

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
EDUCATIONAL EFFECTIVENESS REVIEW**

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**Table A: Addressing 2008 Changes to the CFRs**

In addition to the information provided in this table, we have added websites to the CFR section of our accreditation website to show specific examples and sources.

|     | <b>Revised Criteria for Review (CFR) or Revised Guideline to CFR1<br/>(Changes are highlighted in red.)</b>   | <b>Self-Assessment Questions</b>  | <b>We do this well</b> | <b>Evidence for this finding</b>   | <b>Needs attention or development/ action plan</b>  |
|-----|---|---|------------------------|--|---|
| 1.2 | The institution develops indicators for the achievement of its purposes and educational objectives <b>at the institutional, program, and course levels.</b> | Does the institution have educational objectives at all three levels indicated in the CFR (institution, program, and course)? Have goals or expectations for achievement of these objectives been established? Where are these objectives and indicators published? | yes                    | <p>Undergraduate Educational objectives are posted on the AVCUE website, and on department websites. Jacobs School of Engineering and some departments post course objectives on syllabi.</p> <p>Graduate program learning objectives and assessment plans are posted in the catalog by academic program, and on the AVCUE assessment website.</p> <p>Student Affairs' mission and goals are aligned with the campus mission.</p> <p>The offices of Institutional Research, Student Research, and Graduate Studies all provide regular essential institutional data elements that are utilized in program assessments.</p> | Developing and assessing learning objectives is an on-going process that we have adapted into core functions or our academic programs and program reviews. The AVCUE will continue to work with department chairs, vice-chairs, and program directors to sustain efforts that have been initiated. Several departments have good examples that other departments can explore, especially the capstone experience. |

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|-----|--|---|-----------------|---|---|
| 1.2 | The institution has a system of measuring student achievement, in terms of retention, completion, and student learning.                    | Does the institution have a systematic process for measuring student achievement? Does this system or process include analysis of data on retention and completion? Does it include processes for summative assessment of student learning? | yes             | <p>The offices of Institutional Research (IR), Student Research and Information, and Graduate Studies all provide regular essential institutional data elements that are utilized in assessments. Reports on time to degree, retention, and student satisfaction are assessed by faculty and campus administrators and utilized in decision-making processes.</p> <p>We post both our accountability and student profiles on our campus website and they are posted on the UC systemwide website.</p> |   |
| 1.2 | The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution. | Does the institution publish data on retention and graduation rates? Student learning outcomes? Where?  | yes             | <p>The offices of Institutional Research, Student Research, and Graduate Studies all provide regular essential institutional data elements that are utilized in assessments.</p> <p>We post undergraduate admissions, enrollment, retention and time to degree information on our website in several places. UCOP also posts this information for both graduate and undergraduates.</p> <p>We post student survey results on the Student Research website and on the UCOP website.</p>                |   |

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| 1.9  | The institution is committed to honest and open communication with the Accrediting Commission, <b>to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution</b> | Does the institution keep WASC informed about important changes? Is there a process and assigned responsibility for ensuring that this reporting is done?  | yes                    | We have a prominent accreditation website and post information in our catalog about accreditation. We have a campus accreditation liaison officer who is a member of the chancellor’s council. She keeps the campus apprised of requirements and changes pertaining to accreditation and works closely with all academic areas. We are committed to open and honest communication with the Accrediting Commission and will notify WASC of any pertinent issue that would impact our accreditation status.  |  |
| 2.2b | <b>GUIDELINE: Institutions offering graduate-level programs demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.</b>   | If applicable: Are master’s and doctoral programs adequately supported with the full array of resources expected for graduate-level study, including qualified faculty with appropriate workload levels, support for advising and theses/ dissertations, library and research? Is there a “culture” that is expected for graduate study, e.g., scholarly and intellectual engagement among faculty and students? | yes                    | <p>UC San Diego is a highly regarded research university. Research is one of these requirements of the University of California Academic Senate faculty (teaching, research, and service). We offer a plethora of resources and research opportunities to our graduate students and have an established graduate-level academic culture.</p> <p>Research opportunities are available in all disciplines, and in most Organized Research Units. Graduate students are funded by research grants, teaching assistantships, and campus fellowships.</p> <p>All of our graduate programs are periodically reviewed by an Academic Senate program review committee using established processes.</p> |  |

