Section 1 – A Description of the Education Effectiveness Approach

UC-Regents Mandate of Senate Responsibilities & UC-Faculty

Supplemental Information for Page 1

The senate's functions are all mission critical and academically oriented as outlined in the University of California Regent's **STANDING ORDER 105.2. Duties, Powers and Privileges of the Academic Senate:**

- Authorize, approve, and supervise all courses (except those of certain graduate professional schools).
- Determine the conditions of admissions, certificates and degrees.
- Recommend the hiring and promotion of faculty members.
- Approve the publication of manuscripts by the University of California Press.
- Advise on the administration of the UC libraries.
- Assist in the searches for deans, chancellors, and presidents.
- Advise the University President and the Chancellors on budget and administrative matters under the rubric of "Shared Governance."

Section 2 – Significant Engagement and Analysis of Educational Effectiveness

Attendees at the WASC Emeryville Retreat

Supplemental Information for Page 5

Attendance at the WASC Retreat on Student Learning and Assessment held September 25-27, 2008, at Emeryville, CA: John C. Briggs, Director of the Writing Program; Richard Cardullo, Chair of the Department of Biology; Walter Clark, Chair of the Department of Music; Stephen E. Cullenberg, Dean of the College of Humanities, Arts and Social Sciences and Professor of Economics; David Fairris, Vice Provost for Undergraduate Education and Professor of Economics; Kimberly Hammond, Professor of Biology; Anthony Norman, Chair of the UCR Division of the Academic Senate and Distinguished Professor of Biochemistry and Biomedical Sciences; Eugene Nothnagel, Professor of Plant Physiology; Robert Patch, Chair of the Department of History, and Yat-Sun Poon, Professor of Mathematics.

Table 1: University of California, Riverside: Students by Gender and Ethnicity, Fall 2008

Supplemental information for Page 8
Retrieved from UCR Institutional Planning Website (http://apb.ucr.edu/inst_plan/)

Ethnicity	Undergraduate		Graduate		Gender		
	Male	Female	Male	Female	Male	Female	Total
African American	436	783	26	32	462	815	1,277
Native American	27	35	4	3	31	38	69
Chicano and Latino	1,719	2,646	98	103	1,817	2,749	4,566
Asian/Asian American	3,396	2,915	144	133	3,540	3,048	6,588
White/Caucasian	1,423	1,261	436	378	1,859	1,639	3,498
Other Ethnic	146	158	56	73	202	231	433
Unknown (Decline to State)	265	224	93	90	358	314	672
International	139	135	385	317	524	452	976
TOTAL STUDENTS	**7,551**	**8,157**	**1,242**	**1,129**	**8,793**	**9,286**	**18,079**

Academic Planning and Budget, October 2008

Table 2: University of California, Riverside: Headcount Enrollment by Ethnicity: Fall 2008[1]

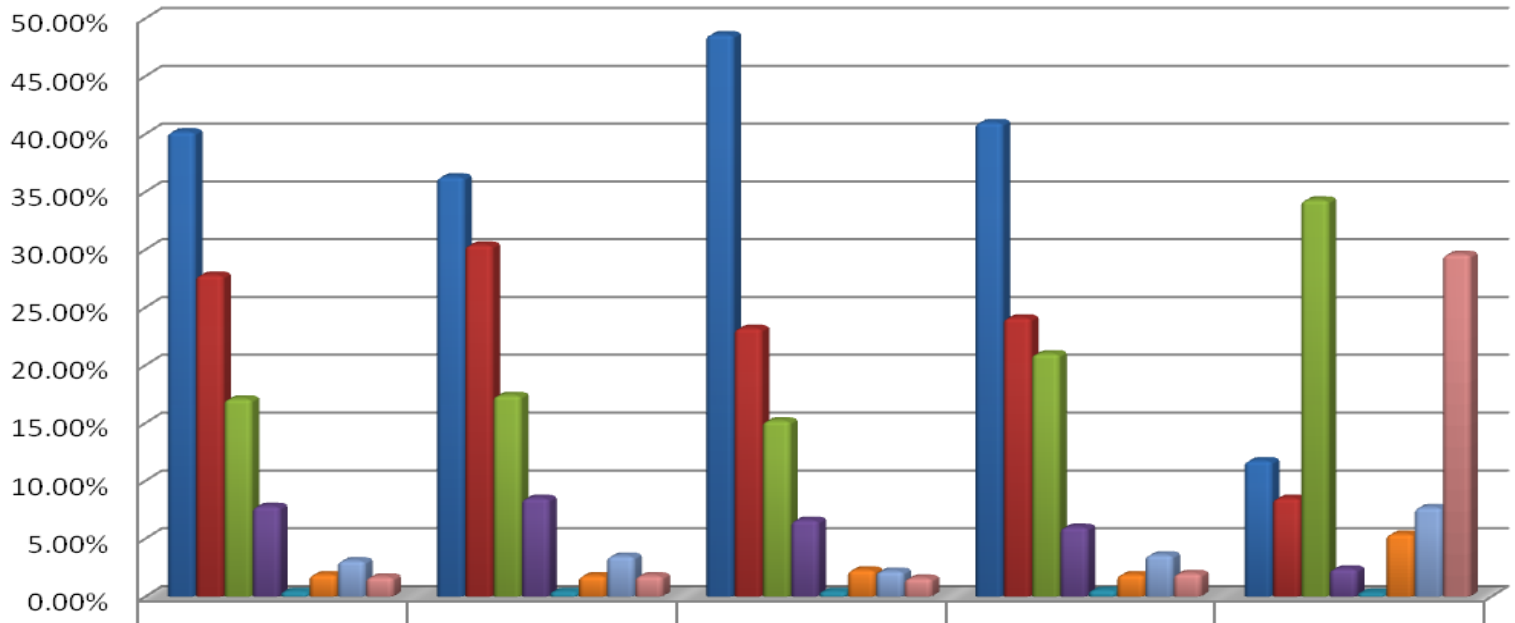
Supplemental information for Pages 8 and 25-26
Retrieved from UCR Institutional Planning Website (http://apb.ucr.edu/inst_plan/)

