# PROGRAM SELF-REVIEW

FOR THE UNDERGRADUATE MAJOR IN

for the period _______ to _______

Date submitted _______

Prepared by:

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Home Department of the major:

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Table of Contents

Introduction and General Instructions .................................................................................................................. 1

1. Overview of the major ........................................................................................................................................ 2

2. Outcome of Previous Program Review ........................................................................................................ 3

3. Faculty in the major ........................................................................................................................................... 4

4. Instruction, advising, and resources in the major ........................................................................................... 5

5. Students in the major ......................................................................................................................................... 6

6. Students’ Perceptions of the Major ................................................................................................................ 7

7. Post-graduate Preparation .................................................................................................................................. 8

8. Educational Objectives ...................................................................................................................................... 9

9. Assessment ........................................................................................................................................................... 10

10. Major strengths and weaknesses/problems .................................................................................................. 11

11. Future Plans ....................................................................................................................................................... 12
Introduction and General Instructions

The purpose of this program self-review is to provide responses to a series of questions about your undergraduate major, and to compare it to similar majors that are being reviewed in the same cluster, in the following eight categories, which comprise sections 1 and 3-9 of the report: 1) overview of the program; 3) faculty in the program; 4) instruction in the program (including staff, space, and facilities); 5) students in the program; 6) students’ perceptions of the program; 7) post-graduate preparation; 8) educational objectives; and 9) self-assessment methods, including, when possible, outcome assessment of student learning. This is followed by a summary of major strengths and weaknesses (section 10) and a statement of future plans for the program (section 11). Section 2 is a report on the outcome of the last review of the program.

Each section begins with a series of guiding questions which give an overview of the information that the campus hopes to gain from these reviews. In order to help you frame responses based on actual evidence, we are providing a series of tables and graphs which are organized in several reports. Appendix A, provided by the Office of the Registrar, includes catalog descriptions of all programs in the cluster. Appendix B contains information on instruction, students, and faculty gathered by the Office of Resource Management and Planning (ORMP) using data from a variety of sources. Appendix C includes the results of two surveys conducted by Student Affairs Research Information (SARI): the first gathered the opinions of students in selected classes one and four years after graduation, and the second is a subset of data taken from the University of California Undergraduate Experience Survey (UCUES), which focuses on current upper division students. Appendix D, provided by the Office of the Registrar, is a list of the educational objectives of the campus, as published in the General Catalog.

The data presented in Appendices A-C provide you with the basis to make comparisons between your program and other programs being reviewed in the same cluster as well as your division, college, and the entire campus. Generally, the ORMP data on students and faculty were compiled for the home department of your program, while the survey data from SARI (the undergraduate experience survey and the alumni survey) were compiled by the students’ majors. If, however, this approach will not provide useful information for your major, then alternative information has been provided based on the core courses that you identified for your major.

In responding to the questions below, we ask that you refer to specific data tables where they are referenced. Responses should be concise; where there is nothing particularly remarkable to note, they can be very brief (e.g., “Enrollment in the major has shown a slow but steady increase over the period of the review, consistent with our goals and with the pattern seen in most other majors in this cluster.”) Cases in which the data for your program are substantially different from other programs require more detailed responses. In cases where the data we have supplied alone do not provide a complete and accurate understanding of the issue, please include additional information and commentary as necessary. For a few questions, no data are supplied and you are asked to draw on your own knowledge of the program to address the issue. In the summary following specific questions in sections 2-8, please describe briefly the overall state of the program for the issues addressed in that section, highlighting major problems, if any.
1. **OVERVIEW OF THE MAJOR**

Questions: What are the student learning objectives identified for this major? What is the role of this major in undergraduate education on the campus, i.e., how does the major contribute to the undergraduate educational mission of the campus? Is the major clearly distinguished from other similar majors on campus?

Refer to the catalog description of the major and the other majors reviewed in the same cluster (Appendix A). Describe any inaccuracies in the catalog description and explain plans for correcting them. Identify the other majors in the cluster that are most similar to yours and explain how your major differs from them.

Enter your text here.
2. OUTCOME OF PREVIOUS PROGRAM REVIEW

Please list the recommendations made at the conclusion of the previous review (these may have been made by the review committee, Executive Committee and/or Dean) and comment briefly on the current status of the matters noted in the recommendations. Discuss any other significant changes in the major since the last review.

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3. Faculty in the Major

Questions: Who does the bulk of teaching in the major? What are the demographics of instructors in the major? Will the program be affected by substantial changes in the faculty (e.g. anticipated retirements) in the next review period?

Refer to the attached data concerning faculty in your department and the other departments reviewed in the same cluster (Appendix B, Tables 1-5). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

a) Table 1. Instructional Faculty – FTE and Percent by Rank
b) Table 2. Age of Ladder Faculty – Percent by Age Group
c) Table 3. Gender of Ladder Faculty – Number and Percent by Rank
d) Table 4. Under-represented Ladder Faculty – Number and Percent by Rank
e) Table 5. New Faculty Hires and Separations – Number by Rank

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4. INSTRUCTION, ADVISING, AND RESOURCES IN THE MAJOR

Questions: How effective is the delivery of instruction in the major? Are faculty engaged in the major? Is instruction meeting the student learning objectives for the major? Is advising adequate? Is there adequate staff support? Are adequate space and facilities available? Is the program keeping pace with developments in the field? Are grading standards appropriate?

