



UC San Diego

# Capacity & Preparatory Review Report

January 3, 2008

Western Association  
of Schools & Colleges (WASC)  
Reaffirmation of Accreditation



***Capacity and Preparatory  
Review Report***

***University of California – San Diego***

Submitted to the Western Association of Colleges and Universities

January 3, 2008

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## ***Introduction: A Guide for the Perplexed***

*A sensible man should not demand of me, or hope that when we mention a subject, that we shall make a complete exposition of it. –  
Maimonides, Guide for the Perplexed*

The prevailing expectation is that the Capacity and Preparatory Report will cover a very wide range of materials designed to demonstrate that UCSD fulfills its Core Commitment to Institutional Capacity. We interpret this to mean that we possess the capacity and processes that allow us to continue to deliver a high quality education to our students and to operate within the Standards expressed by the Western Association of Schools and Colleges. Further, we are prepared and have the capacity to move ahead to the next stage in the reaffirmation of accreditation process – the Educational Effectiveness Review.

The first segment of this report is a description of the ***Institutional Portfolio***, an extensive database of facts, figures, and documents that, taken together, provides the evidence for the institution's ability to operate using a "culture of evidence" approach to institutional decision-making. Every fact, figure, and document indexed in this complex array is a publically available item. There are three basic sets of elements in the Institutional Portfolio: an updated set of figures that corresponds to and expands the data elements first submitted as part of our Institutional Proposal; the set "of prescribed exhibits and data displays including lists of institutional policies required by the Commission, together with more detailed breakdowns of student body characteristics...;" and an extensive matrix linking every WASC CFR to one or more extant university report, policy, or procedure. We believe that this table of linkages demonstrates the on-going and continual correspondence between WASC standards and our behavior.

The ***Institutional Portfolio*** is a series of links to an extensive array of on-line documents, which, if printed, would require many thousands of pages. Since we are limited in the number of pages we may submit in this report, we only present a simple summary of its elements and links to the source documents in the text itself. The electronic version of the report should quickly connect the online reader to the source documents provided the reader is also connected to the internet. In addition to the summary of contents and links, this portion of the report also points the reader to a limited number of materials that have been included in the printed Appendix materials. These Appendix materials are, we believe, the most concise figures that characterize the institution.

Three sets of ***reflective essays*** follow, each designed respectively to illustrate our thinking about the Special Projects that UCSD has selected to demonstrate the effectiveness of our educational approaches and institutional processes (see the Institutional Proposal – Appendix E); the WASC Standards themselves; and the institution's core commitment to institutional capacity and our preparedness to proceed with the reaffirmation process. The first two of the three reflective essays are, in fact, collections of related essays. The first set written by the faculty who are the members of the Senate/Administrative Committee on Accreditation. In these essays the faculty reflect on the meaning and importance of the four areas of special study which will form

the heart of our Educational Effectiveness Review – Freshman and Entry Level Writing, Foreign Language Instruction, Undergraduate Program Review, and Information Literacy. The second essay is, like the first, a collection of essays – these written by undergraduate students who were participants in a college seminar on accreditation and reflect, as will be explained at the beginning of those essays, the importance and meaning of the WASC standards themselves as seen by these undergraduate students. The third essay is a ***Concluding Essay***. This essay has two major components. The first discusses and demonstrates the way “the institution fulfills its Core Commitment to Institutional Capacity: The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes–(WASC Handbook of Accreditation, page 41). The second demonstrates our preparedness move to the Educational Effectiveness Review by reporting the status of each of the four Special Projects that will serve as the bases for the Educational Effectiveness Review.

Finally, the report has a substantial number of ***Appendices***. The first of these, Appendix A, documents “the institution’s response to previous concerns identified by the Commission in its action letter and major recommendations of the last visiting team” (Handbook, page 42). This Appendix contains important information that is referenced in other parts of this document and, perhaps, should be read before the remainder of the report. The content of the other Appendices is in the Table of Contents to this report and are pointed to at appropriate places in the report.

### ***On the authorship of the report***

This report is the result of the collaborative effort of many individuals at UCSD – faculty, staff, students, and administration. These include, but are not limited to, the members of the three major committees who have guided our efforts in the reaffirmation of accreditation process. In addition the eleven students who were members of the CAT 124 Seminar on Accreditation have contributed greatly to our efforts. All of these individuals are identified in Appendix G. Several UCSD Staff members and student employees have dedicated a great deal of their work efforts to the preparation of this report and the accreditation web-site and we owe them special thanks. These hard working members of the UCSD community are Kirk Belles, Angie Chau, Mary O’Neil (now retired), and Dan Reeves.

### ***How to use the report:***

This report can be accessed in two different modes. The first and most traditional is as a print document. The print document, together with the Appendix materials, allows the reader to examine the basic arguments that we make in order to demonstrate UCSD’s institutional commitment to capacity. The print version, however, does not make a full demonstration of UCSD’s commitment to a culture of evidence. In order to appreciate fully the richness of our commitment to capacity and the degree of institutional utilization of a culture of evidence, this report should be read in its electronic form while the reader is connected to the internet. In this mode, the links are active and the reader can fully

explore the source documents. [If the electronic version is read without connection to the internet, it will appear very similar to the print version.]

***A word of caution:*** We have fully checked all links pointed to immediately prior to the dissemination of this report. Over time, however, links go inactive, break, vanish, or relocate. We have a process that monitors and repairs broken links. It is almost certain, however, that between the time that the report circulates and the time that it is read, that some links will go inactive. If this occurs and is problematic please email us at the email address in the transmittal letter and we will do our best to exact an immediate repair.

## ***The Institutional Portfolio***

The Institutional Portfolio is a massive collection of documents that, if fully printed, would fill thousands of pages. The Institutional Portfolio has three major sections:

1. Basic Descriptive Data
2. Prescribed Exhibits and Data Displays (Stipulated Policies)
3. CFR mappings (An extensive set of mappings between each of the WASC CFRs and UCSD documents. These mappings demonstrate the alignment between WASC Standards and Criteria and the way UCSD “does business.”)

The entire Institutional Portfolio can be accessed from our Accreditation Web-Site (<http://accreditation.ucsd.edu>) which is also linked to the electronic version of this report provided the reader is connected to the web as the report is being read. [A copy of the home page of the Accreditation Web Site is available in Appendix B. Links to earlier reaffirmation of accreditation reports can be found on the web site.] For the purpose of this print version of the report, however, we will provide a brief sampling of materials from each of the three major sections of the Portfolio in the text that follows. A complete listing of the content (and links) of each of the three sections of the Portfolio are provided in separate appendices as described below.

### ***Basic Descriptive Data***

This section of the Institutional Portfolio contains a series of more than 20 data tables prescribed by WASC which, taken together, provide a fairly complete quantitative description of UCSD. These tables can be viewed in Appendix C of this report. In order for the reader of this report to obtain a “quick sense” of UCSD without examining all of the data tables and other documents we provide a brief summary of some of the results given in these data tables and in other documents. In the data which follows we present primary indicators for the academic year 2006-07 and corresponding values for ten years ago. These indices make clear the enormous growth of UCSD over the past ten years – approximately the time since our last reaffirmation of accreditation.

	2006-07	1996-97
<b>Student Body Enrollments</b>	26,976	18,032
<i>(fall quarter headcount)</i>		
Undergraduate	21,369	14,623
Graduate	3,740	2,186
Professional ( <i>Health Science</i> )	1,597	1,223
 Faculty ( <i>Ladder Rank</i> )	945	935
% female	25%	16%
% non-Caucasian	21%	16%
	<b>2006-07</b>	<b>1996-97</b>
<b>Degrees conferred</b>		
Undergraduate	5,051	3,319
Arts & Humanities	519	475
Engineering	814	398
Natural Sciences	1,278	1,122
Social Sciences	2,436	1,320
 Graduate		
Academic Masters ( <i>MA, MFA, MS</i> )	512	278
Academic Doctorate ( <i>Ph.D</i> )	517	278
Professional Masters ( <i>MBA, MAS, MPIA, MIA, MEng, MEd</i> )	373	64
Professional Doctorate ( <i>DMA, EDD, AUD</i> )	10	1
 <b>Applications for Admission</b>		
Freshman	43,586	23,685
Transfer	8,945	4,372
Graduate ( <i>all</i> )	( <i>Fall 2004</i> ) 10,465	5,345
Professional ( <i>Health Science</i> )	( <i>Fall 2004</i> ) 689	435
 <b>In State, Undergraduate Tuition and Fees</b>	\$6,141	\$2,798
 <b>Buildings</b>	691	534
Gross square feet	14,384,111	11,267,029
Room count	30,160	10,229
Assignable square feet	9,043,716	7,242,114
 <b>Undergraduate retention and time to degree</b>		
Starting year	2000	1996
First year retention	94%	93%
Average time to degree	4.3 years	4.3 years
Six year graduation rate	86%	81%

## ***Prescribed Exhibits and Data Displays***

This section of the Institutional Portfolio is made up a series of links to documents that are required by WASC and which are sometimes referred to as the Stipulated Policies. This component of the Portfolio can be accessed through our Accreditation Web Page. A complete “Table of Content” of this component of the Portfolio is provided in Appendix D which if viewed from the electronic version of the CPR report (while internet links are open) will provide the reader with direct links to the documents. In order for the reader of the print version of the CPR to derive a sense of the content of this portion of the Portfolio we provide a brief segment of its content with a subset of the Stipulated Policies concerning students:

### **Clearly defined admissions policies attentive to the special needs of international students**

UC It Starts Here - Applying for Admission as an International Student

[http://www.universityofcalifornia.edu/admissions/undergrad\\_adm/intl/intl\\_apply.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/intl/intl_apply.html)

### **Policies on student rights and responsibilities, including the rights of due process and redress of grievances**

UCSD Student Conduct Regulations

[http://ugr8.ucsd.edu/judicial/tblcontents\\_ssrc.html](http://ugr8.ucsd.edu/judicial/tblcontents_ssrc.html)

The Graduate Student Handbook

<http://ogs.ucsd.edu/handbook/handbook.pdf>

### **Publications that include policies and rules defining inappropriate student conduct**

UCSD Student Conduct Regulations

[http://ugr8.ucsd.edu/judicial/tblcontents\\_ssrc.html](http://ugr8.ucsd.edu/judicial/tblcontents_ssrc.html)

UCSD Policy on Integrity of Scholarship

<http://www-senate.ucsd.edu/manual/appendices/app2.htm>

UCSD General Catalog Academic Regulations

<http://www.ucsd.edu/catalog/0506/front/AcadRegu.html>

University of California Policy on Sexual Harassment

<http://www.ucop.edu/ucophome/coordrev/policy/PP021006Policy.pdf>

UCSD Procedures for Sexual Harassment Complaint Resolution PPM200-10

<http://adminrecords.ucsd.edu/PPM/docs/200-10.pdf>

UCSD Policy on Conflict of Interest Arising Out of Consensual Relationships PPM 200-11

<http://adminrecords.ucsd.edu/ppm/docs/200-11.pdf>

## ***CFR Mappings***

The final (and by far the largest) segment of the Portfolio – again accessible through our Accreditation Website – is the mapping of every WASC defined CFR (Criterion for Review) to a set of extant UCSD documents that illustrate the on-going alignment between WASC principles, standards, and criteria and UCSDs operational procedures. The documents to which the CFR are mapped are of a large number of different types. Some are from our procedure manuals, some are from reports generated by Senate/Administrative Task Forces, some are the published minutes of committees. In generating this mapping we tried to be comprehensive (but not exhaustive) and to provide clear illustrations of what we believe to be a rather complete alignment of WASC expectations and UCSD behaviors. Under any of the CFRs many more documents could have been linked. A complete copy of this portion of the Portfolio is provided in Appendix E. Since the purpose of these mappings is to be illustrative we have been selective in the numbers of illustrations for each CFR. For the benefit of the reader of this report in its print version we provide two illustrations of these mappings- CFR 2.10 and 4.1:

### **CFR 2.10**

Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.  
*Guideline:* The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.

- Undergraduate Student Experience and Satisfaction  
The goal of Student Research and Information's institutional research program is to provide Student Affairs in particular, and the campus-community in general, with information that supports institutional planning, policy formulation, and administrative decision-making.  
Student Research & Information
- Report of the Undergraduate Experience and Satisfaction Committee  
The September 2005 Report of the Undergraduate Experience and Satisfaction Committee shows data on student life at UCSD.  
Student Research & Information
- Reports on Graduate Education  
Annual reports of UCSD graduate student data are analyzed and provided by the Office of Graduate Studies and listed by year.  
OGSR
- Regulations on Grade Appeals  
The Academic Senate provides general regulations on the grade appeals process.  
Academic Senate
- Regulations on Grading Policy  
The Academic Senate provides general regulations on the UCSD grading policy.  
Academic Senate

## CFR 4.1

The institution periodically engages its multiple consistencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution.

- Policy and Procedure for Review of Undergraduate Programs  
The UCSD Committee on Educational Policy (CEP) has responsibility for review of undergraduate programs.  
Academic Affairs
- UCSD's Six Colleges: Core Curricula and General Education Requirements  
Find out about the core curriculum and General Education requirements for each of UCSD's six colleges.  
TritonLink
- UCSD Self-Study for Reaffirmation of Accreditation, February 1998  
This document represents a key element of a community experiment. The Western Association of Schools and Colleges (WASC) sponsored a series of workshops held during the 1995-96 academic year to develop a new process for reaffirming the regional institutional accreditation of major research universities that would meet the need for public accountability while being more relevant, useful, and economical for the campuses.  
UCSD
- University Center/ Sixth College Neighborhoods Planning Study  
The University Center / Sixth College Neighborhoods Planning Study is intended to guide development of the core of the University of California, San Diego (UCSD) campus. The study addresses significant changes that have occurred or are planned for the University Center and Sixth College neighborhoods since completion of the previous study in 1992-an increase in the development program for new buildings to 1.32 times the 1992 study level, the location of a permanent home for Sixth College, and the introduction of Light Rail Transit (LRT) rail lines with a station in Pepper Canyon.  
Physical Planning
- Annual Reports of the Standing Committees  
This index page lists annual reports of standing committees by year.  
Academic Senate
- Senate Council  
This committee oversees the business of the Academic Senate and shall consider issues of general interest to the faculty. It monitors and adjusts the work of the Senate's committees, and advises the Chair of the Division about campus business.  
Academic Senate
- Senate-Administration Council  
This committee facilitates cooperation between the Academic Senate and the administration.  
Academic Senate
- Student Life  
The purpose of Student Life is to foster the development of students beyond the classroom, build community on campus, encourage involvement in student life, meet the daily needs of students through the provision of services and facilities, advocate the needs of students to campus leaders, foster student pride and affiliation with UCSD, and assist the university in its efforts to recruit and retain students.  
Student Affairs

## ***Reflective Essay: Faculty Reflection on the Special Study Themes***

Before the faculty essay on each of the four special themes, we describe the theme, drawing on some of the language presented in the Institutional Proposal, which is available in its entirety in Appendix H.

### ***Entry-level and Freshman Writing***

#### ***Overview***

Helping UCSD students acquire the skills that are necessary for effective communication in standard written English has been important to the institution from its early days. Our approach to the teaching of writing-- or rather, our range of approaches-- is somewhat different from that of most Research 1 universities. Writing instruction at UCSD is not the responsibility of a single academic department such as English; rather, the responsibility is given to the six undergraduate colleges, together with the office that administers Entry Level Writing (formerly known as Subject A and often called remedial writing in other institutions). The teaching methods in the six colleges are adapted to their defining curricula. Some colleges have stand-alone writing programs, while others embed writing instruction in a core curriculum.

#### ***Proposed Actions***

In 2003, the Committee on Educational Policy (CEP) planned a review of writing improvement among UCSD students. This was an effort at empirical, quantifiable review that has seldom been undertaken. The review, which resulted in a summary report in 2006, was an attempt to see what type of information could be gathered from the scoring of a random sample of student papers by a faculty committee drawn from a variety of disciplines, not including writing instruction itself. (The detailed directions given to the evaluators in the pilot study of this process are included in Appendix 6.) A similar process was conducted for students who are placed in ESL or Entry-Level Writing before entering the college writing programs. The collective and cumulative evidence generated by these studies is being examined by Academic Senate and administrative organs as a way of beginning a discussion about the degree to which the campus writing programs enable UCSD students to write well.

### ***College Writing from the Faculty Perspective***

The UCSD faculty expects students to develop the kind of writing skills that are appropriate to college-level and professional work. There is general agreement throughout the campus, and among the writing programs themselves, about the elements of good writing: rich and precise vocabulary, clear and grammatically correct sentence structure, appropriate and controlled tone, sound logic, fair and sufficient use of evidence, alertness to likely counter-arguments, subordination of detail to substance, and, perhaps most important, ideas that are worth arguing about.

It is virtually self-evident that writing skills cannot be taught unless reading skills are taught at the same time. Good writers rely on the breadth of vocabulary, the understanding of context, and the sensitivity to tone that are developed only through wide and careful reading. Good writers also need to be good readers, critics, and revisers of their own prose. Further, it is pointless to talk about “good” writing that is not addressed to significant issues and does not rely on extensive critical reading about them. At



UCSD, writing instruction is always supposed to be integrated with the reading and assessment of important works on important subjects. Some of UCSD's college writing programs emphasize classic works of Western or world literature; others emphasize works that debate contemporary issues. In every case, however, writing and reading are meant to reinforce each other.

The long and varied history of writing instruction, going back to the ancient schools of philosophy and rhetoric, indicates that many methods can be used, as long as the considerations that we have mentioned so far are intelligently addressed. It is entirely possible that students with different academic emphases-- the kind of emphases that are represented, in part, by the diversity among UCSD's colleges-- will profit from different methods of instruction. This is one reason why, at UCSD, writing instruction adopts a variety of approaches, and each college has its own writing program. At many universities, "Comp" has a single, monolithic structure; UCSD has never wanted to limit its options in that way. The point of UCSD's college system is to individualize the student experience as much as possible, to scale the university environment down to human size. An enormous, monolithic writing program would oppose that philosophy at a very basic level. In addition, it would make change and innovation in response to student needs very difficult.

One major difference among the UCSD writing programs is that between (A) programs that are part of a sequence of "core courses" in the humanities or social sciences and (B) programs that "stand alone." Readings in the "stand-alone" programs tend to focus on topics that can be addressed most conveniently in two 11-week quarters; readings in the core-curriculum courses, which may last for as long as 55 weeks, offer a wider range of topics. This has some effect on the way in which writing is taught. Nevertheless, every college writing program attempts to teach "transferable skills," the kind of writing and reading skills that are likely to be useful in any serious intellectual endeavor. Every college writing program provides instruction, for example, in appropriate tone and vocabulary, effective rhetorical organization, and sound logic. If the primary subject of one course in a core curriculum sequence is (say) the culture of the ancient world, the writing skills developed in that course will not be those associated only with the study of ancient history; they will be the skills of assessment, argument, and self-expression that any educated man or woman needs to have.

Each college writing program aims for a synthesis of the critical tools (especially an understanding of structure, analysis, and argument) that prepare students for the rigors of university-quality writing beyond the confines of the writing classroom. We believe that the best way to provide our students with the requisite grounding in this pedagogy is to engage a wide range of faculty perspectives. Indeed, the entire UCSD faculty is involved to some degree in the development of the colleges' approach to writing by virtue of faculty representation on each college's writing curriculum committee. These advisory bodies, comprising faculty members from disparate disciplines, participate in the creation, vetting, and oversight of curriculum. Their active involvement is necessary to maintain vitality and integrity in the writing programs. We believe that the crucial link between core writing instruction and the application of writing skills in subsequent courses is strengthened by this level of faculty participation.

At UCSD, the teaching of writing is not delivered simply by a corps of specialists. The four colleges in which writing is embedded in a larger core curriculum all employ faculty from a number of disciplines appropriate to the larger fields of study undertaken in the sequences. Students are exposed to a range of pedagogical approaches and disciplinary perspectives. While several of the faculty members in the two stand-alone writing programs have a background in composition research, the range of approaches is intentionally catholic, and individual instructors within these programs are allowed some latitude in crafting their own curricula.

The writing programs all acknowledge that the teaching of writing has significant repercussions beyond the writing classroom. This allows the campus, in turn, to engage with the process of writing instruction—as, for instance, by means of the Academic Senate bodies most concerned with undergraduate programs. Writing programs have frequently been the subjects of review and discussion by the Committee on Educational Policy, the Committee on Preparatory and Remedial Education, and other bodies. The Associate Vice Chancellor for Undergraduate Education has worked closely with the Senate, the college provosts, and the faculty immediately involved in writing instruction, generating new ideas and new discussions of traditional methods. Writing instruction is always an interesting issue on the UCSD campus.

The 2005-2006 attempt at an empirical review of student progress in the college writing programs is a case in point. The review has already been the focus of discussion for colleagues who wonder to what degree it was capable of generating useful data and, more broadly, to what degree qualitative improvement in writing can be represented in quantifiable terms. The 2005-2006 review appears to have heightened awareness that such complex phenomena as writing and writing instruction need to be assessed in a variety of ways and with a variety of methods. At present, there is much debate about these matters, and about the methods and validity of the 2005-2006 review. It is not yet clear what consensus will emerge when all voices are heard. Clearly, however, this many-sided discussion and debate is valuable in directing intellectual attention to a fundamental academic subject—more attention than it commonly receives on campuses where writing instruction is left entirely in the hands of a small group of single-method experts.

## ***Delivery of Foreign Language Instruction***

### ***Overview***

While our proposed self-study on writing focuses on student-learning outcomes, the proposed self-study on the delivery of foreign language instruction focuses more on institutional and organizational learning outcomes. For many years, the campus has taken a somewhat unusual approach with regard to the instruction of foreign language. At UCSD, there are no academic units with the sole responsibility for the instruction of foreign languages, i.e., there are no departments such as a Department of French or a Department of Asian Languages. Rather, at UCSD language instruction is a shared responsibility of at least four academic units, Linguistics, Literature, History, and the Graduate School of International Relations and Pacific Studies (IR/PS), who report to three different deans. These units are responsible for teaching multiple languages. For example, the Department of Linguistics instructs the entry-level courses (Language 1 sequences) in languages such as American Sign Language, Arabic, French, German,

Hindi, Portuguese, Spanish, as well as the Heritage Language courses. The Department of Literature teaches more advanced language courses (the Language 2 sequences, among others) in these and other languages including Italian, Korean, and Russian. Similarly, the Department of History has the responsibility for the instruction of Chinese, Hebrew, and Japanese through programs in Chinese Studies, Judaic Studies, and Japanese Studies. IR/PS offers undergraduate students the opportunity to learn languages of the Pacific Rim regions on a space-available basis.

This Balkanization of language instruction has proven to be somewhat problematic at a number of levels, not the least of which is the span of language coverage. This issue is of particular importance to Chancellor Fox and Senior Vice Chancellor Chandler, who have determined that international proficiencies will be a significant emphasis in undergraduate education. The degree to which language instruction conforms to contemporary, competency-based standards of language instruction and the degree to which the model will be able to sustain changes in student needs and interests are of paramount concern.

### ***Proposed Actions***

In order to assure that foreign language instruction at UCSD is “on the right track” or to make modifications to the current system, a Faculty/Administrative Advisory Committee on Foreign Language Instruction was empanelled and has studied language instruction at UCSD for several quarters. This committee is expected to issue its report within the next few months and make a series of recommendations for the improvement of foreign language instruction. The proposed self-study is designed to focus on the processes of disseminating, evaluating, and implementing the recommendations of that advisory committee. Most importantly, as the advisory committee documents the progress of implementation, it will examine the impact that implementation has upon language instruction from multiple perspectives. These perspectives are:

- The view of the student regarding
  - the changing availability of courses,
  - perceived quality of instruction, and
  - changes in elective language-taking behavior;
- The view of the instructor regarding
  - the utilization of support services,
  - changes in instructional approaches and methods, and
  - instructor satisfaction;
- The view of administration regarding
  - costs,
  - course enrollments, and
  - instructor longevity.

### ***Foreign Language Instruction from a Faculty Perspective***

When I arrived in San Diego to attend graduate school in the Department of Linguistics in 1983, I had already accumulated over ten years of professional experience in English as a second language (ESL) and German language instruction, testing, and course design in the German Adult Education Association (Deutscher Volkshochschul-Verband), at private ESL and German language schools in the San Francisco Bay Area, and at the Defense Language Institute (DLI) in Monterey. As a UCSD graduate student, I was a German teaching assistant (TA) in the Linguistics Language Program (LLP—at that time the Basic Language Program or BLP), a TA consultant for the Center for Teaching Development, in which capacity I worked with TAs in both Chinese and

Japanese Studies, and a student in Chinese Studies myself for two quarters. As a faculty member, I was involved in two searches for an LLP Director, one of which I chaired to hire the current director. As department chair, I took on the acting directorship of the Heritage Language Program (HLP), helped to initiate and worked closely with the Faculty/Administration Advisory Committee on Language Instruction, and served on the language instructor subcommittee of the campus Unit 18 Lecturer Workload Taskforce for the representative bargaining unit, the American Federation of Teachers. Thus, over the past nearly 25 years, I have gained a broad overview of language instruction issues on the UCSD campus.

The focus of this discussion is WASC Standard 4, namely the way in which the “institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives” – Handbook, Page 29. There is ample evidence that our institution as a whole takes this objective quite seriously, in the form of ongoing internal self-assessment and innovative measures at the program, departmental, and campus levels.

At the program level, the various programs across campus are meticulous about soliciting student feedback. Some (e.g. Chinese Studies and Japanese Studies in the Department of History, and the HLP in the Department of Linguistics) make use of the campus-wide student-run Course and Professor Evaluations (CAPE) system for such assessments, others (e.g. IR/PS and the LLP in the Department of Linguistics) use tailor-made in-house assessment measures, and still others (e.g. the Department of Literature) use a combination of the two, depending on language and level taught. This student feedback serves as input to the evaluation of TAs, Unit 18 lecturers, and ladder-rank faculty alike. Across programs, TAs are typically under the supervision of a master TA, an academic coordinator, a faculty member, a program director, or some combination thereof. Unit 18 lecturers, academic coordinators, and ladder-rank faculty are all subject to periodic review for promotion on regular schedules; teaching evaluations figure prominently in the reviews of Unit 18 lecturers especially, but also in the reviews of ladder-rank faculty. These evaluations consist not only of student assessments of instructional effectiveness, but also of classroom observations by ladder-rank faculty and program directors. The provosts of UCSD’s six colleges are mandated with evaluating in depth and in detail the teaching record portion of promotion files. This aspect of the campus review process helps to ensure a high level of quality in foreign language instructional effectiveness on campus.

As for ongoing self-assessment at the departmental level having more to do with instructional content and program development, I am most familiar with and thus most qualified to comment on and provide examples from the Department of Linguistics language programs. I have been witness to numerous developments in the BLP/LLP over the past 25 years, but one common thread that has persisted is an explicit commitment to language instruction not just as an art, but also as a science. As outlined above, when I first entered the LLP as a German TA in 1983, I already had more than ten years of professional ESL and German language teaching, testing, and course design experience under my belt at a number of prestigious institutions, both nationally and internationally. I was nonetheless very favorably impressed upon arriving on campus with both the underlying philosophy and the implementation of basic language instruction on the

UCSD campus, as envisioned and shaped by the founder of the Department of Linguistics and the BLP, Dr. Leonard Newmark. Dr. Newmark was a thinker ahead of his time in the 1960s; at the founding of the university, he adopted the Army Language School model from World War II for use in an academic setting. His idea was to separate out instruction in active *use of* the language from instruction in cognitive *knowledge about* the language, and sections of the five-day-a-week courses in the BLP were divided accordingly into “conversation” and “analysis” sections, respectively. Dr. Newmark felt that students at UCSD should not only be aided in gaining proficiency in using the target language, but should also acquire a degree of intellectual sophistication in how the language functioned as an ordered system subject to scientific inquiry. For this reason, only Linguistics graduate students were allowed to TA analysis sections. While I myself was able to conduct the bulk of this instruction successfully in German (i.e. such that students could follow and assimilate the instructional content, namely internal principles of linguistic systematicity inherent in German morphology and syntax) in the target language, many of my graduate student colleagues were not in this position. In such cases, Dr. Newmark felt that instruction in English was acceptable (but only in the analysis sections, never in the conversation sections) in order to support the intended linguistic content of the course.

A modified version of this overall approach was adopted when the Chinese and Japanese Studies Programs were established in the Department of History; these programs alternate lecture classes with sections. The director of the Japanese Language Program within the Japanese Studies Program, and also of the IR/PS Language Program, Dr. Yasu-Hiko Tohsaku, is a graduate of the UCSD Department of Linguistics, and was trained as a graduate student Spanish TA in the BLP under Dr. Newmark.

When Dr. Newmark retired, Dr. Terrence Terrell, perhaps the foremost foreign language pedagogue of the time, was hired to replace him as LLP director. Dr. Terrell felt strongly that the value of consistent input in the target language to student learners outweighed the desideratum of conveying scientific knowledge of the internal workings of the target language system. As a result, analysis sections were from that point on, to this day, conducted strictly and solely in the target language; this policy was continued by UCSD emeritus Sanford Schane when he assumed the directorship of the LLP after Dr. Terrell’s untimely passing.

When Dr. Schane retired, Dr. Grant Goodall, another graduate of the UCSD Department of Linguistics trained as a Spanish TA in Newmark’s original system, was hired to take over directorship of the LLP. One of the desiderata on the part of the Linguistics faculty in filling this position was to appoint someone who would develop and expand the curriculum of the LLP, particularly with a view to its linguistic content. Over the past few years, Dr. Goodall has laboriously and ingeniously devised means of providing both consistent target language input *and* linguistic content to our student population. He has accomplished this by creating a series of ready-to-use lectures on linguistic topics (i.e. dialect variation in the target language) that can be implemented on a periodic basis in all LLP analysis sections by native and near-native speaker graduate student TAs from any academic discipline with a minimum of training. Moreover, he has worked closely with the LLP academic coordinators of the various languages to develop a number of real-world text-based discovery exercises (most drawn from easily

accessible sources on the internet) for the instruction of grammar. This approach thus simultaneously preserves use of the target language as a means of instruction, makes use of actual texts in the target language as the medium of study, and takes advantage of discovery learning procedures to foster active student engagement in deciphering the target language system. We feel this is both a fitting and an effective approach for an institution recognized nationally as the “best school in science”.

A further development within the Department of Linguistics was the establishment of the HLP by Dr. Maria Polinsky, now of Harvard University. The program was motivated from the start by student need and initiative. We started with a formal course offering in Armenian (2001), followed by similar classes for heritage speakers of Tagalog/Filipino (2002), Vietnamese and Korean (2003), Persian (2004), and Arabic (2005). In the years before enrollments justified regular university funding for these courses, the department worked closely with student organizations (most notably the Vietnamese Student Association and Kaibigang Pilipino, the Filipino Students Association) to conduct outreach efforts, including highly successful student-organized fund-raisers in the local communities, which responded with overwhelmingly generous support. Now that the HLP is securely supported by its own budget line in the Division of Social Sciences funding budget, the focus of the HLP has shifted to improving the content and administrative structure of the program: we have successfully incorporated the Interagency Language Roundtable (federal) Oral Proficiency Interview (OPI) guidelines in the program as a common standard used across all the HLP languages for diagnostic placement, advancement, and assessment (many of our instructors are now certified OPI examiners in their respective languages), experimented with adopting the LLP model of conversation and analysis sections for the HLP, and hired one of the instructors as an academic coordinator to oversee the day-to-day operation of the program, again on the LLP model. We are currently focusing on increasing the availability and flexibility of HLP course offerings, as well as campus awareness of the program among students and staff, especially the college advising offices.

Finally, at the campus level, a proposal for comprehensive review of campus language policy, in view of the diverse campus profile of foreign language offerings, was first put forth in December 2001. A joint Academic Senate Faculty and Administration Advisory Committee on Language Instruction was formed in 2003-2004 to conduct a thorough investigation of language instruction practice on the UCSD campus, canvassing and interviewing all relevant campus constituents and bringing in outside experts to assess and evaluate instructional practice, effectiveness, and administrative structure. This investigation continued during the academic year 2004-2005, and its recommendations were made public in October 2006. These are summarized in the introduction to this section above under “Proposed Actions”. This massive undertaking provides strong testament to the commitment of the university to the integrated delivery of foreign language instruction on campus, while at the same time preserving the unique advantages of diverse and multi-pronged approaches to language instruction currently available at UCSD.

## ***Undergraduate Program Review***

### ***Overview***

A major theme and set of concerns and recommendations that arose from the last reaffirmation cycle centered on UCSD's system of undergraduate program review. The issues identified included the manner in which the reviews were conducted, the use of data systems as part of the review process, concerns with student learning as part of the "output" side of the equation, and the feedback mechanisms that would lead to improvement of undergraduate programs as a consequence of program reviews. UCSD took these issues seriously. A task force convened jointly by the Senior Vice Chancellor and the Academic Senate in 2002-03 was charged with reviewing undergraduate and graduate program review processes, and in May 2004, the task force issued its comprehensive report. (A copy of this report is provided in Appendix 7, and the self-study guidelines for each undergraduate program may be seen in Appendix 8.) Immediately after release of the report, UCSD began a consultative process with the Academic Senate, particularly with the Committee on Educational Policy, the body responsible for conducting undergraduate program reviews, to consider and implement recommendations made by the task force. Substantial progress has been made in implementing the revised program review guidelines. Currently, one major program (Human Development) and three minor programs (Contemporary Black Arts, Law and Society, and Space Sciences and Engineering) are being reviewed using the new model, and a full-time staff position has been created to coordinate future review efforts. Many of the recommendations found in the WASC review have been implemented. For example, the mandatory review process to be conducted by academic units will focus on the grid of educational outcome expectations and methods of fulfillment of those expectations. The focus of this self-study will be a full and neutral assessment of the effectiveness of the new undergraduate review process in achieving the goals for which it was created.

### ***Proposed Actions***

A self-study team led by and including the Senate-Administration Advisory Committee will be appointed to design and conduct an outcome evaluation of the newly implemented program review system. The self-study team will seek input from all of the groups that participate in the new review process, including the members of the Academic Senate committee responsible for the conduct of the program review, the members of the review teams, the departments that will have participated in the revised review system, and administrators responsible for helping departments implement recommendations. Each year we anticipate that the committee will review four majors, several minors, and at least one "cross-cutting," non-degree program. (The Academic Internship Program is an example of a non-degree program that is subject to review.) In addition, the committee will have at its disposal the self-studies generated by the departments, the reports produced by the review teams in response to the self-studies and campus visits, the actions recommended by the Academic Senate in response to the reviews, and the department reports of actions taken in response to the review, which follow one year after the Academic Senate action recommendations are received. These reports detail the actions that departments have taken in response to Academic Senate recommendations. The self-study team will have access to program review documents that preceded the implementation of the new process in order to be able to make comparative judgments. The self-study team will focus its attention on three issues:

- the degree to which the departments and programs have specified realistic, credible learning objectives and the ways in which those objectives are reflected in students' demonstrated competencies,
- the unit's sensitivity and responsiveness to issues of diversity as reflected in their self-studies, and

- the degree to which the units address issues of student retention and graduation rates with specific emphasis on their efforts to collaborate with the colleges and student support programs, such as Office of Academic Support and Instructional Services (OASIS) and the Academic Enrichment Program.

### ***Undergraduate Program Review from a Faculty Perspective***

Academic Year 2007-08 is my 24<sup>th</sup> as a faculty member of UCSD. During that time I have been a part of many undergraduate program (aka department) reviews, and in a variety of capacities. My first experience with a review was that of a new instructor. Information about my courses was requested by my department – all syllabi and exams were to be submitted to the Academic Senate as part of the review. At the time I felt both pleasure (finally, someone other than my students would read about my teaching philosophy, and appreciate the time and effort I took in composing my course work!), and anxious (oh-oh, someone other than my students would judge my teaching philosophy and course materials!). I recall little else about that first review, except that no feedback was received at the instructor level. I wondered what happened and whether my small piece had any importance to the review.

Some years later, as Vice Chair for Education in my department, I was the person coordinating the internal efforts to provide input for the review. I wrote the first draft of the self-statement, and I collected all the course syllabi. Now I saw that I was not unique in my earlier experience of feeling both pleasure and anxiety. Suddenly I was the recipient of phone calls from distinguished senior professors and temporary lecturers alike, all concerned about what I or the review committee was going to do with their course materials? A hint (or more) of their nervousness was apparent. I told them frankly that I didn't know for sure, but doubted that any committee would look over (much less, judge) syllabi for more than 120 courses.

I wondered myself about the scope of the review, but was so busy preparing for it that I didn't think much about the bigger picture. Why were we doing these reviews, and why did they feel more like an audit than an opportunity to showcase our work? Were courses the only thing that the review committee was concerned with?

Most recently my involvement in review of an undergraduate program came as a result of my service in the Academic Senate on the Committee for Educational Policy (CEP). Now I was on the opposite side of the review "fence". I was assigned to chair the first review committee that would use a new process for assessing departments and programs. This vastly improved process now included one external reviewer from another UC campus, and no longer required the assembly of course syllabi and exams. The focus of the review had broadened. Now we want departments to reflect on: their role at our institution; how they serve the students in the major as well as those taking courses as part of their general education; how they advise and prepare students for post-college careers or education; and how they monitor and measure the success of their work. There has been a shift from the old judgmental view to one of collaboration, an emphasis on the department showing that they can educate students both in depth and breadth.



The university is well served by this shift, and I see evidence of progress stemming from the new system, and percolating through the many layers. The value to the department/program comes largely from the self-reflection required at the start of the review. They (the department) must look beyond the piecemeal, day-to-day operations, or even year-to-year operations, to revisit their motivations and projections in the face of current information. Being forced by your peers to look at your mission and how that is being met, is not an empty exercise. Why are certain courses required? As we add classes in new or developing sub-fields, have we assessed whether the older ones are still important to have in the curriculum? Who are our students and for what are we preparing them?

Some disciplines have professional organizations that oversee accreditation in the field. This means the faculty in those areas are already responding on a regular basis to the types of questions given above. But many of our academic disciplines have no such external standards or guidelines. It is, therefore, the campus review system (as well as regional accreditation associations) that provides the impetus for self-examination.

The faculty who are carrying out the review are from closely related departments. They benefit from understanding the current status of a program and the reasoning that underlies the curricular thrusts. Likewise, the dean of the division benefits from hearing the external perspective on his/her programs. In my recent role as chair of a review committee I learned a tremendous amount about a program with which I had never previously interacted. This in turn gave me a new vantage point on an entire division of the campus that I was able to convey to the CEP. The external reviewers gain a view of another University of California campus, and another department in a similar field as their own.

