

UNIVERSITY OF CALIFORNIA, SAN DIEGO
 EDUCATIONAL EFFECTIVENESS REVIEW
 APPENDIX B
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Table B: Addressing New 2008 Requirements in the Institutional Review Process

New Required Coverage	When	Questions for Discussion and Analysis	Evidence to be Analyzed or Drawn Upon
STUDENT SUCCESS			
<p>Further development of student success efforts. Based on the findings of the institution and the team at the CPR review, the institution will be expected to further its analysis of student success, deepening its analysis of its own and comparative data on graduation and retention rates, year-to-year attrition, campus climate surveys, etc.</p>	EER	<p>See above. What plans have been developed since the CPR analysis? Have these plans been implemented and assessed? What progress has been made in achieving a deeper understanding of student success? Promoting student success? Have there been any changes in performance data on retention and completion? What do these changes mean?</p>	<p>Annually the results of retention and graduation data are published on the campus website and distributed to the Senate and campus leadership. The data are analyzed by gender, ethnicity, college, major, academic division, and by previous school type (high school, community college, etc.). These analyses are included in the Academic Senate program review materials during each review cycle. The retention and time-to-degree data indicate that we still have room for improvement, but not a lot. Changes henceforth will be more difficult, since we already have a 94% first-to-second year retention rate, and a 13.0 quarter average time-to-degree for freshmen, and 8.0 quarter for transfer students. Nevertheless we strive to be better, and to understand and respond to the reasons why a small number of students either delay their degree or do not finish at all.</p> <p>http://studentresearch.ucsd.edu/sriweb/retent/retentio.htm</p> <p>Results from numerous surveys regarding student success and campus climate are available at http://studentresearch.ucsd.edu/sriweb/surveys/surveys.htm. The UC Undergraduate Experience Survey (UCUES) is carried out systemwide every other year, and is offered to <u>all</u> students, not just a sampling. Spring 2008 was the most recent administration of the survey. Summary and comparative data with all other UC campuses is available on the website above. A standing committee of faculty, staff, and students has as its charge to recommend ways to address issues raised in the survey.</p> <p>UC San Diego students also participate in the Freshman-year Survey (CIRP – Cooperative Institutional Research Program), Your First College Year (YFCY), the College Senior Survey (CSS), and the Post-baccalaureate Survey.</p>

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PROGRAM REVIEW			
<p>An analysis of the effectiveness of the Program Review Process. Institutions should analyze the effectiveness of the program review process, including its emphasis on the achievement of the program's learning outcomes. It is expected that the process will be sufficiently implanted for the institution and the team to sample current program review reports (self-studies, external review reports) to assess the impact of the program review process and alignment with the institution's quality improvement efforts and academic planning and budgeting.</p>	<p>EER</p>	<p>Does the program review process meet the expectations reflected in the WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews? Are all academic and co-curricular programs subject to program review? Is program review conducted in a timely manner and in keeping with good practice? Is program review used to assess program effectiveness and student learning at the program level? Is it used to improve program effectiveness? Is it used to align resources with needs? How is program review articulated with the budgeting process? Is the program review process itself reviewed on a systematic basis? Are recent program reviews available to the WASC visit team?</p>	<p>As discussed as one of our EER themes, all academic programs are reviewed by a formal Academic Senate process on a regular basis. This senate review involves the Dean, Senior Vice Chancellor of Academic Affairs, and Chancellor's Office in order to be sure that review findings can be integrated with resource management. The UC San Diego guarantees a baseline of funding to departments and programs based formulaically on their instructional workload. Supplements to this baseline funding are made based on programmatic justifications.</p> <p>Undergraduate Program Reviews were redesigned five years ago, and are patterned on our successful Graduate Program Review methodology. In each of the four years we have carried out the new review process we have made improvements, such as adding additional data, asking for more assessment of program effectiveness from the department, and requesting that the review committee address these issues more explicitly. Feedback from the departments being reviewed, the review committees, the Academic Senate, and from the administration indicate that the new process is effective and well received. We now have a variety of departments, major programs, colleges, and minor programs that have completed a recent review. This should provide a sufficient number for the WASC Team to see.</p> <p>Co-curricular programs are assessed through the Vice Chancellor of Students Affairs office, and are modeled on many of the best practices in academic reviews.</p>

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SUSTAINABILITY OF EFFECTIVENESS PLANS			
<p>A plan, methods, and schedule for assessment of learning outcomes beyond the Educational Effectiveness Review.</p>	<p>EER</p>	<p>What is the plan for ongoing attention to educational effectiveness at the institution? Has a plan been developed that will cover the next seven to ten years? What next steps should be taken to ensure that systems and processes for evaluating effectiveness are sustained into the future and embedded into the culture and practices of the institution? Are the effectiveness plans integrated into the institution's strategic and operational plans and budgets? How will the systems for evaluating educational effectiveness be funded into the future? What areas have been identified as needing improvement or change? Have targets, goals or milestones been set? What is the timeline for activities and progress? When and how often will results be reviewed and by whom?</p>	<p>Although faculty have always had learning objectives for their students, and have used a variety of assessment measurements, it is not until recently that they have formalized and publicized them in the way WASC has requested. So there is still work to be done to incorporate them into departmental and campus culture. Great progress has been made, however, and many departments have indicated the value of both the review process and of articulating the objectives of their programs. Attention to the SLOs and assessment is now become part of regular discussions at the Council for Undergraduate education, where many best practices are shared in all areas of undergraduate education. We have also embedded the review of SLOs and assessment, as well as the Data Exhibit 7.1, into the Undergraduate Program review cycle.</p>