

UC San Diego

Undergraduate Program Review

Guidelines for the Self-Study Report

The self-study report is designed to give an instructional unit the opportunity to take an honest and candid look at the totality of its undergraduate educational program, assess its impact on students, and plan for the future. The self-study report serves two roles: (1) it provides the external review committee with the background and information from which they will launch their review, and (2) it provides a space for meaningful reflection and assessment by the instructional unit. The process is both **formative**, as it helps programs identify strengths, areas for growth, and opportunities for strategic planning, and **summative**, as it highlights successes, challenges and actionable priorities.

Program review is a critical process that connects directly to assessment, strategic planning, resource allocation, and decision-making at the program, department, college, and university levels. The findings help guide ongoing development, improve program effectiveness, and ensure programs continue to deliver high-quality educational experiences.

This process reinforces UC San Diego's commitment to accountability, continual improvement, and long-term planning, while also contributing to institution-wide accreditation through the Western Association of Schools and Colleges (WASC), Senior College and University Commission (WSCUC).

The Academic Senate's Undergraduate Council is responsible for conducting these periodic reviews, which take place approximately every eight years. The Division of Undergraduate Education (DUE) coordinates, schedules and supports the review process. Please note some review materials will be posted online.

The Self-Study should be sent via email to the Principal Project Policy Analyst in the Division of Undergraduate Education (hicaraballo@ucsd.edu) at least two months before the scheduled review.

Scope of the Self-Study Report

The self-study provides faculty, staff, and students an opportunity to reflect on the current state of the unit, engage in meaningful discussions about its strengths and challenges, and envision its future direction. This process allows units to document their accomplishments, outline strategies to preserve identified strengths, and develop actionable steps to address any shortcomings. The report gives review committees the context and basic understanding of the unit, including areas they might want to probe more deeply during their review.

Self-Study Sections:

I. Overview/Narrative

- a. History
- b. Philosophy
- c. Administration and governance
- d. Comparison with Previous Review
- e. Future plans/areas being worked on

II. Curriculum Structure

- a. Curriculum

III. Teaching

- a. Workload and teaching assignments
- b. Curriculum accessibility
- c. Teaching quality and improvement (including inclusive engagement)

IV. Advising

- a. Undergraduate advising practices and methods

V. Student Outcomes

- a. Program Learning Outcomes
- b. Assessment of student learning
- c. Equity of outcomes
- d. Degree completion and post-graduation accomplishments

VI. Additional Materials and Appendices

The academic unit is responsible for sections I-V, as well as some appendices as described in the guidelines below. The majority of the additional materials and appendices (section VI) will be provided by Institutional Research and DUE. The main body of the report (though section V, not including the additional materials or appendices) is likely to be around 20-40 pages. Please keep it as concise as possible while addressing the topics listed below.

I. Overview/Narrative

- a. **Brief History:** Discuss the purpose of the program. Provide a brief history of the program (date of establishment, number of graduates to date, significant milestones achieved, etc.). Include a statement of the connection of the degree program to the [University Strategic Plan](#).
- b. **Philosophy of unit and areas of programmatic emphasis:** Include an explanation of how the unit ensures the delivery of appropriate content, educational objectives, and standards of performance.
- c. **Administrative organization and governance structure:** Briefly describe your unit's governance structure. Include a copy of your unit's organization chart. The goal is to orient the committee with the key operational structures of your unit.
- d. **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.
- e. **Plans for the Future:** Describe any plans for the following, including the rationale for the planned changes:
 - i. Growth in faculty
 - ii. Growth/changes in undergraduate student numbers and demographics
 - iii. Programmatic changes
 - 1. Undergraduate curriculum
 - 2. Research
 - iv. Efforts to acquire additional resources to:
 - 1. Accommodate growth
 - 2. Improve quality

II. Curriculum Structure

- a. **Curriculum**
 - i. Describe the breadth and depth of the curriculum. Explain the requirements for each major and minor in the program and for any joint programs
 - ii. Describe the 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.
 - iii. Describe the ways in which the unit's curricular offerings correspond to national standards (or models) in the discipline
 - 1. Include copies of published national standards (models, guidelines) for undergraduate majors in the field, if any
 - 2. Assess the degree to which those elements are currently included (or not included) in your instructional program.
 - 3. Compare the undergraduate curriculum to similar programs at peer institutions
 - iv. Discuss the ways in which the unit is providing for and encouraging experiential learning opportunities in undergraduate research, internships, study abroad and public service
 - v. Describe any co-curricular programs supported by the program.

