[Ucrfacultyandstaff] Please provide feedback on UCR's reaccreditation report

Ken Baerenklau via Ucrfacultyandstaff <ucrfacultyandstaff@scotmail.ucr.edu>

Wed, Oct 22, 2025 at 1:36 PM

Reply-To: noreply@scotmail.ucr.edu
To: ucrfacultyandstaff@scotmail.ucr.edu
Cc: Ken Baerenklau <ken.baerenklau@ucr.edu>

Dear Colleagues:

UCR is accredited by the Western Association of Schools and Colleges (WASC), Senior College and University Commission. Our accreditation was last reaffirmed in 2018. In October 2026, we will host a visiting team from WASC for our next reaffirmation.

The first steps in the reaffirmation process are completing a self-study and an institutional report informed by the self-study. Both of these, along with supporting materials, will be submitted to the visiting team in February 2026. A steering committee of administrators, faculty, and staff has completed drafts of both documents. These drafts are now available for campus review:

Self-study: https://docs.google.com/document/d/1yDpybv5uNs4LSpnkj-WGx-iRHWutPoyb/view?usp=sharing
Institutional report: https://docs.google.com/document/d/1mZftlslNElDOEWwv3dBVu-PtUjsIQUkojdD2N7xIwPA/view?usp=sharing

Please send your feedback to alo@ucr.edu no later than January 9, 2026. You may find it easier to review the report first and reference the self-study if needed.

Accreditation is important for multiple reasons, including as a condition of eligibility for federal financial aid, and as a signal of quality to prospective students, our peers, and the public. Accreditation is a very public feature of any institution: we have a website dedicated to it where we post official documents and where you can learn about our past accreditation visits and outcomes. Thank you in advance for your engagement in this process.

Ken Baerenklau
Accreditation Liaison Officer to WASC
Co-chair of the WASC Steering Committee

Omar Safie
Director for Evaluation and Assessment
Co-chair of the WASC Steering Committee

UC RIVERSIDE | Office of the Provost and Executive Vice Chancellor

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Compliance with 2023 WSCUC Standards Worksheet

Purpose of the Worksheet

This worksheet serves two purposes:
1. To provide reviewers ready access to evidence that demonstrates the institution is in compliance with Commission Standards
2. To prompt conversation within the institution regarding institutional capacity and infrastructure, strengths, weaknesses, priorities, and plans for ensuring compliance with the Standards

The 2023 WSCUC Standards and CFRs

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each Standard is set forth in broad terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. This worksheet contains all the 2023 Standards of Accreditation and associated CFRs.

Using this Worksheet

This worksheet will be submitted as an appendix by the institution as part of the institutional report. The third column of the worksheet asks the institution for evidence. The cells in the second column provide some examples as to what type(s) of evidence an institution might provide. Note that institutions may provide different evidence than these examples, depending on their mission, structure, organization, and functioning. Evidence may take one of the following five forms, and references to this information should be entered in the cells in the third column:
1. A link to a webpage on the institution's website **(please provide the specific link)** _OR_
2. A reference to page(s) of the institutional report or appendix **(please provide the exact page number(s) of the report or appendix on which the evidence appears)** _OR_
3. A reference to specific sections of an institution's handbook, manual, or guide **(please provide the exact page numbers or attach PDFs of the relevant material, and specify the name of the document)** _OR_
4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., "List of professional accreditation agencies" **(please provide the specific name of the attachment)** _OR_
5. A reference to a specially written attachment that is included with the worksheet upon submission, e.g., "Up to one page description of…" **(please provide the specific name of the attachment)**. The Commission expects that specially written attachments will not exceed 20 pages in total.

Institutional Information
Institution: University of California, Riverside
Date of Submission: _____/_____/_____ Mo   Day   Year
Institutional Contact Name and Email: Kenneth Baerenklau, ken.baerenklau@ucr.edu

Standard 1. Defining Institutional Mission and Acting with Integrity

The institution defines its mission and establishes educational and student success objectives aligned with that mission. The institution has a clear sense of its essential values, culture, and distinctive elements, and its contributions to society and the public good. It promotes the success of all students and makes explicit its commitment to diversity, equity, and inclusion. The institution functions with integrity and transparency.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Institutional Purposes			
1.1 The institution's mission and other statements of purpose are appropriate for an institution of higher education and clearly define its essential values, culture, and ways the institution contributes to society and the public good.	Institution webpage for Mission Statement or other statements of institution purpose.	About UCR. Includes our mission, values, pillars, and link to our strategic plan. Provost's Office. Includes our mission, commitment to civil discourse, link to principles guiding expressive activities, and link to commitment to community engagement. Duties and structure of the Academic Senate. Mission, vision, values and goals of the Staff Assembly.	
1.2 Consistent with its purposes and character, the institution defines and acts with intention to advance diversity, equity, and inclusion in all its activities, including its goal setting, policies, practices, and use of resources, across academic, student support, and co-curricular programs and services.	Diversity, equity, and inclusion policy(ies), plans, statements, and/or activities. Human resources policies. Student, staff, and/or faculty handbooks.	Links to several DEI policies and guidelines, including the UC Diversity Statement, non-discrimination and affirmative action policies, UCR Principles of Community, and others. Relevant UC system-wide policies include the Anti-Discrimination Policy	

| | | and the Abusive Conduct in the Workplace Policy.

UCR employment-related discrimination, harassment, and retaliation complaint resolution policy.

Relevant Academic Senate structures include the system-wide UC Academic Senate Committee on Affirmative Action, Diversity, and Equity and the UCR Divisional Senate Committee on Diversity, Equity, and Inclusion.

Section 210-1-d of the Academic Personnel Manual addresses recognition for faculty contributions to diversity, equity, and inclusion.

UCR participated in the system-wide Advancing Faculty Diversity program. We also publish regular disaggregated analyses of merit/promotion decisions, duration at rank/step, and compensation.

Strategic Goal II of our strategic plan prioritizes reducing achievement gaps among students and faculty. These are reinforced in the strategic plans for various units including the Division of Undergraduate Education and the Graduate Division.

Links to multiple undergraduate student success initiatives including the First Generation Initiative, Black Student Success, and Kessler Scholars. Also the mission, vision, and values for the Division of Undergraduate Education.

DEI-related instructional resources from our teaching center (XCITE).

Relevant programming in our Graduate Division include the Graduate Student Mentorship Program, the Mentoring | |

| | | Summer Research Internship Program, the UC Leadership Excellence through Advanced Degrees program, and the Making Excellence Inclusive Certificate for graduate students.

Mission and vision for our Division of Health, Well-Being, and Safety. Includes links to departments including Basic Needs, Counseling and Psychological Services, Student Disability Resource Center, and others.

Diversity initiatives in Residential Education.

UCR's Ethnic & Gender Centers and their upcoming events.

Information about many DEI activities and programs at UCR during the past 15-20 years. | |

Integrity and Transparency

1.3	The institution operates with integrity and transparency in its operations, and truthfully and clearly represents its academic goals, programs, requirements, services, and costs.	Institution webpages or factbook. Course or program catalog where relevant information occurs.	Our institutional research website. Includes public-facing campus statistics, reports, and links to related resources. Our General Catalog (also here) with detailed information about our academic goals, programs, courses, policies, and regulations; admissions requirements and processes; costs and financial aid; registration and enrollment; educational resources and opportunities for students; etc. Additional regulations and procedures for graduate students are here. We adhere to system-wide undergraduate recruitment practices, a campus-level policy on integrity in admissions, and a robust communication plan for matriculated students. Base undergraduate tuition is	

| | | common across all UC campuses and publicized both on system and campus websites. In 2022, the UC system implemented a fixed cohort-based tuition rate that gives students greater predictability on their total cost to complete a degree. Campus-based fees follow a defined approval process and are well documented with examples for different student scenarios on our cost of attendance page.

Extension programs and costs.

Academic integrity programs.

Chief Compliance Office, with links to our Ethics & Compliance Program and Audit & Advisory Services.

Office of Research Compliance, which ensures adherence to federal, state, and university research policies.

Licensure and certification disclosure for undergraduate applicants. Program-specific information also is included in our applicant portal. | |
| 1.4 The institution maintains appropriate operating policies and business procedures including timely and fair responses to complaints and grievances. | Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.) | UC system-wide policies can be found here and campus policies and procedures are listed here.

A system-wide faculty handbook is here, and campus resources for faculty are here.

Staff policies and procedures.

Our campus-wide graduate student handbook. Program-level handbooks are hosted on program websites (examples).

Resources for undergraduates are hosted by the relevant offices. Examples include: admissions FAQs, explanation of fees and refunds, and information for students leaving or | |

		returning to UCR. College-level student affairs/advising websites also serve this function (example). Student life policies are here and student housing policies are here. Student Conduct and Academic Integrity Programs (graduate academic integrity regulations are here). Our student-facing financial aid website. Includes guidebooks in English and Spanish. UC system-wide complaint resolution policy. Campus landing page for complaints with audience- specific resources. Additional resources are hosted by Compliance and DEI. Information about our Senate procedures is here. For Extension students: resources, refunds, and grievance reporting.	
1.5 The institution treats faculty, staff, administrators, and students equitably by adhering to its published policies and procedures.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	Much of the evidence for CFR 1.4 applies here as well. Faculty equity studies published by Academic Personnel. HR training assignments, deadlines, and reports. Annual summaries of our work to monitor policy compliance and investigate reports of violations. Reporting obligations are here. Senate academic integrity policy and procedures. UC Regents policy on ethical conduct. UCR faculty code of conduct. https://senate.ucr.edu/appendix/section/712/05.03. Senate procedures for	

		implementing the faculty code of conduct and discipline. UC Regents policy on admissions, including prohibition on preferential treatment. System-wide audit plans and reports.	
1.6 The institution maintains, publishes, and adheres to policies on academic freedom.	Academic Freedom Statement. Faculty handbook.	UC system-wide policies on academic freedom are here and here. UCR Senate Committee on Academic Freedom and its annual notification to the campus.	
1.7 The institution communicates about important issues with its constituents.	Institution webpage or other sample communications.	Inside UCR. News, information, announcements, and memos primarily targeting employees. UCR News. Our public news site, reaching all internal and external constituencies including news media. Information about our social media presence and how to connect. Information for families of UCR students. Information for UCR alumni. Archive of Chancellor and Provost communications to the campus. Annual budget letters to the campus. VP for Academic Personnel communications to faculty Government and Community Relations website. UCR Washington Report. Weekly emails to track federal updates. Earning the Carnegie Community Engagement Classification demonstrates a broad institutional	

		commitment to communicating with constituents in our region.	
1.8 The institution is committed to honest and open communication with the Commission and to undertaking the accreditation review process with seriousness and candor. The institution abides by Commission policies and procedures and informs the Commission promptly of any matter that could affect the accreditation status of the institution.	Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.	Following our 2018 reaccreditation, we initiated recurring meetings between our ALO and our WASC VP (2/year). These continued until the 2022 special visit. Our WASC Commission Action Letter from 2022. See Commendation #1. Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.	

Standard 2: Achieving Educational Objectives and Student Success

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Degree Programs			
2.1 The institution's degree programs are appropriate in content, educational objectives, and standards of performance relevant to the level of the degree. All degrees are defined in terms of entry requirements and levels of student achievement necessary for graduation.	List of professional accreditation agencies. Marketing and recruitment materials. Institution webpages or factbook. Course or program catalog.	Our General Catalog (also here). Includes information on professional accreditation (p.9), undergraduate admission (p.36), academic policies including grading and integrity (p.53), general education goals and corresponding breadth requirements (p.67), graduate admission (p.75), minimum graduate degree requirements (p.79), details of college breadth requirements (beginning on p.83), and graduation requirements for all degree programs (beginning on p.114). Undergraduate Admissions Website. Main landing page for prospective students. Includes admission requirements and resources. Includes a link to campus "facts and impacts" for prospective students. Graduate admissions requirements. Academic Senate regulations on the grading system. Academic Senate Standards of Scholarship and Disqualification for Graduate Students.	
2.2 Degree programs engage students in an integrated course of study of sufficient breadth and depth. These programs ensure the development of core and professional competencies relevant to the level of the degree.	Program descriptions and requirements. Webpage(s) or one page description of breadth requirements, general education program, and/or professional competency requirements.	Our General Catalog (also here). Includes general education goals and corresponding breadth requirements (p.67), minimum graduate degree requirements (p.79), details of college breadth requirements (beginning on p.83), and graduation requirements for all degree programs (beginning on p.114).	

		Charge to the Academic Senate's Coordinating Committee on General Education. Screenshots from our Core Competency assessment dashboard, and a sample core competency assessment report. Sample program learning outcomes, screenshots from our Annual Assessment Report dashboard, and three sample reports.	
2.3	The institution clearly identifies and effectively implements student learning outcomes and expectations for achievement. These outcomes and expectations are reflected in and supported by academic programs, policies, and curricula, and provide the framework for academic advising, student support programs and services, and information and technology resources.	Program descriptions and requirements. Academic advising webpage(s).	Our General Catalog (also here). Includes academic policies such as grading and integrity (p.53), general education goals and corresponding breadth requirements (p.67), minimum graduate degree requirements (p.79), details of college breadth requirements (beginning on p.83), and graduation requirements for all degree programs (beginning on p.114). Academic Senate Committee on Courses. Includes links to policies governing courses of instruction. Sample program learning outcomes and examples of program curriculum maps (linking program learning outcomes to courses). Example syllabi are here. Screenshots from our Core Competency and Annual Assessment report dashboards, and sample reports (here and here). Sample feedback provided to programs about their annual assessment reports. Academic Advising: Includes links to college advising offices. Academic advising varies by college given that breadth requirements vary by college. Advising at UCR Extension	

		Division of Undergraduate Education: Includes links to student success programs and opportunities to engage in high impact practices. Graduate Division: Includes links to a "Need Help?" map, funding opportunities, research ethics guidance, and the GradSuccess program. The University Library's teaching and learning support services. Information Technology Solutions' landing page for student services.	
2.4 The institution conducts periodic reviews of its degree programs. The program review process includes analysis of student achievement of the program's learning outcomes.	Program Review webpage(s) showing process and outcomes. Three to five examples of program reviews from a representative sample of degrees.	Academic Senate program reviews overview and schedule. The full schedule is here. Learning outcomes are analyzed in both graduate and undergraduate reviews. Examples of degree program reviews.	

Faculty

2.5 The institution has faculty with the capacity and scale to design and deliver the curriculum and to evaluate, improve, and promote student learning and success.	Numbers and qualifications of faculty and relationship to numbers of students (see WSCUC KID, as appropriate). Up to one page description about why the faculty are sufficient to meet the CFR.	Faculty headcount and workload data including workload ratio (students to faculty) by academic unit and department. UCR utilizes data from IPEDS, AAUP, the Delaware Cost Study, and AAUDE to compare headcount, compensation, and instructional cost against peers. 98% of instructors hold a terminal degree in their field. Department websites host more detailed information about their faculty (e.g., Environmental Science, Music, and Mechanical Engineering here, here, and here). Or search our employee profile system by department here. Our Academic Analytics site provides multiple ways to explore the past 36 months of scholarship by our faculty. The Provost's website highlights faculty who have won major awards (select	

		"Scholars of Distinction" from the ribbon menu here).	
2.6 The faculty exercise effective academic leadership and act consistently to ensure that the quality of academic programs and the institution's educational purposes are sustained.	Faculty governance committees, bylaws, and/or policies.	Responsibilities of the Academic Senate and its role in shared governance. Academic Senate committee list with links to committee descriptions and bylaws. Academic Senate divisional bylaws and regulations. Examples of annual reports from Academic Senate standing committees.	
2.7 The faculty are responsible for creating and evaluating student learning outcomes and establishing standards of student performance.	Assessment webpage(s). Up to one page description of assessment infrastructure indicating role of faculty.	Our assessment website with links to infrastructure, processes, and resources to support people (primarily faculty) conducting assessment activities. Faculty role in assessment, and the role of Extension instructors. Duties, powers, and privileges of the Academic Senate. Guidelines for using generative AI in instructional settings.	
2.8 The institution has clear expectations for faculty research, scholarship, and creative activity that are commensurate with the mission and degree portfolio.	Policies related to faculty research, evaluation, promotion, and tenure.	System-wide appointment and promotion policies for faculty. Resources and guidelines for academic personnel actions at UCR, including The CALL which describes local procedures for applying the policies in the system-wide Academic Personnel Manual. Path to tenure workshops. Faculty development workshops. Research ethics workshops.	
Student Learning and Performance			

2.9 The institution demonstrates that graduates consistently achieve stated learning outcomes and standards of performance. Faculty evaluate student work in terms of stated learning outcomes.	Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees.	Screenshots from our Annual Assessment report dashboards, and sample annual assessment reports. Example syllabi are here.	
2.10 The institution demonstrates that students make reasonable progress toward and complete their degrees in a timely manner.	Retention and disaggregated graduation data for at least four years (see WSCUC KID, as appropriate).	Our time-to-degree dashboard.	
2.11 The institution monitors and analyzes the success of its students following graduation.	Post-graduation outcomes data (see WSCUC KID, as appropriate). Job and/or graduate school placement data. Alumni survey results and analysis.	Our first-destination survey dashboard. Screenshots from our 5- and 10-year out alumni survey dashboard. The Graduate Division collects placement data for PhDs annually (with a 3-year lag per system-wide standards) and reports 10-year aggregate data at the school, college, and program level. The most recent reports are here. The Senate uses this data in their program reviews. Institutional Research also publishes this data with filters here. Programs also share their placements (e.g., here, here, and here). Presentation to the UCR Foundation board on post-graduation student success, with links to multiple UCR data sources including the UC Information Center (p.6). Report on enhancing career and professional development for UCR undergraduates.	
Student Support			
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, accurate, and complete information and advising about academic requirements.	Advising webpage(s). Up to one page description of advising at the institution.	Academic Advising: Includes links to college advising offices and specialty advising. Our largest college, CHASS, offers specific resources for new students and native Spanish speakers. Peer academic advising is established in multiple schools and colleges, and our career center. We recently created a common framework for these programs.	

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<td>The campus has invested in a new <u>advising CRM</u> to better support our advisors and their work.

Undergraduate Education regularly convenes an Advising Council with representation from across the campus. A subgroup produced <u>this report</u> which will guide how we approach professional development for advisors.

Our campus-wide <u>graduate student handbook</u>. Program-level handbooks are hosted on program websites (<u>examples</u>).