The University of California has a wonderful system of shared governance among the Regents, the administration, and the faculty. The Academic Senate is delegated the authority by the Regents for curricular issues. Through program reviews the Senate carries out a portion of this function.

## ***Information Literacy***

### ***Overview***

Unlike the first three areas of self-study that focus on understanding and assessing the efficacy of innovations that have been or will be implemented by the university, the fourth area of self-study, information literacy, is a developmental inquiry. The nature of information delivery and its use has changed in dramatic ways in the last twenty years. Indeed, a major theme that permeated our last reaffirmation activities centered on the delivery and use of electronically generated information and our use of electronic data in planning, budgeting, and assessment. Similarly, the sources and types of information used by students have changed dramatically. They no longer only get information through textbooks, journals, class handouts, library collections, and other materials carefully vetted by faculty and professional staff. Instead, students today far more often obtain information as “free agents.” They have easy access to electronic information from home, residence halls, and libraries. Some of this information is reliably vetted, and some is of questionable origin and value. Instructional materials are now provided to students in a variety of ways, e.g., map rooms, slide presentations in art history, group listening of auditory samples in music theory courses, and headset

listening in language laboratories. This theme focuses on the development of a principled study that will lead to an institutional understanding of the degree to which it can responsibly address these changes in information technology and its pedagogical applications and consequences. The proposed inquiry, formulated under the direction of the University Librarian as a member of the WASC Executive Steering Committee, will emphasize three primary issues:

- “e-stores,”
- class management and information systems, and
- the vetting of information sources.

The first of these, “e-stores,” is concerned with the degree and manner by which the university has provided high quality, reviewed materials accessed through electronic means, e.g., maps, journals, art, and primary source data sets. The second, class management and information systems, investigates the degree to which the university has provided tools, though the electronic media, for the management and improvement of class-based instruction. The third, and perhaps most important and most difficult, addresses the vetting of information by focusing on critically important student-learning outcomes. The following questions will be the focus of this component of inquiry:

- Are students instructed in how to critically review information from electronic sources?
- Are students able to detect bias in information?
- Should there be a unit with responsibility for teaching students how to use information from electronic sources in a critical and ethical manner, or should this be a shared responsibility of all academic programs?
- Should such instruction be embedded in general education requirements?
- Are vetting processes homogeneous, or are they discipline specific?

#### ***Proposed Actions***

We anticipate that this study will result in a series of conversations, inquiries, and a written report with recommendations that will serve as the basis for the development of an action plan. An outline of preliminary findings will be available at the time of the Capacity and Preparatory Review. By the time of the Educational Effectiveness Review, a fully articulated report and action plan will be available to the University community and reviewers. At least one reflective essay will be written in response.

### ***Information Literacy from the faculty perspective***

A university has three major missions: 1) the creation of new knowledge through research, 2) the teaching and dissemination of old and new knowledge to a younger generation (and in the form of advanced knowledge/continuing education to a growing community beyond the campus), and 3) the transition of this knowledge as a driver of positive change for the scientific, technological, cultural and socio-economic prosperity of the community, region, and nation. Traditional teaching at the undergraduate level has involved seminars, laboratories, studios and lectures, complemented by text books and lecture notes. For specialized knowledge in support of teaching and research, libraries have assumed a central function, but the management of information storage and retrieval has undergone a revolution in the past decade, the end of which is not yet in sight.

With the explosion of information in all areas of the arts, humanities, social sciences, natural sciences, engineering and technology, it has become clear that we must find new means to cope with the volume and diversity of information that is now

available, and to also take advantage of technological advances that enable knowledge to be transmitted using multi-media formats thus diminishing the prior necessity of geographical co-location of individuals and the material being studied. For the purposes of this report we consider the subject of “information literacy” to include several goals, opportunities, and challenges.

There is an inherent tension between providing students with a broad-based education aimed at developing abilities for critical thinking and life-long learning, and preparing them to qualify immediately for a highly specialized job. The ready availability of information and the myriad means of both presenting and accessing it can ameliorate this tension. However, it also raises the challenge of ensuring that our students are “information literate” and able not only to access the information, but to also discriminate between “good” (i.e., validated) information and mere text, and to understand it. UCSD places tremendous importance on ensuring that students not only have access to the information but also realize the power of knowledge and the necessity of distinguishing between types of information. In this context, information literacy can be defined as the ability not only to recognize that a set (or sets) of information is (are) needed but also to possess the means to access and evaluate it for validity. This necessitates the inculcation of basic skills embedded in routine course work to enable students to (a) determine the type and extent of information needed, (b) recognize the different avenues of accessing the information, (c) determine the validity of the information in the context of the subject under consideration, (d) understand the data and integrate it with other information sets, and (e) incorporate the synthesized information into the personal intellectual knowledge base. In addition, this also requires a comprehensive understanding of the ethical, legal, and social dimensions of this information. At UCSD, the college system’s writing programs and core curricula are the primary mechanism for the initial education in information literacy, with higher levels taught in the context of disciplinary specialization.

It is essential to efficiently store information, including not only written text, but also photographs, drawings, paintings, audio and video recordings, as well as results of increasingly complex simulations that serve as databases. The contents of the collection must be searchable and accessible in a convenient format, and available without a significant delay to our students and faculty.

UCSD has made major strides in this arena under the leadership of the university librarian, Brian Schottlaender. UCSD is increasingly viewed as a leader in California and the nation in the Development of a Digital Library with open standards, open sources, and round-the-clock online access. This leadership has been rewarded with substantial funding from private foundations (e.g., Mellon Foundation). As more information in the library becomes digitalized, access to the information becomes more convenient. However, thorny legal and ethical issues (copyright, intellectual property, fair use, privacy, national security, etc.) arise. Schottlaender has played a leading, authoritative, and diplomatic role in negotiations with various publishers and interested parties. The collaborative relationship among the university library, the Scripps Institution of Oceanography, and the San Diego Supercomputer Center has allowed UCSD to become a successful competitor for funds from the U.S. National Science Digital Library Program.

It is also clear to everyone that the Internet has expanded access to information on a global scale, and search engines such as Google make it possible to find relevant (and irrelevant) information in abundance.

Although most undergraduates own personal computers, the university has made computer terminals available in many public places, allowing students to search and retrieve information almost anywhere on campus, at any time. All libraries (Geisel Library, Biomedical Library, Scripps Library, etc.) provide computer terminals for use by registered students. There are banks of computers in the common rooms of the Price Center (student center), and the old Undergraduate Library was converted to a computer-based research center for students, called CLICS (Center for Library and Instructional Computing Services). The campus has provided wireless access to the internet from most classrooms and other locations. Classrooms are equipped with projectors and other hardware to allow instructors to connect their own to enrich their lectures with Power Point and other supporting software, and they can also introduce information directly from the internet into the classroom. All of these operations are now working smoothly with the capable assistance of UCSD Computer Services in the background and as needed. In summary, it appears that no student should be left behind because of limited access to a computer terminal.

However, the impressive strides that the campus has made in increasing connectivity and enhancing information services do not come without challenges that we must address. The students are at risk from information overload, drowning in a sea of trivia, distractions of various kinds (while “taking notes” on laptops during lectures), and an increasingly impersonal transmission of information. A collection of lecture notes, slides, and reference to a few relevant websites made available electronically, followed by an on-line test, do not constitute good teaching, however efficient and cost-effective it may appear. Information made available through electronic means, however comprehensive, can only serve as a supplement to the inherent necessity of interaction between the student and the instructor.

The faculty, in turn, must prioritize, filter (but not censor) information, and help students to find the most reliable and authoritative information. We can only fully assimilate and exploit such information for maximum benefit if we establish a firm foundation in a discipline. In this context, “information literacy” does not refer to the memorization of many details, but rather the understanding of fundamental principles, coupled with a knowledge and critical evaluation of more information and/or data.

A few examples from the experience in teaching biology students (>20% of the students at UCSD), and engineering students (>20% of students at UCSD) can illustrate the possibilities and challenges. Many lectures in biology and engineering courses now include Power Point presentations. Slides are selected from numerous sources, including the textbook. The presentation can switch effortlessly to access large international databases to illustrate/amplify the professor’s lecture. Such data bases include the Human Genome database, the Kyoto Encyclopedia of Genes and Genomes (KEGG), the Swiss Protein database, OMIM (Online Mendelian Inheritance in Man, from the National Library of Medicine), and more. An instructor can screen these sites for relevance, correctness, and level of complexity and then direct students to them to use as complements to lecture notes and textbooks. The easy transmission of information

makes it possible to bring complex laboratory exercises to the classroom and available to larger groups through simulations that assist in moving the students from their initial, dualistic modes of learning to those based on synthesis and discovery. Technology also allows for the transmission of actual experiments to non-geographically co-located areas. This enables students to explore vast repositories of data in graphical and 3-D form, such as effects of natural disasters like seismic events and tsunamis, and assists them in not only understanding, in real time, the dynamic forces unleashed by such events, but also in developing solutions and strategies to mitigate disasters. The juxtaposition of different levels of information enables students to develop both the “lower order” and “higher order” thinking skills defined by Bloom’s taxonomy.

### ***Reflective Essay: Student Reflections on the WASC Standards***

#### ***The Seminar on University Accreditation***

The reason for an elaborate (and rather expensive) system of peer-reviewed institutional accreditation is to assure that students receive a high quality, intellectually rigorous education delivered by faculty who are able to speak and study the truth as we see it. Since students are the primary beneficiaries of the accreditation process, it seemed only proper to include them extensively in the reaffirmation process and to assure that their voices are heard. One of the problems in accomplishing this, however, is that the typical student is largely ignorant about the accreditation process. We were, fortunately, able to circumvent this problem and achieve our goals of including the student voice because of an important component of the general education curriculum of Sixth College – our newest undergraduate college. [For more information about Sixth College and its formation, see Appendix A of this report in which we describe UCSD’s responses to WASC recommendations resulting from our last reaffirmation of accreditation cycle.] One element of the General Education requirements of Sixth College is a two-quarter Practicum Requirement that students typically take during their junior and/or senior year.

*The Practicum project challenges students to make creative and intellectual contributions to address an authentic problem. Under faculty mentorship, students take responsibility for planning, executing, and reflecting upon their Practicum project and their own capabilities. – Sixth College Website*

The Practicum has two components: the first is a four-unit academic/intellectual experience designed to give the student a working knowledge of the aspects of some “authentic Problem” (the Practicum Project). This project may be an independent study course, a specialized seminar, or other devices that satisfy the intellectual requirements for course credit. The second component is a four-unit course, taught by Sixth College, in which the students reflect upon the practicum projects and their intellectual development as a result of participating in the Project. This second course strongly emphasizes the writing skills necessary to communicate effectively the student’s reflections and is, essentially, an upper-division writing course.

In cooperation with Sixth College, we were able to establish a four-unit Seminar on University Accreditation taught by the UCSD ALO who happens to be a faculty member in Sixth College. The seminar met for ten three-hour sessions (the standard for a four-unit course) and covered the general accreditation process. Students read and discussed the WASC Accreditation Standards and the Accreditation Manual, followed the national debate on accreditation that was at its most intense phase in the quarter during which the seminar was conducted (the debates on the implementation of the Spellings Commission report), and studied in detail each of the four WASC Standards for Accreditation. The seminar then divided into four groups – each considering one of the Standards in detail. Each group had to produce an essay that considered its assigned standard from three perspectives. What does it mean to you (a student) to attend a university guided by the standard? What does it mean to your parents to have a child attending a university guided by the standard? What does it mean to member of the general community (e.g., a potential employer) to employ a student who graduated from a university guided by the standard? Students made oral presentations of their conclusions and submitted written copies of their reflections, which have been folded into the corresponding reflective essays. The words that follow are the words as generated by the students in the Seminar (with only light additional editing for inclusion in this report).

### ***From the student perspective – Commission Standard 1***

*The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.*

It is very important to the public, parents, and the higher education community that UCSD produce high quality education. UCSD has become a world leader in research and teaching by ensuring a process of continual attainment of knowledge and implementing it as part of its objectives and goals. The university ensures that its students receive an exceptional education and its faculty creates, disseminates, and teaches knowledge that has given UCSD the excellent reputation it has achieved in our community. The multi-faceted programs UCSD has incorporated into its goals, policies, and objectives greatly help bridge the gap between students, faculty and staff. While the research projects available here provide students with opportunities for hands-on experiences during their college years, UCSD still maintains an extremely high level of commitment to its students. Past accreditations have allowed UCSD to become the leader in the scholastic community of San Diego, while it continues to expand its foundations and strives to raise the level of its academic and research accomplishments daily. We strongly feel that UCSD's commitment to world-leading research projects serves the interests of the public and the academic community in San Diego through the rigorous application of academic integrity, which in turn extends to national and worldwide arenas.

By instituting a set of rules relating to integrity, UCSD demonstrates publicly that its students, faculty, and staff maintain a high level of creditability, due in large part to

institutional adherence to Standard 1. Certain industries prefer to hire graduates from UCSD because of our reputation, which derives from our adherence to policies developed from Standard 1. The unique mission and character of UCSD, especially with regard to the UC system's mission statement, positions us as a leader of academic and research programs nation-wide, while allowing the institution autonomy from private external forces and entities. UCSD works hard to educate its students according to its own vision, while ensuring that it stays autonomous in relation to its policies and objectives, thus meeting the many requirements set forth by, WASC.

If Standard 1 is not met, the qualities of the education received and research performed at UCSD will be subject to question by the public. It is therefore critical that UCSD continues to ensure this never happens. The integrity of the institution is also at stake if UCSD does not have adequate policies, programs, and guidelines to back it up in its statements of commitment. Therefore, UCSD made these guidelines readily available to everyone, with details stated clearly, on its website and in hard copies accessible in its administrative centers. If the public questions the integrity of UCSD, then the creditability of any work done by a UCSD affiliate will be viewed with doubt. It is crucial to the students, faculty, and staff that the institution follows Standard 1. It allows the public to understand what UCSD can offer the community. Prospective students have a better understanding of the high quality of education is offered by UCSD. It is important for the community and the university to have programs that define and support the character of UCSD as Standard 1 demands. Our university is a leader in this realm, with many small business, colleges, universities, and corporations dreaming to obtain the level of professionalism that UCSD has already achieved.

### ***From the Student Perspective – Commission Standard 2***

*The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support of student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.*

If you give any student a run down of the four standards of accreditation, chances are that the one they'll most be interested in is Standard Two. This perhaps has something to do with the fact that of all the standards, Standard Two directly addresses the needs of the students. Things like integrity and fiscal resources are all well and good, but if you want to set a fire under students' passion to talk about their school, ask them if they're being properly supported by their university.

This, of course, is what makes Standard Two so important. It's effectively proving that the University is a great school, not just by applying resources and talking about community relations, but by what it does for the students. It's the first thing that concerned scholars and parents are going to worry about – what is the University doing for me or my child? Standard Two can be broken down into two key focuses: the close-to home level of what student support there is for the education of scholars, and the real occupational benefits of receiving a baccalaureate degree from an accredited University.

The standard lists computer labs, libraries, financial aid, academic advising, and career counseling as some of the important support resources an accredited school or University ought to have for its students. However, support can be many things, ranging from making sure that tutoring options are available to addressing individual students with special needs. The kinds of support a school provides are important, but what also needs to be factored in is how *much* support is given. As the secretary of a local elementary school pointed out, a sufficiency of support does not preclude a justifiable desire for *more* support. Accredited schools without the benefits of a high-level University may have correctly prioritized their students' resources, but may also not be able to provide support far enough down the list of priorities. The issue, of course, is not simply whether students will have the skills necessary to enter college and graduate; it is whether they will then be equipped for the high-level occupations they desire.

We note that even FedEx Ground has made a baccalaureate degree from an accredited university a requirement for advancement in the company. Interestingly, the degree's focus is ignored, with FedEx looking instead for qualities that should be common to instruction in any major. There is some debate about priorities. John K. Redhouse, Senior Manager FedEx Ground's Miramar terminal, with nine years' experience, acknowledges that some core abilities such as critical analysis and information literacy are essential to the job. Also of particular interest to him was the standard's goal of "foster[ing] an understanding of diversity," which is a significant part of FedEx's hiring policy. He believes, however, that successful advancement finally depends more on work experience and intrinsic interpersonal skills that may not be reflected by the possession of a degree. He laments the loss of potential candidates because of the degree policy, which was put forth by the corporate office, not managers like himself, and he recounts anecdotes of college graduates with degrees such as engineering who turned out to lack relevant skills and ended up being a poor fit. As far as working in the field goes, he remarks, having a degree seems little more than a checkmark in a list of requirements.

On the other hand, Adam S. Twedt, a service manager of three years' experience, finds that there are general but fundamental ways in which a degree helps. Primarily, he says, a degree serves as an indicator that an individual is capable of commitment and adaptation. Twedt also comments on issues of respect, relating stories in which internal company documents tend to expose those with and those without a college education. He concedes that in the view of his colleagues, experience still takes priority over a college education, but he comments that "experience will only perpetuate experience." Education and the independent analytic thought that ought to be associated with it are important for innovation.

These thoughts are highly relevant to Standard Two, because they suggest how important it is that students receive the kind of support they need, not only just to "get a degree," but also to obtain background and experience that will impress future employers. In the absence of this standard, students receive haphazard education, with little experience of what it takes to succeed in a professional context. If a University such as UCSD did not have a standard emphasizing support for learning, scholarship, and creativity, it would not be providing its students with the kind of skills they need for professional work, and eventually would not be providing the community with the people



it needs in order to function properly. Certainly, if UCSD did not have and abide by such a standard, it could not continue to be the kind of institution that aspiring high school graduates would want to attend.

### ***From the student perspective – Commission Standard 3***

*The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.*

UC San Diego is an institution that invests in society through its students. While its mission statement echoes the words of its founder, Roger Revelle, who wished to serve society with a goal of perpetual excellence, his words are not the only standard that UC San Diego holds itself to. The Western Association of Schools and Colleges has set in place four standards which it feels are necessary to satisfy this goal of excellence. Standard 3 works to ensure an institution's sustainability through the development and application of its faculty and staff, its fiscal, physical, and information resources as well as its organizational structures and decision-making processes. But does the fact that this standard is – along with the other three – satisfied by UC San Diego have a real impact on us as students? By examining the point of view of three main groups; our parents, members of the larger San Diego community, and ourselves as students, we will attempt to answer this question.

In education, as in all divisions of society, the most tangible and most vital resource at an institution is the group of persons present within it. For an entity to undergo continued development and growth it must not only attract individuals who possess the skills consistent with its institutional and educational goals, it must create a high quality environment that fosters the growth and development of those individuals. While this has always been an innate quality of UC San Diego, Standard 3 ensures the sustained growth of the university. As students, we rely on the university to provide a learning environment that will foster the growth of skills that will serve us well in our prescribed career paths. If UC San Diego was unable to do so we would not only worry about the quality of our education, but ultimately we would worry about the quality of our futures. In speaking with our parents, they feel it is important that UC San Diego is accredited as they then know it is following the required curriculum for an approved college degree. Also, by being accredited they know the standards are set in place and continually checked on a regular basis. They believe strongly that all aspects of the college from the courses offered to the professors' qualifications have to meet the set standards.

Moreover, as advancements in technology and infrastructure continue to shape the work of business and society in general, it is imperative that UC San Diego be willing to invest in changes that not only mirror these advancements but help to shape them. As students, we feel that investment in new infrastructure is a direct investment in our education and future. These include physical resources, from buildings to current

technologies that professors may need in classrooms. We also believe that having access to computers, libraries, databases, various publications, and other resources is essential to enhance our education. The availability of these resources is influential in convincing our parents to support us at UC San Diego. The community often judges the caliber of an institution by viewing the institution's available resources to their students. In speaking to community members, they mirror the opinions of our parents and us and feel that failure to have the necessary resources available – along with continued development of those resources – would result in a drop in the caliber of student that UC San Diego is able to develop.

The fiscal resources that the university provides for its students is at the foundation for providing students a high level of education. Continued funding must be provided for the students so that they are able to receive the high level of education the university provides, without the burden of debt. The community, parents, and students would believe the university is failing if the quality of education provided was limited by a lack of financial support.

Standard 3 also emphasizes the importance of having an organizational and decision-making structure within an institution. This is important within any educational institution to ensure that all different levels of the organization are managed appropriately. In an educational institution that offers various degrees, it is important to have an organizational structure that will maintain the high caliber of education provided by the institution. It is equally important that the people responsible within the organizational structure have the resources to promote and enhance the educational objectives and the environment of the individual institution. If this did not occur then the institution would surely flounder, as an institution can only be as good as its leadership. If the institution was not willing to change with its time, then it would fail in the eyes of the students and even more importantly in the eyes of the community.

Ultimately, a consensus was reached among the groups that a standard that promotes sustainable growth and excellence is a fundamental quality that is found in all institutions that pride themselves in success, and the degree to which this standard is present is an excellent indicator of an institution's ability to fulfill its prescribed objectives. It is this quality that helps attract students of excellence to UC San Diego. It is a quality that appeases parents in their decision to support their children at UC San Diego. And it is one of the distinguished qualities that makes UC San Diego graduates attractive to employers.

#### ***From the Student Perspective – Commission Standard 4***

*The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.*

An accredited university's compliance with Standard 4 is important to students, parents, graduates, and the surrounding job market. The criterion focuses on an institution's commitment to learning, and strategic development. Compliance with this standard secures a university's reputation and reflects an essential ability to adapt to a continuously evolving world market. Without meeting this requirement, it is clear that any academic institution would be significantly impaired.

Through a variety of evaluations, polls, and surveys, our university devotes copious amounts of energy and resources to the collection of information from a wide range of its constituents. The student population is the primary object of this attention, and the university holds their opinions in the highest regard. This constant data collection is a crucial element of student satisfaction. It is a form of communication that keeps the university's administration synchronized with the students' needs, and aware of their critiques. Products are made to fit their consumers, and similarly, schools should be built to fit their students. The university should, according to Standard 4, react to this criticism, and use it as a guide to continuously and effectively improve itself. Without an informed idea of what the students need, this continuous and effective action would be extremely difficult for a university to achieve.

An absence of student guidance would make pivotal and expensive developmental decisions extremely ill-informed and much less effective, thereby stifling the school's appeal to the public and severely tarnishing its reputation. Since the university's ability to provide a quality education is dependent upon matriculation rates and the revenue they generate, a drop in public appeal would translate into a drop in the quality of education.

The deterioration of a university's reputation matters to many different people. It matters not only to the student, but also to the surrounding community. From the perspective of employers, the reputed quality of a degree is a primary tool in assessing a potential employee's ability to perform in a professional situation. It almost goes without saying that fluctuations in a school's reputation can have particularly powerful effects on the well being of a recent graduate. The parents, students, and employers whom we surveyed all seemed to agree that, from salary to dinner conversations, one's alma mater has always been a deep symbol of personal pride and overall success.

Standard 4 also mentions that the school's leadership should act strategically and in-step with the goal of self-evaluation. It is important that decisions be made strategically because the world is constantly changing. In football, the quarterback must throw the ball to where the receiver WILL be, instead of where he is.

The general consensus from a broad range of surveyed individuals seemed to be that without careful self-evaluation and information from a wide range of perspectives, a university could easily deprive itself of valuable input and direction. Without an ability and intent to adapt, such an institution would fall behind the educational curve, eventually finding itself in an ill-equipped position from which to educate people.

## *Concluding Essay*

Core Commitment to Institutional Capacity: The institution functions with clear purpose, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes. - WASC Handbook of Accreditation, page 41.

How does one make the institution's case that it satisfies the Core Commitment to Institutional Capacity? Undoubtedly there are many ways to approach this. We could point to our Institutional Portfolio and note that there is mapping from each of the 42 CFR's identified by WASC as the *Criteria For Review* to multiple policies, procedures, and reports that constitute the operational processes of UCSD. We could turn to the four Special Projects that will serve as the basis of our EE review and note that each of them addresses, at least in part, components of the Core Commitment to Institutional Capacity. We could similarly refer to the history of the institution's accreditation and note that ten years ago we demonstrated our commitment to capacity and in the intervening years we have grown and strengthened the institution. (See pages 4 of this report.) Further, we could note that in the last five years, with one exception, all of the senior management officers of the institution (Chancellor, seven Vice Chancellors (Academic Affairs, Student Affairs, Health Affairs, Resource Management and Planning, Research, Marine Sciences, and External Relations), and four of the five Divisional Deans (Arts & Humanities, Biological Sciences, Engineering, and Social Sciences) and five of the six College Provosts (Revelle, Muir, Marshall, Warren, and Sixth) have changed and yet our operation, our educational programs and our research endeavors, have continued without the significant perturbation – certainly evidence that our purpose is clear, our integrity is great, our finances are stable (albeit not luxurious), and our organizational structures and processes are secure and able to withstand major changes.

However, we feel the clearest and best case arises from an examination of the behavior of the institution as it engages in its major and consequential undertakings – the kind that require long-term commitments, involve the expenditure of significant assets, and involve the collaboration of multiple units of the institution. At the end of our last reaffirmation of accreditation the review team and the Commission noted several areas, despite the overall positive conclusions reached, to which they felt the institution should attend. Those issues and the institutional response to them are discussed at some length in Appendix A. While any of the activities described in Appendix A could be used as an example of the Core Commitment to Capacity, perhaps the complex response of the University to the transfer student issue makes the point best. The overall approach to issues of transfer students was massive and multiple collaborative groups participated (including task forces focusing upon both Student Affairs and Academic Affairs elements). The most dramatic single item in the institution's response to transfer student issues is the creation of a new North Campus Housing Project (See Appendix A) that will allow new transfer students the opportunity to live on campus and to become full members of the academic community. This project requires the commitment of a major portion of the institution's capital indebtedness. Other deserving projects had to be deferred in order to address this vital undergraduate need. The ability to move forward a project of this size that focuses on the quality of the undergraduate experience, despite compelling demands for other initiatives, clearly reflects the efforts of an institution

“with clear purpose, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes” – Handbook, page 41.

### ***Preparedness for Proceeding to the Educational Effectiveness Review***

Among the topics to be addressed in this concluding essay is “a commentary on the institution’s preparedness for undertaking the Educational Effectiveness (EE) Review.” Perhaps the most direct way of demonstrating our preparedness is simply to present the timelines for each of our four areas of self-inquiry that will form the heart of the EE Review. All four areas of inquiry are on a time line that will allow the full examination of the issues we identified in the institutional proposal. We will be able to present the results of our examination to the EE Review team at the point of their visit. The processes allow us to add to our Data Portfolio in an on-going manner that allows continuous viewing in real time, rather than awaiting a “public release” timed for the EE Review. Each of the inquiries involves a wide range of participants, including administrators and students and, most extensively, the faculty of the University of California, San Diego.

### ***Timelines for the four areas of self study:***

#### **Entry-level and Freshman Writing:**

This project is well underway and by the time of the EE Review should be complete. We obtained writing portfolios from 240 freshmen enrolled in our writing programs (just under 5% of entering freshmen). Each portfolio consisted of four writing samples that students submitted in fulfillment of the requirements of the writing courses in which they were enrolled. The samples were submitted toward the beginning and end of each of the first two quarters of the mandatory writing experience at UCSD. Two faculty members, who are not themselves involved in the instruction of freshman writing, independently read each. Faculty rated each writing sample using the system-wide UC scale for rating entry-level writing (sometimes referred to as the “Subject A” rating scale). In addition, faculty readers assigned a letter grade from A through F to each portfolio as a whole. Finally, each reader evaluated the portfolio on perceived improvement in writing. Reports from this data collection and evaluation system were presented to an ad hoc faculty committee that reported its conclusion to a standing committee of the faculty – the Committee on Educational Policy (CEP, which was initially involved in the design of the inquiry). Extensive comments on the report and its conclusions have been received from the Colleges, the Writing Program Directors, and others closely involved in the process. Discussions are now taking place among Academic Senate committees, Writing Program Directors, and administrators.

A parallel study involving 80 students, beginning with entry-level writing, was completed and will be submitted to the standing committee of the faculty that is responsible for overseeing the entry-level writing programs – the Committee on Preparatory Education (COPE). By the time of the Educational Effectiveness Report and Visit, COPE will have had the opportunity to reflect on the empirical study of the entry-level writing programs.

The entire inquiry will be available to the EE Reviewers through our Institutional Portfolio. Included in the evidence base will be the results of the two empirical inquiries – i.e., the two reports; copies of all instructions to raters and of the rating scales; reports of the faculty groups that reviewed the programs; the commentaries supplied to the faculty committees, and any further actions taken by the responsible committees of the faculty.

#### Delivery of Foreign Language Instruction

At the time of the EE Review, reviewers (and the institution itself) should be able to understand the “processes of disseminating, evaluating, and implementing” the recommendations of the Faculty/Administrative Advisory Committee on Foreign Language. The committee has issued its report and Academic Senate committees governing those areas likely to be involved in its implementation (e.g. Committee on Educational Policy, Graduate Council, Budget and Planning) have been called upon to comment on the report. The recommendations in the report and the comments of the Senate will be made available to the Senior Vice-Chancellor for Academic Affairs for action.

At the time of the EE Report and Review, the report of the Advisory Committee on Foreign Language, the comments of the Senate committees, the recommendations of the Senate Council, and any actions taken by the Senior Vice Chancellor for Academic Affairs will be available for review through our Data Portfolio.

#### Undergraduate Program Review

Of the four areas selected for self study, the inquiry on undergraduate program review is the most advanced. A Senate/Administrative Task Force submitted a report on Undergraduate Program Review. A new system of undergraduate program review (which includes review not only of departmentally- based majors but also of interdisciplinary majors such as Human Development and the general education curricular components of the colleges ) was implemented for several units or departments: Human Development, Academic Internship Program, Anthropology, Sociology, History, the Division of Biological Sciences, Revelle College, Critical Gender Studies, and Philosophy.

In addition, the University continues to explore ways to approach the assessment of Learning Outcomes. Our undergraduate program reviews now include the completion of the WASC Learning Outcomes grid (WASC data elements 7.1 and 8.1), but still rely to some extent on other evaluation methods, such as our student course evaluation system (CAPE). We are actively examining the features of evaluation systems such as CAPE and have published a number of studies of that system. In addition, the UCSD ALO has been an active member of a group exploring discipline-based approaches to the assessment of Learning Outcomes.

At the time of the EE Review, extensive data will be available for inspection through our Data Portfolio. Data items relevant to this area of self study will include the Senate/Administrative Task Force on Undergraduate Program Review report, as well as detailed materials on many of the reviews that have already been conducted. These

materials will allow reviewers to understand how the process works and how we reach conclusions. One important feature of our system that can be seen in these data displays is the way that information from many different sources is gathered and made available to our academic units so that they can conduct their self-studies fully informed by empirical evidence – i.e., the culture of evidence approach.

### Information Literacy

Our proposed inquiry on information literacy is the newest of our inquiries, and while we have given considerable thought to identifying the problems we are encountering in this domain we are only now at the point of formally constituting a Senate/Administrative task force. At the time of the EE Review, this task force will have issued its report (available to the Review Team) and begun the early aspects of its implementation. By the time of the C&PR visit, the task force will have begun its inquiry and will be available to the Visiting Committee if they deem such a visit desirable– as was envisioned in the original proposal – page 11

***Capacity and Preparatory  
Review Report***

***Appendix A – Actions on Previous Reviews***



## 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/GroundbreakigngForNorthCampusPJ-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 - An Overview**

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.

#### Charting the Course - Faculty FTE Allocations

		FTE Allocation	Engineering Initiative	Reserve	Postponed	Total
CCI	1998	65	21	10		96
CCII	2001	138	10	15	(20)	143
CCIII	2004	43	7	5		55
CCIV	2007	90		15	20	125

#### Interdisciplinary FTE

##### CCI - 20 total

Computational Science - 3  
Environment - 5  
Human Development - 2  
International Studies - 4  
Material Science - 3  
CREATE - 3

##### CCII - 14 total

Bioinformatics/Genomics - 6  
California Cultures - 4  
International/Regional Studies - 4

##### CCIII - 3 total

Bioinformatics - 1  
Magnetic Research - 1  
Marine Research - 1

##### CCIV - 12 total

Diaspora/Indigeneous - 6  
Environmental - 6

**Keane, Judy**

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**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 Co...

-----Original Message-----

**From:** MChandler  
**Sent:** Tuesday, October 24, 2006 9:19 AM  
**To:** 'gc-chairs@ucsd.edu'; 'gc-ug-progdir-1@ucsd.edu'; 'gc-grad-progdir-1@ucsd.edu';  
'orudir-1@ucsd.edu'; 'provosts-1@ucsd.edu'  
**Cc:** Chancellor Marye Anne Fox; 'gc-deans-1@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



Components for Charting the Course IV Plans  
2007-08 through 2009-10

October 24, 2006

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?

**PROJECT PLANNING GUIDE**

**UC SAN DIEGO**

**NORTH CAMPUS HOUSING**

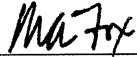
**PROJECT NUMBER: 966410**

**September 2006**

**NORTH CAMPUS HOUSING  
2006-2009 CAPITAL IMPROVEMENT PROGRAM  
UNIVERSITY OF CALIFORNIA – SAN DIEGO CAMPUS**

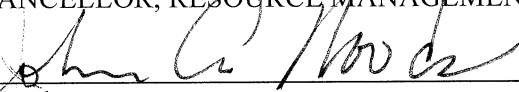
**APPROVALS**

CHANCELLOR



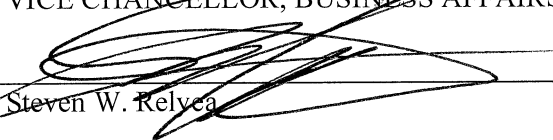
Marye Anne Fox

VICE CHANCELLOR, RESOURCE MANAGEMENT AND PLANNING



John A. Woods

VICE CHANCELLOR, BUSINESS AFFAIRS



Steven W. Relyea

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

**PROJECT PLANNING GUIDE  
NORTH CAMPUS HOUSING**

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3. Project Description..... 6

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Project Schedule

Environmental Impact Classification

Project Location Plan

Project Site Plan

# CAPITAL IMPROVEMENT PROGRAM BUDGET

## BUDGET DATA

UNIVERSITY OF CALIFORNIA

San Diego

Campus

North Campus Housing	966410	7221-7227	CCCI: 5095
			EPI: 2726
<b>Project Title</b>	<b>Campus Reference</b>	<b>Asset No.</b>	<b>Cost Indexes</b>

### A. FUNDING SCHEDULE

Totals	Per	C.I.P., dated			
	Prefunded	2006-07			
SP 5,500	5,000 N	P -5,000 N			
W 6,700		P 130 X			
C 106,670		P 5,370 LB			
E 3,350		W 160 X			
N		W 6,540 LB			
		C 2,580 X			
		C 104,090 LB			
		E 350 X			
		E 3,000 LB			
122,220 (Tot. Proj.)	5,000	117,220			

### B. FUNDING REFERENCES

Account No.	Column (1)	(2)	(3)	(4) Total All Sources	//////////
Source					//////////
					//////////
					//////////
					//////////
					//////////

### C. COSTS

	Housing	Bookstore		%
0. Site Clearance	\$ 620,000	\$ 30,000	\$ -	\$ 650,000 0.6
1. Construction	87,400,000	2,275,000		89,675,000 75.4
2. Exterior Utilities	1,600,000	60,000		1,660,000 1.4
4. Site Development	3,450,000	50,000		3,500,000 3.0
5. Fees	4,980,000	175,000		5,155,000 4.3
6. A&E/PP&C	2,800,000	95,000		2,895,000 2.4
7. Surveys/Tests/Plans	//////////	//////////	//////////	//////////
& Specifications	970,000	20,000		990,000 0.8
8. Special Items	8,680,000	20,000		8,700,000 7.3
SUBTOTAL	\$ 110,500,000	2,725,000	\$ 113,225,000	95.2
9. Contingency	5,500,000	145,000		5,645,000 4.8
TOTAL P-W-C	\$ 116,000,000	\$ 2,870,000	\$ 118,870,000	100.0
3. Group 2&3 Equipment	3,000,000	350,000		3,350,000
TOTAL PROJECT	\$ 119,000,000	\$ 3,220,000	\$ 122,220,000	//////////
Available Funding				//////////
Anticipated Surplus	//////////	//////////	//////////	//////////
(Deficit)				//////////

### D. FINANCING

	External Financing	\$119,000,000
	Bookstore Reserves	\$3,220,000
	TOTAL	\$ 122,220,000

### E. STATUS OF PROJECT:

Project Approval

Cam-	Name: <i>M. Hellmann for</i>	Signature: <i>M. Hellmann</i>	Budget No.	1
pus	Title: Principal Architect	Title: M.B. Hellmann/Asst.VC/FD&C	Issue Date	8/25/2006
	Prepared by: Mark Rowland	Approved for Campus, Date: <i>8.29.06</i>	Revised	
AVP-	Program:	Signature:	Revised	
PPC	Fiscal:	Title:	Revised	
	Cost:	Approved for AVP-PPC, Date:	Revised	



**CAPITAL IMPROVEMENT PROGRAM BUDGET  
BUDGET DATA**

UNIVERSITY OF CALIFORNIA  
San Diego  
Campus

North Campus Housing	966410	7221-7227	ENR 5095
			EPI: 2726
<b>Project Title</b>	<b>Campus Reference</b>	<b>Asset No.</b>	<b>Cost Indexes</b>

<b>F. ANALYTICAL DATA</b>	Housing	Bookstore		
	Column (1)	(2)	(3)	(4)
ASF per PPG				ASF
ASF Current	237,036	3,100		240,136 ASF
OGSF	337,751	5,300		343,051 OGSF
Ratio (ASF Current/OGSF)	0.70 to 1.00	0.58 to 1.00	to 1.00	0.70 to 1.00
Construction Cost per ASF	\$368.72 /ASF	\$733.87 /ASF	\$ - /ASF	\$ 373.43 /ASF
Construction Cost per OGSF	\$258.77 /OGSF	\$429.25 /OGSF	\$ - /OGSF	\$ 261.40 /OGSF
Total P-W-C Cost per ASF	\$489.38 /ASF	\$925.81 /ASF	\$ - /ASF	\$ 495.01 /ASF
Total P-W-C Cost per OGSF	\$343.45 /OGSF	\$541.51 /OGSF	\$ - /OGSF	\$ 346.51 /OGSF
Gr. 2&3 Equip Cost per ASF	\$ 12.66 /ASF	\$112.90 /ASF	\$ - /ASF	\$ 13.95 /ASF

<b>G. CONSTRUCTION COST ANALYSIS</b>					
	Costs	Unit Costs		%	Remarks
		\$/ASF	\$/OGSF		
- Concrete & Structure				////////	
- Closing-in				////////	
- Finishing				////////	
- Group 1 Equipment				////////	
a. SUBTOTAL-Gen. Constr.					
b. HVAC					
c. Plumbing					
d. Electrical					
e. Elevators					
f. Others					--Identify
TOTAL BUILDING COSTS ONLY	////////	////////	////////	////////	
g. Additional Bldg. Costs				////////	--Identify
TOTAL BUILDING + ADDITIONAL COSTS	////////	////////	////////	////////	
h. Other Construction		--Identify			
TOTAL CONSTRUCTION COST		--Identify			
		--Same as Schedule C, Item 1 (line 24), Page 1			

<b>H. NOTES:</b>			
	Item	N. Campus Housing	Bookstore
	IDC	\$ 7,500,000	
	DPP	\$ 400,000	
	EIR/Coastal Commision/Mitigation	\$ 175,000	
	Value Engineering	\$ 118,000	\$4,000
	Wind Tunnel	\$ 40,000	
	Accessibility/Plan Check Reviews	\$ 76,000	\$6,000
	Lighting	\$ 39,000	\$2,000
	Acoustical	\$ 50,000	
	AV	\$ 60,000	
	Traffic	\$ 35,000	
	Elevator	\$ 50,000	
	Signage	\$ 99,000	\$4,000
	Independent Struct. Review	\$ 38,000	\$4,000
		\$ 8,680,000	\$20,000
		Budget No.	1
		Issue Date	8/25/2006
		Revised	
		Revised	
		Revised	

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

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

<sup>(1)</sup> 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.

