

May 3, 2004

To: Marsha Chandler, Acting Chancellor/Senior Vice Chancellor-Academic Affairs
Jan Talbot, Chair, Academic Senate

Re: Senate-Administration Task Force to Examine Program Reviews

Our joint Senate-Administration task force was asked to review the purpose, process, and structure of both undergraduate and graduate program reviews, including the scope, content, and frequency of the reviews. There was considerable breadth of expertise on the Task Force, including current and former department chairs, a former CEP chair, a divisional Dean, a College Provost, the current Chair of the Graduate Council, and the Dean and Associate Dean of Graduate Studies. We were asked to consider the possibility of streamlining reviews and, in particular, of combining graduate with undergraduate reviews. The complete committee charge is attached as *Appendix I*. The committee spent considerable time gathering information from the campus and other institutions, reviewing relevant data, and in broad consultation with colleagues, departments, and administrators. In the sections below we first succinctly summarize our principal recommendations. The introduction and background section then describes the consultative process we have followed, the data that are relevant to our report, and an overview of the issues. Finally we discuss our recommendations and the reasons we make them. Relevant data and literature are given in the appendices.

I. SUMMARY AND RECOMMENDATIONS

In general we find that faculty value programmatic reviews as a mechanism to ensure excellence, but that the ratio of value-added to effort-required can vary substantially. On the whole, the graduate review process is working well. The undergraduate reviews, and the burden they place on CEP, the Committee on Committees, Academic Senate staff and academic units, require streamlining and could benefit substantially by adopting structural aspects of the graduate review process. The review process should be different for departments, programs, and minors. It is clear that “one size does not fit all,” and the review process should reflect the needs and diversity of the various units, especially in program majors and minors, as much as possible. The Administration and Senate can work efficiently together to reduce the burden of these reviews at the department level. The committee was able to reach a consensus on the following principal recommendations, which are separated into three sections: graduate reviews, departmental undergraduate program reviews, and interdepartmental undergraduate major and minor program reviews.

Graduate Program Reviews

- A concerted effort should be made to move the majority of the review materials and data to a web-based information gathering system, and to centralize data collection.

- A more detailed survey of external reviewers should be made to assess and prioritize the usefulness of review materials, with the objective to decrease the volume of information currently required.
- Departments should have the option of using weekends for meetings with external reviewers.

Undergraduate Program Reviews

- The Associate Vice Chancellor-Undergraduate Education (AVC-UE) should assume responsibility for facilitating reviews in partnership with CEP, analogous to the relationship between the Dean of Graduate Studies and the Graduate Council for graduate reviews.
- Working with CEP, the AVC-UE should be responsible for maintaining and providing as much of the required data for reviews as possible, coordinating surveys, and selecting and scheduling reviewers.
- Undergraduate reviews should occur within one year before the corresponding graduate review, and the review report should be made available to the graduate program reviewers; this would place undergraduate reviews on an eight-year cycle, although CEP may initiate an earlier review if warranted.
- Reviews should be structured such that they occur in a specific quarter, and the reviews should take place within a limited number of days (two or three).
- Review committees should include one external faculty member, typically from another UC campus.
- Departments that wish to combine their undergraduate and graduate reviews should have the option of doing so.
- Review of Jacobs School of Engineering departments can take advantage of their comprehensive ABET accreditation reviews to limit the extent of additional review required.
- A more formal mechanism should be developed for follow-up by CEP, the Deans, the departments/programs, and the Administration
- The divisional deans should be more integrated into the review process and should motivate the departments/programs to engage in ongoing self-review as an important adjunct to periodic external review.

Reviews of Undergraduate Interdisciplinary Programs, Majors and Minors

- The programs should be grouped into four broad categories, each with separate review procedures and frequencies: (1) The large department-like interdisciplinary majors should follow the process developed for departmental majors; (2) small majors can be grouped into three clusters (area studies, cultural studies, and interdisciplinary studies), each cluster reviewed at the same time by the same review committee; (3) the review of minor programs should be more limited, not requiring an ad hoc review committee.
- Writing programs, language instruction, and college core sequences require special consideration and flexibility. The procedures for review of these programs should be developed in consultation with CEP.
- Program directors should be reviewed at some regular intervals.

II. INTRODUCTION AND BACKGROUND

Periodic independent reviews of all undergraduate and graduate programs are conducted jointly by the Administration and the Academic Senate (through CEP and the Graduate Council) to ensure the ongoing excellence of UCSD's departments and programs. The formation of our task force to examine the review processes was motivated by several factors. Over the past few years there has been a growing sense that the reviews place a considerable burden on departments, programs, and the Academic Senate, and that it should be possible to streamline the review processes to alleviate this workload pressure and still achieve effective outcomes.

Another factor that motivated our study was CEP's observation that the thoroughness and effectiveness of the undergraduate reviews have been inconsistent, with some reviews producing helpful output that highlights the areas that are working well and those that need attention, while other reviews are somewhat superficial and lacking in constructive suggestions. The Senate has found it increasingly difficult to identify faculty members who are willing to serve as review committee members, and as the number of programs has increased over the past few years, this problem has intensified. Reviews of a substantial fraction of the undergraduate programs have been thrown off-cycle for anywhere from one to four years while the Senate endeavors to constitute review committees.

We were also mindful that the review processes were largely defined before UCSD's organizational structure included strong divisional deans. If the decanal positions had existed when the review processes were developed, the deans would likely have played a more integral role in the reviews. We included the deans in our divisional meeting with their department chairs and program directors, and they were quite engaged in the discussions. Our thoughts on enhanced participation by the deans in the process are described below.

The committee reviewed several documents and relevant data including: Recommendations of the Graduate Council for Improvement of the Graduate Program Review Process, which was approved by the Graduate Council in March, 2003 (*Appendix II*); an Evaluation of UCSD Graduate Program Review Process by External Review Committee Members (*Appendix III*); the

current CEP Policy and Procedure for Review of Undergraduate Programs (*Appendix IV*); a listing of Undergraduate Programs, by program type (*Appendix V*); a listing of Graduate Programs Reviewed for the past decade (*Appendix VI*); Graduate Program Review Expense Estimates for 2002-03 (*Appendix VII*); the Undergraduate Program Review Schedule for the past sixteen years (*Appendix VIII*); the Department of Chemistry & Biochemistry Student Survey Questions (*Appendix IX*); and the Jacobs School of Engineering ABET Accreditation Process (*Appendix X*). We also conducted a limited telephone survey with relevant Provosts and Deans at four public “comparison eight” institutions (SUNY, Buffalo; University of Illinois, Urbana-Champaign; University of Michigan, Ann Arbor; and University of Virginia, Charlottesville), a summary of which is given in *Appendix XI*. The latter interviews indicated that many other institutions do combine the undergraduate and graduate reviews successfully; this has been corroborated by the experiences of several committee members.

As an integral part of our committee process we spent considerable time obtaining information and opinion from department chairs, program directors, and deans. A survey questionnaire was developed as a basis for obtaining input from these colleagues (*Appendix XII*). Each chair or program director was first asked to submit brief written responses to the questions; the response rate from departments was 71% (17 of 24 departments). From this initial feedback the committee identified central issues requiring further discussion. Meetings were then held by sub-groups of the committee with deans, chairs, and program directors in each division, to engage in discussions based on the survey question results. We found that reactions to some of the ideas and questions put forth by the task force varied dramatically by discipline or division, such as the value of combining the undergraduate with the graduate reviews, the value of external members, and the objectives and utility of such program reviews. These discussions ultimately led us to the conclusion that it is important to build a certain amount of flexibility into the review processes. In every case there was a plea to reduce the burden of producing the review documents, in an effort to optimize the value-to-effort ratio. After we had developed some tentative recommendations that we wished to consider further, we then also met with the CEP Chair, Steve Cox, who shared his prior experiences with the review processes and gave his insights on whether our ideas were practical. Our final recommendations are based on what we saw as the consensus coming out of the various discussions, with allowances for flexibility based on disciplinary differences, preferences, and experiences. We feel these recommendations will help to make the reviews more effective and less time-consuming. We realize that several of the recommendations will require further discussion regarding the details of their implementation, but we trust that the Senate and the Administration can conduct these effectively.

III. DISCUSSION OF RECOMMENDATIONS

A. Graduate Program Reviews

During the 2001-02 academic year, a subcommittee of the Graduate Council was charged to conduct a thorough review of the graduate program review process and propose improvements. This subcommittee was chaired by Jim Posakony, the co-chair of our task force. Shortly before our first meeting, the Graduate Council approved the report of its subcommittee and we were given a copy (*see Appendix II*). The subcommittee’s findings served as a basis for our deliberations about reviews at the graduate level, and we concurred with their consensus that the

graduate review process “is not substantively broken, and thus does not need much fixing.” Graduate program reviews are seen as effective, and they are often very useful to departments and programs in making improvements to their programs.

(1) Develop a web-based information gathering system for review materials and data

The Graduate Council subcommittee strongly encouraged the development by OGSR staff of standardized, web-based data forms (including student questionnaires), and their required use in acquiring information pertinent to a program review. Our task force strongly agreed that a concerted effort should be made to move the majority of the review materials and data to a web-based information gathering system, and to centralize this data collection.

(2) Survey external reviewers to obtain a detailed assessment of review materials

We obtained from OGSR a collection of 94 exit surveys returned by graduate program review committee members over the period 1988 through 2002. A summary of the reviewers’ responses (*see Appendix III*) revealed that roughly one-third of the reviewers described the department narrative, or Chair’s report, as the most useful component of the review materials, while the comments from graduate students were ranked most useful by another third of the reviewers.

Our discussions led to the conclusion that it would be useful to conduct a more detailed survey of external reviewers to get a better understanding of their assessment of the usefulness of the various review materials. Reviewers’ prioritization of the materials currently required might guide the Graduate Council and OGSR in identifying materials that could be eliminated or scaled back to decrease the volume of information (and work) currently required.

We concluded that it would be a step in the right direction to specify that some review materials be made available on the department website only, with paper copies provided to review committee members upon request. While we concluded that the faculty biographies should be available to reviewers, we agreed that web access would be sufficient for most reviewers, and their elimination would reduce the bulk of the review materials considerably. Again with the goal of reducing the volume of hard-copy materials, we agreed also that certain information might best be provided to reviewers on CD/DVD.

(3) Departments should have the option of using weekends for meetings with external reviewers

The task force heard from a minority of chairs that the time allotted for the campus visits of the external reviewers is too short. This leads to rushed meetings, with sessions that start late and end on time; it was thought that errors crept into the review reports as a result of insufficient time. It was suggested that reviewers could be brought in on a weekend, arriving on Saturday, with the majority of their meetings scheduled on a Sunday when there would be no competing distractions of classes and other day-to-day department activities. This option was not attractive to most chairs, but we concluded that weekend review schedules could be a choice for some departments.

B. Undergraduate Program Reviews

The task force devoted considerable time during our initial meetings to considering whether the purpose of the undergraduate reviews is clear. A narrow view would consider that the undergraduate reviews are performed primarily to assess a department's success in serving students in the major. A broader approach to the reviews would include an evaluation of the department's service teaching, participation in general education instruction in the colleges, faculty participation in interdisciplinary programs, outreach, and other activities. The consensus and recommendation of the task force was that the reviews should address the intellectual content of the programs and the effectiveness in delivering that content to both majors and general education students.

We began our consideration by reviewing the current CEP "Policy and Procedure for Review of Undergraduate Programs" (*see Appendix IV*). Academic Senate Bylaw 200 (Educational Policy and Courses) gives CEP authority to conduct regular periodic reviews of all undergraduate programs, and CEP should continue to be the body responsible for the reviews. Our task was to consider improvements in how the reviews are conducted. After we concurred with the Graduate Council subcommittee that the graduate review process is working quite well for the most part, we concluded that it would be reasonable to model the undergraduate reviews after the graduate reviews insofar as possible.

As the task force began to agree on these general principles, two subcommittees of three members each were appointed to work out proposed details for consideration by the task force as a whole. Barney Rickett (Chair), Stanley Opella, and Janet Smarr served as a subcommittee charged to recommend details for reviews of undergraduate departmental majors. The subcommittee to recommend processes for review of undergraduate programs and minors included Mark Appelbaum (Chair), Maria Polinsky, and Michael Schudson. Our primary recommendations, based on proposals from these two subcommittees, are given below.