<u>Advising at UCR Extension</u></td>
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<td>2.13 The institution offers student support and co-curricular programs and services sufficient in nature, scope, and capacity to promote all students' academic, personal, and professional development.</td>
<td>Student programs and services webpage(s). Student survey results regarding services. Up to one page description of a sample of student support and co-curricular programs and services.</td>
<td><u>Division of Undergraduate Education</u>: Includes a <u>student resources page</u>, links to student success programs, including the <u>Academic Resource Center</u>, and opportunities to engage in <u>high impact practices</u>, including the <u>Excel+</u> career readiness program.

<u>Graduate Division</u>: Includes links to a "<u>Need Help?</u>" map, funding opportunities, research ethics guidance, the <u>GradSuccess</u> program, and the <u>Graduate Student Resource Center</u>, which offers professional development and career planning for graduate students.

<u>Student Affairs</u>: Manages campus life programs and student resource centers. Annual assessment reports are <u>here</u>.

<u>Health, Well-being, and Safety</u>: Includes links to Basic Needs, The Well, CARE, CPS, SWIFT, Case Management, SDRC, Student Health, and Campus Safety. Examples of assessment reports are <u>here</u>.</td>
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		Career Center: Serves both undergraduate and graduate students.	
2.14 The institution assesses the effectiveness of its student support and co-curricular programs and services and uses the results for improvement.	Three to five examples of reviews from a representative sample of student support and co-curricular programs and services.	Student Affairs Assessment & Research: Includes links to assessment activities, reports, and resources for Student Affairs programs. Employs a full-time director of assessment and research. The Annual Assessment Report examines analysis of evidence (p.7,11) and use of results (p.8,12). Example program assessments include TRIO Scholars and the Career Center (see Q13 for use of results and Q14 for closing the loop).

Health, Well-being & Safety employs a full-time assessment professional. Sample reports include the Student Disability Resource Center. Based on student feedback, programs like study sessions and time management workshops have been refined to include elements such as integrated breaks and accessibility tools to better meet student needs. Another example is the CARE Program. Feedback informed the development of new workshops, such as "Healing Through the Five Senses," to expand support options for staff, faculty, and students.

Undergraduate Education examples include academic advising, which motivated expanding peer mentoring, implementing the Slate CRM, convening the advising council, and providing more campus-wide professional development for advisors.

UCUES: The UC Undergraduate Experience Survey dashboard provides campus-level student feedback in areas like academic engagement, campus climate and belonging, civic engagement, personal development, and participation in co- and extracurricular activities. UCR results available here. | |

| | | UCGSES: The UC Graduate Student Experience Survey dashboard provides campus-level student feedback in areas like faculty advising, professional development, financial support, program climate, university services, and well-being. UCR results are here. | |

Standard 3. Assuring Resources and Organizational Structures

The institution achieves its educational and student success objectives through investments in human, physical, fiscal, technology, and information resources within appropriate organizational and decision-making structures, and consistent with its explicit commitment to diversity, equity, and inclusion.

Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Faculty, Staff, and Administrators			
3.1 The institution employs faculty, staff, and administrators sufficient in scale, professional qualifications, and background to achieve the institution's educational and student success objectives, to propose and oversee policy, and to ensure the integrity of its academic, student support, and co-curricular programs and services and administrative processes.	Number and characteristics of full time and part time faculty, staff, and administrators (see WSCUC KID, as appropriate). Hiring policies. Up to one page description about why personnel are sufficient to accomplish objectives.	Faculty and staff headcount and faculty workload data. UCR utilizes data from IPEDS, AAUP, and the Delaware Cost Study to compare headcount, compensation, and per-student instructional cost against peers. 98% of all instructors hold a terminal degree in their field. Department websites host more detailed information about their faculty (e.g., here, here, and here). The Provost's website highlights faculty who have won major awards (select "Scholars of Distinction" from the ribbon menu here). Campus organization charts showing senior leaders and their direct reports. More information about academic unit heads is available on each unit website (e.g., here, here, and here). Key hiring policies include: system-wide PPSM-20 and UCR's local procedure for PPSM-20; and system-wide PPSM-21 and UCR's local procedure for PPSM-21. Each of these emphasizes legal and ethical compliance, equal opportunity, fair treatment, and competitive recruitment	

		focused on job-related selection criteria. [Recruitment and appointment policies and guidelines for academic personnel](#).	
3.2 Faculty, staff, and administrator recruitment, hiring, and orientation practices and workload expectations are aligned with institutional mission and priorities. The institution examines the extent to which its climate supports faculty, staff, and administrators and acts on its findings.	Recruitment, hiring, and workload policies. Campus climate survey results and analysis. Up to one page description of how institution examines its climate.	Recruitment and hiring policies listed under CFR 3.1 apply here as well. Onboarding and orientation resources for [new staff employees](#) and [new faculty](#). [Performance management process for staff](#). [Advancement and promotion for faculty](#). Professors of Teaching are expected to teach relatively more and publish relatively less. Cooperative Extension faculty have relatively higher service/outreach expectations. [Lecturers](#) focus on teaching. Departments establish their own teaching load policies with the approval of their dean to meet their curricular needs. Academic Personnel has created [course buyout guidelines](#). [Work-life balance resources from HR](#). UCR conducts periodic climate surveys. A [campus-wide study and report](#) was conducted in 2019-20. Per the recommendations, a [DEI Climate Council](#) was established, a [web-based toolkit](#) was developed, climate goals were added to [supervisor appraisals](#) and senior leadership reviews, and a local [abusive conduct policy](#) was formalized. Faculty climate surveys are conducted every four years, most recently in [2023](#). The most recent [system-wide staff engagement survey](#) was conducted in 2021. Some units	

		conduct their own periodic surveys (example).	
3.3 The institution provides professional development and evaluation for faculty, staff, and administrators.	Faculty, staff, and administrator policy, manual or handbook. Professional development webpage(s).	Faculty advancement and promotion is coordinated by the Office of Academic Personnel. Reviews focus on contributions to the research, teaching, and service aspects of the campus mission. Department colleagues, deans, the Academic Senate's Committee on Academic Personnel, the Vice Provost for Academic Personnel, and the Provost participate in the reviews of Senate faculty. Agreement rates (p.3-5) among these reviewing bodies are high. External letters are required for promotions. Department chairs counsel faculty in areas of growth.

Annual Performance Management for staff is coordinated by Human Resources.

Chancellor's office review procedures for Senior Management Group (SMG) members reporting to the Chancellor or Provost.

Provost's office review procedures. Review process for all full-time non-SMG faculty administrators reporting to the Provost.

System-wide and campus-level professional development policies.

Professional development opportunities are provided by UCR Human Resources, Academic Personnel, and Staff Assembly. Academic Personnel also publishes a handbook and checklist for department | |

		chairs. The Academic Senate Committee on Research provides travel grants for faculty.	
Fiscal, Physical, Technology, and Information Resources			
3.4 Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource allocation is aligned with evidence-based educational and student success objectives consistent with operational and strategic planning.	Up to one page description of budget process reflecting level of integration and alignment of resources and objectives. Current and prior year(s) budget(s) (planned vs. actuals) aligned with enrollment.	Summary of our budget process and current enrollment model. Our budget model includes formulaic components for both enrollment growth (majors) and increases in teaching loads (credit hours). UCR Campus Finance Committee. Engages leaders of schools, colleges, and major campus units in monthly discussions of resource strategy and budget issues/policies impacting the campus. Evaluates requests from units for one-time and permanent funding augmentations. Considers alignment with strategic campus priorities when evaluating budget requests and changes to the budget model. Examples include recent investments in ITS, HR, and adoption of credit hour weights. The Academic Senate Committee on Planning and Budget meets monthly with the VC for Planning and Budget. UCR Budget and Financial Fundamentals. Example from 2025. Financial reports and dashboards for current and past fiscal years. Our AVC for Enrollment Services convenes the Enrollment Management Council biannually which includes the provost, deans, CFO, and AVC for Institutional Research. Example of college-level planning: CHASS Strategic Staffing Task Force report.	

3.5 The institution is financially stable and has resources sufficient to ensure long-term sustainability. The institution has unqualified or unmodified independent financial audits.	Financial audits for last two years. Prior year, current year, and next year budgets.	Summary of our financial audit framework with links to reports. Financial reports and dashboards for current and past fiscal years.	

3.6 The institution provides physical, technology, information, and other resources sufficient in scope, quality, currency, and kind to support the work of its faculty, staff, administrators, and students.	Up to one page description of sufficiency of physical, technology, information, and other resources.	Interactive campus map. Capital planning summary, including recent building projects under the direction of Planning, Design, and Construction (PD&C). Future project priorities and costs are in our Capital Financial Plan (p.5-7). Information Technology Solutions (ITS), including links to their core services and major initiatives. ITS partners closely with PD&C to ensure capital projects meet campus IT standards. Library resources. Due to sharing of resources across the system, UCR students have access to 41 million volumes, the second largest collection of books in the world next to the Library of Congress. System-wide licensing of journals and databases produces similar benefits of scale. UC classroom and teaching lab utilization report. UCR utilizes its instructional space at a rate similar to other UC campuses. In fall 2022 (most recent report), the average scheduled weekly hours per classroom station ranked third highest (30.5 hours per station) of the nine undergraduate campuses. Our teaching laboratory utilization was the highest among the UC campuses, at 25 weekly hours per lab station, compared to 22.2 hours at the second-highest campus. These comparisons do not reflect the additional instructional seat capacity that UCR has added since 2022.	

		General assignment classrooms. Research infrastructure summary, including centers and core facilities. Agricultural Operations supports our agricultural researchers. Statics Consulting Collaboratory serves both research and instruction. Office space per employee. As of 2022, UCR is at the UC average. Facilities services summary. Athletics facilities.	
Organizational Structures and Decision-Making Processes			
3.7 The institution operates with appropriate autonomy governed by an independent board or similar authority that is responsible for mission, integrity, and oversight of planning, policies, performance, and sustainability. The governing board selects and evaluates the chief executive officer.	Board policy, bylaws, or similar that defines the relationship with supported or affiliated entities and defines responsibilities of members.	The University of California is governed by a 26-member Board of Regents, as established in Article IX, section 9 of the California State Constitution. Bylaws are here. The Chancellor of each institution is appointed by the Board of Regents, in collaboration with the President, as outlined in the policy on appointment of chancellors. There is a UC-system Academic Senate policy guiding the stewardship review process of chancellors every five years.	
3.8 The board members have a range of backgrounds, knowledge, and skills to carry out their responsibilities.	Board members' names and affiliations with committee assignments. Board minutes for the last two years.	Regents and affiliations Committees and memberships Meeting minutes	
3.9 The institution has sufficient and qualified leadership capacity at all levels, characterized by integrity, appropriate responsibility, high performance, and accountability.	Webpage(s) showing leadership organization, structure, function, etc. Up to one page description of how leadership is evaluated.	UCR org charts. Chancellor's Cabinet. Each member's bio typically can be found on their unit's website. Provost's organization. Links to standing committees including the Provost's Cabinet.	

		Chancellor's office review procedures for Senior Management Group (SMG) members reporting to the Chancellor or Provost. Provost's office review procedures. Review process for all full-time non-SMG faculty administrators reporting to the Provost.	
3.10 Data are regularly and systematically disseminated internally and externally, and analyzed, interpreted, and applied in institutional decision-making.	Institutional research webpage(s). Up to one page description of how data are used in institutional decision-making.	Examples of how data are used in institutional decision-making. UC Institutional Research and Academic Planning: Hosts the UC Information Center and produces the annual UC Accountability Report. UCR Institutional Research Website. Includes links to Academic Data Dashboards (sample screenshots) which are available to all faculty with campus login credentials, and Internal Report Sharing for deans (example) and department chairs (example). Also the annual undergraduate indicators report and the graduate program dashboard (screenshots). UCR Strategic Plan. Includes annual progress updates on initiatives. Annual progress is reviewed collectively by the leadership team and individually during leadership assessment reviews. The Campus Finance Committee utilized data from the Delaware Cost Study to develop credit hour weights for allocating instructional resources to the colleges and schools. Academic Personnel Equity Studies: Statistical analyses of data related to advancement, promotion, retention, and compensation of faculty with a focus on demographic equity. Used to inform periodic "equity adjustments" to compensation. HR runs the	

		evidence-based salary equity program for staff. Student Affairs Assessment & Research: Includes links to assessment activities, reports, and resources for Student Affairs programs. Screenshots from our Core Competency and Annual Assessment report dashboards, and sample reports (here and here).	
3.11 The institution's organizational structures and decision-making processes are clearly defined, consistent, and transparent, support effective decision-making and risk management, and place priority on sustaining institutional resilience and educational effectiveness.	Organizational chart(s). Up to one page description of risk-management studies, plans, implementation, and/or analysis.	Campus organization charts showing senior leaders and their direct reports. Environmental Health & Safety (EH&S) is the primary unit charged with risk management for the campus. Within EH&S, Risk Management safeguards campus assets from loss and destruction by assisting in the identification, evaluation, mitigation, and elimination of loss exposures that arise out of the campus' academic, research, student, and business activities. Risk Management performs its duties in accordance with the directives and general guidelines of the UC Office of the President Risk Services and administers insurance programs and policies to facilitate recovery when losses occur. UCR's Compliance Office conducts an annual assessment of compliance and ethics-related risks, in coordination with UC Ethics, Compliance, and Audit Services and other UC campuses.	

Standard 4. Creating an Institution Committed to Quality Assurance and Improvement			
The institution engages in sustained, evidence-based, and participatory reflection about how effectively it is accomplishing its mission, achieving its educational and student success objectives, and realizing its commitment to diversity, equity, and inclusion. The institution envisions its future in light of the changing environment of higher education. These activities inform both institutional planning and systematic evaluations of educational effectiveness.			
Criteria for Review (1)	Example(s) of Evidence (2)	Evidence Provided (3)	Team Verification (4)
Quality Assurance Processes			
4.1 The institution employs comprehensive quality assurance processes in both academic and non-academic areas and uses the results to improve institutional operations.	Academic and non-academic quality assurance and evaluation webpage(s). Up to one page description of quality assurance infrastructure and improvement results.	Academic Program Reviews: Includes information on processes and schedules for undergraduate and graduate program reviews which are led by the Academic Senate. The full schedule is here. Examples are here. Screenshots from our Core Competency and Annual Assessment report dashboards, and sample reports (here and here). Sample feedback provided to programs about their annual assessment reports. Provost's Office review procedures for non-academic programs. Examples of reviews of non-academic programs, initiatives, and services. Also see our Campus Safety Task Force report and our successful applications for the Carnegie Community Engagement Classification and the APLU Innovation and Economic Prosperity Award, both of which focus on self-study and continuous improvement. Student Affairs Assessment & Research: Includes links to assessment activities, reports, and resources for Student Affairs programs. Employs a full-time director of assessment and research. The Annual Assessment Report examines analysis of evidence (p.7,11) and use of results (p.8,12). Example program assessments include TRIO Scholars and the Career Center	

		(see Q13 for use of results and Q14 for closing the loop).	
		Health, Well-being & Safety employs a full-time assessment professional. Sample reports include the Student Disability Resource Center. Based on student feedback, programs like study sessions and time management workshops have been refined to include elements such as integrated breaks and accessibility tools to better meet student needs. Another example is the CARE Program. Feedback informed the development of new workshops, such as "Healing Through the Five Senses," to expand support options for staff, faculty, and students. Examples of student focus groups conducted by University Extension. International Affairs similarly conducts focus groups with international students. More examples are available upon request.	
4.2 The institution collects, analyzes and acts on disaggregated student outcomes data including retention and graduation rates.	Student achievement webpage(s). Retention and disaggregated graduation data for at least four years. IPEDS Outcome Measures disaggregated by freshmen and transfer students (see WSCUC KID, as appropriate).	UCR Institutional Research Website. Includes multiple student outcomes measures that are filterable by demographics. The website also links to Academic Data Dashboards (sample screenshots), Internal Report Sharing for deans (example) and department chairs (example), the undergraduate indicators report, and the graduate program dashboard (screenshots). Each of these is filterable/disaggregated. Evidence-informed strategic plans for the Undergraduate and Graduate Divisions which emphasize successful student outcomes. Analysis of and strategies to improve undergraduate retention.	

		Summary of our evidence-based approach to promoting and assessing inclusive pedagogy. Analysis of outcomes in our Academic Accelerator program.	
4.3	The institution examines the extent to which its climate supports student success and acts on its findings. The institution regularly assesses the characteristics, experiences, and performance of its students and uses this evidence to improve student success.	Recent climate survey results and analysis. Up to one page description of how climate is assessed and results used.	UCUES and UCGSES are recurring student surveys that include climate questions. 2019 Faculty Campus Climate survey, conducted by the Academic Senate Committee on Faculty Welfare, and recommendations. 2023 Faculty Campus Climate survey, conducted by the Academic Personnel Office. Campus climate resources: Provided by the UCR Office of Diversity, Equity, and Inclusion. Student Affairs Assessment & Research: Includes links to assessment activities, reports, and resources for Student Affairs programs. The Annual Assessment Report examines analysis of evidence (p.7,11) and use of results (p.8,12). Example assessment reports for student services offered by Health, Well-being & Safety are here. Examples of student focus groups conducted by University Extension. International Affairs similarly conducts focus groups with international students.	
4.4	The institution has institutional research capacity, scope, and coordination consistent with its purposes and characteristics.	Institutional research webpage (s). Up to one page description of institutional research capacity.	Summary of Institutional Research capabilities.	

