# PREPARATORY

# REVIEW

# REPORT

## UNIVERSITY OF CALIFORNIA

## RIVERSIDE

## Volume 1

**Essays, Data Portfolio, and
Responses to Last WASC Team Visit**

**Submitted to the
Western Association of Schools and Colleges
December 20, 2007**

# UC RIVERSIDE PREPARATORY REVIEW REPORT
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**UCR Preparatory Review Report, December 20, 2007**

**Introduction**

This Report is required of UCR by the Western Association of Schools and Colleges (WASC) as part of the reaccreditation of the campus by WASC. The Report is organized around the four WASC Standards (see below). The essays regarding the Standards are based on a compilation of links to documents, policies and procedures, and other information supporting UC Riverside's conformity with the Standards (See Appendix I – The UC Riverside Data Portfolio). This report includes a capacity analysis of the three Special Themes that the campus has selected for its Educational Effectiveness study.

Since the Riverside campus submitted its Proposal for Accreditation to WASC in October 2005, there have been two administrative changes on the campus that are relevant to the WASC process. Chancellor France Córdova left the campus July 1, 2007, to accept the position of President of Purdue University; Dr. Robert Grey has been appointed Interim Chancellor while a search is being conducted for a new campus Chancellor. Accreditation Liaison Officer and Vice Provost for Undergraduate Academic Programs Andrew Grosovsky left the campus July 15, 2007, to accept the position of Dean of Science and Mathematics at the University of Massachusetts, Boston; Dr. David Fairris has replaced him as Accreditation Liaison Officer and Vice Provost for Undergraduate Education (renamed from Vice Provost for Undergraduate Academic Programs). Also, the senior administrative groups of Chancellor's Leadership Council, Chancellor's Executive Leadership Team, and Deans' Council have been combined to form a single Chancellor's Leadership Council, which meets weekly.

**Reflective Essays on Each WASC Standard**

The Riverside campus devoted one meeting of its WASC Subcommittee on Institutional Capacity to a comprehensive discussion of the WASC Standards and associated Criteria for Review (CRFs) and the degree to which the campus meets the standards. Then key CRFs were discussed at a campus-wide forum attended by about 50 faculty, staff, and students. The reflective essays below include observations from these discussions.

The campus has compiled a summary of links to resources that support its conformity with the CFRs associated with each of the WASC Standards (see Appendix I). Each of the four WASC Standards, as it applies to UCR, is addressed in a separate essay below. References to specific CFRs are inserted, where appropriate, in brackets after each paragraph of text so specific statements can be associated with specific CFRs. Through its summary of links the campus stipulates its conformity with those CFRs not explicitly referenced in the essays below.

A draft of this report was prepared by the UCR WASC Steering Committee and Institutional Capacity Subcommittee. It was posted on the campus WASC reaccreditation website (http://wasc.ucr.edu) for general campus comments from November 14, 2007, through December 5, 2007, and notices of its availability were broadly distributed. Suggestions received were incorporated in the final report.

*Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives*

{The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.}

General Comments Regarding the Standard

The University of California, Riverside, is one of ten campuses of the University of California, generally recognized as the preeminent public university system in the world. UCR admitted its first undergraduate students in 1954 and was declared a general campus (offering undergraduate and graduate programs) by act of The Regents in 1959. The campus was first accredited by WASC in 1956. The Carnegie Classification of Institutions of Higher Education ranked UCR as "Doctoral/research university-extensive," the highest ranking. Only 3.8 percent of 3,856 institutions are so ranked.

The campus has effective policies and procedures to protect academic freedom, provide redress for grievances, and protect the integrity of its operations. It is firmly committed to enhancing its diversity and making that diversity an element of its educational process.

The campus is in the process of reviewing its educational objectives at all levels. It has strengthened its data collection and analyses to better evaluate the degree to which educational objectives are being attained.

Specific Comments Regarding the Standard

The University of California's Mission Statement, set forth in the Academic Plan of 1974-78, is as follows [CFR1.1]:

> The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.

The Riverside campus, as one of nine general campuses of the University, fulfills each of the dimensions of the University's Mission Statement through its programs in undergraduate education, graduate and professional education, research, Cooperative Extension, University Extension, and other service efforts. Seven key goals have been established by the campus and broadly promoted by the Chancellor to focus campus efforts on various elements of the University's Mission Statement [CFR1.1]:

1) To enhance UCR's reputational rankings
2) To invest in areas of strength
3) To expand opportunities for learning and personal growth for all students, undergraduate and graduate
4) To reshape the curriculum
5) To diversify our faculty, staff, and graduate population
6) To build professional schools
7) To forge closer ties with the community

UCR has established its Principles of Community, which involve a commitment to equitable treatment of all students, faculty, and staff and creating an environment in which each person has the opportunity to grow and develop and is recognized for his or her contribution. Three objectives underlie these principles: [CFR 1.1]:

1) We must ensure that we have an environment that nurtures the intellectual and personal growth of our students, faculty, and staff.
2) We must ensure that our campus sets an example of respect for all people.
3) We must ensure that our campus is a safe and welcoming environment for everyone.

The campus leadership is marked by high performance, appropriate responsibility, and accountability. The organization chart for the campus is found in the Policies and Procedures Manual. The accountability of individual divisional heads is reviewed during the annual planning and budget process, as addressed in the general discussion of Standard 4. [CFR 1.3]

The campus continues to have one of the most diverse undergraduate student bodies of any research university in the country, from the standpoint of race, ethnicity, religion, socio-economic background, and family experience with higher education. As of 2005, our percentage of minority students in the total student body (68%) was exceeded by only three public American Association of Universities (AAU) institutions, and our percentage of minority students among undergraduates (75%) exceeded the percentage of every public AAU institution. However, our percentage of minority students among graduate students (22%) was exceeded by 10 public AAU institutions, and our faculty and staff are much less diverse than our undergraduates. The campus is addressing ways of maximizing the benefits of its diverse undergraduate population and increasing the diversity of other components of the campus. The campus community (especially undergraduate students and staff) provides outreach and support activities to the diverse, surrounding community, and the diversity of the campus is a distinct asset in the process. This strong interest and focus stimulated the campus to select "Learning within a Campus Culture of Diversity" as one of its special themes for the WASC Self-Study; see Page 31 of this report for discussion of this theme. [CFR 1.1]

UCR is committed to the collection and analysis of evidence of the degree to which its educational objectives are being met at the campus level, at the college or school level, and at the level of the individual program. In the past, data collections and analyses have

been conducted by individual institutional research offices on campus, without any explicit effort to serve multiple needs or to address assessment beyond the concerns of the individual office. To address this limitation, the campus has established the Institutional Research Coordinating Group (IRCG), composed of representatives from the key offices involved in institutional research. The IRCG has established a data storage area in which data and analyses of data are shared among IRCG members. The IRCG reviews and advises regarding proposals for survey and other data collection, works with the Department of Computing and Communications and the Office of Academic Planning and Budget to design more effective ways of making available to the campus at large the results of analyses and assessments, and serves as a repository of analyses and studies for access by anyone interested in assessing the degree to which educational objectives are being met. [CFRs 1.2, 2.10, 4.4, and 4.5]

The Riverside campus is the only UC campus participating in the Collegiate Learning Assessment project, which attempts to measure the value-added aspects of a student's undergraduate education. The initial results for the campus indicate that UCR's undergraduates are learning far more than would be expected, given their characteristics and backgrounds. [CFRs 1.2 and 4.4]

On October 10, 2007, the campus hosted a seminar entitled "Establishing Measures of Student Learning Outcomes: A Debate on Methods", featuring Dr. Stephen Klein of the Council for Aid to Education's Collegiate Learning Assessment Project and UC San Diego Professor Mark Appelbaum, with UC Riverside Professor Robert Rosenthal as moderator. It was attended by 55 individuals on campus, and 69 sites in the U.S. or Canada signed up to receive a simultaneous web cast of the event. It stimulated significant discussion and interest in assessment. [CFR 1.2]

The campus has a long tradition of effective evaluation of graduate and professional programs through assessment by the Graduate Council, a committee of the campus Academic Senate, which involves preparation of data and analyses by the Graduate Division and the appointment of external peer review teams. As a result of the reviews, some weaker programs have been prohibited from admitting new students, and some programs with greater potential have been significantly strengthened. The slow rate of growth of graduate and professional student enrollment compared with undergraduate enrollment, plus the results of graduate and professional program reviews, have stimulated the campus to select "Growing and Improving Graduate and Professional Programs" as one of the campus special themes for the WASC Self-Study; see Pages 32-33 of this report for discussion of this theme. [CFRs 1.2, 2.7, and 4.4]

The campus has recently established a similar program of evaluation of undergraduate programs through assessment by the campus Academic Senate Committee on Educational Policy. In 2005-06 the undergraduate programs offered through nine life sciences departments were assessed by an external review team, which made a number of recommendations for improvement. Follow up efforts have focused on implementing these recommendations. Based on the experience of the review of life sciences programs,

the Committee on Educational Policy established a formal review process for the other undergraduate programs on campus, involving the appointment of external review teams, with technical assistance from the Office of Undergraduate Education. During the 2006-07 academic year programs in History, Computer Science, Computer Engineering, and Statistics were reviewed. [CFRs 1.2, 2.7, and 4.4]