(1) AVC-UE should facilitate the conduct of reviews in partnership with CEP

Throughout our discussions we heard that the Dean of Graduate Studies and OGSR staff members play a significant role in making the graduate program review process successful. OGSR staff members take care of many details of the graduate reviews that are overseen by Academic Senate staff members in the undergraduate reviews. Until the creation of the position of Associate Vice Chancellor-Undergraduate Education (AVC-UE) in 2001, there was no parallel position or office in UCSD's central administration that would logically have played a comparable role in the review of undergraduate programs. The AVC-UE is fully engaged in all aspects of undergraduate education and now attends both CEP and Council of Provost meetings, and represents UCSD on the systemwide Council of Undergraduate Deans. We recommend that the AVC-UE should facilitate the conduct of undergraduate program reviews, in partnership with CEP, in a manner analogous to the relationship between the Dean of Graduate Studies and the Graduate Council for graduate program reviews.

- (2) AVC-UE should be responsible for gathering as much of the required data as possible, coordinating surveys, and selecting and scheduling reviewers

Currently a CEP staff member is responsible for preparing much of the tabular data, and departmental staff compile the balance of the required information. There is a strong sense from the department chairs that the gathering and processing of data is a substantial burden under the present CEP guidelines. It is proposed that this responsibility be transferred to the Office of the AVC-UE. We strongly recommend that automated uniform campus-wide reporting should be developed for academic teaching loads, courses offered, enrollments, student/faculty ratios, numbers of TAs and Undergraduate Tutors/Readers assigned, etc. There should be a consistent format that is easy to keep updated, readily usable, and informative for the review panels. The aim is to make readily available as much as possible of the information that Senate and department staff now spend time gathering.

After reviewing data requirements described in *Sections 2A and 2B* of the current CEP Policy and Procedure for Review of Undergraduate Programs, we recommend the following revisions:

- 2A) The current CEP request would remain: A “brief statement of self-review and goals from the department/program under review. The self-review statement should cover perceived strengths, weaknesses, the direction of the department, and other elements not included in the documentation provided.” We would add to this a request for a list of “client departments” who rely on course offerings from the department under review.
- 2B) We would modify the list of required data in Section 2B to include the following (changes are underscored):

Data provided by central administration (AVC-UE/campus databases):

- i) Undergraduate courses: the number of times offered since last review; number of hours lecture, lab, discussion; faculty/student ratio, TA/student ratio, etc. There were differing opinions on the question of including grade distribution reports, and we suggest that this detail be revisited. Data requested in this category would be restricted to what can be provided by the AVC-UE.
- ii) Catalog listing of requirements for the majors in the department, and catalog course descriptions. The request for reading lists, exams, and papers would be eliminated.
- iii) Surveys: We see the continuing need for surveys from both students and faculty. The surveys must be easy to complete and should elicit comments about perceived strengths and weaknesses along with suggestions for improvements. We suggest that CEP should identify the standard issues on which they need input from students and faculty, and develop a core set of basic, open-ended questions that would be used for all department/program reviews. These core questions could be supplemented with a few additional

questions targeted by the review committee and possibly by the department, if feedback on specific topics is desired. Again, the AVC-UE should oversee the implementation of the surveys.

- iv) Teaching evaluations, including summaries of relevant CAPE reviews over the three-year period preceding the review.
- v) Responses from client departments about how the department under review meets their curricular needs.
- vi) Previous review of the department's undergraduate program, and correspondence with CEP/Dean about actions taken.

Data to be provided by departments/programs:

- vii) Outline of how student advising is handled and who approves exceptions. This item would have to be produced by departments. We envision a brief description, several sentences to a paragraph in length.
 - viii) Principles or policies guiding teaching assignments, including those for teaching assistants. (A copy of the current departmental faculty workload policy would fulfill this request.)
- (3) Reviews should be conducted in a specified quarter and should be completed in a limited time period (2-3 days).

Currently reviews are conducted over a lengthy period of time, and the cumulative time required of review committee members is a deterrent to faculty who are asked to serve on these committees. This is another area in which the task force saw the graduate program reviews as a model, with the review committees visiting the campus for a defined 2-day period, to participate in concentrated meetings with relevant parties. We recommend that undergraduate program reviews be performed by a panel of three members who would meet over two days and then draft a report following the same basic method used in graduate reviews. The reviews would be structured such that they would occur in a specified quarter and be completed within two or three days.

The Review Meeting – The first day of the meeting should consist of the review panel meeting with various members of the campus community. A list of possible groups that the panels may wish to meet with includes:

- Dean (suggested that the Dean be first on the interview schedule)
- Department Chair (and Vice Chair for Education, or equivalent, if appropriate)
- Faculty representative from Department UG Curriculum Committee, or equivalent
- Faculty Undergraduate Advisors
- Staff Undergraduate Advisors
- Small groups of majors (juniors & seniors)
- Representatives (faculty and/or staff) from client departments

College Academic Advisors (they accumulate much knowledge of the undergraduate experience)

During the first day the panel should have access to the AVC-UE for clarification of data.

The second day of the meeting should be mostly free for the panel to discuss and possibly ask for more information, to meet with other individuals, and to draft their report. We suggest that toward the end of the day, an exit meeting would be held with the Dean, the AVC-UE, sometimes the SVC-AA, and on occasion the Chancellor. The exit meeting would provide an opportunity for the panel to discuss their preliminary findings and to clarify any points of confusion.

The Review Report – Sections 3A-3D of the current CEP policy specify the content of the report. We suggest that the detailed statements in 3A (description of the current operation of the department/program, administrative structure, numbers of majors, curriculum description, etc.) be replaced by a broader historical overview of changes since the last review and plans for future growth or change. Section 3B (analysis of the strengths and weaknesses of the undergraduate program) seems appropriate, but a critique of advising practice should be included. Section 3C (analysis of strengths and weakness in the context of campus and University policies) and 3D (recommendations for alleviating problems) are the meat of the report.

(4) Review committees should include one faculty member, typically from another UC campus

We recommend that each program review should be performed by a panel of three faculty members – two UCSD faculty from related disciplines plus one outside faculty member in the discipline. The outside faculty member will typically be from a sister UC campus. The concept of an external reviewer was supported by most of the divisions. Examination of curricular questions is an element that has often been absent in undergraduate reviews. The addition of an external reviewer from the same department or discipline would enable constructive feedback on the curricular issues that internal reviewers have not felt qualified to comment on.

Appointment of the review committees would be accomplished in a manner similar to the appointment of external graduate program review committees. The department/program slated for review would be invited to suggest to the AVC-UE campus departments from which it would be appropriate to draw review panel members, as well as names of potential external reviewers. The AVC-UE might contact another external person in the discipline not on the slate to ask if an individual on the department's list is a good choice. This process has worked well for graduate program reviews, and we are confident it will be effective for the undergraduate review process.

(5) Undergraduate reviews should be coordinated with the graduate review

We were charged to consider the possibility of combining the graduate and undergraduate program reviews. Our decision not to recommend requiring combined reviews was influenced by a number of factors. The Graduate Council subcommittee considered combined reviews, and their report (*Appendix II*) concluded that undergraduate and graduate reviews will continue to be conducted separately. While the subcommittee reported that they heard arguments that combined graduate/undergraduate reviews are more efficient and cost-effective, experience at

some other campuses has shown that combined reviews dilute the effectiveness of the graduate program reviews. Some campuses are moving away from combined reviews.

Our survey of department chairs and program directors also yielded little support for combined reviews, but the disciplines that did favor combined reviews had strong arguments in support of this approach. This led to our conclusion that departments should have two options: (1) the undergraduate and graduate program reviews could be coordinated, with the undergraduate review occurring one year before the graduate review, or (2) the reviews could be combined by conducting the undergraduate and graduate reviews simultaneously. In the first instance, the report of the undergraduate review committee should be made available to the graduate review committee.

Given that the Graduate Council increased the interval for graduate reviews from seven years to eight years, this would place undergraduate reviews on an eight-year cycle. CEP would retain the prerogative of initiating an earlier review if warranted.

(6) Jacobs School of Engineering departments can take advantage of their comprehensive ABET accreditation reviews to limit the extent of additional review required

The Jacobs School of Engineering submitted extensive materials to describe the Accreditation Board for Engineering and Technology (ABET) accreditation review process (*see Appendix X*), and we engaged in a lengthy discussion about the exhaustive nature of ABET reviews when we met with the engineering dean and department chairs. On the recommendation of the Graduate Council subcommittee, graduate programs that are subject to regular, required external reviews for accreditation purposes may be permitted by the Council to substitute the accreditation report for an external program review report.

Again using graduate program reviews as a model, we propose that accreditation reviews of undergraduate programs be accepted, upon approval by CEP, in lieu of campus reviews. CEP and the AVC-UE could add a review of any aspects deemed important to the campus that were not included in the accreditation study. Some engineering departments offer degree programs that are not covered by ABET accreditation. CEP and the AVC-UE will need to determine how reviews of these specific majors should be conducted.

(7) The follow-up mechanisms should be strengthened

Our conclusion that a more formal follow-up mechanism is needed for undergraduate program reviews was supported in our discussions with department chairs and program directors. Under CEP's current procedure, the report is sent to the department/program for comment, and CEP appoints a lead reviewer to guide the committee's discussion of the report as well as the department's response to the report. Department chairs/program directors are frequently invited to a CEP meeting to discuss the review. After considering the report, CEP transmits the report to the Administration along with the committee's recommendations and the department/program response. CEP conducts a follow-up to the review after one year, seeking information about changes that have been made as a result of the review.

We recommend that CEP and the AVC-UE should develop a formalized procedure to ensure that CEP, the divisional Deans, the departments/programs, and the AVC-UE play a consistent role in ensuring that review recommendations receive appropriate attention from parties that are in a position to bring about change.

(8) The divisional Deans should be more integrated into the review process

The results of our survey of department chairs and program directors and our task force discussions led to the conclusion that the role of the divisional Deans in the review process should be enhanced. We agreed that the Deans should be included in the exit meeting with the undergraduate program review committees, and that the Deans should receive copies of the review report, the department/program response, and the CEP recommendations. Instructional funds are allocated to General Campus departments and programs by the Deans, so it is important for the Deans to be more directly included in the review process than they currently are.

We also discussed a role that the Deans could play in the ongoing assessment of undergraduate programs using data, surveys, and student meetings. As a general principle we encourage the idea that formal review every eight years is not enough to assure that programs are strong and healthy. We hope that the Deans, in whatever way possible, will encourage their departments and programs to develop continuous self-review as an important adjunct to focused external review. It was suggested that the Deans should meet periodically with students, independent of the departments, to get their informal feedback.

C. Reviews of Undergraduate Interdisciplinary Programs, Majors and Minors

The current list of undergraduate programs and minors includes 32 programs of various types and 12 minors (*see Appendix V*). The characteristics of the undergraduate programs and minors vary widely, in size, in scope, and in the nature of program activities. We concluded that it would not make sense to recommend a one-size-fits-all review process for this diverse set of programs, and we offer the following models for consideration. The guiding principle should be to build in sufficient flexibility to allow tailoring of the review processes to the range of activities of the various programs. This flexibility is needed to ensure a better integration of the proposed review processes with the reviews of larger units on campus.

Despite their differences, it is possible to group the programs into four broad categories that share similar characteristics. These suggested groupings are given below, along with recommended approaches to program review for each category.

(a) Department-like Interdepartmental Majors

Some interdepartmental major programs have characteristics that make them very similar to majors offered through departments. The following programs grant B.A. or B.S. degrees, some programs also offer minors and honors programs, and their number of majors is as large as that of many department programs.

	<u>Number of majors, Spring 2004</u>
Chemical Engineering	119
Human Development	446
International Studies	313
Urban Studies & Planning	98

We recommend that these large interdepartmental majors follow the review process adopted for undergraduate majors offered by departments. Some minor adjustments in the review committee selection process might be needed to allow input from the collaborating departments, as opposed to a single department. Flexibility in the composition of the review committees would be desirable. For example, larger committees might be desirable to include the breadth of disciplinary perspectives represented in the program, or the ratio of external to internal review committee members might be increased to include faculty affiliated with similar programs from other UC campuses. Faculty from departments that participate in interdepartmental majors should be allowed to serve on review committees for interdepartmental programs if they (the faculty members) do not directly participate in the program. For example, for the review of the Human Development Program, only Cognitive Science and Psychology Department faculty who are affiliated with the Human Development Program should be excluded from service on the review panel.

The B.S. program in Chemical Engineering is accredited by ABET, hence this program should be reviewed in the same manner as Jacobs School of Engineering ABET-accredited departmental majors.