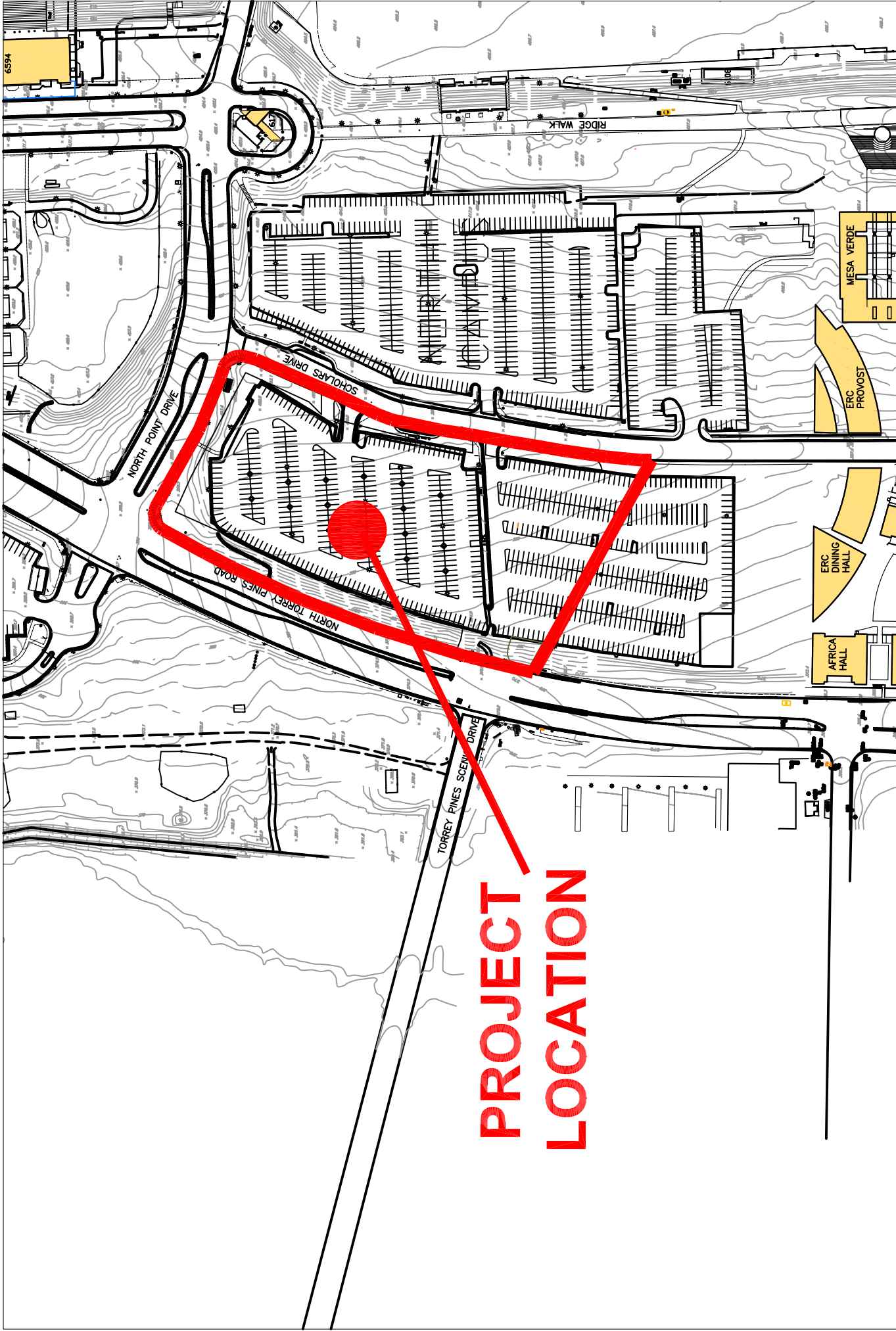
The average rental rate for the new apartments in this project would be \$935 per student per month in 2009-10 rising to \$1,060 in 2010-11. Actual rent per student would be based on features related to the specific unit of occupancy, such as: single or double room; high-rise or low-rise; ground floor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

<u>Year</u>	<u>Operating Increases</u>	<u>Increase Associated with This Project</u>	<u>Other Increases*</u>	<u>Total Rate Increase (%)</u>
2004-05	4.0%	0.0%	0.0%	4.0%
2005-06	4.2%	0.0%	0.0%	4.2%
2006-07	4.2%	0.0%	0.0%	4.2%
2007-08	4.0%	2.5%	0.0%	6.5%
2008-09	4.0%	2.5%	0.0%	6.5%
2009-10	4.0%	2.5%	0.0%	6.5%
2010-11	3.5%	0.0%	2.0%	5.5%
Total (%)	27.9%	7.5%	2.0%	37.4%

\* 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.







North Campus Housing




Exhibit 2  
Project Site Plan  
University of California, San Diego  
Main Campus



**UNIVERSITY OF CALIFORNIA, San Diego**

DATE: 25-Aug-06

Cumulative Calendar Months	41	Approved: <u></u> Title: Assistant Vice Chancellor, Campus Architect
----------------------------------	----	--



Campus or Other Unit SAN DIEGOProject Account No. 966410Project 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:

- |   |   |
|---|---|
| <input type="checkbox"/> Class 1: Existing Facilities                                     | <input type="checkbox"/> Class 17: Open Space Contracts or Easements  |
| <input type="checkbox"/> Class 2: Replacement or Reconstruction                           | <input type="checkbox"/> Class 18: Designation of Wilderness Areas  |
| <input type="checkbox"/> Class 3: New Construction of Small Structures                    | <input type="checkbox"/> Class 19: Annexation of Existing Facilities and Lots                                 |
| <input type="checkbox"/> Class 4: Minor Alterations to Land                               | <input type="checkbox"/> Class 20: Changes in Organization of Local Agencies                                  |
| <input type="checkbox"/> Class 5: Minor Alterations in Land Use Limitations               | <input type="checkbox"/> Class 21: Regulatory Enforcement Actions   |
| <input type="checkbox"/> Class 6: Information Collection                                  | <input type="checkbox"/> Class 22: Educational or Training Programs Involving No Physical Changes             |
| <input type="checkbox"/> Class 7: Regulatory Protection of Natural Resources              | <input type="checkbox"/> Class 23: Normal Operation of Facilities for Public Gatherings                       |
| <input type="checkbox"/> Class 8: Regulatory Protection of the Environment                | <input type="checkbox"/> Class 24: Regulations of Working Conditions  |
| <input type="checkbox"/> Class 9: Inspections   | <input type="checkbox"/> Class 25: Transfer of Interest in Land to Preserve Existing Natural Conditions ..... |
| <input type="checkbox"/> Class 10: Loans  | <input type="checkbox"/> Class 26: Acquisition of Housing for Housing Assistance Programs                     |
| <input type="checkbox"/> Class 11: Accessory Structures                                   | <input type="checkbox"/> Class 27: Leasing New Facilities   |
| <input type="checkbox"/> Class 12: Surplus Government Property Sales                      | <input type="checkbox"/> Class 28: Small Hydroelectric Projects at Existing Facilities                        |
| <input type="checkbox"/> Class 13: Acquisition for Wildlife Conservation                  | <input type="checkbox"/> Class 29: Cogeneration Projects at Existing Facilities                               |
| <input type="checkbox"/> Class 14: Minor Additions to Schools                             | <input type="checkbox"/> Class 30: Minor Actions to Prevent the Release of Hazardous Materials                |
| <input type="checkbox"/> Class 15: Minor Land Divisions                                   | <input type="checkbox"/> Class 31: Historical Resource Restoration/Rehabilitation                             |
| <input type="checkbox"/> Class 16: Transfer of Ownership of Land in Order to Create Parks | <input type="checkbox"/> Class 32: In-Fill Development Projects   |

**X 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?**

☒ Yes ☐ No

**VI.**

Catherine Presmyk  
Prepared by Catherine J. Presmyk 9/01/06  
Date

Jeffrey A. Steindorf  
Approval by Jeffrey A. Steindorf 9/01/06  
Date

**VII. OFFICE OF THE PRESIDENT COMMENT**

☐ Concur with Classification  
☐ Do not concur

Signed \_\_\_\_\_ Date \_\_\_\_\_

December 8, 2004

PROFESSOR JOAN STILES, Director  
Human Development Program

SUBJECT: CEP Review of the Undergraduate Human Development Program

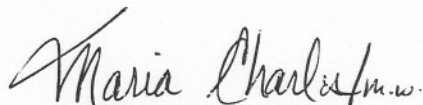
As you know, the Committee on Educational Policy (CEP) is responsible for conducting periodic reviews of all undergraduate programs. I am writing to inform you that the undergraduate Human Development Program (HDP) is scheduled for review during the 2004-2005 academic year and to provide information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

A handwritten signature in black ink, reading "Mark Appelbaum".

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**

- 1           HDP Course Scheduling and Enrollment Data 1999/2000 – 2003/2004
  - A. Summary
  - B. Data Backup
- 2           HDP Grade Distributions
  - A. 1999-2000
  - B. 2000-2001
  - C. 2001-2002
  - D. 2002-2003
  - E. 2003-2004
- 3           HDP Funding and Support Summary 1999/2000 – 2003/2004
- 4           HDP Instructor Ratings from CAPE
  - A. 2002/2003
  - B. 2003/2004
- 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 HDP1 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 HDP191, HDP194, or HDP199.

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 of 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.

April 19, 2005

UNDERGRADUATE REVIEW COMMITTEE  
HUMAN DEVELOPMENT PROGRAM

Professor Barbara Sawrey, Chair  
University of California, San Diego

Professor Sandra Brown  
University of California, San Diego

Professor Joseph Campos  
University of California, Berkeley

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](mailto: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.

8:00 am – 9:00 am     Committee Breakfast w/AVC Mark Appelbaum  
9:00 am – 9:50 am     HDP Acting Director and MSO  
10:00 am – 11:00 am   HDP Executive Committee  
11:00 am – 12:00 pm   HDP Affiliated Faculty  
12:00 pm – 1:15 pm   Committee Lunch (Faculty Club meeting room #5)  
1:15 pm – 2:00 pm     HDP Temporary Lecturers and Teaching Assistants  
2:00 pm – 3:00 pm     Deans of Academic Advising  
3:00 pm – 3:15 pm     Break  
3:15 pm – 4:00 pm     HDP Undergraduate Advisors  
4:00 pm – 5:00 pm     HDP Students  
5:00 pm – 5:30 pm     Committee Debriefing

**Wednesday, May 18, 2005**

9:00 am – 11:00 am   Committee Breakfast and discussion (LJ Beach & Tennis Club)  
11:00 am – 11:30 am   Break and travel to Faculty Club  
11:30 am – 1:30 pm   Exit Interview – Lunch (Faculty Club meeting room #6)  
(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.



DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY, 0303

9500 GILMAN DRIVE  
LA JOLLA, CALIFORNIA 92093-0303

DATE June 22, 2005

**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 21<sup>st</sup> 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 as 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.

## CAREER PATHS FOR HDP MAJORS

### *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 (eq. 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

**HDP191 Sites**  
**(by area of interest)**

**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 on-going 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.

**First Step-Head Start & Child Development Division**

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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.

*-Paul Drake*



HUMAN DEVELOPMENT PROGRAM  
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9500 GILMAN DRIVE  
LA JOLLA, CALIFORNIA 92093-0115  
<http://www.hdp.ucsd.edu>

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 HDP1, 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 HDP1. All of the faculty who lecture in HDP1 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 HDP1 have dropped proportionately with the number of majors. In fall 2001, 335 students took HDP1, 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 HDP1. 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 receives 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 HDP1. 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 HDP1 in fall of their junior year, we experimented with moving HDP1 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 HDP1 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 is 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.

February 15, 2006

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/n.w.*

Charles Curtis, Chair  
Committee on Educational Policy

c: ✓ M. Appelbaum  
M. Chandler  
P. Drake  
J.B. Minster  
H. Powell  
ChronFile

April 26, 2007

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  
J. Elman  
J. Posakony  
H. Powell  
ChronFile

***Capacity and Preparatory  
Review Report***

***Appendix B – UC San Diego Accreditation Website***


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## Overview

UCSD is [accredited](#) by the Western Association of Schools and Colleges (WASC). In order to retain that status, the campus is periodically reviewed to insure that the educational standards described in the WASC 2001 Handbook of Accreditation are met. Reaffirmation of accreditation is a multi-year, self-study process that formally engages the campus in institution-wide reflection on educational capacity and performance. It is a rigorous examination of how institutional resources, structures, and processes are aligned with scholastic outcomes.

Three accreditation committees, the Executive Steering Committee, the Senate-Administration Advisory Committee, and the Institutional Research Coordination Committee, lead and coordinate campus accreditation activities and solicit input from the broader campus community. Faculty, staff, and students who serve on these committees work together under the guidance of UCSD's accreditation liaison officer, Mark Appelbaum, to compile and prepare requisite accreditation documents. The current reaffirmation cycle consists of three major phases and began in 2004 and will be completed in late 2009.

### Institutional Proposal

*(accepted 17 October 2005)*

[Institutional Proposal \[PDF\]](#)  
WASC Letter Accepting Proposal [\[PDF\]](#)

### Capacity and Preparatory Review

*(report due 3 January 2008, site visit in March 2008)*

(in preparation)

### Educational Effectiveness Review

*(report due 17 June 2009, site visit in October 2009)*

(in preparation)

## Institutional Portfolio

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***Capacity and Preparatory  
Review Report***

***Appendix C – Data Displays***

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW**

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**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
BASIC DESCRIPTIVE DATA  
Table 1**

**Headcount Enrollment by Level\***  
(as of 12/2007)

FALL QUARTER HEADCOUNT ENROLLMENT																	
	TOTAL		LOWER DIVISION		UPPER DIVISION		UNDERGRADUATE NON-DEGREE		GRADUATE		GRADUATE NON-DEGREE		FIRST PROFESSIONAL		POST-BACCALAUREATE		TOTAL FTE
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
2000	20,197	32%	6,563	32%	9,908	49%	25	0%	2,593	13%	632	3%	476	2%	-	0%	19,518
2001	21,558	33%	7,215	33%	10,270	48%	20	0%	3,006	14%	561	3%	486	2%	-	0%	21,097
2002	23,528	34%	8,064	34%	10,995	47%	29	0%	3,339	14%	564	2%	537	2%	-	0%	23,002
2003	24,668	32%	7,853	32%	11,984	49%	35	0%	3,694	15%	563	2%	539	2%	-	0%	24,165
2004	25,257	30%	7,590	30%	12,726	50%	23	0%	3,743	15%	594	2%	581	2%	-	0%	24,729
2005	25,938	29%	7,558	29%	13,094	50%	27	0%	4,023	16%	619	2%	617	2%	-	0%	25,332
2006	26,868	30%	8,182	30%	13,164	49%	621	2%	4,220	16%	621	2%	658	2%	-	0%	26,295

**Notes:**

\* These data represent Fall Quarter numbers

1. Source: University of California Office of the President, Integrated Postsecondary Education Data System (IPEDS) Survey Data (<http://www.ucop.edu/ucophome/uwnews/stat/ipeds.html>) enrollment summary table reports by year.
2. These data include health science residents who make up the majority of graduate non-degree students. Summary IPEDS data tables available from the UC Office of the President do not disaggregate postbaccalaureate students from students at other levels.
3. FTE for Fall 2000 was calculated using the formula  $FT + (PT/3)$ . For Fall 2001 through Fall 2006, UC Office of the President calculated actual FTE based on actual enrolled student credit hours.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
BASIC DESCRIPTIVE DATA  
Table 2**

**Headcount Enrollment by Status and Location\***  
(as of 12/2007)

	FALL QUARTER HEADCOUNT ENROLLMENT								
	TOTAL N	FULL-TIME N	FULL-TIME %	PART-TIME N	PART-TIME %	ON-CAMPUS N	ON-CAMPUS %	OFF-CAMPUS N	OFF-CAMPUS %
2000	20,197	19,179	95%	1,018	5%	20,197	100%	-	0%
2001	21,558	20,619	96%	939	4%	21,558	100%	-	0%
2002	23,528	22,460	95%	1,068	5%	23,528	100%	-	0%
2003	24,668	23,626	96%	1,042	4%	24,668	100%	-	0%
2004	25,257	24,149	96%	1,108	4%	25,257	100%	-	0%
2005	25,938	24,663	95%	1,275	5%	25,938	100%	-	0%
2006	26,868	25,664	96%	1,204	4%	26,868	100%	-	0%

**Notes:**

\* These data represent Fall Quarter numbers

1. Source: University of California Office of the President, Integrated Postsecondary Education Data System (IPEDS) Survey Data (<http://www.ucop.edu/ucophome/uwnews/stat/ipeds.html>) enrollment summary table reports by year.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
BASIC DESCRIPTIVE DATA**

Table 3

**Degrees and Certificates Granted by Level  
(as of 12/2007)**

	TOTAL DEGREES GRANTED		BACHELOR'S DEGREES		POST-MASTER'S DEGREES		MASTER'S DEGREES		DOCTORAL DEGREES		FIRST PROFESSIONAL DEGREES	
	N	%	N	%	N	%	N	%	N	%	N	%
1999-00	4,512	78%	3,530	78%	150	3%	408	9%	294	7%	130	3%
2000-01	4,772	79%	3,769	79%	147	3%	434	9%	285	6%	137	3%
2001-02	4,873	80%	3,922	80%	117	2%	495	10%	278	6%	61	1%
2002-03	5,398	79%	4,248	79%	170	3%	573	11%	279	5%	128	2%
2003-04	5,503	75%	4,131	75%	161	3%	784	14%	327	6%	100	2%
2004-05	6,051	83%	5,043	83%	115	2%	472	8%	230	4%	191	3%
2005-06	6,214	84%	5,200	84%	109	2%	418	7%	272	4%	215	3%
2006-07	6,092	83%	5,061	83%	N/A	0%	460	8%	317	5%	254	4%

**Notes:**

- Source for years 1999-00 through 2005-06: University of California Office of the President, Integrated Postsecondary Education Data System (IPEDS) Survey Data (<http://www.ucop.edu/ucophome/uwnews/stat/ipeds.html>) Completions Survey by year.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
BASIC DESCRIPTIVE DATA**

**Table 4**

**Faculty by Employment Status\* \*\*  
(as of 12/2007)**

	Total Faculty Headcount N	Full-time Faculty N	%	Part-time Faculty N	%	Total Faculty FTE N
<b>1995</b>	2,617	1,826	70%	791	30%	2,090
<b>1997</b>	2,719	1,836	68%	883	32%	2,130
<b>1999</b>	2,879	1,969	68%	910	32%	2,272
<b>2001</b>	3,114	2,191	70%	923	30%	2,499
<b>2003 ***</b>	1,779	1,287	72%	492	28%	1,451
<b>2005</b>	2,938	2,155	73%	783	27%	2,416

**Notes:**

\* These data represent Fall Quarter numbers

\*\* The University of California Office of the President reports these data every other year.

\*\*\* The apparent decrease in the number of faculty in Fall 2003 reflects a change in data definition used by IPEDS and not an actual decline.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
DETAILED DATA ELEMENTS  
Data Display 5**

**Key Financial Ratios  
(as of 12/2007)**

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Return on Net Assets</b>						
Change in Net Assets / Total Net Assets at the beginning of fiscal year <i>A measure of whether or not the institution's resources are growing.</i>	7.5%	8.9%	12.5%	9.5%	6.1%	9.6%
<b>Net Income Ratio</b>						
Change in Unrestricted Net Assets / Total Unrestricted Revenues <i>A measure of whether or not the institution is operating within available resources.</i>	4.3%	2.4%	2.5%	2.4%	2.5%	2.2%
<b>Operating Income</b>						
Operating Income <sup>(1)</sup> / Total Expenses <i>A measure of whether or not core operating activities are covering expenses.</i>	105.7%	103.5%	104.7%	104.8%	102.2%	105.6%
<b>Viability Ratio <sup>(2)</sup></b>						
Expendable Net Assets / Long Term Debt <i>This measures whether or not the institution has sufficient net assets to pay off its long-term debt.</i>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Instructional Expense per Student <sup>(3)</sup></b>						
	\$ 12,379	\$ 12,164	\$ 12,843	\$ 13,707	\$ 15,620	\$ 20,210
<b>Net Tuition per Student <sup>(4)</sup></b>						
	\$ 3,434	\$ 3,778	\$ 4,535	\$ 5,721	\$ 7,614	\$ 7,533

**Notes:**

- <sup>(1)</sup> Operating income includes net tuition and fees; contracts and grants; non-capital gifts; endowment income per the spending policy; investment income; other miscellaneous income; and auxiliary revenues less auxiliary expenses. Expenses exclude auxiliary expenses.
- <sup>(2)</sup> Certain long term debt obligations for State Capital Projects do not correlate to the campus expendable net assets. In our opinion, this ratio would not represent a meaningful number.
- <sup>(3)</sup> General academic instruction divided by fall-term headcount; excludes summer session and university extension.
- <sup>(4)</sup> Regular session net tuition & fees divided by fall-term headcount; excludes summer session and university extension.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS**

Table 1.1

**Admissions Activities by Level\***  
(as of 12/2007)

	2002 <sup>(1)</sup>		2003 <sup>(1)</sup>		2004 <sup>(1)</sup>		2005 <sup>(2)</sup>		2006 <sup>(2)</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>Freshmen</b>										
Number of applicants	41,354		43,438		41,330		40,518		43,586	
Number of applicants accepted	17,092	41%	17,618	41%	17,269	42%	17,891	44%	21,345	49%
Number of freshmen applicants actually enrolled	4,243	10%	3,799	9%	3,874	9%	3,720	9%	4,589	11%
<b>Transfer</b>										
Number of applicants with complete credentials for admission with advanced standing (transfer)	7,890		8,854		9,825		9,291		8,945	
Number of advanced standing undergraduate applicants accepted	4,860	62%	5,058	57%	4,824	49%	5,939	64%	5,755	64%
Number of advanced standing undergraduate applicants actually enrolled	1,498	19%	1,455	16%	1,325	13%	1,680	18%	1,482	17%
<b>Masters</b>										
Number of applicants with complete credentials for admission to Masters' programs	2,509		2,753		1,824		1,962		2,133	
Number of applicants accepted for Master's programs	733	29%	839	30%	656	36%	570	29%	573	27%
Number of applicants actually enrolled in Masters' programs	369	15%	377	14%	311	17%	274	14%	271	13%
<b>Doctoral</b>										
Number of applicants with complete credentials for admission to Doctoral programs	7,747		9,290		8,166		8,160		8,053	
Number of applicants accepted for Doctoral programs	1,441	19%	1,494	16%	1,488	18%	1,601	20%	1,623	20%
Number of applicants actually enrolled in Doctoral programs	528	7%	536	6%	511	6%	555	7%	584	7%
<b>Professional <sup>(3)</sup></b>										
Number of applicants with complete credentials for admission to graduate professional programs	5,816		6,093		6,908		7,474		8,449	
Number of applicants accepted for graduate professional programs <sup>(4)</sup>	314	5%	414	7%	395	6%	787	11%	804	10%
Number of applicants actually enrolled in graduate professional programs <sup>(5)</sup>	293	5%	342	6%	319	5%	571	8%	533	6%

**Notes:**

\* These data represent Fall Quarter numbers

<sup>(1)</sup> For 2002 - 04 "Masters" includes MA, M Ed, M Eng, MS, and non-degree; "Doctoral" includes PhD, Ed D, and DMA; "Professional" includes MFA and MPIA.

<sup>(2)</sup> For 2005 and 06: "Masters" includes MA, MFA, MS; "Doctoral" includes PhD; "Professional" includes DMA, EdD, AuD, MBA, MAS, MPIA, MIA, M. Eng, and MED.

<sup>(3)</sup> Includes selected Health Sciences data

<sup>(4)</sup> Excludes Health Sciences

<sup>(5)</sup> Includes Health Sciences "new" first year enrollees

Sources: UCSD Office of Graduate Studies (OGS), OGS web reports: ([http://ogs.ucsd.edu/reports/grad\\_reports.htm](http://ogs.ucsd.edu/reports/grad_reports.htm)), and Health Sciences



**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS  
Table 1.2**

**Preparation/Selectivity Levels of Entering Students\*  
(as of 12/2007)**

<b>New Freshmen</b>		<b>2002</b>		<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
		<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>
<b>SAT scores for entering freshman</b>											
Verbal		600	210-800	600	200-800	600	280-800	600	280-800	600	200-800
Quantitative		650	320-800	650	310-800	650	350-800	660	240-800	650	200-800
<b>ACT scores for entering freshmen (if used<sup>(1)</sup>)</b>											
Composite		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Natural Sciences		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other tests used for admission or placement</b>											
Test 1 name: SAT II: MATH		650	350-800	660	350-800	650	360-800	650	330-800	650	330-800
Test 2 name: SAT II: ENGLISH		610	320-800	620	320-800	620	350-800	610	350-800	630	350-800
<b>High School GPA</b>		3.95	3.04-4.50	4	2.83-4.50	4	2.85-4.66	3.95	3.00-4.63	3.95	2.18-4.80
<b>Percent Requiring Remediation<sup>(2)</sup></b>											
Writing		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Entering Graduate Students**

		<b>2002<sup>(4)</sup></b>		<b>2003<sup>(4)</sup></b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
		<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>	<b>Median</b>	<b>Range</b>
<b>Graduate Record Examination<sup>(3)</sup></b>											
Verbal		588	240-800	613	240-800	560	240-800	570	290-800	570	200-800
Quantitative		728	200-800	736	200-800	740	200-800	750	200-800	740	200-800
Analytical		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other tests used for admission or placement</b>											
GRE Written:		N/A	N/A	5	2-6	5	2-6	5	0-6	5	0-6

**Notes:**

\* These data represent Fall Quarter numbers

<sup>(1)</sup> UCSD generally does not depend upon ACT scores for admittign students.

<sup>(2)</sup> UCSD does not admit students requiring remediation in Math, Reading, or Writing.

<sup>(3)</sup> For total Graduate School excluding professional schools

<sup>(4)</sup> Scores based on 2002 and 2003 admits for DMA, Ph.D., MFA, and MPIA

[http://ogs.ucsd.edu/reports/graddata/03Fall/pdf/2\\_5\\_Fa03\\_GRE\\_scores.pdf](http://ogs.ucsd.edu/reports/graddata/03Fall/pdf/2_5_Fa03_GRE_scores.pdf)

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS**  
Table 1.3

**Admission by Gender\***

	2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%
<b>New Freshmen</b>										
Total Applicants	41,354		43,438		41,330		40,518		43,586	
Male	18,440	45%	19,440	45%	18,758	45%	18,097	45%	19,780	45%
Female	22,730	55%	23,665	54%	22,448	54%	22,321	55%	23,690	54%
Total Admits	17,092		17,618		17,269		17,891		21,345	
Male	7,378	43%	7,506	43%	7,347	43%	7,567	42%	9,183	43%
Female	9,677	57%	10,007	57%	9,884	57%	10,299	58%	12,109	57%
Total Enrolled	4,243		3,799		3,874		3,720		4,589	
Male	1,903	45%	1,669	44%	1,684	43%	1,607	43%	2,031	44%
Female	2,340	55%	2,130	56%	2,190	57%	2,113	57%	2,558	56%
<b>Undergraduate Transfers</b>										
Total Applicants	7,890		8,854		9,825		9,291		8,945	
Male	3,864	49%	4,381	49%	4,921	50%	4,790	52%	4,625	52%
Female	3,828	49%	4,175	47%	4,693	48%	4,378	47%	4,173	47%
Total Admits	4,860		5,058		4,824		5,939		5,755	
Male	2,319	48%	2,465	49%	2,350	49%	3,049	51%	2,972	52%
Female	2,435	50%	2,447	48%	2,385	49%	2,826	48%	2,707	47%
Total Enrolled	1,498		1,455		1,325		1,680		1,482	
Male	774	52%	779	54%	694	52%	895	53%	814	55%
Female	724	48%	676	46%	631	48%	785	47%	668	45%
<b>Graduate Students</b>										
Total Applicants <sup>(1)</sup>	11,397		13,335		11,154		11,458		11,485	
Male	7,154	63%	8,245	62%	6,872	62%	6,987	61%	7,113	62%
Female	4,243	37%	4,949	37%	4,282	38%	4,470	39%	437	4%
Total Admits <sup>(2)</sup>	2,488		2,747		2,539		2,986		2,991	
Male	1,463	59%	1,582	58%	1,536	60%	1,800	60%	1,823	61%
Female	1,025	41%	1,161	42%	1,003	40%	1,186	40%	1,167	39%
Total Enrolled	1,045		1,099		990		1,190		1,216	
Male	503	48%	529	48%	464	47%	710	60%	757	62%
Female	542	52%	570	52%	526	53%	480	40%	459	38%

**Notes:**

\* These data represent Fall Quarter numbers, as reported. 100% of Gender data is not consistently available.

<sup>(1)</sup> 2003 Includes 141 "Undecided"

<sup>(2)</sup> 2003 includes 4 "Undecided"

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS  
Table 1.4**

**Admissions by Race/Ethnicity\*  
(as of 12/2007)**

	New Freshmen						Undergraduate Transfers						Graduate Students						Frosh Total	Transfer Total
	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	Non-White Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other		
<b>2002</b>																				
Total Applicants	N 15,414 % 37%	1,348 3%	246 1%	14,086 34%	5,293 13%	4,967 12%	2,827 36%	183 2%	54 1%	2,775 35%	991 13%	1,060 13%	3,452 63%	110 2%	39 1%	1,038 19%	376 7%	469 9%	41,354	7,890
Total Admits	N 6,252 % 37%	336 2%	84 0%	6,292 37%	1,994 12%	2,134 12%	1,695 35%	95 2%	27 1%	1,778 37%	598 12%	667 14%	1,210 61%	30 2%	13 1%	488 24%	121 6%	133 7%	17,092	4,860
Total Enrolled	N 1,508 % 36%	48 1%	20 0%	1,701 40%	456 11%	510 12%	538 36%	24 2%	8 1%	545 36%	165 11%	218 15%	653 39%	13 1%	5 0%	456 28%	314 19%	215 13%	4,243	1,498
<b>2003</b>																				
Total Applicants	N 15,446 % 36%	1,516 3%	218 1%	14,656 34%	5,850 13%	5,752 13%	2,897 33%	235 3%	56 1%	3,169 36%	1,087 12%	1,410 16%	4,093 59%	142 2%	42 1%	1,305 19%	523 8%	828 12%	43,438	8,854
Total Admits	N 6,350 % 36%	365 2%	73 0%	6,235 35%	2,156 12%	2,439 14%	1,658 33%	101 2%	30 1%	1,907 38%	580 11%	782 15%	1,336 60%	29 1%	9 0%	479 22%	171 8%	200 9%	17,618	5,058
Total Enrolled	N 1,315 % 35%	47 1%	14 0%	1,538 40%	419 11%	466 12%	502 35%	22 2%	10 1%	530 36%	145 10%	246 17%	534 33%	10 1%	3 0%	503 31%	210 13%	382 23%	3,799	1,455
<b>2004</b>																				
Total Applicants	N 14,353 % 35%	1,323 3%	247 1%	14,416 35%	5,634 14%	5,357 13%	3,213 33%	261 3%	73 1%	3,621 37%	1,295 13%	1,362 14%	3,865 59%	133 2%	32 0%	1,223 19%	501 8%	751 12%	41,330	9,825
Total Admits	N 5,908 % 34%	297 2%	83 0%	6,395 37%	2,083 12%	2,503 14%	1,623 34%	82 2%	28 1%	1,784 37%	570 12%	737 15%	1,217 60%	32 2%	3 0%	439 22%	151 7%	193 9%	17,269	4,824
Total Enrolled	N 1,163 % 30%	57 1%	15 0%	1,735 45%	446 12%	458 12%	472 36%	24 2%	5 0%	442 33%	156 12%	226 17%	475 59%	12 2%	1 0%	175 22%	65 8%	78 10%	3,874	1,325
<b>2005</b>																				
Total Applicants	N 14,234 % 35%	1,257 3%	218 1%	14,944 37%	5,697 14%	4,166 10%	3,162 34%	242 3%	48 1%	3,449 37%	1,153 12%	1,237 13%	4,348 65%	148 2%	89 1%	1,202 18%	528 8%	417 6%	40,518	9,291
Total Admits	N 6,247 % 35%	350 2%	85 0%	7,075 40%	2,173 12%	1,961 11%	2,011 34%	115 2%	28 0%	2,281 38%	703 12%	801 13%	1,499 64%	39 2%	26 1%	492 21%	162 7%	136 6%	17,891	5,939
Total Enrolled	N 1,083 % 29%	43 1%	18 0%	1,801 48%	432 12%	343 9%	600 36%	27 2%	9 1%	618 37%	177 11%	249 15%	590 62%	16 2%	9 1%	212 22%	74 8%	55 6%	3,720	1,680
<b>2006</b>																				
Total Applicants	N 14,374 % 33%	1,416 3%	265 1%	16,919 39%	6,141 14%	4,471 10%	2,996 33%	271 3%	61 1%	3,293 37%	1,173 13%	1,151 13%	4,294 64%	154 2%	74 1%	1,215 18%	551 8%	459 7%	43,586	8,945
Total Admits	N 7,033 % 33%	389 2%	117 1%	8,851 41%	2,564 12%	2,391 11%	1,961 34%	126 2%	38 1%	2,150 37%	736 13%	744 13%	1,450 62%	31 1%	22 90%	525 22%	162 7%	169 7%	21,345	5,755
Total Enrolled	N 1,283 % 28%	44 1%	22 0%	2,301 50%	510 11%	429 9%	525 35%	24 2%	11 1%	554 37%	176 12%	192 13%	571 59%	12 1%	7 70%	229 24%	78 8%	65 7%	4,589	1,482

**Notes:**

\* These data represent Fall Quarter numbers  
Excludes postbaccalaureate/credential students and those in the MAS, MBA, or joint doctoral programs

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS  
Table 2.1**

**Headcount Enrollments by Degree Objective\***  
(as of 12/05/2007)

	2002		2003		2004		2005		2006		2007	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	22,948	100%	24,088	100%	24,643	100%	25,295	100%	25,616	100%	26,990	100%
Bachelors Degrees	19,088	83%	19,872	82%	20,339	83%	20,679	82%	21,369	83%	22,048	82%
Masters Degrees <sup>(1)</sup>	968	4%	1,071	4%	970	4%	1,031	4%	1,123	4%	1,162	4%
Doctoral Degrees <sup>(2)</sup>	2,342	10%	2,565	11%	2,639	11%	2,804	11%	2,296	9%	2,877	11%
Professional Degrees <sup>(2)</sup>	550	2%	580	2%	695	3%	781	3%	828	3%	903	3%

**Notes:**

\* These data represent Fall Quarter numbers

<sup>(1)</sup> Excludes self-supporting Masters

<sup>(2)</sup> Includes Graduate Academic degree in Medicine

<sup>(3)</sup> Consists of MAS, MBA, MD, and Pharm D

Source: Final Registration Reports, Official Third-Week Statistics (<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,18398,00.html>)

UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS  
Table 2.2

Headcount Enrollments by Gender\*  
(as of 12/2007)

	2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%
<b>Total Enrollment</b>	22,519		23,586		24,221		24,870		25,727	
Male	11,233	50%	11,728	50%	12,012	50%	12,319	50%	12,829	50%
Female	11,286	50%	11,858	50%	12,209	50%	12,551	50%	12,898	50%
<b>Lower Division</b>										
Male	3,639	45%	3,498	45%	3,311	44%	3,284	43%	3,593	44%
Female	4,420	55%	4,349	55%	4,270	56%	4,267	57%	4,582	56%
<b>Upper Division</b>										
Male	5,536	50%	6,015	50%	6,422	50%	6,560	50%	6,612	50%
Female	5,493	50%	6,010	50%	6,336	50%	6,568	50%	6,582	50%
<b>Graduate</b>										
Male	2,050	60%	2,205	60%	2,268	59%	2,469	59%	2,620	60%
Female	1,363	40%	1,492	40%	1,597	41%	1,712	41%	1,727	40%
<b>Non-Degree<sup>(1)</sup></b>										
Male	8	44%	10	59%	11	65%	6	60%	4	36%
Female	10	56%	7	41%	6	35%	4	40%	7	64%

**Notes:**

\* These data represent Fall Quarter numbers

<sup>(1)</sup> Source for years not including 2005: UCOP IPEDS (<http://www.ucop.edu/ucophome/uwnews/stat/ipeds.html#Enrollment>)

UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS

Table 2.3

Headcount Enrollments by Race/Ethnicity\*  
(as of 12/2007)

