

## **The Program Review Process at the University of California: a tool for holistic program evaluation and accreditation.**

### **Introduction**

As a public non-profit institution the UC has always considered its prime duty to educate its students, our main constituency, and to serve society; the UC mission statement includes

“ ... serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.”

To meet its goal of educational excellence the 10 campuses have instituted a system of program reviews that involves input from the participating faculty, the students in the program, and an external team, usually external to the institution. This Program Review Process (PRP) provides a reliable evaluation of all aspects of the program, those specific to the discipline as well as common to all – or large sets – of disciplines. In some campuses the PRP encompasses both graduate and undergraduate programs, in others these are done separately; in all cases *all* programs, graduate and undergraduate, are reviewed cyclically. Experience has taught that a program that has completed and passed this review will meet the needs of its students, in their professional preparation and personal growth, in advising and mentoring, and in meeting the needs of society within the framework of the discipline.

It is the purpose of this proposal to show that the PRP, perhaps under suitable modifications, can be used to fully comply with the assessment criteria listed in WASC's accreditation handbook, and, in particular accommodate the desirability of full transparency both in the quality and in the meaning of each of the degrees offered by the UC.

### **Description of the PRP**

All campuses of the University of California have implemented regular reviews of their undergraduate and graduate programs. These reviews provide an impartial view of the strengths and weaknesses of all aspects of the program, examining

- Program goals (whether these are well articulated and appropriate; whether they are being met both at the completion of the program as well as in intermediate stages; whether capstone experiences are appropriate)
- The educational component (course offerings - ranging from the general education courses students are required to take in common with students in other disciplines to the specialized ones peculiar to their specialization, and whether the general education course options are diverse and cover the areas mandated in the regulations of the institution; diversity of courses; course syllabi – including whether students are exposed to the recent developments in the field; the frequency of course offerings and whether this is appropriate for students to obtain their degree in the expected time; whether course learning outcomes are appropriate, correctly measured and being achieved);

- The instructional component (whether the faculty in the department are sufficient to maintain the desired programs, and whether their expertise matches the needs of the program);
- Student advising and mentoring (whether students are given sufficient guidance in course selection in progressing towards their degree, not only in navigating the required papers; what actions has the program instituted to motivate students; whether students receive adequate career counseling);
- Infrastructure (whether the educational facilities are adequate, whether the instructional support – both for faculty and students – is appropriate);
- The educational environment (do students work in a nurturing environment? Do they have recourse to address any problems that might arise? Is the student population diverse?).

In sum, program review both examines all of the conditions necessary for students to learn and to progress toward their degrees in timely fashion and the quality of student learning outcomes. The process requires extensive documentation, student and faculty surveys and inquiry into these by individuals external to the program, in most cases, including experts in the field with wide educational experience and external to the campus. The details of the PRP vary between campuses; examples are presented in the Appendix A.

The basic rationale behind the PRP is accountability to the students. The strength and reliability of the method relies on the adoption of a suitably-modified peer-review process<sup>1</sup>, where the program undergoes an introspective examination of all its aspects and it is then examined by experts external to it. The conclusions of both internal and external reviews are discussed, and the commonalities and contradictions are analyzed. This dialogue, which is carried out by all stakeholders (students, program members, the college and the campus, and, often, alumni and employees) results in a series of findings and recommendations; the consequent changes are implemented within the constraints imposed by budgetary imperatives as well as the realities faced by the campus, the college and the program.

The PRP fosters the evolution of programs in response to improvements in pedagogical practices, and to developments in their specializations; and it insures that such changes are properly implemented. This flexibility and reliability is essential if we are to have a competitive and robust educational system.

## **The Program Review Process and the WASC criteria**

WASC's current process articulates educational ends in the criteria for review and then insists on a common framework for faculty to show that they are seeking those ends. In implementing these criteria, faculty are asked to work together to establish *program-level* learning outcomes and to determine how to assess student learning by the standard of those proposed outcomes. As a product of this process faculties necessarily articulate the meaning of the degree(s) they offer and the broad and specialized aptitudes students should acquire upon completing them; in particular whether degree programs “are clearly defined in terms of ... levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits”, and whether the study programs require students “to engage in an in-depth, focused, and sustained program of study,” as required by WASC criterion 2.2a. These criteria shift the institutional review away from a process where the institution is measured against some predetermined goals, to one closer to the peer-review procedures used by faculty in their scholarship

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<sup>1</sup> Peer review should on account be misinterpreted as self-examination. The PRP has a self-review component, but this is balanced by the examination of the program by agencies external to it.

During the Program Review Process the program compiles a thorough self-study and then invites external scrutiny (as required by criterion 2.7); the resulting conversation leads to a better understanding of the program and identifies avenues for improvement. In bringing expert opinion to bear in program review, the PRP externally validates learning outcomes, including those of the program as a whole. Reviewers, as experts, bring to bear their own ideas of what students can and should do. But peer review as validation is better than benchmarking because it is flexible and dynamic. Expert reviewers both internalize current standards and let those standards evolve over the course of reviewing. That is, they not only judge, but also learn by doing reviews and will take what they learn back to their home campuses.

The PRP does not assess programs merely at the aggregate level; it also addresses almost every one of the enumerated learning *competencies* in criterion 2.2a, as summarized in the table below

Competency	Courses addressing the competency
College-level written communication	Writing courses, WAC <sup>a</sup> , WID <sup>b</sup> , major courses
College-level oral communication	Writing courses, WAC <sup>a</sup> , WID <sup>b</sup> , major courses
College-level quantitative skills	Breadth requirements, major courses
Information literacy	Major courses
Critical analysis of data and argument	Major courses
Understanding of diversity	Breadth requirements, major courses
Civic Responsibility	Breadth requirements, major courses
The ability to work with others	Major courses

- a. Writing Across the Curriculum
- b. Writing in the Disciplines

While not every UC campus subjects general education, writing and other academic non-degree programs to periodic review, many (e.g. UCLA and UC Merced) do. On some campuses, then, every one of these competencies is subject to program review. But writing and quantitative skills are assessed not only in writing and math courses; they are often assessed as program specific learning outcomes. Such assessments are often required in concurrent accreditation, as in the case of all programs accredited by ABET. In many other cases, programs in the arts and sciences see discipline-specific competencies in such skills as essential learning outcomes. While we have not had time to survey the entire university, we have sampled enough posted outcomes to know that the practice is widespread.

The University also makes every effort to nurture its Ph.D. programs and foster their drive to create new knowledge, creative avenues, and modes of application of knowledge, rather than acquiring pre-determined skill sets. Departments and programs oriented toward the production of specialized knowledge continuously and rigorously assess students in relation to the concrete goals of each respective degree.

The University of California's Academic Senate Committee on Educational Policy (UCEP), studied program review practices across the system in 2008 (see Appendix C) , and is currently updating that information to reflect changes as campuses have come up for WASC review. This study validates the above assessment of the PRP. While results have not been widely published, they are used by both academic senate and administration to serve formative and summative ends. On each campus, reviews are used to help decide how to allocate resources, so that both formative and summative goals are backed up by important consequences. This, indeed, is one of the points of peer review: to align rewards with institutional goals.

In short, program review serves as a broad, nearly comprehensive review of educational effectiveness throughout the University of California. UCEP's ongoing study of Program Review policies will enable the system to serve as a learning community to exchange best practices and constantly to improve on those practices. And while we in the Academic Senate have focused our remarks on curricular program review, co-curricular program review is also spreading throughout the system. As long as WASC keeps encouraging campuses to engage in review of all programs that affect student learning and keeps pushing campuses to aggregate these reviews for regular assessment of institution-wide educational effectiveness, program review will serve as a very powerful mechanism for both improvement and accountability. The PRP enables WASC to approach the accreditation of the UC (and of any institution with similar program review procedures) flexibly and holistically, in accordance with WASC's stated values in implementing the 2012 accreditation Handbook, (<http://www.wascsenior.org/redesign/handbook>)

### **Transparency in the Program Review Process**

Some of the public's—and higher education's—distrust of accreditation comes from the prior failure to publish the results of accreditation reviews. Until now, all the public could see is whether or not an institution is accredited, not whether it barely cleared the bar or excelled in all the criteria. By its recent vote to publish both team reports and Commission action letters, the WASC Commission took a significant step towards the solution of this problem.

In this public description of the strengths and weaknesses of an institution the information that can be derived from the PRP can provide a holistic and much more accurate view than, for example, a simple grading system. Holistic peer review, whenever established, enables WASC to remain flexible and responsive to the wide variety of types of institutions.

### **Student advice and mentoring**

In its Nov. 3, 2011 Resolution the WASC Commission raised concerns about lack of clarity in students' understanding the meaning, scope and purpose of the degree they are attempting to complete. The UC has long recognized this as an issue of central importance, and has taken diverse measures to prevent or correct such misconceptions in the student body.

All campuses have activities for incoming freshmen where students meet with advisors to discuss their goals and aspirations, and then choose majors accordingly. As they progress in their majors, students are *required* to meet regularly with advisors and mentors. These *mandatory* consultations with staff and faculty provide guidance not only in navigating the programs, but in tuning it to the student's needs. As the students approach graduation these meetings start addressing the student's future plans.

These meetings serve the dual purpose of discussing general competencies, common to large groups of courses, as well as discipline-specific information. These consultations also serve to clarify the purpose of individual courses as well as the organization of the program. Any questions the student might have about the curriculum (the rationale behind the required courses, elective courses needed to acquire desirable skills, etc.) are similarly aired.

No program expects students to plot their academic path without consultation with faculty and staff, this, in fact, would be considered an extremely serious problem, it would certainly be identified as such in the PRP, and lead to immediate corrective action.

## Other competencies

It is difficult, if not impossible, to find direct evidence in authentic student work to show that a baccalaureate degree program is preparing students “for work, citizenship, and a fulfilling life” and provides the “capability to engage in lifelong learning.” Program reviews usually include alumni surveys, so that program review not only collects indirect evidence but also subjects that evidence to peer review. “Breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge” is not measured for all students in annual program assessment or in program review. That said, many degree programs focus on one or more of these. For example “aesthetic knowledge” is central to those programs that offer degrees in literature, music, theater, or the plastic arts. What faculty in such programs discover about what students learn in a major that directly addresses one of these kinds of knowledge in the discipline carries over into general education in part because most programs use general education courses for induction into the major and so the course-level annual assessment for such courses is addressed in program assessment and program review. Furthermore, many program review policies insist that programs address general education offerings as part of program review.

## Addressing additional concerns

There are other concerns that have been identified by WASC, and which are best addressed by the UC at the campus or system level, not during the PRP.

## Student mobility

Facilitating the movement of qualified students between educational systems is something the UC takes extremely seriously. The institution has several paths for transfer, which are currently being extended and simplified (this is partly in response to the request from the California Legislature). The two-year completion rate for transfers has been steadily growing (44% in 2001, to 52% in 2004, the latest year for which data is available), and the University continues to tune its admissions and review criteria to increase the success rate for all students, and in particular, for transfer students. Some of these efforts are:

- The UC has recently created a new path for admission (in addition to the existing ones) where an applicant may be admitted based on a holistic review of the body of work he/she has completed, without being tied to a specific set of requirements.
- The University has been active, through its participation in the Intersegmental Committee of Academic Senates and other venues, in helping educate students in Community Colleges on the advisability of using the Intersegmental General Education Transfer Curriculum as an admission path.
- The University of California Office of the President (UCOP) has brought together faculty representatives of five disciplines— Mathematics, Biology, History, Psychology and Computer Science —to work on finding common grounds in learning outcomes for foundational courses, and perhaps common curricula.
- The University Committee on Educational Policy (UCEP) and UCOP are studying pathways for transfer students, disaggregating student demographics and identifying differences between the various “feeder” colleges that send students to the UC. The goal is to help us decide what practices work in the various community colleges and disciplines. What we learn about effective transfer programs we will in turn be able to share with our colleagues in the Community Colleges. While we do not believe that the DQP provides the best framework for “tuning” our degrees, we are already working to ensure that a bachelor’s degree from a California public university has identifiable content and value.

## PRP improvements

Though the PRP in its current form meets many of the goals enunciated by WASC, there are still several areas where the process can be improved. Among these are

- The requirement that the external review consider also the general education component of the degree (integrated in some, but not all, campus review guidelines)
- The publication of the result of the review process; in particular lack of awareness in the student body that the process exists
- The PRP, as implemented in the UC, contains all the ingredients necessary to clarify the meaning of a degree, and what students should expect when going through it. This needs to be articulated and made public. The resulting information will contain discipline-specific descriptors, but others will be common to many (and some perhaps even to all) areas. We believe that the differences will be as important as the commonalities: students, parents and other constituencies will want to know not the meaning of an abstract degree, but the meaning of a degree in a given area. The PRP allows a description of the degree in broad general terms *and* the realization of such terms for the specific discipline concerned.

Other parameters of the PRP might require tuning in order to better meet some of the concerns of the Commission. The Senate will work with the Commission to reach a consensus on these issues.

## **Appendices**

**Appendix A: Sample Program Review Process guidelines: UC Berkley, UC Davis, UC Los Angeles, UC Merced, UC Riverside, and UC San Francisco**

## THE UNDERGRADUATE STUDENT LEARNING INITIATIVE & ACADEMIC PROGRAM REVIEW PROCESS

### What is the Undergraduate Student Learning Initiative?

The Undergraduate Student Learning Initiative (USLI) supports departments in establishing learning goals and evaluation procedures for all undergraduate programs. The goal of the initiative is for faculty and students to have a shared understanding of the purpose of the major and of what graduating seniors are expected to know or to be able to do at the end of their course of study. The initiative is in keeping with the fundamental principle at Berkeley that the evaluation of student achievement should be locally defined, discipline specific, and faculty driven. Oversight of the initiative is provided by the Academic Senate and the Vice Provost for Teaching, Learning, Academic Planning and Facilities.

As of June 2011, 95% of departments and undergraduate interdisciplinary programs have identified learning goals and mapped them to their curricula. As a next phase, units are being asked to develop evaluation plans to determine how well students are meeting programmatic learning goals. This work will help units prepare for academic program review by applying what is learned from the evaluation process to make changes and improvements in their undergraduate programs. To minimize the workload burden, departments are asked to focus their evaluation plans on direct evaluation measures or work that students are already expected to produce (e.g., papers, presentations, group projects, internships, exam questions, lab projects, problems sets, and capstone experiences).

### How will evidence of student learning be incorporated into the Academic Program Review Process?

- Available information about the unit's engagement to date with the USLI will be included in the OPA Data Summary.
- The unit's self-study should reference the following:
  - the unit's learning goals;
  - how those goals map to the curriculum;
  - the unit's evaluation plan;
  - the results of any evaluation efforts already undertaken;
  - any steps the unit has taken to use findings to improve student learning in the major;
  - and how the unit expects to refine its evaluation plan in the future.

*Note: If the unit does not yet have an evaluation plan in place, it should address how it will proceed to establish one.*

- The charge letter to the External Review Committee will include a question referencing the unit's undergraduate learning goals and how well students are achieving them.
- Units will be encouraged to give external review committees the opportunity to review samples of undergraduate student work during the site visit to showcase evidence of student learning and faculty teaching. This type of direct evidence of student learning will complement UCUES student survey data and face-to-face meetings with undergraduates that are already part of the APR process.



## How should departments approach the inclusion of evidence of student learning in the self-study?

First, assess the level of current engagement with evaluation...	Then, take the appropriate next steps to move the department to the next level of engagement...
<i>Initial:</i> The unit has determined its learning goals and mapped them to the curriculum, but has not yet begun to develop an evaluation plan.	Use the self-study process to engage faculty in developing an evaluation plan for one or more learning goals.
<i>Emerging:</i> The unit has an evaluation plan for some or all of its learning goals, but has not yet implemented it.	Use the self-study process to implement the evaluation plan for one or more learning goals.
<i>Developed:</i> The unit has implemented an evaluation plan for one or more of its learning goals in at least one evaluation cycle.	Use the self-study process to report on findings and how they have been or will be used.
<i>Highly Developed:</i> The unit is routinely evaluating its program in an iterative cycle and using the results of its evaluation to modify the curriculum to improve student learning.	Use the self-study process to report on findings and how they have been used to improve student learning, as well as to reflect on any planned modifications to the evaluation process.

## Evaluation of Learning Goals: A Quick Reference Guide for Departments

Answer the question...	By doing the following...	Keeping in mind...
1. What will you evaluate?	Select specific assignments that students have completed in your courses in your major to evaluate achievement of learning goals. Examples of such assignments include term papers, case studies, presentations, performances, capstone-like experiences, lab experiments, theses, community projects, portfolios, research reports, exam questions, problem sets, or essays that you typically assign in your courses.	<ul style="list-style-type: none"> <li>Evaluate program-level goals and learning, not individual courses or individual students.</li> <li>Select specific assignments or aspects of assignments from multiple courses, or consider looking at a single culminating assignment that captures learning for multiple goals.</li> <li>Evaluate a representative sample of students, not every single student completing the assignment.</li> <li>Remember that grades are used to evaluate student performance in a course, while program-level evaluation looks at broad samples of student work across your curriculum to determine overall student mastery of learning goals.</li> </ul>
2. How will the process operate?	Implement your evaluation procedure at the end of each semester or at another time that works for your program. Consider using a bSpace project site to archive samples by semester, program-level goals, or another organizing structure that works for your program and discipline.	<ul style="list-style-type: none"> <li>Establish simple guidelines for determining sample size and for the collection and archiving of samples.</li> <li>Keep in mind that the sampling and evaluation of program-level goals is intended to give you a broad view of how your program is doing.</li> <li>Establish a process that will allow those who are performing the evaluation to identify common evidence of student work that meets or misses your program-level goals</li> </ul>
3. What will you do with the results of your evaluation?	Use the cycle of evaluation to refine goals, find the connections between your goals and core curriculum, collect and evaluate student work, and examine the results to determine if you need to make adjustments in your curriculum. Use your existing curriculum committee, create an evaluation subcommittee of your curriculum committee, or establish an evaluation group to review samples of student work.	<ul style="list-style-type: none"> <li>Use your efforts to address questions related to undergraduate education in the Academic Program Review process.</li> <li>Use the results of your evaluation procedure as a source of evidence about your program that can be used for marketing and fund raising efforts, and for external accreditation.</li> <li>Experiment with the process and make changes when needed to find a simple, straightforward procedure that works for your program/discipline.</li> </ul>

### Additional Resources:

- For additional information and tools about how to incorporate evaluation into your program, please visit <http://teaching.berkeley.edu/Assessment/assessingstudentlearning.html>.
- To apply for pilot grant funding to support the development of evaluation strategies, please go to <http://teaching.berkeley.edu/grants.html>.

## **College Undergraduate Program Review Committees: GUIDELINES FOR PROGRAM REVIEW REPORTS**

1) For each program in the cluster:

Distribute the survey of current faculty and tabulate the results.

Read and discuss the program's self-review report.

Conduct interviews of program faculty.

Conduct interviews of students and/or staff (optional).

2) For each program in the cluster, complete the attached Undergraduate Program Review Report. Section I is an assessment of the program's self-review; in other words, has the program done a satisfactory job in addressing each of the review criteria or not? Comments in this section should be included only if the program self-review is considered unsatisfactory in some way (e.g., important issues are not addressed or explained adequately). Note that, even if particular aspects of the program are deficient in some way, as long as those deficiencies are satisfactorily explained in the self-review, then "Satisfactory" should be checked. In Section II, the college program review committee should comment on issues of concern that were identified in any surveys and interviews of faculty, students and staff that the committee conducted, as well as provide a brief summary of the committees' conclusions about the major strengths and weaknesses of the program and its recommendations for future action.

3) After the reports on all individual programs in the cluster have been approved by the entire committee, compose a brief report on the entire cluster, summarizing the relative strengths and weaknesses of the different programs in the cluster, commenting on any overlap in subject area coverage, and, if appropriate, including recommendations about any changes that should be considered in the number and nature of programs offered in the subject area.

4) The full set of reports should be returned to each of the programs in the cluster no later than **December 1**. Each program should be asked to respond by **February 1**. The reports and departmental responses are then forwarded to the College Executive Committee (EC) and Dean's office for review. The full set of reports, departmental responses, and comments from the EC and Dean's Office should be sent to the Chair of the Undergraduate Instruction and Program Review Committee of the Undergraduate Council no later than **March 15**.

# Undergraduate Program Review Report

## College of \_\_\_\_\_

<b>Major:</b>			
<b>Department/Program:</b>			
<b>Review Period:</b>			
<b>Program Review Committee Members Assigned:</b>			
<b>Part I. Assessment of Program Self Review</b>			
	<b>Program Self-Review is:</b>		
<b>Review Criteria:</b>	<b>Satis- factory</b>	<b>Unsatis- factory</b>	<b>Comments</b> (Please provide explanatory comments for all "unsatisfactory" assessments.)
1. Overview of the major			
2. Outcome of Previous Program Review			
3. Faculty in the major			
4. Instruction, advising, and resources in the major			
5. Students in the major			
6. Students' perceptions of the major			
7. Post-graduate preparation			
8. Educational objectives			
9. Assessment			
10. Major strengths and weaknesses/problems			
11. Future plans			

## Part II: Additional Comments of the College Program Review Committee

- Results of surveys of current faculty

- Results of interviews of students, faculty and/or staff

- Summary of major strengths and weaknesses of the program

- Synthesis and specific recommendations



# PROGRAM SELF-REVIEW

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## FOR THE UNDERGRADUATE MAJOR IN

for the period  to

Date submitted

Prepared by:

Name	Title	Department

Home Department of the major:

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## Introduction and General Instructions

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The purpose of this program self-review is to provide responses to a series of questions about your undergraduate major, and to compare it to similar majors that are being reviewed in the same cluster, in the following eight categories, which comprise sections 1 and 3-9 of the report: 1) overview of the program; 3) faculty in the program; 4) instruction in the program (including staff, space, and facilities); 5) students in the program; 6) students' perceptions of the program; 7) post-graduate preparation; 8) educational objectives; and 9) self-assessment methods, including, when possible, outcome assessment of student learning. This is followed by a summary of major strengths and weaknesses (section 10) and a statement of future plans for the program (section 11). Section 2 is a report on the outcome of the last review of the program.

Each section begins with a series of guiding questions which give an overview of the information that the campus hopes to gain from these reviews. In order to help you frame responses based on actual evidence, we are providing a series of tables and graphs which are organized in several reports. Appendix A, provided by the Office of the Registrar, includes catalog descriptions of all programs in the cluster. Appendix B contains information on instruction, students, and faculty gathered by the Office of Resource Management and Planning (ORMP) using data from a variety of sources. Appendix C includes the results of two surveys conducted by Student Affairs Research Information (SARI): the first gathered the opinions of students in selected classes one and four years after graduation, and the second is a subset of data taken from the University of California Undergraduate Experience Survey (UCUES), which focuses on current upper division students. Appendix D, provided by the Office of the Registrar, is a list of the educational objectives of the campus, as published in the General Catalog.

The data presented in Appendices A-C provide you with the basis to make comparisons between your program and other programs being reviewed in the same cluster as well as your division, college, and the entire campus. Generally, the ORMP data on students and faculty were compiled for the home department of your program, while the survey data from SARI (the undergraduate experience survey and the alumni survey) were compiled by the students' majors. If, however, this approach will not provide useful information for your major, then alternative information has been provided based on the core courses that you identified for your major.

In responding to the questions below, we ask that you refer to specific data tables where they are referenced. Responses should be concise; where there is nothing particularly remarkable to note, they can be very brief (e.g., "Enrollment in the major has shown a slow but steady increase over the period of the review, consistent with our goals and with the pattern seen in most other majors in this cluster.") Cases in which the data for your program are substantially different from other programs require more detailed responses. In cases where the data we have supplied alone do not provide a complete and accurate understanding of the issue, please include additional information and commentary as necessary. For a few questions, no data are supplied and you are asked to draw on your own knowledge of the program to address the issue. In the summary following specific questions in sections 2-8, please describe briefly the overall state of the program for the issues addressed in that section, highlighting major problems, if any.



## 1. OVERVIEW OF THE MAJOR

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**Questions: What is the role of this major in undergraduate education on the campus, i.e., how does the major contribute to the undergraduate educational mission of the campus? Is the major clearly distinguished from other similar majors on campus?**

Refer to the catalog description of the major and the other majors reviewed in the same cluster (Appendix A). Describe any inaccuracies in the catalog description and explain plans for correcting them. Identify the other majors in the cluster that are most similar to yours and explain how your major differs from them.

Enter your text here.

## **2. OUTCOME OF PREVIOUS PROGRAM REVIEW**

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Please list the recommendations made at the conclusion of the previous review (these may have been made by the review committee, Executive Committee and/or Dean) and comment briefly on the current status of the matters noted in the recommendations. Discuss any other significant changes in the major since the last review.

Enter your text here.

### 3. FACULTY IN THE MAJOR

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**Questions: Who does the bulk of teaching in the major? What are the demographics of instructors in the major? Will the program be affected by substantial changes in the faculty (e.g. anticipated retirements) in the next review period?**

Refer to the attached data concerning faculty in your department and the other departments reviewed in the same cluster (Appendix B, Tables 1-5). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) Table 1. Instructional Faculty – FTE and Percent by Rank
- b) Table 2. Age of Ladder Faculty – Percent by Age Group
- c) Table 3. Gender of Ladder Faculty – Number and Percent by Rank
- d) Table 4. Under-represented Ladder Faculty – Number and Percent by Rank
- e) Table 5. New Faculty Hires and Separations – Number by Rank

Enter your text here.

## 4. INSTRUCTION, ADVISING, AND RESOURCES IN THE MAJOR

**Questions: How effective is the delivery of instruction in the major? Are faculty engaged in the major? Is advising adequate? Is there adequate staff support? Are adequate space and facilities available? Is the program keeping pace with developments in the field? Are grading standards appropriate?**

Refer to the attached data concerning instruction in the major and the other majors reviewed in the same cluster (Appendix B, Tables 6 -12). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) Table 6. Majors per Instructional Faculty FTE
- b) Table 7. Students in Major Enrolled in Upper Division Courses – Percent of Total Course Enrollment
- c) Table 8. TAs Assigned to Upper Division Courses – Number By TA Role
- d) Table 9. Student Faculty Ratio – By Instructor Type
- e) Table 10. Courses Taught – Percent By Instructor Type and Course Level
- f) Table 11. Assigned Space – I&R Assignable Square Feet (ASF) – By Department
- g) Table 12. Distribution of Grades in Upper Division Courses – Percent of Total Enrolled and Average GPA

Please also address the following issues, for which no data are provided:

- h) Comment on the degree of interest and engagement of the faculty in the major.
- i) Comment on the adequacy of staff support for the major.
- j) Comment on the adequacy of staff advising for the major.
- k) Comment on the adequacy of instructional equipment and facilities for the major.
- l) Comment on the program's record of keeping pace with advances in the field.

Enter your text here.

## 5. STUDENTS IN THE MAJOR

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**Questions:** This section is intended to characterize the students in this major. How have enrollments in the major varied over the period of the review, in terms of both the numbers and quality of the students? Are students succeeding in the major both in terms of qualitative and quantitative academic standards? Are students graduating on time? How do students find out about the major? Is the major reaching a wide and diverse spectrum of students? Are students who enter the major retained in the major, and if not, why not?

