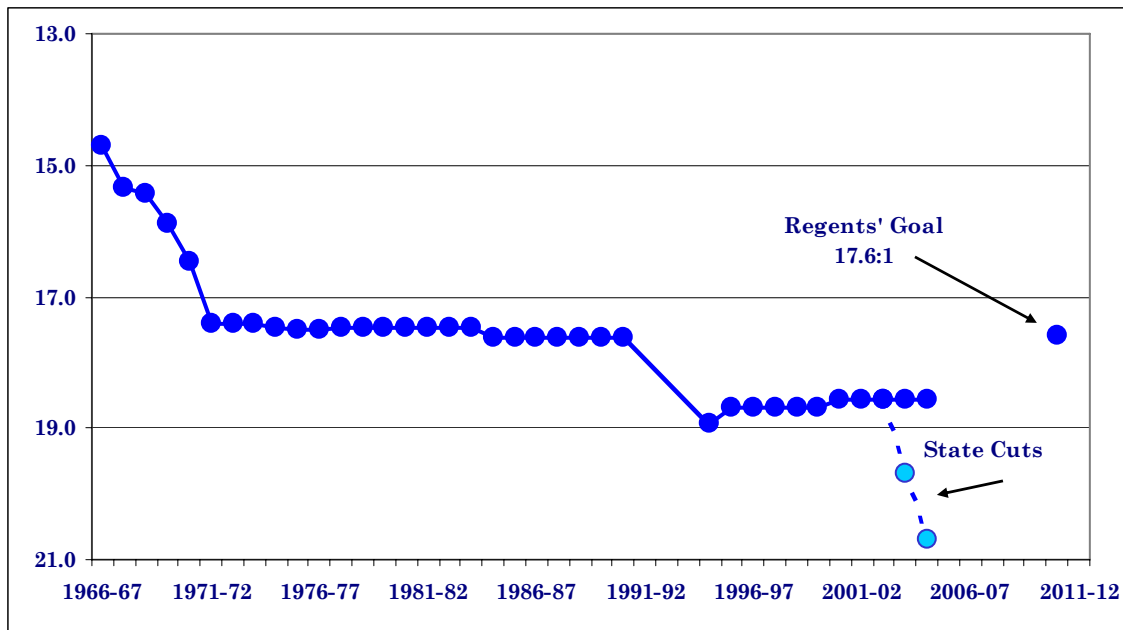
Table 9: University of California Budgeted and Actual General Campus Student-Faculty Ratios

Academic Year	Budgeted	Actual
1966-67	14.7:1	
1970-71	16.5:1	
1975-76	17.5:1	17.5:1
1980-81	17.5:1	17.3:1
1985-86	17.6:1	17.3:1
1986-87	17.6:1	
1987-88	17.6:1	
1988-89	17.6:1	
1989-90	17.6:1	17.7:1
1990-91	17.6:1	18.0:1
1991-92 ¹		18.7:1
1992-93 ¹		18.6:1
1993-94 ¹		18.4:1
1994-95	18.9:1	19.7:1
1995-96	18.7:1	19.6:1
1996-97	18.7:1	19.4:1
1997-98	18.7:1	19.3:1
1998-99	18.7:1	19.4:1
1999-00	18.7:1	19.4:1
2000-01	18.6:1	19.6:1
2001-02	18.6:1	19.6:1
2002-03	18.6:1	19.6:1
2003-04	18.6:1	19.7:1
2004-05	18.6:1	
2005-06	18.6:1	

¹ 1991-92 through 1993-94 were years of severe State funding cuts; there was no agreement with the State regarding budgeted enrollments and faculty.

Source: UC Office of the President, Budget Office and Corporate Personnel System.

Display 1: University of California, Budgeted General Campus Student-Faculty Ratio



B. Faculty Instructional Activities

Teaching is a complex activity that involves more than in-class teaching duties. No single index can be an adequate measure of the effort invested by the faculty in teaching. Varied measures are essential.

The University of California looks at several measures when assessing the faculty's teaching activity. Among the outcomes studied, the University examines the proportion of students who graduate, average time-to-degree, and undergraduate degrees conferred per ladder faculty member per year. The University also studies the numbers of classes that UC and other universities expect will be taught by faculty members.

- As shown earlier in this report, 80% of entering UC freshmen earn a bachelor's degree within six years and earn their degree in 13 quarters on average.
- UC faculty members produce more undergraduate degrees per ladder-rank faculty member than those at comparison institutions. In 2002-03, the University awarded 4.5 bachelor's degrees per full-time regular rank faculty member, compared to 1.7 and 3.5 degrees per faculty member at the University's private and public comparison institutions.
- The University compares favorably with comparison institutions in the classroom teaching expectations for its faculty.