Ethnicity	Undergraduate								Graduate		Total Students	
	Total Undergrad		CHASS		CNAS		BCOE		Grad Students		Undergrad + Grad	
African American	**1,219**	**7.8%**	**842**	**8.5%**	**288**	**6.6%**	**89**	**6.0%**	**58**	**2.4%**	**1,277**	**7.1%**
Native American	**62**	**0.4%**	**39**	**0.4%**	**16**	**0.4%**	**7**	**0.5%**	**7**	**0.3%**	**69**	**0.4%**
Chicano-Latino	**4,365**	**27.8%**	**2,994**	**30.4%**	**1,015**	**23.2%**	**356**	**24.1%**	**201**	**8.5%**	**4,566**	**25.3%**
Chicano	3,443	21.9%	2,336	23.7%	802	18.3%	305	20.6%	141	5.9%	3,584	19.8%
Latino	922	5.9%	658	6.7%	213	4.9%	51	3.4%	60	2.5%	982	5.4%
Asian/Asian American	**6,311**	**40.2%**	**3,579**	**36.3%**	**2,126**	**48.6%**	**607**	**41.0%**	**277**	**11.7%**	**6,588**	**36.4%**
Japanese	196	1.2%	121	1.2%	53	1.2%	22	1.5%	19	0.8%	215	1.2%
Chinese	2,205	14.0%	1,402	14.2%	572	13.1%	231	15.6%	88	3.7%	2,293	12.7%
Korean	928	5.9%	667	6.8%	213	4.9%	48	3.2%	33	1.4%	961	5.3%
Pacific Isl.	68	0.4%	35	0.4%	24	0.5%	9	0.6%	7	0.3%	75	0.4%
East Indian/ Pakistani	528	3.4%	255.5	2.6%	215.5	4.9%	57	3.9%	30	1.3%	558	3.1%
Vietnamese	904	5.8%	373.5	3.8%	464	10.6%	66.5	4.5%	7	0.3%	911	5.0%
Thai, Other Asian	546	3.5%	271	2.8%	215.5	4.9%	59	4.0%	53	2.2%	599	3.3%
Filipino	936	6.0%	453.5	4.6%	368.5	8.4%	114	7.7%	40	1.7%	976	5.4%
White/ Caucasian	**2,684**	**17.1%**	**1,711**	**17.4%**	**663**	**15.2%**	**310**	**21.0%**	**814**	**34.3%**	**3,498**	**19.3%**
Other Ethnic	**304**	**1.9%**	**175**	**1.8%**	**101**	**2.3%**	**28**	**1.9%**	**129**	**5.4%**	**433**	**2.4%**
Total Known Ethnic	**14,945**	**95.1%**	**9,340**	**94.8%**	**4,209**	**96.2%**	**1,397**	**94.4%**	**1,486**	**62.7%**	**16,431**	**90.9%**
Ethnicity	**Undergraduate**								**Graduate**		**Total Students**	
	Total Undergrad		**CHASS**		**CNAS**		**BCOE**		**Grad Students**		**Undergrad + Grad**	
Unknown (Decline to State)	**489**	**3.1%**	**340.5**	**3.5%**	**95.5**	**2.2%**	**53**	**3.6%**	**183**	**7.7%**	**672**	**3.7%**
International	**274**	**1.7%**	**173**	**1.8%**	**71**	**1.6%**	**30**	**2.0%**	**702**	**29.6%**	**976**	**5.4%**
Total Students	**15,708**	**100.0%**	**9,853**	**100.0%**	**4,375**	**100.0%**	**1,480**	**100.0%**	**2,371**	**100.0%**	**18,079**	**100.0%**

[1] Note: Students with more than one major are distributed fractionally between the majors, which results in fractional students among colleges when the majors are in different colleges.

Figure 1: University of California, Riverside: Enrollment Percentages by Ethnicity: Fall 2008

Supplemental information for Pages 8 and 25-26
Data to create the Figure were retrieved from UCR Institutional Planning Website (http://apb.ucr.edu/inst_plan/)



	Undergraduate	CHASS	CNAS	BCOE	Graduate
Asian/Asian American	40.20%	36.30%	48.60%	41%	11.75%
Chicano/Latino	27.80%	30.40%	23.20%	24.10%	8.50%
White/Caucasian	17.10%	17.40%	15.20%	21%	34.30%
African American	7.80%	8.50%	6.60%	6.00%	2.40%
Native American	0.40%	0.40%	0.40%	0.50%	0.30%
Other Ethnic	1.90%	1.80%	2.30%	1.90%	5.40%
Unknown	3.10%	3.50%	2.20%	3.60%	7.70%
International	1.70%	1.80%	1.60%	2%	29.60%

Table 3: University of California, Riverside: Students by Gender, Level, and College

Supplemental information for Page 8
Retrieved from UCR Institutional Planning Website (http://apb.ucr.edu/inst_plan/)

College/School	Total Students					New Students				
	Total	Male		Female		Total New Students	Male		Female	
Campus Total	**18,079**	**8,793**	**48.6%**	**9,286**	**51.4%**	**6,071**	**2,959**	**48.7%**	**3,112**	**51.3%**
Undergraduate	15,708	7,551	48.1%	8,157	51.9%	5,292	2,570	48.6%	2,722	51.4%
Graduate	2,371	1,242	52.4%	1,129	47.6%	779	389	49.9%	390	50.1%
College of Humanities, Arts, and Social Sciences	**10,611**	**4,596**	**43.3%**	**6,015**	**56.7%**	**3,298**	**1,440**	**43.7%**	**1,858**	**56.3%**
Undergraduate	9,853	4,247	43.1%	5,606	56.9%	3,084	1,346	43.6%	1,738	56.4%
Graduate	758	349	46.0%	409	54.0%	214	94	43.9%	120	56.1%
College of Natural and Agricultural Sciences	**5,137**	**2,479**	**48.3%**	**2,658**	**51.7%**	**1,802**	**847**	**47.0%**	**955**	**53.0%**
Undergraduate	4,375	2,042	46.7%	2,333	53.3%	1,606	730	45.5%	876	54.5%
Graduate	762	437	57.3%	325	42.7%	196	117	59.7%	79	40.3%
Bourns College of Engineering	**1,896**	**1,566**	**82.6%**	**330**	**17.4%**	**742**	**601**	**81.0%**	**141**	**19.0%**
Undergraduate	1,480	1,262	85.3%	218	14.7%	602	494	82.1%	108	17.9%
Graduate	416	304	73.1%	112	26.9%	140	107	76.4%	33	23.6%
Anderson Graduate School of Management	**151**	**68**	**45.0%**	**83**	**55.0%**	**78**	**34**	**43.6%**	**44**	**56.4%**

College/School	Total Students					New Students				
	Total	Male		Female		Total New Students	Male		Female	
Graduate School of Education	**230**	**46**	**20.0%**	**184**	**80.0%**	**123**	**20**	**16.3%**	**103**	**83.7%**
Graduate Program	186	38	20.4%	148	79.6%	88	14	15.9%	74	84.1%
Credential Program	44	8	18.2%	36	81.8%	35	6	17.1%	29	82.9%
Health Science (MD Program)	**54**	**38**	**70.4%**	**16**	**29.6%**	**28**	**17**	**60.7%**	**11**	**39.3%**

Graduate total includes Credential and Medical.

