I. Overview

Reviews of undergraduate programs are conducted by the Committee on Educational Policy (CEP), with the aid of extramural review teams, and supported by the Vice Provost for Undergraduate Education (VPUE). The review policy has been approved by the Riverside Division of the Academic Senate. The primary aim of the review process is to help improve undergraduate programs across the campus.

The Committee on Educational Policy establishes the sequence of program reviews which is reviewed annually. The sequence can be altered by action of the CEP. At least 3 programs are reviewed every year (one from CHASS, one from CNAS, and one from a professional school) and the goal is that each program will be reviewed at least once every seven years. The current sequence of reviews is available from the Academic Senate.

II. Program Self Study

The undergraduate program to be reviewed is notified at least six months in advance of the upcoming review. At the time of the notification, the program is asked by the Subcommittee Chair, with a cc to the VPUE to prepare a self-study document which will be transmitted to the external review team. This will become a part of the permanent record of the program review and will be filed together with the report of the review committee. The program should direct any questions or dialogue concerning the review to the Subcommittee chair with a cc to the Senate staff analyst. The self-study is no more than 5 single-spaced pages in length not including data appendices and should be a thoughtful and thorough self-evaluation of the program, based on the participation of the program’s faculty, staff and students. The program should provide two copies of their entire self-study package; one to the Academic Senate Office with a copy of the teaching evaluations specified in VII and one to the Vice Provost for Undergraduate Education office without the teaching evaluations for distribution to the appropriate parties.

The self-evaluation document contains the following required seven categories:

I.) Introduction and Contact Information
II.) Program Goals and Description
III.) Learning Outcomes and Assessment Results
IV.) Student Data
V.) Instructional Facilities
VI.) Institutional Support
VII.) Faculty Data
Most of these are self-explanatory and should be generated internally by the program/unit. The exception to this is the student admission and performance data listed in section IV.). These data can be obtained through the office of the Vice Provost for Undergraduate Education (VPUE) who will work with the program and CEP on their preparation. The two satisfaction surveys listed in sections IV.) and VII.) have been formulated by the CEP and will be conducted electronically through iEval with the help of the VPUE. The results will be made available in a redacted summary form.

Structure of the Program Self-Study—Please submit all of the program self study documents, etc. in the following order:

___I.) Introduction and Contact Information
- Tables of organization: Program provides the substructure within the department/program, including departmental level structure such as a curriculum committee, educational advisory committee, Vice Chair for teaching, etc.

___II.) Program Goals and Description
2-5 pages in length:
- Educational philosophy. What do you want your students to learn and what skills do you want them to develop?
- Perceived strengths and weaknesses of program
- Recruitment and outreach plans
- Major changes in the program since the last review (if applicable)
- Any issue the program wants to bring up that would be helpful to the review committee

Separate addenda:
- Faculty FTE and faculty/student ratios
- Staff personnel allocation for the last three years (Student Affairs only)
- Department materials available to students (handbooks, program descriptions, course descriptions and syllabi, web page materials)
- Structure of degree(s) and specialty tracks
- All courses taught in past three years by Lecturers and Associates In
- Class sizes at the introductory and upper division levels
- Courses in your program taught by faculty from outside your program
- Courses in other departments/programs to which your faculty contribute
- TA allocations for last three years
- Role of instructional technology in the classroom and the teaching laboratory
- Department expenditures related to undergraduate education

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

___IV.) Student Data-
- 5 Year summaries as of Fall quarter of ea. academic year (Provided by Allison Cantwell in VPUE)
- Financial support: extramural grants, academic and research fellowships, and financial aid.
- Advising, mentoring and career development
- Undergraduate research or other scholarly activity, including presentations and publications
- Undergraduate Satisfaction Survey (Provided by VPUE and CEP)

___V.) Instructional Facilities
- Classrooms
- Instructional laboratories
- Information resources: library and computer
- Statement of future needs/requirements