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|-----|--|---|------------------------|---|---|
| 2.3 | The institution's <b>student learning outcomes and</b> expectations for student attainment are clearly <b>stated at the course, program and, as appropriate, institutional level.</b>  | Have student learning outcomes been established for courses and programs? Have standards been established for the attainment of these SLOs? If appropriate to the institution, have institution-wide outcomes been established, e.g., for all undergraduate degrees? Where are outcomes and expectations for attainment found?  | yes                    | Graduate learning objectives and outcomes by program are posted in the campus catalog by academic program.<br><br>Undergraduate learning objectives and outcomes by major are posted on the AVCUE website and on department web pages.                      | Departments/Programs need to revise/update objectives and assessments on a regular basis, rather than only at the time of program review. The AVCUE has made this an ongoing effort of the Council for Undergraduate Education. |
| 2.7 | All programs offered by the institution are subject to <b>systematic program review. The program review process includes</b> analyses of the achievement of the program's learning objectives and outcomes, <b>program retention and completion, and, where appropriate, results of licensing examination and placement and</b> evidence from external constituencies such as employers and professional <b>organizations.</b> | Is there a regular cycle of program review that includes assessment of student learning and analyses of retention and completion? Is program review conducted on schedule and as intended? Does it also include, where relevant to the discipline, results of licensing and placement? Where are completed program reviews maintained? (Also note new requirements on reporting on the effectiveness of program review in the EER report. See Table B.) | yes                    | We have long-standing, systematic program review processes in place for both graduate and undergraduate programs. We highlight our program review process in our EER report.<br><br>The Academic Senate Office is the office of record for program reviews. |   |

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| 2.8 | <p><b>GUIDELINE: Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</b></p> | <p>How do policies and practices on promotion and tenure address scholarship that relates to teaching and learning? Is this kind of scholarship valued and encouraged by the institution?</p> | <p>yes</p>             | <p>Teaching and the scholarship of teaching and learning are highly valued by the campus. UC Academic Personnel Manual (APMs) and campus Policy and Procedure Manual (PPMs) support creativity and innovation in these areas. Many departments implement new strategies and pedagogy to improve their courses and programs, often supported by the campus Instructional Improvement Program.</p> <p>Faculty reviews and promotions are assessed by the Academic Senate Committee on Academic Policy (CAP). Teaching success is an essential component of the review process. Faculty are also specifically requested to indicate in their academic file their personal efforts to address diversity, teaching, and educational contributions.</p> <p>Additionally, award programs at all levels -- departments, colleges, the Academic Senate, Alumni Association, and the Chancellor's Associates recognize faculty for their success in teaching and for contributions to education, academic programs, and co-curricular learning.</p> |  |

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|------|---|--|------------------------|---|--|
| 2.10 | <p>The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success.</p> | <p>Does the institution have a system for collecting and analyzing data about students? Are data on retention, graduation, time to completion, and other measures of student achievement, analyzed in disaggregated form by various categories so that the institution can understand how different groups of students are performing and are experiencing their education? Is the institution surveying students and analyzing the resulting data on satisfaction and climate? What are the results? How are they used?</p> | yes                    | <p>UC and our campus have a long history of collecting, analyzing and providing disaggregated student data to the campus community and to the public.</p> <p>UC participates in IPEDs and historically has generated a broad range of student reports to track achievements, student satisfaction and student success. Additionally, the Office of the President has dedicated a website to “Accountability” where a host of information pertaining to the campus is posted and updated annually.</p> <p>UC has a long history of surveying students; we participate in UCUES, First Year Freshman Surveys, and College Senior Surveys. Our office of Student Research and Information posts student survey results as well as time-to-degree and degrees conferred reports. This data is reviewed by departments on a regular basis and is reviewed during the program review process.</p> <p>The Office of Graduate Studies surveys graduate student alumni before a department/program undergoes its periodic review. This includes questions about academic and student life in the unit. Graduate students also participate in student satisfaction and experiences surveys.</p> <p>Work-groups or committees are frequently formed to address issues raised in reports and surveys.</p> <p>The Council for Undergraduate Education meets regularly to discuss student success and ways to improve undergraduate education and the Dean of Graduate Studies meeting regularly with the Vice Chairs of graduate programs to improve graduate education.</p> <p>Academic deans, department chairs and college provosts all meet with the campus leadership to discuss education issues throughout the academic year.</p> |  |

