

University of California, Merced
Appendix C: Supplemental Report on the 2008 Changes to the Criteria for Review

The table below provides a summary of our institutional analysis and evidence in relation to the 2008 Changes to the CFRs and associated self-assessment questions.

CFR	Text of Revised CFR or Guideline (Revisions underlined)	Self Assessment Questions	Summary of analysis in report.	Selected Supporting Exhibits
1.2	The institution develops indicators for the achievement of its purposes and educational objectives <u>at the institutional, program, and course levels.</u>	Does the institution have educational objectives at all three levels indicated in the CFR (institution, program, and course)?	Yes, descriptions and analysis of our institutional, program and course level learning outcomes appear in CFRs 1.2, 2.2, 2.4, and Appendices 2.2.1 and 2.6.1.	<ul style="list-style-type: none"> • Exhibit 11 – Eight Guiding Principles of General Education • Exhibit 23 – Program Learning Outcomes for Majors and Stand Alone Minors • Exhibit 27 - Educational Effectiveness Indicators Summary Chart • Exhibit 174 – Syllabus Analysis: Student Learning Outcomes Fall 2008 & Spring 2009
1.2		Have goals or expectations for achievement of these objectives been established?	As described in CFR 2.4, faculty are developing expectations for student achievement as part of developing and implementing course-level student learning outcomes and implementing assessment plans, including those for General Education. Our university assessment committee (CFR 4.7) will facilitate the process of developing institution wide achievement expectations.	<ul style="list-style-type: none"> • Exhibit 13 - Faculty Accreditation Report: Writing Program with General Education • Exhibit 174 – Syllabus Analysis: Student Learning Outcomes Fall 2008 & Spring 2009
1.2		Where are these objectives and indicators published?	As described in CFRs 1.2 and 2.2, institutional learning outcomes are published in the general catalog and online; program learning outcomes are available online, in the general catalog and, beginning in Fall 2009, in some syllabi depending upon the program. Course-level learning outcomes are published in syllabi.	<ul style="list-style-type: none"> • Exhibit 19 – UCM Catalog (p.55); Exhibit 11 – Eight Guiding Principles of General Education • Exhibit 23 - Program Learning Outcomes for Majors and Stand Alone Minors • Exhibit 172 – Inventory of Educational Effectiveness Indicators • Exhibit 174 – Syllabus Analysis: Student Learning Outcomes Fall 2009 and Spring 2009. Actual syllabi will be provided during fall 2009 site visit.

1.2	<p><u>The institution has a system of measuring student achievement, in terms of retention, completion, and student learning.</u></p>	<p>Does the institution have a systematic process for measuring student achievement?</p>	<p>Yes, the current architecture is described in our response to CFR 1.2. As noted therein, and in CFR 4.6, during AY 2009-2010, we will create a university assessment committee to integrate assessment results from across the campus. CFRs 4.6 and 4.8 further elaborate the role of Institutional Planning and Analysis and associated survey efforts in this system.</p>	<ul style="list-style-type: none"> • Exhibit 28 – Faculty Accreditation Reports that include multi-year assessment plans (Section II of reports). • Exhibits 29 – Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review Policy • Exhibit 174 – Syllabus Analysis: Student Learning Outcomes Fall 2008 & Spring 2009 • Exhibit 175 - Quality of Assessment Plans • Exhibit 215 - Quality of Program Learning Outcomes • Exhibit 245 - Student Affairs Program Review Guidelines • Exhibit 42 – UC Merced Profile • Exhibit 5 - UC Merced Accountability Profile • Exhibit 252 - IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 450 - IPA Assessment: Learning from NSSE 2007 • Exhibit 224 - 2008 Graduate Student Survey Analysis • Exhibit 486: Inventory of Institutional Assessments
1.2		<p>Does this system or process include analysis of data on retention and completion?</p>	<p>Yes. Please see the final paragraph of CFR 1.2 as well as CFRs 4.3, and 4.5. CFR 2.7 describes the pending program review policies, which require analysis of retention and completion.</p>	<ul style="list-style-type: none"> • Exhibits 39 - First-Time Freshman Retention and Graduation Rates • Exhibit 40 - Transfer Student Retention and Graduation Rates. • Exhibit 41 – IPA Student Statistics Webpage • Exhibit 42 – UC Merced Profile • Exhibit 5 – UC Merced Accountability Profile • Exhibits 29 - Undergraduate Program

