UC SAN DIEGO

COMBINED GRADUATE AND UNDERGRADUATE PROGRAM REVIEW

SELF-STUDY GUIDELINES

The self-study report is designed to give an instructional unit the opportunity to take an honest and candid look at the totality of its undergraduate and graduate programs, assess its impact on students, and plan for the future. The self-study report serves two roles: (1) it provides the external review committee with the background and information from which they will launch their review, and (2) it provides a space for meaningful reflection and assessment by the instructional unit. The process is both **formative**, as it helps programs identify strengths, areas for growth, and opportunities for strategic planning, and **summative**, as it highlights successes, challenges and actionable priorities.

Program review is a critical process that connects directly to assessment, strategic planning, resource allocation, and decision-making at the program, department, college, and university levels. The findings help guide ongoing development, improve program effectiveness, and ensure programs continue to deliver high-quality educational experiences.

This process reinforces UC San Diego's commitment to accountability, continual improvement, and long-term planning, while also contributing to institution-wide accreditation through the Western Association of Schools and Colleges (WASC), Senior College and University Commission (WSCUC). The UC San Diego Academic Senate's Graduate Council and Undergraduate Council are responsible for conducting these periodic reviews. The Division of Graduate Education and Postdoctoral Affairs (GEPA) and the Division of Undergraduate Education (DUE) coordinates, schedules, and supports the review process.

The self-study should be sent via email to the Assistant Dean of Academic Affairs in the Division of Graduate Education and Postdoctoral Affairs at least two months before the scheduled review.

The Self-Study Report comprises six sections, listed below.

I. Overview/Narrative
II. Faculty, Research & Facilities, and Instructional Workload
III. Graduate Program
IV. Undergraduate Program
V. Interaction between Graduate and Undergraduate Programs
VI. Additional Materials and Appendices

The department is responsible for sections I-V, as well as some appendices as described in the guidelines below. The data and reports as well as most of the additional materials and appendices (section VI) will be provided by Institutional Research, GEPA and DUE.

Program Review Contacts:

Division of Graduate Education and Postdoctoral Affairs

Judy Kim, Dean, judyk@ucsd.edu
Thad Kousser, Associate Dean, tkousser@ucsd.edu
Erica Lennard, Assistant Dean of Graduate Academic Affairs, erica@ucsd.edu
MaKenna Dahl, Program Review Coordinator, mdahl@ucsd.edu
Alfredo Alegria, Institutional Research Analyst, a3alegria@ucsd.edu

Division of Undergraduate Education

John Moore, Dean, due@ucsd.edu
Stacey Brydges, Associate Dean, sbrydges@ucsd.edu
Hailey Caraballo, Principal Project Policy Analyst, hlcaraballo@ucsd.edu
Erin Espaldon, Director of Student Success Research & Analytics, eespaldon@ucsd.edu

Self-Study Report Guidelines

The self-study provides faculty, staff, and students an opportunity to reflect on the current state of the unit, engage in meaningful discussions about its strengths and challenges, and envision its future direction. This process allows units to document their accomplishments, outline strategies to preserve identified strengths, and develop actionable steps to address any shortcomings. The report gives review committees the context and basic understanding of the unit, including areas they might want to probe more deeply during their review.

In your report, please include the following topics organized as described below. The main body of the report (though section V, not including the data and reports or appendices) is likely to be around 20-40 pages. Please keep it as concise as possible while addressing the topics listed below.

I. Overview/Narrative [*To be Provided by Department*]

a. Brief History: Discuss the purpose of the program. Provide a brief history of the program (date of establishment, number of graduates to date, significant milestones achieved, etc.). Include a statement of the connection of the degree program to the University Strategic Plan.

b. Department philosophy and areas of programmatic emphasis: Include an explanation of how the department ensures the delivery of appropriate content, educational objectives, and standards of performance relevant to the level of the degree, for both the graduate and undergraduate programs.

c. **Administrative, governance, and committee structure:** Briefly describe your unit's governance structure. Include a copy of your unit's organization chart. The goal is to orient the committee with the key operational structures of your department.

d. Progress, changes, and accomplishments since the last review:

i. Specifically address how the department has (or has not) addressed the recommendations from the last undergraduate and graduate (or combined) reviews.
ii. Discuss any challenges the department has faced in addressing the recommendations from the last review.
iii. Discuss any other substantial changes and their rationale.

e. Plans for the Future: Describe any plans for the following, including the rationale for the planned changes:

i. Growth in faculty
ii. Growth/changes in undergraduate and graduate student numbers and demographics
iii. Programmatic changes
    1. Graduate and undergraduate curriculum
    2. Research
iv. Efforts to acquire additional resources to:
    1. Accommodate growth
    2. Improve quality

