

**To: EVCP Paul Gray**  
**Fr: 2002-2003 Program Review Working Group:**

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**Re: Reviews of Departments and Programs**

In the Fall of 2002 the Program Review Working Group was charged with revising the academic program review process and proposing an organizational structure for program reviews that meets the criteria spelled out in the original charge letter. We have completed our given task and are ready to forward our suggestions to you for your further consideration. Because the focus of this group was on policy, many details and subtleties of the proposed review process have not been specified in this report. These subtleties remain under active discussion by various members of the Administration, Staff, and Academic Senate.

The Academic Program Review Working Group agreed on the following goals of the review process:

- Make program reviews more timely, and on a more frequent cycle, as expressed by the Academic Senate (Cande Task Force, 2001-2002) and the Strategic Academic Plan.
- Maintain a review process that is faculty-driven.
- Develop the potential of the program review process to promote key campus objectives within a decentralized organizational culture.
- Create a structure for departmental self-study that is flexible and responsive to the individual needs of the department.
- Reaffirm the importance of statistical data in developing unit self-studies and provide more centralized support to departments in preparation and interpretation of such data.
- Assure that units address student-learning outcomes in discipline-specific ways.
- Create better integration between external and internal reviews
- Maintain a program review process that is distinct from professional or specialized accreditation.
- Make the cognizant dean's role in program review more prominent, especially as a means of promoting departmental follow-up and accountability.

We also agreed on the following recommendations:

- Create a permanent joint Academic Senate/Administration committee, with appropriate staff support, to oversee the academic program review process.
- Identify an institutional home for the academic program review process to be centrally coordinated within a single administrative unit.
- Incorporate the criteria for evaluating departmental efforts in undergraduate education into the criteria for all academic program reviews, including a focus on student learning outcomes.
- Convene a single external review committee with an internal Academic Senate liaison.
- Require surveys of undergraduate majors and graduate students for all program reviews.
- Provide sufficient resources to ensure timely periodic reviews of academic units every seven years as recommended by the Academic Senate.

- Streamline the process that occurs after an academic program review has taken place, clarifying who needs to read and comment on the report and in what timeframe.
- Assure that the cognizant deans are involved in follow-up actions as a result of the academic program review report.
- Create a mechanism for regular follow-up that will enable the campus to evaluate progress and outcomes resulting from recommended actions.

Further details regarding our recommendations are summarized in the following paragraphs and fall into two categories. First, we propose an administrative and organizational structure that will fulfill the mission of reviewing all academic units within a specific cycle. This will require additional staff resources, as detailed below. Second, we propose a process and identify specific responsibilities that continue Berkeley's tradition of faculty governance, yet allow the campus Administration to serve the University in assessing educational effectiveness.

As you probably know, a one-quarter time Associate Dean and a three-quarter time Administrative Assistant in the Graduate Division coordinate the current review process. The historical reporting line for this process has been the Graduate Dean and the Graduate Council. In the past year, the VPUE and CEP have been increasingly included in the review process. In a separate memo to you, an interim review process will be suggested that continues under this rubric. Many features of this penultimate process derive from the proposed review process described below.

The PRWG believes that the review process is best served with appointment of a faculty member as half-time Assistant or Associate Vice-Provost on release from his/her department. This position will provide oversight and coordination for a review committee (discussed below), will be the primary academic contact for external reviewers and the Academic Senate, and will provide procedure and policy oversight for the review process. The AVP will be appointed by the EVCP, in consultation with the Chair of the Academic Senate.

We propose that Academic Program Reviews should be organized around:

- A Program Review Committee (PRC) comprised of a chair that is a half time Assistant or Associate Vice Provost, and Academic Senate representatives from the Graduate Council (GC), Educational Policy (CEP), Budget Committee (CBIR), and Divisional Council (DIVCO). It would also include the Dean of the Graduate Division, the Vice Provost for Undergraduate Education, the Vice Provost for Academic Affairs/Faculty Welfare, the Vice Provost for Academic Planning/Facilities, the Executive Director of the Office of Planning and Analysis (OPA), and the staff coordinator for program reviews.
- One FTE staff coordinator, likely at the PA II level
- One FTE staff, likely at the AA III level
- Support for program review surveys (e.g., 0.5 FTE survey research analyst)
- Student Assistant for clerical support (e.g., work-study)

The PRC would meet once each semester to review policies and procedures, address long term planning issues, and recommend new programs for review. It would also provide advice and consent for the Program Review Chair on matters relating to individual reviews; certain advice is also presumed to be available throughout the academic year without calling meetings. This represents a significant change from the current practice where the authority and accountability for the review process lies with the Graduate Council of the Academic Senate. By reporting to the proposed Program Review Committee, the review process is held accountable to a broader community of the Academic Senate and the Administration.

