UC SAN DIEGO
COMBINED GRADUATE AND UNDERGRADUATE PROGRAM REVIEW

I. PURPOSE

This document describes the combined graduate and undergraduate program review format to begin phased implementation in academic year 2021-22.

UC San Diego’s mission is to transform California and a diverse global society by educating, generating and disseminating knowledge and creative works, and engaging in public service. Our vision is to align our efforts to be a student-centered, research-focused, service-oriented public university.

Periodic program reviews facilitate the continuous improvement of the execution of our mission and vision. The review process is intended to be engaging, helpful and supportive in recognizing strengths and achievements and in identifying areas for improvement and development. Academic reviews of both undergraduate and graduate programs are used to promote and facilitate unit-level and institutional reflection, assessment, planning, goal setting, and strategy development. The 2013 WASC Senior College and University Commission (WSCUC) standards for institutional learning and improvement inform the process:

- 4.3 Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results
- 4.4 Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment
- 4.5 Appropriate stakeholders involved in regular assessment of institutional effectiveness
- 4.6 Reflection and planning with multiple constituents; strategic plans align with purposes; address key priorities and future directions; plans are monitored and revised as required
- 4.7 Anticipating and responding to a changing higher educational environment

The Academic Senate Undergraduate and Graduate councils are responsible for conducting periodic program reviews. The councils coordinate with campus administration through the Dean of Undergraduate Education and the Dean of the Graduate Division to carry out the combined reviews.

The following pages describe the review process. For the purposes of this document, the term department is used throughout to represent any academic unit that has both an undergraduate and graduate program.
II. PROCESS

A. RESPONSIBILITIES

1. ACADEMIC SENATE
The Academic Senate Undergraduate and Graduate councils are responsible for conducting periodic program reviews. Both councils coordinate with campus administration to carry out the combined reviews to assist in an evaluation of the quality and appropriateness of research and learning taking place in a specific department.

2. EXECUTIVE VICE CHANCELLOR-ACADEMIC AFFAIRS
The Dean of Undergraduate Education and Dean of the Graduate Division (on behalf of the Executive Vice Chancellor-Academic Affairs) are responsible for providing orientation to the faculty and staff of the department and coordinating and scheduling the review.

3. DEPARTMENT
The faculty of the department actively participate in the review, with a significant commitment to preparing the self-study, participating in the site visit, and completing follow-up activities.

4. DIVISION
The responsible divisional dean consults with and guides the department chair on matters related to administration, budget, faculty, and staff. The divisional dean participates in the site visit and ensures that follow-up activities are completed.

B. PREPARATION
Departments are selected for review on an eight-year cycle. Academic and staff leaders in the selected departments receive orientation on the program review process in the spring/summer prior to the site visit of the Review Committee.

Data and reports are created and assembled by staff in Institutional Research and the offices of the Dean of Undergraduate Education and Dean of the Graduate Division. These materials are provided to the department to aid in the preparation of the self-study. The faculty of the department actively participate in preparing the self-study.

Distinguished scholars and/or educators in the discipline are nominated and selected to serve as members of the Review. Site visit dates are scheduled based on the availability of all parties. The self-study, data and reports are provided to the Review Committee one month prior to the site visit.
C. SITE VISIT OF REVIEW COMMITTEE
The Review Committee meets with faculty, campus leaders, staff and students in a two-day site visit, with additional pre- and post-meetings conducted remotely. The total number of days for site and remote meetings will be no more than three days.

D. REPORTS
1. EXTERNAL REVIEW COMMITTEE (due 3 months after site visit)
The review committee assembles its findings in a written report and transmits the report to the campus administration who then disseminates the report to the department, grad student representatives, divisional dean, and Undergraduate and Graduate councils. In addition to the main report, the committee will produce a “synthesis” report, which we refer to as the Executive Summary. The Executive Summary will recap the main conclusions of the undergraduate and graduate portions and highlight the main recommendations. This Executive Summary should not contain confidential material and will be made available to the public.

2. DEPARTMENT (due 3 months after receiving committee report)
The department prepares a response to the report. Graduate students must also respond to the report. The student response is led by the Graduate Student Representatives.

3. DIVISION (due 3 months after receiving department response)
The divisional dean prepares a response to the report and the department response.

4. ACADEMIC SENATE (due 3 months after receiving all responses to report)
Undergraduate and Graduate councils consider the report of the review committee and the responses of the department and dean. Undergraduate and Graduate councils will make commendations, conclusions, recommendations, and establish timeframes for follow-up activities and reporting.

E. FOLLOW-UP
The department performs follow-up activities and prepares a follow-up response one year after receiving the senate report. Undergraduate and Graduate Councils consider the follow-up response and make further conclusions and recommendations. The Executive Vice Chancellor-Academic Affairs considers the response and determines administrative and resource actions. A wrap-up meeting will be held between administration and department faculty leadership.

