

UC San Diego
WASC Interim Report -- Submission of the Report is Electronic through LiveText
November 30, 2012

General Information

Name of the Institution:

UC San Diego

Physical address of the main campus:

9500 Gilman Drive
La Jolla, CA 92093

Date of submission of this report:

November 29, 2012

Person submitting the report:

Barbara A. Sawrey
Campus Accreditation Liaison Officer
Associate Vice Chancellor for Academic Affairs/Dean of Undergraduate Education

I. List of Topics or Concerns Addressed in Report

Two issues were mentioned in the Commission's letter

A. Assessment of Student Learning

"The Commission encourages UCSD to ensure that the next phases of assessment development are led and undertaken by the faculty so that educational effectiveness through assessment of student learning becomes part of the campus culture and practice."

B. Academic Program Review

"Related to assessment of student learning is continued attention to the effectiveness of the program review process. As noted by the team, support for faculty members who are integrating findings from assessment of student learning into program reviews. UCSD is also advised to consider carefully the team's recommendation concerning the time frame for the completion of program reviews."

II. Institutional Context

The University of California, San Diego, was founded in 1960, and received its first campus accreditation in 1964. UC San Diego is one of 10 campuses of the University of California

system -- nine of which serve both undergraduate and graduate students. (Only the UC San Francisco campus does not have undergraduate programs.) Three of the campuses -- Irvine, San Diego, and Santa Cruz -- were founded in the 1960s during an explosion in the number of college-aged students, as well as a surge in academic research support from the federal government

Three major academic entities comprise UC San Diego – the Health Sciences (School of Medicine, and Skaggs School of Pharmacy and Pharmaceutical Sciences), the Marine Sciences (Scripps Institution of Oceanography- SIO), and the General Campus (academic departments, Rady School of Management, and the School of International Relations/Pacific Studies). The Health Sciences and Marine Sciences primarily serve graduate and professional students, though SIO, which is more than 100 years old and was the origin for the campus's La Jolla location, has two undergraduate programs.

There are currently 29,052 students on campus (22,676 undergraduates, and 6,376 graduate and professional school students), which is close to the long-range enrollment goal of 29,900 for UC San Diego. There are also approximately 4,000 faculty in various instructional and clinical titles, and approximately 18,000 staff members serving the education and research mission, inclusive of the Health Sciences. An informative campus profile can be seen at http://ucsdnews.ucsd.edu/campus_profile.

UC San Diego's mission is as a public institution, dedicated to the advancement of knowledge through excellence in education and research at the undergraduate, graduate, professional school, and postdoctoral levels. The campus is committed to community engagement, public service, and industry partnerships in order to advance the health and well-being of the region, state, nation, and the world.

To accomplish its goals in the undergraduate area, UC San Diego was created with a college system that is unique within the University of California. Each of its six colleges has a distinctive educational philosophy and programmatic theme, general education requirements, and physical neighborhood. Students are not separated by major field, so each college serves students from all departments in a smaller, liberal arts-type community within the large research university.

The campus is located in the Torrey Pines Mesa area of San Diego, which is also the home of the Salk Institute, The Scripps Research Institute, Sanford-Burnham Institute, and numerous other research facilities and biotech/pharmaceutical companies, many of which were founded by UC San Diego faculty and alumni. Campus also houses the Tony Award-winning

professional theater, the La Jolla Playhouse, which collaborates with the department of Theatre & Dance on many student, staff, and faculty initiatives.

The university is highly ranked on many lists, but it is most proud of the #1 ranking by the Washington Monthly for the past three years as the college in the nation with the most positive impact. This ranking depends on social mobility of students, campus commitment to service, and research productivity of faculty.

III. Statement on Report Preparation

The campus has been working toward the preparation of this report since shortly after receiving the March 3, 2010 WASC Commission Action Letter as part of its most recent accreditation cycle. Much has happened in the intervening two and a half years, as explained in the subsequent sections. Preparation of this report has involved many people and offices on campus.