Appendix I details the tentative list of tasks and responsibilities for the proposed Program Review Process. Appendix II, prepared by Sandra Ellison (OPA), Jane Fink (GradDiv), Cynthia Schrager (VPUE), and Linda Song (AS), summarizes the task list from the perspective of campus staff members. *Unless otherwise stated, all the tasks associated with each review are the responsibility of the Program Review Chair.* The proposed review process begins with PRC selection of units for review. It is assumed that the primary mechanism for review selection will be a master calendar that schedules reviews at regular intervals. The PRC has the authority and responsibility, however, to modify the priorities for unit selection based on other criteria. Upon selection, the Program Review Chair and staff will meet with the cognizant dean and unit chair to solicit names for external reviewers, bring forth special issues for consideration in the review, and further outline the timeline for the review. At the same time, the PRC suggests candidates for an internal Academic Senate liaison for the review process, as well as determines the manner in which the liaison can best report his or her findings.

The unit self-study remains the centerpiece of the review process. It is expected that the self study will provide the unit with an opportunity for reflection and critical assessment of the unit's scholarly directions and how these are reflected in and shaped by the academic programs of the unit. The self study should involve an assessment of strengths, weaknesses, opportunities, and challenges that the unit anticipates over the next ten years. Such an assessment will naturally draw on the current five year academic plan of the unit but should go beyond this document both in its critique and its plans. A key aspect of the self-study is its flexibility – the unit should define for itself what the critical areas for assessment are and where the important challenges lie in the future for it as a unit. The cognizant Dean and the Provost may also identify a particular area or two that they wish the unit to focus on. It is anticipated that over the next decade, each unit will have as a significant focus on undergraduate education. Other areas such as extramural support or private support, or new research directions, or graduate student recruitment to cite some examples might also be selected for in depth analysis. Appendix III provides the specific guidelines for this self-study; this appendix is being reviewed and modified in an on-going basis and thus is a “living” document. Of critical importance to these self-studies will be data and analyses provided by the Office of Planning and Analysis. (OPA has experimented with two such analyses in recent months, and they have been greatly appreciated by those units that are preparing their self-study.) The unit under review must be provided with an analysis of undergraduate and graduate survey data, statistical information about the operation of the unit and its full range of research and teaching activities, personnel matters, infrastructure, and research support. The staff support recommended above includes support for an analyst with OPA for analyses and data summaries. The Working Group feels that you must make this analytical support a high priority in your budget decisions. A considerable hindrance to current self-studies is the lack of centralized data analysis. The unit self-study is provided to the PRC, the external review committee, and the internal liaison.

The visit by an external review committee is the most visible aspect of the review process. During this visit, the external committee is expected to meet with faculty, staff, and students, as well as Administrative leadership, in order to provide a written report on the quality of education in the unit. The Academic Senate liaison accompanies the external committee during its interviews, but does not co-author the report. Rather, the liaison reports separately to the PRC in a unit-specific manner decided at the time of his/her appointment. The external report is reviewed by the unit and appended (with corrections of any factual errors appearing in the external report) within 10 academic days. This package is then delivered to the PRC for their further consideration.

The campus response to the external review report starts with responses from the unit's faculty, staff, and students. These responses are the responsibility of the unit chair and are to be provided within six weeks. These responses are distributed (Appendix II, section 4.2) to the Academic Senate, whose response should consist of position papers (Academic Senate Committees listed in Appendix I, Item 4.4.

It is expected that these reports will be delivered to the Program Review Chair within 10 academic weeks. The Program Review Chair, *with the consent of the PRC*, reserves the right to move the review process forward in the absence of a specific report. This helps ensure a timely review. The reports are delivered as one package to the PRC for their consideration. At this point in the review process the Academic Senate Committees have the right to call an optional discussion meeting to discuss special issues or problems that have been revealed in the reports. In order to keep the review process moving in a timely manner, it is assumed that these optional discussions meetings will be rare.