Refer to the attached data concerning enrollments in the major and the other majors reviewed in the same cluster (Appendix B, Tables 13-23). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) Table 13. Number of Students - Duplicated Count and Percent Change
  - b) Table 14. Students in Multiple Majors - Percent of Total in Major
  - c) Table 15. Gender of Students – Percent of Total in Major and Percent Change
  - d) Table 16. Under-represented Students – Percent of Total in Major and Percent Change
  - e) Table 17. New Freshman Students Number and Percent Change
  - f) Table 18. New Transfer Students Number and Percent Change
  - g) Table 19. Average Cumulative UC Davis GPA
  - h) Table 20. Students in Good Standing – Percent of Total by Level
  - i) Table 21. Degrees Conferred – Duplicated Count and Percent Change
  - j) Table 22. Time to Degree for Freshman and Transfer Students – All Students
  - k) Table 23. Time to Degree for Freshman and Transfer Students – In Same Major
- l) In light of the information presented in Tables 13-23, describe and evaluate the effectiveness of any efforts by the program's faculty and staff to retain students in the major.

Please also address the following issue, for which no data are provided:

- m) Describe and evaluate how students find information about the major (websites, course catalog, etc.).

Enter your text here.

## 6. STUDENTS' PERCEPTIONS OF THE MAJOR

---

**Question: What are current students' and recent graduates' opinions of the major?**

Refer to the attached data obtained from surveys of current students and alumni concerning their perceptions of the quality of the major and the other majors reviewed in the same cluster (Appendix C). Based on those data and any additional information you wish to include (e.g., results of departmentally administered course evaluations), comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) overall understanding of the major (Figures 1-4)
- b) overall satisfaction with the major (Figures 5-22)
- c) satisfaction with instruction in the major (Figures 23-36)
- d) satisfaction with academic advising in the major (Figures 37-43)
- e) satisfaction with courses offered in the major (Figures 44-53)

Enter your text here.

## 7. POST-GRADUATE PREPARATION

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**Questions: How well does the major prepare students for postgraduate education and careers? Do the students have sufficient contact with the faculty to get internships or letters of recommendation?**

Refer to the attached data obtained from surveys of current students and alumni concerning preparation by the major for postgraduate education and careers (Appendix C). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) quantity and quality of research and creative activities provided by the major (Figures 54-59)
- b) quality of preparation by the major for postgraduate education (Figures 60-64)
- c) quality of preparation by the major for the workforce (Figures 65-74)
- d) the degree to which students have sufficient contact with faculty to help them in their postgraduate education and careers (Figures 75-80).

Enter your text here.

## 8. EDUCATIONAL OBJECTIVES

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**Questions: What are the educational objectives of the major and how do they relate to those of the campus? How effective is the program in meeting its objectives?**

Explain how the educational objectives of your major relate to the educational objectives of the campus, as listed in the General Catalog (Appendix D), which are: communication skills, cognitive skills, virtues, depth of discipline, leadership skills, global perspective, and lifelong learning

Refer to the attached data obtained from surveys of current students and alumni concerning the major's contributions to the campus's educational objectives (Appendix C, Figures 81-114). Comment on students' perceptions of their preparation in each of the objectives, referring, when appropriate to differences between your major and others in the cluster.

Provide any additional evidence you may have regarding student learning and that indicates students are reaching the educational objectives for your academic program.

Enter your text here.



## 9. ASSESSMENT

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**Question: How does the program monitor and evaluate itself, and how are problems, once identified, rectified?**

No data are provided for this section.

a) Describe the indicators and/or methods that you use to demonstrate areas of strengths or that are in need of improvement in each of the following areas:

- i. Quality of teaching in the program.
- ii. Grading policies.
- iii. The program's record of keeping pace with changes in the field.

b) Describe any policies or procedures that are in place to address problems in each of these areas.

c) Of the outcome measures provided in this report (see Item 7) and the educational objectives for your program (see Item 8), identify those most effective for evaluating your program. Are there other measures you presently use or would like to use?

Enter your text here.

## **10. MAJOR STRENGTHS AND WEAKNESSES/PROBLEMS**

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Summarize the major overall strengths of the program as well as any current problems that you perceive.

Enter your text here.

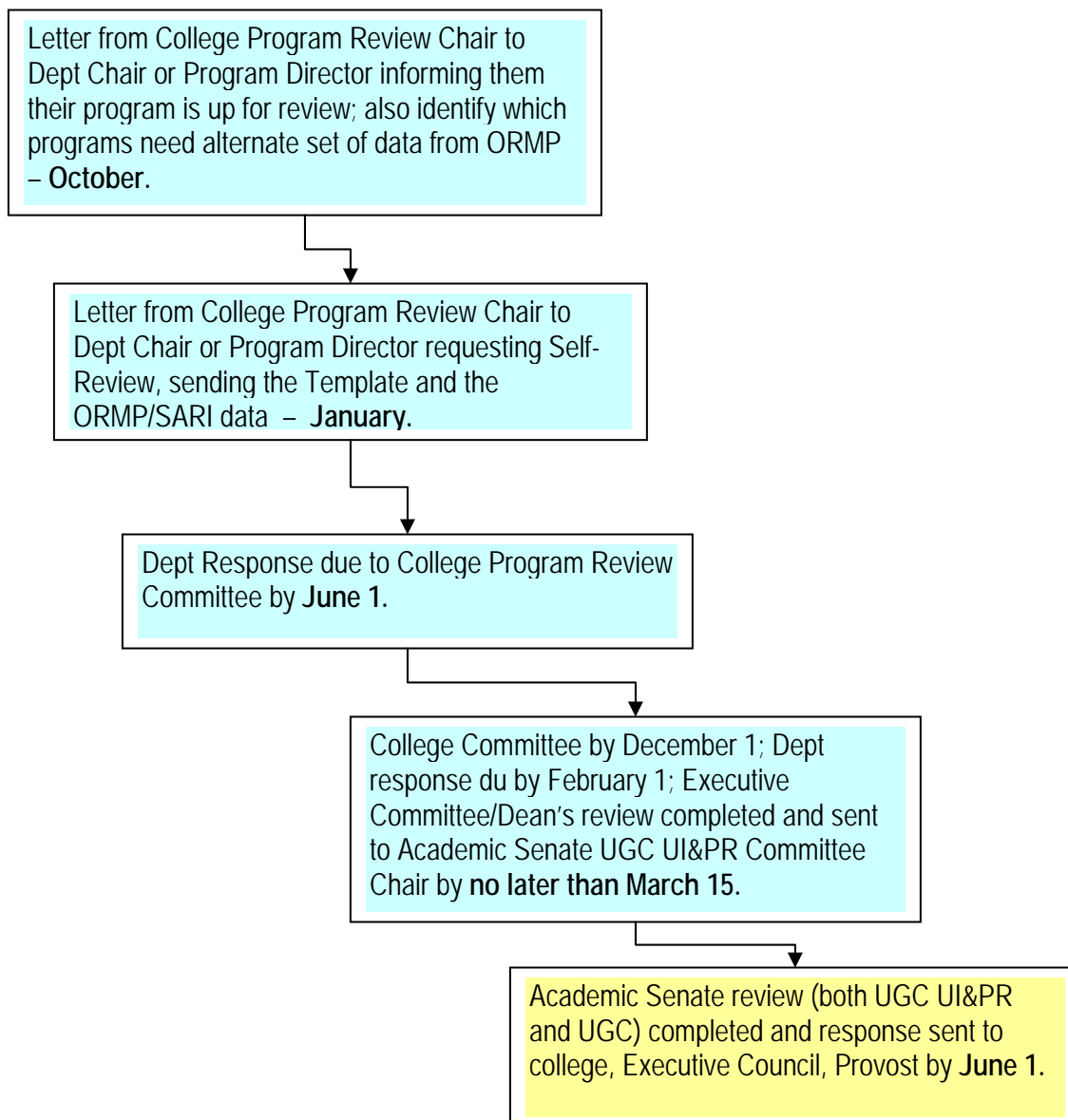
## 11. FUTURE PLANS

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Describe current or proposed plans to strengthen educational objectives of the program, such as increasing enrollments, improving student performance, and increasing the contribution of the program to the campus educational objectives. Describe and justify if new resources are needed to preserve or strengthen the program.

Enter your text here.

# Program Review Process Standard Cycle



College Responsibility

Academic Senate Responsibility

## APPENDIX XVI: GRADUATE COUNCIL AND UNDERGRADUATE COUNCIL PROCEDURES FOR ACADEMIC PROGRAM REVIEWS

[En 11 June 91; Repealed 9 Nov 94; En 12 Nov 96; En Nov 01; Am 1 Nov 07; Am 12 Nov 09]

For the information of campus and extramural agencies concerned with the Academic Senate's review of academic programs, this appendix outlines goals and procedures for such reviews in accordance with the charges of the Graduate Council (GC) and Undergraduate Council (UgC) set forth in Senate Bylaws 65.2 and 65.1 respectively.

### **GOALS AND RESPONSIBILITIES**

#### **1. Academic Program Review Goals**

The primary goal of the Academic Program Reviews is to maintain and strengthen the quality of UCLA's undergraduate and graduate degree programs. Reviews are intended to be helpful and supportive in (a) recognizing strengths and achievements, (b) promoting goal setting and planning, and (c) identifying areas in need of attention. Reviews should primarily seek perspectives useful to the units whose programs are under review and to their respective academic deans. They should also give Senate agencies and senior administrators an informed overview of the strengths, problems, and needs of academic units.

#### **2. Councils' Responsibility for Undergraduate and Graduate Programs**

UgC is responsible for all undergraduate degree programs including undergraduate minors and honors programs; GC is responsible for all graduate degree programs. When a department, interdepartmental degree program (IDP), center for interdisciplinary instruction (CII), or other academic unit (all hereafter referred to as units) offers only undergraduate or graduate degree(s), then the responsible Council alone carries out all aspects of the review. When the unit offers both undergraduate and graduate degrees, then the UgC and GC carry out all aspects of the review together. In any given year, the Councils will split between them leadership in these joint reviews. What follows is written as though the unit offered both undergraduate and graduate degrees.

### **SELF-REVIEW**

#### **3. Self-review by the Unit**

UgC and GC shall notify each unit to be reviewed in the Fall Quarter of the academic year prior to the site visit, requesting the unit to undertake a self-review that includes not only its present situation but also its plans and expectations. At this time, UgC and GC shall identify the information required to prepare the self-review, provide the unit with statistical information from either Senate or administration sources, and stipulate when any further information will be made available to the unit. All this information shall become part of the self-review. In preparing the self-review, the unit's faculty and students shall engage in one or more discussions of programs, strengths, weaknesses, and goals, organizing the discussions however the faculty and students prefer. The self-review shall be a concise document. The faculty should vote on the final draft and report the vote tally. The results of the vote must include the number of eligible voters. **IDPs must submit letters of departmental commitment, including two copies of the CVs for all departmental faculty members who are expected to contribute courses to the IDP and those faculty serving on the CAIDP.** In their letter of commitment, the department should outline activities that will contribute toward their support of the IDP (e.g., provide a set number of PTEs in heavily subscribed required courses for IDP students, etc.)

The self-review shall be submitted to Councils via the Program Review Director in spring quarter of the academic year prior to the scheduled review. If the department plans to request an extension to submit the self-review, the Academic Senate Office must be notified by the due date in the notification letter.

## **REVIEW TEAM**

### **4. Advice on Review Team Members and Schedule**

UgC and GC shall seek advice concerning both UCLA and external scholars who could serve as internal or external reviewers and the duration and organization of the site visit. Advice shall be sought from Senate members of the unit to be reviewed, from other appropriate Senate sources, and from relevant academic administrators. The list of external scholars obtained in this way shall be forwarded to the administrative officer (e.g., Dean) of the unit under review, who should comment on the list and may add names. UgC and GC rosters shall be made available to those from whom advice is sought. UgC and GC may also make use of non-confidential information from the Committee on Academic Personnel database used to nominate ad hoc committees for academic personnel reviews.

### **5. Review Team**

The immediately incoming and immediately outgoing UgC and GC Chairs (ordinarily a total of 4 people) shall select the members of each program review team, considering the advice they have received. The Chairs' selections shall be subject to ratification by the UgC and GC. The review team will ordinarily consist of two UgC members, two GC members, and two external scholars. However, the composition is flexible. For small units, as few as one UgC member, one GC member, and one external scholar are acceptable; for large units, more than two external scholars may be needed. If only one GC or UgC member is assigned, an alternate may be designated. As an exception, one of the two designated UgC or two designated GC members may be a previous member of the Council experienced in program reviews but not at present serving on either Council. The decision is made by the UgC and GC Chairs.

## **SITE VISIT**

### **6. Site Visit Structure**

The immediately incoming and immediately outgoing UgC and GC Chairs (ordinarily a total of 4 people) shall establish the basic structure of the site visit, considering the advice they have received. Ordinarily, the site visit will last two days. For small units, it may be shorter; for large units, longer. Ordinarily, the review team will work as one group. However, for large units and/or longer site visits, the team may divide up at certain times.

### **7. Issues for the Review**

Prior to the site visit, UgC and GC will invite the Council on Planning and Budget (CPB), the Executive Vice Chancellor, the Academic Dean, the Graduate Division, the Division of Undergraduate Education, and the unit chair, to inform UgC and GC of issues they feel are important to the review, including issues raised in previous reviews. The unit's self-review will be available to them.

### **8. Information for the Review Team**

Prior to the site visit, review team members shall receive a copy of this appendix, the self-review, the memorandum of progress from the previous review, the graduate and undergraduate statistical data sheets, any surveys, the most recent strategic plan of the relevant division or school, and any letters identifying important issues for the review (see 7). The external reviewers shall have the opportunity to address preliminary evaluation of the degree programs and issues that should be pursued during the site visit when the review team first meets.

### **9. Site Visit Schedule**

Each review team shall conduct its site visit at UCLA. The schedule for the site visit shall be established by the unit chair and review team chair. However, it is understood that the review team may elect to change the schedule at any time during the site visit. The following elements shall be part of each site visit: private time each day for the review team to discuss its work; private meetings with the unit chair, and academic dean, individual or group meetings with a representative sample of faculty; individual or group meetings with representative samples of students in each degree program under review; open time for faculty and students to sign up for individual or group meetings (as they choose); and

unscheduled time in the latter part of the site visit when the review team may meet with whomever it wishes.

#### **10. UgC and GC Student Representatives**

Graduate Student Association (GSA) representatives serving on the UgC and GC, and Undergraduate Students Association Council (USAC) representatives serving on the UgC, shall have access to the following review materials: self-review, internal reviews, external reviews, student surveys, and statistical information. Graduate and undergraduate students appointed to the councils may join review teams when the teams meet with students in the unit under review. Students in the unit under review will be informed that they may contact the UgC and GC student representatives and organizations before or after this meeting, especially about sensitive topics. The GSA and/or USAC representatives to UgC and GC may summarize these comments for the review team. These UgC and GC student representatives are also invited to participate in all UgC and GC discussions about student input in the review and the review report unless they are in the department under review.

### **REVIEW REPORT**

#### **11. Review Team Report**

The purpose of the review report is a candid, thoughtful, objective appraisal of the unit under review. The review report should incorporate the opinions of both the external and internal reviewers. The chair of the review team shall be responsible for the final review report, which is due within four (academic session) weeks after the site visit. The external reviewers shall each submit an individual report within two (academic session) weeks after the site visit. The review report shall be a concise document. It shall (a) present the strengths and achievements of the unit, (b) comment on the unit's plans and goals, and (c) provide a prioritized set of recommendations, with brief rationales, for how to address any areas needing attention. The list of recommendations should address critical issues, and to the extent possible, the report shall integrate the UgC and GC perspectives into one narrative and the UgC and GC recommendations into one set. The review report shall include the data summary. The review report shall have appended to it the unit's self-review narrative and the reports of the external reviewers.

#### **12. Report Review and Distribution**

After preliminary approval by the UgC and GC Administrative Committee, the draft of the complete report, which includes but is not limited to draft recommendations, external reviewers' reports, and the self-review narrative, shall be sent to the unit chair who will review it for errors of fact and errors of omission only. At this stage, the report is a confidential draft and not for wide distribution and therefore should not be shared with faculty in the unit, unless their consultation for fact checking is necessary. Similarly, the draft report may not be shared with the external reviewers. At this point in the process, responses to substantive issues are not appropriate and will not be incorporated into nor forwarded to the Councils with the draft, which will be corrected for factual errors. The chair must respond within one (academic session) week. If no response is received, the report will be assumed to be factually correct. The unit will have the opportunity to respond to substantial issues after receiving the final report.

The final report, corrected as needed, and with the approved recommendations by the appropriate Council(s), shall be sent to appropriate administrators, the unit chair, the chair of the relevant Faculty Executive Committee, and CPB. All review team members, including the external reviewers, will be sent a copy of the final approved report.

#### **13. The Progress Review Report**

The unit chair and academic dean shall submit written statements which include descriptions of actions planned and already taken in response to the review. These statements, which constitute the Progress Review Report, shall be submitted to UgC and GC no later than eleven months after the review report is distributed by UgC and GC. The faculty must vote on the final draft and report the vote tally. The results of the vote must include the number of eligible voters.

#### **14. Follow-up to the Progress Review Report**

The Progress Review Report(s) will be reviewed by the Review Team Chair who will provide a summary to the Councils. The Review Team Chair will recommend to the Councils one of the following:

- a) The progress review meeting (see below) should be waived and closure is recommended for the Councils' approval. If so approved, the Review Team Chair's summary will serve as the closure report (see 15 below).
- b) A progress review meeting should be scheduled. Closure of the review and the next review date will be determined as a result of that meeting, subject to approval by Councils. The Memorandum of Progress/Closure Report will be recommended for Councils' approval after the progress review meeting.
- c) The progress review meeting should be postponed pending an internal site visit, subject to the approval of the Councils.

If the Progress Review Meeting is held, it shall be scheduled one year to eighteen months after the site visit. The UgC and GC invite attendees. They shall include the relevant dean and unit chair and the chairs of GC and UgC or their representatives. Participants at the Progress Review Meeting shall discuss the review findings and recommendations and the Progress Review Report.

#### **15. Memorandum of Progress/Closure Report**

Based on the Progress Review Meeting, the Council Chairs or designated representatives shall produce a Memorandum of Progress, which shall be included in the official record of the review. The Memorandum of Progress would typically include the Progress Review Report along with any additional issues discussed at the Progress Review Meeting.

The Memorandum of Progress shall also describe any further actions that UgC and GC anticipate the unit will take prior to the next review. If the Review Team Chair recommends and Councils approve closure, the Memorandum of Progress will constitute the closure report.

### **INTERNAL REVIEW**

#### **16. Internal Review after Unsatisfactory Progress**

The UgC and GC participants at the Progress Review Meeting may decide that the progress has been unsatisfactory. If so, they will bring the recommendation for an Internal Review to the Councils for a vote. If Councils recommend an internal review, they will conduct an abbreviated version of a site visit targeted to the remaining problematic issues. The internal review team will usually consist of one representative from each Council and no external reviewers. At the conclusion of the site visit, the unit chair and academic dean shall be informed in writing as to the outstanding issues, what is needed to achieve closure of the internal review process, and the time period within which it should be accomplished. The internal review team shall be responsible for monitoring progress and recommending closure to UgC and GC. UgC and GC shall confirm the recommendation to close the internal review and set the date for the next review. At this time, they shall also write an internal review report describing any further actions that UgC and GC recommend the unit take prior to the next review. This letter will be provided to the review team at the time of the next review.

### **NEXT REVIEW**

#### **17. Year for Next Review**

The year of the next scheduled review for each unit shall be tentatively set by UgC and GC at the time the review report is approved. The final date shall be confirmed by Councils after the Progress Review Meeting. Normally, the next site visit will be scheduled 8 years after the current site visit. The reviews of units that are also reviewed by accreditation teams should, as much as possible, be coordinated with the accreditation evaluation, assuming the unit wishes such coordination. In scheduling the year of the next



review, consideration may also be given to evening out the number of reviews conducted by the Councils in a given year.

### **18. Early Review**

On rare occasions, when compelling need has been demonstrated, UgC and GC may decide to review a unit earlier than scheduled. The request to consider an early review may be initiated by either Council or by students, faculty members, or administrators directly associated with the unit. The UgC and GC will decide whether there is a basis for considering the request. If so, they will carry out preliminary fact finding to decide whether to grant the request. It is expected that requests for early reviews will be made infrequently.

## **SPECIAL ACTIONS**

### **19. Suspension of Admissions**

Cause for the suspension of admissions includes but is not limited to a program's failure to fulfill its teaching and research mission, disregard for student and/or faculty welfare, and/or the inability to deliver its programmatic offerings in an adequate manner to current or prospective student cohorts. A suspension of admissions may also be cause for the recommendation of academic receivership.

### **20. Receivership**

Academic receivership is defined as the appointment of an individual external to the unit who will be vested with sufficient administrative authority to oversee implementation of the recommendations of the Councils. The appointment of a receiver falls under the purview of the relevant dean or provost. The receiver may be appointed chair, or may be charged to work closely with the chair as a temporary administrative adjunct.

The Senate Report may include a recommendation to the relevant administrator that a unit be placed in academic receivership. Cause for the recommendation for receivership includes, but is not limited to cases where an academic unit is unable or unwilling to govern itself in accordance with the principles of shared governance, where it is in noncompliance with the Academic Senate's Program Review process, where it is failing to fulfill its teaching and research mission, where disregard for student and faculty welfare is evident; or where the inability to deliver its programmatic offerings in an adequate manner to current or prospective student cohorts is in evidence. In each case, the recommendation for receivership will be accompanied by a recommendation for an early review.

### **21. Appendix V Actions**

Should the unit under review prove to be unwilling, unable, or incapable of adequately addressing the issues that lead to a suspension of admissions and/or a recommendation for receivership, the Graduate and/or Undergraduate Council may initiate any of the actions set forth in Appendix V. In such an instance, the "Procedures for transfer, consolidation, disestablishment, and discontinuance of academic programs and units" will be followed.

Council on Planning and Budget  
Template for Academic Program Reviews

In order to facilitate CPB's review, the following points should be specifically addressed either in the body of the self-review or as a supplement to it. Please indicate in your self-review if any of the points are not applicable.

1. Based on the unit's current and expected resources, provide a brief description of its short-term (<2 years) and long-term (>5 years) academic goals. What appear to be the unit's trends in growth, change in emphasis, emerging fields, or contraction of activities? How is the unit planning to cope with these changes so as to serve its goals?
2. What funding resources are available to fulfill these goals? Include operational budget and instructional support (i.e., teaching assistantships, fellowships, scholarships, research assistantships, etc). Provide summaries of available relevant data in tabular and/or graphical forms.
3. How is the faculty distributed in terms of specializations and seniority? What is the outlook for faculty renewal (retirements, new hires)? Are additional faculty needed? How do these factors influence the unit's budgets and plans?
4. Comment on the adequacy of staff support for faculty, student services, research, personnel management, and administration.
5. Briefly describe extramural and intramural sources of graduate student support and comment on their adequacy and/or shortcomings. Comment on the research opportunities for undergraduates and sources of funding.
6. Comment on the unit's student enrollments. Have they been increasing or declining since the closure of the last review and provide data on enrollment and undergraduate/graduate student/faculty ratios.
7. Describe the available physical resources. Discuss their adequacy, including faculty and student office space, laboratory space for teaching and student research, equipment, computers, etc.
8. Please provide any additional information helpful for analysis by the Council on Planning and Budget.

## **UCLA Academic Senate Program Reviews**

### **Dean's Meeting**

A meeting with the Dean of the program under review usually occurs at the start of most reviews. Deans occupy a unique position with respect to most departments and programs, typically having knowledge of staff and faculty hiring patterns and pressures, of faculty development, of departmental teaching profiles and of budgets, and holding all this information in the context of similar profiles for other programs in related areas. As such, Deans have much useful information for the review team.

In the spirit of assisting the review team in its mission, and not wishing to proscribe or limit the issues addressed, the Academic Senate offers the following checklist of items that may be discussed with the Dean of the program under review.

#### **A. FACULTY**

1. Recruitment and retention concerns
2. Diversity
3. Faculty development
  - distribution across ranks and movement through ranks
  - profile (NRC/other rankings)
  - research funding
  - teaching profile (see B1)

#### **B. TEACHING**

1. Graduate and undergraduate instruction by ladder rank faculty (compliance with recent UCLA mandates)
2. Trends in terms of numbers of majors and minors
3. Trends in terms of number of TA positions and graduate financial support
4. Graduate student recruitment – numbers and profiles of incoming and outgoing students

#### **C. RESOURCES**

1. Space utilization and requirements
2. Staff resources

#### **D. BUDGET**

1. Particular concerns/pressures/possibilities in relation to the program under review

**ACADEMIC SENATE GUIDELINES FOR EXTERNAL REVIEWERS  
OF NON-DEGREE PROGRAMS  
(Revised October 2003)**

SUBMISSION OF REPORTS: External Reviewers will submit individual reports to the Review Manager **only** (not to faculty in departments or programs) two weeks after their on-site visit (Academic Senate Office, University of California, 405 Hilgard Ave., Los Angeles, CA 90095-1408). These reports will be utilized by the Senate review teams in conjunction with other materials to generate a final, single Review Report. These reports are carefully scrutinized by the appropriate committees prior to approval and adoption by the Senate. The External Reviewers' reports will be available to be read by members of the reviewing agencies of the Senate and will be included in the final report transmitted to the department or interdepartmental program, the Dean and the Chancellor's Office. These reports are made available to all faculty and students in the department or program after completion of the review process.

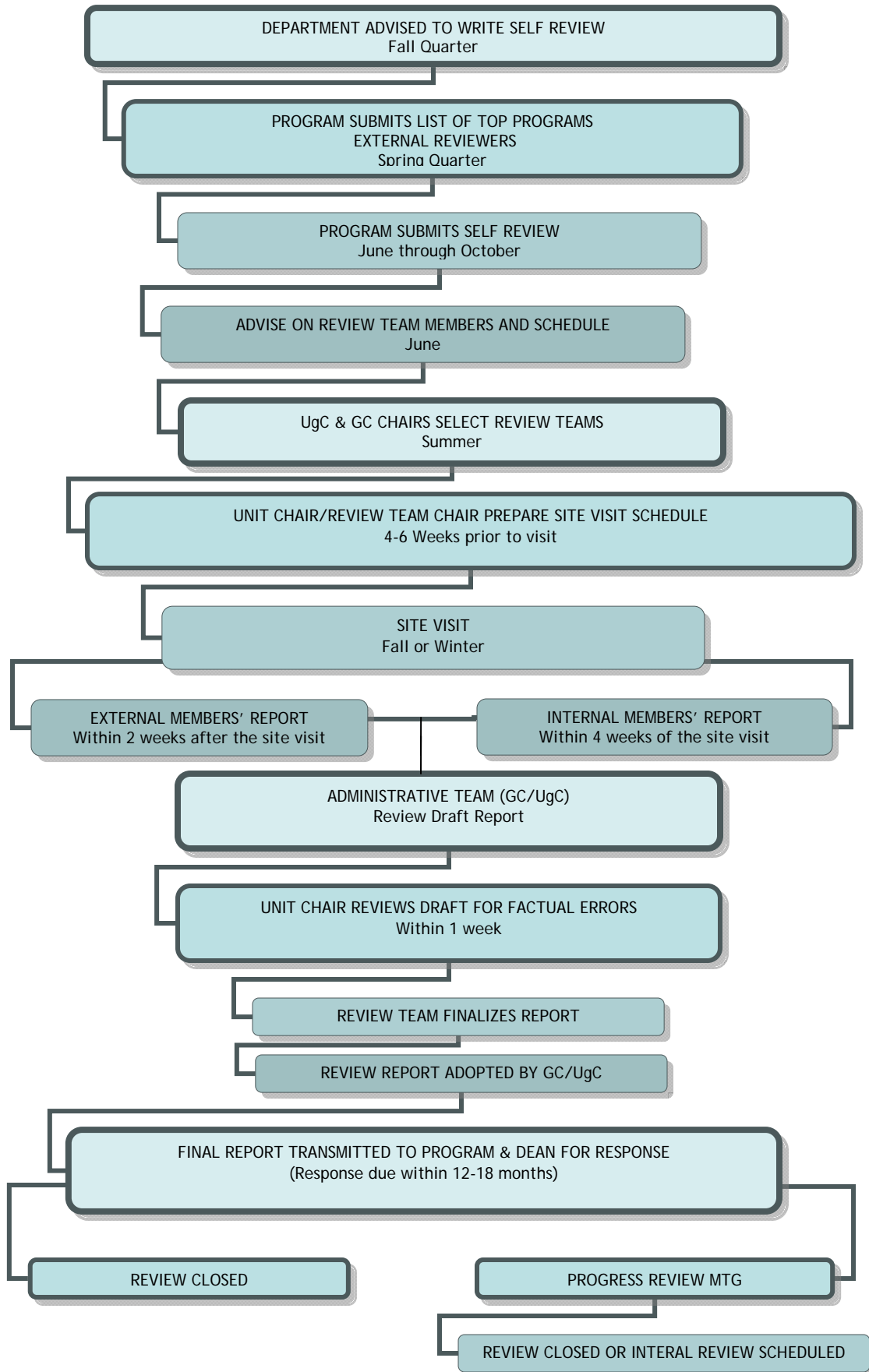
GENERAL TOPICS: In general, we are interested in your overall assessment of the teaching and, where appropriate, the research accomplishments and potential of the unit you are reviewing. The charge to the consultant is to evaluate the educational programs as well as to make an explicit comparison of the UCLA program with comparable programs in other major universities. The Academic Senate of UCLA is most interested in your expert assessment of the quality of the undergraduate instructional programs. Recommendations to increase resources may follow from this, but are not in themselves the primary responsibility of the reviewers.

