

UC SAN DIEGO

COMBINED GRADUATE AND UNDERGRADUATE PROGRAM REVIEW

I. PURPOSE

This document describes the combined graduate and undergraduate program review format to begin phased implementation in academic year 2021-22.

UC San Diego's mission is to transform California and a diverse global society by educating, generating and disseminating knowledge and creative works, and engaging in public service. Our vision is to align our efforts to be a student-centered, research-focused, service-oriented public university.

Periodic program reviews facilitate the continuous improvement of the execution of our mission and vision. The review process is intended to be engaging, helpful and supportive in recognizing strengths and achievements and in identifying areas for improvement and development. Academic reviews of both undergraduate and graduate programs are used to promote and facilitate unit-level and institutional reflection, assessment, planning, goal setting, and strategy development. The 2013 WASC Senior College and University Commission (WSCUC) standards for institutional learning and improvement inform the process:

- 4.3 Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results
- 4.4 Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment
- 4.5 Appropriate stakeholders involved in regular assessment of institutional effectiveness
- 4.6 Reflection and planning with multiple constituents; strategic plans align with purposes; address key priorities and future directions; plans are monitored and revised as required
- 4.7 Anticipating and responding to a changing higher educational environment

The Academic Senate Undergraduate and Graduate councils are responsible for conducting periodic program reviews. The councils coordinate with campus administration through the Division of Undergraduate Education and the Division of Graduate Education and Postdoctoral Affairs to carry out the combined reviews.

The following pages describe the review process. For the purposes of this document, the term department is used throughout to represent any academic unit that has both an undergraduate and graduate program.

II. PROCESS

A. RESPONSIBILITIES

1. ACADEMIC SENATE

The Academic Senate Undergraduate and Graduate councils are responsible for conducting periodic program reviews. Both councils coordinate with campus administration to carry out the combined reviews to assist in an evaluation of the quality and appropriateness of research and learning taking place in a specific department.

2. EXECUTIVE VICE CHANCELLOR-ACADEMIC AFFAIRS

The Dean of Undergraduate Education and Dean of the Division of Graduate Education and Postdoctoral Affairs (on behalf of the Executive Vice Chancellor-Academic Affairs) are responsible for providing orientation to the faculty and staff of the department and coordinating and scheduling the review.

3. DEPARTMENT

The faculty of the department actively participate in the review, with a significant commitment to preparing the self-study, participating in the site visit, and completing follow-up activities.

4. SCHOOL

The responsible school dean consults with and guides the department chair on matters related to administration, budget, faculty, and staff. The dean participates in the site visit and ensures that follow-up activities are completed.

B. PREPARATION

Departments are selected for review on a seven-eight-year cycle. Academic and staff leaders in the selected departments receive orientation on the program review process in the spring/summer prior to the site visit of the Review Committee.

Data and reports are created and assembled by staff in Institutional Research and the Division of Undergraduate Education and the Division of Graduate Education and Postdoctoral Affairs. These materials are provided to the department to aid in the preparation of a self-study. The faculty of the department actively participate in preparing the self-study, which is due about 2 months before the site visit of the review committee.

Distinguished scholars and/or educators in the discipline are nominated and selected to serve as members of the Review. Site visit dates are scheduled based on the availability of all parties. The self-study, data and reports are provided to the Review Committee one month prior to the site visit.

C. SITE VISIT OF REVIEW COMMITTEE

The Review Committee meets with faculty, campus leaders, staff, and students in a two-day site visit, with additional pre- and post-meetings conducted remotely. The total number of days for site and remote meetings will be no more than three days.

D. REPORTS

1. EXTERNAL REVIEW COMMITTEE (due 3 months after site visit)

The review committee assembles its findings in a written report and transmits the report to the campus administration who then disseminates the report to the department, grad student representatives, school dean, and Undergraduate and Graduate councils. In addition to the main report, the committee will produce a “synthesis” report, which we refer to as the Executive Summary. The Executive Summary will recap the main conclusions of the undergraduate and graduate portions and highlight the main recommendations. This Executive Summary should not contain confidential material and will be made available to the public.

2. DEPARTMENT (due 3 months after receiving committee report)

The department prepares a response to the report. Graduate students must also respond to the report. The student response is led by the Graduate Student Representatives.

3. SCHOOL (due 3 months after receiving department response)

The school dean prepares a response to the report and the department response.