Other measures are process oriented, such as the actual numbers of classes and student credit hours taught, and actual course enrollments. The University has invested substantial effort recently in developing a new approach to reporting faculty teaching activities in a way that reflects the special features of a research university experience for our students and the different modes of teaching in which our faculty are engaged. This system will continue to use three traditional process measures (the number of classes taught, the total student credit hours, and the enrollment per class), but will be based on a new, University-wide taxonomy of instructional activity types and a framework for placing those instructional activity types into three equal categories of courses that capture the instruction goals for the students who are enrolled:

- Transmitting the Knowledge Base
- Initiating Intellectual Independence
- Emphasizing Independent Inquiry

All of these types are courses for which students receive credit toward graduation. The University will implement the new reporting method during the 2005-06 year. Subsequent reports will include data on these process measures of instructional activities per faculty member.

Table 10: University of California and Comparison Institution Degrees Awarded Per Full-time Regular Rank Faculty FTE, 2002-03

	Bachelor's Degrees	Master's and First Professional Degrees ¹	Doctoral Degrees	All Degrees ²
Comparison Institutions ³				
Four Private Universities	1.7	2.6	0.5	4.9
Four Public Universities	3.5	2.0	0.3	5.9
University of California	4.5	1.1	0.3	6.0

¹ The relatively small number of master's/first professional degrees at UC is due, in part, to California's differentiated system of higher education. Many professional degrees, especially in business and education, are offered by CSU.

² Total for all degrees includes some post-bachelor's certificates, post-master's certificates, and post-first professional certificates not included in other columns. Not every institution awards all degree types; for example, in 2002-03, only Harvard University awarded post-first professional certificates.

³ Private comparison institutions are Harvard, MIT, Stanford, and Yale. Public comparison institutions are University of Illinois-Urbana-Champaign, University of Michigan-Ann Arbor, SUNY-Buffalo, and University of Virginia-Main Campus.

Source: AAUP Faculty Compensation Survey (2002-03); IPEDS Completions Survey (2002-03).

C. Instructional and Administrative Expenditures

State funds support a broad range of functions at the University of California, foremost among them the teaching and research activities of University faculty. In addition to instruction, State funds support salaries and benefits of researchers in organized research units, administrators of academic preparation and other public service programs, librarians, staff for the operation and maintenance of the facilities, and executive managers and administrators providing institutional support.

- Teaching salaries represent the largest component of State-funded salaries and benefits of the University, totaling almost 40% of all State-funded salaries and benefits during 2004-05.
- Due to the State's financial difficulties, State-funded salaries and benefits declined during 2004-05, falling 4%, 5% and 14% in instruction, administration and public service, respectively. (No State funds support salaries and benefits for staff who provide student services.) These decreases follow 2003-04 decreases of 9%, 12% and 20% in instruction, administration and public service, respectively.
- Between 1986-87 and 2004-05, systemwide administrative expenditures have declined from 11.8% to 8.5% of total University expenditures (excluding DOE Laboratories).

Table 11: University of California General Fund Salary and Benefit Expenditures Dedicated to Direct Teaching Staff (in millions of dollars)

Expenditures	2001-02	2002-03	2003-04	2004-05
Salary Expenditures				
Direct Teaching Staff	\$913.4	\$942.9	\$966.8	\$977.2
Total	\$2,354.0	\$2,434.7	\$2,427.4	\$2,402.1
Employee Benefit Expenditures				
Direct Teaching Staff (Estimated)	\$132.1	\$145.8	\$154.3	\$166.3
Total	\$393.2	\$435.2	\$447.9	\$474.8
Dedicated to Direct Teaching Staff	38.1%	37.9%	39.0%	39.8%

Direct Teaching Staff includes tenure and non tenure track faculty, lecturers, academic student employees, and other miscellaneous instructional employees.