It might be helpful to think of your review with the following questions in mind:

1. Are the objectives of the non-degree program clear, and do they have academic merit?
2. Do other major universities have similar programs? For those that do, how do they differ from the program at UCLA? What are the strengths/weaknesses of the UCLA program vis-à-vis those of other schools?
3. How effective is the UCLA program in meeting its objectives? How well does the program teach undergraduate students? Does the program offer clear advantages to undergraduate instruction solely within traditional academic departments or schools?
4. Are there ways to resolve problems or improve the program under review that do not include additional full-time faculty and/or other resources?
5. In many fields, long-range planning and strategic choices about areas of teaching and research are necessary. Do you believe that this program has an imaginative, workable long-range plan that will allow it to make major contributions to undergraduate instruction at UCLA and to pursue appropriate specializations with distinction?
6. Do the current administrative structures at UCLA make sense for fostering the research and teaching in the program that you are reviewing? Are there closely related units at UCLA or other University of California campuses where more collaboration should be undertaken? Are there appropriate support facilities such as libraries, research and teaching space, and computer labs and training?

We are aware that each non-degree program under review presents a special set of circumstances and that your review will need to take these distinctions into account. We intend these guidelines to be suggested topics that you may want to pursue rather than prescriptions of the process. As an External Reviewer, you should feel entirely free to pursue whatever avenues of investigation will yield constructive and relevant insights into the particular programs. We hope to obtain well thought-out and forthright judgments of where we stand in the academic picture, so that UCLA may best capitalize on its strengths and take effective steps to correct weaknesses. The Academic Senate will give serious consideration to whatever directions you believe to be most worthwhile in achieving those ends.

## ACADEMIC SENATE PROGRAM REVIEW PROCESS



## **ACADEMIC SENATE GUIDELINES FOR PROGRESS REVIEW (Revised November 2009)**

### **1. Introduction**

The academic program review process for any unit ends when the responsible Council(s) (Undergraduate Council (UgC), Graduate Council (GC), or both) confirm that the program(s) are adequate, if not excellent, and that the unit, academic dean, and any others to whom recommendations were addressed are either attending to them or developing reasonable plans to do so. Normally, a preliminary decision to end the review is made at the Progress Review Meeting, which is held 12-18 months after the Review Team Report is distributed.

### **2. Information Provided Prior to the Progress Review Meeting**

Prior to the Progress Review Meeting, participants shall receive the following information: a) the entire Review Report, including all attachments and appendices, b) the unit chair's concise (1-5 single-spaced pages) response to the review report, including a statement of actions taken and in progress in response to each recommendation directed to the unit; c) the responsible academic dean's concise (1-3 single-spaced pages) response to the review report, including a statement of actions taken and in progress in response to each recommendation directed to the academic dean, and d) the concise response of any other administrator to whom a recommendation was directed.

Not included in the packet, but available in the Senate's program review office will be a) institutional and other data that were part of the self-review but not included in the Review Report, b) faculty CVs, and c) any available faculty and student survey results.

### **3. Progress Review Meeting**

**A. Participants.** Participants are invited by UgC and GC. Ordinarily, people holding the following types of positions are included: a) chair of the unit responsible for the academic programs being reviewed; he or she may bring a vice chair and/or other academic administrators of the unit; b) academic dean for the unit; c) GC chair; d) UgC chair. e) the chair of the review team and another review team member (from the other Council when both UgC and GC are involved) may be invited if necessary.

**B. Scheduling.** The Progress Review Meeting, which ordinarily lasts two hours, will occur 12 to 18 months after the final review report is distributed by UgC and GC. Twelve months is the norm, but in exceptional cases the meeting will be scheduled no later than 18 months following distribution of the report. It is expected that all required participants will attend. Should a participant later find he or she cannot attend, the Senate review office should be notified. A designated representative, holding a related position and a member of the Academic Senate, may be suggested. GC and UgC will decide whether to include the designated representative, reschedule the meeting, or hold the meeting without representation from that office. In almost all circumstances, the Progress Review Meeting will be rescheduled if the unit chair or academic dean cannot attend.

**C. Agenda.** The agenda is flexible, depending on the particulars of the review and the views of the participants. The following topics will ordinarily be part of the agenda: a) consideration of the programs' strengths and accomplishments and of future goals and plans; b) actions taken and planned by the unit chair and academic dean (and as needed, other administrators) in response to the recommendations; c) any other actions needed and how and when they will occur; and d) and, if appropriate, reconsideration of the timing of the next review. The Progress Review Meeting will be chaired by either the GC Chair or the UgC Chair, splitting the joint meetings equally between them.

**D. Minutes.** The appointed Council Analyst will prepare the Minutes of the Progress Review Meeting. The participants of the meeting will review the Minutes. The Minutes will serve as the basis for preparation of the Memorandum of Progress prepared for GC and UgC consideration.

#### **4. Memorandum of Progress**

The Council Chairs or their designated representatives shall produce a Memorandum of Progress to be submitted to the Vice Provost, Graduate Dean, the Executive Vice Chancellor, and the Executive Dean of the College when appropriate, and included in the official record of the review. The Memorandum of Progress should provide the UgC, GC, unit chair, academic dean, and any other administrators to whom review recommendations were specifically addressed with a written record about what has been and will be accomplished in response to the review recommendations and when the next review will take place. It should provide a basis, at the time of the next review, and evaluating what was accomplished in response to this review. It will be reviewed and approved by the Administrative Committee(s) for each Council represented in the review prior to presentation to the full Council(s).

The Memorandum of Progress should be a concise statement (1-2 pages) which includes the following topics and items:

1. What has already been accomplished in response to the review recommendations.
2. What will be accomplished in the future in response to the review recommendations, by whom, and in what timeframe.
3. The year of the next site visit (including justification if there has been any change from the original review report).
4. Date and vote of each Council (in final version)
5. Attachments
  - Unit chair's response to the review report and recommendations
  - Academic dean's response to the review report and recommendations
  - Any other responses requested as part of the preparation for the Progress Review Meeting
  - Minutes of the Progress Review Meeting

#### **5. Council Vote on Satisfactory/Unsatisfactory Progress**

At the next scheduled GC and UgC meetings after the Progress Review Meeting, the Councils will consider the findings and recommendations from the Progress Review Meeting. The approved Memorandum of Progress will be available to the Councils' members. The Council Chair or designated representative who wrote the Memorandum of Progress will present it. Ordinarily, the Councils will vote that satisfactory progress has been made and will confirm the following: a) that the review will be closed; b) what remains to be done in response to the review recommendations, who will do it, and the time frame in which it will be done; and c) when the next review will be scheduled. Occasionally, the Councils may determine that there has been unsatisfactory progress and there are compelling reasons why the review should not be closed immediately after the Progress Review Meeting. In this case, there will be an internal review, as described in section 6.

#### **6. Internal Review after Unsatisfactory Progress**

Councils will communicate the finding of unsatisfactory progress to the unit chair and academic dean and appoint an internal review team. It is up to the internal review team to decide when sufficient progress has been made to recommend an end to the review.

**A. Information to Chair and Dean.** The UgC and GC Chairs will prepare a joint letter to the unit chair and academic dean informing them of the decision to have an internal review and provide the following information: a) reasons why the review will not be closed at this time; b) what needs to be done, by whom, in order to close the review; and c) target date for closing the review.

**B. Internal Review Team.** Each internal review team shall have two members (one from each Council or two from the one responsible Council). It shall be chaired by the member from the Council which did not chair the review team or, if one Council is involved, by whomever the Council Chair appoints.

**C. Internal Review Activities.** The internal review team shall become familiar with the review and outstanding issues. Members will read the review report, responses from the unit chair, academic dean, and others, Memorandum of Progress, and letter to the unit chair and academic dean informing them about the internal review. The team will participate in a one-day site visit (without external consultants) and will follow the same procedures as required for a full review, but in an abbreviated fashion targeted to the remaining problematic issues. When the internal review team members have concluded the site visit, they will prepare an internal review report.

**D. Draft Internal Review Report.** The internal review team chair shall be responsible for a draft internal review report that will follow the same procedures as required for a regular review report, and will serve as the basis for the UgC and GC consideration for ending the review. The other member shall concur with the draft. The report should explain why an internal review was recommended and what was accomplished during that time, identify what remains to be done to address recommendations of the review and how it will be accomplished, and suggest the year for the next review. The UgC and GC Chairs' letter to the unit chair and academic dean should be included in the attachments. The internal review report will be provided to the review team at the time of the next regular review.

**E. End of Review.** At the next scheduled GC and UgC meetings after the internal review report becomes available, the Councils will consider the findings and recommendations from the internal review team. The voting will be handled exactly as it is for programs closed immediately after the Progress Review Meeting. The internal review team chair shall be responsible for finalizing the final internal review report.



## ACADEMIC SENATE GUIDELINES FOR EXTERNAL REVIEWERS (Revised October 2001)

**SUBMISSION OF REPORTS:** External Reviewers will submit individual reports to the Academic Senate Office only (not to faculty in departments or programs) two weeks after their on-site visit (Academic Senate Office, University of California, 405 Hilgard Ave., Los Angeles, CA 90095-1408). These reports will be utilized by the Senate review teams in conjunction with other materials to generate a final, single Review Report. These reports are carefully scrutinized by the appropriate committees prior to approval and adoption by the Senate. The External Reviewers' reports will be available to be read by members of the reviewing agencies of the Senate and will be included in the final report transmitted to the department or interdepartmental program, the Dean and the Chancellor's Office. These reports are made available to all faculty and students in the department or program after completion of the review process.

**GENERAL TOPICS:** In general, we are interested in your overall assessment of the research and teaching accomplishments and potential of the unit you are reviewing. The charge to the consultant is to evaluate the educational programs as well as to make an explicit comparison of the UCLA program with comparable programs in other major universities. The Councils are most interested in your expertise in assessing the quality of both the undergraduate and graduate instructional programs. Recommendations to increase resources may follow from this, but are not in themselves the primary responsibility of the reviewers.

It might be helpful to think of your review with the following questions in mind:

1. For the graduate program, have you suggested that your own undergraduates apply here? For which of your undergraduates, if any, would you recommend the UCLA program?
2. In many fields, long-range planning and strategic choices about areas of teaching and research are necessary. Do you believe that this unit has an imaginative, workable long-range plan that will allow it to make major contributions to the discipline and to pursue appropriate specializations with distinction?
3. How well does this unit teach its undergraduates? Would you want some of these students in your own graduate program? What about the courses for non-majors? Does the unit pay enough attention to its undergraduates in the areas of teaching, counseling, and introduction to research?
4. **Do the current administrative structures at UCLA make sense for fostering the research and teaching in the field that you are reviewing? Are there closely related units at UCLA or other University of California campuses where more collaboration should be undertaken? Are there appropriate support facilities such as libraries, research and teaching space, and computer labs and training? If this is an Interdepartmental Program, should we continue to separate the program from its affiliated Organized Research Unit?**
5. **Are there ways to resolve problems or improve the program under review that do not include additional full-time faculty and/or other resources?**

We are aware that each department/program under review presents a special set of circumstances and that your review will need to take these distinctions into account. We intend these guidelines to be suggested topics that you may want to pursue rather than prescriptions of the process. As an External Reviewer, you should feel entirely free to pursue whatever avenues of investigation will yield constructive and relevant insights into the particular programs. We hope to obtain well thought-out and forthright judgments of where we stand in the academic picture, so that UCLA may best capitalize on its strengths and take effective steps to correct weaknesses. The Academic Senate will give serious consideration to whatever directions you believe to be most worthwhile in achieving those ends.

**GUIDELINES FOR THE LETTER OF DEPARTMENTAL COMMITMENT  
TO INTERDEPARTMENTAL DEGREE PROGRAM (IDP)  
(Revised October 2001)**

**IDPs under review MUST include Departmental Letters of Commitment in their Self-Review  
Report**

The following is a guide to composing departmental letters of support for IDPs. While individual departmental statements may differ, letters of commitment should address each of the following points.

1. A general summary of the will of the department, indicating:
  - a. specific IDP degree program in question
  - b. depth of departmental support (results of faculty vote)
  - c. term of commitment (usually from 3 to 8 years)
  - d. expected departmental representation on IDP's Administrative (or Steering) Committee.
2. A description of relevant departmental faculty (including rank and field of interest, and if appropriate, percentage of FTE allocated to the IDP) during term of commitment, indicating:
  - a. departmental faculty member(s) who will belong to IDP's Steering Committee
  - b. departmental faculty member(s) who will belong to the IDP's core faculty
  - c. other departmental faculty member(s) who will be expected to participate regularly in the IDP's offerings
  - d. other departmental faculty member(s) who teach in areas related to the IDP.
3. The degree to which the department is willing to recruit replacement faculty for service in the IDP when necessary and to increase the number of committed faculty members in response to increased IDP enrollments.
4. The degree to which, on personnel matters, the department is willing to recognize the service of its members in the IDP.
5. The degree to which the department will supply the following:
  - a. release time for a departmental faculty member who serves as IDP chair
  - b. teaching assistantships (within the department) for graduate students enrolled in the IDP
  - c. departmental laboratory, office, or carrel space, or equipment, for use by the IDP's students
  - d. departmental administrative or secretarial service and space for use by the IDP.
6. Any budgetary constraints affecting the department's continued support of the IDP.
7. All courses (including course number, title, and whether required or elective) listed by the IDP that the department will regularly offer every year.
8. All courses (including course number, title, and whether required or elective) listed by the IDP that the department will offer intermittently.

With the letter of departmental commitment, please enclose two copies of the CVs for all departmental faculty members who are expected to contribute courses to the IDP. We prefer shorter rather than longer CVs (e.g., a 2-page biographical sketch rather than a full CV), but send whatever CV is available. There is no need to create a special CV to accompany the commitment letter.

**ACADEMIC SENATE GUIDELINES FOR THE REPORT  
OF AN ACADEMIC PROGRAM REVIEW TEAM AS CHARGED BY  
THE GRADUATE AND UNDERGRADUATE COUNCILS (GC AND UGC)  
(Revised November 2009)**

This is a guide to the writing of an Academic Program Review Team's report. The Chair of the Review Team bears final responsibility for preparing the team's report, which is due within four academic weeks after the site visit. The report should integrate into one document the following perspectives: GC and UgC Review Team members' findings, the observations of external scholars (who will each submit individual reports, to be attached to the final Review Team Report, within two academic weeks of the site visit), and the unit's self-review narrative (which shall be attached).

The Review Team Report should be a concise document: 5-7 pages (single-spaced) for small programs and 8-10 pages for large ones. The Review Team Report should refer the reader to the unit's self-review report and its addenda for non-disputed information; any material from the self-review report with which the Review Team disagrees should be discussed at relevant points in the Review Team Report. The Review Team Report should also refer to the individual reports of the external scholars as recognized authorities in the discipline.

The document should summarize non-disputed descriptive statements (e.g., numbers of majors, ranking in field, types of courses offered, placement of graduates) found in the unit's self-review report, its addenda, or the external reviewers' reports. The findings of the report should include:

1. introductory statement including a general overview of the program (administrative structure, degree programs, number of students, etc.) and a summary of the participants and activities related to the preparation of the report.
2. strengths and achievements of the program(s) under review;
3. goals and plans for the program(s); and
4. areas in need of attention, with prioritized recommendations and a rationale for each one.

These areas are outlined below:

In section #2, Strengths and Achievements, the Review Team Report should note areas of excellence in the unit's academic programs. On scholarly matters, the Report should rely heavily upon the judgments of the external reviewers. On matters of curriculum and administration, the Review Team as a whole should agree on any areas in which the unit has demonstrated strength and achievement. Any specific recommendations related to the strengths and achievements should be placed in the third section of the report.

In section #3, Goals and Plans, the Review Team Report should describe and comment on the unit's vision of its future. If the unit's plans and goals for its academic programs are not clearly presented elsewhere, then a brief summary should be provided, based both on the self-review report and the site visit. The Review Team Report should provide a brief evaluation of the reasoning behind, the desirability of, and the feasibility of such plans and goals. Any specific recommendations related to goals and plans should be placed in the third section of the report.

In section #4, Areas in Need of Attention, the Review Team Report should provide a list of recommendations, in descending order of priority, and an explanation of the reasoning behind each of them, referring as appropriate to the reports of the external reviewers. The recommendations should address any aspects of the academic program that need attention and any goals that may need to be re-examined or re-focused. Recommendations may refer to a wide array of issues concerning scholarship, curriculum, numbers of majors, non-majors, or graduate students, administration, grading practices, staff support, student morale, physical plant, and so forth -- in short, any matter that affects the unit's ability to offer excellent degree programs.

To the extent possible, each recommendation should be addressed to a person(s) or office(s) on campus most responsible for addressing the Review Team's concerns, including the unit itself, the responsible academic dean, the provost, other unit chairs, administrators in the libraries, building maintenance, the registrar's office, and so forth.

After each numbered recommendation, a concise (one-paragraph) explanation of the Review Team's reasoning should appear. This rationale should clarify only the facts and logic behind the recommendation, drawing as appropriate on the external reviewers' findings; it should not include summaries of the program's history or practice, or disputes internal to the unit, already noted in the unit's self-review report. As described in section 6 of the "Guidelines for Site Visit", the Review Team Report should reflect the team's considered judgment about matters of evidence, confidentiality, and purview of the academic program review process.

The list of recommendations should express, as far as possible, the collective opinion of the full Review Team, including the opinions of the external reviewers. When the external review team is remiss in not performing sufficient evaluation or in failing to address some area, it is then appropriate for the internal review team to add its own analysis and/or recommendations. If there is disagreement between review team members about a recommendation or its priority, the disagreement should be explained in the recommendation's rationale, giving the arguments pro and con the different recommendations or priorities.

N.B. Section #3 should consist of the recommendations and integrated rationales only. This section is part of the Review Team Report and should not constitute a separate document. The review team's draft recommendations will continue to be advisory to GC and UgC, which will revise them as the full membership deems and ultimately vote to approve them. These final, approved recommendations and their rationales will be section #3 of the Report. Please limit the number of recommendations to ten, if possible. Excessive recommendations diminish the importance of the essential improvements required to maintain or improve the quality of the program(s) under review.

The document that the Review Team Chair submits to either or both UgC and GC, depending on what academic programs are involved, should contain the following materials:

1. Title Page -- identifying programs reviewed, unit offering them, site visit dates, review team members and affiliations, and review team chair, date of report, final approval date, and list of appendices.
2. Review Team Report Narrative:  
Introduction: Overview of the unit, list of the participants, summary of meetings, and other information used for preparation of the report.
  - Strengths and Achievements
  - Goals and Plans
  - Areas in Need of Attention
  - Recommendation for next review
3. Reports from the External Reviewers
4. Site Visit Schedule, with notations of changes, additions, etc.
5. Self-Review

The Review Team Report and draft recommendations will be reviewed by GC and UgC. The draft report will be vetted by the Councils' Administrative Committee. Revisions will be made as needed to obtain GC and UgC approval. Once all necessary changes have been made to items #1 and #2, all the elements identified in #1-5 above constitute the final review report and recommendations and are sent to the unit chair, dean, and others. Together with the unit chair's, dean's, and others' responses, they serve as the basis for the Progress Review Meeting.

## Guidelines for the Graduate Council/Undergraduate Council Review Report

In order to facilitate processing of the Academic Senate review report, please follow the general guidelines for the format and preparation of the review report.

<b>Must</b> have the following formatting:	<b>Must</b> have the following sections:
<b>Spacing</b> - single line paragraphs	<b>Cover page and appendices:</b> See example.
<b>Font</b> – Tahoma 10 or 11 point or Times New Roman 12 point	<b>Title page:</b> 20XX-XX Academic Senate Review of the Department of XXX
<b>Bolds</b> - emphasis of paragraph titles or headings	<b>Introduction:</b> Summary paragraph describing preparation of the report including self review report, site visit interviews, follow-up interviews.
<b>Italics</b> – publication titles (please do not underline)	<b>Strengths and achievements:</b> Sections on the faculty, student body, curriculum, research programs, and evaluation of the strengths and achievements as noted in Self Review and the site visit. Describe the areas that need improvement, and possible solutions. Include number of students and faculty and any other statistical information that describe the department.
<b>Margins</b> set at 1" (top, bottom, left and right sides) <b>Justification</b> – left	<b>Goals and Plans:</b> Long range planning for faculty recruitment, research development, course and program changes, student outreach, physical plant, staff resources, and equipment needs.
<b>Page numbering:</b> beginning on first page of report (not cover page)	<b>Summary statement:</b> Overall opinion of the department.
<b>Headers or footers:</b> name of department, e.g., XXXX-XX English Review Report	<b>Prioritized Recommendations:</b> Recommendations should be: <ul style="list-style-type: none"> <li>• Addressed to Administration (Academic Dean, Chancellor, EVC) or Department (Chair, Faculty) or both Administration/Department.</li> <li>• Identified as essential or significant for the Administration/Department to resolve to maintain quality of the program.</li> <li>• Referenced with the external and internal reviewers' reports and page numbers that support the recommendation.</li> <li>• Followed by one-paragraph explanation of the Review Team's reasoning for the recommendation.</li> <li>• Limited to a reasonable number of recommendations.</li> <li>• Final Recommendation: The Graduate and Undergraduate Councils recommend the next review be scheduled for AY 20XX-XX pending a satisfactory progress review report. Alternatively, recommendation may be an internal review to be scheduled.</li> </ul>
<b>Spelling</b> and grammar checked (Please make sure if you are importing a document from email that you have checked all the formatting and made the necessary corrections)	
<b>Programs</b> – Microsoft Word, or Excel if you have tables is preferred.	
<b>Email</b> documents to the Undergraduate and Graduate Council Analysts. Kyle Cunningham: <a href="mailto:kcunningham@senate.ucla.edu">kcunningham@senate.ucla.edu</a> Judith Lacertosa: <a href="mailto:jlacertosa@senate.ucla.edu">jlacertosa@senate.ucla.edu</a>	<b>Committee signature</b> – All reports must have each internal review team members' name, department, Council affiliation, Chair designation, in alphabetical order (title case), and the date of the draft report.

These are general guidelines that can be adapted to the specific needs of the department/program under review. If you have any questions, please do not hesitate to contact Linda Mohr, 310-206-2470.

## ACADEMIC SENATE GUIDELINES FOR THE SELF-REVIEW (Revised November 2009)

### 1. Introduction

The Academic Senate has scheduled this year as the time for you to prepare a self-review of your academic program. A thoughtful and thorough self-evaluation, developed with the participation of as many of your faculty, staff, and students as possible, can provide the basis for planning to develop and maintain excellence in your program. The self-review is the first and, in many ways, the most important step in the Academic Senate mandated Undergraduate Council and Graduate Council reviews on campus. Next year a review team will conduct a site visit of your program and prepare a report and recommendations. The self-review report is the vehicle by which the review team will first understand the philosophy, goals, and scope of your program and thus, in turn, provide constructive and accurate feedback to you. It will comprise a major portion of the basis for the site visit interviews. It will also become an appendix to the report and recommendations arising from the review. Thus, your own presentation of your program will be available to everyone who receives the review report and recommendations.

This guide indicates typical self-review activities and report items that the review team and the Undergraduate and Graduate Councils are interested in as a description of your program. The hope is that the self-review will not be overly burdensome and that the work will prove useful to your program. Your efforts should be focused first on a dialog among the faculty, with input from students and staff, to determine the status of your program, your goals for it, and how to achieve them. The only purpose of the written self-review report is to give the review team an accurate picture of your current activities and plans for the future.

Section 4 below describes the organization and items of the self-review report. You may wish to add to these items or delete some, if not appropriate. The content of the report should be descriptive and analytic, providing evidence and support for assertions as appropriate. It should certainly highlight strengths and achievements of your program and your future plans for it. However, it should not avoid problems or weaknesses. No one likes to admit problems, but it is unlikely they will remain hidden from the review team. A program that is demonstrably aware of problems and trying to do something about them is in better shape than a program that is either unaware of problems or uninvolved in coping with them. The self-review report should require only a relatively modest amount of time to prepare. It should be concise; a rough guide is 5-10 single-spaced pages for small and medium size programs and 10-15, for large programs. We are sending you as much relevant institutional and Senate data as available. **IDPs must submit letters of departmental commitment, including two copies of the CVs for all departmental faculty members who are expected to contribute courses to the IDP and those faculty serving on the CAIDP.** In their letter of commitment, the department should outline activities that will contribute toward their support of the IDP (e.g., provide a set number of PTEs in heavily subscribed required courses for IDP students, etc.) and lay out the strategy they will use to facilitate enrollment of the IDP students in their courses.

With the transmittal of your self-review report, you should include **two copies** of a CV for each ladder faculty member. These CVs should not be part of the self-review report, but rather should be bundled together as a separate submittal. A short (two or so pages) CV is preferred, but you should submit whatever each faculty member has readily available. Do not create a new one. It is not necessary that these CVs be in a common format.

### 2. Information Provided to You

Several reports and documents are included with these Guidelines for the Self-Review. For example, institutionally collected data and data gathered by the Academic Senate (see Section 4G and list at end), the prior review report and consequent recommendations, and the follow-up or closure report from that review. Be sure to familiarize your faculty, students, and staff with the materials from the previous review

(see Section 4G). The review team and the Councils will compare any materials from this review with the prior review findings and report. One focus of the review team will be to determine the extent to which recommendations from the previous review were implemented in the intervening years. Use of the institutional and Senate data was discussed in Section 1 and will be discussed again in Section 4J.

