Appendix A: UCSD Response to Previous Concerns

The 1998 Accreditation Reaffirmation Committee Report on the University of California, San Diego (the Visiting Team) in its “Summary of Recommendations” highlighted five areas in which it thought the university might focus some attention:

- Campus Involvement in the Planning Process
- Assessment and Departmental Reviews
- Undergraduate Colleges
- Transfer Students
- and Instructional Technology.

The Commission in reaffirming the accreditation of UCSD in its July 6, 1998 letter to then Chancellor Dynes embraced the recommendations of the Visiting Committee and asked the institution to pay particular attention to:

- Continued Development of the Data Portfolio
- Planning and Budgeting
- Refined Data Gathering and Assessment Activities
- and Expanded Evidence of Educational Effectiveness.

We believe that UCSD has taken the recommendations of both the Visiting Committee and the Commission seriously. We have made substantial progress through our process of continual educational improvement in all of these areas. Some of these efforts are illustrated in the four areas of self-study that we have proposed to make the center of our Educational Effectiveness Review, others will be discussed below. Progress on one of the recommendations - the Continued Development of the Data Portfolio- should, we hope, be self-evident from the central role of the Data Portfolio in this report and the many references and links to it. This Data Portfolio and its extensive links to the many data sources on a complex campus like UCSD (as well as to the information centrally available from the Office of the President of the University of California system) is available not only to those individuals currently dealing with the accreditation but to the campus as a whole and will be a continuing source of institutional data in years to come.

Campus Involvement in the Planning Process/Planning and Budgeting

At about the same time that UCSD was in the process of completing its submission for its latest reaffirmation of accreditation a new process for planning and budgeting on the Academic Affairs component of the campus was beginning – the Charting The Course process. As the Commission noted in its July 6, 1998 letter – “The Commission is aware that there is a new planning initiative underway at the University, and this seems appropriate. The Commission will be interested in learning how the University, in its own way, will respond to these needs.” In the following section we hope to be able to inform the Commission about how we have responded to these needs for an open and transparent planning and budgeting process.
This process, initiated by then Senior Vice-Chancellor Marsha Chandler, has now been through four complete cycles and has accounted for the allotment of 419 faculty lines to the departments and programs, including 49 established specifically for the development of new interdisciplinary fields such as Human Development, California Cultures, and International Studies. In addition, this process has provided new funding for the College Writing programs and other academic aspects of the colleges. A detailed description of the process (which was prepared for purposes other than this report) is provided at the end of this Appendix. In this material, details of the “Charting The Course” process are provided as well the result of the allocation of faculty positions that have resulted since the first application of the process in 1998.

In addition to the allocation of faculty lines the CTC process is used to allocate other forms of resources including support of the writing programs administered by the Colleges, basic staff support for the Colleges and Departments, and other non-faculty line resources needed in order to provide for the instructional needs of the campus.

We believe that this process which
1. begins with input at the departmental/program/College level (i.e. from the faculty),
2. places the major balancing and weighting decisions with the Divisional Deans who bear the major daily administrative/operational responsibilities for the Main Campus,
3. involves analysis and recommendation by the Program Review Committee (a Committee which includes major representation from the Academic Senate), and
4. involves review and input from the Associate Vice-Chancellor for Undergraduate Education as well as the Dean of the Graduate School, the Vice Chancellor for Research, and the Associate Vice-Chancellor for Program Planning

at least meets (and we would speculate exceeds) the vision of the Commission when it noted that UCSD has a “need for a more comprehensive and systematic planning process.”

The Undergraduate Colleges

Since the time of the Visiting Committee’s visit and report, Sixth College has become a reality and has graduated its first freshman to senior class. The process for the establishment of Sixth College included extensive discussion at all levels with particular attention being focused upon the general education program of Sixth College and the fit of those curricular elements with those of the extant colleges.

For those interested in the process a set of planning documents and proposals to the Academic Senate can be found online (http://academicaffairs.ucsd.edu/r/scpc.htm). In addition, beginning with Sixth College (http://sixth.ucsd.edu), one can observe the full richness of our newest college at its current state of development.
In addition to the creation of Sixth College and the active debates concerning its goal, mission and curriculum in the context of the five existing Colleges, other changes have occurred within the Undergraduate Colleges that continue to move the UCSD College System closer the goals that we and the WASC visitors and Commissioners envision. ERC (Roosevelt College) has opened its new physical campus which greatly expands “the capacity for colleges to serve as spaces where student from different backgrounds” to “come together to share experiences” as recommended in the Visiting Committee Report. (http://roosevelt.ucsd.edu).

Finally, and perhaps most importantly, the systematic assessment of the colleges recommended in the Visiting Committee’s recommendations has been instantiated as part of our new Undergraduate Program Review System which is one of the four areas of self study that will be a focus of our Educational Effectiveness report. It should be noted that during the Academic Year 2006-2007 the first of the College Reviews (Revelle College) was successfully completed and is now being acted upon by the Committee of Educational Policy.

Transfer Students

Considerable attention in the Visiting Team’s report was directed to the issue of Transfer Students. Partially motivated by the WASC observations on Transfer Students (but more importantly by the campus concern with issues of transfer education), substantial attention has been given to this group that constitutes about 20% of each entering class. Campus activities began with the establishment of a Task Force on Transfer Students whose report can be viewed at http://academicaffairs.ucsd.edu/r/tstf.htm. This Task Force Report together with the fact that the next (and only) major student housing project (ground was broken this summer and you can see the press release at the following link: http://ucsdnews.ucsd.edu/newsrel/events/GroundbreakingForNorthCampusPJ-L.asp) is designed almost exclusively for transfer students, led to the appointment of two additional workgroups on Transfer Students – one in Student Affairs and one in Academic Affairs. Over the last two years these groups have met frequently and have both issued recommendations. In addition data from major surveys such as the UCUES (a University of California system-wide survey) has been used to monitor transfer student attitudes and opinions.

All of these activities have been important in the short range, but the most significant event will be the opening of the new North Campus housing facility which will, at long last, allow Transfer Students on-campus housing. Being housed on campus from the beginning of their academic careers at UCSD will vastly improve their inclusion in campus activities – including a wide variety of co-curricular activities and participation in research and other academic activities.

As noted elsewhere:

"This project will supply about 1,006 new student beds in furnished apartment units for single undergraduate transfer and upper-division students. The proposed housing will be all campus housing, and not associated with an individual college."
Current demand for student housing at the San Diego campus cannot be met without an increase to the total number of beds. The two-year housing guarantee available to freshmen students monopolizes the current college-affiliated undergraduate housing inventory, leaving no bed availability for upper-division and transfer students. With the occupancy of the North Campus Housing, transfer students will have priority for living on campus in these spaces. Upper-division students will have the next opportunity. As with the lower-division students, the transfer and upper-division students also will have a two-year guarantee for the housing. At minimum, between 30-36 percent of the transfer and upper-division students are expected to take advantage of on-campus housing."

Housing component: 237,036 ASF; 337,751 OGSF
Bookstore component: 3,100 ASF; 5,300 OGSF
Total: 240,136 ASF; 343,051 OGSF

Detailed plans for the North Campus housing facility are provided at the end of this Appendix.

Undergraduate Program Review

Although Undergraduate Program Review is one of the four topics for special consideration during the Educational Effectiveness review, it may be useful to note here that considerable progress has been made in these efforts. First, a task force on undergraduate program review has issued its report (a copy of the report is available at http://academicaffairs.ucsd.edu/r/prtf.htm) and second, the review of the Curriculum in Human Development has gone through the complete cycle as envisioned in the recommendations of the task force. The documentation of the complete review cycle for this program is available online (http://academicaffairs.ucsd.edu/r/hdp.htm) as well as at the end of this Appendix (in abbreviated form).

Other issues raised

In addition to these areas, the Visiting Team and the Commission has directed attention to Information Technology, Refining Data Gathering and Assessment Activities, and Expanded Evidence of Educational Effectiveness. These issues are all addressed, in whole or in part, in the four themes we have selected for our Educational Effectiveness Review and will be addressed in detail in that report.
Charting The Course (CTC) is a three year rolling allocation process instituted in 1997 as part of Academic Affairs' ongoing planning and resource allocation process. CTC does not involve SOM or SIO as the fiscal responsibility for those two units does not fall under the purview of the SVCAA.

The CTC resource allocation includes new faculty positions and operational budget funding for staffing and other expenditures. It is a 'bottom up' planning process which begins in the departments and units and ends when the SVCAA, in consultation with the Program Review Committee (PRC), makes the three year allocation. The Deans submit an annual faculty recruitment plan based on their new allocations and carry-forward open positions as well as new separations and retirements. After approval by the SVCAA the Deans are free to begin their annual recruitments. This annual operational plan within the context of a three year CTC commitment allows for ongoing review and adjustment of divisional priorities.

The multi-year cycle permits each of our academic units to reconsider and reset their broad planning and directions every three years. With their understanding of what resources they are to receive over a three year period the academic leadership, from deans to department chairs, can establish their priorities, plan expenditures and search for new faculty and staff more effectively. The adaptability and flexibility of the CTC planning process has been instrumental in helping our academic units to effectively and optimally meet the severe budget cuts during the past few years. While the following summary of the CTC process focuses on the divisions and academic departments, other units (e.g. Colleges, Library; Extension) submit similar plans.

1. CTC is a year long process which begins in the fall with a call letter to each academic unit. An example of the call in 2000 is attached as Appendix A1. This letter explains the purpose and process of CTC and makes it clear that it is a forward looking process which takes into account all aspects of our educational, research and teaching mission at both the graduate and undergraduate levels. The departments are asked to establish goals both for the near term three year period as well as looking forward to steady state. They are urged to describe a vision for their disciplinary interests and particularly to consider new frontiers and interdisciplinary initiatives. At the same time they are asked to address other institutional issues such as diversity and to explain the resource implications of their growth plans on space, staffing, equipment, computing etc.

2. Departmental plans are forwarded to the divisional deans who are responsible for formulating a divisional CTC plan and request. The SVCAA receives a copy of each departmental request but relies on the deans to establish divisional priorities and directions. In parallel with the CTC deliberations at the departmental levels during the fall, the SVCAA office studies the implications of enrollment and budget plans for the university and campus and establishes broad parameters for the allocation of funds, so that the deans have some idea of how many faculty fte positions and operational dollars are under consideration. The deans then forward a divisional request to the SVCAA. The areas included in the dean requests are the same as requested from the departments. The Deans requests are normally submitted during the winter quarter.
3. The SVCAA reviews the divisional request, drawing upon the CTC documents from both the departments and deans, and additional analysis of the units which includes data on workload, extramural funding, majors, graduate students etc. While such objective parameters are important, no single parameter dominates the allocation decisions, and certainly subjective consideration of the quality and vision of the units plays an important part in the final decisions. New programs and directions, as well as interdisciplinary initiatives, are specially considered. Examples would be the growth of engineering during the late 1990s, the ICAM major in A&H, and the development of the management school during CTC II. Interdisciplinary initiatives are determined again from the bottom up by looking for areas where faculty from more than one department or division put forward exciting new areas, and where the sum will be greater than the individual parts. Examples are the California Cultures, Bioinformatics, Materials Science, Environmental initiatives, and recently the Diaspora and Indigenous studies areas. The SVCAA makes preliminary assessments which are shared collectively and individually with the deans.

4. During the spring quarter the SVCAA brings the proposals and a preliminary assessment to the PRC for discussion and recommendations. After obtaining input from the PRC the SVCAA makes the three year CTC allocation.

5. The SVCAA holds back a small reserve to address unforeseen opportunities. This reserve is typically used to leverage an opportunity that crosses departments or divisions, or to facilitate a spousal recruitment that wasn’t envisioned in a department’s annual plan. FTE allocations are made at the Assistant Professor II level and upgrades are accommodated from the released salaries of separating and retiring faculty.

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### Interdisciplinary FTE

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Keane, Judy

From: Szkorla, Helen
Sent: Wednesday, November 14, 2007 2:21 PM
To: Keane, Judy
Subject: FW: Charting the Course IV
Attachments: Components for Charting the Course IV Plans.doc

Components for Charting the Course IV

-----Original Message-----
From: MChandler
Sent: Tuesday, October 24, 2006 9:19 AM
To: 'gc-chairs@ucsd.edu'; 'gc-ug-progdir-l@ucsd.edu'; 'gc-grad-progdir-l@ucsd.edu'; 'orudir-l@ucsd.edu'; 'provosts-l@ucsd.edu'
Cc: Chancellor Marye Anne Fox; 'gc-deans-l@ucsd.edu'; Harry Powell
Subject: Charting the Course IV

OFFICE OF THE SENIOR VICE CHANCELLOR - ACADEMIC AFFAIRS
October 24, 2006

GENERAL CAMPUS DEPARTMENT CHAIRS
GENERAL CAMPUS PROGRAM DIRECTORS
ORU DIRECTORS
COLLEGE PROVOSTS

SUBJECT: Charting the Course IV

Dear Colleagues:

We are ready to commence the fourth cycle of planning and resource allocation using the process which has served the campus well during this extraordinary period of rapid enrollment growth. This three-year cycle will be critical as the campus begins to approach steady state. The outcome of this year’s planning will set the stage for the campus for many years to come. To build our excellence and to use resources wisely, it is critical to chart a course that is focused but flexible, enabling us to direct our energy and resources over the next three years, while mindful of the longer time frame and steady state objectives. The anticipated growth will allow us to develop our distinctive strengths while taking up new initiatives. It is particularly important at this phase of UCSD’s transition to steady state that we address effective strategies to improve the diversity of our faculty, especially with respect to historically underrepresented minorities.

The Charting the Course process is not one of “top down” planning. Indeed, the bulk of thinking and looking ahead takes place in departments, divisions, schools, programs, and colleges. It will, of course, ultimately depend on the synergies developed among individual scholars. The role of Academic Affairs is to design the general framework for the process, to stimulate divisional planning, to facilitate cross-divisional initiatives, to help recognize and organize patterns and priorities that emerge from the plans, and to translate these into an aggregate set of priorities to guide the General Campus. If the proposed plans yield ideas for new programs, ORUs, or possible structural changes, these will be developed through the regular approval processes in our system of shared governance with the Academic Senate.

Within this broad framework, I am asking each unit to review its 2003 Charting the
Course III plans and to put forward an updated proposal for the next three years and beyond. These plans should define your unit's existing areas of strength in which growth is desirable, and propose new initiatives that can build on these strengths, including collaborative research and educational initiatives across the campus. In addition to faculty growth, your plans should also discuss funding for staff support and graduate student growth. A more detailed outline of areas that need to be considered in your planning is attached.

I am requesting that each Dean use the department and program plans to create a divisional blueprint that will encompass quality and inclusiveness of faculty, graduate, and undergraduate programs; student demand for courses and programs; program distinctiveness; and coordination and linkages with other departments, divisions and schools within UCSD. The deadlines for the submission of the department and program plans will be determined by each Dean. In turn, the Deans will be asked to submit divisional plans, along with the individual department and program blueprints, by the end of January. Upon receipt of the division plans, we will begin an iterative process with the divisional deans, provosts, and graduate dean. During the winter quarter the Program Review Committee will then take up the resource implications of the divisional blueprints in order to establish a multi-year allocation of resources.

I look forward to working with you as you formulate your plans. We have a unique opportunity to use this planning process to establish our priorities and goals, and to bring together the different parts of campus to allow UCSD to achieve its highest ambitions and strengthen our national profile.

With kind regards,

Marsha A. Chandler
Senior Vice Chancellor

Enclosure: Components for Charting the Course Plans, 2007 through 2010
1. Future Goals

Review your previous Charting the Course plans and reflect on the past years' accomplishments. Is this still the desired path? Give a brief description of where you and your colleagues want to be at the end of 2010 and, if possible, beyond that to the year 2015. What is a reasonable strategy for enhancing excellence as we approach steady state during the next few years? How would you define a reasonable goal and/or approach for increasing the inclusion of historically underrepresented faculty within your discipline?

2. Research Profile

Discuss the strategic strengths that make your unit distinctive, visible, and viable. How would the proposed strategic investments promote the goal of achieving and sustaining excellence in key areas within your discipline? Does your planning anticipate the evolution and maturation of your field over the next few decades? What research areas should be continued, expanded, dropped, or introduced? How can this area of research be made available to undergraduates?

3. Undergraduate Education

a) How will you contribute to the campus effort to accommodate budgeted growth (e.g., expanding existing programs; creating new major or minor programs; increasing service teaching to students outside the major; participating in interdisciplinary initiatives; offering freshman, transfer student or senior seminars; expanding Summer Session instruction)?

b) How will your department contribute to achieving the sustained growth of summer session, budgeted to be 5% each year through 2015-16?

c) What do you consider to be the desired steady-state size of your undergraduate programs?

d) How will your planning fit with the undergraduate colleges and the general education curricula?

e) How will undergraduate education be linked to growth in your research programs?

f) Which aspects of your plan would contribute to enriching our ability to teach a diverse student population at UCSD?

g) How do you think your department should deal with any short-term gap between recruitment of new faculty and student growth? What strategies are you considering, which might include teaching by postdocs, emeriti, lecturers, visitors, and advanced graduate students?

4. Graduate Education

a) What do you consider to be the desired steady-state size of your graduate student programs?

b) Discuss those areas in which you would like to expand graduate student enrollment as well as those areas in which you anticipate holding steady or scaling down.

c) How do you plan to increase the diversity of your department's graduate students?

d) How do you expect to finance any expansions that you are considering?