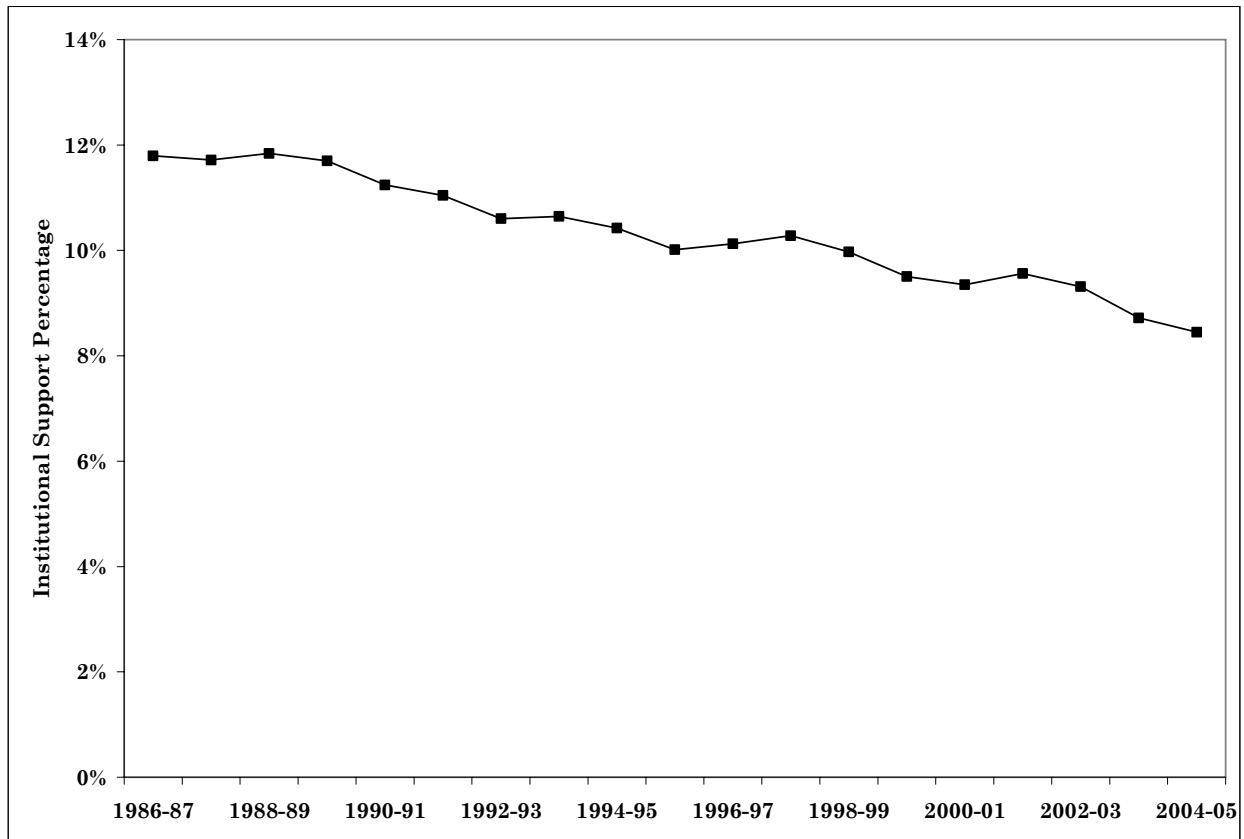
Source: UC Office of the President, Budget Office.

Table 12: University of California State General Fund Salary and Benefit Expenditures and Rates of Change by Function (in millions of dollars)

Expenditures	2001-02	2002-03	2003-04	2004-05
Instruction				
Salary & Benefit Expenditures	\$1,186.2	\$1,207.0	\$1,097.2	\$1,053.2
Percentage Change	5.4%	1.8%	-9.1%	-4.0%
Administration				
Salary & Benefit Expenditures	\$286.7	\$291.2	\$255.2	\$241.2
Percentage Change	9.4%	1.6%	-12.3%	-5.5%
Student Services				
Salary & Benefit Expenditures	\$0	\$0	\$0	\$0
Percentage Change	-	-	-	-
Public Service				
Salary & Benefit Expenditures	\$90.4	\$89.5	\$71.7	\$61.3
Percentage Change	13.0%	-1.0%	-20.0%	-14.4%

Source: UC Office of the President, Budget Office.

Display 2: University of California Institutional Support Expenditures as a Percentage of Total Expenditures (excluding DOE Laboratories)



The Office of the President is the systemwide headquarters of the University of California. The core administration provides institutional support and oversees UC's academic mission, systemwide budget, university affairs, and business and financial activities. The University is governed by The Regents. Officers of The Regents include the General Counsel, Treasurer, and Secretary of The Regents. Consistent with the provision related to outcome measures in the Compact, this report reflects FTE and expenditures from State General funds only and does not include FTE and expenditures supported from other funding sources.

- The State-funded expenditures and FTE for the Office of the President and The Regents' offices in 2004-05 were \$14.8 million and 130.6 FTE, a decline of approximately 12% from the previous year.

Table 13: University of California State General Fund Expenditures and FTE Employees for the Office of the President and Offices of The Regents (expenditures in millions of dollars)

Expenditures and FTE	2001-02	2002-03	2003-04	2004-05
Expenditures	\$18.9	\$18.8	\$16.7	\$14.8
Percentage Change	5.0%	-0.4%	-11.0%	-11.6%
FTE Employees	180.9	172.5	149.2	130.6
Percentage Change	7.5%	-4.6%	-13.5%	-12.4%

Source: UC Office of the President, Budget Office.

D. Faculty Honors and Awards

The University has attracted a highly qualified and distinguished faculty to its classrooms and research centers. The quality of the faculty is recognized through national and international lifetime achievement awards, honorary memberships in the nation's most distinguished academic societies, and many other annual awards. Students at the University learn from by highly-decorated teachers, from Nobel Prize-winning scientists to Pulitzer Prize winning authors and journalists.