Institutional Improvement

4.5 The institution demonstrates improvement based on the results of inquiry, evidence, and evaluation.	Three to five examples of improvements that arose from quality assurance practices.	Examples of improvements to non-academic programs resulting from QA practices. Changes implemented after the Information Literacy core competency assessment. Example of change from one of our degree programs. Example of change from student feedback in School of Medicine. Examples of change from Student Affairs programs assessment.	
4.6 The institution, with significant faculty involvement, engages in continuous inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the institution's standards of performance are being achieved.	Teaching and learning webpage(s). Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success.	Overview of our assessment infrastructure and responsibilities including faculty roles. The Assessment Advisory Committee comprises mostly Senate-appointed faculty and faculty administrators. The Meta-Assessment Committee has a similar membership. The Academic Senate is responsible for periodic reviews of undergraduate and graduate degree programs which include examinations of program learning outcomes and student achievement (see CFR 2.4). Senate committees also help to guide and review core competency assessments. Academic departments establish program learning outcomes and submit annual assessment reports (examples provided for CFR 3.10). The Academy of Distinguished Teaching (ADT) recognizes outstanding teachers at UCR and provides resources to help all instructors improve their pedagogy. Resources include guidance on using classroom technology and facilitating discussions, workshops offered by past award winners, and 1:1 mentoring. XCITE Center for Teaching and Learning. Provides a wide range of	

		instructional support including instructional design services, faculty development workshops and programs (e.g. RIDLE), support for Canvas (including use of Learning Outcomes), media production for hybrid/online instruction, support for healthy and inclusive pedagogy, and more. XCITE and ADT collaborate to improve programmatic effectiveness.	
4.7 The governing board engages in self-evaluation and development.	Board by-laws. Up to one page description of how the board is self-evaluated and engages in development activities.	The UC Board of Regents is guided by the California state constitution which sets forth the board's duties and requirements. The regents hold fiduciary authority for the UC system and serve as the board of directors for all 10 campuses. The Governance Committee has broad oversight responsibilities including for the Board code of conduct, member compliance with laws, regulations, and policies, and Board training and performance assessment programs. Also see Regents Policy 1100: Statement of Expectations of the Members of the Board of Regents, and Regents Policy 1101: Policy on Board Education and Assessment. The UC Riverside Foundation is a nonprofit corporation through which philanthropic resources flow to UCR. The foundation raises, records, and manages gifts from individuals, corporations, organizations and foundations for the sole benefit of UCR in accordance with donors' wishes. The business affairs and property of the foundation are managed by, and all corporate powers of the foundation are vested in, its Board of Trustees, as described in their articles of incorporation and bylaws. The Nominations committee establishes criteria for trustee evaluation and evaluates trustees for re-election to successive terms.	

| 4.8 | The institution periodically engages its stakeholders in reflection and planning processes based on the examination of evidence. Through these processes it assesses the institution's strategic position, articulates priorities, examines the alignment of its purposes, core functions, and resources, and defines the future direction of the institution. | Strategic plan or webpage(s) describing planning process that incorporates these elements. Up to one page description of how designated stakeholders are engaged/involved. | UCR strategic plan. Includes an archive with the prior strategic plan, progress report, and workgroup reports leading to the current plan. Also includes links to unit-level plans. Annual progress is reported on the website and reviewed collectively by the senior leadership team and individually during performance appraisals for each unit leader. Changes to the plan, including new initiatives, are reviewed by the senior leadership team and the Academic Senate before being finalized.

The Chancellor's Cabinet, Provost's Cabinet, and combined senior leadership team each meet monthly to discuss strategic issues for the campus. The Academic Senate Chair is a member of the Provost's Cabinet.

The Chancellor meets quarterly with Community Advisory Committees.

UC-wide Council of Chancellors and Council of Executive Vice Chancellors meet regularly to discuss system-wide strategic issues. Other senior leaders participate in similar system-wide groups.

The Provost convenes the Campus Finance Committee which meets monthly and has broad representation including faculty, staff, and students. The committee is advisory to the Provost and Chancellor.

The AVC for Enrollment Services convenes the Enrollment Management Council biannually which includes the provost, deans, CFO, and AVC for Institutional Research. | |

Synthesis/Reflections

1. After completing this analysis, what are the two or three most significant issues that emerged from the review of the Standards?

CFR 2.3 and 2.9. We have made substantial progress in these areas since our last reaffirmation and overall we are confident that we are meeting these standards. Our programs have outcomes which are mapped to courses, and programs assess and report on these outcomes annually. But, at an institutional level, we know relatively less about how program outcomes are reflected in course outcomes and student achievement of course-level outcomes (with the exception of our engineering programs which do this for ABET accreditation). We also could more regularly utilize outcomes assessments to guide curricular changes and investments in student support programs. There is more evidence of this at the campus (core competency) level but we know less about implementation at the program level.

CFR 3.4. We have made significant improvements with our new strategic plan but there are opportunities for greater alignment between the campus plan and the unit plans. One outcome of this review is a change to the goal setting process for unit leaders reporting to the Provost that will emphasize unit contributions to a short-list of top campus priorities such as enrollment, retention, and philanthropy. Another opportunity is to further strengthen connections between outcomes assessment and resource allocation. UCR's new chancellor is working with the provost to augment the annual budget process with closer examinations of unit-level outcomes and finances beginning in FY26.

2. Where does the institution see the greatest opportunities to improve student success and advance its mission?

These opportunities exist in three main areas: 1) expanding access to a UCR degree by increasing enrollment; 2) delivering on the promised value of a UCR degree by retaining and graduating more students; and 3) promoting the post-graduation success of UCR graduates. This review reinforced the strategies we had recently developed in two white papers: one focused on undergraduate retention and the other on career and professional development.

3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths, and what are the areas to be addressed or improved?

In terms of the review process and how we are able to engage with it, generally we were able to fully engage and felt well-prepared to conduct the review. Areas for improvement include developing the capacity to collect more evidence showing the impacts of decisions on success metrics (i.e. closing the loop). We also see opportunities for greater alignment and synergies between campus accreditation and professional accreditation.

University of California, Riverside
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Riverside, California 92521

WASC Senior College and University Commission Institutional Report for Reaffirmation

Draft: October 20, 2025

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To be completed

Abbreviations Glossary

AAC	Assessment Advisory Committee
AAC&U	American Association of Colleges & Universities
AAU	Association of American Universities
AI	Artificial Intelligence
AIS	Academic Index Score
ALO	Accreditation Liaison Officer
APLU	Association of Public & Land-Grant Universities
APM	Academic Personnel Manual
ARC	Academic Resource Center
ASF	Assignable Square Feet
BCOE	Marlan and Rosemary Bourns College of Engineering
CAP	Committee on Academic Personnel
CARE	Campus Advocacy, Resources & Education
CFC	Campus Finance Committee
CFO	Chief Financial Officer
CFP	Capital Financial Plan
CFR	Criteria for Review
CHASS	College of Humanities, Arts & Social Sciences
CHRO	Chief Human Resources Officer
CNAS	College of Natural & Agricultural Sciences
CRM	Customer Relations Management
DEA	Director for Evaluation & Assessment
DUE	Division of Undergraduate Education
F&A	Facilities & Administrative
FTE	Full-Time Equivalent
FY	Fiscal Year (e.g., FY25: Fiscal Year 2024-2025)
GSF	Gross Square Feet
HR	Human Resources
HWS	Health, Well-being & Safety
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IT	Information Technology
ITS	Information Technology Solutions
KID	Key Indicators Dashboard
MAC	Meta-Assessment Committee
PEVC	Provost & Executive Vice Chancellor
RCM	Responsibility Centered Management
RIDLE	Rethinking Instructional Design for Learning Engagement
SEHE	Society, Environment & Health Equity
UC	University of California
UCGSES	University of California Graduate Student Experience Survey
UCOP	University of California Office of the President
UCR	University of California, Riverside
UCUES	University of California Undergraduate Experience Survey

UIA	University Innovation Alliance
URM	Underrepresented Minority
USNWR	U.S. News & World Report
VPAP	Vice Provost for Academic Personnel
VPDGS	Vice Provost & Dean for Graduate Studies
VPDUE	Vice Provost & Dean for Undergraduate Education
WASC	Western Association of Schools and Colleges
WSCUC	WASC Senior College & University Commission
XCITE	Exploration Center for Innovating Teaching and Engagement

A. Introduction - Institutional Context and Response to Previous Commission Actions

A.1. Description of the institution

A.1.1. Institutional history and overview

One of ten campuses of the University of California System, the University of California, Riverside (UC Riverside, or UCR) is a public land-grant research university, founded in 1954 and initially accredited in 1956. UCR has two locations.[1] The main campus sits on 1,100 acres in the city of Riverside, which is the county seat of Riverside County and the most populous city in inland Southern California. A smaller satellite campus, established in 2005, is located about 60 miles away on 20 acres in the city of Palm Desert, which is part of the Coachella Valley. This area of Southern California, now known as the Inland Empire region, was originally inhabited by the Cahuilla, Tongva, Luiseño, and Serrano peoples and their ancestors.

UCR's institutional history began in 1907, when the University of California Citrus Experiment Station was established in Riverside. Subsequently, in 1917, the Experiment Station was relocated to the current site of the main campus. After World War II, during a time of increased college enrollments nationwide, the State of California decided to expand its university system by building a new UC-administered College of Letters and Science adjacent to the Experiment Station. When the college opened in 1954, the plan was for a campus of only 1,500 undergraduates. Shortly thereafter, in 1959, the UC Board of Regents designated the college as a general university campus with a capacity of 5,000 students.

UCR began rapidly expanding and rising in stature in the 1960s. A College of Agriculture was founded, the Graduate Division opened, predecessors to the current UC Natural Reserve System were established, and plans were developed for engineering and professional

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[1] UCR also operates around 800 off-site acres in support of research, the arts, administration, and housing, and administers around 28,000 acres that are part of the UC Natural Reserves.

programs. The attention garnered by notoriously poor regional air quality led to significant contraction of both the student body and faculty in the 1970s and associated financial problems. This trend was reversed in the 1980s and 1990s, during which time curricular innovations as well as support from the UC Regents led to a high rate of growth for the campus. By 2004, 50 years after its founding, UCR enrolled more than 17,000 students.

Today, UCR is home to more than 26,000 undergraduate and graduate students, 1,851 academic personnel, including 887 Senate (tenured or tenure-track) faculty, and 3,286 staff personnel. The academic enterprise is organized into three colleges and four schools: College of Humanities, Arts & Social Sciences (CHASS – the evolution of the original College of Letters and Science), College of Natural and Agricultural Sciences (CNAS – the amalgamation of the original Citrus Experiment Station, the College of Agriculture, and the natural science departments from the original College of Letters and Science), Marlan and Rosemary Bourns College of Engineering (BCOE), School of Business, School of Medicine, School of Education, and School of Public Policy. Certificate and other non-degree programs are offered through UCR Extension. A campus organizational chart is available here. Statistics on enrollment, demographics, graduation rates, degrees awarded, and personnel are available through UCR's Institutional Research (IR) website.

UCR's previous strategic plan, adopted in 2010, set the goal of achieving the profile of an Association of American Universities (AAU) institution. The AAU focuses on metrics widely recognized as indicators of excellence among research-intensive universities, and consistent with those used by the UC Office of the President (UCOP) and Board of Regents in evaluating campuses. In 2023, UCR achieved this goal and is now an AAU member university. We remain committed to the AAU metrics as important indicators of progress as we continue to grow our

research profile. Equally important is our commitment to achieving this progress in a manner consistent with our mission to be a model of inclusive excellence through a deep dedication to underserved populations and their upward social mobility.[2] This commitment can be traced back at least 30 years when UCR established itself as a leader among UC campuses for enrolling large numbers of underrepresented, lower-income, and first-generation students, and proactively supporting their success. Today, UCR is widely recognized as a national leader in social mobility.

A.1.2. Significant changes since the last accreditation review

UCR's last reaffirmation of accreditation was in 2018. Since then, enrollment has grown by 13%, Senate faculty headcount has grown by 9%, and staff headcount has increased by 7%. Four- and six-year graduation rates for first-year entrants are up 3.4 and 1.2 percentage points to 59.4% and 76.2%, respectively,[3] and research awards have increased by 43% to $202 million.

UCR's national and international accolades also have increased in recent years. Since 2018, our U.S. News & World Report (USNWR) ranking rose from #124 to #75, and to #36 among public schools. In the seven years that USNWR has published its social mobility ranking, UCR has held the top position for five years and second place for the other two. The Princeton Review ranks UCR #29 among publics on its ROI-focused "Best Value Colleges" list. Our campus is home to two Nobel Laureates, 19 members of the national academies, and 28 members of other prestigious academies. Since 2018, 55 UCR faculty have won NSF CAREER awards and 22 were named Fulbright Scholars. We have earned the Seal of Excelencia, the

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[2]   Descriptions of our institutional mission and values and key qualities of the educational experience are provided in section B.1.1.
[3]   The 59.4% figure is the official four-year rate for UCR's fall 2020 pandemic-era cohort. The unofficial rate for the fall 2021 cohort is 61.5%, which is 5.5% above the rate at our last reaffirmation.

Carnegie Community Engagement classification, and the Association of Public & Land-Grant Universities (APLU) Innovation and Economic Prosperity award. In 2023, we joined the AAU.

Internally, campus units have been created or re-organized to better serve our stakeholders. Upon the recommendation of the Campus Safety Task Force, a new division for Health, Well-being, and Safety (HWS) was created and elevated to a vice chancellor unit. HWS has hired a full-time assessment professional, which complements a similar role in Student Affairs and substantially expands our capacity for conducting non-academic program assessment. The leadership of our Office of Diversity, Equity, & Inclusion also was elevated to a vice chancellor role. Central Human Resources (HR) was moved from within a vice chancellor unit to become a stand-alone unit reporting directly to the chancellor. Several high-risk compliance obligations were centralized in the Chief Compliance Office, including foreign influence, Clery Act, and a new consolidated Office of Civil Rights led by an Assistant Vice Chancellor. Our Division of Undergraduate Education (DUE) was formally recognized as an academic unit, able to hire faculty and offer credit-bearing courses, and was reorganized to augment its academic leadership. As part of this change, Summer Sessions moved from DUE to Enrollment Services, along with some advising functions that had existed in the schools and colleges, where missions are more closely aligned. And last, central campus financial support for graduate student recruitment was moved from the Graduate Division to the schools and colleges so that deans can undertake more holistic planning to support graduate students and academic student employees throughout their time at UCR.

The campus footprint also has grown substantially since our last review. From 2018 through fall 2026, UCR will have completed more than $1.6 billion in major capital projects totaling 2.2 million gross square feet (GSF) of new space. This includes 208,000 GSF of new

research space as well as major renovations to existing research buildings; 4,100 new instructional seats across four new buildings as well as renovated/upgraded existing instructional space in multiple buildings in support of current and future enrollment growth; more than 3,800 new beds – a 61% increase since 2019 – to address demand for more on-campus student housing; and a new student health and counseling center. We also purchased properties from the local real estate market, including an office building near campus to consolidate our off-campus leases, and additional land and water rights to support agricultural research.

Other noteworthy accomplishments and changes include finishing more than $169 million in deferred maintenance and $27 million in instructional equipment and classroom upgrades; completing our first-ever comprehensive fundraising capital campaign ($300 million goal achieved); helping to relocate the California Air Resources Board to new facility near campus; securing $65 million for the SoCal OASIS innovation hub that is now under construction; establishing our first Campus Interdisciplinary Research Center; adopting a new strategic plan; maintaining financial sustainability; announcing plans for a major expansion of the clinical enterprise; and welcoming our new chancellor, S. Jack Hu, in 2025, following the 12-year tenure of Kim Wilcox.

All this progress and growth has happened despite some very significant challenges. These include the COVID-19 pandemic, campus protests in response to external events, substantial increases in operating costs, intensifying competition for enrollment, diminished public support for higher education, and funding uncertainty at both state and federal levels.

A.2. Process to prepare the institutional report

Preparation of the institutional report began in September 2024. UCR's accreditation liaison officer (ALO) provided an overview of the reaffirmation process to the campus

leadership team, including instructions for conducting unit-level self-studies and providing evidence for review criteria (CFRs). Evidence was collected through January 2025 and then synthesized into a campus-wide self-study by March 2025. From September 2024 through March 2025, the ALO met with unit leaders and their teams to answer questions, provided feedback on unit-level self-studies, and requested additional evidence when needed to fill gaps in the campus-wide self-study. UCR's director for evaluation and assessment (DEA) assisted with these steps.

Following completion of the self-study, UCR began to organize the institutional report. The [Assessment Advisory Committee](#) (AAC) served as the steering committee for preparing the report. In 2025-26, the AAC comprised the following members:

- Ken Baerenklau, Associate Provost, Professor of Public Policy, and Accreditation Liaison Officer (co-chair)
- Omar Safie, Director of Evaluation & Assessment (co-chair)
- Louie Rodriguez, Vice Provost & Dean for Undergraduate Education (VPDUE) and Professor of Education
- Kenneth Barish, Chair of the Academic Senate and Professor of Physics
- Susana Salazar, Budget Director, Financial Planning & Analysis
- Richard Edwards, Director of the XCITE Center for Teaching & Learning and Adjunct Professor of Theater, Film, & Digital Production
- Hayden Harris, Manager of Student Affairs Assessment & Research
- Kate Sweeny, Associate Dean for Graduate Academic Affairs and Professor of Psychology
- Huinan Liu, Associate Dean for Student Academic Affairs, Bourns College of Engineering, and Professor of Bioengineering
- Covadonga Lamar Prieto, Associate Dean for Academic Affairs, College of Humanities, Arts & Social Sciences, and Professor of Hispanic Studies
- Thomas Kramer, Associate Dean for Undergraduate Programs, School of Business, and Professor of Marketing
- Stephanie Dingwall, Divisional Dean for Student Academic Affairs, College of Natural & Agricultural Sciences, and Associate Professor of Teaching, Biochemistry
- Goldberry Long, Faculty member of the Meta-Assessment Committee and Associate Professor of Teaching, Creative Writing
- Matt Casselman, Senate representative from the Committee for Educational Policy and Associate Professor of Teaching, Chemistry
- Long Gao, Senate representative from the Graduate Council (formerly) and Professor in the School of Business
- Juliette Levy, Senate representative at-large and Associate Professor of History

Report writing began in April 2025, when the AAC co-chairs developed a schedule for writing the report and soliciting campus feedback. Around the same time, the co-chairs met with WSCUC Executive Vice President Christopher Oberg to discuss the nature, format, and length of the report. The co-chairs then convened the AAC to discuss the report writing process.

From May through September 2025, the co-chairs produced outlines and drafts for each essay that were reviewed by subcommittees of the AAC. Feedback from committee members and UCR's provost and executive vice chancellor (PEVC) was used to expand and refine the essay drafts before they were merged into a complete draft of the institutional report. The draft was then circulated to the campus leadership team (comprising the [chancellor's](#) and [PEVC's](#) [cabinets](#)) and the AAC for feedback. Comments were addressed and incorporated into a revised draft that was shared with the broader campus community in October 2025. Formal invitations for consultation were sent to the Academic Senate and Staff Assembly. The Associated Students of UCR and UCR's Graduate Student Association also were invited to provide feedback. Individual members of the campus community were invited to provide comments via email to the ALO. This feedback was collected through January 2026 and incorporated into this final report that was submitted to WSCUC in early February.

A.3. Response to previous Commission requirements

Following the 2022 special visit, the Commission listed five requirements in its Action Letter. Below are summary responses to each requirement. Elements of these responses also appear in our institutional essays on the standards.

