

October 3, 2017

This cover letter accompanies a draft of our campus' WASC institutional report, prepared as a self-study in advance of a regularly schedule reaccreditation visit in the fall of 2018. A conscious effort was made to include a variety of perspectives and voices to ensure the story of UCR came through clearly, but this work is not done. To allow this important document to benefit from a variety of perspectives and discussion it is being circulated for comment at this time. The document will be revised in light of those comments.

The process for reaccreditation by the Western Association of Schools and Colleges, Senior Commission- generally abbreviated to WASC- is detailed in the 2013 Handbook of Accreditation, which can be found online at <https://www.wscuc.org/content/2013-handbook-accreditation> (where pages 27-34 provide guidance specifically on the institutional report). This draft of UCR's institutional report has been developed over the last several months, with a reaccreditation workgroup taking the lead, as detailed at: http://wasc.ucr.edu/timeline_reaccre.html.

All comments are welcome but a few questions might guide you as you read this document:

- Are there areas of accomplishment that you (either individually or as part of some group) are particularly proud of? How are those successes part of the overall story of the campus?
- Are there areas of weakness or concern that you (either individually or as part of some group) think are important to share with those outside campus? It is often better to be direct when confronting shortcomings. How might these weaknesses be best discussed in this document?
- Are there places where you think the report is not accurate or where important details are left out? Where did it get things wrong and what should it say instead?

In developing comments you are encouraged to be as specific as possible, citing paragraph numbers from the draft (i.e.: #112) where appropriate and providing documentation to support your point(s). (The current self-study makes extensive use of hyperlinks so online resources or other documents can, likewise, be included in a revised draft.)

You may send your comments to alo@ucr.edu by November 6, 2017. Questions about accreditation, submitting comments or other technical details can be addressed to Gary Coyne, at gary.coyne@ucr.edu.

Sincerely,

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Excellence, Access, and Equity:

*University of California Riverside's Institutional Report to the Western
Association and Schools and Colleges University Commission*

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List of Commonly Used Abbreviations

| | |
|-------|--|
| AACSB | Association to Advance College Business Schools |
| AAMC | Association of American Medical Colleges |
| ABET | Accreditation Board for Engineering and Technology |
| ACS | American Chemical Society |
| ALEKS | Assessment and Learning in Knowledge Spaces |
| APA | American Psychological Association |
| APLU | Association of Public and Land-grant Universities |
| ARC | Academic Resource Center |
| ARPE | Annual Research Progress Evaluation |
| BCOE | Bourns College of Engineering |
| CEP | Committee on Education Policy |
| CHASS | College of Humanities, Arts, and Social Sciences |
| CIS | Center for Ideas and Society |
| CNAS | College of Natural and Agricultural Sciences |
| CTC | California Commission on Teacher Credentialing |
| DUCK | Diagnostic of Undergraduate Chemistry Knowledge |
| GE | General Education |
| GSOE | Graduate School of Education |
| IDP | Individual Development Plan |
| ILTI | Innovative Learning Technology Initiative |
| IR | Institutional Research; Office of Institutional Research |
| LACE | Longitudinal Ambulatory Care Experience |
| LCME | Liaison Committee on Medical Education |
| MAAPS | Monitoring Advising Analytics to Promote Student Success |
| MRB1 | Multidisciplinary Research Building |
| NACE | National Association of Colleges and Employers |
| NASP | National Association of School Psychologists |
| NSF | National Science Foundation |
| PCRS | Physician Competency Reference Set |
| PRBS | Pre-business (undergraduate major) |
| SOBA | School of Business Administration |
| SOM | School of Medicine |
| SPP | School of Public Policy |
| STEM | Science, Technology, Engineering and Math |
| UCOP | University of California, Office of the President |
| UIA | University Innovations Alliance |
| USAP | University Student Aid Program |

Introduction (CFR 1.1, 1.4, 1.5)

1. The University of California, Riverside (UCR) approaches this reaccreditation review just as it reaches an inflection point: after several years of ‘steady state’ operations following recovery from the great recession the campus has, more recently, experienced infusions of new people, launched new programs and reimagined key business processes. While the campus has seen success in the terms it laid out for itself in the previous strategic plan —[UCR 2020](#)— the time to engage in a new round of visioning and finding a new equilibrium is drawing near. This WASC institutional review has given us the opportunity for self-reflection, renewal, and rededication. We find ourselves ready to tackle the issues of reappraisal and self-examination. Any new plan must take into account the features that define UCR: high, and increasing, levels of student success; sustained commitments to delivering the highest quality education at the graduate and undergraduate levels; gains in faculty numbers and research productivity; new ways of doing business that acknowledge the current reality of state support; and a lived commitment to respect for inclusiveness.
2. Since the WASC commission last reaffirmed UCR's accreditation in 2010, the campus has seen enrollment increase by about 1,500 at the undergraduate level and 600 at the graduate level. The undergraduate student body is diverse, has seen expanded access to high impact programs (such as first-year learning communities) and are increasingly likely to graduate in four years. At the graduate level, we have initiated professional programs in Medicine and Public Policy specifically planned to benefit inland Southern California. UCR educates a large number of first-generation, URM, and Pell Grant recipients, and we feel that we do a great deal to improve the lives of a great number of Californians. Indeed, UCR frequently places highly (top 10-25 nationally) on ranking like the [Social Mobility Index](#) that emphasize the extent to which earning a degree from a particular institution improves students' social and economic standing. UCR's educating these particular students does as much to enhance the richness of California as the work of any number of more elite institutions might. At the same time, UCR remains committed to innovative teaching as a way of challenging students and engaging them more directly.
3. Since our last WASC visit, assessments and learning outcomes have continued to be a central focus of undergraduate education. The momentum has continued since an interim report focused on assessment in 2015. At the graduate level, the Graduate Division is rolling out plans to link assessment to long-standing annual review processes of graduate students; in the professional schools assessment practices are linked to disciplinary and professional associations. By extending our attention to assessment, we now have a focus on student achievement that is richer and more specific than we have ever known. Program review processes have been strengthened—especially at the undergraduate

level—by investments in new staff in the Academic Senate and by a renewed campus commitment to increase the frequency of reviews. In addition, a number of student-centered initiatives are developing in a way strongly informed by analysis of data on student success, including a proposal to build additional instructional facilities in a new Student Success Center.

4. UCR has also seen growth in faculty and gains in research productivity. UCR is in the midst of a push to recruit 300 new ladder rank faculty; the campus has grown from about 650 in 2010 to about 800 in 2016 with plans for additional growth. The total number of contract and grants awarded has grown to well over \$139 million in 2016.
5. UCR has also reexamined its business practices, taking steps to align these processes with key campus goals and launching a capital campaign. UCR has implemented an [incentive-based budget model](#) that promotes growth, encourages cost reduction and aligns resources with priorities of increasing access to higher education for underserved populations and maintaining high academic standards. In 2016, UCR embarked on the public phase of its first comprehensive campaign, “Living the Promise: The Campaign for UC Riverside,” with a goal of raising \$300 million by 2020. UCR is already more than halfway to its goal. A strong comprehensive campaign will make UCR better able to contribute to the future of California.
6. As we rise to these challenges, we see inclusiveness as an integral part of the experience for everyone at UCR. At every level, the inclusion of members of underrepresented groups affects what we do, and recent initiatives at the campus level aim to increase diversity. Successes in this area mean that we have a remarkably diverse undergraduate student body, and this makes a difference to everything we do. As we increase diversity among graduate students and faculty, moreover, the prime concerns of the university will shift in ways we anticipate with enthusiasm. There are already encouraging signs in this regard: over the last two years the number of historically under-represented minorities among faculty new recruits has increased doubled (to 23%) and there are now almost as many women as men among these same new recruits.
7. We are committed to improving our national status by expanding our research profile, extending our commitment to underrepresented student groups, and exploring new models for the classroom experience, especially for undergraduates. As this report unfolds, the importance of excellence and equity in research and teaching will become obvious. With a world-class faculty matched with enviable student diversity, UCR is uniquely poised to challenge the status quo. For now, we can say: UCR is a campus on the move.

8. In the report that follows we have taken some liberty in arranging WASC's components into our chapters; we think this makes our story clearer. This Introductory chapter also contains the component on Compliance with Standards, because that informed the writing process. Degree Programs and Educational Quality have been combined into our first chapter because both speak so directly to our educational mission. Student Success, Quality Assurance and Sustainability stand alone as chapters two through four, respectively. Having woven our story throughout, we opt not to address the optional component of an Institutional Specific Theme. Our conclusion then, naturally, ends the report. The report contains many hyperlinks; some provide important information that could not be accommodated in the report while others simply provide more general context. Throughout there are graphs and statistics that make the extent of our achievements clear. We emphasize our campus expansion of inclusiveness and teaching innovation. Those areas will help us to achieve new heights of excellence. Throughout the report, we also note where we see our deficiencies, and we are ready to face the challenges there and to refocus our energies in creating the model university of the twenty-first century.

| | Undergraduate | | Graduate | |
|--------------------------------|---------------|---------------|----------|--------------|
| | 2006 | 2016 | 2006 | 2016 |
| Enrollment | 14,792 | 19,799 | 2,083 | 3,122 |
| CHASS | 63.6% | 46.1% | 31.5% | 24.9% |
| CNAS | 27.9% | 28.8% | 35.6% | 25.9% |
| BCOE | 8.5% | 13.1% | 13.5% | 25.1% |
| SOBA (and Pre-business majors) | - | 12.1% | 5.6% | 8.3% |
| GSOE | - | - | 14.4% | 7.9% |
| SOM | - | - | - | 6.6% |
| PPBL | - | - | - | 1.4% |
| Men | 47.8% | 46.3% | 51.3% | 54.9% |
| Women | 52.2% | 53.7% | 48.7% | 45.1% |
| Native American | 0.3% | 0.3% | 0.6% | 0.2% |
| Asian | 41.7% | 34.2% | 11.0% | 10.1% |
| Black/African American | 7.1% | 3.6% | 1.8% | 2.4% |
| Chicano/Latino | 25.1% | 40.8% | 9.8% | 15.0% |
| White | 18.6% | 12.0% | 35.7% | 31.5% |
| Domestic Unknown /Other | 5.8% | 6.7% | 13.6% | 10.4% |
| International | 1.5% | 2.5% | 27.5% | 30.4% |
| First Generation | 48.5% | 57.9% | 11.5% | 11.7% |

Source: Office of Evaluation and Assessment, with Institutional Research data

Campus Overview (CFR 3.6, 3.7, 3.8, 3.9, 3.10)

9. The University of California, Riverside is one of ten campuses of the University of California, all governed by the Board of Regents. UCR currently enrolls about 20,000 undergraduates and 3,000 graduate and professional students. The campus employs about 800 ladder rank faculty, about 300 other instructional faculty and more than 5,000 staff members.
10. The campus is organized into seven colleges. Two of these—[The College of Arts Humanities and Social Sciences](#) and [The College of Natural and Agricultural Sciences](#)—house the disciplines traditionally grouped together in the arts and letters; these two colleges account for about 75% of undergraduate enrollments and about 50% of graduate enrollments. Two additional colleges, [The Bourns College of Engineering](#) and [The School of Business Administration](#), offer both undergraduate and graduate degrees. [The Graduate School of Education](#) and, more recently, the [School of Public Policy](#) and the [School of Medicine](#) are focused at the graduate level. Each college is headed by a Dean.
11. The campus is led by [Chancellor](#) Kim A. Wilcox and, at the time of writing, Interim [Provost and Executive Vice Chancellor](#) Cynthia K. Larive. The campus administration is overseen by five Vice Chancellors ([Business and Administrative Services](#), [Planning and Budget](#), [Research and Economic Development](#), [Student Affairs and University Advancement](#)); the Provost's Office also oversees a number of departments ([Academic Personnel](#), [Information Technology Systems](#), [Administrative Resolution](#), [Undergraduate Education](#), [Palm Desert Center](#), [International Affairs](#), [Institutional Research](#)).
12. The University of California system is proud of its strong tradition of shared governance. UCR's [Academic Senate](#), through its many [committees](#), is responsible for determining academic policy, setting conditions for admission of students and conferral of degrees, authorizing and supervising curricula and courses and advising on faculty appointments, promotions and budgets.

