University of California, Riverside
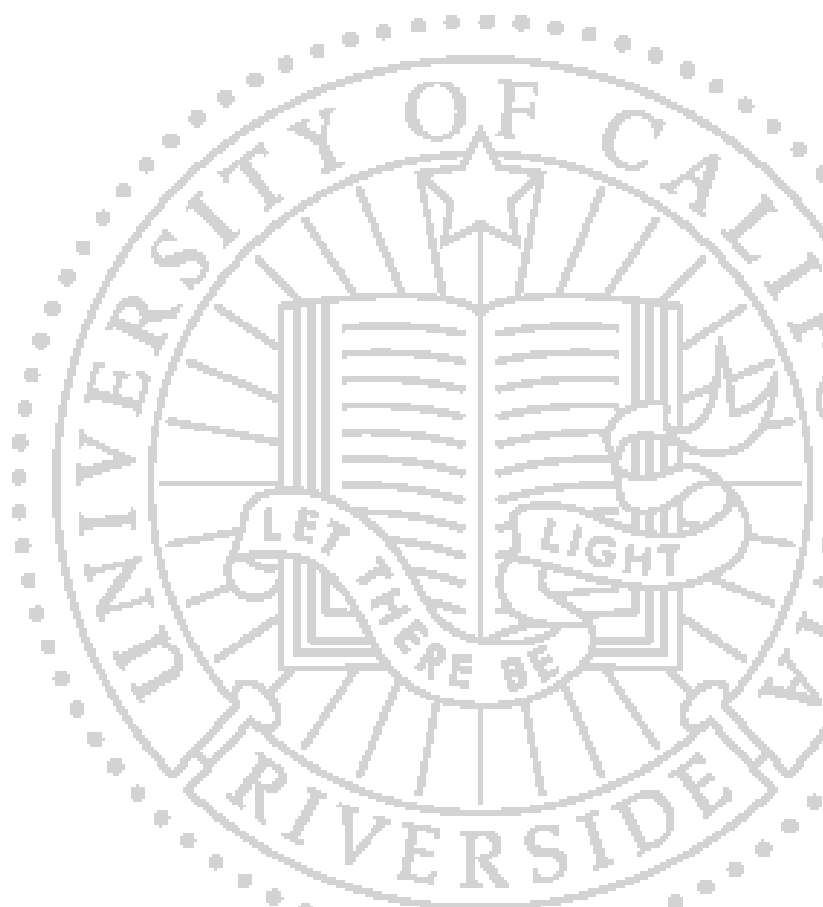
Educational Effectiveness Report
Required Essays

Submitted to
Western Association of Schools and Colleges
July 7, 2009

Table of Contents

This EER Report is the second in the reaccreditation process and is structured according to the elements required in the WASC Handbook of Accreditation 2008. The Integrative Component[1] provides a reflective summary. Other UCR accreditation documents and formal WASC responses are found at UCR's WASC website, http://wasc.ucr.edu. All documents and supporting materials referred to in this EER Report will be available in the site team room.

Section 1. Description of the Educational Effectiveness Approach

Institutions are to provide background descriptions and analyses of how they approach Educational Effectiveness through their own intentional system of quality assurance and improvement. This part of the Report is intended to provide the team and Commission with the basic context for examining Educational Effectiveness at the institution. This section should also serve the institution by providing an opportunity to inventory the scope and effectiveness of the institution's processes for maintaining and improving educational quality. The institution should broadly describe the:

  a) Design and approaches the institution takes to assure quality in teaching and learning;
  b) Kinds of evidence of learning it collects; and
  c) Way in which such evidence is used to support further inquiry and improvement.

Under UCR's system of shared governance, educational effectiveness is a combined responsibility of the Academic Senate and the administration.[2] Academic Senate committees[3] and administrative offices and units[4] are charged with collecting various kinds of assessment data, evaluating those data, recommending actions, and ensuring implementation. Faculty (ladder rank, visiting, and lecturers), teaching assistants, and academic advisors are the "foot soldiers" who foster educational effectiveness on campus. The faculty and their teaching assistants stimulate academic interest, assign and evaluate homework, administer and score exams, and determine course grades. The departmental and college/school academic advisors monitor student progress, suggest programs of study, and recommend intervention where appropriate.

These core teaching and learning activities are supported and regulated by a variety of processes. Student evaluation of teaching has existed since soon after the campus was founded. Beginning with department-based practices, for 35 years there has been a comprehensive, campuswide program, that is currently administered by Undergraduate Education for faculty and by the Graduate Division for teaching assistants. The results and findings provide feedback to faculty for use in improving teaching and learning and play a key role in the faculty merit and promotion process.

---

[1] See Section 6 (pp 42-46).
[2] For the formal statement of duties, powers and privileges of the Academic Senate, as set forth in the University of California Regents' Standing Order 105.2, see Appendix B – Supplemental Information for the EER Report (p B-1).
[3] See http://senate.ucr.edu/senate_site/index.php?action=committee for a listing of Academic Senate committees. Key committees for educational effectiveness are the Committee on Courses, the Committee on Educational Policy, the Committee on Preparatory Education, the Executive Committees of the individual schools and colleges, and the Graduate Council.
[4] Those involved in educational effectiveness are primarily the units of Resource Planning and Budget (formerly Academic Planning and Budget), the Graduate Division, Strategic Academic Research and Analysis (formerly Institutional Planning), Instructional Development, the Registrar, and Undergraduate Education; College and School Dean's Offices, including Offices of Student Academic Affairs; various units in the Division of Student Affairs; and the offices of individual academic departments and programs.

Faculty have access to many support services. The Scholarship of Teaching seminar series assists faculty and exposes them to new approaches, pedagogies, and strategies. Teaching technologies, such as iLearn, blogs, and flex-classrooms, facilitate greater interaction among students as well as between faculty and students. In addition, the Academy of Distinguished Teachers serves as a general resource to the faculty on best practice in teaching, and Undergraduate Education provides seed grants to support faculty piloting innovative approaches to teaching and learning.

As with most educational institutions, departmental and program faculty define curricula and deliver the courses. However, at UCR the establishment of courses or new degree programs, or any significant subsequent changes to courses or degree requirements must first complete a multi-step approval process. First, the proposal for a new course or degree, or change in course or degree requirements must be approved by the executive committee of the department's college or school. Next, courses must be approved by the Academic Senate's Committee on Courses, and on the recommendation of the Graduate Council in the case of graduate courses; undergraduate degree requirements must be approved by the Committee on Educational Policy; and graduate degree requirements must be approved by the Graduate Council. Finally, proposals must then be approved by the Riverside Division of the Academic Senate by majority vote.

Program review is essential to assuring educational effectiveness in the individual majors; at UCR it is a cooperative effort between the Academic Senate and the administration. Undergraduate programs are reviewed regularly by the Academic Senate Committee on Educational Policy, assisted by the administrative office of Undergraduate Education. Graduate programs are reviewed regularly by the Academic Senate Graduate Council, assisted by the administrative office of the Graduate Division. Results are shared with deans and the Executive Vice Chancellor/Provost (EVC/P) and inform the processes of strategic planning and resource allocation, where appropriate.[5] Each level of the review process has authority to insist on corrective action when problems with courses or curricula are noted. External review findings may involve recommendations to the respective departments that require corrective action, followed by evidence of action. Recommendations may be directed toward the respective deans and personnel in the college offices of student academic affairs or to the Graduate Division.

Learning outcomes assessment is a critical component of educational effectiveness. This past year the campus devoted extensive effort to developing learning outcomes, associated assessment methods, and multi-year assessment plans for the undergraduate majors in the two largest colleges, the College of Humanities, Arts and Social Sciences and the College of Natural and Agricultural Sciences. Learning outcomes and assessment measures were established in almost all undergraduate majors, ensuring the improvement of educational effectiveness for the undergraduate programs in the two largest colleges. Formal learning outcomes assessment is also required by specific accrediting agencies in the professional programs in the Bourns College of Engineering and the A. Gary Anderson Graduate School of Management. To sustain the development of learning outcomes assessment and utilization of data to inform decisions, the

---

[5] The review processes were discussed in UCR's Preparatory Review Report and are detailed in this Report in Section 2, Graduate Theme (pp 20-24) and in Section 3 (pp 35-36) and in Appendix A, Item (5) (pp A-12 to A-13).

Academic Senate Committee on Educational Policy explicitly requires such assessment methods and plans in its reviews of undergraduate programs.[6]

Moreover, the campus establishes special committees and work groups to address specific projects and opportunities regarding educational effectiveness. Task forces are sometimes transformed into standing committees to address ongoing issues or monitor programs. Examples include the Student Success Task Force and subsequent Student Success Steering Committee, the Learning Outcomes Assessment Advisory Committee, the Academic Advising Task Force, and the Campus Vitality Committee. Extramural teams are also established to conduct specific program reviews, such as the 2007 blue-ribbon team that evaluated the organizational structure of the life sciences or the 2006 group that appraised the technology infrastructure on campus. Through collaborative efforts, the Academic Senate and the administration regularly assess and attempt to improve educational programs and practices on campus. The quality assurance processes function at several levels and in a variety of ways to increase educational effectiveness.

Section 2. Significant Engagement and Analysis of Educational Effectiveness

As part of the Educational Effectiveness Review, each institution is expected to engage the issue of Educational Effectiveness in depth. The institution is expected to move well beyond description of activities to analysis of the evidence in its Data Portfolio, reflections on how well the institution's quality assurance processes are working, and ways that those processes have led to further improvement. In addition, the Educational Effectiveness Review should provide an occasion for engagement of the institution's constituencies, especially its faculty, to further its understanding of the results of its educational effectiveness and to lead to specific recommendations for improvement. The institution is expected to work with evidence of educational results and student learning as a major part of the Educational Effectiveness Report.

The issues of this section are addressed in the three special themes: Undergraduate, Graduate, and Diversity studies.

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

The Undergraduate Theme is discussed in three sections; the first focuses on faculty aspirations for students, the second on first year experience, and the third on criteria for undergraduate admissions.

Faculty Aspirations for Students

This part of the Undergraduate Theme addresses the faculty's aspirations for students, especially undergraduates. Specifically, according to the Proposal for (Reaffirmation of) Accreditation, the research and work focused on *defining the faculty's aspirations for undergraduates at the level of individual programs as these relate to aspirations at the campus and general education levels, developing means of measuring the degree to which undergraduates are meeting these aspirations, and devising curricular and co-curricular means*

---

[6] For further discussion of learning outcomes assessment, see Section 2, Undergraduate Theme (pp 5-7) and Appendix A, Item (5) (pp A-12 to A-13), Item (6) (p A-14), and Item (13) (pp A-21 to A-24).

of improving the degree to which undergraduates are achieving these aspirations. The objectives of this section are first to identify aspirations at the institutional level and their relationship to undergraduate general education requirements, and secondly, to clearly define, measure, and evaluate student learning outcomes for individual majors or programs, especially at the undergraduate level.

The goals of an undergraduate education, at the institutional level, are comprehensively defined in the UCR General Catalog.[7]

> The faculty of UCR hereby declare the following set of general educational goals to be pursued through our individual and collective efforts in teaching and guiding the undergraduates of this campus. A university education must help students realize their potential as individuals and contributing participants in society. This involves the acquisition of knowledge and skills, as well as preparation for future responsibilities. A general education provides a framework that enables one to appreciate and critically examine the significant aspects of civilization. This framework is derived from the study of world history; political and economic systems; the ethnic, cultural, and religious diversity of the peoples of the Earth; the arts and letters of all cultures; the social and natural sciences; and technology. Such a broad education is the foundation for concentrated studies that enable students to prepare for careers and to strive for an understanding of the world in which they live and about which they must make decisions. A university education nurtures the critical skills of oral and written communication, including the exercise of these skills in a language other than one's own. It must teach students to become verbally and quantitatively literate, to analyze and synthesize, and to regard the acquisition of knowledge as a lifetime activity. A university education must promote tolerance of the opinions of others and an understanding of the mutual dependence of human beings on each other and on their natural environment. The student's university years also provide an opportunity to develop integrity, self-esteem, self-discipline, style, humanness, commitment to the general welfare, sensitivity to the interplay of environment and technology, and confidence that the human drama is worthy of a lengthy future.

These institutional goals percolate to students through their general education courses and through their courses, research projects, and other training associated with their major. Each college has a set of course breadth (general education) requirements that cover a cross-section of disciplines and reflect these goals.[8]

However, for undergraduate students the focus of learning is in their majors. Program-level learning outcomes define faculty expectations, and the associated assessments measure the extent to which students are meeting these outcomes. Feedback from the assessments informs necessary curricular or teaching adjustments, especially when assessment indicates that the desired outcomes are not being reached. The professional programs in the Bourns College of

---

[7] 2008-2009 University of California, Riverside General Catalog, p 47.
[8] Ibid., p 48.

Engineering (BCOE) and the Graduate School of Education (GSOE) conduct regular cycles of defining learning outcomes, assessing student attainment, and making program adjustments; these cycles are required by their professional program accrediting agencies. The A. Gary Anderson Graduate School of Management (AGSM) is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Some of the AACSB standards concern assurance of learning standards, including defining learning goals and measuring achievement of learning goal. The remaining, but largest colleges on campus, the College of Humanities, Arts and Social Sciences (CHASS) and the College of Natural and Agricultural Sciences (CNAS), devoted major effort this past year to developing learning outcomes assessment, and are well on their way to creating cycles of learning outcomes-assessment-adjustment for each of their undergraduate majors. This section of the EER Report focuses on their achievement.

Learning Outcomes and Assessment

At any institution of higher learning, but especially at the University of California, with its strong tradition of shared governance, it is the faculty who bear the responsibility of creating and maintaining educational programs. Thus, efforts to develop learning outcomes-assessment-adjustment cycles were undertaken with the clear sense that these developments could come only from the faculty of the undergraduate programs. Administration could best facilitate the process by providing opportunities for the faculty to attend forums and seminars on this topic.

Participation at two events away from Riverside provided experience and training for core groups of faculty who then facilitated development of learning outcomes and assessment in each undergraduate major. Ten UCR faculty members attended a WASC Retreat on Student Learning and Assessment held September 25-27, 2008, in Emeryville, CA.[9] The group laid the groundwork for a summit on learning outcomes and assessment held on campus later that fall. Also, seven faculty members participated in a Workshop on Learning Assessment in Biology, Chemistry, English, Psychology and Theatre held at the University of California, Irvine on November 7, 2008.

Following these preparatory activities, a Summit on Learning Outcomes and Assessment was the official "Call to Action" for CHASS and CNAS to develop learning outcomes and associated assessment. This half-day event was held on campus on November 19, 2008, and was attended by 82 individuals, including 27 department and program chairs, 27 other faculty, 11 administrators, and 17 other staff. Participants were provided examples of learning outcomes for their specific disciplines and an assessment guidebook developed by the University of Virginia. The group divided into five discipline-specific breakout sessions – biological and agricultural sciences, social sciences, humanities, arts, and physical sciences, including mathematics and statistics. Each breakout session was led by a faculty member who attended the WASC retreat at Emeryville or the workshop at UC Irvine, or both. The wrap-up session following the breakouts was moderated by CNAS Dean Thomas Baldwin; the calendar of due dates for developing program learning outcomes and assessment mechanisms was presented by CHASS Dean Stephen Cullenberg; and the anticipated involvement of the Academic Senate in the overall process was outlined by Professor Anthony Norman, Chair of the Riverside Division of the

---

[9] For a listing of the attendees of the Emeryville event, see Appendix B, p B-1.

Academic Senate. The summit ended with the endorsement of EVC/P Ellen Wartella and her commitment to find funding as needed to support the effort.

Further endorsement and support came from the UCR Academy of Distinguished Teachers. Led by its Chair, Professor Perry Link, in meetings on November 13 and December 23, 2008, the Academy of Distinguished Teachers endorsed the development of learning outcomes and assessment as essential tools for achieving program goals and greater effectiveness in classroom instruction. The Academy coupled their endorsement with an offer, sent out to all departments, to help develop assessment mechanisms to measure the learning outcomes identified by program faculty. A dozen majors used the Academy's expertise in assessing learning.

An important component of developing learning outcomes and assessment mechanisms for the two colleges was the installation of an accessible, user-friendly database on which resulting information could be compiled. The On-line Assessment Tracking System (OATS) software, a record-keeping system to organize learning outcomes, assessment methods, assessment results, and subsequent curricular actions, was recommended by Christine Enyeart, a consultant from The Advisory Board Company. The system was developed at the Georgia Institute of Technology and was adopted successfully by a number of comparable institutions. The UCR Computing and Communications Department (C&C) created a special task force to evaluate OATS and similar competing products and concurred that OATS was the best system for UCR at this time. Next, the EVC/P provided funds to obtain the software and required equipment. C&C prioritized its implementation, so by early winter 2009 the program was available for use on the campus computer network. As program learning outcomes and assessment mechanisms were loaded into OATS, a team of learning outcomes assessment specialists from UCR reviewed the documents and provided feedback to program faculty, especially concentrating on the practical aspects of assessment.