(b) “Small” Interdepartmental Majors

There are currently 13 major programs that we classified as “small,” although we did not define an upper limit beyond which a program would grow and be considered a “large department-like” major. In examining the 13 small majors, we found that they can be grouped into three general clusters – Area Studies, Cultural Studies, and Interdisciplinary Science:

<u>Area Studies:</u>	<u>Number of majors, Spring 2004</u>
Chinese Studies	25
German Studies	6
Italian Studies	2
Japanese Studies	35
Latin American Studies	26
Russian and Soviet Studies	2
Third World Studies	12
 <u>Cultural Studies:</u>	
Classical Studies	8
Critical Gender Studies	30
Judaic Studies	8
Religion, Study of	26

<u>Interdisciplinary Science:</u>	<u>Number of majors, Spring 2004</u>
Earth Sciences	27
Environmental Systems	61

We recommend that the programs within each cluster of majors could be reviewed simultaneously, by a single review committee, since many of the issues (both philosophical and programmatic) would be similar. The basic model for review of department majors will need to be adjusted to fit each cluster area. The instructions to the major programs, the charge to review committees, and the essential elements required for review of these “small” majors would be modified to tailor the review process to the programs.

(c) Minors

CEP’s list of programs subject to review includes 12 minor programs, and these are currently reviewed in the same manner as departmental majors. The minors range in size from 0 to 142 enrolled students, and there are instances in which the minor program being reviewed has fewer students than the number of faculty members on the review committee! It is difficult to determine with certainty the number of students participating in a minor at any given time because minors are optional for most students, and many students wait until they are close to graduation to declare their minors officially. The enrollment figures listed below were extracted from *StudentLink*:

<u>Minor Program</u>	<u>Number of Students</u>
African Studies Minor	2
Chicano/a and Latino/a Arts and Humanities Minor	2
Contemporary Black Arts	0
Environmental Studies	37
Film Studies Minor	19
Health Care and Social Issues	63
Law and Society	149
Middle East Studies	5
Public Service Minor	4
Space Science and Engineering	1
Teacher Education Program	103

A number of the minor programs have not been reviewed on schedule because of the difficulties in appointing the review committees. This has created frustration in the Academic Senate Office as well as within the minor programs. The programs have sometimes submitted review materials, only to have the review delayed, with a subsequent request for updated review materials when a committee is eventually appointed.

We recommend that the review of minor programs should be more limited, without the formation of a review committee. The Office of the AVC-UE would prepare an objective report that might consist primarily of a simple counting of the number of students taking or completing the minor over a period of time, a summary of the availability of courses in the minor, and results of a brief student questionnaire (conducted electronically). The program director should also be

asked to submit a brief report to identify any issues that should be noted or examined. The Council of Provosts would be invited to comment on the report prior to its submission to CEP, and any comments offered by the Provosts would be provided to CEP along with the report.

The undergraduate minor in the Teacher Education Program (TEP) is a special case. The remainder of TEP's programs are at the Masters and Ed.D.level and are reviewed by Graduate Council. TEP also undergoes a licensing review process for its credentialed programs. We concluded that a separate CEP review of the undergraduate minor is not warranted.

(d) All-campus Cross-cutting Programs

The all-campus cross-cutting programs do not offer degrees or other coherent academic credentials that appear on diplomas, such as minors. Unlike departments or interdepartmental programs, they do not typically have a structured group of faculty working as a unit, although some of the programs do have Faculty Advisory Boards. The review process for these programs needs to take into account the differences between the program and departmental majors, as well as the variations in the nature of the cross-cutting programs themselves. Review processes should be flexible and designed to achieve an outcome that will be meaningful to the programs and to their campus constituencies. The programs included in this category are:

Language

Linguistics Language Program

College Core Sequence plus Writing Program

Culture, Art, and Technology (Sixth College Core)

Dimensions of Culture (Marshall College Core)

Humanities (Revelle College Core)

Making of the Modern World (Roosevelt College Core)

College Writing – “Stand-alone” Program

Muir Writing Program

Warren Writing Program

Writing Preparation

English as a Second Language

Subject A

*[currently reviewed by Academic Senate
Committee on Preparatory Education (COPE)]*

Other Cross-Cutting Programs

Academic Internship Programs

Education Abroad Program/Opportunities Abroad Program (EAP/OAP) *

Office of Academic Support & Instructional Support (OASIS) *[reviewed by COPE]*

UC San Diego Washington Center (UCDC) *

* -- currently no Academic Senate review process; the Senate Committee on International Education provides oversight of EAP/OAP

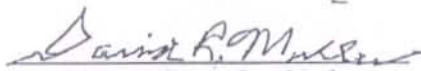
We concluded that the writing programs, language instruction, and college core sequences require special consideration and flexibility. Tailored procedures for review of these programs should be developed in consultation with CEP.

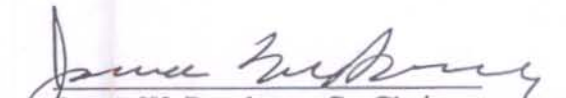
Review of Program Directors – We did agree that Program Directors who serve in this capacity for five or more years should be reviewed at some regular interval. The campus does not have an existing procedure for conducting these reviews, and we recommend that the Office of the AVC-UE work with the Office of the Assistant Vice Chancellor-Academic Affairs to develop a review policy, in consultation with the SVC-AA, the divisional Deans, and the Academic Senate.

IV. CONCLUSION

The principal changes we recommend primarily affect the undergraduate program reviews. The improvements we suggest rely on a partnership between the Administration (AVC-UE) and the Academic Senate (CEP) that parallels the structure and process that has been so successful for graduate program reviews. We understand that numerous details remain to be agreed upon by the Academic Senate and the Administration, but it is our view that this can be an ongoing process if the general ideas proposed by our task force are accepted.

Respectfully submitted:


David R. Miller, Co-Chair


James W. Posakony, Co-Chair

Senate-Administration Task Force to Examine Program Reviews

Mark Appelbaum (Academic Affairs--Undergraduate Education)
Richard Attiyeh (Graduate Studies & Research)
Steven Cassedy (Graduate Studies & Research)
Vincent Crawford (Economics)
David Miller (Academic Affairs), *Co-Chair*
Stanley Opella (Chemistry & Biochemistry)
Maria Polinsky (Linguistics)
James Posakony (Cell/Developmental Biology), *Co-Chair*
Frank Powell (Medicine/Biomedical Sciences)
Barnaby Rickett (Electrical & Computer Engineering)
Michael Schudson (Thurgood Marshall College)
Janet Smarr (Theatre & Dance)
Mark Thiemens (Physical Sciences)

Report of the Senate-Administration Task Force to Examine Program Reviews

Appendices

Appendix

- I Task Force Charge Letter (Senate Chair Dimsdale and SVC Chandler, March 24, 2003)
- II Recommendations of the Graduate Council for Improvement of the Graduate Program Review Process (approved by the Graduate Council March 17, 2003)
- III Evaluation of UCSD Graduate Program Review Process by External Review Committee Members
- IV Current CEP Policy and Procedure for Review of Undergraduate Programs
- V Undergraduate Programs List (by program type), 2002-03
- VI Graduate Programs Reviewed, 1993-94 through 2002-03
- VII Graduate Program Reviews Expense Estimates, 2002-03
- VIII Undergraduate Program Review Schedule (1987–2003)
- IX Department of Chemistry & Biochemistry Student Survey Questions
- X Jacobs School of Engineering – ABET Accreditation Process
- XI Summary of Telephone Survey of Four Public “Comparison Eight” Institutions
- XII Department Chair/Program Director Survey and Summary of Quantifiable Responses

March 24, 2003

Associate Vice Chancellor David Miller (Academic Planning & Resources), *Co-Chair*
Associate Vice Chancellor Mark Appelbaum (Undergraduate Education)
Dean/Vice Chancellor Richard Attiyeh (Graduate Studies/Research)
Professor James Posakony (Cell/Developmental Biology), *Co-Chair*
Associate Dean Steven Cassedy (Graduate Studies)
Professor Vince Crawford (Economics)
Professor Stanley Opella (Chemistry & Biochemistry)
Professor/Chair Maria Polinsky (Linguistics)
Professor Frank Powell (Medicine/Biomedical Sciences)
Professor Barnaby Rickett (Electrical & Computer Engineering)
Interim Provost Michael Schudson (Thurgood Marshall College)
Professor Janet Smarr (Theatre & Dance)
Dean Mark Thiemens (Physical Sciences)

Subject: Senate-Administration Task Force to Examine Program Reviews

Dear Colleagues,

We are pleased that you have agreed to serve as the Senate-Administration Task Force to Examine Program Reviews. The task force will be co-chaired by Associate Vice Chancellor David Miller and Professor Jim Posakony, who is currently serving as Vice Chair of the Graduate Council.

In order to ensure excellence in our undergraduate and graduate programs, CEP and the Graduate Council conduct independent periodic reviews of departments' undergraduate and graduate programs. Because these reviews have placed a significant burden on the departments and the Senate, and because the role of Deans in our divisions has grown over the past two decades, it seems appropriate to re-assess how reviews are conducted and how they impact academic programs and departments. Therefore, the Task Force to Examine Program Reviews is asked to review the purpose, process, and structure of the reviews, and to assess whether or not the reviews are having their intended effect. Examples of issues that the task force should consider include the scope, content and frequency of reviews, the role of the Deans' and Provosts' offices, coordination of the undergraduate and graduate reviews, the possibility of streamlining the process, and the extent to which the outcome of the reviews are taken into account in our academic planning and by the departments and divisions.

We would like to receive your report, together with any recommendations for further consideration, by the end of this academic year, if possible. We look forward to meeting with you in the near future to discuss the committee's charge in more detail.

Joel E. Dimsdale
Academic Senate Chair

Marsha A. Chandler
Senior Vice Chancellor

**Recommendations of the Graduate Council
for Improvement of the Graduate Program Review Process**

Approved by the Graduate Council March 17, 2003

During the 2001-02 academic year, former Graduate Council Chair Anne Hoger appointed a subcommittee (consisting of present GC Chair Andrew Dickson, Susan Kirkpatrick, and Jim Posakony) charged with conducting a thorough review of the graduate program review process and proposing improvements. Chair Hoger initiated the effort with a very useful list of points for the subcommittee's consideration. Comments on, and suggestions for improving, the review process were then solicited from Department Chairs and Program Directors campuswide. Detailed input was sought from Dean Attiyeh and Associate Dean Cassidy, both of whom provided invaluable insight and ideas. Mary Allen, Director of Graduate Academic Affairs, was likewise extremely important in guiding the work of the subcommittee. Finally, faculty and staff at UCLA and UC Berkeley with responsibility for the graduate program review process at those institutions were consulted.

Happily, one clear consensus emerged rather early in this "review of the review process"—namely, that the process as conducted at UCSD is not substantively broken, and thus does not need much fixing. Undaunted, the subcommittee proceeded to consider a wide range of possible changes and improvements, some of which were deemed unnecessary and others of which were judged useful in optimizing an already largely successful procedure. These are detailed below, and constitute the subcommittee's proposal to the Council.

An integral part of the subcommittee's work was to offer suggested revisions to the various documents associated with the graduate program review process, in order to make them consistent with the proposed changes and to reconcile them with each other. The revised documents are presented here as Attachments A-E.

A. Policies to remain unchanged

The basic graduate program review procedure, as outlined in the GC Chair's memo to Department Chairs/Program Directors (Attachment A), will remain in place.

A number of possible changes were considered and discarded after discussion and consultation:

(1) No changes to the process by which the external review committee is selected appear necessary. Though the Department's list of suggested names is the basis for formation of the external review committee, there is no evidence that this leads to uncritical treatment of the Department's graduate program in the visiting committee's report. On the contrary, experience has shown that because of their respect and regard for program faculty, and their genuine desire to improve the quality of graduate training in their discipline, review committee members are diligent at uncovering weaknesses and deficiencies that impair the program under review, and are thoughtful and firm in their recommendations.

(2) Graduate and undergraduate programs will continue to be reviewed separately.

Though it can be argued that combined graduate/undergraduate reviews are more efficient and cost-effective, experience at other campuses has shown clearly that graduate program reviews conducted under these circumstances tend to be superficial and often fail to identify, or devote sufficient attention to, problems concerned specifically with graduate education and training. Indeed, other campuses (e.g., Berkeley) are deliberately moving away from combined reviews.

(3) Reviews of different programs within or involving the same department may be spaced apart at the Department's request.

Sometimes the simultaneous or coordinated review of multiple programs involving the same department may be economical and efficient; in other instances, it places an excessive burden on departmental staff and faculty. Permitting the Department to request separation of multiple reviews continues to seem sensible.

(4) The length of the external committee's visit will remain at 2 full days.

It is widely felt that shortening the length of the visit, even if it would lead to cost savings, would impair the visiting committee's ability to familiarize themselves closely with the structure and operation of the program, and thus would degrade the quality of their review.

B. Proposed policy changes and formalizations

(1) Frequency of program reviews to be 8 years instead of 7.

The intent here is to tie graduate program reviews to every other block grant review (4-year cycle), which should reduce both OGSR and Department workloads.

(2) Establishment and enforcement of a deadline for the Department/Program response to the review committee report.