### 3. Self-Review Activities

An essential element in the self-review is the informed dialogue of faculty, students, and staff about the program -- what it is now, what works well and how to sustain it, what needs improvement and how to achieve it, and future goals and aspirations and how to achieve them. Early in the self-review year you should hold as many meetings as needed to provide the basic content for the self-review report. Organize them in ways that best suit your program. Once the self-review report has been drafted, it is worthwhile to have one or more meetings to discuss it. The faculty must vote on the final draft and report the vote tally. The results of the vote must include the number of faculty eligible to vote, the number voting yes, no, or abstain, and the number absent.

The sections below are required components of the self-review and must be addressed.

### 4. Sections of the Self-Review Report

**A. Introduction.** Begin your self-review with a few paragraphs of summary of the consultation, preparation, and review process used in the construction of the self-review document. What was the involvement of faculty, students, and staff in this process? What meetings were held, what surveys were conducted, who prepared the document, who reviewed the final product, etc.? A faculty vote is required on the final draft of the self-review report with the vote tally clearly stated. The results of the vote must include the number of eligible voters.

**B. General Information.** In this section, provide an overview of your academic program, in a general way that encompasses both undergraduate and graduate education in your unit, as applicable. Please keep in mind that some members of the review team may not be familiar with either your unit or your discipline. You might begin by providing a brief introduction to your program, department, or unit, so that a non-specialist can obtain an idea of what you are trying to accomplish as an educational unit. As appropriate, give specific data about your program, referring to the institutional and Senate data we have provided whenever possible. The self review should include a data summary reporting number of faculty, faculty rank, number of graduate and undergraduate students in the various programs, etc. This overview section should include appropriate academic items, such as the size and diversity of the faculty, as well as your academic staffing priorities for the future, and your use of non-ladder faculty. It should also briefly address non-academic support items, including the number and type of administrative and service staff, and their effectiveness in furthering your academic mission. You must include your outreach and recruitment efforts to maintain student and faculty diversity, especially as UCLA has adopted a diversity statement. You should introduce the review team to the research of your faculty, commenting on major research thrusts, areas where you are particularly strong, areas that need to be strengthened, and current research support as well as other possibilities for support. Faculty teaching activities may be discussed, including such items as formal classroom teaching, seminars, advising, thesis/dissertation supervision, teaching load, and evaluation of teaching effectiveness. Describe your current activities, accomplishments and future plans to foster faculty equity with regard to gender and ethnicity in the areas of hiring, advancement, retention, and workload distribution (e.g., teaching, service, and administration). You should comment on the resources (see 4H below) available to your unit. A brief discussion concerning the physical plant available to your program should also be included. This would include a statement concerning the adequacy of faculty, staff, and student office space, equipment, laboratories, computers, etc. available to your program.

**C. Bylaws.** Provide a current copy of your departmental/program bylaws. If your unit currently has no bylaws, University policy requires that you establish bylaws and submit them to the appropriate Academic Senate Council for review. Bylaws must be approved by the Committee on Rules and Jurisdiction. The Self-Review must include this section.

**D. Undergraduate Programs.** Provide an overview of the goals, rationale, structure, and effectiveness of your undergraduate educational programs, providing evidence and support as appropriate. Included should be the articulated learning objectives for each of your major and minor programs, indicating any changes introduced since the last program review or certification/accreditation. For designated capstone majors, the learning objectives provided should be those developed within the context of the capstone course(s). Discuss efforts made to evaluate achievement of those learning objectives either across the curriculum or among your graduating seniors. Describe any changes you have implemented in your program as a result of that evaluation.

Discuss your department contributions to undergraduate education. For example, you should discuss those courses or curricula that are part of the honors programs, General Education, Writing II, or other extra-departmental programs including those required by another unit. Explain how these are developed, evaluated and monitored for consistency of quality as appropriate.

In summary, please address the following over-arching questions: What is it that you currently do, what do you do well, what areas need to be strengthened, and what changes do you anticipate in the future? How does your program compare to other similar programs, departments, or units within UCLA and in your discipline at other universities? Where appropriate, please discuss how issues of diversity are included in your undergraduate curriculum.

**E. Graduate Programs.** Provide a summary of the goals, rationale, and structure of your graduate degree programs, namely: What is it that you currently do, what do you do well, what areas need to be strengthened, and what changes do you anticipate in the future? One of the items to include would be your learning objectives for graduate education, how they compare with other similar units in UCLA and in your discipline at other universities, and your successes and failures in achieving them. You might also want to discuss your applicant pool, career goals and opportunities for graduates, the intrinsic importance of your fields of study, and the prospects for intramural and extramural funding. **You must also include a description of your admissions process as required by the Graduate Council Policies and Procedures Governing Graduate Admissions.** Other possible items for inclusion are enrollment by specialty, recruitment of graduate students, student diversity, attrition and time-to-degree, academic advising, graduate student participation in departmental or unit affairs, career guidance, and student financial support.

**F. Report on Articulated, Concurrent, and Self-Supporting Programs.** As in the case of reporting on undergraduate and graduate programs, departments should provide a full report on all articulated, concurrent and self-supporting programs. Describe the program, the number of students, etc, as described in D and E above. The site visit schedule should be flexible to allow time to review all programs offered by the department.

**G. Diversity.** Describe specifically the department's efforts to foster diversity among faculty and staff. Diversity data on faculty and students is provided by the Office of Faculty Diversity and Development: <http://faculty.diversity.ucla.edu/library/data/index.htm#mngnrph>; the Graduate Division: <http://www.gdnet.ucla.edu/>; and the Division for Undergraduate Education: <http://www.ugeducation.ucla.edu>.

**H. Comparison to the Previous Reviews.** Identify how your program now compares to the program at the time of the previous review. When there are continuing important strengths or weaknesses, analyze their causes and, for weaknesses, suggest how to remedy them. If the



previously recommended approaches to addressing these weaknesses did not work, suggest why. If they were not tried, explain why. When there have been changes from then to now for better (or worse), analyze their causes and, as needed, suggest a future course of action. This section should be short, addressing important strengths and weaknesses, not necessarily covering every recommendation from the previous review.

**I. Resources.** Comment on the resources available to your unit to help you fulfill your research and teaching responsibilities. Appropriate items here might include the general departmental or unit operational budget and all instructional assistance support (TAs, RAs, fellowships, scholarships). In order to facilitate the review of the Academic Senate Council on Planning and Budget, a template to specifically address resources has been approved by the Councils, available at: <http://www.senate.ucla.edu/programreview/documents/CPBtemplate.doc>. Provide this information as an appendix to the self-review.

**J. Special Circumstances.** In this section, you should feel free to articulate anything else you feel is appropriate and important for the review team to know. For example, you might want to discuss your department's or unit's participation in interdepartmental degree programs, any particular successes or problems you have had in dealing with the administration above your department or unit or with the Academic Senate, any special circumstances associated with professional degree programs, or how budget cuts have affected your teaching and research. Any comments you might have on the statistical data supplied to you (see Section 4G) could be added here if they have not been made earlier. In short, this last section is a catch-all for any information you feel doesn't fit in the earlier sections, but nonetheless is important background for the review team to have.

**K. Appendices.** Various institutional and Senate data summaries are being sent with this self-review guide (see attached list). All these materials should be appended to your self-review report narrative. If you feel these data are correct and self-explanatory, there is no need for you to discuss them in narrative form in your self-review report. However, you should feel free to comment on these data if you feel such comment is necessary to portray an accurate picture of your program. The data should nonetheless be appended. In addition, append any other material you believe it is imperative for the reviewers to receive.

## **5. Submission of the Self-Review**

The self-review is normally due by the end of Spring Quarter of the self-review year or, if an extension is approved, the beginning of Fall Quarter of the site visit year. It should be in two parts: (1) the self-review report narrative and appendices containing all the institutional and Senate data sent to you and any other material you choose to append and (2) two copies of the CV for each faculty member. The letter informing you of the self-review will have specified the number of copies of the items in #1 and the due date. If the department plans to request an extension to submit the self-review, the Academic Senate Office must be notified by the due date in the notification letter.

## GUIDELINES FOR THE SELF-REVIEW

### Institutional and Senate Data Summaries for the Self-Review

Institutional and Senate data have always been part of the academic program review process. Beginning in 1996-97, the Senate is increasing its efforts to provide helpful data in user friendly formats. Much of this work is being done in cooperation with the Office of Academic Planning and Budget, the Graduate Division, and the Office of the Provost for Undergraduate Education. The goal is to reduce the workload in the program review process, particularly for the units whose programs are under review. Providing institutional and Senate data removes the need for anyone associated with the program review process to create such data. Providing it in useful formats allows reports simply to refer to it (and append it) rather than incorporate it into the body of a report. We expect the number of data summaries to grow and their formats to change in the next several years. Consequently, this part of the self-review guide is likely to change from year to year.

#### Data Summaries Available and Sent with These Guidelines

##### MP Table with Workload Measures and Ratios

Enrollment information, Student Credit Hours, and Instructional Staff and Degrees. Unweighted and Weighted Student FTE per Faculty FTE and Degrees per FTE.

Prepared by the **Office of Analysis & Information Management (AIM)**:

<http://www.aim.ucla.edu/mptables/mptables.asp>

##### Class Report

Includes—by level of student—the total count of the number of students enrolled in primary sections (including M-courses and C-courses), i.e. lecture sections as opposed to labs or quiz sections.

Prepared by the **Office of Analysis and Information Management**:

<http://www.aim.ucla.edu/classreports/classreports.asp>

##### Undergraduate Council Academic Program Review Summary

Instructional Offerings, Instructional Resources, and Faculty Engagement; Undergraduate Student Characteristics and Academic Outcomes

Prepared by the **Academic Planning & Budget Office**:

<http://www.aim.ucla.edu/aprs/apbaprs.asp>

##### Performance Indicators on Graduate Education

Performance indicators in the following seven section areas: Program Profile; Undergraduate Institutions of Entering Graduate Students; Merit Based Support to Graduate Students; Graduate Council Survey Reports (quantitative data, summary graphs, scholarly activities); Doctoral Recipient Exit Survey (quantitative data, summary graphs, scholarly activities); Doctoral Degrees Awarded and Dissertation Titles; Doctoral Job Placements.

Prepared by the **Graduate Division** office: <http://www.gdnet.ucla.edu/>

##### Faculty Diversity Monograph

Prepared by the **Office of Faculty Diversity and Development**. Faculty include those from the general campus, the health sciences and the professional schools:

<http://www.faculty.diversity.ucla.edu/library/data/index.htm#mngrph>

##### Council on Planning and Budget Template

Prepared by the **Academic Senate** Council on Planning and Budget

<http://www.senate.ucla.edu/programreviews/documents/CPBtemplate.doc>

##### Graduate Division Issues Statement

Prepared by the **Graduate Division** office: To be distributed prior to the site visit.

Office of Undergraduate Education Issues Statement

Prepared by the **Division of Undergraduate Education**. To be distributed prior to the site visit.

Council on Planning & Budget Issues Statement

Prepared by the **Academic Senate** Office: To be distributed prior to the site visit.

Undergraduate Student Survey

Prepared by the **Office of Undergraduate Evaluation and Research (OUER)**: In consultation with the UgC, OUER will conduct a survey of undergraduate students. Results to be distributed prior to the site visit.

Previous Graduate Council/Undergraduate Council review reports

Prepared by the **Academic Senate** Office: Documents to be distributed.

Guidelines for Developing and Assessing Student Learning Outcomes for Undergraduate Majors.

Programs that are unfamiliar with the goals and language of learning objectives and educational outcomes, either in their definition or their evaluation, should contact the **Dean and Vice Provost for Undergraduate Education**.

The department is not required to submit the following in advance (unless requested) but should be prepared to make the following documents available during the site visit:

Awards Transactions (List of contracts and grants where departmental/unit faculty is PI)

Strategic Planning documents (if available)

Teaching Evaluations (Summary pages for required courses)

Current General Catalog Copy of Course Offerings and Program Degree Requirements

Brochures for Outreach and Recruitment for Undergraduate and Graduate Students

*Please note that additional information may be requested at the time of the pre-site meeting.*

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*The Graduate and Undergraduate Councils approved the following documents to assist review teams in assessing the quality of the educational program:*

Excellence in Graduate Education

Prepared by the **Academic Senate** office:

<http://www.senate.ucla.edu/programreviews/process0203/Excellence.htm>

Graduate Student Rights and Responsibilities

Prepared by UCLA **Graduate Students Association**:

<http://www.senate.ucla.edu/programreview/documents/StudentRightsResponsibilities.pdf>

Guidelines for the Graduate Admissions Process and Codification of the Policies and Procedures Governing Graduate Admissions

Prepared by the **Graduate Division** office:

<http://www.gdnet.ucla.edu/gasaa/library/gccodific.pdf>

Excellence in Undergraduate Education

Prepared by the **Academic Senate** office:

[http://www.senate.ucla.edu/committee/UGC/Documents/excellence\\_in\\_undergraduate\\_educ.htm](http://www.senate.ucla.edu/committee/UGC/Documents/excellence_in_undergraduate_educ.htm)

## **ACADEMIC SENATE GUIDELINES FOR THE SITE VISIT (Revised November 2009)**

### **1. Introduction**

The site visit is an essential part of the academic program review process at UCLA. It brings together off-campus disciplinary experts and UCLA faculty and students to meet with students, faculty, staff, and administrators associated with the program being reviewed. Prior to the site visit, review team members will have studied the program's self-review report and other written materials. Through interviews, examination of written materials, and discussion among themselves during the site visit, the review team will further develop its understanding of the program. The aim is to arrive at a balanced assessment of the academic program's strengths and achievements, its future goals and plans, and areas in need of improvement. Such an assessment is important to UCLA's efforts to recognize, support, and promote excellence in all its undergraduate and graduate academic programs.

### **2. Site Visit Structure**

The basic elements of the site visit are established well in advance by the Undergraduate Council (UgC) and Graduate Council (GC), the UCLA Academic Senate (faculty) committees responsible for program reviews. Decisions are made in consultation with the academic unit whose program is being reviewed, relevant academic administrators, and other Senate sources.

**A. Composition of the Review Team.** The composition of the review team is flexible, depending primarily on the size and complexity of the academic program. A review team examining both undergraduate and graduate programs may be composed of: 1) 1-2 UgC members, 2) 1-2 GC members, and 3) 1 or more External Reviewers. The norm is 2 of each type. The immediately incoming and immediately outgoing UgC and GC Chairs will be responsible for identifying each program review team and its chair, who will be one of the UgC or GC members.

**B. Duration of the Site Visit.** The duration of the site visit is also flexible, again depending on the size and complexity of the academic program. The norm is two days, with a review team dinner before the first day. However, site visits may be scheduled for longer and shorter periods. The immediately incoming and immediately outgoing UgC and GC Chairs will establish the duration of the site visit. Normally, all review team members conduct the full site visit together.

**C. Preliminary Site Visit Schedule.** The chair of the review team and the chair of the unit whose program is being reviewed will meet to set a preliminary schedule for the site visit (see section 5). The review team may alter the schedule if that seems desirable during the site visit.

### **3. Student Participation**

At the pre-site visit meeting, the review team chair should consult with the unit chair as to how all students in the department will be informed about the site visit meetings. Students should be informed that they may request directly to the review team to meet either before or after the site visit. The Graduate Student Association student representative assigned to the review is encouraged to contact students in the unit under review and inform them of the process and encourage participation.

Graduate Student Association (GSA) representatives appointed to the UgC and GC, and Undergraduate Students Association Council (USAC) representatives serving on the UgC, have the opportunity to participate in several aspects of the program review process. They serve as a link between students in the academic programs under review and the review team and as a voice for student concerns. Specific contributions of the student representatives may include the following: a) serving as contact persons for students who wish to provide information to the review team, b) summarizing this information for the review team, and c) attending meetings with respective undergraduate and graduate students during the site visit and providing written comments to the review team. Because they attend UgC and GC

meetings, the student representatives also have the opportunity to participate in all Council discussions of the review and its outcomes, unless they are in the department under review.

#### **4. Information Provided Prior to the Site Visit**

Prior to the site visit, review team members shall receive a packet with the following information: a) any letters sent to or prepared by UgC and GC summarizing issues identified as important for review by the Council on Planning and Budget (CPB), UgC, GC, relevant academic administrators, the unit chair, and/or unit faculty, b) the self-review report of the unit whose programs are under review, including relevant statistical information, c) the prior review report and closure (previously termed follow-up) report, d) Appendix XVI, e) this document, f) a roster of review team members, including contact information, and g) the preliminary site visit schedule.

**Not included in the packet, but available to review team members in the Senate's program review office (and on-site during the site visit) will be the faculty CVs and any available faculty surveys.** Student surveys as well as an explicit statement regarding methods for obtaining the survey data, response rate to the survey, and any information necessary for clarifying the degree to which the survey can be viewed as representative of the total sample of students involved with the program will be distributed to the review team and the unit chair. Open-ended comments will be shown to the unit chair only if the respondent has authorized the release of this information

Prior to the site visit, the internal review team (at least two members) should meet with the relevant dean and chair before the site visit to discuss problems, areas of focus, and needs for additional information. This will help to focus the review, although the review team need not limit their inquiries and recommendations to the areas identified by the chair and dean.

#### **5. Site Visit Schedule**

Each review team shall conduct its site visit at UCLA. The site visit will begin with a closed organizational session for team members only and end with an exit meeting in which team members share their reactions with selected UCLA faculty and administrators. In between, a variety of required and optional elements will be scheduled. Sample schedules are attached to the end of this guide.

**A. Initial Organizational Session.** This meeting is for review team members only. It has the following goals: a) to introduce review team members, b) to identify major questions that need to be examined during the site visit, c) to review the preliminary schedule for the site visit, and d) to determine how the review team would like to structure the site visit to complete the work. The review team chair is responsible for the meeting and for any follow-up site visit arrangements that need to be made. This session can be held either the night before the first full day of the site visit or early in the morning of the first full day of the site visit.

**B. Other Required Site Visit Elements.** The following elements shall be part of each site visit: private time each day for the review team to discuss its work; private meetings with the unit chair, academic dean; individual or group meetings with a representative sample of faculty; individual or group meetings with representative samples of students in each degree program under review; open time for faculty and students to sign up for individual or group meetings (as they choose); and unscheduled time in the latter part of the site visit when the review team may meet alone or with other individuals as needed. Due to differences in the expertise of different members of the review team, as well as the broad coverage required in the site visit, site visitors may choose to divide some tasks up and meet in subgroups to ensure that adequate opportunities exist to speak with as many individuals and groups as possible.

**C. Optional Site Visit Elements.** Several other elements are often part of the site visit. They include meetings with staff undergraduate and graduate advisers; meetings with faculty responsible for undergraduate and graduate programs; tours of program facilities (e.g., offices, labs, studios, computer facilities, lounges, libraries); reviews of student projects, papers, or

performances; and an administrative luncheon. Some may be part of the preliminary site visit schedule. The review team may choose to delete them or add others.

**D. Exit Meeting.** An Exit Meeting will be held at the close of the site visit. Participants will include: the review team; the unit chair; the academic dean to whom the unit reports; the academic administrators responsible for graduate and undergraduate programs (Vice Provost for Undergraduate Education and Dean of the Graduate Division); the Executive Vice Chancellor; the Chairs of UgC and GC, the Associate Vice Chancellor for Faculty Diversity and Development, and CPB and FEC representatives. The exit meeting will normally be chaired by the Chair of the Council to which the review team chair belongs. It is occasionally necessary to hold part of the Exit Meeting in executive session. The Review Team Chair may determine prior to the Exit Meeting and inform the Council Chair either prior to the start of the meeting or may call for executive session during the meeting.

The Exit Meeting allows the Council Chairs, and appropriate administrators to hear the review team's, and especially the external reviewers', initial assessment of the program under review. It allows for a last exchange of information (or correction of misinformation) before the external reviewers depart to compose their written reports. The review team recommends any immediate action that might be required before the final report; the team's comments also allow Council Chairs and administrators to plan ahead for the rest of review process by indicating the degree of seriousness of any problems identified during the site visit.

The Exit Meeting may, at the Council Chairs' discretion, or at the request of the Review Team Chair, be divided into several parts. A first part, when the program is assessed and facts checked, will include all participants, including also the chair of the program under review. A second part, held without the program chair, may cover leadership issues. A final part, involving the review team and Council Chairs alone, may be needed to discuss Council procedures and issues about the report.

The Council Analysts will attend the exit meeting and prepare an extended summary. This summary may serve as a basis for part of the review report.

## 6. Special Concerns

The review process requires judgment and sensitivity on the part of review team members. A few special issues that the review team may confront are raised here.

**A. Representative Samples.** During the site visit, the review team needs to be certain it has discussed the program with representative samples of faculty and students. While the meaning of representative will vary according to the program, it most likely will include consideration of subdisciplinary area, degree program, faculty rank, and student year in a program. In many cases, it will also include gender, ethnicity, and (particularly for graduate students) international vs. resident status. A representative sample will rarely be achieved if interviewees are all self-selected. The team and unit chairs will have made an effort to arrange the preliminary site visit schedule to include representative samples of faculty and students. When numbers are small, all faculty or all students in a given program may be scheduled. As the site visit progresses, the review team may decide it needs to schedule additional or different interviews to be certain it has heard from a representative cross section of faculty and/or students about the program in general or about any particular matter that has arisen during the site visit.

**B. Evidence.** The review team needs to be sensitive to evidence, particularly for allegations of inadequate performance, misconduct, or wrongdoing. In some cases, the review team will need to ascertain whether an opinion (e.g., that a program is seriously under-funded or that the unit chair is inattentive to his or her duties) is widely shared. In other cases, the review team will need to be able to provide enough specifics (e.g., who did what when to whom) to permit verification or rebuttal. If such matters arise during the site visit, the review team should adjust

the site visit schedule or make other arrangements (see below) to investigate them adequately before including them in any oral or written review report.

**C. Confidentiality.** Review teams will sometimes become privy to information that may need to remain confidential. Issues of confidentiality should be raised first with the person who presents the potentially confidential information. How to handle the information may then be discussed with the review team chair and/or the UgC or GC Chairs. Clearly confidential information needs to be respected in all oral and written communications of the review team.

**D. Wrongdoing.** Occasionally, allegations of serious misconduct (e.g., harassment, falsification, misappropriation) will be made during a site visit. It is not the review team's responsibility to handle these. They should be reported to the review team chair, who will discuss them with the UgC and/or GC Chair, who will refer them to the appropriate UCLA officials.

Sexual harassment: If you become aware that a faculty member, student, or staff member is being sexually harassed, full disclosure is required and the matter must be reported to the Sexual Harassment Officer (310-206-3417) immediately as the University has a **legal obligation to respond to the allegations**.

## **7. Review Team Report**

The review team chair(s) is responsible for submitting the review report within 4 academic-session weeks after the site visit. External reviewers shall each submit an individual report within 2 weeks after the site visit. For details, see separate guidelines for the final report.

### Guidelines for the Graduate Council/Undergraduate Council Review Report

In order to facilitate processing of the Academic Senate review report, please follow the general guidelines for the format and preparation of the review report.

<b>Must</b> have the following formatting:	<b>Must</b> have the following sections:
<b>Spacing</b> - single line paragraphs	<b>Cover page and appendices:</b> See example.
<b>Font</b> – Tahoma 10 or 11 point or Times New Roman 12 point	Title page: <b>20XX-XX Academic Senate Review of the Department of XXX</b>
<b>Bolds</b> - emphasis of paragraph titles or headings	Introduction: <b>Summary paragraph describing preparation of the report including self review report, site visit interviews, follow-up interviews.</b>
<b>Italics</b> – publication titles (please do not underline)	<b>Strengths and achievements:</b> Sections on the faculty, student body, curriculum, research programs, and evaluation of the strengths and achievements as noted in Self Review and the site visit. Describe the areas that need improvement, and possible solutions. Include number of students and faculty and any other statistical information that describe the department.
<b>Margins</b> set at 1" (top, bottom, left and right sides) <b>Justification</b> – left	<b>Goals and Plans:</b> Long range planning for faculty recruitment, research development, course and program changes, student outreach, physical plant, staff resources, and equipment needs.
<b>Page numbering:</b> beginning on first page of report (not cover page)	<b>Summary statement:</b> Overall opinion of the department.
<b>Headers or footers:</b> name of department, e.g., XXXX-XX English Review Report	<b>Prioritized Recommendations:</b> Recommendations should be: <ul style="list-style-type: none"> <li>• Addressed to Administration (Academic Dean, Chancellor, EVC) or Department (Chair, Faculty) or both Administration/Department.</li> <li>• Identified as essential or significant for the Administration/Department to resolve to maintain quality of the program.</li> <li>• Referenced with the external and internal reviewers' reports and page numbers that support the recommendation.</li> <li>• Followed by one-paragraph explanation of the Review Team's reasoning for the recommendation.</li> <li>• Limited to a reasonable number of recommendations.</li> <li>• Final Recommendation: The Graduate and Undergraduate Councils recommend the next review be scheduled for AY 20XX-XX pending a satisfactory progress review report. Alternatively, recommendation may be an internal review to be scheduled.</li> </ul>
<b>Spelling</b> and grammar checked (Please make sure if you are importing a document from email that you have checked all the formatting and made the necessary corrections)	
<b>Programs</b> – Microsoft Word, or Excel if you have tables is preferred.	
<b>Email</b> documents to the Undergraduate and Graduate Council Analysts. Judith Lacertosa: <a href="mailto:jlacertosa@senate.ucla.edu">jlacertosa@senate.ucla.edu</a> Kyle Cunningham: <a href="mailto:kcunningham@senate.ucla.edu">kcunningham@senate.ucla.edu</a>	<b>Committee signature</b> – All reports must have each internal review team members' name, department, Council affiliation, Chair designation, in alphabetical order (title case), and the date of the draft report.

These are general guidelines that can be adapted to the specific needs of the department/program under review. If you have any questions, please do not hesitate to contact Linda Mohr, 310-206-2470.



## **SAMPLE SITE VISIT SCHEDULES**

### **Normal Schedule**

Offering Both Undergraduate and Graduate Programs

#### Prior to Day 1

7:00 p.m. Dinner meeting: Initial organizational session for review team members only (to be arranged by ASO).

#### Day 1

- 8:00 Breakfast discussion with unit chair and vice chair. [Catering arranged by the Academic Senate Office.]
- 9:00 Meeting with Academic Dean.
- 10:00 Meetings with representative groups of faculty in major programs, by subdisciplinary area and/or degree program.
- 12:00 Lunch – review team members only [at the Faculty Center]
- 1:15 Meetings with representative undergraduate (UgC members and student representatives) students in major programs.
- 2:00 Meetings with representative graduate (GC members and student representatives) students in major programs.
- 2:45 Review of Teaching Assistant Program. Meetings with selected faculty and students.
- 3:15 Review of Advising. UgC and GC members review undergraduate and graduate advising respectively.
- 4:00 Closed session for review team only.
- 5:00 Additional meetings if the team needs them, perhaps a reception or dinner especially for the external reviewers, or free time. [Please note: a reception, dinner or other event on this evening may be hosted by the department. The Academic Senate will not cover this expense.]

