UCR 2020: The Path to Preeminence

Strategic Plan Progress Report

About this document

With our new strategic planning effort underway, it is important to assess the progress we have made on our last strategic plan, *UCR 2020: The Path to Preeminence*. This document provides an initial but incomplete assessment, so we are inviting the campus community to review this draft and provide additional input to make it more complete. Please send updates, additions and corrections to: [strategicplan@ucr.edu.](mailto:strategicplan@ucr.edu)

This document has the same organization as UCR 2020. Each section presents a strategic goal from UCR 2020 and the strategies that were proposed to achieve the goal (most of the quoted text is taken from UCR 2020, unless otherwise noted). Under each strategy, we present information relevant for evaluating the extent to which the strategy was implemented and, by extension, the extent to which the goal was achieved.

UCR 2020 also set as an important benchmark the membership criteria used by the Association of American Universities (AAU), and stated that an important goal for the campus was to achieve "the profile of an AAU member institution." Appendix 1 of this document provides an updated set of tables showing how UCR compares to selected AAU members, and to the goals that were set against these criteria in UCR 2020.

Importantly, this document does not provide an analysis of whether we have achieved the goals set forth in UCR 2020. Rather, it pulls together and summarizes information that can be used by the reader to answer that question individually. We hope that the trends, gaps and successes revealed herein will help provide a reliable baseline for both developing the new strategic plan and measuring progress in the future.

UCR 2020 Strategic Goal #1: Academic Excellence – Developing a Preeminent Research University for the 21st Century

"UC Riverside will attain new heights in academic excellence by advancing research in all its forms. In the life and physical sciences, health, education, and engineering, this means excellence in the basic research that advances our fundamental knowledge and the applied research that addresses societal needs. In the creative and performing arts, it means excellence in cultivating a sense of the aesthetic and enriching our lives, often with a global orientation. In the humanities and social sciences, it means excellence in the scholarly activities that lead to discovery, deepen or expand thought, or interpret our world through a multifaceted, multicultural lens. It also means sustaining excellence in the core disciplines, from which interdisciplinary programs develop."

Strategy #1.1: Increasing Extramural Grant Funding (see **Figure 1**)
The 2020 strategic plan envisioned that UCR would "triple its current level of competitive grant funding over the next decade." Figure 1 indicates considerable growth over the last 10 years.

Figure 1: UCR Total Research Funding
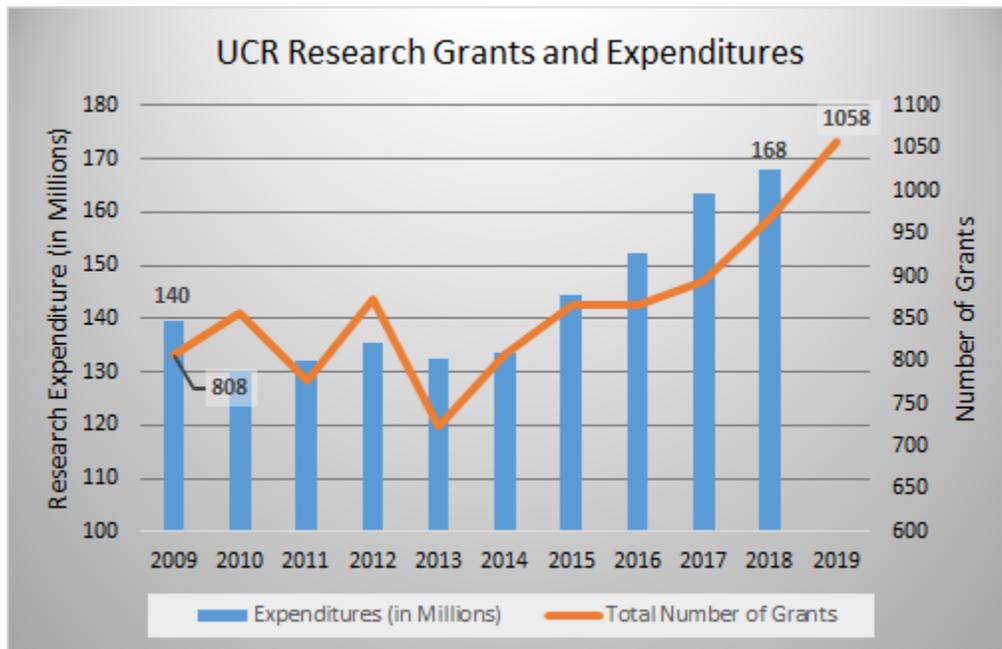
*Data Sources: Number of Grants from VCRED and Expenditures from NSF HERD survey data.

Strategy #1.2: Fostering Interdisciplinary Centers
- "To provide structural support for research and creative activity, UCR will foster the establishment of strong interdisciplinary centers, while at the same time conduct the evaluations necessary to sunset centers that are no longer necessary or provide insufficient return on investment"
    - New centers established:
        - Center for Social Innovation (SPP)
        - Blum Initiative (SPP)
        - Inland Center for Sustainable Development (SPP)
        - One Health Center (part of the UC Global Health Initiative) (SPP)
        - Center for Healthy Communities (SoM)
        - Center for Health Disparities Research (SoM)
        - Bridging Regional Ecology, Aerosolized Toxins, & Health Effects (BREATHE)
        - Center for Economics Forecasting (Business)
        - Brain Game Center (RED)
        - Center for Advanced Neuroimaging (RED)
        - Center for Nanoscale Science & Engineering (RED)
    - For a full list of Centers at UCR and the dates they were established see Appendix 2.
    - UCR has an evaluation process, established in 2005, for evaluating and potentially disestablishing centers but it has not been used on a regular basis.

Strategy #1.3: Optimizing Organizational Structure in Support of Research and Creative Activity
- "UCR will evaluate opportunities to achieve critical mass through strategic consolidation of existing departments or programs, particularly where overlap occurs"
    - Several shared administrative services centers have been created on campus with leadership from Business and Administrative Services.
- "The chancellor will appoint a task force to examine alternate models for interdepartmental graduate programs, with the goal of establishing a firmer structural foundation for interdisciplinary study that would promote centers of excellence for graduate professional education"
    - CNAS has had a task force meeting for the last 1.5 years
    - Decentralized budget model creates new challenges
- The Center for Teaching and Learning (CTL) is being re-envisioned and re-launched as a part of the mission for academic excellence, especially undergraduate education, geared towards the advancement of teaching and learning

- Information Technology Systems (ITS) has established a new Research Computing department to expand research computing offerings to the UCR community.

Strategy #1.4: Building Infrastructure in Support of Research and Creative Activity
- Student Oriented Non-Housing
    - Student Recreation Center South - 2014
    - Career Center Remodel/Relocation - 2017
    - Barn expansion - Opening Jan. 2020
    - Student Health and Counseling - Under Planning - Projected to Start 2020
- Parking
    - Big Springs Road parking structure - 2014
    - Lot 13 parking garage – opening 2021
    - Lot 30 parking structure – opening 2023
- Research and Labs
    - Genomics Research Storage Building - 2010
    - Delfino Headhouse at Rubidoux facility - 2013
    - Rubidoux Soil Building - 2013
    - Biological Control Culture Building – 2014
    - Lath House at Ag Ops facility - 2015
    - Solar greenhouse at R'Garden – 2017
    - Multidisciplinary Research Building - 2019
    - Advanced Neuroimaging building (formerly fMRI) - 2016
    - Center for Nanoscale Science and Engineering clean room
    - Plant Growth Environments Facility - under construction – opening 2020-21
    - Natural Reserves – Boyd Deep Canyon
    - Natural Reserves – Sweeney Granite Mountain
- BCOE expansion
    - Dynamometer at CE-CERT - 2010
    - Materials Science and Engineering – 2011
    - AVL Test Lab
    - PEMS Lab
    - Smart Grid Battery and Solar
- School of Medicine Expansion
    - School of Medicine Research Building – 2010
        - Finish Research Space (First Floor) – 2019
    - Kokanee – Dr. Ghostine office (leased space) – 2012
    - Scotty's at School of Medicine – 2014
    - Brockton (leased space) – 2014
    - Tachevah Family Medicine (leased space) – 2014
    - UCPath Intellicenter space (leased space) – 2015

- ○ Silvery Oaks OB/GYN (leased space) – 2015
  - ○ Airport Tower Psychiatry (leased space) - 2016
  - ○ School of Medicine modular building - 2017
  - ○ Citrus Tower (leased space) - 2012
  - ○ Citrus Tower Family Medicine & Psychiatry (leased space) – 2017
  - ○ Center for Health Communities (leased space) – 2018
  - ○ La Quinta Pediatrics (leased space) - 2019
  - ○ School of Medicine Education Building - Funding received in 2019
  - ○ School of Medicine Orbach Basement Simulation & Clinical Study – construction starting Nov 2019
- General
  - ○ Intellicenter (leased space) – 2012
  - ○ Environmental Health and Safety – 2016
  - ○ Pierce Hall renovation - In Progress
  - ○ Batchelor Hall renovation - starting 1/2020
  - ○ Creat'R Lab
  - ○ Student Success Center - starting Fall 2019, opening 2021

Strategy #1.5: Identifying and Hiring in Areas of Strategic Priority (see Figure 2)

- Cluster hiring: 139 new faculty hires planned in 34 clusters across the six priority areas identified in UCR 2020. Ultimately filled around 95 of these lines.
- Nearly all other Senate Faculty hiring since 2010 has been departmentally-based. This approach prioritizes research and instructional needs at the department level. Deans then balance departmental priorities within colleges and send their recommendations to the provost.
- Clinical hiring, which began in 2010-2011, has added an additional 63 positions over the past ten years.
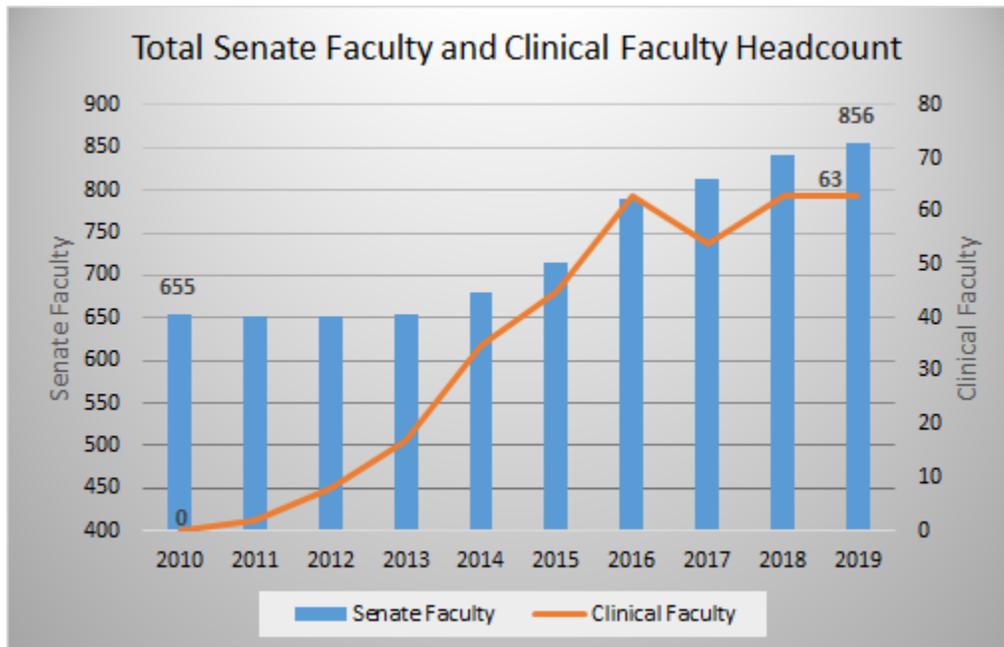
- Hiring of new Director of CTL to drive campus innovation around teaching and learning focused on academic excellence in Undergraduate Education (UE).
- Staff shortages remain, especially in areas of strategic priority related to student success (advisors, UE), grad division, and grant-writing.

Strategy #1.6: Investing in New Professional Schools
- School of Medicine
- School of Public Policy
- Increased professional degree options in Business
- School of Business Professional School, Phase 1 (in planning)

UCR 2020 Strategic Goal #2: Access – Enhancing Opportunity for Graduate, Professional, and Undergraduate Students

"To provide access to opportunity for graduate, undergraduate, and professional students, UCR must reach beyond the traditional benchmarks of accessibility to ensure that all qualified students, despite educational or economic disadvantage, have the opportunity to realize their potential through a quality education at UCR."

Strategy #2.A.1: Growing Graduate and Professional Enrollment (see **Figure 3**, **Figure 4**, **Table 1**, and **Table 2**)
- UCR will grow the "proportion of graduate and professional students to 18-20 percent of the total student population"
  - UCR grew by about 3000 students from 2011 to 2018. Graduate students made up about 30% of that growth, growing by about 1000 students during that time period.