In addition, the Learning Outcomes Assessment Advisory Committee (composed of a dean, an Academic Senate officer, three department chairs, and one other faculty member) reviewed the documents. After reading several, they recommended that each program add a curriculum map or course alignment matrix to indicate in which courses each learning outcome is addressed. The Advisory Committee also recommended that each program submit a multi-year assessment plan that schedules the years in which each learning outcome is to be accessed. In most degree programs, the first assessments are scheduled to take place in 2009-10. The multi-year assessment plans ensure that assessment will be ongoing and a productive process.

By the end of 2008-09, 55 of 56 degree programs in CHASS developed and loaded learning outcomes into the OATS database, as did 12 of 14 degree programs in CNAS. Associated assessment mechanisms were developed for the learning outcomes in all but one of the majors in each college, and two-thirds of majors have multi-year assessment plans. On-line access to the full contents of the OATS database will be available during the team visit.[10]

---

[10] The learning outcomes, associated assessment mechanisms, curricular mappings to learning outcomes, and multi-year assessment plans for the majors in OATS are listed in OATS Report 2008-09, which is a complete listing of the content of OATS at the end of the 2008-09 academic year. It is found in file 4 of the electronic materials associated with the essay section of this EER Report, and it supplements Table 7.1 of file 4.

The learning outcome/OATS process began with the focus on undergraduate majors in CHASS and CNAS, although within the next two years graduate programs are expected to adopt formal learning outcomes and assessment measures. Most graduate programs possess implicit if not explicit learning outcome goals for graduate student training. All have a capstone experience that assesses the crucial learning outcomes of an original scholarly contribution to the field, or, in the case some Masters programs, a comprehensive examination.

Improving the First Year Experience of Undergraduates

The second focus of the Undergraduate Theme is on improving the first year experience of the heterogeneous group of undergraduate students at UCR, with a particular focus on the difficult transition from high school to college. This focus includes, as set forth in the original Proposal for (Reaffirmation of) Accreditation, the following general strategies: *(a) assessing and refining the summer bridge programs and other approaches to addressing deficiencies in student preparation for college-level work, especially basic writing and mathematics skills areas; (b) improving the performance of students in entry-level courses in majors, especially majors in science and technical fields; (c) assessing integrative approaches to breadth requirements and expanding the successful aspects of them; (d) developing ways of engaging students more completely in curricular and extra-curricular activities; and (e) assessing and improving academic advising for freshmen.* Researchable questions include identifying the practices in which successful freshmen at UCR engage; identifying the impediments to freshmen success at UCR; and discovering and developing strategies to overcome these impediments.

Introduction

UCR understands that an effective transition from high school to college is crucial to the success and persistence of first year students; moreover, the campus realizes it is especially pertinent for a research-intensive university with a large underrepresented student population. The first year of college is challenging for all students,[11] although "students are more likely to persist and graduate in settings that provide academic, social, and personal support."[12] Underrepresented minority, low income, and/or first generation students may lack the academic preparation and readiness to compete in college level coursework; some may have weak study habits.[13] They may not have a reference point to – or a support system of mentors who – understand the research university experience, and thus, are at a disadvantage in comprehending the vast and interconnected opportunities of a university education.

The UCR campus ranks fifth among national universities for enrolling the most diverse undergraduate student body,[14] and is the most ethnically diverse of the UC campuses (except

---

[11] Isher and Upcraft. (2005). The keys to first-year persistence. In M. L. Upcraft, J.N. Gardner, B.O. Barefoot, & Associates (Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp. 27-46). San Francisco: Jossey-Bass.

[12] Tinto, V. (2003). *Promoting student retention through classroom practice*. Conference keynote, Enhancing Student Retention: Using International Policy and Practice. Retrieved from http://www.sdcity.edu/support/SCS/DrTinto.asp on April 17, 2008 (p. 3).

[13] The Secretary of Education's Commission on the Future of Higher Education. (2006). *A test of leadership: Charting the future of U.S. higher education*. U.S. Department of Education. (pp 8-9).

[14] *US News and World Report*, American's Best Colleges 2009.

Merced, the smallest campus).[15] Across all ethnicities, UCR undergraduates are challenged with affordability issues. For example, the campus awards the highest percentage of Pell Grants of any other UC campus or comparable national research university – 43% of the undergraduates, 11 percentage points higher than the UC system average.[16] Data for 2007-08 undergraduates' show 73% receiving some sort of financial aid, and 57% receiving need based financial aid.[17] For nearly one half of the 2008 entering freshmen, neither of their parents graduated from a two- or four-year college.[18]   In addition, over three quarters of the students come from four surrounding counties – Los Angeles, Riverside, San Bernardino, and Orange – which have some of the lowest college-going rates in the State, as well as some of the lowest performing high schools.[19]

With these circumstances and challenges clearly in mind, UCR focused on developing, implementing, assessing, refining, and institutionalizing practices that foster student success. These practices are assessed by measuring persistence from first to second year, performance in courses, expected academic progress, and development of an affinity for the campus.[20]

Before discussing strategies and practices, though, it is important to note a few important shifts in campus culture that were germinating when the Proposal for (Reaffirmation of) Accreditation was developed more than four years ago. Members of critical Academic Senate committees, the EVC/P, and other senior administrators had placed among their seven key priorities the fostering of both undergraduate student success and campus vitality. From their commitment grew two important campuswide workgroups: the Student Success Task Force (SSTF) and the Campus Vitality Committee, each of which produced a thorough report of existing programs and practices, as well as recommendations that guided discussions, decisions, and funding priority. In addition, a Vice Provost for Undergraduate Education (VPUE) was hired in 2004 and an organization consisting of new and existing units created a central point on campus for the development, enhancement, and evaluation of undergraduate student success practices. Moreover, the Institutional Research Coordinating Group (IRCG) was formed, which brought together staff and faculty from all corners of the campus to better coordinate research efforts, including those for the WASC self-study, and to disseminate results to effectively inform decisions and practices, overall.

Strategies for First Year Student Success

UCR works to understand the factors that contribute to student persistence or departure, and uses that knowledge to initiate or revise policies and practices to enhance student success. The five strategies presented below address the problems that impede first year (including transfer) student success. Under each strategy are listed the corresponding practices and the process by which they were developed, implemented, assessed, refined for improvement, and

---

[15] UC Accountability Report 2009, UCOP, Indicators 4.3 and 4.4. See Appendix B, Tables 1 to 4 and Figure 1
(pp B-2 to B-6) for ethnic and gender breakdown of UCR students by level; also including new students only.
[16] Ibid.
[17] 2008 UCR College Portrait, http://collegeportrait.ucr.edu/pdf/ucr_college_portrait.pdf.
[18] UCR, 2008, Profile of New Freshman Entering in Fall 2006, 2007, and 2008, Academic Planning and Budget.
[19] CA Department of Finance, Demographic Research Unit, 2007; CPEC, Student Data, 2007.
[20] Kuh, G., Kinzie, J., Buckley, J.A., Bridges, B.K., & Hayek, J.C. (2007). *Piecing together the student success puzzle: Research, propositions, and recommendations*. San Francisco: Wiley Periodicals, Inc.

institutionalized. A more detailed essay and supporting documentation of each practice and process discussed below will be available in the team room for the site visit.

> ***(a) Assessing and refining summer bridge programs and other approaches to addressing deficiencies in student preparation for college-level work, especially basic writing and mathematics skills areas.***

UCR students are academically talented. UC eligibility requires students to be in the top 12.5% of the California graduating class or the top 4% of their particular high school class, and the incoming cohort had an average SAT score of 1036 and high school GPA of 3.42.[21] Nevertheless, over half of the entering first year students do not test into university-level writing or calculus courses and are required to take preparatory work to bring them to the level of performance necessary to succeed at UC.[22] The time devoted to preparatory courses lengthens the time to degree, and/or their low academic performance attributes to lower retention whether they leave voluntarily or are academically dismissed.

Summer Bridge: The UCR Summer Bridge program provides entering first year students with intensive entry level writing or precalculus mathematics coursework, academic assistance, and support for transition to college life. Program enrollment in 2008 was 250 students. To monitor effectiveness, Undergraduate Education (UE) and the Learning Center analyzed the impact on subsequent course success. Analysis for Math 5 (Precalculus) suggests that its students perform well in subsequent calculus courses. However, problems were found with student performance in Math 8A (Introduction to College Mathematics for the Sciences). The pass rates for the bridge students were comparable to those of their academic year cohorts taking Math 8A in fall 2007, but the Summer Bridge cohort performance in the next course in the sequence (Math 8B) was far behind that of their academic year cohort. Thus, Summer Bridge did not offer Math 8A in summer 2008, but will in summer 2009, after increasing the length of the program from five to seven weeks and using a higher qualifying score on the mathematics placement test. A comprehensive analysis of the impact of Summer Bridge activities on first-year retention and subsequent performance in both the Mathematics and English Composition series is currently underway.

UC Entry Level Writing Requirement: Students must pass the University of California system's Entry-Level Writing Requirement (ELWR) before the end of their first year of study and before enrolling in required English Composition courses. Students preparing to come to UCR either take a placement examination – the UC Analytical Writing Placement Examination (AWPE), administered statewide by the UC Office of the President – or submit acceptable scores from the Advanced Placement English or Scholastic Aptitude Test examinations. If they do not fulfill the requirement by these means, they can take a transferable composition course at another institution, or a summer course at UCR; otherwise they must enroll in an entry-level writing course in the fall. Approximately half (1,950) of UCR's entering first-year students do not fulfill

---

[21] UC Accountability Report 2009, UCOP, Indicator 3.6-3.9.
[22] Institutional Research for Undergraduate Education, 2008, Fall 2008 Entering Freshmen Placement Results.

the ELWR and are strongly encouraged to do so before fall matriculation. The Writing Program developed a website detailing information on all the alternatives, especially community college and UCR Summer Sessions and Bridge courses that could fulfill the ELWR. The Writing Program reminds students of this through their electronic MyUCR accounts, and also administers and scores the AWPE for late testers the day before each of the new student orientation sessions. This ensures that all students can be advised of the summer opportunities and/or the appropriate placement for fall enrollment. By the beginning of fall 2008, 108 new students had passed by means of a course at another institution, and another 192 had passed by means of a course taken in UCR's summer school, and thus were ready to enroll in English Composition and be on track to graduate in four years.

Mathematics Advisory Examination: The Mathematics Advisory Examination (MAE) indicates the readiness of incoming freshmen for precalculus and calculus coursework at UCR. The results of various intensive analyses of student pass rates in precalculus, calculus, and subsequent coursework indicated that students scoring just above the cutoff scores on the MAE were performing poorly.[23] In response, a collaborative effort among the Mathematics Department, UE and the Learning Center, in conjunction with the Academic Senate Committee on Preparatory Education, raised the qualifying placement scores for entry into precalculus and calculus courses in 2007, and again, after careful analysis, in 2008. These changes resulted in a significant reduction in grades of D or F in the courses. Also, in order to ensure that students were directed by academic advisors to enroll in the appropriate mathematics course or learning community during summer orientation registration, the Learning Center shifted primary administration of the MAE to the May-June period, well ahead of Bear Facts Highlander Orientation. The Learning Center also offers MAE administration at various off-campus locations throughout the state to encourage students to take the examination before orientation.

Intermediate Algebra Requirement: In response to low pass rates in the entry level precalculus courses, the undergraduate colleges, UE, and the Mathematics Department determined that some students entering UCR were not ready for university level precalculus work. Consequently in 2007, students in Science, Technology, Engineering and Mathematics (STEM) majors who received a particularly low score on the MAE were required to earn a C grade in an Intermediate Algebra course at a community college before being allowed to enroll in a precalculus course at UCR. In 2008, CNAS and BCOE created regulations that students must fulfill this requirement by the end of their first enrolled quarter, or they are unable to continue in the College and must switch to a major in CHASS. UE and the Learning Center partnered with Riverside Community College (RCC) to offer an intermediate algebra course taught at UCR in late summer and again in fall quarter. Of the 302 fall 2008 new students testing into Intermediate Algebra, 127 took and passed the UCR/RCC course, 47 passed a course at another community college, 100 changed majors before matriculating, and 28 were discontinued in their college and moved to CHASS or withdrew. Realizing the benefit of the qualifying score, CHASS requires a specified placement score for entrance into their Math 4 precalculus course, beginning fall 2009.

New Student Orientation: Historically Bear Facts Highlander Orientation served as an effective vehicle for facilitating advisement and registration for first quarter courses, and

---

[23] See Section 5 (pp 37-41) for discussion of these analyses.

attendance relates to first year student success and retention.[24] During spring/summer 2006, the Division of Student Affairs engaged an external consultant to review the Bear Facts Highlander Orientation program. While the feedback was very positive overall, the consultant strongly recommended the University move to a program that comprehensively provides freshmen with a purposeful introduction and transition to the university and its academic and non-academic attributes, demands, and resources. The consultant suggested diversifying modes of information delivery to actively engage students across a diverse spectrum of learning and processing styles. The summer 2007 program was reshaped in response to these recommendations and included a pre-orientation online module introducing campus services and sample course registration, personalized communication through a robust web portal MyUCR, and new programmatic elements to instill and cultivate institutional pride. Advance administration and grading of placement examinations was incorporated to ensure that academic advisors would have accurate mathematics and writing placement information before registration. Participation was also made mandatory. These changes have yielded continued positive feedback from students and campus colleagues, increases in enrollment of students who have not yet formally accepted their offer of admission to UCR, and improved student success and retention after one or two quarters of enrollment.

Science, Technology, Engineering, and Mathematics (STEM) Transfer Student Pre-Matriculation Programs: Several initiatives are currently funded by a large STEM Pathways CCRAA-HSI (College Cost Reduction and Access Act-Hispanic Serving Institution) grant awarded in 2008 to help prepare community college students for success in STEM majors. The campus has partnered with six local community colleges and regularly sends staff and students to the campuses to help prepare STEM majors for transfer to UCR or other four-year universities. A faculty to faculty conference was held in April 2009 to discuss the academic foundation needed to transfer to the STEM majors. Also, incoming fall 2009 UCR transfer students participated in a paid, ten-week summer program where they worked on faculty-mentored research projects. Evaluation of these initiatives will determine funding priorities when grant support ends.

> ***(b) Improving the performance of students in entry-level courses in majors, especially majors in science and technical fields.***

Supplemental Instruction (SI): As is discussed in UCR's Preparatory Review Report, UE created a pilot program (fall 2005) in which student peer leaders facilitated Supplemental Instruction (SI) sessions in courses with historically high rates of D and F grades. After the successful pilot year in UE, the Learning Center took over administration of the program. There are two SI delivery models consisting of first, an open door model where students participate voluntarily, and second, a learning community model where sessions are officially scheduled into the learning community cluster of courses. The latter is used in the CNAS Scholars Learning Communities serving 650 science and mathematics students. Beginning in fall 2009, BCOE is incorporating SI into its Engineering Learning Communities that serve 500 students. Academic performance of student participants is regularly and rigorously compared with student

---

[24] Student Affairs Research and Evaluation (SARE), 2007, 2008, Effect of Participation in Orientation on First Year Student Success.

non-participants using a quasi-experimental empirical design. Analysis of the impact of participation in SI indicates that participants increase their overall course grade by one-third of a grade point; a finding that is consistent in both 2006 and 2007 evaluations.[25] The Learning Center and UE consistently monitor results and revise the list of courses that are supported by SI to ensure that funding supports courses with high student impact and productive faculty collaboration. For example, early in the program no statistically significant results were found for SI in humanities and social science courses, resulting in a decision to offer SI for only mathematics, science, and engineering courses until a solution could be found.

Early Warning: In response to low student performance in rigorous gateway courses, and the difficulty first year students have in transitioning to the quicker pace of quarter system coursework, UE, C&C, the Learning Center, and selected academic departments created a pilot Early Warning program (2008-09) to quickly identify students who were struggling in select courses in order to increase the students' chances of passing the course. The Early Warning program delivers academic support services to those students, including peer mentoring, workshops, and skills assessment. The Learning Center and C&C assisted nine faculty in a pilot study, as follows. The faculty identified assessments prior to week 5 that would be assigned minimum "passing" scores, below which the course's iLearn grading software was programmed to flag the students as struggling. The system automatically sent an e-mail message from the instructor, and forwarded a list of names to Learning Center staff for contact and services. UE is evaluating the impact of the pilot courses for effects on student academic performance; preliminary findings are positive, with course grade impacts roughly equivalent to those for SI.