#### Day 2

- 8:00 Breakfast (review team members only)
- 8:30 Open individual meetings with faculty and students who want them. This may also include time for a tour of the department and affiliated facilities.
- 12:00 Lunch – review team members only [at the Faculty Center]
- 1:00 Meeting with other staff, lab personnel, development officers, etc.
- 2:00 Closed session (review team members only).
- 3:00 Final review team meeting with chair and vice chair(s).
- 4:00 Exit meeting. The meeting includes Review Team, Chair and Vice Chair of Department, Executive Vice Chancellor, Academic Dean, Graduate Division Dean, Vice Provost for Undergraduate Education, UgC and GC Chairs, FEC Rep, and CPB rep. To be arranged by ASO.

#### Note:

- 1) Please allow appropriate flexibility to permit sufficient time for student meetings, especially in a department that has multiple degree programs.
- 2) TAs will have the opportunity to meet without departmental faculty, staff, or administrators present to allow the review team the opportunity to speak frankly with TAs from the department.
- 3) The unit is encouraged to select TAs who represent a broad range of TA experiences (TAs who have taught large classes, small classes, labs (if applicable), introductory classes, upper-division classes, etc.)
- 4) The review team chair should make every effort to ensure sufficient time for all meetings scheduled.
- 5) The schedule should be flexible and accommodate review of any and all articulated, concurrent, and self-supporting programs.

Department Staff Contact:

## **Schedule for a Small Program or One-day Internal Review Offering Both Undergraduate and Graduate Programs**

### Day 1

- 8:00 Initial organizational breakfast session for review team members only. [Catering to be arranged by the Academic Senate Office.]
- 8:30 Meeting with academic dean.
- 9:00 Meeting with unit chair and vice chair.
- 10:00 Meetings with all faculty, perhaps in small groups.
- 12:00 Lunch – review team members only [at the Faculty Center]
- 1:00 Meetings with representative undergraduate (UgC members and student representatives) students in major programs.
- 1:30 Meetings with representative graduate (GC members and student representatives) students in major programs.
- 2:00 Review of Advising. UgC and GC members review undergraduate and graduate advising respectively.
- 3:00 Additional individual meetings with faculty or student groups. Open time.
- 3:30 Closed session (review team only).
- 4:15 Final meeting with Chair.
- 5:00 Exit meeting. The meeting includes Review Team, Chair and Vice Chair of Department, Executive Vice Chancellor, Academic Dean, Graduate Division Dean, Vice Provost for Undergraduate Education, UgC and GC Chairs, FEC Rep, and CPB rep. To be arranged by ASO.

### Note:

- 1) Please allow appropriate flexibility to permit sufficient time for student meetings, especially in a department that has multiple degree programs.
- 2) TAs will have the opportunity to meet without departmental faculty, staff, or administrators present to allow the review team the opportunity to speak frankly with TAs from the department.
- 3) The unit is encouraged to select TAs who represent a broad range of TA experiences (TAs who have taught large classes, small classes, labs (if applicable), introductory classes, upper-division classes, etc.)
- 4) The review team chair should make every effort to ensure sufficient time for all meetings scheduled.
- 5) The schedule should be flexible and accommodate review of any and all articulated, concurrent, and self-supporting programs.

Department Staff Contact:

**Schedule for a Large Program  
Offering Both Undergraduate and Graduate Programs**

Prior to Day 1

7:00 p.m. Dinner meeting: Initial organizational session for review team members only (to be arranged by ASO).

Day 1

- 8:00 Breakfast discussion with unit chair and vice chair. [Catering to be arranged by department staff and paid by the Academic Senate Office. Order from UCLA Catering.]
- 9:00 Meeting with Academic Dean.
- 10:00 Meetings with representative groups of faculty in major programs, by subdisciplinary area and/or degree program.
- 12:00 Lunch – review team members only [at the Faculty Center]
- 1:00 Meetings with representative groups of faculty in major programs, by subdisciplinary area and/or degree program.
- 4:00 Meetings with representative groups of graduate and undergraduate students in major subdisciplinary areas of program.
- 5:00 Additional meetings if the team needs them, perhaps a reception or dinner especially for the external reviewers, or free time. [Please note: a reception, dinner or other event on this evening may be hosted by the department. The Academic Senate will not cover this expense.]

Day 2

- 8:00 Closed organizational breakfast session for review team only. [Catering to be arranged by department staff and paid by the Academic Senate Office. Order from UCLA Catering.]
- 9:00 Meetings with representative undergraduate (UgC members and student representatives) and graduate (GC members and student representatives) students in major programs.
- 11:30 Meeting with unit chair and vice chair(s). This may also include time for a tour of the department and affiliated facilities.
- 12:30 Lunch – review team members only [at the Faculty Center]
- 1:30 Meetings with selected faculty, graduate students, and undergraduate students as determined by the review team in their breakfast meeting, presumably guided by the written materials available prior to the site visit and the external reviewers' experiences during Day 1.
- 3:00 Review of Teaching Assistant Program. Meetings with selected faculty and students.
- 4:00 Review of Advising. UgC and GC members review undergraduate and graduate advising respectively.
- 5:00 Closed session for review team only.

### Day 3

- 8:00 Breakfast (review team only).
- 8:30 Open meetings with faculty and students who want them. Review team may split up, if necessary.
- 12:00 Lunch – review team members only [at the Faculty Center]
- 1:00 Meeting with other staff, lab personnel, development officers, etc...
- 2:00 Closed session for review team only.
- 3:00 Final review team meeting with chair and vice chair(s).
- 4:00 Exit meeting. The meeting includes Review Team, Chair and Vice Chair of Department, Executive Vice Chancellor, Academic Dean, Graduate Division Dean, Vice Provost for Undergraduate Education, UG and GC Chairs, FEC Rep, and CPB rep. To be arranged by ASO.

### Note:

- 1) Please allow appropriate flexibility to permit sufficient time for student meetings, especially in a department that has multiple degree programs.
- 2) TAs will have the opportunity to meet without departmental faculty, staff, or administrators present to allow the review team the opportunity to speak frankly with TAs from the department.
- 3) The unit is encouraged to select TAs who represent a broad range of TA experiences (TAs who have taught large classes, small classes, labs (if applicable), introductory classes, upper-division classes, etc.)
- 4) The review team chair should make every effort to ensure sufficient time for all meetings scheduled.
- 5) The schedule should be flexible and accommodate review of any and all articulated, concurrent, and self-supporting programs.

Department Staff Contact:

## **UNDERGRADUATE PROGRAM REVIEW POLICY AND PROCEDURES**

### **I. Overview**

Systematic, regular review of undergraduate academic programs is intended to ensure that students are learning what we intend to teach, that our educational efforts are appropriate to a diverse student body, and that the benefits of scholarly inquiry will inform educational processes and outcomes. All academic programs – majors, free-standing minors, and General Education – are subject to Program Review.

Program Review is therefore both formative, in that it shapes the actions of a program in its ongoing development, and summative, in that it identifies particular issues and problems that may need to be addressed and identifies actions required to address such issues and problems. There are three phases to Program Review:

1. **Preparation:** The program under review develops a detailed self-study of its program and its effectiveness; the Program Review Committee (PRC) conducts confidential surveys of faculty and students.
2. **Site Visit:** A review team, with both internal and external members, visits the campus and meets with faculty and students in the program, administrators, and faculty from adjacent programs.
3. **Follow-up:** the Program Chair and relevant Dean respond to the self-study and present the response to the PRC.

The Program Review is closed only when the PRC reports to the Undergraduate Council (UGC) that the response of the program to the report adequately addresses the recommendations of the report. This normally takes place by the end of the second year of the Review. The combination of these activities allows for an evidence-based assessment of programs which engages faculty and administration, and that can be used as the basis for ongoing academic planning and for resource allocation.

Reviews of undergraduate programs are conducted under the authority of the [Standing Orders of the University of California](#), the [University of California Academic Senate](#), and the [Merced Divisional Bylaws](#). Under Merced Divisional Bylaw II.4.B., UGC has the authority to establish and review undergraduate programs. Thus, UGC, with the aid of extramural review teams, and supported by the UCM Office of the Academic Senate is responsible for Undergraduate Program Review. The details of Program Review are coordinated by the Program Review Subcommittee of UGC, which consists of two members of UGC, and three additional tenured Senate faculty. While the Senate coordinates and oversees Program Review, the process, particularly during the site visit and follow-up phase, engages Senate and Administration. This ensures that recommendations from Program Review are integrated in campus planning processes.

The Undergraduate Council establishes the sequence of program reviews, a sequence which is revisited annually. The current sequence is posted on the Program Review section of the Senate website. The sequence can be altered by action of the UGC. Usually programs will be reviewed every seven years, though circumstances in the interim (such as radical change in a

program requiring UGC approval or the need to coordinate with allied graduate program review) may justify acceleration or delay of reviews. If a program's circumstances change once a review is formally initiated, the program and dean may request a delay of up to **one year**.

Program Review is a two-year process. In the first year, the program prepares a self-study and has a site visit by a program review team. In the second year, the administration and program respond to the findings of the review.

### **Program Review Schedule<sup>1</sup>**

<b>Year One</b>	<p><b>June 1:</b> Formal notification of programs to be reviewed</p> <p><b>October:</b> Program Review Committee (PRC) undertakes confidential survey of faculty, students. PRC solicits recommendations for external reviewers from programs, and for internal reviewers from deans and program coordinators</p> <p><b>November:</b> PRC invites review team members</p> <p><b>December:</b> Date for review team visit set</p> <p><b>January:</b> Program self-study due in Senate office on first day of class</p> <p><b>March:</b> Review team visit scheduled</p> <p><b>April:</b> Review team reports received by PRC; when corrections have been received, they are forwarded to UGC</p> <p><b>May:</b> Reports forwarded by UGC to EVC, VPUE, Deans and Program.</p>
<b>Year Two</b>	<p><b>November:</b> Program and Dean submit response to Review Team Report to PRC</p> <p><b>December:</b> Implementation plan approved by PRC</p> <p><b>January:</b> Revised strategic plan submitted to Schools. Any programmatic changes submitted to UGC for review</p> <p><b>February:</b> Budget requests to reflect recommendations.</p>

<sup>1</sup>Minor variations in the schedule are the purview of the Program Review Committee

## **Appendices**

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## **Appendix I - Program Review Committee**

The Program Review Committee (PRC) of UGC consists of two members of UGC, and at least three additional members appointed by the Committee on Committees (CoC). Members of the PRC are tenured members of the Academic Senate. Members of the PRC oversee the Program Review process from its initiation to its closure. They normally serve for three years, on staggered terms. The PRC:

- Determines and publishes the schedule of Program Reviews
- Collaborates, as necessary, with GRC to coordinate Program Review when there is a simultaneous review of graduate and undergraduate programs
- Invites reviewers to serve on Program Review teams
- Designs and conducts surveys of students and faculty for each program under review. Surveys must give those surveyed the option of reporting some information as confidential, to be shared with the Review Team only. Survey questionnaires must explain that all responses will be summarized in order to protect the identities of respondents, but that, generally, these summaries will be available to the program under review and to appropriate administrators. If respondents wish to share information or opinions with the Review Team but wish to keep such information from other campus groups, they may use those portions of the survey instrument designated as confidential
- Summarizes the results of student and faculty surveys, identifying which summarized results may not be shared beyond the Review Team
- Receives the final review team reports and submits them, along with any corrections of fact, to UGC
- Reviews the response of the Program and Dean to the Program Review Report
- Recommends to UGC that the Program Review be closed
- Reviews the implementation of the response plan by programs and administration
- Provides UGC and the Senate Administration Council on Assessment (SACA) with an analysis of the aggregate results and actions of the Program Reviews completed in a given year to be shared with UGC and SACA. Any patterns will be highlighted for future investigation
- Every year, the PRC reviews the last three years of Program Review results; a report on patterns and recurring issues will be shared with UGC and SACA; results for particular schools, if relevant, will be shared with the School Curriculum Committee.

In addition, members of the Program Review Committee serve as Chairs and Coordinators of Program Review teams.



## **Appendix II - Program Self-Study**

The most important part of Program Review is the self-study, which builds upon annual and cyclical assessment of learning outcomes, but should address a much wider range of issues. This is a time to reflect on changing patterns in scholarship, in student demographics, in societal needs, etc., as they pertain to a program's educational goals. Thus, faculty, students, staff, and alumni should be involved in the review.

The undergraduate program to be reviewed is notified at least six months before the upcoming self-study is due. At the time of the notification, the program is asked by the UGC Chair, with a cc to the relevant Dean, to prepare a self-study document which will be transmitted to the external review team. This will become a part of the permanent record of the Program Review and will be filed together with the report of the PRC. The program should direct any questions or dialogue concerning the review to the PRC Chair with a cc to the Senate Analyst. The self-study should concisely present the faculty's thoughtful and thorough evaluation of the program, based on the participation of the program's faculty, staff and students, as well as a wide range of evidence available to determine program strengths and weaknesses. The self-study is submitted electronically both to the PRC Chair and to the Senate Analyst coordinating Program Review.

The self-study consists of two parts, an Executive Summary, and Data Appendices. The Executive Summary should be between 15 and 25 pages, and provide an overview and interpretation of the material covered in the Data Appendices. The study should address the following questions:

- I. Introduction: Program Mission, History, Context
- II. What do you think you are doing?
- III. How are you doing it?
- IV. Who is doing it?
- V. How well are you doing it?
- VI. Future Directions/planning

Most of these are self-explanatory and should be generated internally by the program/unit. Data to support questions III. and IV. can be provided with the assistance of the School Assessment Specialist and staff from the Office of Institutional Planning and Analysis (IPA) who will work with the program and UGC on their preparation.

*In the case of non-majors (i.e. General Education, free-standing minors) undergoing Program Review, the Coordinator of the program will meet with the PRC to determine the appropriate focus, as well as data for the review.*

The program self-study, other than the Table of Contents, may be organized in a way that makes sense to the program, especially for programs undergoing concurrent accreditation, such as ABET. In cases where undergraduate and graduate program reviews take place simultaneously, the two PRCs will work with the program to determine the proper scope of the self-study. The questions below should serve as prompts, and should be answered as appropriate.

## Table of Contents/ Contact Information

### I. Introduction

This serves to orient the reader to both the Program itself, and the self-study, and can provide an overview of report, Program Mission, Program History, and internal and external contexts that shape the program. Major changes in the program since the last review or initial program approval should also be highlighted.

### II. What do you think you are doing?

How does your program envision its work? This includes program philosophy, program goals, and program learning outcomes (PLOs). What do you want your students to learn, and how do you measure their learning outcomes? How do these relate to School and University missions and goals, including institutional planning documents as relevant? How does the program support General Education? How does your program relate – in mission and goals – to other similar programs?

### III. How are you doing it?

This includes curriculum, extra-curricular activities, co-curricular support, advising, recruitment and retention. How do you serve majors? Minors? Non-majors? How do these compare with comparable programs at peer institutions? Are there disciplinary guidelines or best practices that have shaped the curriculum?

### IV. Who is doing it?

Overview of faculty, including non-senate lecturers, Senate faculty, and TAs; their qualifications and contributions to the program; their roles in planning and assessment.

### V. How well are you doing it, and how do you know?

This section should reflect on the results of annual assessments, the development and effectiveness of the Assessment Plan, and the ways the annual and cyclical assessments have been used to improve student learning, to improve teaching, to improve the learning environment, to improve student support, and to improve curriculum. It may also reflect on the adequacy of institutional support in improving both student learning and assessment itself. It should also draw on relevant student data from IPA that is provided in the appendices, including time to degree, and where possible, disaggregated data on student outcomes (by major, ethnicity, high school, etc.)

This data should be used to identify strengths and weaknesses of the program.

### VI. Future Directions/planning

Summarize main points of current strategic plan, as well as any long-term thinking about the program. The program may wish in this section to suggest possible changes in the assessment plan. Future planning should reflect on enrollment trends in the program, current student/faculty ratios, necessary institutional support, and any other issues that impinge on sustainability. **Note:** if in the course of the self-study a program begins to think about changes to its curriculum, we recommend that these be outlined here, but not submitted to UGC for review until after the site visit has been completed.

This section may also include any issue the program wants to bring up that would be helpful to the review.

## **Self-Study Data Appendices**

### **Documents from the Previous Program Review**

This section contains either the documents from the program's previous review or the program's approved proposal (for programs being reviewed for the first time). The PRC and/or Senate Analyst will provide one copy of the documents.

### **Program Administration**

#### **a. Administrative Profile**

The Administrative Profile is an overview of the organizational structure of the program. Provide the following information:

- Program name: If the name of the program has changed since the program was approved, provide the history of the name.
- Officers: List any current and past officers for program's committees, and/or for any other aspects of program administrations (e.g., Chair, if applicable, advisor, etc.)
- Administrative support staff

#### **b. Faculty Membership List**

Provide a list of the Senate faculty who have held membership in the program for the last three years, their academic titles, and school affiliations (if joint appointments).

### **Student Information**

#### **a. Current Undergraduate Students**

Provide a summary of current major and minor enrollments including:

- Class status
- Entering GPA, current GPA, standardized test scores
- Retention, time to degree and GPA for graduating seniors over the past five years for all students and disaggregated by student profiles (gender, race/ethnicity, family background, income, first language, transfer student, etc.); if possible, comparison to national norms
- Diversity: first generation, income, first language, race/ethnicity/ gender, family background, High School API
- Number of double majors, number of students participating in undergraduate research projects, number of students participating in Honors tracks
- Student/faculty ratios
- Enrollment trends.

The appropriate administrative units (e.g. Admissions office, Dean's office, IPA) are responsible for furnishing this information.

b. Alumni

Provide a list of students who have graduated since the last review and include the following information:

- Student name
- Year graduated
- Most recent placement information: Graduate program or employer, job title  
City/state/country.

c. Benchmark Data

A benchmark data report will be provided to the program to be inserted in the self-study. This report is generated from Banner and includes the number of applicants and the number of degrees conferred. The report should be inserted in the self-review document. No other action is required for this section.

Admitting and Advising Students

a. Advising Guidelines

Provide a copy of the advising guidelines for the program. Note: If a program has no advising guidelines, then the chair (or faculty representative) should discuss with the program faculty the need for the development of such guidelines.

Any notices sent to students in the previous year that reference advising guidelines or other information that helps students in the program.

b. Degree Requirements

Each undergraduate program must have a document approved by the UGC that contains all of the degree requirements for the undergraduate degrees that it offers and must share this document with its students. **A program may not impose requirements that have not been approved by UGC.**

Provide a copy of the program's most recently approved degree requirements and a copy of the approval letter from UGC. If you do not have a copy of these documents contact the PRC and/or Senate analyst for assistance. Note: if the information is posted on the undergraduate program's website it must include:

- The date the degree requirements were approved by UGC; and
- The exact wording of the document as approved by the UGC.

c. Courses Taught

Provide a list of the program's core and elective courses, when they were taught and by whom for the past five years. Also provide a list of courses taught by program faculty for other programs, including General Education. This information should be organized by year.

d. Recruitment Materials

- Current recruitment materials, such as brochures and website print-outs; and
- Sample letters to applicants and admitted students and/or email messages used in place of a letter.

- Include copies of letters and materials used by the School.

#### Faculty Information

##### a. Abbreviated CVs

For each faculty member of the undergraduate program, provide an abbreviated CV (two pages at the most) that covers important career information and more detailed information for the last five years. Provide the following information:

- Name
- Highest degree, institution, year of degree
- Area of expertise (two lines)
- Membership on the program's committees and other services to the program or university
- Number of publications, performances, and exhibits and five key publications or works
- Professional awards and honors (three lines maximum)
- Conference participation and lectures; and
- Service to the profession (including consulting, where appropriate).

#### Co-curricular and Administrative support (as relevant)

#### Learning Outcomes Assessment

Include all assessment plans, annual reports, and a significant sample of direct evidence used to support the conclusions in the annual reports. Tabular presentation of the alignment between the learning outcomes of core and elective courses and the program learning outcomes.

#### Additional materials

Any additional materials, including information on comparable programs, disciplinary guidelines regarding best practices, that may be of use to the review team and which support the claims of the self-study.

### **Appendix III - Review Team**

The Review Team is chaired by a member of the PRC from UC Merced; it includes one other tenured Senate faculty from UC Merced; and two or three faculty from another peer institution. At least one of those external faculty should be from a UC campus, and one from another peer institution. Suggestions for potential review team members are solicited from the program under review as well as the relevant dean. At least one member of the Review Team will have expertise in assessment. Potential team members will be ranked by the PRC committee. They will be contacted by the PRC member in charge of the review; and when they have accepted, they will be sent an official appointment letter. The Senate Office and the Executive Vice Chancellor/Provost's Office coordinate the Review Team travel, travel expense reimbursements and honoraria payments.

The Program Review Committee, in consultation with the Deans and the Vice Provost for Undergraduate Education (VPUE), formulates a "standard" set of questions that the Review Team may (not "must") use to guide its deliberations; most of the questions are used for all programs, but some are program-specific. These are based on the Review Team Guidelines (see below) but may be more specific. The program is provided with the questions that are sent to the Extramural Team.

About thirty days prior to the scheduled visit, the information from the program self-study and a package of additional information (contents of the package follow below) are sent by the Senate Analyst to each member of the Review Team. Members can request electronic or hard copies of the documents. A similar information package is provided electronically to the members of the Program Review Committee, to the School Dean, and to the Executive Vice Chancellor/Provost with one exception: the Review Team receives summaries of all survey data; the campus recipients will not receive copies of data identified as confidential. .

The following items are included in the packets sent to members of the Review Team along with the Program self-study and a cover letter signed by the PRC chair:

1. Tentative schedule for visit
2. Results of confidential surveys of faculty and students. The results will be made available in summary form
3. Current UCM General Catalog
4. Guidelines and Questions for reviewers

#### **Appendix IV - Review Team Guidelines**

UC Merced is interested in your overall assessment of the teaching and research accomplishments and potential of the unit you are reviewing. We are interested in the evaluation of the educational program and assessment practices, as well as comparisons to peer programs. Recommendations to increase resources may follow from your review, but are not in themselves the primary responsibility of the reviewers.

It might be helpful to think of your review with the following questions in mind:

1. Is the undergraduate program coherent in the areas of teaching, counseling, mentoring, and introduction to research for its students? Is it adequate in scope and depth to ensure education is appropriate for the B.A./B.S.? How well does the program align with and demonstrably support UC Merced's mission and goals, including General Education?
2. Are the program goals clear and explicit in regards to what students should be learning in the major, and what skills and knowledge they should be taking away from each course? Is the program meeting its goals?
3. What is the overall quality of the program with respect to the following?
  - a. Faculty teaching for both majors and non-majors
  - b. Student learning
  - c. Student satisfaction
4. Evaluate the program's assessment of undergraduate students' learning outcomes. Is the assessment plan appropriate? Effectively administered? Is it used to improve teaching and learning? Has the program had adequate support in developing and responding to its assessments? The team may also wish to comment on its appraisal of student learning in the program, based on both examples of student work and the program's assessments.
5. Are students provided frequent opportunities to assess their skills and knowledge, and provided feedback to help them reflect on what they have learned and what they still need to learn?
6. How well does this program prepare graduates for careers it says it supports? Would students from the program be viable candidates for graduate programs? Professional programs?
7. Is the faculty quality and breadth of coverage adequate for a strong undergraduate program?
  - a. Areas that should (must) be strengthened or added?
  - b. Areas that should (must) be de-emphasized or removed?
  - c. In which area(s) should the next appointment (resources permitting) be made?

8. In many fields, long-range planning and strategic choices about areas of teaching and research are necessary. Does the program provide an imaginative, workable long-range plan that will allow it to make major contributions to the discipline and to pursue appropriate specializations with distinction? If not, what do you suggest?
9. What would be needed for this program (or some component) to achieve national distinction giving due consideration to present UCM faculty resources compared to those available at top ranked programs elsewhere?
10. Do students feel welcome in the major and is there adequate advising to meet their needs?
11. How do students and faculty feel about class size in relation to program learning objectives? How do they feel about the proportion of classes taught by TA's and non-senate lecturers as opposed to regular faculty? How do students feel about grading standards and the responses they get to written work for their classes?
12. Do the current administrative structures at UCM foster undergraduate education in the program you are reviewing? Are there closely related units, including co-curricular units, at UCM or other UC campuses with which more collaboration should be undertaken? Are there appropriate support facilities such as libraries, teaching and research space, computer labs and training?
13. Is there sufficient interaction between the program and any campus programs with which it should interact?
14. Do students find it reasonable to complete the major on a four-year schedule?
15. Is the program doing enough to recruit high quality students?
16. Are there any questions we have not asked that you feel should be addressed?

We are aware that each program under review presents a special set of circumstances and that your review will need to take these distinctions into account. We intend these guidelines to be suggested topics that you may want to pursue rather than prescriptions of the process. As an External Reviewer, you should feel entirely free to pursue what avenues of investigation will yield constructive and relevant insights into the particular programs. We hope to obtain well thought-out and forthright judgments of where we stand in the academic picture, so that UCM may best capitalize on its strengths and take effective steps to correct weaknesses. The Academic Senate will give serious consideration to whatever directions you believe to be most worthwhile in achieving those ends.

Any questions concerning the review should be directed to the PRC Chair with a c/c to the Senate Analyst.



### Review Team Visit

The review team visit is scheduled by the PRC Chair with the assistance of the Senate Analyst. It generally begins with a dinner, followed by a day or day and a half of meetings on campus. The initial dinner should include the Review Team, the PRC Chair, the Dean of the School and/or VPUE, the Program Chair, and a representative of Student Affairs; other people may be included as appropriate.

The first morning of the visit begins with a meeting with the PRC Chair and UGC Chair, who will outline procedures and note any special issues for the review. Meetings will be scheduled with the Dean and appropriate Associate Dean for the discipline, the VPUE, the EVC, and a representative for Student Affairs. In addition, the Review Team meets with the Program Chair, the coordinator of Undergraduate programs, and with the faculty as a whole. Separate meetings with non-Senate faculty, TAs, and lab staff are also scheduled as appropriate. Finally, the team meets with students and with faculty from closely related programs. As appropriate, there may be a tour of the facilities.

The final activity of the review team is an exit interview. The team meets with the PRC Chair, the UGC Chair, the Dean, VPUE, and EVC as well as the Program Coordinator to deliver an oral summary of their findings and recommendations.

### Review Team Report

The review team is asked to provide an assessment of the quality of faculty, students, and the program; effectiveness of learning outcomes assessment; areas of strengths and weaknesses; advice on areas to remove or strengthen; adequacy of facilities; morale, and any other issues they wish to address. They are also asked to provide recommendations for faculty or programmatic development. These findings are based on the totality of information reviewed, but we ask that the review team treats any confidential information with care when articulating findings and recommendations. While these findings are summarized in the exit interview, the review team is also asked to furnish a written report of approximately 5-10 pages **within four weeks** of their visit. Recommendations for change and future development should be prioritized by level of significance; the review team may, at its discretion, recommend a shorter time between reviews than is usually the case. When the review team report is received, the honoraria are sent to the reviewers.

The review team will submit their report to the PRC and UGC Chair within **one month** of the site visit. A copy will be sent to the Senate Analyst.

## **V. Follow Up**

After the review team report is received, the PRC Chair will send a copy to the program coordinator. The Program Chair will have the opportunity to review the report for factual inaccuracies and misperceptions; any corrections should be submitted to the PRC within two weeks. The PRC will forward the review team report, along with any corrections submitted by the program, to UGC. UGC will receive the report, and forward it to the Chair of the Program, the relevant Dean, the VPUE, the EVC, and any other relevant parties.