Figure 3: UCR Graduate Student Enrollment
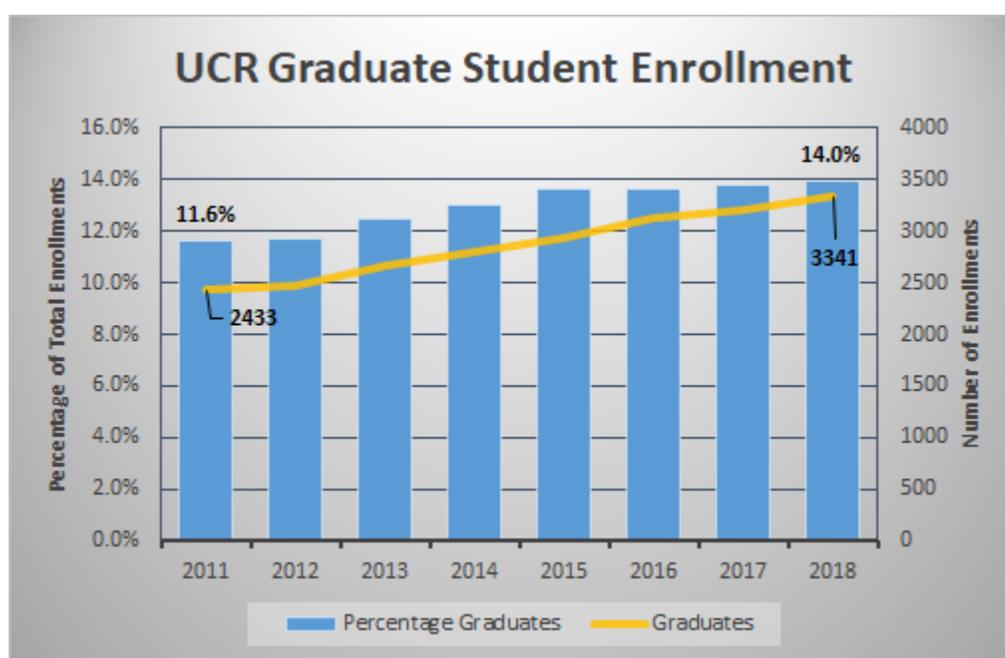
Table 1: UCR Total Enrollments

	2011	2012	2013	2014	2015	2016	2017	2018
Campus Total	20956	21005	21285	21587	21539	22921	23278	23922
Undergraduates	18523	18539	18621	18782	18608	19799	20069	20581
Graduates	2433	2466	2664	2805	2931	3122	3209	3341
Percentage Graduates	11.6%	11.7%	12.5%	13.0%	13.6%	13.6%	13.8%	14.0%

7

Figure 4: UC System-Wide Graduate Student Percentage Comparison
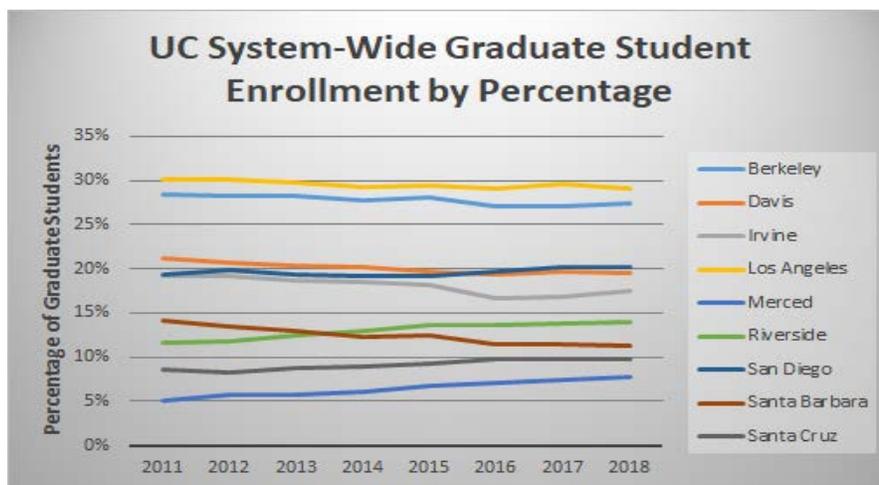
Table 2: UCR-System-Wide Graduate Student Percentage Comparison:

	2011	2012	2013	2014	2015	2016	2017	2018	2011-18 C
Berkeley	28%	28%	28%	28%	28%	27%	27%	27%	-1%
Davis	21%	21%	20%	20%	20%	19%	20%	20%	-2%
Irvine	19%	19%	19%	19%	18%	17%	17%	18%	-2%
Los Angeles	30%	30%	30%	29%	29%	29%	30%	29%	-1%
Merced	5%	6%	6%	6%	7%	7%	7%	8%	3%
Riverside	12%	12%	13%	13%	14%	14%	14%	14%	2%
San Diego	19%	20%	19%	19%	19%	20%	20%	20%	1%
Santa Barbara	14%	14%	13%	12%	12%	11%	12%	11%	-3%
Santa Cruz	9%	8%	9%	9%	9%	10%	10%	10%	1%

Strategy #2.A.2: Increasing Graduate Student Diversity (see **Figure 5**, **Figure 6**, and **Table 3**)

- A number of campus initiatives are underway to increase diversity among graduate students, especially in STEM fields. These include EXROP, Mellon Mays, MARC U-STAR, and CAMP.
- SOM recruitment efforts and resources are intended to remove barriers to the recruitment, retention, and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented in medical education and the practice of medicine. In AY19-20, the SOM entering class of 77 students includes 39% that are from groups that are under-represented in medicine.
- The recent CAMP report notes, "Over the 5-year period of the grant (2018 –2022), we expect to increase UC Minority STEM Undergraduate Enrollment by 61%. This goal to sustain and steadily increase degree progression is embedded in all Alliance

activities and underpins the University of California's contribution to the national LSAMP (Louie Stokes Alliance for Minority Participation) goals." The program includes upper division opportunities for mentorship and research, as well as graduate program outreach.

- Overall, UCR increased the percentage of Latino graduate students from 9.3% in 2010 to 15.8% in 2018.

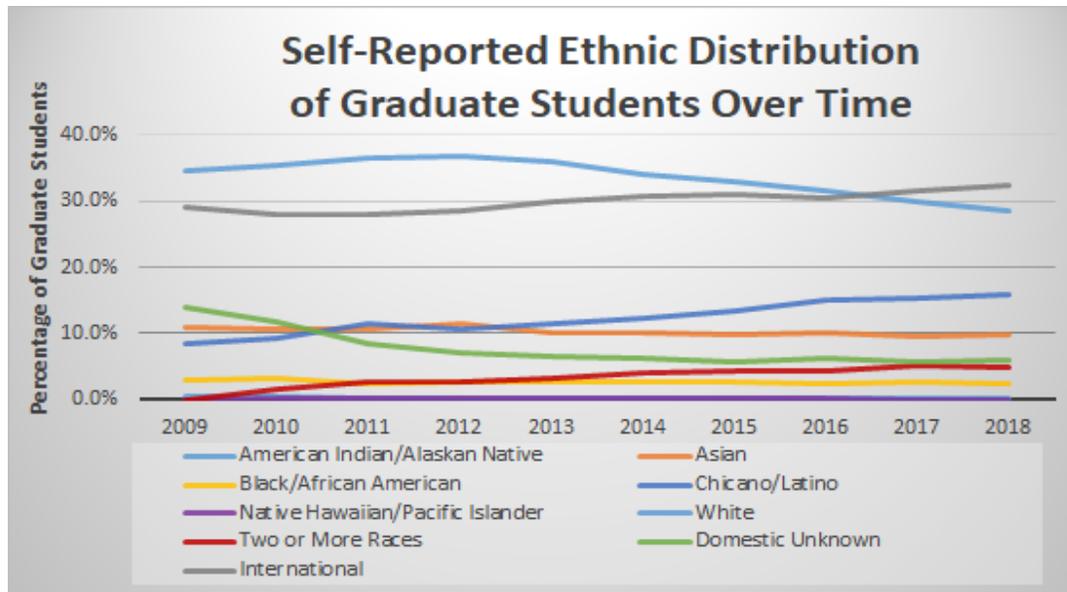*Figure 5: Self-Reported Ethnic Distribution of Graduate Students*

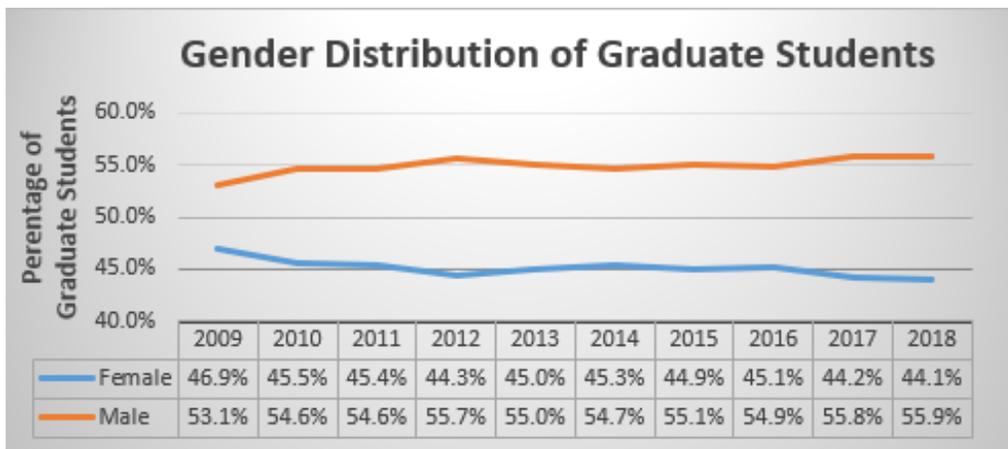*Table 3: Self-Reported Ethnic Distribution of Graduate Students Over Time*

	2009	2010	2011	2012	2013	2014	2015	2\016	2017	2018
American Indian / Alaskan Native	0.4%	0.4%	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Asian	10.9%	10.5%	10.5%	11.4%	10.2%	10.1%	9.8%	10.1%	9.6%	9.9%
Black / African American	2.8%	3.1%	2.4%	2.5%	2.6%	2.5%	2.7%	2.4%	2.5%	2.3%
Chicano/Latino	8.4%	9.3%	11.4%	10.7%	11.4%	12.3%	13.3%	15.0%	15.4%	15.8%
Native Hawaiian / Pacific Islander	0.0%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.0%	0.0%
White	34.6%	35.4%	36.4%	36.9%	35.9%	34.1%	32.9%	31.5%	29.9%	28.4%
Two or More Races	0.0%	1.4%	2.5%	2.6%	3.2%	4.0%	4.3%	4.3%	5.0%	4.9%
Domestic Unknown	13.8%	11.7%	8.5%	7.1%	6.5%	6.2%	5.8%	6.1%	5.8%	5.9%
International	29.1%	28.1%	28.1%	28.4%	30.0%	30.6%	30.9%	30.4%	31.6%	32.4%

- The distribution of self-reported gender in graduate students has remained constant over the past 10 years (about 45% female and 55% male, overall). Distributions

between areas of study are diverse; i.e., BCOE averages 25% female and 75% male while GSOE averages 75% female and 25% male.
- Largely, the college-specific trends are similar to the overall campus trend: distribution remains more or less constant over the past ten years.
- An exception is the upward trend of women in CHASS. In 2010, gender distribution in CHASS was reported at 53% female and 47% male. Over ten years, the gap grew slowly and ended with Fall 2019 reporting 57% female and 43% male.

Figure 6: Self-Reported Gender Distribution of Graduate Students*

Gender Distribution of Graduate Students

|	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Female	46.9%	45.5%	45.4%	44.3%	45.0%	45.3%	44.9%	45.1%	44.2%	44.1%
Male	53.1%	54.6%	54.6%	55.7%	55.0%	54.7%	55.1%	54.9%	55.8%	55.9%

Of those reporting male or female.

- The GradSuccess unit invites all PhD and MFA students to apply to their Graduate Student Mentorship Program (GSMP) and particularly encourages international or underrepresented students and students who are parents. The GSMP aids in the retention of diverse and underrepresented students by providing both a peer and faculty mentor to the selected participants. The program offers social and professional development, community events, and opportunities to gain essential skills needed to succeed in academia.
  - A 2018 Illume analysis indicated a clear year-to-year persistence lift for GSMP students as compared to a control group (4.7% +/- 2.3%).
- The Graduate Division and Graduate Student Association (GSA) partnered with other campus offices to fund a GSA Diversity and Inclusion Academic Liaison, or DIAL. This 50% graduate student position (TA equivalent) is responsible for programming and data collection/analysis around the graduate student experience in relation to sexual harassment and violence and identity-based discrimination. The DIAL provides diversity and rapport training at New TA Orientation, offers peer counseling in weekly office hours, hosts workshops on diversity and inclusion issues, and collaborates with the University's Office of Diversity, Equity, and Inclusion and the Ethnic and

Gender Offices in their outreach to graduate students and conducts an annual survey of graduate students on the campus climate.

- The demographic data for graduate students' degree conferrals and time-to-degree follow trends similar to enrollment. Figure 7 - Figure 10 illustrate total graduate degrees conferred as well as average time to degree (Ph.D.) by ethnicity and gender.

Figure 7: Total Graduate Degrees Conferred by Ethnicity
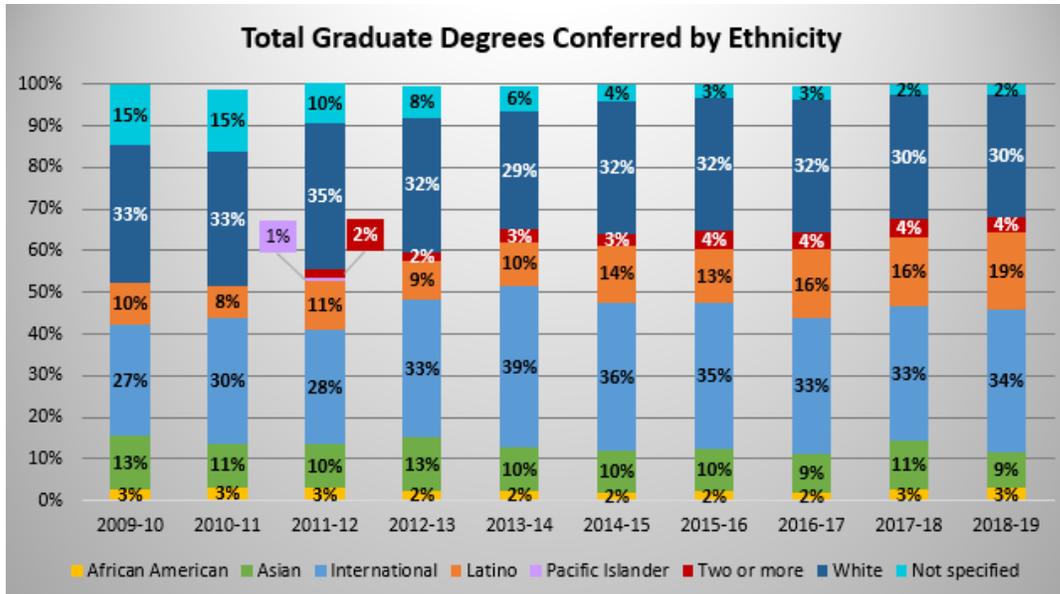
Except in 2011-2012, the number of graduate degrees awarded to students identifying as Native American and Pacific Islander was > 1% and does not display on this chart