5. Interdisciplinary Initiatives

Some resources will be provided in support of interdisciplinary efforts. Either as a separate section, or as part of your discussion of the issues above, please discuss where your department might plan to propose and/or participate in existing or new interdisciplinary
programs. Include both undergraduate and graduate educational programs as well as research initiatives, and comment on the possibility that such an interdisciplinary initiative, which often involves cluster hiring, might contribute to increasing the diversity of our faculty.

6. Resource Needs

a) **Faculty FTE** – In line with your plans for research directions, undergraduate and graduate education, discuss your faculty FTE needs and proposed time table for recruitment over the next three years. Include estimates of the associated startup costs.

b) **Staff** – As we allocate resources in this period, both administrative and technical staff needs are important considerations. Please lay out the staff requirements and functions that are critical for your department during this period. Where possible, try to include a time table for staff recruitments.

c) **Space, facilities, and equipment**

   i) Discuss your needs for capital resources, both in the short term (these next three years) and the long term, as we approach steady state. Also please identify the need for any new specialized facilities.

   ii) Given your growth plans, please describe your needs in the various support areas such as equipment, computing, libraries, etc.

   iii) Do you foresee specific research needs that could be supported by campus core facilities?
NORTH CAMPUS HOUSING
2006-2009 CAPITAL IMPROVEMENT PROGRAM
UNIVERSITY OF CALIFORNIA – SAN DIEGO CAMPUS

APPROVALS

CHANCELLOR

Marye Anne Fox

VICE CHANCELLOR, RESOURCE MANAGEMENT AND PLANNING

John A. Woods

VICE CHANCELLOR, BUSINESS AFFAIRS

Steven W. Kellor

DIRECTOR, HOUSING AND DINING SERVICES

Mark P. Cunningham

ASSOCIATE VICE CHANCELLOR, FACILITIES DESIGN AND CONSTRUCTION

M. Boone Hellmann

ASSOCIATE VICE CHANCELLOR, CAMPUS PLANNING

Jeffrey A. Steindorf

This Project Planning Guide was prepared by Capital Planning, September 2006
# TABLE OF CONTENTS

Capital Improvement Budget ........................................................................................................ 1

1. Executive Summary ............................................................................................................. 3

2. Background and Problem Statement .................................................................................. 4

3. Project Description ............................................................................................................. 6

4. Financial Analysis ............................................................................................................... 7

Project Schedule

Environmental Impact Classification

Project Location Plan

Project Site Plan
### A. FUNDING SCHEDULE

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### D. FINANCING

| External Financing | $119,000,000 |
| Bookstore Reserves | $3,220,000 |

### E. STATUS OF PROJECT:

- **Project Approval**
- **Budget Approval**

### Notes
- Form: CIB Budget Data 8/90
- FDC Job #: 3652
- Page 1 of 2
### F. ANALYTICAL DATA

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### H. NOTES:

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Prepared by: Mark Rowland
1. Executive Summary

The San Diego campus plans construct a North Campus Housing project totaling approximately 240,100 asf. This project will supply about 1,006 new student beds in furnished apartment units for single undergraduate transfer and upper-division students. The proposed housing will be all-campus housing, and not associated with an individual college.

Current demand for student housing at the San Diego campus cannot be met without an increase to the total number of beds. The two-year housing guarantee available to freshmen students monopolizes the current college-affiliated undergraduate housing inventory, leaving no bed availability for upper-division and transfer students. With the occupancy of the North Campus Housing, transfer students will have priority for living on campus in these spaces. Upper-division students will have the next opportunity. As with the lower-division students, the transfer and upper-division students also will have a two-year guarantee for the housing. At minimum, between 30-36 percent of the transfer and upper-division students are expected to take advantage of on-campus housing.

The total project cost is estimated at $122,220,000, which will be funded with external financing ($119,000,000) and the Bookstore Reserves ($3,220,000). The project is expected to begin construction in July 2007, with occupancy in June 2009.
2. Background and Problem Statement

The North Campus Housing project is essential to meet the current and future needs of transfer and upper-division undergraduate students at the San Diego campus. It is a component of the campus Housing Master plan and will build about 1,006 critically needed student beds on the main campus.

Single undergraduate students are currently housed in one of the six college neighborhoods (Revelle, Muir, Thurgood Marshall, Eleanor Roosevelt, Warren, and Sixth). This housing provides a total of 6,785 permanent beds for these students as of October 2006. All first-year students who meet the application requirements receive a two-year guarantee of housing. Fulfillment of this two-year guarantee for new first-year students uses UCSD’s entire supply of undergraduate housing, leaving no bed availability for upper-division and transfer students. By exception, the only upper-division students currently housed in on-campus housing are students with scholarships that guarantee housing, such as Regents Scholars, National Merit Scholars, Education Abroad Program participants, etc.; these students filled 326 spaces of the 6,785 available in October 2005.

To meet demand, as of July 2006, UCSD Housing will assign 2,097 new first-year students in triple rooms (three students in a room design capacity of two). This extraordinary step will enable the campus to accommodate an additional 699 new students and uphold the two-year guarantee. At this time, Housing has an active waiting list of 572 new and continuing students for fall 2006 and a waiting list of 384 winter first-year students admits of which few, if any, will be accommodated. Note that most continuing students currently do not bother to list themselves on the waiting list because it is common knowledge that there is no residual capacity.

Current demand for student housing at the San Diego campus cannot be met without an increase to the total number of beds. It is the goal of the San Diego campus (as stated in the 2004 LRDP) to house 50 percent of eligible students (undergraduates and graduates) in campus-owned facilities. As undergraduate enrollment at the San Diego campus is expected to continue to grow through 2010-11 (as shown in Table 1), it is clear that demand for housing will continue to exceed the available San Diego campus housing stock for some time. Table 1 represents San Diego’s current and proposed transfer and upper-division enrollments and housing for single students.
Table 1
University of California, San Diego
Transfer and Upper-Division: Supply and Demand

<table>
<thead>
<tr>
<th></th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
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<td><strong>Transfer and Upper-Division</strong></td>
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<tr>
<td>Projected New Transfer Undergraduate Enrollment</td>
<td>1,500</td>
<td>1,500</td>
<td>1,450</td>
<td>1,400</td>
<td>1,385</td>
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<tr>
<td>Projected Continuing Upper-Division Enrollment (1)</td>
<td>10,773</td>
<td>10,978</td>
<td>11,155</td>
<td>11,271</td>
<td>11,329</td>
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<tr>
<td>Minimum Transfer/Upper-Division Housing Demand (@30%)</td>
<td>3,682</td>
<td>3,743</td>
<td>3,782</td>
<td>3,801</td>
<td>3,814</td>
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<tr>
<td>Proposed North Campus Housing (June ’09)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,006</td>
<td>1,006</td>
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<tr>
<td>Housing Supply proposed for Transfer/Upper-Division</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,006</td>
<td>1,006</td>
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<tr>
<td>Minimum deficit (if only 30% request housing)</td>
<td>(3,682)</td>
<td>(3,743)</td>
<td>(3,782)</td>
<td>(2,795)</td>
<td>(2,808)</td>
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</tbody>
</table>

(1) Excludes upper-division students with scholarships, who would continue to live in housing associated with their college.

More than two-thirds of new UCSD transfers originate from outside of the San Diego region. Consequently, living on campus would greatly facilitate their successful transition to the region, integration into the academic and social life of the campus, and adjustment to life away from home. With occupancy of the proposed project, transfer students would have priority for living on campus in these spaces, with other upper-division students having the next priority. The housing contracts for these North Campus Housing units would be for twelve months, as compared to typical nine and a half month contracts, with options for a second year depending on demand and available space. Between 30-36 percent of new transfer and upper-division students are expected to take advantage this new on-campus housing opportunity.

Strongly affecting the demand for on-campus housing is the shortage of reasonably priced rentals in UCSD’s surrounding community. UCSD is located in La Jolla, an area where housing costs are extremely high. The apartment vacancy rate in the UCSD area is currently 3.4 percent (based on the San Diego County Apartment Association Vacancy and Rent Survey dated June 2006). Rent prices in the local UCSD community are among the highest in the county. UCSD’s 2006-07 on-campus or campus-owned undergraduate housing rates (not including meal plans) average $700 per student per month. This is below the market rate of $892 per student per month for a two-bedroom (two student) apartment in the University City area surrounding UCSD.

In addition, approximately 800 apartments located in the surrounding University City area have been or are being converted into condominiums, with approximately 500 additional private apartments in the process of seeking approval for conversion. These condo conversions are further reducing the number of available rental units close to the campus, where transfer and upper-division students would typically live. The proposed project would provide affordable housing for undergraduate transfer and upper-division students, which is essential for the recruitment and retention of these students.
3. Project Description

The proposed North Campus Housing project would house approximately 1,006 students and 3 professional staff in apartment units comprised of two, three, and four bedrooms. Each apartment would have living-dining-kitchen area, shared bathroom(s), and storage area. A project goal is to provide approximately 30 percent single and 70 percent double bedrooms. The housing would be located on approximately 5 acres of the main campus’ North Campus neighborhood, within walking distance of the Pangea and Hopkins parking structures. This facility would displace 737 parking spaces which are being replaced in the Hopkins Parking Structure (under construction). The cost replacement parking is $3,240 per space. The resulting $2,388,000 would be funded from UCSD campus’ share of University of California Housing System (UCHS) annual net revenues and is not otherwise reflected in this item or in the CIB.

The proposed project would include approximately 240,100 asf of space, including approximately 225,000 asf of apartment space, approximately 10,000 asf of common spaces such as vending, laundry, mail areas and administrative offices, and approximately 5,100 asf of retail space. The retail space would include a 2,000 asf café and a 3,100 asf satellite bookstore to serve the North Campus neighborhood.

The project is expected to consist of a combination of nine buildings that are three to five stories in height and one fourteen-story building. Each of the low- and mid-height buildings would be Type III and V construction, and the tallest building would be Type I construction. Complementary outdoor spaces would be developed to accommodate a variety of activities for the residents.

The project will comply with the Presidential Policy for Green Building Design and Clean Energy Standards dated June 16, 2004. As required by this policy, the project will adopt the principles of energy efficiency and sustainability to the fullest extent possible, consistent with budgetary constraints and regulatory and programmatic requirements. Specific information regarding energy efficiency and sustainability will be provided when the project is presented for design approval.

Construction is scheduled to begin in July 2007, with occupancy in June 2009.
4. Financial Analysis

The total project cost of $122,220,000 at CCCI 5095 would be funded from external financing ($119,000,000) and bookstore reserves which fund the construction cost of the satellite bookstore ($3,220,000). Based on long term debt of $119,000,000 amortized over 30 years at 6.125 percent interest, the estimated average annual debt service for the project would be approximately $8,761,000. Payment of the debt service would be from the San Diego campus’ share of the UCHS annual net revenues.

The average rental rate for the new apartments in this project would be $935 per student per month in 2009-10 rising to $1,060 in 2010-11. Actual rent per student would be based on features related to the specific unit of occupancy, such as: single or double room; high-rise or low-rise; ground floor or top floor. The San Diego Housing System rental rate increase through 2010-11 is summarized below in Table 2.

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<tr>
<th>Year</th>
<th>Operating Increases</th>
<th>Increase Associated with This Project</th>
<th>Other Increases*</th>
<th>Total Rate Increase (%)</th>
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<td>2009-10</td>
<td>4.0%</td>
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<td>2010-11</td>
<td>3.5%</td>
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<tr>
<td>Total (%)</td>
<td>27.9%</td>
<td>7.5%</td>
<td>2.0%</td>
<td>37.4%</td>
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* In 2010-11, the Department of Housing and Dining Services has planned a 2% increase above plan to generate additional Reserve funds to enhance its ability to fund required large-scale renovations.
**Project Schedule**

**UNIVERSITY OF CALIFORNIA, San Diego**

**PROJECT:** North Campus Housing  
**ACCOUNT NO.:** 3652/966410

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**Cumulative Calendar**  
**Months:** 41  
**Approved:**  
**Title:** Assistant Vice Chancellor, Campus Architect
**Project Schedule**

**UNIVERSITY OF CALIFORNIA, San Diego**

**PROJECT:** North Campus Housing  
**ACCOUNT NO.:** 3652/966410

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**Cumulative Calendar Months:** 41

**DATE:** 25-Aug-06

**Approved:**  
Title: Assistant Vice Chancellor, Campus Architect
UNIVERSITY OF CALIFORNIA

ENVIRONMENTAL IMPACT CLASSIFICATION

Campus or Other Unit SAN DIEGO
Project Account No. 966410

Project Title North Campus Housing Project

For purposes of compliance with the California Environmental Quality Act of 1970 (CEQA), and Amended University of California Procedures for implementation of CEQA, this project has been reviewed and initially classified as indicated below. Please check (X) as appropriate. Include project description and appropriate local map.

I. EXEMPT FROM THE CALIFORNIA ENVIRONMENTAL QUALITY ACT OF 1970

When it can be seen with certainty that there is no possibility the action will result in physical change to the environment or the action is specifically exempted by statute, the project is classified as exempt from CEQA.

II. CATEGORICALLY EXEMPT

This project falls under the indicated Class of Exemption 15300 and there is no significant effect on the environment:

Class 1: Existing Facilities
Class 2: Replacement or Reconstruction
Class 3: New Construction of Small Structures
Class 4: Minor Alterations to Land
Class 5: Minor Alterations in Land Use Limitations
Class 6: Information Collection
Class 7: Regulatory Protection of Natural Resources
Class 8: Regulatory Protection of the Environment
Class 9: Inspections
Class 10: Leases
Class 11: Accessory Structures
Class 12: Surplus Government Property Sales
Class 13: Acquisition for Wildlife Conservation
Class 14: Minor Additions to Schools
Class 15: Minor Land Divisions
Class 16: Transfer of Ownership of Land in Order to Create Parks

Class 17: Open Space Contracts or Easements
Class 18: Designation of Wilderness Areas
Class 19: Annexation of Existing Facilities and Lots
Class 20: Changes in Organization of Local Agencies
Class 21: Regulatory Enforcement Actions
Class 22: Educational or Training Programs Involving No Physical Changes
Class 23: Normal Operation of Facilities for Public Gatherings
Class 24: Regulations of Working Conditions
Class 25: Transfer of Interest in Land to Preserve Existing Natural Conditions
Class 26: Acquisition of Housing for Housing Assistance Programs
Class 27: Leasing New Facilities
Class 28: Small Hydroelectric Projects at Existing Facilities
Class 29: Cogeneration Projects at Existing Facilities
Class 30: Minor Actions to Prevent the Release of Hazardous Materials
Class 31: Historical Resource Restoration/Rehabilitation
Class 32: In-Fill Development Projects

III. INITIAL STUDY

This project is not Exempt from CEQA or Categorically Exempt; an Initial Study is to be prepared to determine if the project may have a significant effect on the environment that has not been substantially and adequately analyzed in a certified program EIR.

IV. ENVIRONMENTAL IMPACT REPORT (EIR)

It is known that the project will have a significant effect on the environment and has not been adequately and substantially analyzed in a certified program EIR.

PROJECT DESCRIPTION

The proposed project will construct apartment units for single undergraduate transfer and upper-division students. The project will provide approximately 1,000 beds (274,000 asf; 350,000 gsf) and include some community and support space. The apartment buildings will be located east of North Torrey Pines Road south of North Point Drive. The housing will occupy approximately five acres on the North Campus, and consist of a combination of low-rise and one high-rise structure.

V. DOES THIS PROJECT CONFORM TO AN APPROVED LRDP?

X Yes  No

VI. Prepared by Catherine J. Presmyk

Date

Approval by Jeffrey A. Steindorf

Date

VII. OFFICE OF THE PRESIDENT COMMENT

Concur with Classification

Do not concur

Signed  Date
PROFESSOR JOAN STILES, Director
Human Development Program

SUBJECT: CEP Review of the Undergraduate Human Development Program

As you know, the Committee on Educational Policy (CEP) is responsible for conducting periodic reviews of all undergraduate programs. I am writing to inform you that the undergraduate Human Development Program (HDP) is scheduled for review during the 2004-2005 academic year and to provide information on review procedures and your role in the review process.

CEP adopted some changes to the review process. Among these changes are the following:

- The Associate Vice Chancellor-Undergraduate Education (AVC-UE) will now work with CEP to facilitate the conduct of undergraduate program reviews, in a manner analogous to the relationship between the Dean of Graduate Studies and the Graduate Council for graduate program reviews.
- The composition of review committees will include: (1) a current CEP member, appointed by CEP who shall serve as chair, (2) one UCSD faculty member from a related discipline, and (3) one non-UCSD faculty member whose department of affiliation corresponds to the department/program being reviewed, preferably from a UC campus.
- The review committee will be appointed by the AVC-UE, in consultation with the Committee on Committees. The formation of the HDP review committee is in progress, and you will soon be informed of its composition.
- The HDP review committee will be asked to conduct the review during a two-day visit with the program at the beginning of the Spring Quarter 2005. The committee will also meet with various members of the campus community (e.g., program and College advisors, small groups of majors, the Social Sciences Dean, the AVC-UE).
- The AVC-UE will assume responsibility for compiling as much of the required data as possible. While departments and programs will still be required to prepare a self-review statement describing perceived strengths, weaknesses, future directions, and other program elements, to assist you in preparing the self-review statement, you will receive the data included in the attached list from the AVC-UE office in early winter quarter. You will also receive guidelines on completing the self-review statement, which will be due to the AVC-UE Office by the end of the winter quarter, and details regarding the review committee’s two-day visit with the program.

If you would like to request additional data or other assistance, feel free to contact April Burcham, in the AVC-UE’s office (x2-5855 or aburcham@ucsd.edu).

Thank you.

