

January 23, 2023

**PROFESSOR MARISA ABRAJANO, Provost
Warren College**

SUBJECT: Program Review for Warren College Program Review

Dear Professor Abrajano,

At its December 9, 2022 meeting, the Undergraduate Council (UGC) discussed the Warren College Program Review. The Council supports the findings and recommendations of the review committee and thanks the Dean of Undergraduate Education's office for its thoughtful response. The Council's comments centered on the following:

The College has made a serious, concerted effort to incorporate the Committee's recommendations and enact positive, meaningful changes to its programming and curriculum. We commend the College on these efforts and appreciate its commitment to continuous improvement.

While the Council agrees all colleges should retain their own identity, it may be that the perception that Warren College's 'connection' to Engineering has perpetuated the under-enrollment of women and URM students into the College. The Council agrees with the Committee's report and the Dean's response that the College should work directly with Engineering to develop a strategy to address these enrollment issues as well as the extended time to degree issue for transfer students.

The Council questions if Warren students are put at a disadvantage with tailored General Elective options. A broad approach to GE coursework ensures a breadth of education that underpins the philosophy of General Education. The College should evaluate why it narrows the scope of this breadth depending on a student's major and whether that is the best approach to serving undergraduate student education. The Council expects to see thorough justification for retaining this model or a description of how it has changed at the follow up review.

In addition, the Council is looking forward to a review of the College's analysis of the data provided by Institutional Research and the Dean of Undergraduate Education offices now that the data are more readily accessible.

The Council will conduct its follow-up review of the program in Winter Quarter 2024. At that time, our goal is to learn about the Department's progress in implementing the recommendations of the program review committee and the Undergraduate Council. The Council extends its thanks to the College for their engagement in this process, and we look forward to the continued discussion.

Sincerely,

Bonnie Kaiser, Chair
Undergraduate Council

Attachment

(1) Program Review Report and Response for Warren College Program Review

cc: H. Caraballo
J. Hildebrand
L. Hullings
J. Moore
N. Postero
M. Rabinowitz-Bussell

October 13, 2021

UGC Program Review Warren College

Review Committee

Amy Kiger (UGC member and Review Chair, UC San Diego, Cell & Developmental Biology)

Andrea Tao (UC San Diego, Nanoengineering)

Catherine Keske (UC Merced, Management, School of Engineering)

Remote Meeting Dates

April 29 and May 4-5, 2020

Introduction to the Review

An undergraduate program review of Earl Warren College was conducted over several days during the 2020 Spring quarter and held remotely via video conferences due to the COVID-19 pandemic. The Committee was charged with specifically reviewing the Warren College Core Curriculum and General Education Requirements, and not the College Writing Program, which will be addressed in a distinct review process. The Committee was provided ahead of time with a Self-Study Report prepared by the College, with the exception of some data that was not provided by the UCSD Analytics. The findings of the Review Committee outlined here were verbally relayed in the exit meeting to the College Provost, Dean of Undergraduate Education, and Assistant Dean of Undergraduate Education. A draft of the written report was prepared collectively by the Review Committee, and completed by the Committee Chair.

Overview of Warren College and Review Findings

The Committee was impressed by the Warren College undergraduate program, reflecting the commitment, innovations and collaborative efforts of the administration, faculty and students. The College has initiated meaningful intentions to strengthen the Warren College community population and to create more impactful and visible programming that bolsters its civil rights identity. To better enact the College mission, efforts have improved coherency between the core courses in Ethics and Society and focused co-curricular experiences around ethics, civil rights and life in balance. Warren College has innovated new programs for the benefit of their students that also have the potential for broader campus relevance and expansion, including introduction of a new writing course dedicated to scientific writing and the launching of a pilot transfer student living-learning center. Warren College has improved both retention rates and the time for graduation (73% graduate within 4 years), exceeding the average campus graduation rate. Overall satisfaction with the College operations and curriculum was evident by the uniformly positive view of the Provost and administrative functions held by the staff, faculty and students.

While the College has key programs and good-will relationships in place, there are significantly untapped resources and opportunities being overlooked that could be tapped from more meaningful faculty engagement with the College. Student basic needs are being met, but the review committee heard from students who seek more personal and consistent relationships with the College administration and services. An issue specific to transfer students is that their graduation rate remains below the campus average (43% at Warren versus 51% campus average with a four-year equivalent time frame).