	White, Non-Hispanic		Black, Non-Hispanic		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic		Other <sup>(1)</sup>	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>2002</b>												
Total Enrollment	8,611	100%	259	100%	112	100%	7,829	100%	2,071	100%	2,717	100%
Lower Division	2,907	34%	88	34%	33	29%	3,239	41%	817	39%	975	36%
Upper Division	4,074	47%	131	51%	58	52%	4,143	53%	1,086	52%	1,537	57%
Graduate	1,630	19%	40	15%	21	19%	447	6%	168	8%	205	8%
Non-Degree <sup>(2)</sup>		0%		0%		0%		0%		0%		0%
<b>2003</b>												
Total Enrollment	8,835	100%	283	100%	104	100%	8,332	100%	2,261	100%	2,851	100%
Lower Division	2,766	31%	102	36%	30	29%	3,116	37%	883	39%	950	33%
Upper Division	4,282	48%	142	50%	54	52%	4,714	57%	1,171	52%	1,662	58%
Graduate	1,787	20%	39	14%	20	19%	502	6%	207	9%	239	8%
Non-Degree <sup>(2)</sup>		0%		0%		0%		0%		0%		0%
<b>2004</b>												
Total Enrollment	8,661	100%	316	100%	97	100%	8,718	100%	2,344	100%	3,014	100%
Lower Division	2,405	28%	113	36%	32	33%	3,212	37%	904	39%	915	30%
Upper Division	4,450	51%	160	51%	53	55%	5,026	58%	1,232	53%	1,837	61%
Graduate	1,806	21%	43	14%	12	12%	480	6%	208	9%	262	9%
Non-Degree <sup>(2)</sup>		0%		0%		0%		0%		0%		0%
<b>2005</b>												
Total Enrollment	8,681	100%	339	100%	122	100%	9,175	100%	2,493	100%	2,996	100%
Lower Division	2,157	25%	107	32%	33	27%	3,402	37%	925	37%	927	31%
Upper Division	4,468	51%	175	52%	56	46%	5,229	57%	1,315	53%	1,885	63%
Graduate	2,055	24%	57	17%	33	27%	543	6%	253	10%	184	6%
Non-Degree	1	0%	0	0%	0	0%	1	0%	0	0%	0	0%
<b>2006</b>												
Total Enrollment	8,714	100%	333	100%	123	100%	9,970	100%	2,691	100%	2,878	100%
Lower Division	2,279	26%	93	28%	37	30%	4,001	40%	990	37%	775	27%
Upper Division	4,278	49%	183	55%	62	50%	5,344	54%	1,421	53%	1,906	66%
Graduate	2,155	25%	57	17%	24	20%	625	6%	280	10%	197	7%
Non-Degree	2	0%	0	0%	0	0%	0	0%	0	0%	0	0%

**Notes:**

\* These data represent Fall Quarter numbers

<sup>(1)</sup> For AY 2002-04, "Other" includes "declined to state or blank"

<sup>(2)</sup> For AY 2002-04, non-degree by ethnicity not available

Source: Office of Graduate Studies web reports ([http://ogs.ucsd.edu/reports/grad\\_reports.htm](http://ogs.ucsd.edu/reports/grad_reports.htm))

UNIVERSITY OF CALIFORNIA, SAN DIEGO  
CAPACITY AND PREPARATORY REVIEW  
PRESCRIBED EXHIBITS AND DATA DISPLAYS  
Table 2.4

Students Receiving Financial Aid\*  
(as of 12/2007)

	2002		2003		2004		2005		2006	
	N	%	N	%	N	%	N	%	N	%
<b>Undergraduate Students</b>										
Total Headcount	19,088		19,872		20,339		20,679		20,679	
Fall Cohort <sup>(1)</sup>	4,061	21.3%	3,606	18.1%	3,601	17.7%	3,434	16.6%	4,301	20.8%
Cohort Receiving Some Form of Financial Aid or Assistance	2,578	63.5%	2,596	72.0%	2,550	70.8%	2,196	63.9%	2,113	49.1%
Cohort Receiving Federal Grants	1,261	31.1%	1,089	30.2%	1,120	31.1%	975	28.4%	N/A	0.0%
<b>Graduate Students <sup>(2)</sup></b>										
Total Headcount	#		#		#		#		#	
Total Receiving Some Form of Financial Aid or Assistance <sup>(2)</sup>	#	88.4%	#	89.0%	#	95.6%	#	93.2%	#	95.4%

**Notes:**

\* These data represent Fall Quarter numbers

<sup>(1)</sup> Full-time first-time degree/certificate seeking undergraduates who received any financial aid during the full academic year

<sup>(2)</sup> All graduate and professional students enrolled at UCSD receive some combination of need-based or merit-based assistance

**UNIVERSITY OF CALIFORNIA, SAN DIEGO**  
**CAPACITY AND PREPARATORY REVIEW**  
**PRESCRIBED EXHIBITS AND DATA DISPLAYS**  
**Table 3.1**

**Degree by Type and Program**  
**(as of 12/2007)**

	2001-02	2002-03	2003-04	2004-05	2005-06
<b>Bachelor of Arts</b>					
Anthropology	46	34	22	25	36
Anthropology: Concentration in Archaeology	13	6	9	15	16
Anthropology: Concentration in Biological Anthropology	20	16	20	18	23
Chinese Studies	8	4	9	12	11
Classical Studies	2	0	1	2	4
Cognitive Science	12	20	21	21	14
Communication	270	274	237	322	251
Computer Science	24	16	25	26	17
Critical Gender Studies	13	11	11	16	16
Dance	4	8	6	13	12
Economics	275	270	315	356	367
Eleanor Roosevelt College Individual Studies	1	1	1	2	0
Environmental Chemistry	2	2	0	1	1
Environmental Systems: Environmental Policy	2	5	4	5	6
Ethnic Studies	26	30	25	39	33
French Literature	6	5	8	3	4
General Physics	1	1	0	2	3
General Physics: Secondary Education	0	1	0	0	2
German Literature	0	0	1	0	0
German Studies	0	1	4	5	0
History	121	107	161	171	173
Human Development	226	208	181	159	124
Interdisciplinary Computing & the Arts: Music	17	17	19	29	19
Interdisciplinary Computing & the Arts: Visual Arts	63	82	65	47	47
International Studies: Anthropology	0	1	1	12	13
International Studies: Economics	0	0	5	24	33
International Studies: History	0	0	3	11	14
International Studies: Linguistics	0	0	1	0	4
International Studies: Literature	0	1	1	4	3
International Studies: Political Science	0	0	11	37	80
International Studies: Sociology	0	0	6	11	26
Italian Literature	1	1	0	0	0
Italian Studies	2	1	7	2	2
Japanese Studies	15	5	6	18	18
Joint Major in Mathematics & Economics	11	11	20	22	24
Judaic Studies	3	3	0	1	4
Language Studies	8	12	14	13	16
Latin American Studies	7	11	10	15	6
Linguistics	13	19	21	12	20
Linguistics: Specialization in Cognition & Language	3	4	2	7	9
Linguistics: Specialization in Language & Society	0	1	1	0	3
Literature: Composite Major	4	4	6	4	1
Literature: Writing	42	44	45	56	67
Literatures in English	40	40	35	33	36
Literatures of the World	29	35	23	25	15
Mathematics	27	31	37	43	42
Mathematics: Applied	8	16	15	20	18
Mathematics: Applied Science	10	8	8	10	8
Mathematics: Computer Science	35	39	32	48	17
Mathematics: Secondary Education	5	8	20	11	15
Muir Special Project Major	0	1	2	1	2
Music	10	15	18	15	17
Music Humanities	3	2	1	3	4
Philosophy	20	29	26	37	31
Political Science	180	230	221	264	245
Political Science: American Politics	37	37	17	21	37
Political Science: Comparative Politics	11	6	21	13	18
Political Science: International Relations	63	78	125	122	117



	2001-02	2002-03	2003-04	2004-05	2005-06
Political Science: Political Theory	14	15	11	15	15
Political Science: Public Law	20	27	35	43	47
Political Science: Public Policy	7	9	3	13	8
Psychology	210	208	251	344	346
Revelle Individual Major	1	1	6	3	2
Russian and Soviet Studies	0	1	0	1	1
Russian Literature	0	0	0	0	0
Sociology	109	143	112	161	138
Spanish Literature	24	22	19	20	21
Study of Religion	23	21	18	26	19
Theatre	53	38	50	42	46
Third World Studies	4	7	5	7	8
Thurgood Marshall College Individual Studies	4	3	0	2	2
Urban Studies and Planning	35	35	39	36	61
Visual Arts: Art History/Criticism	15	14	23	17	22
Visual Arts: Media	75	102	107	117	113
Visual Arts: Studio	22	39	35	39	40
Warren College Individual Studies	1	1	2	3	3
<b>Total Bachelor of Arts</b>	<b>2356</b>	<b>2498</b>	<b>2622</b>	<b>3093</b>	<b>3036</b>

<b>Bachelor of Science</b>					
Aerospace Engineering	6	12	24	32	52
Biochemistry and Cell Biology	216	247	180	233	316
Biochemistry/Chemistry	40	38	35	62	57
Bioengineering	38	44	49	54	47
Bioengineering: Bioinformatics	0	0	0	4	1
Bioengineering: Biotechnology	8	12	15	40	51
Bioengineering: Pre-Medical	33	27	43	50	61
Bioinformatics	0	0	0	1	1
Biology with a Specialization in Bioinformatics	0	0	1	2	2
Chemical Education	1	2	1	2	1
Chemical Engineering	22	22	23	20	21
Chemical Physics	2	4	2	0	2
Chemistry	23	17	19	27	20
Chemistry with a Specialization in Earth Sciences	0	0	0	0	0
Cognitive Science	17	16	26	16	26
Cognitive Science with a Specialization in Clinical Aspects of Cognition	3	9	7	6	15
Cognitive Science with a Specialization in Computation	6	9	7	6	2
Cognitive Science with a Specialization in Human Cognition	2	2	1	3	0
Cognitive Science with a Specialization in Human Computer Interaction	21	24	17	22	27
Cognitive Science with a Specialization in Neuroscience	13	28	26	37	27
Computer Engineering (Computer Science)	19	28	55	43	31
Computer Engineering (Electrical Engineering)	34	36	36	21	19
Computer Science	171	166	177	190	143
Computer Science with a Specialization in Bioinformatics	0	0	1	5	4
Earth Sciences: Geochemistry	0	0	1	0	0
Earth Sciences: Geology	5	10	2	2	5
Earth Sciences: Geophysics	0	2	0	1	2
Ecology, Behavior & Evolution	37	43	27	33	33
Electrical Engineering	123	197	201	280	232
Engineering Physics	0	0	2	3	4
Engineering Sciences: Mechanical Engineering	0	3	2	1	6
Engineering Sciences: Structural Engineering	0	0	0	0	1
Environmental Chemistry	5	3	6	1	6
Environmental Engineering	0	0	0	0	2
Environmental Systems: Earth Sciences	0	3	0	7	5
Environmental Systems: Ecology, Behavior & Evolution	2	8	11	16	10
Environmental Systems: Environmental Chemistry	1	1	1	2	2
General Biology	225	238	229	289	308
Human Biology	0	0	4	29	111
Management Science	205	256	264	317	321
Mathematics: Scientific Computation	0	0	0	1	1
Mechanical Engineering	55	74	82	102	134
Microbiology	33	29	34	25	29
Molecular Biology	35	44	54	45	47
Molecular Synthesis	0	0	1	1	3

	2001-02	2002-03	2003-04	2004-05	2005-06
Pharmacological Chemistry	29	33	41	42	49
Physics	19	17	20	25	24
Physics with a Specialization in Astrophysics	1	7	3	7	8
Physics with a Specialization in Computational Physics	2	3	2	1	4
Physics with a Specialization in Earth Sciences	1	0	0	2	2
Physics with a Specialization in Materials Physics	1	0	2	0	4
Physics: Biophysics	5	4	4	3	3
Physiology & Neuroscience	155	132	135	112	92
Psychology	154	168	143	117	156
Revelle Individual Major	0	0	1	0	0
Structural Engineering	27	39	44	50	86
<b>Total Bachelor of Science</b>	<b>1795</b>	<b>2057</b>	<b>2061</b>	<b>2390</b>	<b>2616</b>

<b>Master of Advanced Studies</b>					
Clinical Research: Community, Medicine, Pharmacy	0	0	0	5	11
Leadership of Healthcare Organizations: Community, Medicine, & Pharmacy	1	4	7	5	11
Marine Biodiversity & Conservation	0	0	0	6	6
<b>Total Master of Advanced Studies</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>16</b>	<b>28</b>

<b>Master of Arts</b>					
Anthropology	8	9	12	5	8
Art History, Theory & Criticism	0	0	0	1	1
Communication	0	4	1	3	0
Comparative Literature	2	0	1	2	1
Economics	4	6	17	10	8
Ethnic Studies	5	7	4	8	4
French Literature	0	1	0	0	0
German Literature	2	0	0	0	0
History	4	11	8	10	13
History: Judaic Studies	0	0	0	0	0
Latin American Studies	8	4	8	11	8
Latin American Studies: Gender Studies	0	0	0	1	0
Latin American Studies: History	0	0	0	0	0
Latin American Studies: International Migration	0	0	0	2	0
Latin American Studies: Sociology	0	0	0	1	1
Linguistics	3	5	1	7	5
Literatures in English	6	11	12	9	8
Mathematics	12	15	15	15	9
Mathematics: Applied	5	6	4	1	0
Music	4	9	5	8	4
Philosophy	2	6	4	3	6
Political Science	4	12	12	5	19
Psychology	8	6	12	15	14
Sociology	1	9	6	4	4
Spanish Literature	0	2	3	3	2
Teaching & Learning: Bilingual Education ASL-English	3	4	2	6	1
Teaching & Learning: Curriculum Design	10	9	10	9	4
<b>Total Master of Arts</b>	<b>91</b>	<b>136</b>	<b>137</b>	<b>139</b>	<b>120</b>

<b>Master of Business Administration</b>					
Master Business Administration	0	0	0	0	0
<b>Total Master of Business Administration</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Master of Education</b>					
Master of Education	0	66	74	67	76
<b>Total Master of Education</b>	<b>0</b>	<b>66</b>	<b>74</b>	<b>67</b>	<b>76</b>

<b>Master of Engineering</b>					
Bioengineering	13	13	11	11	14
Electrical & Computer Engineering	13	27	44	44	42
<b>Total Master of Engineering</b>	<b>26</b>	<b>40</b>	<b>55</b>	<b>55</b>	<b>56</b>

<b>Master of Fine Arts</b>					
Theatre	17	16	24	18	20
Visual Arts	18	14	14	16	10
<b>Total Master of Fine Arts</b>	<b>35</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>30</b>

2001-02	2002-03	2003-04	2004-05	2005-06
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Master of Pacific Intl Affairs					
Pacific International Affairs	92	108	117	123	129
<b>Total Master of Pacific Intl Affairs</b>	<b>92</b>	<b>108</b>	<b>117</b>	<b>123</b>	<b>129</b>

Master of Science					
Bioengineering	20	15	14	23	22
Bioinformatics	0	0	0	0	1
Biology	15	13	32	26	43
Biology with a Specialization in Computational Neurobiology	0	0	0	1	0
Biomedical Sciences	1	0	0	0	3
Chemical Engineering	2	1	8	7	5
Chemistry	24	44	51	42	39
Cognitive Science	7	2	7	6	2
Computer Science	32	33	49	57	59
Computer Science & Engineering: Advanced Manufacturing	1	1	0	0	0
Computer Science: Computer Engineering	2	0	0	0	0
Earth Sciences	2	3	5	8	3
Electrical & Computer Engineering: Advanced Manufacturing	0	0	0	0	0
Electrical Engineering: Applied Ocean Sciences	0	0	0	1	0
Electrical Engineering: Applied Physics	6	3	2	8	4
Electrical Engineering: Communication Theory & Systems	10	10	25	14	11
Electrical Engineering: Computer Engineering	3	3	7	1	2
Electrical Engineering: Electronics Circuits & Systems	8	10	12	13	3
Electrical Engineering: Intelligent Systems, Robotics, & Control	3	0	6	5	2
Electrical Engineering: Photonics	5	1	6	4	3
Electrical Engineering: Signal & Image Processing	3	4	11	9	3
Engineering Sciences: Aerospace Engineering	7	4	4	4	4
Engineering Sciences: Applied Mechanics	0	2	0	4	0
Engineering Sciences: Applied Ocean Sciences	1	0	0	2	2
Engineering Sciences: Engineering Physics	1	3	2	1	5
Engineering Sciences: Mechanical Engineering	14	14	19	35	33
Marine Biology	1	2	1	1	2
Materials Science & Engineering	13	8	9	10	9
Molecular Pathology	1	1	3	1	2
Neurosciences	1	3	0	5	6
Oceanography	2	4	7	5	4
Physics	9	15	16	20	15
Physics with a Specialization in Materials Physics	0	1	0	0	0
Statistics	1	0	6	1	5
Structural Engineering	13	18	34	36	29
<b>Total Master of Science</b>	<b>208</b>	<b>218</b>	<b>336</b>	<b>350</b>	<b>321</b>

Doctorate in Audiology					
Audiology: Joint Doctoral Program with SDSU	0	0	0	0	0
<b>Total Doctorate in Audiology</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Doctor of Education					
Teaching and Learning	0	0	0	0	4
<b>Total Doctor of Education</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

Doctor of Medicine					
Doctor of Medicine	97	144	105	126	116
<b>Total Doctor of Medicine</b>	<b>97</b>	<b>144</b>	<b>105</b>	<b>126</b>	<b>116</b>

Doctor of Musical Arts					
Contemporary Music Performance	3	3	4	4	2
<b>Total Doctor of Musical Arts</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2</b>

Doctor of Pharmacy					
Doctor of Pharmacy	0	0	0	0	22
<b>Total Doctor of Pharmacy</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>

Doctor of Philosophy					
Anthropology	5	1	5	2	4
Anthropology & Cognitive Science	0	0	0	0	0

	2001-02	2002-03	2003-04	2004-05	2005-06
Art History, Theory & Criticism	0	0	0	0	0
Bioengineering	11	4	8	8	12
Bioengineering with a Specialization in Bioinformatics	0	0	2	2	1
Bioinformatics	0	0	0	0	2
Biology	28	24	20	21	27
Biology with a Specialization in Bioinformatics	0	0	0	0	0
Biology with a Specialization in Computational Neurobiology	0	0	0	0	1
Biomedical Sciences	13	12	18	20	21
Biomedical Sciences with a Specialization in Bioinformatics	0	0	0	0	0
Chemical Engineering	0	0	2	1	2
Chemistry	19	21	32	33	26
Chemistry with a Specialization in Bioinformatics	0	0	0	0	0
Cognitive Science	4	2	2	1	8
Cognitive Science & Clinical Psychology	0	0	1	0	0
Communication	4	6	6	6	4
Communication & Cognitive Science	0	0	0	0	0
Communication: Science Studies	0	0	0	1	1
Comparative Studies in Language, Society, & Culture	0	0	0	0	0
Computer Science	4	9	13	8	22
Computer Science & Cognitive Science	1	0	0	0	0
Computer Science with a Specialization in Bioinformatics	0	0	0	0	0
Computer Science: Computer Engineering	1	2	1	2	1
Earth Sciences	4	10	6	3	8
Economics	6	5	11	14	13
Economics & International Affairs	0	0	0	0	0
Electrical Engineering: Applied Ocean Sciences	1	1	0	0	0
Electrical Engineering: Applied Physics	3	7	3	3	7
Electrical Engineering: Communication Theory & Systems	10	12	11	13	8
Electrical Engineering: Computer Engineering	0	2	3	3	2
Electrical Engineering: Electronics Circuits & Systems	1	6	5	1	4
Electrical Engineering: Electronics Circuits & Systems & Cognitive Science	0	0	0	0	1
Electrical Engineering: Intelligent Systems, Robotics, & Control	0	0	0	1	2
Electrical Engineering: Photonics	0	1	2	1	5
Electrical Engineering: Signal & Image Processing	5	2	2	2	1
Engineering Sciences: Aerospace Engineering	0	1	5	5	4
Engineering Sciences: Applied Mechanics	1	2	2	1	1
Engineering Sciences: Applied Ocean Sciences	0	0	0	0	0
Engineering Sciences: Engineering Physics	0	2	2	0	2
Engineering Sciences: Mechanical Engineering	7	6	3	9	7
Ethnic Studies	2	1	2	1	6
History	13	9	4	5	6
History: Science Studies	0	0	1	0	0
International Affairs	2	1	0	1	0
Linguistics	0	1	4	0	0
Linguistics & Cognitive Science	2	0	2	0	0
Literature	10	10	12	12	5
Marine Biology	3	6	3	7	10
Materials Science & Engineering	1	4	6	3	6
Mathematics	9	10	10	8	14
Mathematics with a Specialization in Bioinformatics	0	0	0	0	0
Molecular Pathology	3	8	6	7	7
Music	3	6	5	8	4
Neurosciences	10	9	13	10	9
Neurosciences & Cognitive Science	0	0	0	0	0
Oceanography	17	8	10	15	8
Philosophy	2	3	3	2	6
Philosophy & Cognitive Science	0	0	0	0	0
Philosophy: Science Studies	1	0	0	0	0
Physics	16	13	11	12	13
Physics with a Specialization in Bioinformatics	0	0	0	0	0
Physics: Biophysics	3	2	2	0	1
Political Science	6	6	15	3	10
Political Science & International Affairs	0	0	2	0	0
Psychology	3	9	10	2	4
Psychology & Cognitive Science	1	0	1	1	0
Sociology	8	3	2	5	3

	2001-02	2002-03	2003-04	2004-05	2005-06
Sociology & Cognitive Science	0	0	0	0	0
Sociology: Science Studies	1	1	0	1	0
Structural Engineering	6	3	3	3	13
Biology: Joint Doctoral Program with SDSU	2	6	3	7	8
Chemistry: Joint Doctoral Program with SDSU	3	2	2	7	3
Classics: Tri-Campus Doctoral Program with UCI and UCR	0	0	0	0	0
Clinical Psychology: Joint Doctoral Program with SDSU	12	9	11	12	7
Drama and Theatre: Joint Doctoral Program with UCI	0	3	3	0	0
Engineering Sciences: Applied Mechanics: Joint Doctoral Program with SDSU	0	0	2	2	3
Language & Communicative Disorders: Joint Doctoral Program with SDSU	0	1	1	1	4
Mathematics & Science Education: Joint Doctoral Program with SDSU	2	1	2	1	2
Public Health: Epidemiology Joint Doctoral Program with SDSU	5	7	5	2	4
Public Health: Health Behavior Joint Doctoral Program with SDSU	0	0	0	0	0
<b>Total Doctor of Philosophy</b>	<b>274</b>	<b>280</b>	<b>321</b>	<b>299</b>	<b>353</b>
<b>Grand Total</b>	<b>4978</b>	<b>5584</b>	<b>5877</b>	<b>6696</b>	<b>6909</b>

**Notes:**

1. Source: DEGREE table in data warehouse 12/3/07
2. Double majors are listed separately

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Table 3.2

**Cohort Graduation, Retention and Transfer Rates\***  
(as of 12/2007)

	Base Year: 2000 Size of Cohort	1 <sup>st</sup> Year Retention Rate (Fall to Fall)		6-Year Graduation Rate <sup>(1)</sup>		Transfer Out Rate		Still Enrolled at 6 Years	
		N	%	N	%	N	%	N	%
<b>First-Time Freshmen</b>									
2000 Cohort	3,122	2,935	94%	2,685	86%	N/A	N/A	35	1.12%
<b>Community College Transfers</b>									
2000 Cohort	1,023	941	92%	839	82%	N/A	N/A	9	0.88%
Average Number of									
Credits Transferred: 101,425									

**Notes:**

\* These data are for: Fall Entering Cohorts & Annualized Cohorts  
<sup>(1)</sup> 4-year graduation rate is used for Community College Transfers

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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Table 4.1**

**Faculty Composition \***  
(as of 12/2007)

	2001-02		2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%	N	%
<b>Full-Time Faculty<sup>(1)</sup></b>	<b>1,759</b>	<b>100%</b>	<b>1,795</b>	<b>100%</b>	<b>1,930</b>	<b>100%</b>	<b>1,981</b>	<b>100%</b>	<b>2,081</b>	<b>100%</b>
Male	1,295	74%	1,305	73%	1,378	71%	1,411	71%	1,467	70%
Female	464	26%	490	27%	552	29%	570	29%	614	30%
White, Non-Hispanic	1,419	81%	1,448	81%	1,535	80%	1,557	79%	1,627	78%
Black, Non-Hispanic	35	2%	33	2%	40	2%	42	2%	38	2%
American Indian /Alaskan Native	3	0%	4	0%	6	0%	5	0%	6	0%
Asian / Pacific Islander	220	13%	232	13%	257	13%	285	14%	311	15%
Hispanic	82	5%	78	4%	92	5%	92	5%	99	5%
Other	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Part-Time Faculty<sup>(2)</sup></b>										
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black, Non-Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian /Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian / Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Notes:**

\* Workforce data are as of October 31 of each year; thus year 2001-02 above displays data as of 10-31-01.

<sup>(1)</sup> Data represent academic employees with instructional responsibilities; thus the data provided represent professors in the tenured, tenure-track, in-residence, adjunct, visiting, and clinical series, and lecturers.

<sup>(2)</sup> UCSD does not identify its academic employees by full-time/part-time status.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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**Table 4.2**

**Faculty Headcount by Department/Program  
(as of 12/2007)**

	2001-02		2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%	N	%
<b>Total Faculty</b>	<b>1,735</b>	<b>100.0%</b>	<b>1,777</b>	<b>100.0%</b>	<b>1,909</b>	<b>100.0%</b>	<b>1,960</b>	<b>100.0%</b>	<b>2,063</b>	<b>100.0%</b>
Anesthesiology	28	1.6%	27	1.5%	30	1.6%	32	1.6%	31	1.5%
Anthropology	22	1.3%	20	1.1%	24	1.3%	23	1.2%	24	1.2%
Bioengineering	15	0.9%	15	0.8%	19	1.0%	23	1.2%	22	1.1%
Biological Sciences, Div. of	75	4.3%	75	4.2%	78	4.1%	86	4.4%	85	4.1%
Cancer Center	1	0.1%	1	0.1%	1	0.1%	1	0.1%	1	0.0%
Cell & Molecular Medicine	8	0.5%	10	0.6%	12	0.6%	12	0.6%	14	0.7%
Center for Human Development (ORU)	0	0.0%	0	0.0%	1	0.1%	3	0.2%	2	0.1%
Chemistry and Biochemistry	51	2.9%	52	2.9%	55	2.9%	55	2.8%	59	2.9%
Cognitive Science	25	1.4%	26	1.5%	22	1.2%	19	1.0%	20	1.0%
Colleges	15	0.9%	12	0.7%	9	0.5%	10	0.5%	16	0.8%
Communication	22	1.3%	26	1.5%	23	1.2%	28	1.4%	26	1.3%
Computer Science & Engineering	41	2.4%	46	2.6%	49	2.6%	49	2.5%	53	2.6%
Dean-Arts/Humanities	4	0.2%	6	0.3%	9	0.5%	3	0.2%	2	0.1%
Economics	31	1.8%	34	1.9%	38	2.0%	39	2.0%	43	2.1%
Education Studies (formerly Teacher Education)	12	0.7%	14	0.8%	15	0.8%	14	0.7%	31	1.5%
Electrical & Computer Science Engineering	51	2.9%	49	2.8%	50	2.6%	54	2.8%	55	2.7%
Ethnic Studies	13	0.7%	14	0.8%	14	0.7%	14	0.7%	11	0.5%
Family & Preventive Medicine	41	2.4%	44	2.5%	56	2.9%	64	3.3%	68	3.3%
Graduate School of International Relations & Pacific	35	2.0%	32	1.8%	31	1.6%	30	1.5%	34	1.6%
History	54	3.1%	55	3.1%	53	2.8%	57	2.9%	60	2.9%
Linguistics	13	0.7%	15	0.8%	18	0.9%	20	1.0%	20	1.0%
Literature	71	4.1%	74	4.2%	76	4.0%	73	3.7%	75	3.6%
Mathematics	66	3.8%	60	3.4%	62	3.2%	60	3.1%	69	3.3%
Mechanical & Aerospace Engineering	41	2.4%	38	2.1%	45	2.4%	42	2.1%	45	2.2%
Medicine	242	13.9%	249	14.0%	265	13.9%	278	14.2%	286	13.9%
Music	39	2.2%	42	2.4%	44	2.3%	49	2.5%	45	2.2%
Neurosciences	32	1.8%	33	1.9%	35	1.8%	38	1.9%	40	1.9%
Ophthalmology	13	0.7%	13	0.7%	13	0.7%	16	0.8%	20	1.0%
Orthopaedics	13	0.7%	14	0.8%	17	0.9%	14	0.7%	17	0.8%
Pathology	41	2.4%	39	2.2%	40	2.1%	43	2.2%	44	2.1%
Pediatrics	59	3.4%	66	3.7%	69	3.6%	69	3.5%	70	3.4%
Pharmacology	16	0.9%	16	0.9%	20	1.0%	25	1.3%	18	0.9%
Philosophy	19	1.1%	21	1.2%	21	1.1%	18	0.9%	19	0.9%
Physics	45	2.6%	47	2.6%	50	2.6%	48	2.4%	47	2.3%
Political Science	29	1.7%	35	2.0%	42	2.2%	35	1.8%	44	2.1%
Psychiatry	75	4.3%	80	4.5%	87	4.6%	95	4.8%	104	5.0%
Psychology	33	1.9%	32	1.8%	35	1.8%	35	1.8%	35	1.7%
Radiology	42	2.4%	45	2.5%	48	2.5%	51	2.6%	59	2.9%
Rady School of Management	0	0.0%	0	0.0%	0	0.0%	3	0.2%	15	0.7%
Reproductive Medicine	22	1.3%	20	1.1%	22	1.2%	21	1.1%	21	1.0%
School of Medicine	0	0.0%	0	0.0%	1	0.1%	1	0.1%	0	0.0%
Scripps Institution of Oceanography	87	5.0%	91	5.1%	95	5.0%	95	4.8%	95	4.6%
Skaggs School of Pharmacy	0	0.0%	0	0.0%	0	0.0%	1	0.1%	12	0.6%
Sociology	28	1.6%	28	1.6%	29	1.5%	30	1.5%	31	1.5%
Structural Engineering	14	0.8%	14	0.8%	13	0.7%	14	0.7%	17	0.8%
Surgery	59	3.4%	59	3.3%	63	3.3%	62	3.2%	66	3.2%
Theatre and Dance	43	2.5%	42	2.4%	53	2.8%	53	2.7%	53	2.6%
Urban Studies and Planning	3	0.2%	2	0.1%	4	0.2%	4	0.2%	2	0.1%
Visual Arts	47	2.7%	44	2.5%	53	2.8%	52	2.7%	51	2.5%

**Notes:**

1. All data is as of October 31 of each year. Therefore, 2001-02 reflects all academics employed from 11/1/2001-10/31/2002.
2. UCSD does not identify its academic employees by full-time/part-time status.  
All data represents academic employees with instructional responsibilities, therefore the data provided includes the following:  
Professors (Tenured and Tenure-track)  
Visiting Faculty  
In Residence Faculty  
Adjunct Faculty (Salaried only)  
Clinical Faculty (Salaried only)  
Lecturers (Temporary & Security of Employment)
3. All data for "Biology" and "Colleges" reflects the collective data for the individual sections of these divisions.



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Table 4.3

Staff by Gender and Race/Ethnicity\*  
(as of 12/2007)

	2002	2003	2004	2005	2006
	N	%	N	%	N
<b>Total Staff</b>	<b>16,984</b>	<b>100%</b>	<b>17,622</b>	<b>100%</b>	<b>18,440</b>
<b>Full-Time</b>					
Male	4,578	27%	4,883	28%	5,345
Female	7,662	45%	7,904	45%	8,608
White, Non-Hispanic	7,035	41%	7,256	41%	7,364
Black, Non-Hispanic	844	7%	852	6%	856
American Indian / Alaskan Native	92	1%	97	1%	102
Asian / Pacific Islander	2,076	12%	2,240	13%	2,741
Hispanic	1,778	10%	1,872	11%	2,136
Other	415	2%	470	3%	754
<b>Total Full-Time</b>	<b>12,240</b>	<b>72%</b>	<b>12,787</b>	<b>73%</b>	<b>13,953</b>
<b>Part-Time</b>					
Male	2,009	12%	2,034	12%	1,678
Female	2,083	12%	2,129	12%	2,153
White, Non-Hispanic	2,661	16%	2,706	15%	2,334
Black, Non-Hispanic	178	1%	153	1%	145
American Indian / Alaskan Native	30	0%	34	0%	26
Asian / Pacific Islander	573	3%	629	4%	625
Hispanic	392	2%	378	2%	395
Other	258	2%	263	1%	303
<b>Total Part-Time</b>	<b>4,744</b>	<b>28%</b>	<b>4,835</b>	<b>27%</b>	<b>4,487</b>

**Notes:**

\* October snapshot data

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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**Table 4.4**

**Full-Time Faculty/Staff Turnover\***  
**(as of 12/2007)**

	Faculty		Other Staff <sup>(1)</sup>	
	N	%	N	(%)
<b>Total Number of Individuals Employed in this Period</b>	9,444	100%	56,387	100%
<b>Number of New Hires in this Period</b>	366	4%	12,295	22%
<b>Number of Retirements in this Period</b>	91	1%	N/A	0%
<b>Number of Departures in this Period <sup>(2)</sup></b>	128	1%	8,922	16%

**Notes:**

\*Over the Last 5 Years: 2002-03 through 2006-07

1. All data represents academic employees with instructional responsibilities, therefore the data provided includes the following:

- Professors (Tenured and Tenure-track)
- Visiting Faculty
- In Residence Faculty
- Adjunct Faculty (Salaried only)
- Clinical Faculty (Salaried only)
- Lecturers (Temporary & Security of Employment)

<sup>(1)</sup> Data only for career staff

<sup>(2)</sup> "Other Staff" includes retirements

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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Table 5.1**

**Information and Computing Resources  
(as of 12/2007)**

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07 <sup>(5)</sup>
	Amount	Amount	Amount	Amount	Amount	Amount
	%	%	%	%	%	%
<b>Libraries</b>						
Total Library Collections	6,818,665	6,900,447	7,057,549	7,137,568	7,210,852	7,308,175
Books	2,938,357	2,953,024	3,071,461	3,149,836	3,236,219	3,322,219
Periodicals	22,911	25,205	25,559	24,830	32,229	33,357
Misc. Print Items (Pamphlets, Maps, Manuscripts, Broadsides, Ref Tools in card	348,528	351,695	274,982	276,717	240,049	248,451
Non-Print Media	3,508,969	3,570,517	3,685,547	3,686,185	3,702,355	3,704,148
Total \$ Spent on Library Acquisitions	\$ 7,576,613.84	\$ 8,165,077.29	\$ 8,276,174.72	\$ 8,324,922.24	\$ 8,643,778.46	\$ 9,131,709.13
<b>Computing and Information Systems</b>						
Number and Percent of Computer - Equipped Classrooms and Labs <sup>(1)</sup>	55	56	65	66	66	70
Total Number of Computer Workstations Available to Students	1,478	1,481	1,558	1,569	1,566	1,654
Total Number of Workstations Available to Faculty/Staff <sup>(2)</sup>	N/A	N/A	N/A	N/A	N/A	N/A
Networked <sup>(3)</sup>	N/A	N/A	N/A	N/A	N/A	N/A
Not Networked <sup>(3)</sup>	N/A	N/A	N/A	N/A	N/A	N/A
Total Book (Inventory) Value of Computing and Instructional Equipment <sup>(4)</sup>	\$ 2,512,600.00	\$ 2,517,700.00	\$ 2,492,800.00	\$ 2,510,400.00	\$ 2,349,000.00	\$ 2,481,000.00

**Notes:**

<sup>(1)</sup> Equipment managed by Academic Computing Services (ACS), which accounts for virtually all undergraduate use and approximately 2/3 of graduate student use. Excludes the estimated additional 10% of stations at the Rady School of Management, School of Medicine, School of Pharmacy, and Scripps Institution of Oceanography.

<sup>(2)</sup> This is impossible to determine at UCSD since this equipment typically does not enter the inventory system. Based on email addresses assigned, only an estimated 2,200 of the population in the payroll system do not have a UCSD email address assigned and thus may be without a computer

<sup>(3)</sup> With over 60,000 active internet addresses, 99.9999% of all computers at UCSD are on the network.

<sup>(4)</sup> ACS desktops only. ACS servers are not tracked to this degree.

<sup>(5)</sup> 2006-07 "Libraries" periodicals and misc. print items are a 3.5% projection from 2005-06.