- The Nobel Prize is awarded annually for achievements in physics, chemistry, physiology or medicine, literature, economic sciences, and peace. A total of 52 faculty and researchers affiliated with the University of California have won Nobel Prizes, including 19 prizes since 1995.
- The National Medal of Science annually recognizes contributions to knowledge in the physical, biological, mathematical, engineering, social, and behavioral sciences. Since the award was established by Congress in 1959, a total of 54 UC faculty and researchers have been recipients.
- Among other honorary memberships, the faculty of the University of California includes 382 members of the American Academy of Arts and Science, 504 members of the American Association for the Advancement of Science, and 120 members of the Institute of Medicine.
- UC boasts 253 members of the National Academy of Sciences, more than any other university or college in the nation.
- Every year, UC faculty members earn a large number of prestigious fellowships, residencies, and other awards and honors. During 2004, UC faculty earned 18 Fulbright Scholarships to develop overseas experience and 17 Guggenheim Fellowships to assist research and artistic creation.
- In addition to the career achievements of more senior faculty, many of UC's newest faculty members are recognized each year with early career awards. During 2004, UC faculty earned 23 Sloan Fellowships and 17 National Science Foundation Early Career Development Program honors.

Table 14: University of California Cumulative Faculty Recipients of National and International Awards¹

Award	Recipients
Fields Medal	6
National Medal of Science	54
Nobel Prize	52
Pulitzer Prize	9

¹ Includes current, emeriti, retired, former, and deceased faculty at UC campuses, the Office of the President and National Laboratories managed by UC.

Source: UC Office of the President, Academic Strategic Planning & Analysis, and campus reports, as of April 2005.

Table 15: University of California Faculty Elected to Scholarly Societies¹

Membership	Recipients
American Academy of Arts and Science	382
American Association for the Advancement of Science	504
American Chemical Society	67
American Council of Learned Societies	61
American Geophysical Union	26
American Philosophical Society	53
American Physical Society	70
Institute of Medicine	120
National Academy of Education	15
National Academy of Engineering	91
National Academy of Sciences	253

¹ Includes current faculty at UC campuses, the Office of the President and National Laboratories managed by UC. Does not include emeriti, retired, former, or deceased faculty.

Source: UC Office of the President, Academic Strategic Planning & Analysis, and campus reports, as of April 2005.

Table 16: University of California Faculty Recipients of Annual Awards and Honors¹

Award	2001	2002	2003	2004
American Academy in Rome Fellowships	1	1	1	1
American School of Classical Studies in Athens Memberships		1	3	
Balzan Prize				1
Boltzmann Medal	2			
California Scientist of the Year			1	
Ford Foundation Fellowships	1	1	2	
Fulbright Scholars	9	19	27	18
Guggenheim Fellowships	13	12	7	17
IEEE Fellows	1	1	2	7
Lasker Foundation Award		1		1
MacArthur Fellowships	1	1	1	2
National Endowment for the Humanities				1
NSF Early Career Development Program	19	23	8	17
Packard Fellowships	4	3	3	2
Presidential Early Career Award for Science and Engineering	4	7	4	
Residency at the Center for Advanced Study in the Visual Arts				2
Residency at the Getty Center for Arts and Humanities	3	1	4	4
Residency at the Institute for Advanced Study				12
Residency at the National Humanities Center	3	1	4	1
Residency at the Woodrow Wilson Center for Scholars	1	1	3	2
Revelle Medal		1		1
Rockefeller Fellowships	2	1	9	8
Searle Scholars	5	7	4	4
Sloan Fellows	17	12	18	23
Vannevar Bush Award			1	

¹ Includes faculty at UC campuses, the Office of the President, and National Laboratories managed by UC.

Source: UC Office of the President, Academic Strategic Planning & Analysis, and campus reports, as of April 2005.

E. Technology Transfer

The University of California technology transfer program encompasses a range of activities carried on throughout the UC system to facilitate the commercialization of promising early stage technologies developed during the course of research. Increasingly, these activities are extending beyond the traditional patenting and licensing of UC inventions to the development of a variety of relationships with businesses, industry, and government that enhance the research and education missions of UC and contribute to the economic prosperity of the State of California.

- During 2003-04, a total of 1,196 inventions were disclosed by faculty and researchers at UC campuses. This represents a 16.5% increase when compared with the 1,027 new inventions reported in 2002-03.
- At the end of 2003-04, there were 3,024 U.S. and 2,837 foreign patents in the systemwide portfolio. The University of California has received more patents than any other university in the world.
- Royalty and fee income in 2003-04 was \$79.3 million. This income derived from 1,088 inventions. Compared with 2002-03, royalties and fees increased 18.4%, with many of the University's top inventions showing increases over the previous year.
- In 2003-04, \$5.0 million was redistributed to other entities for 119 inventions covered by interinstitutional agreements.
- Legal and other direct expenses totaled \$28.8 million in 2003-04, and the University received \$13.9 million from patent/legal expense reimbursements.