### Response Phase

In the semester following receipt of the Review Team Report, the program faculty will discuss its recommendations with the Dean and any other relevant people. The program shall seek and collect input from all constituents (faculty, students, and administration) and prepare a detailed response. The program response consists of a narrative response and a detailed action plan, including a revised assessment plan. While the narrative response is the work of the program alone, the action plan may be developed collaboratively with (as appropriate) the Dean, the VPUE, faculty in adjacent programs, and representatives of the PRC or UGC. The action plan should include a timetable and an outline of the resources needed.

The program response, including the action plan, are both approved by the Dean, and submitted to the PRC by the end of November. When the PRC determines that the response adequately addresses the concerns of the report, it proposes to UGC that the Program Review be closed. A Program Review is not closed until the PRC agrees that the response to the review is adequate. If a review is not closed, the PRC and UGC may implement curricular sanctions, and may recommend administrative sanctions to the Dean and EVC. Sanctions may include a moratorium on faculty appointments, undergraduate admissions or other actions.

In the following months, the recommendations will be implemented as appropriate through revisions to the Program Strategic Plan, the Dean's budget requests to the EVC/Provost, and any revisions of policy/ies and program(s) that are submitted to UGC.

**CLOSING THE REVIEW:** When the program's response has been approved, the PRC will recommend to UGC that the Program Review be closed.

**DISTRIBUTION OF CLOSED REVIEW MATERIALS:** Copies of the unedited review team report, the program's response, and other pertinent documents shall be sent to the Chancellor, EVC/Provost, College Dean and the UCM Office of the Academic Senate, as well as the Senate-Administration Committee on Assessment (SACA). File copies of these documents, along with the original self-study and the summarized results of the student and faculty surveys, will be stored in the Office of the Academic Senate. A brief summary of the programs reviewed and UGC actions are included in the UGC Annual Report to the Academic Senate, Merced Division.

**CONFIDENTIALITY:** Undergraduate Program Reviews will be treated with confidentiality until they are closed. The self-study, the review team report, and the final implementation plan are open to examination after the Review is closed. The results of student and faculty surveys are available only in summary form. Particular documents and sections of the report

may be maintained as confidential documents available only as needed for particular reasons at the request of either the Program or the PRC. Petitions to review confidential material will be reviewed by the PRC.



## Academic Program Review Survey for Economics Faculty

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
The program is well run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a shared vision about program goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone shares in making important decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback is sought and accepted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of satisfaction with each of the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Balance between personal and professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional development and career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity about the promotion and merit process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for equipment and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clerical and administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer facilities and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Morale in the program is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All things considered, you are satisfied with your current position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

With regard to your current work situation, what factors, positive and negative, contribute most to your overall sense of job satisfaction? Please explain.

Positive Factors

## Negative Factors

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Please indicate your level of willingness to have your responses about positive and negative factors shared with campus constituencies.

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- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to anyone in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses about positive and negative factors and can share that summary with colleagues in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.
- ☐ My verbatim responses are public comments and may be shared with anyone who is interested in the results of this survey.





## Academic Program Review Survey for Economics Faculty

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Graduates are well prepared for advanced studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduates are well prepared for careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The scope and sequence of course requirements is coherent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are no major gaps in the program's required courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are the strengths and limitations of your program's curriculum? Please explain.

Strengths

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Limitations

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Please indicate your level of willingness to have your responses about the strengths and limitations about your program's curriculum shared with campus constituencies.

- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to anyone in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses about strengths and limitations and can share that summary with colleagues in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.
- ☐ My verbatim responses are public comments and may be shared with anyone who is interested in the results of this survey.





## Academic Program Review Survey for Economics Faculty

To what extent do you agree or disagree that graduates of your program are able to ...

	Strongly Agree	Agree	Disagree	Strongly Disagree
Demonstrate an understanding of the role of organizations and institutions in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate an understanding of the impact of organizations and institutions on the economic environment and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate an understanding of how incentives influence individual and organizational behavior and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize how government actions affect economic performance and how economic interests influence government decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and conduct research that will inform managerial and policy decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect, analyze, and interpret data using familiar software packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define problems and identify multifaceted explanations for complex economic phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information and data from multiple sources to answer the questions at hand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think critically about the information they encounter, whether it is in their work or reported in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate clearly and cogently in written and oral form using modern technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< Submit





## Academic Program Review Survey for Economics Students

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with my experience in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course content in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course requirements for my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the sequence of courses in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teachers in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teaching styles in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my program to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now about my program, if I had to start again, I would choose the same program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Academic Program Review Survey for Economics Students

How could your program be improved?

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What are the best aspects of your program?

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Please share any other thoughts you may have about your program in the box below.

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Please indicate your level of willingness to have the text you typed in above shared with faculty in your department.

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- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to faculty in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses to this survey and can share that summary with faculty in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.

<< Submit



## Academic Program Review Survey for Mechanical Engineering Faculty

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
The program is well run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a shared vision about program goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone shares in making important decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback is sought and accepted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of satisfaction with each of the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Balance between personal and professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional development and career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity about the promotion and merit process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for equipment and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clerical and administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer facilities and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Morale in the program is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All things considered, you are satisfied with your current position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

With regard to your current work situation, what factors, positive and negative, contribute most to your overall sense of job satisfaction? Please explain.

Positive Factors

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## Negative Factors

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Please indicate your level of willingness to have your responses about positive and negative factors shared with campus constituencies.

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- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to anyone in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses about positive and negative factors and can share that summary with colleagues in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.
- ☐ My verbatim responses are public comments and may be shared with anyone who is interested in the results of this survey.

>>



## Academic Program Review Survey for Mechanical Engineering Faculty

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Graduates are well prepared for advanced studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduates are well prepared for careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The scope and sequence of course requirements is coherent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are no major gaps in the program's required courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are the strengths and limitations of your program's curriculum? Please explain.

Strengths

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Limitations

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Please indicate your level of willingness to have your responses about the strengths and limitations about your program's curriculum shared with campus constituencies.

- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to anyone in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses about strengths and limitations and can share that summary with colleagues in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.
- ☐ My verbatim responses are public comments and may be shared with anyone who is interested in the results of this survey.



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## Academic Program Review Survey for Mechanical Engineering Faculty

To what extent do you agree or disagree that graduates of your program are able to ...

	Strongly Agree	Agree	Disagree	Strongly Disagree
Apply knowledge of informatics, mathematics, science, and engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and conduct experiments and numerical simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze general scientific and engineering information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret general scientific and engineering information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design a system, component, or process to meet desired needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve multidisciplinary problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify, formulate, and solve engineering problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand professional and ethical responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate the broad education necessary to understand the impact of engineering solutions in a social context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a sound basis and motivation to engage in lifelong learning and continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a knowledge of contemporary issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the techniques, skills, and modern engineering and scientific tools necessary for engineering practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a working knowledge of the principles of Mechanics and Thermodynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a working knowledge of how those principles evolve into other disciplines (such as Heat and Mass Transfer, Vibration and Control, Computational Engineering, Mechanical Design, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
Recognize new forms of thinking and new promising directions in engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate an understanding of modern tools of analysis, synthesis, and design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate interdisciplinary concepts from mathematics, physics, biology, chemistry and other disciplines into engineering solutions and vice-versa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a culminating design experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[<<](#) [Submit](#)





## Academic Program Review Survey for Mechanical Engineering Students

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with my experience in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course content in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course requirements for my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the sequence of courses in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teachers in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teaching styles in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my program to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now about my program, if I had to start again, I would choose the same program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Academic Program Review Survey for Mechanical Engineering Students

How could your program be improved?

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What are the best aspects of your program?

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Please share any other thoughts you may have about your program in the box below.

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Please indicate your level of willingness to have the text you typed in above shared with faculty in your department.

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- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to faculty in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses to this survey and can share that summary with faculty in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.

<<

Submit

## Program Review - Econ Students

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with my experience in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course content in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course requirements for my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the sequence of courses in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teachers in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teaching styles in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my program to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now about my program, if I had to start again, I would choose the same program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If plo\_items Is Equal to 1

To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
My program prepared me well for advanced studies/graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program prepared me well for a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If plo\_items Is Equal to 1

I am able to ...

	Strongly Agree	Agree	Disagree	Strongly Disagree
Demonstrate an understanding of the role of organizations and institutions in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate an understanding of the impact of organizations and institutions on the economic environment and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate an understanding of how incentives influence individual and organizational behavior and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize how government actions affect economic performance and how economic interests influence government decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and conduct research that will inform managerial and policy decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect, analyze, and interpret data using familiar software packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Define problems and identify multifaceted explanations for complex economic phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information and data from multiple sources to answer the questions at hand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think critically about the information that I encounter, whether it is in my work or reported in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate clearly and cogently in written and oral form using modern technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How could your program be improved?

What are the best aspects of your program?

Please share any other thoughts you may have about your program in the box below.

Please indicate your level of willingness to have the text you typed in above shared with faculty in your department.

- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to faculty in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses to this survey and can share that summary with faculty in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.

## Program Review - Mech Engr Students

To what extent do you agree or disagree with the following statements about your program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with my experience in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course content in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the course requirements for my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the sequence of courses in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teachers in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the teaching styles in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my program to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now about my program, if I had to start again, I would choose the same program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Answer If plo\_items Is Equal to 1

To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
My program prepared me well for advanced studies/graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program prepared me well for a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If plo\_items Is Equal to 1

I am able to ...

	Strongly Agree	Agree	Disagree	Strongly Disagree
Apply knowledge of informatics, mathematics, science, and engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and conduct experiments and numerical simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze general scientific and engineering information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret general scientific and engineering information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design a system, component, or process to meet desired needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve multidisciplinary problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify, formulate, and solve engineering problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand professional and ethical responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate the broad education necessary to understand the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>impact of engineering solutions in a social context</p> <p>Demonstrate a sound basis and motivation to engage in lifelong learning and continuing education</p> <p>Demonstrate a knowledge of contemporary issues</p> <p>Use the techniques, skills, and modern engineering and scientific tools necessary for engineering practice</p> <p>Demonstrate a working knowledge of the principles of Mechanics and Thermodynamics</p> <p>Demonstrate a working knowledge of how those principles evolve into other disciplines (such as Heat and Mass Transfer, Vibration and Control, Computational Engineering, Mechanical Design, etc.)</p> <p>Recognize new forms of thinking and new</p>	<p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p>	<p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p>	<p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p>	<p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p>
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promising directions in engineering				
Demonstrate an understanding of modern tools of analysis, synthesis, and design	○	○	○	○
Incorporate interdisciplinary concepts from mathematics, physics, biology, chemistry and other disciplines into engineering solutions and vice- versa	○	○	○	○
Demonstrate a culminating design experience	○	○	○	○

How could your program be improved?

What are the best aspects of your program?

Please share any other thoughts you may have about your program in the box below.

Please indicate your level of willingness to have the text you typed in above shared with faculty in your department.

- ☐ My comments are intended only for the Program Review Committee and the external Review Team. They are not to be disclosed in any manner to faculty in my department or any other person not directly involved in the administration of this survey.
- ☐ The Program Review Committee can incorporate my comments into a narrative summarizing all the responses to this survey and can share that summary with faculty in my department and/or other people as it sees fit, provided a good faith effort is made to assure my confidentiality when writing the summary.

Revised November, 2008

## UNDERGRADUATE PROGRAM REVIEW PROCEDURES

Adopted by the Committee on Educational Policy on 11/29/06

### I. Overview

Reviews of undergraduate programs are conducted by the Committee on Educational Policy (CEP), with the aid of extramural review teams, and supported by the Vice Provost for Undergraduate Education (VPUE). The review policy has been approved by the Riverside Division of the Academic Senate. The primary aim of the review process is to help improve undergraduate programs across the campus.

The Committee on Educational Policy establishes the sequence of program reviews which is reviewed annually. The sequence can be altered by action of the CEP. At least 3 programs are reviewed every year (one from CHASS, one from CNAS, and one from a professional school) and the goal is that each program will be reviewed at least once every seven years. The current sequence of reviews is available from the Academic Senate.

### II. Program Self Study

The undergraduate program to be reviewed is notified at least six months in advance of the upcoming review. At the time of the notification, the program is asked by the Subcommittee Chair, with a cc to the VPUE to prepare a self-study document which will be transmitted to the external review team. This will become a part of the permanent record of the program review and will be filed together with the report of the review committee. The program should direct any questions or dialogue concerning the review to the Subcommittee chair with a cc to the Senate staff analyst. The self-study is no more than 5 single-spaced pages in length not including data appendices and should be a thoughtful and thorough self-evaluation of the program, based on the participation of the program's faculty, staff and students. The program should provide 15 sets of their entire self study package to the Vice Provost for Undergraduate Education office for distribution to the appropriate parties.

The self-evaluation document contains the following required six categories:

- I.) Introduction and Contact Information
- II.) Program Goals and Description
- III) Learning Outcomes and Assessment Results
- IV.) Student Data
- V.) Instructional Facilities
- VI.) Institutional Support
- VII.) Faculty Data

Most of these are self-explanatory and should be generated internally by the program/unit. The exception to this is the student admission and performance data listed in section IV.). These data can be obtained through the office of the Vice Provost for Undergraduate Education (VPUE) who will work with the program and CEP on their preparation. The two satisfaction surveys listed in sections IV.) and VII.) have been formulated by the CEP and will be conducted electronically through iEval with the help of the VPUE. The results will be made available in a redacted summary form.

**Structure of the Program Self-Study-Please submit all of the program self study documents, etc. in the following order:**

**I.) Introduction and Contact Information**

- Tables of organization: Program provides the substructure within the department/program, including departmental level structure such as a curriculum committee, educational advisory committee, Vice Chair for teaching, etc. VPUE office requests a College structural chart from the appropriate Dean
- Contact information

**II.) Program Goals and Description (Information provided entirely by Department/Program being reviewed)**

2-5 pages in length:

- Educational philosophy. What do you want your students to learn and what skills do you want them to develop?
- Perceived strengths and weaknesses of program
- Recruitment and outreach plans
- Major changes in the program since the last review (if applicable)
- Any issue the program wants to bring up that would be helpful to the review

Separate addenda:

- Faculty I&R FTE and faculty/student ratios
- Staff personnel allocation for the last three years (Student Affairs only)
- Department materials available to students (handbooks, program descriptions, course descriptions and syllabi, web page materials)
- Structure of degree(s) and specialty tracks
- All courses taught in past three years by Lecturers and Associates In
- Class sizes at the introductory and upper division levels
- Courses in your program taught by faculty from outside your program
- Courses in other departments/programs to which your faculty contribute
- TA allocations for last three years
- Role of instructional technology in the classroom and the teaching laboratory

- Department expenditures related to undergraduate education

III.) Learning Outcomes and Assessment Measures – Departments/programs should provide each of the following: :

- List specific learning outcomes for departmental major(s). What should your majors know upon graduation?
- Measures used to assess whether these outcomes were attained. (For example: capstone course, portfolio, exit exam, survey of majors).
- Results of recent assessment and examples of curricular or other reforms that have followed from this assessment.

IV.) Student Data-5 Year summaries as of Fall quarter of ea. academic year-(First 9 items provided by VPUE, Last 3 provided by program. Note: VPUE to confirm data gathered w/ department/program.)

- Recruitment profile: applications, SIR's and admits.
- For the most recent entering class, the quality profile defined in terms of their High School GPA, SAT1, SAT2 scores and High School quality Ranking
- Population of the major or program (Fall quarter figures)
- Population of students with dual majors and a minor in a second program. (Fall quarter figures)
- (Mean) GPA of enrolled and graduating majors. (End of Spring figures)
- Placement information from surveys at six months after graduation (jobs, professional schools, graduate schools).
- Number of graduates per year and # of those with honors
- Student diversity
- Student survey (see Attachment A – obtained from VPUE)

Information provided by Department/Program

- Financial support: extramural grants, academic and research fellowships, and financial aid.
- Advising, mentoring and career development
- Undergraduate research or other scholarly activity, including presentations and publications

V.) Instructional Facilities (Information provided by Department/Program)

- Classrooms
- Instructional laboratories
- Information resources: library and computer
- Statement of future needs/requirements

VI.) Institutional Support (Information provided by Department/Program)

- Program and college support personnel
- Institutional services

Note: For the first item under VI, the department/program should list its support personnel as well as relevant support personnel at the college level. For the second item



under VI, the department/program should briefly describe the campus programs that are relevant and available to their students, i.e., the Learning Center, the Career Center, Learning Communities, etc. Are there special learning communities specific to the program's students? Are there special Career Center counselors for your students?, etc.

#### VII.) Faculty Data (Information provided by Department/Program)

- For each faculty member, include a summary that includes: 1) academic biographies including publication lists (standard UCR form); 2) area(s) of specialty and their impact on the undergraduate degree programs; 3) grants that impact the undergraduate program (including undergraduate research); 4) 3-year teaching load data form.
- Departmental workload summary with discussion of major-related and service instruction for other programs
- Copies of teaching evaluations for all undergraduate courses for the previous two years (these will be kept confidential by the Senate and made available to the reviewers when they visit the campus.)
- Distribution of faculty among sub disciplines for past 5 years and recruitment plans for future
- Faculty survey (see Attachment B – obtained from VPUE)

### III. Composition of the Review Team

A letter containing wording similar or identical to the following is sent by the CEP chair to the chair of the program under review to request suggestions for the membership of the external review team:

“ The general policy specifies that normally one of the external reviewers will be a faculty member at another UC campus, and the other two reviewers will come from UC peer institutions. Please provide me with a list of at least 12 names of distinguished potential extramural reviewers, some from other campuses of the UC system and the rest from UC peer institutions throughout the U.S. If appropriate for your program, please divide the list of names into sections corresponding to sub disciplines, so that reviewers can be selected to appropriately span the range of sub disciplines in your program.

The CEP asks to be **assured in writing that the proposed external visitors can carry out a neutral review**. The committee is specifically concerned with the following relationships with members of your faculty: (1) personal friendships; (2) visitor and UCR faculty member present in the same graduate or postdoctoral program at the same time; (3) graduate research advisors or post-doctoral mentors; and (4) Recent (within past five years) cooperative teaching or research efforts or joint textbook writing. If any of these items applies to a visitor, the

individual should be eliminated or the chair of the CEP review subcommittee should be informed of the facts of the relationship.”

If curriculum vitae are not supplied, then the VPUE’s office gathers them from faculty web pages. Particular attention is directed to gathering as much information as possible about the experience and dedication of the nominees to undergraduate teaching. After the curriculum vitae have been assembled, the Vice Provost of Undergraduate Education writes (emails) to chairs of comparable programs at all of the other UC campuses to ask them to consider and rank the list of suggested reviewers, and perhaps to add to the list potential reviewers. The department/program is asked to comment on additional names that have come from the VPUE/Subcommittee queries.

The CEP Subcommittee, with the Vice Provost for Undergraduate Education as an ex officio member and with the consultation of the Associate Dean of the department/program’s college, then selects a final ranked list of review team candidates. The Vice Provost for Undergraduate Education contacts the individuals by telephone and, upon their acceptance of the invitation to review, sends them an official appointment letter. The Senate Office coordinates the Review Team travel, travel expense reimbursement and honoraria payment.

The CEP Subcommittee, in consultation with the Vice Provost for Undergraduate Education, formulates a ‘standard’ set of questions that the Extramural Team may (not “must”) use to guide its deliberations; most of the questions are used for all programs, but some are program specific. The program is provided with the questions that are sent to the Extramural Team.

About thirty days prior to the scheduled visit, the information from the program self-study and a package of additional information (contents of the package follow below) are sent by the VPUE to each member of the Extramural Team. An identical information package is provided to the members of the CEP Review Subcommittee and the CEP Analyst. The program receives a copy of the package of the material without the faculty survey, but with a copy of the student survey from which the identifying questionnaire responses have been redacted for purposes of student/faculty confidentiality. The program does not receive a copy of the faculty survey. The College Dean and Executive Vice Chancellor-Provost do not receive a copy of either the faculty or student survey. Because the VPUE will be conducting these surveys, s/he will be aware of the data.

The following items are included in packets sent to Extramural Team members along with the Program Self Study in a cover letter signed by the Subcommittee chair and the VPUE:

1. Table of organization for review
2. Tentative schedule and campus map
3. Current UCR General Catalog

#### 4. Guidelines and Questions for reviewers

### **IV. Extramural Team Guidelines**

UCR is interested in your overall assessment of the teaching and research accomplishments and potential of the unit you are reviewing. The charge to the consultant is to evaluate the educational programs as well as to make explicit comparison of the UCR program with comparable programs in other major universities. The Senate is most interested in your expertise in assessing the quality of the undergraduate instructional programs. Recommendations to increase resources may follow from this, but are not in themselves the primary responsibility of the reviewers.

It might be helpful to think of your review with the following questions in mind:

1. What is the overall quality of the program with respect to the following:
  - a. Faculty teaching for both majors and non-majors
  - b. Student satisfaction
  - c. Faculty research
  - d. Overall reputation
2. Is the undergraduate program coherent in the areas of teaching, counseling, mentoring, and introduction to research for its students? Is it adequate in scope and depth to insure education appropriate for the BA/BS?
3. Are the department goals and learning outcomes clear and explicit in regard to what students should be learning in the major?
4. Do the assessment results suggest that students are successfully attaining these outcomes?
5. Is there evidence that the department has reflected on these assessment results and engaged in curricular or other reforms in response to the results?
6. Would you want graduates of this program in your own graduate program?
7. Is the faculty quality and breadth of coverage adequate for a strong undergraduate program?
  - a. Areas that should (must) be strengthened or added?
  - b. Areas that should (must) be de-emphasized or removed?
  - c. Where should the next appointment (resources permitting) be made?

5. In many fields, long-range planning and strategic choices about areas of teaching and research are necessary. Does the program provide an imaginative, workable long-range plan that will allow it to make major contributions to the discipline and to pursue appropriate specializations with distinction? If not, what do you suggest?
6. What would be needed for this program (or some component) to achieve true national distinction giving due consideration to present UCR faculty resources compared to those available at top ranked programs elsewhere?
7. Do students feel welcome in the major and is there adequate advising to meet their needs?
8. How do students and faculty feel about class size? How do they feel about the proportion of classes taught by TA's and lecturers/Associate Ins as opposed to regular faculty? How do students feel about grading standards and the response they get to written work for their classes?
9. Do the current administrative structures at UCR foster undergraduate education in the program you are reviewing? Are there closely related units at UCR or other UC campuses with which more collaboration should be undertaken? Are there appropriate support facilities such as libraries, teaching and research space, computer labs and training?
10. Is there sufficient interaction between the program and any campus programs with which it should interact?
11. Do students find it reasonable to complete the major on a four-year schedule?
12. Is the program doing enough to recruit quality students?
13. Is there any question we have not asked that you feel should be addressed?

We are aware that each department/program under review presents a special set of circumstances and that your review will need to take these distinctions into account. We intend these guidelines to be suggested topics that you may want to pursue rather than prescriptions of the process. As an External Reviewer, you should feel entirely free to pursue what avenues of investigation will yield constructive and relevant insights into the particular programs. We hope to obtain well thought-out and forthright judgments of where we stand in the academic picture, so that UCR may best capitalize on its strengths and take effective steps to correct weaknesses. The Academic Senate will give serious consideration to whatever directions you believe to be most worthwhile in achieving those ends.

Any questions concerning the review should be directed to the Subcommittee Chair with a cc to the Senate staff analyst.

## **V. Extramural Review Team Visit and Report**

The review team visit is scheduled by the Subcommittee Chair with the assistance of the Senate staff analyst. A typical Review Team visit begins on the evening prior to the first day of the review, with a dinner (optional to review team) meeting of the Review Team, the Subcommittee Chair, the Vice Provost for Undergraduate Education, the Department/Program Chair, and the Associate Dean of Student Affairs. It is hopeful that the Chair of the Review Team has been designated prior to the visit (based on discussions between the undergrad program Chair, the Subcommittee, and the Review Team), but if it has not yet been determined, then this discussion will take place at dinner.

On the first morning of the site visit, the review team meets with the CEP Chair and Review Subcommittee, including the Vice Provost for Undergraduate Education (who is an ex officio member of the Subcommittee). At this meeting, the CEP Chair and Subcommittee will give a briefing on procedures for the review and any other issues deemed necessary. The Review Team is asked to provide an assessment of the quality of faculty, students, and the program; areas of strength and weaknesses; advice on areas to remove or strengthen, adequacy of facilities, morale, and any other issues they wish to address. They are asked to participate in an exit interview on the afternoon of the second day and to furnish a written report of approximately 10-15 pages within two weeks of their visit. Following this meeting, the review team meets with the Dean and appropriate Associate Dean for the discipline, and then with the Associate Dean for Student Affairs. After the initial briefings, the Review Team spends time with the Department/Program Chair, followed by individual time with the faculty Undergraduate Advisor. Lunch is provided to the Review Team in the Senate conference room with the Chairs or other interested faculty of departments of closely related programs or programs who teach prerequisites for the program being reviewed. After the lunch, the program is responsible for setting up a tour of the facilities and meetings with the faculty of the program at the end of the first day and the beginning of the second day. No formal dinners should be planned with UCR contacts on the first night of the review. The team should be allowed to dine together and discuss preliminary findings.

On the second day of the site visit, the program should schedule meetings between the Review Team and their staff advisors as well as the Career Center advisors applicable to the program. In addition, the program TA's, Lecturer's and lab staff (if applicable) should meet with the reviewers. A block of time should be allowed for selected students to meet with the reviewers. Typically, lunch on the second day should be a progress type meeting with the CEP Chair, Review Subcommittee, Program Advisor and the Associate Dean for the discipline in the College and the Associate Dean for Student Affairs or equivalent. This lunch is an option for the review team; they may decide that they would prefer to have a lunch meeting to themselves so that they have extra time to prepare for the oral exit interview. If this option is chosen, the CEP review subcommittee chair will check with the reviewers during their lunch to see if they have any further questions. The last on campus activity is the exit interview when the Review Team meets with the Executive Vice Chancellor and Provost, the Dean, the CEP Chair, the Subcommittee (including the

Vice Provost for Undergraduate Education) to give a discussion on their findings. The Chair of CEP chairs this exit interview.

When the Review Team report is received, the honoraria are sent to the reviewers.

## SAMPLE REVIEW TEAM SCHEDULE

<b>Sunday afternoon arrival</b>		
6:30 pm	Dinner with Review Subcommittee Chair, Vice Provost for Undergraduate Education, Program Chair, and Associate Dean for Student Affairs.	Location: tba (dinner optional to external review team)
<b>Monday</b>		
8:45-9:30 am	CEP Chair, Review Subcommittee (including Vice Provost for Undergraduate Education)	Senate conf. room
9:30-10 am	Dean and Associate Dean of College	Senate conf. room
10-10:30	Associate Dean of Student Affairs of College	Senate conf. room
10:30-11:15	Chair of Program	Senate conf. room
11:15-12	Undergraduate Advisor of Program	Senate conf. room
12:15-1:30	Chairs or designates and interested faculty of closely related programs, particularly those who teach prerequisite courses for program.	Catered deli style buffet lunch in Senate conference room
1:30-2:30	Tour of Program's physical facilities including laboratories, classrooms, library.	
2:30-3	Faculty of the program	Suggested: small group visits lasting one half hour in Program's conference room
3-3:30	Faculty of the program	
3:30-4	Faculty of the program	
4-5	Selected students in the program	
Return to Hotel		
Review Team to have		

dinner on their own, no organized UCR functions		
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<b>Tuesday</b>		
8:30-9	Faculty of the Program	Program conf. room
9-9:30	Faculty of the Program	
9:30-10	Selected students of the Program	
10-10:30	Staff Advisors and Career Center Advisors	
10:30-11:15	TA's, Lecturers, and Lab Staff of the Program	
11:30-12:30	CEP Chair, Review Subcommittee (which includes Vice Provost for Undergraduate Education), Associate Dean and Assoc. Dean for Student Affairs, and Program Undergraduate Advisor	Catered lunch in Senate conf. room
12:30-1:15	Faculty of the program	Senate conf. room
1:30-2:15	Faculty of the program	Program conf. room
2:15-2:45	Program Chair	Program chair's office
3-3:30	Review Team only	Preparation of brief oral summary in Senate conf. room
3:30-4:15	Executive Vice Chancellor and Provost, Dean, CEP Chair, CEP Subcommittee (including Vice Provost for Undergraduate Education)	Exit Interview in Senate conf. room
4:15-5	Review Team Wrap Up	Senate conf. room
Review Team departs Riverside		

**SUBMISSION OF REPORTS:** The External Review Team will submit their report to the CEP Chair and Vice Provost for Undergraduate Education within two weeks of their on-site visit (Academic Senate Office, 210 University Office Building, University of California, Riverside, CA 92521).