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Table 5.2

Physical Resources — Current Year  
(as of 12/2007)

	Size—Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
<b>1. On-Campus:</b> This section breaks down the geographically contiguous main campus, including the Rady School, School of Medicine, Thornton Medical Center, and Scripps Institution of Oceanography			
a. Classroom	162,365	191	11,250
b. Class Laboratory	77,838	64	1,739
c. Special-Class Laboratory	31,234	41	670
d. Individual-Study Laboratory	101,265	133	3,140
e. Non-Class (Research) Laboratory	1,010,921	2,881	3,179
f. Office <sup>(1)</sup>	1,562,891	8,992	17,896
g. Study (Library) <sup>(2)</sup>	396,616	252	385
h. Special Use <sup>(2)</sup>	38,243	868	942
i. General Use <sup>(2)</sup>	483,667	914	6,467
j. Support <sup>(2)</sup>	362,734	625	364
k. Healthcare <sup>(2)</sup>	157,904	999	530
- Patient Care Rooms	24,686	111	135
- Other	133,218	888	395
l. Residential <sup>(2)</sup>	2,438,722	5,203	8,855
<b>2. Other Locations (e.g., clinical sites)</b>			
Satellite Facilities: Camp Elliot, Point Loma Marine Facilities, and Mount Soledad	120,225	312	278
Leases (UC as tenant)	575,502	186	623
Hillcrest Medical Center	642,754	3,603	3,691

	Dollars
<b>3. Total Replacement Cost for Total Physical Plant (or insured value)<sup>(3)</sup></b>	\$ 3,400,000,000
<b>4. Equipment</b>	
a. Book Value <sup>(4)</sup>	\$ 769,812,000
b. Replacement Cost (or insured value)	\$ 727,571,170

**Notes:**

- <sup>(1)</sup> includes academic offices, administrative offices, and conference rooms  
<sup>(2)</sup> includes "service" support rooms in this category  
<sup>(3)</sup> FY 2005-06 replacement value  
<sup>(4)</sup> non-depreciated cumulative original value

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Table 5.3

Sources of Revenue - Public Institutions  
(as of 12/2007)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
	Amount	Amount	Amount	Amount	Amount	Amount
	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>
<b>Tuition and Fees<sup>(1)</sup></b>	\$ 104,368	\$ 119,798	\$ 144,885	\$ 176,266	\$ 192,606	\$ 202,465
	6.19%	6.78%	7.60%	8.77%	8.93%	8.63%
<b>Government Appropriations</b>						
Federal						
State	\$ 348,878	\$ 310,432	\$ 268,539	\$ 250,531	\$ 282,166	\$ 301,598
	20.68%	17.57%	14.09%	12.47%	13.08%	12.85%
Local						
<b>Government Grants and Contracts</b>						
Federal						
Unrestricted	\$ 82,890	\$ 92,009	\$ 101,414	\$ 108,314	\$ 112,544	\$ 117,793
	4.91%	5.21%	5.32%	5.39%	5.22%	5.02%
Restricted	\$ 328,125	\$ 366,529	\$ 424,164	\$ 416,222	\$ 412,423	\$ 425,887
	19.45%	20.75%	22.26%	20.71%	19.12%	18.15%
State						
Unrestricted	\$ 1,106	\$ 955	\$ 748	\$ 881	\$ 1,469	\$ 1,523
	0.07%	0.05%	0.04%	0.04%	0.07%	0.06%
Restricted	\$ 6,695	\$ 23,675	\$ 33,574	\$ 37,629	\$ 26,523	\$ 39,580
	0.40%	1.34%	1.76%	1.87%	1.23%	1.69%
Local						
Unrestricted	\$ 142	\$ 441	\$ 508	\$ 562	\$ 563	\$ 559
	0.01%	0.02%	0.03%	0.03%	0.03%	0.02%
Restricted	\$ 3,958	\$ 7,389	\$ 8,269	\$ 9,129	\$ 9,070	\$ 10,720
	0.23%	0.42%	0.43%	0.45%	0.42%	0.46%
<b>Private Gifts, Grants, and Contracts</b>						
Unrestricted	\$ 16,080	\$ 17,590	\$ 18,620	\$ 19,733	\$ 24,843	\$ 27,769
	0.95%	1.00%	0.98%	0.98%	1.15%	1.18%
Restricted	\$ 113,601	\$ 113,070	\$ 119,991	\$ 134,082	\$ 146,920	\$ 177,785
	6.73%	6.40%	6.30%	6.67%	6.81%	7.58%
<b>Investment &amp; Endowment Income</b>						
Unrestricted	N/A	N/A	N/A	N/A	N/A	N/A
Restricted	N/A	N/A	N/A	N/A	N/A	N/A
<b>Sales and Service</b>						
Educational Activities	\$ 143,611	\$ 148,576	\$ 163,855	\$ 162,665	\$ 181,127	\$ 204,163
	8.51%	8.41%	8.60%	8.09%	8.40%	8.70%
Auxiliary Enterprises	\$ 80,416	\$ 88,308	\$ 100,452	\$ 106,167	\$ 109,378	\$ 120,610
	4.77%	5.00%	5.27%	5.28%	5.07%	5.14%
Hospitals	\$ 435,476	\$ 455,909	\$ 498,271	\$ 556,737	\$ 620,947	\$ 659,469
	25.81%	25.81%	26.15%	27.70%	28.79%	28.10%
Other	\$ 21,809	\$ 21,787	\$ 22,330	\$ 30,886	\$ 35,951	\$ 56,914
	1.29%	1.23%	1.17%	1.54%	1.67%	2.43%
<b>Auxiliary Foundations</b>						
<b>Borrowed Funds</b>						
<b>Other (Specify)</b>						
<b>TOTAL CURRENT FUND REVENUES</b>	\$ 1,687,155	\$ 1,766,468	\$ 1,905,620	\$ 2,009,804	\$ 2,156,530	\$ 2,346,835
	100%	100%	100%	100%	100%	100%

**Notes:**

1. Dollars in Thousands

<sup>(1)</sup> Percentage of Total Revenues

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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**Table 5.4**

**Operating Expenditures - Public Institutions\***

	2001-02	2002-03	2003-04	2004-05 <sup>(1)</sup>	2005-06 <sup>(2)</sup>	2006-07
	Amount	Amount	Amount	Amount	Amount	Amount
	% <sup>(3)</sup>	% <sup>(3)</sup>	% <sup>(3)</sup>	% <sup>(3)</sup>	% <sup>(3)</sup>	% <sup>(3)</sup>
<b>Education and General</b>						
Instruction	\$ 227,031	\$ 245,758	\$ 260,015	\$ 289,422	\$ 289,005	\$ 315,011
Research	\$ 391,459	\$ 422,150	\$ 452,692	\$ 499,787	\$ 491,756	\$ 514,437
Public Service	\$ 9,625	\$ 10,678	\$ 9,931	\$ 8,668	\$ 14,667	\$ 14,491
Academic Support	\$ 53,389	\$ 59,154	\$ 57,425	\$ 64,636	\$ 55,900	\$ 56,522
Student Services	\$ 30,299	\$ 31,080	\$ 31,893	\$ 39,322	\$ 36,061	\$ 41,835
Institutional Support	\$ 58,572	\$ 60,344	\$ 64,596	\$ 79,338	\$ 73,429	\$ 75,962
Operations & Maintenance of Plant	\$ 43,911	\$ 38,733	\$ 39,995	\$ 47,378	\$ 52,418	\$ 59,860
Scholarships & Fellowships	\$ 29,833					
From Unrestricted Funds	\$ (10,937)	\$ 21,982	\$ (10,394)	\$ (6,769)	\$ (19,641)	\$ 12,170
From Restricted Funds	\$ 46,161	\$ 48,318	\$ 55,291	\$ 55,447	\$ 60,637	\$ 64,203
Mandatory Transfers	\$ 30,728	\$ 27,008	\$ 39,798	\$ 30,164	\$ 33,943	\$ 45,825
<b>TOTAL EDUCATIONAL AND GENERAL</b>						
EXPENDITURES AND MANDATORY TRANSFERS	\$ 910,071	\$ 965,205	\$ 1,001,242	\$ 1,107,393	\$ 1,088,175	\$ 1,200,316
Educational Activities (including Transfers)	\$ 143,991	\$ 155,043	\$ 166,854	\$ 159,198	\$ 198,549	\$ 213,021
Auxiliary Enterprises (including Transfers)	\$ 58,645	\$ 61,406	\$ 64,263	\$ 69,377	\$ 81,489	\$ 85,624
Hospitals (including Transfers)	\$ 398,303	\$ 419,115	\$ 447,252	\$ 495,029	\$ 528,448	\$ 576,699
Auxiliary Foundations (including Transfers)						
Other (specify)	\$ 12,839	\$ 20,377	\$ 56,778	\$ 13,496	\$ 73,815	\$ 66,766
<b>TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS</b>						
	\$ 613,778	\$ 655,941	\$ 735,147	\$ 737,100	\$ 1,970,476	\$ 942,110
<b>Total Current Fund Transfers</b>	<b>\$ 1,550,854</b>	<b>\$ 1,628,058</b>	<b>\$ 1,768,073</b>	<b>\$ 1,848,426</b>	<b>\$ 3,076,918</b>	<b>\$ 2,117,541</b>
<b>Less Total Current Funds Expenditures and Mandatory Transfers</b>						
	\$ 1,523,849	\$ 1,621,146	\$ 1,736,389	\$ 1,844,493	\$ 3,058,651	\$ 2,142,426
<b>Non-mandatory Transfers</b>	\$ 27,005	\$ 6,912	\$ 31,684	\$ 3,933	\$ 18,267	\$ (24,885)

**Notes:**

\* Dollars in Thousands

<sup>(1)</sup> Most recent fiscal year for which audited financial statements are available

<sup>(2)</sup> Budget for current year

<sup>(3)</sup> Percentage of Total Current Fund Expenditures and Mandatory Transfers

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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Table 5.5**

**Assets and Liabilities - Public Institutions\***

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
	Amount	Amount	Amount	Amount	Amount	Amount
	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>	% <sup>(1)</sup>
<b>Assets</b>						
Cash	\$ 2,384 (0%)	\$ 4,471 (0%)	\$ 618,782 (24%)	\$ 721,182 (26%)	\$ 735,022 (25%)	\$ 790,542 (24%)
Investments	\$ 562,617 (25%)	\$ 607,837 (25%)	\$ 7,661 (0%)	\$ 7,889 (0%)	\$ 7,744 (0%)	\$ 7,661 (0%)
Inventories	\$ 17,240 (1%)	\$ 17,598 (1%)	\$ 17,879 (1%)	\$ 18,494 (1%)	\$ 17,975 (1%)	\$ 22,898 (1%)
Prepaid Expenses	\$ 9,932 (0%)	\$ 12,210 (1%)	\$ 11,018 (0%)	\$ 8,581 (0%)	\$ 9,970 (0%)	\$ 10,655 (0%)
Notes Receivable	\$ 24,027 (1%)	\$ 23,769 (1%)	\$ 25,720 (1%)	\$ 26,414 (1%)	\$ 27,730 (1%)	\$ 29,854 (1%)
Plant and Land	\$ 1,406,424 (63%)	\$ 1,532,546 (64%)	\$ 1,703,295 (65%)	\$ 1,820,056 (65%)	\$ 1,943,627 (65%)	\$ 2,105,033 (65%)
Other (specify)	\$ 203,830 (9%)	\$ 188,345 (8%)	\$ 218,298 (8%)	\$ 210,421 (7%)	\$ 241,184 (8%)	\$ 263,411 (8%)
<b>TOTAL ASSETS</b>	<b>\$ 2,226,454 (100%)</b>	<b>\$ 2,386,776 (100%)</b>	<b>\$ 2,602,653 (100%)</b>	<b>\$ 2,813,037 (100%)</b>	<b>\$ 2,983,252 (100%)</b>	<b>\$ 3,230,054 (100%)</b>
<b>Liabilities</b>						
Accounts Payable	\$ 114,512 (5%)	\$ 95,707 (4%)	\$ 112,279 (4%)	\$ 125,694 (4%)	\$ 123,172 (4%)	\$ 128,176 (4%)
Notes Payable	\$ 314,665 (14%)	\$ 266,909 (11%)	\$ 362,226 (14%)	\$ 364,127 (13%)	\$ 369,396 (12%)	\$ 372,983 (12%)
Deferred Tuition	\$ 4,576 (0%)	\$ 6,418 (0%)	\$ 7,588 (0%)	\$ 8,366 (0%)	\$ 8,920 (0%)	\$ 11,219 (0%)
Taxes Payable	N/A	N/A	N/A	N/A	N/A	N/A
Other (specify)	\$ 162,525 (7%)	\$ 203,813 (9%)	\$ 189,168 (7%)	\$ 203,158 (7%)	\$ 200,916 (7%)	\$ 209,168 (6%)
Long-Term	N/A	N/A	N/A	N/A	N/A	N/A
Bonds Payable	\$ 491,019 (22%)	\$ 584,491 (24%)	\$ 552,182 (21%)	\$ 638,845 (23%)	\$ 647,462 (22%)	\$ 709,818 (22%)
Notes Payable	N/A	N/A	N/A	N/A	N/A	N/A
Pensions Payable	N/A	N/A	N/A	N/A	N/A	N/A
Other (specify)	\$ 62,402 (3%)	\$ 61,815 (3%)	\$ 62,291 (2%)	\$ 64,430 (2%)	\$ 66,937 (2%)	\$ 65,787 (2%)
Deposits Held for Others	\$ 3,937 (0%)	\$ 3,337 (0%)	\$ 1,702 (0%)	\$ 1,960 (0%)	\$ 1,904 (0%)	\$ 1,339 (0%)
Student Organizations	N/A	N/A	N/A	N/A	N/A	N/A
Auxiliary Foundations	N/A	N/A	N/A	N/A	N/A	N/A
Fund Balance	N/A	N/A	N/A	N/A	N/A	N/A
Restricted Purpose	\$ 100,747 (5%)	\$ 91,503 (4%)	\$ 101,951 (4%)	\$ 132,466 (5%)	\$ 134,939 (5%)	\$ 125,682 (4%)
Unrestricted	\$ 361,400 (16%)	\$ 392,137 (16%)	\$ 425,216 (16%)	\$ 457,707 (16%)	\$ 503,603 (17%)	\$ 584,136 (18%)
Investment in Plant	\$ 600,739 (27%)	\$ 681,146 (29%)	\$ 788,050 (30%)	\$ 816,284 (29%)	\$ 926,003 (31%)	\$ 1,021,746 (32%)
<b>TOTAL LIABILITIES</b>	<b>\$ 2,216,522 (100%)</b>	<b>\$ 2,387,276 (100%)</b>	<b>\$ 2,602,653 (100%)</b>	<b>\$ 2,813,037 (100%)</b>	<b>\$ 2,983,252 (100%)</b>	<b>\$ 3,230,054 (100%)</b>

**Notes:**

\* Dollars in thousands

<sup>(1)</sup> Percentage of Total Assets/Liabilities as appropriate

UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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Table 5.6

Capital Investments - Public Institutions

	2001-02 Amount	2002-03 Amount	2003-04 Amount	2004-05 Amount	2005-06 Amount	2006-07 Amount
<b>Land</b>						
Beginning Book Value	\$ 32,296,000	\$ 32,296,000	\$ 32,296,000	\$ 32,296,000	\$ 33,502,000	\$ 33,502,000
Additions				\$ 1,206,000		
Deductions						
Ending Book Value	\$ 32,296,000	\$ 32,296,000	\$ 32,296,000	\$ 33,502,000	\$ 33,502,000	\$ 33,502,000
<b>Buildings</b>						
Beginning Book Value	\$ 835,901,000	\$ 867,979,000	\$ 929,672,000	\$ 1,055,343,000	\$ 1,266,819,000	\$ 1,261,941,000
Additions	\$ 85,930,000	\$ 120,163,000	\$ 190,385,000	\$ 283,468,000	\$ 74,224,000	\$ 159,877,000
Deductions	\$ 53,852,000	\$ 58,470,000	\$ 64,714,000	\$ 71,992,000	\$ 79,102,000	\$ 84,406,000
Ending Book Value	\$ 867,979,000	\$ 929,672,000	\$ 1,055,343,000	\$ 1,266,819,000	\$ 1,261,941,000	\$ 1,337,412,000
<b>Furniture and Equipment</b>						
Beginning Book Value	\$ 294,195,000	\$ 303,284,000	\$ 317,538,000	\$ 345,117,000	\$ 356,488,000	\$ 362,643,000
Additions	\$ 83,659,000	\$ 90,534,000	\$ 111,768,000	\$ 99,690,000	\$ 88,761,000	\$ 111,661,000
Deductions	\$ 74,570,000	\$ 76,280,000	\$ 84,189,000	\$ 88,318,000	\$ 82,606,000	\$ 87,162,000
Ending Book Value	\$ 303,284,000	\$ 317,538,000	\$ 345,117,000	\$ 356,489,000	\$ 362,643,000	\$ 387,142,000
<b>Construction in Progress<sup>(1)</sup></b>						
Beginning Book Value	\$ 142,328,000	\$ 202,865,000	\$ 253,040,000	\$ 270,539,000	\$ 163,248,000	\$ 285,541,000
Additions	\$ 60,537,000	\$ 50,175,000	\$ 17,499,000		\$ 122,293,000	\$ 61,435,000
Deductions				\$ 107,291,000		
Ending Book Value	\$ 202,865,000	\$ 253,040,000	\$ 270,539,000	\$ 163,248,000	\$ 285,541,000	\$ 346,976,000

**Notes:**

On following page



**Notes:**

<sup>(1)</sup> Briefly describe the nature of the projects underway and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also indicate sources of funds for the project (i.e., fundraising programs, debt).

Project	Description	Funding Source	Amount
University Centers Expansion and Renovation:	Student Commons	Debt	\$ 76,600,000
Price Center			
Music Building	Classroom Facilities	Debt	\$ 55,000,000
Mayer Hall Renovation	Classroom and Research Facilities	Debt	\$ 50,200,000
San Diego Supercomputer Center Expansion	Research Facilities	Debt	\$ 48,900,000
Rady School of Management Phase 1	Classroom Facilities	Debt	\$ 36,100,000

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Table 5.7

Endowment Values and Performance\*

	Market Value of Endowment	Market Value of Quasi- Endowment	Market Value End of Year	Yield	Current Fund Income from Endowment	Net Transfers In/Out of Endowment	Total Annual Return on Investments
2001-02	\$ 247,453	\$ 49,992	\$ 289,744	1.10%	\$ 3,944	\$ 473	\$ 3,274
2002-03	\$ 229,090	\$ 44,609	\$ 295,947	1.00%	\$ 3,942	\$ 1,652	\$ 2,725
2003-04	\$ 256,101	\$ 51,293	\$ 306,201	0.91%	\$ 4,721	\$ (37)	\$ 2,789
2004-05	\$ 269,612	\$ 55,989	\$ 343,988	0.94%	\$ 4,850	\$ 5	\$ 3,048
2005-06	\$ 303,744	\$ 61,818	\$ 372,190	0.87%	\$ 4,800	\$ (30)	\$ 3,168
2006-07	\$ 377,991	\$ 58,349	\$ 436,340	0.93%	\$ 5,196	\$ 1,103	\$ 4,046

**Notes:**

\* Dollars in thousands

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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Table 6.1**

**Key Undergraduate Educational Operations Ratios\***

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Admissions</b>					
Admit/Apply	41.33%	40.56%	41.78%	44.16%	48.97%
Enroll/Admit	24.82%	24.82%	22.43%	20.79%	21.50%
<b>Retention</b>					
1 <sup>st</sup> Year Freshman Retention <sup>(1)</sup>	94%	94%	94%	95%	94%
Freshmen 6-year Completion to Graduation <sup>(2)</sup>	81%	83%	83%	85%	86%
% Completing Degrees Begun at another Institution (Transfer Retention) <sup>(3)</sup>	81%	81%	82%	81%	84%
<b>Instruction (Undergraduate)</b>					
FTE Student / FTE Faculty Ratio	19:1	19:1	19:1	19:1	19:1
% Credits Taught by Part-Time Faculty <sup>(4)</sup>	N/A	N/A	N/A	N/A	N/A
% Credits Taught Off-Campus	0.0%	0.0%	0.0%	0.0%	0.0%
% Credits Taught by Distance Education	0.0%	0.0%	0.0%	0.0%	0.0%
Classes with 1-9 Students	521	593	519	550	578
Classes with 10-20 Students	1,227	1,182	1,231	1,227	1,324
Classes with 21-35 Students	533	556	619	637	728
Classes with 36-50 Students	250	260	263	254	265
Classes with 50+ Students	1,080	1,166	1,221	1,214	1,196
Number of students enrolled in independent study	1,993	2,307	2,495	2,469	2,385
Average Credit Load per Student (by Quarter) <sup>(5)</sup>	14.75	14.75	14.69	14.61	14.66
Average GPA	3.02	3.02	3.03	3.02	3.01

**Notes:**

\* Budget for current year

<sup>(1)</sup> Rate for cohort enrolled in prior year

<sup>(2)</sup> Rate for cohort from 6 years previous

<sup>(3)</sup> Rate for students transferring from community college 4 years previous

<sup>(4)</sup> Credits taught are not tracked by full vs. part-time faculty.

<sup>(5)</sup> Instruction based on lower and upper division classes. Excludes undergraduates in graduate level classes, and includes graduate students taking undergraduate classes. Excludes independent study.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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Table 6.2**

**Key Asset and Maintenance Ratios\***

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Total Faculty Headcount</b>	5,823	6,605	6,959	7,119	7,346	7,566
<b>Faculty 59 and Older</b>	289	309	256	273	400	N/A
Faculty >59 / Total Faculty	16.70%	17.40%	13.40%	14%	19.40%	N/A
<b>O&amp;M Expenditures (\$)</b>	\$ 44,027	\$ 39,433	\$ 43,017	\$ 48,130	\$ 59,699	\$ 63,548
<b>Total E&amp;G Expenditures (\$)</b>	\$ 653,677	\$ 715,586	\$ 739,514	\$ 785,823	\$ 842,932	\$ 906,785
<b>O &amp; M / E &amp; G</b>	\$ 697,704	\$ 755,019	\$ 782,531	\$ 833,953	\$ 902,631	\$ 970,333
<b>Total Equipment Expenditures</b>	\$ 66,016	\$ 69,909	\$ 98,439	\$ 84,533	\$ 70,200	\$ 89,389
<b>Total Book Value of Equipment (\$)</b>	\$ 194,717	\$ 202,650	\$ 228,586	\$ 236,665	\$ 236,419	\$ 251,418
Expenditures / Book Value	34%	34%	43%	36%	30%	36%

**Notes:**

\*Dollars in thousands

All data is as of October 31 of each year. Therefore, 2001-02 reflects all academics employed from 11/1/2001-10/31/2002. Some data for 2006-07 is not yet available.

All data represents academic employees with instructional responsibilities, therefore the data provided includes the following:

- Professors (Tenured and Tenure-track)
- Visiting Faculty
- In Residence Faculty
- Adjunct Faculty (Salaried only)
- Clinical Faculty (Salaried only)
- Lecturers (Temporary & Security of Employment)

UNIVERSITY OF CALIFORNIA, SAN DIEGO  
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Table 6.3

**Key Financial Ratios\***

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Return on Net Assets</b>						
Change in Net Assets / Total Net Assets at the beginning of fiscal year	10%	8%	13%	7%	11%	11%
<b>Net Income Ratio</b>						
Change in Unrestricted Net Assets / Total Unrestricted Revenues	6%	2%	3%	2%	3%	5%
<b>Operating Income Ratio</b>						
Operating Income / Total Expenses	82%	83%	86%	87%	88%	88%
<b>Viability Ratio</b>						
Expendable Net Assets / Long Term Debt	13%	11%	11%	13%	13%	N/A
<b>Instructional Expense per Student</b>	12,306	12,649	13,707	14,845	15,216	16,068
<b>Net Tuition per Student</b>	4,432	4,849	5,864	6,973	7,418	7,533

**Notes:**

\*Long Term Debt dollars includes amounts recorded on the books of the Office of the President of UC

**Most recent fiscal year for which audited financial statements are available**

***Capacity and Preparatory  
Review Report***

***Appendix D – Stipulated Policies***



[Home](#) » [UCSD Presentation](#) » [Institutional Portfolio](#) » Stipulated Policies

## Stipulated Policies

Policies related to institutional integrity, research, educational programs, faculty, students, the library and finances at the University of California as a system and the San Diego campus in particular are available on the websites shown below.

Those policies and statements include:

### Institutional Integrity

*Faculty*

*Staff*

*Students*

Research

Educational Programs

Faculty

Library

Students

Finances

## Institutional Integrity

[\[back to top\]](#)

A widely disseminated, written policy statement of commitment to academic freedom in teaching, learning, research, publication, and oral presentation

University Policy Regarding Academic Appointees - Academic Freedom

<http://www.ucop.edu/acadadv/acadpers/apm/apm-010.pdf>

Due process procedures that demonstrate faculty and students are protected in their quest for truth

University Policy Regarding Academic Appointees - The Faculty Code of Conduct

<http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf>

University Policy on Faculty Conduct the Administration of Discipline

<http://www.ucop.edu/acadadv/acadpers/apm/apm-016.pdf>

University of California Policies Applying to Campus Activities, Organizations, and Students

<http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html>

The Graduate Student Handbook

<http://ogs.ucsd.edu/handbook/handbook.pdf>

Written policies on due process and grievance procedures for faculty, staff and students

## **Faculty**

General University Policy Regarding Academic Appointees - Section I  
<http://www.ucop.edu/acadadv/acadpers/apm/sec1-pdf.html>

UC Academic Personnel Manual (APM 140) - Non-Senate Academic Appointees/Grievances  
<http://www.ucop.edu/acadadv/acadpers/apm/apm-140.pdf>

UCSD Policy on Non-Senate Academic Appointees/Grievances  
<http://adminrecords.ucsd.edu/ppm/docs/230-5.HTML>

## **Staff**

UC Personnel Policies for Staff Members  
70 Complaint Resolution (March 1, 2000)  
[http://atyourservice.ucop.edu/employees/policies/staff\\_policies/spp70.html](http://atyourservice.ucop.edu/employees/policies/staff_policies/spp70.html)

71 Resolution of Concerns--Managers and Senior Professionals, Salary Grades VIII and IX (March 1, 2000)  
[http://atyourservice.ucop.edu/employees/policies/staff\\_policies/spp71.html](http://atyourservice.ucop.edu/employees/policies/staff_policies/spp71.html)

II-70 Resolution of Concerns  
[http://atyourservice.ucop.edu/employees/policies/staff\\_policies/ii70.html](http://atyourservice.ucop.edu/employees/policies/staff_policies/ii70.html)

UCSD Implementing Procedures (HR-S-1) 70 Complaint Resolution Philosophy Statement  
<http://www-hr.ucsd.edu/~qwl/policies/pdf/sp70ps.pdf>

UCSD Implementing Procedures (HR-S-2) 70 Complaint Resolution  
<http://www-hr.ucsd.edu/~qwl/policies/pdf/sp70.pdf>

## **Students**

UC Policies on Campus Activities, Organizations and Students  
<http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html>

UCSD Student Conduct Regulations  
[http://ugr8.ucsd.edu/judicial/tblcontents\\_srrc.html](http://ugr8.ucsd.edu/judicial/tblcontents_srrc.html)

The Graduate Student Handbook  
<http://ogs.ucsd.edu/handbook/handbook.pdf>

A clear statement of institutional policies, requirements, and expectations to current and prospective employees

UCSD Principles of Community  
<http://blink/Blink/External/Topics/Policy/0,1162,385,00.html>

UC Personnel Policies Pertaining to Staff Members

UCSD Implementing Procedures  
<http://blink/Blink/External/Topics/Policy/0,1162,465,00.html>

UCSD Policy and Procedure Manual  
<http://adminrecords.ucsd.edu/PPM/Index.html>

UCSD Academic Senate ByLaws and Regulations  
<http://www-senate.ucsd.edu/Manual.htm>

Institutionally developed and published non-discrimination, equal opportunity, and affirmative action policies

UC General University Policy Regarding Academic Appoint - Affirmative Action and Nondiscrimination in Employment  
<http://www.ucop.edu/acadadv/acadpers/apm/apm-035.pdf>



UCSD Nondiscrimination & Affirmative Action Policy  
<http://www-hr.ucsd.edu/~qwl/policies/pdf/sp14.pdf>

Academic Personnel Affirmative Action Program  
<http://adminrecords.ucsd.edu/PPM/docs/230-6.HTML>

University of California Policies Applying to Campus Activities, Organizations, and Students  
<http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/ucappc.html>

The Graduate Student Handbook  
<http://ogs.ucsd.edu/handbook/handbook.pdf>

Clearly written policies on conflict of interest for board, administration, faculty, and staff, including appropriate limitations on the relations of business, industry, government, and private donors to research in the institution

UCSD Policy and Procedure Manual  
PPM 200-13 - Conflict of Interest  
<http://adminrecords.ucsd.edu/ppm/docs/200-13.html>

UCSD Administrative Responsibilities Handbook  
<http://www-bfs.ucsd.edu/blink/ocbfs/arh/PDF/ARH.pdf>

Conflict of Commitment and Outside Activities of Faculty Members - APM 025  
<http://www.ucop.edu/acadadv/acadpers/apm/apm-025-07-01.pdf>

Conflict of Interest Code, UC  
<http://www.ucop.edu/ogc/coi/text.html>

Conflict of Interest, University Policies, Guidelines, and Regulations Related to- G-39  
<http://www.ucop.edu/ucophome/policies/bfb/g39toc.pdf>

Reporting and Investigating Improper Governmental Activities, Misuse of University Resources, Fraud, and Other Financial Irregularities, PPM 460-5  
<http://adminrecords.ucsd.edu/ppm/docs/460-5.html>

University of California Policy on Reporting and Investigating Allegations of Suspected Improper Governmental Activities (Whistleblower Policy)  
[Whistleblower Policy, UC - G-29](#)

UC Guidelines on University-Industry Relations  
<http://www.ucop.edu/ott/genresources/unindrel.html>

A clear statement that the institution agrees to abide by WASC Policy on Substantive Change and the Policy on Distance and Technology-Mediated Instruction

UC San Diego has no distance learning programs.

## Research

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Policies covering human subjects and animals in research, classified research, patent provisions, cooperative research relations with industry, and other similar issues related to the integrity and independence of the research enterprise

Administrative Responsibilities Handbook: Research Involving Human Subjects  
<http://www.act.ucsd.edu/blink/documents/ARHResearchInvolvingHumanSubjects.pdf>

UCSD Policy on Integrity of Research  
<http://adminrecords.ucsd.edu/ppm/docs/100-4.html>

Protection of Human Research Subjects  
<http://adminrecords.ucsd.edu/ppm/docs/100-5.pdf>

Protection of Animal Subjects  
<http://adminrecords.ucsd.edu/ppm/docs/100-6.html>

UC Patent Policy  
<http://www.ucop.edu/ott/patentpolicy/patentpo.html#pol>

UCSD Patent Program  
<http://adminrecords.ucsd.edu/ppm/docs/150-33.HTML>

UC Guidelines on University-Industry Relations  
<http://www.ucop.edu/ott/genresources/unindrel.html>

UC Office of Technology Transfer - Industry Resources  
<http://www.ucop.edu/ott/industry/>

Institutions that support applied research having the potential for producing significant revenue have clear policies on how faculty responsible for such research share revenue from patents, licenses, and sales. Institutions supporting entrepreneurial activity of faculty of institutionally sponsored research parks have clear policies covering the involvement of faculty in such ventures, the protection of basic research, and the publication of research results

UCSD Technology Transfer & Intellectual Property Services  
<http://invent.ucsd.edu/technology/index.htm>

#### Policies and Resources

UC Patent Policy  
[http://invent.ucsd.edu/faculty/policies/uc\\_patent\\_policy.htm](http://invent.ucsd.edu/faculty/policies/uc_patent_policy.htm)

State Oath of Allegiance, Patent Policy, and Patent Acknowledgement Form (UPAY 585)  
[http://invent.ucsd.edu/faculty/policies/06c\\_upay585.pdf](http://invent.ucsd.edu/faculty/policies/06c_upay585.pdf)

UC Equity Policy  
[http://invent.ucsd.edu/faculty/policies/uc\\_equity\\_policy.htm](http://invent.ucsd.edu/faculty/policies/uc_equity_policy.htm)

UC Conflict of Interest Policy  
[http://invent.ucsd.edu/faculty/policies/uc\\_conflict\\_interest.htm](http://invent.ucsd.edu/faculty/policies/uc_conflict_interest.htm)

UC Copyright Ownership Policy  
[http://invent.ucsd.edu/faculty/policies/UC\\_copyright.htm](http://invent.ucsd.edu/faculty/policies/UC_copyright.htm)

UCSD Copyright Guidelines  
<http://adminrecords.ucsd.edu/ppm/docs/500-5.html>

UC Guidelines on University-Industry Relations  
[http://invent.ucsd.edu/faculty/policies/university\\_industry.htm](http://invent.ucsd.edu/faculty/policies/university_industry.htm)

Campus Guidelines for Research Share Distribution  
[http://invent.ucsd.edu/faculty/policies/campus\\_guidelines.htm](http://invent.ucsd.edu/faculty/policies/campus_guidelines.htm)

Transfer of Case Management to UCSD Technology Transfer & Intellectual Property Services (TechTIPS)  
<http://adminrecords.ucsd.edu/notices/2005/2005-7-26-2.html>

UC Policy on Ownership of Course Materials  
<http://www.universityofcalifornia.edu/copyright/systemwide/pocmdi.html>

## Educational Programs

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Precise, accurate, and current information in printed material regarding a) educational purposes; b) degrees, curricular programs, educational resources, and course offerings; c) student charges and other financial

obligations, student financial aid, and fee refund policies; d) requirements for admission and for achievement of degrees; and e) the names of the administration, faculty, and governing board

UCSD General Catalog 2005-2006

<http://www.ucsd.edu/catalog/>

UCSD General Catalog Table of Contents

<http://www.ucsd.edu/catalog/0506/front/content.html>

UCSD General Catalog - Courses, Curricula, and Programs of Instruction

<http://www.ucsd.edu/catalog/0506/front/courses.html>

Estimated Expenses for Undergraduate Residents of California

<http://www.ucsd.edu/catalog/0506/front/EstExp.html>

UCSD Financial Aid Web Page

<http://fao.ucsd.edu/index.htm>

UCSD Graduate Admissions Policies

<http://ogs.ucsd.edu/admissions/application/adpolicy.htm>

The Graduate Student Handbook

<http://ogs.ucsd.edu/handbook/handbook.pdf>

Freshman Admission Requirements

<http://admissions.ucsd.edu/dev3/info/freshmen.html>

Undergraduate Admissions, Policies and Procedures

<http://www.ucsd.edu/catalog/0506/front/UgrdPol.html>

The Regents of the University of California

<http://www.universityofcalifornia.edu/regents/brochure.pdf>

University of California Office of the President Organization Chart

<http://www.ucop.edu/ucophome/coordrev/images/pdf/opchart.pdf>

UCSD Office of the Chancellor

<http://www-chancellor.ucsd.edu/>

UCSD Administrative Organization Chart

<http://adminrecords.ucsd.edu/ppm/docs/10-0.HTML>

Publications that make clear the status (e.g., full-time, part-time, adjunct) of each faculty member

UC Policy Regarding Academic Appointees - Academic Personnel Definitions

<http://www.ucop.edu/acadadv/acadpers/apm/apm-110.pdf>

UCSD Policy on Appointment of Academic Personnel

<http://adminrecords.ucsd.edu/ppm/docs/230-20.pdf>

Clearly articulated policies for the transfer of credit to ensure that students who transfer in with general education course credits meet the institution's own standards for the completion of the general education requirement

Admission Information for Transfer Students

<https://tritonlink.ucsd.edu/portal/site/prospective-students/menuitem.24134797e5e2fd95a0b86710514b01ca?storyID=20885>

UC Transfer Admission Requirements

<http://www.ucop.edu/pathways/infoctr/introuc/transfer.html>

Work In Progress Requirement

<http://www.ucop.edu/pathways/wip/>

ASSIST - Statewide Student Transfer Information for California  
<http://www.assist.org/web-assist/welcome.html>

Policies and procedures for additions and deletions of programs

Guidelines for Approval of Proposed Changes in Undergraduate Programs and Establishment of New Undergraduate Academic Programs  
<http://www-senate.ucsd.edu/committees/cep/policychanges/CEPUGAR.htm>

Bylaws and Regulations, Appendix 4, Policy and Procedures on Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units.  
<http://www-senate.ucsd.edu/manual/appendices/app4.htm>

UC Review Processes for Academic Programs, Academic Units, and Research Units  
<http://www.ucop.edu/acadinit/accomp/>

Requirements for continuation in, or termination from, academic programs, and a policy for readmission of students who are disqualified for academic reasons

Regulations of the San Diego Division of the Academic Senate  
Part I, Section 515, Progress Toward Degrees and Probation  
<http://www-senate.ucsd.edu/manual/Regulations/PartI/515.htm>

Regulations of the San Diego Division of the Academic Senate  
Part I, Section 501, Adding and Dropping Courses and Withdrawal  
<http://www-senate.ucsd.edu/manual/Regulations/PartI/501.htm>

Bylaws & Regulations of the San Diego Division of the Academic Senate  
Appendix II, UCSD Policy on Integrity of Scholarship  
<http://www-senate.ucsd.edu/manual/appendices/app2.htm>

UCSD General Catalog - Absence/Readmission to the University  
<http://www.ucsd.edu/catalog/0506/front/AcadRegu.html>

UCSD General Catalog - Withdrawal from the University  
<http://www.ucsd.edu/catalog/0506/front/AcadRegu.html>

Readmissions  
<https://tritonlink.ucsd.edu/portal/site/tritonlink-preview/menuitem.b4448692267a11256ec5e210514b01ca?storyID=21477>

Graduate Students - Reapplication/Readmission  
<http://ogs.ucsd.edu/admissions/application/adpolicy.htm#reapp>

The Graduate Student Handbook  
<http://ogs.ucsd.edu/handbook/handbook.pdf>

Clearly stated graduation requirements that are consistently applied in the degree certification process

UCSD Academic Senate ByLaws and Regulations  
<http://www-senate.ucsd.edu/Manual.htm>

## Faculty

[\[back to top\]](#)

Personnel policies governing employment of teaching fellows and assistants

UCSD Procedures for Appointment of Academic Personnel  
<http://adminrecords.ucsd.edu/ppm/docs/230-20.pdf>

UCSD Procedures and Schedules for Academic Appraisals, Advancements, and Reappointments  
<http://adminrecords.ucsd.edu/ppm/docs/230-28.pdf>

UC Policy on Appointment and Promotion - Student Teachers  
<http://www.ucop.edu/acadadv/acadpers/apm/apm-410.pdf>

Policy designed to integrate part-time faculty appropriately into the life of the institution

UC Policy on Appointment and Promotion Professor Series (APM 220-16-c & d)  
<http://www.ucop.edu/acadadv/acadpers/apm/apm-220.pdf>

UC Faculty Handbook  
<http://www.ucop.edu/acadadv/acadpers/handbook/>

Explicit and equitable faculty personnel policies and procedures

UC Academic Personnel Manual  
<http://www.ucop.edu/acadadv/acadpers/apm/>

UCSD Policy and Procedure Manual  
230, Personnel - Academic  
<http://adminrecords.ucsd.edu/ppm/docs/toc230.HTML>

Policies on salaries and benefits

UC Academic Personnel Manual, Section V, Benefits and Privileges  
<http://www.ucop.edu/acadadv/acadpers/apm/sec5-pdf.html>

UCSD Policy and Procedure Manual  
230, Personnel - Academic  
<http://adminrecords.ucsd.edu/ppm/docs/toc230.HTML>

230-40, Academic Salary Scales  
<http://adminrecords.ucsd.edu/ppm/docs/230-40.HTML>

230-10, Academic Leave Policy  
<http://adminrecords.ucsd.edu/ppm/docs/230-10.HTML>

230-15, Family Accommodations Policy  
<http://adminrecords.ucsd.edu/ppm/docs/230-15.HTML>

Policies for faculty and staff regarding privacy and accessibility of information

UCSD Policy and Procedure Manual

PPM 230-11, Maintenance of, Access to, and Opportunity to  
Request Amendment of Academic Personnel Records  
<http://adminrecords.ucsd.edu/ppm/docs/230-11.HTML>

PPM 230-29, Policies and Procedures to Assure Fairness in Academic Personnel Review Process  
<http://adminrecords.ucsd.edu/ppm/docs/230-29.HTML>

PPM 480-3, Responsibilities and Guidelines for Handling Records Containing Information About  
Individuals  
<http://adminrecords.ucsd.edu/ppm/docs/480-3.HTML>

UC Academic Personnel Manual  
APM 158-Rights of Academic Appointees, Including Rights Regarding Records  
<http://www.ucop.edu/acadadv/acadpers/apm/apm-158.pdf>

APM 160, Academic Personnel Records/Maintenance of, Access to, and Opportunity to Request  
Amendment of  
<http://www.ucop.edu/acadadv/acadpers/apm/apm-160.pdf>