Following the completion of the first round, the procedures for the review of undergraduate programs were modified to place greater emphasis on learning outcomes and their measurement and evaluation. For 2007-08, 13 undergraduate programs in four departments are scheduled for review: the Department of Chemistry's Chemistry major; the Department of Comparative Literature and Foreign Languages' majors in Asian Literatures and Cultures; Classical Studies; Comparative Ancient Civilizations; Comparative Literature; French; Germanic Studies; Language; Linguistics; and Russian Studies; the Department of Electrical Engineering's major in Electrical Engineering; and the Department of Music's majors in Music and in Music and Culture. To assist in the process, special grant funds are being made available by the Office of Undergraduate Education to departments before and/or after the review process, to fund planning retreats to establish or clarify learning objectives, plan for their assessment, and implement changes resulting from previous assessments. The funds can also be used to bring assessment experts to the department to discuss assessment in greater detail. The Office of Undergraduate Education awards these grants to encourage departments to become more comprehensively involved in learning assessment and the analysis of that assessment. [CFRs 1.2, 2.7, and 4.4]

In 2005, the campus became particularly concerned about the dissatisfaction of some undergraduates with their learning experience, the percentage of first-year undergraduates in academic difficulty or subject to dismissal, the lack of persistence of freshmen to sophomore status, and a 6-year graduation rate of entering freshmen that was relatively low for a UC campus. As a result, the Executive Vice Chancellor/Provost (EVC/P) appointed the Student Success Task Force (SSTF) in October 2005, charged with providing recommendations on improving undergraduate retention, academic success, and the overall undergraduate experience at UCR, especially through the support students receive outside the classroom. Institutional and comparative data were prepared by different campus institutional research offices, and four subcommittees were established to deal with what appeared to be the major factors impacting student success: Freshman Experience, Academic Advising, Student Surveys, and University Investments in Support of Teaching and Learning. [CFRs 1.2, 2.3, 2.10, and 2.13]

The SSTF prepared a comprehensive report, containing a number of specific recommendations, organized by subcommittee area. The nine recommendations in the area of freshman experience are [CFR 1.2]:

- Reframe first-year programs as first-year learning communities;
- Strengthen those communities;
- Develop specific goals and corresponding assessment metrics of the first-year learning communities and engage in ongoing evaluation;

- Encourage the Academic Senate to give priority attention to the revision of general education and to consider incorporation of first-year learning communities into this revision;
- Evaluate freshman discovery seminars;
- Continue facilitating persistence of currently enrolled students;
- Enhance financial support to students;
- Restructure the Learning Center to enhance support to and collaboration with the colleges in supporting student success; and
- Invest in technology to enhance student support and success.

There are four recommendations in the area of student advising [CFR 1.2]:

- Endorse the Undergraduate Council report on undergraduate advising and mentorship;
- Establish a professional academic advisor job series;
- Enact a set of principles for the implementation of a professional academic advisor job series; and
- Provide support and resources to the advising community.

The three recommendations in the area of student surveys are [CFR 1.2]:

- Create a mechanism such that campus stakeholders can suggest additional survey items on existing surveys;
- Make survey results more accessible; and
- Disseminate survey results more widely.

The three recommendations in the area of University investments in support of teaching and learning are [CFR 1.2]:

- Create a Center for Instructional Innovation;
- Commit UCR to becoming a national leader among public research universities for its instructional technology environment; and
- Integrate the UCR libraries into instructional support and student success programs and initiatives.

These recommendations are in the process of being implemented through the oversight of the Student Success Steering Committee. The desire to improve the undergraduate learning experience stimulated the campus to establish "Improving Undergraduate Student Engagement, Experience, and Learning Outcomes" as one of the campus special themes for the WASC Self-Study; see Pages 33-34 of this report for discussion of this theme. [CFR 1.2]

The campus continues to conduct careful evaluations of the freshman learning communities and other first year student programs that have been established in the three colleges (CHASS Connect, Gateway Lecture, and Freshman Learning Communities in the College of Humanities, Arts and Social Sciences; the Freshman Scholars Program in the College of Natural and Agricultural Sciences; and the Engineering First Year Learning Communities in the Bourns College of Engineering) and in the residence halls. The results of the evaluations are being used to revise and improve the programs. Copies of evaluations of the programs will be posted on the Office of Undergraduate Education website as they become available [CFR 1.2].

The Riverside campus has a strong commitment to academic freedom for all members of the campus community. There are specific grievance procedures for students, faculty, or staff who feel their academic freedom has been threatened or violated. The Office of the Ombudsperson provides confidential, neutral, and informal dispute resolution services for the UCR community. In addition, there are a number of student support offices serving the needs of specific student groups (students belonging to specific ethnic groups; Lesbian, Gay, Bisexual and Transgender (LGBT) students; students with disabilities; etc.) to assure that each has full access to the academic resources of the campus and can fully exercise his or her academic freedom. [CFR 1.4]

The campus wants to understand better its strengths and weaknesses with respect to recruitment and retention of staff. It has contracted with an outside firm to determine why new staff employees came to UCR and why other staff employees have left UCR. [CFR 1.4]

The Riverside campus firmly endorses the WASC Statement on Diversity, including its section on Educational Quality and Diversity. UCR's commitment to diversity is an institutional commitment and reflected in the Chancellor's strategic goals of 2003. Two of the 7 strategic goals focused on diversity of the graduate students, the faculty and the curriculum. In 2003, the Chancellor appointed a Special Assistant for Excellence and Diversity, a position that was upgraded to Associate Vice Chancellor for Excellence and Diversity in the fall of 2007, in response to recommendations from the faculty diversity summit. This person is responsible for overseeing all diversity initiatives, helping deans to develop campus diversity plans, evaluating the effectiveness of those plans, and suggesting future initiatives and courses of action. To that end, with wide campus input, a comprehensive diversity plan was developed in 2005 called "The Diversity Framework." This document lays out diversity goals for all major areas on the campus. In 2007-08 the document is being updated to add specific accountability measures. As is mentioned above, the campus has selected "Learning within a Campus Culture of Diversity" as one of its special themes for the WASC Self-Study. [CFR 1.5]

The Riverside campus has a strong commitment to integrity in its operations. It has clearly established policies and procedures that involve sound business practices and provide for timely and fair responses to complaints and grievances. Different grievance procedures have been established for the different components of the campus: students,

ladder rank faculty, other faculty, other academic employees, represented staff and staff who are not represented by a union. [CFR 1.8]

The position of Vice Provost for Conflict Resolution was established a few years ago. The position is designed to assure timely and fair responses to complaints and grievances. The Title IX, Affirmative Action, and Ombudsperson offices report to the Vice Provost. The Office of the Vice Provost interfaces with Labor Relations, Student Judicial Affairs, Academic Personnel, and the campus Academic Senate Committee on Charges and functions as a coordinator for both formal and informal grievance processes. The Office conducts Step 2 and Step 3 of the formal grievance process for the Executive Vice Chancellor/Provost. The grievance processes have been described as very transparent – it is clear where to go with a grievance, what to do, and what happens to a complaint or grievance. All of the grievance procedures will be posted on the UCR website by the end of 2007-08. [CFR 1.8]

To meet a State mandate, the University adopted an on-line training program on recognizing and dealing with sexual harassment complaints. Many faculty, in particular, expressed satisfaction with the program during its first year of operation and felt it increased their sensitivity to the issues discussed. [CFR 1.8]

The financial records of the University are audited annually by an external auditing firm, and a comprehensive report is issued annually. In accordance with the University's implementation of the whistleblower policy, the campus has established a Locally Designated Official who reviews and follows up on any complaints received under the policy, in consultation with an implementing committee. [CFR 1.8]

Opportunities for Further Improvement

Unit directors and other campus leaders are aware of the key campus goals, but there is concern that the general faculty, staff, and students are less aware of them. Some members of the campus community have encouraged the administration to establish specific benchmarks for achievement of the goals and to issue annual reports on the progress achieved in attaining the goals. Clear learning objectives should be formed from the goals. A similar process is taking place with respect to the Student Success Task Force, in which specific timelines have been established for specific recommendations, and a steering committee has been established to monitor implementation. It has also been suggested that an opening convocation for the campus be held each fall to assess the goals and discuss plans for the coming year. There is currently a fall two-day planning retreat for senior management where these issues are discussed. [CFR 1.1]

The Institutional Research Coordinating Group is still in the process of defining the most important and critical data and other information to collect and analyze, developing means of distributing these data and analyses to the general campus, and encouraging action on the implications of these analyses. The sooner progress is made in these efforts the sooner the campus will be able to link decision making more completely to comprehensive institutional data and analyses. [CFR 1.2]

There is concern that a recent survey of faculty and staff "climate" issues generated so low a response rate among faculty that it was aborted. In response to this problem the Academic Senate is planning to design and conduct its own survey of faculty with respect to campus "climate" issues. [CFR 1.4]

Where possible, the campus needs to address elements of diversity beyond race, ethnicity, and gender. For example, there is a growing recognition of the great religious diversity among our faculty, staff and students that has gone unrecognized until very recently. Although many different groups are represented among the undergraduates, attention needs to be focused on the degree to which this diversity is becoming a part of the undergraduate experience: Is there sufficient interaction between groups? Does student diversity automatically result in an increase in understanding and appreciation for different kinds of groups? Could the alumni association play a role in this process? Is the diversity being used in courses and programs to enhance learning outcomes? [CFR 1.5]

The campus should compile a record of the number of complaints filed, the time it took to resolve them, and records of appeal. For example, the campus Academic Senate office compiles summary data on grievances and complaints filed with the appropriate Academic Senate committees. Some offices handling complaints may have incomplete records, so a coordinated effort should be made to collect the data in a standardized format. [CFR 1.8]

Concerns have been expressed that the grant management systems of the campus need to be updated or further training needs to be provided to the staff involved in the process. This should be a topic of further campus discussion. [CFR 1.8]

*Standard 2: Achieving Educational Objectives through Core Functions*

**{The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.}**

General Comments Regarding the Standard

The campus is in the process of reviewing its educational objectives at all levels. It has strengthened its data collection and analyses to better evaluate the degree to which educational objectives are being attained.

