

WSCUC Mid-Cycle Review

Name of Institution: University of California – Riverside (UCR)

Person Submitting the Report: Steven G. Brint, Vice Provost of Undergraduate Education and Accreditation Liaison Officer

Report Submission Date: June 30, 2015

Statement on Report Preparation

For the WSCUC mid-cycle review, UCR has provided an updated Inventory of Educational Effectiveness Indicators (IEEI; WASC Exhibit 7.1). Per Christopher Oberg's email dated May 29, 2015, we have provided updates on undergraduate and graduate degree programs that have undergone program review in the last two years.

Accreditation Liaison Officer and Vice Provost of Undergraduate Education, Steven Brint was responsible for ensuring that the mid-cycle review was completed and submitted by the July 1, 2015 deadline.

Assistant Vice Provost (Undergraduate Education), Christine Victorino and Director of Evaluation and Assessment (Undergraduate Education), Gary Coyne prepared the updated inventory. Inventory data was gathered from the following sources:

- annual learning outcome assessment reports (undergraduate programs only),
- program review documentation (provided by Academic Senate's Graduate Council and Committee on Education Policy),
- professional and disciplinary accreditation documentation (e.g., self-study reports, external review team reports; provided by the School of Business Administration and the Bourns College of Engineering), and
- interim WASC reports prepared by graduate programs for the UCR Interim Report.

In concert with the Interim Report submitted to the Commission on February 27, 2015, the mid-cycle review provides evidence of UCR's institutional commitment to assessment and program review.

University of California, Riverside
Inventory of Educational Effectiveness Indicators (IEEI)

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
Undergraduate Programs that underwent program review since University of California Riverside's last WASC/WSCUC's re-accreditation in 2009-2010.						
Anthropology B.A. (including Anthropology -- Law and Society)	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html	For Archeology subfield: Evidence was provided by embedding a series of ten multiple choice questions in an introductory undergraduate course, Anthropology 005 (Introduction to Archaeology). For Bio-Anthropology subfield: Evidence was provided by embedding a series of four multiple choice questions in an introductory undergraduate course, Anthropology 002 (Biological Anthropology). For all majors: a senior exit survey was undertaken.	Each year, departmental faculty reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html	Department uses learning outcomes to reflect on student learning and propose changes (1) to improve curriculum, e.g., propose new courses or modify existing courses, (2) to gather data that will help department understand student experiences, e.g., senior exit survey, and (3) to advocate for departmental resources, e.g., new hires.	2014-15
Bioengineering B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html Department web site:	For each program objective student work from multiple courses was examined, including quizzes, tests, laboratory reports and outcomes from experiments.	Individual instructors assess course learning goals linked to program learning goals in every course; evidence is catalogued and aggregated.	In the most recent cycle assessment results have been used to: (1) reorganize and/or reemphasize material within courses; (2) reorganize presentation of material	2014-15

		http://www.bioeng.ucr.edu/education/abet.html	<p>The department conducted a survey of exiting seniors about the extent of their preparation with regards to each outcome.</p> <p>The department conducted surveys of employers about the training of recently hired graduates.</p> <p>The department conducted survey of recent alumni about the extent of their preparation with regards to each program outcome.</p>	<p>ABET Committee reviews evidence and advises the department on areas of success or concern.</p> <p>The faculty consider assessment regularly at departmental meetings and reexamine program outcomes each year at annual retreat.</p> <p>The Departmental Advisory Committee (made up of alumni, industry professionals and other engineering professionals) periodically provides input about outcomes and feedback on assessment results.</p>	<p>across courses; (3) remove courses; (4) facilitate student projects specifically designed to increase student skills in particular areas; and (5) bring additional perspectives to particular courses or groups of courses.</p>	
Business Administration B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html	Assessment focused on short papers and essays as well as measures embedded in exams.	<p>Each year, departmental faculty reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For AACSB accreditation, the School of Business Administration Executive Committee Reviews assessment data collected since the last AACSB cycle. A self-study, with a section on Learning Outcomes and Assessment Results, is generated and submitted to AACSB. For more detail on the AACSB process see http://www.aacsb.edu/accred</p>	Department has recently changed preparation for entry into business major and added a second concentration.	2013-14