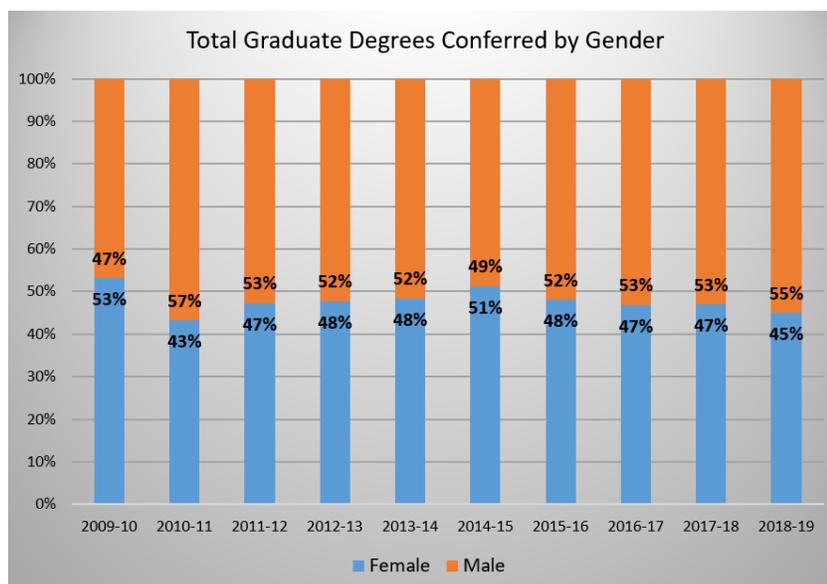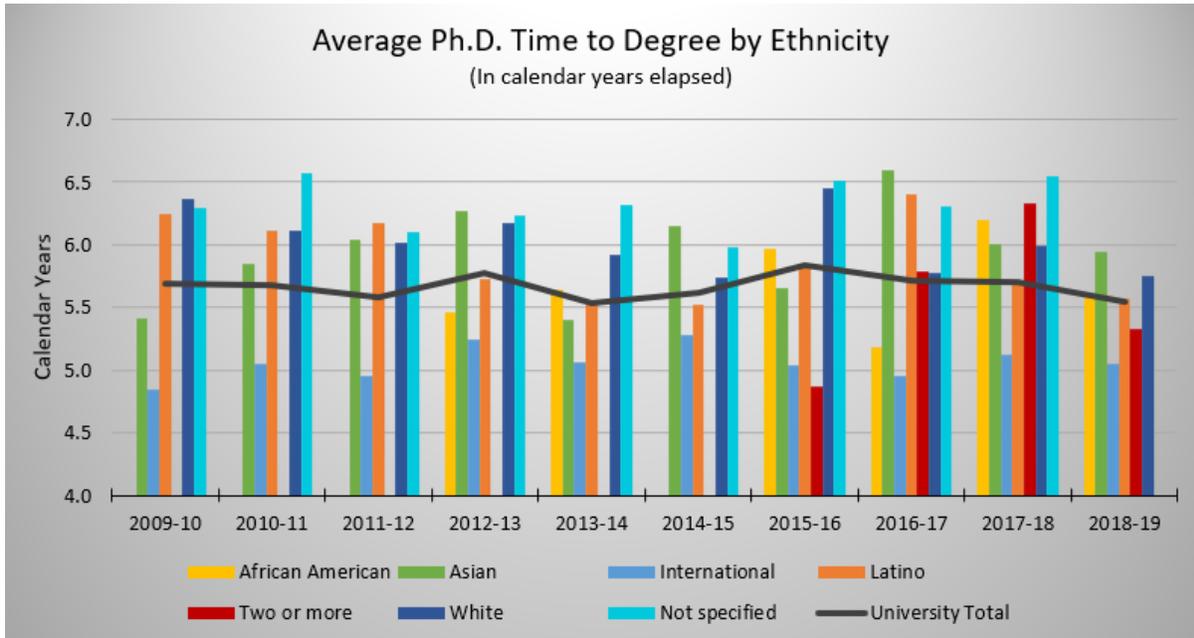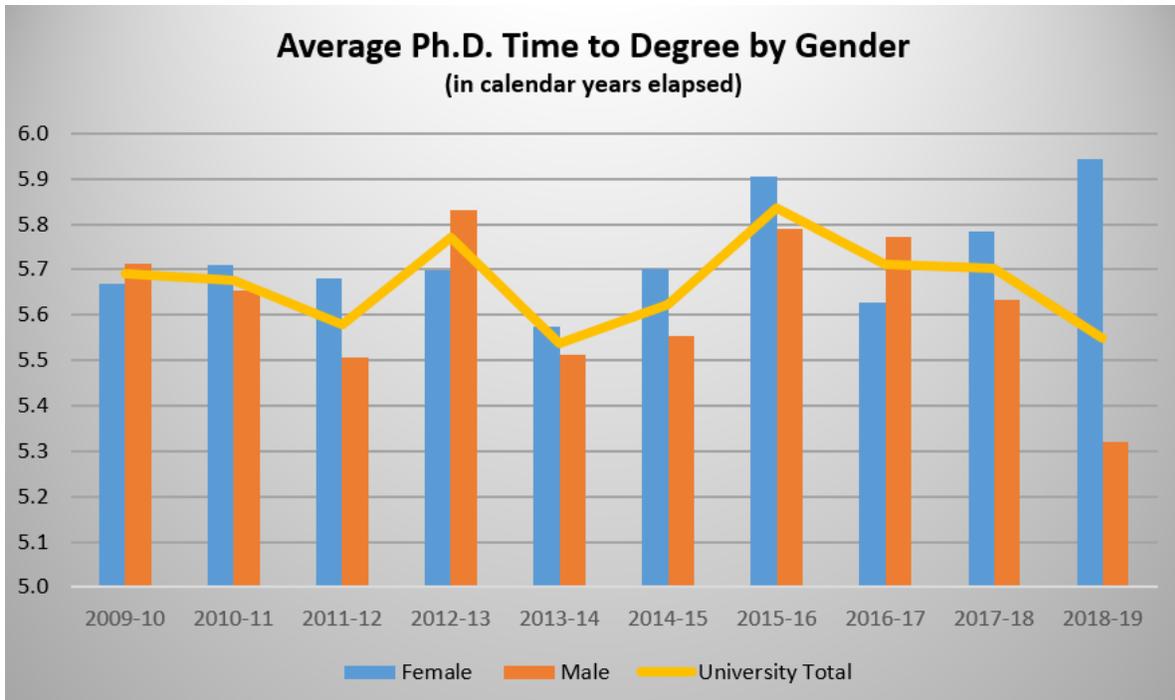*Figure 8: Total Graduate Degrees Conferred by Gender*

Figure 9: Average Ph.D. Time to Degree by Ethnicity

Data omitted when sample sizes were too small to report (less than 6 students).

Figure 10: Total Graduate Degrees Conferred by Gender

Strategy #2.A.3: Increasing Graduate Student Support (see **Figure 11**)
- Part of the 2020 goal included increasing the students supported by faculty grants, as well as encouraging more students to seek external fellowships and increasing philanthropy targeted at graduate fellowships.
- Figure 11 shows the per student average financial package over the past nine years, along with the increasing number of external awards to graduate students.

Figure 11: Graduate Per-Student Award Compared to Number of External Awards
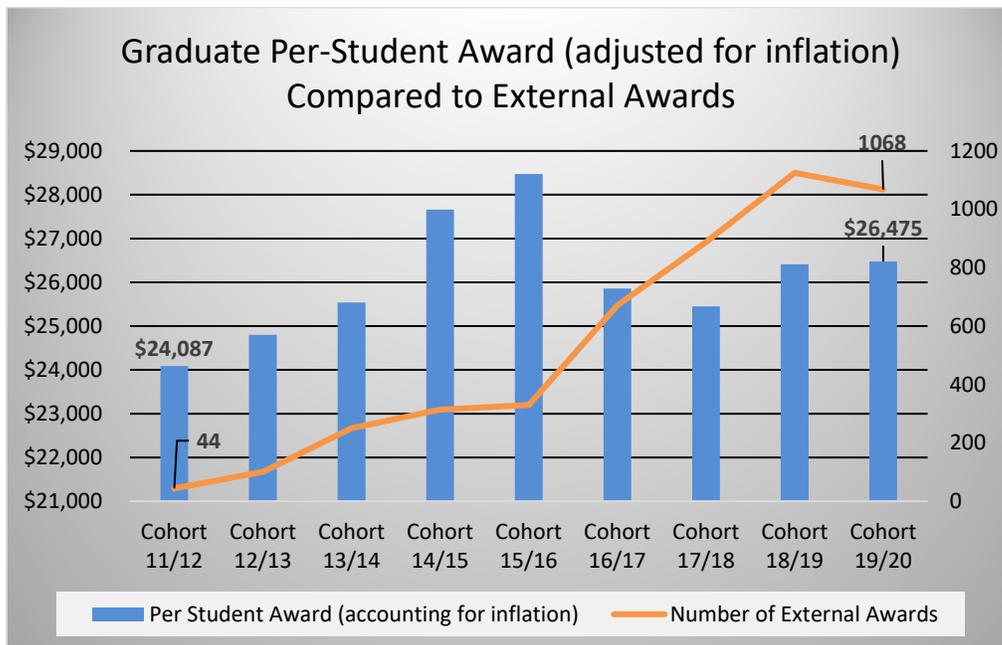
- In 2015-16, when external graduate awards decreased, the GradSuccess unit began offering summer/hybrid a Fellowship Writing Program for the NSF GRFP (National Science Foundation Graduate Research Fellowship Program) and for the Ford Foundation Fellowships the following year. The program continues to serve 50-60 graduate students each year and several have been notably successful.
    - 7 out of 11 graduate NSF GRFP winners in 2018 had previously participated in the GradSuccess program.
    - In 2019, 4 out of 7 winners and 4 out of 9 honorable mentions for the NSF GRFP had previously participated in Grad Success.
    - Grad Success runs another program to assist students in preparing their Fulbright Fellowships applications with similar results. In the 2017-18 award cycle, 7 out of 9 applicants were awarded the Fulbright and all but one had participated in the Grad Success program.
- The Graduate Writing Center began offering fellowship consultations in 2012-13 and has assisted several successful applicants.

- The University Writing Program (UWP) employs a large number of TAs from a wide range of disciplines and provides pedagogical training for graduate students. Overall, the number of TAs has been trending upward and importantly this support serves a wider range of departments as it grows (Figure 12).

Figure 12: TA Support and Number of Departments Served
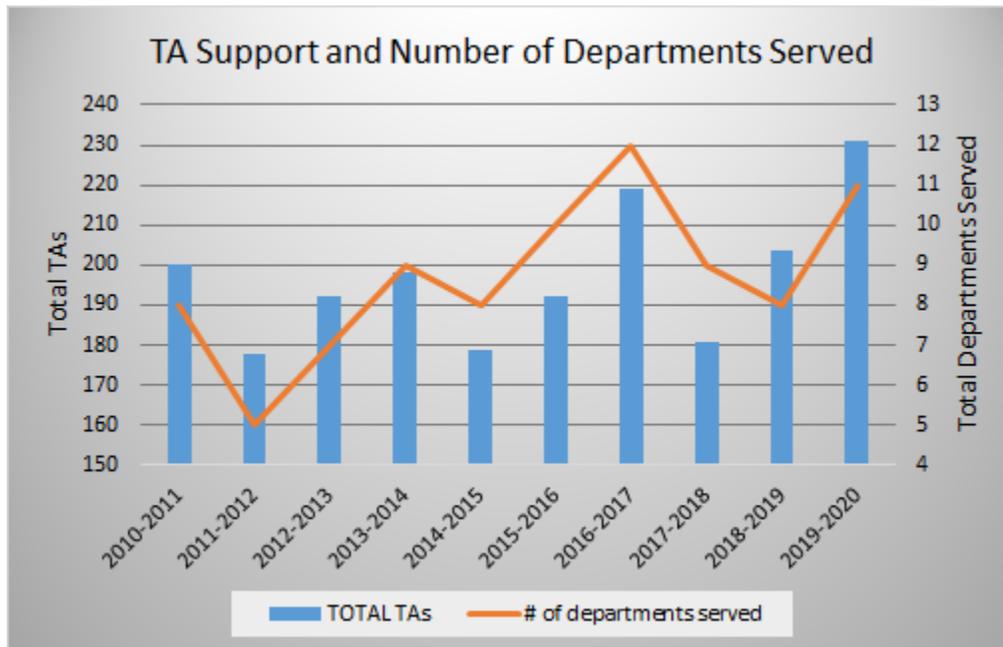
- The UWP also provides instructional training and support through the 301 and 302 practicums. These courses provide graduate students with direct mentoring and support as they teach. Practicums incorporate pedagogical readings and direct application of theory as TAs develop activities, assignments, and portions of the syllabi for their final English 1C course.
    - TAs can take on a variety of roles through the UWP, working in first-year, developmental, and writing across the curriculum courses. They can take on leadership roles as associate directors and teaching fellows who provide peer mentoring and support. This valuable experience has led directly to full time academic employment for almost all of our associate directors.
- The Teaching Assistant Development Program (TADP) in Graduate Division provides pedagogical training for graduate students. The required New TA Orientation reaches approximately 500-600 TAs each year in Fall and Winter day-long orientations. TADP also hosts 5-8 quarterly workshops on pedagogical topics and runs the University Teaching Certificate program, which is a two-quarter, four-credit competitive program providing advanced training in teaching at the college level. All of these offerings are open to graduate students in all departments, including students in professional schools.

- In 2013-14, GradSuccess initiated the new "After Grad" career and professional development programming for graduate students. The programming includes an Academic Development Day, a Career Pathways Day, and a Teaching Careers week, all of which aim to prepare graduate students for careers in the sector of their choice. The numerous panels, workshops, and trainings making up the "After Grad" series averages an attendance of about 30 graduate students per event and are highly praised by graduate students in post-event surveys.
- GradSuccess, GSA, and the Graduate Division partner to offer workshops, career fairs, and office hours focused on graduate student professional development, and to liaise with professional development staff at other UC campuses.
- Graduate Division oversees UCR's participation in Grad Slam, the UC-wide public speaking competition that helps students build skills in effectively describing their research to a broad general audience. UCR began holding Grad Slam competitions in 2014; in 2016, the UCR champion, Peter Byerly, also won the UC-wide Grand Prize for his talk on nanotechnology and energy storage.
- Career Center launched the R'Professional Career Pathways website, in partnership with Graduate Division, Graduate Student Association, and Alumni Careers (2019)
    - Career Center office created a Graduate Student Career Specialist position.