4. ACADEMIC SENATE (due 3 months after receiving all responses to report)

Undergraduate and Graduate councils consider the report of the review committee and the responses of the department and dean. Undergraduate and Graduate councils will make commendations, conclusions, recommendations, and establish timeframes for follow-up activities and reporting.

E. FOLLOW-UP

The department performs follow-up activities and prepares a follow-up response one year after receiving the senate report. Undergraduate and Graduate Councils consider the follow-up response and make further conclusions and recommendations. The Executive Vice Chancellor-Academic Affairs considers the response and determines administrative and resource actions. A wrap-up meeting will be held between administration and department faculty leadership.

***All reports and responses are submitted to the Assistant Dean of Academic Affairs in the Division of Graduate Education and Postdoctoral Affairs (Erica Lennard, erica@ucsd.edu).**

III. REVIEW COMMITTEE

A. COMPOSITION

Review Committees will be comprised of the following members:

- Undergraduate Council member (committee co-chair)
- UC San Diego Academic Senate member nominated by the Committee on Committees (from a related discipline)
- External member (distinguished scholar and/or educator in the discipline; committee co-chair)
- External member (distinguished scholar and/or educator in the discipline)
- External member (distinguished scholar and/or educator in the discipline)

At least one external member will be selected based on expertise in teaching undergraduate courses in the discipline; one external member will be from a University of California campus. The external member who serves as the committee co-chair will have expertise in graduate education.

At the program review orientation, department leaders are asked to provide names of distinguished scholars and educators in the discipline who might serve as review committee members. The department is asked to provide information on each nominee, addressing potential conflicts of interest and the nominee's standing in the discipline.

With a commitment to diversity, independence, and scholarship, distinguished scholars and/or educators in the discipline are invited by the Dean of Undergraduate Education and Dean of the Division of Graduate Education and Postdoctoral Affairs to serve as review committee members.

B. AREAS OF INQUIRY

In conducting its review and preparing its report, the Review Committee is requested to respond to the areas of inquiry (and specific items, if any are listed in the charge letter). The committee is asked to begin its report with an executive summary that includes commendations, conclusions, recommendations, and to structure the remainder of its report as a response to the areas of inquiry (and any specific items). Areas of Inquiry are found in Appendix B. The executive summary will become a public document, but the full report will only be distributed to parties involved in the review process.

C. VISIT LOGISTICS

Staff members from the offices of the Division of Undergraduate Education and the Division of Graduate Education and Postdoctoral Affairs are responsible for coordinating and scheduling reviews, including room scheduling, catering, and Review Committee member travel, reimbursement, and payment.

Departments are responsible for creating the visit schedule and coordinating committee meetings with faculty and staff in the department, as well as for all review-related

communications to department faculty, instructors, TAs, staff, and students. A sample review schedule can be found in Appendix A.

APPENDIX A

SAMPLE REVIEW SCHEDULE

This schedule is based on a two-day site visit and two optional half-day remote meetings.

REMOTE pre-meeting (optional)

9:00 -11:00 a.m. Remote Zoom meeting for External Committee to discuss areas of focus.

Alternatively, the External Committee may choose to meet in person over dinner (paid by UCSD) upon arrival in San Diego the night before the site-visit. The current Graduate Program Reviews support and encourage this informal dinner meeting.

VISIT DAY 1

8:00 a.m. Welcome and orientation: Chancellor, Executive Vice Chancellor, and/or Senior Associate Vice Chancellor for Academic Affairs; deans of Graduate Division and Undergraduate Education, Divisional Dean, and Department Chair, Graduate Council representative

9:00 a.m. Department leadership (Chair, Vice Chair of Graduate Studies, Vice Chair of Undergraduate Studies, MSO, etc)

10:00 a.m. Graduate and Undergraduate Affairs committees

11:00 a.m. Faculty in discipline X

12:00 p.m. Lunch with junior faculty

1:00 p.m. Faculty in discipline Y

2:00 p.m. Faculty in discipline Z

3:00 p.m. Non-senate instructors

4:00 p.m. Instructional assistants

5:00 p.m. End day 1, External committee returns to hotel and has dinner.
Dinner (Review Committee only)

VISIT DAY 2

8:00 a.m. Student Advising Staff

9:00 a.m. Graduate Students

10:00 a.m. Undergraduate Students

11:00 a.m. Other Department Staff (AP, IT, etc.)