Mathematics Second Assessment Examination: A UE study tracking the grades of approximately 2,500 students/year enrolled in precalculus courses from fall 2003 through spring 2006 indicated almost one-third were not earning grades of C- or above, and therefore could not enroll in the calculus sequence required for all STEM, business, and economics majors. One primary reason – identified in lecturer, TA, and student interviews – was a lack of feedback on course performance during the first three or four weeks of the quarter. In fall 2007, the Mathematics Department administered, during the first week of classes, a Second Assessment Examination that covered foundational knowledge necessary to pass the course. Scoring-range information (developed collaboratively by UE, College Academic Advisors, and Mathematics) provided students with an indication of where they stood in relation to the performance of other precalculus students. Lecturers and TAs played a key role in emphasizing the necessity of doing homework, attending class, asking questions, using faculty and TA office hours, and participating in SI. UE evaluations revealed that the Second Assessment score served as an extraordinarily important indicator of student success in the precalculus course, and so the Mathematics Department not only continues the practice in precalculus, but will administer a similar type of examination for the calculus sections in fall 2009.

Mathematics Task Force: During the academic year 2008-09, a cross-campus Precalculus Mathematics Task Force, chaired by the CHASS Associate Dean of Student Academic Affairs, investigated the causes of high failure rates in precalculus courses at UCR. The Task Force carefully examined a variety of causes of these failure rates, including student preparation and motivation, the accuracy of placement tests, curriculum and pedagogy, and

---

[25] IRUE, 2006, 2007, A Statistical Evaluation of the Supplemental Instruction Program.

academic support services. The Task Force conducted a number of analytical studies, including evaluating the effectiveness of models of student success in precalculus courses, possible differences in grading between instructors, and the effectiveness of different precalculus course tracks in preparing students for success in the calculus sequence of courses. The Task Force surveyed students and met with faculty, lecturers, and teaching assistants in Mathematics, as well as the Learning Center Director and academic advising supervisors from the majors that require calculus. The Task Force will submit a report with recommendations by fall 2009.

Transfer Programs through CCRAA-HSI: Transfer students experience acclimation issues similar to freshmen, but need to immediately perform academically at a junior-status level to compete with continuing students. UCR initiated several programs directed at supporting transfer students in entry gateway courses to the major, funded by a CCRAA-HSI STEM Pathway grant.[26] The Transfer Resource Center opened in winter 2009 in the new Student Academic Services Building and provides a crucial physical space for transfer students to congregate and network, while its staff, peer mentors, website and newsletter provide pertinent information about resources at UCR to help smooth the transition to campus. Starting in winter 2009, Research Internships matched a total of 46 upper division and transfer students with faculty for mentored research projects for pay in laboratories in STEM fields. Also with grant funding, Supplemental Instruction was expanded to serve select upper division gateway courses into STEM majors, providing support for both transfer and continuing upper division students.

> *(c) Assessing integrative approaches to breadth requirements and expanding the successful aspects of them.*

To date, UCR has provided general education through a traditional set of breadth requirements including selections from English composition, humanities, social sciences, history, ethnicity, and natural sciences and mathematics. Recently, however, the Academic Senate, in response to general faculty and student concerns as well as the recommendations of the SSTF, formed a committee to consider integrative approaches that might be more effective in delivering general education. At the February 17, 2009 meeting of the Academic Senate the *Ad hoc* Committee on General Education Reform proposed a program of Thematic Concentrations as an alternative to the present system of breadth requirement courses. A description of the proposal reads:

> The concentrations were conceived as coherent units in which courses from different fields were included because they enriched the concentration. The rationale is that students will learn more from classes that they need because of the concentration they choose to explore than they will from courses they take solely because they are required on the basis of breadth. Students will also learn from each other in these classes, which is why it is crucial to keep all concentrations open to students from all colleges.[27]

---

[26] The CCRAA-HSI STEM Pathway grant is for $3.3 million over two years; for more information see Appendix B (pp B-12 to B-13).

[27] http://senate.ucr.edu/agenda/090217/Pilot%20Program%20for%20General%20Education%20Reform.pdf.

The Academic Senate approved the pilot program, to begin in fall 2009 with concentrations in "California Studies", "Climate Change/Sustainability", and "Global and Ethical Dimensions of Technological Innovation," providing approval of implementing details by the Executive Committees of the colleges. Each concentration includes a capstone course that will be used to evaluate the success of the program. The trial is anticipated to involve up to 225 students (75 in each of the three concentrations). In addition, learning communities may be created for a cohort of students enrolled in a given concentration.

> **(d) Developing ways of engaging students more completely in curricular and extra-curricular activities.**

As stated in UCR's WASC Preparatory Review Report and this EER Report, the Student Success Task Force (SSTF) comprehensively studied the student support programs existing at UCR, researched best practices, and developed a thorough report and set of recommendations. This work became the blueprint for campus efforts and stimulated extensive evaluation of practices and refinement of efforts to ensure quality, focus, and productivity in individual programs. Currently, the Student Success Steering Committee, chaired by the VPUE, maintains these efforts and practices. Recent progress is described below.

First Year Learning Communities: Learning communities offer an innovative approach for engaging undergraduate students in the classroom, by purposefully designing a cluster of courses which fosters small group peer learning and faculty connections. Groups of twenty or more students take the same courses together, form relationships with each other and create a small community within a large university setting. UCR offers various learning community models to fit the needs of each of its colleges/schools, and participation grew significantly, from serving 192 students in 2002 to serving over 2,100 students in fall 2008. Actually, when students participating in the Honors Program and the residence halls' Living Learning Communities are included, the count approximates three-quarters of the first year population. For fall 2009, the Athletics Department plans to enroll all first year athletes in the Gateway Learning Community, where they will be among 150 new students in a specific breadth course, be clustered in their smaller writing or composition courses, and have an assigned peer mentor. An Undergraduate Education quasi-experimental evaluation of the impact of the 2006 learning communities on retention showed a three percentage point difference in retention for students participating in Learning Communities when compared to those who did not.[28] Due to the sophisticated and careful evaluation of a specific learning community in CHASS, UCR competed for and was awarded a Fund for the Improvement of Post-Secondary Education (FIPSE) grant in 2008 to double the number of students (225 to 450) in the CHASS Connect program and to implement, in fall 2009, a rigorous experimental evaluation (based on random assignment into the program) of program impact on retention and student success.

First Year Workgroup: The First Year Workgroup is a campuswide collaborative with representation from the university's colleges and schools, UE, University Honors Program, Student Life, the Learning Center, Undergraduate Recruitment, Office of the Registrar, and

---

[28] IRUE, 2007, Evaluation of the Impact of Participation in First Year Learning Communities on Persistence to Sophomore Year.

Housing. It was established in 2006 in response to a recommendation of the SSTF in order to coordinate campuswide initiatives in support of student success. Its mission is "to provide an opportunity for workgroup participants to discuss critical issues, identify best practices and research, develop partnerships, and provide recommendations in support of undergraduate students through their first year at UCR." Recent accomplishments include development of website and printed materials, enhancement of the registration system in 2007 to allow students to register in clustered learning communities, subsequent enhancements in 2009 to support the growth and complexity of learning communities, and the establishment of a council of student advisors. Presentations describing the workgroup functions were given at the First Year Experience National Conference (2009) and the WASC Academic Resource Conference (2009).

Learning Center Reorganization: Upon the strong recommendation of the SSTF, the Learning Center moved from Student Affairs into the UE organizational unit in winter 2007. That summer UE and the Learning Center convened a Reenvisioning Retreat, inviting student, administration, staff, and faculty stakeholders. Based on the retreat outcomes and the goal of better aligning practices with students' academic needs, the Learning Center and UE reengineered the department mission statement, organizational structure, and all twenty staff job descriptions. UE and the department also began intensive assessment of its programs, commencing with Supplemental Instruction. Evaluation of Early Warning, Summer Bridge, and Academic Intervention are all in progress. The Center implemented a student participation tracking system (AccuTrac) in 2007 to generate program data to assist staff in quarterly assessment and refinement. Quarterly program reports are now written for each program, and decisions about support are data driven.

First Year Success Series (FYSS): Coordinated by Student Life, the FYSS is modeled after a program at Bowling Green State University and aims to proactively assist new students in their transition to University life with a focus on out-of-class challenges that have the potential to derail academic success. The FYSS engages professionals and paraprofessionals from Student Affairs units to University Libraries and C&C as facilitators of workshops. Almost one-quarter of the entering 2007 class attended one or more sessions, and participant feedback suggests program success in both providing helpful information to students about navigating the first year and using the support resources available on campus. Participant and partner feedback informed program refinement to include formalizing active linkages to first year learning communities, publicizing programs to new transfer students, mandating participation for students who were unable to attend the summer Bear Facts Highlander Orientation; and bolstering participation incentives.[29] Evaluation of the program is in progress. The FYSS was recognized with a 2007-08 National Association of Student Affairs Administrators First Year Excellence Award.

Academic Enrichment Programs: A number of academic enrichment programs existed before the start of the WASC self-study, but deserve mention here because they complement the new programs developed during the self-study. The University Honors Program encourages well-prepared and highly motivated students to excel in a challenging academic environment. The lower division curriculum provides Honors students with special seminars, civic engagement projects, and courses designed to introduce the challenges and rewards of scholarship and research. Honors plans an enrollment of about 300 freshmen for

---

[29] SARE, 2008, First Year Program Report, 2007-08.

2009-10. The Medical Scholars Program (MSP) is a diverse community of highly motivated and talented students interested in careers in the health sciences, as a practitioner or researcher. To first year students, the program offers advising seminars with faculty, peer mentorship, study groups, and workshops on academic and career planning. MSP plans an enrollment of 35 new freshmen for 2009-10, who will continue with the program throughout their undergraduate training.   Additionally, students who successfully complete their first year of courses in science and technical fields can explore additional support programs, such as the California Teach Science and Mathematics Institute (CaTEACH-SMI), designed to increase the number of highly qualified teachers in science and mathematics in California classrooms, the NSF Research Experience for Undergraduates (REU), Bioengineering Research Institute for Technical Excellence (BRITE) Program in Engineering or Chemistry, and other campus programs.[30]

Academic Intervention Programs: Historically, almost 19% (700+ students) of entering freshmen find themselves in academic difficulty at the end of their first quarter of study.[31] In response, two existing peer mentoring programs in the Learning Center reorganized in 2007-08 to engage a larger number of at-risk students more effectively in the academic life of UCR. One program is for at-risk students who are referred by academic advisors, financial aid counselors, and/or student affairs officers, and another program serves students who self-identify as struggling academically. Currently, UE and the Learning Center are evaluating the impact of the program on retention and student success, and contemplating the use of the early warning approach in the programs. In addition, CHASS, the Dean of Students, Student Life, and the Learning Center collaborated to create a for-credit course, HASS 001, on student transition and meeting faculty expectations for CHASS majors who are on academic probation in their first year. CNAS embedded weekly academic advisor sessions in their first quarter learning community schedules. BCOE created several programs to provide early identification of academic difficulty and deliver student mentor services to at-risk students in the college.

Technology and Active Learning Pedagogy: Recognizing the academic challenges faced by many under-prepared undergraduates, including poor study skills, faculty are proactive in implementing a variety of mechanisms to enhance the student learning experience. Most notable is the move from the traditional lecture style to active learning strategies that encourage student interaction. The campus supports these pedagogies with remodeled flexible classroom settings with movable furniture to create team teaching environments; wrap-around white boards that promote student collaboration in problem solving; and instructional technologies, such as clickers and iLearn software for immediate feedback, and the use of discussion boards, blogs, and wikis. Faculty innovators of active learning strategies are supported by Instructional Innovation & Excellence Grants and recognized through the Scholarship of Teaching seminar series, Innovative Teaching Awards, and Plato's Round Table, which are video vignettes of faculty describing successful active learning methods.

Campus Vitality Movement: Student feedback solicited through the 2004 University of California Undergraduate Experiences Survey (UCUES) revealed that almost one-quarter (24%)

---

[30] See Appendix B (pp B-7 to B-15).
[31] IRUE, 2007, Academic Difficulty for First Quarter Freshmen.

of UCR students were dissatisfied with social life at the campus. The results also showed satisfaction with social life affected students' overall satisfaction with the University.[32] With this information and a strong recommendation from the SSTF, the Division of Student Affairs began a campuswide initiative to address student satisfaction and campus vitality. Focus groups indicated that students had low or no expectations of UCR's campus social environment prior to enrollment; and once enrolled at UCR, students' experiences matched their low expectations. In addition, students generally did not find the greater Riverside area to be student friendly. UCR students yearned for an active athletic program and high profile, large scale social entertainment. Focus groups further revealed that promotion of campuswide events had been marginally effective, students' awareness of campus history and traditions was very limited, and students felt their creativity was often stifled by university bureaucracy.[33] One set of efforts focused on reviving and institutionalizing school spirit and traditions, beginning at Orientation, where students are introduced to campus history and Highlander traditions. They are taught the fight song and alma mater, and are encouraged to wear school colors, campus logos and the UCR tartan. The Bell Tower is lit at night in blue and gold, and the "C" on the hillside above the campus is illuminated with solar lighting. Quarterly spirit-centered celebrations reinforce history, traditions and spirit. Another set of efforts focused on enhancing and envisioning large scale campuswide events. Beginning with the 2006-07's Homecoming Weekend, the Campus Vitality Partners enhanced the existing kick-off event, bonfire, tailgate party and basketball game. A new, large scale outdoor music festival, "HEAT," brought nationally renowned artists to the center of campus in a Los Angeles-style club experience. The event drew 7,000 students in the first year and doubled those numbers in 2008-09. Also, the campus experienced a surge of excitement when both sections of the new Highlander Union Building (the HUB) opened, giving students more places to eat, relax, meet, study and mingle. Creative promotion and marketing to announce events and cultivate Highlander Pride ranges from a dynamic web and print promotion to hanging banners on flag poles, the Bell Tower, other university buildings, construction site fences and campus shuttle buses. Assessments comparing student responses to the 2006 and 2008 UCUES show significant improvement in student satisfaction with their overall social experience at UCR.

> *(e) Assessing and improving academic advising for freshmen*

Professional Academic Advising (PAA) Job Series: Another strong recommendation of the SSTF was to create a system of professional academic advising that would enhance the undergraduate student experience. New PAA job classifications were developed and are the first of their kind in the UC system. The colleges' undergraduate Student Academic Affairs offices worked closely with Human Resources, and the first reclassifications became effective in spring 2007. Academic advisors must meet the minimum educational threshold of a bachelor's degree, and their responsibilities are restricted to academic advising. Their optimal caseload is no more than 300 students per advisor. The PAAs report to the Student Academic Affairs offices in the colleges, not to the department administrative managers. The new job series calls for the advisors to embrace a high degree of competency and professionalism in their interactions with students, staff, and faculty.

---

[32] SARE, 2007, Satisfaction with UCR: Co-curricular Involvement, Spring 2007.
[33] SARE, 2006, Student Life Focus Groups, Spring 2006.

Academic Advising Task Force: To complete the academic advising items recommended by the SSTF and respond to the staffing concerns that surfaced in the implementation stages of the PAA series, the VPUE appointed an Academic Advising Task Force, with representation from the colleges' associate deans, academic advisors, and student affairs managers. External consultants and resources published by the National Academic Advising Association informed their work. The Task Force spent 2007-08 developing their report that includes an academic advising mission statement and corresponding goals, organizational structures that fit each of the colleges and schools, assessment and evaluation models, and recommendations for professional development, recognition of best practice, and training opportunities.

Professional Advising Certificate, Student Data Query System, Timely Placement Results for Entering Students: The professional development of academic advisors is aided by the Professional Academic Advising Certification Course, developed in 2005-06 and taught annually on campus by an advising supervisor. In addition, C&C, in close consultation with a panel of outstanding academic advisors, developed, in 2005-06, a Student Data Query System (SDQS) as part of the Student Advising Information System (SAIS). The SDQS provides faculty advisors and professional academic advisors with a comprehensive report on the progress advisees are making toward their degrees and what they still need to accomplish. In addition, early administration and scoring of both the writing and mathematics placement examinations for entering first year students made it possible for academic advisors to ensure accurate enrollment into English and mathematics courses (or learning communities) during new student orientation, as well as to disseminate information about summer opportunities so students could matriculate in the fall on schedule to graduate in four years.

Refining Campus Review Criteria for Freshman Admission

A third focus of the Undergraduate Theme is refining the campus' comprehensive review criteria for admission of freshmen to improve the success rate of those admitted. This focus includes *defining the characteristics of the students who are a good fit with UCR and establishing ways to contact and attract such students as applicants.* Researchable questions included discovering patterns of student success at UCR that can be used by the Undergraduate Council to refine the criteria used in the comprehensive review of applicants for freshmen admission, and defining the characteristics of those students most likely to succeed at UCR and for whom UCR would be the best UC campus for them to attend.