Maria Charles, Chair
Committee on Educational Policy

cc: M. Appelbaum
    G. Arellano-Ramirez
    A. Burcham
    P. Drake
    B. Horstmann
    D. Miller
    J.B. Minster
    D. Tuzin
    M. Woolridge
    ChronFile
January 19, 2005

Professor Joan Stiles, Director
Human Development Program

SUBJECT: CEP Review of the Human Development Program

The Committee on Educational Policy (CEP) will conduct its review of the Human Development Program during the Spring Quarter, 2005. The first step in this process is for the program to engage in a self-study review of the program and to prepare a report based upon that review. This self-study review and report should cover perceived strengths, weaknesses, goals and future directions of the program, and any other matters you would like CEP and the review committee to be aware of. To assist you with the self-study, I have included a set of data pertaining to your program and guidelines for the self-study review and report. The guidelines consist of areas the review committee will be considering which should be addressed in your report. Please also complete the attached "inventory of educational effectiveness indicators" form, which is now required by UCSD's accreditation agency, the Western Association for Schools and Colleges (WASC). Feel free to contact me if you have any questions about this form or any aspect of the review process.

The review will be conducted during a two-day visit by a review committee chaired by a CEP member. April Burcham, from my office, will contact your Management Services Operator (MSO) to coordinate the review committee's meeting schedule with your program. The review committee will want to meet with you, members of your Executive Committee, your undergraduate student advisors, and a small group of majors. April will be coordinating these meetings as we approach the time for the visit. The final meeting will be an exit interview including the review committee, you, your Divisional Dean (Paul Drake), the Chair of CEP, and myself.

Please send the self-study report to April Burcham (aburcham@ucsd.edu or MC:0001) no later than March 18, 2005. The review committee could potentially request additional information at a later date. Thank you and, again, if you have any questions about any part of the procedure, please do not hesitate to call me.

Mark Appelbaum
Associate Vice Chancellor
Undergraduate Education

cc: D. Miller
M. Charles
P. Drake
D. Tuzin
M. Woolridge
G. Arellano-Ramirez
The Self-Study and Self-Study Report

The self-study review and report is designed to give an instructional unit an opportunity to examine the totality of its undergraduate educational program and to assess the impact that the program is making upon the undergraduate students it instructs, as well as to plan for the future of the program. Our periodic, individual undergraduate self-studies are also one component of our larger institution-wide accreditation through the Western Association (WASC). As the unit progresses with its self-study it will be useful to keep in mind the words of the Western Association:

Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social, and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs. (from the 2001 WASC Handbook)

The self-study review should cover all aspects of the instructional mission of the unit – including courses, labs, studios, and seminars as well as other modes of instruction and student learning such as research opportunities, support of study abroad, internships, opportunities to participate in creative activities, and support of student professional development.

The self-study review should consider the contributions of all levels of instructors (regular rank, non-senate lecturers, graduate teaching assistants, as well as undergraduates who contribute to the instruction mission of the unit) – but the inquiry should pay particular attention to the role of the ladder rank faculty in educating students and enhancing student learning opportunities.

The inquiry should consider the education of undergraduate majors in particular, but should also consider the impact of its instructional program on the general educational mission and needs of the institution, the Colleges, and other department, programs, and majors.

The inquiry should consider the pattern of requirements for the major (including those outside of the department) and the degree to which they help promote the students
acquisition of “core learning abilities and competencies” when taken together with the general education requirements of the institution. The program’s advising practices should be analyzed.

The self-study review should consider the ways in which the curricular offerings of the unit correspond to national standards (or models) in the discipline. To this end, the unit should determine if there are published national standards (or models, guidelines, etc.) for undergraduate majors in the field. If there are it would be helpful if the unit would include a copy of these guidelines in the self-study report and would assess the degree to which those elements are included (or not included) in the instructional program of the unit. The overall academic quality of the faculty and the undergraduate curriculum should be compared with other institutions.

The self-study review should describe co-curricular efforts of the program and any special educational opportunities provided to students. Some examples of these are research opportunities, support of study abroad, internships, opportunities to participate in creative activities, support of student professional development, and special seminars.

The self-study review should report on the current operation of the program including the administrative structure, composition of the faculty (workload, distribution of graduate/undergraduate teaching activity, lower-division teaching, and turnover), numbers of undergraduate majors and non-majors (including their academic objectives if known), joint programs offered with other departments/programs and/or colleges, grading policies, and teaching evaluations. If applicable, include a historical overview of changes since the last review and plans for any future growth and/or changes.

As part of the self-study process, it is expected that the unit will complete the grid that is enclosed in which the various learning goals that one has for ones students are arrayed along with a statement of how the program assesses the degree to which those goals are accomplished by its students.

It is expected that the unit will approach this review with openness and honesty – reflecting on both the strengths and weaknesses of the program. The review is an opportunity for the unit to honestly and openly share its thoughts about its instructional program, the future it sees for its program, and the ways in which it can preserve the strengths of the program that it identifies and well as the steps that would be needed to correct shortcomings that the program may have.
## Human Development Program (HDP) Undergraduate Review 2004 - 2005

Data Collected by Office of the Associate Vice Chancellor Undergraduate Education

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<td>A. Summary</td>
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<td></td>
<td>B. Data Backup</td>
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<table>
<thead>
<tr>
<th>2</th>
<th>HDP Grade Distributions</th>
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<td>A. 1999-2000</td>
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<th>HDP Instructor Ratings from CAPE</th>
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<td>A. 2002/2003</td>
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<td>B. 2003/2004</td>
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</tbody>
</table>

| 5 | HDP Degree Requirements (2004/2005 UCSD Catalog) |

| 6 | HDP Undergraduate Student Majors by College 1999/2000 – 2003/2004 |

| 7 | HDP Time to Degree |

| 8 | The University of California Undergraduate Experiences (UCUES) Survey Results 2004 – HDP and All Other UCSD Majors |

| 9 | WASC Inventory of Educational Effectiveness Indicators Sample Format |
Undergraduate Program Review: Human Development Program

Background

The study of human development is central to a wide array of questions that have immediate and substantive impact on the lives of children and families. Research in the area of human development is a diverse and multidisciplinary enterprise. The range of topics appropriately included under the subject of human development runs the gamut from brain development, to perceptual development to reasoning, social interaction and the evolution of cultural systems. Although the field is large it is unified by a core set of questions which serve to define and integrate it. The questions of how children come to know about the world, to act in it, and to interact with those around them are the unifying themes in this otherwise theoretically and empirically diverse field. What are the origins of knowledge, action and social interaction, and how do they develop? Within the many subdisciplines in the field of human development, the question of origins has been asked from a number of different theoretical perspectives. At the heart of the theoretical diversity evident in this field is the very old and very basic question of nature versus nurture. It is an ancient question that for centuries has been debated by philosophers, and more recently psychologists, neurobiologists, anthropologists and sociologists. But the old questions are still very much with us: What underlies the development of human knowledge, action and interaction? To what extent is the capacity to know and act encoded in the genes? What is the role of learning and environmental influences? How do we learn? What are the ways in which children become competent participants in their social groups? What is the origin and nature of social interaction and organization? These are the questions that unify the field.

Although these themes are common to the various subdisciplines, striking differences in focus, methodology, and technology have contributed to an artificial division between areas. While each area has contributed to our knowledge of some aspect of development, each view in isolation is inadequate to explain the richness of human thought and action. An interdisciplinary perspective provides the kind of cohesion necessary to begin to address questions that are central to the study of human development. At this point in time there is a convergence across disciplines in perspectives on the nature/nurture question. The weight of evidence coming from many disciplines has moved theorists to recognize the necessity of accounting for physical, biological and cultural factors and interactions among them. This recognition has forged the groundwork for a new interdisciplinary approach to the study of these very old questions. It is both theoretically and empirically crucial to consider evidence that cuts across academic disciplines. The original goal in establishing the Human Development Program was to create an academic major designed to allow students to explore these fundamental questions in human development from an interdisciplinary perspective.

The Original Design of the Human Development Program. HDP was launched in Fall Quarter of 1995. It was originally envisioned as a small, interdisciplinary undergraduate major designed to provide the opportunity for a limited number of students to tailor their educational program to meet their individual needs and interests. The maximum anticipated enrollment was about 100. In this original design, HDP fit the traditional model of campus programs in which students draw upon the resources of a number of different departments in crafting their course of study. By
their very design, programs are “interface intensive” organizations that require considerable resources at the level of both “program-student” and “program-affiliate department” interactions. For students, a course of study created under the guidelines of a program is very different from one based upon the traditional requirement structure of a department. Departments typically have a well-specified set of course requirements and most of the courses are offered within the department and thus are readily available to majors. Programs present more general guidelines and rely on affiliate relations with departments to provide courses. Given these differences, it is essential that programs provide considerable guidance to students in crafting their programs of study, as well as access to courses that are typically taught elsewhere. Both of these are critical to ensuring the quality and coherence of the student’s educational experience. For departments, the demands of small programs are manageable and the affiliate relation is usually enriching in some way for the department. Departments are typically willing to accommodate small number of program students and to ensure that key program courses are taught on a regular basis. Programs have sufficient resources to offer funds for needs like supplemental TA support. Further, the affiliate relationship between a department and a program often enhances departmental requests for funds to support academic activities that mutually benefit the department and program. For small programs the structure works well. Students receive adequate counseling and departments are not overburdened. However, the traditional small program structure fails to meet the needs of both students and departments when student numbers in programs rise significantly.

For the first several years, the “small program” model worked very well for our relatively small number of majors. However by 1999-2000 the demand for HDP had grown beyond all expectations. In fall of 2000, the program had over 700 undergraduate majors, which made it one of the larger academic programs in the Division of Social Sciences, indeed at UCSD. While these numbers were exciting and positive in that they reflected ever-increasing student interest in the program, they also presented an unprecedented set of challenges for the Program, the Division and the campus. The mismatch between the traditional program structure and large student demand created a crisis in HDP that threatened to compromise the quality of education for HDP majors. The problem, as we saw it, was a classic one of resource organization and management. We were faced with over 700 students for whom we had to provide a complement of classes. This meant that students need both direction on how to structure their course of study to achieve their academic goals and access to the necessary courses. Although HDP has a well-developed and sophisticated academic advising system, it was simply not possible to hand-craft the educational program of 700 students. In fall of 2000, we conducted an audit of the self-determined course programs from a randomly selected group of 45 graduating seniors. The data from that audit revealed an alarming lack of breadth and coherence for many students graduating in the major. The Executive board of HDP moved immediately to correct this serious problem by implementing, first, a comprehensive review of the curriculum followed by a complete revision of both the content and organization for the major. In addition, it was necessary to introduce a mechanism where the number of students admitted to the major could be controlled, and held to manageable numbers. With the support of the Senior Vice Chancellor of Academic Affairs and the UCSD Academic Senate Committee on Educational Policy, a pre-major requirement was implemented along with the curriculum revision in fall 2001. At the time of the curriculum revision, our goals were to reduce the total number of students enrolled in the major and pre-major to the 300-350 range, and to streamline the curriculum in order to provide a more
uniform and rigorous education for HDP majors. The new regulations have been very successful in helping us achieve these goals. As of Winter Quarter, 2005 the total number of declared HDP majors and pre-majors is 370.

Educational Mission (see Appendix A)

Mission Statement. The primary mission of the Human Development Program is to foster the understanding of human development as seen from biological, psychological, and socio-cultural perspectives. The program recognizes and addresses the central role of culturally diverse and interdependent communities in the process of human development, promotes research and practice in the service of individuals and society, and strives to support its objectives by providing:

- A challenging academic structure emphasizing multidisciplinary preparation
- Opportunities for the development of applied research and practice skills
- Access to innovative technologies

Overview of academic program organization

Beginning in fall 2001, students who wish to declare the HDP major must meet pre-major requirements and apply for entrance into the HDP major. The pre-major requirements are intended to provide students with the basic background they will need to complete courses in the major. All pre-major requirements are lower division courses. They include HDP 1, an introduction to human development, two biology courses, two social science courses, one formal skills course, one statistics course, and one computer literacy course. All pre-major requirements must be fulfilled before applying for the HDP major, and they must be completed with a grade of C or better. The cumulative GPA for the eight lower-division courses must equal or exceed 2.75. Students must meet with an HDP advisor and obtain approval to declare the Human Development major.

Requirements for the major include three developmental methods course, three upper division core courses in human development, seven developmental elective courses and a capstone senior seminar. Although many of the courses for the HDP major are taught in affiliate departments, a core set of courses are taught through the program.

- **Lower division introduction**: HDP1, the introduction to human development, provides an elementary overview of the major areas of human development.

- **Methods**: HDP 181 and 191 are intensive methods courses that are required of every HDP major. HDP 181 is a course in laboratory methodology; HDP 191 is a field research methods course.

- **Core series courses**: When the decision was made to revise the HDP curriculum, the HDP executive committee developed a series of upper-division core sequence courses that would be required of all majors. Course development begun in spring 2001. As of winter 2005, three core series courses have been introduced and are taught on a regular basis. These are HDP 110 (Brain and Behavioral Development), HDP 121 (The Developing Mind), and HDP
133 (Sociocultural Foundations of Human Development). Because student demand for these courses is high, we felt it prudent to allow students to take one of a highly selected set of alternative courses to fulfill the Core Series requirements.

- **Capstone Seminar.** HDP 150 is the required senior integrative seminar. It is intended as the final course for graduating seniors. Each quarter 2-3 topical capstone seminars are offered. While each course focuses on a specific topic (e.g. autism, violence, cultural development, food and behavior), the full range of issues in human development are considered. For example, the autism course begins with the genetics and neurobiology of autism, it considers the cognitive consequences for the child, the impact on family, issues within school systems, and the politics surrounding questions of funding for research, alternative treatments, etc.

**Student Advising – Communication Conduit (Appendix B)**

Because HDP is an interdisciplinary major drawing on resources of more than eleven affiliate academic departments, the task of providing academic advising for HDP majors poses a unique challenge. HDP has developed a student guidance infrastructure to ensure that students receive more than just major advice but a well-rounded education.

Academic advising begins before students become HDP majors. Each fall, the HDP advising team prepares a general campus orientation session for all interested students. The focus of this orientation is to provide in-depth information on major and pre-major requirements, timeline, and strategy for completing the HDP major. Students are strongly encouraged to visit the HDP advising office for personal guidance. The advisors enforce the importance of regular academic progress visits with the major and college advisor.

HDP academic advisors have the opportunity to verify student progress when students have completed the pre-major requirements and want to be admitted to the HDP major. The registrar’s office requires that students obtain advisor signature to declare the HDP major. To obtain the advisors’ signature, the student must schedule an advising appointment. The advisor reviews the student’s progress and based on the review either approves the major code change or provides guidance for the student. When a student is admitted to the major, the student’s progression is monitored on a regular basis.

Upper-division HDP courses are open only to declared HDP majors. Students can not take critical courses without consent of the advisor. This is another opportunity for the student to schedule academic advising and track his/her progress. Students wishing to enroll in the field research component of the program must meet with an academic advisor and sign up for the course one year in advance. During the advising session the students’ academic progress is once again reviewed.

The final step in the communication conduit was implemented two years ago when the program determined that it was important to conduct regular academic file audits. Throughout the academic year the HDP MSO audits a random sampling of student files, focusing on students that have recently scheduled an advising visit. Other student files are audited in the summer months. The audits are designed to check on student progress through the major, identify
potential problems or scheduling conflicts, identify potential curriculum problems, and affirm advising techniques. The goal is to proactively resolve potential issues and avoid adverse impact on students.

**Internal database.** The program maintains up-to-date information on the students' progress on a database that was created specifically to conform to the HDP curriculum and student needs. Each time a student visits the HDP office, his/her information is updated. The program records specific information such as student research interest, field site course information, petitions filed, etc. In addition, HDP is in the process of converting the progress check form into an electronic format. This will facilitate the record keeping process and require fewer manual updates.

**Tracking forms.** Academic advisors use progress check forms to discuss and maintain students' academic progress. Detailed advising notes are maintained for each student visit.

**Student Success: Grades and Rankings.** Data on the grade point averages shows that our students are successful in their progress toward their undergraduate degree. Our students GPAs are virtually identical to those of the students in the Division of Social Sciences as a whole (mean = 3.13 for both the division and the major). Further, the high mean GPA of over a 3.0 demonstrates that the students as a group are doing very well academically.

**Objectives (see Appendix C)**

1. **Preparation for Study in Human Development: The Pre-major**

   The implementation of a pre-major has allowed HDP to ensure that students will be accepted into the major only after having completed a rigorous set of pre-requisite courses. The courses have been carefully selected to assure that students have mastery of the background knowledge needed to successfully complete the Human Development major.

   Among the required classes is HDPI Introduction to Human Development. This course introduces students to the central issues in the basic areas in human development. The course explains relationships between biological, cognitive, social, and cultural aspects of development. Central issues and integrated perspectives are discussed.

2. **In-depth introduction to major areas: The Core Series**

   The most important change to the HDP curriculum since fall 2001 is the introduction of a new core series of courses that is required of all HDP majors. The core series is divided into three domains representing the major areas in which every HDP major should knowledgeable. These areas are Biological Bases of development, Social/Cognitive Bases (the ontogenetic bases) of development, and Socio-cultural Bases of development. These are all 100-level courses that replace our old foundations course requirement with a more coherent, developmentally focused set of core courses for the major. It is our goal to create six core series courses (two within each domain); each will be developed as a Human Development course and will be administered from
within HDP. Students will be required to take a total of three core series courses, one from each domain. Three of these courses, one from each domain, are currently offered on a regular basis.