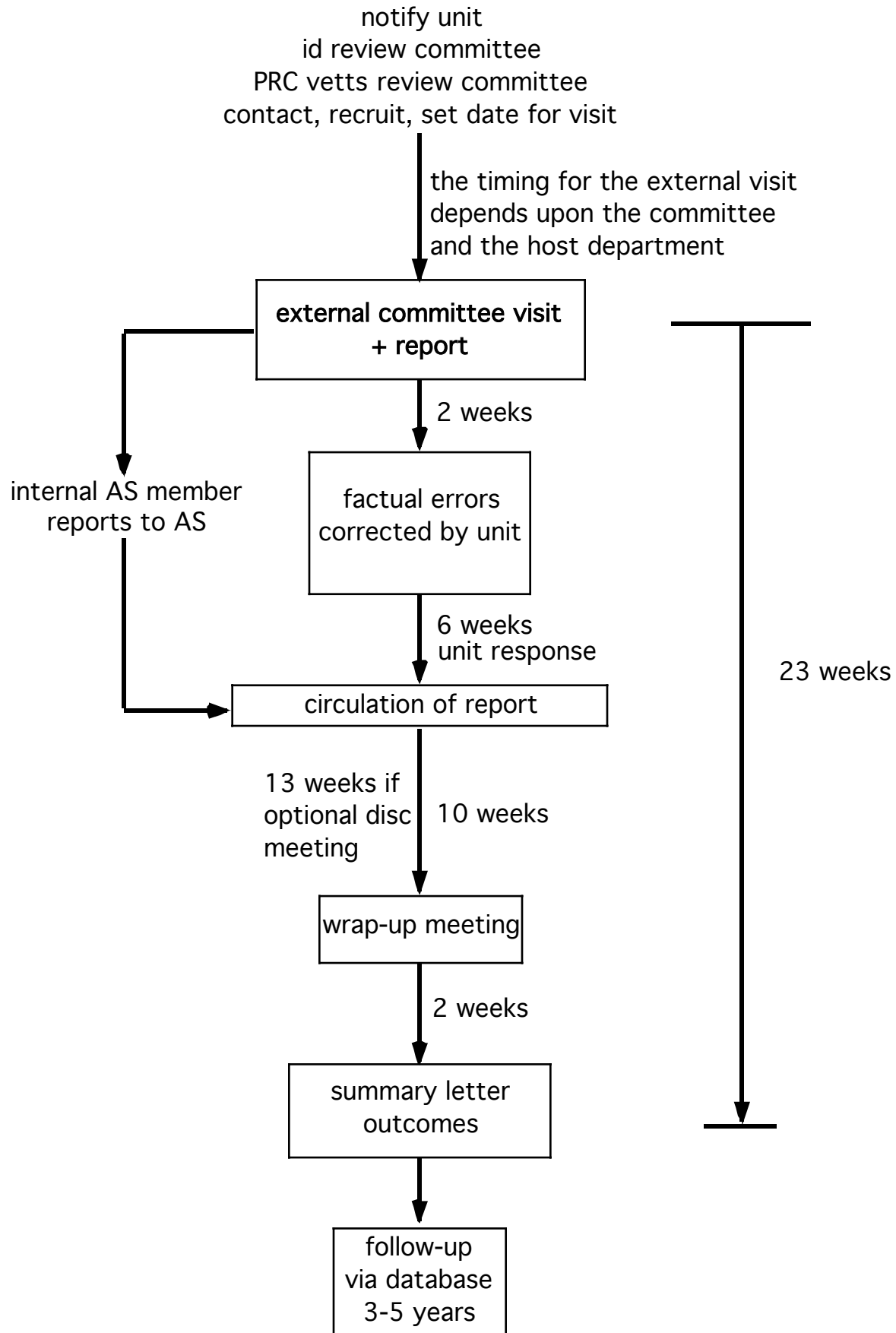
The wrap-up meeting for unit review is hosted by the Program Review Chair and brings together key members of the Academic Senate, Administration and the cognizant dean for a review of the reports, responses, and any other special considerations. The former two groups are a subset of the PRC, yet must include the Chairs (or their designates) of CEP, GC, and CBIR, the Graduate Dean, the VPUE, and the VPAA. The outcome of this meeting is a draft of a letter addressed to the unit chair with specific recommendations for actions. The letter is finalized by the Program Review Chair and sent to the unit for their response. The letter and unit response are then given to the PRC. Follow-up on the recommendations are to be included in the cognizant dean's annual budget request, unless otherwise negotiated at the wrap-up meeting. The Program Review Chair is responsible for maintaining a database of compliance to the recommendations, and the semi-annual meetings of the PRC will devote considerable time to reviewing the progress on these recommendations. A summary of the proposed review calendar appears at the end of this memo.

