UC San Diego
Combined Graduate and Undergraduate Program Review

SELF-STUDY Guidelines

This document describes the self-study guidelines for combined graduate and undergraduate program reviews. The intent of this model is to provide a more comprehensive understanding and assessment of the department’s academic programs and to allow for more coordinated and effective follow-up efforts. UC San Diego Academic Senate Committees Graduate Council and Undergraduate Council are responsible for conducting these periodic reviews. The Office of the Dean of the Graduate Division and the Office of the Dean of Undergraduate Education will coordinate and schedule program reviews.

The Self-Study Report is comprised of eight sections, of which the department is responsible for completing the following:

Self-Study Report (materials due TBD after dates of review are set)
I. Overview/Narrative
II. Faculty, Facilities, and Instructional Workload
III. Graduate Program
IV. Undergraduate Program
V. Interaction between Graduate and Undergraduate Programs
VI. Assessment
VII. Data and Reports
VIII. Additional Materials and Appendices

NOTE: In the future, the department, campus administration, and both of the faculty review committees will have the benefit of a data dashboard provided by UC San Diego Institutional Research, who will produce data and reports using approved methods and with consistency. Sets of reports representing the graduate and undergraduate programs, including topics such as admissions, registration, degrees, surveys, and faculty, will be available to all parties.

UC San Diego is committed to providing a welcoming campus climate that will facilitate positive educational experiences for all members of the campus community. In particular, we are concerned about the well-being and academic success of those groups that historically have been underrepresented in our community. Please include a statement, in appropriate sections, that explain the department’s efforts in support of this campus goal.

The Self-Study should be sent via email to erica@ucsd.edu.
Program Review Contacts:

Graduate Division
Judy Kim, Senior Associate Dean, x20655, judyk@ucsd.edu
Erica Lennard, Assistant Dean of Graduate Academic Affairs, x43552, erica@ucsd.edu
Eliese Maxwell, Academic Affairs Assistant, x22244, etmaxwell@ucsd.edu
Alfredo Alegria, Institutional Research Analyst, x62089, a3alegria@ucsd.edu

Division of Undergraduate Education
John Moore, Dean, x24358, due@ucsd.edu
Hailey L. Caraballo, Project Policy Analyst, X20226, hlcaraballo@ucsd.edu
Erin Espaldon, Institutional Research Analyst, x46230, eespaldon@ucsd.edu
**Self-Study Report Guidelines**

The Self-Study Report is designed to give an instructional unit the opportunity to examine the totality of its graduate and undergraduate educational programs, to assess their impact, and to plan for their futures. The Self-Study Report begins with the Overview/Narrative to give a general explanation of the past, present, and future directions of the department, and with in-depth explanations of department processes and regulations in the following sections.

**I. Overview/Narrative** *(To be Provided by Department, 8-10 pages)*

a. Brief History
b. Areas of programmatic emphasis
c. Philosophy of
   i. Graduate program
   ii. Undergraduate program
d. Organization
   i. Administrative structure (include a copy of your unit’s organization chart)
   ii. Faculty Committees
   iii. Advisory Committees
   iv. Other aspects of the department/program’s development or organization that will provide a useful perspective to the review committee
e. Equity, Diversity and Inclusion
   i. Department efforts in support of this campus commitment
   ii. Self-assessment of impact and effectiveness of efforts for faculty and students
   iii. Any additional efforts planned for the future
f. Extent to which the department incorporates international education, such as
   i. Recruiting and supporting international graduate students
   ii. Funding student research abroad
   iii. Participating in international professional meetings and partnerships with international academic institutions
g. General reflections on progress and accomplishments since the last review, and any challenges
h. Plans for the Future
   i. Growth in faculty
   ii. Growth/changes in undergraduate and graduate student number and demographics
      1. Next five years
      2. Next ten years
   iii. Programmatic changes
      1. Graduate and undergraduate curriculum
      2. Research
   iv. Efforts to acquire additional resources to
      1. Accommodate growth
      2. Improve quality
II. Faculty, Facilities, and Instructional Workload [To be Provided by Department]

a. Faculty
   i. List of current faculty
   ii. Curriculum vitae for each current faculty member submitted in any format (traditional, Biobib, Biosketch, etc.) and delivered electronically, i.e. email or Google Drive
   iii. Names and length of service of departmental chairs, vice chairs, and department graduate advisors—years in office for past 10 years
   iv. Sabbaticals (5 yrs.)
   v. Visiting Faculty, Regents' Professors, and Regents' lecturers (5 yrs.)
   vi. Internationally recognized faculty honors and major awards
      1. Nobel Laureates
      2. Pulitzer Prize
      3. Membership in Academies (NAS, NAE, etc)
   vii. Extramural faculty fellowships and awards for past 5 years
   viii. Discussion of successes and challenges in faculty recruitment, retention, and promotion