				itation/ For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html		
Chemical Engineering B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html Department web site: http://www.cee.ucr.edu/undergrad/abet.html	For each program objective quizzes, exams, homework assignments, projects and labs were collected from 5 to 8 classes. Seniors completed an exit survey about extent to which they have mastered program learning outcomes. The department conducts surveys of alumni and employers or recent graduates every three years.	Individual instructors assess course learning goals linked to program learning goals in every course; evidence is catalogued and aggregated. Assessment Committee reviews evidence and determines if critical thresholds of performance are met (i.e.: 70%); the committee advises the department on areas of success or concern. Assessment is discussed regularly at faculty meetings and program learning outcomes are revisited each year at annual retreat. Assessment is discussed every two years by departmental Advisory Committee. This department underwent an abbreviated internal program review, in conjunction with ABET review; for more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/	Recent changes based on assessment results include: (1) redesign of significant project to strengthen students ability to work on interdisciplinary teams; (2) heightened monitoring of areas where levels of performance are marginal or declining; (3) invited speakers to address a program outcome on ethics; (4) introduction of new textbooks and materials; (5) additional coverage to strengthen knowledge related to program outcome on contemporary issues; and (6) reorganization and resequencing of lectures.	2013-14

				policies/committee_on_educational_policy_report_riverside_division.html		
Computer Engineering B.S.	Yes	<p>Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p> <p>Department web site: http://cen.ucr.edu/undergrad/abet/</p>	<p>Examples of authentic student performance are gathered from exams, quizzes, projects, homework, and lab reports.</p> <p>Extensive assessment in capstone course (CS179 or EE175A/B).</p> <p>Student evaluations of teaching.</p> <p>Faculty calculate measures of coverage of objectives and student performance on the same objectives; these are standardized and routinely compared across courses and within courses across time.</p> <p>Each year's exiting seniors complete an exit survey.</p> <p>Periodic alumni survey.</p> <p>The Board of Advisors- consisting of engineering faculty, employers, alumni and practicing engineers- is routinely surveyed about the adequacy of departmental learning goals and consulted about quality of student performance.</p>	<p>Individual instructors assess course learning goals linked to program learning goals in every course; evidence is catalogued and aggregated.</p> <p>Undergraduate and ABET Committees examine assessment results in relation to expected level of achievement (average of 70%) and alert individual instructors and/or the entire faculty about successes or causes for concern.</p> <p>Assessment is discussed regularly at faculty meetings and program learning outcomes are revisited each year at annual retreat.</p> <p>Departmental Advisors considers assessment-related issues at Annual Meetings.</p> <p>This department underwent an abbreviated internal program review, in conjunction with ABET; for more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>	Recent changes based on assessment results include: (1) significant redesign of coverage of artificial intelligence; (2) creation of a new course on information retrieval; (3) significant redesign of group projects in capstone course to better emphasize interdisciplinary collaboration; (4) clearer guidelines for homework and labs; (5) new courses on techniques of digital modeling; (6) adoption of practical exams in key courses; and (7) restructuring of senior design project to a two quarter sequence.	2013-14
Computer Science B.S.	Yes	<p>Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p> <p>Department web site:</p>	<p>Examples of authentic student performance are gathered from exams, quizzes, projects, homework and lab reports.</p> <p>Extensive assessment in</p>	<p>Individual instructors assess course learning goals linked to program learning goals in every course; evidence is catalogued and aggregated.</p>	Recent changes based on assessment results include: (1) creation of a new course on information retrieval; (2) removal of an outdated course; (3) restructured	2013-14

		<p>http://www1.cs.ucr.edu/education/undergraduate/csmajor/</p>	<p>capstone course (CS 179).</p> <p>Student evaluations of teaching.</p> <p>Faculty calculate measures of coverage of objectives and student performance on the same objectives; these are standardized and routinely compared across courses and within courses across time.</p> <p>Each year's exiting seniors complete an exit survey.</p> <p>The Board of Advisors- consisting of engineering faculty, employers, alumni and practicing engineers- is routinely surveyed about the adequacy of departmental learning goals and consulted about quality of student performance.</p>	<p>Undergraduate Instructional and ABET Committees examine assessment results in relation to expected level of achievement (average of 70%) and alert individual instructors and/or the entire faculty about successes or causes for concern.</p> <p>This department underwent an abbreviated internal program review, in conjunction with ABET; for more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>	<p>course on artificial intelligence; (4) introduction of new material on ethical issues in software design; (5) significant redesign of group projects in capstone course to better emphasize interdisciplinary collaboration; clearer guidelines for homework and labs; (6) substitution of material on counting integer partitions (instead of discrete mathematics); and (7) new courses on techniques of digital modeling.</p>	
Creative Writing, B.A.	Yes	<p>Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p>	<p>Senior theses and portfolios. Portfolios must include work from both lower and upper division courses, and work must be submitted from at least two genres, e.g., stories, articles, essays, or poems.</p> <p>In 2013-14, department reviewed thesis application writing samples of senior students, using rubric. Faculty ranked writing samples as low-level, mid-level, and high-level.</p>	<p>Each year, departmental faculty reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs:</p>	<p>Department uses findings to shape undergraduate curriculum e.g., move from the workshop to the hybrid seminar format.</p>	2009-10