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Table 4: University of California, Riverside: New Students Headcount Enrollment by Ethnicity: Fall 2008

Supplemental information for Pages 8 and 25
Retrieved from UCR Institutional Planning Website (http://apb.ucr.edu/inst_plan/)

Ethnicity	Total New Undergrad		New Freshmen		New Advanced Standing		New Graduate Students		Total New Undergrad + Graduate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	**416**	**7.9%**	**354**	**8.0%**	**62**	**7.1%**	**23**	**3.0%**	**439**	**7.2%**
Native American	**25**	**0.5%**	**19**	**0.4%**	**6**	**0.7%**	**1**	**0.1%**	**26**	**0.4%**
Chicano-Latino	**1,634**	**30.9%**	**1,380**	**31.2%**	**254**	**29.2%**	**85**	**10.9%**	**1,719**	**28.3%**
Chicano	1,328	25.1%	1,130	25.5%	198	22.8%	62	8.0%	1,390	22.9%
Latino	306	5.8%	250	5.7%	56	6.4%	23	3.0%	329	5.4%
Asian/Asian American	**1,982**	**37.5%**	**1,773**	**40.1%**	**209**	**24.1%**	**118**	**15.1%**	**2,100**	**34.6%**
Japanese	54	1.0%	46	1.0%	8	0.9%	4	0.5%	58	1.0%
Chinese	674	12.7%	602	13.6%	72	8.3%	40	5.1%	714	11.8%
Korean	306	5.8%	281	6.4%	25	2.9%	11	1.4%	317	5.2%
Pacific Isl.	25	0.5%	18	0.4%	7	0.8%	2	0.3%	27	0.4%
East Indian/ Pakistani	167	3.2%	147	3.3%	20	2.3%	13	1.7%	180	3.0%
Vietnamese	293	5.5%	263	5.9%	30	3.5%	3	0.4%	296	4.9%
Thai, Other Asian	191	3.6%	173	3.9%	18	2.1%	28	3.6%	219	3.6%
Filipino	272	5.1%	243	5.5%	29	3.3%	17	2.2%	289	4.8%
White/ Caucasian	**893**	**16.9%**	**646**	**14.6%**	**247**	**28.4%**	**237**	**30.4%**	**1,130**	**18.6%**
Ethnicity	**Total New Undergrad**		**New Freshmen**		**New Advanced Standing**		**New Graduate Students**		**Total New Undergrad + Graduate**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Other Ethnic	**101**	**1.9%**	**80**	**1.8%**	**21**	**2.4%**	**46**	**5.9%**	**147**	**2.4%**
Total Known Ethnic	**5,051**	**95.4%**	**4,252**	**96.1%**	**799**	**91.9%**	**510**	**65.5%**	**5,561**	**91.6%**
Unknown (Decline to State)	**133**	**2.5%**	**102**	**2.3%**	**31**	**3.6%**	**58**	**7.4%**	**191**	**3.1%**
Inter-national	**108**	**2.0%**	**69**	**1.6%**	**39**	**4.5%**	**211**	**27.1%**	**319**	**5.3%**
Total Students	**5,292**	**100.0%**	**4,423**	**100.0%**	**869**	**100.0%**	**779**	**100.0%**	**6,071**	**100.0%**

UCR Educational Engagement Programs: Programs Designed to Attract Underrepresented Minority Undergraduates to Graduate or Professional Study or to Support those in Such Studies

Supplemental Information for Pages 13, 16 and 24

AGEP Alliance for Graduate Education and the Professoriate

The primary goal of AGEP is to increase the number of underrepresented minority (URM) students who acquire doctoral degrees in the field of science, technology, engineering and mathematics (STEM), and ultimately enter the professoriate. The UCR AGEP program supports undergraduate and graduate student initiatives including mentored research experiences for undergraduates; summer fellowships for incoming graduate students, travel funds and monthly professional development meetings via our "Get Connected" meetings.

Number of students supported: 4 undergraduates in Mentoring Summer Research Internship Program (MSRIP); 10 matriculating graduate students each summer (summer fellowships) and 5 travel grants per academic year. The monthly "Get Connected" meetings are open to all our AGEP eligible graduate students (91 enrolled as of Fall '07).

Contact: Maria Franco-Aguilar, Academic Preparation and Outreach
(951) 827-3680
Funding Source: National Science Foundation (NSF)

BRITE (Bioengineering Research Institute for Technical Excellence)

BRITE scientific and engineering research is based on recent advances in recognizing and exploiting genomic, proteomic, and metabolic patterns in cells. Research emphasis is conducted with the framework of an emerging field known as BioCellular Engineering. BioCellular Engineering proposes to understand, identify and utilize patterns of cellular organization as expressed in such structures as mitochondria, ribosomes, perioxisomes, and the Golgi apparatus to provide coded instructions or blueprints of biological controls for new generations of bio-machines and bioprocesses. Other related bioengineering problems are addressed. BRITE disciplines and departments within this field include Bioengineering, Chemical Engineering, Electrical Engineering, and Chemistry.

Participating NSF REU BRITE students are researchers. We emphasize the development of a complete set of research skills, which encompasses library searching, literature searches, research design/quality assurance, writing, and speaking. This experience gives BRITE students direct scientific and engineering research in current research topics, enough to understand how to design an experiment, obtain results, and analyze and present those results.

Number of students supported: 16
Contact: Dr. Victor Rodgers, Department of Bioengineering (951) 827-6241
Funding Source: National Science Foundation (NSF)

Building Bridges Across Riverside Through Water Quality Research
This project provides Riverside Community College (RCC) students from underrepresented backgrounds an experiential learning opportunity in cutting-edge water quality research and exposure to a four-year college environment at the University of California, Riverside (UCR). The intention is that this experience motivates students to pursue a career in science and engineering. The collaboration addresses the USDA's priority for research in water resources and quality and goal to expand and diversify the nation's scientific work force. The outreach component involves Riverside residents from elementary school students participating in the Science Fair through students of all ages attending the seminar series.