Table 17: University of California Systemwide Technology Transfer Activity

Activity	2000-01	2001-02	2002-03	2003-04
Invention Disclosure				
Inventions Reported	957	973	1,027	1,196
Total Invention Portfolio	4,982	5,472	5,948	6,618
Patent Prosecution				
U.S. Applications Filed				
First Filings	437	455	490	626
Secondary Filings	<u>415</u>	<u>429</u>	<u>384</u>	<u>450</u>
Total	852	884	874	965
U.S. Patents Issued	298	300	323	270
Total Active U.S. Patents	2,267	2,502	2,753	3,024
First Foreign Filings				
First Foreign Filings	234	248	230	243
Total Active Foreign Patents	1,780	2,051	2,364	2,837
Financial Activity (in millions)				
Income from Royalties and Fees	\$72.9	\$88.1	\$67.0	\$79.3
Payments to Joint Holders	<u>(\$6.2)</u>	<u>(\$6.1)</u>	<u>(\$5.9)</u>	<u>(\$5.0)</u>
Adjusted Gross Income	\$66.7	\$82.1	\$61.2	\$74.3
Legal and Other Direct Expenses				
Legal and Other Direct Expenses	\$22.2	\$25.2	\$27.9	\$28.8
Reimbursements	<u>(\$10.2)</u>	<u>(\$11.8)</u>	<u>(\$14.3)</u>	<u>(\$13.9)</u>
Net Legal Expenses	\$12.3	\$13.4	\$13.6	\$14.8

Source: UC Office of the President, Office of Technology Transfer, 2004 Annual Report.

F. Research

The California Master Plan for Higher Education designates the University as the primary State-supported academic agency for research. As one of the nation's preeminent research institutions, the University provides a unique environment in which leading scholars and promising students seek to expand fundamental knowledge of the physical world, human nature and society. Knowledge discovered in the University's research programs has yielded a multitude of benefits, ranging from technological applications that increase industrial and agricultural productivity to insights into social and personal behaviors that help improve the quality of human life. Through its public service activities, the University strives to improve the dissemination of research results and to translate scientific discoveries into practical knowledge and technological innovations that benefit the State and nation.

Research is funded from State and UC general funds and from extramural funding, including federal, State, and private contracts and grants.

- During 2004-05, research expenditures totaled \$3.1 billion, an increase of \$120 million, or 4.1%, over the prior year.
- Overall research expenditures increased despite a 1.7% reduction in General Fund support largely due to increases in federal (3.5%) and private support (4.8%).
- For 2004-05, 57% of all research expenditures were from federal funds; 21% from private gifts and grants; 9.2% from State and UC General Funds; 5.7% from Special State funds (e.g., Tobacco Related Disease Research Program funds) and State contracts and grants; 3% from endowment funds; and 4% from other sources.

Table 18: University Of California Organized Research Expenditures by Source of Funds (in millions of dollars)¹

Fund Source	2001-02	2002-03	2003-04	2004-05
State/UC General Funds	\$321.6	\$319.4	\$288.7	\$283.9
Special State Funds ²	\$189.4	\$189.4	\$172.4	\$176.1
Federal Funds	\$1,300.2	\$1,512.7	\$1,691.7	\$1,750.8
Private Funds	\$543.5	\$593.0	\$615.7	\$645.2
Endowment Funds ³	\$66.0	\$70.4	\$79.2	\$93.6
Other Funds ⁴	<u>\$130.2</u>	<u>\$94.4</u>	<u>\$105.4</u>	<u>\$123.2</u>
Total	\$2,551.0	\$2,779.3	\$2,953.1	\$3,072.7

¹ Includes capitalized expenditures.

² Includes State Special, State Specific, and State Agency contracts.

³ Includes endowments, the University Opportunity fund, and other Regental funds.

⁴ Includes local government contracts and grants and sales and services of educational activities.

Source: UC Office of the President, Financial Management Department, Campus Financial Schedules, Table 12-H.

III. Student-Level Information

The Higher Education Compact requires the following performance measures in the area of student enrollment and admission:

- Total enrollment (both headcount and FTE), by class level;
- Number of new CCC transfer students enrolled (headcount and FTE);
- Number of new freshmen enrolled (headcount and FTE);
- Number and percentage of new freshmen and CCC transfer students who were admitted by exception;
- Progress on achieving course articulation agreements with California Community Colleges;
- Number and percentage of undergraduates who did not meet the UC entry-level writing requirement for reading comprehension before entering UC.

A. Total Enrollment

UC's undergraduate enrollment planning is based on a commitment to student access to the University under the Master Plan for Higher Education, which provides that the top 12.5% of California public high school graduates, as well as those transfer students from the California Community College campuses who have successfully completed specified college-level work, are eligible for admission to the University. Graduate and professional enrollment planning is based on assessments of state and national needs, program quality, and available financial support for students.