Comprehensive review, UC's selective admissions process, uses multiple measures of academic achievement and promise, viewed in the context of the opportunities and challenges that the applicant has faced.[34] Systemwide, undergraduate admissions policy falls under the purview of the Academic Senate. At UCR, the Undergraduate Council is responsible for review of existing admission policy and any development of new policy.

UCR's current comprehensive review model was instituted in the 2005-06 admissions cycle. The four academic criteria used in making decisions include high school GPA, scores of

---

[34] 2008-2009 University of California, Riverside General Catalog, p 24.

all SAT and ACT required exams, number of "a-g" courses taken beyond the minimum, and elements of the eligibility in the local context.[35] In addition to these, low family income and first-generation university attendance are considered. The only change to the academic criteria of the campus' comprehensive review model was the systemwide revision of examination requirements and associated weights, which went into effect fall 2006. Recently a new construct, written by the Academic Senate Board of Admissions and Relations with Schools (BOARS), was approved by the UC Academic Council and the Board of Regents to become effective for fall 2012 admissions.[36] Accordingly, UCR's Undergraduate Council scheduled a 2010 review of the comprehensive review model, at which time the Council may revise the campus' admissions requirements, in light of the new admissions eligibility construct.

In anticipation of the new admissions requirements and the greater freedom given to each campus to establish its own particular comprehensive review criteria, Student Affairs and Undergraduate Education conducted a number of empirical studies of the determinants of success at UCR to determine the profile of successful undergraduate students.[37] The results suggest that retention and academic performance are highly linked to academic performance in high school, and the high school GPA in particular. This measure is far more important than scores on standardized tests; in fact, SAT scores, for example, provide little help in predicting retention. Other important determinants of success include participation in co-curricular activities in high school and planning not to work full-time while in college. As the campus moves to update criteria for use in the comprehensive review of admissions files, this information will be utilized to inform admissions decisions and aggressively target students for recruitment.

The colleges are beginning to use the characteristics of successful UCR students to target applicants for personal recruitment efforts. For example the CNAS Dean asked department chairs to contact applicants with high school GPAs at or above 3.4 and SAT I (Verbal and Math) scores at or above 1100. Applicants awarded Regents or UCR scholarships were contacted by phone or e-mail by faculty who congratulated them and invited them to a Scholarship Celebration event on February 28, 2009. Fifty faculty were joined by 120 scholarship awardees for lively and informative conversations at the celebration. Scholarship awardees were also invited to a special reception on April 18, 2009, just prior to the College's Discover Day event; fourteen attended and were joined by twelve faculty.

Also this past spring, CHASS selected a group of 300 applicants to their college with unweighted high school GPAs of 3.5 to 3.7 for targeted telephone contact by faculty. They were invited to a luncheon on campus with faculty and were also contacted by honors students in case they had any additional questions. For evaluation purposes, there was a control group of 300 such students, with whom no special recruitment efforts were made. CHASS achieved a positive difference between the experimental and control groups of +4% (31% accepted admission in the experimental group vs. 27% in the control group). However, the difference may be attenuated, because about half of the students in the experimental group were never contacted because phone numbers were wrong or no one answered. Additional statistical analysis is being conducted.

---

[35] Ibid.
[36] For details, see Appendix B (p B-15).
[37] IRUE, 2006, Determinants of First Year Retention in 2005 and 2006.

Overall, the campus seeks to develop productive relationships with prospective students who are good fits to the campus. Recruitment campaigns consist of eye-catching brochures, individualized MyUCR messages, personalized faculty outreach, faculty and senior administrator participation in recruitment events, intensive campus tours, and, for transfer students, One-Stop Admissions Days in the newly opened Transfer Resource Center.

Graduate Theme
Growing and Improving Graduate and Professional Programs

In its Proposal for (Reaffirmation of) Accreditation the goals and researchable questions for the Graduate Theme include *(a) identifying and promoting best practices in graduate and professional program development and student success, (b) determining the strengths and weaknesses of interdepartmental and interdisciplinary graduate programs relative to departmental, more specialized programs and devising ways of increasing the success of interdepartmental and interdisciplinary graduate programs (c) discovering the best ways in which to expand professional education and programs on the campus, and (d)) developing better strategies for graduate and professional student recruitment.*

Introduction

UCR currently accepts students into 46 graduate programs, most of which offer both Master's and Doctoral degrees. As recently as fall 1997, the number of graduate, biomedical sciences, and credential students at UCR represented 15.3% of the total student population. However, at that time the number of undergraduate students was only 8,381. Six years later, the enrollment of graduate students grew by 33%; however, the undergraduate population swelled by 82% to 15,282.[38] Therefore, despite a healthy increase in graduate students, the proportion of graduate and credential students fell to 11.6%. In recent years, graduate and credential student enrollment increased faster than undergraduate enrollment.[39]   In fall 2006, the percentage was 12.3%, and in fall 2008 it increased to 13.1%, or 2,365 students. Using projections provided by UCR Academic Planning & Budget,[40] the percentage of graduate and credential students again will reach 15% of the total student population by fall 2014. Even without the expected enrollments in the recently approved schools of Medicine and Public Policy, the growth target appears to be very attainable, provided funding for graduate students remains adequate during the current and anticipated difficult budget climate.

Improving Current Programs and Student Success

The current graduate and professional programs are strengthened through a long-standing process of program review. The Graduate Council, with the assistance of the Graduate Division, conducts an external review of each graduate and professional program every seven to ten years. Seventeen reviews were conducted from 2006 to the present, and six more are scheduled to begin in 2009-10.[41] The files for these reviews demonstrate the careful consideration afforded the

---

[38] Due to UC systemwide efforts to accommodate increased numbers of California high school graduates.
[39] See Appendix B, Figures 2 and 3 (pp B-16 to B-17).
[40] See Appendix B, Table 5 (p B-18).
[41] See Appendix B, Table 6 (p B-19).

review process by all involved parties. A sampling of review files will be available during the site visit; others will be provided upon request.

UCR remains committed not only to a large and vibrant graduate community but also to a diverse and successful one. Timely progress through a degree program is one measure of success. During the past three years, Master's students at UCR have required between 1.9 and 2.1 years, on average, to complete their degrees. Doctoral students have required 5.2 years. Both of these are consistent with the normative times to degree expected by UCR graduate programs and with peer institution averages.

Another measure of success is student placement. Graduate program reputations often are based largely on the types of positions taken by graduates, particularly the number of academic positions. UCR does not require that graduates report their employment status, but voluntary surveys provide a useful sample. Over the past three years, academic placements (defined as non-UCR positions, both tenured and untenured such as lecturers and post-doctoral researchers) for College of Humanities, Arts and Social Sciences (CHASS) students have averaged 54% of the sample (159 students reporting). Academic placements for College of Natural and Agricultural Sciences (CNAS) students have averaged 40% of the sample (241 students reporting). Both of these percentages have been trending generally upward during the past ten years. The picture in Bourns College of Engineering (BCOE) is somewhat different. Over the past three years, academic placements in BCOE have averaged 16% of the sample (118 students reporting). However the goal of many BCOE students is a professional engineering position rather than an academic position. These non-academic professional technical positions have averaged 33% of the sample and have been trending upwards over the past five years.

In June 2008, graduate advisers were requested to participate in a brief, open-ended survey "...to assist the campus in developing a set of local 'best practices' in several phases of graduate education." Responses were received from 19 graduate advisers and were compiled into a single list of "best practices," categorized by recruiting enhancements to increase the number of applicants, methods for encouraging enrollment after admission, methods for encouraging degree completion within normative time, milestones for evaluating students, and suggestions for evaluating student outcomes and curriculum.[42] This list was distributed to all graduate advisers with encouragement from the Dean of the Graduate Division to incorporate these practices into their programs.

Improving Interdepartmental Graduate Programs

There are currently eight interdepartmental graduate programs; they present both opportunities and challenges. The primary opportunity is to better link faculty members in traditionally disparate disciplines to provide education and research opportunities for students in emerging interdisciplinary fields. The main challenges are resource availability and control, and faculty ownership and commitment to the program. Because most sources of funding and all faculty hires are departmentally based, interdepartmental programs are disadvantaged relative to departmental programs. An interdepartmental program, that would benefit from a new faculty

---

[42] See Appendix B, Table 7 (p B-20).

line in an area not traditionally served by any department, must persuade a department to prioritize that hire over other hires that are likely better aligned with the departmental mission.

This arrangement constrains the growth and self-determination of interdepartmental programs. Furthermore each faculty member who participates in an interdepartmental program also has a departmental home to which he or she is expected to contribute and which will evaluate his or her file for merit and promotion actions. If a faculty member faces a choice between teaching a new course in an interdepartmental program versus one in the home department, the faculty member may be inclined (or may even be requested by the department chair) to serve the department first. Finally, the availability of the courses in general in an interdepartmental program depends on the willingness of individual departments to offer the courses in the quarters that students in the interdepartmental program need them.

Deans can work, within limits, to strengthen promising interdepartmental programs by allocating available resources in ways that encourage departments to collaborate to produce interdepartmental programs. However, addressing the challenges facing interdepartmental programs ultimately requires changes at the systemwide level that the campus alone cannot implement. Nonetheless, the campus has established a number of successful interdepartmental programs and other interdisciplinary efforts, which bring together faculty and graduate students from a variety of departments. The Biomedical Sciences graduate program began in 1988 and maintains a stable enrollment of between ten and sixteen students. The Environmental Toxicology program also began in 1988 and currently enrolls 24 students. Of the 44 Ph.D. students graduated by this program to date, 42 obtained positions in the field. The Genetics program has 31 students and a strong placement record, as well. Neuroscience has 23 students. Cell, Molecular, and Developmental Biology has 49 students and is the fifth largest graduate program in CNAS. The Bioengineering program is only two years old but already enrolls 24 students. Other successful interdisciplinary efforts include the Edward J. Blakely Center for Sustainable Suburban Development; the Center for Ideas and Society; the Presley Center for Crime and Justice Studies; the Center for Stem Cell Research; and the College of Engineering Center for Environmental Research and Technology. These efforts provide a stimulus for strengthening and expanding interdepartmental graduate programs.

Expanding Graduate and Professional Programs

There are currently 46 graduate programs and a healthy number in the development pipeline.[43] Since the start of the 2005-06 academic year, graduate programs were established in Bioengineering, Ethnic Studies, Religious Studies, and Southeast Asian Studies, and the Music Department added a Ph.D. degree. UCR's Palm Desert Graduate Center initiated programs in Management and in Creative Writing, both extensions of campus-based programs. Conversely, admissions moratoriums were placed on the Plant Biology (Plant Genetics), Microbiology, and Soil & Water Sciences programs; however, the Environmental Sciences program was expanded to accommodate many of these students. Additional new programs are in various stages of the review and approval process.[44]

---

[43] See Appendix B, Table 8 (p B-21).
[44] Ibid.

Two of the more highly anticipated expansions to graduate education at UCR are the recently approved schools of Public Policy and Medicine, although the State's budget crisis (at the time of this writing) has postponed the opening of both schools. The School of Public Policy will address regional, state, and national needs, including immigration, land use and the environment, cultural issues, and health policy. This school will offer both Master's and Ph.D. degrees and was expected to enroll 170 graduate students by approximately 2021. The School of Medicine will improve health care in this medically underserved part of the state, as well as increase the diversity of the physician workforce. The School was projected to open in 2012, although that date is delayed. At maturity it will train 400 M.D. students and 160 Ph.D. students. Once these schools are underway, UCR plans to explore establishing additional programs in nursing, public health, and possibly veterinary medicine. Future schools of Law and Communications also continue to be discussed and explored.

The A. Gary Anderson Graduate School of Management expanded its recruitment efforts for its MBA program, resulting in a doubling of applications over the last two years and a 50% increase in enrollment over that same time period. It also developed a new Executive MBA track, to serve more experienced working managers and professionals, and obtained approval for a Ph.D. program. It has plans for an MBA track targeted at part-time students and a new Master of Accounting program, in response to the recent changes in requirements for the CPA.

The Graduate School of Education established a Masters of Education degree and developed a credential program with an emphasis on training in science, technology, engineering and mathematics (STEM) fields. The STEM focus includes partnerships with the campus Academy of Learning through Partnerships for Higher Achievement (ALPHA) Center, which works with CNAS and with local school districts and schools to improve performance in the fields of science and mathematics. The credential program also cooperates with the California Teach Science Mathematics Institute (CaTEACH-SMI) program, designed to increase the number of highly qualified teachers in science and mathematics in California classrooms. After four years of operation of CaTEACH-SMI at UCR, 88% of students accepting admission to GSOE's credential program for spring or fall 2009 graduated from UCR; 76% of them were from STEM majors, composed equally of science majors and mathematics majors.

Improving Student Recruitment

UCR is known as a national leader in terms of undergraduate diversity and strives for similar achievements in its graduate student population. Overall UCR's graduate student body is significantly more ethnically diverse than the national average, based on data published by the Council of Graduate Schools.[45] Nearly 31% of UCR's domestic graduate students are minorities (African American, Hispanic, Native American, and Asian/Pacific Islander), compared to 22% nationally, with notably large populations of Hispanics and Asians/Pacific Islanders. UCR's overall graduate diversity is slightly below average for UC campuses and only slightly greater than at the "comparison eight" campuses.[46] However under-represented minority (African American, Hispanic, and Native American) enrollment is above average for UC campuses; as of

---

[45] Council of Graduate Schools, 2008. "Data Sources: Enrollment and Degree Trends in Graduate Education, Medicine, and Law." *Communicator* vol. 41 no. 9 (November). http://www.cgsnet.org.
[46] UC Accountability Report 2009, UCOP, Indicator 6.3

2007, URMs comprised over 15% of total domestic graduate enrollment at UCR compared with less than 12% for the entire UC system. Enrollment of women of 48.9% is about average for the UC system, but some programs have notably high percentages: 77% in biomedical sciences, 80% in education, and 28% in historically male engineering.

Within the last few years the Graduate Division increased targeted efforts to recruit underrepresented minorities and improve their success. These efforts were supported by the National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, the U.S. Department of Education, the Howard Hughes Foundation, the California Wellness Foundation, the UC Office of the President, the UCR campus, and private donors.[47] Duties for the Associate Dean for Recruitment and Outreach focus primarily on enhancing graduate student diversity, with special emphasis on science and engineering, where their representation is generally low.

Initial efforts have led to increases in the African-American graduate student population. In 2005-06, 53 African-American students applied for graduate admission, 13 (25%) were admitted and 7 (13%) enrolled. In 2007-08, 89 applied for admission, 28 (31%) were accepted and 23 (26%) enrolled. The increases in both the number and percentage of enrollments are a testament to the efforts of the Graduate Division and individual programs across the campus.

A campuswide diversity summit in spring 2008 generated a number of strategies, two of which are to better utilize UCR's diverse undergraduate population as a pool of potential graduate applicants and to recruit more underrepresented minority faculty members as role models. Recent data on underrepresented minority faculty recruitment suggest this strategy may have a small positive effect on underrepresented graduate student enrollment, but the results remain inconclusive at this time.

Diversity Theme
Learning within a Campus Culture of Diversity

The Diversity Theme is designed to not only showcase the campus' diversity, but to determine the educational benefits and academic excellence gained from its diversity; strengthen long standing practices while strategically developing fresh initiatives; and give forum to new questions, theories, and research possibilities around learning and teaching in a culture that embraces diversity. Beginning with the broad goals written in the original Proposal for (Reaffirmation of) Accreditation,[48] the campus selected five action items for the self-study, which are to: *(a) examine diversity along a wider axis to reflect the reality of the range of diversity at UCR; (b) articulate, measure and evaluate academic success within a diverse undergraduate student body; (c) conduct a review of the campus' diversity programming, develop tools to assess and evaluate effectiveness and, where appropriate, discuss suggestions for improvement; (d) share promising practices across programs and departments with the goal of creating a campuswide diversity learning community; and (e) focus energy and expertise on recruiting and retaining diverse students, staff and faculty, including faculty with experience working with diverse student populations, in all colleges and programs, especially STEM fields.*

---

[47] For more information on these programs, see Appendix B (pp B-7 to B-15).
[48] See Appendix B (p B-22) for the Goals as set forth in the Proposal for (Reaffirmation of) Accreditation.

Introduction

UCR's rich diversity and commitment to student success uniquely positions the university to serve as a model for other campuses, especially as the statewide and national population becomes increasingly diverse. In the last decade, UCR enrolled a larger and increasingly more diverse undergraduate student population and built a significant reputation for being an intensive research university of access, opportunity, and social justice.