Number of students supported: 2
Contact: Dr. Sharon Walker, Assistant Professor of Chemical and Environmental Engineering (951) 827-6094
Funding Source: Department of Agriculture (USDA)

CAMP (California Alliance for Minority Participation)
The primary goals of CAMP-UCR are to encourage participants to excel in the sciences and to pursue graduate and professional degrees. CAMP-UCR offers a Summer Academic Enrichment Program in Mathematics and Chemistry for entering freshmen and a Summer Research Program for juniors and seniors. Opportunities to attend conferences are also available.

Number of students supported: 200
Contact: Chris Olivera, CNAS Dean's Office (951) 827-5326-
Funding Source: National Science Foundation/UC Office of the President

CEPCEB (Center for Plant Cell Biology)
As a National Science Foundation Research Experiences for Undergraduates (REU) Site, CEPCEB provides research experiences to students of two- and four-year colleges who have limited opportunity to learn about the excitement and career options in plant cell biology. Undergraduates are invited to apply to the Center for Plant Cell Biology (CEPCEB) to pursue individual research projects in

the area of plant cell biology. Eight to twelve students are accepted each summer to this 10-week residential summer program. Each student has a faculty and a graduate or postgraduate mentor. In the initial week of the program, students are introduced to the basics of plant cell biology as well as developing areas in plant cell biology in which UCR has expertise, including genomics, proteomics and bioinformatics, through a series of lecture/laboratory exercises. To enrich the students and to guide them toward graduate studies, students participate in workshops to enhance learning skills and professional development, and to discuss ethics in science.

Number of students supported: 10
Contact: Dr. Patricia Springer, Plant Cell Biology (951) 827-5785
Funding Source: UC Riverside and the National Science Foundation

FastStart
The FastStart summer academy program provides a transition platform from high school to the University of California, Riverside. It is a five-week intensive program for disadvantaged students who aspire to medical and other science based careers. The goal of FastStart is to get students off to a strong start in their critical science curriculum and provide academic and social support needed to persist and succeed in their higher educational goals.

Number of students supported: 29
Contact: Faye Dawson, Division of Biomedical Sciences (951) 827-4334
Funding Source: California Wellness Foundation and Private Donors

GAANN Fellows (Graduate Assistance in Areas of National Need)
As part of their graduate school research experience, graduate students contribute to the College of Engineering community service by working with outreach institutions such as The Accelerated Schools (TAS) in Los Angeles and Riverside Community College (RCC).

Number of students supported: 4
Contact: Dr. Victor Rodgers Department of Bioengineering, (951) 827-6241-Funding Source: U.S. Department of Education

MARC U* Star Undergraduate Research Training
The purpose of the program is to encourage minority students in the sciences to pursue graduate research in the biomedical sciences. The MARC U* Star grant expands research opportunities on campus for underrepresented minority students and provides an

opportunity for them to participate in two programs. The MARC U* Star Summer Pre-trainee Research Program introduces sophomores to scientific research in faculty laboratories. The MARC U* Star Trainee Program provides an opportunity for juniors and seniors to conduct mentored research in laboratories for a full 2-year period. Underrepresented students in the Biological Sciences, Biochemistry, Biology, Cell Biology and Neuroscience, Chemistry and Statistics who are selected for the Trainee program receive a fellowship which includes tuition, fees and insurance as well as a monthly stipend.

Number of students supported: 10
Contact: Dr. Jolinda A. Traugh, Department of Biochemistry (951) 827-4239, Funding Source: National Institute of Health (NIH)

MSP (Medical Scholars Program)
The goal of the UC Riverside Medical Scholars Program (MSP) is to increase the diversity of UCR students who succeed in their undergraduate years and achieve their goal of entering medical school or allied health disciplines. This new program offers a variety of academic enrichment activities and career advising. A special two-quarter course provides training on how to use campus resources, develop communication skills, and workshops on time/money management. Other components include peer mentoring, faculty advising and a special speaker series. Beyond the first year, MSP students will become more involved in workshops/ activities aimed at preparing them to apply to professional schools in the health sciences.

Number of students supported: 250
Contact: Dr. Neal Schiller, Division of Biomedical Sciences 951-827-4535
Funding Source: Division of Biomedical Sciences, Howard Hughes Medical Institute, California Endowment, California Wellness Foundation and Private Donors

MSRIP (Mentoring Summer Research Internship Program)
The Mentoring Summer Research Internship Program (MSRIP) is an eight-week intensive mentoring program which offers hands-on research experience under close faculty mentorship, to juniors, seniors and first-year master's students from diverse backgrounds who are pursuing graduate degrees (preferably the Ph.D.). Student-faculty matches are based on mutual research interests and the availability of faculty. MSRIP has positions available across many disciplines -- from the humanities and social sciences to life and physical sciences, math and engineering. Workshops and seminars prepare students to take the GRE, apply to graduate school, find financial support, learn about academic and research ethics. Research talks at the end of the program highlight the work of the student researchers. The program offers units of academic credit, a stipend, airfare and room and board (for students living outside the local area).

Number of students supported: 20 -25
Contact: Maria Franco-Aguilar, Graduate Recruitment & Outreach (951) 827-3680-Funding Source: UC Office of the President and the National Science Foundation (NSF)

SUNRISE (Summer Undergraduate Nanoscale Research Institute for Science and Engineering)
SUNRISE REU (NSF-funded Research Experience for Undergraduates) program is committed to offering 16 undergraduates challenging and unique research opportunities that explore the diverse, interdisciplinary nature of nanotechnology. Students are fully immersed in the research laboratory, collaborating with their faculty mentors and teams and using state-of-the-art equipment. These projects engage the student and provide the opportunity to see how biomedical, physical and engineering knowledge is applied to produce significant and tangible results. Each project is overseen by one of UCR's faculty members.

Number of students supported: 16
Contact: _____College of Engineering
Funding Source: National Science Foundation (NSF)

UC LEADS (University of California Leadership Excellence in Advanced Degrees)
The University of California recognizes its responsibility to educate California's future leaders and continually seeks to attract to its undergraduate programs individuals having a broad range of socioeconomic, cultural, ethnic, racial, linguistic, and geographical backgrounds. Increasingly, leaders must have a post-baccalaureate education. UC LEADS is designed to identify educationally or economically disadvantaged undergraduates pursuing courses of study in science, mathematics, or engineering who are likely to succeed in graduate school. This program provides students with educational experiences that prepare them to assume positions of leadership in industry, government, public service and academia following the completion of a doctoral degree, preferably, at the University of California.