				http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html		
Earth Sciences B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html	Capstone course/senior thesis project; student portfolio. Faculty develop detailed rubrics for evaluating performance on both the capstone course and student portfolio. In 2013-14, faculty also reviewed course materials, tests and examinations, field notebooks, class presentations, field group projects, and lab work embedded within 9 courses.	Each year, departmental faculty reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html	Department faculty analyze the data, discuss the results in faculty meetings, and vote on proper action to take, based on whether students have met learning outcomes. Possible actions may include changing the course curriculum, changing how the material is presented, changing assessment methods, or revising learning outcomes. In 2013-14 recommendations addressed course sequencing, co-curricular support, and improved undergraduate advising.	2010-11
English B.A.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html	The assessment process consists of an annual sampling of papers from typical second-year (Level 1), third-year (Level 2), and fourth-year (Level 3) courses. The assessment is conducted on a three year cycle, beginning with Level 1 assessments in the first year and so on. Following are examples of direct evidence: Final exams from English 20A-B-C; Papers or materials from English 102; Final papers from English 193 (Senior Seminar); English Department Essay contest	Each year, the English department's Undergraduate Committee reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html For program review, departmental faculty reviews	The Undergraduate Committee reviews the assessment results on a regular basis and considers whether any changes should be made to the curriculum or courses, e.g., smaller classes or creation of discussion sections.	2010-11

			papers; Logs of participation in Books Clubs and other department-sponsored extracurricular activities.	the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html		
Environmental Engineering B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html Department web site: http://www.cee.ucr.edu/undergrad/abet.html	For each program objective quizzes, exams, homework assignments, projects and labs were collected from 5 to 8 classes. Seniors complete an exit survey about extent to which they have mastered program learning outcomes. The department conducts surveys of alumni and employers or recent graduates every three years.	Individual instructors assess course learning goals linked to program learning goals in every course; evidence is catalogued and aggregated. Assessment Committee reviews evidence and determines if critical thresholds of performance are met (i.e.: 70%); the committee advises the department on areas of success or concern. Assessment is discussed regularly at faculty meetings and program learning outcomes are revisited each year at annual retreat. Assessment is discussed every two to three years by departmental Advisory Committee. This department underwent an abbreviated internal program review, in conjunction with ABET review; for more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html	Recent changes based on assessment results include: (1) redesign of significant project to strengthen students' ability to work on interdisciplinary teams; (2) heightened monitoring of areas where levels of performance are marginal or declining; (3) invited speakers to address program outcome on ethics;; (4) introduction of new textbooks and materials; and (5) introduction of activities- like interviews with working engineers- to stress the value of lifelong learning.	2013-14

Environmental Sciences B.A./B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html	Student performance (grades) in required lower-division courses and upper-division courses; analyses of reports, problems sets, portfolios, oral presentations, senior exit interviews, and general student statistics.	The Undergraduate Curriculum Committee annually assesses curriculum and success of graduates meeting learning outcomes, and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html	The Undergraduate Curriculum Committee uses findings to determine whether students are achieving learning outcomes and to make changes to courses or curriculum.	2009-10
Mechanical Engineering B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html Department web site: http://www.me.ucr.edu/undergrad/	Each learning objective is mapped to particular course learning objectives which are, in turn, mapped to particular assignment questions. Alumni survey every year; self-reported data on graduate placement and salary. Employer survey every year. Use of concept inventories as pre- and post-tests in key courses. Computation of a statistical	Individual instructors assess course learning goals linked to program learning goals in every course; evidence is catalogued and aggregated. Assessment Committee reviews evidence and determines if critical thresholds of performance are met (i.e.: 80%); the committee advises the department on areas of success or concern. Assessment is discussed regularly at faculty meetings and program learning	Recent changes based on assessment results include: (1) creation of a new course, ME 002; (2) reorganization of a key introductory sequence of courses; (3) elimination and replacement of a key course; (4) an extensive study of the mechanical engineering statistical sequence, using innovate learning technologies (e.g., smart pens) to gather additional information about student mistakes as well as submit additional feedback to students; (5) reorganization and reformatting of course	2009-10