The Riverside campus is strongly committed to the support and integration of teaching, research and service. The ladder rank faculty are evaluated in all three areas. The Committee on Academic Personnel, a committee of the campus Academic Senate, advises the administration on all ladder rank faculty considered for merit or promotion. The faculty prepare detailed materials supporting their effectiveness at research, teaching, and service, and this material is carefully evaluated by the Committee and the administration. In each case of promotion, an external review team is appointed to advise the Committee on the strength of the candidate's record. The Committee recommendations for merit or promotion are normally followed by the administration.

UCR has many approaches to the improvement of teaching and learning, including undergraduate research opportunities, having the most up-to-date scholars inside the classrooms communicating their passion for their subjects, and an increased commitment to teaching awards and increased focus on excellence in teaching. The campus administration has increased the monetary award for the yearly exemplary teaching prize, and the colleges now annually honor their best teachers.

Students are encouraged to engage in independent research, field work and creative activity through programs of mini-grants and employment in faculty laboratories and field projects. Also, at the end of their first year, College of Natural and Agricultural Sciences (CNAS) Freshman Scholars students are given the opportunity to apply for a paid research position with a UCR CNAS faculty member for the following summer. The Bourns College of Engineering offers a variety of summer and academic year research opportunities, and the College sponsors several events throughout the year where students can present at oral or poster sessions.

More that fifteen years ago the campus started hosting the New Directions Undergraduate Research Conference, where undergraduate students from UCR and elsewhere could present their research findings. The conference has continued, under one name or another, since then. In 2006/07 the campus established an Undergraduate Research Journal to publish the results of the best UCR studies. The campus is developing software that will allow faculty and advisors to input undergraduate research data into a database via a series of easy-to-use web pages; this will allow the campus to monitor

undergraduate involvement in independent research, field work and creative activity and to evaluate the effectiveness of different programs and approaches.

The administration has invested in a broad array of instructional technologies, has made a commitment to modern, best of breed classroom technologies, and is creating learning spaces where faculty may explore the intersection of innovative pedagogy, flexible physical appointments, and technology facilitating student engagement. The efficacy of these efforts was measured in a 2006 review of campus instructional technology programs by experts from UCLA, Stanford, and the University of Arizona. The following is taken from their report:

"UCR's current instructional technology environment is rich and well-managed. It already compares favorably with what we know of other public research universities."

"What other universities have proposed or implemented in localized ways, UCR has managed to actually implement institutionally. UCR should also be congratulated on establishing an institutional base of technology standardization for its general assignment classrooms, again exceeding what most other universities have strived for."

In addition to investing in instructional technologies, the administration has invested in organizational structures to promote improved pedagogy (e.g., the Academy of Distinguished Teachers, the forthcoming Center for Instructional Innovation, and the Scholarship of Teaching seminar series).

Specific Comments Regarding the Standard

The general expectations for learning and student attainment are set forth in the UCR General Catalog and other publications. The campus is in the process of reviewing expectations for learning and student attainment, so they may be effectively measured and assessed. These expectations for learning and student attainment are reflected in the campus's academic programs and policies. These are discussed in more detail below. [CFRs 2.3 and 2.4]

The undergraduate admissions standards in the University of California are established by The Regents upon recommendation by the system-wide Academic Senate Board of Admissions and Relations with Schools (BOARS) and are designed such that 12.5% of high school graduates in the State of California are eligible for admission to the University. The specific undergraduate admissions standards are set forth in the UCR General Catalog. [CFR 2.3]

When a campus has more qualified undergraduate applicants than it can accommodate, it engages in a selection process called comprehensive review. In recent years the Riverside campus has engaged in comprehensive review, using selection criteria suggested by the campus Academic Senate Undergraduate Council. Each campus also has authority to admit up to 6 percent of its freshman class from applicants who do not

meet the admissions standards but possess special skills, such as athletic or fine arts abilities. [CFR 2.3]

The graduate and professional admissions standards are set by the faculty in the individual programs, subject to minimum admissions standards for the campus as a whole, set by the Graduate Council. The Graduate Dean is authorized to grant exception to the minimum standards upon recommendation of the graduate advisor of the program. [CFR 2.3]

New undergraduate programs, changes in existing programs, and undergraduate graduation requirements are proposed by the faculty of the schools, colleges, and programs and must be approved by the campus Academic Senate Committee on Educational Policy; new graduate and professional programs, changes in existing programs, and graduate and professional student graduation requirements are proposed by the faculty of the college, school or division and must be approved by the campus Academic Senate Graduate Council. All new programs, changes in existing programs, and graduation requirements must also be approved by the full campus Academic Senate. [CFRs 2.3, 2.4, and 4.4]

Requests for new courses and changes in existing courses are reviewed by the Courses Office of the Registrar's Office, the college or school dean or Executive Committee (depending on the type of course), and the campus Academic Senate Committee on Courses. All requests for new courses or changes in existing courses must include a detailed syllabus for the course. All actions taken on courses by the Committee on Courses are reported to the full campus Academic Senate. [CFRs 2.4 and 4.4]

Academic advising of undergraduate students was a subject of the Student Success Task Force (see essay on Standard 1, CFR 1.2, Pages 5-6) and included specific recommendations that are being implemented. The Office of the President of the University has approved the new Professional Academic Advisor (PAA) job series. Professional development programs have been implemented for academic advisors, including a Professional Academic Advising Certificate Course of eight classes through Human Resources and opportunities to attend the NACADA national conference. Case loads for advisors have been lowered in each college, new hires will have at the minimum a Bachelors degree, and clerical duties have been reduced. [CFR 2.3]

A new Student Academic Advising System (SAAS) was introduced campus-wide in September 2007. It supplements the Student Academic Information System (SAIS), which is the standard electronic source of academic information on individual students (unofficial transcripts, degree audits, cumulative GPA, GPA by term, etc.). SAAS organizes the information in a more user-friendly form. An enhancement of SAIS for use by college and control unit professional staff will allow aggregation of individual student academic data by class, major, college, cohort, etc. A version of the enhancement is being developed for general campus use; it will have less information (e.g., access to sensitive data will be limited). It will include standard reports, for use by faculty, department chairs, and others. [CFR 2.3]

Two additional web enhancements to advising systems are in development. An Educational Outcomes Report system is being developed within SAIS for deployment during the 2007-08 academic year. It will generate reports on organizational effectiveness (e.g., six year graduation rates). An end-to-end advising tool kit is also in development. It will provide comprehensive support for academic advising, such as advice on using SAIS to discover students in trouble; using GROWL (the student on-line registration system) to control registration and manage advising interactions; using SAAS to facilitate face-to-face advising interactions; and using GROWL messaging to provide students with information concerning supplemental instructional, tutoring and other academic support opportunities. [CFR 2.3]

Academic advising of graduate and professional students is coordinated by the graduate advisor in the program. The Graduate Division provides assistance to the graduate advisors and monitors the provision of feedback to graduate students regarding their rate of progress. [CFR 2.3]

The overall student advising process is strengthened by the Career Center, faculty members who provide major and career advice, the activities of the College of Natural and Agricultural Sciences Freshman Scholars Program, and Computing and Communications' efforts to promote extended learning opportunities by linking the times and dates of the resources to the personal web pages of students. Plans are being developed to create a Student Success Center, a counseling and advising center for students in transition, such as freshmen, transfer students, and those who are changing majors or are re-entry students. [CFR 2.3]

Internships provide students with opportunities to apply their general knowledge to real world situations and to explore possible career interests. The Career Center, University of California in Washington, D.C. (UCDC), the UC Center Sacramento (UCCS), and some individual departments promote and arrange internships for students. Similarly, the University's Education Abroad Program provides students with opportunities to experience the culture and language of another country, thereby gaining a greater understanding of the world and its opportunities. [CFRs 2.3 and 2.13]

The UCR library system provides extensive materials and staff resources to the campus community, including on-line catalogs, electronic databases, remote and in person reference service, and programs for faculty and students on use of library resources. It offers faculty and students extensive opportunities to access materials remotely. UCR has also developed INFOMINE, its own virtual library of internet resources. [CFR 2.3 and 2.13]

The library is exploring establishing competencies in terms of information literacy and encouraging incorporation of the competencies into the curriculum. Library instruction has been integrated into student learning in such courses as General Chemistry (Chemistry 1A), Introductory Biology (Biology 5 series) and English Composition (English 1 series). Also, research courses have been established with direct links to the library. [CF 2.3]

The campus sponsors the Faculty Instruction Evaluation Program, a centralized teaching evaluation program, whereby participating faculty distribute hard copies of course evaluation forms or students complete the forms on-line (through the iEVAL system). The forms are returned to a central office for processing, and the results for each class are sent to the faculty in the course and the chair of the department for assistance in improving the course and for possible use in the merit and promotion process. Each quarter approximately 1,000 to 1,200 courses are evaluated by the centralized process. [CFRs 2.4, 4.6, and 4.7]

The campus efforts in evaluation of graduate and professional programs and undergraduate programs are discussed in the essay on Standard 1; see Pages 4-5, CFR 1.2. [CFR 2.7]