Strategy #2.B.1: Enhancing Student Success
- This strategy included a focus on three areas: academic advising, first-year learning communities, and undergraduate involvement in research and creative activity. The first two areas were included (and expanded upon) in the work of the Graduation Rate Task Force.
- Executive Vice Chancellor and Provost Dallas Rabenstein appointed a Graduation Rate Task Force in June 2013 to examine the causes of UCR's comparatively low four- and six-year graduation rates and to recommend policies and practices that can lead to improvements in campus graduation rates. The report provided 37 recommendations.
    - Recommendations #1 and 2: Raise four-, five-, and six-year graduation rates by 15% between 2014 and the graduation dates of the 2017 entering cohort. (see Figure 13, Figure 14, Table 4).

Figure 13: First Time in College (FTIC) Graduation Rates by Entering Cohort

First-Time, Full-Time Frosh Graduation Rates

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
4 Year	41.8%	41.7%	41.0%	44.3%	47.5%	46.7%	53.4%	54.8%	56.0%	62.4%
5 Year	61.5%	62.3%	62.4%	65.8%	69.4%	69.8%	72.4%	71.5%	73.0%	
6 Year	65.8%	66.2%	66.2%	69.3%	73.0%	72.9%	75.0%	74.5%		
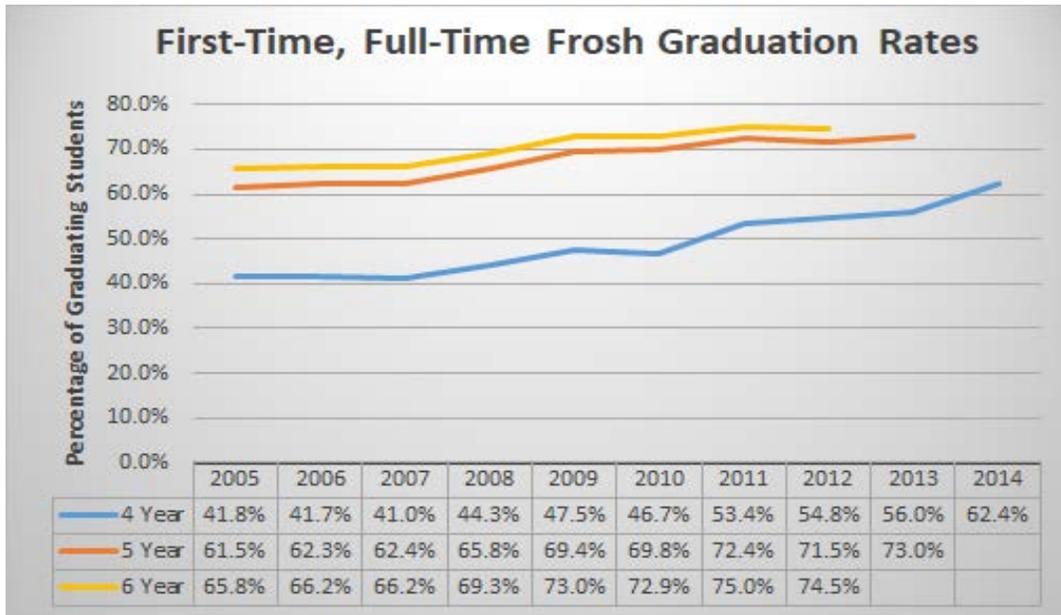
Table 4: 6-Year Graduation Rates for FTIC Students by Entering Cohort

	2005	2006	2007	2008	2009	2010	2011	2012
American Indian / Alaskan Native	63%	50%	56%	63%	69%	67%	50%	33%
Asian	69%	72%	69%	72%	77%	77%	79%	79%
Black / African American	62%	68%	67%	73%	73%	67%	75%	68%
Chicano / Latino	64%	58%	62%	66%	69%	70%	73%	75%
Native Hawaiian / Pacific Islander						70%	50%	40%
White	60%	67%	67%	69%	71%	73%	72%	69%
Two or More Races						71%	77%	76%
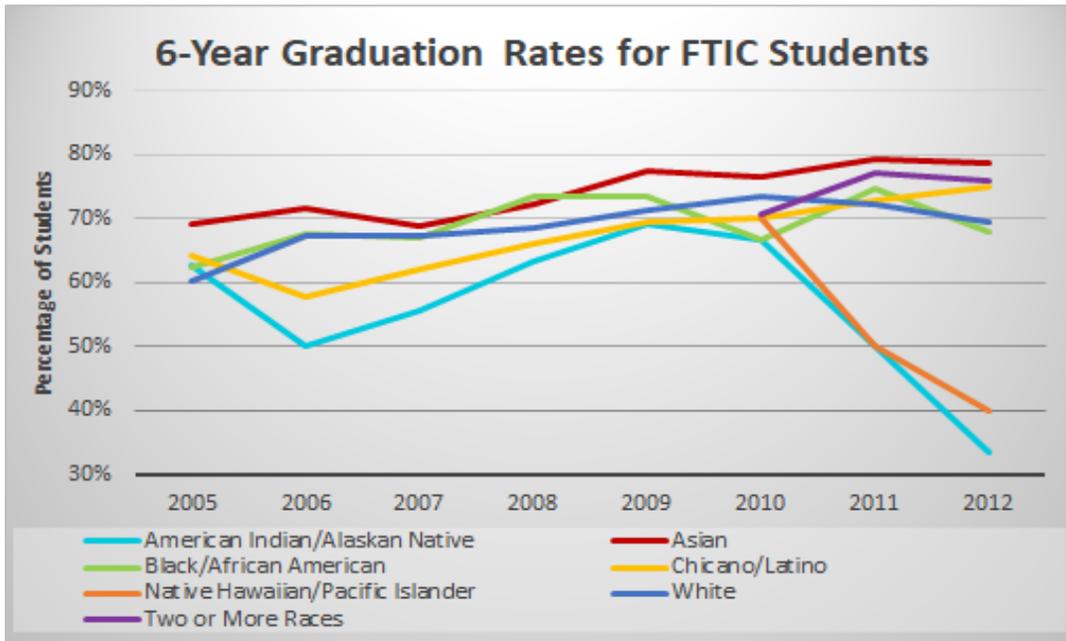
Numbers of American Indian/Alaskan Native and Native Hawaiian/Pacific Islander are ≤10 starting in 2010.

    ○ Recommendation #3: Recruit academically well-prepared students while monitoring socio-economic graduation gaps (see Figure 15 and Figure 16).

Figure 15: 6-Year Graduation Rate Comparison Pell Grant vs. Non-Pell Grant

	2005	2006	2007	2008	2009	2010	2011	2012
Pell Grant	67.6%	66.6%	65.8%	68.2%	71.9%	72.5%	73.5%	75.2%
Non-Pell Grant	64.8%	66.8%	66.7%	70.1%	74.1%	72.3%	75.2%	71.9%

First-Time, Full-Time Entering Frosh High School GPA

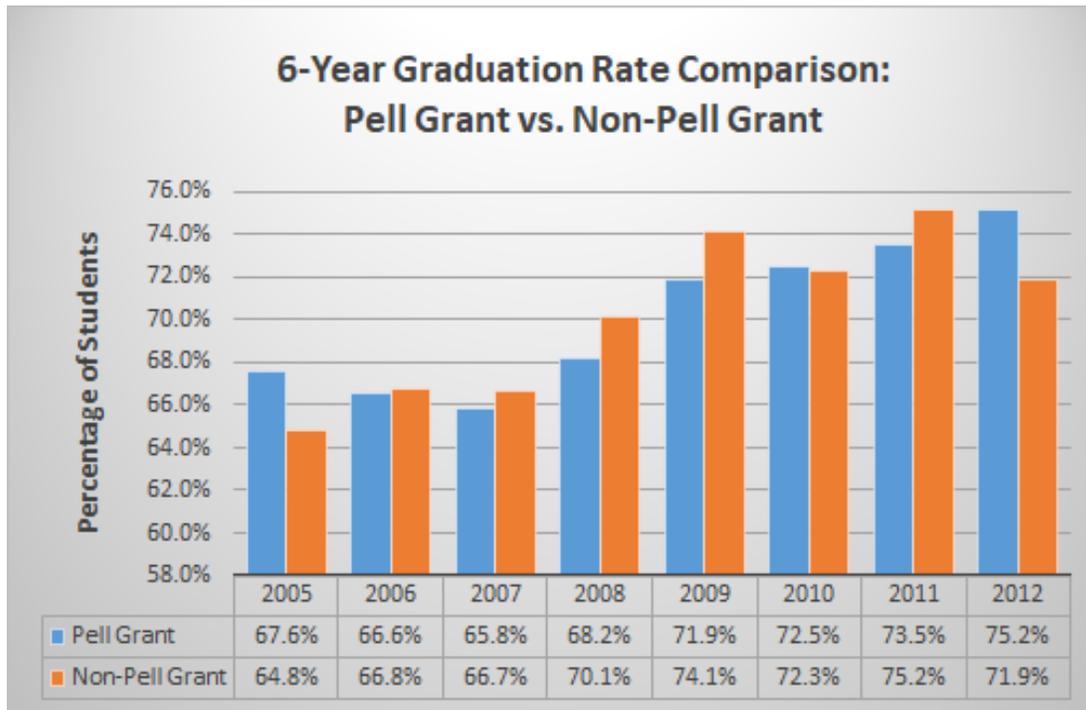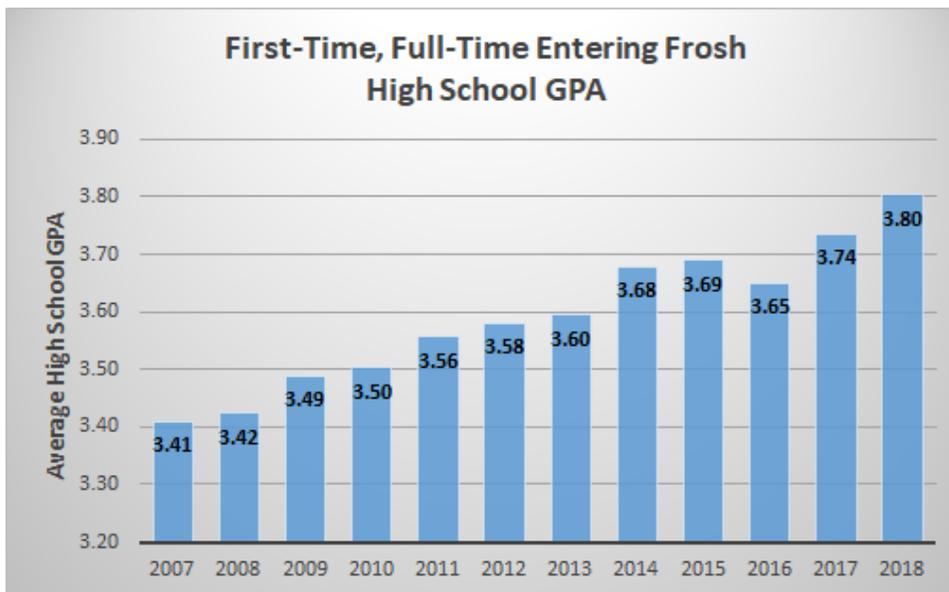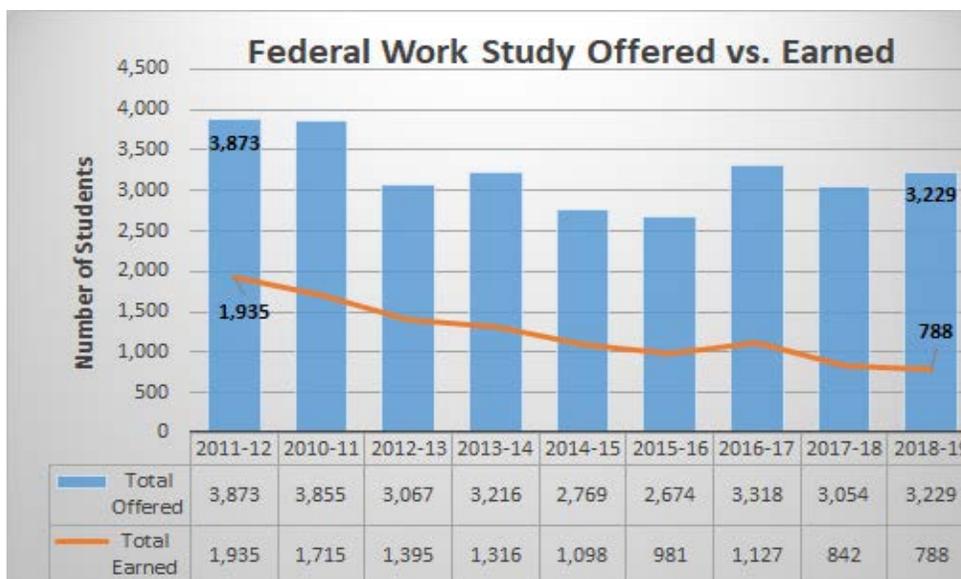- ○ Recommendation #4: CHASS should adopt early transition advising for students who are identified as very unlikely to transfer successfully to Business.
  - ■ The Business major is being transitioned from CHASS to the Business Schools so that undergraduate business majors will be admitted directly to the Business School as freshmen. This change is expected to improve student success in the major.
- ○ Recommendation #5: For programs with low graduation rates, adjust AIS scores and admission criteria to accurately reflect preparation and qualifications needed for success in the program.
  - ■ Academic Index Score (AIS) cut offs set for undergraduate admissions are determined by the colleges and are largely dependent on ensuring the college meets established undergraduate enrollment targets.
- ○ Recommendations #6 and 7: Work with high schools associated with high (low) performing UCR students to recruit more students (improve preparation of students).
  - ■ While Undergraduate Admissions does not directly consider UCR retention rates when determining which high schools to visit, AIS score and GPA are correlated with UCR retention rates and are used (along with other criteria) to determine recruiting visits.
- ○ Recommendation #8 and 9: Advise incoming students about the challenges of being employed for more than 15 hours/week while enrolled full-time. Recommend on-campus employment if possible. Compared against option of incurring more debt.

- A new Financial Aid position responsible for administering our Financial Wellness Program was filled. This position is responsible for providing tools and information to students regarding debt, credit, budgeting, and other resources.
- One option for on-campus employment is work-study. There is evidence that students have accepted less, rather than more, on campus work work-study (see Figure 17). However, work study funds are very limited and recent efforts to increase work-study appointments may have been hampered by difficulties processing these positions through UCPath.