b. Research, Facilities and Support
   i. Major research accomplishments
   ii. Extramural financial support not funded by University but used as additional income for research (e.g. gifts, research grants, traineeships, etc.)
   iii. Start-up funding/research support for new faculty (description of general packages, details for individual faculty not needed)
   iv. Private and semiprivate offices for faculty, TAs, GSRs
   v. Laboratories and support facilities
   vi. Campus funding for equipment, operating expenses
   vii. Number of staff FTEs and total salaries

c. Instruction
   i. Teaching workload policy for tenured and tenure-track professors, adjunct professors, unit-18 lecturers, etc.
   ii. Breakdown of teaching assignments for different faculty ranks and lecturers (i.e. fraction of courses taught by ladder-rank faculty, unit-18 lecturers, continuing lecturers, students, etc.) for
      1. Lower division
      2. Upper division
      3. Graduate
   iii. Use of teaching evaluations to improve teaching effectiveness
      1. CAPE
      2. Other methods
   iv. Contributions of all levels of instructors
      1. Senate faculty
      2. Non-Senate lecturers
      3. Visitors
      4. Adjuncts
      5. Graduate teaching assistants
      6. Undergraduate tutors
v. Training
   1. Teaching Assistants
   2. Readers
   3. Tutors

vi. Reflections on instructional successes, challenges and opportunities

III. Graduate Program [To be Provided by Department]
   a. Comparison to prior review: Address specific changes since last review in response to
      suggestions, comments, and critiques from the previous Review Committee and
      Graduate Council
   b. Admissions
      i. Criteria
      ii. Recruitment
      iii. Departmental policies and activities to promote student diversity
      iv. Dissemination of information to prospective students
      v. Evaluation procedures
   c. Curriculum and Instruction
      i. Goals, rationale, and structure of graduate degree programs (E.g. core course
      and elective requirements, language requirements, departmental pre-candidacy
      and comprehensive/qualifying exam requirements and samples, process for
      assigning dissertation advisors and forming committees)
      ii. Student performance evaluation and assessment procedures
      iii. Publication expectations
      iv. Opportunities for study and research in other departments, ORUs, off campus
   d. Graduate Student Support
      i. Departmental/program policy on graduate student support
      ii. Departmental/program procedure for award of internal fellowships
      iii. Department/program policy on research and teaching assistantships
         1. Duties
         2. Workload
         3. Training program
         4. Methods of evaluation
   e. Graduate advising practices and methods
      i. Advising services provided by faculty
      ii. Advising services provided by staff
         1. Graduate advising staff organization and duties
         2. Names and length of service of graduate advising staff members for past
            10 years
IV. **Undergraduate Program [To be Provided by the Department]**
   a. Assess the current state of the program compared to the last review: Address specific changes since last review in response to suggestions, comments, and critiques from the Review Committee and Undergraduate Council
   b. Describe the curriculum, including
      i. Pattern of requirements
         1. for each major
         2. requirements met outside of the department
         3. joint programs
      ii. Promotion of students’ acquisition of “core learning abilities and competencies”
         1. Via major requirements
         2. When considered with general education requirements
      iii. Breadth and depth of the curriculum
   iv. How are course offerings determined
   v. Access to courses, labs, studios, and seminars
      1. undergraduate majors
      2. undergraduate non-majors
   vi. Impact of the unit’s instructional program
      1. on the general educational mission
      2. needs of the institution
      3. needs of the colleges
      4. needs of other departments, programs, and majors
   vii. Ways in which the unit’s curricular offerings correspond to national standards (or models) in the discipline
      1. Include copies of published national standards (models, guidelines) for undergraduate majors in the field, if any
      2. Assess the degree to which those elements are currently included (or not included) in your instructional program
   viii. Overall academic quality of the undergraduate curriculum as compared to other institutions
   c. Undergraduate advising practices and methods
      i. Advising services provided by faculty
      ii. Advising services provided by staff for
         1. incoming freshmen
         2. incoming transfer students
         3. continuing students
   d. Efforts to improve student graduation rates and time-to-degree
   e. Efforts to foster engagement with majors
   f. Providing for and encourages experiential learning opportunities
      i. Undergraduate Research
      ii. Internships
      iii. Study Abroad
      iv. Public Service
V. Interaction between: graduate and undergraduate programs [To be Provided by the Department]
   a. Teaching assignments
   b. TA allocations
   c. Curricular coordination (including 3+2 and 4+1 programs)
   d. Student research
   e. Resource allocation
   f. Successes and opportunities

VI. Assessment [To be Provided by the Department]
   a. Assessment Plans, Activities, and Results
      i. Commitment to improvement based on data and evidence
      ii. Systematic assessment of teaching, learning, campus environment
      iii. Utilization of results
      iv. Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment
   b. Artifacts
      i. Curricular Maps
      ii. WSCUC Inventory of Educational Effectiveness Indicators (please update)
   c. Challenges