The Office of Instructional Development holds a seminar series on the Scholarship of Teaching, which explores multiple approaches to improving teaching and student learning. One of the sessions in the seminar series last year was devoted to assessment by such specialized accreditation organizations as the Accreditation Board for Engineering and Technology (ABET) and the Association to Advance the Collegiate Schools of Business (AACSB), as well as assessment dimensions of the recent WASC review of programs at UCR's Palm Desert Graduate Center. The information will be offered by major disciplinary area during the 2007-08 academic year. [CFR 2.7]

For discussion of the Institutional Research Coordinating Group (IRCG), see the essay on Standard 1, CFR 1.2, Pages 3-4. [CFR 2.10]

The campus carefully assesses the preparation of its entering freshmen. Freshmen in majors where calculus is a requirement are required to take the Mathematics Advisory Examination (MAE), which assesses their preparation for university level calculus. Students who achieve a minimum score are placed in one of two levels of pre-calculus courses or in calculus, depending on their score. Students who fail to achieve the minimum score must complete an intermediate algebra course through the local community college and then achieve the minimum score on the MAE on a retake of the examination if they want to enroll in pre-calculus. Through an initiative with Riverside Community College (RCC), the RCC Intermediate Algebra course meets on the Riverside campus for the benefit of UCR students who need the course. The campus also administers the UC Analytical Writing Placement Examination (AWPE), which determines if new freshmen have satisfied the University of California Entry Level Writing Requirement (ELWR). This requirement must be satisfied before enrollment in an English composition course. Students who do not satisfy the ELWR before the start of sophomore year are not allowed to enroll at UCR for sophomore year. [CFR 2.10]

The campus offers a summer bridge program for students who need special preparation for incoming freshmen enrollment. It includes enrollment in an entry level writing course or enrollment in one of the pre-calculus courses; corresponding study and discussion sessions that are mandatory; and a one-unit Introduction to University Life course that covers study skills, time management, and other skills necessary for successful transition

to the university. Students whose performance on the MAE or AWPE examinations suggests they will have difficulty with college-level mathematics or English writing are strongly encouraged to participate in the Summer Bridge Program. Enrollment in the Summer Bridge Program has doubled in recent years to a total enrollment in two mathematics classes and one English class of 476 in summer 2007. [CFR 2.10]

Last summer the Office Undergraduate Education developed a statistical analysis that predicts which entering freshmen are likely to encounter academic difficulty during their first year; it is based on high school performance, test scores and other parameters. This year half of these identified students entering the College of Humanities, Arts and Social Sciences (CHASS) were randomly invited to participate in the "CHASS Insiders" program, which provides peer mentorship, Learning Center workshops, Campus Tool Kit access to various inventories of learning styles and other aspects of student learning, weekly stress tests, and other aids. The other half of these students were not invited to the "CHASS Insiders" program and serve as a control group for statistical analysis of the effectiveness of the "CHASS Insiders" pilot experiment. [CFR 2.10]

For the last five years CHASS piloted CHASS Connect, a learning community set of courses where, for each of the three quarters, 80 freshmen students were enrolled in the same course, and the faculty teaching the courses worked together to present the same topic, albeit from the viewpoint of his or her discipline. Assessments indicated that participants received higher overall grades than non-participants with the same characteristics. In addition, a greater percentage of participants persisted into the second year. With this success and the full backing from the Student Success Task Force, in 2006-07 each college created its own style(s) of First Year Learning Communities, and 33% of entering freshmen participated in a Learning Community during fall quarter. CHASS Connect and the CNAS Freshman Scholars Program continued all three quarters. Each college created a different structure for its Learning Communities, although each involved a group of students who were enrolled in a cluster of courses, and there were faculty involved in some fashion with the group. In some cases, the Learning Community included peer mentorship, embedded supplemental instruction, or group social activities. [CFR 2.10]

For several years, the residence halls have sponsored living-learning communities, such as the well-established CHASS Connect and Honors communities and the smaller sections of engineering and science students. In 2007-08, the colleges requested that additional space be designated, which resulted in enlarging the numbers of beds for both BCOE and CNAS majors and the creation of a Pre-Business floor. Students did not have to be participating in a course-related First Year Learning Community to request a Living-Learning Community in the residence halls; they just needed to have declared a corresponding major. Assessments of these initiatives have been completed and are being discussed with the Student Success Steering Committee. [CFR 2.10]

The campus also has special programs for freshmen students who are on probation at the end of the fall quarter of their freshman year. Freshmen in the College of Humanities, Arts and Social Sciences who are on probation at the end of their fall quarter must enroll

the next quarter in HASS 01, a course that focuses on university transition, study skills, time management, and other skills necessary to be successful and for them to improve their grade point average. Probation workshops are offered to freshmen in the College of Natural and Agricultural Sciences and the College of Engineering who are on probation following their fall quarter of enrollment. [CFR 2.10]

The campus participates in a number of surveys of students, including the Cooperative Institutional Research Program (CIRP) survey of entering freshmen, the on-line survey of all enrolled University of California undergraduates, University of California Undergraduate Experience Survey (UCUES), and various campus-designed surveys to determine student satisfaction with services and programs. The Student Success Task Force made extensive use of data on student characteristics, satisfaction, and success in its deliberations and recommendations. The Student Success Steering Committee is overseeing the implementation of the recommendations and will ensure information will be distributed appropriately and used to improve programs and services. The Division of Student Affairs relies on the feedback provided by CIRP, UCUES, and its own surveys to enhance programs and services. [CFRs 2.10 and 2.13]

Campus Academic Senate Regulation 1 sets forth the campus grading system, which is also described in the UCR General Catalog. There is an appeal procedure for students who feel they were evaluated by non-academic standards or criteria. [CFR 2.10]

During 2006-07 UCR developed a preliminary series of student success metrics that measure performance of students by major. The metrics will be revised during 2007-08 and the results analyzed and distributed to appropriate campus constituencies. [CFRs 2.10 and 4.5]

The Riverside campus offers a wide variety of student support services. Some offices serve the needs of the general student, while others serve the specialized needs of such groups of students as women, minority students, LGBT students, students with disabilities, and veterans. [CFR 2.13]

Student support services are introduced to students during the spring and summer, between admission and the start of the first quarter, through robust messaging communicated through the web-link MyUCR and mandatory participation in Bear Facts Highlander Student Orientation. Support services continue to be proactively extended to new freshmen through the First Year Learning Communities available in each of the Colleges and the First Year Success Series. Learning Communities provide students with a friendly, supportive, and challenging smaller community within the larger university and engage groups of freshmen students in a planned schedule of two or three core courses that are grouped by theme, academic major or discipline. The First Year Success Series complements the array of first year programs the campus offers. The topics covered in the First Year Success Series include: Wellness, Study Skills, Life Skills, Campus & Community Service, Technology 101, Leadership Development, Cultural & Campus Events, UCR Spirit & Traditions and UCR Success Skills. The topics encourage

students to explore UCR, get connected, meet other new students, learn about campus resources, and develop skills for academic and personal success. [CFR 2.13]

Personal support is provided to students through the Division of Student Affairs and the wide array of associated services designed to foster the student's academic and intellectual growth; encourage the student's social, physical, aesthetic, psychological and ethnical development; prepare students for graduate and professional education, careers, and life-long learning; provide opportunities for involvement in the broader campus and community life; promote respect for personal rights, mutual responsibility and expression of different ideas, concepts and points of view; and develop the student's ability to thrive in a diverse, dynamic and global society. Links to the different Student Affairs departments are available at the Division of Student Affairs website. [CFR 2.13]

Each of the colleges provides active academic advising to its students. Recently the advising job series was rewritten to reflect the national standard ratio for the number of advisees per advisor. In addition, the professional development requirements for advisors were augmented. (CFR 2.13)

The UCR Learning Center provides a full array of out-of-classroom academic support with programs that include tutorial assistance, supplemental instruction, peer mentorship and study skills workshops. These programs and services help new freshmen and transfer students learn about performance expectations at a research university, and help continuing students who are struggling with their courses or at risk of (or in) academic difficulty. Special attention is paid to students who are first in their families to attend college and/or those who are economically disadvantaged. Supplemental Instruction (SI) was instituted in 2005/06 and is a course-specific academic support program that employs upper division students, who excel in their major, to lead SI sessions for students enrolled in large first year courses that historically have high non-success (D/F) rates. SI leaders attend the class lectures and meet with the faculty and TAs to ensure the materials they are presenting in SI sessions cover the material being taught in class. The weekly SI sessions provide another venue for students to receive academic support. (CFR 2.13)

The campus has an extensive wireless network to accommodate wireless computer users, and general and specific computer labs are available as well. Specialized facilities and equipment are available in the library for students with disabilities. [CFR 2.13]

Administrative commitment to alignment of services with educational objectives is illustrated by the establishment of the Student Success Task Force and its associated recommendations. The recommendations laid out in the report provided clear guidance on how the campus could better match support with student needs. Some of the recommendations are already being implemented, such as the creation of a new professional advising staff job series and the establishment of new advising staff positions in the colleges. Further efforts are underway to strengthen support available to new transfer students through a proposal for Title V resources to provide partial support to a new Transfer Resource Center that will establish a centralized advising and counseling center to meet the unique needs of transfer students. [CFR 2.13]

The campus also offers iLearn, a system where the faculty in individual courses may post homework assignments, lectures and other course-related materials for review electronically by students. Many faculty also take advantage of iLearn's discussion forum and other interactive features. The iLearn system serves 1,200 to 1,400 courses per quarter, or about 60% of courses offered, including those involving discussion sessions, laboratory activities, seminars, and workshops, as well as lectures. [CFR 2.13]