Compliance with Standards (CFR 1.8)

13. The Office of Undergraduate Education, with the Vice Provost for Undergraduate Education (VPUE) as the campus' Accreditation Liaison Officer (ALO), facilitated the process of writing this report. The VPUE, together with the Director of Evaluation and Assessment and specially appointed Faculty Reaccreditation Director, assembled a group of about twenty faculty and administrators from across the campus who met in late 2016. At this meeting, we held the first conversations about how to best tell the campus story in the Institutional Report. This group produced a short document highlighting that conversation. From there a reaccreditation workgroup of faculty, staff

and administrators (with some overlap with the previous group), was formed to execute a first draft of this review. This group was selected because of its deep and wide-ranging institutional knowledge. In addition, various members met with other groups and constituencies on campus better to understand the issues at hand (see [membership of UCR's WASC Reaccreditation Workgroup](#)).

14. Running parallel to this writing process was the self-assessment involved in the WASC Criteria for Review, involving about twenty-five key personnel across campus. This largely took place through a survey, although in some cases a single set of responses reflected the consensus of a committee or other group. The reaccreditation workgroup helped find patterns in these responses, particularly where various groups seemed to lack consensus. This also gave the workgroup a chance to reflect on common pattern and link that to the process of writing this report.
15. A draft of the WASC Self Evaluation was circulated among Academic Senate and other campus leaders during the summer of 2017. This was followed by a series of Town Hall meetings that were held in the fall of 2017. Both avenues of consultation identified additional strengths, questions and challenges allowing the drafting committee additional material for a final revision. This final WASC Self Evaluation was submitted in early 2018.

Part 1. Degree Programs and Educational Quality: Meaning, Quality, Integrity of Degrees (CFR 2.1, 2.2, 2.5)

16. Students holding a UCR degree are poised to flourish. With the wealth of knowledge that a university education offers and also the breadth of experience that lies outside the university, these students are ready to take on the world. UCR undergraduates find access to a broader range of insights and possibilities than they had ever imagined. They are transformed because of the people they meet, the courses they take, and the projects they embark upon. Challenging majors and inspiring professors lead the students from zones of comfort and convenience into areas of exploration that are as thrilling as they are new. Whether discovering a virus that threatens unprotected populations, or looking at the ways in which gender conformity is undermined in Shakespeare's work; whether gazing into the heavens for unknown realms or exploring the unknown reaches in the cultures of America; whether studying the dance of a lost tradition or recognizing the movements of a migrating species of birds, UCR students delve deeply into a universe that is more complex and more rewarding than they might ever have thought possible. As they leave UCR, students have the tools to approach that universe: they know ways of interpreting, translating, investigating, and studying that set them up for a life of engaged and engaging relation to a universe they increasingly understand in all its complexity.

A Research Faculty (CFR 1.3, 2.0, 2.2, 2.2a, 2.8, 2.9, 3.1, 3.2, 3.3)

17. The faculty is arguably UCR's most valuable asset. UCR is engaged in a plan, initiated by Chancellor Wilcox, to add about 300 faculty to the campus. We have already added about 100 full-time tenure track faculty members since 2013 and currently have about 800 such faculty. This faculty includes world class scholars and researchers. In fiscal year 2016 UCR received [866 contracts and grants, worth more than \\$139 million dollars](#). The research achievements across the campus are remarkable: scientific discoveries and patents, prized books in the humanities and social sciences, remarkable achievements in art and music, and award winning novels. This faculty is distinguished and reaching new heights from year to year.

18. The faculty is actively engaged with the design of undergraduate education and the methods whereby active learning can transpire; professors work to involve students in research, and they pay particular attention to student success and learning outcomes. There are few campuses at which teaching and research are so richly linked. Advanced scholarship informs teaching at even the first-year level, as programs like [CHASS Connect](#) exemplify. In these classes advanced research is used to open up areas of investigation. Such programs as these allow us to forge an interdisciplinary assessment model that is useful throughout undergraduate programs. Every college addresses this

question of first-year engagement differently. Many first year students in the Life Sciences enter the laboratory after their first quarter through “The Dynamic Genome” (BIOL 020). All first-year classes emphasize learning outcomes and use various educational models—learning communities, flipped classrooms, and online discussion groups—to achieve those goals.

19. Many programs require undergraduate students to conduct their own original research through a capstone project to complete the major. Faculty are involved in shaping and directing these projects, which are the first steps a student makes toward graduate-level research. The [University Honors Program](#) connects faculty members with students who are interested in a higher degree of focused instruction and research. Honors students undertake directed courses, internships and research projects with professors meetings outside of class, during office hours. Professors then advise the students on their final Honors thesis. Of course, at the more advanced levels, students engage in advanced research working side by side with their mentors and find their footing as young professionals.
20. The campus has several programs to support undergraduate research. The Office of Undergraduate Education also offers [small grants to undergraduate students](#) wishing to pursue their own research and recognizes those who have made outstanding achievements through the [Chancellor's Research Fellowship](#). About half of UCR students indicate they have participated in faculty mentored research or creative activity during their undergraduate careers ([UCUES, 2016](#)) and institutional records indicate about 20% do so in a given academic year ([Undergraduate Research Tracking Report, 2014](#)). In the spring of every year, the campus hosts the [Undergraduate Research Symposium](#), to which interested students apply to present the results of research projects they have undertaken. The 11th annual symposium in 2017 featured almost 100 student talks and more than 200 posters. Faculty mentor student participants, moderate sessions where undergraduate present their research and provide written feedback to those students who do. The [Undergraduate Research Journal](#) is open to all and applicants are selected through a peer reviewed process.
21. Such attention to student achievement is a feature of every college and department on campus. Distinguished faculty teach lower-division students as a way of celebrating their major; research faculty take undergraduates into their labs as a way of revealing what their work entails; and internships add to these experiences and help to make UCR students more intellectually informed and engaged than they might otherwise be. UCR is also part of the [Mellon Mays Undergraduate Fellowship Program](#), a select group of 48 institutions in the U.S. and South Africa invited by the Foundation to mentor talented

students from underrepresented groups for admission to graduate school in selected fields.

22. Because UCR has a robust climate of [Academic Freedom](#), there is a great deal of flexibility in the various ways in which the undergraduates are challenged with the latest developments in advanced research. An English professor might shape a course around Disability Studies, an emerging field in that discipline; or a neuroscientist might lead students in explorations in nanotechnology. There is no restriction on what professors can teach or how they shape lectures and research activity. This works as well as it does because UCR's faculty is a faculty of educators.
23. UCR makes teaching central to its mission at every level. Through the [Academy of Distinguished Teachers](#), faculty members receive resources and mentoring to improve their teaching and support to try out new ideas. The campus [celebrates teaching with awards](#) from the Academic Senate, the Academy of Distinguished Teaching, and Undergraduate Education. [Student evaluation of teaching](#) is a regular feature of faculty reviews. Most Colleges have their own teaching awards, and organize workshops to encourage best practices in the classroom. Most departments also celebrate good teaching among Teaching Assistant, with various awards and recognition for graduate students who teach in this way. New classes are reviewed by committees such as the [Committee on Courses](#) and the [Committee on Educational Policy](#), and the catalogue is continually revised as fields change and new approaches are introduced.
24. UCR offers a variety of support for instructors who want to improve their teaching, including an [Instructional Design and Faculty Technology Support Group](#) that provide access, training and support for instructors interested in using technology to foster student engagement and promote academic success. More recently, the campus has extended the position of Lecturer with Security of Employment, now called Professors of Teaching, who, upon successfully demonstrating excellence in teaching join the faculty with tenure-like security. As is fitting for a research university these faculty members, who are also members of the Academic Senate, have an expectation for scholarship and research that often means engagement in discipline specific issues of teaching and learning. There are now more than a dozen such individuals at UCR.
25. Campus service, for an active faculty like ours, includes professional involvement of various kinds: conference organizing, invited talks, manuscript reviewing, and editorial board participation. It also often means creating opportunities for students to encounter visiting scholars, help with putting on conferences or exhibits, and learning how scholars bring their research into the local community.

26. Faculty evaluation procedures are consistent with the best practices in performance appraisal—research, teaching and service evaluated by peers and by faculty committees and administrative bodies. There is regular review and reward according to the [University of California Step System of faculty review](#). With regards appointment and promotion, the [Academic Personnel Manual](#) states that "clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion" (page 4).

Engaging Diversity and Inclusiveness (CFR 1.4)

27. Diversity is deeply embedded in the fabric of UCR. We are proud of our long history of inclusiveness and celebrate diversity. UCR is a founding member of the [University Innovation Alliance \(UIA\)](#), which is a partnership of eleven public research universities committed to accessibility in higher education for low-income and first generation students. The UIA member universities explore and share innovative best practices for improving degree completion for traditionally underserved students. By allying with ten other universities with diverse student bodies and geographical locations, these innovations can be scaled to determine what really works to improve outcomes for typically underserved students.
28. The campus fosters inclusive centers for various groups that reflect the inclusiveness of the UCR campus. The [LGBT Center](#) and the [Middle Eastern Student Center](#) (founded more than twenty years apart) were both the first of its kind to be established at public university in California. UCR also has offices for [African Student Programs](#), [Asian Student Programs](#), [Chicano Student Programs](#), [Native Student Programs](#), and a [Women's Resource Center](#). "Living the Promise" is a fundraising campaign to raise \$300 million by 2020, and we hope this campaign will improve infrastructure at UCR and make classrooms more up-to-date across the campus, but even more importantly, this fund will make it possible to support even more students from diverse backgrounds.
29. Moreover, we have a strong record of supporting first-generation students. As of fall 2016, first-generation students comprise 58% of new and continuing students at UCR compared to 34% nationally. To increase support for our first-generation students, UCR is participating in a new program through UC Office of the President to increase the visibility of first-generation faculty members, staff and alumni. We have launched the faculty campaign with UCOP funding, and we hope to roll out campaigns for staff and alumni in the coming year. Faculty whose parents did not earn a baccalaureate degree were invited to sign up to participate using an online survey. The campus has been encouraged to keep an eye out for shirts, buttons, and stickers that say "#FIRSTGEN COLLEGE GRAD" identifying the many UCR community members who are the first in their families to attend college. This campaign is just the first step in a larger plan to

build a strong network of first-generation Highlanders. Support for first-generation students is also the driving rationale for our freshman learning communities, providing new students with the guidance and peer support they need in making a successful transition to college.

30. The campus is working to increase diversity. While the profile of graduate students and faculty is less diverse than that of our undergraduate students, the campus has engaged in sustained efforts to address this issue. Efforts have been made to increase the proportion of underrepresented minorities among the faculty. Most recent faculty searches have been for clusters of faculty in related areas, because hiring multiple faculty members means a greater diversity of applicants are likely to be successful; moreover, search committees receive training on the importance of incorporating diversity into searches and are empowered to use diversity contributions as an evaluation criteria. These efforts have begun to bear fruit and a markedly higher percentages of faculty hires in AY15-16 were from historically underrepresented groups (at 22%) compared to faculty already on campus (at just 10%). This is promising but, clearly, work remains to be done. The Office of Academic Personnel, in partnership with the Office of Diversity and Inclusion and the Provost's Office, has developed workshops around diversity for hiring committees and the Provost has supported the [Women's Faculty Association](#). Staff and graduate student diversity has been in focus, as well, as the campus is now in its tenth cohort year of the Chancellor's Making Excellence Inclusive staff diversity training program, with a similar Graduate Student pilot diversity training program now successfully installed. The appointment of a Diversity and Inclusion Academic Liaison (DIAL Officer) for the past two years has also bolstered programming and trainings for the graduate students across the university. The campus has also taken on sustained efforts to improve the entire campus climate since 2013, both as part of UC system-wide efforts and locally with leadership from the Associate Vice Chancellor for Diversity and Inclusion.

