

**Response to Offsite Review Summary of Lines of Inquiry
Additional Information Request #1:
Specific Items Outlined in Previous Commission Action Letters and Campus Response to Each
August 2018**

Commission Action Letter 2010

Summary of Specific Item	Text from Commission Action Letter Requesting Specific Item
Assessment of Student Learning	
<p>Faculty responsible for assessment and systematically analyzing outcomes.</p> <p>Joint administrative-Academic Senate committee to advise department on assessment.</p>	<p>The Commission expects that analysis of findings from assessment will be undertaken by the faculty in a systematic way, and that the results of this process will lead to improvements. As set forth in the Standards, the "faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement." (CFR 4.6) The Commission 'was pleased to learn of UCR's actions following the visit to establish a joint administrative-Academic Senate committee, to advise departments on the implementation of their assessment plans and to monitor follow-through.</p>
Response 1	<p>As the Commission noted, UCR created the Assessment Advisory Committee to help foster continual improvement, and to advise departments on implementing their assessment plans. Faculty and departments have taken ownership of the annual assessment processes and are actively engaged in periodic program review. For a more detailed account of the assessment process at UCR, please see OSR III.3</p>
Online repository of assessment documents	<p>Work on the online repository of outcomes, plans, and assessment findings promises to promote the sustainability of assessment efforts.</p>
Response 2	<p>UCR installed and began using OATS (Online Assessment Tracking System) to store undergraduate learning outcomes, assessment plans, curriculum maps, and annual reports. OATS was a free online repository, but the annual turnover of faculty responsible for assessment in each department and the challenging learning curve of this system led the Office of Evaluation and Assessment to develop a template report hosted online in 2013. The Word template could be emailed to faculty or downloaded from the Assessment website. Because this template was easy to use and understand, we saw increases in program participation in the assessment process and as of 2016-17, only had 5 delinquent departments. All program learning outcomes are available</p>

	online to help departments keep track of their learning outcomes and are updated as annual assessment reports are submitted.
Apply methods from undergrad assessment as model for graduate assessment	The good work in establishing student learning outcomes and adopting assessment methods for all the undergraduate programs can also serve as a model to extend assessment to general education and graduate programs. The Commission noted in your response that preliminary plans to assess general education will begin with the outcomes related to written communication and breadth of knowledge, and that graduate programs are being encouraged to develop outcomes and initiate assessment now, so that evidence of student learning will be available by the time of their next scheduled program review.
Response 3	All core competencies have been assessed across the curriculum, and all graduate programs have submitted program learning outcomes that are posted on the Graduate Division website . Graduate Division continues to work with programs to make annual reporting more efficient and regular across all programs. Ongoing efforts are explained more fully in additional information documents OSR III.3 and OSR III.4 .
Strategic Planning	
Align goals for AAU recognition and graduate program growth with emphasis on undergraduate education and serving a diverse population.	The representative and collaborative planning process that is underway is commendable and is expected to consider carefully the ambitious plans for program growth at the graduate level and for achieving AAU recognition, especially in view of the current state budget challenges. The Commission would expect the planning process to be utilized to explore these initiatives carefully and to set priorities that will continue strong support for UCR's mission, including its emphasis on undergraduate education and serving the diverse population in the region and state.
Response 4	UCR recognizes that undergraduate student success is central to its strategic priorities. A major outcome of the strategic planning process was the implementation of the Graduation Rate Task Force in 2014 with faculty and administrative participation. The taskforce produced a comprehensive report in January 2014 which included over 30 recommendations for improving graduation rates for all students. The campus immediately began implementing these recommendations and continues to do so, most recently investing in predictive analytics and dynamic degree-planning software to further enhance our efforts to support students on their path to on-time graduation (for more information on these efforts, see OSR III.8). UCR has received national recognition for continuing to improve our graduation rates while maintaining near parity for students from all ethnic and socio-economic backgrounds.