3. Research exposure – multiple approaches: The Methods Courses

The content of HDP 181 was carefully designed to provide students with background on developmental research methods, experience in developmental data collection, and experience in preparing analytical laboratory reports. In short, the course offers a comprehensive introduction to the basic methods of empirical, laboratory-based research in human development. The primary goal of the course is to provide students with the kind of direct, hands-on experience with basic laboratory methodology that will allow them understand the intent and content of scientific papers that report empirical studies of human development.

The HDP 191 – Field Research in Human Development course provides students with the opportunity to participate jointly in a research project in conjunction with a mentor/collaborator from a local service site. This applied research experience allows students to design and conduct research projects in a variety of settings ranging from laboratory research settings to service oriented placements. In addition to literature research and a final paper at the end of the quarter, students will participate at an off-campus site for a minimum of four hours per week. Research sites are prearranged one academic year in advance and students can obtain detailed information from the HDP website http://hdp.ucsd.edu. Students’ interests and future career plans are considered for site placement. Various research orientations and methodologies are reviewed in class.

Students are required to take a third methods course. The Advanced Methods course is intended to provide students with the essential training they need in their area of specialization in the Program. It is designed to be flexible, offering students several different options. The third Advanced Methods course is selected from the following list:

- ANGN 172 – Life History Seminar and Practicum
- BICD 131 – Embryology Laboratory
- BICD 133 – Developmental biology Laboratory (6)
- HDP 115 / COMT 115 – Media and Design of Social Learning Contexts
- HDP 131 – Fifth Dimension for Elementary Schools
- HDP 135 / COMT 116 – Practicum in Child Development
- PSYC 111A or B – Research Methods I or II
- SOC / A 104 – Field Research: Methods of Participant Observation
- SOCB 110A / B – Qualitative Research in Educational Settings

The advanced methods courses are intended to target specific areas of interest for the student. For example, a pre-med student may choose BICD131-Embryology Laboratory course, whereas a student interested in social issues, may choose the HDP135/COMT116 Practicum course.

The HDP 194 honors series course is designed to provide our best and most dedicated students with an intensive research experience in a self-selected area of study. The series is a year long course that requires students to complete an original research project under the supervision of a
faculty member. The course requires a major research paper and a presentation based on the student’s research findings. Students are also required to present their work in a public forum (ie. annual spring symposium, lab group).

We have recently received approval for a new course that will expand these kinds of opportunities to a broader range of students, HDP192 Advanced Research in Human Development. This course is designed to provide a mechanism for upper division students who do not qualify for the honors program to become directly involved in mentored laboratory research. Students design an individually tailored course of study in collaboration with their faculty mentor, and may receive credit for up to two quarters of directed study. Finally, the HDP199 Independent Study in Human Development course has been in place for many years. This course provides a mechanism for students to receive research credit with a pass/no pass grading option.

4. Student-selected in-depth target study; advanced electives

The pre-major and core series courses will provide students with the background they need to pursue an in-depth course of study in Human Development. The advanced electives allow students to explore in much greater detail the areas of human development they find most interesting. Students are given substantial latitude in the selection of advanced elective courses. The goal of this aspect of the program is to allow students maximum freedom and creativity in their exploration of the field.

5. Integration of information: The Senior Capstone Seminar

HDP 150 – Advanced Human Development capstone course provides human development seniors with an integrative overview of the field at an advanced level. The course focuses on sub-fields of human development including biology, society, culture, and the individual experience to human development, continuity and discontinuity in development, and theory and practice.

6. Commitment to development of core competencies: Writing and Speaking

Writing is an essential critical thinking and life skill and it should be a central goal of every college major. Some writing skill is acquired in the colleges but it is crucial that students receive additional training within the major. A second critical skill is public speaking, but undergraduates often have little opportunity to present their ideas in front of others. Several HDP courses require students to present the products of their research to a larger group; the seminar encourages students to engage in more informal exchanges of ideas.

Exposure to scientific writing is a major emphasis in required methods courses, HDP181 and HDP191. HDP 191 requires that each student write weekly observational research notebooks. In addition, the final paper for the course is written in APA style. A great deal of emphasis is placed on how to write a scientific paper. Throughout the quarter students discuss their progress and submit drafts of their papers for review and feedback. The final assignment in the 191 course is a public oral presentation of their written research paper. The presentations are critically
evaluated by both the instructor and by classmates. Similarly, HDP 150 and HDP 181 require students to complete two shorter papers. In addition, they are required to present an in class demonstration of some aspect of an experiment or research. HDP 150 is a small seminar class with an emphasis on public discussion and exchange of ideas. Students are required to write an integrative paper for this course.

7. Educational opportunities outside of campus

The field research element in HDP191 provides students with the opportunity to integrate with the community. Students are required to perform a minimum of 40 hours per quarter at a chosen field site.

HDP collaborates extensively with EAP to provide opportunities for students to travel abroad.

Finally, in fall 2005, HDP will offer the first directed group study course focused on career exploration and career paths. HDP is in close collaboration with the campus Career Services Center to develop and identify educational opportunities for students outside of campus.

Faculty Involvement (see Appendix D)

The University of California does not permit full time ladder-rank faculty positions to be housed within a program. Thus, most of the faculty involvement in the program comes from dedicated faculty from other departments interested in the educational mission of HDP. A core group of faculty comprises the HDP Executive Committee. This group represents a broad range of affiliate departments. The Executive Committee is very active, meeting two to three times a month to oversee program goals and progress, develop new initiatives and courses, and address problems. The members of the Executive Committee are:

- Joan Stiles, Director, HDP (Cognitive Science)
- Farrell Ackerman (Linguistics)
- Leslie Carver (Psychology)
- Michael Cole (Communication)
- Gedeon Déak (Cognitive Science)
- Gail Heyman (Psychology)
- Kang Lee (Psychology)
- Hugh Mehan (Sociology)
- Carol Padden (Communication)
- Clarissa Reese (Lecturer, HDP)

Although there are no faculty members with primary appointments in HDP, several years ago the UCSD administration designated a number of interdisciplinary faculty positions. Faculty in interdisciplinary positions hold a primary appointment in a campus department, with 50% of their time and teaching designated for a campus program. Over the past several years HDP was awarded two of these positions. The two faculty members holding these positions are Leslie Carver from Psychology and Gedeon Deak from Cognitive Science. Professors Carver and Deak
make important contributions to the teaching mission of the program by teaching two of the Core Series courses.

HDP 1 is the lower division introduction to the Human Development major. The course consists of a series of lectures by 10-15 members of the HDP affiliate faculty. Each faculty member is asked to give an elementary overview of his or her area of expertise targeted to a novice audience. Each quarter one faculty member organizes the course, and provides synthesis and integration across the interdisciplinary range of topics. We have made an effort to rotate the job of organizer/synthesizer across faculty from different departments and perspectives.

The field research course is an important part of the HDP curriculum. HDP has a full time Lecturer/Academic Coordinator, Clarissa Reese, dedicated to teaching HDP 191, and recruiting and maintaining the field research sites. In addition, the lecturer oversees and directs the teaching of the laboratory methods course, HDP 181, which is taught by a temporary (but longstanding) lecturer. HDP 191 is taught 6 times per year (two sections per quarter). Enrollment in each section is limited to 25 students. Professor Reese is responsible for identifying and recruiting field research placement sites. She meets with site sponsors and mentors and negotiates the field placement agreements, and the content of the placement assignments. Mentors supervise students on site and monitor their hours. If problems arise with a particular student, the mentors contact Professor Reese who then meets with the students to resolve any issues. Professor Reese also conducts annual site visits of all placement sites, and maintains quarterly contact with all of the sites. There are currently more than 50 affiliate research placement sites in the San Diego area. During any given quarter approximately 35 sites actively host UCSD students.

The remaining HDP courses are taught by either temporary faculty or faculty visitors. The Dean of Social Sciences understands the structure and organization of HDP and has been very supportive of our teaching mission. Each year HDP is allocated sufficient temporary FTE funds to allow us to offer the courses necessary for our major. With a few exceptions, we have been fortunate to have been able to identify dedicated and talented teachers for our courses. Many of our temporary FTE have taught for us for several years. They are well liked and respected by the students and receive high marks for their teaching efforts.

Student survey information regarding access to small courses, faculty mentored research, or service learning suggest that HDP majors have only limited access to these kinds of experiences. The required method courses and senior capstone seminar ensure that every student will have some access to these important kinds of experiences. As previously discussed, we do offer a year long honors sequence which allows a highly selected group of students to have intensive and extended laboratory or field research experience.

**Interdisciplinary Focus (see Appendix E)**

HDP is an interdisciplinary program, incorporating courses from the Departments of Anthropology, Biology, Cognitive Science, Communication, Ethnic Studies, History, Linguistics, Literature, Psychology, Sociology, Teacher Education Program, and Urban Studies
and Planning Program. The curriculum is designed to emphasize the idea of development as an essential perspective from which to understand human behavior.

HDP draws students from all six UCSD Colleges. The distribution is fairly uniform with the exception of Sixth College. This is likely due to both the newness of the College and its academic focus on arts and technology. Efforts are currently underway to build stronger ties with Sixth College. The HDP academic advising staff maintains regular communication with advisors from all of the colleges. Advisors meet during ODAPA meetings and one other time each year to discuss curriculum changes, updates, revisions, needs, projections and concerns pertaining to the program.

HDP works in collaboration with Sixth College to assist Sixth College students in fulfilling a general education requirement. All Sixth College students must enroll in CAT 125 - Sixth Writing Requirement for two units to fulfill the second component of the practicum requirement. The written reflection must address not only the purpose in designing and undertaking the practicum, but specifically reflections about how the practicum connected to a larger cultural process, and how student's educational experience at UCSD and at Sixth College, particularly with respect to the core courses and general education program, come into play in this practicum. Sixth College students can fulfill the practicum requirement by taking HDPI91, HDPI94, or HDPI99.

During the past year, HDP has increased efforts to collaborate with University objectives. An ongoing collaboration has been established with the new degree audit reporting system (DARS). Academic advisors work closely with DARS programmer to calibrate the programming system and generate accurate reports. HDP is of particular interest because of the interdisciplinary nature of the major and because of the change in curriculum requirements since fall 2001.

As a result of campus need, HDP has proposed a new course approval to offer HDP 98 - Directed Group Study. Under this course, HDP is collaborating with the Career Services Center and Student Health develop course designed to address two campus needs; Career Exploration and Student Wellness. The Career Exploration course will focus on teaching students all aspects of entering the job market, researching positions, preparing a resume, marketing themselves and preparing for real life situations. The final outcome of this course is for students to create a portfolio to use as a career development life-long tool. Other UC campuses offer a similar course and based on the success of this concept we plan to offer this course for the first time in fall 2005. We have now begun to work with the Student Health office to address the issues of student wellness. The goal of the class will be to teach students to be proactive about their health, and discuss ways that they can keep themselves healthy (physically, emotionally, etc.) to ultimately impact and support their academic success.

Administration (see Appendix F)

The Human Development Program is staffed by a Management Services Officer (MSO), a Student Affairs Officer (SAO), an Assistant Student Affairs Officer (ASAO), and 2 – 4 Student Assistants. Due to the interdisciplinary nature of the program, the SAO and ASAO perform an eclectic array of services.
The MSO serves as the principal advisor to the Director of the program and is responsible for the overall leadership and management of all administrative activities in the Program. The MSO’s responsibilities include fiscal management and control of budgets, extramural funds, financial and personnel administration for academic personnel and non-academic personnel; undergraduate student affairs; space and facilities inventory, utilization and safety procedures in the Program space. The MSO exercises maximum initiative and autonomy within the parameters of program and University policies and regulations to accomplish the goals and objectives of the Program.

The Student Affairs Officer is independently responsible for all programmatic, administrative, and advising components of HDP. The SAO serves as primary academic advisor for HDP undergraduate majors and minors and is responsible for the exploration of educational and career goals, general knowledge of college and departmental emphasis and requirements, domestic and international exchange programs, course scheduling and registration, add/drops procedures for courses, petitions, incomplete, grade forms, degree checks, publications, etc. Additionally, the SAO analyzes, interprets and implements college and university broadly defined policies; develops and implements workshops, programs and activities for students. She also serves as the Student Affairs liaison to all campus departments and student center offices. Her responsibilities include interaction with different constituents of faculty, parents, general public, and six campus colleges.

The Assistant Student Affairs Officer is responsible for all programmatic, administrative and advising aspects of HDP 191 – Field Research course. Her responsibilities include vast community exploration and outreach to identify appropriate community liaisons. She represents the University and the Human Development Program in community settings and assists site placement of 50-100 undergraduate field research students each quarter. The ASAO assists field research faculty coordinator with management of HDP 191 course and she assists the SAO with student advising of HDP majors and minors.

**Student Identified Problems (Appendix G)**

The surveys from HDP graduates evaluating the program reveal two problem areas: 1) General course availability and access to small courses; and 2) Staff advising. Both are problems that we have been aware of and have already taken steps to correct.

**Course availability.** Problems with course availability were some of the early clues that the HDP major had grown beyond manageable bounds. With 700 majors, placement in courses was a key problem that created issues about the appropriateness of the curriculum and the capacity of students to finish in a reasonable timeframe. On the one hand, lack of availability of optimal courses created a situation in which students were selecting unbalanced combinations of courses to complete major requirements. But even with that unwise practice, students were still unable to find places in courses. Thus one way of characterizing the fall 2001 curriculum revision is an effort to provide students with placements in enough of the right kinds of courses to productively fulfill the requirements of the major. That required both reducing the number of majors and increasing availability of courses. Both of those goals have now been achieved. We succeeded
in reducing the number of majors to a manageable total of under 400, and we introduced new core series courses. These changes have greatly improved student access to core and elective classes. One additional problem that we have addressed concerns access to the field research methods course, HDP 191.

Because HDP 191 is a required course with limited enrollment per section, several years ago we encountered problems with students that had difficulty obtaining a place in a section. In some cases this threatened to jeopardize the timing of their graduation. This situation arose in part because of the excessive growth of the HDP major discussed earlier. The revision of the curriculum and subsequent reduction in the number of majors helped to remedy this situation, but did not completely solve the problem. In reviewing the pattern of student enrollments, it became clear that the remaining difficulty arose from a substantial number students postponing HDP 191 until spring quarter of their senior year. Thus, even though each year we offered a sufficient number of seats in the HDP 191 sections, students failed to sign up for sections in fall and winter quarter, and rushed to over-enroll the spring quarter sections. Limitations on site placements made it impossible to offer additional sections during spring quarter, and thus two years ago we implemented a new HDP 191 enrollment policy that has fully remedied the problem of students failing to find placements in this required course. Specifically, in spring 2003 we instituted an annual enrollment policy. In April, students are notified via email and regular mail of the dates of the enrollment window for HDP 191 (they are also informed of and reminded of the enrollment policy during meetings with the student advisors, and through the HDP website). Students wishing to take HDP 191 during the upcoming academic year must complete a placement questionnaire that includes information about both when they would like to take the course and their site assignment preferences. Seniors have priority in receiving an academic year placement, but choice of quarter is assigned primarily on a first-come basis. This policy, coupled with the offering of summer session sections of HDP 191 has solved the problem of course access.

Finally, as discussed earlier, in answer to the student concerns about access to small classes, we have introduced a new mentored research course that allows students to work directly with faculty on directed research projects.

Staff Advising. Unfortunately, we were not surprised to find that students in the recent survey expressed dissatisfaction with HDP student advising. However, we do not believe that these complaints reflect either the structure of our student advising program or the quality and qualifications of the current staff. Two years ago, we unfortunately had a very bad experience with a particular individual that created a serious crisis for a large number of HDP students. This individual worked for HDP a number of years, and for much of that time had been an excellent employee and competent senior student advisor. Approximately six months before we discovered the problem, this individual apparently experienced a series of serious personal problems that had a disastrous impact on the conduct of her job. Subsequently, this person’s advice to students gradually became more and more capricious and inappropriate. Students were told that they did not need to fulfill requirements or that they could apply unapproved courses toward major credit. Petitions were forged or inappropriately submitted. All of this came to light when her behavior in the office became more extreme and unsuitable. As soon as we discovered what was going on, we immediately initiated a complete audit of all of the student
files. Each file was carefully examined. Advising "errors" were documented in approximately one third of the files. The most serious cases threatened the graduation dates of students. Faculty and staff worked very hard to find remedies for as many of these errors as possible, as quickly as possible. Fortunately, in all but a handful cases we were able to find solutions that had minimal impact on the students involved. This staff member was dismissed as soon as the problems were discovered. Since then, a file audit procedure has been implemented. The file audit procedure is discussed in detail in the Student Advising – Communication Conduit section. The new staff member that replaced this person was made aware of what had happened and instructed to carefully monitor all student files and to be sure that students did not rely on any verbal information that they may have been given by the other person. The new staff member has now been working for HDP for over a year. She is very effective and well liked by the students. We are confident that student opinion of staff advising will shift dramatically toward the positive in the next several years.

Future Plans

Since we have recently completed a major revision of the HDP curriculum we do not anticipate making any further changes in the immediate future. However a number of other recent events are very likely to have a significant, positive impact on HPD. In 2000, the second component of the Human Development initiative at UCSD was implemented (the first component was HDP). In January of 2000, the Center for Human Development was launched. CHD is an interdisciplinary, research-centered unit designed to meet the growing need for interdisciplinary exchange on issues related to human development at the level of faculty and graduate students. The principle goal of the Center is to provide a forum for dialogue among members of diverse disciplines on issues broadly related to human development. While undergraduates do not typically participate directly in CHD activities, the presence of the enlivened developmental research community at UCSD impacts them indirectly. CHD draws national and international visitors for talks, workshops, and sabbatical. It galvanizes new research programs and creates research opportunities for students. One very tangible, upcoming event will be the opening of the new physical facility for CHD. Until now, CHD has operated as a virtual Center, housed in close quarters with HDP. In summer of 2005, a new 5200 square foot facility that will house both CHD and HDP will open. That facility will have research space, a statistics laboratory, postdoctoral and visiting faculty offices – as well as expanded facilities for HDP. All of the activities of the expanded Center will enhance the experience of the undergraduates in HDP.