Figure 17: Federal Work Study Offered vs. Earned*

Federal Work Study Offered vs. Earned

	2011-12	2010-11	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Offered	3,873	3,855	3,067	3,216	2,769	2,674	3,318	3,054	3,229
Total Earned	1,935	1,715	1,395	1,316	1,098	981	1,127	842	788

*Total number of offers is for students who matriculated for that year. Offers are based on federal allocation available to offer for the award year. The Financial Aid Office makes more offers as it considers the take-rate using prior year's information.

- ○ Recommendation #10: Survey students to understand why they take fewer than 15 units/quarter and which courses are in short supply.
  - Results of a college-level survey are presented in Table 5.
  - Trends of total student unit enrollment for Fall semesters shown in Figure 18. Generally, UCR sees the most total enrollment units in the Winter follower by the Fall, with the least credits taken in the Spring semester. This trend is true for both freshman and transfer students.
  - Another survey of transfer students was conducted in 2018-19 for by the Enrollment Management Workgroup. New messaging campaigns were developed and changes to transfer registration process were implemented in response to results.

Figure 18:Average Enrollment Units for Fall Quarter
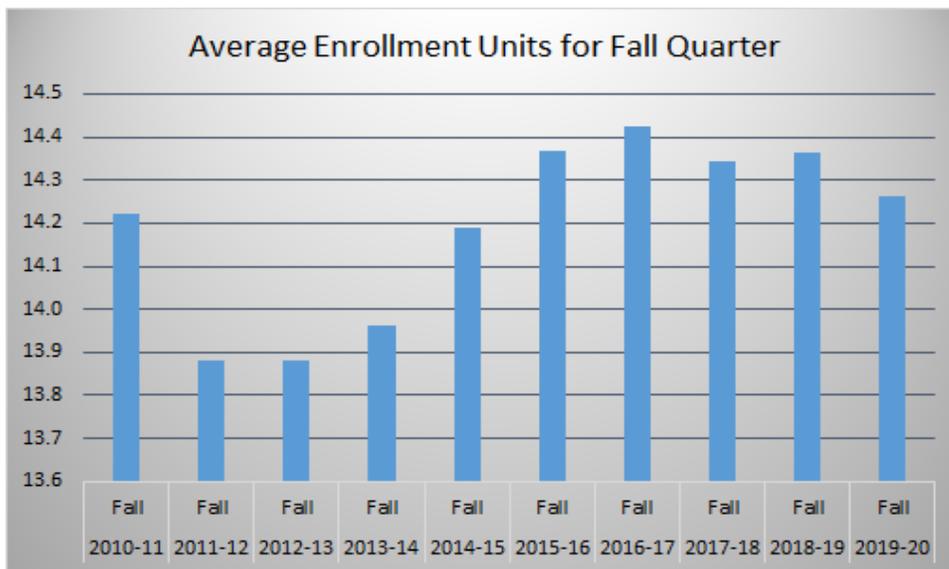
Table 5: Reasons for Taking Less Than 15 Units/Quarter

Reason for Fewer than 15 Units/Quarter	Number of Colleges Identifying This Reason
Balance of Academic/Non-Academic Life (Family and Work)	5
Rigor of UC/Pace of Quarter System/GPA Protection	3
Academic Probation	3
Course Availability	3
Summer Session Enrollment	3
Course Times Offered/Conflicts With Other Courses or Obligations	2
Fewer Degree Requirements	1
Imbalanced Progress/Long Prerequisites	1
Commuter Limitations	1
5-Year Graduation is Acceptable	1
Financial Aid only Requiring 12 Units	1
AP Placement Allows for Less than 15 Units	1
First Quarter Frosh/Transfer Take Less than 15 Units	1
Transfer with Enough Units	1

- ○ Recommendation #11: Replace the 16-unit cap for first-time enrollment with a 17-unit cap.
  - ■ Implemented.
- ○ Recommendations #12-13: Finish in Four campaign. Messaging about how many courses per quarter are needed to graduate in 4 years.
  - ■ Ongoing.

- ○ Recommendation #14: Begin enforcing the "expected progress" regulation again.
    - ■ "Expected progress" policy is not being implemented in any of the colleges. One college says they "do not have the ability to query which students are in danger of not meeting progress" so they have not been able to identify and intervene with these students.
- ○ Recommendations #15-17: Use enrollment modeling to predict seat demand, allocate budgets accordingly to meet demand.
    - ■ Done to varying degrees and using different methods across academic units. A model developed by UE was adopted, then discontinued, then adopted again in CHASS and is currently in use.
- ○ Recommendation #18: Work to reduce Tuesday-Thursday bunching in the undergraduate teaching week, as well as inappropriate 3-hour block scheduling on a single day of the week.
    - ■ Registrar introduced limits on prime hour and Tuesday-Thursday teaching. Starting in fall 2019, the Tuesday-Thursday limit is being removed and other two-day patterns are being introduced. 3-hour blocks are limited to Fridays only.
- ○ Recommendations #19-21: Use survey, waitlist and outcomes data to adjust course offerings to meet student demand.
    - ■ D/F/W rates now used by multiple units in course planning. Campus has been experimenting with dashboards (e.g. Civitas, EAB APS) to make this and other data more widely available and actionable.
    - ■ Waitlist tracking has improved recently but is an imperfect indicator of demand because students self-sort into other classes.
- ○ Recommendation #22: Move top instructors to fall quarter teaching assignments.
    - ■ May have happened to some degree, in some programs, but not institution-wide.
- ○ Recommendation #23: Ensure courses needed for timely progress to degree are offered in summer.
    - ■ Summer Sessions has been successfully working with enrollment management staff to better align summer course offerings in support of timely progress to degree. Further improvements can be realized through 1) increasing summer enrollment to support the running of more specialized class offerings, and 2) finding ways to offer courses when faculty are unavailable to teach in summer.
- ○ Recommendation #24: Modify STEM and Business curricula to better match with students who have less math preparation.

- - CNAS has created 4-year degree paths for students who start at all math placements.
    - [Biochemistry Paths](#)
    - [Biology Paths](#)
    - [Chemistry Paths](#)
    - [Math Paths](#)
  - BCOE has not modified programs to accommodate students with less math preparation, but has continued to add support services, such as peer mentoring, to help them succeed.
  - Business has not modified the curricula to accommodate students with less math preparation, but has modified transfer policy to ensure students have taken the prerequisites necessary to be prepared for Business major courses.
- Recommendation #25: Consider reductions in upper-division units without diminishing educational quality.
  - Done for all majors in 2015-16 as part of UCOP's "major requirements project"
- Recommendation #26-27: Establish major pathways for both freshmen and transfers, evaluate effects post-implementation.
  - Four- and two-year pathways now available for all (or nearly all) majors
  - Three-year pathways available for some, typically larger, majors
  - Assessment of pathway effectiveness has not been systematic, but there is some relevant information from CNAS:
    - Failure rates in freshman level classes have reduced over the last 15 years.
    - Retention in CNAS majors has improved.
    - 4 Year Graduation rates have been improving.
- Recommendation #28: Adopt standard process of piloting and evaluating academic support services before committing funding.
  - University Innovation Alliance (UIA) projects follow this model but generally the campus does not do enough assessment/evaluation. We are better at starting new initiatives than sunsetting those that have not demonstrated value.
  - The strongest academic support programs on campus are Supplemental Instruction (SI). The 2014 Graduation Rate Task Force Report reports that SI has a positive influence on student grades in most classes and that the more SI sessions students attend, the stronger the impact (see Figure 19).

Figure 19: SI Total Number of Visits and Total Number of Sections
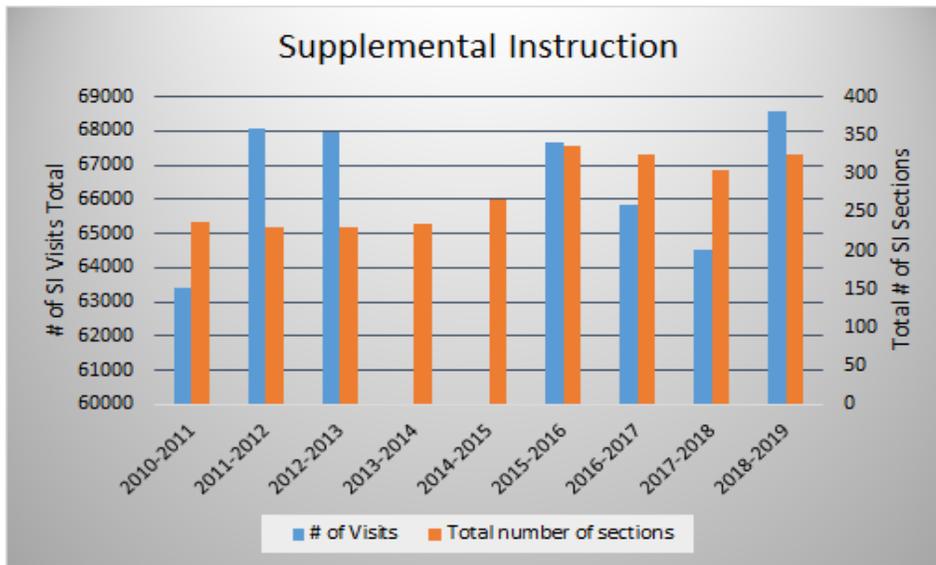
Total Number of SI visits unknown for 2013-2014 and 2014-2015.

- ○ Recommendation #29: CHASS should model their learning communities on successful practices in CNAS.
    - ■ Learning communities have evolved and expanded across campus, but CHASS chose not to adopt the specific CNAS model.
    - ■ Expansion of first-year learning communities (see Figure 20)

Figure 20: First Year Learning Community Participation Rates*
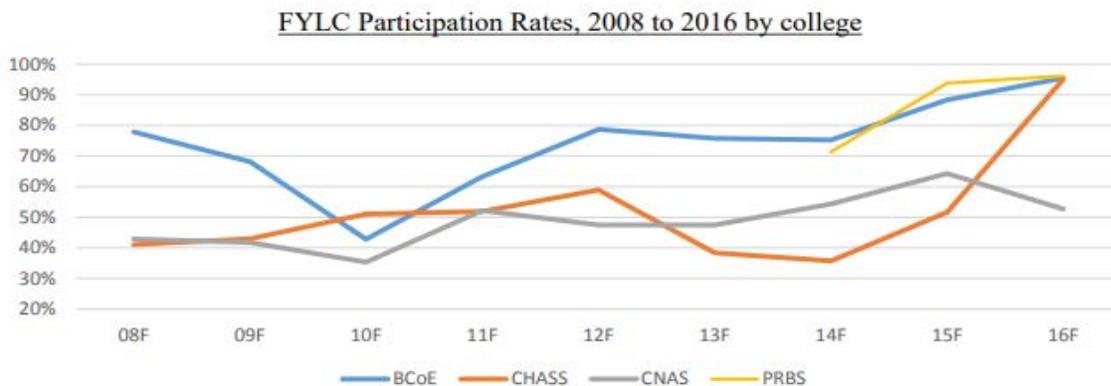
PRBS is pre-business; Data Source: Office of Assessment and Evaluation Report on FYLC

- ○ Recommendations #30-32: Reduce student to advisor ratio, direct more advising resources towards new and "at-risk" students, emphasize "15 to finish"
    - ■ Overall there has been little progress on reducing the student to adviser ratio.

23

- ■ CNAS has participated in the [MAAPS Project](#), as part of the University Innovation Alliance
- ■ Creation of a Student Advising Managers (SAMs) Council and an Advising Council (student-facing advisors) for collaboration and professional development
- ■ Implementation of the EduNav system, which is a course and degree navigation system that helps students plot the optimal path to graduation. By fall, we will have half of CNAS, all of CHASS, and Business in the system. All majors should be in the system by spring 2020.
- ■ Creation of Academic Advisor of the Year awards (awarded by UE)
- ■ "Finish in Four" campaign implemented.
- ■ Provost's office is coordinating an external review of undergraduate advising for spring 2020.
- ■ Older information available in a [2015 report](#) on the status of advising.
- ○ Recommendation #33: Limit undeclared status to one academic year
  - ■ Undeclared status policies vary by college:
    - ● CHASS limits undeclared status to two years.
    - ● CNAS limits undeclared status to 90 units (in place since 2005)
    - ● Business undeclared status is handled in CHASS
    - ● SPP does not have an undeclared population
    - ● BCOE uses "engineering undeclared" as a designation for those transitioning to a non-BCOE major with three terms to declare a new major. No undeclared engineering majors are admitted.
    - ● GSOE does not have an undeclared major, but students have until the end of their junior year to declare a concentration.
- ○ Recommendation #34: Assess the anticipated effects of modifications to financial aid rules on retention and graduation.
  - ■ The Financial Aid Office evaluates its financial aid award packaging policy annually to ensure policies are aligned with UCOP's Education Financing Model (EFM) principles. These principles are also reflected in the Regents Policy on Financial Aid. EFM principles do not include impacts on retention and graduation but are focused on student affordability at all grade levels.
- ○ Recommendations #35-36: Revise financial aid materials to better educate students on the tradeoffs associated with loans and working, and how many units per quarter are needed to graduate in 4 years.
  - ■ Financial Aid website was updated to include information on the [Finish in Four Campaign](#).

- A new position responsible for administering the Financial Wellness Program was filled. This position is responsible for providing tools and information to students regarding debt, credit, budgeting, and other resources.
    - ○ Recommendation #37: Convene campus leadership to discuss the Graduation Rate Taskforce report and develop an action plan.
        - This was completed, and there was follow-up on the action plan for the first year through Undergraduate Education.
- Participation of undergraduates in research and creative activity
    - ○ Percentage of UG students participating in research (see Figure 21, Figure 22, and Figure 23).

Figure 21: Percentage of Undergraduate Students Participating in Research*

*Data source: University of California Undergraduate Experience Survey (UCUES). The 2016 survey did not include the descriptors "for course credit, pay without course credit and/or as a volunteer without course credit" which may explain the drop between 2014 and 2016 responses.

- Data is starting to be collected on the number of students who are completing research as part of coursework (71% in 2014, 62% in 2016) and students who are completing creative projects as part of coursework (32% in 2016).