			<p>measure of efficacy of each course in achieving objective. Comparison between courses and within courses overtime.</p>	<p>outcomes are revisited each year at annual retreat.</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>	<p>material; (6) additional modules and reading material focused on improving written communication; and (7) development of peer mentor program.</p>	
Media and Cultural Studies B.A.	Yes	<p>Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p>	<p>Final paper/essay/thesis; Research project; Final project; Cumulative Performance.</p> <p>In 2013-14, department reviewed grades and grade outcomes from lower and upper division classes, as these are a useful form of analysis in considering what the difference between a good performance (B- to B+) and an excellent performance (A- to A+).</p>	<p>Each year, department faculty reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>	<p>Department uses findings to make revisions to course listings, e.g., more production-oriented classes. During the past few years, department hired a new faculty member to increase department's ability to offer group-based projects, as well as a wider range of approaches to collective media work.</p>	2011-12
Philosophy B.A. (including Philosophy -- Law and Society)	Yes	<p>Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p>	<p>In 2013-14, department reviewed papers from upper-division courses, using learning outcomes and criteria for achievement; and conducted exit interviews among graduating seniors.</p>	<p>Each year the department's Undergraduate Advisor, together with other faculty who form the Undergraduate Committee, will read and evaluate a selection of papers from a range of classes. The</p>	<p>Department uses findings to determine whether students are achieving learning outcomes and to make changes to courses or curriculum.</p>	2014-15

				<p>panel will read the papers in light of the learning outcomes. The committee will look for general patterns, will write up a report that will be presented and discussed at an annual departmental meeting devoted to the undergraduate program, and will submit report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>		
Physics B.A./B.S.	Yes	Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html	<p>Capstone experiences (Physics 142L: Advanced Physics Laboratory); Freshmen Course Physics 39: Adventures in Physics; Introductory Course Sequence Physics 41 A-B-C; Student Entrance, Exit, and Alumni Surveys.</p> <p>In 2013-14, department reviewed lab reports, oral presentations, and papers for the Introductory Course Sequence Physics 41 A-B-C; written lab reports for</p>	Each year, the Undergraduate Advising Committee oversees the undergraduate program and advising of majors. The faculty advisors meet quarterly with students and review the student portfolio in the context of learning outcomes. Committee compiles findings and submits report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment	The Undergraduate Advising Committee discusses findings and makes recommendations to departmental faculty annually for curriculum changes or changes in assessment and evaluation materials, criterion, or methods.	2012-13

			<p>Capstone Course, Physics 142L; and conducted learning outcomes questionnaire in Physics 136: Electromagnetic Waves – a core upper division course.</p>	<p>process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>		
<p>Political Science B.A. (including Political Science -- Administrative Studies; Political Science -- International Affairs; Political Science -- Law and Society; Political Science -- Public Policy)</p>	Yes	<p>Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p>	<p>Sampling Strategy: Each year, Undergraduate Advisors draw a random sample of juniors (about 40-60 students) that will be tracked during their junior and senior years, in order to assemble a portfolio of student work to be used for assessment. At the end of the two-year period, a committee of faculty members evaluate the students' portfolios to assess whether course content matches the outcome as well as how students are performing in relation to the outcome expected. The Undergraduate Committee will score the work of these 40 students and accumulate department-level indicators of these learning outcomes from individual student papers. Committee reports out the results based on a 1-5 scale or levels of competency.</p>	<p>Each year, the Undergraduate Committee reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>	<p>Undergraduate Committee reviews findings to determine whether learning outcomes are achieved to make recommendations regarding courses, curriculum, and/or advising.</p>	2012-13
Sociology	Yes	Undergraduate Education	Midterms and final exams for	Each year, department faculty	Department uses findings to	2010-11