Our preliminary estimate is that the budget for such a structure would be on the order of \$300K to \$400K, but considerably less new money would be needed, as whatever current support for reviews is now provided to the Graduate Division and VPUE would be re-directed. Please also note that the "host unit" for this structure has not been specified, although the Provost's Office or the Office of Planning and Analysis have both been suggested. Regardless of host unit, the proposed assistant or associate Vice Provost would report to you.

The proposed review process incorporates the best of our current practice, yet expands the scope and accountability of the review process to more fully include undergraduate matters. It retains authority from the Academic Senate, yet places the Administration in a proper role to facilitate the reviews and hold the units accountable to the review process. The proposed centralized structure eliminates the coordination and duplication issues that delay the current process. Although many of the key elements for such a process are already in place, at least informally, a critical first step towards improving the review process is the allocation of additional FTE resources. As resources became more available, this proposed process could ramp up to the desired 10 reviews per year.



## PRC names unit for review



## **APPENDIX II**

### **Suggested Program Review Procedures**

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*Note: Steps are grouped by topic and are not necessarily always chronological.*

#### **1. Selection of Units for Review.**

##### **1.1 Units selected for review.**

Units targeted for review and any specific issues to be addressed in the review are determined annually, in the spring, by consensus of the Program Review Committee (PRC). This committee is overseen by a dedicated Chairperson (title and percentage time to be determined, most likely a 50% time Assistant or Associate Vice Provost). It also includes the Chair (or a designated representative) from the Graduate Council, the Committee on Educational Policy, the Budget and Interdepartmental Relations Committee. Other participants are the Dean of the Graduate Division, the Vice Provost for Undergraduate Education, the Vice Provost for Academic Affairs/Faculty Welfare, the Vice Provost for Academic Planning/Facilities, and the Executive Director from the Office of Planning and Analysis. The Committee is staffed by the Staff Coordinator for Program Reviews.

Once units are selected for review, the Chair of the PRC, on behalf of the PRC, notifies the Executive Vice Chancellor & Provost and the Chair of the Academic Senate of units selected for review in the coming year with a cc: to the PRC. The Chair also notifies the unit heads and cognizant deans. Once the selection process is complete, the relevant Academic Senate committees designate a representative for each of the units undergoing review. In addition, the Office of Planning & Analysis initiates data collection and preliminary analysis for all units.

##### **1.2 Preliminary meeting with unit head and dean.**

A preliminary meeting is held to get input from the unit head and cognizant dean on key issues to be addressed in the review, to go over the timeline for the review, and to answer any questions the unit may have. During the self-study phase, it is expected that the unit will identify and focus on two or three major issues; the cognizant dean or the provost may also identify a specific issue or two for more in depth analysis during the self study. The meeting is attended by the Chair of the PRC, the Executive Director of Planning & Analysis, the Staff Coordinator for Program Reviews, the cognizant dean for the unit under review, the unit head for the program under review, and unit staff as designated by the unit head. At this meeting, any issues that surfaced in a preliminary analysis of unit data by the Office of Planning & Analysis are shared.

##### **1.3 Nominations for the External Review Committee and internal Academic Senate liaison are solicited.**

The unit head is asked to provide the Staff Coordinator with a list of suggested external reviewers (with the number corresponding to the size of the program), a list of no fewer than two comparison departments on the Berkeley campus and a list of no fewer than two comparison departments at other institutions. This list is reviewed and commented on by the members of the PRC, who may recommend additions and deletions. The list is also reviewed by the cognizant dean who may also recommend additions and deletions. As a courtesy, the unit head is notified of

any additions and deletions to the nomination list. After careful review, the list of nominees is finalized by the Chair of the PRC.

A formal request is sent to the Committee on Committees for nominations of Academic Senate members to serve as the internal liaison on the External Review Committee.