Another program that will indirectly benefit the undergraduates in HDP is the launch of the third and final component of the UCSD Human Development initiative, the Interdisciplinary Graduate Program in Human Development (IGPHD). IGPHD will be an interdisciplinary program that draws upon all of the disciplines that contribute to the Developmental Sciences, including Anthropology, Communication, Cognitive Science, Education, Linguistics, Psychology, and Sociology. Primary specialization is accomplished through the home department, and students elect a secondary specialization focused in some area of human development. They are awarded a dual Ph.D. in their primary area and Human Development. The proposal for the new graduate program was submitted in fall 2004. It has been well received thus far and we anticipate approval sometime in the 2005-2006 academic year. The instructional mission of the undergraduate program, HDP, will be enhanced by the presence of graduate students with
specific interests in human development. One of the graduate program requirements will be a quarter of teaching in an undergraduate HDP course.

With the implementation of DARS, students and advisors can download preliminary degree audits. This tool has greatly enhanced the capacity to track progress correctly and quickly identify errors and correct them. Based on that technology, HDP is working to develop an internal database system to generate automated Progress Check reports. Once the system is in place, existing data will be migrated to the new database and students will receive comprehensive progress reports during an advising session. It is our goal to continue improving to provide the best, most accurate direction and guidance tools for students.

**Future Needs**

While discussing our future plans we have also identified our needs.

- A full-time lecturer to deliver the HDP laboratory course and a third methods course. These courses must be offered every quarter and it is often challenging to find a qualified individual to teach the courses.
- An additional interdisciplinary faculty member to provide course offerings for the core series.
- Funding to cover a .15 staff FTE for the SAO. The SAO is the senior advising position and it is currently funded at .85FTE.
- A .50 staff FTE to hire a receptionist. Student traffic is heavy in HDP, particularly in the afternoons and it is not always possible to effectively manage all the simultaneous activities while advising students.
Dear Colleagues:

Thank you for agreeing to serve as the undergraduate review committee for our Human Development Program. We greatly appreciate your willingness to help us plan for the program’s future.

The University of California, San Diego’s undergraduate program reviews are a joint undertaking between the Administration and the Academic Senate. The Senate’s Committee on Educational Policy (CEP) will play an active role in the review process once the Human Development Program has had an opportunity to comment on your report.

According to CEP guidelines, your assessment and report should include the following:

A. A description of the current operation of the department/program. The description should include the administrative structure of the department; the composition of the faculty (including work loads, distribution of graduate/undergraduate activity, lower-division teaching, and turnover); the numbers and academic objectives of student majors and non-majors; joint programs operated with other departments and/or colleges. The report should also describe the curriculum both in relation to majors and to other departments/programs and colleges. Methods of instruction and supervision, including teaching assistance, grading policies, and teaching evaluations and supervision should be discussed.

B. An analysis of the strengths and weaknesses of the undergraduate department/program under review. Here the review committee should be attentive to such questions as the overall academic quality of the faculty and curriculum as compared with other institutions, the operation of the program in relation to needs of (1) other departments/programs, (2) general liberal arts education, (3) the college system at UCSD. How well does the department/program meet the objectives of the various groups on campus? How effective is its teaching function in relation to students of diverse objectives? What are the supports and impediments to its effectiveness?
C. An analysis of strengths and weaknesses of the department/program in the context of campus and University policies. In reviewing the department/program, the review committee should give due attention to aspects of the total campus context that may positively or negatively affect the operation of the undergraduate programs. Included in such considerations are items such as the nature of college education requirements, enrollment policies, transfers, the adequacy of funding and personnel allocations, physical facilities, including laboratory and libraries and calendric planning.

D. Recommendations for alleviating problems suggested by the description and analysis.

To assist with the review process, we have enclosed (1) a tentative review committee meeting schedule, (2) a self-study report submitted by the Human Development Program, and (3) Human Development Program data from the Office of the Associate Chancellor – Undergraduate Education. Please submit the final report by Monday, June 13, 2005 to April Burcham (aburcham@ucsd.edu or mc: 0001) in the Office of the Associate Vice Chancellor – Undergraduate Education.

Thank you for your help. We look forward to your visit.

Maria Charles, Chair
Committee on Educational Policy

Mark Appelbaum, Associate Vice Chancellor
Undergraduate Education

Enclosures

c: J. Huerta
P. Drake
w/out enclosures
D. Tuzin
J.B. Minster
D. Hamann
ChronFile
Human Development Program (HDP)  
Committee on Educational Policy (CEP) Undergraduate Review  
Review Committee Schedule

**Tuesday, May 17, 2005**
*All meetings will be held in the HDP Conference Room (AP&M Annex 2848) unless otherwise noted.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 am – 9:00 am</td>
<td>Committee Breakfast w/ AVC Mark Appelbaum</td>
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<tr>
<td>9:00 am – 9:50 am</td>
<td>HDP Acting Director and MSO</td>
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<tr>
<td>10:00 am – 11:00 am</td>
<td>HDP Executive Committee</td>
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<tr>
<td>11:00 am – 12:00 pm</td>
<td>HDP Affiliated Faculty</td>
</tr>
<tr>
<td>12:00 pm – 1:15 pm</td>
<td>Committee Lunch (Faculty Club meeting room #5)</td>
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<tr>
<td>1:15 pm – 2:00 pm</td>
<td>HDP Temporary Lecturers and Teaching Assistants</td>
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<td>2:00 pm – 3:00 pm</td>
<td>Deans of Academic Advising</td>
</tr>
<tr>
<td>3:00 pm – 3:15 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 pm – 4:00 pm</td>
<td>HDP Undergraduate Advisors</td>
</tr>
<tr>
<td>4:00 pm – 5:00 pm</td>
<td>HDP Students</td>
</tr>
<tr>
<td>5:00 pm – 5:30 pm</td>
<td>Committee Debriefing</td>
</tr>
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**Wednesday, May 18, 2005**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am – 11:00 am</td>
<td>Committee Breakfast and discussion (LJ Beach &amp; Tennis Club)</td>
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<tr>
<td>11:00 am – 11:30 am</td>
<td>Break and travel to Faculty Club</td>
</tr>
<tr>
<td>11:30 pm – 1:30 pm</td>
<td>Exit Interview – Lunch (Faculty Club meeting room #6)</td>
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(Sandra Brown leaves at 1:00)

Exit Interview Attendees: Review Committee, Associate Chancellor-Chief Diversity Officer Jorge Huerta, Associate Chancellor – Chief of Staff Clare Kristofco, Associate Vice Chancellor-Undergraduate Education Mark Appelbaum, Dean Paul Drake, Acting HDP Director Carol Padden, HDP Executive Committee Member – Leslie Carver, HDP Management Services Operator Gris Arellano-Ramirez, Academic Senate Office Representative Mary Woolridge, Program Planning Director Bonnie Horstmann, and Review Coordinator April Burcham.
To: Committee on Educational Policy
From: Barbara Sawrey
Subject: Review of the Undergraduate Human Development Program

On behalf of the review committee, please find attached our report on the undergraduate Human Development Program (HDP). We would like to thank the numerous faculty and staff involved in the review. Many people in HDP, the Academic Senate office, and the office of the Associate Vice Chancellor–Undergraduate Education gave generously and graciously of their time.

We realize that this was the first departmental or program review to be carried out using the new CEP procedures, so we would like to be sure that our feedback concerning the process for the future is captured.

- The organization of the review process was useful and well thought out. The written materials we were provided were excellent, and the length of the time allocated for review was adequate.

- We recommend the addition of a meeting with the Department Chair or Program Director after all the other interviews and meetings are complete, but before the debriefing session with the Dean, Chair, MSO, etc. We requested that such a meeting be inserted in our schedule early in Day 2, and found this personal meeting with the Director to be very beneficial. Such a meeting could also come at the end of Day 1.

- Measures of performance and success are useful for all programs. The materials provided in advance included measures of student performance (GPAs), and instructor performance (CAPEs), but no outcome measures. We requested objective information on the program’s graduates (e.g. advanced degrees and employment patterns). This should become a standard part of the advance materials. Additional information on student satisfaction (classes, practicum, research, etc.), perceived adequacy of the educational experience (in preparation for career or advanced education), and professional identity may prove useful in evaluation of other programs.
Report of the Undergraduate Review Committee for the Human Development Program

Review Committee Members
Sandra A. Brown, Psychology (UCSD)
Joseph J. Campos, Psychology (UCB)
Barbara A. Sawrey, Chemistry & Biochemistry (UCSD), Chair

Introduction
On May 17 and 18, 2005, the review committee met at UCSD to conduct the first-ever CEP review of the Human Development Program (HDP). HDP was established in 1995, with an undergraduate major that quickly became enormously popular. The program is multidisciplinary, looking at important questions about the origins of knowledge, action, and social interactions. In order to study human development from biological, psychological, and socio-cultural perspectives, the program crosses the traditional boundaries of many departments, including Cognitive Science, Psychology, Biology, Communications, Sociology, and Anthropology.

Originally, fewer than 100 majors were expected, but by the year 2000 more than 700 students had declared a major in HDP. This crisis of popularity put strain on the program and led to an internal review of the curriculum by the HDP Executive Board in 2000-01. A pre-major was instituted, along with a revised curriculum in Fall 2001. Subsequently the number of majors has been reduced to a more manageable number. This is the first formal review of the program.

Current Program Operations
The HDP self-study document does a good job of explaining the current operations, except as will be noted below, and in the subsequent sections titled Recommendations and Problems Encountered by the Program. The document is very helpful in explaining the impetus for the program’s formation and the difficulties faced in the 10 years of existence.

Facets of the program’s operation that should be highlighted here are:

- HDP is not a department, and therefore does not benefit from the same allocation of funding for administrative structure as a department. But nor are they hampered in making appropriate changes by an unwieldy departmental structure.
- No ladder-rank faculty has a 100% home in HDP. All faculty have their appointment in a home department, and two specially appointed faculty members have a 50/50 joint appointment in HDP and in either Cognitive Science or Psychology.
- HDP is the largest undergraduate program on campus.
- The program offers a core of courses belonging to HDP (one lower-division course, and six unique upper-division courses), plus some cross-listed courses with other departments, and a dependence on many courses offered only in other departments.
- Since the pre-major was instituted the number of declared HDP majors has been reduced to a seemingly stable 350-400.
Academic and Administrative Assessments

Strengths
The concept of a Human Development program is inspired, timely, and appropriate for an institution with the strengths of UCSD. There is little doubt that development is one of the key areas of intellectual exploration in the 21st Century, as is evident from contemporary interest in the Human Genome Project, neuroscience, the brain, integrative biology, and especially the study of early experience. The importance of the field of human development is further attested by the initiation this year by the National Institute of Child Health and Human Development of an ambitious plan to study 100,000 children from prior to conception to the age of 21—a $2.7 billion investment by our society if the plan is implemented fully. The emphasis of the National Children’s Study is on the role of ecological, family environmental, and social institutional processes on psychological and physical development. There is also a growing recognition of the importance of technology in human education, cognition, and emotion. More and more, the fields of law, epidemiology, nursing, medicine, and many related disciplines are stressing how human development is central for the mission of these major professional fields. Clearly, human development is an area of national interest, and it is appropriate for a university of the quality of UCSD to spearhead a program preparing many of its graduates for a role in an area so relevant to our society.

The concept of the program is further strengthened by an impressive dedication of its core faculty to the mission of this interdisciplinary major. The Executive Board meets regularly to discuss the program, improve its course offerings, and evaluate its impact. Many of the faculty demonstrate through their creative ideas a deep commitment to the success of the major. The major also attracts a surprisingly large number of students, and departments that contribute joint listing of courses with the Human Development program benefit by the capitation provided by the large numbers of Human Development majors registering for courses in those departments. The planners of the program have thus created a mutually beneficial relation between the objectives of the major (which offers few courses of its own), and those of affiliate departments. The program status of HDP makes it more agile and adaptive than most departments, as long the Executive Board is as active and as responsive as it has been.

Problems Encountered by the Program
The conceptual elegance and strengths of the Human Development program are somewhat offset by several problems of execution of the mission of the program. These problems appear capable of being readily addressed. Nonetheless, the problems mitigate the effectiveness of the program, and the students’ satisfaction with the program.

One major problem is that of the career trajectories of its students. Human Development appears to have become a major that can be used by UCSD undergraduates as a means of preparation for careers in education, especially primary and secondary school education. There is no doubt that Human Development can make for much better prepared teachers; however, the program is structured to offer society many more professional opportunities than teaching, and yet it is less successful in fully preparing sufficient numbers of students for those other professions.

The issue of insufficient attention to the multiple career trajectories seems related to a failure of the leaders of the program to create a sense of the mission for students matriculating through the HDP. The students’ identification with the program and sense of cohesion with it seems lacking to some extent. One student who met with the review committee mentioned that she was unable to describe cogently to her parents and
friends exactly what was meant by a major in “Human Development.” A clear recommendation stemming from the site visit is for the program to work on identifying its goals to the students, to create a strong sense of the mission of the Human Development major, and to instantiate how Human Development can play a major role in multiple careers, in addition to teacher preparation. The teaching of core courses in the Human Development program must highlight the relevance of the major for many professions and career paths. Such highlighting appears to be weak, inconsistent, or nonexistent in the course offerings.

The sense of identity of students with the program can be addressed in part in another way. The students should be encouraged, with faculty involvement, to offer regular social and academic activities initiated by the students themselves and involving as many students as possible. Furthermore, space should be made available for students in the program to congregate and interact socially and intellectually.

There were other structural issues identified with the implementation of the major. One particularly salient set of problems beset the curriculum. The curriculum had serious problems of omission of course content, weak implementation of its major courses, and problems related to planning by students of course work in the junior and senior year.

In this regard, it was also felt that an Honors Program could be substantially enhanced and made more appealing to students. A remarkably small proportion of students participate in the Honors Program, even though they are eligible. An enlarged and logistically feasible Honors Program could serve as a means of clarifying the many career paths possible for students majoring in Human Development. This recommendation for an Honors Program goes along with related recommendations to increase the demands on writing and critical thinking by students in the program, to transition students more rapidly from pre-major to major, as well as to provide more structure to the program (i.e., have less of a cafeteria-approach to course selection).

One striking omission in the curriculum is the consideration of early development consequences on adult development and aging in the set of human development offerings. Similarly, there is little or no coursework in emotion and emotional development. Psychometrics, so important in so many disciplines drawing on Human Development, is also significant by its apparent absence from course offerings. In addition, offerings of courses in biology and anthropology could greatly enhance the program.

Another problem with the curriculum involves HDP 1, which should be offered more than once a year. The discussion sections should be structured to permit students to integrate the material presented to them by the parade of faculty teaching subspecialties in human development. This means that the TAs must also be trained to recognize, synthesize, and lead discussions in this integration. HDP 1 currently creates a problem for junior transfers, who often cannot take the course in their junior year, thus resulting in a significant number of pre-majors who do not declare their major until their senior year, and consequently are ineligible for the Honors Program if they expect to complete their degree in four years.

The two research courses (181, 191) which provide a well-designed sequence, suffer from logistical problems. The content of 181 is taught over a longer period of time than is needed for the material; 191 is taught too intensively with too little time for attainment of its educational goals of conducting research. In addition, these courses are sometimes taken out of sequence. A restructuring of the two courses for greater balance in content and workload is recommended to optimize the educational experience for the students. In addition, some students appeared to be unaware of the 192 course as a means of extending their research
beyond the one quarter 191 offering. There is no doubt that there should be a significant benefit to the program by restructuring and better integrating the 181, 191, and 192 offerings. The students also complained that the field sites available for 191 were often too narrow, and sometimes were not close at all to the student’s stated content area of interest.

Another disconnect occurs in HDP 150, 181, and 191. These are important courses for helping students to understand the mission of the program, yet these courses are most often taught by temporary lecturers. The lecturers are an able group of professionals, but they are not integrated into the discussions of the ladder-rank program faculty, and their main interactions seem to be with the program MSO. This is not a recipe for success in conveying the mission of the program and major to the undergraduates. Reconsideration of having the seminal upper-division courses taught by lecturers is in order, or else they must be better integrated in the process of planning and executing the program.

Although there is no current problem with HDP students getting in to the Psychology and Communications courses they need, this should be monitored carefully so HDP students are not slowed in their progress to their degree.

Advising of students is both a strength and weakness. There is no doubt about the enthusiasm and commitment of the advisors to the undergraduates. However, there was a patently clear disconnect between faculty and staff roles in advising. Faculty must somehow play a greater role in advising, both by engaging in more supervision of the advisory staff and by making themselves available to advise students themselves when appropriate. For example, the salaried advisors may not be aware of certain professional opportunities available to students with degrees in Human Development. Also, those advisors have not made known to the students the availability of information about the careers that draw on Human Development, despite the fact that the advisors have invested much energy to prepare such material.

Other problems uncovered in the advising process included the lack of timely declaration of a major, the lack of adequate tracking of student progress in the program in some cases, and a perceived unavailability and unresponsiveness of advisors to student overtures. Some students complained about a lack of clarity regarding which courses count toward the major. These tracking and related issues created problems for some students as they checked on their qualifications for graduation, a time when it could be too late for the student to take appropriate educational steps to redress elements missing in their education. In general, greater faculty involvement in advising, better dissemination to students of information about careers drawing on Human Development, and more effective tracking of the progress of each student in the program is needed.

