

Undergraduate Program Review Guidelines for the Self-Study Report

The self-study and report are designed to give an instructional unit the opportunity to examine the totality of its undergraduate educational program, assess the impact the program is making upon the undergraduate students it instructs, and plan for the program's future. These periodic campus reviews of individual undergraduate units also comprise valuable components of UC San Diego's institution-wide accreditation through the Western Association of Schools and Colleges (WASC), and WASC now requires that review materials be published online. As you progress with your self-study, it will be useful to keep in mind the following WASC standards:

Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). *From the WASC 2013 Handbook of Accreditation, Standard 2.2a.*

Scope of the Self-Study Report

It is expected that your unit will approach this review with openness and honesty – reflecting on both the strengths and weaknesses of the instructional program. The review gives your faculty, staff, and students an opportunity to discuss your instructional program, envision the program's future, and document ways to preserve the program's identified strengths as well as the steps needed to correct any shortcomings.

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

In your report, please describe and assess all aspects of the instructional mission of the unit, to include these topics:

I. Comparison with Previous Review

- Portray an historical overview of changes since the last review and plans for any future growth and/or changes in response to suggestions, comments, and critiques that were made in that last review.

II. Curriculum and Instruction

- Describe the pattern of requirements for each major (including requirements met outside of the department) and ways in which they promote students' acquisition of "core learning abilities and competencies" when taken together with general education requirements.
- Assess the breadth and depth of the curriculum and access to courses, labs, studios, and seminars.
- Comment on your efforts to improve student graduation rates and time-to-degree.
- Characterize the impact of the unit's instructional program on the general educational mission and needs of the institution, the colleges, and other departments (including client departments), programs, and majors.
- Describe the ways in which the unit's curricular offerings correspond to national standards (or models) in the discipline. If there are published national standards (or models, guidelines, etc.) for undergraduate majors in the field, please include a copy of the guidelines and assess the degree to which those elements are currently included (or not included) in your instructional program.

- Describe how the department/program provides for and encourages students to participate in experiential learning opportunities (such as research, internships, public service, and study abroad).
- Evaluate the overall academic quality of the faculty and the undergraduate curriculum as compared with other institutions. Include national rankings (e.g., *U.S. News and World Report*) and nationally or internationally recognized faculty honors (e.g., Nobel Laureates, Pulitzer Prize) where applicable.
- Outline the contributions of all levels of instructors (Senate faculty, non-Senate lecturers, visitors, adjuncts, graduate teaching assistants, and undergraduates) who contribute to the unit's instructional mission – but pay particular attention to the role of the Senate faculty in educating students and promoting student learning opportunities.
- Outline how teaching assistants are trained.
- State the teaching workload and the unit's approach to teaching assignments; distribution of teaching activity at the lower division, upper division and graduate levels.
- List teaching evaluations that are used in addition to CAPE (for assessing teaching assistants, readers, tutors, as well as faculty).

III. **Advising**

- Detail the unit's advising practices and methods, with a comprehensive overview of advising services provided by faculty and staff for all students (including incoming freshmen, transfer students, and continuing students).
- Delineate the unit's current operations, including:
 - administrative structure (*please include a current organizational chart*);
 - how undergraduate majors and non-majors (including their academic objectives if known), are accommodated; how course offerings are determined; and if
 - joint-programs are offered with other departments/programs and/or colleges.
- Describe ways in which the department/program fosters engagement with its majors, from orientation to graduation.

IV. **Learning Outcomes, Evidence Data and Core Competencies**

- Please attach with your self-study report, an updated WASC *Inventory of Educational Effectiveness Indicators* form listing your students' learning goals and assessing the degree to which those goals are accomplished. Include both curricular-wide goals and course-specific goals.
- The WASC rubric specifies that in addition to identifying students' learning outcomes, you document the ways in which:
 - faculty reach agreement on criteria for assessing students' mastery of learning outcomes;
 - instruction, grading, and support services are aligned with the learning outcomes;
 - students are informed about the unit's learning outcomes (e.g., course syllabi, websites, brochures, catalog copy);
 - students understand the learning outcomes and can evaluate their own progress.
- Please post your learning objectives and assessment measurements on your website and provide the website address to the location of the posting.
- Core competencies include, but are not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. For all those that your program targets, indicate how you know students attain competencies.