12:00 p.m. Department exit meeting

1:00 p.m. Review Committee lunch with DUE and Grad Dean

2:00 p.m. Committee deliberation

3:00 p.m. Exit meeting with administration

4:00 p.m. Adjourn

Optional dinner

REMOTE post-meeting (optional)

9:00am- 12:00 PM Remote Zoom meeting to create report

APPENDIX B

REVIEW COMMITTEE AREAS OF INQUIRY

OVERALL PROGRAM

What is your evaluation of the overall quality of this department? Ranking, strengths, areas for development.

FACULTY AND RESEARCH

Please comment on the quality of the faculty and their scholarly activities.

Topics to include:

- Diversity, excellence, recruitment, retention, areas of specialty/expertise
- Governance, including assignment of teaching and allocation of resources
- Engagement, collegiality, morale, inclusivity

GRADUATE PROGRAM

Please comment on the quality and effectiveness of the graduate program.

Please comment on the content and organization of the graduate curriculum.

Please comment on the curricular assessment plan and execution of evidence-based curricular assessment.

Please comment on any student outcome measures (e.g., students' grades, retention, or completion rates) that differ across racial or social economic status. Explain efforts or planned responses to address both achievement and opportunity gaps.

Other topics to include:

- Recruitment, retention, quality of students
- Financial support, climate, diversity, training, job placement
- Outcome disparities in grades, degree completion rates, or retention for specific student subgroups and planned responses to ensure equitable opportunities for all students (data will be provided to aid such an evaluation – see Section VII of the self-study report).

UNDERGRADUATE PROGRAM

Please comment on the content and organization of the undergraduate curriculum.

Please comment on the curricular assessment plan and execution of evidence-based curricular assessment.

Other topics to include:

- Recruitment, retention, quality of students
- Financial support, climate, diversity, training, job placement
- Outcome disparities in grades, degree completion rates, or retention for specific student subgroups and planned responses to ensure equitable opportunities for all students (data will be provided to aid such an evaluation – see Section VII of the self-study report).

GRADUATE/UNDERGRADUATE PROGRAM INTERACTIONS AND TRADE-OFFS

Please comment on points of contact between graduate and undergraduate missions:

Topics to include:

- Teaching assignments
- TA assignments and training
- Research

DEPARTMENT STAFFING AND FACILITIES

DIRECTION OF THE FIELD

DIRECTION OF THIS DEPARTMENT

UC SAN DIEGO
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PROGRAM REVIEW

SELF-STUDY Guidelines

This document describes the self-study guidelines for combined graduate and undergraduate program reviews. The intent of this model is to provide a more comprehensive understanding and assessment of the department's academic programs and to allow for more coordinated and effective follow-up efforts. UC San Diego Academic Senate Committees Graduate Council and Undergraduate Council are responsible for conducting these periodic reviews. The Division of Graduate Education and Postdoctoral Affairs (GEPA) and the Division of Undergraduate Education (DUE) will coordinate and schedule program reviews.

The Self-Study Report is comprised of eight sections, of which the department is responsible for completing the following:

Self-Study Report (materials due TBD after dates of review are set)

- I. Overview/Narrative
- II. Faculty, Facilities, and Instructional Workload
- III. Graduate Program
- IV. Undergraduate Program
- V. Interaction between Graduate and Undergraduate Programs
- VI. Assessment
- VII. Data and Reports
- VIII. Additional Materials and Appendices

The department, campus administration, and both of the faculty review committees will have the benefit of a data dashboard provided by UC San Diego Institutional Research, who will produce data and reports using approved methods and with consistency. Sets of reports representing the graduate and undergraduate programs, including topics such as admissions, registration, degrees, surveys, and faculty, will be available to all parties.

UC 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 appropriate sections, that explain the department's efforts in support of this campus goal.

The Self-Study should be sent via email to the Assistant Dean of Academic Affairs in the Division of Graduate Education and Postdoctoral Affairs (erica@ucsd.edu).

Program Review Contacts:

Division of Graduate Education and Postdoctoral Affairs

Judy Kim, Senior Associate Dean, x20655, judyk@ucsd.edu

Erica Lennard, Assistant Dean of Graduate Academic Affairs, x43552, erica@ucsd.edu

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Division of Undergraduate Education

John Moore, Dean, x24358, due@ucsd.edu

Christine Alvarado, Associate Dean, cjalvarado@eng.ucsd.edu

Hailey Caraballo, Project Policy Analyst, X20226, hicaraballo@ucsd.edu Erin

Espaldon, Institutional Research Analyst, x46230, eespaldon@ucsd.edu

Self-Study Report Guidelines

The Self-Study Report is designed to give an instructional unit the opportunity to examine the totality of its graduate and undergraduate educational programs, to assess their impact, and to plan for their futures. It is expected that you will approach this review with openness and honesty – reflecting on both the strengths and weaknesses of the department. The review gives your faculty, staff, and students an opportunity to discuss your department, envision the department's future, and document ways to preserve the department's identified strengths as well as the steps needed to correct any shortcomings.