The University's long-term enrollment plan, last revised in 1999, called for annual enrollment growth of about 5,000 FTE over this decade. This growth was needed to provide access to higher education for Tidal Wave II (the number of California public high school graduates was projected to increase by more than 30% between 1997-98 and 2007-08) and to meet the State's need for highly skilled workers with graduate-level training. By 2010-11, UC's enrollment plan called for the University to reach a general campus target of 216,500 FTE.

- In 2004-05, the University's total enrollment exceeded 201,000 FTE. Enrollment declined slightly from 2003-04 following a reduction in budgeted enrollment due to the State's fiscal crisis.
- The University enrolled 179,000 general campus FTE students during the regular academic year, having grown 7.6% since 2001-02.
- In Summer 2004, the University enrolled 8,700 FTE students in State-supported summer programs. An additional 4,100 FTE UC students were enrolled at campuses that were not yet fully-funded for summer.
- Also in 2004-05, the University enrolled 13,465 FTE students in undergraduate, graduate academic and graduate professional health sciences programs. Health sciences enrollments have grown by 5.8% since 2001-02.

**Table 19: University of California Headcount Enrollment
by Subcampus, Term, and Level**

Subcampus, Term, and Level	2001-02	2002-03	2003-04	2004-05 ¹
General Campus				
Academic Year (year-average)				
Undergraduate				
Lower Division	55,907	57,058	57,066	54,632
Upper Division	<u>88,354</u>	<u>93,276</u>	<u>96,693</u>	<u>98,529</u>
Subtotal	144,261	150,334	153,759	153,161
Postbaccalaureate	352	440	420	372
Graduate	<u>28,744</u>	<u>30,720</u>	<u>32,362</u>	<u>33,472</u>
Total Academic Year	173,357	181,494	186,541	185,751
Summer ² (total)				
Undergraduate	31,171	36,658	39,143	37,909
Postbaccalaureate	206	189	200	189
Graduate	<u>1,877</u>	<u>2,496</u>	<u>2,974</u>	<u>3,601</u>
Total Summer	33,254	39,343	42,407	41,699
Health Sciences (year-average)				
Undergraduate	287	202	153	127
Graduate				
Academic	1,977	2,190	2,350	2,416
Professional	<u>10,462</u>	<u>10,738</u>	<u>10,765</u>	<u>10,922</u>
Total Health Sciences	12,726	13,130	13,268	13,465

¹ The State reduced the University's budgeted enrollment in 2004-05.

² Summer figures include State-funded enrollments only.

Source: UC Office of the President, Budget Office.

**Table 20: University of California Full-time Equivalent Enrollment
by Subcampus, Term, and Level**

Subcampus, Term, and Level	2001-02	2002-03	2003-04	2004-05 ¹
General Campus				
Academic Year				
Undergraduate				
Lower Division	54,053	55,215	55,236	53,081
Upper Division	<u>84,414</u>	<u>89,213</u>	<u>92,495</u>	<u>94,355</u>
Subtotal	138,467	144,428	147,731	147,436
Postbaccalaureate	330	435	418	371
Graduate	<u>28,157</u>	<u>30,096</u>	<u>31,670</u>	<u>31,441</u>
Total Academic Year	166,954	174,959	179,819	179,248
Summer ²				
Undergraduate	5,033	7,397	8,023	7,906
Postbaccalaureate	23	60	71	59
Graduate	<u>568</u>	<u>642</u>	<u>715</u>	<u>725</u>
Total Summer	<u>5,624</u>	<u>8,099</u>	<u>8,809</u>	<u>8,690</u>
Total General Campus	172,578	183,058	188,628	187,938
Health Sciences				
Undergraduate	287	202	153	127
Graduate				
Academic	1,977	2,190	2,350	2,416
Professional	<u>10,462</u>	<u>10,738</u>	<u>10,765</u>	<u>10,922</u>
Total Health Sciences	<u>12,726</u>	<u>13,130</u>	<u>13,268</u>	<u>13,465</u>
Total Enrollment	185,304	196,188	201,896	201,403

¹ The State reduced the University's budgeted enrollment in 2004-05.

² Summer figures include State-funded enrollments only.

Source: UC Office of the President, Budget Office.

B. New Student Enrollment

The University is maintaining its commitment to the Master Plan for Higher Education to provide a place on one of the UC campuses for all eligible California applicants who wish to attend.