Number of students supported: 10
Contact: Maria Franco-Aguilar, Graduate Division (951) 827-3680
Funding Source: UC Office of the President

California Teach Science and Mathematics Institute (CaTEACH-SMI)
The California Teach Science and Mathematics Institute (CaTEACH-SMI) has completed its fourth year on the UCR campus. The mission is to increase the number of highly qualified teachers in science and mathematics annually into California classrooms. Specific goals are to encourage and create multiple pathways for students interested in science, mathematics, and engineering to consider teaching as a career; to facilitate in and advising of students toward completing a Bachelor's degree in science, mathematics, or engineering along with the possibility of establishing eligibility towards entrance into a teaching credential program; to engage students in peer-mentorship opportunities to develop and enrich professional networking systems; to provide courses that include an introduction to schools and teaching as a profession, cultural diversity, and education and educational psychology; to provide field experiences in K-12 classrooms with supervised "mentor teachers" focusing on discipline-specific teaching methods to meet state teacher credentialing requirements; to provide information about financial incentives, including loan-forgiveness programs; to provide information on credential requirements; and to prepare students in areas related to career planning. For more information, see http://smi.ucr.edu/.

Number of students supported: 100+
Contact: Professor Bradley Hyman, CaTEACH Science/Mathematics Initiative Resource Center, (951) 827-4970
Funding Source: State of California; National Science Foundation

RELATED UCR PROGRAMS

STEM Pathway Project
In 2008 the University of California, Riverside's STEM Pathway Project was awarded $3,371,470 for a two year grant funded by the College Cost Reduction and Access Act (CCRAA) and Hispanic Serving Institutions (HSI) Program through the United States Department of Education. The grant is aimed at developing articulation agreements with HSI community colleges to increase the number of students transferring into the STEM fields at UCR and to enhance support more generally for Hispanic and low-income students at UCR who are pursuing degrees in the STEM fields. UCR partners with the College of the Desert, Mt. San Antonio, Pasadena City College, and the three campuses in the Riverside Community College District, including Riverside City, Moreno Valley, and Norco to assist students in transferring to four-year universities and provides needed services to the surrounding communities. The project goals are intended to:

1. Streamline articulation and the transfer process, enhance STEM major preparation, and provide pre-matriculation advising to increase the flow of Hispanic and low-income community college students into STEM majors at four-year universities.

2. Implement support programs for Hispanic and low-income STEM transfer students at UCR to help them successfully transition into university life and coursework in their chosen majors.
3. Improve persistence, student success, and degree completion of Hispanic and low-income UCR STEM students.

Contact: Vice Provost David Fairris, Undergraduate Education, (951) 827-7750
Funding Source: College Cost Reduction and Access Act (CCRAA) and Hispanic Serving Institutions Program of the United States Department of Education.

Gluck Fellows Program of the Arts

Established in 1996, the Gluck Fellows Program of the Arts is the premier arts outreach program at UC Riverside. Each year, the Gluck Program provides fellowships to qualified UCR students and faculty to conduct arts-related presentations, performances, and workshops in Riverside County schools, nursing homes and community centers. Departments currently participating in the Gluck Fellows Program of the Arts include, Art, Creative Writing, Dance, History of Art, Music, Sweeney Art Gallery, Theatre and the UCR/California Museum of Photography.

Contact: Sarah Fritsche, Arts Administration (951) 827-3518
Funding Source: The Gluck Foundation

Society of Women Engineers

The goal of this program is to develop programs to enable our members to improve their leadership, time management, communication and problem solving skills, encourage girls and women to study engineering, provide women with a sense of belonging in the College, the University, the community and in the field of engineering, demonstrate the value of diversity and teamwork, promote the engineering profession as a positive force in improving the quality of life.

Contact: Dr. Sharon Walker, Dept. of Chemical and Environmental Engineering (951) 827-6094

Summer Bridge Fridays in Engineering

Incoming engineering freshmen participating in the UCR summer bridge program are invited to take part in Friday activities aimed at building connections with students and professors in the College. Offerings include team building exercises, success strategies workshops, research center tours, projects with faculty, and social activities.

Contact: Tara Brown, College of Engineering (951) 827-2577
Funding Source: Bourns College of Engineering

College Information Day
The College Information Day is an annual event for 200 Native American high school students, designed to introduce Native Americans to higher education. The day includes a workshop on "Preparing for College," a University of California, Riverside Native American students Association, alumni and faculty panel and a campus tour. This is a University of California, system wide event. Participants have an opportunity to meet University of California recruiters. (Open to All)

Contact: Earl Sisto, Native American Student Program (951) 827-4143, UCOP American Indian Councilors/ Recruiters Association/Native American Student Programs

Community College Day
Structured to provide students with pertinent information regarding the transfer process, support services, academic programs and student life.

Contact: Lydia Enriquez, Chicano Student Programs (951) 827-3821
Funding Source-Chicano Education and Cultural Fund, Inc.

UHP (University Honors Program)
The University Honors Program (UHP) is divided into two key components: the Lower Division Program for first and second year students and the Upper Division Program for juniors and seniors. The UHP lower division curriculum provides honors students with special seminars, projects, and classes designed to introduce them to the challenges and rewards of scholarship and research. With fewer students than most introductory classes, these honors courses intensify the students' contact with some of the most enthusiastic and innovative faculty members at UCR. To complement the lower division, the upper division program builds on the foundation of close student-faculty relationships. Upper division students continue to pursue their academic interests by producing a substantial honor theses or project under the supervision of faculty mentors. In both the lower and upper division years, the UHP encourages honor students to take an active role in shaping their education. The UHP stresses the concept of "service-learning" and supports student involvement in an array of Personal Growth and Community Services Projects. The UHP invites applications from all well-prepared and highly motivated students who plan to excel in UCR's challenging academic environment.

Contact: Chris Chase-Dunn or Kathryn Jones, University Honors Program (951) 827-5324
Funding Source: Executive Vice Chancellors Office, UC Riverside

New Freshman Eligibility Construct, Effective with Fall 2012 Admissions

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The new freshman eligibility construct consists of the following changes: (1) it eliminates the SAT Subject-exam requirement; (2) it establishes an "Entitled to Review" (ETR) eligibility category providing a guaranteed review (not a guarantee of admission) to all freshman applicants who meet established criteria (expected to yield approximately 2.5% admitted freshmen); (3) there is an initial, modified guarantee of admission structure based on 9% within-school and 9% statewide criteria (yielding an approximate 9.7% guarantee rate overall compared to the current 12.5%); (4) there will be annual and five-year evaluations and reporting of academic and fiscal impacts by the BOARS; and (5) there will be periodic adjustments to the guarantee structure based on the ongoing studies as recommended by the BOARS.