Interdisciplinarity (CFR 2.2)

31. Interdisciplinary programs allow students to make connections between different fields of study. These vital connections catalyze the creation of new ideas and the discovery of new approaches and solutions to problems because they encourage us to see beyond a particular disciplinary lens and approach an issue from a variety of perspectives. UCR offers strong interdisciplinary programs in every college.
32. In CHASS, interdisciplinary programs include Global Studies, Peace and Conflict Studies, Labor Studies, Latin American Studies, LGBT studies, Sustainability Studies, Asian Studies, Southeast Asia: Text, Ritual and Performance, Public Policy and Middle East and Islamic Studies. These are administered by the Office of Interdisciplinary

Studies and housed in the Multidisciplinary Programs Unit, which also oversees departments that are highly interdisciplinary in their focus, such as Media and Cultural Studies, Gender and Sexuality Studies, Religious Studies and Ethnic Studies.

33. In the STEM Colleges and Schools, CNAS, BCOE and School of Medicine, interdisciplinarity is integral to contemporary research. Majors such as Neuroscience span colleges, involving Cell Biology and Neuroscience faculty in CNAS and Psychology faculty in CHASS. In Engineering, there are programs such as Bioengineering, Chemical and Environmental Engineering, and Material Science and Engineering that are interdisciplinary in conception and spans BCOE and CNAS.
34. Another great development in interdisciplinary education is the new program in Medical Humanities, bringing together faculty from Social Sciences -especially Anthropology and Sociology- with Humanities Faculty- from English and History- and students in SOM. Students in the medical program are able to study courses in the arts and humanities as a way of breaking down barriers and making them better practitioners.

Engagement with the Community (CFR 2.4, 2.8, 2.11)

35. As we take stock of the educational experience at UCR, it is important that we remember that we no longer view the institution of higher education as an ivory tower. Instead we are intent on opening our classrooms, study centers and laboratories to the world itself in all its many social, political, and cultural forms. In practical terms, this means creating opportunities for our students to engage with the community, seek learning opportunities off campus as well as engage with the wider world.
36. In the sciences, there are opportunities for community engagement through the [CNAS Science Ambassador's program](#) which gives high achieving undergraduate students the chance to be liaisons with the various communities that CNAS serves both on and off-campus, with an emphasis on recruiting events and activities. Ambassadors are knowledgeable about their majors and UCR, and are easily able to communicate their passion for both to prospective students and their families. In the arts, [The Gluck Fellowship Program](#) provides programing to schools and cultural centers in the Riverside and Inland Empire and offers opportunities to outstanding UCR graduate and undergraduate students who present their research through arts-related presentations, performances, and workshops. Among the presentations and workshops are: dance troupes, musical and theatre ensembles, improvisation groups, singers, actors, poets, and art historians.
37. Learning off campus often takes the form of internships. The [Educational Initiatives](#) program provides supports faculty who want to embed service learning in their courses

as well as supports opportunities for individual students through internships in the local community. The [UC in Washington DC](#) and [UC in Sacramento](#) programs facilitate and support students seeking internship opportunities in and near those centers of government. The [Career Center](#) provides [robust support for internships](#), including workshops for students seeking those opportunities, resources to connect potential employers to students and awards for students completing [projects summarizing and reflecting](#) on their experiences. Some colleges, like [SPP](#) and [SOBA, and departments](#) run draw on professional knowledge and understandings of specific career pathways run internship programs for their own students. Other colleges engage with the community by inviting the community to campus; BCOE promotes an [Engineering Day](#) featuring, among other activities a chance for local Girl Scouts to earn a merit badge; students and faculty from the SOM, and other medical education institutions in the area, offer a [free medical clinic](#) for the local community. At UCR, news and politics are integrated into the curriculum and supported by a host of guest speakers, workshops and other special events, many of which are created and sponsored in connection with the [Center for Ideas and Society \(CIS\)](#) and other research centers.

38. UCR is also engaged with the broader community. The [UCR Arts Block](#), opened in 2010 and located in downtown Riverside, serves as a cultural anchor for both the University and the broader Inland Empire communities. Arts Block organizes provocative and timely art exhibitions, performances, screenings, and other programs with the aim of invigorating the cultural life of artists and residents of Southern California, nurturing creative and critical thinking on campus and in the community, and promoting the importance of the arts for a healthy society. The campus also recently created the position of Vice Provost for [International Affairs](#). This office houses many of the traditional kinds of [study abroad programs](#) and promotes research on critical global issues and facilitates the movement of researchers and students across international boundaries. Recognizing UCR's location in Southern California, the campus has a long established [UCMEXUS](#) program dedicated to encouraging binational and Latino research and collaborative academic programs and exchanges with Mexico.

Core Competencies (CFR 2.2, 2.2a)

39. We see the core competencies doing more than shaping an undergraduate curriculum. They are an indispensable foundation for lifelong learning. Each of the skills represented in the core competencies, moreover, serve our students as they move into their professional careers after UCR. Critical Thinking is a powerful tool in almost any area of work or study, and its increasing importance in undergraduate programs mean that our students are more able to challenge the status quo and think for themselves. Quantitative Reasoning is not just a specialty of math or science, it is a skill set actively used in a wide range of fields. All sorts of young professionals find that they depend

more and more on the quantitative skills they learned as undergraduates. Information Literacy, central to every area of advanced research and many different modes of employment, has increasing importance in our ever more virtual world. Written Communication, central to success in almost every field at UCR, is also indispensable in every endeavor beyond the university. Oral Communication is a professional skill that enables clarity in the exchange of ideas. In a competitive academic and professional setting, the ability to interview successfully, present ideas clearly and make convincing arguments often distinguishes a successful candidate. Recognizing the importance of oral communication and public speaking, UCR has developed and expanded the course, workshop and application possibilities of oral communication, including expanding coursework specifically focused on oral communication. (Also see the section on core competencies in chapter three.)

General Education (CFR 2.2, 2.2a)

40. At present, we require students to complete a carefully structured [General Education Program](#). All students are required to take a range of classes in Natural Sciences and Mathematics, Social Sciences, Humanities and the Arts: up to 20 units in Natural Sciences or Math (at least one course in each of Math/Computer Science/Statistics, Biological Science, Physical Science, and two additional courses); up to 20 units in Humanities (one course in World History, one in Fine Arts, two in Literature, Philosophy, Religious Studies, and one additional course); 16 units in Social Sciences (one course in Political Science or Economics, one course in Anthropology/Sociology/Psychology, and two additional Social Science courses). In addition, students are required to take one course in Ethnic Studies and, at least in some colleges, to study language. This model assumes that students need to be exposed to a broad range of fields to gain a foundation in general knowledge. Students must also satisfy a university wide writing requirement. For many students this is a traditional sequence of writing courses (English 001A-B-C) but many students take advantage of the option substitute the third course in the traditional sequence for a course that focuses on writing in discipline specific contexts.
41. By studying fields outside their majors, students encounter different ways of thinking that challenge their assumptions. We could do even more. With certain adjustments this system can be made to work even better than it does now. One simple adjustment to the present system is to ensure that all courses put in place to satisfy “breadth” try to incorporate a broader approach to their topic, one that might have deeper resonance with a student’s major course of study. A typical breadth course, “At Home in the Universe” (GEO 012), asks, as it says in the UCR Catalogue, “Fundamental questions of human existence can be expressed in the following manner: where do we come from, and what things matter? These questions are intimately connected because our view of the

collective past influences the choices we make in our individual lives. Human societies offer diverse answers to the question of where we come from including varied religious traditions, philosophical systems, and the particular way of knowing called science.” Such a class is perfect for an enlightened General Education program: it asks questions that students from every major will want to try to answer, and it asks them in ways that students will be able to apply to whatever work they are doing in their major.

42. Assessment of the General Education Program is an area in need of attention. The systematic undergraduate review can easily pay attention to the question of assessment, and we are in the process of making sure that happens.

Graduate Education (CFR 2.2b)

43. The Carnegie Classification of Higher Education Institutions classified UCR as “Doctoral/research university extensive,” and strong graduate programs training students in advanced research, creative activity, and professional training are integral to UCR’s identity. UCR currently offers about 45 master’s degrees and 55 doctoral level degrees; in the fall of 2016 total enrollment in masters programs is about 900 and doctoral level programs about 2000.
44. Like other graduate programs that train students at an advanced level for positions of leadership, UCR sets a high measure of success. The graduate programs offered by the University of California, Riverside attract some of the great minds from the sciences to the arts, incubating new ideas, contributing to the local quality of life and educating the future leaders of California. UC Riverside is a place where bold ideas flourish, where people from different walks of life come together to pursue their interests and their dreams. The University offers its students and faculty the support, resources and inspiration to explore, discover and contribute new knowledge and the opportunity to go on to lead fulfilling, relevant careers and rewarding lives as citizens and leaders.
45. Inclusiveness is as central in graduate education as it is elsewhere on campus. With regard to graduate education, the university seeks to promote excellence in research and in teaching by graduate students in service of an undergraduate student population that ranks very high nationally in terms of racial diversity and socioeconomic mobility. Diversification of graduate programs is key, and various strategies for recruitment, financial support, faculty mentoring and placement vary by the type of degree (PhD, Masters and Professional) and the discipline. These programs range from a low residency MFA in creative writing program that typically engages professionals already active in that field, through traditional research based PhD programs and, of course, our professional doctorate in medicine. Every graduate program at UCR shares the commitment to the highest quality achievement that an institution of this kind can offer.

46. Since our last WASC Review, our professional education options have multiplied. Our School of Medicine and School of Public Policy have been nationally recognized. The School of Business Administration has completely reorganized. The Graduate School of Education has also expanded. UCR has also begun offering a [master's degree in engineering](#) completely online. As these professional schools expand, they offer interdisciplinary opportunities with traditional research programs ([bioengineering](#) is a good example). They also complement research-intensive programs in other fields with revolutionary educational models.

School of Medicine

47. In 2006, the UC Board of Regents approved a plan to build a medical school at UCR. Our School of Medicine (SOM) is dedicated to expanding and diversifying the physician workforce in Inland Southern California. SOM was built upon the strong foundation of UCR's biomedical sciences program that connected UCR undergraduates to UCLA's medical school. With SOM's commitment to diversifying the physician labor force, 23 seats in UCR's SOM are currently reserved for UCR undergraduates. These seats typically see about 180 applicants from UCR's diverse undergraduate population, setting up a pipeline of well qualified and diverse students into the SOM. (By way of comparison, there are over 5,000 applicants for SOM's other 40 seats.)
48. While the financial crisis of 2008 limited the state's ability to fund SOM at the levels initially planned, the first dean was named in 2009, groundbreaking for the SOM research building occurred, and renovations to create classroom and administrative space were initiated. In 2011 WASC's structural change panel approved the offering of a doctor of medicine and in 2012 the Liaison Committee on Medical Education (LCME) approved UCR's SOM for preliminary accreditation, which opened the door for a multistage process on the way to full accreditation in 2017. SOM's first class of 50 students donned white coats in 2013; graduates of the inaugural class had a [100% match rate for residency programs](#), a noteworthy accomplishment for so young a program.
49. UCR's SOM is uniquely structured. With the goal of training community-minded physicians for our region, SOM's students work in primary care at a variety of facilities throughout the Inland Empire. This strategy integrates students into the communities, which are desperately short of physicians. By design, there is no single hospital specifically associated SOM. Rather UCR's SOM embeds hands on medical training in local clinics, hospitals and other health care centers with a focus on primary care; the goal is to train medical students in underserved communities in the specialties most needed in those same communities. In addition, the Longitudinal Ambulatory Care Experience (LACE) program places students in clinical settings from students very first

year. The early translation of classroom concepts from their problem-based curriculum to skills in clinical settings provides a robust student-training experience that enhances learning.