In your report, please include the following topics organized as described below. The main body of the report (though section VI, not including the data and reports or appendixes) is likely to be around 20-40 pages. Please keep it as concise as possible while addressing the topics listed below.

I. Overview/Narrative [To be Provided by Department]

- a. Brief History
- b. Areas of programmatic emphasis
- c. Philosophy of
 - i. Graduate program
 - ii. Undergraduate program
- d. Organization
 - i. Administrative structure (include a copy of your unit's organization chart)
 - ii. Faculty Committees
 - iii. Advisory Committees
 - iv. Other aspects of the department/program's development or organization that will provide a useful perspective to the review committee
- e. Equity, Diversity and Inclusion
 - i. Department efforts in support of this campus commitment
 - ii. Self-assessment of impact and effectiveness of efforts for faculty and students
 - iii. Any additional efforts planned for the future
- f. Extent to which the department incorporates international education, such as
 - i. Recruiting and supporting international graduate students
 - ii. Funding student research abroad
 - iii. Participating in international professional meetings and partnerships with international academic institutions
- g. General reflections on progress and accomplishments since the last review, and any challenges
- h. Plans for the Future
 - i. Growth in faculty
 - ii. Growth/changes in undergraduate and graduate student number and demographics
 1. Next five years
 2. Next ten years
 - iii. Programmatic changes
 1. Graduate and undergraduate curriculum
 2. Research
 - iv. Efforts to acquire additional resources to
 1. Accommodate growth
 2. Improve quality

II. Faculty, Facilities, and Instructional Workload [*To be Provided by Department*]

- a. Faculty
 - i. List of current faculty
 - ii. Curriculum vitae for each current faculty member submitted in any format (traditional, Biobib, Biosketch, etc.) and delivered electronically, i.e. email or Google Drive
 - iii. Names and length of service of departmental chairs, vice chairs, and department graduate advisors—years in office for past 10 years
 - iv. Sabbaticals (5 yrs.)
 - v. Visiting Faculty, Regents' Professors, and Regents' lecturers (5 yrs.)
 - vi. Internationally recognized faculty honors and major awards
 1. Nobel Laureates
 2. Pulitzer Prize
 3. Membership in Academies (NAS, NAE, etc)
 - vii. Extramural faculty fellowships and awards for past 5 years
 - viii. Discussion of successes and challenges in faculty recruitment, retention, and promotion
- b. Research, Facilities and Support
 - i. Major research accomplishments
 - ii. Extramural financial support not funded by University but used as additional income for research (e.g. gifts, research grants, traineeships, etc.)
 - iii. Start-up funding/research support for new faculty (description of general packages, details for individual faculty not needed)
 - iv. Private and semiprivate offices for faculty, TAs, GSRs
 - v. Laboratories and support facilities
 - vi. Campus funding for equipment, operating expenses
 - vii. Number of staff FTEs and total salaries
- c. Instruction
 - 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
 1. Lower division
 2. Upper division
 3. Graduate
 - iii. Use of teaching evaluations to improve teaching effectiveness
 1. CAPE
 2. Other methods
 - iv. Contributions of all levels of instructors
 1. Senate faculty
 2. Non-Senate lecturers
 3. Visitors
 4. Adjuncts
 5. Graduate teaching assistants
 6. Undergraduate tutors

- v. Training
 1. Teaching Assistants
 2. Readers
 3. Tutors
- vi. Reflections on instructional successes, challenges and opportunities