Figure 2: Enrollment of UCR Undergraduate and Graduate Students since Fall Quarter 1996-Fall 2008

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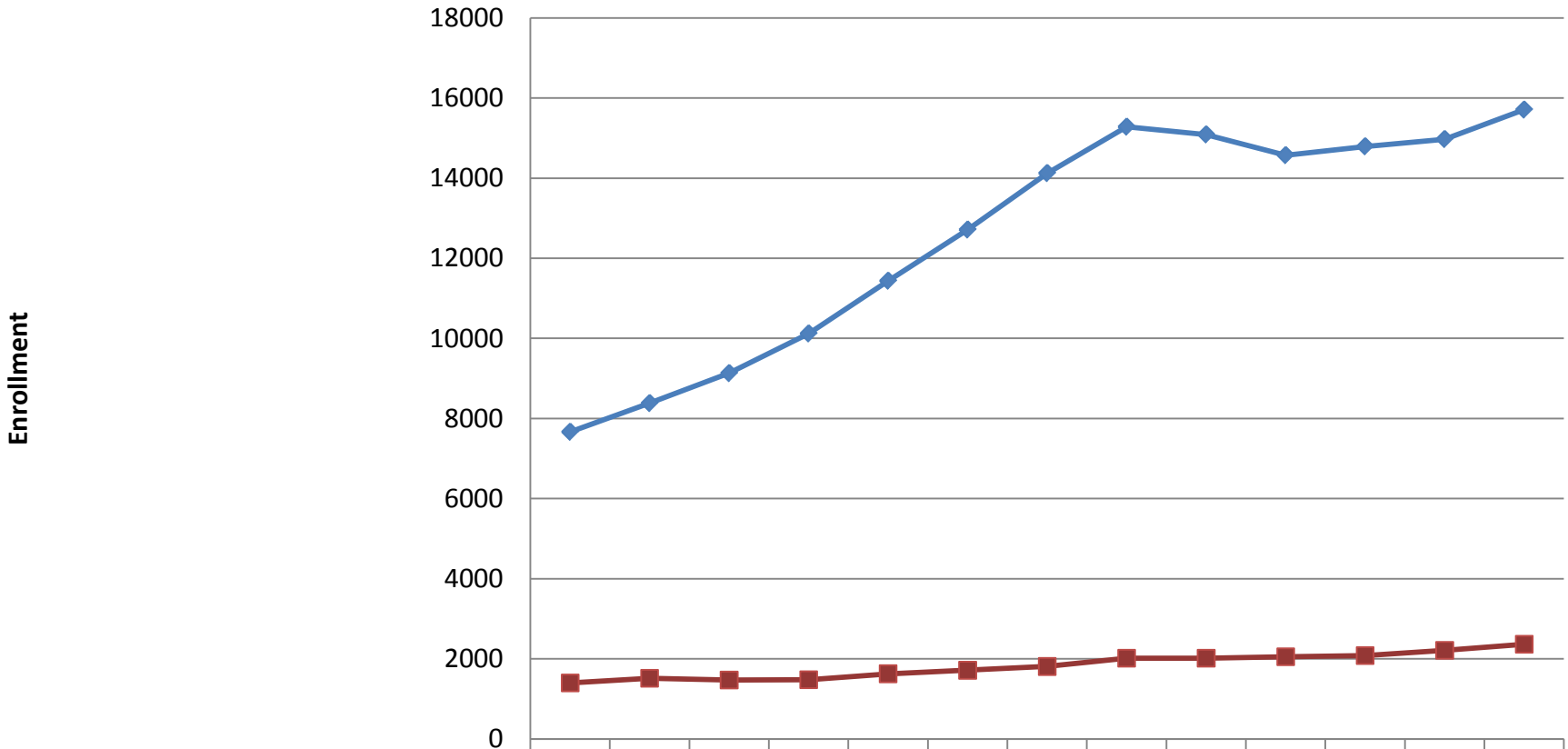
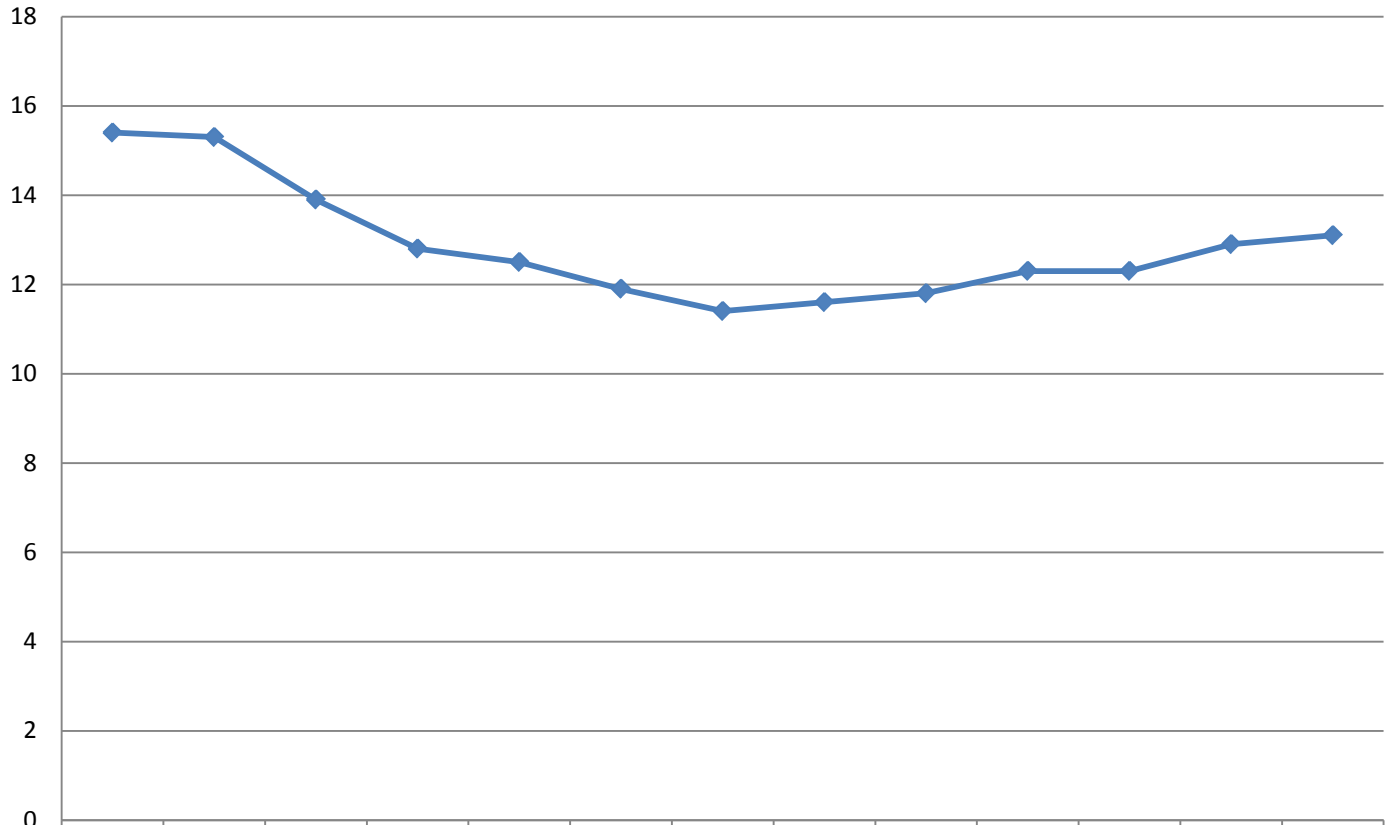