School of Public Policy

50. Plans for UCR's School of Public Policy began in 2004, drawing on a public policy initiative and undergraduate major housed in CHASS. The UC Board of Regents approved plans for a new School of Public Policy in 2008, with a mission to provide a curriculum that provided interdisciplinary understandings of, and ways to think about solutions to, the unique set of problems faced by Inland Southern California. The School of Public Policy currently offers a Masters of Public Policy and a concurrent Masters of Public Policy and Doctor of Medicine program (in conjunction with the School of Medicine). Plans to offer a Masters in Global Health and PhD in Public Policy are being developed.

Part 2. Student Success: Student Learning, Retention, and Graduation

51. UCR is committed to student success, and the campus thinks about student success in a number of ways. From a student's perspective, success means finding a welcoming environment in which to study and develop. From the institutional perspective, student success focuses on student retention and on-time graduation rates as well as offering programs to help students meet their potential. From the perspective of parents and recent alumni, success is likely to focus on affordability and job placement. These commitments are both for our large population of undergraduates but also for our graduate students.
52. One manifestation of this commitment is UCR's recent request to the UC Office of the President for \$50 million in one-time state funding (AB94) to build a [Student Success Center](#). The Center will employ an integrated space strategy designed to improve and expand instructional spaces on campus by 2021. The Student Success Center will include 900 classroom seats, a student activities component, and dedicated space for student advising. Classrooms will be flexible enough to allow a variety of uses to enhance earning opportunities. UCR sees this building as an opportunity to chart the future of instructional space and conducted [a campus-wide visioning workshop](#) with 150 stakeholders and a campus-wide survey to discuss current and future instructional needs. The building also represents UCR's efforts to promote synergies between activities conducted in the same building and will provide an opportunity to enhance and better support advising activities across campus.

Undergraduate Student Success

| Campus Climate: Percent of Undergraduate Students who "Strongly Agree" or "Agree" with the following statements on UCUES 2016 | | |
|---|-------|--------|
| | UCR | All UC |
| I feel comfortable with the climate for diversity and inclusiveness at UC | 73.6% | 55.8% |
| Students of my race/ethnicity are respected on this campus | 66.3% | 55.9% |
| Students of my socio-economic status are respected on this campus | 65.2% | 58.3% |
| Students of my gender are respected on this campus | 69.9% | 64.0% |
| Students of my religious beliefs are respected on this campus | 63.7% | 59.7% |

Source: UCUES 2016

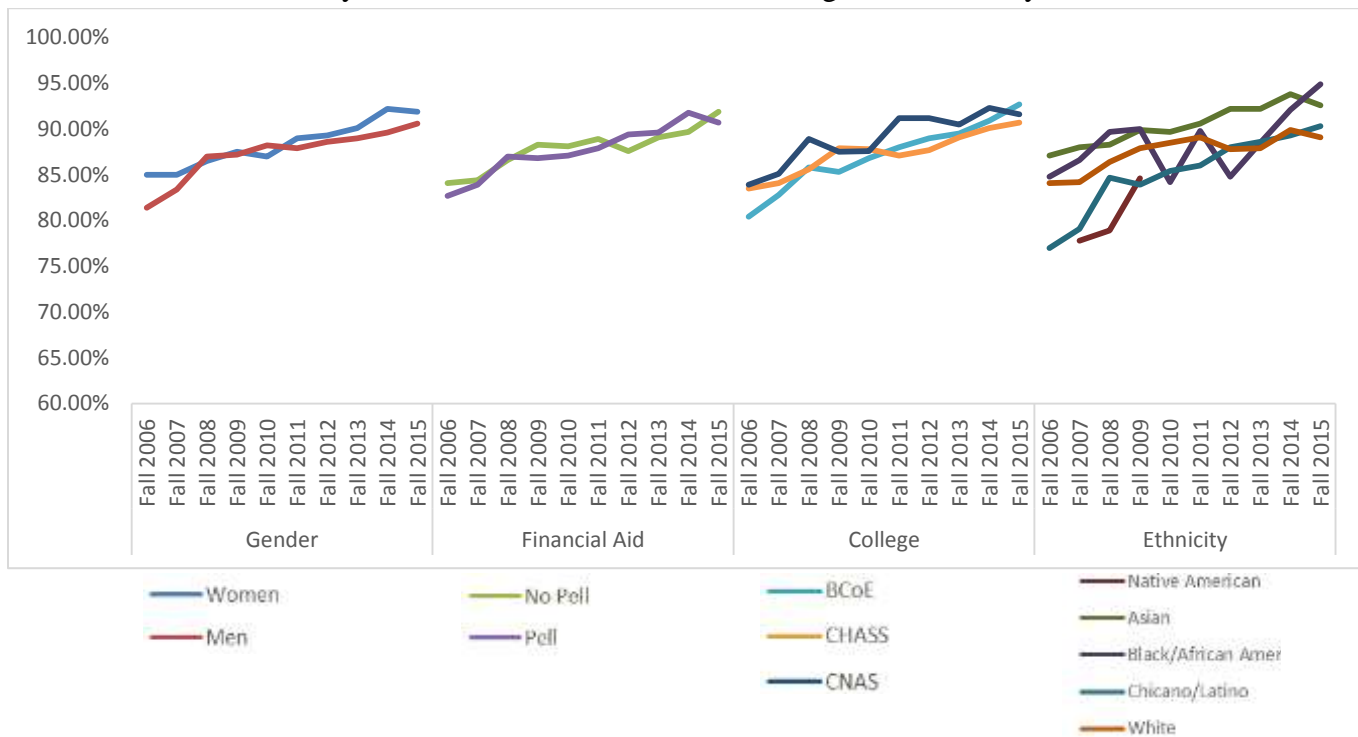
Student Perceptions of the Campus (CFR 2.10)

53. Students often report selecting UCR both because of its rigorous and rich academic experience and because it has a reputation of welcoming diverse students. More than 80% of students agree that “knowing what I know now, I would still choose to enroll at this campus.” The same [UCUES survey](#) also shows that, in comparison to all respondents, UCR students consistently report *higher* agreement levels with items asking about important aspects of campus climate than do students at other UC campuses. As just one example, a recent CNAS commencement student speaker, stated in his speech that as one of only two turbaned individuals at his California high school, he felt extremely welcome at UCR when he saw the number of Sikhs among his fellow students.

Retention and Learning Communities (CFR 1.2, 2.13)

54. UCR has shown steady gains in one year retention rates over the last ten years and, just as importantly, these gains remain when campus level data are disaggregated for a number of groups.

First Year Retention by Gender, Financial Aid Status, College, and Ethnicity



Source: Office of Evaluation and Assessment, with Institutional Research data

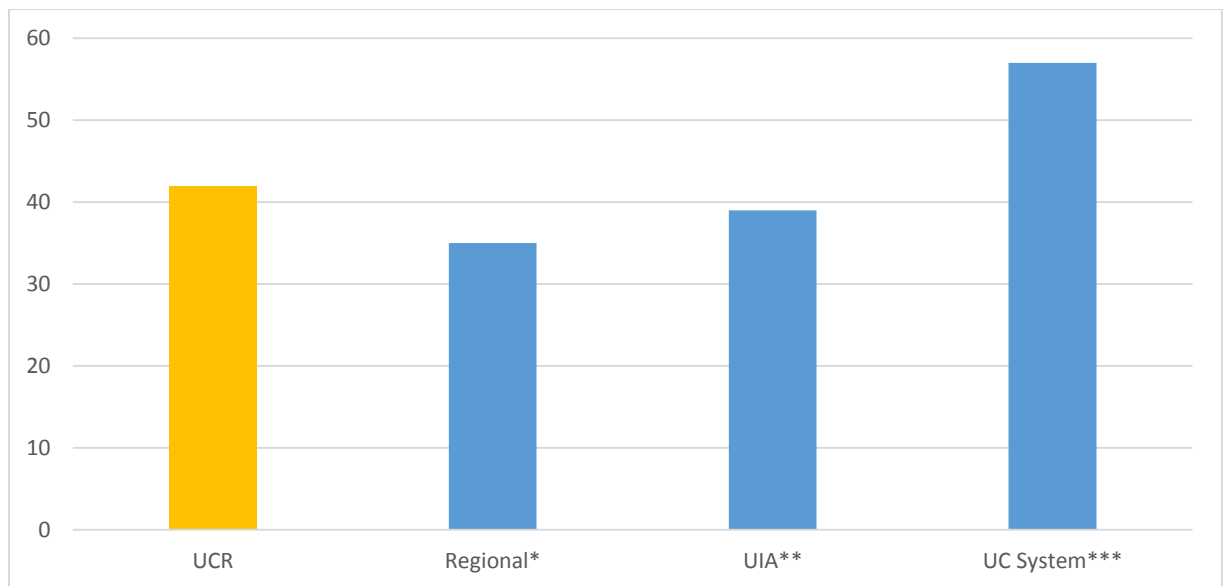
55. For students entering campus in the fall of 2006, the one-year retention rate was about 83%; that figure is now 91%. Although somewhat lower, two-year retention rates show a similar pattern: from 74% for freshmen in the fall of 2006, they rose to 84% for those who entered in the fall of 2014. Importantly, the same upward trend is evident for both men and women, those on Pell Grants and those not on Pell Grants, students in each of the three colleges that house freshmen students, and for major racial and ethnic groups.
56. A major driver of increased retention rates has been [first year learning communities](#). These learning communities are organized in different ways in each college, but all focus on fostering a sense of community by grouping incoming freshmen into the same courses and then pairing these groups with academic support services. Learning communities provide a sense of belonging, boost confidence, and help make the classroom experience more meaningful for students. Such structures are known to play an important role in ensuring student success at UCR. Participation in learning communities has risen and a majority of students in all colleges (and over 90% in CHASS and BCOE) now participate in learning communities. Participants in CHASS and CNAS have [one year retention rates that are about 5% higher than nonparticipants](#); other colleges see modest increases in one year retention rates for their participants.
57. As a way to build on the successes of learning communities, there are currently plans to further develop living learning communities. That means taking the excellent results of learning community groups in large lectures and applying them to the experience of student life in the dorms and beyond. These plans would expand on similar programs that are already in place for some college-based “living communities” (Ingenuity residence hall for BCOE, SIMS residence hall for CNAS) and will be a significant focus of new residence halls currently being planned for the north campus corridor at UCR

Graduation Rates and the “Finish in 4” Campaign (CFR 1.2, 1.6, 2.10, 2.11, 2.12)

58. The four-year graduation rate for most cohorts of students entering UCR in the period since the last accreditation visit have been in the low to mid 40% range. While this compares favorably to other four year institutions in the region and peer institutions in the UIA, it does lag behind the overall average for all UC campuses by more than ten percentage points.
59. The last several years has seen a sustained focus on four-year graduation rates as a metric for student success. In the summer of 2013 the Provost convened a [Graduation Rate Task Force](#) to study current patterns of student progression towards degrees, identify barriers and then work to address them. In January of 2014, this task force identified a number of factors related to inadequate or insufficient course planning on the part of the university as well as a group of factors related to student behavior and perceptions. To address the structural issues, a course demand workgroup was convened

to identify and address bottleneck courses, ensuring that high demand courses were offered frequently enough to meet student demand, including in the summer as well as during the academic year; steps were also taken to target student support services in courses that have historically had a high rate of student failure, with the aim of reducing the number of students repeating these courses. On the student side, a “Finish in 4” cultural challenge encourages students to take steps to complete their degrees with their matriculating peers within four years. The project is a far-reaching messaging campaign focused on encouraging behaviors that facilitate timely graduation, including in various advising centers, online, and in the student course catalogue. The project also features video testimonials from UCR students and serves as an information hub to help students locate resources such as their advisor and the [Academic Resource Center](#). There is also messaging encouraging students to enroll in [summer courses](#) in order to maintain a higher average number of units, retake sequenced courses they may have failed so as not to fall further behind in that sequences of courses, or free up time during the academic year to engage in high impact practices without sacrificing timely progress to degree.