There are other ways the campus has connected services to the educational mission. Computing and Communications has invested in "instructional design" staff who assist faculty in using technology to improve their delivery of the curriculum. For some courses faculty are strongly encouraging or even requiring students to participate in supplemental instruction. UCR's ethnic and gender student programs have historically had a relatively strong relationship with the academic departments; these offices do extensive outreach and are established in the community, providing opportunities for student service. [CFR 2.13]

The campus is in the process of establishing a Center for Instructional Innovation. The Center could be the appropriate unit to address curriculum development issues. [CFR 2.13]

The Academic Senate Ad Hoc General Education Committee has proposed an innovative plan to offer an optional program of concentrations as an alternative to the present system of electives in satisfying campus breadth requirements. Students who choose this option will take a set series of courses which will give depth in a specific topic while insisting on a breadth of approach at the same time. These coherent programs of study allow students more easily to see the purposes behind a broad range of skills, methods and forms of reasoning. It is believed that this approach offers students the best chance for an undergraduate education that will stay with them as they pursue careers beyond UCR. This proposal is currently being reviewed by Senate committees and will hopefully be approved to begin on a small scale starting in the 2008-09 academic year. [CFR 2.13]

UCR sponsors activities to help transfer students and is preparing to establish a Transfer Resource Center in the new Student Academic Support Services building currently under construction. Student Affairs conducts separate orientations (Bear Tracks) for transfer students. The campus holds "one-stop shops" for prospective transfer students on certain days of the year to take them through the entire process (through filing of a Statement of Intention to Register). A centralized advising and counseling center is being planned and will focus on students in transition, including new transfer students. Also, the faculty engage in significant negotiations with advisors to interpret prerequisites for courses when articulation is unclear, but the lack of clarity in course-to-course articulation agreements is still a major problem. New committees or task forces have been established to address a variety of transfer student issues and concerns. [CFR 2.13]

There is a potential for more comprehensive feedback from alumni on UCR's academic and support programs. Alumni are participating in career conferences for UCR students,

and a mentor program is being established between alumni in business fields and UCR's pre-business students. [CFR 2.13]

Opportunities for Further Improvement:

UCR is a research university, and often the factors by which research universities are judged (e.g., research dollar volume) may compete with excellence in teaching and promoting better student learning. But UCR stresses the contribution that research-engaged faculty make to the teaching and learning process. The challenge is that not all faculty are committed to improving pedagogy, as indicated by low to moderate attendance at Scholarship of Teaching seminars and other teaching-related events. But those faculty who are committed are highly involved and hopefully will become roll models who will entice their colleagues into learning more about instructional innovation and student learning outcomes.

Suggestions for improvement include reviewing the course buyout policy (the policy covering the reduction of teaching responsibilities of specific faculty) to include assessment of a course buyout on the overall teaching process; integrating lecturers and teaching assistants better into the teaching process (through greater connection with ladder rank faculty, involvement in curriculum planning, and better training); establishing and expanding the Center for Instructional Innovation; and providing Computing and Communications with additional resources to continue to develop and disseminate useful teaching and learning technologies to the campus.

One area of instructional technology that requires further development and strengthening is the capacity to broadcast classes and seminars to remote locations and receive live comments from those locations.

Approaches to improving academic advising include: (1) establishing a transparent compilation of all the academic advising resources; (2) communicating expectations to students better about what it takes to succeed in college (e.g., expected progress regulation linked with advisors' advice); and (3) strongly encouraging broader use of extended learning opportunities (e.g., supplemental instruction, office hours, meetings with teaching assistants), making the use of these resources the norm on campus rather than the exception. This would remove the stigma of using services and might make their use more likely. For example, learning communities might incorporate supplemental instruction such that everyone must attend. [CFR 2.3]

The needs of students aspiring to attend medical school or law school or to achieve other difficult educational and career objectives should be met more aggressively, by challenging them to participate in activities and achieve the specific results that will maximize their chances of being admitted to the most demanding graduate and professional schools or being offered the best employment opportunities. This might include involving these students in research, field and creative experiences as early as the freshman year. [CFR 2.3]

But the needs of students who are unable to achieve their educational objectives should also be addressed more comprehensively. Academic advising and the programs of student service offices should expose these students to other career and educational objectives as soon as possible, so they are able to adjust their plans accordingly, if necessary. [CFR 2.3]

In the past almost all student service units were engaged in annual assessments, but these have been discontinued in some units. More comprehensive and frequent assessments of student service units are needed to assure the achievement of their objectives. [CFR 2.3]

There should be more formal linkages to library resources for upper division or graduate courses. [CFR 2.3]

Library staff might become a formal part of the learning communities. [CFR 2.3]

Fields with specialized accreditation, such as engineering, business, education, and medicine, have extensive requirements in the area of assessment and improvement based on assessment results. They could serve as models for fields that do not have specialized accreditation. Some instructors in introductory biology and physics have created tools for assessing learning outcomes at the course level by measuring individual principles in multiple ways; these approaches need to be shared more broadly. [CFR 2.4]

One outcome of the reorganizing of the life sciences curriculum is the sharing among faculty of syllabi, learning outcomes, and similar information, especially with respect to gateway courses. The core courses in the field are being studied in depth, and assessment of objectives will be addressed in the next phase of the process. Perhaps other major areas should consider a similar approach. [CFR 2.4]

The campus surveys students six months after graduation but not thereafter. Later surveys of graduates would provide very useful information about the effectiveness of student programs and student services. [CFR 2.10]

The campus-wide Faculty Instruction Evaluation Program focuses on student assessment of teaching at the end of the course. Mid-course evaluations by students in a course could be useful to instructors, including a question as to whether the course is measuring up to the student's expectations. Also, use of pre-lecture and post-lecture assignments provides the student and the instructor with feedback on student learning and achievement of learning objectives; their use should be encouraged. [CFR 2.10]

A system-wide Task Force on Mental Health issued a report that discussed the national trends of increased numbers of students seeking mental health services on campus and increases in the severity of problems presented. The report recommendations include strengthening direct services for students and improving the campus health climate. Funds for campus wellness programs are being earmarked this year as a first step in implementing recommendations. The campus is also developing policies and staffing to deal with volatile students and emergencies. [CFR 2.13]

*Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability Criteria for Review Guidelines*

**{The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.}**

General Comments Regarding the Standard

The Riverside campus is part of the University of California system, which is governed by The Regents, which under Article IX, Section 9, of the California Constitution have "full powers of organization and governance" subject only to very specific areas of legislative control.

Because of financial support from the State of California; federal, state, and private contracts and grants; student fees and tuition; and service fees the campus has sufficient financial resources to provide the human, physical, fiscal, and information resources required for the achievement of its institutional purposes and educational objectives and the creation of a high quality learning environment. The campus has the administrative structures, information resources, and decision-making processes to assure the effective distribution of resources and the achievement of its purposes and objectives.

Specific Comments Regarding the Standard

The University of California has general guidelines for student/faculty ratios, support funding per faculty member, and other measures of the sufficiency of staffing for its operations and academic programs. The statistics on staffing are included in the Integrated Postsecondary Education Data System (IPEDS). [CFR 3.1]

All ladder rank faculty must have the terminal degree in their field (normally the Ph.D. degree). Faculty hired exclusively for teaching or research purposes must meet appropriate education and experience qualifications. Comprehensive requirements and qualifications exist for other academic and staff employees, to assure that the operations and academic programs of the campus are properly supported. [CFR 3.1]

With very few exceptions, all campus ladder rank faculty are full-time, devoting their full efforts to teaching, research, and service. The teaching efforts of the ladder faculty are supplemented by full-time and part-time lecturers. The research efforts of the ladder faculty are supplemented by full-time and part-time professional researchers and postdoctoral students. The deans regularly review the academic and non-academic staffing levels in their units and adjust staffing levels or request additional allocations from the administration, as appropriate. The regular reviews of graduate and undergraduate programs include consideration of the adequacy of staffing levels in the program. The campus planning and budget process includes annual reviews of the

staffing and other support levels of schools, colleges, vice chancellor, and vice provost units and results in adjustments of staffing and support levels when appropriate. The Chair of the campus Academic Senate and the Chair of the campus Academic Senate Committee on Planning and Budget participate in the annual planning and budget process, and the campus Academic Senate Committee on Planning and Budget and Committee on Physical Resources Planning also provide the administration with advice during the regular academic year regarding the allocation of resources and the priorities for physical resource development. [CFRs 3.2 and 3.5]

The deans pay particular attention to the ratio of tenured to non-tenured faculty in departments and the ratio of ladder rank faculty to lecturers and associates in. Attention is also paid to the levels (lower division vs. upper division) at which non-ladder rank faculty are teaching. [CFR 3.1]

The campus is constantly striving to increase the diversity of its faculty and staff in an attempt to approximate the diversity of its undergraduate student body. This effort is a component of the campus Framework for Diversity. A Faculty Recruitment and Hiring Tool Kit was developed by the campus to aid in this process. [CFR 3.2]

The campus has devoted special effort to assuring that the academic programs it offers at its Palm Desert Graduate Center (the MFA in Creative Writing/Writing for the Performing Arts and the Master of Business Administration) have the same quality of faculty and support services as the corresponding programs on the main campus. A key element in the provision of these services is the computer laboratory at the Palm Desert Graduate Center and the communication it provides with the services of the main campus. The 2007-08 academic year marks the second year of operation of the Palm Desert Graduate Center. [CFRs 3.2 and 3.6]