	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
# Undergrads	7665	8381	9130	10120	11436	12714	14124	15282	15089	14571	14792	14973	15708
# Graduate (Including Health Sciences)	1398	1517	1472	1480	1627	1715	1810	2014	2015	2051	2082	2213	2365

Figure 3: Percentage of Graduate Students in the UCR Student Body[2], Fall Quarter 1996-Fall 2008

Supplemental Information for Page 20



	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Percent Graduate	15.4	15.3	13.9	12.8	12.5	11.9	11.4	11.6	11.8	12.3	12.3	12.9	13.1

[2] This also includes Health Sciences.

Table 5: Student Enrollment Model (updated 6/11/09)

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	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Projected	2010-11 Projected	2011-12 Projected	2012-13 Projected	2013-14 Projected	2014-15 Projected
Undergraduate†									
New enrollments	4639	4845	5601	5370	5170	5195	5200	5210	5220
Fall quarter headcount	14792	14973	15708	16130	16170	16166	16174	16194	16222
Credential†									
New enrollments	79	80	45	41	44	44	44	44	44
Fall quarter headcount	68	68	44	41	44	44	44	44	44
Graduate†‡									
New enrollments	657	751	777	759	769	814	854	894	934
Fall quarter headcount	2014	2145	2321	2410	2458	2541	2643	2756	2877
New Programs†*									
New enrollments	0	0	0	0	0	0	45	247	277
Fall quarter headcount	0	0	0	0	0	0	45	316	577
Percent Graduate & Credential	12.3%	12.9%	13.1%	13.2%	13.4%	13.8%	14.2%	14.7%	15.3%
Percent Graduate, Credential & New	12.3%	12.9%	13.1%	13.2%	13.4%	13.8%	14.5%	16.1%	17.7%

† UCR Academic Planning & Budget Projections. New enrollments equal the size of the entering cohort.
‡ Includes students in the Thomas Haider Program in Biomedical Sciences.
* Includes School of Public Policy (expected 2012), College of Medicine (expected 2013), and School of Law (expected 2014).

Table 6: Schedule of External Program Reviews since Fall 2005 (updated 6/11/09)

Supplemental information for Page 20

Program	Date of Review	External Team Report Received	Preliminary Program Response Received	Graduate Council Findings & Recommendations Sent	Program Response to Findings & Recommendations Received	Final Graduate Council Response Sent
Philosophy	Jan. 30 - Feb. 1, 2006	5/1/2006	5/22/2006	11/27/2007	2/19/2007	4/23/2008
Geological Sciences	Feb. 13-15, 2006	3/15/2006	11/16/2006	11/28/2006	5/31/2007	11/14/2007
Chemistry	Apr. 24-26, 2006	5/18/2006	6/2/2006	4/18/2007	7/19/2007	10/22/2007
Political Science	May 8-10, 2006	5/18/2006	6/6/2006	4/28/2008	2/20/2009	
Physics	May 15-17, 2006	9/28/2006	2/8/2007	7/9/2007	3/13/2008	4/23/2008
Management	May 22-24, 2006	6/28/2006	10/16/2006	6/24/2008	2/16/2009	3/18/2009
Neuroscience	Nov. 6-8, 2006	11/27/2006	4/24/2007	11/27/2007		
Statistics	Mar. 5-7, 2007	4/2/2007	4/22/2007	10/22/2007	1/13/2009	3/24/2009
Dance History & Theory	Mar. 12-14, 2007	6/8/2007	10/10/2007	6/24/2008	5/6/2009	
Education	May 7-9, 2007	5/24/2007	10/2/2007	12/13/2007	12/15/2008	
Computer Science	Nov. 5-7, 2007	11/7/2007	1/28/2008	3/10/2008	12/5/2008	2/10/2009
Environmental Toxicology	Apr. 21-23, 2008	5/8/2008	6/2/2008	11/24/2008	2/23/2009	5/4/2009
Music	May 12-14, 2008	6/19/2008	12/8/2008	3/25/2009	6/9/2009	
Electrical Engineering	Jun. 2-4, 2008	9/18/2008	12/5/2008	2/10/2009	5/11/2009	
Mathematics	Feb. 2-4, 2009	3/10/2009	5/27/2009			
Comparative Literature	Feb. 9-11, 2009	2/25/2009				
Evolution, Ecology, & Organismal Biology	May 11-13, 2009					
Creative Writing & Writing for the Performing Arts	Oct. 19-20, 2009					
Sociology	Feb. 1-2, 2010					
Psychology	Mar. 1-2, 2010					
Biochemistry & Molecular Biology	TBD, 2009-10					
Chemical & Environmental Engineering	TBD, 2009-10					
Cell, Molecular & Developmental Biology	TBD, 2009-10					

