

## **Undergraduate Program Review Guidelines for the Self-Study Report**

The self-study report is designed to give an instructional unit the opportunity to examine the totality of its undergraduate educational program, assess the impact the unit is making upon the undergraduate students it instructs, and plan for the unit'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), Senior College and University Commission (WSCUC). Please note some review materials will be posted online.

As you progress with your self-study, it will be useful to keep in mind the following WSCUC 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 unit. The review gives your faculty, staff, and students an opportunity to discuss your unit, envision the unit's future, and document ways to preserve the unit'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. **Overview/Narrative**

1. Brief History and Philosophy of the Unit
2. Organization
  1. Administrative structure (include a copy of your unit's organization chart)
  2. Other aspects of the department/program's development or organization that will provide a useful perspective to the review committee

3. **Comparison with Previous Review**

Assess the current state of the unit compared to the last review: Address specific changes since last review in response to suggestions, comments, and critiques from the Review Committee and Undergraduate Council

II. **Curriculum and Instruction**

a. Describe the curriculum, including:

- i. Pattern of requirements for each major (within and outside the department) and joint programs;
- ii. Promotion of students' acquisition of "core learning abilities and competencies" via major requirements and when considered with general education requirements;
- iii. Impact of the unit's instructional program on the general educational mission, needs of the institution, needs of the colleges, and needs of other departments, programs, and majors;
- iv. Breadth and depth of the curriculum
- v. How are course offerings determined
- vi. Access to courses, labs, studios, and seminars for undergraduate majors and non-majors
- vii. Pattern of requirements
  - for each major
  - requirements met outside of the department
  - joint programs
- viii. Ways in which the unit's curricular offerings correspond to national standards (or models) in the discipline;
  - Include copies of published national standards (models, guidelines) for undergraduate majors in the field, if any
  - Assess the degree to which those elements are currently included (or not included) in your instructional program
- ix. Overall academic quality of the undergraduate curriculum as compared to other institutions
- x. Efforts to improve student graduation rates and time-to-degree
- xi. Ways in which the unit is providing for and encourages experiential learning opportunities in undergraduate research, internships, study abroad and public service

b. Describe instructional practice, including:

- i. Teaching workload policy for tenured and tenure-track professors, adjunct

professors, unit-18 lecturers, etc.

- ii. Breakdown of teaching assignments for different faculty ranks and lecturers (i.e. fraction of courses taught by ladder-rank faculty, unit-18 lecturers, continuing lecturers, students, etc.) (for (a) lower division; (b) upper-division, graduate)
- iii. Use of teaching evaluations to improve teaching effectiveness (CAPE, other methods) and efforts to adopt evidence-based instructional practices
- iv. Contributions of all levels of instructors (Senate faculty, non-Senate lecturers, visitors, adjuncts, graduate teaching/instructional assistants, undergraduate tutors)
- v. Training/ Professional development in teaching (for course instructors, teaching assistants, readers and tutors)

### III. **Advising**

- Undergraduate advising practices and methods
  - i. Advising services provided by faculty
  - ii. Advising services provided by staff for incoming 1<sup>st</sup> years, transfer students and continuing students.
  - iii. Efforts to foster engagement with majors, from orientation to graduation

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

1. Include in your self-study a list of your Program Learning Outcomes (PLOs). Discuss your students' learning goals and assess the degree to which those goals are accomplished. Be sure to document the ways in which:
  - i. faculty reach agreement on criteria for assessing students' mastery of learning outcomes;
  - ii. how PLO goals and outcomes are shared with all instructors (senate faculty, non-senate faculty and associate-ins);
  - iii. how PLOs are aligned with both institutional and WSCUC core competencies. Core competencies include, but are not limited to,
    - Written and oral communication
    - Quantitative reasoning
    - Information literacy, and
    - Critical thinking
  - iv. instruction, grading, and support services are aligned with the learning outcomes;
  - v. students are informed about the unit's learning outcomes (e.g., course syllabi, websites, brochures, catalog copy);
  - vi. students understand the learning outcomes and can evaluate their own progress
2. Please post your learning objectives and assessment measurements on your website and provide the website address to the location of the posting.

### V. **Inclusive Engagement and Assessment**

This program review will provide an opportunity to address and comment on how your unit

facilitates an educational environmental that supports academic success for all students, particularly under-represented, low-income, and first-generation students. To help frame your self-assessment, you will be provided with data on possible opportunity gaps – i.e., disparities that are apparent when disaggregating along demographic lines. These may include, D/F/W rates in selected courses, student persistence in the major, student retention data, time to degree data, and UCUES data.

- i. Please outline steps the program has taken, or is planning, to create an inclusive departmental climate that promotes academic success for all students.
- ii. Please comment on any engagement or assessment disparities between students based on racial, socio-economic, or other demographic lines.
- iii. Please comment on how your program has responded to any gaps in opportunities for engagement and assessment among students

*The Division of Undergraduate Education and the Teaching + Learning Commons are available to work with units on assessment plans that can include some of the key parameters above. We encourage units to incorporate assessment structures that would evaluate these data in regular reports, perhaps even more frequently than the formal UGC review cycle.*