The finances of the Riverside campus are audited annually as part of the general University of California external audit program; the campus has never had any accumulated deficits. Recent comments in the audit firm's management letters to the campus included concerns regarding sub-recipient monitoring (FY2005) and library capitalization (FY2006). [CFR 3.5]

Last year the campus conducted an external review of its information technology (see general discussion in Standard 2 essay, Page 11); students are being connected better to the broad educational objectives of the campus and to specific courses through the implementation of the recommendations from the review. [CFR 3.6]

The campus Department of Computing and Communications maintains comprehensive information resources that are established by or made available to various campus units for planning and evaluation purposes. The department works closely with other campus units in the design and implementation of new applications of information technology, teaching and learning innovation, and data analysis and distribution. [CFR 3.6]

The campus library system is also a major source of information resources. It provides extensive materials and staff resources to the campus community, including on-line catalogs, electronic databases, remote and in person reference service, and programs on use of library resources. UCR has also developed INFOMINE, its own virtual library of internet resources. [CFR 3.6]

Faculty are assisted in their pursuit of funding for research and other creative activity by the Office of Research. The Office has funding search engines, a guide to policies and procedures, on-line reports, and contract and grant training programs. [CFR 3.6]

All degree-related instruction at UC Riverside is provided on the main campus or at the Palm Desert Graduate Center, but it is supplemented with distance education through the iLearn process and other computer-based applications. No degree-related courses are available exclusively through distance learning. [CFR 3.6]

The University is governed by The Regents, which under Article IX, Section 9, of the California Constitution have "full powers of organization and governance" subject only to very specific areas of legislative control. The Regents, with the assistance of the Office of the President of the University of California, hire and evaluate the Chancellor of the campus. [CFR 3.9]

The Chancellor of the campus is a full-time employee whose efforts are devoted to the campus. The Chancellor hires the Executive Vice Chancellor/Provost and a number of vice chancellors, vice provosts, deans, and other highly qualified officers to provide effective educational leadership and management at different levels of the campus administration. The organizational chart for the campus is found in the campus Policies and Procedures Manual. [CFR 3.10]

Opportunities for Further Improvement

The campus has grown significantly over the past five to ten years, and staffing needs and organizational structures have not necessarily kept pace with the growth. The campus is currently expanding its faculty and staff resources and has hired the firm of Deloitte Consulting LLP to assess its needs for organizational re-design.

New faculty positions are funded at the assistant professor level, so hiring new senior faculty requires use of additional resources. Hiring of faculty in the sciences and engineering is particularly expensive, given their requirements for research facilities and staff assistance with their research. These increased expenses are funded, in part, by leaving some faculty FTE vacant, but this practice increases the workload of the faculty.

Many faculty are concerned that more faculty will have to be hired in order to grow the number of graduate and professional programs and to increase the enrollment in existing such programs. In addition, faculty who are not currently involved in graduate or professional education need to become involved. Increased fundraising is needed to cover the establishment of better recruiting and support packages for new faculty.

There is a need for more universal orientation and training of part-time faculty and better integration of the part-time faculty with the full-time faculty. Part-time faculty need to be more aware of the educational objectives of the campus and their department. Teaching of some introductory courses for majors and non-majors is done by lecturers, part-time or full-time. It is critical that they be fully aware of the objectives of the department, the preparatory requirements for upper division courses, the grading standards and criteria in the department, and the supplemental instructional opportunities of the campus. [CFR 3.2]

The recent growth in enrollment at the undergraduate level has stressed the scheduling of campus instructional facilities, both in terms of number and size. The campus is receiving a significant share of the University's construction budget and is constructing new facilities as rapidly as possible. But the time required for planning and construction results in significant delays in meeting demand for instructional facilities, especially general assignment classrooms of specific sizes. [CFR 3.5]

When the campus developed its new financial system seven or eight years ago it made a conscious decision to provide the whole campus access to the system at many levels. It gave individual users the capacity to generate a variety of reports for planning, monitoring, and oversight purposes. However, this functionality required extensive and ongoing training of the users interacting with the system. Some faculty and other users find this onerous and find they have to deal with different types of reports for different purposes. This is particularly a problem in the accounting of research and contract and grant funds. Users should be surveyed regarding problems they encounter with the financial system, and more effort should be made, through some combination of system redesign and user training, to address the problems they encounter. The issues of qualifications of financial staff and the competitiveness of salaries for financial staff should also be reviewed. [CFR 3.6]

*Standard 4: Creating an Organization Committed to Learning and Improvement*

**{The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.}**

General Comments Regarding the Standard

The campus is committed to expanding its culture of evidence and using that evidence more comprehensively in evaluating and improving its programs. It conducts regular discussions of how effectively it is accomplishing its purposes and achieving its educational objectives in the weekly meetings of the Chancellor's Leadership Council, composed of the Chancellor, Executive Vice Chancellor/Provost, Chair of the campus Academic Senate, deans, vice chancellors, Associate Vice Chancellor for External Relations, Campus Counsel, vice provosts, Assistant Provost, and Assistant Chancellor. These discussions lead to the establishment of criteria for the planning and budget process and resulting budget hearings in the spring, where each of the deans, vice chancellors, and vice provosts discusses his or her planned resource reallocations, outlines plans for improvement in the coming year, and presents requests for augmentation of resources. A special panel (composed of the Chancellor, the Executive Vice Chancellor/Provost, the Vice Chancellor for Academic Planning and Budget, the Chair of the campus Academic Senate, and the Chair of the campus Academic Senate Committee on Planning and Budget) conducts the hearings and makes the resource allocation decisions. Comprehensive budgetary and staffing analyses are prepared for each unit before the hearings, and the Office of Academic Planning and Budget follows up with each unit following budgetary and staffing decisions.

Institutional research efforts are coordinated and enhanced by the Institutional Research Coordinating Group, which works with the Department of Computing and Communications to develop and expand data distribution and analysis on the campus. It also reviews plans for and advises regarding campus surveys.

Evidence-based evaluations of individual graduate, professional, and undergraduate programs are conducted by the campus Academic Senate, with the assistance of external review teams and in consultation with the Graduate Dean (in the case of graduate program reviews) or the Vice Provost for Undergraduate Education (in the case of undergraduate program reviews). Occasional reviews of breadth (general education) requirements for campus undergraduates are also conducted; the most recent is being reviewed by Academic Senate committees this academic year. The campus Academic Senate also reviews new courses and programs and modifications in courses and programs; Senate approval must be obtained before the proposals may be implemented.

Specific Comments Regarding the Standard

The Chancellor, Executive Vice Chancellor/Provost, and each of the deans, vice chancellors, and other administrative offices engage in reflection and planning processes to assess the strategic position of their units; articulate priorities; examine the alignment of purposes, core functions, and resources; and define future direction for their units. They are also members of the Chancellor's Leadership Council, the primary administrative group on the campus. [CFR 4.1]

In the fall the campus holds a two-day retreat for key administrators, chairs of major Academic Senate committees, and student leaders to review planning objectives for the coming year and to discuss longer-term planning strategies. The most recent such retreat was held September 25-26, 2007, with approximately 40 attendees; it focused on enrollment planning. [CFR 4.1]

There is significant discussion at the departmental level, and there is interdepartmental discussion and planning among unit heads. Discussion among general members of different departments and organizational units is accomplished through campus-wide summits and forums, which generate broad discussion and bring different perspectives to bear on specific topics. Examples in the last few years have been the summit on faculty diversity, the summit on staff and administrative diversity, the summit on undergraduate student diversity and excellence, the summit on graduate student diversity, the forum to discuss the special themes to include in the WASC Self-Study, and the forum to discuss the WASC standards and CFRs. [CFR 4.1]

For discussion of the Institutional Research Coordinating Group (IRCG), see the discussion of CFR 1.2, Pages 3-4. [CFRs 4.4 and 4.5]

Comprehensive quantitative data are collected and analyzed for each of the units on campus in connection with the annual planning and budget process reviews of staffing and other support levels of schools, colleges, vice chancellor, and vice provost units. Each unit receives the data analyses for its unit, and the entire set of analyses is shared with the Chair of the campus Academic Senate and the Chair of the campus Academic Senate Committee on Planning and Budget. [CFR 4.3]

Comprehensive data are also collected and analyzed for each of the programs undergoing undergraduate review or graduate and professional school review. Each external review team studies these data and may include discussion of them in its report on the program. The data and analyses are also reviewed by the campus Academic Senate Committee on Educational Policy and the Vice Provost for Undergraduate Education (in the case of undergraduate program reviews) or by the campus Academic Senate Graduate Council and the Graduate Dean (in the case of graduate and professional school reviews) in evaluating the external review reports and deciding on actions to take regarding the reports. [CFRs 4.3 and 4.5]

For discussion of UCR's participation in the Collegiate Learning Assessment project, see the essay on Standard 1, CFR 1.2, Page 4. [CFR 4.4]

The campus efforts in evaluation of graduate and professional programs and undergraduate programs are discussed in the essay on Standard 1; see Pages 4-5, CFR 1.2. [CFR 4.4]

For policies on approval of new programs and courses and changes in existing courses and programs, see essay on Standard 2, CFRs 2.3 and 2.4, Page 12. [CFR 4.4]