Table 7: Graduate Program Best Practices

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Increasing Applications	• Maintain an up-to-date web page with information on the graduate program, faculty research, and student support • Track and respond to online inquiries by potential applicants • Develop pipelines to feeder schools utilizing faculty-to-faculty contact • Purchase the names and e-mail addresses of students who performed well on the GRE • Involve the faculty in marketing the program when they travel to other schools and conventions • Hold open house events • Identify and contact appropriate UCR undergraduate students
Recruitment Strategies & Encouraging Enrollment After Admission	• Initiate offers as soon as possible • Graduate Adviser and/or faculty mentors maintain personal contact (phone/email) with prospective students • Make sure financial offer is clear • Schedule a "recruitment day" visit for interested students • Involve prospective faculty mentors and current students when prospective students visit campus • Track student placements and make this information available to prospective students
Encouraging Degree Completion within Normative Time	• Assign a Major Professor (or temporary adviser) at the start of 1st quarter • Perform an annual evaluation of student progress in collaboration with the Major Professor • Clarify all funding policies that limit student support (e.g., reduced non-resident tuition) • Publish timelines for program completion and monitor student progress with these milestones • Hold an annual symposium where presentations from each student are required
What Milestones are Useful for Evaluating Students?	• Review of coursework at the end of the 1st year • Comprehensive examination at the end of the 1st year • A paper/project due at the end of the 1st/2nd year • Advancement to candidacy by the end of the 2nd /3rd year
How may the Program Evaluate Student Outcomes?	• Monitor mean time-to-degree • Track student publications and conference presentations • Evaluate dissertation quality • Track job placements • Utilize an anonymous exit survey
How may the Program Evaluate Curriculum?	• Formally consider program curriculum during at least one faculty meeting per year • Maintain a standing committee for course proposals and curriculum revision • Utilize student and faculty questionnaires to evaluate curriculum • Utilize the Graduate Council program review as an occasion for close examination of the curriculum

Table 8: Status of New Graduate Programs and Schools (Updated 6-11-09) †‡

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Program/School	Degree	Status			
		March 2006	March 2007	March 2008	March 2009
Accounting (AGSM)	MS	1	1	Withdrawn	
Accounting	MAcc			1	2
Astrophysics	MS/PhD	1	1	1	2
Bioengineering (BCOE)	MS/PhD	3	Approved	Approved	
Combined Five-Year Engineering Bachelor's - MS	BS/MS		2	2	2
Digital Arts	PhD	1	Withdrawn		
Dispute Resolution and Negotiation	MAS	1	Withdrawn		
Engineering	MEngr			1	2
Engineering Management	MS	1	1	1	2
Engineering Management	MAS	1	1	Withdrawn	
English and Children's Literature (joint with SDSU)	PhD			Anticipated	Tabled
Environmental Sciences: Transfer from Interdepartmental to ENSC	MS/PhD	1	2	2	Approved
Ethnic Studies	MA/PhD	2	4	Approved	
Evolutionary Biology (joint with SDSU)	PhD		Anticipated	2	4
Executive Master of Business Administration	EMBA	1	1	1	Approved
Family and Child Studies	MAS	1	Withdrawn		
History of Art	PhD	1	1	1	2
Integrated Five-Year Bachelor's-MBA	BS/MBA	2	1	1	2
Linguistics	PhD	1	1	1	2
Management	MA/PhD		1	4	Approved
Management	MS/PhD	1	Withdrawn		
Materials Science and Engineering	MS/PhD	Anticipated	Anticipated	2	Approved
Media and Cultural Studies	MA/PhD	1	1	1	2
Music	PhD	2	4	Approved	
Public Policy	MA/PhD	1	2	2	2
Religious Studies	MA/PhD	Approved	Approved	Approved	
Southeast Asian Studies	MA	4	Approved	Approved	
Theatre	MA			Anticipated	1
Women's Studies	MA/PhD	1	1	1	2
School of Law	JD	4	4	Tabled	
School of Medicine	MD	1	1	4	Approved
School of Public Policy	MPP/PhD	1	2	4	Approved

† Source: UCR Five-Year Perspectives. Does not include UCR-Palm Desert programs.

‡ Legend: (1) proposal suggested for listing; (2) proposal undergoing department review; (3) proposal undergoing campus administrative review; (4) proposal undergoing CCGA/CPEC review.

Diversity Theme Goals from Original Proposal for (Reaffirmation of) Accreditation

Supplemental Information for Page 24

"The goals of this study are to articulate, measure and evaluate learning outcomes within a diverse undergraduate student body, so the campus might play a leadership role in higher education as a model for incorporating diversity into a research university setting. The focus is on learning about diversity as well as the learning process in a diverse environment. The study would include such dimensions of diversity as ethnic, racial, religious, sexual orientation, economic, English as a Second Language, parental education, and learning styles. It would include increasing the degree to which members of the campus community develop better understanding of the religions, cultural histories, sexual orientations, and other cultural dimensions of other groups and devising ways of assisting members of the campus community to bridge cultural differences. It would also include ways in which the learning process should be modified to take advantage of and address the challenges of a diverse student body. Although the campus probably has a more diverse faculty, staff and graduate student population than most research universities, the study would also focus on possible ways of increasing the diversity of those groups and using that diversity to further develop the campus culture of diversity and the employment opportunities of graduate students." (Proposal for Accreditation, Page 7)

Section 3 – An Analysis of the Effectiveness of the Program Review Process

Revisions in the Undergraduate Review Process

Supplemental Information for the Analysis of the Effectiveness of the Program Review Process, Pages 35 and 37

The Academic Senate Committee on Educational Policy (CEP) is the committee charged with conducting undergraduate program reviews. The reviews are done in partnership with the Vice Provost for Undergraduate Education. In agreement with WASC Visiting Team recommendation #5, the CEP incorporated assessment of learning outcomes into the review procedures in November, 2008. For a full statement of the current procedures, see http://senate.ucr.edu/Committees/EdPolicy/UPR%20procedures%20Nov%202008.pdf.
Attention is directed especially to the following portions of the current review procedures.
Under "Self-Study Materials Required of Undergraduate Programs in the Initial Phase of the Review Process":

III.) Learning Outcomes and Assessment Measures – Departments/programs should provide each of the following:

- **List specific learning outcomes for departmental major(s). What should your majors know upon graduation?**
- **Measures used to assess whether these outcomes were attained. (For example: capstone course, portfolio, exit exam, survey of majors).**
- **Results of recent assessment and examples of curricular or other reforms that have followed from this assessment.**

Under "Extramural Team Guidelines, Questions to be Considered by the Team":

1. **Are the department goals and learning outcomes clear and explicit in regard to what students should be learning in the major?**

2. **Do the assessment results suggest that students are successfully attaining these outcomes?**

3. **Is there evidence that the department has reflected on these assessment results and engaged in curricular or other reforms in response to the results?**

The CEP is conducting four program reviews in the 2008-2009 academic year.

Fall quarter 2008:

1. Comparative Literature and Foreign Languages

Winter quarter 2009:
2. Music

Spring quarter 2009:
3. Math (April)
4. Psychology (May)

The Mathematics and Psychology Departments' learning outcomes and assessment statements were provided to the Math and Psychology extramural review teams along with the other self-study materials. In the future, assessment results and actions taken in response to these results will also be phased into program reviews as mandated by the current CEP guidelines.