- During 2004-05, the University enrolled nearly 30,000 new freshmen, 95% of whom were California residents. New freshmen primarily enroll during the fall term; around 3% of new freshmen are deferred until the winter or spring terms. Between 2001-02 and 2003-04, the number of new freshmen grew 4.0%, but due to late summer admission of previously deferred freshmen during 2004-05, new freshman enrollment declined that year. During 2005-06, enrollments of new freshmen are expected to return to levels experienced during earlier years.
- Also during 2004-05, the University enrolled 14,200 new transfer students. More than 90% of these students transfer from a California Community College. Since 2001-02, the number of new CCC transfers has grown 6.0%, while transfer enrollment from other institutions has declined. Generally between 10% and 20% of new transfer students enroll during the winter and spring terms.

Table 21: University of California Headcount Enrollment of Entering Undergraduates by Level and Term

Level and Term	2001-02	2002-03	2003-04	2004-05
New Freshmen				
Fall Term				
California Resident ¹	28,704	29,916	30,349	27,972
Non-resident	<u>1,791</u>	<u>1,598</u>	<u>1,517</u>	<u>1,572</u>
Total	30,495	31,514	31,866	29,544
Full-year				
California Resident	29,635	30,695	31,220	28,840
Non-resident	<u>1,887</u>	<u>1,671</u>	<u>1,571</u>	<u>1,629</u>
Total	31,522	32,366	32,791	30,469
New Transfers				
Fall Term				
California Community College	9,951	10,394	11,296	11,754
Other	<u>1,575</u>	<u>1,446</u>	<u>1,399</u>	<u>1,055</u>
Total	11,527	11,840	12,695	12,809
Full-year				
California Community College	12,307	12,801	12,585	13,043
Other	<u>1,944</u>	<u>1,676</u>	<u>1,528</u>	<u>1,184</u>
Total	14,251	14,477	14,113	14,227

¹ Effective Fall 2004, international students who qualify for bona fide residency are excluded from the California resident count. These students typically represent about 125 enrolled freshmen.

Source: UC Office of the President, Corporate Student System.

C. Admission by Exception

Through the history of the University of California, UC's eligibility and admissions policies have consistently acknowledged the value of maintaining some flexibility to admit students who do not meet the University's strict numeric eligibility requirements, but nonetheless demonstrate high potential for academic success and leadership. Because not all students have had the same opportunities to prepare for higher education, the University gives special consideration to a limited number of freshman and transfer applicants who show potential to succeed at the University even though they do not meet the minimum admission requirements. Admission by exception has been part of the University's admission policy since its inception and is formally recognized in the Master Plan, which suggests that at least 6% of the entering class need not meet regular freshman eligibility criteria. Current University policy maintains a ceiling on admission by exception of 6% of newly enrolled students, with up to 4% of enrollments reserved for students from disadvantaged circumstances, including but not limited to low-income students, first-generation college students, and those from low-performing schools.

Admission by exception provides a means to identify students who do not meet numerical requirements for eligibility but who demonstrate strong likelihood of success at UC or exceptional potential to contribute to the University or the State of California. Numerical standards for eligibility have the virtue of clarity and simplicity, but they are of necessity based on narrow criteria which do not recognize an applicant's full set of achievements, talents, or personal circumstances. Therefore, some students who do not meet the eligibility requirements are better qualified for UC than some other students who do meet the eligibility criteria. Admission by Exception enables campuses to admit students who show promise that cannot be fully assessed using narrow quantitative criteria and without consideration of the student's academic and personal context.

UC uses comprehensive review to recognize skills, talents, knowledge, and potential for success for applicants admitted by exception. However, as demand from eligible applicants has grown, campuses have admitted far fewer students by exception.

- In Fall 2004, 1.4% of new California resident freshmen and 1.7% of new California Community College transfers were admitted by exception.

Table 22: University of California Entering Undergraduates Admitted by Exception by Level and Term

	2001-02	2002-03	2003-04	2004-05
California Resident Freshmen¹				
Fall Term				
Total Enrolled	28,704	29,916	30,349	27,972
Admitted by Exception	558	479	479	405
Percentage of Total	1.9%	1.6%	1.6%	1.4%
Full-year				
Total Enrolled	29,635	30,695	31,220	28,840
Admitted by Exception	564	486	484	410
Percentage of Total	1.9%	1.6%	1.6%	1.4%
California Community College Transfers				
Fall Term				
Total Enrolled	9,951	10,324	11,196	11,754
Admitted by Exception	302	233	199	205
Percentage of Total	3.0%	2.2%	1.8%	1.7%
Full-year				
Total Enrolled	12,307	12,727	12,585	13,043
Admitted by Exception	342	255	216	222
Percentage of Total	2.8%	2.0%	1.7%	1.7%

¹ Effective Fall 2004, international students who qualify for bona fide residency are excluded from the California residency count. These students typically represent about 125 enrolled freshmen. Source: UC Office of the President, Corporate Student System.