___ VI.) Institutional Support
- Program and college support personnel
- Institutional services

___ VII.) Faculty Data
- For each faculty member, include a summary that includes: 1) academic biographies including publication lists (standard UCR form); 2) area(s) of specialty and their impact on the undergraduate degree programs; 3) grants that impact the undergraduate program (including undergraduate research); 4) 3-year teaching load data form.
- Departmental workload summary with discussion of major-related and service instruction for other programs
- Copies of teaching evaluations for all undergraduate courses for the previous two years (these will be kept confidential by the Senate and made available to the reviewers when they visit the campus.) One copy of these materials in a binder for the Academic Senate Office will suffice.
- Distribution of faculty among sub disciplines for past 5 years and recruitment plans for future
- Faculty Satisfaction Survey (Provided by VPUE and CEP)

III. Composition of the Review Team

A letter containing wording similar or identical to the following is sent by the CEP chair to the chair of the program under review to request suggestions for the membership of the external review team:
“The general policy specifies that normally one of the external reviewers will be a faculty member at another UC campus, and the other two reviewers will come from UC peer institutions. Please provide me with a list of at least 12 names of distinguished potential extramural reviewers, some from other campuses of the UC system and the rest from UC peer institutions throughout the U.S. If appropriate for your program, please divide the list of names into sections corresponding to sub disciplines, so that reviewers can be selected to appropriately span the range of sub disciplines in your program.

The CEP asks to be **assured in writing that the proposed external visitors can carry out a neutral review.** The committee is specifically concerned with the following relationships with members of your faculty: (1) personal friendships; (2) visitor and UCR faculty member present in the same graduate or postdoctoral program at the same time; (3) graduate research advisors or post-doctoral mentors; and (4) Recent (within past five years) cooperative teaching or research efforts or joint textbook writing. If any of these items applies to a visitor, the individual should be eliminated or the chair of the CEP review subcommittee should be informed of the facts of the relationship.”

If curriculum vitae are not supplied, then the VPUE’s office gathers them from faculty web pages. Particular attention is directed to gathering as much information as possible about the experience and dedication of the nominees to undergraduate teaching. After the curriculum vitae have been assembled, the Vice Provost of Undergraduate Education writes (emails) to chairs of comparable programs at all of the other UC campuses to ask them to consider and rank the list of suggested reviewers, and perhaps to add to the list potential reviewers. The department/program is asked to comment on additional names that have come from the VPUE/Subcommittee queries.

The CEP Subcommittee, with the Vice Provost for Undergraduate Education as an ex officio member and with the consultation of the Associate Dean of the department/program’s college, then selects a final ranked list of review team candidates. The Vice Provost for Undergraduate Education contacts the individuals by email and, upon their acceptance of the invitation to review, sends them an official appointment letter. The Senate Office coordinates the Review Team travel, travel expense reimbursement and honoraria payment.

The CEP Subcommittee, in consultation with the Vice Provost for Undergraduate Education, formulates a ‘standard’ set of questions that the Extramural Team may (not “must”) use to guide its deliberations; most of the questions are used for all programs, but some are program specific. The program is provided with the questions that are sent to the Extramural Team.

About thirty days prior to the scheduled visit, the information from the program self-study and a package of additional information (contents of the package follow below) are sent by the VPUE to each member of the Extramural Team. An identical information
package is provided to the members of the CEP Review Subcommittee and the CEP Analyst. The program receives a copy of the package of the material without the faculty survey, but with a copy of the student survey from which the identifying questionnaire responses have been redacted for purposes of student/faculty confidentiality. The College Dean, all College Academic Associate Deans for undergraduate education, and Executive Vice Chancellor-Provost do not receive a copy of either the faculty or student survey. Because the VPUE will be conducting these surveys, s/he will be aware of the data.

The following items are included in packets sent to Extramural Team members along with the Program Self Study in a cover letter signed by the Subcommittee chair and the VPUE:

1. Table of organization for review
2. Tentative schedule and campus map
3. Current UCR General Catalog
4. Guidelines and Questions for reviewers

Approximately one week before the review, the CEP Analyst will send out a final schedule to everyone on the original distribution list. The Chair of the CEP subcommittee will discuss the schedule with the external review committee at their first meeting to see if they want any changes, and if possible, changes will be accommodated.