A.3.1. Ensure continued progress on the advancements in assessment at the undergraduate and graduate levels, including evidence of student mastery of learning outcomes

UCR continues to implement a comprehensive assessment framework for undergraduate and graduate programs and to innovate aspects of the framework to improve effectiveness. Annual Assessment Report submission rates remain high (around 90%), the [Meta Assessment Committee](#) (MAC) continues to provide formative feedback on the reports (including generally [high marks](#) for *Evidence of Learning*), and assessment results continue to be utilized in the Academic Senate's program review process. Recent innovations include program outcome [dashboards](#) that host assessment results and an asynchronous professional development course on assessment best practices (previously offered as a workshop series). We also introduced an incentive for programs to implement robust assessment practices and submit a thorough report: programs that receive high scores from the MAC must continue conducting annual outcomes assessments but may submit abbreviated reports for two subsequent years. The positive impacts of all these efforts can be seen in these examples of [full reports](#) and [section highlights](#).

A.3.2. Formalize the list of programs with an established schedule for undergraduate and graduate program review. Ensure that resources continue to be available to support faculty participation.

The Academic Senate has developed a new website that provides an [overview](#) of its graduate, undergraduate, and combined program review processes. Another website hosts the [master schedule](#) for all program reviews and provides drill-down capabilities to view the review history by program or by year. Recently, the Senate has completed 9 reviews in 2021-22, 12 reviews in 2022-23, 19 reviews in 2023-24, and 13 reviews in 2024-25, attesting to the availability of resources. At this pace, each undergraduate and graduate program is reviewed once every nine years, on average. This is somewhat longer than the stated goal of every seven years, but the recent average was impacted by the pandemic. Reviews also may be delayed if a

program is granted a postponement request, or to avoid conflicts with other programs, or because of limited capacity for conducting reviews simultaneously.

A.3.3. Ensure the core competencies are fully integrated into campus assessment activities.

UCR continues to conduct annual campus-wide core competency assessments, according to a repeating schedule. At the outset of each review, the director for evaluation and assessment meets with the Senate's Committee on Educational Policy to review the assessment plan and receive feedback. Student artifacts are identified through curriculum maps, which programs strive to keep updated. Until 2024, we utilized campus-wide juries of subject matter experts to evaluate artifacts. Now we use Canvas Outcomes and rely on instructors of record for scoring. This has increased sample sizes from hundreds to thousands of artifacts. Scores are uploaded to core competency dashboards that display summary results. The full assessment report also incorporates campus-specific data from the UC Undergraduate Experience Survey and is reviewed by the AAC, relevant Academic Senate committees, the PEVC, and/or the deans, depending on the nature of the recommendations.

A.3.4. Adopt a strategic pathway for the current decade.

Following a broadly consultative process led by the PEVC, UCR's current campus strategic plan, UCR 2030, was endorsed by the Academic Senate and adopted in March 2023. The plan has two distinct parts. The first part is the central campus strategic plan. This provides a foundation upon which campus units can thrive. The central campus plan focuses on providing financial stability, resiliency, and sustainability; investing in UCR's people; and expanding our visibility and scope of influence. It also lays out the five "pillars" described in section B.1.1, which provide a vision for the institution we strive to achieve. The second part of the plan is the

collection of unit-level strategic plans. These plans align with the pillars and reflect the aspirations of the people in each unit.

UCR 2030 is noteworthy for its emphasis on objectives, metrics, and assessment. The landing page is updated annually to evaluate and share progress; the PEVC presents this update to the Academic Senate and Staff Assembly; and unit heads present their own updates to their colleagues on the leadership team and internally to their units. Progress on strategic goals also has been integrated into annual and five-year performance reviews for unit heads. UCR 2030 also is noteworthy for its flexibility: within the first two years, the number of pillars was expanded from four to five and two initiatives were added to the central campus plan. The two-part structure of a core plan supporting individualized unit plans also promotes flexibility without sacrificing alignment with campus priorities.

A.3.5. Continue to improve budget processes collaboratively and transparently with continuing commitment to shared governance that was clearly evident.

Budgeting at UCR continues to be a highly collaborative process in which the Campus Finance Committee (CFC) has a central role. This large group, comprising deans, vice chancellors, and staff, faculty, and student leaders, is convened jointly by the PEVC and UCR's Chief Financial Officer (CFO), and meets monthly to discuss and advise on major campus financial issues including the structure of the budget model, use of one-time central resources, and the capital investment plan. Members of the committee provide two-way communication about these issues with their constituents, enhancing budget transparency. The PEVC and CFO also send semi-annual budget letters to the campus. These are posted to the CFC website along with CFC meeting minutes. Our CFO and budget director also develop an annual presentation on budget fundamentals that is given to multiple campus audiences and posted online.

B. Institutional Essays

B.1. Standard 1 – Defining Institutional Mission and Acting with Integrity

B.1.1. Institutional mission and values

UCR's [institutional mission](#) is closely aligned with the [UC mission](#) to discover and advance knowledge, with additional emphasis on creating a better future for all people:

The University of California, Riverside will transform the lives of the diverse people of California, the nation, and the world through the discovery, communication, translation, application, and preservation of knowledge – thereby enriching the state's economic, social, cultural, and environmental future.

To help guide us in our pursuit of this mission, UCR has adopted both institutional values and pillars of our mission. UCR's [institutional values](#) emphasize excellence, respect, integrity, and accountability. These are the same values put forth by UCOP in their [Statement of Ethical Values](#) and adopted by the UC Regents. The four colors of the UCR tartan (blue, gold, white, and black) [represent these values](#) and remind our students, faculty, and staff to uphold these values in their relationships with the institution, our stakeholders, and each other.

Our current [strategic plan](#) also identifies five [pillars](#) of our institutional mission:

- Distinctive, transformative research and scholarship
- A rigorous, engaging, and empowering learning environment
- A welcoming, inclusive, and collaborative community
- Advancement of the public good
- Sustainability for climate action and environmental justice

Each of these pillars elaborates on a concept in our mission, and together provide a coherent vision for the institution we collectively strive to create and maintain.

B.1.2. Educational experience and student success objectives

Our faculty are responsible for designing and delivering academic experiences for our students. These experiences align with and reflect our mission, values, and vision with a

concomitant emphasis on thriving in a pluralistic environment. At the undergraduate level, the faculty describe the goals of a university education as follows:[4]

A university education nurtures the critical skills of oral and written communication, including the exercise of these skills in a language other than one's own. It must teach students to become verbally and quantitatively literate, to analyze and synthesize, and to regard the acquisition of knowledge as a lifetime activity. A university education must promote tolerance of the opinions of others and an understanding of the mutual dependence of human beings on each other and on their natural environment. The student's university years also provide an opportunity to develop integrity, self-esteem, self-discipline, style, humanness, commitment to the general welfare, sensitivity to the interplay of environment and technology, and confidence that the human drama is worthy of a lengthy future.

At the graduate level, students have fewer common curricular experiences across programs, but all programs share the common goal of "certifying that students are trained in the techniques of independent inquiry and have demonstrated the capacity to make unique contributions to their fields."[5] Graduate education thus emphasizes our core mission of knowledge discovery.

Consistent with our mission to transform diverse lives, our values of excellence and respect, and our pillars of a rigorous learning environment and an inclusive community, we define student success as *inclusive excellence*. We are not fully accomplishing our mission or upholding our values if students achieve excellence at disparate rates. Raising graduation rates and closing achievement gaps have been priorities at UCR for many years. In 2016, our accomplishments in these areas were acknowledged with the APLU Project Degree Completion Award and, in 2021, with the Seal of Excelencia. Subsequently we have continued this focus and developed new data tools to help us better understand, mitigate, and ideally prevent the emergence of achievement gaps. We make program-level data publicly available on our IR website, share course-level data internally on our Academic Data Dashboards, and utilize the

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[4] UCR General Catalog, p.67.
[5] UCR General Catalog, p.75.

data to support analyses of how we might further improve. We also incorporate specific student success goals and initiatives into our strategic plan (under Strategic Goal II) and monitor our progress annually.

At all levels, UCR offers broad access to world-class degree programs for high-achieving students regardless of their socio-demographic backgrounds. Our reputation for supporting and successfully graduating all students attracts large numbers of underrepresented, lower-income, and first-generation students, faculty, and staff. The varied life experiences brought to campus by these individuals are themselves important components of the educational experience at UCR.

B.1.3. Institutional distinctiveness

Our mission is aligned with that of other major research universities, and especially our sibling campuses of the UC, but our distinctiveness lies in our national leadership for inclusive excellence and our significance to our region. Inland Southern California is a large and fast-growing region with a diverse population that faces significant gaps and disparities in key indicators of human development. The region is the 12th most populous metropolitan area in the country and has the 20th largest economy, but per-capita income is in the bottom 24th percentile. Job growth has been concentrated in low-wage sectors including retail, logistics, and food services; and commute times to higher wage jobs in coastal counties are among the longest in the nation. Over 60% of the regional population belong to groups that are historically underrepresented in higher education, and only 22% of all residents hold bachelor's degrees. Access to healthcare also is a challenge: the region has only 41 primary care physicians per 100,000 residents, the second lowest of any region in California, and far below the recommended 60-80 per 100,000. All these factors exacerbate the effects of persistent regional environmental problems related to heat, air quality, and climate change.

UCR recognized its importance to the development of the Inland Southern California region decades ago and established a long-standing commitment to provide residents with access to world-class educational opportunities. With such a diverse population, access demanded inclusiveness and proactive efforts to help all students succeed. This set the foundation for a new type of public research university that embeds a student-centered educational enterprise within an institution dedicated to knowledge discovery. Currently, more than one in three UCR undergraduates hail locally from the Inland region. These students and others like them from across the state and nation benefit from UCR's decades of experience in supporting a diverse student body. In 2014, UCR helped to found the University Innovation Alliance (UIA) with ten other mission-aligned campuses and the goal of improving and expanding this model through collaborative research and institutional change.

UCR also has worked closely with regional leaders and organizations to expand our impact beyond access to degrees. Together, we created a community-based medical school at UCR to address the regional shortfall of healthcare professionals and access to clinical care and have made plans for clinical expansion to improve medical care for the region; we worked with the Riverside County Office of Education to establish the Growing Inland Achievement initiative to improve completion rates for all students at all levels; we relocated the Southern California headquarters of the California Air Resources Board to land owned by UCR; we created the Northside Agriculture Innovation Center in Riverside that will leverage our long-standing expertise in agricultural sciences; we supported hundreds of local entrepreneurs and small businesses through our Office of Technology Partnerships; and we have begun construction on a new technology park adjacent to campus. Our commitment to serving as an anchor institution in

our region was recently recognized with both the Carnegie Community Engagement classification and the APLU Innovation and Economic Prosperity designation.

B.1.4. Contributions to society and the public good

Research universities contribute to society and the public good through the discovery and advancement of knowledge. Fundamentally, we accomplish this through the activities of research, teaching, and service. Large research universities typically maintain a comprehensive portfolio of faculty expertise spanning diverse disciplines. Public research universities include a focus on benefiting residents whose taxes support the institution – such as the people of California. All this is true for UCR and is explicit in our mission to transform lives and enrich the future.

Our breadth of research expertise is expansive: all our academic departments have produced breakthroughs and impactful scholarship, and many of them include national academies members. UCR's most enduring areas of expertise align with challenges related to climate change, energy, and food production. UCR has been and continues to be a leader in agricultural innovation, clean air technologies, renewable fuels, and natural resource management. Overall, we have a broad portfolio of basic research, scholarly work, and creative activities along with translational and applied research that addresses regional, state, national, and global issues. Examples of recent large research awards demonstrating some of UCR's strengths and stakeholder- relevance include:

- $15M from the National Institutes of Health for health disparities research
- $10M from the U.S. Department of Agriculture for artificial intelligence applications to sustainable agriculture
- $10M from the John Templeton Foundation to study how religion impacts children's world views
- $7M from the Department of Defense for a Center of Excellence in networking and communications

- $6M from the Department of Energy and U.S. Environmental Protection Agency to develop technologies to reduce methane emissions
- $5M from the California Institute for Regenerative Medicine to advance stem cell research, education, and workforce diversity
- $5M from the Mellon Foundation for research and public humanities on the civil, cultural, and political past and futures for Southern California Latinx, Native, and Asian American communities
- $3M from the National Science Foundation to train STEM graduate students in the area of sustainable transportation
- $3M from the U.S. Department of Education to support literacy programs for English-language learners
- $3M from the California Air Resources Board for vehicle inspection and maintenance program research

UCR also contributes to the public good by extending knowledge and graduating students who demonstrate mastery of their disciplines and engagement in their communities. Related contributions that are aligned with our commitment to expanding access and our leadership in inclusive excellence are described in sections B.1.2 and B.1.3. UCR is widely recognized as a national model for student success: when then Undersecretary for Education Ted Mitchell visited UCR in 2016, he said, "I wish we could clone what is happening at UC Riverside and bring it to every college and university in the country. You are showing the kinds of partnerships, the kinds of commitments, that need to be made if we are going to … have the kind of higher education system that supports a diverse democracy." *Broke: The Racial Consequences of Underfunding Public Universities*, published in 2021, examines in detail our success in supporting and graduating a diverse student body during an era of fiscal austerity.

Finally, UCR contributes to society through direct service. UCR engages formally in service to our region as an institutional partner. Noteworthy examples of this are provided in section B.1.3. Faculty service is quite varied because faculty contribute to oversight of knowledge discovery in their disciplines, to the direction-setting and operation of the university through shared governance, and to extending knowledge outside of the classroom through activities like public lectures, expert consultation, K-12 outreach, and community-engaged

learning. Many of our staff contribute their time and expertise in similar ways, through higher education-affiliated professional organizations and local non-profits. And because so many of our students come from the Inland region, UCR supports their efforts to cultivate leadership skills and give back to their communities.

While developing UCR's current strategic plan, we discovered that we lacked an adequate framework for organizing the many community and economic engagement efforts, and assessing our effectiveness in promoting the public good. To address this, UCR adopted two external frameworks that are closely aligned with our mission, values, and distinctive traits. First, the Carnegie Community Engagement classification considers a broad range of evidence of an institution's commitment to collaborating with its community "for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." Evidence ranges from institutional mission, culture, and identity, to infrastructure, programs, and outcomes assessment.

Second, the APLU Innovation and Economic Prosperity designation recognizes "institutions that have demonstrated a substantive, sustainable, and institution-wide commitment to and strategy for regional economic engagement, growth, and economic opportunity." Each institution works with community stakeholders and APLU staff to complete a rigorous self-study aimed at enhancing economic engagement and impact in three key areas: (1) talent and workforce development; (2) innovation, entrepreneurship, and technology-based economic development; and (3) place development through public service, outreach, extension, and community engagement.

These designations are more than just achievement awards: each requires a self-study to define institutional objectives, assess accomplishments, and identify areas for improvement. We

set goals to earn these designations by 2030 and successfully did so in 2024. Our self-improvement efforts are ongoing to maintain these designations.

B.1.5. Promoting the success of all students

Our mission, values, objectives, and accolades attest to a strong institutional commitment to the success of all students. Tangible evidence supports this as well. At the undergraduate level, the DUE was reorganized in 2022 to include a new Associate Dean for Student Success who supervises the Academic Resource Center (ARC) and the Pre-Professional Advising Center, coordinates a campus-wide council of academic advisors, and supports peer mentoring and first generation student programming. The ARC provides tutoring, coaching, supplemental instruction, and other support services: the Highlander Early Start Academy offers a 7-week intensive introduction to UCR for incoming students during the summer before their first fall quarter; the Early Assist program utilizes peer mentors and focuses on science and engineering students who test into lower math courses; and the Transfer Success program provides a variety of resources for UCR's large transfer student population. DUE also invests heavily in undergraduate research, engaged learning, and other high-impact programs that have been shown to promote retention and completion. A noteworthy recent addition is the donor-funded Excel+ Career Readiness program.

At the graduate level, the GradSuccess program, led by a staff director in our Graduate Division, provides an analogous set of resources for our graduate students. These include the Graduate Quantitative Methods Center, which provides workshops and training in broadly applicable quantitative tools; the Graduate Writing Center, which assists students across all disciplines and in all stages of their research and job searches; the Graduate Student Mentoring Program, which focuses on increasing retention especially among our more at-risk student

populations; and the [Graduate Student Resource Center](), which includes professional development and wellness components. The Graduate Division also provides training for doctoral students in both [pedagogy]() and [research ethics]().

Our faculty also provide critical support for student success. We [still explicitly look for evidence]() of and/or potential for contributions to the success of all students when hiring, even if we no longer use stand-alone statements of contributions to diversity when conducting faculty searches. We also provide support to our faculty to help them achieve inclusive excellence in the classroom. For example, we publish course-level data on our [Academic Data Dashboards]() and use this data as a starting point for [instructional redesign workshops]() offered through our [XCITE Center for Teaching and Learning](). The [Academy of Distinguished Teaching]() also supports and recognizes excellence in teaching through the use of high impact practices.

Over the long run, our data indicate that we are largely achieving our student success goals. The pandemic undermined some of our recent progress and we continue to address this. Our [undergraduate first-time-in-college retention rates]() are illustrative. Overall first and second-year undergraduate retention rates rose almost continuously for nearly a decade, peaking in 2015 at 91% and 83% respectively. Retention for a very large 2016 entering class was somewhat lower (2-3%), but rates regained their previous highs just before the pandemic. Since then, rates have fallen by 3-4% and achievement gaps have grown – although to levels that other campuses still might view as aspirational.[6] Our largest retention gaps include a 6% first-year gap for lower-income students, 7% for first generation students, and 7% for underrepresented minority (URM) students. Post-pandemic retention rates for our community college transfer students have remained high and are among the highest in the UC system. Recent student success challenges at

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[6]   Our first-year retention rate is at the 75th-percentile for our WSCUC peer group.

the graduate level have been driven less by the pandemic and more by the rising cost of graduate education and scarcity of funds to support PhD and MFA students. UCR's responses to all these student success challenges are presented in section B.4.2.