III. Teaching

a. Workload and Teaching Assignments:

- i. Describe instructional practice, including:
 1. Teaching workload policy for tenured and tenure-track professors, adjunct professors, unit-18 lecturers, etc.
 2. 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.)
 3. Contributions of all levels of instructors (Senate faculty, non-Senate lecturers, visitors, adjuncts, graduate teaching/instructional assistants, undergraduate tutors)
 4. Training/ Professional development in teaching (for course instructors, teaching assistants, readers and tutors)

b. Curriculum Access:

- i. Explain how course are offerings determined.
- ii. Describe how undergraduate majors and non-majors get access to courses, labs, studios, and seminars.

c. Teaching quality and improvement (including inclusive engagement):

- i. Discuss how the faculty work to deliver a curriculum that evaluates, improves, and promotes student learning and success.
- ii. Discuss how the faculty act consistently to ensure that the quality of the program is sustained.
- iii. Discuss how the faculty create and evaluate student learning outcomes and establish standards of student performance.
- iv. What procedures are in place for monitoring and improving teaching effectiveness? (student evaluations or other methods?)
- v. Reflect on instructional success, challenges and opportunities encountered by the program.

IV. Advising

a. Undergraduate advising practices and methods

Provide information about each of the following:

- i. Advising services provided by faculty
- ii. Advising services provided by staff for incoming 1st years, transfer students and continuing students.
- iii. Efforts to foster engagement with majors, from orientation to graduation and after.

V. Outcomes and Assessment

a. Program Learning Outcomes

- i. In an appendix, list your undergraduate Program Learning Outcomes (PLOs) and a curricular map showing how your PLOs are addressed through courses and degree requirements.
 1. The PLOs and curricular map should be made available on your website. Provide the website address to the location of the posting.
- ii. Describe how PLOs are aligned with institutional competencies [\[link\]](#)

- iii. Describe how these outcomes are developed, maintained and shared.
 - 1. Briefly explain why the unit selected its specific learning outcomes and how they were developed to demonstrate that students are meeting degree expectations. Discuss how these outcomes support the development of core and professional competencies appropriate to the level of the degree.
 - 2. Describe how PLO goals and outcomes are shared with all instructors (senate faculty, non-senate faculty and associate-ins).
 - 3. Discuss how the learning outcomes are communicated to students and the degree to which students are aware of these learning outcomes.
 - 4. Explain the process and schedule for evaluating and revising program learning outcomes.

b. Assessment of student learning

- i. Describe how Program Learning Outcomes and/or Course Learning Outcomes are assessed.
- ii. Discuss assessment results of PLOs or other assessment work and describe any changes implemented based on these findings. How has evidence from these assessments been used to improve student success?
- iii. Describe your plans for ongoing assessment of learning outcomes and how these efforts will contribute to continuous program improvement.

c. Equity of outcomes

- i. Discuss the equity of outcomes in your program. You are encouraged to include text and data from your most recent EDI Accountability report as they relate to your undergraduate program, and any new efforts since this report. The full EDI Accountability report will be included as a supplemental document. Be sure to include the following:
 - 1. Provide information in a table on gender and race/ethnicity composition of the students in the unit (majors). FERPA requires that you do not list students by name.
 - 2. Comment on any engagement or assessment disparities between students based on racial, socio-economic, transfer status, or other demographic lines.
 - 3. Comment on how your program has responded to any gaps in opportunities for engagement and assessment among students, and the success of these efforts. Describe steps taken to recruit and retain students from California, including those from underrepresented ethnic and socio-economic groups. Highlight the challenges faced, strategies implemented, and successes achieved in these efforts.
 - 4. Outline steps the program has taken, or is planning, to create an inclusive departmental climate that promotes academic success for all students, and the success of these efforts.

d. Degree completion and post-graduation accomplishments

- i. Explain the unit's efforts to improve student graduation rates and time-to-degree for both first year and transfer students.
- ii. How does the unit monitor and analyze the success of its students after graduation? Include efforts of how you might improve these metrics, where appropriate.
- iii. Summarize any data on how graduating seniors and alumni of the undergraduate degree programs view their educational experience. List data on graduation outcomes (percent attending graduate school, types of jobs obtained following graduation, etc.)

VI. Additional Materials and Appendices

- a. Previous Program Review Reports
- b. Department/Program Website
- c. Department/Program General Catalog
- d. Data and Reports
- e. Cost of Attendance

- f. **Supplemental Materials Provided by Department**
 - i. Department Floor Plan / Facilities Map
 - ii. Teaching and Workload Policy
 - iii. Additional Materials Optional