II. Faculty, Research, Facilities, and Instructional Workload [*To be Provided by Department*]

a. Faculty

i. In the main text of the document, provide the following information:
   1. The number of faculty in each track and rank
   2. Names and lengths of service of the departmental chairs and vice chairs for the past 10 years
   3. The number of Visiting Faculty, Regents' Professors, and Regents' lecturers (5 yrs.)
   4. A summary of the international honors and major awards received by faculty (at any time)
   5. Discussion of successes and challenges in faculty recruitment, retention and promotion.

ii. In an appendix, provide the following information:
   1. Full list of current faculty
   2. Curriculum vitae for each current faculty member submitted in any format (traditional, Biobib, Biosketch, etc.) and delivered electronically, i.e. shared Google Drive
   3. Names and dates of major faculty honors and awards including Nobel Laureates, Pulitzer Prizes, Membership in Academies, or awards at a similar level.

b. Research, Facilities and Support. This section should give information about each of the following:

i. Major research accomplishments
ii. Extramural financial support not funded by University but used as additional income for research (e.g. gifts, research grants, traineeships, etc.)
iii. Start-up funding/research support for new faculty (description of general packages, details for individual faculty not needed)
iv. Private and semiprivate offices for faculty, TAs, GSRs
v. Laboratories and support facilities
vi. Campus funding for equipment, operating expenses
vii. Number of staff FTEs and total salaries.

c. Workload and Teaching Assignments. This section should give information about each of the following:

i. Teaching workload policy for tenured and tenure-track professors, adjunct professors, unit-18 lecturers, etc.
ii. Breakdown of teaching assignments for different faculty ranks and lecturers (i.e. fraction of courses taught by ladder-rank faculty, unit-18 lecturers, continuing lecturers, students, etc.) for (for (a) lower division; (b) upper-division, and (c) graduate)
iii. Contributions of all levels of instructors (Senate faculty, non-Senate lecturers, visitors, adjuncts, graduate teaching/instructional assistants, undergraduate tutors)
iv. Training/ Professional development in teaching (for course instructors, teaching assistants, readers and tutors)

d. Teaching quality and improvement (including inclusive engagement). This section should give information about each of the following:

i. Discuss how the faculty deliver a curriculum that evaluates, improves, and promotes student learning and success.
ii. Discuss how the faculty ensure that the quality of the program is sustained.
iii. Discuss how the faculty create and evaluate student learning outcomes and establish standards

of student performance.

iv. What procedures are in place for monitoring and improving teaching effectiveness? (student evaluations or other methods?)

v. Reflect on instructional successes, challenges and opportunities encountered by the program.

III. Graduate Program [*To be Provided by Department*]

a. Admissions

i. Criteria

ii. Recruitment and Outreach

iii. Departmental policies and activities to promote student diversity

iv. Evaluation procedures

b. Curriculum and Instruction

i. Goals, rationale, and structure of graduate degree programs (E.g. core course and elective requirements, language requirements, departmental pre-candidacy and comprehensive/qualifying exam requirements and samples, process for assigning/selecting dissertation advisors and forming committees)

ii. Student performance evaluation and assessment procedures

iii. Publication expectations

iv. Opportunities for study and research collaboration in other departments, ORUs, off campus

c. Graduate Student Support

i. Departmental/program policy on graduate student support

ii. Departmental/program procedure for award of internal fellowships

iii. Department/program policy on research and teaching assistantships

1. Duties
2. Workload
3. Training program
4. Methods of evaluation

d. Graduate Student Outcomes

i. Graduation rates, time to degree, etc. for each graduate program.

ii. Career placement after graduation.

iii. Graduate student alumni engagement

e. Graduate advising practices and methods

i. Faculty Mentorship and Advising

1. Mentoring Standards / Guidelines
2. Faculty Advisor selection process (for Doctoral and Thesis Master's students)
3. Advising services provided by faculty

ii. Advising services provided by staff

1. Graduate advising staff organization and duties
2. Names and length of service of graduate advising staff members for past 10 years

f. Inclusive Engagement and Assessment

In this section, you are encouraged to include text and data from your most recent EDI Accountability report as they relate to your graduate program, and any new efforts since this report. The full EDI Accountability report will be included as a supplemental document. Be sure to include the following:

i. Outline steps the program has taken, or is planning, to create an inclusive departmental climate that promotes academic success for all graduate students.
ii. Comment on any engagement or assessment disparities between graduate students based on racial, socioeconomic, or other demographic lines.