The broadest challenges faced by the Warren College undergraduate program are not unique to the college and largely stem from campus practices, yet still require some attention and solutions at the College level. While campus admission practices primarily account for the resulting College demographics, the Warren College student body skews from the campus averages with only 39% women and less overall diversity in URM students enrolled. These disparities in student demographics are speculated to reflect that a greater proportion of engineering majors reside in Warren College than in other colleges, which raises additional issues to consider of how to improve perceptions of a more inclusive Warren College identity. In addition, the College is hampered by lack of access to campus data that is critical to understand and respond proactively to the current student population and needs. Without this data, the College administration does not have a full understanding of who they are serving and what are their needs.

A. Description of the current operation of the college

Feedback

Warren College exhibited numerous strengths in its operations. The Warren College community expressed a universally positive view of Provost Emily Roxworthy's leadership, as well as a general confidence and satisfaction with the administrative program. Of note are the stable administrative units that utilize creative and effective collaborations and strategies to better serve student needs. One example of this is the strong partnership between Academic Advising and Student Affairs to provide joint residential programming.

Recommendations

(1) Faculty involvement may be improved; there is certainly willingness for more engagement.

Actions(s)

- Provide better communication, transparency and expectations of Ex Comm
- Improve advertisements and programming for faculty-student interactions, e.g. student participation in High Table has dropped; students want more research talks and small groups

(2) Student advising appears functional, but there's student interest in building more personal relationships with the College to help with academic and career advising. (Note: feedback from small student n). Action(s):

- Incorporate more personalized activities
- Improve physical space(s)

B. Analysis of the strengths and weaknesses of the college's programs under review

Feedback

Improvements have been made to WC Writing Program via the new Director, WCWP 100 and 160, coherence between 10A-10B and 27-28, and as measured by student satisfaction and self-program review and writing assessments. There is a heightened focus on Warren legacy in civil rights, ethics and balance; the curriculum seems to satisfy the mission for ethics (Ethics & Society) and balance, e.g. PofCs, and students appreciate the instruction and discussion on the topic. It is also apparent that constructive efforts have been made toward improving student engagement in co-curricular experiences. Finally, the College has introduced new and innovative programs

with potential for broader campus relevance, including WCWP 160 for scientific writing, and the transfer student living learning center pilot program.

Recommendations

- (3) There is a legacy dispensation for engineering students in the GE requirements and remains an ongoing open question within the college. Why? The college has made a good start with analysis of time to degree but a plan and timeline for how to address is needed. Action(s):
 - Better engage Executive Comm to analyze student data, # courses at other colleges, etc.; consider the impact on diversity of college, admissions rankings.
- (4) The Warren student identity and community is less clear. Students are seeking more creative and meaningful community-building opportunities. Administrative attention is being paid in this area, however, there is still more work to be done. Action(s):
 - Seek input and participation from all college members (faculty, staff and students)
 - Connect with other campus units that can support community and culture

C. An analysis of strengths and weaknesses of the college in the context of campus and University policies

Warren College has been successful in improving the time to graduation (73% students at Warren compared to 72% campus average graduated in four years), as well as the retention rate for first- and second-year students as compared to the campus average.

Recommendations

- (5) Address shortening the time to graduation for transfer students cf. values (4yr 43% vs 51%; 5yr 87% vs 88%)
 - Identify where issues lie (with specific majors and GE requirements) and work in collaboration with associated departments to resolve
- (6) Consider how Warren College through its practices might improve college diversity. Currently, 39% women, under-represented for minorities and skewed to more engineering majors. We understand that UCSD Admissions determines the college enrollments. Are there programmatic, cultural or informational ways that Warren College can help to recruit and build a more diverse student body/majors? Actions:
 - Initiate a study. Involve Ex Comm.
- (7) More access to student data is needed to better understand College student population and needs. It is a struggle to capture and therefore chart directions to serve student needs. This is a campus issue, but one that impacts the ability of the College to most effectively implement programs.
 - Seek assistance from the Division of Undergraduate Education and Institutional Research to identify metrics and acquire associated data