## Library

Written library collection development and weeding policies, including the bases for accepting gifts

UCSD Libraries Acquisition Department  
<http://orpheus.ucsd.edu/acq/gifts.htm>

Collection development policies for the California Digital Library  
<http://www.cdlib.org/inside/collect/framework.html>

## Students

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Admission and retention policies and procedures, with particular attention to the application of sound admission and retention policies for athletes, international students, and other cases where unusual pressures may be anticipated

UCSD General Catalog 2005-2006  
<http://www.ucsd.edu/catalog/>

The Graduate Student Handbook  
<http://ogs.ucsd.edu/handbook/handbook.pdf>

UCSD International Center  
<http://icenter.ucsd.edu/>

Clearly defined admissions policies attentive to the special needs of international students

UC It Starts Here - Applying for Admission as an International Student  
[http://www.universityofcalifornia.edu/admissions/undergrad\\_adm/intl/intl\\_apply.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/intl/intl_apply.html)

Policies on student rights and responsibilities, including the rights of due process and redress of grievances

UCSD Student Conduct Regulations  
[http://ugr8.ucsd.edu/judicial/tblcontents\\_srrc.html](http://ugr8.ucsd.edu/judicial/tblcontents_srrc.html)

The Graduate Student Handbook  
<http://ogs.ucsd.edu/handbook/handbook.pdf>

Publications that include policies and rules defining inappropriate student conduct

UCSD Student Conduct Regulations  
[http://ugr8.ucsd.edu/judicial/tblcontents\\_srrc.html](http://ugr8.ucsd.edu/judicial/tblcontents_srrc.html)

UCSD Policy on Integrity of Scholarship  
<http://www-senate.ucsd.edu/manual/appendices/app2.htm>

UCSD General Catalog Academic Regulations  
<http://www.ucsd.edu/catalog/0506/front/AcadRegu.html>

University of California Policy on Sexual Harassment  
<http://www.ucop.edu/ucophome/coordrev/policy/PP021006Policy.pdf>

UCSD Procedures for Sexual Harassment Complaint Resolution PPM200-10  
<http://adminrecords.ucsd.edu/PPM/docs/200-10.pdf>

UCSD Policy on Conflict of Interest Arising Out of Consensual Relationships PPM 200-11  
<http://adminrecords.ucsd.edu/ppm/docs/200-11.pdf>

A policy regarding fee refunds that is uniformly administered, and consistent with customary standards

The General Catalog - Academic Regulations  
<http://www.ucsd.edu/catalog/0506/front/AcadRegu.html>

## Finances

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Policies, guidelines, and processes for developing the budget

UCSD Administrative Responsibilities Handbook - Responsibilities: Planning and Budgeting  
<http://www-bfs.ucsd.edu/blink/ocbfs/arh/PDF/ARH.pdf>

Clearly defined and implemented policies with regard to cash management and investments, approved by the governing board

UCSD Administrative Responsibilities Handbook  
<http://www-bfs.ucsd.edu/blink/ocbfs/arh/PDF/ARH.pdf>

UC Policy for Handling Cash and Cash Equivalents  
<http://www.ucop.edu/ucophome/policies/bfb/bus49.html>

UC Development Policy Manual  
<http://www.ucop.edu/ucophome/policies/devpol/>

Policies and a code of ethics for employees involved in buying, bidding, or providing purchase orders

UCSD Administrative Responsibilities Handbook  
<http://www-bfs.ucsd.edu/blink/ocbfs/arh/PDF/ARH.pdf>

UC Business and Finance Bulletin Manual  
BUS 43 - Materiel Management  
<http://www.ucop.edu/ucophome/policies/bfb/bus43.html>

Blink - Administrative Responsibilities: Related Policies, Procedures, and Department Resources  
<http://blink/Blink/External/Topics/Policy/0,1162,15248,00.html>

Policies on risk management, addressing loss by fire, burglary and defalcation; liability of the governing board and administration; and liability for personal injury and property damage

UC Business & Finance Bulletin Manual, BUS 28  
UC Property Self-Insurance Program  
<http://www.ucop.edu/ucophome/policies/bfb/bus28.pdf>

UC Loss or Damage to Property of Individuals  
<http://www.ucop.edu/ucophome/policies/bfb/bus39.html>

UC General Liability, Automobile Liability and Employment Practices Liabilities Program  
<http://www.ucop.edu/ucophome/policies/bfb/bus75.html>

Whistleblower Policy and the Whistleblower Protection Policy  
[Whistleblower Policy](#) (pdf)  
[Whistleblower Protection Policy](#) (pdf)

Blink - Menu: Risk Management Insurance  
<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,11945,00.html>

Policies regarding fundraising activities that comply with sound ethical accounting and financial principles

UC Policy on Fundraising Campaigns  
<http://www.universityofcalifornia.edu/regents/policies/6070.html>

UC Development Policy Manual  
<http://www.ucop.edu/ucophome/policies/devpol/>

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***Capacity and Preparatory  
Review Report***

***Appendix E – Commission Standards for Review***



[Home](#) » [UCSD Presentation](#) » [Institutional Portfolio](#) » Commission Standard 1

## Accreditation Standards and Criteria for Review

*Accreditation Standards serve as a foundation and framework "to guide institutions in self review as a basis for assessing institutional performance and to identify needed areas of improvement." Below you will find a rich variety of campus and systemwide links related to WASC Accreditation Standards and Criteria.*

### Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

***The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.***

1. The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character. *Guideline:* The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.
  - [Master Plan for Higher Education in California](#)  
This state- and system-wide master plan clearly shows the UC mission statement.  
UCOP
  - [UC mission statement](#)  
This system-wide master mission statement applies to all UCs.  
University of California
  - [The Regents of the University of California](#)  
The University is governed by The Regents, which under Article IX, Section 9 of the California Constitution has "full powers of organization and governance" subject only to very specific areas of legislative control.  
University of California
  - [University of California Academic Personnel Manual \(APM\)](#)  
UCSD Academic Personnel Manual outlines faculty titles and definitions.  
Academic Affairs
  - [University of California San Diego Policy & Procedure Manual \(PPM\)](#)  
UCSD Policy & Procedure Manual for Academic Personnel outlines faculty policy.  
Academic Affairs
  - [The UCSD Principles of Community](#)  
These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.  
UCSD
  - [Jacobs School of Engineering](#)  
This page shows the Jacobs School mission and ABET overview.

- [Eleanor Roosevelt College Mission Statement](#)  
This is one example of a college's mission statement.  
ERC
- 2. Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. *Guideline:* The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.
  - [Undergraduate Programs Review Schedule](#)  
This is a schedule of undergraduate program reviews.  
Academic Affairs
  - [Report of the Senate-Administration Task Force to Examine Program Reviews](#)  
This report summarizes the role of the Senate-Administration task force in examining program reviews.  
Academic Affairs
  - [Academic Senate Bylaws and Regulations](#)  
This table lists the Academic Senate's bylaws and regulations.  
Academic Senate
  - [Academic Senate](#)  
The Academic Senate exercises direct control over the authorization and supervision of all courses and curricula, determination of admission and graduation requirements, and approval of all manuscripts published by the University of California Press.  
Academic Senate
  - [Undergraduate Retention and Graduation Statistics](#)  
Undergraduate retention and graduation statistics are listed by year.  
Student Research and Information
  - [UCSD Graduate Student Association](#)  
This page lists the GSA's academic committees.  
UCSD
- 3. The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.
  - [UCSD Administrative Organization Chart](#)  
UCSD's administrative organization chart shows how the campus is organized.  
Administrative Records
  - [Academic Appointment and Review Process](#)  
A glossary and list of forms are available for the academic appointment and review process.  
Academic Affairs
  - [General University Policy Regarding Academic Appointees](#)  
This page describes the general University policy regarding academic appointees.  
UCOP
  - [Performance Management References and Related Policies](#)  
The University of California PPSM outlines performance management and appraisal processes.  
UCSD
  - [The Center for Teaching Development](#)  
The Center for Teaching Development (CTD) is a service program devoted to the improvement of all aspects of teaching. 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.  
UCSD
  - [UCSD Employee Incentive Award Program 2007-2008 Academic Affairs Guidelines](#)  
This notice provides explanations and instructions regarding the 2007-2008 employee incentive award program.  
Academic Affairs
  - [Chancellor's Associates Faculty Recognition Awards 2006-2007](#)  
This page describes the Chancellor's Associates Faculty Recognition Awards process and provides the necessary forms.  
Academic Affairs
  - [Staff Education and Development Catalog](#)

4. The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing. *Guideline:* The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.
  - [Non-Senate Academic Appointees/ Grievances](#)  
The PPM addresses non-senate academic appointees and grievances.  
Administrative Records
  - [Student Grievance Procedures](#)  
This lists student grievance procedures.  
Student Affairs
  - [Office of the Ombuds](#)  
The UCSD Office of the Ombuds provides confidential, neutral, and informal dispute resolution services for the UCSD community.  
UCSD
  - [Office of Sexual Harassment Prevention and Policy](#)  
OSHPP provides assistance in investigating and resolving complaints of sexual harassment and provides education to the entire UCSD community.  
UCSD
  - [Student Policies and Judicial Affairs](#)  
Student Policies and Judicial Affairs (SPJA) consists of the administration of student judicial affairs, which includes campus-wide coordination of student conduct, including graduate students, monitoring of compliance requirements, applicable federal and state laws, and university policies and campus regulations, such as Right to Privacy as it affects students.  
UCSD
  - [Cross-Cultural Center](#)  
The UCSD Cross-Cultural Center is dedicated to supporting the needs of UCSD's diverse student, staff and faculty communities in order to make the entire campus community feel welcome.  
UCSD
  - [LGBT Resource Center](#)  
The LGBT Resource Center at UCSD provides a visible presence on campus and enhances a sense of connection and community among LGBT faculty, staff, students, alumni and the UCSD Community.  
UCSD
  - [Women's Center](#)  
The Center provides education and support to all members of UCSD regarding gender issues, with the goal of promoting an inclusive and equitable campus community.  
UCSD
  - [The Koala Online](#)  
The Koala is UCSD's student-run humor publication.  
UCSD
  - [NoIndoctrination.org](#)  
NoIndoctrination.org is an organization of parents who are disturbed that sociopolitical agendas have been allowed to permeate college courses and orientation programs. The study of controversial topics and unpopular ideas certainly has a place in academia - but "thought reform" and mandated "group think" do not. Blatant and oppressive bias (regardless of the perspective) dishonors the teaching profession, undermines the open search for truth, and has predictable consequences: student anger, frustration, and intimidation. This page links to policies at various university campuses.  
NoIndoctrination.org
  - [Academic Freedom Resolution](#)  
The GSA's academic freedom resolution is stated here.  
GSA
  - [Senate Committee on Academic Freedom](#)  
Information regarding the senate committee on academic freedom.  
Academic Senate

5. Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices. *Guideline:* The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.
- [The UCSD Principles of Community](#)  
These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.  
Blink
  - [Ethnic Studies Minor](#)  
Ethnic studies is offered as an undergraduate minor.  
UCSD
  - [UCSD's Six Colleges: Core Curricula and General Education Requirements](#)  
Find out about the core curriculum and General Education requirements for each of UCSD's six colleges  
TritonLink
  - [Diversity Council](#)  
The UCSD Diversity Council advises the Chancellor on diversity.  
UCSD
  - [Academic Job Opportunities Bulletin](#)  
A web listing of academic job listings at UCSD.  
Academic Affairs
  - [UCSD Academic Workforce Demographic](#)  
This table shows the UCSD academic workforce by job group, gender, and ethnicity as of 10/31/05.  
UCSD
  - [UC Affirmative Action Guidelines for Recruitment and Retention of Faculty](#)  
UC Affirmative Action guidelines for recruitment and retention of faculty.  
UCOP
  - [Federal Contract Compliance Programs](#)  
The Office of Federal Contract Compliance programs lists its programs and procedures.  
U.S. Department of Labor
  - [Office of Academic Support and Instructional Services](#)  
The mission of OASIS is to help UCSD students reach their full potential by developing their appreciation for learning and their ability to learn effectively.  
UCSD
  - [Nondiscrimination Policy Statement for Student-Related Matters](#)  
The University of California, and UCSD in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University and UCSD also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.  
Student Affairs (also located in the [OGSR Graduate Student Handbook](#))
  - [Office for Students with Disabilities](#)  
OSD facilitates student development, independence and access to campus programs, services and facilities.  
OGSR Graduate Student Handbook
  - [Office for Students with Disabilities](#)  
The Office for Students with Disabilities' (OSD) mission facilitates many facets of student development and disability management: Achievement and maintenance of independence, academic and social success and self-advocacy on and off campus through the coordination of access to campus programs, services, and facilities. OSD promotes effective planning, adaptation and enhanced awareness of students' individual abilities.  
UCSD
  - [Use of University Property](#)  
Policy on use of university properties.  
Student Affairs
  - [Religious and Political Neutrality](#)  
University policy on religious and political neutrality.

Student Affairs

- [Student Expression and Advocacy](#)  
University policy on student expression and advocacy.  
Student Affairs
- [Student Advocacy Office](#)  
The Student Advocacy Office helps students through the student judicial process for alleged violations of the Student Conduct Code.  
UCSD
- [Basic Student Rights](#)  
University policy on basic student rights.  
Student Affairs
- [Student Participation in UCSD Governance](#)  
University policy student participation in UCSD governance.  
Student Affairs
- [Cross-Cultural Center](#)  
The UCSD Cross-Cultural Center is dedicated to supporting the needs of UCSD's diverse student, staff and faculty communities in order to make the entire campus community feel welcome.  
UCSD
- [LGBT Resource Center](#)  
The LGBT Resource Center at UCSD provides a visible presence on campus and enhances a sense of connection and community among LGBT faculty, staff, students, alumni and the UCSD Community.  
UCSD
- [Women's Center](#)  
The Center provides education and support to all members of UCSD regarding gender issues, with the goal of promoting an inclusive and equitable campus community.  
UCSD
- [Student Organizations and Leadership Opportunities \(SOLO\)](#)  
SOLO oversees all UCSD student organizations and offers a searchable database of over 400 organizations.  
TritonLink
- [Programs Abroad Office](#)  
The Education Abroad Program is the University of California's system-wide study abroad program. It has program options at over 150 institutions in 35 countries.  
UCSD
- [Office of Academic Diversity and Equal Opportunity \(OADEO\)](#)  
The Office of Academic Diversity and Equal Opportunity (OADEO) oversees the Academic Personnel Affirmative Action Program as described in the campus Personnel Policy Manual Section 230-6.  
Academic Affairs
- [Chancellor's Advisory Committee on the Status of Women \(CSW\)](#)  
The Chancellor's Advisory Committee on the Status of Women (CSW) was formed in 1987 and is comprised of representatives appointed by the Chancellor from members of the faculty, staff, and students at UCSD.  
Chancellor's Office

6. Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.  
*Guideline:* The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate, or other external bodies outside the institution's own governance arrangements.

- [Government and Community Relations](#)  
UCSD's Office of Government and Community Relations supports and promotes UCSD's mission of research, teaching and public service through government advocacy, issue management, and liaison with community and campus constituencies.  
UCSD
- [General University of California Conflict of Commitment Policy](#)  
University interaction with industry policy on conflict of commitment.  
UCSD
- [General University of California Gifts from Industry Policy](#)  
University interaction with policy on gifts from industry.  
UCSD

- [UCSD External Relations](#)  
This page links to the Office of Development and External Relations.  
UCSD
  - [Conflict of Interest Policy](#)  
University interaction with industry policy on conflict of interest.  
UCSD
  - [Conflict of Interest Policy](#)  
The Office of Contract and Grant Administration's Conflict of Interest policy.  
UCSD
7. The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds. *Guideline:* The institution has published or readily available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.
- [Revelle College Four-Year Plan](#)  
This curriculum guide can be used as a planning document and lists 4-year plans by major.  
Revelle College
  - [John Muir College Four-Year Plan](#)  
This curriculum guide can be used as a planning document and lists 4-year plans by major.  
John Muir College
  - [Thurgood Marshall College Four-Year Plan](#)  
This curriculum guide can be used as a planning document and lists 4-year plans by major.  
Thurgood Marshall College
  - [Earl Warren College Four-Year Plan](#)  
This curriculum guide can be used as a planning document and lists 4-year plans by major.  
Earl Warren College
  - [Eleanor Roosevelt College Four-Year Plan](#)  
This curriculum guide can be used as a planning document and lists 4-year plans by major.  
Eleanor Roosevelt College
  - [Sixth College Four-Year Plan](#)  
This curriculum guide can be used as a planning document and lists 4-year plans by major.  
TritonLink
  - [Time to Degree/ Academic Performance](#)  
These statistics provide information about students' time to degree and academic performance.  
Student Research & Information
  - [Admission Statistics](#)  
These statistics provide information about new student admissions.  
Student Research & Information
  - [Chancellor's Faculty Walk-In](#)  
The chancellor has set aside designated Faculty Walk-In Hours to become better acquainted in an informal setting. Comments are welcome via this online form.  
UCSD
  - [Schedule of Refunds](#)  
This TritonLink page clearly states the schedule of refunds and provides information on refund eligibility.  
TritonLink
  - [Access the Credit Balance on Your Student Account](#)  
This TritonLink page provides information on how to access the credit balance on a student account.  
TritonLink
  - [UCSD General Catalog 2006-2007](#)  
The online version of UCSD's General Catalog reflects information in the printed 2006-2007 catalog, including information about the six colleges, courses, and departments.  
UCSD
  - [Judicial Affairs/ Student Council](#)



Judicial Affairs provides online copies of documents available at Geisel Library, including UC policies and UCSD Academic Senate regulations.

UCSD

- [UCSD Human Research Protections Program](#)

The UCSD Human Research Protections Program exists to promote high quality, ethical research by serving as the advocate for the rights and welfare of persons who participate in research programs conducted by UCSD.

UCSD

- [The Graduate Student Handbook](#)

The Graduate Student Handbook has been prepared to serve as a guide and resource throughout your graduate career. The information included provides step-by-step instructions on most aspects of graduate study.

Office of Graduate Studies

- [List of Surveys](#)

This page lists surveys conducted by the Office of Student Research and Information, Student Affairs.

UCSD

8. The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. *Guideline:* The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies.

- [Internal Controls: High Standards of Business](#)

Internal Controls provides information about how to achieve high business standards and ethical practices.

Blink

- [Student Grievances](#)

Judicial Affairs/ Student Conduct states student grievance procedures.

Student Affairs

- [Student Policies and Judicial Affairs](#)

Student Policies and Judicial Affairs (SPJA) consists of the administration of student judicial affairs, which includes campus-wide coordination of student conduct, including graduate students, monitoring of compliance requirements, applicable federal and state laws, and university policies and campus regulations, such as Right to Privacy as it affects students.

Student Affairs

- [UCSD Audit & Management Services](#)

UCSD's Policy and Procedure Manual provides online links to the audit mission statement and audit management charter.

UCSD

- [Annual Financial Reports](#)

Read the Annual Financial Reports of the University of California, San Diego (listed by year, from 1995 - 2005).

Blink

- [Campus Financial Schedule](#)

This is a compilation of 2004 - 2005 financial schedules prepared by each campus.

University of California

- [UC Actions to Reform Compensation Policies](#)

Actions taken to reform the university's senior management compensation policies and practices.

University of California

- [Instructional Workload by Year](#)

Analytical Studies and Space Planning provides yearly reports on three-quarter average instructional workload.

Analytical Studies and Space Planning

- [UCSD Accreditation](#)

UCSD's Accreditation site links to information regarding the accreditation process, UCSD's campus presentation, a timeline, committees, and stipulated policies.

UCSD

- [Accreditation Timeline](#)

The accreditation timeline shows the schedule from Fall 2004 to October 2009.

UCSD





Official web page of the University of California, San Diego



[Home](#) » [UCSD Presentation](#) » [Institutional Portfolio](#) » Commission Standard 2

## Accreditation Standards and Criteria for Review

*Accreditation Standards serve as a foundation and framework "to guide institutions in self review as a basis for assessing institutional performance and to identify needed areas of improvement." Below you will find a rich variety of campus and systemwide links related to WASC Accreditation Standards and Criteria.*

### Standard 2: Achieve Educational Objectives Through Core Functions

***The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.***

1. The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. *Guideline:* The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.
  - [Integrated Postsecondary Education Data System \(IPEDS\) Survey Data](#)  
IPEDS is the core postsecondary education data collection program for the National Center for Education Statistics (NCES). IPEDS comprises nine surveys, covering student, personnel and financial data, collected during three separate periods. Analysts in IR&C's Data Warehouse and Corporate Systems unit coordinate all responses for the ten campuses and the Office of the President. Copies of recent submissions are provided.  
UCOP
  - [Student Research & Information](#)  
The Student Research & Information web page is the official source of undergraduate admission, enrollment, and graduation statistics.  
UCSD
  - [Academic Senate](#)  
The Academic Senate exercises direct control over the authorization and supervision of all courses and curricula, determination of admission and graduation requirements, and approval of all manuscripts published by the University of California Press.  
Academic Senate
  - [Guidelines for Approval of Proposed Changes in Undergraduate Programs and Establishment of New Undergraduate Academic Programs](#)  
The following guidelines are provided by the Committee on Educational Policy (CEP) to indicate what information is used in reviewing proposals to establish new undergraduate academic programs and proposals to change existing programs. After the guidelines, a short description of the review process is given.  
Academic Senate
  - [Charting the Course: Division of Physical Sciences](#)  
The Division of Physical Sciences' Charting the Course III report is available online.  
Physical Sciences

- [Undergraduate Program Review Schedule](#)  
The Academic Senate office provides this undergraduate program review schedule.  
Academic Affairs
  - [Report to Examine Program Reviews](#)  
The Senate-Administration task force report examines program reviews.  
Academic Affairs
  - [Undergraduate Program Review](#)  
This page describes the educational effectiveness review portion of the accreditation process.  
UCSD
  - [Annual Report Graduate Council 2001-2002](#)  
This is a copy of the Graduate Council's annual report from 2001 - 2002.  
Academic Senate
  - [Evaluation of UCSD Graduate Program Review](#)  
This is a summary of the evaluation of UCSD's graduate program review process.  
Academic Affairs
2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. *Guideline:* Competencies required for graduation are reflected in course syllabi for both General Education and the major.

**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. *Guideline:* The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester credit hours (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).

- [UCSD General Catalog 2006-2007](#)  
The online version of UCSD's General Catalog reflects information in the printed 2006-2007 catalog, including information about the six colleges, courses, and departments.  
UCSD
- [Undergraduate Majors at UCSD](#)  
See a list of undergraduate majors and degrees at UCSD.  
TritonLink
- [Online Schedule of Classes](#)  
Online access to the schedule of classes through TritonLink.  
TritonLink
- [Choosing a College at UCSD](#)  
This page from the General Catalog describes how to choose a college at UCSD and lists descriptions of each of the six undergraduate colleges' educational philosophies.  
General Catalog
- [Undergraduate Research Center](#)  
The Undergraduate Research Center allows for students and faculty to collaborate by organizing a mentorship program.  
UCSD
- [English in Action Tutor Program](#)  
The UCSD English in Action Tutor Program sets up volunteer tutors with international students wishing to learn more about American culture through practical usage of the language.  
UCSD
- [Career Services Center](#)  
The Career Services Center offers a wide range of programs and services, and exists to help students and alumni of the University of California determine and fulfill their career goals.  
UCSD
- [Office of Academic Support & Instructional Services \(OASIS\)](#)  
The mission of OASIS is to help UCSD students reach their full potential by developing their

appreciation for learning and their ability to learn effectively.

UCSD

- [Psychological & Counseling Services](#)

Psychological and Counseling Services (P&CS) is committed to promoting student wellness, continuous life-skills building, development, and the preservation of an environment conducive to growth and learning. P&CS provides counseling, outreach, and preventative services to students of all backgrounds.

UCSD

- [UCSD's Six Colleges: Core Curricula and General Education Requirements](#)

Find out about the core curriculum and General Education requirements for each of UCSD's six colleges.

TritonLink

- [Dimensions of Culture program \(DOC\)](#)

The Dimensions of Culture program (DOC) is an introductory three-quarter social science sequence that is required of all first year students at Thurgood Marshall College, UCSD. Successful completion of the DOC sequence satisfies the University of California writing requirement. The course is a study in the social construction of individual identity and it surveys a range of social differences and stratifications that shape the nature of human attachment to self, work, community, and a sense of nation.

Thurgood Marshall College

- [Muir College Writing Program](#)

The Muir College Writing Program is a sequence of courses in critical thinking and the writing of expository prose. During these courses, students must advance beyond the basic competency expected at entrance to understand and write discourse acceptable at the university level.

Muir College

- [Humanities Writing Program](#)

The Humanities Program offers interdisciplinary courses in history, philosophy, and literature, with a focus on major aspects of the Western humanistic tradition. In these courses, students examine the development of a wide variety of ideas and forms of expression that exert a major influence on modern America. Through lectures and class discussions, and through the writing of essays, students learn to interpret literary, historical, and philosophical texts and to conduct independent critical assessment of documents and ideas.

Revelle College

- [Making of the Modern World](#)

The Making of the Modern World is a six-quarter sequence required of all ERC students. It is designed to encourage thinking historically, comparatively, and in an interdisciplinary way about the Western and non-Western cultures studied in the course sequence.

Eleanor Roosevelt College

- [Culture, Art, Technology](#)

Innovation within the Core Sequence CAT (Culture Art Technology) program brings new media into the CAT classroom and engages students in the creation of collaborative Web-based digital art projects that reflect on CAT course themes.

Sixth College

- [Warren College Writing Program](#)

The Warren College Writing Program is a two-quarter sequence that is in accordance with university-wide and college-specific requirements, and explores the structure of academic argumentation by reading challenging texts and by providing many opportunities for students to write and revise their own work.

Warren College

- [List of Academic Departments](#)

An alphabetical list of all academic departments on campus.

UCSD

**Graduate programs** are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program. *Guideline:* The institution employs at least one full-time faculty member for each graduate degree program offered.

- [Office of Graduate Studies](#)

The OGS website provides general information about graduate study at UCSD, along with links to

more specific information about faculty, research, and academic programs.

UCSD

- [Graduate Department and Program Information](#)

This page lists and links to each UCSD graduate department and relevant program information.

TritonLink

- [Online Schedule of Classes](#)

Online access to the schedule of classes through TritonLink.

TritonLink

3. The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum. *Guideline:* The use of information and learning resources beyond textbooks is evidenced in syllabi through the undergraduate and graduate curriculum.

- [UCSD Libraries](#)

UCSD Libraries home page allows for ROGER, SAGE, and Melvyl searches, as well as linking to additional library services.

UCSD

- [Roger](#)

Roger is UCSD's online library catalog and lists items owned by all campus libraries. Use Roger to find out if UCSD owns an item and where it is located.

UCSD

- [Sage](#)

Sage is the UCSD Library's gateway to the Web. It is a database of electronic resources licensed for UCSD as well as some freely available on the Internet. These resources have been selected by our library subject specialists as being valuable for research by students, faculty and staff. Sage includes websites, electronic journals, electronic books and reports, and databases of all types.

UCSD

- [Melvyl](#)

The Melvyl catalog contains records for materials (books, journals, movies, maps, music scores and recordings, computer files, dissertations, government documents, etc.) held by the libraries of the ten UC campuses, the California State Library, Hastings College of the Law, the California Academy of Sciences, the California Historical Society, the Center for Research Libraries, the Graduate Theological Union, and the Lawrence Berkeley National Laboratory. All publication dates are included. The database contains over 25,000,000 records, and most campuses update their holdings on a weekly basis.

UCSD

- [Digital Library Program](#)

The UCSD Digital Library Program, which was begun in 2001 to develop and manage the growing proliferation of digital resources has since evolved to encompass not only acquired and locally created collections as well as tools for resource discovery but also instructional support and delivery of print resources online. More recently it has become involved in national digital library initiatives that are poised to become models for future library services.

UCSD

- [Library Instruction](#)

The Library Instruction page links to workshop registration, calendars, and other services for faculty and instructors.

UCSD

- [Library Specialists](#)

The alphabetical list below contains over 100 fields of study supported by the UCSD Libraries. To find out who in the libraries supports your subject area, you may scroll through the entire list, or select the first letter of your subject area's name from the alphabet bar.

UCSD

- [Thurgood Marshall College Advising](#)

The College's academic advising services are available to continuing and readmitted students as well as new students for enrollment and after registration and enrollment.

Thurgood Marshall College

- [Muir College Advising](#)

Muir College Academic Advisors endorse and embrace belief in the importance of personalized advising for actively participating in learning, making informed decisions, and assuming personal responsibility.

Muir College

- [Revelle College Advising](#)

The Revelle College Academic Advising Office is responsible for advising all new and continuing students from orientation to graduation.

Revelle College

- [Eleanor Roosevelt College Advising](#)

The Academic Advising homepage links to an online virtual advising center and information about academic petitions, degree audit and graduation check, programs and workshops, and publications. Students can also find information about making an appointment.

Eleanor Roosevelt College

- [Sixth College Advising](#)

At Sixth College, our academic advising mission is to develop personal and caring relationships with students and to help you achieve your educational, career, and life goals.

TritonLink

- [Warren College Advising](#)

The primary purpose of the Office of Academic Advising is to assist you in the development and implementation of your educational and personal goals.

Warren College

- [Student Research & Information](#)

The Student Research & Information web page is the official source of undergraduate admission, enrollment, and graduation statistics.

UCSD

- [Soft Reserves](#)

Soft Reserves sells supplementary materials for classes provided by professors, including course readers and articles, practice exams and homework, exam and quiz solutions.

UCSD

4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

- [Writing Effective SLOs](#)

This describes the UCSD Extension course on writing effective Student Learning Outcomes.

UCSD Extension

- [List of Academic Departments](#)

An alphabetical list of all academic departments on campus.

UCSD

- [Freshman Admission Requirements](#)

Learn about the requirements for admission to UC San Diego as a freshman.

TritonLink

5. The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

- [The Freshman Survey](#)

This page lists surveys conducted by the Office of Student Research and Information, Student Affairs.

Student Research & Information

- [Dimensions of Culture program \(DOC\)](#)

The Dimensions of Culture program (DOC) is an introductory three-quarter social science sequence that is required of all first year students at Thurgood Marshall College, UCSD. Successful completion of the DOC sequence satisfies the University of California writing requirement. The course is a study in the social construction of individual identity and it surveys a range of social differences and stratifications that shape the nature of human attachment to self, work, community, and a sense of nation.

Thurgood Marshall College

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Revelle College

- [Making of the Modern World](#)

The Making of the Modern World is a six-quarter sequence required of all ERC students. It is designed to encourage thinking historically, comparatively, and in an interdisciplinary way about the Western and non-Western cultures studied in the course sequence.

Eleanor Roosevelt College

- [Culture, Art, Technology](#)

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Sixth College

- [Warren College Writing Program](#)

The Warren College Writing Program is a two-quarter sequence that is in accordance with university-wide and college-specific requirements, and explores the structure of academic argumentation by reading challenging texts and by providing many opportunities for students to write and revise their own work.

Warren College

- [Graduation Requirements in the UCSD Undergraduate Colleges](#)

This chart lists the graduation requirements for each UCSD undergraduate college.

UCSD

- [Preuss School Mentorship Program](#)

UCSD students may volunteer as tutors at the Preuss School or serve as mentors for school organizations such as the yearbook staff or ASB.

The Preuss School

6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

- [Undergraduate Program Review Schedule](#)

The Academic Senate office provides this undergraduate program review schedule.

Academic Affairs

- [The Report of the Senate-Administration Task Force to Examine Program Reviews](#)

This Senate-Administration task force report is on examining program reviews.

Academic Affairs

- [Academic Employment Opportunities For UCSD Students](#)

The Office of Graduate Studies links to academic employment opportunities for graduate students.

OGSR

7. In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews. *Guideline:* The institution incorporates in its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.

- [Instructional Improvement Program](#)

The Instructional Improvement Program allows for faculty evaluation and improvement of undergraduate instruction.

Academic Affairs

- [Analytical Studies & Space Planning](#)

Analytical Studies & Space Planning provides information on college enrollment, campus population, courseload, and workload.

ASSP

- [UCSD News Center](#)

The University Communications Office provides information on campus's top stories.

UCSD

8. The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.
- [UCSD Faculty Members](#)  
This list in the General Catalog provides the faculty name, title, department, and college.  
UCSD
  - [Academic Appointment and Review Process](#)  
Forms, instructions, and committee information on the academic appointment and review process.  
Academic Affairs
9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.
- [Council on Undergraduate Education](#)  
The Council on Undergraduate Education has been formed to bring faculty together to discuss various strategies for improving undergraduate education at UCSD. The Council serves as a forum for tapping collective wisdom and discussing best practices, new initiatives and proposed policy changes.  
Academic Affairs
  - [Regents Lecturers](#)  
Candidates for Regents' Lecturer appointments are individuals who have attained significant professional distinction in a wide variety of areas including, but not limited to agriculture, banking, commerce, engineering, industry, labor, law, medicine, or other non-academic field in the arts, sciences, professions to a degree equivalent to that on which regular University professorships are based.  
Academic Affairs
  - [ArtPower!](#)  
ArtPower! is a program of the University Events Office that promotes cultural enrichment through music, dance and visual art.  
UCSD
  - [University Events Office](#)  
The University Events Office is a multifaceted professional arts and events organization of UC San Diego with an outstanding reputation for bringing nationally and internationally recognized artists to the campus and local community.  
UCSD
  - [Helen Edison Lecture Series](#)  
The Helen Edison Lecture Series presents ongoing free public lectures on issues that advance humanitarian purposes and objectives.  
UCSD
  - [The Making of the Modern World Program](#)  
The Making of the Modern World is a six-quarter sequence required of all ERC students. It is designed to encourage thinking historically, comparatively, and in an interdisciplinary way about the Western and non-Western cultures studied in the course sequence.  
Eleanor Roosevelt College
  - [Language Conversation Tables](#)  
Policy on use of university properties.  
UCSD
  - [UCSD-TV](#)  
UCSD-TV reflects San Diego's rich intellectual and cultural diversity through television programs that are unique in their intent and scope. As a university based station, UCSD-TV has unusual access to people and events that impact both the campus community and the greater San Diego region.  
UCSD
  - [UCTV](#)  
UCTV delivers documentaries, faculty lectures, cutting-edge research symposiums and artistic performances from each of the ten UC campuses: UC Berkeley, UC Davis, UC Irvine, UC Los Angeles, UC Merced, UC Riverside, UC San Diego, UC San Francisco, UC Santa Barbara, and UC Santa Cruz, as well as UC's national laboratories and affiliated institutions.  
University of California
  - [Kavli Institute for Brain and Mind Events Calendar](#)  
Dedicated to the advancement of science for the benefit of humanity, The Kavli Foundation supports scientific research, honors scientific achievement, and promotes public understanding of scientists and their work.



10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success. *Guideline:* The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.
  - [Undergraduate Student Experience and Satisfaction](#)  
The goal of Student Research and Information's institutional research program is to provide Student Affairs in particular, and the campus-community in general, with information that supports institutional planning, policy formulation, and administrative decision-making.  
Student Research & Information
  - [Report of the Undergraduate Experience and Satisfaction Committee](#)  
The September 2005 Report of the Undergraduate Experience and Satisfaction Committee shows data on student life at UCSD.  
Student Research & Information
  - [Reports on Graduate Education](#)  
Annual reports of UCSD graduate student data are analyzed and provided by the Office of Graduate Studies and listed by year.  
OGSR
  - [Regulations on Grade Appeals](#)  
The Academic Senate provides general regulations on the grade appeals process.  
Academic Senate
  - [Regulations on Grading Policy](#)  
The Academic Senate provides general regulations on the UCSD grading policy.  
Academic Senate
11. Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.
  - [Student Organizations and Leadership Opportunities \(SOLO\)](#)  
SOLO oversees all UCSD student organizations and offers a searchable database of over 400 organizations.  
TritonLink
  - [Upward Bound Classic Mentoring](#)  
The Upward Bound Classic (UBC) Mentor Program is an important avenue to help participants learn about careers, college life experiences, and choices to prepare for college. UBC mentors and mentees have the opportunity to interact once a week, throughout the year via email communication or phone conversations.  
UCSD
  - [The Preuss School](#)  
The Preuss School is a middle and high school dedicated to providing an intensive college prep education for motivated low-income students who will become the first in their families to graduate from college. The school, which is jointly chartered by the San Diego Unified School District and UCSD, opened in 1999 with 150 students in grades 6 – 8. It currently has 767 students in grades 6 – 12.  
The Preuss School
  - [Academic Internship Program](#)  
Established in 1976, UCSD's Academic Internship Program offers students the opportunity to apply academic knowledge and skills in diverse corporate and community settings while earning academic credit.  
UCSD
12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements. *Guideline:* Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.
  - [Virtual Advising Center](#)  
The Virtual Advising Center allows students to sign on with a password and their student ID number.  
UCSD
  - [Thurgood Marshall College Advising](#)

The College's academic advising services are available to continuing and readmitted students as well as new students for enrollment and after registration and enrollment.

Thurgood Marshall College

- [Muir College Advising](#)

Muir College Academic Advisors endorse and embrace belief in the importance of personalized advising for actively participating in learning, making informed decisions, and assuming personal responsibility.

Muir College

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The Revelle College Academic Advising Office is responsible for advising all new and continuing students from orientation to graduation.

Revelle College

- [Eleanor Roosevelt College Advising](#)

The Academic Advising homepage links to an online virtual advising center and information about academic petitions, degree audit and graduation check, programs and workshops, and publications. Students can also find information about making an appointment.

Eleanor Roosevelt College

- [Sixth College Advising](#)

At Sixth College, our academic advising mission is to develop personal and caring relationships with students and to help you achieve your educational, career, and life goals.

TritonLink

- [Warren College Advising](#)

The primary purpose of the Office of Academic Advising is to assist you in the development and implementation of your educational and personal goals.

Warren College

- [Registrar's Office](#)

The Registrar's Office provides students with links to academic and financial information. Faculty and staff can also link to tools and procedures on grading, enrollment, and scheduling; and alumni can order copies of transcripts and diplomas.

TritonLink

- [Admissions and Relations with Schools](#)

Admissions and Relations with Schools provides teachers, parents, and prospective students with information on UCSD's admissions process.

TritonLink

13. Student support services--including financial aid, registration, advising, career counseling, computer labs, and library and information services--are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

- [Departmental Chairs](#)

This page lists all departmental chairs in 2007-2008.

Academic Affairs

- [Program Directors](#)

This page lists all program directors in 2007-2008.