	<p>UCR, already among the most diverse campuses in the nation, has been actively working to further enhance our ability to recruit students from diverse backgrounds. UCR’s admissions campaigns identify inclusivity as a central feature of the undergraduate experience and in the past year, Undergraduate Admissions has conducted recruiting campaigns to highlight UCR’s parity in graduation rates and attract applicants from all ethnic backgrounds. Some examples of this outreach are specialized brochures, videos, and websites highlighting campus resources for and achievements of students from different ethnic backgrounds: Black Student Experience, Native American Student Experience, Chicano/Latino Student Experience</p>
<p>Develop metrics on student learning outcomes as a part of the strategic planning process.</p>	<p>Related is the need for planning to cover goals and metrics relating to student achievement. As expressed in the WASC Standards, "planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning." The Commission acknowledges the University's commitment, stated in your response to the team report, to develop metrics for student learning outcomes as part of strategic planning.</p>
<p>Response 5</p>	<p>The process of writing both the Institutional Report and these additional documents has helped campus leadership to clarify future plans for enhancing UCR’s ability to support the assessment process and incorporate the annual learning outcomes into the strategic planning and program review processes. We have considered our current infrastructure for assessment and recognize that it requires strengthening in some areas. For more information, please see OSR III.3.</p> <p>The annual program learning outcome assessment process and its relationship to regular program reviews is clear and established at the undergraduate level. For example, when the Department of Hispanic Studies assessed the student learning outcome “acquiring analytical skills and judgement for interpreting literary and cultural texts closely and critically,” they focused on a holistic assessment of capstone projects for Spanish Majors. While they generally found that students were meeting expectations for the learning objective, the assessment process revealed that some insufficiencies were likely due to the long span of time between Spanish 110 Introduction to Literary Analysis which introduced many of the analytical tools assessed, and the culminating capstone project. The faculty are currently considering whether intervening courses sufficiently emphasize the skills and knowledge acquired in Spanish 110 and plan to address these issues in their upcoming program review in 2018-19.</p> <p>This attention to assessing student learning has helped to propel the campus in graduation rate success and has helped to ensure that even as we decrease time to degree, the quality of a UCR</p>

	<p>degree remains high. The campus is committed to strengthening its assessment infrastructure in order to help support programs, colleges, and the campus as a whole to continue to make program improvements based on assessment. Since the last WASC visit and consistent with UCR’s 2020 strategic plan priorities, four-year graduation rates have improved by 15 percentage points. As we work to further strengthen our processes and infrastructure for assessment of student learning, we anticipate continued improvements in student outcomes.</p>
<p>Prioritize programs that will help UCR meet diversity goals both in terms of diversifying the faculty and recruiting and graduating a diverse student body.</p>	<p>Finally, as noted above, UCR has done excellent work in recruiting and retaining underrepresented groups to the student body and to supporting those students to graduation. Related is the progress that had been made in building a more diverse faculty. The Commission supports the team's recommendation and urges the campus to continue to prioritize programs that will help UCR to fulfill its goals for diversity.</p>
<p>Response 6</p>	<p>UCR has continued to examine and revise our recruitment and retention processes in order to attract diverse faculty members. Since 2015, UCR has required all search chairs and Affirmative Action Compliance Liaison officers to attend training on how to effectively build diverse hiring pools, implement equitable search plans, avoid implicit bias throughout the process, and successfully conduct equitable campus visits. The Cluster Hiring Initiative, which began in 2015, selected clusters in part based on their ability to field diverse applicant pools.</p> <p>In 2016, this training and the search process was evaluated with the previous year’s search chairs and the Office of the Provost produced a “Promoting Diversity in Faculty Hiring: Best Practices” guide. UCR also implemented an enhanced training program based on this feedback and provided participants metrics from the previous year’s successful increase in faculty diversity. UCR also won competitive funding from the UC Office of the President to run the Provost’s Diversity in Engineering Fellowship program which required search committee members to evaluate the diversity statement and the research statement before any other materials. This program resulted in three successful hires in the engineering, all of whom were women and identified as minorities.</p> <p>In 2017, the training team created an online course to cover the legal requirements of the hiring process (particularly how to comply with Proposition 209) and redesigned the in-person training to allow for more interactive discussion around how to assess diversity statements and how to respond to one’s own implicit biases and the biases of others throughout the process. Over the past three hiring cycles, UCR has doubled the percentage of underrepresented minorities in each of its incoming faculty cohorts (relative to pre-2016 levels). And for the past two years, we have</p>