Faculty involvement in the program came in for some comments. There is a clear need for more interdisciplinary hires to permit the program to achieve its objectives more effectively. The two interdisciplinary faculty already on board with joint appointments appear to be quite successful. The field of Communications seems ripe for a joint appointment with Human Development. In the meantime, it was felt that core faculty should teach 150, or at least, coordinate carefully the teaching of that course.

The Human Development Program anticipates a new graduate offering in the near future. This graduate program will have clear beneficial impact on the undergraduate program. Graduate students should be better able to convey the sense of career relevance of Human Development noted above as lacking for many undergraduates. Furthermore, the graduate students can provide a cadre of TAs whose services can
be used in Human Development course offerings. However, there is some concern that the expected graduate program will create new demands on the faculty, staff, and space resources of the Human Development program. A major recommendation is for the current faculty to assess the impact of the new graduate program on both their teaching loads, and the availability of their time for undergraduates. It is essential that the graduate and undergraduate programs be synergistic, not potentially in opposition. There is some concern that the latter may take place if precautions are not taken.

**Recommendations**

**Design of the Program**
- Strengthen the curricular offerings and exposure of the students to anthropology and biology. This means closer ties with, and involvement of, faculty from these departments.
- Building on the present success of two junior appointments, additional joint faculty appointments should be sought, most importantly with the Departments of Communication and Anthropology.
- Broadening the course offerings to include adolescent and mid-life development, and psychometrics is needed to round out the background of students who major in Human Development.
- The knowledgeable and dedicated temporary lecturers should be better integrated into the program. They need feedback from the core faculty and Executive Board. Reconsideration should be given to the current practice of having the critical HDP 181, 191, and 150 courses taught mainly by lecturers.
- Since the TAs come from a variety of graduate programs, attention should be paid to orienting them to Human Development’s goals, particularly in HDP 1.
- Offer HDP 1 more than once per year, and reserve spaces in Fall quarter for transfer students.
- Consider making HDP 181 and 191 a two-quarter sequence that must be taken in order. This will allow the uneven workload in the classes to be better equalized. Also students should be made aware of the possibility of taking HDP 192 to continue their research work.
- Diversify the field offerings in HDP 191.
- The Honors Program is under-subscribed. Advertise the Honors Program, and recruit eligible students.
- As mentioned by several constituencies, more attention should be paid in the curriculum to writing and critical thinking skills.
- A number of the above recommendations indicate that it would be beneficial to have increased structure to the program, and less of a mix-and-match approach to assembling courses to satisfy the requirements.

**Issues Surrounding Student Advising**
- Students need access to advising from faculty, in addition to the enthusiastic staff advising they get. This is critical for knowing career options and how best to prepare for them.
- Safeguards need to be established that assure students move out of the pre-major and into the major at the appropriate time.

**Engaging Students into the Goals of the Program**
- Faculty need to work on identifying the program’s goals to the students better in courses.
- Students in the major lack cohesiveness. They need to meet and work with one another, possibly through a student organization, regular academic events, or social gatherings. Possibly a student representative could provide valuable input to the Executive Board. Consider inviting majors to all program seminars.
Monitoring Student Progress and Career Tracks

- Through all avenues (faculty, staff, Career Services) more and better information needs to get to students regarding career options for HDP majors, other than teaching elementary school.
- The program needs regularly to collect information that informs the faculty about the career goals and successes of the students, and allows comparison with similar programs around the country. This could come from exit surveys of graduating students, feedback sessions with majors, mining of data collected by Career Services, as some examples.

Summary

In sum, the University should be proud of the work that has gone into creating and implementing an interdisciplinary major that is so relevant to the mission of our society. However, quite a bit of thought and planning needs to go into improving the implementation of the concept of a major in Human Development. None of the problems encountered appear insurmountable, though it is clear that an already overworked faculty may have to think creatively about how to deal with the problems besetting the implementation of the major, especially in light of the graduate program that is expected to appear on the scene within a few months or years.
Human Development Program Mission Statement

It is the primary mission of the Human Development Program to foster the understanding and the study of human development as seen from biological, psychological, and socio-cultural perspectives. The Human Development Program recognizes and values the central role of culturally diverse and interdependent communities in the process of human development. The Human Development Program promotes research and practice in the service of the individual and society. The Human Development Program strives to support its objectives by providing:

- A challenging academic structure emphasizing multidisciplinary preparation.
- The development of applied research and practice skills.
- Opportunities for individual learning through a comprehensive, student-centered curriculum.
- Access to innovative information technologies.

As suggested in the HDP mission statement, the goal of the Human Development Major at UCSD is twofold: first to provide students with a broad and integrated appreciation of human development from the level of biology through the influence of cultures. Second, we encourage students to develop a specific focus within the larger field that will help direct their future career path.

A common question that arises among students, and parents of students, considering a major in human development, is, “What can I do with a human development major, once I have finished my degree at UCSD?”

The materials that follow are intended to serve as a guide for answering that most important question. As you will see there are many, many possible career paths and directions a student of human development might pursue. Because the field is diverse the trick is to plan ahead and structure a course of study that will prepare you for the career of your choice.

1. Planning your career path needs to begin with your arrival at UCSD, or even before, since some decisions about your path will already have been made when you arrive. All incoming UCSD students are admitted to a college with specific rules and requirements. Those requirements provide the first set of constraints in the shape and direction of your educational path. Your HDP career needs to be coordinated with the demands from your college. Volume II of this manual provides you with guidance on how to coordinate requirements from the HDP major, the college, and long-term career path requirements (e.g., Law, med school, education).

2. Volume I of this manual provides an overview of possible career paths. It is extensive, but by no means complete. It is designed to provide a sense of the range of opportunities, and the basic requirements for pursuing them. Thumbnail sketches are provided for possible professions along with basic information about training, salaries, etc.

3. It is also very helpful to think about extra curricular activities that are important in helping you to make career decisions. Internships, study abroad opportunities, independent studies, are all good mechanisms to learn about fields of study, and whether they're appropriate for you. Volume III provides general information about career planning. In addition, it includes a section on research, internships, and study abroad opportunities for a range of career paths.
CAREER PATHS FOR HDP MAJORS

Careers in Human Development

I. Health & Medicine
II. Education
III. Social/Public Services
IV. Public Policy
V. Arts & Humanities
VI. Research

I. Health & Medicine

A. Medical Professions
   1. Pediatric Medicine
   2. Family Medicine
   3. OBGYN
   4. General Medicine
   5. Family Geriatric Medicine
   6. Sports Medicine
   7. Nursing
   8. Nutrition

B. Counseling & Mental Health
   1. Clinical Psychology
   2. Clinical Social Work
   3. Marriage & Family Counseling

C. Public Health
   1. Epidemiology
   2. Biostatistics
   3. Environmental Health
   4. Health Administration
   5. Health Promotion/Education

D. Therapy & Rehabilitation
   1. Physical Therapy
   2. Occupational Therapy
   3. Speech Therapy/Pathology
   4. Audiology

II. Education

A. Administration & Management
B. Counseling/Psychology
C. Postsecondary Education
D. Special Education
E. Student Services
CAREER PATHS FOR HDP MAJORS

F. Teaching- Elementary and Secondary

III. Social/Public Services

A. Child Welfare Services
B. Criminal Justice
C. Crisis Centers
D. Employment Services
E. Human Resources
F. Recreation Services
G. Social Work

IV. Public Policy

A. Domestic and International Aid
B. Law
C. Legislation
D. Public Health
E. Public Administration

V. Arts & Humanities

A. Publishing
B. Literature
C. Library Science
D. Graphic Media & Design

VI. Research

A. Anthropology
B. Biology
C. Cognitive Science
D. Communication
E. Education
F. Ethnic Studies
G. History
H. Linguistics
I. Literature
J. Neuroscience
K. Psychology
L. Sociology
M. Urban Studies & Planning
AFTERSCHOOL PROGRAMS

Barrio Logan College Institute
The Barrio Logan College Institute (BLCI) is a non-profit organization who's mission is to provide comprehensive programs that empower elementary through high school students to develop the self-esteem, academic skills and support systems necessary to succeed in school, to broaden their experiences and prepare them for success. The student researcher will be asked to work with elementary, middle school, and high school students assisting with their goals and academic needs, and develop integrative projects to further students learning in particular subjects. On-going instruction will be provided to the researcher.

Boys & Girls Club of San Dieguito
Conduct ethnographic fieldwork while participating in and conducting program activities. Focus would be to evaluate the efficiency of the Learning Center's mission. What differences does the Learning Center make in the community and how effective are we.

Early Childhood Education Center
Observe and participate in classroom activities with children, under teacher supervision. Specific responsibilities will depend on age group of children and teacher's instructions. May help develop and set up projects, design and implement lesson plans, etc. Final paper may concern teaching methods, day care ethics issues, interpersonal relationships in children, etc.

First Step-Head Start & Child Development Division
The First Step program is located in Southeast San Diego and has a Head Start Program and a CDD (Child Development Division) Program that serves children 6 weeks to 5 years of age. Student researchers will observe various aspects of the Head Start Program.

Head Start - Neighborhood House Association - 41 St.
The 41st Street site is in Southeast San Diego and serves infants to 3 years of age. The student researcher will observe various aspects of the Head Start Program, including a holistic approach to child development that includes parent involvement, social services, child development and health services, and community involvement. This site is 50/50 bilingual/English speaking.

Head Start- Laurel Tree
Students will act as a teacher's aide/observer in a multicultural setting. Students will observe and/or interact with children 3 to 5 years of age in a preschool classroom. May assist teacher in various projects in the classroom. Research topics could include topics in early childhood education/child development, interactions among children, language issues, etc.

Head Start - St. Leo's Mission
Student researchers will experience a culturally diverse environment and observe various aspects of the Head Start classroom curriculum, including small group activities, computer curriculum, and child based projects. Final paper may be on issues in a multi-cultural environment such as teaching methods, child interactions, language development, etc.
Reality Changers: Agentes de Cambio

Reality Changers prepares inner city high school students to become the first members of their families to attend a four-year university by providing weekly 1:1 tutoring relationships and sending qualified students (with 3.5 GPA) to UCSD Academic Connections Summer Residential Program. Reality Changers seeks a critical analysis that explains not only why parts of the program work well but why other parts need improvement.

SAY San Diego, INC.

SAY (Social Advocates for Youth) operates 50 after school programs on San Diego Unified School District middle and grade school sites, from Scripps Ranch and University City on the north, extending down to Route 54 in South Bay. There are sites in Claremont, Tierrasanta, Southeast San Diego and points in between. Volunteers/ UCSD students will work on site and become familiar with all aspects of the program. We would also like students to conduct research comparing/contrasting success rates (school grades, attendance, referrals) for students in our programs vs. youth not enrolled in our programs. SAY’s Extended Day enrollment includes both subsidized and non-subsidized families. Possible research projects could explore and compare target populations identified as high-risk to those sites identified with less risk, measure kids with several years in our program and their success rates, and pre and post testing with our drug/alcohol and self esteem programs. We are also open to any research ideas the students may have.

CHILD CARE PROGRAMS

Children’s Hospital-Child Care Center
Child Care Center for average of 156 children per day infant to pre-kindergarten. All aspects of child development education and supportive care.

Children’s Hospital- Children’s Toddler School
Children’s Toddler School is a unique learning experience that benefits both typically developing children and children at-risk for autism spectrum disorders. We focus on communication, cognition, and social development. The techniques and therapies used at the Toddler School are observed by a psychologist, speech therapist, and occupational therapist. We strive to prepare each-child for pre-school with complete integration of children with special needs and all children learn the acceptance of individual differences.

Early Childhood Education Center
Observe and participate in classroom activities with children, under teacher supervision. Specific responsibilities will depend on age group of children and teacher’s instructions. May help develop and set up projects, design and implement lesson plans, etc. Final paper may concern teaching methods, day care ethics issues, interpersonal relationships in children, etc.

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Head Start - St. Leo's Mission
Student researchers will experience a culturally diverse environment and observe various aspects of the Head Start classroom curriculum, including small group activities, computer curriculum, and child based projects. Final paper may be on issues in a multi-cultural environment such as teaching methods, child interactions, language development, etc.

CLINICAL RESEARCH PROGRAMS

California Teratogen Information Service Clinical Research Program
The Teratogen Information Service Clinical Research Program follows pregnant women who have had exposure to one of a variety of different medications, illnesses or environment agents to determine if these exposures increase the risk for birth defects or neurodevelopmental problems in the baby. Information about the pregnancy is collected from the mothers by telephone. After delivery, mothers and babies enrolled in the study are seen in a follow-up clinic where the infants receive a specialized pediatric examination. The assistant position would involve working with the patient files for a particular exposure in order to compile data for an outcome study. During the quarter, at one of the follow-up clinics, the assistant will have the opportunity to observe how the physical exams are performed and how that information is used in determining if there is an increased risk for birth defects.

Center for Behavioral Teratology
This project is focused on studying the cognitive and behavioral development of children prenatally exposed to a variety of different medications, drugs or alcohol while their mothers were pregnant. The student will work on a project related to subject recruitment or both students will work on a project determining in-pregnancy exposures for participants. Students will have the opportunity to interact with and observe the psychologist and psychometrist who manage this ongoing state-wide research project and assist with data management and scoring of neuropsychological tests.

Children's Hospital- The Autism and Assessment Services Project
The Autism and Assessment Services Project (ADAPT) is a part of the Child and Adolescent Services Research Center for Children's Hospital. We are examining how clinicians in the community and schools use different approaches to diagnose children with autism. Students will have the opportunity to learn about qualitative research methods, services research, and autism spectrum disorders. Responsibilities include assisting with survey study of community clinicians and school psychologists who work with children with autism, data entry, literature reviews, data scoring, reliability checks and recording behavior of children with autism.

Children's Hospital- Autism Intervention Center
Autism Intervention Center (AIC) is a clinic that serves young children with autism five years or younger. AIC provide interventions empirically proven to be effective for this age and population. Student would participate in applied research treating children with autism. Duties may include (but not limited to) case reviews, data entry, literature reviews, scoring, reliability checks, observing and recording behavior, phone interviews and data analysis.
Children's Hospital- Children's Care Connection
C3 is funded by Prop 10 and provides free services to families in North County with children 0-5 years old. Services include developmental and behavioral screenings, parenting classes and enhancement classes to support development for preschoolers.

Children's Hospital- North County Center
Outpatient Occupational Therapy, Physical Therapy, Audiology, Speech Therapy for children 0-18 years old.

Children's Hospital - Speech Therapy Department
The Speech Therapy Dept. is a division of Developmental Services. Primarily an outpatient pediatric clinic which provides evaluation and therapy to children 18 months to 11 years of age. We are outcome based and have completed quality improvement initiatives.

Children's Hospital - Occupational & Physical Therapy
Provide OT & PT services to children from birth to 18 years, and some adults with muscle disease. We address motor skills, self help skills, feeding, sensory processing and orthopedic injuries. Children's diagnoses include: autism, Down syndrome, dev. delay.

Crimson Center for Speech and Language
Speech and language therapy, possible occupational therapy.

Joan MacQueen Middle & Boulder Oaks Elementary- Speech Pathology Program
Work under the direction of Speech Pathologist at Joan MacQueen Middle school or Boulder Oaks Elementary with children who have severe to mild speech or language difficulties. There is one special day classes that include children with autism, MR, PDD, communication disorder.

Kate Grace Physical Therapy
KGPT is an orthopedic based physical therapy clinic. Our patient population varies from teenagers to geriatrics, as well as sports injuries to workers comp. Our responsibility is to return the patients to the highest level of function possible after injury.

Shiley Eye Center- Save Our Children's Sight Project
Community of Ophthalmology provides eye screening, eye exam and developmental assessment of children affected by refractive errors. Students could be involved in any of these three components.

Shiley Eye Center- Macular Degeneration Outreach Project
Community Ophthalmology reaches out to the elderly people affected by Macular Degeneration. Its research program is focused on the well-being of this population through self-management intervention. Students could be involved in any aspect of this program.

EDUCATION/TEACHING PROGRAMS

Carmel Valley Middle School- AVID Program
Elective class designed to help students who are from low-socioeconomic background and/or first generation college students, and/or underrepresented on college campuses. Mondays & Wednesdays HDP Students will be tutoring small groups for 30 to 45 mins.
Del Mar Heights Elementary School
Del Mar Heights School is a K-6 public school within the Del Mar Union School District. Work within Classrooms under the supervision of classroom teacher and school psychologist. Assist pupils in small groups or one on one settings.

Early Childhood Education Center
Observe and participate in classroom activities with children, under teacher supervision. Specific responsibilities will depend on age group of children and teacher's instructions. May help develop and set up projects, design and implement lesson plans, etc. Final paper may concern teaching methods, day care ethics issues, interpersonal relationships in children, etc.

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Freese Elementary School
Freese Elementary, located Southeast San Diego, serves a culturally diverse student body spanning grades pre-kindergarten through 6th grade. Possible research topics might include "The Effect of Teacher Expectations on Student Achievement" or "Factors in Successful Adjustment to Kindergarten".

Head Start - Neighborhood House Association - 41 St.
The 41st Street site is in Southeast San Diego and serves infants to 3 years of age. The student researcher will observe various aspects of the Head Start Program, including a holistic approach to child development that includes parent involvement, social services, child development and health services, and community involvement. This site is 50/50 bilingual/English speaking.

Head Start- Laurel Tree
Students will act as a teacher's aide/observer in a multicultural setting. Students will observe and/or interact with children 3 to 5 years of age in a preschool classroom. May assist teacher in various projects in the classroom. Research topics could include topics in early childhood education/child development, interactions among children, language issues, etc.