As of fall 2008, there were 18,079 students enrolled, of which 15,708 were undergraduate students. Thirty-six percent (36%) of undergraduates are from underrepresented minority groups (African American, Native American, or Chicano/Latino). Moreover, these percentages continue to increase; the 2008 entering freshman class matriculated with 39.6% from underrepresented minority groups, with the single largest minority contingent being Chicano/Latino at 31.2%.[49]

UCR is ranked as the fifth most diverse national research university in the United States.[50] Almost half of the undergraduates will be the first generation in their families to obtain a college degree, as they were reared in families where neither parent earned a two- or four-year degree.[51] Students also come from linguistically diverse households; 46.4% (2,051) learned English and another language simultaneously, and 15.7% (694) of students' first language was not English.[52] Of the 2008 first year cohort, over a quarter come from household incomes of $29,999 and below.[53] Overall, 57% of undergraduates received need based financial aid, and 44% received Pell grants in 2007-08.[54]

Research has found that graduation rates drop systematically as the size of an institution's low-income student population increases. The six year graduation rate for doctoral granting institutions with over 40% of students on federal aid was 48%,[55] while at UCR the six year graduation rate for the entering class of 2002 was 64.3%.[56] The *Chronicle of Higher Education* noted UCR as a campus with the potential to be a model research university that serves to provide access and excellence.[57] The *New York Times* noted: "As the nation grows more racially diverse and seeks to improve degree-completion rates across socioeconomic groups…public research institutions are going to have to follow Riverside's lead and learn to help a wider array of students graduate."[58]

The self-study theme energizes groups of committed faculty, staff, and students to make explicit the implicit campus commitment to diversity. The "mission to expand human knowledge and capacity also holds (the academy) accountable for discovering more productive

---

[49] See Appendix B, Table 2 (p B-3), Figure 1 (p B-4), and Table 4 (p B-6).
[50] *US News and World Report, America's Best Colleges 2009*
[51] UCR, 2008, *Profile of new freshman entering in Fall 2006, 2007, and 2008*, UCR Academic Planning.
[52] Ibid.
[53] Ibid.
[54] 2008 UCR College Portrait, http://collegeportrait.ucr.edu/pdf/ucr_college_portrait.pdf.
[55] U.S. Department of Education's National Center for Education Statistics, 2007, Placing College Graduation Rates in Context.
[56] Institutional Planning, http://apb.ucr.edu/inst_plan/retention/allcolleges2.html Retention and Graduation Rates
[57] Habel, S. (2007, March 23). In California, a public research university succeeds because its low-income students do. *Chronicle for Higher Education*.
[58] *New York Times*, 1999, Beyond Affirmative Action.

approaches to the dialogue itself."[59] This important work requires comprehensive approaches and will remain a constant that is interwoven through every strategic plan or major decision the campus makes. Below is a progress report of the five specific action items selected for the self-study, followed by a most important list of goals that remain to be tackled.

Examine Diversity along a Wider Axis

The campus' diversity can be viewed through multiple dimensions, not only in terms of ethnicity, race, and gender, but also in areas such as religion, socioeconomic background, sexual orientation, disability, and veteran status, to name just a few. UCUES is rich in data that allow examination of diversity well beyond the normal, more aggregate racial, ethnic, and gender categories, to other forms of decent and identification. It also provides parallel data for comparison to other UC campuses and the UC system as a whole.

Race and Ethnicity: There are a variety of patterns of ethnic/racial diversity between undergraduate students among the colleges.[60] For example, Asian/Asian Americans comprise 48.6% of CNAS and 41.0 % of BCOE undergraduates, but only 36.3% of CHASS undergraduates. On the other hand, Chicano/Latinos make up only 23.2% of CNAS and 24.1% of BCOE undergraduates, but 30.4% of CHASS undergraduates.

There is also significant racial/ethnic diversity within each of the common racial/ethnic categories. For example, the 27.8 percent of undergraduates who are Chicano/Latino include 21.9% who are Chicano (Mexican decent) and 5.9% who are Latino (other Latin American countries). There is even greater diversity among the 40.2% of undergraduates who are Asian, with 14% Chinese, 6% Filipino, 5.9% Korean, 5.8% Vietnamese, 3.5% Thai or other Asian, 3.4% East Indian/Pakistani, 1.2% Japanese, and .4% Pacific Islander. Each of these subgroups has unique histories and socioeconomic backgrounds that create a heterogeneous group of individuals.[61]

At the graduate level diversity is much less pervasive. For example, Asian students represent 40.2% of undergraduates, although they make up only 11.7% of graduate students. Similarly, Chicano/Latino students make up 27.8% of undergraduates, while only 8.5% are in graduate programs; African Americans are 7.8% of undergraduates, but only 2.4% of graduate students. In contrast, there are large percentages of White/Caucasian students (34.3%) and International students (29.6%) in graduate programs at UCR.

College Access: UCR's commitment to providing access and opportunities to succeed for underserved populations is apparent when examining high school Academic Performance Index (API) rankings for entering freshman. Each year, California public high schools receive a statewide ranking that ranges from "far below average" to "well above average." UCR's fall 2008 entering freshmen possessed the highest percentage of students from schools that ranked "far below average" of all UC campuses, at roughly 12%. Another 12% entering students came from high schools that were "below average." Thus, combined, close to one-quarter of incoming

---

[59] Chang M.J., D. Witt, J. Jones, and K. Hakuta (Eds.). (2003). *Compelling interest: Examining evidence on racial dynamics in colleges and universities*, Stanford University Press, p. 142.
[60] See Appendix B, Table 2 and Figure 1 (pp B-3 to B-4).
[61] See Appendix B, Table 2 (p B-3).

freshman come from underperforming high schools in California. Of the remainder, 16.1% of students came from high schools ranked as "average," 19% "above average", 28.1% "well above average," and 13.3% from school with no API ranks.

Social Identities and Student Organizations: Students' commitment to celebrating and supporting diversity is evident through their extracurricular involvement in student organizations. As of spring 2009, UCR has 338 registered student organizations, of which 198 (58.6%) were established to support and enhance diversity along various social identities including culture, gender, sexual orientation, disability, religion, language, and political views. Overall, these organizations serve as pillars in four distinct ways. First, some student organizations provide a support network based on students' social identity group/s. These groups include 100 Black Women at UCR, Campus Crusade for Christ, etc. Second, other student organizations serve to share and promote cultural forms of art, history, and language, such as the Karate Club and the Capoeira Club. Third, student organizations serve as allies to individuals of diverse social identity groups, such as Best Buddies for the students with disabilities. Fourth, several student organizations advocate for various social and political ideas, which together reflect the full range of views found on campus.[62]

Religion: The 2008 UCUES asked slightly over one-third (4,956) of UCR undergraduate students the question, "What is your religious/spiritual preference?" Seventy-seven percent (77%) noted a religious affiliation, including 22.1% Roman Catholic, 18.4% traditional Protestant (Baptist, Methodist, Presbyterian, etc.), 10.3% other Christian, 11.6% spiritual but no major religion, 7.3% Buddhist, 1.9% Muslim, 1.6% Hindu, 0.8% Jewish, and 2.9% other religion. Of the remaining responses 18.8% noted that they were not particularly spiritual and 4.2% skipped the question. Interestingly, in the United States, Christianity is noted as the dominant religion consisting of 78.4% of the adult population,[63] whereas at UCR, only 50.8% of students identify with some form of Christianity. These data show the fluidity of religious affiliations when compared to the public.

Sexual Orientation: UCR is recognized as one of the best campuses in the nation for lesbian, gay, bisexual and transgender (LGBT) students by *The Advocate College Guide for LGBT Students*. In 1993, UCR was the first campus in the state to open a staffed LGBT Resource Center and in 1996, was the first California campus to establish an LGBT minor. In 2005, UCR became the first public institution in the nation to offer a gender-neutral housing option to every student, allowing them to choose roommates regardless of biological sex or gender identity.[64] The 2008 UCUES asked students to identify their sexual orientation. Of the 4,956 students who responded to the survey, 84.3% identified as Heterosexual, 7.8% identified as Gay/Lesbian, Bisexual, Queer, Questioning/Unsure, and Other. In addition, 4.7% declined to state, and 3.2% skipped the question. Overall, 95.1% of all respondents were open to reporting their sexual orientation, even if they were questioning or unsure of their orientation at the time.

Disabilities: Almost since its inception, the campus placed a high priority on providing access to the mobility impaired. In the last few decades that commitment extended to

---

[62] Office of Student Life, Coded list of Registered Student Organizations, Spring 2009.
[63] The Pew Forum on Religious and Public Life, http://religions.pewforum.org/reports.
[64] UCR Ranked Top Campus for LGBT Students, http://newsroom.ucr.edu/news_item.html?action=page&id=1389.

accommodate persons with other forms of disability. Currently, Services for Students with Disabilities accommodates 211 students with documented disabilities.[65] Interestingly, almost 42% of the students receiving services are White, followed by 20% Asian/Pacific Islander and 20% Chicano/Latino.

Veteran Status: Most of the 69 veterans currently attending UCR are older/returning students; the majority live locally. Three-quarters (52) are male and one-quarter (17), female. Ethnically, there is no majority, with the highest being 29% Chicano/Latino, 27% White, and 21% Asian/Pacific Islander. In the past, the population was almost exclusively transfer students, although that profile is expected to change under the new Post 9/11 G.I. Bill.

Articulate, Measure, and Evaluate Academic Success within a Diverse Undergraduate Student Body

Typical measurements of academic success are retention and graduation rates. For recent entering freshmen cohorts, the first year retention rate is almost 85%, much higher than the nationwide average of 72.9% for public research/doctoral level institutions.[66] For the class of 2002 UCR's six year graduation rate was 64.3%,[67] compared with a rate of 48% for doctoral granting institutions with over 40% of students on federal aid.[68] Importantly and also a point of pride for UCR, is that retention and graduation rates are relatively equal across ethnicity and gender categories – a sign of our strong commitment to diversity, although a higher percentage of women compared to men complete degrees.[69] UCR's retention of new transfer students is slightly more than 86%, and four year graduation rates are around 78%. Again, retention and graduation rates are relatively equal across ethnicity and gender categories, with a slightly higher percentage of women graduating.[70]

Other measures of success are students' immediate plans after commencement and their aspirations for attaining graduate or professional degrees. Forty-three percent (43%) of graduating seniors reported they were attending graduate and professional schools, 38% working fulltime, and the remaining 19% as other; as compared to UC-wide numbers of 37%, 38% and 25%, respectively.[71] Moreover, 81% graduating UCR seniors report having aspirations of attaining graduate and professional degrees.[72]

There are significant gains or value-added experiences that are enhanced by attending a university with a diverse student population. Research findings indicate that:

---

[65] Overwhelmingly, the type of disability falls into the category that includes psychological/psychiatric disabilities, neurological, Attention Deficit and/or Hyperactivity Disorder, Autism Spectrum Disorders/Asperger's Syndrome, learning disabilities, and chronic health impairments. This is a nationwide trend and may accelerate with the enrollment of Post 9/11 veterans, many of whom will return with acquired brain injuries and psychological disabilities, such as Post Traumatic Stress Disorder.
[66] UC Accountability Report 2009, UCOP, Indicators 1.10 and 1.11.
[67] Institutional Planning, http://apb.ucr.edu/inst_plan/retention/allcolleges2.html Retention and Graduation Rates.
[68] U.S. Department of Education's National Center for Education Statistics. (2007). Placing College Graduation Rates in Context.
[69] IRUE, 2008, Graduation Rate by Ethnicity Report.
[70] IRUE, 2009, Transfer Retention and Graduation Rate by Ethnicity and Gender.
[71] UC Accountability Report 2009, UCOP, Indicator 1.15.
[72] Ibid., Indicator 1.14.

(s)tudents with more experience of diversity show greater relative gains in
critical and active thinking. . .more likely to show evidence of greater
intellectual engagement and academic motivation. . .(and) show greater
relative gains in intellectual and social self-concept…Students who interact
with diverse people and ideas report higher levels of satisfaction with their
collegiate experience. . .greater sense of community. . . (and) greater ability to
understand and appreciate the perspective of groups other than their own.[73]

The work so far suggests this holds true at UCR as well.

Critical Thinking and Various Academic Skills: Nearly 1,500 seniors who participated
in the 2008 UCUES were asked to rank their level of proficiency in key areas when they started
at UCR and then, as seniors. Overall seniors report positive gains in analytical and critical
thinking skills, ability to write clearly and effectively, ability to read and comprehend academic
material, and in their quantitative mathematical and statistical skills. In all of these areas,
students reported significant gains at rates two to three times what they reported as freshmen.[74]

Student Perspectives Surrounding Diversity: These same seniors were also asked to
rank their level of proficiency in areas of diversity. Ninety-four percent (94% or 1,140) of the
seniors rated their ability to appreciate, tolerate and understand racial and ethnic diversity as
good, very good, or excellent. When asked to rate their ability to appreciate cultural and global
diversity, 90.3% of the seniors rated their ability as good, very good, or excellent.

Almost 2,000 students were asked the question, "How often have you gained a deeper
understanding of other perspectives through conversations with fellow students because they
differed from you in the following ways?" The overwhelming majority (85% or more)
responded that their perspectives were affected by peers in each of the social identity groups.

Importantly, a large percentage of students reported shifts in perspectives resulting from
interactions with peers. For example, among those reporting interacting with peers whose
religious beliefs were different, 40.2% reported somewhat often to very often increases in
understanding other perspectives. Gains in perspective at the level of "somewhat often", "often,"
to "very often" were seen for 40.9% of students who reported interacting with peers with
different political opinions, 59.1% of students interacting with peers from a different nationality,
61% of student interacting with peers of a different race/ethnicity, 31.1% of students interacting
with peers of another sexual orientation, and finally 44.4% from peers a different social class.
Overall, the most frequent impact on students gaining a deeper understanding of other
perspectives was seen when they interacted with peers from a different nationality and
racial/ethnic background. Ultimately, students at UCR interrelate and learn from one another
because of the unique differences and diversity in the student population.

---

[73] Milem, J. (2003). The educational benefits of diversity: Evidence from multiple sectors. In M.J. Chang, D. Witt, J.
Jones, and K. Hakuta (Eds.), *Compelling interest: Examining evidence on racial dynamics in colleges and
universities.* (p 142), Stanford: Stanford University Press.
[74] UCUES, 2008, Gains in Academic Skill Comparisons from Freshman to Senior.

Review of Campus Diversity Programming

Throughout 2008-09, the Division of Diversity, Excellence and Equity (DEE) inventoried programs designed to increase the degree to which members of the campus community develop better understandings of the many dimensions of diversity represented at UCR. A descriptive baseline was developed, as well as a directory of existing programs and practices. DEE focused mainly on support for faculty, staff, and graduate students; Student Affairs and UCR's colleges and schools oversee the undergraduate diversity programs. Recent efforts and new programs are described below.

Diversity Education Leadership Initiative (DELI) Council: In 2008, the DELI Council was established to build capacity in staff, faculty, and administrators in order that they may work more effectively with the diverse populations on campus and in the region. Council membership consists of individuals with campuswide responsibilities for advancing diversity as part of a larger work portfolio.[75] Its three major action items represent critical steps in building institutional capacity supporting diversity. First, a *web-based clearinghouse* of diversity resources was developed in collaboration with the University Libraries' staff to support UCR's diversity and education efforts. Second, a sub-committee drafted an *assessment tool*[76] with rubrics and learning outcomes to measure the success of the DELI programs, and eventually the success of diversity programs more generally across the campus. Third, the Council created a *communication strategy* to increase awareness of UCR's support system. Brochures describing campus diversity services were published and distributed across the campus in winter 2009. To reach beyond the campus, three media relations seminars taught faculty and staff how to write stories highlighting UCR's diversity for the media.

Diversity Certificate Program: Supervisors and staff participated in a pilot training program, funded by DEE and a grant from the UC Office of the President, and co-sponsored by Human Resources and University Extension. The six-month certificate program included workshops, discussion groups, outside reading, and capstone projects that developed diversity resources for UCR units and trainers. Preliminary findings from spring 2009 evaluations indicate the program was useful, and suggestions for improvement will be incorporated.

Diversity Risk Management Task Force: This campuswide group establishes multicultural competencies in senior management and staff through training and professional development activities, and assesses effectiveness of diversity training in compliance areas.

Share Promising Practices across Programs and Departments

Sharing best and promising practices strengthens diversity efforts across the campus community. Student Affairs has a strong network of services and organizations to support undergraduates, whereas faculty and graduate student services are not as developed. Studies are being conducted to help identify and rectify issues and concerns.

---

[75] Diversity Education and Leadership Initiative – Assessment and Evaluation Committee, 2009, UCR Diversity Education and Leadership Initiative Metrics Proposal to Implement the DELI Scorecard.
[76] Ibid.