#### **1.4 The External Review Committee is selected and charged and the internal Academic Senate liaison is designated.**

The Chair of the PRC contacts potential external reviewers from the approved list of nominees and requests their participation in the external review of the unit. The size of the External Review Committee is decided relative to the size of the unit under review (with a minimum of two and a maximum of six external members). The Chair of the PRC also invites an Academic Senate member nominated by the Academic Senate Committee on Committees to serve as the internal liaison. Once the reviewers and the internal liaison agree to participate in the review, a date is determined for the external site visit. The external reviewers are sent a charge letter that outlines their responsibilities, identifies the issues for the review, and states the honorarium to be paid and expenses to be paid. The unit self-review document and the data package from the Office of Planning & Analysis are included with the charge letter. Copies of the charge letter and review materials are also sent to the internal Academic Senate liaison. **[Should the internal Academic Senate liaison receive a separate charge, detailing the specific roles and responsibilities associated with that position?]**

### **2. Self Review.**

#### **2.1 Standard statistical data and summary analysis provided to unit.**

Standard statistical data is compiled by the Office of Planning and Analysis and is transmitted to the unit under review to provide a basis for the self-review document to be produced. This information includes statistical data gathered from the Graduate Division, Sponsored Projects Office, Office of Student Research, as well as Office of Planning and Analysis. See Appendix III Outline of Self Review for a specific listing of the data to be transmitted to the department. **[This still needs to be revised. OPA has provided a draft list of data element, which needs to be winnowed.]** OPA also prepares a summary analysis of the data package to assist the unit in the preparation of its self-study.

#### **2.2 Surveys administered to undergraduate and graduate students.**

As part of the above data package, surveys will be conducted of both undergraduate and graduate students. Undergraduate surveys will be administered and analyzed by the Office of Student Research. The Graduate Division conducts an exit survey of all graduate students upon the filing of a student's dissertation. Relevant results from this survey will be compiled into a report by Graduate Division staff for the unit under review.

#### **2.3 Unit collects additional data.**

The unit under review may collect any additional data it deems necessary for its self-review document.

#### **2.4 Unit prepares self-review.**



The unit conducts a self-review, focusing on established guidelines (see Appendix III Outline for Self-Review), the high-priority issues highlighted by the PRC, and any other special issues identified when the review is requested. The deadline for the self-review is dictated by the schedule for the arrival of the external visiting committee.

## **2.5 Self-review submitted.**

The unit under review submits its self review document to the Academic Program Review Office, which distributes the self-review and the statistical data package to the External Review Committee, the internal Academic Senate liaison, the cognizant dean, and the relevant Senate Committee chairs or their designated representatives.

## **3. External Review Committee.**

### **3.1 External Review Committee formed.**

Upon the approval of the PRC and the cognizant dean, the External Review Committee is formed and an internal Academic Senate liaison is appointed. The external visit is scheduled in conjunction with the department. **[Senate suggests that designated reps for individual reviews are made at this time.]**

### **3.2 Site visit conducted.**

The External Review Committee site visit takes place over a three-day period. The visit begins with a Welcome Reception and Dinner. During the second day of the visit, the External Review Committee meets in the department with the unit's students, faculty and senior staff. On the third day of the site visit, the External Review Committee has an exit interview with the Chair of the PRC, the Chairs of the relevant Senate Committees or their designated representatives, and the cognizant dean. During this meeting the Committee reports on its findings.

### **3.3 External Review Committee report submitted.**

Prior to their departure, the external members of the Committee prepare a draft report summarizing the strengths and weaknesses of the unit and addressing the issues raised in its charge. The internal Academic Senate liaison participates in all meetings associated with the site visit to provide an institutional context, but the liaison does not contribute directly to the writing of the External Review Committee report. The confidential report of the External Review Committee is delivered to the PRC Chair before the members' departure from the campus.

### **3.4 Unit head reviews External Review Committee report for factual accuracy.**

The unit head is invited to review the confidential report of the External Review Committee for factual accuracy and is given two weeks to respond.

### **3.5 External Review Committee report is finalized.**

Once the report has been reviewed for factual accuracy it is considered final.