For a typical Spring quarter program review, the Department's response will be due no later than the following Nov. 1, though the OGSR dean may establish an earlier deadline (e.g., the end of the Summer quarter). Three steps will be taken to enforce this deadline: (a) at the time of transmittal of the review committee report to the Department, the cover letter from OGSR/GC (see Attachment E) will define the deadline, ask if any substantive reason for a delay in the response exists, and indicate that GC will consider the review report and promulgate its recommendations without departmental input if the response is not received by the deadline; (b) a reminder memo will be sent to the Department midway through the response interval, reiterating these points; and (c) if no departmental response is received by the deadline, GC will proceed to prepare and transmit its recommendations to the Department without departmental input, after a final attempt by OGSR to obtain a separate student response (assuming that has also not been received).

(3) More detailed instructions will be provided for the Department/Program response to the review report.

GC and OGSR will make more specific their written instructions to the Department/Program regarding GC's expectations for the response to the review report (see Attachment E).

(4) Responses to the review report will be sought from the Divisional Dean and from the Dean of Graduate Studies, as appropriate.

When the visiting committee report raises issues of space and resources that are beyond the purview of the Department response, GC will request a

response letter from the Divisional Dean, asking that those points be addressed. If an issue touching on block grant allocations is raised by the report, the Dean of Graduate Studies will likewise be asked to respond.

(5) GC will have greater involvement in the review process, via the Lead Discussant. (a) Explicit written instructions will be provided by OGSR staff to each Lead Discussant (Attachment C); (b) Both the external review committee and the Department/Program will receive early notice and explanation of Lead Discussant's participation (see Attachments A and B); (c) the Lead Discussant will attend the opening meeting with the visiting committee, as well as a lunch and the closing meeting with the committee and the Chancellor; (d) the Lead Discussant will describe at the opening meeting the key points that should be covered by the committee report [generically, those set forth in the GC Chair's memo (Attachment A); points specific to a given review as appropriate], and will reiterate these as necessary at the exit meeting.

(6) Establishment of a formalized GC response to unwillingness of a Department/Program to fix serious problems identified by the external review committee (as defined by GC). The following steps will be taken, in this order: (a) The Divisional Dean will be asked by GC to take responsibility for correcting the problems by a stated deadline; (b) GC will impose a new review after only 4 years, with a new visiting committee being asked to address explicitly the status of specific concerns (the new committee will be chosen by a modified procedure that is more independent of the department); (c) As last resorts: (i) Senate/OGSR resources given to the program will be rescinded on the recommendation of GC, (ii) GC will suspend new admissions to the program.

(7) Development of special program reviews. Certain specialized graduate programs, such as those leading to the Master of Advanced Studies degree, will be subject to a modified (streamlined) form of the required program review process. GC and OGSR will jointly develop an appropriate review structure for these programs, including a suitably modified version of the Profile Outline.

(8) Substitution of an accreditation review report for the required graduate program review report. In cases in which a graduate program is subject to regular, required external reviews for accreditation purposes, the GC may, on a case-by-case basis, permit the accreditation report to substitute for the external program review report. GC will approve such substitution only if it judges that the accreditation report has the informational and evaluative content GC requires, as specified in an advance letter to the Department/Program. In such instances, the rest of the normal graduate program review process—including the involvement of a Lead Discussant, the requirement for a detailed departmental response, the formulation and transmittal of GC's recommendations, and the wrap-up meeting—will remain in place.

(9) Use of standardized data forms. GC strongly encourages the development by OGSR staff of standardized, Web-based data forms (including student questionnaires), and their required use in acquiring information pertinent to a program review.

Lastly, the data requirements detailed in the Profile Outline (see Attachment D) have been streamlined, and redundancies eliminated.

3/18/03

ATTACHMENT A

February 14, 2003

DEPARTMENT CHAIRS
PROGRAM DIRECTORS

SUBJECT: Explanation of the Graduate Program Review Process

The goal of the University is that all graduate programs will strive to be of the highest quality and produce future leaders in the field. The Standing Orders of the Regents (Sec. 105.2) places responsibility for the quality of all courses and curricula with the Academic Senate. The campus Graduate Council is the arm of the Senate that has this responsibility for all graduate programs. Graduate Council responsibility involves initial approval of a program as well as oversight of a regular external review of program performance. Reviews are conducted by the Office of Graduate Studies and Research on behalf of the Graduate Council and the Administration.

The external review committee's report is expected to pay particular attention to and comment on each of the following points:

- a) quality of students admitted to the program
- b) quality of curriculum
- c) quality of research
- d) completion rate and time to degree
- e) student morale and commitment to the program
- f) success with postgraduate employment
- g) any structural issues that might keep the program from achieving its full potential

The external review committee is requested to submit its final report to the Dean of Graduate Studies within three months of the review. The report is circulated to all persons involved in the review process and the department is asked for a response to the report. The Graduate Council expects that the response will have both faculty and student input. The departmental response is required to be submitted to the Dean of Graduate Studies and the Graduate Council by a specified deadline, usually the end of the quarter following receipt of the external review report.

The Graduate Council assigns a lead reviewer to each program and it is the responsibility of this reviewer to meet with the external review committee during its visit and to lead the Council's discussion of the committee's report and the departmental response. In preparation for this discussion, the lead reviewer may request a meeting with the Department Chair, the graduate advisor/coordinator, and/or the graduate student representative(s) to clarify the response. After initial consideration, the Graduate Council may also request the attendance of the Department Chair for further consultation. The Council will normally write a letter to the department noting any concerns that it would like addressed by the time of the Council's one-year follow-up consideration of the program. With the approval of the Graduate Council, an administrative meeting coordinated by the Graduate Dean is also held, to consider any administrative issues that might

affect the program. Finally, at the one-year follow-up the Council will vote on approval of the program up to the next external review cycle. The review cycle is every 8 years (maximum of 9 years).

Should the Council be concerned about the quality of the program and the plans of the department to improve it, they may vote to allow the program to continue subject to an earlier external review (perhaps after 4 years), or may even vote to suspend admissions to the program until a satisfactory plan is put in place by the department.

At UCSD, we have a history of close co-operation between departments and the Graduate Council and this peer review process has helped our graduate programs to become some of the most sought-after across the nation.

Andrew Dickson, Chair
Graduate Council

c: External Review Committee Members

ATTACHMENT B

November 19, 2002

Douglas J. Scalapino, Chair, University of California, Santa Barbara
Marc Davis, University of California, Berkeley
Hans Frauenfelder, Los Alamos National Laboratory
Jerome I. Friedman, Massachusetts Institute of Technology

Dear Colleagues:

Thank you for agreeing to serve as the review committee for our graduate program in Physics. Because the campus will be growing rapidly in both graduate and undergraduate enrollment through the end of this decade, this is a propitious time for this review. The Department of Physics is an essential part of the campus, and we see this program review as laying a foundation for the department's continued successful development. We greatly appreciate your willingness to help us plan for the department's future.

As in any graduate program review, we are interested in your assessment of faculty quality, graduate student quality, the graduate curriculum, graduate teaching and mentoring, and the extent to which students have been placed in appropriate positions after graduation.

We would also like you to consider the following questions that address issues of particular interest to the department:

- Are there ways the department can generate more funding for graduate student financial support, especially for students in their first year of study?
- Are the various subgroups working collaboratively to ensure that the whole is greater than the sum of the parts?
- Is there a good plan in place for how the Mayer Hall addition can best serve the department's interests?
- Does the relationship between the department and the several related centers and institutes work to the advantage of faculty and graduate students to the fullest extent possible?

UCSD's graduate program reviews are a joint undertaking between the Administration and the Academic Senate. The Senate's Graduate Council will play an active role in the review process, both during your visit to the campus and after the department has had an opportunity to comment on your written report. In this connection, we would like to call your attention to the letter addressed to department chairs from the Graduate Council. This letter describes the role of the

3/18/03

Graduate Council's representative (known as the Lead Discussant) in the review process. The letter was included in the Department Profile that we sent you earlier this month.

Thank you for your help. We look forward to your visit.

Sincerely,

Richard Attiyeh
Vice Chancellor of Research and
Dean of Graduate Studies

Steven Cassedy
Associate Dean of Graduate Studies and
Research

ATTACHMENT C

**ROLE OF THE LEAD DISCUSSANT
IN A GRADUATE PROGRAM REVIEW**

The Graduate Council has responsibility for the review of all graduate degree programs. Several graduate programs are reviewed annually by external review committees. The reviews are normally conducted on an eight-year rotational basis unless the Graduate Council has approved otherwise (e.g., by a call for an early review or by approval of a delay when a program is undergoing fundamental revision).

Appointment of a Lead Discussant

1. Typically the first Graduate Council agenda of the academic year will list the graduate program reviews OGSR is planning during that academic year.
2. Members of the Graduate Council will be assigned as Lead Discussants at the first Graduate Council meeting. When possible, members should be from a related discipline, but not from the program being reviewed.

Responsibilities of the Lead Discussant During the Review Committee's Visit

1. The Lead Discussant attends the opening meeting with the visiting committee, as well as a lunch and the closing meeting with the committee and the Chancellor.
2. The Lead Discussant describes at the opening meeting the key points that should be covered by the committee's report (generically, those set forth in the GC Chair's memo to the department; points specific to a given review as appropriate), and reiterates these as necessary at the exit meeting.

Responsibilities of the Lead Discussant in the Graduate Council Meeting

1. When the external review report and department response have been received in the Academic Senate Office, Senate staff will send a copy of both, along with the Graduate Council's final memo from the previous review, to the Lead Discussant.
2. The Lead Discussant is expected then to contact or meet with the department chair, and perhaps the graduate advisor/coordinator and the graduate student representative, to gain a deeper understanding of the issues.
3. After having studied all of the documents and met with the appropriate departmental people, the Lead Discussant is to prepare a brief (1-2 pg.) summary report. When the report is finished, the Lead Discussant is to contact the Senate staff, who will then place the departmental review on the next Graduate Council meeting agenda.
4. The Lead Discussant is responsible for reporting to the full Graduate Council the findings of the review, summarizing and evaluating the departmental response, and leading the discussion in the Graduate Council meeting.
5. Although the Graduate Council as a whole is responsible for the summary memo to the department, the Lead Discussant will draft the memo, summarizing the positive aspects of the graduate program as well as identifying those issues needing to be addressed. The concerns identified in the memo are those issues that will be revisited by the Graduate

Council at the time of the One-Year Follow-Up review (typically conducted in Spring quarter of the following year).

6. Copies of the Graduate Council memo are sent to the divisional dean, the graduate student representative, and OGSR.

Responsibilities of the Lead Discussant in the Graduate Program Review Administrative Meeting

1. After the Graduate Council has completed its review, an administrative meeting is held with the program or department chair, the Chancellor, the Senior Vice Chancellor of Academic Affairs, the graduate deans, the division or school dean, and the Graduate Council representative (Lead Discussant). Typically, the administrative meeting discussion has addressed overall program quality, resource issues, and mid- and long-term program plans.
2. The Lead Discussant attends and participates in the administrative meeting. No report needs to be submitted.

Procedures and Duties of Lead Discussants for the One-Year Follow-Up Review of a Graduate Program

1. The Lead Discussants assigned to the initial graduate program reviews are typically asked to be the Lead Discussants for, and to conduct, the One-Year Follow-Up review, even if they are no longer members of the Graduate Council.
2. Senate staff will contact the Lead Discussant prior to spring quarter and remind them that it is time for the Graduate Council to conduct the One-Year Follow-Up review. Senate staff may need to give the Lead Discussant copies of all relevant review documents.
3. The Lead Discussant should contact the program chair/director to follow up on how the department has been able to address those concerns and recommendations identified in the Graduate Council's final summary memo from the previous year. It may be necessary to meet with others, depending on the contents of the Graduate Council memo (e.g., faculty area heads, graduate students, etc.)
4. Following the meeting with the department chair, the Lead Discussant must prepare a brief (1-2 pg.) summary report of the findings and send it to the appropriate Senate staff person.
5. Once the Lead Discussant's summary report has been received, Senate staff will place the One-Year Follow-Up review on the agenda of the next Graduate Council meeting the Lead Discussant is able to attend.
6. The Lead Discussant is responsible for reporting to the full Graduate Council the findings of the Follow-Up Review and for leading the discussion in the Graduate Council meeting.
7. Although the Graduate Council, as a whole, is responsible for the summary memo to the department, the Lead Discussant will draft the memo summarizing what issues the department has addressed as well as remaining concerns not yet resolved at the time of the One-Year Follow-Up review. The concerns noted in this Graduate Council memo are issues that must be looked at the time of the next program review (typically 8 years unless otherwise specified by the Graduate Council).
8. Copies of the Graduate Council memo are sent to the department chair, divisional dean, graduate student representative, and OGSR.