IV. Extramural Team Guidelines

UCR is interested in your overall assessment of the teaching and research accomplishments and potential of the unit you are reviewing. The charge to the consultant is to evaluate the educational programs as well as to make explicit comparison of the UCR program with comparable programs in other major universities. The Senate is most interested in your expertise in assessing the quality of the undergraduate instructional programs. Recommendations to increase resources may follow from this, but are not in themselves the primary responsibility of the reviewers.

It might be helpful to think of your review with the following questions in mind:

1. What is the overall quality of the program with respect to the following:
   a. Faculty teaching for both majors and non-majors
   b. Student satisfaction
   c. Faculty research
   d. Overall reputation

2. Is the undergraduate program coherent in the areas of teaching, counseling, mentoring, and introduction to research for its students? Is it adequate in scope and depth to insure education appropriate for the BA/BS?
3. Are the department goals and learning outcomes clear and explicit in regard to what students should be learning in the major?

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

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

6. Would you want graduates of this program in your own graduate program?

7. Is the faculty quality and breadth of coverage adequate for a strong undergraduate program?
   a. Areas that should (must) be strengthened or added?
   b. Areas that should (must) be de-emphasized or removed?
   c. Where should the next appointment (resources permitting) be made?

5. In many fields, long-range planning and strategic choices about areas of teaching and research are necessary. Does the program provide an imaginative, workable long-range plan that will allow it to make major contributions to the discipline and to pursue appropriate specializations with distinction? If not, what do you suggest?

6. What would be needed for this program (or some component) to achieve true national distinction giving due consideration to present UCR faculty resources compared to those available at top ranked programs elsewhere?

7. Do students feel welcome in the major and is there adequate advising to meet their needs?

8. How do students and faculty feel about class size? How do they feel about the proportion of classes taught by TA’s and lecturers/Associate Ins as opposed to regular faculty? How do students feel about grading standards and the response they get to written work for their classes?

9. Do the current administrative structures at UCR foster undergraduate education in the program you are reviewing? Are there closely related units at UCR or other UC campuses with which more collaboration should be undertaken? Are there appropriate support facilities such as libraries, teaching and research space, computer labs and training?

10. Is there sufficient interaction between the program and any campus programs with which it should interact?
11. Do students find it reasonable to complete the major on a four-year schedule?

12. Is the program doing enough to recruit quality students?

13. Is there any question we have not asked that you feel should be addressed?

We are aware that each department/program under review presents a special set of circumstances and that your review will need to take these distinctions into account. We intend these guidelines to be suggested topics that you may want to pursue rather than prescriptions of the process. As an External Reviewer, you should feel entirely free to pursue what avenues of investigation will yield constructive and relevant insights into the particular programs. We hope to obtain well thought-out and forthright judgments of where we stand in the academic picture, so that UCR may best capitalize on its strengths and take effective steps to correct weaknesses. The Academic Senate will give serious consideration to whatever directions you believe to be most worthwhile in achieving those ends.

Any questions concerning the review should be directed to the Subcommittee Chair with a cc to the Senate staff analyst.

V. Extramural Review Team Visit and Report

The review team visit is scheduled by the Subcommittee Chair with the assistance of the Senate staff analyst. A typical Review Team visit begins on the evening prior to the first day of the review, with a dinner (optional to review team) meeting of the Review Team, the Subcommittee Chair, the Vice Provost for Undergraduate Education, the Department/Program Chair, and the Associate Dean of Student Affairs. It is hopeful that the Chair of the Review Team has been designated prior to the visit (based on discussions between the undergrad program Chair, the Subcommittee, and the Review Team), but if it has not yet been determined, then this discussion will take place at dinner.