Head Start - St. Leo's Mission
Student researchers will experience a culturally diverse environment and observe various aspects of the Head Start classroom curriculum, including small group activities, computer curriculum, and child based projects. Final paper may be on issues in a multi-cultural environment such as teaching methods, child interactions, language development, etc.

Gifted Preschool
Varied Instructional Investigation. To be arranged. Provide positive learning environments for preschool children. Open to instructional experimentation and research trials.

Gillispie School
Student researchers will experience a culturally diverse environment and observe various aspects of the classroom curriculum, including small group activities, computer curriculum, and child based projects. Final paper may be on issues in a multi-cultural environment such as teaching methods, child interactions, language development, etc.
Hanna Fenichel Center
Psychoanalytically informed training center for interdisciplinary research concerning typical early childhood development; emphasis on meeting and understanding the emotional needs of children and underscoring the purpose of the early school experience for the child and his or her parents. The Hanna Fenichel Center for Child Development is a psychoanalytic training center that allows for interdisciplinary research. HDP 191 students may use observation methods and interview of children, teachers and staff. HDP students will have direct interaction with children and indirect review of school records available for research on demographic information and academic achievement.

James Madison High School A.V.I.D.
UCSD students will actively mentor and tutor underrepresented students in the AVID class at James Madison High School. All students will be the first in their families to attend college and come from diverse ethnic and socioeconomic backgrounds. UCSD Students will work with small groups of students to guide their learning and understanding of rigorous subject matter, especially in math and science. Students will also mentor students on their path to four year university admission. Must be motivated, responsible, and enthusiastic about higher education.

Mission Bay Montessori Academy
Private pre-school and elementary school through 6th grade. Our purpose is to aid the development of the child to the fullest possible realization of the child's imperious need to learn by doing. It develops the whole personality of the child, not merely his intellectual faculties, but also his powers of deliberation, initiative and independent choice with their emotional complements. Participants will work with individuals who need additional help in reading, math, etc. and assist teachers with special projects.

Pacific Beach Middle School A.V.I.D.
UCSD students will actively mentor and tutor underrepresented students in the AVID class at Pacific Beach Middle School. All students will be the first in their families to attend college and come from diverse ethnic and socioeconomic backgrounds. UCSD Students will work with small groups of students to guide their learning and understanding of rigorous subject matter, especially in math and science. Students will also mentor students on their path to four year university admission. Must be motivated, responsible, and enthusiastic about higher education.

Point Loma High School A.V.I.D.
UCSD students will actively mentor and tutor underrepresented students in the AVID class at Point Loma High School. All students will be the first in their families to attend college and come from diverse ethnic and socioeconomic backgrounds. UCSD Students will work with small groups of students to guide their learning and understanding of rigorous subject matter, especially in math and science. Students will also mentor students on their path to four year university admission. Must be motivated, responsible, and enthusiastic about higher education.

Reuben H. Fleet Science Center
The Reuben H. Fleet Science Center is a non-profit entity which seeks to inspire life-long learning by furthering the public's understanding and enjoyment of science and technology. The Fleet would like to have HDP 191 students perform exhibit evaluations. This would involve designing surveys, conducting visitor research, reading, and interpreting results.
Torrey Pines Elementary
Assist 4th and 5th graders in computer-mediated activities designed for learning and fun. Mentor low achievers in a linguistically and economically diverse classroom setting and assist in reducing large public school adult/student ratios. Work with teachers and researchers to design and evaluate creative new learning activities. (Computer knowledge not required).

Torrey Pines High School A.V.I.D.
UCSD students will actively mentor and tutor underrepresented students in the AVID class at Torrey Pines High School. All students will be the first in their families to attend college and come from diverse ethnic and socioeconomic backgrounds. UCSD Students will work with small groups of students to guide their learning and understanding of rigorous subject matter, especially in math and science. Students will also mentor students on their path to four year university admission. Must be motivated, responsible, and enthusiastic about higher education.

University City High School A.V.I.D.
UCSD students will actively mentor and tutor underrepresented students in the AVID class at University City High School. All students will be the first in their families to attend college and come from diverse ethnic and socioeconomic backgrounds. UCSD Students will work with small groups of students to guide their learning and understanding of rigorous subject matter, especially in math and science. Students will also mentor students on their path to four year university admission. Must be motivated, responsible, and enthusiastic about higher education.

Young Audiences - COPC City Moves!
In this interactive dance program, K-8th grade students have the opportunity to work with professional teaching artists. Teaching artist’s help students choreograph dances, create sets and costumes, and put on performances based on educational themes. The HDP 191 students will observe the program in action and help program instructors/directors plan and implement program evaluations.

SENIOR PROGRAMS

Carlsbad By The Sea
CBTS has three levels of care, Independent, Assisted Living, and a Skilled nursing unit. It is home for all the residents.

Casa De Manana
Casa de Manana is primarily independent living. Personalized support services for the senior adult who requires a little extra attention. The residents living in this neighborhood are at the assisted living level and have mild to moderate memory loss.

Fredericka Manor Care Center
Fredericka Manor Care Center is a skilled nursing care center. We have long term care, rehab, and an Alzheimer’s unit. We are located on 23 acre campus that includes independent assisted living and Alzheimer’s day care center.

Senior Community Centers of San Diego
SCC is a non-profit organization founded in 1973. The mission is to provide quality and compassionate services for the survival, health and independence of seniors living in poverty. We provide health and social service, case management and mental health services, housing assistance, transitional housing for homeless seniors, nutrition (approximately 1200 meals a day at 3 nutrition sites and home delivered meals) and socialization.
Senior Community Centers S.D.-Potiker Senior Family Residence
Potiker Senior Family Residence is 200 units of affordable supportive housing for seniors 62 years of age or older. Supportive services are intended to keep seniors independent for as long as possible. The services include activities as well as social services, health & mental health services.

Wesley Palms Retirement Community
Wesley Palms is a retirement community located in the Pacific Beach area. Most of the residents are in independent living, some are in assisted living. Students choosing this site will be able to observe and participate in many scheduled activities, including meal times.

SOCIAL PROGRAMS

Child Welfare Services
CWS is the public Child Welfare agency of San Diego County. We are a division of the Health & Human Services Agency. CWS delivers court-ordered & voluntary services to families where the issues of child abuse & neglect warrant intervention.

Reuben H. Fleet Science Center
The Reuben H. Fleet Science Center is a non-profit entity which seeks to inspire life-long learning by furthering the public's understanding and enjoyment of science and technology. The Fleet would like to have HDP 191 students perform exhibit evaluations. This would involve designing surveys, conducting visitor research, reading, and interpreting results.

Shiley Eye Center- Save Our Children's Sight Project
Community of Ophthalmology provides eye screening, eye exam and developmental assessment of children affected by refractive errors. Students could be involved in any of these three components.

Shiley Eye Center- Macular Degeneration Outreach Project
Community Ophthalmology reaches out to the elderly people affected by Macular Degeneration. Its research program is focused on the well-being of this population through self-management intervention. Students could be involved in any aspect of this program.
September 30, 2005

To: Kim Griest, Chair
   Committee on Educational Policy
   Academic Senate 0002

From: Paul W. Drake
       Dean

Re: Review of the Human Development Program

I appreciate the hard work and thought that went into this report. I have been a strong supporter of the Human Development Program because I agree with this review about the high quality of its intellectual mission and its dedicated core faculty. I have also committed significant resources to HDP because of the overwhelmingly positive student response, which led to excessive growth that we had to curtail. Overall, the accomplishments of the program are remarkable, especially for an interdisciplinary operation. Indeed, I think the report understates the successes and overstates the problems.

Nevertheless, I welcome the detailed suggestions for improvements, and I will try to help HDP make every effort to remedy the most significant deficiencies. Many of the recommendations seem realistic and achievable. However, the numerous proposals involve myriad complexities that will have to be assessed carefully. For example, some of the problems identified for students relating to and working through the major are very important, but they are also true for departments and even harder to address by an interdisciplinary program. While the recommendations for enhancing career trajectories for students need to be acted upon, it should be remembered that the program is also intended to be a valuable educational experience regardless of career outcomes. The warning about not letting the impending graduate program become a burden is also well taken, but I do not expect it to become too large or distracting. Some of the curricular suggestions involve complicated judgments and tradeoffs that will have to be analyzed thoroughly by the faculty, although I am open to the possibility of providing more course offerings.

Beyond supplying guidance and resources, perhaps the most important contribution of my office to the program has been authorizing the hiring of new faculty. It is essential to realize that these additions have included several independent as well as joint appointments in departments. As in the past, I will be glad to consider the faculty needs and priorities of the program, including the potential for more independent as well as joint recruitments. In a related move, I am currently funding a joint search between the Center for Human Development and Cognitive Science. However, my FTE allocations for the future will have to take into account the constraints that the major is no longer
growing as fast as some others and that UCSD is gradually approaching steady state in the size of its faculty. Consequently, we may have to start asking developmental faculty who are not joint hires to contribute more time to a program that benefits them, their students, their department, and their campus.

I will look forward to the comments of CEP and HDP on all the concerns expressed in the report. Thereafter I will be discussing these issues with HDP and strategizing with them about ways to enrich an already excellent program. Based on their laudable record of devotion to this enterprise, I am confident they will make the necessary changes.

[Signature]

Paul Drake
October 20, 2005

To: Academic Senate

From: Joan Stiles, Director,
Human Development Program

Re: Review of the Human Development Program

On behalf of the Executive Committee and Staff of the UCSD Human Development Program, I would like to thank the members of the review committee for their thoughtful review of HDP. We are pleased that the committee recognized the overall strength of the program, as well as the importance of the field generally. We also appreciate the comments made in the more critical parts of the review, and have spent considerable time devising ways to address the weakness identified by the review committee. In some cases, the problems were ones that we had also identified ourselves, and have already implemented plans to remedy them. In other cases, the reviewers pinpointed problems we had not recognized, and input from the reviewers have prompted us to develop new plans and policies. The remainder of this report will focus principally on a summary of the newly implemented or proposed remedies to the problems outlined by the reviewers. In a few cases, the reviewers made suggestions about additional resources that would improve specific aspects of the program. While we very much appreciate the suggestions of the reviewers in these cases, at this point we feel that it is unlikely that we will be able to act on those points.

In the remainder of this report, each of the criticisms raised by the reviewers will be summarized. Following each point, we present our response to the reviewer’s comment.

1. One major problem is that of the career trajectories of its students. Human Development appears to have become a major that can be used by UCSD undergraduates as a means of preparation for careers in education...however the program is structured to offer society many more professional opportunities...One student who met with the review committee mentioned that she was unable to describe cogently to her parents and friends exactly what was meant by a major in “Human Development.”

As a founding director of HDP, I was both surprised and distressed to see this comment from reviewers. In the very earliest stage of development for the HDP curriculum, among the first points that was raised by the founding committee was the question of career trajectories for HDP majors. Indeed, our original concern was couched in terms of the hypothetical conversation between student and parent in which the student announces that s/he has declared the HDP major, and the parent’s immediate response is “what is it and what are you going to do with a degree in that?” Among the first documents prepared for majors were our career and college curriculum booklets.
These booklets outlined the range of career paths available to students of Human Development. They ranged from medicine, to law, to public policy, education, counseling, and basic research. Information was included about what kinds of courses students would need to take to pursue an advanced degree or career in each of these areas. Further, separate books were developed for all of the UCSD undergraduate colleges, so that students could plan a full four year career path that would allow them to fulfill all of their college requirements, HDP requirements, and any additional courses they might need in order to pursue their career path. For many years, those booklets were updated yearly to conform to college and major requirements. Indeed, those same materials are still available to students. However, in anticipation of a plan to move all of the career path materials into a web-based resource file, they have been consolidated into a single large compendium that includes both the original basic information, as well as a large body of more general information about career planning.

After seeing the comments by the committee, I reviewed all of the current career path materials. The current consolidated format is very cumbersome, and difficult to navigate, especially for a student with little knowledge about human development. The career paths and their links to HDP as presented in the current format are less than transparent. The mission statement and curriculum path of the program appear to have little direct bearing on the large compendium of materials. This problem will be resolved when we have the resources to create the web-based versions of the material. However, it is likely to be a year before that can be accomplished. In the mean time, we have devised a plan to rework and reorganize the core materials to make them more transparent and available to students. We are in the process of creating a three volume set of materials. Volume I will be Career Paths for Human Development Majors. It begins with an initial explanation of what the volume contains and how it links to the mission statement and curriculum goals, and an overview of the possible career paths organized by discipline (e.g. Medicine, Law, Education, Public Service, etc; See Appendix A for copies of introduction and overview documents). Each section will then provide a summary of possible careers in each area including a brief description, educational requirements, estimates of expected entry salaries (where available). Volume II will reinstate our UCSD College based curriculum information, providing examples of programs for students who wish to pursue careers in a range of disciplines. Volume III will provide a summary of more general career advising resources available both on campus and on the web.

2. The sense of identity of students with the program can be addressed in another way. The students should be encouraged with faculty involvement, to offer regular social and academic activities initiated by the students...space should be made available for students in the program.

For many years, there was a HDP Student Club that fulfilled many of the functions suggested by the reviewers. It was particularly active during the early years of the program, when the number of majors was comparatively small. The group was quite active and served to engender a sense of community among the students. The club was disbanded in 2001, after several very serious attempts by staff to encourage participation failed completely, in that no students attended several widely publicized club meetings, and no one stepped forward to act as an officer of the club. It is perhaps not surprising that this happened during the period of maximum enrollments in the major. Simply managing the program had become taxing, and the sense of community ebbed.

However, the recent curriculum revision has succeeded in bringing the number of majors down to a more manageable level. It is a very good time for the committee’s recommendation to have been raised. For several reasons, this is a very good time to try to resurrect the student club. First, the administration of the program is running smoothly, and we have the administrative resources to devote some time to assisting students in setting up and running activities. Second, by next
summer (2006) we will move into new, expanded space (in conjunction with the Center for Human Development). One very good idea from the committee is to commit space to the undergraduates for informal activities. Since we have not yet begun renovating the space, we can plan to include a Student Lounge – a place students can meet, relax, read their email, and find program based resources. Finally, we can encourage the initial formation of the Student club by offering administrative assistance and small amount of "seed" money for specific activities and events. Among the activities we will recommend to students as part of the club activities are:

- Opportunities to participate in outreach and public service
- Networking for internship opportunities
- Quarterly faculty lecture (selected by students; supported by administration)
- Monthly faculty-student lunch (selected by students; supported by administration)
- Annual alumni social gathering
- Annual graduation social gathering

3. In this regard, it was also felt that an Honors Program could be substantially enhanced and made more appealing to students. A remarkably small portion of students participate in the Honors Program, even though they are eligible.

HDP would be pleased to increase the number of students enrolling in our honors program. To date, the difficulties with increasing participation in the honors sequence has been twofold. First, many of our students choose the HDP major later in their academic career, often in their junior year. As a result, students must play "catch-up" in order to complete their degree in a timely manner, leaving little time for honors coursework. Second, our most successful students are often in the process of completing a significant number of graduate preparatory courses outside of their major, again leaving little room for an honors program. For example, students interested in the field of medicine must take a minimum of 56 additional units outside of HDP to fulfill pre-med requirements.

Now that HDP enrollments have decreased to the more manageable level of approximately 400 students, HDP has taken measures to try to alleviate these two underlying causes of low honors participation. First, our recruitment efforts for the HDP major are focused primarily on freshman and sophomore students, hopefully catching those students who would have waited until much later in their academic career to explore the HDP major. Second, due in part to the increased technology resources available now on TritonLink, we are able to target our honors promotion efforts towards those students most likely to be able and interested in participating in an honors program by cross referencing GPA with units and specific courses taken—a task which up until now would have been done by hand, rather than using sophisticated database queries.

4. One striking omission in the curriculum is the consideration of the early development consequences on adult development and aging in the set of HDP offerings. Similarly there is little or not coursework in emotion and emotional development. Psychometrics ...is also significant by its absence.

We agree that these areas are not well represented in the curriculum. However, we have limited resources to alleviate this problem. As a program we have little say in the area content of departmental hires, and thus have little latitude in directing the availability across a wide array of areas. Courses focused on lifespan and aging have been historically missing in campus departments. While the medical school has large centers devoted to topics related to aging, there are no courses available to undergraduates. We have tried, where we can, to include opportunities for students to study lifespan topics. For example, the field research course has a number of site placement options for students wishing to focus on these development issues. We can also offer HDP 150 senior seminars on aging related topics. However, while we are very much aware that
these areas are missing from the curriculum, we have few resources that will allow us to offer such courses.

5. Another problem with the curriculum involves HDP 1, which should be offered more than once a year. The discussion sections should be structured to permit students to integrate the material presented to them by the parade of faculty teaching subspecialties in human development. This means that the TAs must also be trained to recognize, synthesize, and lead discussions in this integration. HDP 1 currently creates a problem for junior transfers, who often cannot take the course in their junior year, thus resulting in a significant number of pre-majors who do not declare their major until their senior year, and consequently are ineligible for the Honors Program if they expect to complete their degree in four years.

During the early years of the Program, we tried several models for the HDP 1 course. For several years, it was team taught by two or three faculty members. While those early models provided reasonable coverage of the field, we decided a better design for the introductory survey course would be one that took advantage of the breadth of faculty talent on the campus. We invited a large number of faculty to lecture in the course, but were careful to explain the mission of HDP 1. All of the faculty who lecture in HDP 1 are asked to structure the content of their lectures to a novice audience. We ask them to present an overview of their area of expertise, and to provide links between their work and other fields of inquiry within human development. Because we think it is important to draw from a large number of faculty, we are constrained in the frequency with which the course can be taught. Further, it is not clear that student demand warrants teaching the course more than once per year. A review of student enrollments shows that, since the restructuring of the HDP major in 2001, enrollments in HDP 1 have dropped proportionately with the number of majors. In fall 2001, 335 students took HDP 1, in 2004 that number dropped to 192. In 2005 the number is 242, suggesting we have reached a steady state level of enrollment that is easily accommodated with one offering per year.