Four Year Grad Rate for students entering in 2010, UCR and comparison groups



Regional comparison group includes nearby four year institutions, specifically CSU San Bernardino, California Baptist University, La Sierra University and University of Redlands.

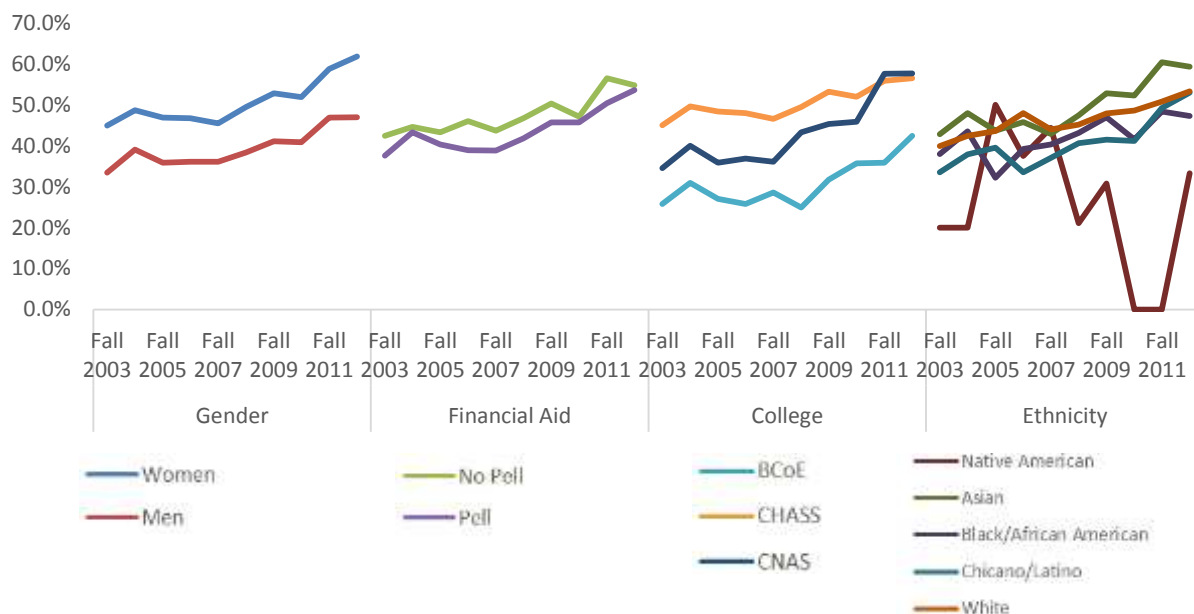
** University Innovation Alliance members include Arizona State University, Georgia State University, Iowa State University, Michigan State University, Ohio State University, Oregon State University, Purdue University, UT Austin, University of Central Florida, University of Kansas.

*** UC comparison group excludes UC San Francisco and UC Hasting, which are primarily graduate institutions.

Source: Office of Evaluation and Assessment with IPEDS data

60. Relatedly, a UC system-wide program- the Challenge 45 initiative- asked departments to examine their majors and assess whether more than 45 upper-division units in the major were really necessary. The result has been that many departments have reined in their requirements and made it more feasible for students to finish their degrees in four years.
61. These efforts built on, and contributed to, a trend to improving four year grad rates: while 39% of the class of UCR students who entered campus in the fall of 2006 would go on graduate in four years, 55% of those who entered campus in the fall of 2012 would do so. This overall improvement in graduation rates was recognized with the [APLU 2016 Project Degree Completion Award](#).

Four Year Graduation Rate by Gender, Financial Aid Status, College, and Ethnicity



Source: Office of Evaluation and Assessment, with Institutional Research data

62. The real point of pride for the campus, however, is that these improvements encompass all groups of students and that gaps between many of the more salient kinds of student groups are small, for example between Pell and non-Pell students. In 2017, UCR's success at closing the graduation gap for students from all ethnic backgrounds was recognized in a [publication from the Education Trust](#), showing that UCR's six year graduation rate for black students beats the national average by more than 20%.
63. Despite these efforts, the campus community is not yet satisfied with these levels of student success. The average time to degree is [about 4.25 elapsed calendar years](#) for

recent cohorts of students. This indicates that many students are taking just a bit longer than four years to graduate and that there are a large number of students who could likely graduate in four years with just a bit more encouragement or support. UCR is working on ways to identify when and where students are likely to struggle and how best to intervene when they do. The campus is examining third party products- like [EduNav](#) and [Illume product](#) - that would help students monitor their own progress and help advisors and other identify those that are off track and could use additional support. UCR has also secured funding- from both the UIA and Department of Education- to begin piloting some of these products. The funding also supports a robust evaluation of more intrusive advising for populations likely to be at risk.

Student Success Programs (CFR 1.6, 2.11, 2.13, 2.14)

64. UCR offers a wide variety of student success program, targeting these potentially overlapping groups: those who may arrive at campus underprepared, those who wish to make the most of their college experience; and those who wish to engage our truly exceptional faculty even more intensely.
65. For students who may arrive on campus underprepared, or struggle as they move through their coursework, the [ARC \(Academic Resource Center\)](#) provides a number of student support services. These include drop-in [tutoring](#), [Highlander Early Start Academy](#) (a program designed to give students a head start in the summer between high school and their start at UCR), [supplemental instruction](#), [early alert programs](#), and [writing support](#). All have been recently evaluated by the [Office of Evaluation and Assessment](#) and in many cases modifications have been made in light of evaluation findings. For example, supplemental instruction was found to have a positive impact on grades, and efforts have been made to expand offerings and more tightly link the supplemental instruction program to particular courses and learning communities.
66. As another example of UCR's commitment to helping our students begin the college career on the best possible footing, UCR has recently piloted a project that allows students who would not be eligible for college level math based on their math placement exam scores to work with online learning software (ALEKS) to review basic college level math and then retest, potentially (re)gaining eligibility to move into college level math. [Evaluations of this project](#) have been favorable with more than 100 students moving into college level math courses and then earning average grades that are comparable to those students who placed directly into those courses.
67. There is also a group of programs designed to further engage some of the campus's strongest undergraduate students. The [University Honors Program](#) fosters a sense of community focused on intellectual development and community engagement for about

500 of UCR's highest performing students. The Mellon Mays Undergraduate Fellowship Program provides cohort building and mentoring for a select group of students from underrepresented groups who want to become professors in the humanities and related fields. The campus also offers guidance for students wishing to pursue the most prestigious awards and scholarships, through the [Office of Student Success](#). In recent years UCR undergraduate students have been awarded Goldwater Scholarships, Coro Fellowships, Strauss Scholarships and NSF Graduate Research Fellowships.

68. Transfer students currently make up about 15% of all UCR students. This group is served by [transfer outreach programs](#) and, in line with a UC system-wide priority of increasing transfer admission, the aim is to grow support services for transfer students, including plans for a transfer student resource center. Undergraduate Education is also exploring developing and strengthening pipeline programs with local community colleges.

Success after Graduation (CFR 2.10)

69. Many students and their families understand success in terms of translating an undergraduate degree into employment quickly after graduation. By this metric, UCR is meeting the needs of a large majority of our students. Results from the [2015 NACE First Destination survey](#) show that 69% of those who had graduated in the previous six months report being employed and 21% in post-graduate school with just 9% reported that they were still seeking employment.

Graduate Student Success (CFR 2.10, 2.11, 2.12, 2.13)

70. UCR's [Graduate Division](#) provides a variety of services aimed at success and retention for UCR's diverse graduate community. GradSuccess includes the [Graduate Student Resource Center](#) which provides graduate students with help on issues ranging from research, to funding, to teaching through personal and professional development. GradSuccess also contains the [Graduate Writing Center](#) and [GradQuant](#), providing graduate students with opportunities to develop their writing and quantitative skills in one-on-one and group settings. One of the most innovative aspects of GradSuccess is the [Mentorship Program](#) that pairs first year students with a mentoring "family" that includes 1-3 other first-year students, and a peer mentor from a closely-related field. Two or three families form a "team" that is connected to a faculty mentor. The peer mentoring groups meet regularly at various levels (sometimes as a team, sometimes as a family, etc.) and their engagement is monitored by the GradSuccess staff. This structure allows mentees to develop a strong network of support to facilitate their success in the early years of the program.

71. The successful Chancellor's Making Excellence Inclusive staff diversity and cultural competency training program has been reassessed for curricular enhancements and a new piloted program for Graduate Division cohorts was implemented. UCR also participated with UC Davis, UC Berkeley and UCLA in a Mellon workgroup on graduate recruitment and outreach, admissions, retention, and holistic application review.

72. [Completion rates for graduate students in master's programs](#) are around 70-80% for recent cohorts, although some programs (like education and management) have completion rates over 90%. [Completion rates for PhD students are lower](#), at 50-60%. A survey of student's earning PhD's between summer 2014 and spring 2015, with an 85% response rate, found that virtually all respondents (99%) were employed. Forty-five percent of respondents were employed by four year universities (including 20% in tenure track academic placements), and an additional 7% were employed at community colleges. About one third (32%) of all respondents reported being employed in a business or industry not connected to education. Graduate Division is taking steps to help students, particularly in the humanities and some social sciences, seek and obtain non-academic positions in the business and non-profit world. These include workshops on professional development and making plans to join the [Imagine PhD](#) initiative.

Part 3. Quality Assurance: Program Review, Assessment and Use of Data

73. UCR has several processes in place to ensure quality in core educational activities: there are parallel program review processes for undergraduate and graduate programs; there are robust efforts to assess student learning, and; the Office of Institutional Research provides data analysis to support a variety of initiatives and routine institutional functions.

Academic Program Review (CFR 2.4, 2.7; 4.4)

74. Both Graduate and Undergraduate Programs are regularly reviewed, with the aim of improving programs or closing those found to be undesirably weak. See below for a list of graduate and undergraduate programs reviewed last year (with a list of [all programs reviewed since WASC's last visit available online](#)). Because this process of program review is one of UCR's most important mechanisms for ensuring educational quality, it is discussed in significant detail here and links are provided to additional documentation.

| Programs Reviewed in Academic Year 2016-2017 | |
|--|---|
| Undergraduate | Graduate |
| Art History | Comparative Literature |
| Ethnic Studies | Evolution, Ecology and Organismal Biology |
| Microbiology | Electrical Engineering |
| Religious Studies | Environmental Toxicology |
| Mechanical Engineering | Mathematics |
| | Music |
| | Sociology |

Source: Academic Senate Records

Review Procedures – Undergraduate Programs and Graduate Programs

75. The [Committee on Educational Policy \(CEP\)](#) establishes the sequence of [undergraduate program reviews](#), which happen every 8-10 years, and that sequence is reviewed annually. Programs to be reviewed are notified at least one year in advance. At the time of notification, the program is asked to produce a self-study document to be shared with the external review team. The self-study is a thoughtful and thorough self-evaluation of the program that includes a description of the program and its educational goals, a narrative detailing the program's understanding of its own strengths and weaknesses,

program learning outcomes and assessment results, information on instructional facilities and institutional support, and student and faculty data derived from campus databases and surveys.