Graduate Student Surveys: The GSOE administered a survey to its graduate students in the spring 2008 asking for feedback regarding the quality of the student experience within the GSOE, including the overall student climate, access to research opportunities, the quality of advising and mentoring, and relationships between peers. These assessments were instructive and instrumental in helping GSOE leaders identify areas where further improvement is needed. Key recommendations that emerged from these assessments – many of which the GSOE already is implementing – are to promote a broader exchange of ideas and diverse intellectual perspectives among faculty; form an external advisory board to work with the GSOE on strengthening ties with the community and to identify crucial educational needs within the region; create mentoring programs for the four new URM junior faculty members who recently joined the GSOE; hire senior faculty members of color in the near term; and assess the extent to which concerns about diversity issues are felt by a broad range of graduate students. In response to the fifth recommendation, UCR's Survey Research Center was commissioned to conduct a focused survey of currently enrolled doctoral and masters students in the GSOE.[77] A majority of students responded positively about their experiences. The survey found few differences between genders in the survey. The attitudes and perceptions of Anglo and Latino students (which make up more than 70 percent of the student population) were more positive than students of other ethnicities. Also, in spring 2009, the DEE conducted interviews with African-American and Asian-American graduate students who claimed they were unclear about the graduate school process and what was expected of them, and that they needed more access to their advisors and dissertation committee members.

Exploring Ethnic/Racial Myths: The role of standard ethnic/racial myths on a diverse campus is being explored through focus group sessions. Preliminary findings of sessions conducted by DEE show that some students may be using the diversity at UCR to create a more fluid racial identity, which in turn helps them step outside their comfort zone to gain more from their college experience than they would otherwise. Vietnamese and Black[78] student interviews yielded strategies for success, including identity adaptation and coping mechanisms. These two ethnic/racial groups are associated with a specific minority myth theory; Vietnamese students make up a substantial percentage of the Asian/Asian American ethnic group and African Americans are highlighted in theories which posit them in opposition to Asian/Asian Americans (oppositional culture theory). The next phase will include Chicano and Latino students.

Recruitment and Retention of Diverse Faculty, Staff, and Students and Faculty Experienced in Teaching Diverse Student Populations

Although UCR probably has a more diverse faculty, staff and student population than most research universities in the nation, the campus still places emphasis on developing and institutionalizing ways to increase the underrepresented populations, especially in CNAS, BCOE and GSOE. However, recruiting faculty, staff, and students to the campus is only a part of the diversity and excellence equation; supporting the success of those faculty, staff, and students is the larger commitment in UCR's diversity effort.

---

[77] Hanneman, 2009, Reponses to Student Satisfaction Survey for GSOE.
[78] Including African immigrant students.

Faculty

Increasing the diversity of faculty continues to be an important priority for UCR. Diverse faculty members, including majority members with successful experience in teaching diverse populations, provide role models for the undergraduate and graduate students. However, the intellectual factors that a diverse faculty bring to a campus are also extremely stimulating and important. Based on responses from individual faculty and focus groups, in 2004, the Chancellor established two half-time (.5 FTE) faculty/administrative positions. One was for an Associate Vice Chancellor for Diversity, Excellence and Equity (AVCDEE), and another for an Associate Vice Provost for Faculty Diversity and Equity (AVPFDE) to focus on faculty hiring and oversee the work of the Office of Faculty and Staff Affirmative Action (OFSAA). The Academic Senate is finalizing a faculty survey, to be administered in fall 2009, containing several questions designed to determine faculty attitudes about diversity and climate issues. DEE plans to interview faculty identified as "culturally sensitive" to collect best practices, which will be shared in the Scholarship of Teaching seminar series. Other recent efforts that produced several important resources are described below.

Faculty Search Committee Training and Handbook/Toolkit: Beginning in 2007, the OFSAA and AVPFDE facilitated training for faculty search committee members and administrators that provides critical information about diversity and recruitment, including the role of availability pools in benchmarking, the campus' affirmative action goals, permissible interview questions, and the imperative to inform everyone in the department, including graduate students. A web-based Faculty Search Toolkit, piloted in fall 2007 and fully implemented in fall 2008, provides accessible resources to increase diversity of applicant pools, ensures candidates are treated fairly, and clarifies campus obligations and goals with respect to diversity.

Grants, Recognition, and Professional Activities: If the budget is provided, the DEE will award grant funding to assist faculty in merit and promotion activities; the call for proposals was issued in spring 2009 for allocation in fall 2009. Awards honoring faculty who mentor diverse students are presented annually (since 2008) through DEE, and research funds to support studies of the impact of teaching diverse students were made available to faculty during spring 2009. There is also a pilot program where child care expenses are provided, to enable junior faculty, especially women, to attend and present research results at conferences to stay on-track for tenure.

Systemwide Program Materials: The *Family Friendly Policies* brochure encourages use of programs and policies launched in spring 2008. The *Spousal Employment Opportunities* brochure informs potential faculty hires about spousal opportunities; successful hire of a spouse is often critical to the hiring of an underrepresented minority or woman.

Partnership for Adaptation, Implementation and Dissemination (PAID-NSF): A National Science Foundation grant provides diversity leadership training for department chairs to develop an understanding of and skills to promote an inclusive departmental environment, handle conflicts, and retain diverse faculty. Since fall 2007, the project has included two off-campus retreats and three on-campus workshops for department chairs in the STEM fields.

Survival and Leadership Skills in Academe (SALSA): Established in 2007, SALSA provides a year-long educational program for new faculty and postdoctoral students to help them establish a viable research foundation and social network on and off campus. Each chooses a faculty mentor, hones skills in writing grant proposals, and is expected to demonstrate ethical behavior in dealing with diversity among colleagues and graduate students. The program is sponsored by the Vice Chancellor for Research with the AVCDEE participating.

Staff

Most UCR staff are recruited locally, which means they have the potential to reflect the diversity of the region. However, while UCR does have diversity in some areas, such as clerical and administrative assistants, grounds and custodial, the campus strives to reflect California's diversity at all staffing levels on the campus. To develop and institutionalize procedures, the AVCDEE and OFSAA worked closely with Human Resources (HR) and associated offices to develop comprehensive approaches to hiring and retraining a diverse staff.

On-line Staff Search Handbook and Toolkit: This Toolkit, piloted in winter 2009, enables the OFSAA and HR to monitor affirmative action and diversity benchmarks in the hiring process. Regular trainings are conducted for employees overseeing staff and faculty searches to ensure compliance policies and any procedural changes are understood.

Affirmative Action Applicant Reports: BCOE, AGSM, CHASS and CNAS are four units involved in a pilot program where statistical reports of interview pools and utilization analyses are being provided to departments involved in searches. If underutilization issues arise, units are required to consult with OFSAA before proceeding to candidate interviews.

Staff Climate Steering Committee: The Committee was established to assess the quantitative and qualitative results of the 2007 Staff Climate Survey[79] and to develop and execute an action plan. Based on the review of the data involving diversity hiring and climate issues, focus groups were conducted with faculty and staff. The current committee is reviewing information from the new staff hiring survey, as well as data from recent exit interviews conducted by an external contractor. The committee reports to the Chancellor annually.

Professional Development and Training Programs: Components on diversity competency and conflict resolution were added to the long-standing unit supervisor training program in spring 2009, with the goal of building leadership capacity to handle diverse students, staff and faculty. Chief Financial Administrative Officer and Management Services Officer training workshops were introduced in fall 2008. Program evaluations for 2008-09 show that participants benefit from the program and the interaction they have with colleagues around diversity issues. "Emerging Leaders," a 2008 HR program designed for people who want to become supervisors and leaders, incorporates a component about managing diversity in the workplace. The first cohort just completed the training and evaluations are being reviewed.

---

[79] 2007 Staff Climate Survey Results

Graduate Students and Postdoctoral Scholars

Both the UC[80] and UCR offer a variety of programs for graduate students and postdoctoral scholars, although ensuring that these opportunities are communicated and participation encouraged often poses a problem. Efforts coordinated by the Graduate Division, AVPFDE, and college/school deans increased the number of UCR applicants for the UC Presidential Postdoctoral Program. The campus also increased the number of invitations to postdoctoral scholars to join UCR's faculty. The UCR Postdoctoral Fellowship is designed to support underrepresented minorities in the STEM disciplines; to date, two fellows of color have received these Chancellorial funds. In fall 2007, DEE and the Graduate Division held a summit to discuss the state of diversity initiatives and success in the Graduate Division, as well as strategies to recruit and retain graduate students. Traditionally the campus has been successful in recruiting international students, especially in the STEM fields; recently it has become successful in recruiting domestic students of color.[81] In spring 2009, Academic Personnel and AVPFDE asked for clarification by the Academic Senate, Graduate Division and Labor Relations regarding maternity and family leave policies and benefits for doctoral and postdoctoral scholars.

Long Term Inclusion Goals

Diversity and inclusion must, by definition, be achieved across the entire institution. The campus is strongly committed[82] and the transformative themes of learning, diversity, and excellence are interwoven through each category in the current strategic planning process.[83] Institutional goals to which the campus aspires are to:

- Establish a culture of evidence around diversity in the broadest sense and familiarize the campus community with learning outcomes and benefits; determine the degree to which involvement with diversity in the campus populations and curricula contributes to understanding of differences and ability to achieve broad success in a diverse environment; research, articulate, and measure the value-added aspect of attending or working on a campus like UCR.

- Institutionalize best practices; incorporate ways of encouraging cultural sensitivity in the teaching and learning process; understand the acculturation process of entering undergraduates, beginning graduate students, junior faculty, and new staff members, with whatever diverse dimensions they bring to the campus community.

- Develop theories and practices for measuring student, faculty, staff, and institutional success; demonstrate that diversity serves as a pathway to excellence for individuals/groups.

- Develop as a national model to help guide other research universities in how best to leverage diversity and excellence; determine the degree to which experience with and understanding of diversity enhances the educational and employment outcomes of students.

- Develop as a model for underrepresented minority and women undergraduate and graduate student success, especially in the STEM fields.

---

[80] www.ucop/diversity.edu.
[81] For more details, see Graduate Theme, above (pp 20-24).
[82] See Appendix A, Item (2) (p A-7).
[83] See Appendix A, Item (12) (pp A-19 to A-21).

> **Section 3. An Analysis of the Effectiveness of the Program Review Process**
>
> Institutions should analyze the effectiveness of the program review process, including its emphasis on the achievement of the program's learning outcome. It is expected that the process will be sufficiently implanted for the institution and the team to sample current program review reports (self-studies and external review reports) to assess the impact of the program review process and alignment with the institution's quality improvement efforts and academic planning and budgeting.

The Academic Senate Committee on Educational Policy (CEP) is the committee charged with conducting undergraduate program reviews. However, the reviews are done in partnership with the VPUE. Packets of recent reviews – including self studies, external review reports, and findings and recommendations – will be made available in the team room during the site visit.

Formal undergraduate program review is relatively new to UCR. Since approval of the review procedures by the Senate in 2006, the CEP instituted some changes in structure and requirements. Arguably the most important of these is to formally incorporate assessment of learning outcomes into the review procedures; this was accomplished in November 2008. Departments undergoing review are now required to submit the learning outcomes associated with their majors, the assessment measures they use to evaluate whether these outcomes are being achieved, assessment results, and efforts such as curricular reforms undertaken to "close the loop" on this process. This review requirement guarantees that learning outcomes assessment at the departmental level will be effective.[84] The CEP will undertake a self-study of the effectiveness of the review process during the 2009-10 academic year and report the results to the Academic Senate.

Undergraduate program reviews resulted in specific changes. For example, in the review of life sciences undergraduate programs, the student survey revealed that undergraduate advising had several shortcomings, the most pressing of these being long waits for advising help. This finding accelerated the reorganization of advising from a multi-departmental based structure to a college based advising center with greater numbers of advisers and faster service.[85] The review of life sciences also launched a major reorganization of the life sciences undergraduate programs that is still underway. Changes under discussion include the creation of a pre-major, the formation of interdepartmental majors, the dissolution of under-enrolled majors, and modernization of curricula.

In general, undergraduate program reviews result in addressing curricular issues, such as course sequencing and the need to update or expand course offerings. The reviews frequently result in a recommendation to hire additional staff or faculty, and improve building or laboratory space. When appropriate, the CEP recommends to the EVC/P specific actions by the administration, based on the results of the review.

The Graduate Council and Graduate Division oversee an external review of each graduate program every seven to ten years. The process has resulted in strengthening and expanding

---

[84] For details on the revisions of Committee on Educational Policy procedures that require explicit attention to learning outcomes and assessment, see Appendix B (pp B-23 to B-24).
[85] See discussion in Section 2, Undergraduate Theme (pp 17-18).

promising programs, closing enrollment for programs with significant problems, discontinuing a few programs, and improving good and excellent programs.[86]

Changes were implemented recently to improve the effectiveness of the review process and to enhance diversity within graduate programs. These changes include a revised and shortened faculty survey (15 questions rather than 44) that is now conducted online, and a similarly revised and shortened online survey for current and former graduate students. Two graduate programs, currently undergoing external review, used the new surveys, which generated a participation rate for each program of around 75%, substantially greater than the typical 30% participation rate with the old survey. In addition, the results of the revised questionnaire are better formatted for the external reviewers. Accordingly, the reviewers now receive a much more representative survey of the graduate program under review and come to campus more knowledgeable about the program and how it perceives its own strengths and weaknesses. Thus, review team's efforts are more focused on issues that can contribute to strengthening the program. The Graduate Council and Graduate Division also revised the questions provided to the review team for consideration during the review, including directing the review team to examine the efforts the program is undertaking to increase its diversity.

In addition, the Graduate Dean, the dean of the college and the EVC/P are establishing a mid-term review of graduate programs to evaluate the progress made in meeting the findings and recommendations of the Graduate Council. Since the typical time between program reviews is seven to ten years, a program would be reviewed in year three or four to assess its progress.

A future consideration is to better link the results of program reviews with resource allocations, particularly in situations where a review identifies a critical need in a program. While senior administrators – deans and the EVC/P – play an important role in the process of undergraduate and graduate program review at UCR – e.g., meeting with the external review team and receiving the program review materials, including the self study, external team report, and findings and recommendations – the link between program review results and decisions regarding resource allocations should be strengthened. The campus understands that WASC intends to adopt new, best practice standards for program reviews which include recommendations on the link between program review results and resource allocation decisions. The campus eagerly awaits the dissemination of that document, and intends to act on the recommendations at that time.

Section 4. Further Development of Student Success Efforts

Based on the findings of the institution and the team at the CPR review, the institution will be expected to further its analysis of student success, deepening its analysis of its own and comparative data of graduation and retention rates, year to year attrition, campus climate surveys, etc.

Student success is discussed in detail as a special theme in Section 2,[87] and in Appendix A.[88] Analyses of student success are also found in Section 5, on the following page.

---

[86] Further information is found in Section 2, Graduate Theme (pp 20-21).
[87] See the Undergraduate Theme (pp 8-20) and Graduate Theme (pp 20 to 21).
[88] See Appendix A, Item (4) (pp A-8 to A-11) and Item (11) (p A-18).

Section 5. An Updated Data Portfolio

An updated data portfolio and supporting evidence, expanded to include elements relevant to the EER, including a plan, methods, and schedule for assessment of learning outcomes beyond the Educational Effectiveness Review. Building on the Data Portfolio developed for the Capacity and Preparatory Review, the institution should present additional evidence and exhibits that support its analysis of Educational Effectiveness and student learning. The institution should provide an updated version of the Summary Data Form, Inventory of Educational Effectiveness Indicators, and the Inventory of Concurrent Accreditation, as well as listing current assessment activities, such as the one originally submitted as part of the CPR Review. In addition, the institution might include selected results of assessment studies, results of any summative learning measures deemed important by the institution (e.g., pass rates for licensure examinations, capstone courses, etc.), surveys of graduates and current students, and employer feedback on former student performance. Institutions should comment on a summary of the data analysis and expectations for improvement, including milestone targets, for specific groups of learners as reflected in graduation and retention outcomes.

UCR prepared this EER Report by following the Institutional Presentation Requirements of WASC, which include specific files for the updated Data Portfolio, Summary Data Form, Inventory of Educational Effectiveness Indicators, and the Inventory of Concurrent Accreditation.[89] Analyses of graduation and retention outcomes are discussed in response to the CPR Team Report,[90] as are special efforts to put information into the hands of decision-makers and/or those who are in a position to act on the data.[91] Other analyses are discussed below.