The Senate-Administration WASC Advisory Committee has been in place for approximately seven years, with some changes of personnel. This committee includes eight faculty members, all but one of whom have either an Academic Senate leadership role or an academic administration role in addition to their faculty role. The members are: Steven Adler (Theatre & Dance professor, and Provost of Earl Warren College), Julian Betts (Economics professor, and member of the Academic Senate Planning & Budget Committee), Stephen Cox (Literature professor, Revelle College Humanities Director, and vice chair of the Academic Senate Educational Policy Committee), Elizabeth Simon (Computer Science & Engineering professor, and Director of the Center for Teaching Development), Mark Thiemens (Chemistry & Biochemistry professor, and Dean of Physical Sciences), Michael Todd (Structural Engineering professor, and chair of the Academic Senate Undergraduate Council), Paul Yu (Electrical & Computer Engineering professor, and Associate Vice Chancellor for Research Initiatives), Kathleen Johnson (Director of Undergraduate Education), and Barbara Sawrey (Accreditation Liaison Officer, Chemistry & Biochemistry professor, Associate Vice Chancellor for Academic Affairs/Dean of Undergraduate Education-AVCDUE). All members of the Advisory Committee have been closely involved in campus progress in education over the last 5-10 years, and have eagerly served on the committee.

A special working group has held bi-weekly meetings over the last six months to assemble the data and narrative materials for this report. The working group includes the AVCDUE,

Director of Undergraduate Education, a representative from Institutional Research, and an Analyst in Undergraduate Education.

Frequent discussions were held among Academic Affairs, the Academic Senate, and the Undergraduate Council regarding processing of program review documents. The AVCDUE met quarterly with all college provosts, departmental vice chairs, and undergraduate program directors to discuss learning objectives and assessments. These constituents form the Council on Undergraduate Education, which serves as an important forum for discussion of education issues.

The Interim Report narrative was drafted by the ALO Barbara Sawrey, and reviewed by the Senate-Administration WASC Advisory Committee and a number of other campus officials. The report was shared with the Academic Senate, Executive Vice Chancellor, and Chancellor.

IV. Response to Issues Identified by the Commission

This section will describe the progress made in addressing the issues identified by the Commission in their letter of May 3, 2010. In that letter, the Commission required an interim report with an update on progress in (a) the assessment of student learning, and (b) undergraduate academic program review. As mentioned previously, UC San Diego is approaching its steady-state enrollment numbers, though there is a desire for growth in the number of graduate students on campus. The undergraduate population is not expected to increase unless the State of California finds a way to direct additional funding to higher education. Currently the state provides less than 10% of the annual operating costs of the University.

After being in growth mode for the first 50 years of the campus's existence, the goal now is to find ways in the current economic climate to serve all our students well, document the value of an education at UC San Diego, and be increasingly innovative in developing funding streams for both research and education.

A. Assessment of Student Learning

Attention to assessment of learning is occurring at many levels, and feedback mechanisms are constantly employed to improve the education offered to students. 100% of the undergraduate and graduate academic programs have posted their student learning objectives and assessments methods on the Academic Affairs website (<http://academicaffairs.ucsd.edu/uq-ed/asmnt/index.html>) and on their departmental sites.

The first part of this section of the report will highlight some campus-wide initiatives, followed by some that are more discipline specific.

All departments and programs now annually review and update their documents on Student Learning Objectives (SLOs) and assessment, including WASC Exhibit 7.1, and post their learning objectives on the programs' own websites.

Retention and Graduation. The campus has worked hard to achieve its retention and graduation rates, which remain strong in spite of the fiscal downturn of our state and country. The first-year retention of freshmen and transfer students in 2010-11 was 96% and 95% respectively; the 6-year graduation rate for freshmen is 85%, with an average time-to-degree of 4.2 years; and the 4-year graduation rate for transfer students is 83%, with an average time-to-degree of 2.7 years. Even though the aggregate numbers are generally considered quite high relative to comparable institutions, the campus is committed to improving these rates, and in particular to reducing or eliminating any sub-group disparities.

In late 2010, AVCDUE Sawrey and Vice Chancellor for Students Affairs – Penny Rue – formed an ad hoc retention work group of faculty and staff to look closely at our retention data. Six members of this working group -- three from Academic Affairs and three from Student Affairs -- participated in a three-day workshop offered by the Higher Education Research Institute (HERI) of UCLA. The workshop was led by HERI Director – Sylvia Hurtado – and each team had a customized analysis of its retention and graduation data based on HERI's model and on their extensive CIRP longitudinal data. This workshop was instrumental in developing a path forward for UC San Diego. Upon returning to campus, a Retention Summit was held to inform the campus community of retention issues. The Summit was held on March 4, 2011, and attracted approximately 50 faculty, staff, and students to a half-day event. The working group has since become a Standing Senate-Administration Committee on Retention. Focus groups of students enrolled in critical gateway courses, such as pre-calculus, calculus, and general chemistry, have been conducted, and the analysis of the results is underway. The working hypothesis, based on analysis of the data thus far, is that students from disadvantaged high schools show a cumulative retention problem that may be difficult to overcome without campus intervention at a number of points past freshman year.