### **3.6 Liaison reports to Academic Senate**

The internal Academic Senate liaison to the External Review Committee reports on the committee's findings to the relevant Academic Senate committees. **[Clarify reporting mechanism/procedure for the liaison. Is the report oral and or written? Who is responsible for distributing the report if written or scheduling the meetings if oral?)]**

#### **4. Position Papers and Meetings.**

##### **4.1 Unit's faculty and students submit responses to the External Review Committee final report.**

The final External Review Committee report (including any factual corrections submitted by the unit) is then transmitted by the Staff Coordinator for Program Reviews to the unit with a formal request for faculty, graduate student, and undergraduate student responses. These responses, including a summary letter from the unit's head, are due back to the Chair of the PRC within six weeks.

##### **4.2 External report and unit's response distributed to Academic Senate and administration representatives.**

The final report and the response from the unit under review (aka "the report package") are distributed by the Staff Coordinator for Program Reviews to the Chancellor, the EVCP, the VCBF, the members of the PRC, and the Internal Academic Senate Liaison. In addition, the Chair of the PRC distributes the report package, along with a formal request for position papers, to the Chairs of the relevant Academic Senate Committees or their designated representatives, the cognizant Dean, and the relevant College or School Executive Committee. These position papers are due back within ten weeks (excluding any periods during which the committees are not in regular session). **[Clarify the relationship of the internal liaison report to the report package? If written is it included? If not written, what is its status?]**

##### **4.3 Optional discussion meeting.**

At its discretion, the Academic Senate has the option to convene a discussion meeting based on the report package. This meeting shall take place within ten academic weeks of the date of distribution of the report package. The attendees and purpose of the meeting are determined by the relevant Academic Senate Chairs, and the PRC Chair is responsible for convening the meeting. If the Senate elects to exercise this option, the Senate notifies the Chair of the PRC of its intention, and the deadline for submitting position papers is extended by three weeks to a total of 13 weeks from date of distribution. **[The Senate has concerns about the timeline for and staffing of this meeting that need to be worked out.]**

##### **4.4 Position papers submitted.**

Position papers from the relevant Senate committees are forwarded to the Divisional Council (DIVCO), which forwards these copies along with its comments to the Chair of the PRC. The Dean and the Chair of the relevant College or School Executive Committee also forward position papers to the Program Review Office. These position papers are due within ten weeks of the date of distribution of the report package (thirteen weeks if a discussion meeting is elected), excluding any periods during which the committees are not in regular session.

#### **5. Wrap-Up Meeting.**

A wrap-up meeting is called by the Chair of the PRC and is attended by the Chair of the PRC, the Chairs of the relevant Academic Senate committees or their designated representatives, and the cognizant dean of the unit. **[Which other administrators, if any, attend the wrap meeting, e.g. other members of the PRC such as the Grad Dean, the VPUE?]** The purpose of the meeting is to make final recommendations that will be issued to the unit for follow-up action. In advance of the meeting, the positions papers are distributed by the Staff Coordinator for Program Reviews for review and discussion at the meeting.

## **6. Unit Response and Follow-Up.**

### **6.1 Summary letter and recommendations.**

The outcome of the wrap-up meeting is reported via a summary letter that is composed by the Staff Program Review Coordinator and reviewed by the Chair of the PRC and the cognizant dean. The letter is then sent by the Chair of the PRC to the head of the unit being reviewed with copies to the Chancellor, the Executive Vice Chancellor & Provost, the Vice Chancellor—Budget & Finance, the members of the PRC, the cognizant Dean, and the relevant College or School Executive Committee. The summary letter specifies the expected unit response(s) as well as a timetable for the response(s). It will also specify a date for a follow-up progress report in three to five years.

### **6.2 Unit progress report.**

Three to five years following the completion of the review, the Chair of the PRC will request a letter from the unit head summarizing the progress made on the recommendations and expected unit responses.

## **APPENDIX III. SUGGESTED INTERIM OUTLINE FOR SELF-REVIEW TO BE SUBMITTED BY ACADEMIC UNITS SELECTED FOR REVIEW**

### **I. OVERVIEW**

A. Brief description of the goals and mission of the graduate and undergraduate programs; description of areas of excellence.

B. Identification of two to three specific areas for in depth analysis, established through a critical assessment of strengths and weaknesses, challenges and opportunities. This assessment should include a review of how this department sees itself in a national or international context in terms of scholarship and academic programs.