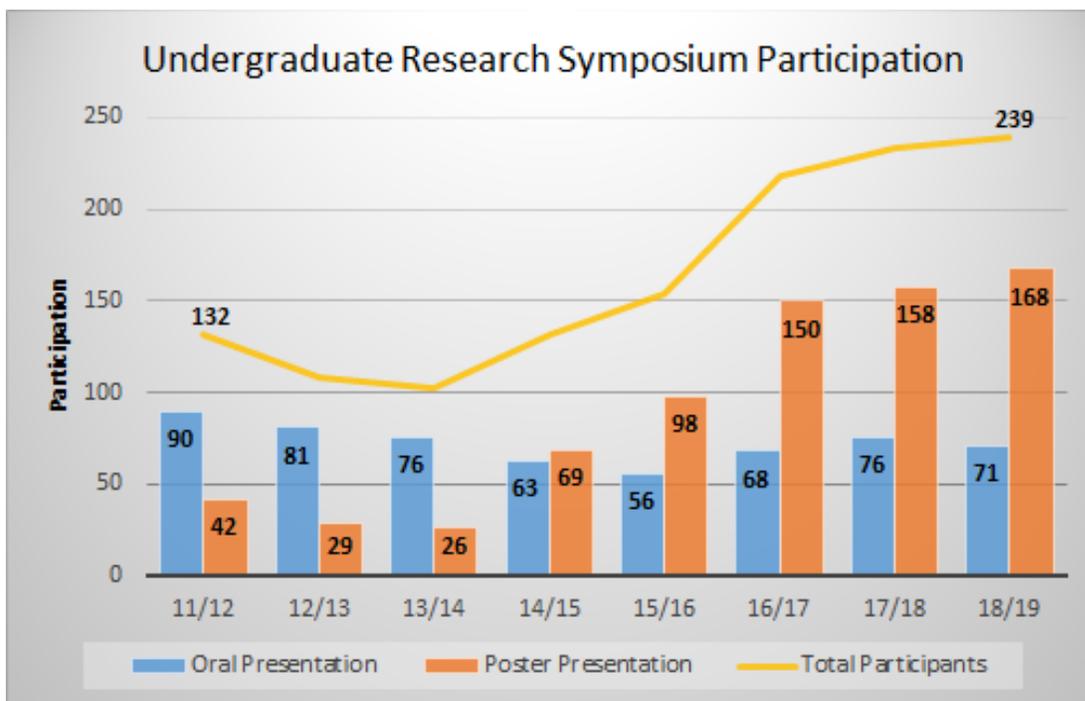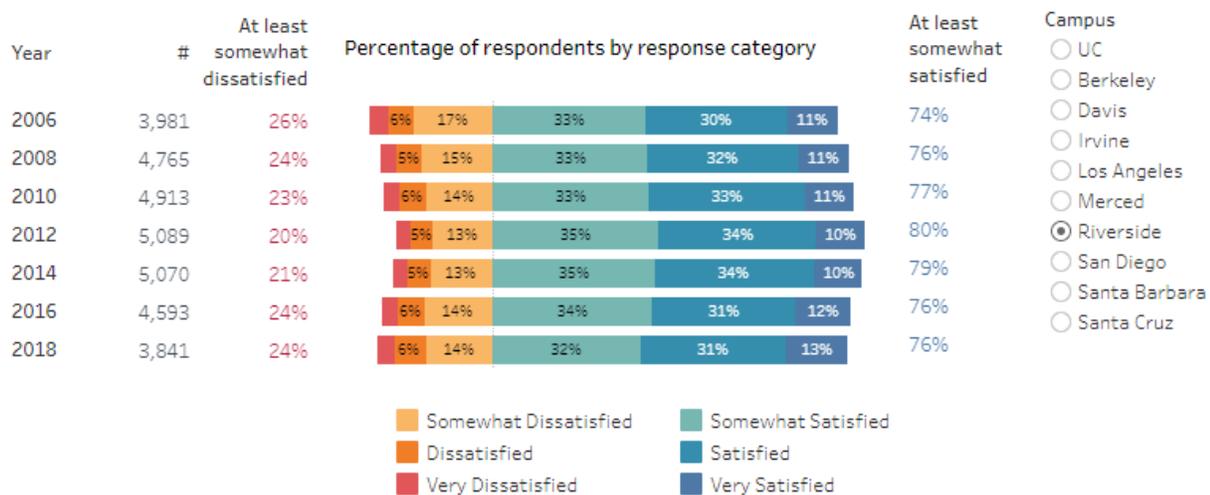*Figure 22: Undergraduate Research Symposium Participation*

Figure 23: Undergraduate Student Satisfaction of Research Opportunities at UCR*

Satisfaction: opportunities for research experience or to produce creative products (LD for 2010) (2008 does not have NA)

Year	#	At least somewhat dissatisfied	Percentage of respondents by response category					At least somewhat satisfied
2006	3,981	26%	6%	17%	33%	30%	11%	74%
2008	4,765	24%	5%	15%	33%	32%	11%	76%
2010	4,913	23%	6%	14%	33%	33%	11%	77%
2012	5,089	20%	5%	13%	35%	34%	10%	80%
2014	5,070	21%	5%	13%	35%	34%	10%	79%
2016	4,593	24%	6%	14%	34%	31%	12%	76%
2018	3,841	24%	6%	14%	32%	31%	13%	76%

Campus: ○ UC ○ Berkeley ○ Davis ○ Irvine ○ Los Angeles ○ Merced ⦿ Riverside ○ San Diego ○ Santa Barbara ○ Santa Cruz

Legend:
- Somewhat Dissatisfied
- Dissatisfied
- Very Dissatisfied
- Somewhat Satisfied
- Satisfied
- Very Satisfied

Note: For some survey items, the surey participants and the response scale are different acorss survey administration years as indicated in the item label above. This may have an effect on responses reported below.

Data Source: UCUES Common Items Longitudinal Analysis

- UCR is a founding member of the University Innovation Alliance (UIA), a group of 11 public research universities committed to improving outcomes for low income, first generation and under-represented students. UIA campuses test and share their experiences with innovative practices designed to help students succeed. Since 2014, UCR has piloted several such practices including proactive student advising, predictive analytics and completion grants. Currently we are implementing new projects related to career readiness for first generation and low-income students, and the use of a chat bot for student communication especially with first generation and transfer students.
- UCR redesigned its summer bridge program. We increased the number of summer units in the program while also improving the student-to-peer-mentors ratio, as well as bundling GPA-based scholarships and leadership opportunities. We saw a three-tenths GPA improvement for participants after the change, and those improvements seem to persist.
- In Summer 2019, UCR's Provost's Office, Office of Undergraduate Education, Financial Aid, Summer Sessions, and Career Center partnered to offer matched funding to departments to hire students who were enrolled in at least 8 units in summer sessions. Initial analysis shows that this funding increased the number of paid positions available on campus.

Strategy #2.B.2: Realigning Admissions Criteria and Recruitment (see **Figure 2** and **Table 6**)

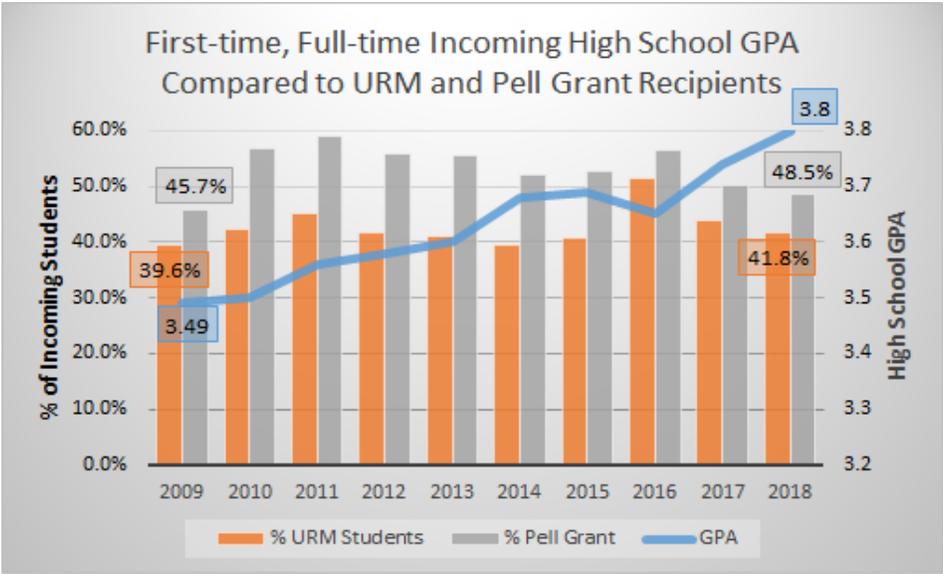*Figure 24: FTIC High School GPA Compared to URM and Pell Grant Recipients*

Table 6: FTIC High School GPA Compared to Percent URM and Pell Grant Recipients

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
GPA	3.49	3.5	3.56	3.58	3.6	3.68	3.69	3.65	3.74	3.8
% URM Students	39.6%	42.2%	45.1%	41.8%	41.1%	39.6%	40.6%	51.4%	43.8%	41.8%
% Pell Grant	45.7%	56.8%	59.0%	55.7%	55.4%	51.9%	52.8%	56.6%	50.2%	48.5%

Strategy #2.B.3: Managing Enrollment

- Redesigned the campus scheduling policy with a greater emphasis on student success and timely progress to degree. Developed a new matrix of standard meeting patterns and revisited exception agreements to promote equity and efficient use of time blocks. Established a new Course Scheduling Committee to oversee the policy on an ongoing basis (Course Scheduling Policy Workgroup).
- Reconstituted the Course Demand Workgroup as the Enrollment Management Workgroup. Closely monitored enrollment during summer registration to identify pinch points and work to get all students enrolled in full course loads. Examined and modified the transfer registration process to help improve time to degree.
- Designed and implemented a plan to reach a 2:1 first-year-to-transfer entering student ratio by the 20-21 academic year. This includes winter admissions for transfer students. UCR is expected to hit a 2:1 ratio milestone of 2.17:1 in the 19-20 academic year
- In fall of 2019, the campus established a high-level strategic Enrollment Management Council charged with shaping the desired incoming undergraduate class. The Council includes deans, associate deans and enrollment services staff, and is charged with 1) setting enrollment targets for the campus and colleges, to include optimal distribution into majors; 2) determining admit and SIR goals and associated academic (AIS) cut offs; and 3) engaging in high level resource planning associated with undergraduate enrollment.

Strategy #2.B.4: Creating Honors Experiences for High-Achieving Students

- University Honors completed an External Evaluation in 2014, and more recently completed a strategic planning process to carry them forward to 2023. University Honors continues to move toward the goal of a University Honors College model.
- Changes to the Honors Program in the last ten years:
  - Movement toward goal of serving 5-8% of the student body: "During the 2011 - 2012 academic year, student enrollment in University Honors numbered 277 students, which comprised 1.4% of the undergraduate students at UCR. By the fall of 2017, that percentage had increased to 3.9%, and, by the fall of

2018, that percentage had reached 4.2%. A consequence of this increased growth has been decreased scholarship support for University Honors students over that same time period, decreasing from an average of $586/student in 2012 to under $350/student in 2018."
- ○ Hired a full-time faculty director
- ○ Increased number of completed capstone projects (see Figure 25)

Figure 25: Honors Capstone Projects Completed
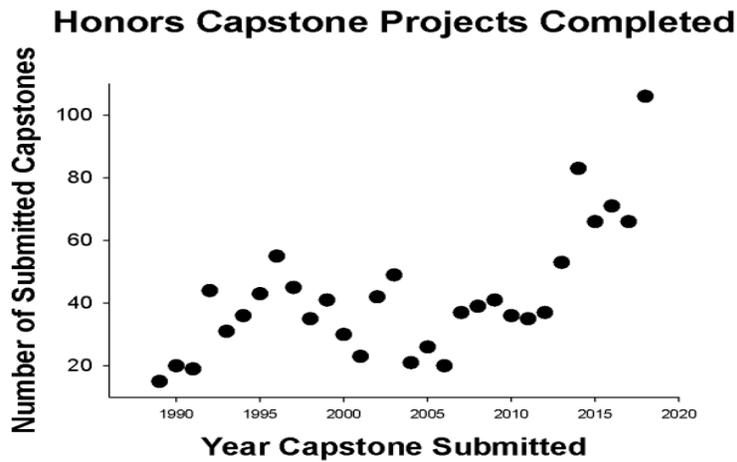
UCR 2020 Strategic Goal #3: Diversity – Serving as a National Exemplar for Diversity, Inclusiveness, and Community

"UC Riverside is a national exemplar for diversity. The campus endeavors to build upon this vital strength. By extending our pursuit of excellence with diversity to include not only people but ideas, perspectives, learning opportunities, programs, and experiences, UCR produces truly global citizens prepared to prosper in an international and multicultural environment."

Strategy #3.1: Expanding Opportunities for Intellectual Stimulation
- UCR ARTS
- Chancellor's Distinguished Lecture Series
- Living the Promise Symposia
- [Outpost Concert Series](#)
- Department of Music sponsors 50 formal and informal concerts and recitals by campus ensembles, students, members of the performance faculty, and distinguished visiting faculty.
- The Center for Iberian and Latin American Music implements annual celebrations of the Iberian and Latin American musical heritage presenting original research and high-quality performances.
- The Department of Theatre, Film, and Digital Production provides several opportunities for students to participate in Symposiums and in student organizations such as the following:
  - Film & Photography Society
  - Golden Mean Players
  - UCR Latina/o Play Project
  - Improv Anonymous
- The Department of Creative Writing sponsors Writer's Week, the longest-running, free literary event in California.
- Community and Tartan Soul Programs encourage residents to be a part of their community and learn the foundations of respect, integrity, accountability, and excellence.

Strategy #3.2: Strengthening the Sense of Community
- Chancellor's staff and faculty picnic
- Thursday Nights Live (ending in 2020 with the reopening of The Barn)
- Campus leadership communication mechanisms: town halls, divisional senate meetings, newsletters, email updates, website content, etc.
- STAR awards, faculty promotion ceremony, and other recognition
- Established UCR [Principles of Community](#), which are sent annually to the campus.

- Use of social media (Chancellor, Provost, Deans, University Communications)
- Provost's Faculty Leadership Program
- Provost's brown bag lunches
- R'Pantry and R'Professional Career Closet
- Undergraduate Education's Social Media Team created and managed social media accounts for UE units. Through dynamic and student-driven content, UE has increased its visibility and engagement with the UCR community.
- Undergraduate Education's First Generation Initiatives is leading a campus-wide effort to show support and celebrate first-generation students, by coordinating a full week of first gen events in 2019, developing a first gen video series created alongside University Communications, releasing a brand-new first generation newsletter to build community for first generation staff and faculty, and working with Institutional Research to create first gen student profiles to encourage data-driven decision-making in support of first generation students at the Colleges.
- Summer Sessions host an annual informational session for all advisors and counselors, and other sessions for academic and administrative units. The sessions share information about summer, provide a forum for conversations, and highlight cooperation and communication between summer stakeholders.
- The Academic Resource Center's Faculty Lunch and Chat Series provides faculty and students with an opportunity to engage outside of the classroom environment. During the lunchtime chats, faculty members talk with students about career paths and research interests. This informal setting helps students to feel less intimidated by faculty members and instead see them as part of their support system at UCR.