On the first morning of the site visit, the review team meets with the CEP Chair and Review Subcommittee, including the Vice Provost for Undergraduate Education (who is an ex officio member of the Subcommittee). At this meeting, the CEP Chair and Subcommittee will give a briefing on procedures for the review and any other issues deemed necessary. The Review Team is asked to provide an assessment of the quality of faculty, students, and the program; areas of strength and weaknesses; advice on areas to remove or strengthen, adequacy of facilities, morale, and any other issues they wish to address. They are asked to participate in an exit interview on the afternoon of the second day and to furnish a written report of approximately 10-15 pages within two weeks of their visit. Following this meeting, the review team meets with the Dean and appropriate Associate Dean for the discipline, and then with the Associate Dean for Student Affairs. After the initial briefings, the Review Team spends time with the Department/Program Chair, followed by individual time with the faculty Undergraduate Advisor. Lunch is provided to the Review Team in the Senate conference room with the Chairs or other
interested faculty of departments of closely related programs or programs who teach prerequisites for the program being reviewed. After the lunch, the program is responsible for setting up a tour of the facilities and meetings with the faculty of the program at the end of the first day and the beginning of the second day. No formal dinners should be planned with UCR contacts on the first night of the review. The team should be allowed to dine together and discuss preliminary findings.

On the second day of the site visit, the program should schedule meetings between the Review Team and their staff advisors as well as the Career Center advisors applicable to the program. In addition, the program TA’s, Lecturer’s and lab staff (if applicable) should meet with the reviewers. A block of time should be allowed for selected students to meet with the reviewers. Typically, lunch on the second day should be a progress type meeting with the CEP Chair, Review Subcommittee, Program Advisor and the Associate Dean for the discipline in the College and the Associate Dean for Student Affairs or equivalent. This lunch is an option for the review team; they may decide that they would prefer to have a lunch meeting to themselves so that they have extra time to prepare for the oral exit interview. If this option is chosen, the CEP review subcommittee chair will check with the reviewers during their lunch to see if they have any further questions. The last on campus activity is the exit interview when the Review Team meets with the Executive Vice Chancellor and Provost, the Dean, the CEP Chair, the Subcommittee (including the Vice Provost for Undergraduate Education) to give a discussion on their findings. The Chair of CEP chairs this exit interview.

When the Review Team report is received, the honoraria are sent to the reviewers.
# SAMPLE REVIEW TEAM SCHEDULE

<table>
<thead>
<tr>
<th>Sunday afternoon arrival</th>
<th>6:30 pm</th>
<th>Dinner with Review Subcommittee Chair, Vice Provost for Undergraduate Education, Program Chair, and Associate Dean for Student Affairs.</th>
<th>Location: tba (dinner optional to external review team)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td><strong>8:45-9:30 am</strong></td>
<td>CEP Chair, Review Subcommittee (including Vice Provost for Undergraduate Education)</td>
</tr>
<tr>
<td></td>
<td>9:30-10 am</td>
<td>Dean and Associate Dean of College</td>
<td>Senate conf. room</td>
</tr>
<tr>
<td></td>
<td>10-10:30</td>
<td>Associate Dean of Student Affairs of College</td>
<td>Senate conf. room</td>
</tr>
<tr>
<td></td>
<td>10:30-11:15</td>
<td>Chair of Program</td>
<td>Senate conf. room</td>
</tr>
<tr>
<td></td>
<td>11:15-12</td>
<td>Undergraduate Advisor of Program</td>
<td>Senate conf. room</td>
</tr>
<tr>
<td></td>
<td>12:15-1:30</td>
<td>Chairs or designates and interested faculty of closely related programs, particularly those who teach prerequisite courses for program.</td>
<td>Catered deli style buffet lunch in Senate conference room</td>
</tr>
<tr>
<td></td>
<td>1:30-2:30</td>
<td>Tour of Program’s physical facilities including laboratories, classrooms, library.</td>
<td>Suggested: small group visits lasting one half hour in Program’s conference room</td>
</tr>
<tr>
<td></td>
<td>2:30-3</td>
<td>Faculty of the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-3:30</td>
<td>Faculty of the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-4</td>
<td>Faculty of the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>Selected students in the program</td>
<td></td>
</tr>
</tbody>
</table>