C. The five-year to ten-year academic plan for the unit, including new scholarly directions, research plans, curricular or degree program changes, faculty recruiting and plans for maintaining and enhancing excellence and diversity of faculty and students. The nature of the research, teaching, and scholarly enterprise should be summarized here.

### **II. PROGRAM (S)**

A. A description of the undergraduate and graduate degree programs, specialty areas in which degrees may be earned, and the rationale for degree requirements. Summarize how the scholarly enterprise of the unit is reflected in these degree programs. Provide information about the unique elements of the program.

1. What are the objectives, how are they measured, and how well are they being met?
2. How do the programs compare with similar programs at comparable institutions?
3. How many students do the programs serve? (majors, minors, outside students?)
4. Are the programs growing in terms of students or faculty FTE?
5. Is the size of the faculty and support staff adequate to the number of students in the undergraduate program? The graduate program?
6. What are the admission procedures for the undergraduate major, and what is the student demand?
7. What are the admission procedures for the graduate program, and what is the yield rate (both with and without financial aid)?

B. The undergraduate program:

1. What constitutes "quality" in undergraduate education in your field? How does your unit measure and meet this standard of quality?
2. What contributions does the program make to general education and to the American Cultures requirement, including service courses and other courses for non-majors? Please list number and size of service courses, freshman and sophomore seminars, American Culture courses—and indicate the percentage of faculty who offer such courses.
3. What opportunities are provided for undergraduate participation in research? Please list courses, internships, paid positions, etc and indicate the number of students.
4. What opportunities does your unit support in terms of curriculum enrichment—namely international studies and academic service learning?
5. What opportunities are available for honors theses, and for capstone experiences? What percentages of majors take advantage of these opportunities?
6. How does the program deal with the special needs of community college and other transfer students?
7. What is the average time to degree (for both native and transfer students), and what actions are being taken to ensure that students graduate in a timely manner?

8. What information does the unit use, from the Career Center or elsewhere, about the subsequent job placement or graduate training of its Bachelor degree graduates? What are the trends of that information?

C. The graduate program:

1. What constitutes "quality" in graduate education in your field?
2. How does your unit measure and meet this standard of quality?
3. What other institutions compete with you for graduate students?
4. What constitutes "success" for you in this competition? What limits your ability to "succeed" further?
5. What are the policies and procedures for the examinations necessary to obtain Masters and Doctoral degrees.
6. Describe how graduate students are mentored.
7. Show the job placement of your graduate students during last 5 years.

D. Links with other units on campus, such as joint faculty appointments and shared courses. Number of undergraduate and graduate service courses and enrollments.

### III. THE FACULTY

A. Describe the success of your faculty in meeting the unit's scholarly mission. How is the success of faculty measured?

Attach abbreviated curriculum vitae for all faculty members, including lecturers.

B. Quality of Instruction:

1. What are the methods used by the unit to evaluate the quality of teaching? How is the information gathered by these methods used for feedback to the instructor, and for planning and decision-making?
2. What are the incentives and rewards for faculty contributions to both the undergraduate and graduate teaching enterprise?
3. What teaching resources does the unit use to enhance the quality of instruction?
4. What efforts are being made to survey recent degree recipients (e.g. exit surveys) and alumni about the quality of the program, and what has been learned from these?
5. Describe possible innovations in teaching that are contemplated.

C. Faculty teaching loads. (See Section VII.B.5.).

1. Description of internal policy for making teaching assignments, i.e., information on average teaching load per faculty member in the unit
2. Percentage of courses taught by: a) ladder-rank faculty, b) lecturers and c) GSIs in lower division; upper division. Please explain the rationale for the pattern of allocation.
3. Student contact hours according to academic title.

D. Faculty Advising and Mentoring

1. What is the distribution of mentoring and advising responsibilities to faculty and staff, and what methods are used to evaluate their effectiveness?
2. What are the procedures for faculty oversight of undergraduate special studies courses (e.g., field studies, group studies including DE-Cal courses, independent research)?
3. Average length of service as graduate, major, and other advisers.
4. Faculty participation in the mentoring of GSIs and their preparation for teaching. What are procedures for their oversight?

5. Description of the unit's system of advising and guiding students and an evaluation of the effectiveness of the system.

E. Recruitment success. Job offers made and accepted in the last five years.

Retention success: how are junior faculty mentored? How well are they included in the intellectual life of the department?