76. Each graduate program undergoes an external review every five to seven years. Graduate Council [reviews graduate programs](#). Graduate programs are notified by the Senate Office of an impending review at least 12 months prior to the scheduled review. The program is asked to develop a reflective self-study that describes the scope of the graduate program's endeavors, its philosophy, and short- and long-range educational goals. The self-study also details the program's strengths and weaknesses and major changes since the last review, as well as instructional facilities and institutional support. Student and faculty data derived from campus databases and surveys are also provided and data is synthesized by the program. Since the establishment of graduate program learning outcomes in 2012, learning outcome assessment results are evaluated and often discussed.
77. Both undergraduate and graduate reviews invite assessment teams comprised of three members including at least one UC faculty member and one non-UC faculty member, each of whom is screened for conflicts of interest. The department's self-study is provided before the visits; during the visit the groups meet with faculty in the department, chair of associated departments and Deans; graduate reviews include meetings with groups of students.
78. The preliminary reports are offered to departments for comment, and the final review is sent to all appropriate committees. Once reviews are received, departments write a response and work with Deans to consider action to be taken as a result of the review. For undergraduate programs, CEP works with the program to develop action steps to be taken. A timeline is set and resources needed to accomplish the goals are identified. All of this is summarized in an Implementation Plan that is drafted by the CEP chair and sent to the program. Each spring, CEP reviews the program's progress in addressing the action items in the Implementation Plan. If the program is successful in implementing all aspects of the plan, the review is closed. If not, the review remains open and CEP may recommend follow-up actions to the program and appropriate campus administrators.
79. In the case of graduate program reviews, a subcommittee of Graduate Council prepares a Findings and Recommendations document that provides a plan of action for program improvement to the program and administrators. Where appropriate, excellence in programs is acknowledged and mechanisms for improvement are indicated. When the Findings and Recommendations appear to be non-controversial, the document is discussed at a full meeting of the Graduate Council. When the Findings and

Recommendations find what the subcommittee considers serious problems, the department Chair, Graduate Program Director/Graduate Advisor, selected faculty from the program and/or Deans may be consulted. The Graduate Council-approved Findings and Recommendations document is submitted to the program and a final response is required within 30 days. Once the recommendations have been addressed and/or implemented, Graduate Council closes the review. In some circumstances, Graduate Council may request a progress report three to four years after the review has been closed. When programs have significant inadequacies, concrete steps to repair deficiencies and enable a return to an acceptable standard are provided. In some extreme cases, Graduate Council may recommend closure of a program.

Results from Recent Program Reviews

80. Program reviews are not mere exercises, but serve rather as opportunities for faculty to work together to implement substantive change. For example, during the 2015-2016 Economics undergraduate review, external reviewers identified an “urgent need for new faculty lines” as their top concern. The external reviewers pointed out that although Economics expected three new faculty members in the coming year, the program was serving twice as many students with fewer faculty than it had in 2009. Subsequently, Economics submitted faculty hiring requests that broadened their curriculum and in addition to the faculty lines that were already allocated, pursued a joint appointment of a faculty member with another department to help quickly address the low faculty count identified in the review.
81. Similarly, during its 2013-2014 review, the Business Administration undergraduate program quickly closed the loop on several recommendations. CEP’s primary recommendation was to revisit the School of Business Administration strategic plan with the undergraduate program in mind. The program responded by embarking on a new strategic plan for 2015-2020 with a clear trajectory and specific milestones for developing the program and recruiting undergraduate majors. The Business Administration program also provided the first draft of their new strategic plan to CEP and in it they included plans for a brand assessment, a recommitment to teaching and research excellence, and a renewed emphasis on organizational culture to foster “inclusion, mutual respect, and collegiality.”
82. During its 2013-2014 review the Chemistry graduate program also responded quickly and thoughtfully to a number of recommendations. Graduate Council recommended an increase in faculty in targeted areas and an emphasis on increasing graduate enrollment. By 2014, Chemistry was already recruiting five new faculty members and had requested a 15% increase in its graduate enrollment from Graduate Division. The Chemistry graduate program also began the process of developing online course offerings through

grant funding and increased the formality of the process by which graduate students join labs in response to Graduate Council recommendations. These are just a few examples of the way in which units consistently respond to the review process and use the opportunity to examine and strengthen their programs.

83. This feedback often results in the transformation of teaching as well. Recently, the English Department was asked to consider varying its large upper-division classes with smaller classes to enhance the undergraduate experience. From that suggestion, a capstone class was devised, and that class is now required of all English majors. In some larger departments in CHASS, online learning has been introduced as a way of coping with large enrollments, but at the same time it has become an opportunity for reimagining what can transpire in the classroom space.

Assessment of Student Learning

84. Assessment of student learning at UC Riverside is a faculty driven process that occurs within a disciplinary framework. Assessment of student learning at the graduate and undergraduate level was a major focus of UCR's 2015 Interim Report. Since that time assessment efforts at the undergraduate level have been further developed and Graduate Division has taken on a major project to link graduate assessment to pre-existing policies and efforts and streamline the overall process. The graduate professional schools (SOM, SOBA, and GSOE) have assessment processes linked to disciplinary accreditation or state licensure requirements.

Assessment of Undergraduate Student Learning (CFR 2.2a, 2.3, 2.4, 2.6, 2.7, 3.3, 4.1, 4.5)

85. At the undergraduate level, all departments or degree granting program have developed [program learning outcomes](#). Departments collect, analyze and report on evidence of student learning for at least one outcome on an annual basis. The disciplinary-based approach creates space for faculty in each department to identify processes and metrics that are reasonable for their students and meaningful in the context of their disciplines. Two examples highlight the variety of methods: The Biology Department uses questions embedded in homework, lab reports and exams to assess general biological knowledge and critical thinking in a scientific context. The History Department has most recently analyzed student papers in capstone courses with rubrics to assess both students' ability to work with historical sources and their writing proficiency.
86. Departments use what they learn in the assessment process to make improvements to their curriculum. For example, the Biology Department has largely focused on making adjustments at the course level by adjusting course content and emphasis and, more recently, updating manuals for key lab courses. The History Department, meanwhile, has used assessment results to inform conversations about improving their capstone

course. In addition to an annual assessment reporting process coordinated by the Office of Undergraduate Education, in 2015 the Academic Senate adjusted guidelines for program review to highlight the importance of assessment. See the Inventory of Educational Effectiveness Indicators for further examples of outcomes, assessment processes and uses of assessment results.

87. For some undergraduate departments, assessment activities are largely oriented towards disciplinary accreditation. This is particularly true for the seven departments in the Bourns College of Engineering (BCOE) which are accredited by the Accreditation Board for Engineering and Technology (ABET). All departments share very similar learning outcomes, informed by ABET criteria, and assess all outcomes each year using a variety of direct and indirect evidence. The assessment process also includes periodic surveying of alumni and employers of recent graduates. There is a strong emphasis on “closing the loop” with course level assessment results passed between, and discussed by, the current instructor and subsequent instructor for each course. At the program level, discussion of assessment results is a standing topic of discussion at annual faculty retreats in each department.
88. Similarly, the assessment process in undergraduate business programs is driven by the AACSB (Association to Advance College Business Schools). Biochemistry and Chemistry are pursuing or are currently accredited by disciplinary associations. In Chemistry, this connection to discipline specific accreditation also means discipline specific assessment techniques: the American Chemical Society (ACS) has developed the Diagnostic of Undergraduate Chemistry Knowledge (or DUCK) Exam, a standardized, content-focused, exam which allows for comparisons with other students taking the exam across the country. The Chemistry department at UCR has administered this exam for several years and, upon determining that most students were not meeting their benchmark of performing in the 60th percentile or better, the department is reexamining teaching practices in content areas that proved most difficult for their students.
89. The Office of Evaluation and Assessment supports assessment efforts at the departmental level, including offering workshops on a variety of assessment related topics each year and has developed an [online assessment handbook](#). The Office of Evaluation and Assessment promotes assessment through small grants which offer departments up to \$4,000 to further develop and strengthen program level assessment. In one recent example, the Earth Sciences department used funds to purchase ruggedized laptops and other supplies for a fieldwork based capstone course. After spending several weeks in the field, students are asked to draw on skills and knowledge they have gained

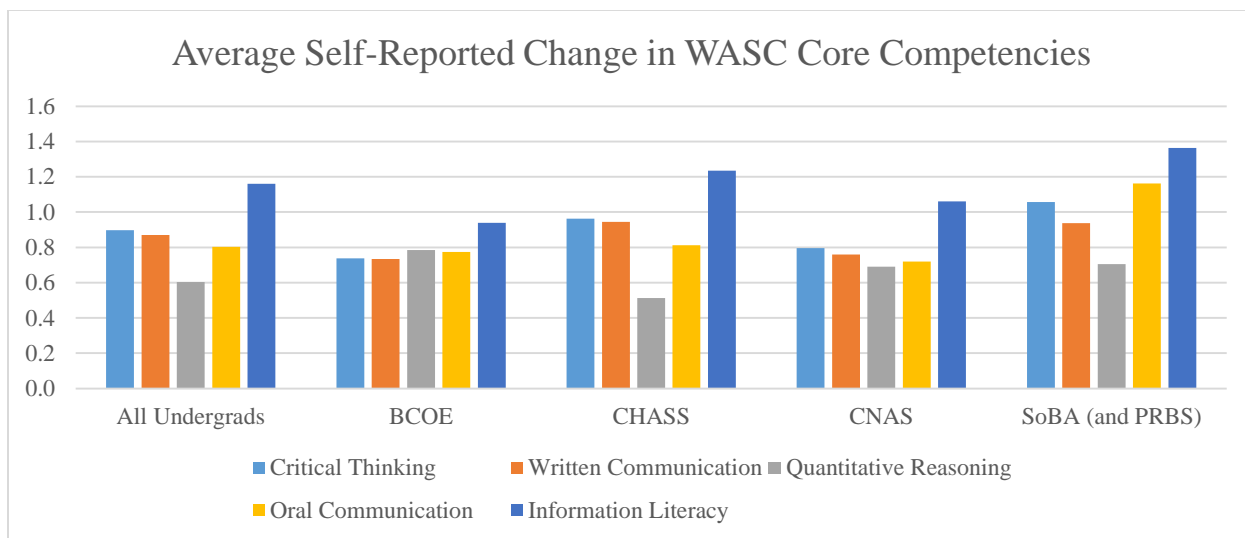
across their undergraduate careers to produce geological maps; these maps then become a key piece of evidence for assessing student learning at the program level.

90. The Office of Evaluation and Assessment has also developed a process to give feedback to departments on the quality of their assessment work. This process involves an assessment workgroup, made up of faculty and key staff from across campus. The workgroup uses a standardized rubric to give feedback to individual departments as well as develop a campus level snapshot. (As examples, see recent feedback to the [Math](#) and [History](#) departments.) Feedback to departments focuses on the assessment process and is offered in the spirit of constructive criticism on the assessment process (not its results). The [campus level undergraduate assessment snapshot](#) is circulated to Deans' offices and used by the Office of Evaluation and Assessment to plan workshop topics for the following year. The workgroup itself is also a key site for faculty development as it brings together faculty that work on assessment from across the campus and gives them a space to share their experiences and learn from each other.