The College of Humanities, Arts and Social Sciences (CHASS) has conducted a thorough evaluation of its CHASS Connect program, which enrolled a group of freshmen students in a set of related breadth requirement courses. On the basis of that evaluation the College has revised the program and added two additional programs for College freshmen: Gateway Lecture and Freshman Learning Communities. All three programs are grouped as CHASS F1RST options. An evaluation has been conducted of HASS 01, a course for students on probation that focuses on university transition, study skills, time management, and other skills necessary to be successful and improve their grade point. Evaluations are also being conducted this year of the different Freshman Learning Communities programs on campus and the campus-wide Supplemental Instruction program. Results of these evaluations will be used to improve the programs. [CFR 4.4]

This fall the campus has contracted with EduVentures to conduct a collaborative study of learning outside the classroom. Service and leadership are the major foci of the study. The results should be helpful for the learning and assessment processes. [CFR 4.4]

Additional staff have been hired in different offices to strengthen the institutional research capability of the campus, including a Director of Policy Analysis is the Office of the Executive Vice Chancellor/Provost, a Director of Institutional Research in the Office of Undergraduate Education, and an Institutional Analyst in the Division of Student Affairs. [CFR 4.5]

For discussion of the Faculty Instruction Evaluation Program, see the essay on Standard 2, CFR 2.4, Page 14. [CFRs 4.6 and 4.7]

UCR has many approaches to the improvement of teaching and learning, including undergraduate research opportunities, having the most up-to-date scholars inside the classrooms communicating their passion for their subjects, the Scholarship of Teaching seminar series (see below), grants to faculty for the improvement of instruction, and an increased commitment to teaching awards and increased focus on excellence in teaching. The campus administration has increased the monetary award for the yearly exemplary teaching prize. The administration has invested in a broad array of instructional technologies, has made a commitment to modern, best of breed classroom technologies, and is creating learning spaces where faculty may explore the intersection of innovative pedagogy, flexible physical appointments, and technology facilitating student

engagement. For discussion of the assessment of these instructional technology programs by a team of outside experts, see the essay on Standard 2, Page 11. [CFR 4.7]

In addition to investing in instructional technologies, the administration has invested in organizational structures to promote improved pedagogy (e.g., the Academy of Distinguished Teachers, the Center for Instructional Innovation, and the Scholarship of Teaching seminar series). [CFR 4.7]

The campus has organized an on-line set of teaching resources, iTeach, which serves as a clearinghouse for information and campus resources on topics such as instructional tools, techniques, funding opportunities, new initiatives, seminars, and services. The content of the site includes interactive forums, as well as archived video and audio files of teaching related seminars or panel discussions. [CFR 4.7]

The Scholarship of Teaching program is a series of seminars, panel discussions, and workshops that highlight and promote the use of contemporary pedagogical concepts to enhance teaching excellence. Presentations highlight [CFR 4.7]:

- Effective use of current and emerging instructional methodologies and technologies;
- Strategies for the introduction of active learning, peer to peer learning, and collaborative approaches in teaching;
- Pedagogical approaches to enhance student engagement and optimize student learning outcomes;
- Effective approaches to teaching and learning in and outside of the classroom;
- Successful and innovative practices that engage students in a critical analysis of course material, or which promote their involvement in research or scholarly activity;
- Engagement of a teaching community in the collaborative, scholarly examination of their practice as teachers;
- Development of assessment tools to measure student learning outcomes; and
- Development of a campus culture of evidence regarding our academic programs.

The Career Center surveys its stakeholders via a number of instruments. Each year there is a survey of all alumni six months after graduation; the survey includes questions about their academic experience in addition to questions about their careers. Also, students are surveyed two weeks before graduation to gather feedback on their experience with the Career Center and their post-graduation plans. Feedback from employers is collected regarding student quality in internships, as well as information on students interviewed for jobs or internships on campus and at career fairs. [CFR 4.8]

Opportunities for Further Improvement:

Not all academic departments address the issues of student preparedness for courses, student expectations, learning objectives and outcomes, and similar issues. Those departments that are participating in graduate and professional program reviews and/or undergraduate program reviews should be addressing such issues regarding their students. Those departments that do assess their students' needs, expectations, and learning outcomes and make effective changes in response to that assessment should share their results with the rest of the campus to provide other departments with models for accomplishing the same. [CFR 4.1]

Units need to be provided with assistance in the assessment process – how to define objectives so they may be tested, how to collect assessment data, how to evaluate the data collected, and methods of incorporating results into program implementation decisions. Logistical assistance with the process could also increase participation by departments. [CFR 4.1]

Evaluation models need to be more broadly discussed on campus: use of capstone courses, collecting writing samples from students during the course of their education and comparing them over time, expanding writing across the curriculum, broader tracking of alumni, use of ePortfolios to document learning outside of specific courses or disciplines, etc. [CFR 4.1]

Good examples of assessment on campus should be broadly publicized: the use of pre-tests and post-test in Physics, capstone course in the undergraduate business major, senior projects in Art, Sociology Department Honors Thesis in the senior year, student presentations at undergraduate research symposia and conferences, and placement record of students graduating in specific majors. [CFR 4.1]

There are significant service learning opportunities for students. They need to be better publicized or coordinated. Service learning is most effective when combined with or coordinated with the academic program. [CFR 4.6]

**UC Riverside's Response to the Recommendations of the Report of the last WASC Team Visit to the campus**

The report of the last WASC Team visit to the campus contained 11 specific recommendations. The WASC Commission, in its letter of July 6, 1998, to the campus, endorsed the Team recommendations and highlighted three areas warranting special attention. Those areas are discussed below. For a full response to the recommendations of the WASC Team, please see Appendix II.

1) Alignment of planning objectives and fiscal constraints: The Commission was concerned about planned growth of the University without the firm assurances of commensurate financial resources. It urged the University to manage its resources such that anticipated enrollment increases will not adversely impact the high quality of education and student life on campus and monitor closely the impact of enrollment increases on academic programs, student life and financial responsibilities.

Response to 1): The campus has received financial resources commensurate with growth in enrollment, has allocated new faculty positions in appropriate response to enrollment increases, and has established a minimum pool of unallocated faculty provisions to provide flexibility in dealing with cost of hiring new senior faculty and meeting setup costs of new faculty, especially in the sciences and engineering. However, the campus continues to deal with the challenges of the recent and rapid growth in undergraduate enrollment. Some academic programs have fewer faculty than workload considerations would suggest. The senior administration has consulted extensively with the Academic Senate, the deans, and the vice chancellors in the allocation of resources and has held annual budget hearings that lead to the detailed allocation of resources each year.

2) Assessment and Curriculum and the Quality of Instruction: The Commission urged UCR to sustain its academic excellence as well as its active student participation in research and encouraged the University to seize this time as an opportunity to identify what it expects students to learn, to evaluate its effectiveness in meeting those expectations, and to effectively integrate its findings into future planning.

Response to 2): The campus has strengthened existing academic programs, developed new programs, and strongly supported undergraduate research. It has maintained its comprehensive review of graduate and professional programs and has implemented a comparable program of review of undergraduate programs. But more work is needed.

3) Faculty Development: The Commission encouraged the University to retain a high-quality faculty by improving its research facilities to promote and nurture a high quality of education and research.

Response to 3): The campus has renovated existing research facilities, constructed new facilities, and developed new research centers and groups, including the areas of nanotechnology, genomics, and bioengineering. It has greatly increased the level of its extramural contract and grant funding and its private fundraising.

**Institutional Capacity Dimensions of UCR's Special Themes**

The campus hired graduate students to conduct literature reviews of its three special themes, under the faculty direction. The literature reviews identified research and studies dealing with each theme and suggested specific approaches to consider in addressing each theme. The results were presented at a campus forum on February 14, 2007.

The institutional capacity dimensions of each of the campus Special Themes are discussed below. A brief summary of accomplishments to date is also included.

*Learning within a Campus Culture of Diversity*

The UC Riverside campus community has engaged in campus-wide dialogue and action around diversity by hosting a series of summits. These summits were designed to engage the entire UCR campus and external communities in identifying issues and challenges and proposing solutions to those challenges. The campus has hosted summits on faculty diversity; diversity of staff, managers and administrators; diversity and undergraduate student success; and increasing diversity among UCR's graduate students. These summits were designed to be interactive and to facilitate maximum input from and feedback to the entire campus community. The purpose of these summits is to create a campus-wide understanding of the dimensions of diversity and the role of all UC Riverside's citizens in moving forward the agenda for inclusion.

The Office of Undergraduate Education hosted a series of events to promote a deeper understanding of diversity and excellence. For example, in the summer of 2007 the Office supported a team of 5 people to attend a summer institute sponsored by the Association of American Colleges and Universities in Burlington, Vermont, where the team spent four days developing a proposal for going beyond "body count diversity." When the group returned to campus, they involved a larger number of faculty as they continued to explore the deeper meaning of diversity, the links between diversity and student performance/success, and the "added value" of attending a university with a vastly diverse student body. Their discussions have expanded to involve a larger number of campus faculty, and work continues to progress. And finally, the Office of Undergraduate Education's Scholarship of Teaching series for 2007-08 is addressing the notion of "Critical Diversity" as one approach to utilizing our existing diversity to better understand student success.

The campus approach to ensuring the success of its diverse undergraduate student population has received national attention recently. The University was featured in articles in *The Los Angeles Times* and *The Chronicle of Higher Education,* which highlighted the campuses' success in promoting both diversity and excellence.

The campus has collected and analyzed data on the different dimensions of diversity among its undergraduate students, graduate students, faculty and staff. It has plans for further collection and analysis of such data through the work of the Institutional Research Coordinating Group.