Academic Affairs

- [Academic Enrichment Programs](#)

AEP offers UCSD undergraduates the opportunity to obtain valuable research-oriented academic preparation in virtually any academic major including science, math, engineering, social sciences and the arts and humanities.

AEP

- [TRIO Outreach Programs](#)

UCSD's TRIO Outreach Programs consists of three federally funded programs: Upward Bound Classic, Upward Bound Math and Science and Education Talent Search. Please click on the link to learn more about the specific services and sites. Overall our programs include college advising, tutoring, Saturday academies, field trips and college tours.

TRIO

- [Career Services Center](#)

The Career Services Center offers a wide range of programs and services, and exists to help students and alumni of the University of California determine and fulfill their career goals.

UCSD

- [Office of Academic Support & Instructional Services \(OASIS\)](#)

The mission of OASIS is to help UCSD students reach their full potential by developing their

appreciation for learning and their ability to learn effectively.

UCSD

- [Psychological & Counseling Services](#)

Psychological and Counseling Services (P&CS) is committed to promoting student wellness, continuous life-skills building, development, and the preservation of an environment conducive to growth and learning. P&CS provides counseling, outreach, and preventative services to students of all backgrounds.

UCSD

14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

- [Admission Information for Transfer Students](#)

Link to information on transferring to UCSD.

TritonLink

- [All Campus Transfer Association \(ACTA\)](#)

The primary job of the All Campus Transfer Association (ACTA) is to give transfer students information and give students an opportunity to meet other transfer students.

UCSD

- [Triton Transfer Connect Program](#)

The Triton Transfer Connect (TTC) has been created so that transfer students may become familiar with the resources regarding off campus housing. This program will give transfer students the opportunity to tour the surrounding La Jolla / UTC area (via the UCSD shuttle) in preparation for your off campus housing search.

UCSD



Official web page of the University of California, San Diego



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## Accreditation Standards and Criteria for Review

*Accreditation Standards serve as a foundation and framework "to guide institutions in self review as a basis for assessing institutional performance and to identify needed areas of improvement." Below you will find a rich variety of campus and systemwide links related to WASC Accreditation Standards and Criteria.*

### Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability Criteria for Review Guidelines

***The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.***

1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.
  - [Integrated Postsecondary Education Data System \(IPEDS\) Survey Data](#)  
IPEDS is the core postsecondary education data collection program for the National Center for Education Statistics (NCES). IPEDS comprises nine surveys, covering student, personnel and financial data, collected during three separate periods. Analysts in IR&C's Data Warehouse and Corporate Systems unit coordinate all responses for the ten campuses and the Office of the President. Copies of recent submissions are provided.  
UCOP
  - [Statistical Summary and Data on UC Students, Faculty, and Staff](#)  
Each spring, Information Resources and Communications publishes the Statistical Summary of Students and Staff, which summarizes data supplied by all campuses and serves as the official record of student enrollment at the University of California.  
UCOP
  - [Components of the Balanced Scorecard](#)  
The Balanced Scorecard explains components of financial, customer, internal process, and innovation & learning perspectives.  
Business Affairs
  - [Yearly Balanced Scorecards \(1998-2006\)](#)  
In 1993, UCSD elected to adopt the Balanced Scorecard model developed by Norton and Kaplan at the Harvard Business School. This model is very useful in that its multidimensionality ensures that management is considering most facets of operations while focusing on the vision of where an operation is heading and meaningful goals for attaining the vision. Reports are listed online by year, from 1998 to 2006.  
Blink
  - [Charting the Course: Division of Physical Sciences](#)  
The Division of Physical Sciences' Charting the Course III report is available online.  
Physical Sciences

- [How to Hire Staff](#)  
Blink provides a step-by-step guide for employers on how to hire staff.  
Blink
  - [Academic Job Bulletin](#)  
It is the policy of the University of California, San Diego that all academic positions be openly recruited through advertisement in at least one national publication or journal related to the field or discipline in which an opening occurs. This web listing constitutes a supplementary effort and is provided in a summary format which may differ somewhat from other published announcements.  
Academic Affairs
  - [Performance Management & Appraisal – Universitywide Procedures](#)  
Performance Management is an ongoing process of communication between a supervisor and an employee that occurs throughout the year, in support of accomplishing the strategic objectives of the organization. The communication process includes setting objectives, identifying goals, providing feedback, and evaluating results.  
UCOP
  - [Job Description Library](#)  
The Department of Human Resources provides a search tool on Blink for job seekers to view job descriptions online.  
Blink
2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered. *Guideline:* The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds by discipline and degree levels.
- [Instructional Faculty and Class Size](#)  
This chart shows the instructional faculty and class size in 2004-2005.  
Student Research & Information
  - [Charting the Course: Division of Physical Sciences](#)  
The Division of Physical Sciences' Charting the Course III report is available online.  
Physical Sciences
  - [Program Review Committee](#)  
As the principal advisory committee to the Senior Vice Chancellor-Academic Affairs, the PRC's charge is to review all instructional, research, and public service programs of the General Campus, as well as all supporting programs, such as libraries and academic computing. The committee provides recommendations on faculty and TA FTE allocations, operating budget issues, and priorities for capital improvement.  
Academic Affairs
  - [Academic Senate](#)  
The Academic Senate is one of three branches in the system of shared governance in the University of California: The Board of Regents, which sets broad policy; the Administration, which directs the organization of the University and its finances; and the Academic Senate, which directs the educational function and provides faculty advice to both the Regents and the Administration. According to the Standing Orders of the Regents, the Academic Senate exercises direct control over the authorization and supervision of all courses and curricula, determination of admission and graduation requirements, and approval of all manuscripts published by the University of California Press.  
Academic Senate
  - [Educational Policies and Procedures](#)  
The Academic Senate provides information about the educational policies and procedures at UCSD.  
Academic Senate
  - [Office of Academic Diversity and Equal Opportunity \(OADEO\)](#)  
The Office of Academic Diversity and Equal Opportunity (OADEO) oversees the Academic Personnel Affirmative Action Program as described in the campus Personnel Policy Manual Section 230-6.  
Academic Affairs
  - [UCSD Academic Personnel Headcount](#)  
The Academic Personnel Office provides online copies of annual reports detailing academic personnel headcount.  
UCSD
3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer

review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

- [Hiring](#)  
Blink provides links to various hiring topics such as Interview Techniques, Types of Appointment, and a Hiring Toolkit.  
Blink
- [Office of Academic Diversity and Equal Opportunity \(OADEO\)](#)  
The Office of Academic Diversity and Equal Opportunity (OADEO) oversees the Academic Personnel Affirmative Action Program as described in the campus Personnel Policy Manual Section 230-6.  
Academic Affairs
- [Employee Diversity](#)  
Through policies, procedures, and programs, UCSD strives to create a workplace environment in which employees with many differences communicate and work together effectively.  
Blink
- [Employee Incentive Award Program](#)  
Employee incentive awards recognize and reward excellence in University service. Incentive awards may be cash or noncash. Read about employee incentive award programs on Blink and link to guidelines for eligibility and processing.  
Blink
- [ACT Award Eligibility Policy](#)  
The ACT Incentive Award program is intended to encourage and reward the accomplishments and contributions of employees in ways separate from the performance appraisal and merit award process.  
Administrative Computing, and Telecommunication Services (ACT)
- [UCSD Employee Incentive Award Program](#)  
The UCSD Employee Incentive Award Program was created in order to encourage excellence in University service; recognize and reward significant achievements and contributions; and support professional development.  
Academic Affairs
- [2006 Distinguished Teaching Awards](#)  
The Distinguished Teaching Awards were established in 1992 to recognize a select number of faculty Academic Senate members who have made extraordinary contributions to UCSD as teachers. This page lists the 2006 recipients.  
Academic Senate
- [Equal Opportunity/ Affirmative Action and Diversity Awards Program](#)  
The Equal Opportunity/ Affirmative Action and Diversity Awards Program honors individuals and departments that show outstanding support for the UCSD Principles of Community. Find out about the program that recognizes employees, departments, and organizational units for their contributions to diversity, equal opportunity, and affirmative action at UCSD.  
Blink
- [Chancellor's Associates Faculty Recognition Awards](#)  
Each year, the UCSD Chancellor's Associates recognize faculty members for their scholarship and overall contributions to the University and the community, with a citation and honorarium in the amount of \$2,500.  
Academic Affairs
- [Alumni Awards for Excellence](#)  
Each year, the Alumni Association honors distinguished alumni, faculty and UCSD's top scholars.  
Alumni Association
- [Course and Professor Evaluations \(CAPE\)](#)  
CAPE is a student run organization responsible for evaluating the courses and professors at UCSD . These evaluations are used by the faculty, departments, and students.  
CAPE
- [The Center for Teaching Development](#)  
The Center for Teaching Development (CTD) is a service program devoted to the improvement of all aspects of teaching. 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.  
UCSD
- [Staff Performance Management Policy](#)  
The PPSM handbook provides guidelines for performance management policies.  
Human Resources



- [Committee on Academic Personnel](#)  
CAP reviews appointment and promotion files of faculty in the various professorial series and the research scientist series, along with merit increases involving accelerations, appraisals, or off-scale, or where there is some disagreement in the file (e.g., if the candidate's request or the Dean's recommendation are different than the department's).  
Academic Senate
  - [University of California Memos of Understanding \(MOU\)](#)  
The University of California's Memos of Understanding (MOU) page shows recent updates to Non-Senate Instructional (Unit 18) and Professional Librarian (Unit 17), and the original agreements.  
Academic Affairs
  - [Task Force on Faculty Instructional Activities](#)  
In November 2002 President Atkinson appointed a Task Force on Faculty Instructional Activities to examine the adequacy and equity of instructional responsibilities in the University and to reconsider thoughtfully the way we define faculty instructional activities and describe them both publicly and to our faculty. That Task Force has completed its work and produced two reports, copies of which are attached.  
UCOP
4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.
- [The Center for Teaching Development](#)  
The Center for Teaching Development (CTD) is a service program devoted to the improvement of all aspects of teaching. 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.  
UCSD
  - [Instructional Improvement Program](#)  
Instructional Improvement funds are made available to support faculty efforts to improve undergraduate instruction and are awarded on an annual basis via a proposal call that is typically announced in March or April. Proposals are reviewed by the Instructional Improvement Committee, chaired by the Associate Vice Chancellor - Undergraduate Education.  
Academic Affairs
  - [Freshman Seminar Program](#)  
Beginning in Winter 2003, UCSD began offering one-unit Freshman Seminars. The seminars are taught by faculty in their fields of expertise and explore topics of intellectual importance while participating in critical discussion with a small group of peers and faculty.  
Academic Affairs
  - [Senior Seminar Program](#)  
Beginning Fall Quarter 2006, UCSD will begin offering one-unit Senior Seminars which will provide upper division students with an opportunity to meet with faculty in a small class environment. Senior Seminars will carry one unit credit, will be graded P/NP, meet for 8-10 hours during a quarter, and are limited to 20 students.  
Academic Affairs
  - [Pilot Program in Upper Division Writing Instruction](#)  
The Pilot Program for Upper Division Writing Instruction was first launched during the 2000-2001 academic year. The program was repeated for the 2001-02 and 2002-03 academic year. The program was developed in response to suggestions from Academic Senate Committee on Education Policy (CEP), Provosts, and faculty that our campus should give more attention to writing at the upper division level across all disciplines and majors.  
Academic Affairs
  - [Faculty Mentoring Program](#)  
This mentoring program is intended to be a useful way of helping new faculty members adjust to their new environment. Whether it is academe itself that is new, or simply the UCSD campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a Department Chair provides during the early years at a new university.  
Academic Affairs
5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future. *Guideline:* The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.
- [Committee on Planning and Budget](#)  
This committee consists of seven ordinary members serving three year staggered terms, and confers

with and advises the Chancellor, other administrative agencies and the Senate on planning, budget, and resource allocations.

Academic Senate

- [Overview of the UCSD Capital Process](#)

The Office of Resource Management and Planning manages the capital process at UCSD, primarily through two key departments: Campus Planning and Facilities Design & Construction.

Capital Planning

- [Long Range Development Plan](#)

The UCSD Long Range Development Plan (LRDP) serves as the blueprint for the UCSD campus' physical development. The LRDP is prepared in response to campus enrollment and population projections.

Community Planning

- [Annual Report of the Planning and Budget Subcommittee on Campus Budget](#)

The Committee on Planning and Budget met five times during the academic year, with most of its attention focused on the continuing drama of the state's budget crisis and its impact on university operations.

Academic Senate

- [Campus/Community Planning Committee](#)

The charge of this committee is to provide advice to the Chancellor with respect to the physical development of the La Jolla campus and the surrounding community.

Physical Planning

- [Space and Facilities Management](#)

The Space and Facilities Management team provides ongoing capital needs assessment for Academic Affairs units based on workload and programmatic growth.

Academic Affairs

- [Business Affairs: Annual Financial Reports](#)

Read the Annual Financial Reports of the University of California, San Diego, listed by year.

Blink

- [University of California Annual Financial Report 2004-2005](#)

View a copy of the University of California's Annual Financial Report 2004-2005.

UCOP

- [University of California Annual Financial Report 2003-2004](#)

View a copy of the University of California's Annual Financial Report 2003-2004.

UCOP

- [UC Actions to Reform Compensation Policies](#)

Actions taken to reform the university's senior management compensation policies and practices.

University of California

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. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services, and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.

- [Administrative Computing and Telecommunications \(ACT\)](#)

ACT is responsible for developing and supporting the core UCSD administrative computing and telecommunication systems. These include Blink, MyServices, the Link family, IFIS, ISIS, PPS, the campus telephone system, the campus backbone network, and more.

Blink

- [Academic Computing Services](#)

ACS provides computing services to students, faculty, staff, alumni.

Academic Computing Services

- [UCSD Libraries](#)

UCSD Libraries home page allows for ROGER, SAGE, and Melvyl searches, as well as linking to additional library services.

UCSD

- [TritonLink](#)

TritonLink provides students with online access to academic and financial information, including student records and billing.

UCSD



- [Office of Graduate Studies](#)  
The OGS website provides general information about graduate study at UCSD, along with links to more specific information about faculty, research, and academic programs.  
UCSD
  - [Housing and Dining Residential Services](#)  
The mission of Housing, Dining, and Residential Life Services is to support the philosophy, mission, and goals of the University of California by meeting the needs of our clients at the highest level of professionalism, social responsibility, and service using available resources.  
UCSD
  - [WebCT](#)  
WebCT allows current students to login and view course websites.  
UCSD
  - [Records Management Program](#)  
The University has established the Records Management Program to ensure that University records are appropriately created, managed and preserved, and are retrievable when needed.  
Administrative Records
  - [Blink](#)  
Blink is the online portal for faculty and staff to link to information on facilities, finance, safety, and students and classes.  
UCSD
  - [Wireless Overview](#)  
UCSD wireless data network access is available at many locations on campus, east campus, at SIO, and at UCSD Medical Center at Hillcrest.  
Blink
7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.
- [Blink](#)  
Blink is the online portal for faculty and staff to link to information on facilities, finance, safety, and students and classes.  
UCSD
  - [Online Areas of Study](#)  
UCSD's Extension Program allows students to pursue online areas of study.  
UCSD Extension
  - [Single Sign-on: How to register](#)  
With the Single Sign-On process for UCSD Business Systems, users can self-register and create a new account.  
Blink
  - [Blink Help](#)  
A few simple tips will help you make the most of Blink.  
Blink
  - [Next Generation Network \(NGN\) Cost Guidance Budget Procedures](#)  
Effective July 1, 2001, through the combined efforts of Academic Computing Services (ACS)/Network Operations and Administrative Computing and Telecommunications (ACT), UCSD implemented the Next Generation Network (NGN), an enhanced data and voice network to support the needs of the campus community.  
OCGA
  - [Planning ACS Instructional Computing Support](#)  
The annual Instructional Computing Plan (ICP) process is the means by which departments make proposals to their Dean for initiatives such as major hardware and software purchases, support for new classes, as well as changes in curriculum that might impact existing facilities.  
ACS
  - [Web-Based Training Resources at UCSD](#)  
UCSD offers Web-based training in several areas including information technology, business, sexual harassment prevention, and UCSD-specific financial and safety topics.  
Blink
  - [Student Organizations and Leadership Opportunities \(SOLO\)](#)  
SOLO oversees all UCSD student organizations and offers a searchable database of over 400 organizations.  
TritonLink

8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making. *Guideline:* The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.
- [Campus Organization Charts](#)  
This site contains organization charts for the Chancellor, Vice Chancellors, and the UCSD Administrative Organization. This site also provides access to Organization Charts for Office of the President and the UC Systemwide Administration.  
Administrative Records
  - [University of California San Diego Policy & Procedure Manual \(PPM\)](#)  
UCSD Policy & Procedure Manual for Academic Personnel outlines faculty policy.  
Academic Affairs
  - [Next Generation Network \(NGN\) Cost Guidance Budget Procedures](#)  
Effective July 1, 2001, through the combined efforts of Academic Computing Services (ACS)/Network Operations and Administrative Computing and Telecommunications (ACT), UCSD implemented the Next Generation Network (NGN), an enhanced data and voice network to support the needs of the campus community.  
OCGA
  - [Planning ACS Instructional Computing Support](#)  
The annual Instructional Computing Plan (ICP) process is the means by which departments make proposals to their Dean for initiatives such as major hardware and software purchases, support for new classes, as well as changes in curriculum that might impact existing facilities.  
ACS
  - [Online Delegations of Authority](#)  
A UCSD delegation of authority (UCSD DA) conveys significant authority and responsibility from one campus official to one or more campus officials.  
Administrative Records
  - [Academic Senate](#)  
The Academic Senate exercises direct control over the authorization and supervision of all courses and curricula, determination of admission and graduation requirements, and approval of all manuscripts published by the University of California Press.  
Academic Senate
  - [Senate-Administration Council](#)  
This committee facilitates cooperation between the Academic Senate and the administration.  
Academic Senate
  - [Council of Provosts Convocation Series](#)  
The Council of Provosts, made up of administrative leaders from each of UCSD's six colleges, initiated and implemented the Convocation tradition to bring distinguished visitors to enliven the intellectual life of the campus and community through the presentation of a free public lecture.  
TritonLink
9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.
- [The Regents of the University of California](#)  
The University is governed by The Regents, which under Article IX, Section 9 of the California Constitution has "full powers of organization and governance" subject only to very specific areas of legislative control.  
University of California
10. The institution has a chief executive officer whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.
- [Chancellor's Office](#)  
The Chancellor's home page provides information on Chancellor Fox, as well as links to photos, research, and additional resources.  
UCSD
  - [Campus Organization Charts](#)  
This site contains organization charts for the Chancellor, Vice Chancellors, and the UCSD Administrative Organization. This site also provides access to Organization Charts for Office of the President and the UC Systemwide Administration.  
Administrative Records

- [Online Delegations of Authority](#)  
A UCSD delegation of authority (UCSD DA) conveys significant authority and responsibility from one campus official to one or more campus officials.  
Administrative Records
  - [Academic Affairs Organization Chart](#)  
The campus organization chart displays information about the provosts, vice-chancellors, and deans.  
Administrative Records
11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.
- [Academic Senate](#)  
The Academic Senate exercises direct control over the authorization and supervision of all courses and curricula, determination of admission and graduation requirements, and approval of all manuscripts published by the University of California Press.  
Academic Senate
  - [Academic Senate, University of California](#)  
The Academic Senate represents the faculty in the "shared governance" of the University of California. This website features many useful links and informational resources, including committee rosters, meeting dates and agendas; committee guidelines; reports and recommendations; legislative activities, The Senate Source; and a glossary of commonly used acronyms.  
University of California
  - [Charting the Course: Division of Physical Sciences](#)  
The Division of Physical Sciences' Charting the Course III report is available online.  
Physical Sciences
  - [University Center/ Sixth College Neighborhoods Planning Study](#)  
The University Center / Sixth College Neighborhoods Planning Study is intended to guide development of the core of the University of California, San Diego (UCSD) campus. The study addresses significant changes that have occurred or are planned for the University Center and Sixth College neighborhoods since completion of the previous study in 1992-an increase in the development program for new buildings to 1.32 times the 1992 study level, the location of a permanent home for Sixth College, and the introduction of Light Rail Transit (LRT) rail lines with a station in Pepper Canyon.  
Physical Planning





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## Accreditation Standards and Criteria for Review

*Accreditation Standards serve as a foundation and framework "to guide institutions in self review as a basis for assessing institutional performance and to identify needed areas of improvement." Below you will find a rich variety of campus and systemwide links related to WASC Accreditation Standards and Criteria.*

### Standard 4: Creating an Organization Committed to Learning and Improvement

***The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.***

1. The institution periodically engages its multiple consistencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution.
  - [Policy and Procedure for Review of Undergraduate Programs](#)  
The UCSD Committee on Educational Policy (CEP) has responsibility for review of undergraduate programs.  
Academic Affairs
  - [UCSD's Six Colleges: Core Curricula and General Education Requirements](#)  
Find out about the core curriculum and General Education requirements for each of UCSD's six colleges.  
TritonLink
  - [UCSD Self-Study for Reaffirmation of Accreditation, February 1998](#)  
This document represents a key element of a community experiment. The Western Association of Schools and Colleges (WASC) sponsored a series of workshops held during the 1995-96 academic year to develop a new process for reaffirming the regional institutional accreditation of major research universities that would meet the need for public accountability while being more relevant, useful, and economical for the campuses.  
UCSD
  - [University Center/ Sixth College Neighborhoods Planning Study](#)  
The University Center / Sixth College Neighborhoods Planning Study is intended to guide development of the core of the University of California, San Diego (UCSD) campus. The study addresses significant changes that have occurred or are planned for the University Center and Sixth College neighborhoods since completion of the previous study in 1992-an increase in the development program for new buildings to 1.32 times the 1992 study level, the location of a permanent home for Sixth College, and the introduction of Light Rail Transit (LRT) rail lines with a station in Pepper Canyon.  
Physical Planning
  - [Annual Reports of the Standing Committees](#)  
This index page lists annual reports of standing committees by year.  
Academic Senate

- [Senate Council](#)  
This committee oversees the business of the Academic Senate and shall consider issues of general interest to the faculty. It monitors and adjusts the work of the Senate's committees, and advises the Chair of the Division about campus business.  
Academic Senate
  - [Senate-Administration Council](#)  
This committee facilitates cooperation between the Academic Senate and the administration.  
Academic Senate
  - [Student Life](#)  
The purpose of Student Life is to foster the development of students beyond the classroom, build community on campus, encourage involvement in student life, meet the daily needs of students through the provision of services and facilities, advocate the needs of students to campus leaders, foster student pride and affiliation with UCSD, and assist the university in its efforts to recruit and retain students.  
Student Affairs
2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.
- [Committee on Planning and Budget](#)  
This committee consists of seven ordinary members serving three year staggered terms, and confers with and advises the Chancellor, other administrative agencies and the Senate on planning, budget, and resource allocations.  
Academic Senate
  - [University of California Student Association \(UCSA\)](#)  
Information of the University of California Student Association.  
UCSA
  - [UCSD General Campus Organized Research Unit Policy and Procedures](#)  
An Organized Research Unit (ORU) is an academic unit the University has established to provide a supportive infrastructure for interdisciplinary research complementary to the academic goals of departments of instruction and research.  
OGSR
  - [Committee on Academic Information Technology](#)  
This committee reviews and makes recommendations to the Chancellor and to the Division concerning policies governing the development and management of information technology for instruction, research, and for the needs of the campus as a whole.  
Academic Senate
  - [UCSD Registration Fee Advisory Committee](#)  
The UCSD Registration Fee Advisory Committee (RFAC) is charged with evaluating Registration Fee-Funded Units and making recommendations on allocations of the Registration Fee.  
UCSD
  - [Planning and Budget Subcommittee on Campus Budget](#)  
The subcommittee reports to the Committee on Planning and Budget and is responsible for developing a substantive, long-term understanding of the campus budget and budget-setting processes.  
Academic Senate
3. Planning processes are informed by appropriately defined and analyzed quantitative data, and include consideration of evidence of educational effectiveness, including student learning.
- [Office of Graduate Studies](#)  
The OGS website provides general information about graduate study at UCSD, along with links to more specific information about faculty, research, and academic programs.  
UCSD
  - [Course and Professor Evaluations \(CAPE\)](#)  
CAPE is a student run organization responsible for evaluating the courses and professors at UCSD . These evaluations are used by the faculty, departments, and students.  
CAPE
  - [Academic Success Program](#)  
ASP is all about serving the student population at UCSD. We offer various programs designed to help aid the students in academic, financial, as well as their adjustment to university social life.  
UCSD
  - [Undergraduate Retention and Graduation Statistics](#)

Undergraduate retention and graduation statistics are listed by year.  
Student Research and Information

- [Appointment and Advancement](#)

The University has a complex and thorough review procedure to maintain and build its excellent faculty. This review mechanism is designed to ensure that an individual is judged by his or her colleagues in accordance with fair procedures solely on the basis of professional qualifications in matters of appointment, promotion, and salary increases.

UCOP

4. 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 involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.

- [University of California Undergraduate Experience Survey \(UCUES\)](#)

The University of California Undergraduate Experience Survey (UCUES) is being administered at UCSD. Researchers and administrators from throughout the UC system helped design the survey.

UC-Berkeley

- [Student Research & Information](#)

The Student Research & Information web page is the official source of undergraduate admission, enrollment, and graduation statistics.

UCSD

- [PPM Policies Under Formal Review](#)

This web page links to a list of PPM policies under formal review.

Academic Affairs

- [Proposed NanoScience and Engineering Department](#)

This proposal was developed by a core group of faculty from the School's MAE, ECE, and BE Departments over a two year period.

Jacobs School of Engineering

- [Guidelines for Approval of Proposed Changes in Undergraduate Programs and Establishment of New Undergraduate Academic Programs](#)

The following guidelines are provided by the Committee on Educational Policy (CEP) to indicate what information is used in reviewing proposals to establish new undergraduate academic programs and proposals to change existing programs.

Academic Senate

5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data. *Guideline:* The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g., IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports, and widely-accessible databases.

- [Student Research & Information](#)

The Student Research & Information web page is the official source of undergraduate admission, enrollment, and graduation statistics.

UCSD

- [Integrated Postsecondary Education Data System \(IPEDS\) Survey Data](#)

IPEDS is the core postsecondary education data collection program for the National Center for Education Statistics (NCES). IPEDS comprises nine surveys, covering student, personnel and financial data, collected during three separate periods. Analysts in IR&C's Data Warehouse and Corporate Systems unit coordinate all responses for the ten campuses and the Office of the President. Copies of recent submissions are provided.

UCOP

- [Degrees Conferred](#)

These statistics provide information about students' time to degree and academic performance.

Student Research & Information

- [Data Warehouse Overview](#)

The Data Warehouse (DW) allows access to a read-only central repository of campus data, including data generated through the campus financial (IFIS), student (ISIS), and payroll/ personnel (PPS)



systems.

Blink

- [DataLink](#)

DataLink allows users to search data models and view the glossary and SQL library.

Blink

- [Data Refresh Information](#)

Business Systems allows users with a logon and password to view data online.

Blink

6. Leadership at all levels is committed to improvement based on the results of the process of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning. *Guideline:* The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.

- [Council on Undergraduate Education](#)

The Council on Undergraduate Education has been formed to bring faculty together to discuss various strategies for improving undergraduate education at UCSD.

Academic Affairs

- [Student Affairs Development](#)

In developing resources for student programs and activities, Student Affairs Development works with volunteer support groups, the Alumni Association, departments within Student Affairs and across the campus, the Academic Senate Committee on Undergraduate Scholarships and Honors (CUSH), and the UC San Diego Foundation.

Student Affairs

- [Campus Community Centers](#)

This year-long institute is a campuswide commitment to enhance cultural competency for students in our interconnected, global society.

UCSD

- [Graduate and Professional Student Experience Survey 2005: General Report](#)

The Graduate and Professional Student Experience Survey shows information about UCSD's graduate programs from the students' perspective.

GSA

- [Report of the Undergraduate Experience and Satisfaction Committee](#)

The September 2005 Report of the Undergraduate Experience and Satisfaction Committee shows data on student life at UCSD.

Student Research & Information

7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design, and practice of pedagogy, and to the improvement of evaluation means and methodology.

- [Tenure Review Process](#)

The tenure review, which generally occurs in the sixth or seventh year, leads to the Chancellor's final decision on whether or not to grant tenure.

UCOP

- [Academic Senate](#)

The Academic Senate is one of three branches in the system of shared governance in the University of California: The Board of Regents, which sets broad policy; the Administration, which directs the organization of the University and its finances; and the Academic Senate, which directs the educational function and provides faculty advice to both the Regents and the Administration. According to the Standing Orders of the Regents, the Academic Senate exercises direct control over the authorization and supervision of all courses and curricula, determination of admission and graduation requirements, and approval of all manuscripts published by the University of California Press.

Academic Senate

- [The Report of the Senate-Administration Task Force to Examine Program Reviews](#)

This Senate-Administration task force report is on examining program reviews.

Academic Affairs

8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs.

- [Career Access Network](#)  
Career Access Network (CAN) is a group of alumni volunteers who are ready to be contacted for career advice, informational interviews and professional networking.  
UCSD Alumni Association
- [Student Research & Information](#)  
The Student Research & Information web page is the official source of undergraduate admission, enrollment, and graduation statistics.  
UCSD
- [Faculty Mentor Program](#)  
The Faculty Mentor Program offers invaluable research experience to all junior or seniors with a GPA of 2.7 or higher who have the desire to prepare for graduate or professional school.  
OAEP
- [Accreditation Board for Engineering and Technology, Inc. \(ABET\)](#)  
Accreditation Board for Engineering and Technology, Inc. (ABET) is the recognized U.S. accreditor of college and university programs in applied science, computing, engineering, and technology.  
Jacobs School of Engineering
- [Port Triton](#)  
Learn everything you need to know about the job/internship listings - who's eligible, how to access the listings and perform searches, how to apply as well as where to find campus jobs.  
Career Center
- [Internship SuperSite](#)  
This page provides students with links to job opportunities, internship listings, and other services and resources.  
Career Center
- [Teams in Engineering Service](#)  
Teams In Engineering Service is an innovative service-learning academic program putting UCSD undergraduates and their technical and creative skills to work for San Diego non-profit organizations.  
UCSD





***Capacity and Preparatory  
Review Report***

***Appendix F – Institutional Proposal***

**UNIVERSITY OF CALIFORNIA, SAN DIEGO  
INSTITUTIONAL PROPOSAL**

**SUBMITTED TO THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)  
OCTOBER 2005**

*...with liberty and calculus for all.*

Anonymous UCSD freshman

**1. Institutional Context**

In 1960, the inaugural class of one hundred graduate students enrolled in the University of California, San Diego, the sixth campus established in the ten-campus University of California system. Over the past forty-five years, founder Roger Revelle's vision of a powerhouse campus in the sciences and engineering has been fulfilled and greatly expanded to include impressive programs in the arts and humanities and the social sciences. (Nancy Scott Anderson chronicles UCSD's development and the driving force behind it in *An Improbable Venture*, published in 1993.) The campus offers an intellectually rich curriculum, opportunities to participate in research and creative activities, and a wide variety of co-curricular activities giving students the opportunity to explore, learn, and develop both intellectually and personally. In Fall 2004, more than 25,000 undergraduate, graduate, and professional students pursued educational and career goals in the arts, biological and health sciences, humanities, engineering, management, physical sciences, and social sciences.

The quality of UCSD's academic programs has been nationally and internationally recognized, and UCSD is ranked among the most highly rated institutions in many, widely cited polls, e.g., *US News & World Report*, *The Lombardi Program on Measuring University Performance*, *Newsweek*, the *2006 Kaplan/Newsweek College Guide*, *Washington Monthly*, and *Shanghai Jiao Tong University*. While not substituting for rigorous, empirically based investigations of education quality, these rankings reflect beliefs commonly held by the educational and research community about the excellence of UCSD's programs.

For undergraduate students, the campus' much-lauded college system enhances the student life experience by providing a sense of belonging to and identity with a smaller, more intimate, and more accessible institution within the context of a large research university. Each of the six colleges—Revelle, John Muir, Thurgood Marshall, Earl Warren, Eleanor Roosevelt, and the newest, Sixth—has its own unique identity, academic approach, general education requirements, and geographic campus neighborhood.

Much of the institutional context within which our reaffirmation self-study will be conducted, from the development of this proposal through our Educational Effectiveness Review, is presented in the accompanying text, data displays, and appendices. One feature of our institution, however, that is particularly important for understanding the following proposal is our culture of continual educational improvement using data-driven analyses. Empirical evidence, ongoing monitoring, self-study, and reflection are not confined to our laboratories, our study carrels, our studios, and our performance venues, but they are essential components of our approach to education at all levels—undergraduate, graduate, professional, and extended studies.

Like many large universities, UCSD is proficient at recognizing problems and shortcomings as they emerge. There are many sources of input for the expression of those concerns: student,

faculty, and alumni surveys, faculty committees, the faculty, staff, and administrators who work regularly with students and who oversee educational programs. In addition, Chancellor Marye Anne Fox is accessible to every member of the campus community and has set aside time each week for “walk-in appointments”. The Chancellor has also established a website at [http://www-chancellor.ucsd.edu/new\\_rev.html](http://www-chancellor.ucsd.edu/new_rev.html) for anyone to use who wishes to send anonymous comments or suggestions about UCSD to her directly.

UCSD is reasonably good at investigating and proposing solutions to problems, as is witnessed by the large number of committees, task forces, and work groups that study putative problems and recommend solutions with the hope and expectation that our educational product will be improved. The institution is also reasonably adept at implementing the recommendations of these groups, although at times budgetary and personnel constraints, local culture, and a host of other factors can make implementation slow and, occasionally, difficult. What is most demanding is the post-implementation assessment and evaluation of instituted changes in order to determine the extent to which

- these efforts at “continual self improvement” have actually accomplished their goals;
- the desired and expected changes have occurred; and
- the quality of education has been improved.

In our proposed reaffirmation activities, we plan to engage in this final and critical step of continual educational improvement as well as launch an inquiry into an issue that we believe will develop considerable significance over the course of the review process.

As indicated above, UCSD relies on many information sources to identify issues that merit attention. Not the least of these is the WASC accreditation reaffirmation process. [Appendix 1](#) details actions that we have taken since our last reaffirmation in response to the observations and recommendations that were made by the review team. There are a few, however, which should be noted at this point, for they directly bear on our proposed activities and the institutional context for the review. One of the major points made in the earlier reviews was the need to assure the availability of accurate and relevant information to the campus community for the purposes of planning, assessment, and self-understanding. To this end, data on all aspects of university functioning have become widely available through websites and the active distribution of reports to the academic units. (A list of many of these websites and a summary of their content is given in [Appendix 2](#).) In addition, then-Chancellor Dynes appointed the Institutional Research Coordinating Committee to oversee the production and dissemination of institutional data. This committee is one of the three central committees involved in our reaffirmation efforts. It is our hope that the degree to which this activity has been successful will be clearly demonstrated in this proposal and in the two reports and site visits to follow.

A second major point made in the last review emphasized that the budget and planning process should be more inclusive and actively seek input from faculty and campus academic units. We are pleased to report that Senior Vice Chancellor Marsha Chandler has instituted Charting the Course. This new budgeting process begins with individual academic departments, colleges, and other instructional units and focuses on the development and justification of planned growth and change for a three-year projection. It has now been successfully used during three budgetary cycles. The plans and requests of the individual units are consolidated by the divisional deans and

provosts into divisional and college requests. These planning documents become the basis for budgetary decisions to be made by the Senior Vice Chancellor.

A third major theme mentioned in the last review dealt with institutional commitments to undergraduate education and to educational outcomes—as opposed to inputs alone—as the basis for understanding educational effectiveness. As a result, the institution has taken additional steps to advance undergraduate education; some of which are central to our proposed self-study. In addition to these initiatives, a new position, Associate Vice Chancellor for Undergraduate Education, was established five years ago. Among the activities of that office has been the creation of a Council on Undergraduate Education, whose members are the Vice Chairs for Undergraduate Education within each department and academic unit. This council has become a major forum for the discussion of key issues in undergraduate education at UCSD.

For the current reaffirmation process, we have chosen four self-study themes. Three result from our emphasis on a model of continual educational improvement; they are freshman writing, foreign language instruction, and undergraduate program review. The fourth, information literacy, grew out of discussions through forums such as the Council on Undergraduate Education. These themes will serve as specific focal points for our assessment of UCSD's adherence to the four WASC Standards of Accreditation (1) Defining Institutional Purposes and Ensuring Educational Objectives, (2) Achieving Educational Objectives Through Core Functions, (3) Developing and Applying Resources and Organizational Structures to Ensure Sustainability, and (4) Creating an Organization Committed to Learning and Improvement. In addition, we will examine and report on other aspects of institutional behavior that indicate the degree to which the four Standards are deeply embedded in the basic philosophy and psychology of the institution.

During the course of the accreditation review process, we anticipate that in-depth examination of the four themes will result in improvement of these particular aspects of the academic enterprise and further the pursuit of the University's mission of education, research, and public service. Although it is beyond the purview of this review, we further propose the broader goals of the development of an ongoing campus-wide data portfolio and expansion of review processes to insure that each academic program has specific student-learning outcomes in order to provide the campus with a framework for continual improvement.

## **2. Description of Outcomes**

Over the course of the current accreditation self-study, the campus hopes to achieve four goals, specifically:

1. To use internal review processes in which independent study groups composed of faculty, students, and administrators will carefully review three ongoing initiatives designed to improve educational effectiveness in combination with the external, independent evaluation of these initiatives provided by the WASC review team to assess the adequacy of our continual educational improvement efforts;
2. To reinforce the use of student-learning assessment measures, particularly output measures related to specified learning goals, and ongoing monitoring of retention and successful degree completion in the undergraduate program review process;

3. To more fully understand how learning occurs at the institutional level by studying the processes of implementing three programs—writing review, language instruction reform, and undergraduate program review—each of which has a long history of conflicting points of view (methods of writing instruction, philosophy of foreign language instruction, undergraduate program review as secondary to graduate or department review) and by emphasizing the importance of post-implementation review;
4. To establish a committee charged with the task of identifying standards by which student information literacy and critical use of non-print based resources may be evaluated, to consider the committee's recommendations, and to begin implementation of those recommendations.

These four goals will be achieved by a variety of approaches, some of which have already been instituted. For example, the campus has initiated two pilot assessment tools that measure the educational effectiveness of essential skills and knowledge that each undergraduate degree recipient should have. These two tools assess the teaching methods and learning outcomes of student writing skills and foreign language acquisition. The current accreditation re-affirmation process comes at a time when we can couple our ongoing internal evaluation of these pilot assessment tools with the independent, external examination of the WASC review team.