Strategy #3.3: Increasing Diversity of Faculty, Graduate Students, and Staff
- From 2013-16, UCR's incoming faculty cohorts averaged around 35% women and 12% underrepresented minority (URM). To help increase faculty diversity, the campus reshaped hiring practices by broadening recruitment efforts, requiring all candidates to provide diversity statements, and requiring search committees to participate in diversity workshops. Since 2015, incoming cohorts have averaged around 46% women and 23% URM.
- The entire faculty (not just the incoming cohorts) also has become more diverse but progress has been slower, partly because it has been challenging to retain URM faculty. Faculty Diversity Statistics shows trends over time. The percentage of White faculty in 2009 was 56%; the percentage in 2019 is 46%. The gender balance has remained essentially unchanged.
- Graduate student diversity information available in Figure 5, Figure 6, and Table 3.

Strategy #3.4: Enhancing a Sense of Place
- See Strategy 1.4 for a list of campus construction and renovations.
- In terms of accessibility, the campus has made major investments in ADA accessibility across the campus with the last of those projects being completed later this year.

Strategy #3.5: Enhancing the Quality of Life for Students
- [University of California Undergraduate Experience Survey](#) (UCUES) shows results and data tables from the 2018 UC Riverside UCUES survey. UCR students generally report high levels of satisfaction with the climate for diversity and inclusiveness. There are some differences when aggregated by race/ethnicity.
- UCR Healthy Campus (HC) was established to create a campus culture of health by incorporating health into policies, programs and services, and learning, teaching and work environments. Since 2016, HC has hosted 100 roadshows, distributed 3 campus-wide surveys, conducted 7 focus group studies, and received IRB approval for the HC Longitudinal study. HC initiatives have received funding totaling over $500,000 and we have been recognized by the American College Health Association as a Healthy Campus 2020.
- Regular leadership meetings with ASUCR, Diversity Council, CALPIRG, other student groups
- New Student Housing additions (recent and underway):
  - James Reserve Cabins and Classroom - 2012
  - Glen Mor – 2014
  - Dundee Glasgow – opening 2020 – 820 beds
  - North District – opening 2021 – 1500 beds
- Over the last 10 years, UCR housing services has increased the number of beds by 682 (see Figure 26). The number of beds is anticipated to increase by 5,370 over the next 10 years (see Table 7).

Table 7: Anticipated Increase in Beds over the Next 10 Years

	Dundee Residence Hall 2020	North District 2021	North District 2024	"Future Residence Hall" 2026	North District 2028	Total
Anticipated Bed Increase When Completed	820	1500	1200	650	1200	5370

Figure 26: Number of Beds – UCR Housing Services
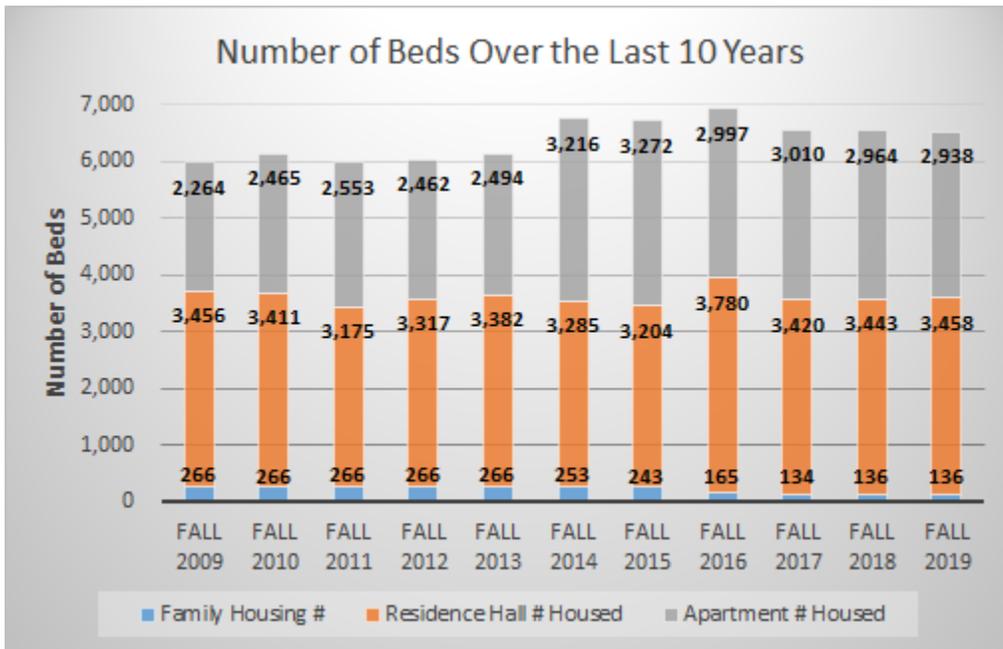
- In the last 10 years we have added a total of 1,214 parking spaces
  - Glen Mor Parking Structure (fall 2014) – 600 parking spaces
  - Lot 50 Surface Lot (fall 2018) – 355 parking spaces
  - Leased Parking Spaces – 210 parking spaces
  - Lot 20 Parking Spaces – 49 parking spaces
- Parking Spaces anticipated to increase by 1,800 net spaces over the next 10 years
  - Lot 13 Parking Structure (800 net) – Fiscal Year 2021
  - Lot 30 Parking Structure (1,000 net) – Fiscal Year 2023
- 32 Level 2 EV Charging Ports Installed
- Sustainability
  - LED Lighting added to all roads and parking lots
  - Replaced turf with sustainable landscape at Parking Services building, lot 30 medians, and Pentland Way median
  - Enhancing storm water capture in lots 1, 6, 9, 23, and 24
  - Planting fruit trees in lots 24, 32, 40, and at Parking Services
  - Established R'Garden
- Parking Policy and Information Changes to Better Serve Population
  - Parking Space counters added to high use lots (6, 24, 30)
  - Converting to license plate recognition software to replace the need for hanging permits
  - Revamped carpool and vanpool programs
  - Increasing RTA ridership each year
  - Extended UPASS program (free RTA usage) to faculty and staff

- o Added Zipcar car share service
- o Free parking in any Gold Lot after 6pm on weekdays and anytime on weekends
- o Gold permits can park in any Blue spaces after 4pm to alleviate congestion

Strategy #3.6: Assessing and Addressing Climate
- The Chancellor and the AVC/Chief Diversity Officer jointly release an email reminding the campus about the Principles of Community each fall
- The campus has developed a Compliance infrastructure, headed by an Associate Vice Chancellor/Chief Compliance Officer who reports to the Chancellor.
- In 2018, the Chancellor established a Staff Engagement Task Force; their reports and recommendations can be viewed on the linked website.
- Currently, the Campus Culture Task Force and the Black Student Experience Task Force are preparing recommendations for next steps in improving campus culture.
- Understaffing, by more than 700 positions relative to UC-wide averages, continues to be a significant challenge for climate-related issues.

UCR 2020 Strategic Goal #4: Engagement – Shaping our World

"UC Riverside will foster a rich campus culture of engagement by partnering with our diverse community, from the regional to the global level, and by applying UCR's assets to matters affecting quality of life, including education, economic and community development, athletics, arts and culture, agriculture, and the environment."

Strategy #4.1: Establishing New Alliances
- A number of new research partnerships have been developed through the Office of Technology Partnerships.
- The Chancellor's community advisory committees include the Grier Concerned Citizens, the Native American Advisory Committee, and the Chicano/Latino Advisory Committee. Since the last strategic plan, the primary changes are 1) the re-launch of the Chicano/Latino Advisory Committee and 2) closer partnerships with faith community neighbors.
- Education Partnerships:
    - Higher Education: University Innovation Alliance, American Talent Initiative, California Indian Nations College, Presidents' Alliance on Higher Education and Immigration, Transfer Initiatives with local community colleges
- K-12 Pipelines: Growing Inland Achievement, Riverside County Education Collaborative, RUSD STEM High School
- Health Partnerships:
    - School of Medicine, Center for Healthy Communities and Center for Health Disparities Research
    - Partnerships with area hospitals and health systems and more than 1,100 community-based clinical faculty.
- Partnership with the UC First Generation Coalition (UCOP) to organize the 2018 and 2020 UC First Generation Conferences.
- Local and Regional Partnerships: Riverside National Cemetery, Riverside Innovation District, Agricultural Operations Citrus Greening, Salton Sea Interdisciplinary Projects, School of Public Policy partnerships
- UCR campus leaders also participate in local and regional boards and committees. There has been regular participation in Leadership Riverside as well:
    - 2011 - Peter Hayashida
    - 2012 - Mike Lane
    - 2013 - Jeff Kraus
    - 2014 - Mike Pazzani
    - 2015 - Yunzeng Wang
    - 2017 - Maria Anguiano
    - 2018 - Tom Smith and Kasey Wilson

Strategy #4.2: Creating Meaningful Engagement Opportunities for Faculty and Students
- Participation in Education Abroad (see Figure 27):

Figure 27: Education Abroad Student Participation
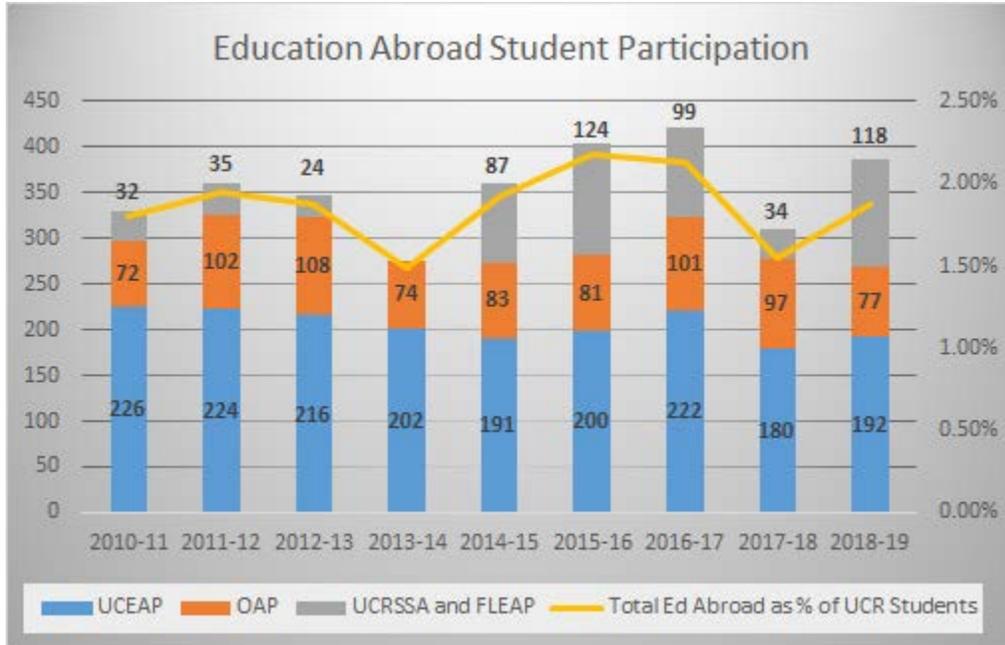
- Academic Community Engagement:
  - With a grant from the APLU in 2017 to build up community engaged learning courses, Undergraduate Education had spike in student participation (from fewer than 30 students in 2015 to 65 in 2016, and 641 in 2017). The community engaged learning courses include service-learning embedded into coursework, academic internships in the community, community-based participatory research, and community service by individuals or student organizations.
  - In 2018-2019, UE coordinated service programs included: 297 students, 11 courses, 17 faculty, 11 departments, 55 community groups.
  - In 2018, a Service Workgroup was formed, bringing together all community service coordinators from across campus to collaborate and consolidate efforts.
  - While the number of academic internships has not been closely tracked, there are students completing community internships for course credit, particularly

through programs like UCDC, School of Public Policy, and School of Business (see Table 8)

Table 8: Student Participation in Community Engagement through Academic Coursework*

	Number of courses	Number of students
2016-2017	12	387
2017-2018	7	295
2018-2019	11	297

*Data from APLU Collaborative Opportunities Grant Reporting and Undergraduate Education

- Student Life Community Engagement:
  - The new Community Service Portal (led by Undergraduate Education and Student Affairs) includes partnerships with 20 campus units and will track the majority of community engagement hours on campus through one site to eliminate duplication produce a snapshot of the impact our students are having on our community.
  - Previously, the primary way students reported community volunteering hours was through Highlander Link (see Figure 28).