B.1.6. Functioning with integrity and transparency

As a public university, we go to great lengths to uphold integrity and transparency in our operations. Examples of how we do this include the following:

- A strong tradition of shared governance that applies to campus and systemwide decision-making. At UCR, Academic Senate leaders are included in the campus leadership team, the PEVC's cabinet, and the campus finance committee, among other groups. Conversely, campus leaders including the PEVC, the CFO, and the vice provost and dean for graduate studies (VPDGS) regularly engage with standing Senate committees. Deans engage similarly with their college or school faculty executive committees. In all these venues, two-way communication, including with broader stakeholder groups, is strongly encouraged.
- A strong staff assembly, whose leadership is included in the campus finance committee and which regularly invites campus leaders to town hall meetings.
- Student government representation on important campus committees, including the campus finance committee and executive search committees.
- The 24-person campus finance committee, whose documents are hosted on a website accessible by all faculty and staff. The PEVC and CFO send an annual budget letter to the campus, and the office of financial planning and analysis provides an annual budget presentation at a campus-wide town hall meeting.
- The chancellor and PEVC provide frequent email updates to the campus and meet regularly with the chair of the Academic Senate, the chair of the Staff Assembly, and the presidents of ASUCR and GSA.
- The vice provost for academic personnel (VPAP) hosts regular meetings for all department chairs and publishes a recurring newsletter for faculty. The Chief Human Resources Officer (CHRO) communicates routinely with all staff. The vice chancellor for student affairs regularly communicates with students through email campaigns, digital storytelling, and messaging platforms such as Inside UCR and social media.
- University relations provides regular communications to internal and external stakeholders including alumni, families, and friends via a variety of channels. About UCR serves as a first point-of-entry for new visitors.
- The office of government and community relations engages with local, state, and federal representatives.
- Our public-facing IR website with information about admissions, enrollment, student success, and other relevant campus statistics.
- Our public-facing undergraduate admissions website with sections dedicated to the application process, affordability, available majors, and other resources. Also our affiliated financial aid website.

- The Graduate Division hosts admissions and funding information for prospective graduate students.
- The Office of the Registrar hosts relevant student-facing information including the academic calendar, tuition/fees, registration, graduation, and the general catalog.
- The Academic Senate publishes its bylaws and regulations, as well as issues under review and associated communications. Meetings of the full division are held quarterly and full agendas are made public.
- Our public-facing website hosting campus policies and procedures.
- The compliance office supports a whistleblower hotline, investigation, and reporting; and includes an audit director who is a dual report to the chancellor.
- Academic integrity issues are handled by Student Conduct and Academic Integrity Programs (for undergraduates) or the Graduate Division (for graduate students). Research integrity and compliance issues are handled by the Office of Research and Economic Development.
- All faculty are reviewed on a 2-3 year cycle (depending on rank) by their peers and the administration; all staff are reviewed annually by their supervisors; all members of the Senior Management Group and faculty administrators reporting to the chancellor or PEVC are reviewed annually and undergo campus-wide reviews every five years.
- The Office of the Ombuds helps campus constituents navigate the dispute resolution mechanisms and provides informal dispute resolution alternatives.
- We participate in regular state-mandated audits that are coordinated by UCOP; audit reports are made public.

B.2. Standard 2 – Achieving Educational Objectives and Student Success

B.2.1. UCR's Faculty

The Academic Senate maintains direct control over core academic matters of the University of California and its campuses. Its responsibilities include:[7]

- Authorizing and supervising courses of instruction
- Determining the conditions for admission of students and awarding of degrees
- Recommending the hiring, advancement, and promotion of faculty members
- Assisting in and advising on important administrative matters including university and campus budgets and searches for university and campus leaders.

Because the faculty oversees the curriculum, this review of the curriculum begins with an overview of the faculty.

UCR currently has 1,851 academic personnel (by headcount). Of these, 1,207 are instructional faculty. This includes 887 members of the Academic Senate, including 66 professors of teaching.[8] All Senate members are tenured or tenure-track, although different terminology is used for professors of teaching. Our instructional faculty also includes 211 recurring lecturers, 57 clinical faculty, and 52 other instructors (e.g., adjuncts, visiting professors), none of whom are Senate members except for a small number of clinical faculty. Despite significant enrollment growth, 74% of all UCR faculty are Senate members.

UCOP publishes comparative data on student-to-faculty ratios across UC campuses. The most recent data (2023-24) show the systemwide average at 22.6:1 enrolled student FTE per faculty FTE. UCR is about 7% above this average at 24.3:1. This represents an improvement over the previous 10 years: during this time, the systemwide average increased slightly from 22.2:1 while UCR's ratio dropped from 25.4:1 and briefly equaled the systemwide ratio at 22.4:1

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[7] https://senate.ucr.edu/about/duties_structure
[8] Professors of Teaching are tenured or tenure-track Senate faculty with relatively higher teaching loads and greater emphasis on pedagogical innovation.

(in 2017-18, following a major campus faculty hiring initiative) before rising above it again. This range of fluctuation for UCR is within that of some of our sibling campuses: UC Irvine was above 24:1 from 2017-19; UC San Diego has been at or above 26:1 for the past 10 years; and UC Santa Cruz had been above 25:1 for many years before falling recently.

When comparing instructional faculty across UCR departments, we typically focus on instructional workload per Senate faculty FTE as the relevant metric. Our data show substantial variation between departments, colleges, and schools, which is not unexpected given differences in pedagogical needs across wide-ranging disciplines. For example, the performing, creative, and visual arts as well as foreign languages tend to have lower ratios; business and the social sciences, among others, accommodate scale without sacrificing critical learning experiences and outcomes, and thus tend to have higher ratios. However, this is not always the case: faculty hiring/separations and student demand fluctuations can create temporary imbalances, which is why deans regularly review trends in workload ratios to help make resource allocation decisions.

Decisions about hiring, promoting, and retaining faculty are critical for a university. In the UC system, the faculty collaborate with the administration to help ensure that appropriate evidence-based decisions are made, thereby enhancing the quality of the faculty as a whole. Searches for new faculty members are led by current faculty in cognate disciplines and in accordance with the systemwide Academic Personnel Manual (APM) and supplemental campus policies. Searches are almost always international in scope, in order to help maximize the quality of the applicant pools. APM-210 provides instructions to search committees, and emphasizes the importance of hiring (and promoting) candidates of the highest quality:

- *The quality of the faculty of the University of California is maintained primarily through objective and thorough appraisal, by competent faculty members, of each candidate for appointment or promotion.* (APM-210-1-a)

- *It is the duty of these committees to ascertain the present fitness of each candidate and the likelihood of the candidate's pursuing a productive career.* (APM-210-1-a)
- *Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions. Insistence upon this standard for holders of the professorship is necessary for maintenance of the quality of the University as an institution dedicated to the discovery and transmission of knowledge.* (APM-210-1-d)
- *Clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion.* (APM-210-d(1))
- *There should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance.* (APM-210-d(2))

At UCR, all new faculty appointments are discussed and voted upon by the eligible faculty members of the hiring department who then make a recommendation to the appropriate dean.[9] Most early-career tenure-track appointments may be made by the dean, but more senior tenure-track and tenured appointments must be reviewed further by the Senate Committee on Academic Personnel (CAP), the VPAP, and – for tenured appointments – the PEVC.

A similar oversight system exists for advancement for current faculty. For merit reviews within a professorial rank (i.e., assistant, associate, full, distinguished), each personnel file receives a full review by four separate entities before a decision is made by the PEVC: the department, the dean, CAP, and the VPAP. Promotions between professorial ranks also are reviewed by the PEVC before a final decision is made by the chancellor. UC faculty normatively undergo merit reviews at least every 2-3 years depending on rank and step to help ensure continued high-quality contributions throughout a career. When disagreements arise at higher levels of review, whether for appointments or merits/promotions, the VPAP and PEVC (and chancellor, in cases of promotion) meet with the members of CAP to discuss in more detail.

Each year, our Academic Personnel Office publishes an analysis of merit and promotion outcomes to help assess the review process. The analysis focuses on the agreement rates among

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[9] Eligibility is determined in accordance with Academic Senate Bylaw 55.

the various reviewing bodies (department, dean, CAP, VPAP, and PEVC) to assess alignment on quality indicators, and outcomes by demographic traits to assess potential bias. The analysis from 2023-24 exhibits the typical results: agreement rates are high and statistical evidence of bias is extremely low.

The consistent application of this appointment and review process has produced a systemwide UC faculty that is responsible for nearly 10% of all research output nationally. Indicators of quality of the UCR faculty specifically include:

- 98% of all faculty hold a terminal degree in their field
- More than $202M in competitive contract and grant awards in 2023-24
- High success rates in the rigorous UC merit and promotion process
  - From 2022-2024: 98% of merits/promotions resulted in an advancement, even if not the highest advancement sought by a candidate
- UCR recently joined the AAU, a group of 71 top research universities that assesses membership candidacy using these indicators:
  - Federal R&D expenditures per faculty member
  - Honors and awards per faculty member
  - Citations per faculty member
  - Books published per faculty member
  - USDA, state, and industry R&D expenditures per faculty member
  - Doctorates awarded per faculty member
  - Postdocs mentored per faculty member
- Individual faculty awards including:
  - 2 Nobel Laureates
  - 19 members of the national academies
  - 55 NSF CAREER Awards and 22 Fulbright Scholars since 2018
  - 12 Guggenheim Fellows since 2000

B.2.2. UCR's Degree Programs

UCR offers bachelor's degrees in 103 disciplines with overall 4- and 6-year graduation rates of 59.4% and 76.2%, respectively, and average time-to-degree of 4.2 years.[10] We also offer 56 master's degrees with an overall 3-year graduation rate of 84.0% and average time to degree

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[10] Our 6-year graduation rate is above the 75th-percentile for our WSCUC peer group.

of 1.9 years; and 46 doctoral degrees with an overall 7-year graduation rate of 60.9% and average time to degree of 6.0 years.

B.2.2.1. Structure and Governance

UCR admits students directly to degree programs. Eligibility criteria for first-year admission to any bachelor's program include a 3.0 (3.4) minimum GPA for residents (non-residents) and a grade of C or better in each of the 15 "a-g" required college preparatory courses.[11] Each program then ranks its eligible applicants using a calculation called the Academic Index Score (AIS). The AIS incorporates high school GPA, AP/IB courses, attendance at an under-resourced high school, lower family income, and first-generation status – consistent with our focus on inclusive excellence. The members of the Senate Undergraduate Admissions Committee determine how the AIS is calculated. After matriculating to UCR, students may change their majors; however, the faculty affiliated with some majors have established additional change-of-major requirements to help manage demand and promote student success.[12]

Our faculty are the architects of the curricula in all our degree programs at both undergraduate and graduate levels. The UC systemwide Compendium describes the policies and procedures for establishing, consolidating, and discontinuing programs and other academic units, but the faculty who deliver a particular program determine its curricular content.[13] This is especially true for undergraduate programs because they rarely undergo review beyond the campus level. UCR's local guidelines for establishing new undergraduate degree programs

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[11] Similar information for other types of undergraduate applicants can be found here: https://admissions.ucr.edu/. Graduate admissions information is here: https://graduate.ucr.edu/ and is based on holistic review of application materials by program faculty.
[12] To see examples, search for "change of major criteria" in the General Catalog.
[13] Undergraduate degrees share common elements embodied in the General University Requirements and College Breadth Requirements (see p.67-69 of the General Catalog). Common requirements for graduate degrees are on p.79 of the General Catalog.

specify multiple levels of faculty review: the college faculty, the college faculty executive committee, the Senate Committee on Educational Policy, and the full divisional Senate. Consultation with the budget office and the appropriate dean and/or the PEVC also is strongly encouraged.

A recent example illustrates the deliberative process for developing, reviewing, and approving new programs. In 2023, UCR created a new [Department of Society, Environment, and Health Equity](#) (SEHE) in CHASS. The department first went through [multiple rounds of campus-wide review](#) from 2021 through 2022. This included an initial proposal from twelve faculty members describing the rationale for the department and its alignment with the campus mission, detailed program curricula, learning outcomes, impacts on existing units, operational details, a financial plan, and letters of support including from the administration. The proposing faculty then provided in-depth responses to comments from several Senate committees including the faculty executive committees from affected schools and colleges. After multiple revisions, the proposal went to the full Senate for a vote and was ultimately approved.

Following this approval, the SEHE faculty [submitted proposals](#) for both majors and minors in Environmental Studies and in Global and Community Health to further flesh out the contents of the academic programs in the departmental proposal. These four proposals also went through multiple rounds of Senate review including detailed discussions of naming conventions, impacts on other programs, unit counts, course requirements and sequencing, learning outcomes, employment opportunities, student demand, affiliated faculty, and catalog text. As with the department proposal, the majors and minors went to the full divisional Senate for a vote and were approved in 2024.

The documentation for this example shows that the review and approval process is both thorough and faculty-led. Disagreements are not always resolved, but they are surfaced and discussed before a final vote is taken. When proposals are elevated to the systemwide Senate for further review (e.g., for new graduate degrees), a similarly deliberative process unfolds there.

B.2.2.2. Defining Educational Goals

Consistent with their role in shared governance, our faculty define our educational goals to further the institutional mission. Different groups of faculty have different roles in defining these goals. At the university level, the systemwide Academic Senate has established General University Requirements (General Catalog, p.68), which are common across the undergraduate campuses, as well as common regulations for graduate education. At the campus level, the Divisional Academic Senate has established Goals of an Undergraduate Education (General Catalog, p.67), which provides a framework for general education, and has reaffirmed that the core purpose of graduate education is to foster in students "the capacity to make unique contributions in their fields" (General Catalog, p.75). School and college faculty have created breadth requirements to ensure undergraduate goals are met while allowing for some flexibility across broad collections of disciplines. And at the program level, program faculty create learning outcomes and set the most specific requirements for awarding degrees at all levels.

As the example in section B.2.2.1 shows, the rationale for a program and its academic objectives are explicitly considered in the context of the campus mission when proposing new programs. The external reviews of existing programs conducted by the Academic Senate also require faculty to present their programmatic goals, philosophy, and vision, as well as learning outcomes and assessment results. This creates opportunities not only to review recent success in

achieving the goals but also to consider the continued relevance of the goals and possible

adjustments, informed by both internal discussions and input from peers.

B.2.3. Assessing Student Learning

Student outcomes tell us the extent to which our academic personnel and programs are

achieving the desired results. Following our last reaffirmation, UCR committed to and has

maintained a stronger and more coherent set of outcomes assessment activities. These activities

focus on three areas: undergraduate core competencies, undergraduate and graduate program

outcomes, and post-graduation outcomes.

B.2.3.1. Undergraduate Core Competencies

UCR has continued to assess the five WASC core competencies while our Academic

Senate has debated changes to our general education curriculum including the adoption of new

learning outcomes. From 2020-23, we used a campus-wide juried assessment to evaluate one

competency each year. For each assessment, the DEA convened a committee of subject matter

experts comprising faculty appointed by the Academic Senate and, in some cases, additional

academic staff. Each committee adopted the relevant AAC&U VALUE rubric to define criteria

and utilized course maps to determine relevant courses from which to solicit student artifacts for

evaluation. After a norming session, two jury members evaluated each artifact. If scores were

significantly different, a third member scored the artifact to determine its final score. The DEA

then authored a report with recommendations that was reviewed by the Academic Senate

Committee on Educational Policy and the AAC before submission to the PEVC.

In 2024, UCR began using Canvas Outcomes for core competency assessment. The same

rubrics[14] and maps are used to identify criteria and courses, and the DEA still authors a final

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[14]   In 2024, we modified a VALUE rubric to better tailor it to our campus context and goals.

report with recommendations for review by the same committees before submission to the PEVC. But instead of a jury, we now utilize instructors of record to apply the rubric and upload scores. Norming is addressed by providing scorers a set of pre-scored samples. These changes have allowed sample sizes to grow from a few hundred artifacts to multiple thousands and for appropriate context to be applied during scoring – something past juries expressed concerns about not having (e.g., for assessing critical thinking). These changes also enable greater use of student demographic data that are linked to new dashboards where results are published. However, neither method ensures that all artifacts are sampled from students who are close to completing their degrees. This can reduce average scores if many sampled students are still developing the competency.

Table B.2.1 summarizes the results from the six core competency assessments UCR has conducted using these methods since 2020. Mastery rates for the older juried assessments are relatively lower, with two results below 50%. Mastery rates for the newer Canvas-based assessments are relatively higher, with one result over 90%.[15] This suggests that instructors of record may score their own students higher than a jury would, but it is unclear if this is because instructors want their students to compare favorably (upward bias) or because juries lack adequate course context when assessing artifacts (downward bias). The Canvas-based assessments also utilize improved course maps and thus sample more relevant artifacts.

Table B.2.1: Summary of Core Competency Assessment Results

Year	Method	Competency	Average mastery rate across all rubric criteria	Achievement gaps* across all rubric criteria
2020	Juried	Information Literacy	24%	None evaluated

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[15]   This assessment used a lower benchmark (score of 2) for mastery compared to the other assessments. Using the same benchmark (score of 3) would produce a mastery rate of 81%.

2021	Juried	Written Communication	65%	Three small but significant for FG and LI
2022	Juried	Critical Thinking	42%	One small but significant for LI
2023	Juried	Quantitative Reasoning	73%	One small but significant for LI
2024	Canvas	Oral Communication	91%	All small but significant for FG, LI, and URM
2025	Canvas	Information Literacy	80%	No significant gaps

* FG = First Generation, LI = Lower-Income, URM = Underrepresented Minority.

Achievement gaps (for gender, URM, first-generation, and lower-income status) for juried assessments are typically not statistically significant; when they are, the magnitudes are very small. More gaps are statistically significant for the Canvas-based assessments given their much larger sample sizes, but they remain very small (around 1% or less). Because of the benefits offered by Canvas Outcomes, we plan to continue using and refining this method of core competency assessment going forward.

B.2.3.2. Undergraduate and Graduate Program Outcomes

In each degree program, faculty assess one of their program learning outcomes each year, discuss the results, and submit an Annual Assessment Report to the DEA (examples). Each report is reviewed by the MAC, comprising faculty and staff with significant experience and interest in assessment. The MAC provides formative feedback to each program using this rubric to help improve program-level assessment campus-wide. Both the assessment reports and the MAC feedback are posted to a dashboard, which also displays summary statistics.

The MAC feedback focuses on aspects of the assessment process. As an incentive to implement a robust process and submit a thorough report, programs that receive high scores from the MAC earn lighter reporting requirements for two years but still must assess one outcome annually. The summary statistics show that programs generally score highest on aspects of

Student Learning Outcomes, *Alignment Between Outcomes and Learning Opportunities*,

Evidence of Learning, and *Analysis of Evidence*. This attests to the faculty's commitment to

assessing student learning, even though the MAC feedback does not specifically examine student

achievement of outcomes.

Consistent with faculty control of the curriculum, achievement of outcomes is explicitly

considered in our Senate-led program review process. Program learning outcomes and Annual

Assessment Reports (as well as other student data related to retention and completion) are part of

the package of materials provided to the external team for each review. Guidelines to

undergraduate teams ask, "Do the assessment results suggest that students are successfully

attaining these outcomes?" We provide graduate teams with both assessment reports and detailed

student placement data to help them determine the extent to which a program is achieving its

educational goals. In cases where external (or internal) reviews surface significant concerns

about student achievement or other issues, the Senate may require an early subsequent review,

suspend admissions to the program, or discontinue the program. These outcomes are rare,

occurring only three times in the past eight years (less than 3% of all program reviews).