Moreover, significant changes to the established campus undergraduate program review process have been initiated; the new undergraduate review model now more closely parallels the highly successful model used for campus graduate programs. We anticipate that during the course of the accreditation process, departments will incorporate into their own self-studies an intensive evaluation of issues related to student retention, students' advancement within their major, and the degree to which students receive quality, personal academic advising. In addition, the campus will examine how well academic programs meet WASC Standards and Criteria for Review. Further, as part of each review, departments and programs will study how best to establish appropriate measures of student learning.

On a broader level, the campus is working to improve students' critical evaluation skills when they use internet materials. We expect that by the time of the Capacity and Preparatory Review in 2007, a committee will have been established that will propose guidelines for evaluating information literacy skills. By the time of the Educational Effectiveness Review in 2009, a plan will have been implemented to ensure that students understand and comply with national standards for ethical use of internet materials and that they can critically evaluate data quality and validity.

### **3. Constituency Involvement**

As UCSD approached the creation of its Institutional Proposal, we first developed a widely based institutional commitment to the reaffirmation process and a broad consensus on those issues whose investigation would most benefit the campus in general and, more specifically, undergraduate education. To this end, three standing committees, including one existing committee, were engaged in creating the Institutional Proposal and for guiding the reaffirmation process from start to finish. The first is the Executive Steering Committee, whose function is to guide the overall approach to our reaffirmation process, including our selection of a study approach. This committee, appointed by

Chancellor Fox, is composed of faculty and administrative leaders who will serve in this capacity throughout the reaffirmation process.

The second is the Senate-Administration Advisory Committee, whose membership was selected by the Academic Senate's Committee on Committees (for faculty membership on the committee) and University administration (for the members from administration). This Committee was charged with establishing the themes of reaffirmation proposal and the approaches that would be taken. The Associated Students of UCSD, the campus student governance association, appointed five undergraduate student associates to serve on the committee. The committee, including its student associates, operates with four subgroups. Each student serves on a work group to plan detailed approaches to the four themes of inquiry. Membership on this committee may change as the reaffirmation process develops, but members will be encouraged to stay involved as long as possible. Clearly, the student associates will rotate over time.

The third is the Institutional Research Coordinating Committee (IRCC) which was charged to coordinate the gathering, analysis, and presentation of the data elements used throughout the reaffirmation process in addition to its other functions. The IRCC is a relatively new committee appointed by the Chancellor and one whose creation was, in part, a result of recommendations made during UCSD's last reaffirmation. The membership of each of these committees is listed in [Appendix 3](#).

Finally, involvement of the entire campus has been solicited and encouraged through the creation of a publicly accessible website. The Chancellor has encouraged the campus community to participate in the process and make comments via the website at <http://accreditation.ucsd.edu>. (See [Appendices 4.A](#) and [4.B](#).)

During the development of the Institutional Proposal, extensive consultation was held with the many constituent groups. These included discussions with academic department heads, divisional deans, college provosts, key Senate committees and leadership—including the Senate Council—and student groups. Each of the campus accreditation committees reviewed drafts of the proposal, and members of the committees were encouraged to discuss both the general framework of the proposal as well as details of the self-study plan. Further, because our approach links the topics of inquiry with the campus' efforts to continuously improve, the campus is currently pilot testing two of the proposed topics, freshman and entry-level writing and undergraduate program review. The pilot testing brought many of the constituent groups, i.e., academic departments, the Academic Senate's Committee on Education Policy, the directors of writing programs, and the college provosts, into the process at the level of involvement that parallels that of the next stages of the accreditation inquiry.

#### **4. Guiding Principles for Approaches to the Capacity and Preparatory Review and the Educational Effectiveness Review**

As UCSD moves forward from the proposal stage of the accreditation process into the Capacity and Preparatory Review (C&PR) and Educational Effectiveness (EE) stages, we will intensify the involvement of faculty, students, administration, and staff. The nature of the four themes makes this participation not only desirable, but necessary because three of the four themes focus on the assessment and improvement of ongoing activities in our educational system.

Therefore, all groups involved in these activities will likewise be involved in the accreditation process. Details are described below.

## **5. Approach for the Capacity and Preparatory Review**

Preparation for the Capacity and Preparatory Review phase of the accreditation process builds on institutional research and data repositories that are currently available to various campus constituencies. Over the past decade, the campus made these data directly available to academic and administrative departments via a number of data portals, and increasingly, results of this research may be found on diverse campus web sites. Work is underway to design and publish a web-based Institutional Data Portfolio that provides links to existing campus resources as well as to comparable data at the system-wide level. The Institutional Research Coordinating Committee (IRCC) is instrumental in overseeing this process along with representatives from Administrative Computing and Telecommunications (ACT).

In addition to the Institutional Data Portfolio, we plan to address issues raised by an analysis of WASC Standards and associated Criteria for Review related to how the campus meets specific criteria and where improvements can be made. We will develop a matrix that will show precisely where evidence relating to each criterion may be found or indicate what actions are being taken to improve UCSD's effectiveness. Further, some of the topics that will be covered in the Reflective Essays, e.g., student-learning outcomes measures, are also addressed in the self-study themes.

We view the preparation and use of institutional research data as integral to both the Capacity and Preparatory Review report and the Educational Effectiveness Review report; effectiveness cannot be separated from the resources and culture that support the University mission.

## **6. Approach for the Educational Effectiveness Review**

The campus reaffirmation process will center on four areas of self-study and evaluation. These four topics were selected from a large number of suggested topics based on their relevancy for the campus and the degree to which they would have a maximal impact on undergraduate education. The four are (1) entry-level and freshman writing, (2) the organization and structure of foreign language instruction, (3) undergraduate program evaluation, and (4) information literacy. The first three of these themes have been the focus of ongoing campus efforts to improve student learning. Moreover, two of the current themes—writing and undergraduate program review—were noted in the 1998 report of the WASC Visiting Committee and in the July 6, 1998 letter from Ralph Wolff to then-Chancellor Dynes reaffirming our accreditation. The fourth topic of self-study will concentrate on information literacy. This is a topic of growing concern locally and nationally because profound transformations in information availability and authentication have occurred as electronic sources rapidly supplement and, in some instances, replace printed materials.

### **A. Entry-level and Freshman Writing**

#### *Overview*

Writing instruction during the first several quarters of a student's life at UCSD represents a major commitment by the institution in terms of time, effort—of both students and instructors—and resources. Producing UCSD graduates with skills to communicate

effectively in standard written English has been important to the institution from its earliest days. UCSD's approach to teaching writing is different from most Research 1 universities. Writing instruction is not the responsibility of a single academic department such as a Department of English; rather, the six undergraduate colleges and the UC Entry Level Writing Requirement (formerly known as Subject A) office are responsible for this aspect of undergraduate education. The result of this distributed approach to writing is that there are multiple units responsible for the development and delivery of writing instruction, and each has its own philosophy and approach. Some colleges utilize a series of stand-alone, rhetoric-based programs, while others have embedded writing instruction within the core curriculum. Despite the investment of substantial resources and attention to writing pedagogy, there have been complaints from the faculty that many students cannot write at a level commensurate with their college standing. The Committee on Educational Policy (CEP) and the Committee on Preparatory Education (COPE) of the Academic Senate have raised questions about the efficacy and adequacy of writing instruction. University administrators have taken these concerns seriously and have invited an outside panel of writing specialists to advise the university on how best to assess the nature and effectiveness of its writing programs. (The panel's report may be found in [Appendix 5](#).) Despite these concerns and efforts, the fundamental question, "Can UCSD freshmen communicate adequately in standard written English after completing the General Education required writing sequence?" has not been fully answered. Ralph Wolff, in his 1998 letter re-affirming campus accreditation noted that although UCSD provided substantial documentation supporting the high quality of its education enterprise, the material "...does not provide the University with much specific evidence on the capacities of graduates in vital areas, such as writing..." With these concerns in mind and with the "culture of evidence" as a guiding principle, one area of proposed self-study is the evaluation and assessment of entry-level and freshman writing.

#### *Proposed Actions*

To this end, the Academic Senate, through its Committee on Educational Policy and Committee on Preparatory Education, mandated an empirical review of the six college writing programs along with a review of the English as a Second Language (ESL) and Entry-Level Writing programs. These reviews and their consequences will be the focus of our first self-study. The process will involve the collection of a random sample of student writing from each of the writing programs, i.e., the actual student writing products in fulfillment of the requirements of the courses. For the freshman writing programs, evaluators will collect writing samples from forty to sixty students in each of the college's core curriculum writing programs; four samples will be collected from each student. The examples will represent a writing exercise from early in the first quarter of writing instruction, one from late in the first quarter, one from early in the second quarter, and one from late in the second quarter. A faculty appointed Writing Review Committee, consisting of members of the Academic Senate who are themselves not associated with any of the writing programs, but who come from disciplines in which writing is critical, will evaluate the samples according to the University-wide "Subject A" criteria and guidelines articulated by CEP. The committee will then assess the degree to which each individual has improved. (The detailed instructions given to the evaluators in the pilot study of this process are included in [Appendix 6](#).) A similar process will be conducted for students who are placed in ESL or Entry-Level Writing.



The collective and cumulative evidence will be used by the Writing Review Committee to evaluate, in an evidence-driven process, the degree to which the campus writing programs achieve the goal of training UCSD students to write clearly and concisely.

## B. Delivery of Foreign Language Instruction

### *Overview*

While our proposed self-study on writing focuses on student-learning outcomes, the proposed self-study on the delivery of foreign language instruction focuses more on institutional and organizational learning outcomes. For many years, the campus has taken a somewhat unusual approach with regard to the instruction of foreign language. At UCSD, there are no academic units with the sole responsibility for the instruction of foreign languages, i.e., there are no departments such as a Department of French or a Department of Asian Languages. Rather, at UCSD language instruction is a shared responsibility of at least four academic units, Linguistics, Literature, History, and the Graduate School of International Relations and Pacific Studies (IR/PS), who report to three different deans. These units are responsible for teaching multiple languages. For example, the Department of Linguistics instructs the entry-level courses (Language 1 sequences) in languages such as American Sign Language, Arabic, French, German, Hindi, Portuguese, Spanish, as well as the Heritage Language courses. The Department of Literature teaches more advanced language courses (the Language 2 sequences, among others) in these and other languages including Italian, Korean, and Russian. Similarly, the Department of History has the responsibility for the instruction of Chinese, Hebrew, and Japanese through programs in Chinese Studies, Judaic Studies, and Japanese Studies. IR/PS offers undergraduate students the opportunity to learn languages of the Pacific Rim regions on a space-available basis.

This Balkanization of language instruction has proven to be somewhat problematic at a number of levels, not the least of which is the span of language coverage. This issue is of particular importance to Chancellor Fox and Senior Vice Chancellor Chandler, who have determined that international proficiencies will be a significant emphasis in undergraduate education. The degree to which language instruction conforms to contemporary, competency-based standards of language instruction and the degree to which the model will be able to sustain changes in student needs and interests are of paramount concern.

### *Proposed Actions*

In order to assure that foreign language instruction at UCSD is “on the right track” or to make modifications to the current system, a Faculty/Administrative Advisory Committee on Foreign Language Instruction was empanelled and has studied language instruction at UCSD for several quarters. This committee is expected to issue its report within the next few months and make a series of recommendations for the improvement of foreign language instruction. The proposed self-study is designed to focus on the processes of disseminating, evaluating, and implementing the recommendations of that advisory committee. Most importantly, as the advisory committee documents the progress of implementation, it will

examine the impact that implementation has upon language instruction from multiple perspectives. These perspectives are:

The view of the student regarding

- the changing availability of courses,
- perceived quality of instruction, and
- changes in elective language-taking behavior;

The view of the instructor regarding

- the utilization of support services,
- changes in instructional approaches and methods, and
- instructor satisfaction;

The view of administration regarding

- costs,
- course enrollments, and
- instructor longevity.

### C. Undergraduate Program Review

#### *Overview*

A major theme and set of concerns and recommendations that arose from the last reaffirmation cycle centered on UCSD's system of undergraduate program review. The issues identified included the manner in which the reviews were conducted, the use of data systems as part of the review process, concerns with student learning as part of the "output" side of the equation, and the feedback mechanisms that would lead to improvement of undergraduate programs as a consequence of program reviews. UCSD took these issues seriously. A task force convened jointly by the Senior Vice Chancellor and the Academic Senate in 2002-03 was charged with reviewing undergraduate and graduate program review processes, and in May 2004, the task force issued its comprehensive report. (A copy of this report is provided in [Appendix 7](#), and the self-study guidelines for each undergraduate program may be seen in [Appendix 8](#).) Immediately after release of the report, UCSD began a consultative process with the Academic Senate, particularly with the Committee on Educational Policy, the body responsible for conducting undergraduate program reviews, to consider and implement recommendations made by the task force. Substantial progress has been made in implementing the revised program review guidelines. Currently, one major program (Human Development) and three minor programs (Contemporary Black Arts, Law and Society, and Space Sciences and Engineering) are being reviewed using the new model, and a full-time staff position has been created to coordinate future review efforts. Many of the recommendations found in the WASC review have been implemented. For example, the mandatory review process to be conducted by academic units will focus on the grid of educational outcome expectations and methods of fulfillment of those expectations. The focus of this self-study will be a full and neutral assessment of the effectiveness of the new undergraduate review process in achieving the goals for which it was created.

#### *Proposed Actions*

A self-study team led by and including the Senate-Administration Advisory Committee will be appointed to design and conduct an outcome evaluation of the newly implemented program review system. The self-study team will seek input from all of the

groups that participate in the new review process, including the members of the Academic Senate committee responsible for the conduct of the program review, the members of the review teams, the departments that will have participated in the revised review system, and administrators responsible for helping departments implement recommendations. Each year we anticipate that the committee will review four majors, several minors, and at least one “cross-cutting,” non-degree program. (The Academic Internship Program is an example of a non-degree program that is subject to review.) In addition, the committee will have at its disposal the self-studies generated by the departments, the reports produced by the review teams in response to the self-studies and campus visits, the actions recommended by the Academic Senate in response to the reviews, and the department reports of actions taken in response to the review, which follow one year after the Academic Senate action recommendations are received. These reports detail the actions that departments have taken in response to Academic Senate recommendations. The self-study team will have access to program review documents that preceded the implementation of the new process in order to be able to make comparative judgments. The self-study team will focus its attention on three issues:

- the degree to which the departments and programs have specified realistic, credible learning objectives and the ways in which those objectives are reflected in students’ demonstrated competencies,
- the unit’s sensitivity and responsiveness to issues of diversity as reflected in their self-studies, and
- the degree to which the units address issues of student retention and graduation rates with specific emphasis on their efforts to collaborate with the colleges and student support programs, such as Office of Academic Support and Instructional Services (OASIS) and the Academic Enrichment Program.

#### D. Information Literacy

##### *Overview*

Unlike the first three areas of self-study that focus on understanding and assessing the efficacy of innovations that have been or will be implemented by the university, the fourth area of self-study, information literacy, is a developmental inquiry. The nature of information delivery and its use has changed in dramatic ways in the last twenty years. Indeed, a major theme that permeated our last reaffirmation activities centered on the delivery and use of electronically generated information and our use of electronic data in planning, budgeting, and assessment. Similarly, the sources and types of information used by students have changed dramatically. They no longer only get information through textbooks, journals, class handouts, library collections, and other materials carefully vetted by faculty and professional staff. Instead, students today far more often obtain information as “free agents.” They have easy access to electronic information from home, residence halls, and libraries. Some of this information is reliably vetted, and some is of questionable origin and value. Instructional materials are now provided to students in a variety of ways, e.g., map rooms, slide presentations in art history, group listening of auditory samples in music theory courses, and headset listening in language laboratories. This theme focuses on the

development of a principled study that will lead to an institutional understanding of the degree to which it can responsibly address these changes in information technology and its pedagogical applications and consequences. The proposed inquiry, formulated under the direction of the University Librarian as a member of the WASC Executive Steering Committee, will emphasize three primary issues:

- “e-stores,”
- class management and information systems, and
- the vetting of information sources.

The first of these, “e-stores,” is concerned with the degree and manner by which the university has provided high quality, reviewed materials accessed through electronic means, e.g., maps, journals, art, and primary source data sets. The second, class management and information systems, investigates the degree to which the university has provided tools, though the electronic media, for the management and improvement of class-based instruction. The third, and perhaps most important and most difficult, addresses the vetting of information by focusing on critically important student-learning outcomes. The following questions will be the focus of this component of inquiry:

- Are students instructed in how to critically review information from electronic sources?
- Are students able to detect bias in information?
- Should there be a unit with responsibility for teaching students how to use information from electronic sources in a critical and ethical manner, or should this be a shared responsibility of all academic programs?
- Should such instruction be embedded in general education requirements?
- Are vetting processes homogeneous, or are they discipline specific?

#### *Proposed Actions*

We anticipate that this study will result in a series of conversations, inquiries, and a written report with recommendations that will serve as the basis for the development of an action plan. An outline of preliminary findings will be available at the time of the Capacity and Preparatory Review. By the time of the Educational Effectiveness Review, a fully articulated report and action plan will be available to the University community and reviewers. At least one reflective essay will be written in response.

## 7. Work Plan and Milestones

Following acceptance of the Institutional Proposal, the campus plans to:

ACTION	INITIATOR	DATE
Continue ongoing consultation with campus accreditation committees supplemented by regular notices to the campus community so that all interested persons may have the opportunity to offer their views about the process; the campus accreditation website at <a href="http://accreditation.ucsd.edu">http://accreditation.ucsd.edu</a> offers a forum for this exchange of ideas	Mark Appelbaum, Accreditation Liaison Officer (ALO)	Fall 2004
Engage academic departments during their respective program reviews to research, identify, and implement student-learning assessment measures and means to improve student retention and graduation rates	Mark Appelbaum, ALO	May 2005
Review recommendations made by the Task Force on Foreign Language Instruction	Academic Senate and the Senior Vice Chancellor for Academic Affairs (SVCAA)	Winter 2006
Analyze undergraduate program reviews completed under the new guidelines to determine where improvements can be made in the review process	Program review work group of the Senate-Administration Advisory Committee	Spring 2006
Evaluate preliminary data from the pilot program in freshman and entry level writing	Writing Review Committee	Summer 2006
Construct survey and/or other data collection instruments to determine level of competence in student information literacy and sophistication in vetting internet data	Information literacy work group of the Senate-Administration Advisory Committee	Summer 2006
Design a set of questions, establish data collection model, identify existing data sources, and implement a pilot program to examine foreign language instruction	Advisory Committee on Language Instruction	Fall 2006
Review and evaluate the WASC Standards and Criteria for Review and identify where UCSD is successful in attaining these principles, where improvement should be made, and how best the campus can continue improving student-learning outcomes	Mark Appelbaum, ALO	Fall 2006
Complete the Institutional Data Portfolio and publish these data on the campus accreditation website	The Offices of Analytical Studies and Space Planning; Student Research and Information; and Graduate Studies and Research	June 2007
Submit Capacity and Preparatory Review to WASC	The Chancellor	December 2007
WASC Capacity and Preparatory Review team site visit	WASC	March 2008
Compile and analyze information gathered from the freshman writing and foreign language teaching pilot programs	IRCC	Summer 2008
Propose improvements to current pattern of assessing freshman writing skills and foreign language teaching and initiate changes in how these skills are taught	COPE, CEP, and the Associate Vice Chancellor-Undergraduate Education	Summer 2008
Examine student-learning outcomes measures and retention efforts proposed by departmental/program faculty as part of undergraduate program review; implement as appropriate	CEP	Summer 2008
Compile and analyze survey data collected to measure students' ability to use and judge internet data critically and ethically	IRCC	Summer 2008
Submit Educational Effectiveness Review to WASC	The Chancellor	July 2009
WASC Educational Effectiveness Review team site visit	WASC	October 2009
Continue updating and expanding the Institutional Data Portfolio for use by the campus community and the general public	The Offices of Analytical Studies and Space Planning; Student Research and Information; and Graduate Studies and Research	November 2009

## 8. Effectiveness of Data Gathering and Analysis Systems

Since the last review, the amount and variety of institutional research data have increased substantially and have become much more accessible to academic departments and administrative units. Three departments, Analytical Studies and Space Planning (<http://assp.ucsd.edu>), Student Research and Information (<http://ugr8.ucsd.edu/sriweb/sri.htm>), and the Office of Graduate Studies and Research (<http://www-ogsr.ucsd.edu/>) carry out the majority of campus institutional research endeavors. Each of these offices is responsible for extracting, analyzing, and disseminating institutional research data to the campus community and the general public. On a centralized level, student, financial, and payroll/personnel data are stored in campus-wide databases maintained by Administrative Computing and Telecommunications (ACT). This wealth of information is now accessible to the offices mentioned above, to academic departments, other administrative units, and often to the general public via easy-to-use, web-based query tools designed by ACT. In addition, each of the campus institutional research offices has expanded the breadth and depth of analytical studies available on the internet. The result has been that academic departments and other administrative units on campus can use these studies to make informed decisions concerning current business practices and that students and the general public can determine how well UCSD is doing in fulfilling the University mission of education, research, and public service. One anticipated outcome of the current accreditation self-study is that a web-based Institutional Data Portfolio, to be housed at <http://accreditation.ucsd.edu>, will be established beginning with the Institutional Proposal in October 2005. This site will be substantially completed by the time the Capacity and Preparatory Review is submitted in 2007 and will then be regularly updated until October 2009 when the Educational Effectiveness site visit is completed. After October 2009, the Portfolio will continue to be revised and expanded for use as a permanent, up-to-date resource for the campus community and the general public.

Over the past few years, UCSD has broadened its use of institutional research data from other universities. While we continue to compare important campus institutional indicators with those of other UC campuses and a standard group of comparison universities—UCSD’s “Comparison 8” institutions are Harvard, MIT, Stanford, SUNY-Buffalo, University of Illinois at Urbana-Champaign, University of Michigan, University of Virginia, and Yale—we now include information from sister institutions in the Association of American Universities (AAU). Further, the campus is actively participating and assuming a leadership role in the AAU Data Exchange (AAUDE). This group is dedicated to expanding the variety and improving the quality of institutional indicators and other data. For example, UCSD is now able to compare key quantitative indicators such as faculty salaries by discipline, overall financial capacity, faculty and staff population analyses, and student retention rates with other AAU schools. In addition to standard datasets, there is a provision for any member to make *ad hoc* queries of the group, directed to a whole or particular subset of the AAU. As a benefit of this association, UCSD will be able to utilize information from a recent *ad hoc* query related to descriptions of student-learning outcome assessments and corresponding identification of responsible administrative units, as we work to incorporate best practices into evaluation of programs.

## 9. Proposal Data Tables

The prescribed set of data elements required for the submittal of the Institutional Proposal may be found in [Appendices 9](#) and [10](#) and on the campus accreditation website at <http://accreditation.ucsd.edu>.

## 10. Off-Campus and Distance Education Degree Programs

None

## 11. Institutional Stipulations

- UC San Diego is using the review process to demonstrate its fulfillment of the two Core Commitments, that it will engage in the process with seriousness and candor, that data presented are accurate, and that the Institutional Proposal will fairly present the institution.
- UC San Diego has published and made publicly available policies in force, as identified by the Commission in Appendix 1 of the WASC Handbook. Such policies will be available for review on request through the period of accreditation.
- UC San Diego will abide by procedures adopted by the Commission to meet United States Department of Education (USDE) procedural requirements as outlined in Section VI of the WASC Handbook.
- UC San Diego will submit all regularly required data and any data specifically requested by the Commission during the period of accreditation.

ORIGINAL SIGNED BY  
MARYE ANNE FOX

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Marye Anne Fox  
Chancellor

## APPENDICES \*

### Appendices referenced in the Institutional Proposal

1. [UCSD Actions Associated with Recommendations from WASC](#)
2. [Campus Planning and Student Data and Information](#)
3. [Campus accreditation re-affirmation committees](#)
4. Chancellor's campus-wide email announcements of the accreditation review
  - A. [Initial announcement, 6 May 2005](#)
  - B. [Follow up notice, 14 October 2005](#)
5. [A Review of UCSD Writing Programs: Visions of Assessment](#)
6. [Guidelines for readers of "University Writing" samples](#)
7. [Report of the report of the Senate-Administration Task Force to Examine Program Reviews](#)
8. [Undergraduate Program Review Guidelines: the Self-Study and Self-Study Report](#)
9. [Summary data form](#)
10. Required data elements
  - A. [Headcount enrollment by level](#)
  - B. [Headcount enrollment by status and location](#)
  - C. [Degrees granted by level](#)
  - D. [Faculty by employment status](#)
  - E. [Key financial ratios](#)
  - F. [Inventory of educational effectiveness indicators](#)

### Information required for submittal with the Institutional Proposal

11. [Mission statement](#)
12. [Organizational chart](#)
13. [General Catalog](#)
14. Financial statements  
(Note: Financial data are audited at the systemwide level; the campuses are not individually audited.)
  - A. [UCSD Annual Financial Report 2003 \(for 2002-2003\)](#)
  - B. [UCSD Annual Financial Report 2003-2004](#)
  - C. [UCSD Detailed Financial Schedules for the year ended June 30, 2003](#)
  - D. [UCSD Detailed Financial Schedules for the year ended June 30, 2004](#)
  - E. [University of California Annual Financial Report 2002-03 \(audited\)](#)
  - F. [University of California Annual Financial Report 2003-04 \(audited\)](#)
15. [List of academic programs currently offered from the Annual Report, 2005](#)

### Additional information

16. About students
  - A. [Fall 2004 Student Profile](#)
  - B. [Fall 2004 Student Digest](#)
  - C. [2004-2005 Retention and Graduate Rates](#)
  - D. [2003-2004 Degrees Conferred](#)

### If you need a break...

17. *New York Times* crossword puzzle, published in *The San Diego Union-Tribune* on 7 August 2005. (Please note the clue for 1-down.)

\* Although we have provided these materials to the committee in paper format, all but the *New York Times* crossword are also available in electronic form via the campus accreditation website at <http://accreditation.ucsd.edu> or by clicking the active link on this page.



## REFERENCES

2006 Kaplan/Newsweek College Guide, *Newsweek*, August 22, 2005.

"Academic Ranking of World Universities - 2005," Institute of Higher Education, Shanghai Jiao Tong University, August 12, 2005.

"America's Best Colleges, 2006," *U.S. News and World Report*, August 15, 2005.

"America's Hottest Colleges," *Newsweek*, August 16, 2005.

Anonymous freshman quoted by Judith Morgan, "In the Beginning," *@UCSD*, September 2004, Vol. 1, No. 3.

Lombardi, John V., Capaldi, Elizabeth D., Reeves, Kristy R., Gater, Denise S.  
2004 "The Top American Research Universities," *TheCenter*, Annual Report from The Lombardi Program on Measuring University Performance. University of Florida, Gainesville, FL.

Scott Anderson, Nancy  
1993 *An Improbable Venture: A History of the University of California, San Diego*. The UCSD Press. La Jolla, CA.

"The Washington Monthly College Guide," *Washington Monthly*, September 2005.

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***Appendix G – UCSD Committees***

# UCSD Committees

## Accreditation Liaison Officer

**Mark Appelbaum**                      Accreditation Liaison Officer and Professor, Psychology

## Executive Steering Committee

<b>Mark Appelbaum, Chair</b>	Accreditation Liaison Officer and Professor, Psychology
<b>Ann Briggs Addo</b>	Assistant Vice Chancellor, Resource Management and Planning
<b>Kim Barrett</b>	Dean, graduate Studies
<b>Daniel Donoghue</b>	Academic Senate Vice Chair (07-08)
<b>Paul Drake</b>	Senior Vice Chancellor, Academic Affairs
<b>Marye Anne Fox</b>	Chancellor
<b>Clare Kristofco</b>	Associate Chancellor and Chief of Staff
<b>James Posakony</b>	Academic Senate Chair (07/08)
<b>Henry Powell</b>	Academic Senate Chair (06-07), Vice Chair (05-06)
<b>Penny Rue</b>	Vice Chancellor, Student Affairs
<b>Barbara Sawrey</b>	Associate Vice Chancellor, Undergraduate Education
<b>Brian Schottlaender</b>	University Librarian
<b>Jeffrey Steindorf</b>	Assistant Vice Chancellor, Campus Planning

## Senate-Administration Advisory Committee

<b>Mark Appelbaum, Chair</b>	Accreditation Liaison Officer and Professor, Psychology
<b>Steven Adler</b>	Provost, Warren College
<b>Julian Betts</b>	Professor, Economics Department
<b>Ruth Covell</b>	Associate Dean, School of Medicine
<b>Stephen Cox</b>	Professor, Literature Department and Director, Humanities Program
<b>Vistasp Karbhari</b>	Professor, Structural Engineering Department
<b>Robert Kluender</b>	Professor, Linguistics
<b>Barbara Sawrey</b>	Associate Vice Chancellor, Undergraduate Education
<b>Immo Scheffler</b>	Professor, Molecular Biology Section
<b>Mark Thiemens</b>	Dean, Physical Sciences Division
<b>Jack Cheadle</b>	Undergraduate Student Representative
<b>Meghan Clair</b>	Undergraduate Student Representative
<b>John Cressey</b>	Undergraduate Student Representative
<b>Naasir Lakhani</b>	Undergraduate Student Representative

### Workgroup assignments within the Senate-Administration Advisory Committee

#### Entry-level and freshman writing

Steven Adler, Group Chair, Provost, Warren College  
Barbara Sawrey, Vice Chair, Chemistry and Biochemistry Department

#### Delivery of foreign language instruction

Maria Polinsky, Group Chair, Linguistics Department  
Stephen Cox, Professor, Literature Department and Director, Humanities Program  
John Polkinghorne, Undergraduate Student Representative

#### Undergraduate program review

Julian Betts, Group Chair, Economics Departments  
Ruth Covell, Associate Dean, School of Medicine  
James Posakony, Professor, Cell and Developmental Biology Section, Consultant

## **Information literacy**

Vistasp Karbhari, Group Chair, Structural Engineering Department

Immo Scheffler, Molecular Biology Section

Brian Schottlaender, University Librarian, Consultant

Tony Wood, Academic Computing Services, Consultant

## **Institutional Research Coordination Committee**

<b>Barbara Sawrey, Chair</b>	Associate Vice Chancellor, Undergraduate Education
<b>Qutayba Abdullatif</b>	Institutional Research Officer, Office of Graduate Studies and Research
<b>Mary Allen</b>	Director, Office of Graduate Studies and Research
<b>William Armstrong</b>	Director, Student Research and Information
<b>Sandy Beattie</b>	Programmer Analyst, Academic Affairs
<b>Allison Bell</b>	Research and Planning Analyst, Institutional Research
<b>Mae Brown</b>	Assistant Vice Chancellor, Admissions and Enrollment Services
<b>Dolores Davies</b>	Deputy Director, University Communications
<b>Bonnie Horstmann</b>	Assistant Vice Chancellor, Program Planning and Undergraduate Education
<b>Kim-Chi Le</b>	Assistant Budget Director, Campus Budget Office
<b>Debbie McGraw</b>	Assistant Vice Chancellor, Resource Administration
<b>Gabe Olszewski</b>	University Registrar, Office of the Registrar
<b>Marie Sidney</b>	Program Planning Analyst, Academic Affairs
<b>Sandy Whitten</b>	Administrative Analyst, Admissions and Enrollment Services

## **The CAT124 Seminar on Accreditation**

### **Instructors:**

Mark Appelbaum, *Professor*, Psychology

Mary O'Neil, *Principle Analyst*, Analytical Studies & Space Planning

### **Undergraduate Students:**

Michael Brooks

Michelle Denham

David Diaz

Alexander Kim

Paul Lee

Chris McGann

Solomon Michael

Gladys Selfridge

Enrique Soto

Nancy Zhou

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***Appendix H – Crossword Puzzle***

# THE GAMES PAGE

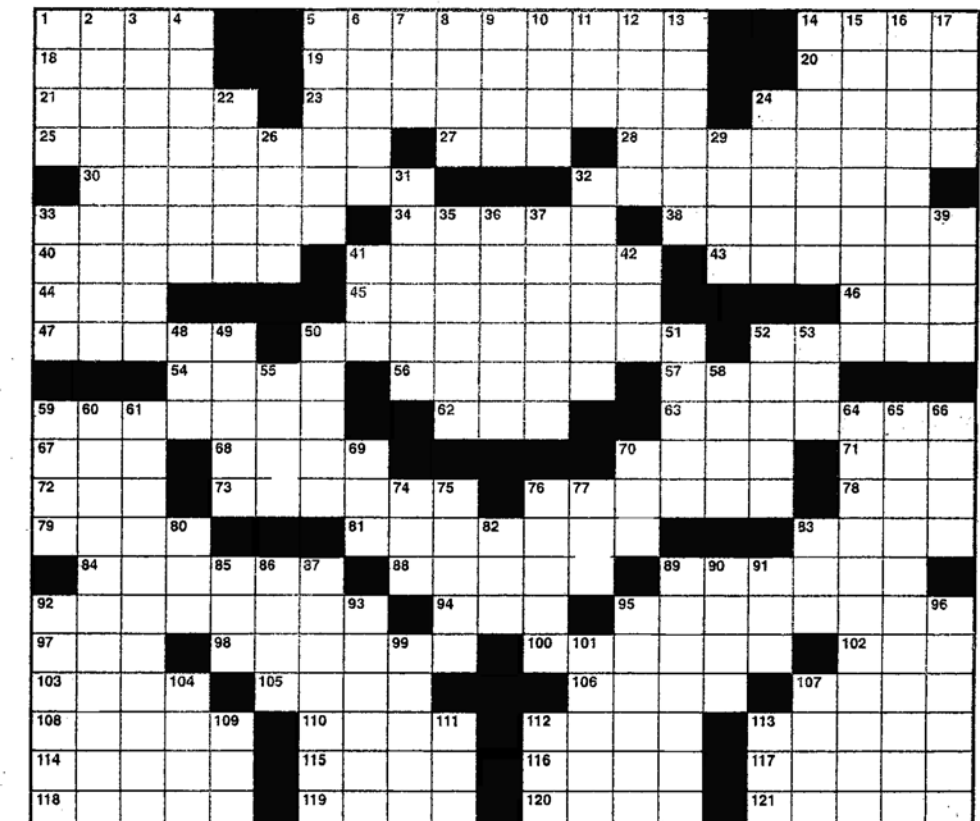
**Solution**  
on back

## The New York Times Crossword Puzzle: Puzzled expression

BY MARK FELDMAN / PUZZLE EDITED BY WILL SHORTZ

### Across

- 1 Ballpark figures  
5 Tourer with Carreras and Domingo  
14 Genesis event, with "the"  
18 Notarized doc., e.g.  
19 Egg drop?  
20 Lower small intestines  
21 Kowtow  
23 Doesn't cry uncle  
24 Basketry material  
25 One who's far from a fan  
27 Like shrinking violets  
28 Cordovan and kid, e.g.  
30 Camaraderies  
32 French mathematician Marin  
33 Image depicted by this puzzle, after it's solved  
34 Throng  
38 Some cosmetics  
40 Conesco Fieldhouse team  
41 Bidding doers  
43 One with a nice bod  
44 It has moles: Abbr.  
45 While getting there  
46 Calendar mo.  
47 Not practiced  
50 Bit of workout gear  
52 Symbols of happiness  
54 "Huh-uh"  
56 Something noticed at a fish market  
57 Essential nutrient  
59 Primrose variety  
62 Sniff around  
63 Refuse receptacle  
67 Day's end: Abbr.  
68 Spreadsheet fill  
70 Fair feature  
71 Vane dir.  
72 Agnus  
73 Come out of denial  
76 Gershwin musical  
78 Env. contents  
79 Joule parts  
81 Slight irregularities  
83 Ran while wet  
84 Clown's cover-up  
88 Really roughs up  
89 Dignity restorer  
92 Thin mug with sharp features  
94 Bill of Rights subj.  
95 Compact things  
97 Giant of a Giant  
98 Hand holder?  
100 It's not necessarily



- the real worth  
102 Go for the gold?  
103 Helmsman's headache  
105 Was in a meet, maybe  
106 Take (drop off briefly)  
107 Bean source  
108 Hair feature  
110 Memorable times  
112 Senior airman's superior: Abbr.  
113 Hindu wonder-worker: Var.  
114 Heroine in Bizet's "The Pearl Fishers"  
115 Ones in charge: Abbr.  
116 Conference start?  
117 Regular  
118 Novelist O'Brien and others  
119 Out-of-commission cruisers: Abbr.  
120 Operates  
121 Feels dizzy

### Down

- 1 School in La Jolla: Abbr.  
2 She might cite you  
3 Commonplace  
4 Cork up  
5 Look that says

- nothing  
6 Forestall  
7 Somme sight  
8 European river source  
9 Ill-considered  
10 "Our Gang" affirmative  
11 Wee warbler  
12 Transparent linen  
13 Communicate (with)  
14 Stocking stuff  
15 Unpleasant sort  
16 Jack Lemmon's "Days of Wine and Roses" co-star  
17 Metallica drummer Ulrich  
22 Proverbial payee  
24 County whose seat is Alamogordo  
26 Tamari sauce and the like  
29 "The Nazarene" novelist  
31 Stands out significantly  
32 Like some blocks  
33 Provider of creature comforts?: Abbr.  
35 Cloverleaf component  
36 Water cannon

- target  
37 Twice  
39 Goes down  
41 Litter box cry  
42 "D-OH" person, e.g.  
48 Those with clout  
49 Title type, often.  
50 Anatomical dividers  
51 Finished off  
52 Be humiliated  
53 Antenna holder  
55 Singer called "The Little Sparrow"  
58 First name of "America's Mayor"  
59 Give up  
60 Afflicted with root rot, perhaps  
61 Repeatedly raise the bar?  
64 Period of high artistic development  
65 Ethnically diverse  
66 Mathlete, stereo typically  
69 Oberhausen outburst  
70 "Angels of mercy," briefly  
74 Broadway lyricist Rice  
75 Gangster moniker

- 76 Not in profile  
77 Airborne Express alternative  
80 Quotation qualification  
82 Nod, maybe  
83 Letters on undies  
85 Marijuana's chief intoxicant: Abbr.  
86 Aquatic zappers  
87 Smallish items on rods  
89 Surrounders of light switches  
90 Extra horsepower, slangily  
91 Electrify  
92 Limp  
93 King and queen  
95 Formation between two edges of a polyhedron  
96 Pound sounds  
99 Target alternative  
101 Glad supporters  
104 monster  
107 Matter for a judge  
109 107-down assignees, for short  
111 Lottery-running org.  
112 Three-time World Series of Poker champ \_\_\_\_ Ungar  
113 Warm covering