

**University of California Committee on Educational Policy Systemwide Course
and Program Self-Study Report Template**

The document should have seven sections (eight if it also includes a minor), with section headers given by the section titles in bold below, and sub-sections defined by the items in bullet points. Please respond to each of the following bullets and use each bullet as a sub-section heading to structure responses. Bullet points within the same section may be combined where expedient.

I. Overview of Program

- Is the program's level of academic rigor in line with UCEP's expectations?
- For which activities are students awarded academic credit in the program?
- How are students demonstrating the level of their learning?
- Is the academic credit earned by students in the program commensurate with their efforts?
- Are there trends in student achievement and/or academic rigor of the program?
- Has the program stayed true to its stated objectives?
- How does the program impact student time-to-degree?
- Confirm a process is in place outside UCEP's systemwide course and program review to routinely evaluate program administrative structure effectiveness and fiscal health.

II. Document to be Prepared by the Academic Senate Members of the Program

- The program's academic goals and learning objectives
- How the academic goals and learning objectives are achieved
- The academic learning outcomes of the program
- How the program aligns with the academic mission of the University of California
- How the program advances UC's goals for diversity, including any steps the program has taken or plans to take toward the identification, recruitment, and retention of underrepresented minority students (URM) and faculty
- Representative sample of teaching assessments performed by the program over at least the last year

III. Documents to be Prepared by the Administrators of the Program

- Student participation in the program since the last review or establishment of the program, up to the past seven years, broken down by demographic groups (gender, URM, transfer, etc.).
- List of all courses and instructors, along with their academic teaching titles, who have taught in the program for the past seven years, categorized per year.
- Please describe past, current, or expected faculty turnover.

IV. Information Administrators of the Program May be Asked to Provide, at UCEP's Request, and for use at UCEP's Discretion

- Any annual reports and self-reviews, including polls of student participants, course evaluations and evaluations of instructors.
- Access to staff, participating students and participating faculty or instructors for interview by the Committee.

V. Program-Specific Information

- What is the administrative structure for the program on each UC campus?
- How many students are served annually in the program's classes and/or projects?
- How many applications are submitted from each UC campus and how many are enrolled from each campus each year (breakdown enrollment by population, including underserved)?
- What are the majors of the students who enroll in the program's classes and/or projects?
- Are course requirements different for students based on their primary campus of enrollment?
- How many units are usually carried by the students who enroll in the program's classes and/or projects?
- What are the total number of units that students typically receive from the program during their tenure?
- How are courses approved?
- How are students recruited to the program? (If recruitment materials other than a program website are used, please provide an example. Include the web address for the recruitment materials as well, to ensure the committee is referencing the current web site.)
- When the program is over-subscribed, what is the process to decide which students to accept and who makes this decision?
- How does the program ensure that it is accessible to transfer students?
- What is the student to faculty ratio in the program? How many Teaching Assistants work in the program?
- Are faculty compensated for participation? What are faculty obligations and are these contractual? To what extent are faculty in residence?
- How are faculty/Teaching Assistants/staff trained to avoid sexual harassment? If students are off-campus for this program, how is sexual harassment reported?
- What is the program's assessment process? (Please provide a copy of the program's most recent written self-review, if one exists.)
- Are there any fees required to participate in the program? If so, is financial support available to ensure equity of access?
- Are there fellowships available to students for this program and/or living costs while enrolled? If yes, describe the fellowship application and award decision procedures.
- How is the program's administrative staff organized? (Please provide a copy of the program's organizational chart.)
- Does the program interact with any of the other systemwide courses or programs? How?

VI. Brief history of the systemwide course or program (No more than 2 pages)

VII. Are there any challenges the course or program is currently facing or expects to face in the near future?

VIII. Minor

Please comment on the minors currently administered by this systemwide course or program. Include all minors, and for each:

- Briefly explain the history of the minor.
- Briefly explain the rationale for the minor, including the importance of the minor to students.
- Provide a brief overview of the minor, especially how students receive academic guidance through the minor.
- Comment on numbers of students who have declared the minor during the review period.
- Describe the faculty participation in, and staff administrative support for, the minor.

- Describe your approach to ensuring that course listings for the minor are regularly updated and are realistic for students to complete in four years.
- Describe faculty participation in the minor, e.g., classroom instruction, co-ordination of undergraduate events, supervision of undergraduate theses.
- Describe your approach to assessing the effectiveness of the minor on students' learning and preparation for the future.
- Describe the current goals of the minor. Have goals changed over time? If so, explain how the goals have changed.
- What are the strengths of the minor and benefits to students in the minor?
- What are the weaknesses of the minor? Describe any steps taken to address the weaknesses.
- What are faculty members' future plans for the minor?

Attachments:

- Please attach the current catalog copy for the minor.
- Please provide a chart indicating the number of students who have declared the minor for each year in the review period.