*Growing and Improving Graduate and Professional Programs*

The focus of the Chancellor's fall 2007 campus planning retreat was on enrollment management. Undergraduate enrollment is projected to grow slowly, but significant effort will be devoted to growth of graduate and professional school programs and enrollments. Currently, a total of 18 new masters and/or doctoral programs are in different stages of planning and development. In addition to the professional school plans discussed below, the campus is exploring expanding enrollment in its MBA program and possibly developing a school of communications or a school of nursing.

The major campus effort in the area of growing professional programs is the development of a full medical school on the campus. For more than 25 years, UCR has offered the first two years of medical school education for 24 students per year in cooperation with the UCLA David Geffen School of Medicine, where the students complete their M.D. degrees. In November 2006 The Regents authorized the campus to hire a Dean of Medicine and prepare a more comprehensive plan for a full school of medicine, including residencies, research and clinical programs, and other aspects of medical education. The campus has contracted with the firm of Deloitte Consulting LLP to help prepare its comprehensive plan for the medical school, which will be reviewed on campus and in the Office of the President before it is presented to The Regents, hopefully before the end of the 2007-08 academic year. The faculty have developed an innovative curriculum for its medical students, which integrates clinical experience into all four years of medical school instruction. The campus will not own a hospital, but will establish agreements with existing hospitals in the area to implement its medical education and research objectives.

The campus is also in the process of establishing a professional School of Public Policy, which will offer a Masters of Public Policy (MPP) degree, a doctoral (Ph.D.) degree, and a doctoral degree in cooperation with a number of existing departments and programs on campus. The School will serve as the institutional framework to facilitate UCR's scholars in better exploring the policy implications of their research, as well as analyzing the effects of existing policies on households, communities and society at large. It will focus on two major themes: the intersection of social and environmental policies and the importance of regional policy. At maturity the School will have 150 MPP students and 30 doctoral students. The proposal has been approved by the campus Academic Senate and has been forwarded to the system-wide Academic Senate for its review. When approved, the School will start recruiting its dean and initial faculty so as to enroll its first students approximately four years later.

The campus is reaching out to the residents of the Palm Desert area through the establishment of a Palm Desert Graduate Center. The two programs offered at the Palm Desert Graduate Center are the MFA in Creative Writing/Writing for the Performing Arts and the Master of Business Administration. Similar programs are also offered on the main campus.

A key element in the growth of graduate programs is increasing the number of ladder rank faculty, since they direct graduate students, particularly at the doctoral level. The campus hired 107 ladder faculty over the last two years and is conducting a large number of searches for new ladder rank faculty members during the 2007-08 academic year.

*Improving Undergraduate Student Engagement, Experience, and Learning Outcomes*

The campus is establishing and measuring learning objectives through the process of reviewing graduate, professional, and undergraduate programs. To assist in the process, special grant funds are being made available by the Office of Undergraduate Education to departments before and/or after the review process, to fund planning retreats to establish or clarify learning objectives, plan for their assessment, and implement changes resulting from previous assessments. The funds can also be used to bring assessment experts to the department to discuss assessment in greater detail. The Office of Undergraduate Education awards these grants to encourage departments to become more comprehensively involved in student learning outcome assessment and its analysis.

In 2005, the campus became particularly concerned about the dissatisfaction of some undergraduates with their learning experience, the percentage of first-year undergraduates in academic difficulty or subject to dismissal, the lack of persistence of freshmen to sophomore status, and a 6-year graduation rate of entering freshmen that was relatively low for a UC campus. As a result, the Executive Vice Chancellor/Provost (EVC/P) appointed the Student Success Task Force (SSTF) in October 2005, charged with providing recommendations on improving undergraduate retention, academic success, and the overall undergraduate experience at UCR, especially through the support students receive outside the classroom. The charge was clearly aligned with the Chancellor's goals "to enhance UCR's reputational rankings" and "to expand opportunities for learning and personal growth for all students, undergraduate and graduate."

The SSTF included representation from the Academic Senate, the offices of the EVC/P and the Vice Provost for Undergraduate Education, the colleges, Computing and Communications, University Libraries, and Student Affairs. Four subcommittees were created to explore the key factors identified by a careful review of available evidence: (1) Freshman Experience, (2) Academic Advising, (3) Student Surveys, and (4) University Investments in Support of Teaching and Learning. The SSTF spent the academic year carefully considering the findings of the subcommittees in light of institutional and comparative data presented by Student Affairs, Undergraduate Education, Academic Planning and Budget, and other academic institutions.

In October 2006, the SSTF published its 42 recommendations, which were wholeheartedly endorsed by the EVC/P and became the blueprint for the campus' plan to "significantly increase a variety of measures of student success." In December 2006, the EVC/P appointed a Student Success Steering Committee (SSSC) and charged its members to ensure the timely implementation of the SSTF recommendations. The SSSC established sub-committees which enlisted key stakeholders to plan and oversee the

implementation of the recommendations. Student success became a topic of discussion campus-wide; staffing, program, and funding decisions made in the colleges and Student Affairs prioritized SSTF recommendations.

Many of the recommendations have been implemented or are being implemented and are discussed in the essays addressing the WASC Standards earlier in this report. Substantial funds have been invested in augmenting programs in the colleges, Student Affairs units and the Office of Undergraduate Education. In the fall of 2006, First Year Learning Communities were established and/or expanded in each of the three colleges, enrolling 33% of new freshmen; for the fall of 2007, capacity was increased to accommodate up to two-thirds of the new incoming freshmen. Each college designated or hired a First Year Coordinator, as did the offices of Undergraduate Education, Student Life, and Housing. First year website and marketing materials were developed and distributed.

The Learning Center was transferred from Student Affairs to Undergraduate Education to ensure that its programs would be integrated more completely with academic departments, and a reorganizing process in the unit is progressing. Programs that intentionally identify, intervene, and support students at risk or in academic difficulty, such as Supplemental Instruction, Early Assessment, Study Skills Courses, RCC/UCR Math Initiative, and Summer Bridge, are being developed, refined, remodeled and/or increased. Within the last year Student Life introduced the Freshman Success Workshop Series, a commuter program, and an extensive revamp of campus identity, vitality and activity.

The UC Office of the President has approved a Professional Academic Advisor job series, and recruitment is underway for new advisors in each of the colleges. An advising information system was implemented for staff and faculty involved in academic advising.

In the spring of 2006, the Academic Senate approved updated procedures and a calendar for Undergraduate Program Reviews; the first round of reviews was completed in spring 2007. Stronger language regarding the enunciation of student learning outcomes and assessment was added to the instructions for the 2007/08 reviews.

Examples of the further investment in teaching and learning are expansion of the Scholarship of Teaching series, planned establishment of a Center for Innovative Instruction, and creation of flex classrooms that are being successfully used. Various assessment efforts are underway and will be used to inform program development and improvement. The newly established Institutional Research Coordinating Group (IRCG) developed a process by which proposed campus student surveys are reviewed before their administration; IRCG ensures that the results are distributed for the good of the campus.

The SSTF focused in part on the freshman year experience as a first step in the process of comprehensive assessment of student learning and development of better approaches to assisting students in their achievement of learning objectives. The results of this focus will influence assessment of learning for other specific groups of students and the subsequent development of better approaches to assisting them.

## Concluding Essay

UCR has clearly defined purposes with established objectives, especially at the campus level. It embraces diversity as an educational asset and is strengthening its research, teaching and learning, and community service to become an even stronger university. It is in the process of succinctly defining educational objectives and student learning outcomes at the levels of schools, colleges and programs, measuring the degree to which these objectives are being attained, and improving learning opportunities accordingly.

The campus has adequate overall resources to achieve its educational objectives, but it continues to deal with the challenges of the recent and rapid growth in undergraduate enrollment. Some academic programs have fewer faculty than workload considerations would suggest, and resources are still needed to augment such areas as student services and preparatory education. The current reorganization of academic advising and hiring of additional professional advisors are evidence of the reallocation of campus resources to improve student success.

The campus has always had strong organizational and decision-making structures. Deans, vice chancellors, and vice provosts are given resources to achieve their objectives through the annual budget hearing process. In the last five years, vice provosts were hired to address such critical areas as undergraduate education, academic personnel, conflict resolution, and international affairs. External consultants have been contracted to study the organizational structure of the campus and recommend improvements. Another team was hired to help develop a business plan for the proposed medical school. Constituent groups are studying possible reorganization of the College of Humanities, Arts, and Social Sciences. The Office of Instructional Development is providing seminars and web-based resources to assist faculty in meeting student learning objectives. The Learning Center was redesigned to more clearly support student academic success, and productive academic and student affairs partnerships were established in the First Year program, which is grounded in Learning Communities.

The campus is strongly committed to expanding its culture of evidence to inform academic and institutional decisions. The Institutional Research Coordinating Group was established to consolidate the research efforts located in a variety of campus offices. The campus is participating in the Collegiate Learning Assessment program to discover how the learning of its students compares with that of its peer institutions. The Student Success Task Force evaluated the undergraduate experience, with a particular focus on the first year, and many of their recommendations are being implemented. Supplemental instruction and other student support efforts are being evaluated and redesigned for improved outcomes. Graduates are surveyed after six months to discover how well they are doing in graduate school or the job market. Departments are strongly encouraged to devote more effort to evaluating learning outcomes, such as developing capstone courses and surveying knowledge and skills before and after coursework.

Through a number of efforts the campus has continued to strengthen its institutional capacity. It looks forward now to full engagement with educational effectiveness.

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