Culture of Evidence

As the campus relies more and more on a culture of evidence approach to decision making, the generation and analysis of data become key. Comprehensive learning outcomes and assessment methods were developed for undergraduate majors in the College of Humanities, Arts and Social Sciences and the College of Natural and Agricultural Sciences; they include multi-year assessment plans for the majors. The information is stored in the On-line Assessment Tracking System (OATS), to which the WASC Visiting Team will be provided complete access. The multi-year assessment plans ensure future assessment of learning outcomes; they involve a cycle of five years or less to assess all learning outcomes specific to a program. Assessment of learning outcomes will also be assured by the undergraduate program review process. Assessment results are required for each undergraduate program when it undergoes periodic programmatic review by the Academic Senate Committee on Educational Policy, assuring that the results will be reviewed and recommendations for action made.[92] Finally, a sustainability plan for learning outcomes assessment will be prepared before fall 2009 by the EVC/P, the

---

[89] The requirements specify five electronic files for the EER Report. A table of contents listing all files and all documents contained in each file is found in File 1. An electronic version of the essays (main) portion of this EER Report is found in File 2. The Summary Data Form is found in File 3. The updated Data Portfolio, including the updated Inventory of Educational Effectiveness Indicators (Table 7.1) [including OATS Report 2008-09] and an updated Concurrent Accreditation listing (Table 8.1) is found in File 4. Appendix A (Detailed Responses to Preparatory Review Concerns of the WASC Visiting Team of March 2008), Appendix B (Supplemental Information for the EER Report), and Appendix C (Addressing the Revised Criteria for Review (CFRs), Revised Guidelines, and the New Requirements in the Institutional Review Process), and recent audits and management letters are found in File 5.

[90] See Appendix A, Item (4) (pp A-8 to A-11).

[91] See Appendix A, Item (11) (p A-18).

[92] See Appendix A, Item (5) (pp A-12 to A-13) and Appendix B (pp B-23 to B-24).

deans, the VPUE, and the Academic Senate, establishing a procedure by which departments and programs are held to their multi-year plans for assessment.

UCR recently developed a College Portrait,[93] modeled on current national standards and format, for ease in comparing it with other colleges and universities. UCR's Portrait includes value-added measures of learning and personal growth through experiences in a diverse research university, taken from the 2006 UCUES. Highlights include 96% of students reporting they made class presentations and 41% reporting they assisted faculty with research or a creative activity; 95% reporting raising their standards for acceptable effort due to the high standards of a faculty member; 82% reporting satisfaction with their overall academic experience; and two-thirds of the students reported gaining a deeper understanding of other perspectives through conversations with students of a different nationality, race or ethnicity. Comparing freshman and senior year cohorts, there were significant increases in the percentage of students reporting as excellent or very good their analytical/critical thinking skills, understanding of international perspectives, leadership skills, interpersonal skills, and self awareness and ability to understand.

UCR is the only UC campus to participate in the Collegiate Learning Assessment (CLA) project, a survey that provides a summative measure of the strong value added in a student's higher order skills as a result of studying at a college or university. In the initial study the assessment was based on a comparison of freshmen (in fall 2005) and seniors (in spring 2006). The cohort of freshmen was also assessed near the end of its sophomore year (spring 2007). The results of that administration of the CLA demonstrate a growth over time in the higher order skills of these students. This year the campus tested the same freshmen as seniors (spring 2009), to extend the cohort assessment of value added. If results are available from CLA by the time of the site visit, they will be provided.

Specific Data Analyses

Data analyses are central to many UCR projects. Below are brief discussions of select studies conducted recently to inform the development, adjustment, and/or funding priority of programs and practices. Comprehensive reports and other resources are found on the Institutional Research in Undergraduate Education website: http://irue.ucr.edu/.

First Year Learning Communities (FYLC): An analysis of FYLC programs in 2006-07 showed that participants had more contact with faculty during office hours, reported higher levels of effort and engagement with their coursework, were more aware of and more likely to use academic resources, and were more likely to be engaged with campus activities outside of class. Also, separate evaluations of FYLC in fall 2006 and in fall 2007, compared entering freshmen who participated in a learning community to non-participants in the same cohort. This quasi-experimental analysis shows that participation in a learning community increases participant's first year retention rate by three percentage points on average. Results across colleges were used to establish best practices, expand programs, and foster experimentation.

---

[93] 2008 UCR College Portrait, http://collegeportrait.ucr.edu/pdf/ucr_college_portrait.pdf.

Supplemental Instruction (SI): The fall 2006 SI evaluations compare the grades of those who participated in SI with the grades of non-participants. Assessment utilized a voluntary take-up approach and revealed a positive and statistically significant impact on course grades. Analysis indicates that participation in SI increases overall course grade by roughly one-third of a grade point, and in some cases, a whole grade point. Importantly, this average effect also persisted in the 2007-08 evaluations. The resulting data were used to enhance program processes, delivery of instruction, and overall construct of the program. Support for certain courses was canceled because of low participation or no measurable impact on grades. On the other hand, because of the positive outcomes in the mathematics and science courses, SI was embedded into the schedules of First Year Learning Communities in both CNAS and BCOE. Also, SI is utilized as an intervention strategy in the Early Warning program and is included in the CCRAA-HSI STEM Pathways grant activities to support upper division gateway courses into the major.

Predicted Probabilities Retention Model: A study of the determinants of first year persistence, conducted on the UCR fall 2006 entering freshman cohort, suggested both academic and non-academic factors are significantly related to first year retention. Possessing a good high school GPA, living on campus during freshman year, and having one's financial aid need met are all important and robust determinants of student retention. Involvement in high school clubs or organizations and being attracted to UCR because its graduates enter top graduate institutions are also positive determinants of student retention. Planning to work full-time while at UCR negatively affects retention. Moreover, a detailed analysis of the observed characteristics of entering freshmen indicated about one-third of the observed decline in retention rate between 2005 and 2006 can be attributed to a decline in the high school GPA of entering students. A predicted probabilities model, developed from the analysis, can predict student retention rate and academic performance based on characteristic variables. The model assisted Undergraduate Admissions with their limited use of special admission for fall 2007 applicants who did not meet UC admissions requirements. It was also used by CHASS in targeting students to accept their admission bid to UCR for fall 2009.[94] The model will also help to better place students into their first mathematics course upon matriculation, and will be used to determine participants in a pilot Intensive Writing Program for English Composition fall 2009.

Student Survey Briefs: Produced jointly by UE and Student Affairs, the Student Survey Briefs are informational pamphlets that address important campus issues and concerns, especially with respect to freshmen and transfer students. Data are gleaned from the University of California Undergraduate Experience Survey (UCUES), the Cooperative Institutional Research Program (CIRP) and other campus surveys. The Briefs address such issues as part-time employment of students, class attendance and study time, the adjustment of different student groups to UCR, transfer student success, and scholarly engagement.

Mathematics Advisory Examination (MAE): The MAE, created and validated by a consortium of UC mathematics professors, is the testing instrument used by UCR to place entering students into appropriate university mathematics courses. The precalculus placements and subsequent grades in mathematics courses were thoroughly evaluated by UE in 2007-08. Analyses showed that the MAE cut-off scores should be revised; too many students were being

---

[94] For more discussion, see Section 2, Undergraduate Theme (pp 18-19).

placed in mathematics courses they were not adequately prepared to pass. Additionally, an analysis was conducted to differentiate between a student's placement into precalculus or intermediate algebra; thus identifying, prior to matriculation, students with mathematics deficiencies and requiring them to take a community college intermediate algebra course as a prerequisite to Math 8A (Introduction to Mathematics for the Sciences). Moreover, the Mathematics Department decided, on the basis of findings from the various analyses, to administer a Second Assessment Examination during the first full week of instruction to identify students who might be in danger of performing poorly in the course and for whom intervention with appropriate academic support services for assistance might be necessary.

In fall 2008, a Mathematics Task Force, with cross-campus representation, was formed to find remedies for the high rate of failure in the precalculus courses. More discriminating analyses of the MAE and student performance in subsequent courses were conducted in 2008-09, including the utility of using factors other than MAE score for placing students in mathematics courses and the success rate of students in different mathematics course sequences. Studies were extended to include results from the UCUES instrument, to identify any relationship between student performance and hours of study, commuting status, etc. Using performance in the second quarter calculus course, Math 9B, as the measure of success or failure, preliminary analyses indicate that students starting in Math 8A had a higher failure rate than those starting in Math 5, Precalculus. Recent analyses of the grades received by students who entered using the amended MAE cutoff scores mandated for fall 2008 indicate that D and F rates declined significantly as a result of better placement. By fall 2009 the Mathematics Task Force will complete its final report of findings and recommendations for the VPUE and the Mathematics Department to review and act upon.

Summer Bridge: The evaluation of the 2008 Summer Bridge program proved surprising, as preliminary results of the retention analysis indicate moderate to no impact of the program on student retention, for either the Mathematics 5 cohort or the English 4 cohort. Moreover, preliminary analyses revealed that English 4 Summer Bridge students may perform more poorly in subsequent English composition courses. The Learning Center and UE are currently discussing these results and considering possible changes for summer 2010.

University of California Undergraduate Experience Survey (UCUES): Student Affairs conducted a number of studies and analyses of student characteristics, using UCUES data, to serve as a baseline for future studies, so that, over time, changes in the student body can be tracked and documented. The baseline data are also helpful in assessing the need for specific services and programs and in evaluating the effects of possible intervention strategies and approaches. A fall 2008 study of adjustment to college for students who were the first in their generation to attend college found no difference in degree of adjustment from students who were not first in their generation to attend. Students, in general, found academic adjustment a greater challenge than interpersonal or personal adjustment. Data indicated that academic adjustment was easier for Black/African American, White/Caucasian, and male students; and more difficult for Asian American, Chicano/Latino, and female students. Personal adjustment was easiest for Black/African and male students. Reported parental involvement was also assessed. A higher percentage of female students reported that their parents inquired about academic progress than did male students; 82% of Black/African American students reported their parents inquired about

their academic progress, whereas only 48% of Asian American students reported such parental inquiries. Responses regarding co-curricular involvement showed strong correlations with satisfaction with the overall social experience at UCR, satisfaction with the overall academic experience at UCR, and a feeling that the student belonged at UCR. However, satisfaction with the UCR's academic experience varied by ethnic group.[95] Asian undergraduates were the least satisfied with both the social and academic environment, in spite of the fact that they constitute the largest ethnic or racial percentage of the undergraduate population (over 40%). As follow-up to this finding, further study, including stratification of responses by subgroups of Asian students, is underway. The overall report was shared with the directors of the Student Affairs cultural program offices.

Cooperative Institutional Research Program (CIRP): The 2006 survey of almost 2,300 UCR freshmen compared the goals and the expectations of different racial and ethnic groups. With respect to goals, African American freshmen were the racial/ethnic group most interested in a wide variety of activities, including helping to promote racial understanding. Chicano freshmen were also a group strongly interested in helping to promote racial understanding. Latino freshman were most interested in improving their understanding of other countries and cultures, becoming a community leader, and influencing social values. Asian American freshmen were most interested in becoming successful in their own business. Caucasian students, composing 14.6% of the freshman student body, were the group least interested in participating in a community action program, helping to promote racial understanding, becoming involved in programs to clean up the environment, being well off financially, becoming successful in their own business, or having administrative responsibility for the work of others.[96]

Time to Degree: UE has just embarked on a preliminary analysis of the determinants of time to degree at UCR. Results suggest enormous variation across department and program majors, perhaps related to differences in course availability, the structured nature of the major, or the tendency among some students in a specific major to add a second major. Further analysis is planned to inform establishing appropriate policies, based on empirical findings, that lower time to degree.

Improved Retention: The campus aspires to recreate the experience of UC Santa Barbara, which about ten years ago improved its retention rate by four to five percentage points. Analyses using UC Statfinder[97] data and interviews with UC Santa Barbara administrators suggest that both academic support programs for freshmen and improved quality of the students admitted played a role in the increase in retention.

---

[95] SARE, 2008, Family Support and First Generation College Students' Adjustment to College - Fall 2008.
[96] SARE, 2006, Entering Student's Diversity Profile.
[97] Statfinder is a compilation of campus-level data available for analysis by UC institutional researchers.

Section 6. An Integrative Component

All Educational Effectiveness Reports are expected to include an Integrative Component in which the institution synthesizes and integrates the discrete elements of its Educational Effectiveness Self-Review and the impact of the entire sequential accreditation review process. For most institutions, this will take the form of an integrative chapter. Some institutions may choose to provide integrative comments and reflections throughout their presentation. Whichever model is used, the institution should move beyond the separate topics for review, and ask: Were there common themes or issues that emerged? What was learned from the internal review process, and what major recommendations emerged? Were the goals and outcomes established in the Proposal achieved? What will be the next steps taken to address the major recommendations of the internal review process, and how will momentum be sustained?

The impact of the accreditation process on UCR has become clearer as the campus enters the final stages of its Educational Effectiveness Review. In addition to the various accomplishments associated with each of the three themes, the process – and especially the integration of the themes – has yielded a clearer vision of what UCR is and where it wants to be. The self-study has provided the campus many insights, but arguably the most important is the value of a culture of evidence approach to decision making. There is great value in setting out goals, taking stock of the resources and organizational structure required to meet them, and then regularly exploring the extent to which those goals are achieved. The campus has accomplished a great deal in this reaccreditation cycle, but realizes that there is important work to be done. This integrative essay covers what we have learned and accomplished, and concludes with a summary of recommendations, or rather "next steps," in the development of the three themes and in building an evidence-based approach to decision making at UCR.

The three special themes selected more than four years ago by the campus for its reaccreditation process remained central to the planning and activities of the campus, in spite of the turnover of the Chancellor, Executive Vice Chancellor/Provost, three deans, and the VPUE/Accreditation Liaison Officer, as well as major turnover of membership on Academic Senate and administrative committees. Each theme represents a process by which key questions and goals were addressed, promising new areas of study are discovered, and further work is planned. The Undergraduate Theme: Improving Undergraduate Student Engagement, Experience, and Learning Outcomes; the Graduate Theme: Growing and Improving Graduate and Professional Programs; and the Diversity Theme: Learning within a Campus Culture of Diversity will remain campus concerns, regardless of the outcome of the current budgetary crisis.

The goals of the Undergraduate Theme were met most completely, and in large part because of the coherent vision set out for the student engagement component of this theme by the Student Success Task Force, in addition to the gentle prodding of WASC regarding the establishment of learning outcomes and assessment. UCR's first year experience programs are attracting attention not only within the UC system but also nationally, as witnessed by the recent receipt of a U.S. Department of Education Fund for the Improvement of Post Secondary Education (FIPSE) grant to double the capacity of the CHASS Connect first year program and to conduct an experimentally-based evaluation of its impact. With regard to learning outcomes, virtually every department on campus established outcomes and assessment measures for their undergraduate majors. The campus developed a new approach to breadth (general education)

requirements for undergraduates, in response to a broadly perceived need, and will pilot the program in 2009-10. Comprehensive studies of the characteristics of successful undergraduate students are being used to identify and recruit those students most likely to do well at UCR.

The goals of the Graduate Theme were met to a significant extent. New programs at the graduate and professional level were developed, although the schools of Public Policy and Medicine are currently on hold because of the State's budget crisis. Best practice methods for assuring graduate student success were established and disseminated to graduate program chairs. Graduate student enrollment increased in recent years, such that the percentage of graduate students among the student body is growing. In addition, progress was made in increasing the diversity of the graduate student population.

The goals of the Diversity Theme were met to the least extent, due largely to the complexity of the issues and the lack of models or mechanisms to address them. However, significant progress was made. Measures of student success across ethnicity and gender were generated and analyzed. Baseline data were collected with respect to diversity, and programs targeting diversity issues were inventoried and evaluated. New diversity programs were developed to build capacity in students, faculty, and staff to better understand and work more effectively with diverse populations on campus and in the region. Significant advances were made in measures to attract and retain a more diverse faculty, staff, and graduate student population, to mirror the campus diversity at the undergraduate level.

In thinking about common themes or issues that emerged from this work, it is striking how the combination enriched campus identity, sense of worth, and future aspirations. The vision that emerges from these three themes is an institution that excels at both undergraduate and graduate education, and does so in the midst of great student diversity. As the campus strives for membership in the Association of American Universities and grows its graduate programs, it is clear UCR will continue to value its historical commitment to undergraduate education. The campus is a leader in the study of student learning and engagement in a university of vast diversity, not only in underrepresented minorities, but also in socio-economic levels and first generation students. It serves as a pilot in this regard, adding to best practice and marking the way so that other research universities may follow as they, too, become more diverse in the future.