B.2.3.3. Post-Graduation Outcomes

UCR's Career Center has conducted a first-destination survey of our graduates for many

years and publishes the data on their website. Median reported earnings for the past three years

are $52,000 for bachelor's degrees, $75,000 for master's degrees, and $70,000 for doctorates.

The UC Information Center publishes comparison data for bachelor's degree holders working in

California. This data shows UCR graduates earn about 84% of the UC systemwide median and

88% of the median at other 4-year California colleges when measured two years after graduation.

When measured five years after graduation, UCR graduates have closed the gap slightly with

their UC peers and are earning 106% of the median of other 4-year California colleges. The WSCUC Key Indicators Dashboard (KID) data show a similar trend with a different metric: the percentage of UCR bachelor's degree holders earning more than a high school graduate is equal to the WSCUC average when measured six years after graduation (73%) but exceeds the WSCUC average by five percentage points when measured ten years after graduation (84% vs 79%). The post-graduation earnings of UCR graduates tend to increase faster than those of graduates from most other California colleges.

UCR's Graduate Division collects initial job placement data for our PhD and MFA students each summer and shares the data with the Academic Senate for inclusion in program review materials. IR also publishes the past ten years of this data (with a 3-year lag per systemwide standards) on their website along with demographic filters. Due to strong efforts by programs, the student response rate is over 80%. Among those responding, 67% are employed (92% of these in full-time jobs) and another 8% are continuing their education. Twenty-three percent are still seeking employment in the first summer after graduating. Response rates for URM students are lower, but among those responding, 65% are employed (94% of these in full-time jobs) and another 20% are continuing their education. Fifteen percent are still seeking employment in their first summer.

B.2.4. Supporting Student Learning and Success

Supporting all students and helping them achieve their professional goals is a core part of UCR's mission, so we have built a framework for co-curricular support that aims to raise success rates and reduce achievement gaps. Key elements of this framework include the following.

B.2.4.1. Organizational Alignment and Accountability

UCR's recent strategic planning process emphasized the development of unit-level plans that are aligned with the goals in the campus plan and include short-term objectives and initiatives to achieve the goals – including student success goals. We also created stronger connections between progress on unit-level plans and annual leadership reviews to further improve organizational alignment. Although everyone at UCR contributes to student success, central campus units with significant responsibility are listed below along with examples of programs they offer in support of our student success goals.

- **DUE**. Hosts a student resources page with information about wide-ranging student success programs across the campus; provides direct curricular support through the ARC; provides infrastructure for co-curricular high impact practices including undergraduate research, student-led courses, community service, internships, and the Excel+ Career Readiness Program. Also houses the XCITE Center for Teaching and Learning, which promotes student success through pedagogical support and innovation. In 2022, DUE reorganized and created a new Associate Dean for Student Success.
- **Graduate Division**. Hosts similar resources for graduate students, including funding opportunities, research ethics guidance, and a "Need Help?" map; offers the GradSuccess program and the Graduate Student Resource Center; when needed, intervenes to help students get back on track and coordinates transitions between faculty advisors including bridge funding.
- **Student Affairs**. Manages campus life programs including Residential Education, a broad range of student resource centers, and student government, events, and recreation. Also supervises the Career Center and the Center for Community Outreach (e.g., TRIO Scholars, College Corps). Co-manages, with DUE, new student orientation that is currently being reimagined with a stronger focus on first-year student success.
- **HWS**. Provides a suite of student-focused services including basic needs, a wellness center, crisis prevention and intervention, counseling and psychological support, and individual student case management. Also supervises the Student Disability Resource Center, Student Health Services, and Police & Campus Safety. In 2024, HWS, DUE, and Enrollment Services created a new student intake survey to better connect incoming students with personalized resources.

B.2.4.2. High-Quality Academic Advising

Each of UCR's schools and colleges plays a critical role in supporting student success. An important way they do this beyond the classroom is by providing our academic advising infrastructure. UCR currently employs 54 FTE advisors in our schools and colleges for an

overall student:advisor ratio of 421:1.[16] This is a 24% increase in advisor FTE compared to fall

2021 when the ratio was 497:1. In addition to expanding our advising corps, and consistent with

an external review of advising, we have implemented other strategies to ensure that UCR

students have access to high quality advising:

- Removed lower-level transactional work from advisors' portfolios and centralized this work in Enrollment Services where it can be done more efficiently.
- Implemented peer academic advising. Trained students serve as a first point-of-contact for advisees and further reduce professional advisors' workloads.
- Implemented a customer relations management (CRM) system to help advisors manage their caseloads, schedule appointments, target communications, organize information, and coordinate work across units.
- Re-established a campus-wide Advising Council, convened by the Associate Dean for Student Success in DUE, with renewed focus on professional development and standardization of best practices.

Also, in 2025-26, UCR is piloting a new advising model in the School of Business that merges

academic and career advising. Advisors in the School of Business plan to share what they learn

from this pilot with their colleagues campus-wide.

B.2.4.3. Support for Innovation

UCR's reputation for broad-based student success attracts faculty and staff who are

committed to this part of our mission. When professionals like these feel supported by their

institution, they are more likely to propose new programs that they believe will further improve

student outcomes. Examples include things like our student resource centers, some of which

were founded in the 1970s, and our adoption of learning communities in the early 2000s. More

recently, in 2014, our Graduation Rate Taskforce produced more than 30 recommendations to

raise graduation rates and close achievement gaps, several of which were implemented and

helped to raise our graduation rates substantially. Also in 2014, UCR co-founded the UIA, which

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[16] By headcount, UCR employs 76 professional staff who perform advising work in our schools/colleges for an overall student:advisor ratio of 301:1.

aims to leverage and share this kind of innovative student-focused thinking. UCR has been both a contributor to and beneficiary of UIA-sponsored projects. Examples of sustained initiatives include: the academic data dashboards that are referenced throughout this report; the faculty [Ask Me Anything](#) program offered by the Career Center; our student-focused campus [chatbot](#); our approach to course scheduling; the [RIDLE program](#) offered by our XCITE Center for Teaching and Learning; and multiple other programs offered by DUE and Student Affairs. We also have learned through experimentation about programs that do not work for us (e.g., "last mile" completion grants), which have been sunsetted.

B.2.4.4. Robust Financial Aid

UCR maintains a relatively low net price in order to support the success of all students and especially our large enrollment of lower income undergraduates. [College Scorecard data](#) show the average annual net cost for UCR students is only $13,707. This is 31% below the midpoint for all 4-year colleges nation-wide. The median debt for UCR graduates on federal loans is only $17,500. This is 16% below the WSCUC average and 19% below the national average. Notably, 55.5% of undergraduates graduate with zero debt. UCR is able to achieve these outcomes because of a robust financial aid framework that benefits the vast majority of students. In FY25, 80% of UCR undergraduates who applied for aid received it. [The total amount awarded](#) was $495 million; the average award was $24,990. Of the total, $369 million was in the form of scholarships and grants that do not need to be repaid. Of this amount, $177 million was funded by the State of California through Cal Grants and Middle Class Scholarships, $97 million by a systemwide provision that 30% of tuition and fee revenue at each UC campus is returned to students with the highest financial need, and $77 million by Pell grants. At the

graduate level, UCR's practice is to provide five years of full funding to every admitted doctoral student.[17]

B.2.4.5. Supportive Data Infrastructure

IR provides access to data, statistics, and analysis to support student success.[18] Many of these resources are publicly available on the IR website. Beginning in 2019, IR initiated an effort to make actionable academic data more widely available at UCR. Currently, they provide our Academic Data Dashboards that are available to all faculty, Internal Report Sharing for deans and department chairs, and annual reports summarizing undergraduate and graduate student success metrics. Consistent with UCR's mission, these resources include filtering tools and pre-set comparison charts to facilitate disaggregated analysis and monitoring of achievement gaps. IR also conducts custom analyses that inform enrollment management, seat planning, and retention efforts.

In 2023, UCR's Information Technology Solutions (ITS) created a Chief Data Officer position to strengthen the partnership between ITS and IR in support of student success. This has led to numerous new initiatives that include: building a data warehouse and Google Looker analytics platform to provide self-service access to a complete view of the student journey; implementing a data governance advisory board focused on the understandability, trustworthiness, accessibility, and privacy of data; creating a course demand planning model that uses machine learning to predict seat demand; developing a schedule optimizer for students and an early alert system for faculty and advisors; and providing additional specialized dashboards for instructors, deans, admissions, student affairs, and students themselves.

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[17] Except for doctoral students in the School of Education who receive 4.25 years of funding. Median time to degree for these students is about one-half year less than the campus average.

[18] UCOP also provides data support, including the Office of Institutional Research and Academic Planning, the UC Information Center, and the undergraduate and graduate student experience surveys.

B.2.4.6. Ongoing Assessment

UCR assesses the effectiveness of co-curricular support programs in various ways:

- We utilize the systemwide UC Undergraduate Experience Survey (UCUES) and Graduate Student Experience Survey (UCGSES) dashboards to view UCR student feedback on a range of topics and compare results with sibling campuses.
- We utilize external review teams, such as for academic advising, the Career Center, Summer Sessions, and the Library.
- A full-time assessment professional in Student Affairs regularly assesses support programs in this unit and publishes an annual overview.
- A full-time assessment professional in HWS regularly assesses support programs in this unit. Recent assessments include the Student Disability Resource Center and the Campus Advocacy, Resources & Education (CARE) program.
- A total of five institutional research analysts work in CNAS, the School of Education, and the School of Medicine.
- All UIA projects include outcomes assessment. Some have utilized randomized controlled trials (e.g., proactive advising). Assessment results are shared with all participating campuses and made available as "playbooks" through the UIA Lab.
- The Director for Evaluation and Assessment consults with faculty and staff who are interested in assessing projects and programs under their purviews.
- IR supports all these efforts by providing relevant data including demographics for disaggregated analysis.

B.3. Standard 3 – Assuring Resources and Organizational Structures

B.3.1. Financial Resources

B.3.1.1. Overview

For FY25, UCR's operating budget totaled approximately $1.37 billion (net of major capital items). Major sources of operating revenues include tuition and fees ($433 million), state appropriations ($432 million), contracts and grants ($215 million), auxiliaries ($121 million), and investment income and gifts ($48 million). Major expenditure categories include salaries and benefits ($879 million), financial aid ($114 million), supplies and materials ($86 million), business, legal, and insurance ($99 million), and facilities, maintenance, and utilities expenses ($72 million). Of the total FY25 budget, UCR's "core" budget was approximately $758 million. Ninety-six percent of the core budget is derived from tuition, fees, and state appropriations. The remaining 4% comes from facilities & administrative (F&A) revenues derived from contracts and grants. Core budget expenditures directly support teaching and research operations through salaries, benefits, and financial aid. IPEDS data for FY24 show that UCR invested $27,300 per student FTE in instruction, academic support, and student services.

UCR's operating revenues have grown substantially in recent years, increasing by approximately $488M from FY18 to FY25, mainly due to increases in tuition/fees, state appropriations, contracts/grants, investment income, and auxiliaries. This growth has been offset by a $511M increase in expenses, mainly for salaries/benefits, financial aid, supplies/materials, business/legal/insurance, and facilities/maintenance/utilities. UCR's net cash and investments total more than $1.4 billion. Cash balances are sufficient to cover the temporary deficits through FY27 shown in the operating budget. Under current planning assumptions, surpluses are projected to return in FY28.

UCR's operating resources are primarily derived from enrollment-driven funding sources. Enrollment-derived funds, including tuition (both in-state and non-resident), fees, state appropriations, federal student aid, and auxiliaries comprise 74% of the operating budget. The vast majority of this funding is driven by undergraduate enrollment, and at the undergraduate level each UC campus has relatively limited control over the associated revenue. The UC Regents set undergraduate tuition levels for all UC campuses and must approve proposed changes to non-resident tuition levels. UCOP secures general funding from the state of California on behalf of the system and allocates most of these funds using a formula based on "budgeted enrollments" that UCOP negotiates with each undergraduate campus. Changes in budgeted enrollment at one campus affect funding at all undergraduate campuses (except UC Merced).

UCR also is subject to, and benefits from, expenditure requirements and mandates issued by the UC system. These include systemwide labor contracts for represented employees as well as systemwide salary and benefits directives for non-represented employees, which establish mandated increases that must be incorporated into campus budgets regardless of local revenue conditions. Overall, UC campuses operate in a relatively constrained financial environment.

B.3.1.2. Management and Alignment

UCR's campus budget model and [process](#) are designed to achieve alignment between resource availability and strategic goals. UCR utilizes a hybrid-RCM (Responsibility Centered Management) budget model, in which deans and other unit heads (e.g., vice chancellors) have a high degree of budgetary autonomy and accountability. Because enrollment is a critical driver of budget resources and expenditures, a [multi-year enrollment model](#) underpins UCR's financial modeling. Enrollment also directly affects funding to individual campus units. Schools and colleges receive subvention funding that reflects their historical sizes and funding levels, as well

as incremental funding that is tied to changes in student headcount and teaching workload. To help determine the incremental funding rates for teaching workload, UCR participated in the Delaware Cost Study and implemented evidence-based credit hour weights to account for varying instructional costs across disciplines. To incentivize the growth of master's enrollment specifically, UCR allocates 50-100% of master's tuition (depending on program type and student residency status) to the relevant school/college. The campus budget model also allows for one-time funds to be used as an incentive for schools/colleges to meet performance goals (e.g., graduation rates, achievement gaps), but this has not yet been implemented because a funding source has not been identified.

The CFC has several important roles in the budget process. This broadly representative group includes all deans and vice chancellors, as well as staff, student, and Academic Senate representatives, and promotes robust discussions of campus funding priorities and their alignment with strategic goals. The CFC advises the chancellor and PEVC on all major budgetary issues, including modifications to the campus budget model, distribution of new funding in years of surplus, allocation of budget reductions in years of shortage, adjustments to external and internal rates, and capital investment priorities. Additional engagement on financial issues between the administration and Academic Senate is achieved through the Senate's Committee on Planning and Budget.

Although campus-level budgeting in the UC system is inherently unpredictable due to the uncertainty associated with state funding and the co-dependence of enrollment management across campuses, UCR has avoided significant structural deficits while several of our sibling campuses are now facing them. This is the result of a commitment to disciplined financial

planning even during times of austerity, and has positioned UCR relatively well to address new federal risks and short-term concerns about the California state budget.

B.3.2. Human Resources

B.3.2.1. Overview

UCR is home to 1,851 academic personnel and 3,286 staff personnel (by headcount and excluding student employees). FTE are more commonly used for reporting and comparison. Table B.3.1 shows recent changes in student, staff, and faculty FTE for UCR and UC, and table B.3.2 shows recent changes in the corresponding ratios. Since 2018, UCR's student growth has outpaced faculty growth, but our student:faculty ratio remains close to the UC systemwide average. Since 2022, UCR's ratio has moved closer to the average. Staff growth has matched student growth since 2018, but UCR's student:staff and staff:faculty ratios currently lag behind systemwide averages by a factor of two. A 2022 study conducted by IR using IPEDS data found

Table B.3.1: Recent FTE Growth*

	Student FTE		Staff FTE		Instructional Faculty FTE	
	UCR	**UC**	**UCR**	**UC**	**UCR**	**UC**
2017-18	21,476	247,749	2,780	58,481	961	11,074
2021-22	23,827	262,750	2,649	61,151	973	11,645
2024-25	24,056	268,263	3,127	70,743	1,026	12,003
% change 2018-22	+10.9%	+6.1%	-4.7%	4.6%	+1.2%	5.2%
% change 2022-25	+1.0%	+2.1%	18.0%	15.7%	+5.5%	3.1%
% change 2018-25	+12.0%	+8.3%	12.5%	21.0%	+6.8%	8.4%

*   Source: UC Information Center dashboards for student faculty ratio and UC employees. Staff FTE is the average of the October and April snapshots in an academic year for the nine general campuses, excluding medical centers and national labs. Student and faculty FTE for 2024-25 are preliminary estimates.

Table B.3.2: Student, Staff, and Faculty Ratios*

	Student:Staff		Student:Faculty		Staff:Faculty	
	UCR	**UC**	**UCR**	**UC**	**UCR**	**UC**
2017-18	7.7:1	4.2:1	22.4:1	22.4:1	2.9:1	5.3:1
2021-22	9.0:1	4.3:1	24.5:1	22.6:1	2.7:1	5.3:1
2024-25	7.7:1	3.8:1	23.4:1	22.3:1	3.0:1	5.9:1

* Source: Table B.3.1.

that UCR's non-instructional staffing levels were above-average for a group of 132 similarly-sized public universities, but less than two-thirds of those at a group of six comparable public AAU campuses.

These metrics show, despite investing nearly 40% of the core budget in staff compensation, that UCR has a comparatively lean staff among similar campuses. This elevates the importance of decisions about staffing levels. UCR's use of a decentralized budget model means that staffing decisions are made closer to where staff are employed. When local (unit-level) resources cannot support sufficient staffing levels, requests for new funding are brought to the CFC, which considers needs and weighs priorities across units. During the pandemic, UCR made the strategic decision to take smaller budget reductions from academic units including the schools and colleges to help protect the core campus mission. When healthier revenues returned, the CFC determined that the greatest needs were in HR and ITS, and recommended investing new permanent funding in those units for the benefit of the campus. Other recent significant personnel and organizational changes are reviewed in section A.1.2.

B.3.2.2. Management and Alignment[19]

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[19] This section focuses on professional staff. Information about the faculty is provided in section B.2.1.

UCR's central HR division is led by a CHRO who reports directly to the chancellor. UCR created this reporting structure following an external review in 2022 that recommended elevating the reporting level of the CHRO position to distinguish it among peer institutions and reinforce the importance of central HR to UCR's mission. Also prior to this review, UCR had developed a federated HR structure characterized by dotted line reporting from HR professionals in campus units to central HR. Despite its advantages, this structure lacked sufficient clarity of roles and responsibilities, which reduced efficiency and increased risk. Following the review, UCR has maintained the advantages of the structure while bolstering it with staff leadership training, strengthening partnerships between central HR and campus units, and centralizing support for leave administration. A new central ticketing system was also introduced to improve issue tracking, efficiency, responsiveness, and identification of additional training needs.