## **VI. Procedure on Findings and Recommendations**

After the Review Team Report is received by the Chair of CEP, s/he shall distribute the report to the Subcommittee chair, the Executive Vice Chancellor/Provost, the college dean, and the program/department chair. The CEP Chair will ask the program to review the report for factual inaccuracies and misperceptions within a three-week time period. The program summary of any factual corrections and misperceptions will be relayed by the CEP Chair to the Subcommittee Chair to aid in drafting the Findings and Recommendations.

The Subcommittee shall study the Team report and any factual corrections and misperceptions provided by the program and draft their Findings and Recommendations- a cohesive plan of action for improvement of the program. In developing their draft, the Subcommittee members shall integrate their understanding of the program with the new materials generated in the self-study and Team report. The Subcommittee will recommend possible changes, if any, to improve the quality of the undergraduate program under review. If the draft Findings and Recommendations appear to be seriously detrimental to the program under review, the Subcommittee and CEP chairs usually meet with the Chair and/or Undergraduate Advisor of the program to discuss the matters in the preliminary document. On some occasions, the Subcommittee and CEP chairs will seek to meet with the College Dean and a limited number of faculty members to discuss the draft Findings and Recommendations. Where the Findings and Recommendations do not appear to be controversial, the Subcommittee and CEP chairs do not usually meet with the department/program chair or other representatives. Copies of the draft Findings and Recommendations will be distributed to all members of the CEP, who may endorse the draft, approve the draft contingent to minor changes, or refer the draft back to the Subcommittee.

The CEP chair will send the Findings and Recommendations to the department/program chair for distribution to the program faculty, staff and students. The department/program shall seek and collect input from all constituents and prepare a detailed response, either outlining plans for implementing the recommendations or detailing reasons for not doing so. The Findings and Recommendations are a policy document, and failure to comply or to provide justification for noncompliance can lead to a moratorium on undergraduate admissions or other actions. The program response is to be submitted to the CEP within a three- month period (excluding summer) of receiving the Findings and Recommendations.

The CEP members will study the response from the department/program and prepare the final Findings and Recommendations. The CEP shall distribute its approved final report to the department/program for action and to the respective college dean and associate dean, the Academic Senate-Riverside Division chair, the Executive Vice Chancellor & Provost, and the Chancellor. Relevant portions of the report will be furnished to other Senate committees as needed. At this point the review is closed.

**ACTION/IMPLEMENTATION:** The CEP chair, the VPUE, the college dean and/or associate dean shall meet with department/program representatives to discuss the action

steps to be taken as a result of the review. A timeline is set and resources needed to accomplish the plan's goals are identified.

**COMPLIANCE WITH IMPLEMENTATION PLAN:** Each Spring Quarter the CEP, working in conjunction with the VPUE on behalf of the Executive Vice Chancellor/Provost, shall review the implementation plans of programs reviewed in the previous year. If the department/program was not successful in implementing all aspects of the plan, the CEP may recommend follow-up actions to the department/program and appropriate campus administrators.

**DISTRIBUTION OF CLOSED REVIEW MATERIALS:** Copies of the unedited External Review Team report, the department/program's preliminary response, the CEP Findings and Recommendations, the department/program's implementation plan and other pertinent documents shall be sent to the Chancellor, Executive Vice Chancellor & Provost, college dean and Academic Senate-Riverside Division. File copies will be stored in the Offices of the Academic Senate-Riverside Division and the Office of the VPUE. A brief summary of the programs reviewed and CEP actions are included in the CEP Annual Report to the Academic Senate-Riverside Division.

**CONFIDENTIALITY** Undergraduate Program reviews will be treated with confidentiality until they are closed. The first reason for this confidentiality is to protect the program under review by ensuring it has a chance to respond to the Reviewer's report and correct error of fact and potential misconceptions before the report circulates. The second reason is to protect faculty governance of academic programs by ensuring that reviews are carried out in an atmosphere free of undue pressure from on or off campus. It is not appropriate to discuss a review in progress with anyone not normally a part of the process.

Attachment A:

## Undergraduate Program Review

### Student Satisfaction Survey

The undergraduate major in which you are enrolled is being reviewed by a team of faculty from other institutions. This questionnaire is an essential part of the review process. Your feedback is important to help identify strengths and areas where improvement is needed. Please note that your responses are anonymous. Thank you for your participation in the review. One respondent will be randomly chosen to receive a \$50 gift card to Best Buy! Please take a few minutes to complete the following questionnaire.

STUDENT NAME AND MAJOR WILL APPEAR

If the above major is not your major, please stop here!

Part A: Please answer each of the following questions.

1. How many years did you complete as a full time student in a community college before enrolling in UCR? (Round off to the closest number of full years.)

(N/A = 0 years; 1 = 1 year; 2 = 2 years; 3= 3 years)

2. How many years did you complete as a full time student in a college other than a community college before enrolling in UCR? (Round off to the closest number of full years.)

(N/A = 0 years; 1 = 1 year; 2 = 2 years; 3= 3 years; 4 = 4 or more years)

3. How many full years have you completed at UCR to date?

(N/A= 0 years; 1 = 1 year; 2 = 2 years; 3 = 3 years; 4 = 4 years; 5 = 5 or more years)  
(Edit)

4. How would you rate your overall level of satisfaction with your current major at UCR?

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

5. How would you rate your level of satisfaction with your current rate of progress toward completion of the bachelor's degree?

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

6. How would you rate your level of satisfaction with course availability within your major?

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

7. How would you rate your level of satisfaction with course content within your major?

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

8. How good a fit is your current major to your long-term career objectives?

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

9. Have staff who have provided you with academic advising been courteous, helpful, and knowledgeable? Examples of staff advisors are people who work in departmental offices or advising centers.

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

10. Have faculty (i.e. professors or the Dean) who have provided you with academic advising been courteous, helpful, and knowledgeable?

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

11. What would be your level of enthusiasm in recommending your major to others?

(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

**Part B: Use the space below to answer the following questions regarding your current major.**

12. What do you like best about your major? (Open Comment)

13. What about your major is in greatest need of improvement? (Open Comment)

## **Attachment B**

### Faculty Survey

As you know, the undergraduate major in which you participate is being reviewed by a team of faculty from other institutions. This questionnaire is an essential part of the review process. It consists of two parts: 1) a series of questions with space for comments; and 2) a final comment sheet on which you are invited to summarize your views or to elaborate in greater detail on any aspect of the program that you feel warrants particular attention. Please note that only the review team, Senate Subcommittee (including the VPUE), and CEP will have access to these comments.

1. Please indicate if you are a:

Ladder rank Faculty member

Lecturer

Academic Coordinator

2. What is your view of the overall quality of this undergraduate program?

Excellent

Good to very good

Satisfactory

Marginal

Unsatisfactory

Comments:

3. What is your view of the quality of the curriculum for this program?

Excellent

Good to very good

Satisfactory

Marginal

Unsatisfactory

Comments:

4. How favorably would you compare the quality of this program to equivalent programs at comparable universities?

Better

Equivalent

Poor

Comments:

5. Do you feel that the curriculum for this major needs changes?

No changes needed

Minor changes needed

Significant changes needed (please specify)

Comments:

6. Do you feel that the curriculum for this program adequately covers the breadth of the discipline?

Very well

Fairly well

Poorly

Comments:

7. Do you feel that the curriculum for this program adequately covers the discipline in appropriate depth at the undergraduate level?

Very well

Fairly well

Poorly

Comments:

8. Do you feel that the level of course content in the courses designed for your majors is

appropriate for the quality of the students

too high

too low

Comments:

9. The quality of undergraduate students in this major is generally

High

Satisfactory

Low

Comments:

10. Are courses required for the major offered frequently enough?

Yes

No

Comments:

11. Does the undergraduate major depend heavily on courses provided by other departments or programs?

Yes

No

12. If yes to the previous question, are those courses satisfactory in content and instruction?

Yes

No

13. Do faculty in other programs participate in teaching courses in this program?

Yes

No

14. If yes, do those faculty participate in decisions concerning the content and scheduling of those courses?

Yes

No

15. Do you feel that the quality of instruction is strong for the courses required for the major?

Very strong

Strong

Adequate

Poor

Comments:

16. Do you feel that the faculty members who teach in this major consider their teaching responsibilities as a high priority among their many responsibilities?



High priority  
Moderate priority  
Low priority  
Poor

Comments:

17. Do you feel that faculty efforts in undergraduate instruction are sufficiently rewarded in the merit and promotion process?

Yes  
No

Comments:

18. Do the majors have sufficient opportunities to be involved in enrichment experiences such as research?

All students who seek such opportunities  
A reasonable fraction of students who seek such opportunities  
A small fraction of students who seek such opportunities

Comments:

19. Are there good mechanisms in place to ensure that the majors are aware of enrichment opportunities such as research?

Yes  
Outreach could be better  
No

Comments:

20. Undergraduate instructional space and facilities are

Excellent  
Good  
Marginal  
Poor

Comments:

21. Are students in the major advised properly?

Excellent  
Satisfactory  
Poor

Comments:

22. Who is primarily responsible for academic advising of the students in the major?

The Undergraduate Advisor  
The Dean's office  
Individual faculty  
Staff

Comments:

23. What is the most frequent cause of student dropout from the major?

Dissatisfaction with the major  
Incompetence of the student  
Lack of opportunities in that discipline after graduation  
Other:

Comments:

24. Does the Department/Program formally assist students in placements, either for job or professional programs?

Excellent placement program  
Poor placement program  
No placement program, but individual faculty assist students  
No placement program

Comments:

25. How are the job prospects for students who graduate from the major?

Excellent  
Very good  
Good  
Marginal  
Poor

Comments:

26. My undergraduate instruction load is

About right

Too heavy

Too light

Comments:

27. Is the total number of faculty sufficient for maintaining a high quality major?

Yes

Marginal

No

Comments:

28. How do you evaluate faculty morale in your major with respect to the  
Department or Program, not with respect to the university?

Excellent

Good

Poor

Comments:

26. "Administrators are adequately supportive of this program." My perception of  
this statement is

True

False

Undergraduate Dean

College Dean

Vice Provost-Undergrad Ed.

EVC

Chancellor

Comments summarizing your views of the program being evaluated, or elaborating in  
greater detail on any aspect of the program that you feel warrants particular attention.

**Committee on Educational Policy**  
**Report to the Riverside Division**  
**May 30, 2006**

UNIVERSITY OF CALIFORNIA, RIVERSIDE REVIEW OF UNDERGRADUATE PROGRAMS

By authority of the UC Academic Senate, Riverside Division By-law sections 8.12.2 and 8.12.5, the UCR Committee on Educational Policy (CEP) is responsible for review of undergraduate programs and shall conduct regular periodic reviews of said programs. The Office of the Vice Provost for Undergraduate Education (VPUE) shall facilitate the reviews in partnership with the CEP, in a manner analogous to the relationship between the Dean of Graduate Division and the Graduate Council for the graduate program reviews.

REVIEW OF UNDERGRADUATE PROGRAMS

The UCR Committee on Educational Policy (CEP) has the oversight responsibility for reviews of undergraduate programs. The procedures will be as follows:

1. **PROGRAM REVIEW CYCLE:** The Committee on Educational Policy will establish the sequence of program reviews. The sequence will be reviewed annually and can be altered by action of the Committee. Departments and programs will be reviewed at least once every seven years. As appropriate, the CEP will coordinate its schedule with any corresponding graduate reviews undertaken by the Graduate Council to minimize as much as possible duplication of program efforts for review preparation. However, the external review teams will be separate. In the cases where undergraduate programs are interdisciplinary, interdepartmental or without a corresponding graduate program, the CEP shall calendar the reviews into the seven- year review cycle.
2. **CEP SUBCOMMITTEES FOR UNDERGRADUATE PROGRAM REVIEW:** Each year, the CEP shall appoint three Subcommittees for Undergraduate Program Review (Subcommittees) from its membership and the year's work shall be distributed as evenly as possible among them. The VPUE will serve as an ex officio member of each Subcommittee. For each program to be reviewed throughout the particular academic year, the Subcommittees shall appoint the members of the External Review Team; participate in the site visit; and based on the report from the External Review Team, prepare the initial drafts of the Findings and Recommendations for the CEP.
3. **EXTERNAL REVIEW TEAM:** Each team shall be composed of three faculty members of whom normally one will come from another UC campus and the others will come from UC peer institutions. The program being reviewed shall develop a list of faculty recommended to be members of the Team and shall submit the list of names to the CEP Chair. This list will be vetted by the Subcommittee and in consultation with the respective college associate dean. The Subcommittee shall appoint the members of the Team.
4. **PROGRAM SELF-STUDY:** When a review is scheduled, the CEP chair shall notify the undergraduate program and the dean of the respective college at least six months in advance. The program will prepare background information in the form of a self-study that focuses on areas established in the CEP program review guidelines and may include factual data and self-assessment of any or all of the following: curriculum, enrollment, major requirements, advising, teaching goals and philosophy, course evaluations, special programs, undergraduate research opportunities,

technology, career choices and placement, size of classes, facilities and resources, student learning outcomes, perceived strengths and weaknesses, and other priorities or concerns identified by the CEP. The review will include student opinion based on a confidential survey of current and former students. The Office of the VPUE will assist the program with collection of data and the coordination of student and alumni surveys. The completed self-study, containing all of the requested information and organized in the order outlined in the CEP program review guidelines, will be submitted by the program chair to CEP. One month in advance of the External Review Team site visit the Office of the VPUE will distribute review materials to the Team members, including a list of program-specific questions developed by the Subcommittee and copies of the program self-study.

5. **CAMPUS SITE VISIT:** At the beginning of their visit, the Team will meet with the CEP chair, Subcommittee members, the respective college dean and associate dean, and the VPUE. Following these initial meetings, the reviewers shall meet with the program's faculty, a representative group of undergraduate students, senior staff, other campus administrators they deem appropriate, and chairs of closely related programs. At the end of the visit, the Team shall verbally provide a preliminary summary of their findings in an exit interview with the CEP chair, the Subcommittee, the Executive Vice Chancellor/Provost, the VPUE and the college dean. Within two weeks of the site visit, the Team shall submit the completed External Review Team report to the CEP chair and the VPUE.
6. **FINDINGS AND RECOMMENDATIONS:** The development and approval of the Findings and Recommendations for each undergraduate program review shall follow the procedural route described below.
  - A. **PROGRAM REVIEW OF EXTERNAL TEAM REPORT:** The CEP chair will distribute the report to the Subcommittee chair, the Executive Vice Chancellor/Provost, the college dean, and the program chair. The program will review the report for factual inaccuracies, and a summary of any factual corrections will be submitted to the Subcommittee to aid in drafting the Findings and Recommendations.
  - B. **CEP SUBCOMMITTEE DRAFT OF FINDINGS:** The Subcommittee shall study the Team report and any factual corrections provided by the program and draft their Findings and Recommendations. In developing their draft, the Subcommittee members shall integrate their understanding of the program with the new materials generated in the self-study and Team report. The Subcommittee will recommend possible changes, if any, to improve the quality of the undergraduate program under review. Copies of the draft Findings and Recommendations will be distributed to all members of the CEP.
  - C. **CEP FINDINGS AND RECOMMENDATIONS:** The draft of the Subcommittee Findings and Recommendations will be reviewed by all members of the CEP, who may endorse the draft, approve the draft contingent to minor changes, or refer the draft back to the Subcommittee.
  - D. **PROGRAM RESPONSE TO CEP FINDINGS AND RECOMMENDATIONS:** The CEP chair will send the Findings and Recommendations to the program chair for distribution to the program faculty, staff and students. The program shall seek and collect input from all constituents and prepare a response to be submitted to CEP.
  - E. **CEP APPROVAL OF THE PROGRAM RESPONSE:** The CEP members will study the response from the program and prepare the final Findings and Recommendations. The CEP shall distribute its approved final report to the program for action and to the respective college dean and associate dean, the Academic Senate-Riverside Division

chair, the Executive Vice Chancellor & Provost, and the Chancellor. Relevant portions of the report will be furnished to other Senate committees as needed. At this point the review is closed.

- F. ACTION IMPLEMENTATION PLAN: The CEP chair, the VPUE, the college dean and/or associate dean shall meet with program representatives to discuss the action steps to be taken as a result of the review.
  - G. COMPLIANCE WITH IMPLEMENTATION PLAN: Each Spring Quarter the CEP, working in conjunction with the VPUE on behalf of the Executive Vice Chancellor/Provost, shall review the implementation plans of programs reviewed in the previous year. If the program was not successful in implementing all aspects of the plan, the CEP may recommend follow-up actions to the program and appropriate campus administrators.
- 7. DISTRIBUTION OF CLOSED REVIEW MATERIALS: Copies of the unedited External Review Team report, the programs preliminary response, the CEP Findings and Recommendations, the program's implementation plan and other pertinent documents shall be sent to the Chancellor, Executive Vice Chancellor & Provost, college dean and Academic Senate-Riverside Division. File copies will be stored in the Offices of the Academic Senate-Riverside Division and the Office of the VPUE.
  - 8. EVALUATION OF PROCESS: After three years of undergraduate program reviews the process will be evaluated by the CEP, and a report prepared for the Academic Senate-Riverside Division. The report will examine the objectives, procedures, framework and effectiveness of undergraduate program reviews at UCR and make appropriate recommendations for improvement.

Approved by the Committee on Educational Policy: February 15, 2006

Approved by the Advisory Committee: June 12, 2006

**UNIVERSITY OF CALIFORNIA, SAN FRANCISCO  
GRADUATE ACADEMIC PROGRAM REVIEW PROCESS  
GRADUATE DIVISION AND GRADUATE COUNCIL  
November 2008**

**UCSF Graduate Programs are recognized as some of the best in the world, and are critical to the UCSF mission. Periodic Graduate Program reviews ensure continued program quality in a rapidly changing scientific and academic world. Reviews are meant to encourage active and continuing self-examination, as well as providing impartial feedback on program success and the role of each program in the larger context of the UCSF mission. Reviews can also provide a means of identifying programs whose expansion would benefit the UCSF mission. A successful program review should integrate faculty and student input with the external review to the benefit of the program and the UCSF community at large.**

**I. Schedule of Academic Program Review**

Each graduate program is reviewed approximately every five years. The Graduate Dean, in collaboration with the Graduate Council, determines which programs will be reviewed one year prior to the scheduled review. The Graduate Dean contacts the Graduate Program Director to determine a mutually agreed upon date for the two-day review.

**II. Selection of the External Review Committee**

The External Review Committee generally consists of three to five highly qualified individuals who are not affiliated with the campus or the program. It is usually not appropriate to appoint former faculty members, alumni, or research collaborators. Criteria for committee selection include a history of involvement and success in scholarship, research, and/or teaching in the specific field. In fields where technical expertise is required, a representative from industry may be included.

The graduate program submits a list of potential reviewers to the Graduate Dean. The Dean and the Graduate Council review the names, provide additional recommendations, and also solicit recommendations from the names submitted by the program. The goal is to appoint a diverse team of reviewers, who represent both public and private institutions. The Graduate Dean is responsible for inviting the reviewers, finalizing the review committee, and selecting the chair

of the committee. Travel expenses and a modest honorarium are provided by the Graduate Division.

A Graduate Council member is appointed by the Council Chair to serve as a liaison to the review committee. The liaison attends all sessions of the site visit, serves as a campus resource throughout the visit, and de-briefs the Council on various aspects of the review process.

### **III. Program Self Study**

At least six months prior to the campus site visit, the program begins their Self Study. Guidelines for this study are contained in the document “Preparing for Graduate Program Review.” In general, the study includes information on the curriculum, teaching, research, faculty, students, postdocs, resources, and future direction of the program. The process includes a significant amount of planning, data collection, analysis, and writing. Eight copies of the materials are forwarded to the Graduate Division approximately three weeks prior to the review. The materials are then sent to the External Review Committee two weeks before the scheduled site visit.

### **IV. Graduate Student Survey**

An important element of the review is the anonymous, on-line, Graduate Student Survey conducted by the Graduate Division. Approximately two months prior to the review, students in the program are contacted by e-mail and asked to complete the survey through a survey software mechanism (i.e. Survey Monkey). Results are collected and analyzed by the Graduate Division and presented to the External Review Committee during their visit. A summary of this information is later shared with the Graduate Council and the graduate program, with the assurance that an individual student response is not identifiable.

### **V. External Review Committee**

Approximately two weeks prior to the review, the Graduate Division sends the External Review Committee a charge letter, the program Self-Study, the “Suggested Guidelines for Academic Program Review” document, and the site visit agenda. The charge letter summarizes the purpose of the review and specific content areas that need to be addressed.

### **VI. Campus Site Visit**



The two day campus site visit includes meetings with the Program Director and department chair(s), program faculty, students, postdocs, the Graduate Dean, , and the Associate Provost. Time is also set aside for the review committee to meet privately on the first and second day. One session will include the review of the previous External Review Report. A working dinner is held at the end of the first day of the review, which includes the Graduate Dean, Graduate Division Faculty Associate, and Graduate Council Liaison.

The External Review Committee will hold two debriefing sessions, one with the Graduate Dean and the other with the Program Director and one or two members of the program executive committee, School Dean, and the Graduate Dean. Committee members may request additional meetings with campus representatives and/or changes to the agenda as appropriate.

## **VII. Program Review External Report**

The chair of the review committee is responsible for coordinating the writing of the External Review Report. The purpose of the report is a thoughtful, objective, and comprehensive assessment of the program under review. It should include the strengths and achievements of the program, critical issues to be addressed, a set of recommendations, and comments on the future direction of the program. The report should be finalized within four weeks of the site visit and forwarded to the Graduate Dean for distribution to the Graduate Council.

## **VIII. Graduate Council Review**

The Graduate Council Liaison and Graduate Dean lead the discussion of the External Review Report at a Graduate Council meeting. The Council corrects any factual errors in the report, analyzes the assessment and the recommendations to the program, and prepares a written request to the program to respond to specific issues in the review. The written request for a response will include recommendations for which the program has direct responsibility and those for which the school dean and other campus leaders need to be involved.

## **IX. The Program Response**

The graduate program director, in collaboration with the faculty, prepares a written response to the External Review Report. The response should include the programs assessment of the report, the plan and timeline for addressing the recommendations of the External Review Committee, changes that have occurred since the review, and future directions. The program response should be sent to the Council

and Graduate Dean within twomonths of receiving the External Review Report.

#### **X. Follow-up/Post Review**

The role of the Council in the post review process is to serve as an advocate for the program, provide an overview of the strengths and limitations of the program to senior leadership, and identify areas that may require follow-up and attention prior to the next review. The Council makes the determination on a case by case basis as to the need to invite the graduate program director and/or school dean to a Council meeting to discuss the recommendations of the review. Such a meeting is designed to develop a shared understanding of the strengths and needs of the program and to highlight those areas that may require additional resources.

In certain cases, the Graduate Council will request an update from the program director two years after the review, in order to ascertain the program's progress in implementing recommendations stemming from the External Review Report.

A copy of the External Review Report, the Graduate Council letter, and the response from the graduate program are forwarded to the School Dean, the Executive Vice Chancellor, and Chancellor at the close of the review process

**UNIVERSITY OF CALIFORNIA, SAN FRANCISCO  
GRADUATE COUNCIL AND GRADUATE DIVISION  
ACADEMIC PROGRAM REVIEW EXTERNAL REPORT  
SUGGESTED GUIDELINES  
November, 2008**

The academic program review external report should address the areas outlined below. The report need not be confined to this particular organization or format. The review committee is encouraged to also provide specific recommendations on other relevant topics, e.g., student recruitment procedures, course offerings, etc.

**I. Program**

- A. What are the goals of the program? Is it meeting its own goals and the expectations of others? Is it meeting the needs of the students, of the discipline, of the university, of society? What is the program's promise for future development and contributions?
- B. Are curriculum offerings sufficiently diverse to allow for a broad range of educational experiences; for specialization in the major sub-divisions of the discipline? How do program requirements, for example, courses, examinations, etc., compare with those of other graduate programs in the field?
- C. What coursework, seminars, and other educational experiences are offered in the area of integrity in science and professional conduct of scientists? How do the faculty communicate with students about ethical behavior in the conduct of research, in the analysis of data, and in the reporting of research findings?
- D. Are sufficient resources allocated to the program to allow it to meet its goals? Are the resources allocated used in the most effective manner? Is the program as productive as possible given the resources available to it?

**II. Students**

- A. Are students of high ability attracted to the program? What criteria are used in admitting students to the program? Does the program have an effective plan with sufficient resources for recruiting new students?
- B. Are the students in this program diverse in terms of gender, ethnicity, and socioeconomic background? What has the program done to promote and maintain such diversity? What is the history of the program's outreach efforts?

- C. Does the program have established procedures for regularly evaluating student performance? Does the program ensure that adequate information and good advice are provided to students?
- D. Do the students have sufficient opportunities to participate in program activities, committees, and to provide input on their experiences?
- E. Do the students have ample opportunity to interact with faculty about research projects, teaching opportunities, and progress toward the degree?
- F. Does the program provide sufficient financial support for its students?
- G. Does the Program have a support process or strategy to help student overcome problems that may impact on their academic progress?
- H. Do students complete the program within normal time limits? What is the quality and scope of research results or other scholarly work published by graduate students?
- I. Are students successful in finding suitable positions upon graduation?
- J. What is the morale of the students in the program?

### **III. Faculty**

- A. What is the general scholarly quality of the faculty of the program? Is the faculty adequate in numbers and sufficiently broad in interests for the program offered?
- B. Do faculty members receive sufficient support for their teaching and counselling activities in the graduate program?
- C. Are faculty members of quality being recruited and retained? Is the faculty diverse in terms of gender, ethnicity and background?
- D. What is the morale of the faculty in this program?

### **IV. Physical Facilities and Other Resources**

- A. Is the physical plant, e.g., classrooms, office space, laboratories, study and lounge areas, satisfactory? Is the library adequate to support the instruction and research needs of the program? Are web-based resources sufficiently utilized by members of this graduate program?

- B. Is there adequate equipment to support graduate instruction and research? Is there adequate secretarial, technical, and other staff assistance for this graduate program?