Education Initiative. After considerable deliberation, Academic Affairs and Student Affairs decided two years ago to use the AAC&U framework for assessing liberal education. This AAC&U framework – Liberal Education and America's Promise (LEAP) – includes, as part of

its vision, the research of George Kuh and others about the positive influence of certain academic practices. Ten High Impact Practices (HIPs) have been identified (<http://www.aacu.org/leap/hip.cfm>). UC San Diego offers all the HIPs on campus, but recognizes they could be better coordinated and presented to the students. In 2012 a UC San Diego team applied, and was accepted to participate in, a four-day AAC&U workshop at Portland State University on HIPs along with 26 other university teams. A six-member Academic Affairs group that included both the Graduate Dean and the Undergraduate Dean, plus four other campus education leaders, spent weeks preparing for the workshop, and used the valuable time together at the workshop to develop a plan for a campus-wide Education Initiative for graduate and undergraduate education. This initiative has gained much traction on campus, both in support from the administration, and grassroots enthusiasm from many individual faculty members, which has led to an appointed working group of nearly 30 faculty, Student Affairs staff, and students under the leadership of the Undergraduate and Graduate Deans. Four sub-committees of the Education Initiative Working Group have also been appointed, and additional volunteer members added. The sub-committees are focusing on Technology-Enhanced Education, Co-curricular and Out-of-Class Activities, Engagement Inside the Classroom, and Real World Preparedness/Transferrable Skills/Career Competencies. Three parallel research initiatives are also underway on campus, with close collaboration of the Education Initiative. For a one-page overview of the Education Initiative and details of the membership and upcoming events, please see <http://academicaffairs.ucsd.edu/uq-ed/education-initiative.html>.

Diversity. Campus embraces and values diversity in all aspects of its community. A knowledge of diversity, equity, and inclusion (DEI) is necessary of all students working toward a bachelor's degree. A DEI requirement was approved by the Academic Senate in 2011. The review of suitable courses is overseen by the Standing Committee on the DEI Requirement. Thus far, 45 courses, ranging from anthropology to theater & dance, have been accepted in fulfillment of the requirement.

On January 27, 2011, more than 120 presenters and 400 attendees addressed the question of how we teach students to engage reflectively with the difficult questions of diversity in American democracy, such as power, privilege, and discrimination, in their historical, current, global, and socio-economic contexts. The proceedings of the conference were published, and a 2013 conference is planned to follow through on the issues. <http://muir.ucsd.edu/diversity-matters/more-about-diversity-conference.shtml>. This is especially pertinent in light of the new diversity course requirement of all undergraduates.

Additional important campus initiatives concerned with assessment are briefly outlined below, with links to supplemental information.

- *Student Affairs assessment project.* Student Affairs is aggressively assessing its programs. A coalition of Student Affairs staff has begun a vigorous program of developing assessment methods for co-curricular activities, using the general framework of the AAC&U's High Impact Practices. An assessment specialist from the University of Hawaii has recently been hired to coordinate this project, working with Student Affairs' Institutional Research office. <http://blink.ucsd.edu/sponsor/student-affairs/assessment/>
- *IDEA Center.* The IDEA Student Center, which opened in 2011, promotes Inclusion, Diversity, Excellence, and Advancement amongst undergraduate and graduate students across the Jacobs School of Engineering. With a focus on outreach, recruitment, retention, and research, the center supports the mission of the Jacobs School of Engineering by fostering the growth of diverse innovative technology leaders for today's global society.
- *Writing Center.* In Fall 2012 the undergraduate colleges opened a new campus-wide Writing Center. Prior to this time writing assistance and improvement happened within each college's writing program, or within a departmental structure. The college provosts have launched the new Writing Center to provide consistent, convenient, personalized assistance for all undergraduate students. <http://writingcenter.ucsd.edu/>
- *Experiential Learning Conference.* On January 26, 2012, a campus-wide conference on experiential learning was held. The purpose of this conference is to bring together the many groups on campus that create experiential learning opportunities for UC San Diego students. More than 150 presenters and several hundred attendees interested in the development of experiential learning pedagogies participated in this day of dialogue about best practices and strategies that enhance research and teaching. <http://sixth.ucsd.edu/experiential-learning-conference/>
- *The Center for Teaching Development,* which previously has focused almost entirely on the training of graduate students, is expanding its focus to include faculty and new faculty orientation. The Director and Associate Director are both experienced in utilizing pedagogy in the classroom, and evaluating the results. <http://ctd.ucsd.edu/>
- *Clinton Global Initiative.* Former President Bill Clinton brought 1,000 student social entrepreneurs from around the globe to UC San Diego in April 2011 to “unleash an epidemic of helping others”. They were taking part in the fourth annual Clinton Global Initiative University conference, which aimed to help students turn their ideas into action. Community service is at the core of the mission of the conference,