IV. Undergraduate Program [*To be Provided by the Department*]

a. Curriculum Structure:

Curriculum & Co-Curricular Programs:

i. Describe the breadth and depth of the curriculum. Explain the requirements for each major and minor in the program and for any joint programs.
ii. Describe the impact of the unit's instructional program on the general educational mission, needs of the institution, needs of the colleges, and needs of other departments, programs, and majors.
iii. Describe the ways in which the unit's curricular offerings correspond to national standards (or models) in the discipline
    1. Include copies of published national standards (models, guidelines) for undergraduate majors in the field, if any
    2. Assess the degree to which those elements are currently included (or not included) in your instructional program
    3. Compare the undergraduate curriculum to similar programs at peer institutions
iv. Discuss the ways in which the unit is providing for and encouraging experiential learning opportunities in undergraduate research, internships, study abroad and public service
v. Describe any co-curricular programs supported by the program.

Curriculum Access:

vi. Explain how course offerings are determined.
vii. Describe how undergraduate majors and non-majors get access to courses, labs, studios, and seminars.

b. Advising

Undergraduate advising practices and methods

Provide information about each of the following:

i. Advising services provided by faculty
ii. Advising services provided by staff for incoming 1st years, transfer students and continuing students.
iii. Efforts to foster engagement with majors, from orientation to graduation and after.

c. Program Learning Outcomes

i. In an appendix, list your undergraduate Program Learning Outcomes (PLOs) and a curricular map showing how your PLOs are addressed through courses and degree requirements.
    1. The PLOs and curricular map should be made available on your website. Provide the website address to the location of the posting.
ii. Describe how PLOs are aligned with institutional competencies [link]
iii. Describe how these outcomes are developed, maintained and shared.
    1. Briefly explain why the unit selected its specific learning outcomes and how they were developed to demonstrate that students are meeting degree expectations. Discuss how these outcomes support the development of core and professional competencies appropriate to the level of the degree.

2. Describe how PLO goals and outcomes are shared with all instructors (senate faculty, non-senate faculty and associate-ins)
3. Discuss how the learning outcomes are communicated to students and the degree to which students are aware of these learning outcomes.
4. Explain the process and schedule for evaluating and revising program learning outcomes.

d. Assessment of student learning

i. Describe how Program Learning Outcomes and/or Course Learning Outcomes are assessed.
ii. Discuss assessment results of PLOs or other assessment work and describe any changes implemented based on these findings. How has evidence from these assessments been used to improve student success?
iii. Describe your plans for ongoing assessment of learning outcomes and how these efforts will contribute to continuous program improvement.

e. Equity of outcomes

i. Discuss the equity of outcomes in your undergraduate program. You are encouraged to include text and data from your most recent EDI Accountability report as they relate to your undergraduate program, and any new efforts since this report. The full EDI Accountability report will be included as a supplemental document. Be sure to include the following:
    1. Provide information in a table on gender and race/ethnicity composition of the students in the unit (majors). FERPA requires that you do not list students by name.
    2. Comment on any engagement or assessment disparities between students based on racial, socio-economic, or other demographic lines.
    3. Comment on how your program has responded to any equity gaps among students, and the success of these efforts. Describe steps taken to retain students from California, including those from underrepresented ethnic and socio-economic groups. Highlight the challenges faced, strategies implemented, and successes achieved in these efforts.
    4. Outline steps the program has taken, or is planning, to create an inclusive departmental climate that promotes academic success for all students, and the success of these efforts.

f. Degree completion and post-graduation accomplishments

i. Explain the unit's efforts to improve student graduation rates and time-to-degree for both first year and transfer students.
ii. How does the unit monitor and analyze the success of its students after graduation? Include efforts of how you might improve these metrics, where appropriate.
iii. Summarize any data on how graduating seniors and alumni of the undergraduate degree programs view their educational experience. List data on graduation outcomes (percent attending graduate school, types of jobs obtained following graduation, etc.)

V. Interaction between graduate and undergraduate programs [*To be Provided by the Department*]

Please provide information about each of the following as they overlap across the undergraduate and graduate levels:

a. Teaching assignments

b. TA allocations
c. Mentoring
a. Curricular coordination (including 3+2 and 4+1 programs)
b. Student research
c. Resource allocation
d. Successes and opportunities

VI. Additional Materials and Appendices *[To be Provided by DUE and GEPA, except as indicated below]*

a. Previous Program Review Reports
    i. Graduate
    ii. Undergraduate
b. Department/Program Website
c. Department/Program General Catalog
d. Data and Reports
e. Cost of Attendance

f. **Supplemental Materials Provided by Department**
    i. Department Floor Plan / Facilities Map
    ii. Teaching and Workload Policy
    iii. Additional Materials Optional