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| 2.11 | Consistent with its purposes, the institution develops and <b>assesses its</b> co-curricular programs.  | Does the institution have student support services that are appropriate to its mission, its programs, and the needs of the students it serves? Are these programs regularly assessed to determine their effectiveness? By whom and how often? How are results of assessment used.  | yes                    | <p>The campus has an established track record of offering an abundance of student services. Academic student services have recently been assessed by a large committee, jointly- charged by Academic Affairs and Student Affairs.</p> <p>Student Affairs has a well defined program in place for assessing their student services units -- student input is a key component. The Student Affairs leadership team meets regularly to discuss their programs and results of their assessment programs so they can implement appropriate changes. One recent change: the new Student Services Building, located in the heart of campus, offers one-stop services to students and prospective students.</p>  |  |
| 3.2  | <b>GUIDELINE: The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.</b> | Does the institution include adjunct, part-time, and non-tenure-track full-time faculty members in academic processes that affect student learning? What are the relevant institutional policies and practices that address their roles in the academic life of the institution? How are they involved in assessing student work? In carrying out program-level assessment? In conducting program review? Are they provided professional development to improve teaching and learning? | yes                    | <p>The periodic programmatic undergraduate review process specifically includes input from the non-tenure track and part-time faculty. Such faculty are also eligible for Instructional Improvement Program funds, and have full access to the Center for Teaching Development. The Academic Senate provides teaching awards for non-Senate faculty. The office of Academic Personnel posts a webpage for faculty development and assistance and the UC faculty handbook also describes several programs available to non-tenured and part-time faculty.</p> <p>PPM 230-28 illustrates the criteria for reappointment and advancement and the necessity for non-tenure track faculty to be involved in development activities, and the Memorandum of Understanding (MOU) addresses the criteria for lecturers.</p> |  |

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| 3.3 | Faculty and staff recruitment, <b>orientation</b> , workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. | Are new faculty members provided with appropriate orientation?  | yes                    | <p>The Senior Vice Chancellor hosts a new faculty orientation two times a year and offers a Faculty Mentor Program. Human Resources offer new employee orientations for faculty and staff. The AVCUE offers teaching workshops for new faculty.</p> <p>All departments are required to have a formal faculty workload policy, with copies on file at the Office of the President. Any changes to a department workload policy must be approved by the SVCAA.</p> <p>The campus has an extensive array of Staff Development courses and training opportunities, as well as programs for faculty (posted on the Academic Personnel website).</p> |  |
| 3.4 | <b>GUIDELINE: The institution provides training and support for faculty members teaching by means of technology-mediated instruction.</b>                             | If online or other modes of distance education are used to deliver programs and courses or to enhance or replace face-to-face instruction, are faculty members provided with training? Are they provided with technology support? How? When? How often? What does this consist of? Is it effective? | yes                    | Academic Computing and Media Services (ACMS) offers a plethora of IT services to faculty for instructional use (such as WebCT), and provides training. Additionally, in conjunction with the Libraries, ACMS publishes a comprehensive IT guide for faculty.   |  |



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|-----|--|---|------------------------|---|--|
| 3.5 | The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability.... If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit.   | Is the institution operating within its operating revenues and budgets? Is there an accumulated deficit or a pattern of operating deficits? If so, what are plans to address deficits? What are the trends? How soon will any accumulated deficits be eliminated? Are annual independent financial audits conducted? Have the audits and related management letters identified any practices or patterns that need to be addressed? If so, how and when are these areas being addressed? Is the institution financially sustainable now and for the future? | yes                    | Campus financial reports are public and posted on our website. Audited reports are associated with UC systemwide reports and are public and posted on their website.<br><br>We have a long history of operating without a deficit and have extensive planning processes to ensure continuing financial stability.   |  |
| 3.6 | The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. | Are information resources and related support and facilities aligned with the educational objectives? Aligned with student learning outcomes? Do they support and enhance student learning? How? Are they adequate to meet the needs of the faculty and students?   | yes                    | UC San Diego Libraries, Academic Computing and Media Services, and Administrative Computing and Telecommunications, provide a solid basis for supporting informational resources, services, and facilities throughout the campus. The campus is fortunate to have outstanding resources in these areas – they contribute significantly to opportunities to our students and our educational objectives.<br><br>The Center for Teaching Development (CTD) is a service program devoted to the improvement of all aspects of teaching. The CTD is a reflection of the university's commitment to educational excellence, and provides a central facility to assist all instructors in the continued improvement of teaching and learning. |  |