Figure 28: Number of Service Hours by Students*
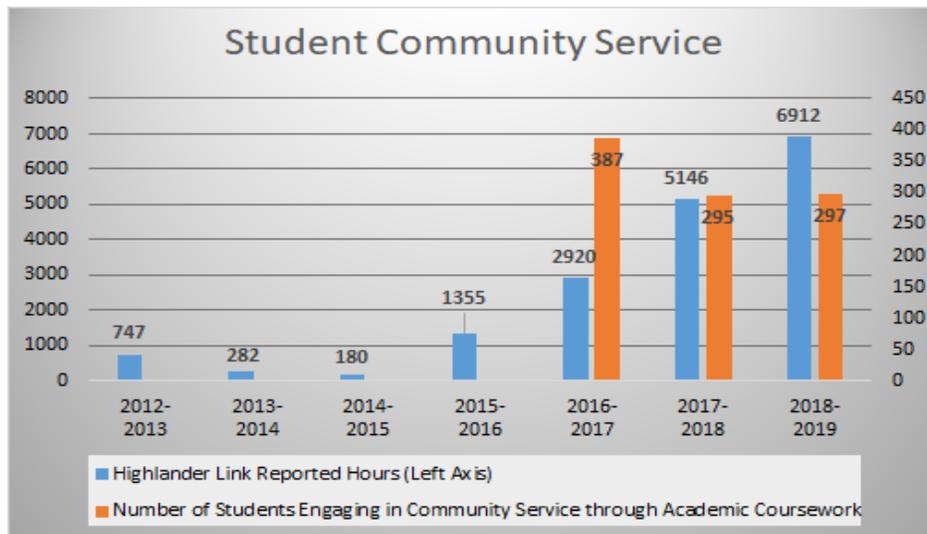
*Note: there was an increase over the previous two years, largely in part to better training for student organizations to report service hours.
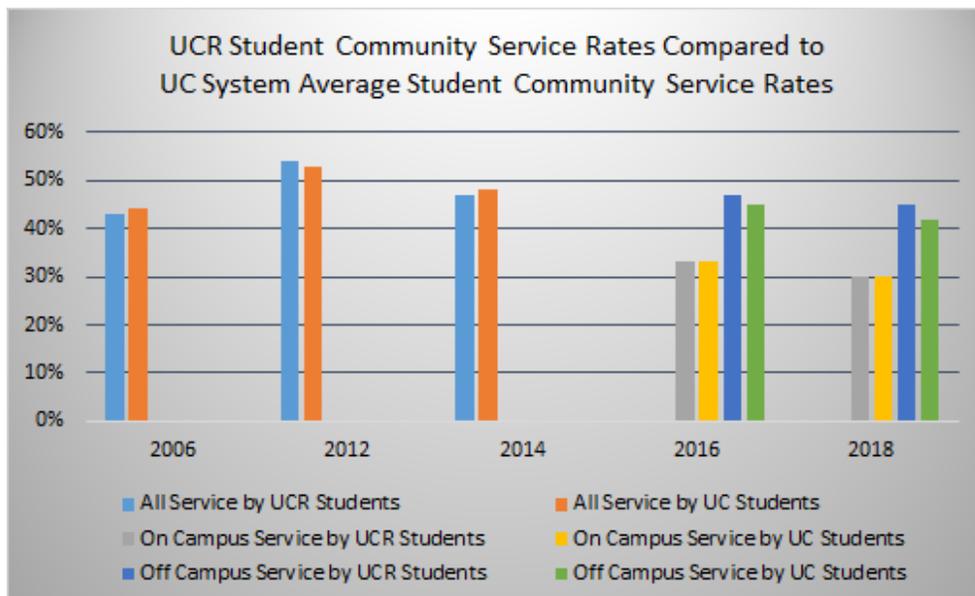
*Data from UCUES 2006-2018 reports

- The UE Student Advisory Committee includes students of various backgrounds, including those who identify as veterans, low-income, student-parents, with a disability, and/or first gen. These students contribute to the UCR community through regular consultation on campus initiatives and efforts.

Strategy #4.3: Building Institutional Capacity for Engagement, from Regional to Global
- UCR established the Office of International Affairs in 2015: General Framework for UCR Strategic International Goals.
- UCR Extension has many local and global partnerships. Visit the UCR Extension Corporate Partnership Program website for a list of local partnerships.
- The School of Public Policy, established in 2012, has an infrastructure of community partnerships. More information can be found on their website.
- The Career Center engages local, regional, and national employers. Data about employers attending career fairs, posting internships and jobs, and lists of notable employers recruiting on-campus can be found in their Annual Report.
- UCR SOM expanded its clinical enterprise, UCR Health, beginning in 2016 to help address the need for access to primary care physicians as well as key specialty services for which patients in the region would often need to leave the area to obtain. There are four clinic locations in the city of Riverside, including a 25,000 square-foot multi-specialty practice downtown, and a pediatric clinic in the Coachella Valley.

Appendix

Appendix 1: UCR AAU Membership Criteria Phase I Indicator

University of California, Riverside
AAU Membership Criteria - AAU Comparison Group
November 2019 Update

AAU Membership Criteria	UC Riverside Latest Comparable Figures	Status as of 2010	Latest Available[13] (if different)	2020 Goal	UC Davis	UC Irvine	UC San Diego	UC Santa Barbara	University of Arizona	Iowa State University	University of Kansas	Tulane University	University of Missouri-Columbia	Stony Brook University	Syracuse University	University of Oregon	UC Santa Cruz	University of Utah	Dartmouth
Phase I Indicators																			
I-1 Federal Research Expenditure (x1,000) (FY2017)[1]	$76,795	$63,127		$198,000	$342,407	$187,535	$641,469	$117,457	$273,567	$128,221	$148,178	$93,970	$109,759	$125,688	$39,781	$69,598	$66,563	$248,908	$137,448
- Federal Research Expenditure per faculty (FY2017)	$102,257	$97,720		$180,000	$230,732	$156,671	$490,795	$140,836	$185,595	$100,803	$117,882	$154,049	$111,657	$124,814	$45,778	$93,546	$124,185	$227,521	$232,569
- Most recent 3 years Average (x1,000) (FY2015-17)	$70,266	$56,973			$335,885	$180,063	$616,370	$116,821	$268,838	$122,712	$148,005	$89,074	$107,816	$119,796	$36,088	$68,724	$84,909	$252,312	$140,924
I-2 National Academies Members[2]	11	na		30	46	34	116	52	31	8	7	3	9	13	1	10	12	24	17
- National Academy of Science	10	na		15	22	22	57	27	15	1	1	1	6	9	0	8	11	14	3
- National Academy of Engineering	0	na		10	13	10	29	24	11	3	5	0	0	1	1	0	1	6	4
- Institute of Medicine	1	na		5	11	2	30	1	5	4	1	2	3	3	0	2	0	4	10
I-3 Faculty Awards (2016)[3]	12	12		24	14	15	29	8	13	7	4	6	7	8	5	8	8	15	9
- National Rank	51	54		25	45	41	19	69	46	81	121	92	81	69	101	69	69	41	63
I-4 Citations (2018)[4]																			
- Total Publications	3,205	2,025			8,655	5,722	11,202	3,565	6,882	3,941	4,021	2,343	3,534	3,611	1,443	1,596	2,225	7,019	2,905
- Sum of Times Cited[5]	13,416	8,408			26,002	20,042		14,055	19,311	10,354	10,046	6,064	7,580	10,753	4,510	4,670	14,591	22,739	9,522
- h-index[6]	37	na			39	43		38	39	30	29	28	27	31	23	26	39	43	28
Phase II Indicators																			
II-1 Non-Federal Research Expenditure(x1,000) (FY2017)[1]	$86,837	$67,161		$165,000	$395,940	$173,879	$491,985	$120,789	$348,633	$195,363	$152,141	$87,023	$144,193	$112,924	$105,924	$26,376	$57,781	$131,387	$170,997
- Non-Federal Research Expenditure per faculty (FY2017)	$115,628	$103,964.40		$150,000	$266,806	$145,262	$376,423	$144,831	$236,522	$153,587	$121,035	$142,661	$146,687	$112,139	$121,892	$35,452	$107,800	$120,098	$289,335
II-2 Doctoral Education[7]																			
Doctor's degree - research/scholarship (AY2016-17)	268	195	305	400	517	403	531	321	442	352	353	146	500	317	189	200	167	339	83
- Most recent 3-year average (AY2014-15 to 2016-17)	260	202	271		528	395	522	339	498	332	360	134	450	338	163	186	164	351	85
Doctor's degree - professional practice (AY2016-17)	40	0	49	80	402	188	198		494	143	585	378	313	275	159	105		451	72
- Most recent 3-year average (AY2014-15 to 2016-17)	13	0	30		401	204	192		429	144	567	397	322	269	175	119		406	82
II-3 Number of Postdoctoral Appointments (2017)[8]	223	241		350	831	345	1255	318	485	326	188	118	245	271	64	62	136	514	168
- Most recent 3 years Average (2015-2017)	209	225			834	327	1275	307	469	311	209	126	210	266	57	78	132	502	183
II-4 Undergraduate Education																			
SAT Total Scores (Fall 2017) - Average[9]	1195	1060	1220	1200	1245	1260	1310	1295		1285		1410	1235	1310	1255	1175	1250	1230	1495
Six-year Graduation Rate (Fall 2011 Entering Cohort)[7]	75.1%	67.7%	76.0%	75.0%	85.2%	84.9%	84.5%	81.5%	63.6%	73.4%	63.1%	83.4%	68.2%	71.8%	82.7%	72.0%	77.2%	67.4%	95.9%
Undergraduate Student -Faculty Ratio (Fall 2017)[10]	22	18	23		20	18	19	18	15	19	17	8	18	18	15	17	19	16	7
Faculty Counts for Normalization (Fall 2017)[11]	780	623		1100	1508	1221	1333	853	1552	1311	1350	632	1133	1051	924	791	561	1116	604
Number of Non-Medical Faculty (Fall 2017)	760	623		1030	1336	1059	1070	853	1336	1311	1090	520	945	803	924	791	561	933	503
- Most recent 3 years Average(FY2015-17)	719	641			1307	1032	1026	830	1321	1324	1112	512	959	793	913	771	541	1117	596
Number of Medical School Faculty (Fall 2017)	20	na		70	172	162	263		216		260	112	188	248			na	183	101
- Most recent 3 years Average(FY2015-17)	19	na			167	161	262		211		272	115	181	249			na	180	103
Campus-Specific Measures																			
Total Enrollment[7] (Fall 2017)	23,279	20,692	25,548	25,000	37,380	35,242	35,772	25,057	43,751	36,158	27,625	12,384	30,844	25,989	22,484	22,887	19,457	32,800	6,509
Number of Graduate Students[7] (Fall 2017)	3,206	2,450	3,493	5,000	7,314	5,935	7,185	2,871	9,650	5,587	8,287	4,513	7,045	8,625	7,232	3,547	1,880	8,165	2,099
- Proportion Graduate[7]	13.8%	11.8%	13.7%	20.0%	19.6%	16.8%	20.1%	11.5%	22.1%	15.5%	30.0%	36.4%	22.8%	33.2%	32.2%	15.5%	9.7%	24.9%	32.2%
- Graduate Students per Faculty[7]	4.1	3.9		5.0	4.9	4.9	5.4	3.4	6.2	4.3	6.1	7.1	6.2	8.2	7.8	4.5	3.4	7.3	3.5
Total Non-Resident Students[12] (Fall 2017)	1,767	1,019	2,102		7,717	8,320	10,269	4,033	14,433	16,150	10,932	8,883		5,913		11,290	2,305	6,129	
- Number of Non-Resident Graduate	1,075	801	1,217		1,838	1,898	2,997	1,039	3,568	3,990	4,280	2,712		2,436		2,353		656	2,694
- Proportion Non-Resident Graduate	33.5%	32.7%	34.8%		25.1%	32.0%	41.7%	36.2%	37.0%	71.4%	51.6%	60.1%		28.2%		66.3%	34.9%	33.0%	
- Number of Non-Resident Undergraduate	692	218	885		5,111	5,554	6,490	2,994	10,865	12,160	6,652	6,170		3,477		8,937	1,649	3,435	
- Proportion Non-Resident Undergraduate	3.4%	1.2%	4.0%		17.0%	19.0%	22.7%	13.5%	31.9%	39.8%	34.4%	78.4%		20.0%		46.2%	9.4%	13.9%	

39

Center	College	Established
BREATHE	BCOE	
CE-CERT	BCOE	1999
CE-CERT SoCal Initiative for Solar Energy	BCOE	
Center for Advanced Neuroimaging	BCOE	2017
Center for Bioengineering Research	BCOE	
Center for Industrial Biotechnology	BCOE	2018
Center for Nanoscale Science and Engineering	BCOE	2000
Center for Research and Education in Cyber Security and Privacy	BCOE	2016
Center for Research in Intelligent Systems	BCOE	1998
Center for Ubiquitous Communication by Light	BCOE	2010
Winston Chung Global Energy Center	BCOE	2011
Data Science Center	BCOE	2018
UC-KIMS Center for Innovative Materials for Energy and Environment	BCOE	2017
Phonon Optimized Engineered Materials	BCOE	2016
California Center for the Native Nations	CHASS	1999
Center for Biblio. Studies	CHASS	
Center for Iberian and Latin American Music	CHASS	
Center for Ideas & Society	CHASS	1989
Young Oak Kim Center for Korean American Studies	CHASS	2010
Alternative Earths Astrobiology Center	CNAS	2015
Analytical Chemistry Instrumentation Facility (ACIF)	CNAS	(prior to 1990)
Bioinformatics Core Facility, Center for Plant Cell Biology	CNAS	
California Agriculture & Food Enterprise (CAFÉ)	CNAS	2016
Catalysis Center	CNAS	2014
Center for Conservation Biology	CNAS	(prior to 1990)
Center for Disease Vector Research	CNAS	2005
Center for Integrative Bee Research (CIBER)	CNAS	2018
Center for Integrative Biological Collections	CNAS	2013
Center for Invasive Species Research	CNAS	2007
Center for Molecular Toxicology and Environmental Health Sciences	CNAS	2018
Center for Plant Cell Biology (CEPCEB)	CNAS	
Citrus Clonal Protection Program	CNAS	
Citrus Variety Collection	CNAS	
Energy Frontier Research Center	CNAS	2014
Environmental Dynamics and Geo-Ecology Institute (EDGE)	CNAS	2016
FAFU-UCR Joint Center for Horticultural Plant Biology & Metabolomics (HBMC)	CNAS	2015
Genomics Core	CNAS	
Institute for Integrative Genome Biology	CNAS	2000
Microscopy and Imaging Core Facility, Center for Plant Cell Biology	CNAS	

Center	College	Established
Plant Transformation Research Center	CNAS	2002
Statistical Consulting Collaboratory	CNAS	
Statistical Consulting Collaboratory	CNAS	
Stem Cell Center	CNAS	
W.M. Keck Proteomics Laboratory, Center for Plant Cell Biology	CNAS	
SEARCH Center	GSOE	
Brain Game Center	RED	2015
Center for Economic Development and Innovation	RED	2016
CFAMM	RED	1996
HPCC	RED	2017
UC Mexus	RED	1980
Bridging Regional Ecology, Aerosolized Toxins, & Health Effects (BREATHE)	SoM	2017
Center for Glial-Neuronal Interactions	SoM	2007
Center for Health Disparities Research (HDR-UCR)	SoM	2019
Center for Healthy Communities	SoM	2014
Center for Molecular and Translational Medicine (MolMed)	SoM	2017
Blum Initiative for Global and Regional Poverty	SPP	2015
Center for Social Innovation	SPP	
Center for Sustainable Suburban Development (CSSD)	SPP	2003
One Health Center of the UC Global Health Institutes	SPP	2015
Presley Center of Crime and Justice Studies	SPP	1994
Center for Spatial Sciences	SPP/RED	2017