III. Graduate Program [*To be Provided by Department*]

- a. Comparison to prior review: Address specific changes since last review in response to suggestions, comments, and critiques from the previous Review Committee and Graduate Council
- b. Admissions
 - i. Criteria
 - ii. Recruitment
 - iii. Departmental policies and activities to promote student diversity
 - iv. Dissemination of information to prospective students
 - v. Evaluation procedures
- c. Curriculum and Instruction
 - i. Goals, rationale, and structure of graduate degree programs (E.g. core course and elective requirements, language requirements, departmental pre-candidacy and comprehensive/qualifying exam requirements and samples, process for assigning dissertation advisors and forming committees)
 - ii. Student performance evaluation and assessment procedures
 - iii. Publication expectations
 - iv. Opportunities for study and research in other departments, ORUs, off campus
- d. Graduate Student Support
 - i. Departmental/program policy on graduate student support
 - ii. Departmental/program procedure for award of internal fellowships
 - iii. Department/program policy on research and teaching assistantships
 1. Duties
 2. Workload
 3. Training program
 4. Methods of evaluation
- e. Graduate advising practices and methods
 - i. Advising services provided by faculty
 - ii. Advising services provided by staff
 1. Graduate advising staff organization and duties
 2. Names and length of service of graduate advising staff members for past 10 years
- f. Inclusive Engagement and Assessment
 - i. Outline steps the program has taken, or is planning, to create an inclusive departmental climate that promotes academic success for all graduate students.
 - ii. Comment on any engagement or assessment disparities between graduate students based on racial, socioeconomic, or other demographic lines. Topics

addressed for the graduate program in section I.e, do not need to be addressed here.

- iii. Comment on how your program has responded, or plans to respond, to any gaps in opportunities for engagement and assessment among graduate students. .

IV. Undergraduate Program [To be Provided by the Department]

- a. Assess the current state of the program 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
- b. Describe the curriculum, including
 - i. Pattern of requirements
 1. for each major
 2. requirements met outside of the department
 3. joint programs
 - ii. Promotion of students' acquisition of "core learning abilities and competencies"
 1. Via major requirements
 2. When considered with general education requirements
 - iii. Breadth and depth of the curriculum
 - iv. How are course offerings determined
 - v. Access to courses, labs, studios, and seminars
 1. undergraduate majors
 2. undergraduate non-majors
 - vi. Impact of the unit's instructional program
 1. on the general educational mission
 2. needs of the institution
 3. needs of the colleges
 4. needs of other departments, programs, and majors
 - vii. 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
 - viii. Overall academic quality of the undergraduate curriculum as compared to other institutions
- c. Undergraduate advising practices and methods
 - i. Advising services provided by faculty
 - ii. Advising services provided by staff for
 1. incoming freshmen
 2. incoming transfer students
 3. continuing students
- d. Efforts to improve student graduation rates and time-to-degree
- e. Efforts to foster engagement with majors
- f. Providing for and encourages experiential learning opportunities

- i. Undergraduate Research
 - ii. Internships
 - iii. Study Abroad
 - iv. Public Service
- g. Inclusive Engagement and Assessment

How your program facilitates an educational environment that supports academic success for all students, particularly under-represented, low-income, and first-generation students. [Note: to help frame your 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.] Please address the following, if they are not already explicitly addressed in section I.e:

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

V. Interaction between graduate and undergraduate programs [To be Provided by the Department]

- a. Teaching assignments
- b. TA allocations
- c. Curricular coordination (including 3+2 and 4+1 programs)
- d. Student research
- e. Resource allocation
- f. Successes and opportunities

VI. Assessment [To be Provided by the Department]

- a. Assessment Plans, Activities, and Results
 - i. Commitment to improvement based on data and evidence
 - ii. Systematic assessment of teaching, learning, campus environment
 - iii. Utilization of results
 - iv. Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment
 - v. Curriculum maps
- b. Program Learning Outcomes (PLOs)
 - i. Include in your self-study a list of your Program Learning Outcomes (PLO). Discuss your students' learning goals and assess the degree to which those goals are accomplished. Be sure to document the ways in which:
 - 1. faculty reach agreement on criteria for assessing students' mastery of

- learning outcomes;
 - 2. how PLO goals and outcomes are shared with all instructors (senate faculty, non-senate faculty and associate-ins)
 - 3. how PLOs are aligned with both institutional and WSCUC core competencies. Core competencies include, but are not limited to,
 - i. Written and oral communication
 - ii. Quantitative reasoning
 - iii. Information literacy, and
 - iv. Critical thinking
 - 4. instruction, grading, and support services are aligned with the learning outcomes;
 - 5. students are informed about the unit's learning outcomes (e.g., course syllabi, websites, brochures, catalog copy);
 - 6. students understand the learning outcomes and can evaluate their own progress
- ii. Please post your learning objectives and assessment measurements on your website and provide the website address to the location of the posting.