	significantly increased the percentage of women in the incoming cohorts. For more detailed information on UCR's efforts to recruit and retain a diverse faculty, see OSR III.2 .
Summary of assessment concerns	a) progress in student learning outcomes assessment, including i) demonstrating the extent to which students meet expected levels of achievement, utilizing the results of assessment for improvement, and developing assessment plans for the general education component of the undergraduate degree and ii) developing student learning outcomes and assessment plans for graduate programs
Response 7	<p>Through consultation and training, UCR has continued to make progress in increasing the active participation of programs in annual learning outcomes assessment. The annual reporting process gives programs an opportunity to reflect on and report student achievement of their learning outcomes. Programs often use these data and information to improve or reevaluate coursework or program requirements. Consistent with revised WASC standards issued in 2013, our campus strategy for program assessment of one core competency each year provides data about how effective the overall program, including GE courses, is in helping students achieve proficiency in each area. This program-level assessment is supported by the self-reported gains in student achievement through the UCUES survey of graduating seniors, see OSR III.5.</p> <p>Graduate Division has worked closely with graduate programs to develop graduate program learning outcomes which are posted online. Many graduate programs assess student learning through the annual review process of graduate students and their exams and theses/dissertations, where applicable. For more information, see OSR III.3.</p>
Summary of strategic planning concerns	b) completion and implementation of a strategic plan that addresses the issues cited in this letter, including planning for growth in graduate programs, realistic financial projections, and inclusion of plans and measures relating to student learning outcomes.
Response 8	The UCR 2020: The Path to Preeminence strategic plan was released in 2010, with several milestones achieved since that time. Some milestones include progress toward achieving the profile of an AAU institution , increasing extramural funding, improved graduation rates , and launching UCR's first comprehensive fundraising campaign . For an overview of the strategic planning process, please see the Strategic Planning Overview .

Commission Action Letter 2013

Summary of Specific Item	Text from Commission Action Letter Requesting Specific Item
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Assessment of Student Learning	
Assessment of Student Learning and Program Review. The panel was discouraged that more has not been accomplished by UCR since the Commission letter in 2010.	The panel expects that by Spring 2015, all departments will have completed not only development of learning outcomes, assessment plans, and curriculum maps, but will have completed at least one round of assessment with evidence of the results being used to bring improvements to each program.
Response 9	<p>All undergraduate programs have completed at least one assessment report to date. While all units have completed at least one annual report, a very small number of programs do not complete their reports each year (typically five programs or fewer). These programs are identified by the Office of Evaluation and Assessment to the Vice Provost and Dean of Undergraduate Education and to the appropriate academic Dean. Beginning in 2018, the Provost will also be informed of non-reporting programs. The reconstituted Assessment Advisory Committee will also help recognize ongoing patterns and work to ensure that all programs report annually. Faculty discuss their annual reports at faculty meetings, reflect on findings, and decide on curricular or pedagogical changes if students are not meeting the expectations of faculty.</p> <p><u>For example</u>, when the Department of Psychology assessed the student learning outcome “Critique and evaluate psychological claims that are made in a variety of domains from scholarly, scientific, and academic journals, as well as from popular media,” (which maps to the critical thinking core competency) they found that students were only “developing” in their abilities. To improve student learning in critical thinking, the department developed a corpus of activities that relate to critical thinking for instructors to draw upon for multiple courses, and by the next year, seven of thirty-eight faculty members had changed some aspect of their courses in response to the assessment report.</p>
General Education	The panel noted the recent progress made in developing General Education outcomes. Comprehensive plans to assess writing, quantitative literacy, and oral communications show promise for assessing student progress in these important areas. The panel encourages UCR to use the results as the basis for making decisions on which courses will be added to the General Education program.
Response 10	UCR set the goal to assess GE in previous WASC reports. After the GE reports and assessments were completed in 2012 and 2013, WASC released the new handbook which requires campuses to measure and assess core competencies. With this addition, UCR augmented the annual assessment report process to include a section so that programs could explain their learning outcomes related to the core competency set as that year’s focus area, the evidence they used to assess the competency, the findings, and how they used this information to change or improve