ATTACHMENT D

Office of Graduate Studies and Research
University of California, San Diego

**GRADUATE PROGRAM REVIEW
DEPARTMENT/GROUP PROFILE**

PROFILE OUTLINE

I. Narrative

The department will prepare a narrative that should include:

A. Historical Review:

1. A history of the department
2. The philosophy of the graduate program

B. Self-Assessment:

The department's own perspective on its progress and accomplishments since the last review, and on the challenges it faces (including areas of programmatic emphasis, faculty hiring/loss, and other aspects of the department's development)

C. Plans for the Future:

1. Growth in faculty
2. Growth/changes in graduate students over the next five and ten years
3. Programmatic changes in graduate curriculum and research
4. Efforts to improve recruitment, retention, and diversity of students
5. Efforts to acquire additional resources to accommodate growth and improve quality

II. Student Admissions

**THE FOLLOWING INFORMATION WILL BE COMPILED BY THE
DEPARTMENT/GROUP**

A. Admissions Criteria:

1. Dissemination of information to prospective students
2. Evaluation procedures
3. Recruitment

4. Departmental policies and activities to promote student diversity

THE FOLLOWING INFORMATION WILL BE COMPILED BY OGSR

B. Admissions Data:

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.)

III. Graduate Program Degree Requirements

THE FOLLOWING INFORMATION WILL BE COMPILED BY THE DEPARTMENT/GROUP

- A. Current graduate course offerings
- B. Core course and elective requirements
- C. Language requirements
- D. Reading list(s) for qualifying exam and/or core courses, if applicable
- E. Publication expectations
- F. Departmental examination requirements and schedules
- G. Samples of required departmental pre-candidacy examinations
- H. Samples of departmental comprehensive and qualifying examinations
- I. Methods by which dissertation advisors are assigned and doctoral committees formed
- J. Student performance evaluation and assessment procedures
- K. Opportunities for study and research in other departments and ORUs and off campus

IV. Student Registration (10 yrs.)

THE FOLLOWING INFORMATION WILL BE COMPILED BY OGSR

- A. Number of registered students by degree aim, by subfield (if applicable), by year
- B. Number of full and part-time students by degree aim, by year
- C. Number of total students by citizenship and ethnicity, by year
- D. Number and percent of new and total students by gender, by year

V. Degree Completion and Placement (10 yrs.)

- A. Ph.D. or M.F.A. completion and attrition data by year
- B. Number of graduate degrees awarded; median elapsed time to degree from first registered to degree, and median national elapsed time to degree
- C. Ph.D. or M.F.A. placement information summary

- D. Ph.D. or M.F.A. 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.)
- E. Exit survey information (multi-year data as available)

VI. Student Financial Support

THE FOLLOWING INFORMATION WILL BE COMPILED BY THE DEPARTMENT/GROUP

- A. Departmental policy on graduate student support
- B. Departmental procedure for award of internal fellowships
- C. Department policy on research and teaching assistantships, including duties and workload, training program, and methods of evaluation

THE FOLLOWING INFORMATION WILL BE COMPILED BY OGSR

- D. 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.)

VII. Faculty

THE FOLLOWING INFORMATION WILL BE COMPILED BY THE DEPARTMENT/GROUP

- A. Number of faculty by rank, steps, and salary range (now and five years ago). **DO NOT INCLUDE NAMES**
- B. Curriculum vitae for each current faculty member (**LIMIT 4 PAGES**)
- C. Number of promotions by rank each year (5 yrs.)
- D. Turnover of faculty by rank each year (5 yrs.)
- E. Number of new positions each year (5 yrs.)

THE FOLLOWING INFORMATION WILL BE COMPILED BY OGSR

- F. Courses (lower division, upper division, and graduate) taught by each quarter for last three years
- G. Formal contact hours per faculty FTE

THE FOLLOWING INFORMATION WILL BE COMPILED BY THE DEPARTMENT/GROUP

- H. Number of current graduate students under the supervision of each faculty advisor
- I. Length of service of departmental chairs, vice chairs, and department graduate advisors—years in office for past 10 years
- J. Visiting faculty, Regents' Professors, Regents' Lecturers for past 5 years

- K. Sabbaticals and extramural faculty fellowships and awards for past 5 years

VIII. Facilities and Support

THE FOLLOWING INFORMATION WILL BE COMPILED BY THE DEPARTMENT/GROUP

- A. Library facilities devoted to, or available for, scholarly functions of department (excluding undergraduate course reading materials and space)
- B. Private and semi-private offices for faculty, TAs, and GSRs
- C. Laboratories and support facilities (e.g., machine shops, audiovisual equipment, etc.)
- D. Computing facilities
- E. Start-up research support for new faculty (range; 5 yrs.)
- F. State funded support (19900 funds):
 - 1. For equipment (5 yrs.)
 - 2. For operating expenses (5 yrs.)
 - 3. Number of staff FTE and total salaries (5 yrs.) **DO NOT INCLUDE NAMES**
- G. Extramural financial support not funded by University but used as additional income for research and student support, (e.g., gifts, research grants, traineeships, etc.) for past 5 years

PROCEDURES

1. Plan ahead. Preparation of this information is very time-consuming. You should plan the preparation of profile data to be a Summer project. The due date given by OGSR once a site visit is scheduled is based on guaranteeing a timely delivery of the profile to the visiting committee
2. Submit unnumbered, single-sided pages
3. Start each major section (e.g., VIIIA) on a new page
4. Use a 1.5-inch margin on **both** the right and left sides
5. If submitting brochures, pamphlets, or any other preprinted material, send 13 copies for inclusion in all profile copies
6. Due to space constraints, faculty vitas are limited to 4 pages each. Longer vitas are subject to editing by the OGSR Associate Dean
7. Some of the items listed in the profile outline may not pertain to your department. Please contact OGSR for clarification on any of the items

8. Feel free to use other materials gathered for any other purpose (e.g., grant applications)
9. Contact Mary Lillis Allen (x43552, mallen@ucsd.edu) or Yolanda Escamilla (x22244, yescamilla@ucsd.edu) for clarification or further information on the overall process and for all non-statistical data compiled by OGSR.

3/18/03

ATTACHMENT E

**Model Letter for Transmittal of the Visiting Committee's Report to the
Department/Program**

June 20, 2020

Merriwhether Finklebottom, Chair
Department of Astropsychology

SUBJECT: Graduate Program Review Report

Enclosed with this letter is the report of the Department of Astropsychology Graduate Program Review Committee. At the direction of the Graduate Council, a copy of the report is also being sent to the departmental graduate student representative(s).

The Graduate Council asks that the report be made available to and discussed with your faculty and graduate students, and then that a written response be provided to the Council. The student response may either be incorporated in the program's response or submitted separately. The response should be submitted to me no later than Nov. 1, 2020. The committee report and your response will then be reviewed by the Graduate Council in Winter quarter 2021.

Please be aware that the Nov. 1 deadline for the program response is firm, and that the Graduate Council will consider the review report and put forth its recommendations without departmental input if the response is not received by that date. If you are aware at this time of any substantive cause for delay in the submission of the program response, please inform me immediately.

The program response should comprise an itemized discussion of the points, both positive and negative, raised by the visiting committee. It should include both the department's reaction to the report's conclusions and recommendations and a description of the specific steps to be taken to correct any identified deficiencies. The Graduate Council is particularly interested in the program response to

Upon receipt of the program's written response and following consideration by the Graduate Council, an administrative meeting including you, those listed below, and me will be arranged to discuss the report.

Richard Attiyeh
Dean of Graduate Studies

Enclosure

Copies:

Evaluation of UCSD Graduate Program Review Process by Review Committee Members
Summary of Relevant Comments and Number of Times Mentioned

(94 questionnaires over the period 1988 – 2002)

4/9/03

1. What portions of the prepared material were most useful in the review process?

department information:

- Chair's report/department narrative: 31
- statistical data (admissions, degrees, placement, faculty): 11
- graduate program description & data: 9
- 3-ring binder: 2
- outline & organizational structure: 1
- budgets: 1
- comparison with other schools: 1

faculty info:

- faculty CVs: 10
- research interests booklet & faculty papers: 2
- faculty demographics (rank, etc.): 1

graduate student info:

- student comments: 31
- former student comments: 5
- student degree completion & placement: 2

curriculum:

- courses offered past 3 years: 2
- curricular materials/course syllabi: 2

2. Least useful?

department information:

- University catalog: 12
- statistical materials (FTEs etc) impenetrable to outsiders: 4
- samples of Ph.D. exam questions: 4
- brochures: 2
- bulletin: 1

faculty info:

- detailed faculty CVs: 5 (standard format needed)
- faculty section (salaries, seminars, teaching assignments—too much detail): 1
- out-of-date faculty research interests: 1

graduate student info:

- student papers: 2
- graduate student biographies: 2
- out-of-date student post-degree employment info: 1
- grad student list by faculty member over life of program: 1
- statistical analysis of grad student survey: 1 (was pointless)
- alumni comments: 1

curriculum:

- course enrollment tables: 11
- teaching loads list: 6 (not sufficiently explained)
- undigested course data/reports: 3
- detailed history of who taught what: 2
- course syllabi: 2

3. What else would you like to have included?

department information:

- critical self-study report: 4
- previous review report, for context: 4
- budget—more details: 3
- brief lab (or facilities) tours—no faculty/grads needed—just a guide to walk us through all labs –no tutorials on research—just see the rooms: 3
- faculty comments, similar to those from students: 2
- views on the unit from other key departments and relevant ancillary deans: 2
- statement from Chair & Dean of problems they see: 1
- space—more details: 1
- comparisons of comparable sized programs in terms of resources available: 1
- department rankings: 1
- info on connections across departments/programs: 1
- TA allocation process: 1
- description of expected duties for faculty & graduate students, means of financing, University expectations: 1
- already too much information—succinct summaries would be valuable: 1

faculty information:

- faculty list by rank & area with grad students supervised: 3
- faculty research funding: 2
- current support & pending applications of individual faculty: 2
- faculty list: 2
- faculty list-sorted by date of arrival at UCSD: 1
- faculty-list of department committees: 2
- faculty workload (teaching, committees, advising): 2
- faculty leave/sabbatical histories: 1
- faculty publication impact ratings: 1
- faculty-summary of 3 most significant publications in past 5 years for each: 1
- faculty-last 5 years bibliography: 1
- more input from faculty: 1
- junior faculty experiences: 1
- faculty-meetings with individual non-tenured faculty in absence of all others: 1
- faculty-unidentified written comments from Asst Profs about good and bad features of graduate program and their participation in it, and how things could be improved: 1
- short CVs of possible new hires: 1
- faculty-declined offers of appointment; list of departed faculty & reasons: 1

graduate student information:

- grad student placement/employment info: 6
- grad student funding: 2
- grad student funding policy info: 2
- data on Ph.D.s, attrition of graduate cohorts, etc. by field: 1
- grad student publications: 1
- advanced grad CVs: 1
- grad students—list w/UG colleges, years in program, field: 1
- gender breakdown of funding & attrition: 1
- postdocs—more info: 1

What else would you like to have included? (cont'd.)

curriculum information:

- course offerings & instruction—more info: 3
- course syllabi—more: 3
- enrollment data: 2
- digested faculty teaching assignments w/enrollment & TA assignments: 2
- typical sequence of subjects taken: 1
- undergraduate program info: 1
- course evaluation results: 1

administration

- more time at start for administrators to outline major issues; this came rather late: 1

4. Did the Schedule provide sufficient time for interaction with faculty?

Yes: 64
 No: 11
 Barely: 6

5. With graduate students?

Yes: 68
 No: 7
 Barely: 4
 Too much: 2 (2-hour meetings are too long)

6. What can be done to improve the review process?

department information:

- more information on the financial dimension: 1
- departments self-study with written goals/needs/aspirations: 1
- more diversity of opinion in documentation: 1

faculty information:

- pre-arranged meetings with faculty in related outside departments/schools: 11
- more individual meetings with faculty (or small groups of faculty): 3
- a social evening with dept. faculty (all invited)!: 2
- make sure the faculty understand purpose of the review: 1
- 4 committee members each saw faculty only in their own field. This reinforced the balkanized character of the department itself—prevented us from seeing the whole dept clearly: 1
- too many meetings w/faculty groups: 1

graduate student information:

- devise means to get more graduate students involved: 1
- should meet privately with a few students at a senior level in their training: 1
- postdocs-more info: 1
- graduate student application files for admitted students in most recent year—let committee examine: 1

curriculum:

- ability to schedule in class attendance: 3

process is fine “as is”: 22 [1 said: “nothing! it’s sublime (for me)!]