Return to Hotel

Review Team to have
<p>| dinner on their own, no organized UCR functions |  |  |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9</td>
<td>Faculty of the Program</td>
<td>Program conf. room</td>
</tr>
<tr>
<td>9-9:30</td>
<td>Faculty of the Program</td>
<td></td>
</tr>
<tr>
<td>9:30-10</td>
<td>Selected students of the Program</td>
<td></td>
</tr>
<tr>
<td>10-10:30</td>
<td>Staff Advisors and Career Center Advisors</td>
<td></td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>TA’s, Lecturers, and Lab Staff of the Program</td>
<td></td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>CEP Chair, Review Subcommittee (which includes Vice Provost for Undergraduate Education), Associate Dean and Assoc. Dean for Student Affairs, and Program Undergraduate Advisor</td>
<td>Catered lunch in Senate conf. room</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Faculty of the program</td>
<td>Senate conf. room</td>
</tr>
<tr>
<td>1:30-2:15</td>
<td>Faculty of the program</td>
<td>Program conf. room</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Program Chair</td>
<td>Program chair’s office</td>
</tr>
<tr>
<td>3-3:30</td>
<td>Review Team only</td>
<td>Preparation of brief oral summary in Senate conf. room</td>
</tr>
<tr>
<td>3:30-4:15</td>
<td>Executive Vice Chancellor and Provost, Dean, CEP Chair, CEP Subcommittee (including Vice Provost for Undergraduate Education)</td>
<td>Exit Interview in Senate conf. room</td>
</tr>
<tr>
<td>4:15-5</td>
<td>Review Team Wrap Up</td>
<td>Senate conf. room</td>
</tr>
<tr>
<td></td>
<td>Review Team departs Riverside</td>
<td></td>
</tr>
</tbody>
</table>

**SUBMISSION OF REPORTS:** The External Review Team will submit their report to the CEP Chair and Vice Provost for Undergraduate Education within two weeks of their on-site visit (Academic Senate Office, 210 University Office Building, University of California, Riverside, CA 92521).

**VI. Procedure on Findings and Recommendations**
After the Review Team Report is received by the Chair of CEP, s/he shall distribute the report to the Subcommittee chair, the Executive Vice Chancellor/Provost, the college dean, and the program/department chair. The CEP Chair will ask the program to review the report for factual inaccuracies and misperceptions within a three-week time period. The program summary of any factual corrections and misperceptions will be relayed by the CEP Chair to the Subcommittee Chair to aid in drafting the Findings and Recommendations.

The Subcommittee shall study the Team report and any factual corrections and misperceptions provided by the program and draft their Findings and Recommendations - a cohesive plan of action for improvement of the program. In developing their draft, the Subcommittee members shall integrate their understanding of the program with the new materials generated in the self-study and Team report. The Subcommittee will recommend possible changes, if any, to improve the quality of the undergraduate program under review. If the draft Findings and Recommendations appear to be seriously detrimental to the program under review, the Subcommittee and CEP chairs usually meet with the Chair and/or Undergraduate Advisor of the program to discuss the matters in the preliminary document. On some occasions, the Subcommittee and CEP chairs will seek to meet with the College Dean and a limited number of faculty members to discuss the draft Findings and Recommendations. Where the Findings and Recommendations do not appear to be controversial, the Subcommittee and CEP chairs do not usually meet with the department/program chair or other representatives. Copies of the draft Findings and Recommendations will be distributed to all members of the CEP, who may endorse the draft, approve the draft contingent to minor changes, or refer the draft back to the Subcommittee.

The CEP chair will send the Findings and Recommendations to the department/program chair for distribution to the program faculty, staff and students. The department/program shall seek and collect input from all constituents and prepare a detailed response, either outlining plans for implementing the recommendations or detailing reasons for not doing so. The Findings and Recommendations are a policy document, and failure to comply or to provide justification for noncompliance can lead to a moratorium on undergraduate admissions or other actions. The program response is to be submitted to the CEP within a three-month period (excluding summer) of receiving the Findings and Recommendations.

The CEP members will study the response from the department/program and prepare the final Findings and Recommendations. The CEP shall distribute its approved final report to the department/program for action and to the respective college dean and associate dean, the Academic Senate-Riverside Division chair, the Executive Vice Chancellor & Provost, and the Chancellor. Relevant portions of the report will be furnished to other Senate committees as needed. At this point the review is closed.