VII. Data and Reports [*To be Provided by Institutional Research Office, the Division of Graduate Education and Postdoctoral Affairs, and the Department*]

- a. Graduate Department Data and Reports
 - i. Admissions
 - 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.)
 - ii. Demographics¹ (5 yrs.)

Student data categorized by gender, ethnicity and age. For each category, provide data on admission rate (relative to total applicant pool), acceptance rate (relative to all admitted applicants), degree completion rate, time to degree, exit surveys, and all pertinent graduate student experience surveys. Data will be provided at the campuswide, School/division, and department/program level.
 - iii. Student Registration
 - 1. Number of registered students by degree aim, by subfield (if applicable), by year
 - 2. Number of full and part-time students by degree aim, by year
 - 3. Number of total students by citizenship and ethnicity, by year
 - 4. Number and percent of new and total students by gender, by year
 - iv. Degree Completion and Placement (10 yrs.)
 - 1. Ph.D. or Master's completion and attrition data by year, and median national completion and attrition
 - 2. Number of graduate degrees awarded; median elapsed time to degree from

- first registered to degree, and median national elapsed time to degree
3. Ph.D. or Master's placement information summary
 4. Ph.D. or Master's 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.)
 5. Exit survey information (multi-year data as available)
 - v. Student Financial Support: 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.)
 - vi. Surveys
 1. Most recent GradSERU department/program report (if available)
 2. Current Student Questionnaire
 3. Degree Recipient Questionnaire
- b. Undergraduate Data and Reports
- i. Resource Profile – Individual Unit Report
 - ii. Overview of Annual Support Allocation Methodologies (TA and Temp FTE)
 - iii. Course Scheduling and Enrollment Data
 - iv. Teaching Workload Policy
 - v. Registration (5 yrs.)
 1. Number and percent of registered students by student type (freshman/transfer) by quarter
 2. Number of registered students by major, by year
 3. Number of registered students by minor, by year
 4. Study Abroad UC San Diego
 5. International Undergraduate Student Enrollment
 - vi. Demographics² (5 yrs.)
 1. Percent of registered students by gender, ethnicity, age within campus, division, and department by year
 2. D/F/W rates of students by gender, ethnicity, age within campus, financial need, division, and department, by year
 3. Persistence in major of students by gender, ethnicity, age within campus, financial need, division, and department, by year
 4. Retention of students by gender, ethnicity, age within campus, financial need, division, and department, by year
 5. Time to degree of students by gender, ethnicity, age within campus, financial need, division, and department, by year
 6. UCUES data of students by gender, ethnicity, age within campus, financial need, division, and department, by year
 7. Other assessment data of students by gender, ethnicity, age within campus, financial need, division, and department, by year
 8. UC San Diego Student Profile - Undergraduate
 - vii. Retention (5 yrs.)
 1. Campus, Division, Department by year
 - viii. Degree Completion and Performance Indicators (5 yrs.)
 1. Number of degree recipients and average GPA; average time to degree in quarters and years; units passed; graduation rates by freshman and transfer cohorts by year

- ix. Surveys
 1. Course and Professor Evaluations – Scatterplot
 2. Course and Professor Evaluations – Instructor Ratings
 3. University of California Undergraduate Experience Survey (UCUES)
 4. Postbac survey data
 5. Council of Deans of Advising Survey of Majors and Minors
 6. Career Center – First Destination Survey
 7. Campus Surveys (undergraduates)
<https://ir.ucsd.edu/undergrad/surveys/index.html>
- c. Faculty Data and Course Information
 - i. Number of Faculty by rank and step (now and five years ago)
 - ii. Number of promotions by rank each year (5 yrs.)
 - iii. Turnover of faculty by rank each year (5 yrs.)
 - iv. Number of new positions each year (5 yrs.)
 - v. Courses (lower division, upper division, and graduate) taught by instructor and quarter for the last three years – *provided by Graduate Division*
 - vi. Unoffered Course List
 - vii. Formal contact hours per faculty FTE (Teaching Statistics/Instructional Workload) – *provided by Graduate Division*

VIII. Additional Materials and Appendices [*To be Provided by the Division of Undergraduate Education and the Division of Graduate Education and Postdoctoral Affairs*]

- a. Previous Program Review Reports
 - i. Graduate
 - ii. Undergraduate
- b. Department/Program Website
- c. Department/Program General Catalog