D. Course Articulation Agreements

Transfer students must know how the courses they take at a community college will apply toward a degree at a particular UC campus. “Course articulation” refers to agreements between educational institutions that specify for students how a course they complete at one institution (e.g., a community college) can be used to satisfy a requirement at a second institution (e.g., a UC campus). Curriculum articulation between CCC and UC campuses is the road map showing how the coursework CCC students complete at a community college satisfies UC requirements both for general education and in preparing for specific majors. Course articulation at UC falls into two categories:

- **Universitywide Articulation.** The curriculum of each California Community College is reviewed by the UC Office of the President annually to determine those courses transferable for unit credit to all campuses of the University. The resulting Transfer Course Agreements designate which courses can be transferred for credit to meet University admissions, general education, and graduation requirements. While transferable for unit credit, these courses may or may not satisfy lower division major degree requirements at a particular campus. That determination is made at the campus level.
- **Major Preparation Articulation.** Each UC campus then develops articulation agreements with each CCC campus that designate which courses at the community college are equivalent to courses taught at the UC campus and, hence, will be accepted as transfer credit toward the requirements to graduate in a particular major. Articulation of courses needed for the major is critically important for students planning to transfer to UC.

Articulation agreements are made available to students via ASSIST, a web-based database of student-transfer information.

In recent years, UC has increased the breadth of articulation agreements with California Community Colleges. The new Higher Education Compact with Governor Schwarzenegger calls for each UC campus to articulate all high demand majors with all 109 California Community Colleges by 2005, and the University has met that goal.

- In addition, eight of the nine UC general campuses have articulation agreements with every community college in the state. During its inaugural year, the Merced campus already has articulation agreements with 94 of the 109 CCCs.
- All UC campuses (except Merced) have more than 50 majors articulated with the community colleges with which they have major articulation agreements, and in addition, are developing additional agreements outside their service area.

Table 23: University of California Course Articulation Agreements with California Community Colleges by Campus, 2005

Campus	Coverage in Campus Service Area	Number of CCCs with Agreements	Number of Majors per Agreement (average)
Berkeley	Complete	109	99
Davis	Complete	109	130
Irvine	Complete	109	65
Los Angeles	Complete	109	52
Merced	Complete	94	8
Riverside	Complete	109	78
San Diego	Complete	109	129
Santa Barbara	Complete	109	90
Santa Cruz	Complete	109	69

Source: UC Office of the President, Student Affairs Department.

E. Satisfaction of Entry-Level Writing Requirement

The faculty of the University of California has stipulated that students admitted as freshmen should be assessed for placement in appropriate English composition courses. The purpose of the assessment, known as the University of California Entry-Level Writing Requirement (formerly the Subject A Requirement), is to ensure that students have the writing skills necessary to succeed in UC level courses in their first two years.

Each student who plans to enroll as a freshman directly from a California high school must take the University of California Analytical Writing Placement Exam, unless UC has received test scores that indicate the student has already satisfied the requirement.

Test results that satisfy the requirement include a score of 680 or higher on the SAT II: Writing Subject Test or a score of three or higher on either Advanced Placement (AP) examination in English. Students may also meet the requirement by earning a grade of C or better in an acceptable college course in English composition or earning a score of five or higher on the International Baccalaureate Higher Level Examination in English (Language A only).

Students who have not satisfied the Entry Level Writing Requirement prior to enrollment at the University must take and pass with a grade of C or better, a writing course designated by their campus for satisfying the Entry Level Writing Requirement during their first year.

- In Fall 2004, 67% of entering regularly-admitted entering freshmen and 26% of freshmen admitted by exception met the University of California Entry Level Writing Requirement prior to enrollment. Virtually all of the students who fail to meet the requirement prior to enrollment at UC do so during their first year.

Table 24: University of California Entering Freshmen by Satisfaction of the Entry-Level Writing Requirement by Admission Category¹

	2001	2002	2003	2004
Regularly Admitted Freshmen				
Total Enrolled	27,870	29,067	29,584	27,722
Met Requirement	18,323	20,345	20,434	18,632
Percentage of Total	65.7%	70.0%	69.1%	67.2%
Did Not Meet Requirement	9,547	8,722	9,150	9,090
Percentage of Total	34.3%	30.0%	30.9%	32.8%
Freshmen Admitted by Exception				
Total Enrolled	561	472	469	406
Met Requirement	132	120	128	106
Percentage of Total	23.5%	25.4%	27.3%	26.1%
Did Not Meet Requirement	429	352	341	300
Percentage of Total	76.5%	74.6%	72.7%	73.9%

¹ Includes Fall entrants from California high schools.

Source: UC Office of the President, Corporate Student System.

IV. CAPITAL OUTLAY

- The UC and CSU will continue to provide five-year capital outlay plans outlining the capital priorities for each campus. The plans should include projects that provide safe and accessible learning environments for students and the faculty and staff that serve them.

The University's 2006-07 Budget for Capital Improvements is provided under separate cover. The document can also be downloaded from the University of California website at:

<http://budget.ucop.edu/pubs.html>.