Beyond the work on the special themes, the larger sequential accreditation review process impressed upon the campus community the value of an evidence-based approach to decision making, from the "macro" level of the campus as a whole to the "micro" level of academic departments and administrative units. At the forefront of this effort is the need to firmly establish campus mission and goals. UCR's comprehensive strategic planning process was given special impetus with Chancellor Timothy White's arrival on campus in July 2008. Moreover, strategic planning[98] has become a critical activity systemwide under the leadership of Mark Yudof, who became President of the University of California in June 2008. The following seven subcommittees were recommended to carry out the planning process on campus: Academic Breadth; Campus Community; Campus Infrastructure; Campus Engagement; The Undergraduate Experience; Research and Graduate Education; and Resources, Budget Planning, and

---

[98] See Section 7 (pp 46-47).

Management. Based on additional consultation, EVC/P Dallas Rabenstein – who assumed this position in February of 2009 – is making modest adjustments to the names and charges of these groups; there will most likely be a total of eight. The Academic Senate recently was requested to provide nominees to serve in this endeavor to ensure proper shared governance between the faculty and administration in UCR's strategic planning efforts. The campus is confident there will be an end product of these deliberations, as Chancellor White is scheduled to present UCR's strategic plan to The UC Regents in March 2010.

At the department level, the campus devoted extensive effort in developing learning outcomes and assessment processes for undergraduate majors. Multi-year assessment plans exist for most majors in the two largest colleges where independent accreditation agencies do not already require them. Assessment processes will be fully implemented during the 2009-10 academic year, and sustainability will be ensured through an Academic Senate requirement that assessment results be incorporated into the program review process, in addition to administrative monitoring. This exercise proved to be a transformative experience for the faculty, involving them in the process of defining what they expect of students, how they measure whether students are achieving these expectations, and altering the curriculum or teaching methods in response to the assessment results. The rich diversity of academic fields at UCR is reflected in the variety of learning outcomes and approaches to assessment developed by the faculty. Graduate programs are expected to adopt formal learning outcomes and assessment measures in the next two years. Resource allocation decisions of the deans are expected to rely more and more heavily on the results of program evaluation, and related questions will generate more data collection and analyses.

The campus also invoked an evidence-based approach to strengthen various programs, most notably those designed to improve student engagement, and especially the first year experience of undergraduates. Evaluation results led to significant revisions in many first year academic support programs, most of which are new to campus and some of which are innovations recognized at the national level. Key among these are the learning communities, supplemental instruction, intrusive advising, and student orientation programs.

Although the campus made enormous strides in addressing the three themes and in forming the building blocks for a culture of evidence on campus, there is much work yet to be done. All constituents are convinced, however, that this work will continue by virtue of having embedded these efforts into the basic functioning of the campus. Continuing progress on the various themes was institutionalized through the appointment of key individuals such as the Vice Provost for Undergraduate Education and the Associate Vice Chancellor for Diversity, Excellence and Equity; by enlisting the efforts of the larger campus community in the work of the themes (e.g., a Student Success Steering Committee, the Academic Senate Committee on Educational Policy and the Campus Vitality Movement); by involving faculty in utilizing learning outcomes and assessment; by assigning key campus leaders with oversight responsibility (e.g., the associate deans are charged with the reorganization and professionalization of academic advising); and by changing procedures (e.g., program review guidelines) to include goals delineated in the themes.

The commitment to a culture of evidence is growing and also becoming part of the institutional structure. Commitment to strategic planning and the establishment of learning

outcomes at the department level is unwavering, yielding clarity about the goals the campus wishes to achieve. A systematic approach is being taken in the design of a Management Data System, which will make data more consistent and widely available for informed decision making by both administrative and academic units alike. The Institutional Research Coordinating Group shares across units the design of studies, collection of data and interpretation of results. The campus community is increasingly reliant on survey data – from the University of California Undergraduate Experiences Survey, for example, or a new five-year-out alumni survey – to better understand the needs of UCR students and to better devise ways of meeting those needs. And the campus increased its capacity to engage in data analysis through the hiring of institutional researchers, as well as utilizing current graduate students and faculty expertise in empirical analysis. These are only a few of the ways in which the accreditation process has informed the work of the campus.

While the "next steps" in this process, both regarding the themes and building an evidence-based approach to decision making, are not set in stone, they are established. The next steps for each of the individual themes, and for interaction between the themes, are clear. For the Undergraduate Theme, research will firmly document the link between overall student academic achievement and diversity. The evaluation of first year experience programs will be broadened, and a deeper analysis of the determinants of student success as measured by graduation rates and time to degree will be produced. Departments will implement cycles of learning outcomes assessment to reevaluate their curricula. The Academic Senate General Education Advisory Committee will work toward implementing the pilot breadth requirement concentrations.

The Graduate Dean will continue to explore strategies for diversifying the graduate student population. The Graduate Dean and the EVC/P will continue to explore ways of initiating the two new professional school proposals (Public Policy and Medicine) within the current budget environment. The Graduate Dean will continue to improve the experience and training of graduate students as teachers.

For the Diversity Theme, major research questions will be studied, such as the degree to which diversity enhances learning, and if so, how; whether approaches to one element of diversity, such as ethnicity or gender, may be generalized to other elements of diversity, such as sexual orientation or disability. A survey of faculty will be conducted that includes diversity questions. The Chancellor and Executive Vice Chancellor/Provost approved establishing a Diversity and Equity Council, to enhance institutional capacity to conduct diversity activities and to analyze the impact of those activities across the campus. It will add benchmarks to the campus 2005-06 Framework for Diversity. It will implement the Diversity Education and Leadership Initiative, which will provide all faculty, staff, administrators and student leaders with education and training in support of diversity. It will also oversee the effectiveness of the Diversity Certificate Program and the implementation of campus and UC policies focusing on diversity.

There are a number of crucial next steps in developing a culture of evidence in decision making. Campus goals will be integrated with department and administrative unit goals. Learning outcomes and assessment loops will establish a basis for curricular changes and improvement of student learning. Decision makers will be provided better information, based on

broader, more consistent and more current sources of data, so they are able to make wiser decisions. This includes developing data bases and processing systems that deliver this information quickly and intelligibly.

As a result of progress achieved in the self-study, the campus has a better sense of its identity, a better understanding of its uniqueness, and clearer directions in which to continue to grow and develop. It views the coming years with enthusiasm and anticipation, mixed with the challenge of balancing improvement and excellence with the disastrous budget conditions.

Section 7. Response to the Capacity and Preparatory Review Recommendations.

The WASC Visiting Team made four major recommendations and eleven other or related recommendations after its Capacity and Preparatory Review. A detailed response to each of the recommendations is found in Appendix A. Brief summaries of responses to the four main recommendations are set forth below.

Major Recommendation 1. Strategic Planning: There is a need for the inclusive and comprehensive strategic planning process that has already begun. This planning process should build on the quality planning that led to the proposal for the medical school and should incorporate the ways that this new initiative will complement existing programs (Team CPR Report, p 24).

In the period since the WASC team visited UCR in March 2008, strategic planning crystallized as an important priority for UCR and for the University of California as a whole. At the systemwide level, Mark Yudof became President of the University in July 2008. He requested that all ten Chancellors provide the Board of Regents' Committee on Educational Policy with a comprehensive presentation of the strategic plan for their respective campus. The purpose of such presentations is to provide the members of the Board with information about each campus that will allow for more informed discussion in subsequent deliberations by the Regents. Chancellor White is scheduled to present UCR's strategic plan at the March 2010 meeting of the UC Board of Regents. Each campus is required to present an update on a two-year cycle, so Chancellor White is scheduled to present UCR's update in 2012.

Chancellor White is committed to a transparent and participatory strategic planning process. In October 2008, he and the EVC/Provost hosted a one-and-a-half day Strategic Planning Retreat at the Palm Desert Graduate Center. The retreat included a group of over three-dozen stakeholders from across the campus, including deans, vice chancellors, vice provosts, Academic Senate leaders, program directors and student body presidents (undergraduate and graduate). Key planning principles were developed following a review of the results of previous planning efforts.

Subsequent meetings in December 2008 and January 2009 led to the establishment of the following seven planning subcommittees, each with a defined area of focus that will be part of the strategic plan: (1) Academic Breadth, (2) Campus Community, (3) Campus Infrastructure,

(4) Community Engagement, (5) The Undergraduate Experience, (6) Research and Graduate Education, and (7) Resources, Budget Planning, and Management.

UCR's strategic planning efforts are being managed by Dallas Rabenstein, who became EVC/P in February 2009. UCR's timeline is to have an outline of the strategic plan by October/November 2009 and a well-developed draft by February 2010 that incorporates input from a campus vetting process, followed by the March 2010 presentation to the Board of Regents and the completion of the strategic plan by the end of Spring Quarter 2010.

> *Major Recommendation 2. Student Learning and Assessment: The time between now and the Educational Effectiveness review is critical in developing student learning outcomes and educating faculty about "best practices" in assessing learning. Most programs will have to show that they are engaging in assessment and the team will expect to see that a number of departments are assessing student learning and making informed judgments based on that information. The institution must move beyond the planning stage with regards to assessment to the implementation phase (Team CPR Report, p. 24).*

The campus made extensive progress in developing and implementing student learning outcomes and assessment; details are provided Section 2 of this Report.[99] Student learning outcomes, assessment methods, and multi-year assessment plans were developed for almost all of the undergraduate majors in the College of Humanities, Arts and Social Sciences and in the College of Natural and Agricultural Sciences. This information is stored in the On-line Assessment Tracking System (OATS), and live access to it will be provided during the site visit. However, attached in the data tables and inventories file is the static version of the 2008-09 OATS Report.[100]

> *Major Recommendation 3. Diversity: The team urges the University to continue to support efforts to diversify the faculty and monitor the hiring of faculty in all disciplines and at all ranks. The team further recommends that the University set benchmarks for achieving a faculty that more closely reflects the student body both in terms of ethnicity and gender. The University should be able to demonstrate concrete steps being undertaken to achieve the goals that have been set (Team CPR Report, pp 24-25).*

As benchmarks, the University uses data on national availability for each discipline, obtained from the National Opinion Research Center and based on data collected in the National Science Foundation Survey of Earned Doctorates. The diversity of the faculty should broadly reflect the availability of people with Ph.D. degrees in a given field.

UCR is making steady progress toward achieving correspondence between the faculty hired and these availability pools. The Science, Technology, Engineering, and Mathematics (STEM) and the social science fields present the greatest challenge in achieving diversity, although UCR made significant progress in increasing faculty diversity in these fields. Since the position of Associate Vice Provost for Faculty Equity and Diversity was created in 2005, the

---

[99] See Undergraduate Theme (pp 4-7).
[100] See File 4 of the electronic version of the EER Report.

proportion of women faculty rose campuswide, particularly in STEM fields, and the proportion of under-represented minority (URM) faculty increased modestly in the College of Natural and Agricultural Sciences (CNAS). There was an increase in the proportion of tenured URM faculty and a decrease in the proportion of untenured URM faculty in CHASS, but both proportions were above availability.[101] The number of women in STEM and social sciences fields rose between 2006 and 2008, particularly in the life and physical sciences.[102]

UCR is now leading the other southern California UC campuses in the number of non-tenured women and tenured URM faculty in STEM and social sciences; in addition, in a single year UCR moved from sixth place in the proportion of URM faculty among the ten campuses to third.[103]

The campus is taking steps to ensure that its progress continues, including education of search committees and other faculty and administrators associated with the recruitment process; sponsorship of speaker series and other campus activities that raise the profile of faculty diversity; support of the UC Presidential Postdoctoral Program; and participation in inter-campus efforts such as the "Leading Through Diversity" program for the five southern California UC campuses.[104]

> *Major Recommendation 4. Expanding Graduate Programs:* *To ensure success of the goal to expand graduate and professional programs, the team recommends that the University carefully align expectations with an analysis of current resources and explore supplemental funding. The team recommends setting fundraising goals, providing support to meet those goals and ensuring that the campus continues to grow its advancement activity. Finally, the team recommends that the goals set by advancement closely reflect the goals being identified through the strategic planning process (Team CPR Report, p 25).*

It is UCR's ambition to increase the number of and size of its graduate programs.   In the nascent stages of implementation are a School of Medicine and School of Public Policy. Chancellor White presented these proposals to UC's Board of Regents in July 2008 and September 2008, respectively, and the Regents approved both proposals. UCR also obtained the concurrence of the California Postsecondary Education Commission for the Medical School and Public Policy School proposals. However, the initial start-up funding from the State of California for the School of Medicine is in limbo given the ongoing (and worsening) budget crisis in California, and this will delay the goal of enrolling students in the School of Medicine by 2012. UCR has secured a $10 million commitment from the Kaiser Foundation for the Medical School, but this is contingent on State matching funds. The School of Public Policy is also on hold in light of California's fiscal crisis.

A new Ph.D. degree and Executive M.B.A. track in the A. Gary Anderson Graduate School of Management were approved recently, as were an M.S./Ph.D. program in Materials

---

[101] See Appendix A, Figures 14-27 (pp A-25 to A-32).
[102] See Appendix A, Table 2 (p A-33).
[103] See Appendix A, Tables 3 to 5 (p A-34).
[104] See Section 2, Diversity Theme (pp 32-33) for further discussion of efforts to diversify the faculty. For detailed charts and tables regarding faculty diversity, see Appendix A, Item (14) (pp A-24 to A-34).

Science & Engineering and a joint Ph.D. program in Evolutionary Biology with San Diego State University. Proposals for a Fully-Employed M.B.A. track and a Ph.D. degree in Women's Studies are anticipated.

The size of the graduate population at UCR has grown significantly in the past ten years. The total number of graduate students has increased from 1,480 in fall 1999 to 2,365 in fall 2008, an increase of 60%. Similarly, UCR has also experienced significant growth in graduate degrees conferred over the past decade (with the above enrollment figures suggesting that additional growth may be expected). The number of Master's degrees (M.A., M.S., M.B.A., and M.Ed.) awarded at UCR grew from 229 in 1997-98 to 371 in 2007-08 (62% increase), and the number of Doctorate degrees awarded increased from 123 in 1997-98 to 224 in 2007-08 (82% increase).   In order to maintain this growth it is essential that graduate support be earmarked as a priority of University development and advancement.

Toward that end, the Graduate Division and the Graduate Dean are working to create stronger ties with the Development Office.   Already a great deal of planning is being done by the Development Office on behalf of the new School of Medicine.   The School of Public Policy also creates a good development opportunity, as its curriculum will address many needs specific to the Inland Empire of Southern California. Research and Graduate Education is one of the seven major topics in the current strategic planning process. Its scope includes focus on research, graduate education, and programs and will include a review of existing graduate programs.

[End of Required Essays]

List of Acronyms

AACSB	Association to Advance Collegiate Schools of Business
AGSM	A. Gary Anderson Graduate School of Management
ALPHA Center	Academy of Learning through Partnerships for Higher Achievement Center
AVCDEE	Associate Vice Chancellor for Diversity, Excellence and Equity
AVPFDE	Associate Vice Provost for Faculty Diversity and Equity
AWPE	Analytical Writing Placement Examination
BCOE	Bourns College of Engineering
BOARS	[Academic Senate] Board Of Admissions And Relations with Schools
BRITE	[NSF-REU] Bioengineering Research Institute for Technical Excellence
C&C	Computing and Communications
CaTEACH-SMI	California Teach Science and Mathematics Institute
CCRAA-HSI	College Cost Reduction and Access Act-Hispanic Serving Institution
CEP	[Academic Senate] Committee on Educational Policy
CHASS	College of Humanities, Arts and Social Sciences
CIRP	Cooperative Institutional Research Program
CNAS	College of Natural and Agricultural Sciences
CVC	Campus Vitality Committee
DEE	[Division of] Diversity, Excellence, and Equity
DELI	Diversity Education Leadership Initiative
EER	Educational Effectiveness Review
ELWR	Entry Level Writing Requirement
EVC/P	Executive Vice Chancellor and Provost
FYLC	First Year Learning Communities
FYSS	First Year Success Series
GSOE	Graduate School Of Education
HR	Human Resources
HUB	Highlander Union Building
IRCG	Institutional Research Coordinating Group
IRUE	Institutional Research in Undergraduate Education
MAE	Mathematic Advisory Examination
MBA	Masters of Business Administration
MSP	Medical Scholars Program
OFSAA	Office of Faculty and Staff Affirmative Action
PAA	Professional Academic Advising
RCC	Riverside Community College
REU	[National Science Foundation] Research Experience for Undergraduates
SA	Division of Student Affairs
SAIS	Student Advising Information System
SALSA	Survival and Leadership Skills in Academe
SARE	Student Affairs Research and Evaluation
SDQS	Student Data Query System
SI	Supplemental Instruction
SSSC	Student Success Steering Committee
SSTF	Student Success Task Force
STEM	Science, Technology, Engineering, and Mathematics
TA	Teaching Assistant
UCR	University of California, Riverside
UCUES	University of California Undergraduate Experiences Survey
UE	[Office of] Undergraduate Education
VPUE	Vice Provost for Undergraduate Education