F. Scholarly interaction: Provide information on collaborative efforts within and across department lines; discuss the culture of the department and the intellectual interactions that occur.

#### IV. UNDERGRADUATE AND GRADUATE STUDENTS

A. Procedures for admission to the undergraduate major program(s); undergraduate student demand for the major, and in the professional schools, acceptance rate.

B. Procedures for admission to the graduate program(s), proportion offered financial aid, and proportion accepting without financial aid.

C. Amount of graduate student support and procedures for distributing it.

D. Teaching opportunities for graduate students and how they are distributed and evaluated. Opportunities for graduate students to obtain training in instruction.

E. Description of outreach plan to promote diversity in the graduate program. Role of affirmative action adviser.

#### V. PHYSICAL FACILITIES AND OTHER RESOURCES

A. A general comment on the physical facilities and how they may affect the teaching or research programs. Comment on the resources available for the unit to achieve its mission.

#### VI. UNIT GOVERNANCE AND ADMINISTRATION

A. Feasibility of faculty members engaging in informed collective discussion on all-important unit issues.

B. Role of chair, vice-chair, and executive committee (if applicable). Provide names of other unit committees.

C. Participation of non-tenured faculty in decisions and administration. Mentoring of faculty.

D. Student participation in decisions and administration.

#### VII. STATISTICAL DATA

The campus offices designated below will provide the information listed below. This information will be collected by the Chair of the Program Review Committee and forwarded to unit chairs. Unit chairs must include this information with their self-review reports.

A. From the Graduate Division

1. Time required to complete graduate degrees.
2. Completion rate.
3. Faculty participation in dissertation direction and service on dissertation committees.
4. Summary and analysis of information obtained from graduate student exit questionnaires.

B. From Resource Planning & Budget: Planning & Analysis Office:

1. Faculty

- a. Budgeted Faculty FTE – 5 years (Ladder-rank faculty + Lecturers with Security of Employment) [Source: CAL PROFILES].
- b. Actual Faculty FTE – 2 years [Source: Faculty Instructional Activity Reports (FAIAR Report)].

2. Undergraduate Education [Source: CAL PROFILES]

- a. Assigned majors for last 5 years.
- b. Course enrollment activity for last 5 years.
  - (1) Counts of enrollments arrayed by level (Lower Division, Upper Division) for all unit-bearing courses (i.e., regularly scheduled classes and independent studies).
  - (2) Average enrollment for unit-bearing classes.
  - (3) Percent of students enrolled that are majors within the home unit (e.g., Art History majors taking Art History courses), outside the unit (e.g., all other majors taking Art History courses), and undeclared (all undeclared students taking Art History courses).
  - (4) Student Credit Hours (SCH), year average basis.
- c. Undergraduate degrees granted for the last 5 years.

3. Graduate Education [Source: CAL PROFILES]

- a. Number of graduate applications for admission, number of offers of admission, and number admitted for the last 5 years.
- b. Course enrollment activity for the last 5 years.
  - (1) Counts of enrollments for all unit-bearing graduate courses (i.e., regularly scheduled classes and independent studies).
  - (2) Average enrollment for unit-bearing classes.
- c. Graduate degrees granted for the last 5 years.

4. Executive Summary(s) [Source: CAL PROFILES]

- a. Cal Profiles Executive Summary of unit under review where appropriate and/or available.
- b. Cal Profiles Executive Summary of unit's home college/school where appropriate and/or available.

5. Faculty Workload Measures

- a. FTE students for last 5 years [Source: DEPTFACT].
- b. FTE students/Total Faculty FTE for last 5 years [Source: DEPTFACT].

c. Courses taught by individual ladder-rank faculty and Lecturers with Security of Employment for previous 2 years, including course enrollments [Source: Planning & Analysis Office].

C. From Sponsored Projects Office\*:

1. Faculty activity in soliciting outside research and training funds (i.e., number of proposals and dollar amounts requested; annual dollars awarded by source and type).

D. From the Office of Student Research:

1. Upper division grade point averages (lower division not available because most undergraduates do not declare their major until they reach upper division status), including trends for at least five years.
2. Average time to complete undergraduate degree (with explanation about how these data are derived), including trends for at least five years.
3. Undergraduate degree completion rates, including trends for at least five years.
4. UCUES and/or point survey data and summary analyses