Assessing Core Competencies (CFR 2.2a)

91. Assessment of core competencies has been addressed in a few different ways. There is indirect evidence of student learning from the [University of California Undergraduate Experience Survey \(UCUES\)](#), which asks undergraduates across the UC system about a variety of issues including how they rate themselves on each of the five core competencies both at the time they started at UCR and at the time they complete the survey. Undergraduates, on average, report gains of about one point on a five point scale. Undergraduates typically reported the largest gains in information literacy.
92. Quantitative reasoning was also assessed indirectly in 2013, with [a survey of instructors](#) finding that most of these courses gave students an opportunity to develop quantitative reasoning skills by working with equations and/or interpret the meaning of numbers presented in tables or as the result of other's calculations.
93. There has also been work to address core competencies at the campus level using direct evidence. [Written communication was assessed in 2013](#) using a random sample of students in preparatory English courses. These students showed a significant increase in writing quality (as judged by two trained readers) from the placement exam to final paper, indicating success at mastering the basics of written communication. As students near the end of the required writing coursework (that is, after passing ENGL 001A and ENGL 001B), students in most colleges have a choice of satisfying their final writing requirement either through a standard composition class (ENGL 001C) or a writing intensive course embedded in a particular discipline. This assessment also found no significant difference in writing skills in these two kinds of courses, suggesting that

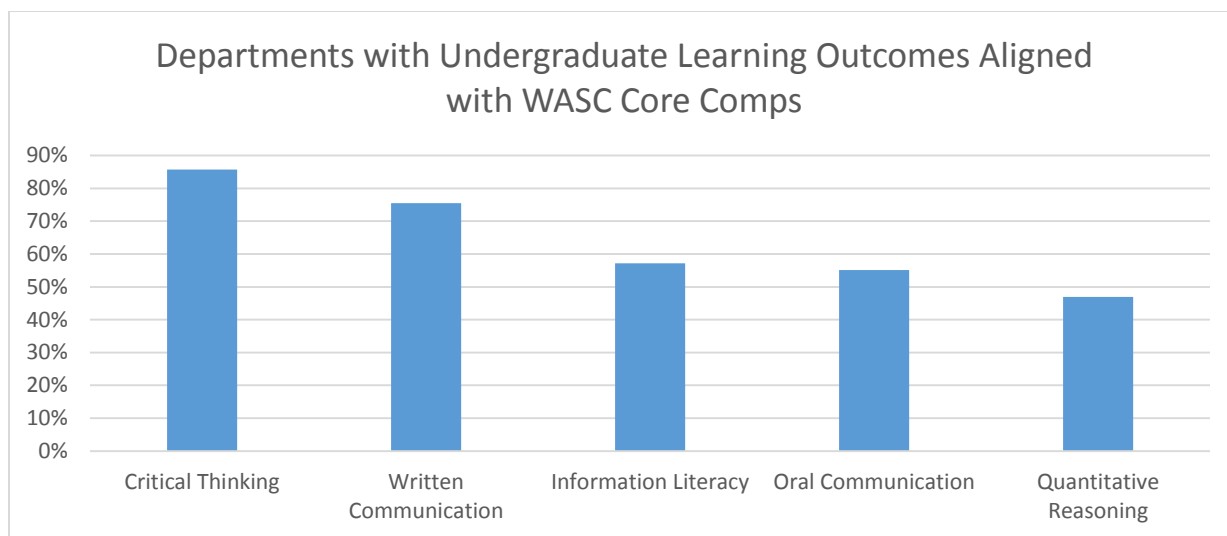
UCR has identified two distinct but comparable pathways to help students improve their writing skills.



Source: UCUES 2016

94. From AY13-14 on there has been a focus on assessing the core competencies within the discipline as part of the annual reporting process. The Office of Evaluation and Assessment asks departments to report on one core competency each year, and rotates through in a five year cycle. As shown below the majority of departments have developed disciplinary specific outcomes that align in some way with the core competencies. Quantitative reasoning (assessed in AY13-14) proved to be the most challenging, with many departments in the arts and humanities reporting that this was not relevant for their students. On the other side of the coin, many departments in the sciences reported that their students developed basic quantitative skills in math, physics and chemistry courses but that students struggled to express “in mathematical terms what they see in nature” (Biochemistry, 2013-14). Building on this experience, when oral communication was included in assessment reporting the following year (AY14-15) the Office of Evaluation and Assessment held workshops for faculty, and Undergraduate Education partnered with the Department of Theatre, Film and Digital Production to expand course offerings relevant to oral communication as well as to develop a rubric that could be used to assess oral communication in other courses. Engagement with assessing oral communication became more robust. For example, the Statistics department assessed students’ knowledge of, and ability to apply, statistical theories and techniques to real world situations through oral presentations in their capstone course. They found that almost all of their students (93%) were performing at a level that was satisfactory or better. At the same time, several departments reported that developing oral competencies in languages other than English was at the core of their undergraduate

education. Similarly, the request to report on assessment of information literacy in AY15-16 was preceded by workshops and collaboration with the Libraries (that already work with some departments to embed information literacy training in introductory level courses). As one example of a more robust assessment of information literacy, the Biology department developed an outcome specifically linked to information literacy and then assessed it in an upper division course using the same short quiz that is used to assess information literacy in introductory level courses with Library workshops focusing specifically on information literacy. Students' performance was similar at both the upper and lower division level and the Biology department deemed this evidence that the skills in information literacy persisted over time. Critical thinking was assessed in AY16-17 with departments taking disciplinary specific approaches to defining critical thinking. The Dance Department, for example, looked for evidence of students' critical thinking skills in writing assignments in two separate classes which asked students, in different ways, to reflect on the relationships between the people, space and customs of particular institutions and their related dance genres. Plant Biology, in turn, assessed student's critical thinking skills in terms of their abilities to identify and articulate strengths and limitations in experiments, both of their own design and in published works.



Source: Undergraduate Assessment reports, AY 14-15

Assessment of Graduate Student Learning (CFR 2.2b, 2.3, 2.4, 2.6, 2.7, 3.3, 4.1, 4.5)

95. Starting from a “compliance mindset” Graduate Division mandated that all graduate programs undertake assessment plans in 2012, in a processes based on the model for undergraduate programs. The process proved redundant and inefficient in graduate programs: graduate students are already evaluated annually for their academic and research progress; they are evaluated each quarter they are a teaching assistant; and

graduate programs assess their effectiveness during the rigorous Graduate Council external review

96. In 2014, Graduate Division re-evaluated the methods used for graduate student learning assessment across the campus with the goal of finding a process that made sense for graduate education and developing a streamlined system to integrate current mechanisms for assessing graduate students. This system would allow assessment data to reinforce program review processes (rather than to stand alone and be archived in a non-accessible manner). By designing a system that captures and stores critical assessment data, assessment will become part of our routine business practices. This will streamline and make assessment and evaluation routine, thereby ensuring that the assessments conform to best practices.
97. The foundational advance and centerpieces of the new integrated system are a campus-wide [Annual Research Progress Evaluation \(ARPE\) forms](#). These ARPE forms were developed in 2014 by the Graduate Council with one version for the Science, Technology, Engineering and Mathematics (STEM) disciplines and one version for the Humanities, Arts, and Social Sciences (HASS). The ARPEs were developed based on graduate programs' learning outcomes that were developed in 2012. Therefore, as ARPEs are completed annually for each student, the program will be evaluating the students using the metrics of the program's learning outcomes. In order to deploy the ARPEs to the campus, Graduate Division is developing a database to store these data. The ARPEs will be online and faculty will complete the paperless forms. In this manner, data from the ARPEs will be stored in an accessible way. Currently, ARPEs for the STEM and HASS have seven learning outcomes/performance assessment in common. As the system is developed, Graduate Division will provide support for each program to build on this core of assessment criteria and customize the ARPEs for their specific disciplines. Under this new system, it will be easy to generate reports for individual students and for programs, in a way that is comparable over time and across programs. On-line ARPE forms are currently being tested in several STEM graduate programs.
98. Our new system for acquiring and using learning outcome assessment data will have a mechanism to track graduate student individual development plans (IDPs). The development of the online system will be guided based on [best practices as outlined by AAAS](#). Each fall students will complete their IDP indicating their plans and aspirations for the upcoming year. They will document the steps and resources needed to meet their aspirations, including educational, funding and mentoring needs. In the IDP, students will provide additional professional data that is not easily captured in the ARPE and could include: acquisition of external grants, honors and awards; published manuscripts; speaking engagements; meeting participation; mentoring of undergraduates, high school

students and visiting academics; engagement with the public; and promoting diversity in academics and research. In the spring, students will complete a year-end IDP that captures the student's assessment of whether they were able to achieve their aspirations, and if not, why not. As the IDPs will be completed online; their results can be captured systematically in our database. In the IDP, students will allow the programs and campus to capture additional professional data that cannot be captured in the ARPE are currently manually collected.

99. The development of the IDP module also provides a mechanism for candid and reflective student input into their annual evaluation. It is a mechanism for students to plan for and achieve success. The completed IDP will be routed to the student's major professor, who can review the IDP and then complete the ARPE for the student's annual evaluation based on, and in dialog with, the student's own self-assessment, and committee member recommendations. The IDP's should provoke thoughtful career planning discussions with the student and his/her advisory committee members.
100. As online IDPs and ARPEs are deployed, the system will capture and store these data in a central, secure repository. The database will be connected to the current student information system thereby allowing complete integration of student information. The campus will develop standardized yet flexible reporting tools to enable generation of reports as needed.
101. Our vision is to create business practices that are premised on what is known to be best for graduate student learning outcome assessments. Our system will be easy for students and faculty to use, robust and flexible for rapid acquisition of accurate data sets and fundamentally aligned with our aspirations for adopting "green" strategies to data management.

Assessment of Graduate Learning- Professional Schools

School of Medicine

102. The SOM curriculum is delivered in eight-week blocks, with five blocks per year. The SOM has embraced the philosophy of continuous practice improvement. Both students and faculty are assessed throughout each block. While faculty are assessed twice in the block, student learning is assessed four times in each block. SOM uses the Association of American Medical Colleges' (AAMC) Physician Competency Reference Set (PCRS) which defines SOM's student learning outcomes. Eight higher-level outcomes focus on the core areas of medical education. Embedded within these groupings are seventy-four outcomes that specify exactly what students are expected to learn. Students are evaluated two to four times per eight-week block. Reports detailing student performance are generated for each block and discussed among senior leadership. Where appropriate,

suggestions for curricular changes are brought to the Medical Education Committee for evaluation and subsequent curricular reform. [Longitudinal Ambulatory Care Experience \(LACE\)](#) provides the framework for assessment of learning in the clinical setting.

Graduate School of Education

103. The Graduate School of Education has worked in recent years to develop and implement an efficient assessment system to support program improvement. They chose to focus first on a comprehensive assessment system for GSOE's two credential programs, the UCR Teacher Education credential program and the School Psychology program. The rationale for this assessment system was twofold. First, both programs are guided by clear student expectations dictated by each of their accrediting bodies. The California Commission on Teacher Credentialing (CTC) accredits the UCR Teacher Education Program and the UCR School Psychology Program. In addition, the UCR School Psychology program is also accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Second, both programs were preparing for CTC accreditation and were already primed for implementing newly revised assessment processes.

104. The assessment and evaluation process links program-level assessment and review to unit-level review and feedback. This process allows programs to collect meaningful data on enrollment, operations, and student achievement of desired outcomes, gain valuable feedback on program-level findings from the entire Unit, and then use that feedback and reflection opportunity to make meaningful changes. Once the program receives feedback from the GSOE Unit Leadership, feedback is then taken back to the individual programs and changes are implemented as needed. The process then cycles through outcomes again in an ongoing process of program improvement.

Assessment in Student Affairs (CFR 2.3, 2.13)

105. The Division of Student Affairs assesses student success, co-curricular activities, student learning, and program evaluations with assistance from [Student Affairs Research and Evaluation \(SARE\)](#). Now under the direction of Institutional Research, SARE provides survey research, assessment support, program evaluations, and data analysis to many Student Affairs departments to identify areas of student success, opportunities for improvement, and assess the undergraduate experience overall. All Student Affairs departments have established key performance indicators (KPIs) to outline department goals, outcomes, and measurement methods that align with the Student Affairs Strategic Plan. These KPIs ensure that Student Affairs departments are fulfilling their individual missions and meeting the needs of UCR students and the university. The Division of Student Affairs is working to develop assessment plans consistent with [CAS Standards](#) to take a proactive and holistic approach to assessment. The Division of Student Affairs has tasked itself with improving its assessment efforts to provide improved outcome

measures and methodologies that will better serve the departments, the division, and the university.