Refer to the attached data concerning instruction in the major and the other majors reviewed in the same cluster (Appendix B, Tables 6 -12). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

a) Table 6. Majors per Instructional Faculty FTE
b) Table 7. Students in Major Enrolled in Upper Division Courses – Percent of Total Course Enrollment
c) Table 8. TAs Assigned to Upper Division Courses – Number By TA Role
d) Table 9. Student Faculty Ratio – By Instructor Type
e) Table 10. Courses Taught – Percent By Instructor Type and Course Level
f) Table 11. Assigned Space – I&R Assignable Square Feet (ASF) – By Department
g) Table 12. Distribution of Grades in Upper Division Courses – Percent of Total Enrolled and Average GPA

Please also address the following issues, for which no data are provided:

h) Comment on the degree of interest and engagement of the faculty in the major.

i) Comment on the adequacy of staff support for the major.

j) Comment on the adequacy of staff advising for the major.

k) Comment on the adequacy of instructional equipment and facilities for the major.

l) Comment on the program’s record of keeping pace with advances in the field.

m) Comment on the program’s record for meeting its student learning objectives.

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5. STUDENTS IN THE MAJOR

Questions: This section is intended to characterize the students in this major. How have enrollments in the major varied over the period of the review, in terms of both the numbers and quality of the students? Are students succeeding in the major both in terms of qualitative and quantitative academic standards? Are students meeting the learning objectives identified for the major? Are students graduating on time? How do students find out about the major? Is the major reaching a wide and diverse spectrum of students? Are students who enter the major retained in the major, and if not, why not?

Refer to the attached data concerning enrollments in the major and the other majors reviewed in the same cluster (Appendix B, Tables 13-23). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

a) Table 13. Number of Students - Duplicated Count and Percent Change
b) Table 14. Students in Multiple Majors - Percent of Total in Major
c) Table 15. Gender of Students – Percent of Total in Major and Percent Change
d) Table 16. Under-represented Students – Percent of Total in Major and Percent Change
e) Table 17. New Freshman Students Number and Percent Change
f) Table 18. New Transfer Students Number and Percent Change
g) Table 19. Average Cumulative UC Davis GPA
h) Table 20. Students in Good Standing – Percent of Total by Level
i) Table 21. Degrees Conferred – Duplicated Count and Percent Change
j) Table 22. Time to Degree for Freshman and Transfer Students – All Students
k) Table 23. Time to Degree for Freshman and Transfer Students – In Same Major

l) In light of the information presented in Tables 13-23, describe and evaluate the effectiveness of any efforts by the program’s faculty and staff to retain students in the major.

Please also address the following issue, for which no data are provided:

m) Describe and evaluate how students find information about the major (websites, course catalog, etc.).
6. STUDENTS’ PERCEPTIONS OF THE MAJOR

Question: What are current students’ and recent graduates’ opinions of the major?

Refer to the attached data obtained from surveys of current students and alumni concerning their perceptions of the quality of the major and the other majors reviewed in the same cluster (Appendix C, Figures 1-53). Based on those data and any additional information you wish to include (e.g., results of departmentally administered course evaluations), comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

a) overall understanding of the major (Figures 1-4)
b) overall satisfaction with the major (Figures 5-22)
c) satisfaction with instruction in the major (Figures 23-36)
d) satisfaction with academic advising in the major (Figures 37-43)
e) satisfaction with courses offered in the major (Figures 44-53)

Enter your text here.
7. **POST-GRADUATE PREPARATION**

Questions: How well does the major prepare students for postgraduate education and careers? Do the students have sufficient contact with the faculty to get internships or letters of recommendation?

Refer to the attached data obtained from surveys of current students and alumni concerning preparation by the major for postgraduate education and careers (Appendix C, Figures 54-80). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

a) quantity and quality of research and creative activities provided by the major (Figures 54-59)

b) quality of preparation by the major for postgraduate education (Figures 60-64)

c) quality of preparation by the major for the workforce (Figures 65-74)

d) the degree to which students have sufficient contact with faculty to help them in their postgraduate education and careers (Figures 75-80).

Enter your text here.
8. Educational Objectives

Questions: What are the student learning objectives of the major, where are they presented, and how do they relate to the educational objectives of the campus? How effective is the program in meeting its objectives?

Explain how the educational objectives of your major relate to the educational objectives of the campus, as listed in the General Catalog (Appendix D), which are: communication skills, cognitive skills, virtues, depth of discipline, leadership skills, global perspective, and lifelong learning.

Refer to the attached data obtained from surveys of current students and alumni concerning the major’s contributions to the campus’s educational objectives (Appendix C, Figures 81-114). Comment on students’ perceptions of their preparation in each of the objectives, referring, when appropriate to differences between your major and others in the cluster.

Describe how student learning in the major is measured, and the evidence that indicates that students are reaching the educational objectives for your program.

Enter your text here.
9. ASSESSMENT

Question: How does the program monitor and evaluate itself, and how are problems, once identified, rectified?

No data are provided for this section.

a) Describe the indicators and/or methods that you use to demonstrate areas of strengths or that are in need of improvement in each of the following areas:
   i. Quality of teaching in the program.
   ii. Grading policies.
   iii. The program’s record of keeping pace with changes in the field.

b) Describe any policies or procedures that are in place to address problems in each of these areas.

c) Of the outcome measures provided in this report (see Item 7) and the educational objectives for your program (see Item 8), identify those most effective for evaluating your program. Are there other measures you presently use or would like to use?

Enter your text here.
10. MAJOR STRENGTHS AND WEAKNESSES/PROBLEMS

Summarize the major overall strengths of the program as well as any current problems that you perceive.

Enter your text here.
11. Future Plans

Describe current or proposed plans to strengthen educational objectives of the program, such as increasing enrollments, improving student performance, and increasing the contribution of the program to the campus educational objectives. Describe and justify if new resources are needed to preserve or strengthen the program.

Enter your text here.