also known as CGIU. The event's aim was to turn young students into philanthropists—ideally for the rest of their lives, Clinton said. To take part in CGIU, students had to submit a proposal for a community service project. The three-day conference was designed to give them the tools to turn their plan into reality.

- AAU STEM Initiative. A subset of faculty who are working on the new Education Initiative are also convening to submit a response to the AAU STEM Initiative, and to volunteer the UC San Diego campus as a demonstration site for best practices.
- The Student Research and Information website continues to improve its access to student data and survey results that support assessment numerically. This is a valuable, publically accessible, resource. <http://studentresearch.ucsd.edu/>

One benefit of the WASC review process has been the campus's collective greater interest in enhancing our assessment mechanisms. The collaborations between Academic Affairs and Student Affairs have resulted in a richer understanding of best practices, and the faculty demonstrates a growing acceptance of and interest in implementing responsible and productive assessment tools, in and out of the classroom.

B. Academic Program Review

The 2009 EER WASC Team Report commended UC San Diego's academic program review process for its infrastructure and administration. However, the report commented on the role of the Academic Senate Committee on Educational Policy (CEP) in the review, and the timeline of the Senate's process. Both of these issues are addressed in this section. It is important to note that responsibility for the approval of academic programs is delegated by the University of California Regents directly to the Academic Senate, who partners with the administration on resource support and review.

- The Academic Senate has reorganized its committees that deal with education. Prior to 2011 there was a Committee on Educational Policy (CEP) that oversaw both graduate and undergraduate policy issues, and a Graduate Council that dealt with individual programmatic and student issues. The CEP served that same role for undergraduates via a subcommittee. In 2011 an Undergraduate Council was created, in parallel with Graduate Council, and CEP became the Education Policy Committee -- a parent committee to the two councils. It is the Undergraduate Council that now oversees undergraduate program review. The more focused purview of this committee means they will have more time to devote to the reviews.
- The AVCDUE Office coordinates and administers the reviews on behalf of the Academic Senate. This involves overseeing data collection, working with the departments on self-evaluation, and scheduling site visits. Subsequent to the site

- visit, the review team report is sent to the Senate, which coordinates the remaining steps of the process. The AVCDUE office comes back into the process when the report and response come to Undergraduate Council (on which the AVCDUE is a consultant). Then the AVCDUE meets with each Chair, post-review, regarding resource needs. This all runs smoothly, and we are now able to carry out 6-7 major reviews per year, maintaining our goal of a 7-year review cycle. Very favorable feedback (except regarding the slowness of the post-review process) is received from the departments about the review, and many confirm that it helps them make curricular, structural, and pedagogical improvements.
- We have been modifying and improving our process each year, as a result of ongoing discussion between the AVCDUE and the Senate (both staff and Undergraduate Council Chair), based on feedback collected from departments and review committees.
 - The steps and responsibilities have been much more clearly delineated to departments and the Senate. Each step of the review process is outlined, as well as the assignment of responsibility. Clearer and earlier communication has been appreciated by all parties.
 - Other changes that have been made:
 - The Chair of the Undergraduate Council has requested that the AVCDUE Office increase the shepherding of administrative aspects of the review process to assure they happen in a timely way. This will provide a faster turnaround time for departments.
 - The incorporation of an updated WASC Exhibit 7.1 as part of the review process;
 - At the request of the Academic Senate Committee on international Education, the addition of a question about promoting study abroad;
 - AVCDUE meets with the departmental chair and staff to go over the entire review process in advance of the site visit.
 - Effective Fall 2012, new minors and majors must incorporate SLOs and assessment in their proposals to the Undergraduate Council.

In summary, the undergraduate academic program review process is constantly being monitored and improved based on feedback. The recent changes in the Academic Senate's education committee structure, and the commitment of the chair of the Undergraduate Council to speeding up the review process as signaled by allowing the AVCDUE Office to oversee more of the process, are important indicators of compliance with WASC recommendations.