106. The Division of Student Affairs participates in several national surveys such as the American College Health Association's National College Health Assessment, The CIRP Freshman Survey by the Higher Education Research Institute, and The First Destinations Survey for the National Association of Colleges and Employers. SARE also serves as the campus coordinator for the [University of California Undergraduate Experience Survey \(UCUES\)](#) and provides campus research support for many UC system-wide surveys. In addition, SARE administers many campus-specific annual surveys including the Student Intent to Register (SIR) survey for Undergraduate Admissions, the Post-Graduation Survey, the Student Life Highlander Orientation Program Evaluation Surveys. In addition, SARE conducts annual program evaluations of the Ethnic & Gender Peer Mentor Programs to assess program effectiveness. These surveys and evaluations serve as a means to collect benchmark and longitudinal data to compare performance across student demographic groups. Student Affairs departments use the results of these surveys to improve their programs to better serve the UCR student population.

Transforming Education (CFR 3.1, 3.2)

107. UCR is not only committed to quality assurance by implementing well established processes like assessment and program review, but is actively working to improve the quality of education in other ways. Indeed, as a nationally recognized research intensive university it is only appropriate that our faculty's work in their classrooms is shaping the discussion around teaching and learning at the national level.
108. In math and the sciences, there are several instructors working to flip classrooms. The Math department has developed over seventy [micro tutorials](#), each consisting of a short video lectures using a unique transparent "learning glass" smart board. These micro tutorials provide students with ample examples on the expectation, the need, and the process of synthezation of prior knowledge before successfully deploying calculus techniques learned in classes. After piloting these in UCR's calculus series in the winter of 2017 the department learned that teaching assistants needed more rigorous and explicit training in how to flip a classroom and adjusted TA training and selection processes accordingly. In Chemistry a flipped classroom approach has been used to incorporate case studies, highlighting the real world significance of chemistry knowledge into our general chemistry large enrollment lectures. This practice has greatly increased the amount of collaborative group work done by the students in the lecture meetings, and a [quasi-experimental study](#) found that the grades of students in the flipped classroom improved.

109. In the humanities, the History Department has begun to use technology and tech-enabled classrooms – including Twitter – to engage students, to generate collaboration among them and to test their comprehension in class. Some instructors are also using online course platforms to increase student participation, student initiative and student success. Faculty in History have also developed a learning game promoting “digital citizenship” by engaging students in missions to defeat “[digital zombies](#)” making the library, library research and digital literacy an essential component of some courses. The Dance department offers an online course platform, and the department of Theatre, Film and Digital Production houses an interactive website, with links to Instagram, Facebook and other social media platforms in order to enhance opportunities for learning and networking among students and alumni.
110. UCR is also particularly proud of its first entirely online degree. The [Online Master of Science in Engineering Program](#) (in BCOE) is designed to enable fully employed engineers to advance their professional education and enhance their value to their employers. This unique program, delivered over the Internet, gives engineers the opportunity to learn a specialization in depth and to renew and update their knowledge of technological advances.

Institutional Research (CFR 2.10, 4.1, 4.2)

111. The Office of Institutional Research (IR), with four full time staff, is responsible for reporting the official statistics of the university and maintaining access to data in support of campus planning. IR fulfills reporting mandates, strives to make data about the university and important student outcomes publicly available, and fulfills data requests to support campus long-term planning and decision making.
112. IR makes data available to campus and the public through its website (<http://ir.ucr.edu>). This website is updated frequently to include information on student enrollment, retention, graduation rates and data on staff, faculty, and faculty workload. The IR website supports sets of dynamic tables that allow the user to examine data at the college, organization, department, and program level. In addition, data can be filtered by key background characteristic allowing campus and the public to monitor UCR's equity in student outcomes. These data that are often leveraged for campus program review. IR is also able to respond to ad-hoc and special requests
113. IR is also well positioned to help with campus-level planning. IR, as a department in the Planning and Budget organization, collaborates with Capital Asset Strategies and Financial Planning and Analysis. These three offices together connect campus data to financial resources and physical infrastructure. IR updates the campus enrollment projection model to inform and support space planning initiatives for Capital Asset

Strategies and budget planning for Financial Planning and Analysis. IR data are connected with campus space data to help track space utilization to ensure best use of current resources and inform plans for the future. IR also supports the annual admissions process for undergraduate students by serving on the planning committee and providing modeling on applicant yield to ensure that UCR meets its enrollment targets to sustain the campus budget.

Part 4. Sustainability: UCR's Role in the Future of Higher Education

114. Through prudent management after the recession, UCR has been able to embark on a period of renewed growth. At the same time, the campus remains cognizant of the shifting realities of American higher education and is focusing on the future of higher education as the combination of excellence and equity.

Renewed Growth (CFR 3.4)

115. UCR's fiscal conservatism during and coming out of the recent recession positioned the campus to pursue an aggressive faculty expansion program and to move forward with some critical major capital initiatives. UCR continues to actively model its sources and uses of funding to ensure that the campus remains fiscally solvent. One of the most visible manifestations of this plan is [Multidisciplinary Research Building 1 \(MRB1\)](#) a five story building containing 125,510 square feet of assignable space that will accommodate up to 60 principal investigators and their research teams. The space will include both research labs and spaces for computational research, opportunities for collaboration and shared equipment, and shell space for future growth. MRB1 will be funded entirely from indirect cost returns at the rate of \$14 million annually over 30 years.

116. UCR's research enterprise has also grown dramatically even as research productivity at other UC campuses has not. UCR's Federal Research Awards increased by 43% between 2012 and 2015 while total federal research funding dropped by 8% during the same period. Between 2013 and 2015, UCR faculty had 17 active NSF Career Awards; the campus now has [35 active Career Awards](#) which is more than any other public university in California. This increase in federal funding also allows UCR to fund more graduate students, increases funds produced by Facilities and Administrative Cost rates, and allows more central funding to be utilized for faculty salaries.

117. In addition, UCR has strategically allocated funding for a major faculty expansion to lower student-faculty ratios, build critical mass in 34 major areas of vital research, and further diversify the UCR faculty. Forty million in recurring dollars and \$110 million in accumulated savings are earmarked for this faculty expansion through 2020.

Reimagined Plans (CFR 1.7, 3.5, 4.3, 4.6, 4.7)

118. In 2016, UCR implemented an [incentive-based budget model](#) that promotes growth and encourages cost reduction. Previously, UCR's budget model was based on marginal change. The new budget model decentralizes funding, allowing individual schools to make budget decisions and encouraging cost reduction by allowing those schools to rollover savings from year to year. The funding model for undergraduate education

follows the teaching effort by distributing tuition dollars to “revenue generators” (i.e. the individual colleges) based on number of credit hours taught, number of majors, and through incentives that track reduced time to degree across separate colleges. Schools can increase their budgets by recruiting and instructing additional students. The model also prioritizes quality instruction by incentivizing student success in the form of additional funding for schools that increase four-year completion rates. This decentralized budget model will contribute to UCR's financial health by allowing budget decisions to be made in closer alliance with the strategic goals of each school and by no longer rewarding schools and programs that run a deficit. Not only does the decentralized budget model put undergraduate student instruction at the center of the process, it is also much more transparent than the previous model which, through accretion, had become almost impenetrably complex. The new flow of funding is much more transparent than the previous model so that campus stakeholders can understand and better use resources. The budget model also incentivizes undergraduate growth. In this way, UCR has aligned its resources with its fundamental priorities of increasing access to higher education for underserved populations and maintaining high academic standards.

119. UCR's recent growth highlighted limitations in a home-grown student information system (generically called “SIS”). After discussions about what capabilities were needed and what products were available the decision was made to [transition to Banner](#), with much of the migration activity happening in fall of 2016 and winter of 2017. This was more than just a systems update, however, as UCR's Information Technology Systems Office (formerly Computing and Communications) is actively engaged in a [comprehensive review of information technology services](#) to support optimization of campus business operations.
120. Campus leadership has also consciously created more space for collaboration and input from the campus. The Business and Administrative Services office launched a series of speakers, roundtables and a reading group as part of its [Organizational Excellence](#) campaign. These events invite broader conversations about how the campus can streamline and standardize business processes as well as foster collaboration across units. The Chancellor's Office conducted a number of [campus conversations](#) to create a place for the Chancellor to listen to input from across campus about topics like infrastructure, student success and human resources. The Provost's Office has recently begun sending periodic updates to the entire campus and providing [online updates on major projects](#).

Forward Looking Analysis

121. While UCR has laid the groundwork for financial sustainability for the long-term, we are aware of significant challenges that might impede both our financial goals and our ability to achieve our vision of equity and excellence in research and teaching. A major concern is the continuation of the historical decline in state support, both in California and throughout the United States, for higher education funding. Between 2002 and 2005, UC enrollment increased by 19% while state appropriations decreased by 15% and by 2013, the state was funding only 9% of the total UC operating budget. Currently, tuition and fees and state support make up approximately 70% of UCR's budget.
122. This increased need for student tuition has also increased competition for non-resident and international students, across both the UC and the U.S. However, such intense competition means that campuses with less "brand" recognition have difficulty recruiting students who will pay the higher, out-of-state tuition and fees. Not only has the state disinvested from the UC's research enterprise, it has also provided almost no funding for capital needs since 2006. While building MRB1 is a sign of UCR's overall financial stability, the entire building will be funded by UCR in stark contrast with the massive state investment in capital projects on older campuses in years past. There is also currently [no state funding dedicated to deferred maintenance](#) on UC campuses despite the many years of budget decreases during and after the recession. Thus, campuses like UCR that practiced austerity during lean budget times have had no subsequent state investment to help upgrade aging infrastructure.
123. Because of these increased costs, all UC campuses are increasingly reliant on tuition and consistent tuition increases to support their operating budgets. While these tuition increases do not generally affect low-income students who qualify for Cal Grants, Pell Grants, and the need-based University Student Aid Program (USAP), there is a risk of [fee intimidation](#) that will add to low-income students' tendency not to apply to competitive colleges. Further, a recent report from the [Public Policy Institute of California](#) shows that low-income students have been disproportionately affected by an increase in tuition without a similar increase in grant and scholarship funding. Thus, over-reliance on tuition does impact UCR's commitment to equitable access and to its strategic growth plan. And just as the UC system has come to rely on an ever-increasing tuition stream, the national conversation around tuition has moved in the other direction and both lower tuition and [free college education have become mainstream ideas](#).
124. Although student tuition has become the primary form of revenue in the UC system, there has been increased pressure from the state to graduate more students faster without due consideration of the increased resources required or the budget ramifications. UCR is incredibly proud of its improvement in four- and six-year graduation rates and that our

graduation rates are consistent for students from different ethnic backgrounds and economic classes. However, the increased pressure to graduate a greater number of undergraduate students at faster and faster rates has produced a variety of problems for course scheduling, degree planning, and enrichment.

125. Just as the future viability of tuition as a revenue source is becoming uncertain, the landscape for federal funding for scientific research became much more uncertain with the election of Donald Trump. Although, as mentioned previously, UCR faculty have received significantly increased federal grant funding in recent years, there are concerns that the new administration may be willing to cut federal funding to areas that are crucial to UCR's research productivity. Similar concerns can be echoed for the Arts and Humanities, where deep cuts have been proposed for federal funding agencies that support these disciplines.

The Path Forward

126. UCR will soon need to write a new strategic plan as "UCR 2020" focused on 2010-2020 and the planning process for such a document requires multiple years. This WASC report will serve as a foundational document for the new strategic plan, but, having accomplished many of the goals in the previous plan, UCR is currently imagining its future anew in a more constrained budgetary environment but one that still leaves us with a range of options. At a moment of expansion and increased diversity, any new strategic plan will find ways of turning our central concerns—Excellence, Access, and Equity—into a working plan that transforms our institution into a vibrant, more productive, and more celebratory version of itself. This is a grand challenge that we accept eagerly: the next step in higher education innovation will likely come from just such a crucible of innovation and restraint. Innovation will keep us alive to the newest and most ways to achieve our goals, and restraint will make sure that we remain responsible as we do so. This report offers us a springboard for the kind of achievement that will distinguish us as the campus of the future.

Conclusion

[A full concluding chapter will be written in process with the campus conversations held in the fall of 2017.]