*All reports and responses are submitted to Erica Lennard erica@ucsd.edu.
III. REVIEW COMMITTEE

A. COMPOSITION
Review Committees will be comprised of the following members:

- Undergraduate Council member (committee co-chair)
- UC San Diego Academic Senate member nominated by the Committee on Committees (from a related discipline)
- External member (distinguished scholar and/or educator in the discipline; committee co-chair)
- External member (distinguished scholar and/or educator in the discipline)
- External member (distinguished scholar and/or educator in the discipline)

At least one external member will be selected based on expertise in undergraduate education; one external member will be from a University of California campus. The external member who serves as the committee co-chair will have expertise in graduate education.

At the program review orientation, department leaders are asked to provide names of distinguished scholars and educators in the discipline who might serve as review committee members. The department is asked to provide information on each nominee, addressing potential conflicts of interest and the nominee's standing in the discipline.

With a commitment to diversity, independence, and scholarship, distinguished scholars and/or educators in the discipline are invited by the Dean of Undergraduate Education and Dean of the Graduate Division to serve as review committee members.

B. AREAS OF INQUIRY
In conducting its review and preparing its report, the Review Committee is requested to respond to the areas of inquiry (and specific items, if any are listed in the charge letter). The committee is asked to begin its report with an executive summary that includes commendations, conclusions, recommendations, and to structure the remainder of its report as a response to the areas of inquiry (and any specific items). Areas of Inquiry are found in Appendix C. The executive summary will become a public document, but the full report will only be distributed to parties involved in the review process.

C. VISIT LOGISTICS
Staff members from the offices of the Dean of Undergraduate Education and Dean of the Graduate Division are responsible for coordinating and scheduling reviews, including room scheduling, catering, and Review Committee member travel, reimbursement, and payment.

Departments are responsible for all review-related communications to department faculty, instructors, TAs, staff, and students.
APPENDIX A
SAMPLE REVIEW SCHEDULE

This schedule is based on a two-day site visit and two optional half-day remote meetings.

REMOTE pre-meeting (optional)
9:00 - 11:00 a.m. Remote Zoom meeting for External Committee to discuss areas of focus.

Alternatively, the External Committee may choose to meet in person over dinner (paid by UCSD) upon arrival in San Diego the night before the site-visit. The current Graduate Program Reviews support and encourage this informal dinner meeting.

ON-SITE DAY 1
8:00 a.m. Welcome and orientation: Chancellor, Executive Vice Chancellor, and/or Senior Associate Vice Chancellor for Academic Affairs; deans of Graduate Division and Undergraduate Education, Divisional Dean, and Department Chair, Graduate Council representative
9:00 a.m. Department leadership (Chair, Vice Chair of Graduate Studies, Vice Chair of Undergraduate Studies, MSO, etc)
10:00 a.m. Graduate and Undergraduate Affairs committees
11:00 a.m. Faculty in discipline X
12:00 p.m. Lunch with junior faculty
1:00 p.m. Faculty in discipline Y
2:00 p.m. Faculty in discipline Z
3:00 p.m. Non-senate instructors
4:00 p.m. Instructional assistants
5:00 p.m. End day 1, External committee returns to hotel and has dinner.
Dinner (Review Committee only)

ON-SITE DAY 2
8:00 a.m. Graduate Students
10:00 a.m. Undergraduate Students
11:00 a.m. Provosts and Deans of advising
12:00 p.m. Department exit meeting
1:00 p.m. Review Committee lunch with DUE and Grad Dean
2:00 p.m. Committee deliberation
3:00 p.m. Exit meeting with administration
4:00 p.m. Adjourn
Optional dinner

REMOTE post-meeting (optional)
9:00am - 12:00 PM Remote Zoom meeting to create report
REVIEW COMMITTEE
AREAS OF INQUIRY

OVERALL PROGRAM
  What is your evaluation of the overall quality of this department?
  Ranking, strengths, areas for development.

FACULTY AND RESEARCH
  Please comment on the quality of the faculty and their scholarly activities.
  Diversity, excellence, recruitment, retention, areas of specialty/expertise.
  Governance, including assignment of teaching and allocation of resources.
  Engagement, collegiality, morale, inclusivity.

GRADUATE PROGRAM
  Please comment on the quality and effectiveness of the graduate program.
  Please comment on the content and organization of the graduate curriculum.
  Please comment on the curricular assessment plan and execution of evidence-based curricular assessment.
  Recruitment, retention, quality.
  Financial support, climate, diversity, training, job placement.

UNDERGRADUATE PROGRAM
  Please comment on the content and organization of the undergraduate curriculum.
  Please comment on the curricular assessment plan and execution of evidence-based curricular assessment.
  Recruitment, retention, quality.
  Financial support, climate, diversity, training, job placement.

GRADUATE/UNDERGRADUATE PROGRAM INTERACTIONS AND TRADE-OFFS
  Please comment on points of contact between graduate and undergraduate missions:
  Teaching assignments
  TA assignments and training
  Research

DEPARTMENT STAFFING AND FACILITIES

DIRECTION OF THE FIELD

DIRECTION OF THIS DEPARTMENT
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, hlcaballo@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, the Graduate Division, and the Department]
   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. Demographics
         1. (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. Demographics² (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)
   ii. Number of promotions by rank each year (5 yrs.)
   iii. Turnover of faculty by rank each year (5 yrs.)
   iv. Number of new positions each year (5 yrs.)
   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
   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