**ACTION/IMPLEMENTATION:** The CEP chair, the VPUE, the college dean and/or associate dean shall meet with department/program representatives to discuss the action
steps to be taken as a result of the review. A timeline is set and resources needed to accomplish the plan’s goals are identified.

COMPLIANCE WITH IMPLEMENTATION PLAN: Each Spring Quarter the CEP, working in conjunction with the VPUE on behalf of the Executive Vice Chancellor/Provost, shall review the implementation plans of programs reviewed in the previous year. If the department/program was not successful in implementing all aspects of the plan, the CEP may recommend follow-up actions to the department/program and appropriate campus administrators.

DISTRIBUTION OF CLOSED REVIEW MATERIALS: Copies of the unedited External Review Team report, the department/program’s preliminary response, the CEP Findings and Recommendations, the department/program's implementation plan and other pertinent documents shall be sent to the Chancellor, Executive Vice Chancellor & Provost, college dean and Academic Senate-Riverside Division. File copies will be stored in the Offices of the Academic Senate-Riverside Division and the Office of the VPUE. A brief summary of the programs reviewed and CEP actions are included in the CEP Annual Report to the Academic Senate-Riverside Division.

CONFIDENTIALITY Undergraduate Program reviews will be treated with confidentiality until they are closed. The first reason for this confidentiality is to protect the program under review by ensuring it has a chance to respond to the Reviewer’s report and correct error of fact and potential misconceptions before the report circulates. The second reason is to protect faculty governance of academic programs by ensuring that reviews are carried out in an atmosphere free of undue pressure from on or off campus. It is not appropriate to discuss a review in progress with anyone not normally a part of the process.
The undergraduate major in which you are enrolled is being reviewed by a team of faculty from other institutions. This questionnaire is an essential part of the review process. Your feedback is important to help identify strengths and areas where improvement is needed. Please note that your responses are anonymous. Thank you for your participation in the review. One respondent will be randomly chosen to receive a $50 gift card to Best Buy! Please take a few minutes to complete the following questionnaire.

1. How many years did you complete as a full time student in a community college before enrolling in UCR? (Round off to the closest number of full years.)

   (N/A = 0 years; 1 = 1 year; 2 = 2 years; 3 = 3 years)

2. How many years did you complete as a full time student in a college other than a community college before enrolling in UCR? (Round off to the closest number of full years.)

   (N/A = 0 years; 1 = 1 year; 2 = 2 years; 3 = 3 years; 4 = 4 or more years)

3. How many full years have you completed at UCR to date?

   (N/A = 0 years; 1 = 1 year; 2 = 2 years; 3 = 3 years; 4 = 4 years; 5 = 5 or more years)

   (Edit)

4. How would you rate your overall level of satisfaction with your current major at UCR?

   (N/A, 1 = Rarely/Very Poor/Very Dissatisfied – 7 = Always, Excellent/Very Satisfied)
5. How would you rate your level of satisfaction with your current rate of progress toward completion of the bachelor's degree?
(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

6. How would you rate your level of satisfaction with course availability within your major?
(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

7. How would you rate your level of satisfaction with course content within your major?
(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

8. How good a fit is your current major to your long-term career objectives?
(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

9. Have staff who have provided you with academic advising been courteous, helpful, and knowledgeable? Examples of staff advisors are people who work in departmental offices or advising centers.
(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

10. Have faculty (i.e. professors or the Dean) who have provided you with academic advising been courteous, helpful, and knowledgeable?
(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

11. What would be your level of enthusiasm in recommending your major to others?
(N/A, 1=Rarely/Very Poor/Very Dissatisfied – 7=Always, Excellent/Very Satisfied)

Part B: Use the space below to answer the following questions regarding your current major.

12. What do you like best about your major? (Open Comment)

13. What about your major is in greatest need of improvement? (Open Comment)
Attachment B

Faculty Survey

As you know, the undergraduate major in which you participate is being reviewed by a team of faculty from other institutions. This questionnaire is an essential part of the review process. It consists of two parts: 1) a series of questions with space for comments; and 2) a final comment sheet on which you are invited to summarize your views or to elaborate in greater detail on any aspect of the program that you feel warrants particular attention. Please note that only the review team, Senate Subcommittee (including the VPUE), and CEP will have access to these comments.