UCR's federated HR system aligns with our decentralized budget model. Central HR provides tools, training, expertise, standards, and other infrastructure to support the implementation of HR policies in campus units by professionals employed in the units who provide unit-specific expertise. For example, all campus units adhere to systemwide and campus-wide policies for recruitment and promotion that emphasize legal and ethical compliance, equal opportunity and anti-discrimination, fair treatment, and competitive recruitment focused on job-related selection criteria. Within these frameworks, individual personnel decisions are largely determined by each unit to best meet their needs. Central HR also provides onboarding and orientation resources for new staff, supports employee work-life balance, provides wide-ranging employee and organizational development opportunities, helps supervisors manage their direct reports effectively, and coordinates the annual performance management process for all staff.

B.3.3. Physical Resources

B.3.3.1. Overview

UCR's main campus occupies around 1,100 acres in Riverside. As appropriate for a land grant campus, around 430 of these acres support agricultural research.[20] Around 540 acres are dedicated to instruction and research, and the remaining 140 acres support student housing, recreation, and athletics. UCR maintains over 5.5 million assignable square feet (ASF) of built space on this 1,100 acre footprint, including more than 1 million ASF of research space and around 8,900 general assignment classroom seats.

UCR is in a relatively advantageous location for enrollment growth. Although overall enrollment was mostly flat following the pandemic, UCR experienced a 23% increase in enrollment in the five years before the pandemic. In 2025-26, we welcomed the largest-ever entering class, signalling a return to growth. The current Long-Range Development Plan allows for an additional 33% increase in enrollment by 2035. To accommodate recent and anticipated future growth, UCR has prioritized expansion in research, instruction, and housing infrastructure:

- The Multidisciplinary Research Building opened in 2019 with 115,000 ASF of laboratories and support areas for 60 research teams.
- The Plant Research Facility opened in 2021 with 21,000 ASF of modern greenhouse space.
- SoCal OASIS Park will open in 2027 with 39,000 ASF dedicated to research and development of clean technologies.
- The Student Success Center opened in 2021 with 1,168 general assignment seats and substantial new study spaces for students.
- The School of Medicine Education Building opened in 2023 with 690 shared general assignment seats and new study spaces.
- The School of Business Building opened in 2024 with 570 shared general assignment seats and new study spaces.
- The Undergraduate Teaching and Learning Facility opens in 2026 with 1,300 general assignment seats and 400 laboratory and studio spaces, plus additional study spaces.
- The Dundee Residence Hall and Glasgow Dining Facility opened in 2020 with 820 beds and UCR's largest dining space.
- The North District Phase 1 opened in 2021 with 1,500 beds and shared meeting and classroom space.

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[20]   UCR manages another 550 acres for agricultural research in the Coachella Valley.

- The North District Phase 2 opened in 2025 with 1,570 beds including some for students at Riverside City College (a community college), which helped to finance the project.

As a result of these projects, research space has expanded by 15%, general assignment seats by 47%, and housing beds by 69% since 2018.

More than half of all space at UCR is less than 25 years old, but the campus also manages a significant amount that is much older. Around 1.5 million ASF (28% of the total) is 50-75 years old. Since 2019, UCR has completed $169 million in deferred maintenance projects including major renovations and upgrades to research spaces in Pierce Hall, Chapman Hall, Physics, and Batchelor Hall; and to instructional spaces – including full upgrades to our general assignment classrooms and/or class lab improvements – in Pierce Hall, Watkins Hall, Chapman Hall, Physics, Humanities, and the Entomology Museum. Although this represents significant progress, there remain over $600 million in deferred maintenance projects to be addressed. Since 2019, UCR has been able to spend an average of $30 million annually on deferred maintenance. This is significantly more than in prior years but still small relative to the total need. At the same time, we have identified around $350-400 million needed to meet UC decarbonization goals and $1.85 billion needed to meet seismic safety standards. To date, neither the State nor UCOP has identified funding streams for either of these initiatives, so progress on both has been intermittent and modest across all UC campuses.

B.3.3.2. Management and Alignment

Expansion and improvement of physical resources at UCR is guided by the Capital Financial Plan (CFP). The CFP process is coordinated annually by UCOP with information from each campus to ensure alignment of capital priorities with campus strategic plans, long range development plans, and physical master plans, as well as relevant UC system policies. At UCR, the CFC (comprising all vice chancellors and deans plus faculty, staff, and student leaders)

reviews the CFP annually, discusses the existing prioritization of projects, considers current and emerging needs over the next five years, and advises the chancellor on a revised set of priorities. Upon approval by the chancellor, the priorities are captured in UCOP's consolidated CFP. Additional engagement on physical resource issues between the administration and the Academic Senate is achieved through the [Senate's Committee on Physical Resources Planning](#).

UCR has found it helpful to maintain multiple capital priority lists based on the type of project (new vs. renovation/retrofit) and its funding eligibility (state-eligible vs. not). Current high priorities for new state-eligible projects include instruction and research buildings for engineering and the sciences, and a second Undergraduate Teaching and Learning Facility. Top priorities for state-eligible renovations and retrofits focus mainly on seismic upgrades as well as renovations to physics and life science buildings. High priorities that are not state-eligible include land acquisitions to support research and health care, building acquisitions for administrative space, and additional seismic projects. Going forward, due to our [efforts to expand the health care enterprise](#), the CFP also will include a section for UCR's clinical capital priorities similar to other UC campuses with clinical operations. This approach helps UCR be more responsive to capital opportunities when they arise, including during annual budget negotiations with the State.

B.3.4. Technological and Information Resources

B.3.4.1. Overview

[ITS](#) employs 180 professionals to support the technology needs of UCR's faculty, staff, and students. ITS is mostly centralized, but also partners with a limited number of staff appointed in other units who support unit-specific IT needs. These units include the XCITE

Center for Teaching and Learning, Research & Economic Development, the Library, University

Extension, Campus Safety, and several schools/colleges.

ITS provides 127 distinct services and applications ranging from widely used

applications such as R'Mail (our re-branded G'Mail) and eLearn (our Canvas LMS) to more

specialized bespoke systems like iRecruit (for managing staff recruitments) and eFilePlus (for

managing faculty merit and promotion files). ITS also provides access to a similarly wide range

of desktop, software as service, and cloud solutions, including administrative tools like Adobe,

ServiceNow, Oracle ERP, Google Workspace, and MS Office, communication tools like Zoom

and Slack, and analytical tools like Mathematica, STATA, R, and ArcGIS. The ITS service

portfolio is organized into the following divisions:

- **Enterprise Infrastructure.** Foundational IT services including architecture, programming, data center services, database management, networking and connectivity, camera systems, and servers and storage.
- **Enterprise Solutions.** Software development, integration, and maintenance.
- **Enterprise Academic Applications.** Provides more than 70 cloud-based services and custom applications.
- **Information Cybersecurity.** Identity and access management, data security and integrity, incident response and investigation, and education, training and compliance with security policies.
- **Portfolio Management.** Prioritizes projects and allocation of resources in alignment with the UCR strategic plan.
- **Campus Support and Assessment.** Knowledge, tools, and user support.
- **Data Analytics & Research Computing.** Facilitates access to data-driven insights about campus operations; provides computing resources, support, consulting and training in support of academic research.

ITS is a critical partner in enhancing the effectiveness of UCR's human and physical

resources. A landing page helps direct employees and students to self-help resources including

an expansive knowledge base. Extensive training resources and answers to FAQs also are

available online, and a help desk and ticketing system is available for issues requiring attention

from an ITS staff member. ITS also works closely with Planning, Design & Construction to

ensure technologies in new buildings and renovated spaces meet campus standards and stakeholder expectations. Afterwards, ITS is responsible for the ongoing maintenance and upgrades of these technologies.

With regard to teaching and learning specifically, ITS has several important roles in supporting UCR's educational mission. These include: installation, maintenance, and upgrades of classroom technologies; training for instructors in the use of classroom technologies; live classroom support for instructors via help buttons or phone; provision of specialized classroom technologies upon request; maintaining and upgrading instructional studio spaces (e.g., Learning Glass); support for online learning tools (e.g., Canvas, Zoom, Yuja); provision of physical and virtual computer labs; and printing stations, laptop kiosks, downloadable software, and technical support for students.

Recent and ongoing ITS initiatives demonstrate a commitment to continuously improving and enhancing IT resources at UCR:

- **Loan2Learn program.** During the pandemic, this program was created to provide students-in-need access to remote learning technology (e.g., laptops, hotspots). The program has continued post-pandemic due to student demand.
- **RISE classrooms.** Also during the pandemic, the Rooms for Increasing Student Engagement initiative upgraded instructional technology in all general assignment classrooms; instructional benefits have continued post-pandemic.
- **Financial system replacement.** Supporting the UC systemwide adoption of Oracle Cloud Financials and a new standardized Chart of Accounts.
- **Upgraded networking.** Software-Defined Access network will upgrade the core network, firewalls, and wireless infrastructure, and support high-speed data.
- **Upgraded security.** Training, multi-factor authentication, endpoint security software, and other measures, consistent with the UC Cybersecurity Mandate.
- **AI @ UCR.** Providing secure instances of tools like Google Gemini, Microsoft Copilot, and NotebookLM; replacing first-generation chatbots.[21]
- **Digital Accessibility.** Supporting campus-wide efforts to enhance the accessibility and inclusivity of UCR's web content.

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[21] UCR is an inaugural partner in Google AI for Education Accelerator, and has benefitted from early access to some of Google's AI tools including NotebookLM.

- **Student Success Accelerator.** Building a data warehouse and Looker analytics platform to improve access to and usefulness of student data; improving data reliability; upgrading course scheduling and seat capacity planning capabilities.
- **Digital Transformation of Research.** Leveraging cloud services, improved storage and network technologies, and other tools to facilitate pre- and post-award work and research activities themselves.
- **Graduate Student Management System.** Consolidating data, streamlining the management of graduate student financial information and employment offers.
- **Slate Student Success System.** A CRM for student advising that enhances communication, streamlines advising processes, and supports students and advisors in achieving academic and professional goals.
- **Avanti HR Transformation.** Modernizing HR systems and standardizing processes to improve the employee experience. Includes ticketing, case management, leave administration, document storage, and a service portal.
- **Revised IT governance structure.** Emphasizing transparency, accountability, collaboration, stewardship, and agility (see section B.3.4.2).

B.3.4.2. Management and Alignment

The complexity of IT needs at UCR requires effective management to ensure limited resources are effectively invested and aligned with campus priorities. To do this, ITS utilizes an extensive governance structure to assess needs, evaluate possible solutions, and make decisions. The IT Strategy Council is the top decision-making body in this structure. Members include the CIO, PEVC, chairs of the Academic Senate and the Senate's IT Committee, vice chancellors, representatives from the deans' offices, student leaders, and chairs and co-chairs of ten IT Governance Advisory boards. The council, informed by the boards, makes decisions about priorities and resources to best align IT services with UCR's strategic goals and address stakeholder needs. Each advisory board occupies a specific domain in the IT landscape (e.g., academics, research, HR, finance, security) and is charged by the council to consult, deliberate, and advise on issues in their domain. Like the council, each board is broadly representative and includes faculty, students, and staff whose subject matter expertise aligns with the board's

domain. Boards meet more frequently than the council and triage issues before they are considered by the council.

B.3.5. Sufficiency and Effectiveness

Institutions are always in search of additional resources to support their missions, so no level of support ever seems to be fully sufficient. Overall, UCR is not experiencing a critical lack of resources that is undermining the campus mission. On the contrary, most evidence in this report attests to fulfillment of our mission. However, comparisons with peers show where we are relatively under-resourced. Staffing is the most obvious. UCR invests a very significant portion of our core budget in staff compensation, but our overall staffing level appears to be around one-half to two-thirds of what it would be if we had the average level of our UC or AAU peer groups. The average level among peers is not necessarily the optimal level – management structures, operating policies, technologies, and individual employee skillsets can substitute for additional employees. Nonetheless, UCR does appear to have a very lean staff. In part, this is due to the historical funding formula used by UCOP.

UCOP distributes most state funding to campuses based on weighted enrollment, where health science students and Ph.D. students are weighted more heavily than undergraduate and other graduate students. This means that each campus receives the same amount of state funding per weighted student but not per enrolled student. One outcome of this approach has been that campuses like UCR that enroll larger proportions of undergraduates receive less state funding per enrolled student compared to other UC campuses that enroll larger proportions of health science and Ph.D. students. UCR's senior leadership initiated discussions with UCOP and other campuses to update this funding distribution model (referred to as "re-benching"), and was recently successful. In FY22, UCOP began a process to bring UCR and other UC campuses in

similar circumstances up to at least 95% of the unweighted average student funding level of the entire UC system. This increased UCR's permanent state funding by approximately $18 million.[22] Based on this augmentation, the CFC approved $8M in permanent funding to address critical staffing, security, and infrastructure needs in ITS, more than $2M in central HR, Title IX staffing, a Fire Safety Officer, and multiple staff in Enrollment Services, Student Affairs, and the Student Disability Resource Center.

Another driver of relatively lean staffing at UCR is our historical emphasis on providing students from our region and state with access to a world-class education even during periods of declining state support. This produced an undergraduate student population with no less than 95% California resident students in each of the last 30 years. At the same time, the non-resident student populations at our sibling campuses grew significantly, up to more than 20% in some cases, bringing with it substantial non-resident tuition revenue. Were UCR to enroll a similar percentage of non-residents (now capped at 18% per UC policy), the additional tuition revenue would total over $90 million annually. This amount of funding potentially could support hundreds of staff members. UCR is currently working to increase both resident and non-resident enrollment in support of our mission.

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[22] UCR expects to receive additional re-benching funding over the next four years; however, not at the scale of what has already been received.

B.4. Standard 4 – Creating an Institution Committed to Quality Assurance and Improvement

During the past 8-10 years, UCR has placed greater emphasis on surfacing evidence and using it to guide decision-making in a variety of contexts to improve institutional effectiveness.

B.4.1. Assessment and evaluation infrastructure

IR employs four full-time professionals who provide support for a wide range of campus functions, including enrollment planning, financial modeling, student success tracking, faculty and staff reporting, external data reporting, and specialized analyses. IR has a significant role in enrollment forecasting and maintains an extensive model that incorporates growth trajectories, admission yields, retention and graduation rates, and other parameters for multiple student types in each of UCR's schools and colleges. The office also assists with academic and co-curricular program evaluation, employing advanced methods such as quasi-experimental statistical techniques and matched samples for valid comparison and measurement of program impact.

IR also collaborates with other assessment professionals at UCR to implement assessments and disseminate results. These professionals include the Director of Evaluation and Assessment (housed in the PEVC's Office) who leads the campus assessment activities for core competencies and undergraduate and graduate program outcomes, administers the quarterly student evaluation of teaching survey, and provides guidance to faculty and staff who are leading their own program evaluations. UCR also maintains full-time assessment and evaluation professionals in Student Affairs and in HWS who focus their assessment efforts on their specific units but share results publicly via their websites. The School of Medicine employs an associate dean for assessment and evaluation, and a total of five additional institutional research analysts are employed across UCR's schools and colleges.

In support of these assessment and evaluation efforts, ITS is investing in new infrastructure to improve data access and reliability campus-wide, and has hired a chief data officer with student success expertise and new data architect and data scientist positions. These investments are part of the Student Success Accelerator initiative in ITS, which recently began releasing new dashboards and self-service analytical tools in Google Looker, as mentioned in section B.3.4.1.

B.4.2. Improving success for all students

B.4.2.1. Retention and graduation

The evidence reviewed previously in this report indicates that UCR is largely achieving undergraduate student success goals. However, following the pandemic, the campus experienced decreases in our undergraduate retention and graduation rates, and increases in the associated equity gaps, from which we have not yet fully recovered. In response to these challenges, UCR adopted a strategic plan goal to "improve undergraduate student success and experience" along with specific action items. We also analyzed our retention data in detail, and published a white paper with additional strategies for improvement. Our progress to-date on these action items includes the following:

- Reduced the transactional workload for academic advisors, hired additional advisors, and adopted a new CRM system to support their work.
- Hired a full-time staff member to support a new Black Student Success initiative in DUE.
- Grew our peer mentoring programs in the schools and colleges.
- Expanded the online version of the Highlander Early Start Academy to reach more students.
- Expanded course and seat availability during the academic year and in summer.
- Hired more professors of teaching. We now employ 66 versus only 3 in 2015.
- Created a new credit-bearing mathematics course for students with lower math placements who previously had to enroll in a non-credit bearing remedial course.
- Dozens of faculty redesigned their courses using principles of inclusive pedagogy. A recent analysis found that these courses achieved statistically larger reductions in DFW grades (and thus decreased repeat enrollments).

- Modified our [teaching evaluation process](#) to provide more actionable feedback to instructors and to facilitate the presentation of teaching effectiveness evidence in faculty merit and promotion files.
- Launched a new intake survey for new students to provide them with earlier connections to services in support of their specific wellness needs.

At the graduate level, recent challenges have been driven mainly by the rising cost of funding PhD and MFA students, due to new collective bargaining agreements that increased the salaries for academic student employees by 60% in 2023. In response, the central campus has invested $7 million in additional permanent funding and $22 million in one-time funding to support graduate education. The schools and colleges have increased their investments, as well. These investments helped to stabilize our PhD/MFA enrollments, which had declined by 8% post-pandemic. With the support of our deans, we also adopted a new funding model that moves funds out of central campus units and into the schools and colleges, which are responsible for the long-term financial support of their students. At the same time, the administration is engaged in conversations with faculty about new models for graduate education that can better sustain higher per-student costs, including outcomes-based models that would direct more financial support to programs that achieve desired goals for retention, timely completion, and job placement. These conversations reflect systemwide discussions about the future of graduate education at the UC.

B.4.2.2. Core competencies

Core competency assessment and reporting are reviewed in section B.2.3.1. After reports are submitted to the PEVC, the recommendations are discussed by administrative and/or academic leaders who can potentially effect changes. Examples of changes that have been implemented as a result of these discussions include:

- Improving course maps for all core competencies.

- Hiring four additional librarians to support the development of information literacy in the curriculum.
- Improving coordination between the Undergraduate Writing Program, which offers required credit-bearing courses, and the Undergraduate Writing Support Program in the ARC, which provides writing workshops and tutoring.
- Developing new teaching resources to help instructors improve specific aspects of student oral communication.

We have discovered that specific curricular improvements have been relatively challenging to identify and implement because ownership of the core competencies is distributed across all undergraduate degree programs. This has been a key motivation for our efforts to adopt formal learning outcomes for our general education curriculum, move the development of core competencies out of degree programs and into general education, and create a faculty committee with direct oversight of the general education curriculum and the associated competencies. These changes are expected to improve accountability, follow-up, and student achievement.