<p>B.A./B.S. (including Sociology -- Administrative Studies; Sociology -- Law and Society)</p>		<p>web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p>	<p>courses linked to specific learning outcomes. For example, in 2013-14, department reviewed three learning outcomes in relation to upper-division courses: Sociology 168: Development of Sociological Theory and Sociology 110: Multivariate Analysis.</p>	<p>reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/policies/committee_on_educational_policy_report_riverside_division.html</p>	<p>determine whether students are achieving learning outcomes and to make changes to courses or curriculum, to recommend academic support services (e.g., tutoring), and to request additional resources (e.g., additional TA support).</p>	
<p>Theatre B.A.</p>	<p>Yes</p>	<p>Undergraduate Education web site: http://ueeval.ucr.edu/assessment/learningoutcomes.html</p>	<p>Student portfolios consisting of work from both lower and upper division classes, which are submitted to department before graduation. Depending on the major track, portfolios include “capstone” work (i.e., latest significant production or research paper), senior thesis, or full-length script.</p> <p>In 2013-14, department held faculty retreat to review entire curriculum, ensure consistency across syllabi (e.g., course name, goals and expectations, grading criteria), and to specifically discuss core introductory course: THEA 99.</p>	<p>Each year, department faculty reviews the evidence and submits learning outcome assessment report to Office of Evaluation and Assessment, Undergraduate Education (UE). UE provides meta-feedback on assessment process. For more detail on annual report process, see UE web site: http://ueeval.ucr.edu/assessment/loa_report.html</p> <p>For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Review of Undergraduate Programs: http://senate.ucr.edu/about/</p>	<p>Department uses findings to determine whether students are achieving learning outcomes and to make changes to courses or curriculum.</p>	<p>2012-13</p>

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Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
Graduate Programs that underwent program review in the past two years (2013-14 and 2014-15).						
Chemistry M.S. & Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Entrance examinations; Course grades; Second Year Research Exam (SYRE); Qualifying Examination; Thesis Defense; Seminar presentations; Annual progress reports; Student teaching evaluations; Conference presentations; Fellowships and grant awards; Publications; Reviewer activities; Job placements; Exit interviews	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	2013-14
Critical Dance Studies Ph.D.; Experimental Choreography in Dance M.F.A.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Writing assignments and oral presentations in the core course sequence over several years.	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department used findings to provide more focused collaboration of faculty members about content covered in core courses. The faculty proposed a new course to serve as an introduction to graduate studies in dance; redoubling of efforts to bring MFA students into contact with working choreographers in the classroom and through collaboration on productions. Program review process includes Findings and Recommendations (F&R) to	2014-15

					document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	
Ethnic Studies Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Seminar grades; Evaluations of student seminar papers and oral presentations; Written and oral qualifying exams; Teaching evaluations; Dissertation prospectus; Dissertation (drafts and final versions); Awards; Conference Presentations; Publications; Meetings with Graduate Director and Associate Graduate Director; Exit interviews	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	2013-14
Geological Sciences M.S. & Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Assignments and examinations in graduate lecture, lab, and field courses; Seminar presentations; Written research statement; Quarterly reports; Biannual progress reviews; Dissertation defense; Spring quarter self-statements and interviews; Peer reviews of research presentations; Student teaching evaluations; Conference presentations; Grant applications; Reviewer activities; Job placements; Exit interviews	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	2013-14
Education, M.A., M.Ed. & Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Number of students successfully completing major milestones, e.g., completion of required coursework, qualifying exam with oral and written components, advancing to candidacy and defending dissertations.	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the	2014-15

				_review.html	review, including actions and timeline.	
Management, Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Comprehensive exams and qualifying exams; student participation in teaching practicum; an annual review process for individual graduate students.	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	2014-15
Philosophy M.A. & Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Job placements; Course completions; Propositions; Written and Oral Qualifying Examinations; Advancement to Candidacy; Dissertations; Student teaching evaluations	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	2013-14
Physics & Astronomy M.S. & Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Comprehensive examinations; Master's and Doctoral Theses; Course completions and grades; Qualifying oral examinations; Final oral examinations	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	2013-14
Political Science M.A. & Ph.D.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Course completions and grades; Oral Defense of Prospectus; Journal publications; Student teaching evaluations; Student surveys; Comprehensive examinations; Theses; Dissertations	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	2013-14

Statistics, M.S.	Yes	Graduate Division WASC Site (campus login required): https://ilearn.ucr.edu/	Exams from courses in core statistics sequence and written qualifying exams.	For program review, departmental faculty reviews the evidence and submits self-study to external review team. For more details on process, see policy for Graduate Program Review: http://senate.ucr.edu/committee/13/gc/graduate_program_review.html	Department used findings to develop new graduate level course. Program review process includes Findings and Recommendations (F&R) to document major findings of the review and specifies any actions that Graduate Council deems necessary. The department provides a written response to the review, including actions and timeline.	
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