Discussion sections have always been required for HDP 1. Students must enroll by selecting a discussion section to participate in the class. Discussion sections offer an opportunity for students to integrate the material presented to them. Depending on the lead instructor, the TAs receive considerable information orienting them to HDP. In addition, TAs are given an orientation by the HDP administration regarding the structure and goals of HDP, an overview of our students and their interests, and a summary of resources available to them as TAs. Finally, the launch of the new Interdisciplinary Graduate Program will provide further TA resources for HDP 1. The grad program will increase the pool of qualified graduate students with training in development, who will be excellent candidates to be TAs for HDP 1.

In an attempt to address the issue of transfer students not being able to take HDP 1 in fall of their junior year, we experimented with moving HDP 1 to winter quarter only to discover that it created a huge disruption. We received many complaints from students and other advising units on campus and at junior colleges because moving the course away from fall disrupted their schedules and planning. All fall transfers take HDP 1, and we make sure space is available for them. That leaves only a very small group of students, who decide to adopt the HDP major after they have transferred to UCSD, with the problems of having to wait until their senior year to take HDP 1.

There is a small group of seniors who have not yet completed the pre-major requirement. However, very few of those students fail to complete the requirements because they have been unable to take HDP 1. A spring '05 review of pre-major seniors confirms this statement: only 15% of senior HDP pre-majors had not yet fulfilled the HDP 1 requirement. Further, nearly half of this small group of students that had not fulfilled the HDP 1 course requirement, did so because they did not pass it on the first try, not because of a lack of course availability.
Typically, pre-major seniors retain their status because they must repeat a course, have not achieved the required GPA, procrastinate about completing a dreaded requirement, or--more commonly--have actually completed the pre-major but have not yet come in to the HDP office to officially declare (32% of the seniors fell into this category). Students that are eligible for HDP honors do complete their pre-major before senior year.

6. The two research courses (181, 191) which provide a well-designed sequence, suffer from logistical problems. The content of 181 is taught over a longer period of time than is needed for the material; 191 is taught too intensively with too little time for attainment of its educational goals of conducting research. In addition, these courses are sometimes taken out of sequence. A restructuring of the two courses for greater balance in content and workload is recommended to optimize the educational experience for the students. In addition, some students appeared to be unaware of the 192 course as a means of extending their research beyond the one quarter 191 offering. There is no doubt that there should be a significant benefit to the program by restructuring and better integrating the 181, 191, and 192 offerings. The students also complained that the field sites available for 191 were often too narrow, and sometimes were not close at all to the student's stated content area of interest.

HDP181 and 191 were designed to be complementary in their content, but they were never intended to be taken in a sequence. The instructor that teaches HDP191 is also the HDP Field Methods Coordinator. She is a full time faculty member in the Program and is additionally responsible for the design and oversight of both the core laboratory courses. She directly supervises the temporary instructors who are hired to teach the laboratory methods course, HDP 181, to insure that the goals of the class are accomplished.

We recognize that HDP191 in an intensive course. But it is difficult to design a field introductory research course otherwise. The goal of HDP191 is to expose students to methods of data collection and analysis, to introduce them to the basics of writing an analytical paper in APA format and to expose students to field research in the social sciences. It is a great deal to accomplish in 10 weeks. However, in recognition of the amount of work required for the course, we asked CEP to designate the course as a six unit, rather than a four unit course. CEP reviewed the request and agreed that the course merited six units of credit.

Though disappointing, it is not surprising that students are unaware of HDP192. The course was just recently created and offered for the first time in fall 2005. The intention of HDP192 is to offer students the opportunity to perform a project similar to the Honors Program but with less intensity. We are actively advertising the course to students via our student advisors and our web site.

It is surprising that the students complained that the field sites available for HDP191 are too narrow and removed from the students' areas of interest. Field sites are not randomly assigned. Students are given up to five choices for field sites. Over the past several years, we have built the pool of available sites and now offer at least 50 sites each quarter. In addition, we have made considerable effort to provide a wide range of options to students. Available sites range from preschools to elder care facilities to physical therapy to teratology research (see Appendix B). Information about the field site, brochures, contact information and sample research topics are available for students to review before their site placement selection to make sure the research field matches their interests. In addition, if a student is unable to find a research site that fits their area of interest, we offer all students the opportunity to develop their own research opportunity within the community. Indeed, some of our permanent placement sites were originally identified by students. Thus, the range of possible research sites is virtually unlimited.
7. Another disconnect occurs in HDP 150, 181, and 191. These are important courses for helping students to understand the mission of the program, yet these courses are often taught by temporary lecturers. There seems to be some confusion about the laboratory and field research courses. HDP 191 (field research) is taught by a permanent lecturer who is also responsible for the recruitment and administration of all of the field research sites. Clarissa Reese holds a Ph.D. from UCSD and has been very effective in teaching and administration of this very challenging course. In addition, she designed the laboratory methods course and provides close supervision of the temporary instructors who teach that course. Thus, both of these important method courses are closely supervised by a permanent member of our faculty. HDP 150s are required senior seminars that are taught twice per quarter. Except on rare occasion, it is not feasible for us to have regular UCSD faculty members teaching these courses. We do, however, staff those courses with visiting scholars, community professionals and temporary lecturers. Overall, the seminars receive very high marks from our students. More than 90% of our HDP 150 instructors (since fall 2003) receive approval ratings of 85% or higher.

8. Although there is no current problem with HDP students getting in to the Psychology and Communication courses they need, this should be monitored carefully so HDP students are not slowed in their progress to their degree.

While enrolling in courses is not a notable problem for HDP students now, this was not always the case. In the earlier stages of the Program, when the number of majors was close to 800, students were not able to enroll in the courses they needed to progress in their studies. Students were petitioning their way through the major simply to get through. This was one of the major areas of focus when the curriculum redesign occurred. By taking ownership of the core courses, while still allowing the students the freedom to select courses from other departments, we were able to significantly reduce the impact on affiliated departments and reduce the number of petitions filed each quarter. Since the implementation of the new requirements, the demand for affiliated courses is closely monitored by HDP to determine the impact on both HDP students and the department offering the course. HDP makes a concerted effort to inform students of potentially impacted classes and what measures can be taken to increase their probability of enrolling. While it is true that students are able to add Communication courses without incident, Psychology courses can be more difficult. For example, PSYC 168 and 172, both offered in the largest lecture hall on campus, are in extremely high demand—not just by Psychology and Human Development majors, but by others seeking upper division elective units. To offset this demand, Psychology offers both courses in summer session as well. HDP started to offer courses in summer 2003 to further assist students toward their educational progress. Once summer session is fully funded by the State of California, taking these classes in summer will become economically feasible for many more students, thereby reducing the demand on these courses even further.

9. Advising of students is both a strength and weakness. There is no doubt about the enthusiasm and commitment of the advisors to the undergraduates. However, there was a patently clear disconnect between faculty and staff roles in advising. ... For example, the salaried advisors may not be aware of certain professional opportunities available to students with degrees in Human Development. Also, those advisors have not made known to the students the availability of information about the careers that draw on Human Development, despite the fact that the advisors have invested much energy to prepare such material.

It is certainly true that students can always benefit from increased promotion of career advising and reference materials. That is why all first-time advising appointments include a discussion of potential career interests and how those interests fit within the scope of human development. The
salaried advisors work closely with the Career Services Center on campus to offer current information on career possibilities and ensure that Career Services represents Human Development in their career workshops and courses. Students are also informed of the materials available within the student affairs office, given copies of handouts on specific career paths that are of interest to them, and referred to faculty with similar interests when appropriate (who indeed have more detailed knowledge of a chosen field than the staff advisors). The Career Services Center at UCSD was established to provide guidance and resources to students for career development and that is why students are also directed there.

Students are encouraged to initiate contact with faculty for mentorship or research opportunities starting as early as the annual HDP Orientation. Students are provided with resources on how to involve themselves with affiliated faculty. For example, they are referred to the HDP website and encouraged to view faculty links, bios and contact information. In addition students are given information on many research opportunities available to them such as HDP 199 Special Studies, HDP 192 Advanced Research in Human Development, and HDP 194 Honors in Human Development, which provide an invaluable opportunity for mentorship.

Moreover, Human Development is the only department on campus to utilize the undergraduate 98 course, directed group study, to partner with career services and create a class focused specifically on career development within the social sciences. During the HDP undergraduate review the reviewers expressed great enthusiasm for the development of this course, and agreed that a comparable offering is not currently available on campus. Beginning this fall 2005, HDP 98: Introduction to Career Development, aims to have students begin developing their career options early in their academic studies in an interactive, hands-on environment that will help students determine their interests, skills, and personality and how they relate to a career path. These resources along with the curriculum binders already discussed earlier in this document will help to highlight the efforts made to assist HDP majors with career choices.

10. Other problems uncovered in the advising process included the lack of timely declaration of a major, the lack of adequate tracking of student progress in the program in some cases, and a perceived unavailability and unresponsiveness of advisors to student overtures. Some students complained about a lack of clarity regarding which courses count toward the major. These tracking and related issues created problems for some students as they checked on their qualifications for graduation, a time when it could be too late for the student to take appropriate educational steps to redress elements missing in their education. In general, greater faculty involvement in advising, better dissemination to students of information about careers drawing on Human Development, and more effective tracking of the progress of each student in the program is needed.

While timely declaration of the major poses a problem, it is not solely an advising problem. Once students declare either the pre-Human Development major or the major they can be tracked through the system. Currently students do not need HDP permission to declare the pre-major. Our request to implement this control was denied. Therefore, we inevitably have some students that are either undeclared or change their major late in their career and then transfer to the pre-major with out warning.

With regard to student feedback, we were not surprised by the concerns that students stated. Unfortunately, during the time of peak enrollments for HDP, we experienced serious major difficulties with a member of our advising team whose performance in her job dramatically changed, leading to many of the issues of concern expressed by the 4 or 5 students that met with the reviewers. We felt that the ramifications of this problem would surface so we discussed it in our self evaluation document. These issues certainly were addressed as soon as discovered but
obviously led to some lasting student dissatisfaction among those who were affected. Student feedback over the last two years of the current advisors' tenure has in fact been very positive. Indeed, in a larger survey of students' opinion about staff advising, more than 70% of students ranked Staff Academic advising very positively.

Other concerns, such as student progress tracking and advising availability, have been significantly improved. This is a result of both decreased HDP enrollments to a more manageable level for department staff, as well as the aforementioned expanded technology resources available on Tritonlink, which helps to target those students in most need of assistance and be pro-active about bringing students in for more advising and guidance. Advising availability and responsiveness is now at a level that pleases both HDP students and advisors.

11. There is clear need for more interdisciplinary hires to permit the program to achieve its objectives more effectively. The field of Communication seems ripe for a joint appointment.

We appreciate the comments and agree.

12. The Human Development Program anticipates a new graduate offering in the near future...[which] will have a beneficial impact on the undergraduate program....However, there is some concern that the expected program will create new demands on faculty, staff, and space resources...A major recommendation is for the current faculty to assess the impact of the new graduate program on both their teaching loads and the availability of their time for undergraduates.

While, in principle, we understand and appreciate the concerns of the committee, we feel the particular structure of the new Interdisciplinary Graduate Program in Human Development (IGPHD) will provide all of the notable benefits of a graduate program with few of the drawbacks. Because it is an interdisciplinary program, it will introduce no "net new" graduate students into the university. Rather, the IGPHD offers graduate students admitted through one of the participating affiliate departments to complete a dual degree in "home department discipline" and Human Development. The student curriculum is interdisciplinary drawing from existing courses, and thus the demands on program faculty will not increase appreciably. In short, we view the introduction of the IGPHD as a great benefit to our undergraduates and the developmental community at large.
PROFESSOR JOAN STILES, Director
Human Development Program

SUBJECT: CEP Review of the Human Development Program

Over the course of several meetings, the Committee on Educational Policy (CEP) considered the review report of the CEP Subcommittee charged to review the Undergraduate Program in the Human Development Program (HDP).

The Committee agrees with the report that the Human Development Program "is inspired, timely, and appropriate for an institution with the strengths of UCSD" and, that "...the program is further strengthened by an impressive dedication of its core faculty to the mission of this interdisciplinary major." The Committee also noted, as is typical, that this review report understates the successes of the program.

However, the report correctly points out certain structural challenges typical for interdisciplinary programs. Programs do not benefit from the same allocation of funding for administrative structure as departments, and HDP is no exception. Further, the report notes that no ladder-rank faculty has a 100% home in HDP—only two specially appointed faculty have 50/50 joint appointments in HDP and either the Department of Cognitive Science or the Department of Psychology. The structural complexities and complications resulting from these issues create problems, and can develop into barriers against the smooth functioning of undergraduate academic programs.

CEP agrees with the review report, and at the time of the one-year follow-up review in Fall 2006 will focus on the above-mentioned points as well as the specific issues addressed below.

- Advising roles of the staff and the faculty need to be clarified and improved. For instance, CEP feels that improvements in staff advisement with regard to timely declaration of the major, and tracking of a student's progress toward the degree are necessary. Additionally, faculty members must make themselves more available and play a greater role in the advisement of students.
- HDP 1—Introduction to Human Development should be offered more than once per year to resolve the lack of opportunity for transfer students to clear their pre-major status and declare the major in a timely manner. When CEP approved HDP 1 as one of the required pre-major courses that must be taken at UCSD, CEP was concerned that the course be offered frequently enough so that transfer students would not be negatively affected in their pursuit of this major, especially if they do not know they wish to be HDP majors prior to matriculating.
- There is concern that the newly approved graduate program will put additional stress on an admittedly enthusiastic, yet overworked faculty, which could negatively affect the undergraduate program. CEP is aware that the addition of graduate students trained in the discipline as teaching assistants is a positive; however, faculty focus on undergraduates may erode further as a result.
- An easily-navigated career advisement website should be created and updated on a regular basis with input from ladder-rank faculty. This would allow students to review possible career paths and job opportunities available when they graduate.
- Development of major tracks (e.g., teaching education, early development, gerontology, social issues) would also create, define and legitimize career identities for students in this major.
• Temporary lecturers teach the majority of core courses in this major. However, the disconnect between temporary lecturers and ladder-rank faculty is troublesome. This could be addressed by having an ongoing lecturer as a representative on the Steering Committee.

• It is clear that additional joint 50/50 FTEs would help secure ladder-rank faculty participation in this program.

• CEP feels strongly that some biology courses should be incorporated into the curriculum of this major, and biological sciences faculty members involved in the program.

• CEP does not understand why it is that ladder-rank faculty cannot oversee and teach the upper-division core courses (such as HDP 150), and the laboratory and field research courses (HDP 181, 191). CEP is worried that UCSD faculty affiliated with interdisciplinary programs are not being supported in participating in the teaching of core courses in such programs. This issue needs to be resolved.

Charles Curtis, Chair
Committee on Educational Policy

c: M. Appelbaum
   M. Chandler
   P. Drake
   J.B. Minster
   H. Powell
   ChronFile
PROFESSOR JOAN STILES, Director  
Human Development Program

SUBJECT: Follow-up Review of the Human Development Program Undergraduate Program

At its April 13, 2007 meeting, the Committee on Educational Policy (CEP) concluded its follow-up review of the Human Development Program’s Undergraduate Program.

The Committee discussed and agreed that future undergraduate program reviews will be conducted only when the current department chair or program director is available. As you know, this was not the case for the Human Development Program review. It is clear that participation of the current chair or director is critical in the review process.

That said, CEP wishes to congratulate the Program for already addressing many of CEP’s concerns following the initial review. For example, the Program is creating a website with advising and career materials; putting in a request in Charting the Course for a shared FTE with the Department of Linguistics, who can teach in the area of language acquisition in children and; formalizing Dr. Reese as the coordinator and liaison with the part-time lecturers. Additionally, CEP was pleased to learn that with the number of majors and pre-majors, issues regarding the advising and insufficient course offerings have been ameliorated.

CEP was convinced by the explanation of why the career opportunity courses and field work courses (HDP 150, 181, 191) are well taught by part-time lecturers, who are professionals working in various locations where HDP students will carry out their field experience work. Additionally, the fact that instructors of HDP 150, the senior seminar, must submit a proposal and syllabus for their special topic to you for approval, has convinced CEP that the instruction of these courses by part-time lecturers is educationally sound.

However, the Committee remains concerned about the below issues and would encourage the Program to continue to work toward resolving these issues:

- Because faculty FTE are in departments not programs, programs are dependent upon the good will of affiliated faculty to teach in the program. As you know, this administrative structure requires that the director of a program do a good job of continually keeping the affiliated faculty involved in teaching courses for the program so that required courses are taught in a timely manner. CEP was impressed to learn that HDP is aware of affiliated hires in other departments and HDP faculty have been members of search committees. Although CEP is confident that a lack of faculty involvement is unlikely to become an issue under your directorship, CEP is always concerned because of the administrative structure of programs.
- CEP is concerned that a significant number of seniors are HDP pre-majors. CEP strongly recommends that these students be monitored to ensure that if they have not successfully completed the pre-major in the designated time-frame, they be quickly advised that they cannot move into the major.
- CEP remains convinced that HDP 1 should be offered more than once per year.

Scott Ashford, Chair  
Committee on Educational Policy

c: M. Appelbaum  
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