B.4.2.3. Undergraduate and graduate program outcomes

Curricular improvements within programs are more commonly implemented due to clearer ownership of program outcomes by smaller groups of faculty. Recent examples from undergraduate programs include:[23]

- The Department of Anthropology assessed that students were having difficulty with the concepts of stratigraphy and lateral continuity when analyzing archaeological data. The faculty concluded that a return to in-person instruction would address challenges with stratigraphy. For lateral continuity, the course instructor adjusted their pedagogy to allocate more time to this concept.
- The Department of Statistics determined through both learning outcomes assessment and an external review that changes to the curriculum were needed to better align prerequisites – especially to ensure student proficiency in at least one statistics software package. The faculty decided to use the statistical package R in two courses and redesign a third course to cover the statistical computing needed in subsequent courses and industry. The faculty are beginning to see the effects of these changes and subjective observation suggests a positive impact for students.

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[23] Both undergraduate and graduate programs assess and report on one learning outcome each year. The listed examples were reported relatively recently (after UCR's Special Visit in 2022). Because each program has multiple outcomes, it typically requires multiple years to formally assess the effect of a curricular change. Therefore, observations on the efficacy of these recent changes tend to be informal/subjective.

- The Department of Creative Writing assessed that students did not show adequate mastery of syntax and grammar. The faculty developed a new "special topics" course to address this challenge.
- As part of a broad effort to restructure and modernize their curriculum, and to better align it with the breadth of faculty scholarship, the Department of English determined they were not adequately preparing students for upper division courses in "minority literatures." The faculty created new lower-division courses focusing on these topics that may be taken to satisfy major requirements.
- The Department of Environmental Sciences assessed that students were not adequately mastering basic statistical concepts and programming skills. The faculty revised an upper division course to consolidate and reinforce these areas. Separately, they introduced a new exit survey to better assess learning outcomes related to professional development.

Recent examples from graduate programs include:

- The Department of Chemistry observed that their approach to annual instructional planning was not adequately meeting student needs. They established subcommittees in each sub-discipline to discuss and prepare draft teaching assignments, helping to ensure more balanced course offerings.
- The Department of History assessed that students were underprepared to ready their writings for publication, largely due to unfamiliarity with the peer review process and expectations of journal editors. The faculty introduced multiple workshops to address this challenge. Subjective observation indicates this co-curricular addition has been beneficial for students.
- The Department of Entomology assessed that students would benefit from more (1) training in public speaking, (2) background knowledge in Entomology, and (3) preparation for non-academic careers. The faculty (1) expanded the availability of 2-unit seminars for presentation practice, (2) redesigned a core course, and (3) introduced a new course in outreach and science communication.
- The Neuroscience program similarly assessed that students would benefit from additional preparation for non-academic careers. The faculty introduced a new professional development seminar series with non-academic speakers. They have observed substantial interest among students including from related programs and have expanded the series in response.
- The Environmental Toxicology program made multiple changes to address concerns about student preparedness for post-graduation success. The faculty (1) added a requirement for first-year students to give presentations during group meetings of lab rotations, or complete a research report, (2) added a new internship course, and (3) added a new requirement for students to make a presentation in the graduate seminar series.

B.4.2.4. Post-graduation outcomes

UCR's efforts to analyze post-graduation outcomes at both the undergraduate and

graduate levels are reviewed in section B.2.3.3. In light of these outcomes data, increasing

competition for undergraduate enrollment, and heightened interest in the post-graduation success of college graduates, UCR included an initiative in our strategic plan to "expand high-impact practices and career / leadership development across demographics." In 2025, the Office of the PEVC produced a white paper with recommendations for improving career and professional development opportunities for undergraduates. Implementation is underway, including:

- Expanding resources and support for faculty who want to better connect career relevance to disciplinary training in their courses.
- Improving administrative coordination between the Career Center and the schools and colleges.
- Providing access to remote project-based micro-internships and professionalization.
- Introducing a credit-bearing online course focused on entrepreneurship.
- Piloting a new advising model that integrates career and academic advising.
- Formalizing the use of digital badges to affirm student acquisition of specific career-relevant skills and capabilities.

We also recently joined the Embark and National Alumni Career Mobility (NACM) surveys conducted by Lightcast. Embark replaces our in-house first destination survey. NACM surveys our 5- and 10-year alumni and provides comparisons to national benchmarks. The UC system also recently partnered with Lightcast to produce a new alumni career pathways dashboard with 25 years of data on employment outcomes and career skills. We plan to use all this data to identify more ways to better support current students and enhance their future career trajectories.

B.4.2.5. Co-curricular student support programs

UCR's co-curricular programs and services also are committed to using evidence for continuous improvement. Examples include the following:

- Academic Advising utilized the results of an external review to expand peer mentoring, implement a new CRM, re-establish a campus-wide advising council, and provide more professional development opportunities for advisors.
- HWS was created after an extensive review by the Campus Safety Taskforce and has brought about better integration of UCR's Police Department with campus programs that address challenges including basic needs, mental health, domestic violence, sexual harassment, and substance use.

- The TRIO Scholars Program used assessment results to change the format of their peer mentoring program to meet demand for more in-person engagement opportunities; and to provide more interactive workshops at their leadership conference.
- The Career Center used assessment results to improve their Summer Bridge Experience Internship program by creating two separate student cohorts (one focused on coding and one focused on design thinking) and increasing the length of the internship program to enable students to fully complete the coding project instead of just presenting it conceptually. The Career Center also expanded their Faculty "Ask Me Anything" program to all schools and colleges in response to positive assessment outcomes and to meet increased demand.
- Student Affairs discovered through assessment that educational programs (e.g., personal financial management) can increase student participation and engagement by including an individual creative element such as a simple craft or other personalized take-away from the event.
- The LGBT Resource Center used assessment results to modify several aspects of their student retreat including: increasing the number of mental health counselors on-site to meet student demand; modifying activities and adding more social interactions to ease students into the retreat; and utilizing returning students as break-out session facilitators.
- Highlander Orientation for new students used assessment results to incorporate more virtual engagement opportunities and reduce the extent of in-person programming to allow for more breaks and an earlier departure time.
- The Associated Students Program Board discovered through assessment the need to hire a Director of Membership to lead the training and development of their volunteers who assist with event planning and management.
- The Student Disability Resource Center used assessment results to introduce more accessibility tools into study sessions and time management workshops.
- The Well used assessment results to expand their substance use workshops and host them in a new location to make services more accessible; to introduce resilience-building workshops; and to expand mental health programming during high-pressure times of the academic year.
- Case Management used assessment results to modify their outreach strategies to better engage with underrepresented groups; to introduce walk-in support; and to implement administrative efficiencies to streamline student services.

B.4.3. Institutional planning and decision-making

B.4.3.1. Strategic planning

UCR's current strategic plan, UCR 2030, was finalized in 2023. The plan is the product

of a broadly collaborative process that first produced a set of evidence-based workgroup reports

aligned with five thematic "pillars". The plan has a strong emphasis on objectives, metrics, and

assessment to promote ongoing institutional improvement, so it exists as a dynamic website

(rather than as a static document) where progress on strategic campus initiatives is updated annually and new initiatives can easily be added in response to UCR's changing operating environment. To-date, one thematic pillar has been updated and two strategic initiatives have been added.

Outcomes assessment is integrated into UCR 2030 in two key ways. First, annual progress updates, which are posted to the website, require responsible units to reflect on their efforts in support of strategic campus initiatives and whether those efforts are effective. Second, progress on unit-level initiatives is reviewed annually by the campus leadership team and incorporated into annual and five-year performance reviews for unit heads. More details about UCR 2030 are provided in section A.3.4.

B.4.3.2 Academic planning

Academic planning happens at various levels in support of the strategic plan and the campus mission. UCOP coordinates high-level academic planning with their biennial Five-Year Planning Perspectives process. This process solicits the status of actions affecting the establishment, transfer, consolidation, and closure of academic programs and units across all UC campuses. UCR's most recent perspectives were submitted in 2024. This process helps each campus remain aware of what is happening on sibling campuses while contemplating program changes and new proposals. UCOP also uses the aggregated results to inform discussions about statewide trends in workforce needs and demand for degrees.

At the program level, on each campus, academic planning is led by the Academic Senate in collaboration with the administration. Both the academic and administrative components of new program review are evidence-based and aim to establish the academic justification and student demand for a new program, as well as its impact on other programs, anticipated

enrollment, and resource needs. External letters, market studies, and financial projections by subject-matter experts are considered. Program changes and closures evaluate similar attributes with special attention to student impacts in cases of closure. A recent example of the review process for a new program is provided in section B.2.2.1.

Review of existing programs also is an important component of academic planning. For both undergraduate and graduate program reviews, the Academic Senate presents evidence of student outcomes for evaluation by the visiting team alongside other data that covers student enrollment and support, instructional capacity and quality, program facilities, and financial resources. A standing Senate committee reviews the visiting team report, authors recommendations, and closes a review only after the program has provided a sufficient response to the recommendations.

At a more granular level, academic administrators (e.g., the PEVC, vice provosts, deans, department chairs) spend a great deal of time engaged in various academic planning activities including hiring new faculty and instructors, upgrading instructional spaces and equipment, expanding seat availability, providing co-curricular student support, and supporting faculty efforts to update and modify the curriculum. Available resources to inform decisions about these activities include: Academic Data Dashboards that are available to all faculty, Internal Report Sharing for deans and department chairs, and annual reports summarizing undergraduate and graduate student success metrics.

B.4.3.3. Financial planning

Similar to academic planning, data-informed financial planning happens at multiple levels at UCR. Because enrollment is a critical financial driver, undergraduate and graduate enrollment projections at each UC campus are updated annually in collaboration with UCOP to

ensure alignment with systemwide and state objectives. IR maintains and regularly updates a multi-year enrollment model that accounts for factors such as admissions yield, summer melt, student attributes (e.g., residency, degree program, degree level, admission type), and growth goals and constraints. Expected retention and graduation rates are calculated based on recent data. In 2024, the model predicted total fall enrollment 3-6 months in advance with only 1-2% error. The model also is used to predict specific types of enrollment including by college, degree level, and degree program.

These campus-level enrollment projections are an important input to the multi-year financial estimates in UCR's operating model. Other important inputs include state funding allocations to the UC system in the annual California State budget, UCOP funding allocations to the campuses, UC systemwide policies (especially for salary and benefit costs), ongoing costs for services (e.g., utilities, leases, service contracts), newly awarded contracts, grants, and gifts, and expected investment income. Each summer, when these estimates are finalized, decisions about unit-level budgets are made for the new fiscal year, at which time unit heads and their financial teams update and finalize the budgets for their respective departments and divisions.

More detail on the campus-level budget process is provided in section B.3.1.2. UCR monitors the efficacy of these processes and considers changes to better support achievement of campus goals while maintaining financial sustainability. Shortly after the current budget model and process were adopted in 2018, UCR's Office of Financial Planning & Analysis initiated an in-depth exploration of budgeting issues with campus stakeholders. This resulted in 22 recommended changes and improvements that were approved by the Chancellor. Details and updates on each of these were provided in the 2022 WASC Special Visit institutional report.

More recently, three additional important changes were made. These involve (1) reallocating F&A cost recovery revenues from the PEVC to the schools and colleges where most of these costs are incurred; (2) reallocating most of the Graduate Division's student financial support to the schools and colleges where it could be more effectively managed in conjunction with funding for graduate teaching and research assistant positions; and (3) augmenting central campus support for graduate education to help address substantial increases in student compensation costs. Discussions about possible new models for graduate education and how to sustain them are ongoing. Also this year, as planned, the CFC will review details of the headcount and workload formulas in the campus budget model to assess their performance three years after initial implementation.

C. Reflections - Synthesis of Insights as a Result of the Reaffirmation Process

UCR conducted the self-study and authored the institutional report over a period of approximately 18 months. Every member of the campus leadership team conducted a focused self-study for their unit and contributed to the reaffirmation process. The steering committee and broader campus community also provided feedback on drafts of the report. This thorough level of engagement with the standards produced insights in four main areas that will help to further improve the institution.

C.1. Assessment and Use of Evidence

Since our last reaffirmation, UCR has made substantial progress on surfacing evidence, analyzing it, and acting on it, in both academic and non-academic settings. IR has created numerous data dashboards and regularized data reporting, especially in the schools and colleges. The PEVC's Office continues to lead and improve core competency assessment and recently introduced a new approach (Canvas Outcomes) that greatly expands our sample sizes. The faculty in all our academic programs regularly engage with their learning outcomes, assess and report on student achievement, and discuss the results and potential program improvements. The annual assessment reporting process is integrated with periodic Senate-led external reviews for both undergraduate and graduate programs. Two of UCR's critical non-academic student support units – Student Affairs and HWS – employ full-time assessment professionals who lead regular, ongoing assessment efforts in those units and help to identify opportunities to improve programmatic effectiveness. Across the campus, there are many examples of evidence being used to develop interventions to improve institutional effectiveness.

The reaffirmation process also helped to identify areas where UCR can continue to improve our assessment and analysis practices. For our academic curricula, faculty have the

opportunity to better connect program outcomes data with course outcomes data to better understand student achievement at a more granular level and use this information to improve program outcomes. This is especially true for the core competencies. The reaffirmation process confirmed that the core competency assessment process has not produced many curricular improvements. We attribute this to the broadly distributed ownership of (i.e., vague responsibility for) the core competencies across all degree programs. This has strengthened our motivation to adopt formal learning outcomes for general education and move the development of core competencies into general education under the oversight of a faculty committee.

Another opportunity for improvement, for both academic and non-academic programs, is increased assessment of evidence-based interventions to determine their effectiveness. UCR has some evidence of engagement in this second layer of assessment, mainly associated with our UIA projects; but these projects typically include dedicated resources for assessment, so this happens less frequently elsewhere on campus. However, analysis of interventions is a natural next step in the evolution of a continually maturing institutional assessment enterprise, so UCR aims to implement such analyses more broadly in the future.

Finally, the reaffirmation process has reinforced the importance of ensuring institutional data quality and accessibility. Ongoing progress in ITS to build a data warehouse, improve data reliability, and launch a new analytics platform will enhance the usefulness of UCR's data in both academic and non-academic decision-making.

C.2. Financial Planning

UCR is committed to a deliberative and collaborative approach to financial planning and budgeting. This approach is the product of several years of experience with our current budget model and process that were introduced shortly before our last reaffirmation. Since then,

numerous modifications have been made in response to stakeholder feedback and analysis of the performance of the model and process. Additional analyses are ongoing and planned. One important modification was replacing the relatively small ad hoc Budget Advisory Committee with a larger standing CFC. This committee includes administrators, faculty, staff, and students, and is where campus-level financial issues are surfaced, discussed, and evaluated before decisions are made and communicated to the campus.

UCR takes a conservative approach to financial planning, preferring to address structural deficits when they arise. This has achieved short-run financial sustainability despite significant budget challenges. This reaffirmation has reinforced the potential magnitude of UCR's longer-term financial challenges, driven mainly by rising labor and service costs over which the campus has limited control, and the need to expand revenue sources. Areas where UCR will focus attention include: in-state enrollment, non-resident enrollment, Master's enrollment, philanthropy, and obtaining a larger share of what may become a smaller federal research funding pool. Anticipated enrollment growth also will need to be supported by additional capital funding for new construction.

This reaffirmation also has reinforced the need for continued, regular communication with stakeholders about campus finances to foster and maintain broad understanding of the budget and fully engage stakeholders in addressing challenges.

C.3. Strategic Planning

Following an extended strategic planning process that spanned the pandemic, UCR successfully adopted a new plan with strong emphasis on objectives and metrics, as well as flexibility to respond to a changing operating environment. A public-facing website displays progress on campus-level goals and initiatives and provides links to supportive unit-level plans.

Campus leaders collectively discuss progress each year, performance evaluations for unit heads review metrics for unit-level goals, and the website is updated annually.

The reaffirmation revealed two areas where UCR can further improve strategic planning. The first is to strengthen alignment between campus-level goals and unit-level plans. Consistent with UCR's decentralized budgeting and decision-making, unit-level plans were developed by stakeholders in each unit and thus reflect their priorities and aspirations. Campus leaders ensured alignment of unit plans with campus goals, but there remain opportunities to strengthen and deepen this alignment. Some of this work is already happening, for example, when deans discuss departmental hiring plans in the context of department-level progress on metrics such as retention and graduation rates. UCR recognizes the need for more discussions like this at all levels of the organization and will continue to provide the data needed to support them.

The second, related, area is to integrate performance metrics into financial planning and budgeting. This is of particular interest to UCR's new chancellor, who is working with the PEVC to augment the annual budget process with closer examinations of unit-level outcomes and finances. This new approach is beginning in FY26. The information will enable richer discussions in the CFC and broaden the scope for strategic investments across campus units.

C.4. Student Success

UCR's engagement with the standards has reaffirmed that we are largely achieving our student success goals but the campus must address challenges that have emerged since the pandemic in order to return to our long-term track record of steady improvements in outcomes metrics. Three areas emerged as priorities.

First, consistent with our mission to provide access to a world-class education, and with our obligations to the UC system and State of California, UCR is returning to stronger in-state

enrollment growth. From 2015 to 2020, undergraduate resident enrollment grew by more than 20%; but from 2020 to 2024, it declined slightly. However, in Fall 2025, UCR welcomed its largest-ever entering class and plans to continue growing, consistent with the campus long-range development plan. The PEVC is engaged with the Academic Senate to specify the details of how this growth will happen and ultimately to add this priority to the strategic plan.

Second, UCR is working to erase equity gaps and reverse declines in success rates that have emerged since the pandemic. For example, the first year retention rate is 3-4% below pre-pandemic levels; the four-year graduation rate for the Fall 2020 cohort is 5-6% below pre-pandemic rates; and first-year achievement gaps are around 6-7% for lower-income, first generation, and URM students. By most measures, these are not large set-backs; and post-pandemic success metrics for our transfer students remain strong. But these are important challenges for UCR to address as they are strongly aligned with our mission and, like in-state enrollment, our responsibilities to the UC system and State of California.

Third, UCR is focusing more effort and resources on laying a strong foundation for post-graduation success. Although the available data indicate that new UCR graduates perform relatively well in job markets and see value in their degrees, the campus and the system are beginning to collect better data on both the first destinations of our graduates as well as their longer-term career trajectories and the skills demanded by employers. Much of this data is new, but we see great opportunities in using it to help us design and deliver programs that will lead to even greater and more lasting success for our graduates in work and in life. These efforts will help us keep our promise to our students that their degree is a good investment and also demonstrate the value of a UCR degree to the public more broadly.