V. Identification of Other Changes and Issues Facing the Institution

- On August 1, 2012 UC San Diego's eighth Chancellor took the helm. Chancellor Khosla is a highly regarded administrator and electrical engineering professor, most recently serving as dean of Engineering at Carnegie Mellon University. Chancellor Khosla has begun a strategic planning process that will involve the entire university community. A report outline the plan is expected in June 2013. (The previous Chancellor, Marye Anne Fox, stepped down after eight years, in order to resume her teaching and research in the Department of Chemistry & Biochemistry.)
- An important new leadership position was added to the Chancellor's Cabinet in 2012. The Vice Chancellor for Equity, Diversity and Inclusion position has been created, and Professor Linda Greene, from the University of Wisconsin School of Law, will assume the role in January 2013. She will work with faculty, staff, and students to lead our diversity efforts.
http://ucsdnews.ucsd.edu/features/qa_with_linda_s_greene
- Two leadership title changes have occurred since the WASC visit. The Senior Vice Chancellor, Academic Affairs, is now the Executive Vice Chancellor, Academic Affairs, and the Associate Vice Chancellor, Undergraduate Education has the new title of Associate Vice Chancellor, Academic Affairs, and Dean of Undergraduate Education.
- There have also been changes in personnel in other leadership positions, mainly from the normal movement of faculty in termed administrative appointments. Among them are:
 - Sandra Brown (Professor of Psychology) as Vice Chancellor for Research
 - Seth Lerer (Professor of Literature) as Dean of Arts & Humanities
 - Don Wayne (Professor of Literature) as Provost of Revelle College
 - Alan Houston (Professor of Political Science) as Provost of Eleanor Roosevelt College
 - Daniel Donoghue (Professor of Chemistry & Biochemistry) as Provost of Sixth College
 - Frieder Seible, Dean of Engineering, and Steve Kay, Dean of Biological Sciences, have both announced they will be stepping down. Interim deans have been appointed, and search firms will assist in national searches.
- State funding decreases are driving us to be ever more creative and collaborative. The campus has a strong planning process in place under the leadership of the Chancellor and Executive Vice Chancellor.
- The percentage of non-California residents at UC San Diego (and all UC schools) has been increasing over the past few years. More domestic U.S. students from the other 49 states are applying to UC, and there are many more international applications than ever before. UC San Diego currently has approximately 10% of its

- students from outside California. Campus is monitoring the performance of international undergraduates closely, and has found that, on average, they exceed the performance of U.S. students. Campus has started an International Triton Transition Program especially for incoming freshmen. This successful four-week residential academic program was piloted in Fall 2012, and will expand in 2013.
- In response to the interests of students and faculty in areas of study and career preparation, two new departments have been formed in the last three years -- Education Studies and NanoEngineering. Two new undergraduate majors also have been approved -- NanoEngineering and Marine Biology (offered by Scripps Institution of Oceanography). New minors to which the students have flocked include accounting, business (both offered by the Rady School of Management), and global health.
 - Thanks to many years of careful planning and building, UC San Diego is now able to offer all incoming freshmen guaranteed housing for four years. All transfer students are offered a two-year guarantee in housing, as are graduate students.

VI. Concluding Statement

The campus is seeing a surge of interest and ideas about the nature of the university of the future. The excitement of having new leadership at the top, the strategic planning process that is underway, and campus activities such as the Education initiative, are generating a palpable sense of optimism, even in these challenging economic times.

In the past few years, UC San Diego has crossed an important threshold with regard to Student Learning Objectives and assessment of learning. Many faculty now accept that they should always be articulating their goals for students, and demonstrating how these goals are met, in addition to providing course syllabi and grades. Individual faculty members, academic departments and programs, and co-curricular programs have demonstrated an eagerness to discuss pedagogy and share best practices, and now regularly pay attention to the purpose of an activity and measurement of its worth.

The Academic Program Review of undergraduate and graduate programs is one of UC San Diego's critical tools for the assessment of teaching and learning. The campus's robust program review infrastructure has been further strengthened via consistent and committed process improvement. The Senate and administration have a strong working relationship to assure worthwhile and committed oversight and timely follow up.

VII. Required Documents for all Interim Reports

1. UCSD Catalog <http://ucsd.edu/catalog/index.html>
2. Mission Statement <http://www.ucsd.edu/explore/about/>
3. Summary Data Form
4. Required Data Exhibits
5. Most recent audited financial statements by an independent certified public accountant or, if a public institution, by the appropriate state agency; management letters, if any.
6. Organization charts or tables, both administrative and academic

VIII. Additional Documentation: Program Review Document Samples (refer to section IV)