VII. Data and Reports [To be Provided by Institutional Research Office and the Graduate Division]
   a. Graduate Department Data and Reports
      i. Admissions
         1. Applications, admits, and new registered students by year (10 yrs.)
         2. Median Graduate Record Examination (GRE) scores by year (5 yrs.)
         3. Median grade-point averages for prior undergraduate work by year (5 yrs.)
      ii. Demographics¹ (5 yrs.)
         Student data categorized by gender, ethnicity and age. For each category, provide data on admission rate (relative to total applicant pool), acceptance rate (relative to all admitted applicants), degree completion rate, time to degree, exit surveys, and all pertinent graduate student experience surveys. Data will be provided at the campuswide, School/division, and department/program level.
      iii. Student Registration
         1. Number of registered students by degree aim, by subfield (if applicable), by year
         2. Number of full and part-time students by degree aim, by year
         3. Number of total students by citizenship and ethnicity, by year
         4. Number and percent of new and total students by gender, by year
      iv. Degree Completion and Placement (10 yrs.)
         1. Ph.D. or Master’s completion and attrition data by year, and median national completion and attrition
         2. Number of graduate degrees awarded; median elapsed time to degree from

¹ Cell sizes may be too small to report these disaggregations. If this is the case, please find another measurement.
first registered to degree, and median national elapsed time to degree
3. Ph.D. or Master’s placement information summary
4. Ph.D. or Master’s degree completion and placement table: Sort by name of dissertation advisor and year; include dissertation titles and both initial and current placement information (5 yrs.)
5. Exit survey information (multi-year data as available)
v. Student Financial Support: Graduate student financial support data including dollar amounts for research assistantships, instructional funds, extramural funds, and university awards, by year and per capita (5 yrs.)
vi. Surveys
1. Most recent GradSERU department/program report (if available)
2. Current Student Questionnaire
3. Degree Recipient Questionnaire
b. Undergraduate Data and Reports
i. Resource Profile – Individual Unit Report
ii. Overview of Annual Support Allocation Methodologies (TA and Temp FTE)
iii. Course Scheduling and Enrollment Data
iv. Teaching Workload Policy
v. Registration (5 yrs.)
1. Number and percent of registered students by student type (freshman/transfer) by quarter
2. Number of registered students by major, by year
3. Number of registered students by minor, by year
4. Study Abroad UC San Diego
5. International Undergraduate Student Enrollment
vi. Demographics\(^2\) (5 yrs.)
1. Percent of registered students by gender, ethnicity, age within campus, division, and department by year
2. D/F/W rates of students by gender, ethnicity, age within campus, financial need, division, and department, by year
3. Persistence in major of students by gender, ethnicity, age within campus, financial need, division, and department, by year
4. Retention of students by gender, ethnicity, age within campus, financial need, division, and department, by year
5. Time to degree of students by gender, ethnicity, age within campus, financial need, division, and department, by year
6. UCUES data of students by gender, ethnicity, age within campus, financial need, division, and department, by year
7. Other assessment data of students by gender, ethnicity, age within campus, financial need, division, and department, by year
8. UC San Diego Student Profile - Undergraduate
vii. Retention (5 yrs.)
1. Campus, Division, Department by year
viii. Degree Completion and Performance Indicators (5 yrs.)
1. Number of degree recipients and average GPA; average time to degree in quarters and years; units passed; graduation rates by freshman and transfer cohorts by year

\(^2\) Cell sizes may be too small to report these disaggregations. If this is the case, please find another measurement.
ix. Surveys
1. Course and Professor Evaluations – Scatterplot
2. Course and Professor Evaluations – Instructor Ratings
3. University of California Undergraduate Experience Survey (UCUES)
4. Postbac survey data
5. Council of Deans of Advising Survey of Majors and Minors
6. Career Center – First Destination Survey
7. Campus Surveys (undergraduates)
   https://ir.ucsd.edu/undergrad/surveys/index.html

c. Faculty Data and Course Information
   i. Number of Faculty by rank and step (now and five years ago) – provided by IR
   ii. Number of promotions by rank each year (5 yrs.) – provided by IR
   iii. Turnover of faculty by rank each year (5 yrs.) – provided by IR
   iv. Number of new positions each year (5 yrs.) – provided by IR
   v. Courses (lower division, upper division, and graduate) taught by instructor and quarter for the last three years – provided by Graduate Division
   vi. Unoffered Course List – provided by IR
   vii. Formal contact hours per faculty FTE (Teaching Statistics/Instructional Workload) – provided by Graduate Division

VIII. Additional Materials and Appendices [To be Provided by the Office of the Dean of Undergraduate Education and the Graduate Division]
   a. Previous Program Review Reports
      i. Graduate
      ii. Undergraduate
   b. Department/Program Website
   c. Department/Program General Catalog