1. Please indicate if you are a:
   - Ladder rank Faculty member
   - Lecturer
   - Academic Coordinator

   2. What is your view of the overall quality of this undergraduate program?

   Excellent
   Good to very good
   Satisfactory
   Marginal
   Unsatisfactory

   Comments:

   3. What is your view of the quality of the curriculum for this program?

   Excellent
   Good to very good
   Satisfactory
   Marginal
   Unsatisfactory

   Comments:

   4. How favorably would you compare the quality of this program to equivalent programs at comparable universities?

   Better
   Equivalent
   Poor

   Comments:
5. Do you feel that the curriculum for this major needs changes?

No changes needed
Minor changes needed
Significant changes needed (please specify)

Comments:

6. Do you feel that the curriculum for this program adequately covers the breadth of the discipline?

Very well
Fairly well
Poorly

Comments:

7. Do you feel that the curriculum for this program adequately covers the discipline in appropriate depth at the undergraduate level?

Very well
Fairly well
Poorly

Comments:

8. Do you feel that the level of course content in the courses designed for your majors is appropriate for the quality of the students

too high
too low

Comments:

9. The quality of undergraduate students in this major is generally

High
Satisfactory
Low

Comments:
10. Are courses required for the major offered frequently enough?

Yes
No

Comments:

11. Does the undergraduate major depend heavily on courses provided by other departments or programs?

Yes
No

12. If yes to the previous question, are those courses satisfactory in content and instruction?

Yes
No

13. Do faculty in other programs participate in teaching courses in this program?

Yes
No

14. If yes, do those faculty participate in decisions concerning the content and scheduling of those courses?

Yes
No

15. Do you feel that the quality of instruction is strong for the courses required for the major?

Very strong
Strong
Adequate
Poor

Comments:

16. Do you feel that the faculty members who teach in this major consider their teaching responsibilities as a high priority among their many responsibilities?
High priority
Moderate priority
Low priority
Poor

Comments:

17. Do you feel that faculty efforts in undergraduate instruction are sufficiently rewarded in the merit and promotion process?

Yes
No

Comments:

18. Do the majors have sufficient opportunities to be involved in enrichment experiences such as research?

All students who seek such opportunities
A reasonable fraction of students who seek such opportunities
A small fraction of students who seek such opportunities

Comments:

19. Are there good mechanisms in place to ensure that the majors are aware of enrichment opportunities such as research?

Yes
Outreach could be better
No

Comments:

20. Undergraduate instructional space and facilities are

Excellent
Good
Marginal
Poor

Comments:
21. Are students in the major advised properly?

Excellent
Satisfactory
Poor

Comments:

22. Who is primarily responsible for academic advising of the students in the major?

The Undergraduate Advisor
The Dean’s office
Individual faculty
Staff

Comments:

23. What is the most frequent cause of student dropout from the major?

Dissatisfaction with the major
Incompetence of the student
Lack of opportunities in that discipline after graduation
Other:

Comments:

24. Does the Department/Program formally assist students in placements, either for job or professional programs?

Excellent placement program
Poor placement program
No placement program, but individual faculty assist students
No placement program

Comments:

25. How are the job prospects for students who graduate from the major?

Excellent
Very good
Good
Marginal
Poor

Comments:
26. My undergraduate instruction load is

About right  
Too heavy  
Too light

Comments:

27. Is the total number of faculty sufficient for maintaining a high quality major?

Yes  
Marginal  
No

Comments:

28. How do you evaluate faculty morale in your major with respect to the Department or Program, not with respect to the university?

Excellent  
Good  
Poor

Comments:

26. “Administrators are adequately supportive of this program.” My perception of this statement is

True  False

Undergraduate Dean  
College Dean  
Vice Provost-Undergrad Ed.  
EVC  
Chancellor

Comments summarizing your views of the program being evaluated, or elaborating in greater detail on any aspect of the program that you feel warrants particular attention.