**V. Strengths, Weaknesses, Recommendations**

**Appendix B: 2008 UCEP study of the Program Review Process at the 10 campuses of the University of California**



Michael T. Brown  
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*Chair of the Assembly and the Academic Council  
Faculty Representative to the Board of Regents  
University of California  
1111 Franklin Street, 12th Floor  
Oakland, California 94607-5200*

August 26, 2008

**ROBERT GREY  
PROVOST**

**Re: Results of Program Review Practices Survey**

Dear Bob,

I am forwarding the results of a University Committee on Educational Policy (UCEP) survey of local campus undergraduate program review practices, which Academic Council approved at its July 23, 2008 meeting. It is Council's intent that these survey results be distributed to the appropriate UCOP and campus administrators as information only; Council is not recommending any specific practice or action at this time. Rather, it hopes that these data will help campuses compare best practices and build more efficiency and effectiveness into their program review processes. A more detailed compilation of this data is located at:

[http://www.universityofcalifornia.edu/senate/committees/ucep/ug.program review.summarydata.pdf](http://www.universityofcalifornia.edu/senate/committees/ucep/ug.program%20review.summarydata.pdf).

Council also believes that these data are especially timely, given that, as you know, educational institutions at all levels nationwide are under pressure to assess student learning outcomes. While Council is generally not favorably disposed toward exit exams, it recognizes that such assessments can contribute to academic excellence in a number of ways, and that establishing measures of accountability is important to students, parents, and taxpayers. Therefore, Council encourages faculty to be proactive in this area, and to develop appropriate outcome assessment methods. Indeed, we look forward to reviewing the results of the two task forces (on student learning outcomes and graduation outcomes) appointed by the Academic Planning Council's Undergraduate Education Planning Group to study outcomes next year. We hope that UCEP's survey data will be of assistance in this effort.

Please do not hesitate to contact me if you have any questions regarding this data.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael".

Michael T. Brown, Chair  
Academic Council

Copy: President Mark G. Yudof  
Academic Council  
Martha Winnacker, Executive Director

Encl. 2





**UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)**  
**KEITH WILLIAMS, CHAIR**  
[krwilliams@ucdavis.edu](mailto:krwilliams@ucdavis.edu)

The Academic Council  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, CA 94607-5200  
Phone: (510) 987-9467  
Fax: (510) 763-0309

July 7, 2008

**MICHAEL BROWN, CHAIR**  
**ACADEMIC COUNCIL**

**Re: Survey of Campus Program Review Practices and Issues**

Dear Michael,

Earlier this year, I asked UCEP members to collect information about local campus undergraduate program review practices. I am now sharing a summary of the survey results with you and the Academic Council with a request that you forward the results to the campus Senate divisions and the appropriate UCOP administrators as information. UCEP believes the data will help campuses compare best practices, and ultimately, build more efficiency and effectiveness into their program review processes.

As you know, UC and other universities are under increasing pressure from government agencies and accrediting organizations to establish explicit educational objectives and mechanisms for measuring learning outcomes. In general, UCEP is wary of the use of exit exams, particularly those administered from the outside, as a reliable and appropriate method of baccalaureate outcome assessment. At the same time, we believe faculty should be sensitive to the fact that a better understanding of the value of a UC education through greater communication of learning outcomes could help provide a measure of accountability for students, parents, and taxpayers. It is important for the University and the Senate to be pro-active in this area, and for the faculty to help develop the outcome assessment methods themselves, to prevent their imposition from the outside.

Indeed, UC has agreed to monitor some indicators of learning outcomes. The Academic Planning Council's Undergraduate Education Planning Group (UEPG) recently appointed two groups to study the subject. Starting this fall, the Undergraduate Education Effectiveness Task Force will look at ways of integrating learning objectives and outcome assessments into the program review process, and the Postgraduate Outcomes Task Force will discuss more effective ways of tracking and compiling data on the activities and contributions of UC graduates. In addition, beginning this past spring at UC Berkeley, departments under review were asked to identify specific academic goals and metrics to measure those goals – information that will become part of the department self-study. Berkeley is also developing a boilerplate, which the UEPG may use as the basis for a systemwide framework for campuses to integrate into their program review process.

Current campus program review processes help departments and faculty in many ways. In addition to being required by the Western Association of Schools and Colleges (WASC) for accreditation, program reviews contribute to the educational excellence and effectiveness of academic programs. They help departments to reflect on curricular objectives and achievements; to identify critical issues facing them as they move forward, often with the help of new perspectives voiced by external reviewers; and to identify the interconnections between programs by comparing complimentary strengths, gaps, overlaps, and common issues of concern.

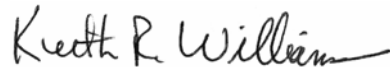
Campuses have also tailored program review processes to be most relevant and effective within the context of their individual local circumstances. Therefore, in forwarding this survey, UCEP is not recommending any specific change or practice; rather, we believe our faculty and administrative colleagues will find the comparative information useful as they evaluate the effectiveness of their own program review processes.

A more detailed compilation of the survey data can be found here:

[http://www.universityofcalifornia.edu/senate/committees/ucep/ug.program review.summarydata.pdf](http://www.universityofcalifornia.edu/senate/committees/ucep/ug.program%20review.summarydata.pdf)

Thank you, and please do not hesitate to contact me if you have further questions.

Sincerely,

A handwritten signature in black ink, reading "Keith R. Williams". The signature is fluid and cursive, with a long horizontal stroke at the end.

Keith Williams  
Chair, UCEP

cc: UCEP  
Executive Director Winnacker

# University Committee on Educational Policy

## Survey Summary: Undergraduate Program Review Practices and Issues

### June 2008

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#### ***1. Are undergraduate and graduate program reviews conducted separately or combined?***

Three campuses – Davis, Riverside, and San Diego – conduct their undergraduate and graduate reviews separately. Four campuses – Irvine, Los Angeles, Santa Barbara, and Santa Cruz – combine reviews. At Berkeley, departmental reviews combine programs, while graduate groups and stand-alone undergraduate programs are separate. San Diego conducts undergraduate reviews the year following the graduate review, when feasible.

#### ***2. Is there a long-term schedule for reviews? How many years ahead does the schedule cover? What is the interval between reviews? Are there early review provisions, if deemed necessary?***

Most campuses have a recurring review cycle that is between six and eight years long. Reviewing agencies may recommend which departments/ programs should be reviewed one to two years in advance. Some campuses have specific provisions in place for an early or extra review, if necessary, usually when there are special concerns, or depending on findings and recommendations of the prior review. An early review may occur at the request of the department or Senate.

#### ***3. Who initiates and oversees the review process?***

At Irvine and Riverside, a Senate entity has primary responsibility. At Berkeley, Davis, Los Angeles, San Diego, and Santa Cruz, the responsibility is shared by the Senate and the Administration. At Santa Barbara, it is initiated by the Administration and overseen by faculty.

#### ***4. What office/ committee is responsible for the program review process guidelines?***

At Davis, Irvine, Los Angeles, Riverside San Diego, and Santa Barbara, the Senate has primary responsibility. It is an administrative responsibility at Berkeley (after vetting by a joint committee) and Santa Cruz. Most campuses have a process of consultation among the Senate, Administration, and other entities.

#### ***5. What office/ committee is responsible for the self-review guidelines?***

The responsibilities generally follow the same form as #4.

#### ***6. What data are required in the review process? Who collects and makes them available to the program? Does the department collect and analyze additional data independently?***

Usually an administrative office or entity – the Office of Planning and Budget, Student Affairs Research and Information, vice provost, associate vice chancellor, etc., – provides data relating to faculty and student demographics, faculty workload; curriculum and course enrollments, grade distributions; funding and support; student instructor ratings; degree requirements; number and type of majors and degrees awarded; retention/time to degree; student and alumni satisfaction; and previous program review data. Usually, the unit under review may also collect and assess data they deem applicable and pertinent. Units may also provide extensive relevant data in the self-study.

**7. Must departments state educational objectives for programs and courses and provide information about assessing success in meeting those objectives? In what form?**

At most campuses, the self-study or developmental plan template asks the unit to state its educational goals and objectives as well as the effectiveness of the program in meeting those objectives. This step is not required at Irvine. At San Diego, units complete the Western Association of Schools and Colleges (WASC) *Inventory of Educational Effectiveness Indicators* form.

**8. Who provides staff support for the review process?**

Staff support usually comes from the entity that initiates and oversees the review process with assistance from multiple other sources, which may include the Senate, Administration, and the unit under review.

**9. Who funds extraneous costs associated with the review (e.g., external reviewers, unusual needs)?**

Usually the Administration either provides funding or allocates funding to the Senate for travel, honoraria, and other costs. Sometimes the unit under review is asked to cover minimal expenses such as lunch.

**10. How is the dean's office involved? Do internal review team members meet with the dean?**

Deans participate and provide input into the review process on every campus. Deans usually have a chance to meet in person with the External Review Committee during at least one stage of the visit, at the beginning of the process, at an exit interview, or both. They may also have opportunities to comment on the charge to the ERC and respond to the final ERC report and/or the department response.

**11. Who proposes and selects members of a review or ad hoc committee? Is there a member from the Undergraduate Council or the Educational Policy committee?**

Usually, the entity or entities that initiate and oversee the program review process propose and select the members of the review committee or ad hoc. At Berkeley, there is a Senate liaison to the ERC who writes a separate report, and the Berkeley CEP and four other committees have delegates who meet with the ERC at the beginning and end of the visit. At San Diego, Los Angeles, and Davis, the review or ad hoc includes an Undergraduate Council or Educational Policy committee member, but does not at Santa Barbara. The Committee on Committees participates in the process at Davis and San Diego.

**12. Is an external review committee (ERC) involved in program reviews? Who selects the external reviewer(s)?**

All campuses have a separate External Review Committee except Davis, which has no ERC. At Santa Cruz and Irvine, the entire review team is external. San Diego includes one external UC faculty member on its ad hoc Review Subcommittee, and Riverside has three external reviewers on its CEP review team. At Berkeley and Los Angeles, units to be reviewed nominate ERC reviewers. At Santa Cruz, the dean in consultation with the department selects them. At Irvine, they are selected by the main program review committee. At Riverside, the CEP subcommittee, which includes the vice provost for undergraduate education (VPUE) and the associate dean of the department's college, chooses. At San Diego, a list of potential external reviewers is developed in consultation with the Committee on Committees. At Santa Barbara, members are selected by the Program Review Panel (PRP) in consultation with the department.

**13. With what persons or committees do the external reviewer(s) meet (not including department faculty, students, etc.)? Do meetings occur before, during, or after the process?**

- [B] They meet with the vice provost, dean, and unit head on the first day, with the program review oversight committee and Senate Liaison the second day, and with the Program Review Oversight Committee (PROC) and dean again on the final day for an exit interview.
- [I] Separate meetings are held with the Senate leadership and dean; with the provost and vice provost; and with the dean of the school under review.
- [LA] External reviewers report preliminary findings to Council chairpersons, the dean, and the vice provost for undergraduate and graduate education in an exit meeting on the day of the review, and they prepare and submit a formal report to both councils within a few weeks of the close of the review. The internal review incorporates these comments in their prepared report to the Councils.
- [R] The external reviewers meet with the review subcommittee, dean, and associate deans at the beginning of the review on the first day, with the CEP subcommittee, including the VPUE and associate dean, at lunch the second day, and with the subcommittee including the VPUE, EVC- Provost, and dean at an exit interview. They also meet with program and campus staff advisors (program advisors and career advisors).
- [SB] The ERC meets with the Program Review Panel chair; the EVC; the vice chancellor for research; the associate vice chancellors for academic personnel and diversity, equity, and academic policy; and the relevant deans; and with chairs of Senate reviewing agencies and select administrators for a working lunch at the end of the visit.
- [SD] The Review Subcommittee (including the external reviewer) holds an exit interview that includes the associate chancellor-chief of staff, associate chancellor-chief diversity officer, divisional dean, associate vice chancellor for undergraduate education, and academic affairs support staff.
- [SC] The External Committee meets with the dean and VPAA when it first arrives and again at a wrap-up meeting. A final exit interview includes the VPAA and EVC, but not the dean.

**14. Is there a separate external reviewer report? Are specific guidelines given to external reviewers for this report?**

The ERC writes a separate report at Berkeley, Irvine, Riverside, Santa Barbara, and Santa Cruz. At UCLA, each external reviewer writes a narrative report in addition to a preliminary oral exit report delivered on the last day. At UCSD, the external reviewer provides input directly to the Review Subcommittee chair.

At UCB and UCSB, the ERC is asked to address a specific list of issues. UCSC gives the ERC a detailed charge. UCI gives external reviewers a charge that covers both the undergraduate and graduate programs. UCR provides suggested questions, but does not require a specific format.

**15. Do external reviewers receive an honorarium?**

- [B] \$1,500
- [D] N/A
- [I] \$1000 per member and generally \$1500 for the ERC chair
- [LA] \$500/day (excluding day of travel to the site) + expenses
- [R] \$1k for chair; \$750 for other two members; (UCR is seeking to increase this to \$1250 for chair; \$1k for other members.)
- [SD] \$500 honorarium and full reimbursement for travel expenses
- [SB] Amount unknown

[SC] Deans cover travel expenses and honorariums that range from \$500-\$750 for members and \$500-\$1,000 for chairs.

**16. What type of student input is included in the review materials?**

All campuses solicit and include input from student in the review materials. Several campuses make use of data from the UC Undergraduate Experiences Survey (UCUES). Other campuses survey current undergraduates for their views about the success of their major. Others make use of graduate student exit surveys, alumni surveys, and instructor ratings.

**17. Are students involved in the review committee? Are there limitations to their participation?**

Most campuses give students studying in the unit an opportunity to meet with external reviewers or other primary review teams during the visit. Some campuses allow students to request individual or small-group meetings during the unscheduled portion of the visit. Some allow undergraduates to help gather information for the self-study. Students are also involved as CEP or Undergraduate Council representatives, where they are participate, usually as non-voting members, in discussions about reviews and the final reports. At UCSC, students do not participate in the closure meeting.

**18. Does the review committee or ad hoc conduct a site visit? Who is invited to these sessions?**

The review process at all campuses except Davis involves a site visit. Usually, the visit occurs over the course of two to three days and involves the ERC, which meets in various settings with administrators, faculty, and students. The visit often lasts all day and involves a shared breakfast, lunch, and/or dinner with various constituencies. The ERC may also meet with individual members of any of these groups. At Berkeley, the Senate Liaison joins the ERC in visiting the unit under review.

**19. Briefly describe the review process chain. Beginning with the self-study, what offices or committees review the departmental report and write a review report? Who reviews or comments on the final recommendation?**

[B]: 1) The self-study and data summary are sent to the ERC and Senate Liaison (SL). 2) The ERC submits its report to the vice provost for academic planning and facilities (VPAPF), which sends it to the unit head for fact checking. The SL also submits a report within two weeks. 3) The corrected ERC report and SL report are sent to the unit for response, which draws on input from faculty, staff, and students. 4) The response is submitted to the VPAPF. 5) All reports are sent to the five participating Senate committees. 6) Their responses are sent to the VPAPF with a cover letter from the Divisional Council. 7) All documents are reviewed by PROC, the dean and the SL and discussed in a wrap-up meeting. 8) An outcome letter is drafted based on the final discussion, and all written reports are circulated to PROC, the SL, and the dean for input. 9) The letter is signed by the EVCP and the VPAPF and sent to the unit head.

[D]: 1) The program is notified about the review. 2) Data are sent to the program. 3) The department prepares the self-review and forwards it to the Program Review Committee. 4) The PRC prepares review and sends it to the department, dean and college executive committee. 5) The department responds. 6) All documents are forwarded to the Undergraduate Instruction and Program Review Committee (UIPRC). 7) The UIPRC prepares a report on each program and cluster and sends it to UGC. 8) UGC forwards UIPRC reports to department, dean, and provost.

[I]: 1) The self-study is made available to the Senate Academic Program Review Board (APRB), the external reviewers, CEP members, the provost, vice provost, and dean of undergraduate education. 2) The external reviewers' report is sent to the dean (with instructions to forward to chairs and

faculty) for response. 3) The CEP provides recommendations on the final report and the school's response, which are sent with the report and school response, to the provost and vice provost.

**[LA]:** 1) External Reviewers submit individually written appraisals to all administrative parties and the review team chair or co-chairs. 2) The undergraduate and graduate faculty review-team co-author an internal report that incorporates their own assessments and those of the external reviewers. The chair or co-chairs usually author the first draft for committee members. 3) That report is submitted to the UG and Graduate Council chairs, the Senate, and the assistant chief administrative officer. 4) The report is vetted in a series of two or more joint review meetings with UG and Graduate Council chairs and administrative personnel directly responsible for the reviewed unit, and the Graduate and UG Councils (e.g., exit meeting, administrative meetings). 5) The final report is discussed, revised, and voted on separately by the Undergraduate and Graduate Councils.

**[R]:** 1) The chancellor, EVC-provost, VPUE, CEP subcommittee members, and dean's office receive the self-study. 2) After their site visit, the external review team submits its report, which is vetted by the program for factual errors/misconceptions 3) The CEP subcommittee writes their Findings and Recommendations with input from the vice provost for undergraduate education. 4) The program responds and 5) Based on the response of the program, the CEP may submit its Final F&R and close the review. The CEP, Senate, EVC-P, chancellor, dean, VPUE, department chair and program receive the final report. 6) An Action/Implementation meeting is planned with the program chair, associate dean, VPUE, CEP chair and chair of review subcommittee. 7) Each Spring, the CEP requests an update from programs reviewed the previous year as to their compliance with the F&R.

**[SD]:** 1) The office of the associate vice chancellor for undergraduate education compiles data, which are delivered with a request for a department self-study. 2) The self-study is forwarded to the Review Subcommittee and campus administrators prior to the review visit. 3) The Subcommittee conducts interviews during the visit and drafts a report that is forwarded to CEP. 4) The program under review and the dean are asked to comment on the report. 5) The draft report and comments are presented to CEP by the Subcommittee chair, and CEP issues its review. 6) A 1-2 year follow-up is conducted to complete the program review process.

**[SB]:** 1) The department's plan is reviewed by the Program Review Panel, the Committee on Planning and Budget, the graduate and academic deans, the UgC, the GC, and the relevant college executive committee. 2) The ERC reviews the charge and writes a report, which the department comments on. 3) The ERC report and department response are reviewed again by the relevant agencies. 4) The PRP sends a report to the EVC that incorporates the previous reports. 5) The EVC writes a report to the department.

**[SC]:** 1) Based on the self-study, the dean, Senate committees, and VPAA, VPDUE, and VPDGS, can add questions/ issues to the ERC's charge. 2) After the ERC writes its review, the department, dean and Senate committees (in that order) write responses. 3) All parties meet for a closure meeting (including dean of undergraduate education and graduate dean), after which the VPAA writes a final closure report with recommendations and questions for the department to answer as follow-up.

## **20. At what stage does the department provide a response letter?**

**[B]** Units are asked to respond to issues raised in the letter in a strategic plan 6 to 9 months after the review concludes. All units are asked to report on progress in addressing issues raised in the review for the 3 to 5 years following the review in letters to the dean requesting search authorizations for the coming year.

**[D]** After the college review committee completes its report

- [I] Within six weeks of receiving the external reviewers' final report
- [LA] The unit is appraised at every step of the review. The unit and its respective administrators respond to the final report and are apprised of any further compliance required by the Councils.
- [R] The department is asked first to report any misconceptions or factual errors and then to comment on a first draft of the *Findings and Recommendations* and provide an action plan. The F&R are finalized in the CEP and distributed to the department and administration.
- [SD] The program is asked to respond prior to the report's presentation to CEP.
- [SB] After receiving the ERC report
- [SC] Right after the ERC report

**21. What is the outcome of the review? Is an action plan developed and monitored? Is there a timeframe for follow-up? What form does the follow-up take; when is it done; and by whom?**

- [B] Deans monitor units' progress in addressing issues identified in the letter, and they report on that progress in annual proposals for search authorizations. The VPAPF's office also sends the outcome letter to the vice chancellors alerting them to issues in their purview.
- [D] The department response is included in materials forwarded to the Senate Undergraduate Instruction and Program Review Committee of the Undergraduate Council. In the next review, the self-study is required to address outcomes of the last review.
- [I] Depending on the issue, an action plan may be developed based on the CEP recommendation. A formal follow-up report from the unit is requested by the Senate Academic Program Review Board after three years. CEP reviews the follow-up report.
- [LA] A positive review leads to re-review eight years later. Conversely, an appraisal conveying significant concerns that directly affect students could lead to suspension of admissions to a major. There are a variety of in-between actions. Any requirement resulting from the review is provided in writing to the unit. The timeframe is clearly outlined. The follow-up timetable is determined in advance and the file is not closed until all requirements are completed. The Senate staff and the UG and Graduate Council chairs are responsible for oversight.
- [R] The department chair, associate dean, vice provost, CEP chair, and subcommittee chair meet to develop an action plan. Each spring, the CEP chair meets with program chairs to discuss progress.
- [SD] CEP outlines the strengths and challenges of the program, suggests a course of action, and schedules a 1-2 year follow-up. At such time, a progress update is requested from the program and is presented to CEP by the chair of the Review Subcommittee.
- [SB] The department's response is monitored in one and three-year follow-ups. The EVC requests updates on the recommendations, which the department must respond to by a given date. Senate agencies review these documents and have the option to respond if specific concerns have not been sufficiently addressed.
- [SC] The department submits a follow-up report typically within 2 years of the closure report that addresses issues in the review. Apart from this, specific actions are planned as needed. Based on this, the VPAA, in consultation with the Senate, may extend the review cycle from the normal 6 to an 8-year cycle.



## **22. Does one type of reviewer provide a better overall critique and perspective?**

Many campuses remarked that each reviewer provides distinct and valuable perspectives of equal value. One campus cited the self-study as being particularly valuable, as it requires the faculty to reflect on objectives and achievements, to compare them to similar majors, and to identify complimentary strengths, as well as gaps, overlaps, and common issues of concern. Several campuses cited the overall critique provided by the review team as being a valuable distillation of all information gathered from participants within and associated with the reviewed unit. Also mentioned was the valuable perspectives brought to the process from the Senate, in the form of the Senate Liaison at Berkeley, CEP, and other Senate entities.

## **23. In an attempt to identify “best practices,” what about your review process is especially helpful?**

**Santa Barbara** and **Berkeley** cite the collaborative nature of the process. Berkeley notes that “At each step, we encourage interaction between the various players and welcome all questions and feedback. We’ve also been told that we are unique in providing a cover letter with the OPA data summary and unit self-study sent to the ERC. The ERC members who take advantage of the letter find it very useful in organizing the material provided to them and in organizing their response.” The Berkeley CEP also reviews and provides input into the draft charge to the review committee, which helps raise the profile of undergraduate curriculum in the review.

**UCLA** points to the perspective voiced by external reviewers, who are chosen because of leadership in a specific field, and who bring professional organizational recommendations and reports to the table. They also say that internal reviewers who are not members of the unit under review often have expertise in other areas that complement the review process – e.g., educational instruction.

**Irvine** says combining undergraduate and graduate program reviews provides an opportunity to review each component, as well as the interconnections between the two.

**Davis** hopes its new system of reviewing programs in disciplinary clusters will prove to be a best practice.

**Riverside** points to the nature of its process as Senate-run. It also notes that programs are given thorough guidelines and ample preparation time.

**San Diego** says several departments have commented favorably on the self-study as a welcome opportunity to internally assess their program. It also notes that the exit interview, with its involvement of divisional and central campus administration, has led to direct feedback to the chancellor and senior vice chancellor for academic affairs.

**Santa Cruz** requires departments to identify critical issues facing them as they move forward. This has helped move self-studies away from a compilation of data toward a more thoughtful document.

## **24. Outside of the self-review, what about the process takes most time and effort?**

Three campuses mentioned the time and effort involved in collecting and compiling data. Two others noted the challenge of finding external reviewers who can commit time to the review. One campus mentioned the time involved in formulating the questions to be addressed by the ERC and the department. For reviewers, conducting the site visit and preparing for and participating in the review write-up is time consuming. For the unit, the self-review and responding to and ameliorating areas of concern can be both time consuming and challenging.

**25. What changes have had the most positive impact on the review process?**

**Berkeley** notes the establishment of a set schedule of reviews on an 8-year cycle with a goal of completing them in 18 months; providing the data summaries to units to lessen their burden; and promoting collaborative, helpful interactions between all the participants.

**Riverside** says they have started looking for external reviewers earlier than before.

**San Diego** points to the addition of an external member to the Review Subcommittee and the involvement of the associate vice chancellor for undergraduate education in coordinating the reviews with CEP.

**UCLA** believes the review process can lead to the revitalization of departments and majors showing significant problems, the improvement of educational outcomes, and the improvement of student, staff, and faculty morale.

**Irvine** says the ability to post information on secure websites has decreased paperwork.

**Santa Cruz** began providing centrally produced data to units about five years ago to ensure campus consistency and lessen departments' burden. Two years ago, the VPAA initiated meetings with departments preparing for reviews to answer faculty questions and improve communication.

**26. What changes would make your review process more effective?**

Suggestions included engaging alumni and friends in the review process; adding staff FTE to assist in compiling the Office of Planning and Analysis data summaries; more effective collection of review materials for preparing the charge; earlier involvement of CEP in the review process; more participation by Senate faculty in the review process; overcoming departmental hesitation about the stresses generated by the review process; assessment of the assessment process itself, including the opportunity costs of the process and its impact on educational quality; and increasing some of the assessment areas (i.e., service to other majors and comparable programs).

**27. What happens if a program is recalcitrant about participating in the review, citing reasons why now would not be a reasonable or possible time for the review?**

Campuses are firm about the necessity of proceeding on schedule. Sometimes however, reviews can be postponed for extenuating circumstances. Santa Cruz gives extensions of one or two years for reasonable causes. The San Diego and Riverside CEPs review delay requests and make decisions based on the justification. At Berkeley, if a unit is very small and key players plan to be on leave, they may adjust the schedule, but only by about six months. Los Angeles notes that the most severe last resort outcome might be a vote of *no confidence* and closure of a major to (student) admissions.

**28. Do you have programs that are not departmentally based and include faculty from multiple departments? How are their reviews different? Are there special problems or adaptations?**

A couple of campuses reported that they review interdisciplinary programs identically to department reviews.

**Berkeley** is developing a separate review process that will be meaningful and not overly burdensome to the units, proceeding in two phases: 1) a one-time analysis of cross-cutting issues and 2) establishing a schedule of individual program reviews to be integrated into the departmental 8-year review schedule. It probably will not include an external review component.

At **Davis**, interdisciplinary programs may request data customized for a list of faculty most appropriate for their program as opposed to the home department of the program, which is how data for most programs are compiled.

**Irvine** assembles an external review team that is able to review all the programs in a given school, including departments, inter-departmental programs, and inter-school programs.

**Riverside** notes that it can be difficult to satisfy the entire faculty in choosing an external review team. At **Los Angeles**, interdepartmental programs are included in the review process. **Santa Cruz** assigns a review schedule to interdisciplinary programs when the degree is approved.

***29. What other information do you consider important that might not have been addressed?***

The total cost of the review. At Irvine, the cost depends on the size of the School under review and airfare for external reviewers, but it averages out to about \$200 per faculty member in the reviewed unit. For a unit of 100 faculty, it is about \$20,000. One campus noted that it may be helpful to create a UC data set for departments to use when assessing their program (i.e., enrollments, course requirements, FTEs) for cross-campus comparison.

A more detailed compilation of the survey data can be found here:

[http://www.universityofcalifornia.edu/senate/committees/ucep/ug.program review.summarydata.pdf](http://www.universityofcalifornia.edu/senate/committees/ucep/ug.program%20review.summarydata.pdf)