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| 3.8  | GUIDELINE: The institution <b>establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.</b>   | Does the institution have clear job descriptions? Lines of reporting and responsibility? Is there an organizational chart that reflects the structure of the organization? Is this structure well understood within the institution?  | yes                    | Administrative Records maintains campus organization charts, and lines of reporting are designated on the charts.   |  |
| 3.9  | <b>GUIDELINE: The governing body regularly engages in self-review and training to enhance its effectiveness.</b>   | Does the governing board engage in orientation, self-assessment, and development? Is this work designed to enhance the functioning of the board? When and how is it done? Is there any evidence of its value or impact?   | yes                    | WASC recently reviewed the UC Office of the President and made recommendations along these lines.<br><br>The Regents of the University of California adopted a <u>Policy on Board Education and Assessment</u> March 20, 2008, with an amendment, July 17, 2008. This policy incorporates training and self-review. A formal orientation program has been established for newly appointed Regents. Performance will be evaluated through an appropriate process, determined by the Committee on Governance.   |  |
| 3.10 | The institution has a <b>full-time</b> chief executive <b>officer and a chief financial officer</b> whose <b>primary or full-time</b> responsibility is to the institution. <b>In addition, the institution has a sufficient number of other qualified</b> administrators to provide effective educational leadership and management | Does the institution have a full-time CEO/president/chancellor? Does the institution have a full-time CFO? How is the administration of the institution organized? Are there a sufficient number of qualified administrators to ensure that the institution is operated effectively? Is the leadership effective? Is the institution well managed? How do you know? | yes                    | Chancellor Marye Anne Fox is a full-time chief executive officer, as illustrated in campus organizational charts; Vice Chancellor – Business Affairs, Steve Relyea, is the chief financial officer.<br><br>High-caliber administrators and the campus culture of shared governance ensure effective educational leadership and management on campus. Education is addressed at all levels of leadership throughout the campus, as noted in the UC and UC San Diego mission statements. Organization charts for all major campus areas are published and regularly updated on the Policies and Records Administration website. |  |

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| 3.11 | <p><b>GUIDELINE: The institution clearly defines the governance roles, rights, and responsibilities of the faculty.</b></p>   | <p>Does the institution have a charter or other document that sets forth the roles, rights and responsibilities of the faculty? Is the faculty role clear? Is the faculty vested with sufficient authority over academic programs and policies?</p>   | yes                    | <p>UC and our campus have a culture of shared governance between the administration and faculty, supported by Academic Personnel Manuals and Policy and Procedure Manuals. Appropriate Senate committees are the approving bodies for new academic programs and all academic reviews. These procedures align faculty with sufficient authority, campus responsibility and oversight of academic programs and policies.</p> <p>The Academic Senate Manual (Bylaws and Regulations) is posted on the campus website as is the System-wide Academic Senate Manual.</p> |  |
| 4.4  | <p>The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes <b>include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.</b></p> | <p>What are the institution's quality assurance processes? Do they exist at the institutional level and at other administrative levels? Does the institution have clear, published policies in the areas designated? Are they understood and followed? Do quality assurance processes assess not only capacity but effectiveness? If so, how? Are data, findings and results tracked over time to ascertain trends? Has the institution and units within it established benchmarks based on comparable institutions' performance? Are the results of the quality assurance processes used to make improvements? How does this work?</p> | yes                    | <p>The institution tracks student, staff, and faculty data. We are rated by many external organizations by a variety of characteristics, but the campus cares most about serving its own constituents, and being a strong contributor to the community.</p> <p>Many annual reports are published that track academic, research, finances, and other performance measurements, with tracking over time to ascertain trends. We have a longstanding history of making comparisons with 8 institutions and with our sister UC campuses.</p>                            |  |

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| 4.5 | <p>The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.</p> | <p>What is the capacity of the institution to conduct institutional research? How is IR conducted and by whom? Is there a description of this function that is published or widely understood at the institution? Is the IR function adequately resourced to meet the needs of the institution? What data are collected and analyzed? To whom are they disseminated and how often? Is there a “culture of evidence,” i.e., is evidence used in making decisions and improvements? How is the IR function used to support the assessment of student learning assessment processes? Is the IR function evaluated periodically? Are new data collected and analyzed when needed?</p> | yes                    | <p>The campus has high levels of institutional research capabilities; it is provided regularly by the Office of Institutional Research, the Office of Student Research and Information and the Office of Graduate Studies. This essential institutional data is posted on websites and analyzed by faculty and campus leadership; trends and benchmarks are identified and incorporated into decision-making processes.</p> <p>The Institutional Research Coordinating Committee (IRCC) which is charged to coordinate the gathering, analysis, and presentation of data elements is a relatively new committee appointed by the Chancellor; and one whose creation was, in part, a result of recommendations made during the campus’ last reaffirmation review.</p> |  |