	<p>their program. The UCR Academic Senate is planning to review and re-envision the General Education curriculum beginning in 2018-19. Core competences will continue to be evaluated as part of the annual program assessment even as this wider discussion takes place.</p>
Graduate Programs	<p>The panel was encouraged that 88% of the graduate programs have generated learning outcomes and assessment methods, but disappointed that this late start means that no results have yet been collected. By Spring 2015, the panel expects all graduate programs to have completed outcomes and assessment methods and that at least 50% will have completed one cycle of assessment with evidence of improvements being made as an outcome of the results.</p>
Response 11	<p>Learning outcomes have been posted on the Graduate Division website for all programs, and programs have completed at least two cycles of assessment. In the coming year programs will be asked by Graduate Division to conduct a third assessment of learning outcomes and to reflect on the record of assessments to date, and consider making program changes and improvements based on the assessments.</p>
Strategic Planning	<p>The panel observed that the strategic plan is largely based on the assumption that growth will take place, which may not be possible in the current economic climate of California. The addition of a new School of Medicine is a significant development which has driven much of the energy of the campus. In the middle of the current strategic plan, the former Chancellor, who was driving the planning process and vision, left to accept another position. In the next Interim Report, UCR will need to address the impact of new conditions on the strategic plan by which time a new Chancellor will be appointed.</p>
Response 12	<p>In August 2013, the UC Board of Regents appointed Kim. A Wilcox as the ninth Chancellor of UC Riverside. During his inauguration, Chancellor Wilcox expressed his support for and commitment to the UCR 2020 strategic plan. Guided by the strategic plan and bolstered by the state's economic recovery, Chancellor Wilcox has led an expansion student enrollment, faculty, and campus infrastructure. UCR's Long Range Development Plan (LRDP) projected a student enrollment of 25,000 students by 2020, and that the campus needed to provide adequate faculty and infrastructure to effectively serve UCR's growing student body. Since that time, student enrollment has exceeded 23,000, ladder-rank faculty have increased by about 30%, and several new buildings are under construction or near completion (e.g., Multidisciplinary Research Building 1).</p>

Response to Interim Report 2015

Summary of Specific Item	Text from Commission Action Letter Requesting Specific Item
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Assessment of Student Learning	
Predicted need to assess GE competencies in written and oral communication for influx of international students	With respect to assessment of core competencies at the undergraduate level, the panel notes that the institution has a firm schedule for their review. As indicated in the teleconference, an influx of international students may put greater burdens on this effort, especially in the written and oral communications areas. The assessment of these competencies, through the Writing Across the Curriculum initiative and the offering of new public speaking sections, provides a ready vehicle to monitor the integration of non-native speakers into the UCR curriculum.
Response 13	UCR did not receive the expected influx of international students. Currently only 3% of our undergraduate population are international students. Recruiting international students is a continued priority and we have increased our staff and infrastructure to accomplish this goal. We will continue to carefully utilize Writing Across the Curriculum and public speaking courses to monitor and assess the learning of students for whom English is not their first language.
Program review must stay on schedule	With respect to program review, institutional representatives explained the slowdown in conducting them in terms of a lack of staffing. The panel understands that this absence of resources has now been addressed. With the large number of programs at the institution, diligence in adhering to a master schedule of reviews will be necessary to complete the cycle.
Response 14	In addition to increased staffing in the Academic Senate, the Committee on Educational Policy and the Graduate Council have reduced the number of members on each review subcommittee to enable them to constitute more such committees and thus review more programs per year. Both have increased the number of programs they review each year with the graduate reviews increasing to 7-8 from a previous average of 4-5 and the undergraduate reviews increasing from 3 to 5 per year. This allows Graduate Council to review each of the graduate programs every seven years and CEP to review each of the undergraduate programs every eight to ten years.
Strategic Planning	
Commendation on faculty and space growth. Expectation that we would continue to integrate metrics in AAU pursuit and that all student growth would be in graduate programs and international students.	Finally, with respect to strategic planning, the panel understands that the approval of the State budget will have a neutral impact on the implementation of the plan. The panel appreciated learning of the multiple initiatives being pursued across the campus, from significant additions to increase the size of the faculty to additional buildings being added according to a campus-wide space plan. The senior administration is carefully monitoring the metrics required for the institution to qualify for AAU membership, and integrating those metrics into the larger strategic vision. It is understood that almost all growth in the student body is expected to come at the graduate level and through the addition of international students.
Response 15	UCR has added approximately 200 net new faculty since 2013 as part of meeting its goal to add 300 new faculty members and increase faculty and faculty diversity outlined in the UCR 2020 plan.

	<p>Many building renovations and new building development projects are underway to help support the influx of new faculty and students to our growing campus. Campus continues to monitor metrics related to AAU membership and has seen improvements (see AAU 2017 update). Campus growth since 2015 has mainly been on the undergraduate side, due in part, to the UC system's negotiations with the state for more funding tied to increases in California resident undergraduate enrollment. Even more recently, the state has put pressures on UC campuses to meet a ratio of one new California resident transfer student for every two new California resident freshmen. Because UCR's new freshman cohorts have been much larger than its new transfer cohorts in recent years, we have worked to substantially increase new transfer enrollment in an effort to meet this 2:1 ratio. This has led to more significant increases in undergraduate rather than graduate enrollments. UCR is currently working on plans to increase graduate enrollment as well as focusing on recruitment efforts to increase our undergraduate domestic nonresident and international student populations.</p>
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