What can be done to improve the review process (cont'd.)?

administration:

- review committee charge should be more focused charge: 3 (list of generic questions was too general)
- graduate/UG reviews at same time: 2 (1 of the 2 said: only university I know that does not also cover the UG programs. I think it should)
- provide model of what a review should look like: 2
- agenda was a bit crowded: 1
- more time with dean and University officials: 1
- shorter meetings with administrators: 1
- more detailed account from administration of what are the critical issues as they see it: 1
- review committee should be kept small—3 is just about right: 1
- need two visits a few weeks apart: 1
- time—allow an extra day to permit in-depth interviews & interactions where/when necessary: 1

no improvement needed:

--

7. Overall comments on the process, the schedule, materials, etc.

- honorarium was meager: 5 (1 of 5 said: minimum wage work)
- honorarium is significantly below what other institutions pay: 1
- speaking w/affiliated faculty members was valuable: 1
- it works—leave it alone: 1
- schedule was tight: 1
- impressed with seriousness, professionalism & organization of the review, esp. since it reflected so well on the central administration and its priorities: 1
- important to maintain confidentiality (of comments made by students & faculty in meetings w/reviewers): 1
- could ask each faculty group to appoint spokesperson who will make 15-minute+ presentation to ensure some forethought: 1
- procedure is very well designed and efficiently implemented—much better than comparable review process at my own institution (MIT) which has larger, more cumbersome committee and more formal, ceremonial meetings: 1
- pre-site visit material in the form of questionnaires could have been summarized rather than distributed as raw data (raw data only necessary if there is some question as to how it should be interpreted): 1

POLICY AND PROCEDURE FOR REVIEW OF UNDERGRADUATE PROGRAMS

The UCSD Committee on Educational Policy (CEP) has responsibility for review of undergraduate programs. Several departments and/or programs will be reviewed annually by subcommittees of CEP (hereinafter called review committees), in accordance with the following procedure.

1. The Committee on Committees will appoint a review committee for each undergraduate program to be reviewed; the committee will be composed of faculty from outside the department/program, but in a related discipline. The review committee chair will be a former CEP member (or a former departmental chair, vice-chair, or undergraduate coordinator). If the review committee feels it needs additional expertise in the field, one or more members from another UC campus who are in the discipline to be reviewed may be added. The CEP Chair will appoint a current CEP member as lead reviewer or “discussant” (for CEP’s consideration of the review) and liaison with the review committee; CEP’s lead reviewer may participate in the review, if necessary.
2. A. CEP assistant will request a brief statement of self-review and goals from the department/program under review. The self-review statement should cover perceived strengths, weaknesses, the direction of the department, and other elements not included in the documentation provided.

B. Following receipt of the self-review statement from the department/program, the CEP assistant will arrange a meeting of the review committee at which they will consider the self-review, review and edit sample questionnaires, and determine whether they wish to request information other than that listed below:
 - ☞ Courses offered, enrollments, grade distribution by course, faculty/student ratio, TA/student ratio, overall and by course;
 - ☞ Sample transcripts (anonymous of students (for degree granting program));
 - ☞ Catalog copy, course outlines, reading lists, exams, and course papers;
 - ☞ CAPE reviews and other teaching evaluation material, if available;
 - ☞ Comments from other departments concerning the curricula in relation to the needs of departments/programs.
- C. CEP assistant will request the information described above for the department/program being reviewed from the Registrar, the department/program, and other appropriate administrative offices. The report of the most recent graduate program review of the department/program under review will be made available to the review committee, along with the previous review of the undergraduate program.

- D. CEP assistant will prepare and transmit questionnaires (edited by the review committee) for students and faculty in the department/program under review.
 - E. CEP assistant will arrange open meeting of the review committee with students in the department/program under review and properly notify students. Meetings with students outside the department will be arranged, as needed.
 - F. CEP assistant will arrange meetings of the review committee with other individuals with whom they should meet (i.e. deans, provosts, department chair, faculty, TAs).
 - G. CEP assistant will assemble questionnaires and other information for review by the committee and schedule meetings for the committee to discuss and draft the report.
3. The review committee's report should identify strong and weak points of the program under review and make recommendations for improvement [or recommend that the program be discontinued, if appropriate] – see section on content of report, below. The report of the review committee will be submitted to the CEP Chair prior to its formal transmission to CEP. If the CEP Chair determines that the report is incomplete, it will be returned to the review committee for revision. The final report will be forwarded to CEP.

Content of the Report: The following categories are suggested as guides to the review committee. They are stated in general terms since it is anticipated that the review committee will interpret them in light of the particular context of the department/program under review and will add to these categories others which seem pertinent to the purposes of the report.

- A. A description of the current operation of the department/program. The description should include such items as the administrative structure of the department; the composition of the faculty (including work loads, distribution of graduate/undergraduate activity, lower-division teaching, and turnover); the numbers and academic objectives of student majors and non-majors; joint programs operated with other departments and/or colleges. The report should also describe the curriculum both in relation to majors, and to other departments/programs and colleges. Methods of instruction and supervision, including teaching assistance, grading policies, and teaching evaluations and supervision should be included.
- B. An analysis of the strengths and weaknesses of the undergraduate department/program under review. Here the review committee should be attentive to such questions as the overall academic quality of the faculty and curriculum as compared with other institutions in the nature in its undergraduate curriculum, the operation of the curricula in relation to needs of other departments/programs; of general liberal arts education, of specific needs of the college system at UCSD. How well does the department/program meet the objectives of the various groups on campus? How effective is its teaching function in relation to students of diverse objectives? What are the supports and impediments to its effectiveness?

- C. An analysis of strengths and weaknesses of the department/program in the context of campus and University policies. In reviewing the department/program, the review committee should give due attention to aspects of the total campus context which affect the operation of the undergraduate programs. Such aspects may act to support or hinder attainment of objectives. Included in such considerations are items such as the nature of college educational requirements, enrollment policies, transfers, the adequacy of funding and personnel allocations, physical facilities, including laboratory and libraries and calendric planning.
 - D. Recommendations for alleviating problems suggested by the description and analysis.
- 4. CEP will submit the report to the department/program under review for comment. CEP will consider the report of the review committee, along with the response from the department (which is due within one quarter) [a CEP member will be appointed as lead reviewer of the report]. The department chair/program director may be invited to a meeting to discuss the review. [If CEP believes the program should be discontinued, the procedures of the Policy on Disestablishment should be followed.] CEP will transmit the report (with department/program response as an appendix), along with its recommendations, to the administration. CEP will transmit its recommendations to the department/program.
 - 5. CEP will conduct a follow-up to the review after one year [a CEP member will be appointed as the lead reviewer for the follow-up]. Information will be sought about changes the department/program has made as a result of the review, and changes that are planned.

Revised April 1998

2002-03 Undergraduate Programs, Majors, and Minors (by program type)						
7/16/03						
Program Type	Academic Programs (UG only)	Director	Division	Degree / prog activity	Enroll*	Comments
"Department-like"	Chemical Engineering	Talbot, Jan	JSOE	B.S.	112	ABET; UG&grad
Interdepartmental Majors	Human Development	Stiles, Joan	SS	B.A.	529	
	International Studies	Kahler, Miles	SS	B.A.	125	
	Urban Studies & Planning	Erie, Steve	SS	B.A.	89	
"Small" Majors						
Area Studies	Chinese Studies	Esherick, Joseph	A&H	B.A.	19	
	German Studies	Walk, Cynthia	A&H	B.A.	7	
	Italian Studies	Jed, Stephanie	A&H	B.A.	5	
	Japanese Studies	Tanaka, Stefan	A&H	B.A.	27	
	Latin American Studies	Briggs, Charles	SS	B.A.	23	
	Russian & Soviet Studies	Cassedy, Steve	A&H	B.A.	1	
	Third World Studies	Cancel, Robert	A&H	B.A.	15	
Cultural Studies	Classical Studies	Edwards, Anthony (Intrm)	A&H	B.A.	6	
	Critical Gender Studies	George, Rosemary	SS	B.A.	26	
	Judaic Studies	Propp, William	A&H	B.A.	6	
	Religion, Study of	Droge, Arthur	A&H	B.A./minor	28	
Interdisc Science	Earth Sciences (SIO/Phys Sci)	Taux, Lisa	Phys Sci	B.S./M.S.	25	joint w/SIO
	Environmental Systems	Thiemens, Mark	Phys Sci	B.A./B.S. interdisc maj	68	
Minors	African & African Amer Studies	Jules-Rosette, Benetta	A&H/SS	Minor; no unique crses	2	
	Chicano/Latino A&H Minor	Mariscal, Jorge	A&H	Minor; no unique crses	3	new effective F'02
	Contemporary Black Arts	Schudson, Michael (Actg)	A&H	Minor; no unique crses	0	
	Environmental Studies	Ledden, Patrick	A&H	Minor; no unique crses	42	
	Film Studies Minor	Ledden, Patrick		Minor; 1 frosh sem	7	new effective W'03
	Health Care & Social Issues	Jordan, David	SS	Minor; no unique crses	68	
	Law & Society	Jordan, David	SS	Minor; no unique crses	142	
	Middle East Studies	Kayali, Hasan	A&H/SS	Minor; no unique crses	7	
	Public Service Minor	Schudson, Michael	SS	Minor	0	new effective F'02
	Space Science & Engineering	Bond, Thomas	JSOE	Minor; no unique crses	1	
	TEP	Souviney, Randall	SS	grad prgs by Grad Cncl		
All Campus CROSS-CUTTING programs / Non-degree						
Language	Linguistics Language Program	Goodall, Grant	A&H	language instruction		reviewed w/Ling Dept
College Core Seq/writing	Culture, Art, & Technology	Strauss, Linda M.	A&H	Core sequence + writing		
	Dimensions of Culture	Cocks, Fraser	A&H	Core sequence + writing		
	Making of the Modern World	Cassedy, Steve	A&H	Core sequence + writing		
	Revelle Humanities Program	Cox, Steve	A&H	Core sequence + writing		
College Writing-Stand alone	Muir Writing Program	Tomlinson, Barbara	A&H	Writing instruction		
	Warren Writing Program	Brodkey, Linda	A&H	Writing instruction		

Program Type	Academic Programs (UG only)	Director	Division	Degree / prog activity	Enroll*	Comments
Writing-prep-non-college	English as Second Lang (ESL)	Loken, Margaret	A&H	writing crses		COPE reviews
	Subject A (Special Studies)	Hanson, George	A&H	adm Subject A exit exam		COPE & CEP review rept
Other	Academic Internship Program	Jordan, David	SS	internships program		
	Education Abroad Program	Mares, Pinon, Rafael, Verd.	Stu Aff	study abroad		Intl Educ Comm oversight
	Opportunities Abroad Program	"	Stu Aff	study abroad		Intl Educ Comm oversight
	Math Testing & Placement	Arnold, Bruce	Phys Sci	math placement testing		reviewed w/Math Dept
	OASIS	Patrick Velasquez	Stu Aff			COPE reviews
	Science, Techn & Public Affairs	Bond, Thomas	SS	3 courses		
	UC/DC	Kernell, Sam	SS	internships + sem crses		currently no review process
* = Spring 2003 official 3rd-week enrollment						

Graduate Program Reviews, 1993-94 through 2002-03

3/03

(provided by Office of Graduate Studies Research)

Year	Department		Year	Department
<u>1993-94</u>	Cognitive Science		<u>1998-1999</u>	Biology (Jt. Doc)
	Linguistics			CSE
	SIO			ECE
	Visual Arts			Mathematics
<u>1994-95</u>	Anthropology			Molecular Pathology
	Biology			Philosophy
	Biomedical Sciences			TEP
	IR/PS		<u>1999-2000</u>	Bioengineering
	Psychology			Music
<u>1995-96</u>	Economics			SIO
	History		<u>2000-2001</u>	Clinical Psychology
	Literature			Cognitive Science
	Physics			Linguistics
	Political Science			Public Health (Epi.)
	Theatre/Dance			Visual Arts
<u>1996-1997</u>	Communication		<u>2001-2002</u>	Biology
	Latin American Studies			Biomedical Sciences
	Materials Science			Ethnic Studies
	Neurosciences			Political Science
	Science Studies			Psychology
<u>1997-1998</u>	Advanced Manufacturing		<u>2002-2003</u>	MAE (Jt. Doc)
	AMES			Anthropology
	Chemistry/Biochemistry			Economics
	Chemistry/Biochem (Jt. Doc)			History
	Sociology			Math & Sci Edu (Jt. Doc)
				Literature
				Physics
				Theatre/Dance

2002-2003 Program Review Expenses Estimate
(provided by the Office of Graduate Studies & Research)

[illegible]

Undergraduate Programs Review Schedule
(provided by the Academic Senate Office)

<u>Departments</u>	<u>Reviewed</u>	<u>Scheduled Review</u>	<u>Comments</u>
Anthropology	1996	2003	
Bioengineering		2003	Established 1996
Biology	1988; 1996	2003	
Chemistry and Biochemistry (frmly: Chemistry)	1991; 1998	2005	
Cognitive Science	1997	2004	
Communication	1987; 1993; 2002	2009	
Computer Science and Engineering	1991; 1998	2005	
Economics	1991; 1997	2004	
Electrical and Computer Engineering	1986; 1991; 1998	2005	
Ethnic Studies	1996	2003	
History	1997	2004	
Linguistics	1999	2006	
Literature	1999	2006	
Math	1986; 1990; 1997	2004	
Mechanical and Aerospace Engineering (frmly AMES)	1992; 2000	2007	
Music	1993; 2001	2008	
Philosophy	1983; 1993	2000	Pending completion of committee appointments
Physics	1998	2005	
Political Science	1991; 1998	2005	
Psychology	1988; 1996	2003	Pending completion of committee appointments
Structural Engineering		2005	Established 1998
Sociology	1996	2003	
Theater and Dance	1991; 1999	2006	
Visual Arts	1989; 2002	2009	
<u>Programs and Minors</u>			
Academic Internship Program	1988; 1994	2001	Pending completion of committee appointments
African Studies Minor	2002	2009	Review in progress
Chicano/a and Latino/a Arts and Humanities Minor		2010	Established 2002
Chinese Studies	1989; 1995	2002	Pending completion of committee appointments
Classical Studies	1993	2000	Pending completion of committee appointments
Contemporary Black Arts (Marshall)	No Record	2002	
Contemporary Issues (Muir)	1995	2002	
Critical Gender Studies (frmly: Women's Studies)	1994	2001	Pending completion of committee appointments
Culture, Art, and Technology (Sixth)		2009	Established 2002
Dimensions of Culture (Marshall)	1999	2006	
Earth Sciences	1988; 1995	2002	Pending completion of committee appointments
English as a Second Language*	2002	2009	
Environmental Studies (Muir)		2000	Established 1993
Environmental Systems		2006	Established 1999

Undergraduate Programs Review Schedule
(provided by the Academic Senate Office)

<u>Programs and Minors, cont'd.</u>	<u>Reviewed</u>	<u>Scheduled Review</u>	<u>Comments</u>
German Studies		2006	Established 1999
Health Care and Social Issues (Warren)	1996	2003	
Human Development		2001	Established 1994
Humanities (Revelle)	1994	2001	Deferred pending report of external review of campus writing programs
Italian Studies	1991; 1998	2005	
International Studies		2009	Established 2002
Japanese Studies	1992	1999	Pending completion of committee appointments; review materials collected
Judaic Studies	1996	2003	
Law and Society (Warren)	1996	2003	
Latin American Studies		2002	Established 1995
Linguistics Language Program	1999	2002	Per CEP, to be reviewed separately in 2002/03; pending completion of committee appointments
Making of the Modern World (ERC)	1999	2006	
Middle East Studies	1999	2006	
Muir Writing Program	1999	2006	
OASIS*	1990	2009	Review in progress (COPE)
Public Policy Analysis Minor (Revelle)		N/A	Established 1992; Minor has been disestablished
Public Service Minor (Marshall)		2008	Established 2001
Religion, Study of	1996	2003	
Russian and Soviet Studies	1992; 2002	2009	Review in progress
School of Medicine Post-BS Program	1993	2000	
Science, Technology and Public Affairs	1988; 1996	2003	
Space Science-Engineering Program (Revelle)		1999	Established 1992
Subject A*	1998	2005	
Teacher Education	1981; 1990	2001	Pending completion of committee appointments
Third World Studies	1987; 1993	2000	Pending completion of committee appointments
Urban Studies and Planning	1981; 1992; 2000	2007	
Warren College Writing Program	1999	2006	
Writing Programs	1978; 1986; 1999	2006	
* -- ESL, Subject A, and OASIS are reviewed by the Committee on Preparatory Education			

EXIT SURVEY

for
UNDERGRADUATE CHEMISTRY MAJORS

Dear Graduating Senior,

The Chemistry and Biochemistry faculty and advisors would very much appreciate it if you would complete the following anonymous questionnaire. The Chemistry and Biochemistry Department will use this information to assess how you perceive the quality of departmental instruction, curriculum and advising, and how well you think you are prepared for a post-baccalaureate career. We will use this information to try and improve the program for future majors, so please fill out the survey candidly and thoughtfully.

Your participation in this survey is completely voluntary. If you choose to complete the questionnaire, your answers will be completely confidential. Your response will be integrated with those of other graduating seniors. Thank you for your cooperation.

Questions regarding this survey?

1. Expected quarter of graduation:
2. Are you earning a double major? ☐ Yes ☒ No
If yes, in what department?
3. You entered UCSD as a: ☐ Freshman ☒ Transfer
4. You completed General Chemistry (6ABC) at
5. Your gender: ☒ Male ☐ Female
6. Your estimated overall g.p.a.:
7. Why did you first decide to major in Chemistry? (select all that apply)
☒ I took a chemistry course I liked.
☐ I found I could do well in chemistry.
☐ Job opportunities after graduation.
8. What did you end up specializing in?
9. How many quarters (excluding summers) were you enrolled at UCSD?
10. What are your plans during the year after graduation?
☐ Grad School in Chemistry
☐ Professional School
☐ Industry
☐ Teaching
☒ Other

If you indicated graduate school, what school will you be attending?

If you indicated professional school, what type of school will you be attending?

If you indicated industry, in what type of industry will you be working?

If you indicated plans to work in another field, please describe:

11. What are your long term goals?

- ☐ Return to school
☐ Work in industry
☐ Teach
☒ Other

If you answered other, please describe:

12. In descending order, what were your favorite chemistry/biochemistry courses at UCSD?

1.
2.
3.

13. Looking back on your time at the Chemistry and Biochemistry Department, what would you change if you could? (i.e. involvement in research, experience as a TA, the sequence in which you took courses, etc.)

14. How often did you attend TA office hours?

15. How often did you meet with the department advisor?

16. In general, how would you rate the following:

Department TA's?

Faculty office hours?

Faculty in the department?

Department advisor(s)?

17. Rate your satisfaction with the following:

Education at UCSD?

Chemistry education?

Chemistry research experience?

18. Which of the following research experiences did you participate in? (select all that apply)

- ☒ Lab(s) on campus
☐ Lab (s) off campus
☐ Independent Reading & Research (199)

19. What additional courses or special topics would you like to have had that were not offered in this department?

20. Which of the following Career Center services did you use? (select all that apply)

never used career services

career exploration

job search strategies

How would you rate your satisfaction with the services offered at the campus Career Center?

Very Satisfied

21. In retrospect, what one piece of advice (that you wish you'd received) would you give to future chemistry majors?

Describe

Thank you for completing this survey. Please click on the button below to submit your responses.

Submit Form

Jacobs School of Engineering – ABET Accreditation Process

6/4/03

The accreditation process is basically comprised of three parts:

1. The self-study report: a complete self-evaluation of each program seeking accreditation. In addition to the usual exposition of institutional administration and program curricula, faculty, facilities, etc., this report follows the new ABET 2000 criteria of articulation of program goals, objectives and outcomes, and assessments.
2. The site-visit: a 2-day visit by a 9-member Engineering Accreditation Commission (EAC) accreditation team (made up predominantly of faculty from other institutions). Team members conduct extensive interviews with:
 - campus administration,
 - engineering department chairs,
 - faculty,
 - and students.

They tour engineering and campus facilities and pore through volumes of collected student homework, quizzes, exams, and projects. They make a particular point of looking at all the general education course material, math, physics, chemistry, biology and humanities and social sciences, as well as interviewing faculty from those disciplines. (*see attached ABET EAC 2001 3-day Site Visit Schedule for an idea of the scope and number of interviews conducted by the team*)

3. Iterative process of working through concerns leading to accreditation:

14-day response: Following the site-visit, a 14-day response is established to address any immediate concerns of the visiting team. This is generally to address important but quickly resolvable concerns, such as "Aerospace mission not clearly available on the program web-site."

30-day response: A more in-depth response is required to address other concerns, again offering another opportunity to correct any program weaknesses.

Final Report: a final report of the accreditation team's findings is issued. Positive reports lead to 6-year program accreditation.

Note: In 2001, seven JSOE programs were reviewed and received accreditation under the new and rigorous ABET EAC 2000 criteria:

Aerospace Engineering

Bioengineering

Bioengineering: Biotechnology (was given a 3-year interim accreditation, with an interim report due in 2004 to extend accreditation until 2007)

Chemical Engineering

Electrical Engineering

Mechanical Engineering

Structural Engineering

**Telephone Survey re Undergraduate and Graduate Program Review
4 PUBLIC Institutions of UC's Comparison 8 Institutions**

Comparison 8 Publics / Respondent	UG & grad coordinated?	reviewers internal/external?	follow-up process?	time interval?	Other comments?
<u>State U New York, Buffalo</u> -- Kerry Grant, Vice Provost, Academic Affairs ~ 28K UG 10-12K grad/professional	UG & grad combined (barrier between UG & grad largely artificial; very satisfied w/merger of the two). Reviews may also comment on dept admin.	2-3 member external comm, depending on advice of program	Vice Prov & Dean attend exit mtg. Rept sent to Deans Office & dept. Dept <u>may</u> respond. Admin finds ext advice about unit quality valuable.	7-year mandatory review cycle	Senate plays no role in the review process; reviews are run out of Office of Vice Prov. Acad Affairs
<u>U Illinois, Urbana</u> - Keith A. Marshall, Assistant Provost, Office of Provost & VC-Academic Affairs ~ 28K UG 10K grad/professional	do not have much in place at this moment in history - a "loosey-goosey" system because: (1) budget--old system was costly, (2) current admin not keen on systematic assessment whether unit is doing well or not	old system had external review schedule & rigid guidelines. Decided that mandatory self-study & external review was not a good use of time for highly ranked depts. When areas of concern surface, Provost points this out to Dean.	have responsibility-centered mgmt--budget is driven by performance; metrics budget system built on doing well on certain indicators & getting more resources for doing so	Illinois Board of Higher Edu mandated prog review on 8-yr cycle; depts produce 1/2 page descr of things they are working on & what they have learned (<i>similar to WASC for UC</i>)	In 80's & early 90's had Cncl on Performance Eval--a natl model for doing things like this well - have entire rooms filled with file cabnts of review matls--used to get rid of depts that were not doing well; going more w/targeting progs that are struggling or need to improve
<u>U Michigan, Ann Arbor</u> - Robert Owen, Associate Dean, UG Education 38K UG + grad/professl	UG & grad combined. Never discussed splitting--rankings drive everything. Focus of ext reviews is on faculty qual, prominence, publs, research. Concern has been that UG progs do not get enough attention.	4-5 member external review comm. Dept nominations considered by Deans group & sometimes Exec Comm. Vice Prov consults w/prominent people in field	rept comes in to Dean; sent to dept after discussion. Dept. responds. Chair + 1-2 faculty meet with College Exec Comm. Dean sends dept letter commenting on review & what adm plans to do in response. Resource commitments sometimes made.	model is every 5 yrs; typically occurs ~ every 7 yrs (depts invariably request postponements)	reviews may also address dept space, morale, rigor of the program, future directions of the field. Should they have joint progs w/another dept? Are they tchg enough crses in right subjects? Grades too high or low? etc.
<u>U Virginia, Charlottesville</u> - Clo Philips, Associate Provost, Institutional Advancement ~ 13K UG 6K grad/professional	current reviews cover UG & grad progs together; they feel their current system is broken & are in midst of making changes	current reviews are external; see merit of external reviews; internal committees are not seen as useful. Some Chairs suggested combination internal/external dommittees.	one problem w/current system: no results or consequences of having gone thru review	current cycle is every 5 years; will probably retain this interval	goal is to get Deans back into role why they feel like they drive some of the processes & benefir from it. Considering process based on accreditation for schools that go through this process.

Tally of Quantifiable Responses

5/20/03

Department Questionnaire: Review Process for Undergraduate and Graduate Programs

17 of 24 departments responded (71%) [*Biological Sciences Division counted as 1 dept.*]

A. CEP Review of Undergraduate Departments and Programs – currently on 7-year cycle

1. Do you think that these reviews have been beneficial to your department? **Yes = 10; No = 2**
 - a. Which components of these reviews do you consider to be most useful?
 - b. Which components of the reviews do you consider to be least beneficial?
2. Currently the Academic Senate's Committee on Committees appoints a review committee consisting of UCSD faculty external to the department but familiar with the discipline. Do you find this part of the process satisfactory? **OK = 10; No = 1; Sometimes = 1**
3. What is your best estimate of the total staff time in your department required for completion of the undergraduate program review process?
4. Do you have any suggestions for streamlining the process that could reduce the time and effort required of your department without diminishing the benefit of the review?

B. Graduate Council Review of Graduate Departments and Programs – now on 8-year cycle

1. Do you think that these reviews have been beneficial to your department? **Yes = 8; No = 3**
 - a. Which components of these reviews do you consider to be most useful?
 - b. Which components of the reviews do you consider to be least beneficial?
2. Currently the Dean of Graduate Studies, in consultation with the department, selects 3-4 external faculty members to conduct the review. Do you have any comments on the selection and make-up of these review committees? **OK = 10; No = 1**
3. What is your best estimate of the total staff time in your department required for completion of the graduate program review process?
4. Do you have any suggestions for streamlining the process that could reduce the time and effort required of your department without diminishing the benefit of the review? see

C. Overall – Undergraduate and Graduate Reviews

1. Do you think we should consider combining the undergraduate and graduate reviews?
Yes = 4; No = 10; Maybe = 1
2. Do you think it would be beneficial to coordinate the timing of undergraduate and graduate reviews, so that one closely followed the other? If so, which review would you place first?
Yes = 4 [UG 1st = 2; grad 1st = 2], Spread equally = 3; No = 4; prefer combined = 3
3. Currently the divisional Deans play little role in the undergraduate reviews; they participate in meetings with external committees in the graduate reviews. In what ways, if any, do you think the role of the Deans could or should be enhanced in these reviews?
OK as is = 3; Enhance = 7

4. Review follow-up is interactive between CEP or Graduate Council and the departments.

- a. In what ways do you think the follow-up process could be improved?
- b. In your department's most recent review of the undergraduate and graduate programs, if problems areas were identified, were reviewers' criticisms regarded as constructive?
Yes = 6; No = 1
- c. Did you take steps to improve? **Yes = 7; No = 2**
- d. Were any changes made in response to the review(s)? **Yes = 8; Rarely = 1**

Undergraduate Program Reviews -- DEPARTMENTS				
Program/ Respondent	1. Have the reviews been beneficial? a) which components are considered most useful? b) which are considered least beneficial?	2. Is appointment of internal review committee by ConC satisfactory?	3. Estimated total staff time to complete UG review process	4. Suggestions for streamlining the process
Tally of quantifiable answers	Yes = 6; No = 2	ok = 7		
<u>Biological Sci</u> / Bob Schmidt, Assoc Dean-Edu; Nick Spitzer, Chair, Neurobiol Sec; Tom Tomp, Student Affairs Mgr; Dana Brehm, UG Coord	Yes. a) Student evaluations, outside point of view, the opportunity to formally discuss where we feel out prog is heading w/the Academic Senate. b) None; we feel the format & content is appropriate.	Absolutely satisfactory. We appreciate the opinions of this committee.	Approximately 15-20 hours. This is primarily in data collection & formatting for the report.	We would like to see much of the data collection automated at the campus level so that it does not have to be collected individually by each dept when it is their time to be reviewed. Nearly all the student /faculty information is available in campus data systems & it would be more efficient for ACT to prepare these repts for automatic generation according to CEP reqmts for the review
<u>Chem/Biochem</u> / Clifford Kubiak, Chair	10 years better	we should be allowed to suggest a few	hundreds of hours	more emphasis on self-assessment; less on supporting paperwork
<u>Communication</u> / Geoff Bowker, Chair	Yes. The reviews provide an occasion for the department to discuss the state of its undergraduate program. The conversations that surround the review process are very useful to us in taking stock of our program and considering whether revisions are needed. The process, for one thing, helps to make faculty aware of the role of the staff. a) we consider the self-study to be the most useful; b) perhaps the interview the committee does with faculty--this may be useful for them, but not particularly for us	Probably it makes sense; we are not sure what alternative there might be. The specific suggestions of outside reviews are less useful than the conversations within the department about how to respond to them, but maybe this is inevitable.	maybe 10 hours for the faculty undergraduate advisor, and the same for the staff	no

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<u>History</u> /Eric VanYoung, Chair	In a general way such reviews are likely to be beneficial, particularly in confirming what we already know about our UG tchg, & in sometimes pointing out strengths or deficits we are not aware of. But we know what we do well & what we do not do well, so that such reviews are not likely to be startlingly revelatory. Both grad reviews (&UG reviews, of which I have limited experience, except as a reviewer myself at other institutions) typically make recommendations about additional resource allocation--mostly adding FTEs. To the degree that there is little if any follow-up on these recommendations by the UCSD admin, the reviews themselves, in telling us what we already know about our tchg mission, are likely to be of limited usefulness to us. I have little to add under sub-heads a.& b.	Again, my experience of this is limited. Having served on such an UG prog review comm for the Dept of Anthro several yrs ago, & found the appointed review comm serious, congenial, & hard-working, I think this appt procedure works well.	I have no idea, but would estimate scores of person-hours. I will consult w/the Dept MSO to get some sort of estimate.	none at this moment
<u>Linguistics</u> /Maria Polinsky, Chair	No. a) Interviews of the dept faculty members not directly involved with the program, but nonetheless cognizant of its goals & purposes. b) Conclusions reached from surveys of TAs and/or students, where a meager number of respondents does not warrant the conclusions reached.	No. All comm members were not familiar w/discipline. Moreover, the procedure followed left much to be desired. In one instance the comm never directly interviewed the director of the Ling Lang Prog but asked that he send via a memo to the comm any comments he had concerning the program.	Over 40 hours (too much of their time)	The comm could operate more openly. Let the faculty &/or dir who is responsible for prog suggest unbiased individuals to be interviewed, only those directly familiar w/prog; also dir should know about comments that the comm has gotten from TAs, students &/or outside depts so the dir can immediately respond to them as part of his/her contribution to the rept & not have to wait until report has been sent months later from the comm to the dept.

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<u>Literature</u> /Todd Kontje, Chair	It has been some six yrs since the Lit Dept's UG program was reviewed, so in many ways the last review is "ancient history." a) It is always useful for a dept to take stock of where its UG prog stands. We make revisions to the prog continually in the effort to attract more students & to improve the quality of UG education, so it is good to get an overview of changes in the uG program every 7 or 8 yrs. b) The reviews are generally beneficial, as indicated, but time consuming, so it is best that they are infrequent.	Yes.	According to Lucinda Rubio-Barrick, our MSO, the staff spent about half the time necessary for the graduate review in preparing for the review process, or about a month while doing all of their other jobs.	Ms. Rubio-Barrick thought that the current process was streamlined enough.
<u>Math</u> , Jim Bunch, Chair	Yes. a) It requires that the dept faculty take a comprehensive look at all UG tchg & progs on a regular basis. The internal disc is very useful, as well as knowledge of the perceptions of other depts. At our last review, for example, we set up an UG Program Oversight Comm which revised our 4 majors & instituted 3 new majors: Math-Appl Sci, Math-Secondary Edu, & a joint major in Math & Econ. b) Least beneficial is when some campus participants have used it as an opportunity to advance their own viewpoints & issues, thus compromising the comprehensive value of the process.	Sometimes. Again the problem arises of some reviewers pre-judging the faculty commitment to continuous improvement & the obstacles to overcome.	Staff time to assemble the documentation, photocopy it, & prepare the notebook with appendices is ~ 2 staff @ 30 hrs each or 60 hrs of staff time.	No. Streamlining usually makes things worse.
<u>Mech/Aerosp Eng (MAE)</u> /Juan Lasheras, Chair	Not really. There are very good procedures in place now through CEP that it seems a bit redundant to make it a formal review. CEP does a very good job year-round of keeping an eye on things. And since we also have to answer to ABET (our accreditation board), I don't think we really need this additional review.	[no response]	[no response]	Why can't we use our ABET report to address the review? Aren't we just creating the same review (essentially), twice?
<u>Philosophy</u> / Pat Churchland, Chair	Probably useful, but they also involve a lot of wasted time. Usually these things just state the obvious & are very conservative rather than bold.	It is fine.	100 hours	[none given]

Undergraduate Program Reviews -- DEPARTMENTS				
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<u>Physics/</u> Hans Paar, former VC Edu	We remember it as a useful method of obtaining feedback from the UGs & advice from the vstg comm. It sometimes takes a customer or an outsider to notice something we overlook or take as normal & that requires attn. a) All components are useful, more or less.	Yes, outsiders are good for obtaining a fresh look at things.	We do not remember exactly...approximately 40 staff-person-hrs...it is always at an inconvenient time, however.	No, think we just have to bear it & do the work. For example, polling students, current & past is a lot of work but worth it. How else are we going to know if our customers are satisfied with our product?
<u>Political Science</u> /David Lake, Chair	Our last undergraduate review was done in 1998. I was not chair then, so cannot comment directly. My perspective as a regular faculty member is that this review was not seen as important or beneficial in any significant way. We were already re-evaluating and rebuilding our undergraduate program, and the review had little impact.	Yes.	The staff reports to me that it took "weeks" of staff time to prepare the reports.	[none given]
<u>Psychology</u> / Peter Hinkley, MSO	the undergraduate review was sufficiently distant to make a useful response difficult [staff note: last review in 1996]	- -	- -	- -

Undergraduate Program Reviews -- DEPARTMENTS				
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<u>Sociology</u> / Harvey Goldman, Chair	On balance, yes. a) Outside opinion on the intellectual coherence of program requirements, as well as potential problems for majors trying to finish reqmts. We do wish to understand better how to increase enrollments & attract more majors. b) Recommendations to take measures which are impractical or in conflict w/other priorities. The UG advisor has remarked that, while we poll students about courses they would like to see offered, we are not able easily to change the priority of faculty hiring decisions to meet that wish. With the exception of programs like Law & Society, CREATE, or perhaps the Science Studies Minor, our hiring is not primarily driven by goals of mtg student request for crses, but rather by scholarly excellence over all others. At the same time, we have been unable to determine whether the number of our majors has to do w/specific UG course offerings, or with perceived career opportunities or even fashion.	Yes.	16 hours	No.

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Structural Engr /Vistasp Karbhari, Chair	The SE Dept has to date not been reviewed since it has not been in existence for the minimum 7 years. I did speak to the previous Chair of the dept & of the prior division of Structural Engineering & there had been no review even at that point (the division itself within AMES was formed less than 7 years ago). Hence, I'm unable to provide feedback. However, in case it would help the comm I am listing below a few points that may be of interest. SE is a ABET accredited UG prog. This requires that the undergraduate program undergo a very rigorous external review every 6 years. We went through one such review last year & came through with flying colors. Although the review focuses only on the academic aspects of the prog it does provide an extremely good basis for review since substantial documentation has to be submitted and approved for this. I'd suggest that future UG prog reviews use this documentation as a starting point. I'd be glad to provide a copy of the summary report that we submit if you/the committee would like one as	I believe it is advantageous to have UCSD faculty on the committee who are external to the department but familiar to the discipline. It may, however, also be good to have at least one member from outside UCSD who is from the discipline. I understand that this adds to cost but I believe it would add value.	n/a	I believe it is advantageous to have UCSD faculty on the comm who are external to the dept but familiar to the discipline. It may, however, also be good to have at least one member from outside UCSD who is from the discipline. I understand that this adds to cost but I believe it would add value. Beyond using the ABET report as a starting point I'd recommend that a well defined structure similar to ABET be used so that each dept can submit prior to the review a comprehensive assessment following
	a reference. b) I do believe that timely reviews of depts are very useful. However, based on my previous experience as CEP chair I feel that the lack of a structure to implement changes could be a problem. Also since the faculty, resources and facilities used for the UG & grad progs will overlap it is often not optimum to isolate reviews of the undergraduate and graduate programs. I'd like to suggest that both be done together although the committees could be setup to have a common chair and then separate members who look at each program separately but then combine their findings.			predefined criteria & questions. The ABET review is very structured & just going through material to answer questions provides immense benefit to the dept even before the actual review.

Undergraduate Program Reviews -- DEPARTMENTS					Appendix XII
Program/ Respondent	1. Have the reviews been beneficial? a) which components are considered most useful? b) which are considered least beneficial?	2. Is appointment of internal review committee by ConC satisfactory?	3. Estimated total staff time to complete UG review process	4. Suggestions for streamlining the process	
<u>Theatre/Dance</u> /Walt Jones, Chair	Yes. a) Identifying strengths & weaknesses that we couldn't see ourselves (forest for the trees..), identifying resources & lending support to dept's future requests. b) None.	Yes--It forces us to state what we do in a way that we can't hide behind the jargon of the discipline.	130 hours	No. The last UG review was manageable. But it's worth saying that adding anything to the already piled-high plates of our staff is unfortunate.	