				<p>Review Policy</p> <ul style="list-style-type: none"> • Exhibit 30 - Graduate Program Review Policy
1.2		Does it include processes for summative assessment of student learning?	<p>Yes. CFR responses 1.2, 2.7, and 4.4 describe annual assessment as outlined by multi-year assessment plans as well as how these results will be examined during program review. CFRs 2.10, 4.3, 4.5, 4.6, 4.8 describe the collection and use of UC and national student surveys.</p>	<ul style="list-style-type: none"> • Exhibit 28– Faculty Accreditation Reports that include multi-year assessment plans (Section II of reports). • Exhibits 29 - Undergraduate Program Review Policy Exhibit 30 - Graduate Program Review Policy • Exhibit 42 – UC Merced Profile • Exhibit 5 – UC Merced Accountability Profile • Exhibit 268 – IPA Survey Results and Analysis Webpage • Exhibit 252 - IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 450 - IPA Assessment: Learning from NSSE 2007
1.2	<u>The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.</u>	Does the institution publish data on retention and graduation rates? Student learning outcomes? Where?	<p>Yes. Please see CFRs 1.2, 2.10, and 4.6. These data appear in the UCM Profile, UCM Accountability Report, and on the IPA Students Statistics webpage. Together with the Academic Senate and EVC and Provost, the University Assessment Committee will further this work with respect to program assessment results.</p>	<ul style="list-style-type: none"> • Exhibit 42 – UC Merced Profile • Exhibit 5 – UC Merced Accountability Profile • Exhibit 41 – IPA Student Statistics Webpage.
1.9	<u>The institution is committed to honest and open communication with the Accrediting Commission, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution.</u>	Does the institution keep WASC informed about important changes?	<p>Yes. Please see CFR 1.9 and Appendix 1.9.1 which describe the responsibilities of the WASC substantive change coordinator and the commitment of our Chancellor.</p>	<ul style="list-style-type: none"> • Exhibit 144 – Examples of UC Merced and WASC correspondence and discussions

1.9		Is there a process and assigned responsibility for ensuring that this reporting is done?	CFR 1.9 describes the policies and procedures created by faculty to ensure substantive changes are flagged in the processes for reviewing new courses and programs or modifications to these existing courses or programs and that, once flagged, the ALO and Substantive Change Coordinator are contacted.	<ul style="list-style-type: none"> • Exhibit 140 – Job Description: Accreditation Coordinator for Substantive Change • Exhibits 141 – UGC Policy for Review and Approval of New Degree Programs • Exhibit 142 – Graduate and Research Council Policy for Review and Approval of New Graduate Emphasis Areas and Graduate Group Proposals • Exhibit 143 – School of Engineering Curriculum Committee Substantive Change Policy
2.2b	GUIDELINE: <u>Institutions offering graduate-level programs demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.</u>	If applicable: Are master's and doctoral programs adequately supported with the full array of resources expected for graduate-level study, including qualified faculty with appropriate workload levels, support for advising and theses/ dissertations, library and research?	Our response to these expectations appears in Appendix 2.2.4. The sufficiency of our library resources is described in CFR 3.6. Graduate advising support is described in CFR 2.12.	<ul style="list-style-type: none"> • Exhibit 191 – Graduate Group Faculty Membership • Exhibit 380 – Library Information Resources by Format • Exhibit 101 – Policies and Procedures for each graduate groups and programs • Exhibit 196– Bylaws for each Graduate Group and Program
2.2b		Is there a “culture” that is expected for graduate study, e.g., scholarly and intellectual engagement among faculty and students?	Yes. This is addressed in our responses to CFRs 1.1, 1.2, and 2.5 and Appendices 2.2.3, 2.2.4, 2.9.1, 2.9.2 and 3.6.1. These describe the policies and procedures governing the scholarly work required to earn a graduate degree as well as examples of seminars and other programming offered by graduate groups and the Center for Research on Teaching Excellence that support a culture of intellectual engagement.	<ul style="list-style-type: none"> • Exhibit 101 – Policies and Procedures for each graduate groups and programs • Exhibit 196 – Graduate Group Bylaws • Exhibit 193 – UC Merced Graduate Advisor’s Handbook. • Exhibit 24 – Faculty Accreditation Report: Environmental Systems • Exhibit 224 - 2008 Graduate Student Survey Analysis • Exhibit 260 - Center for Research on Teaching Excellence Workshop Series • Exhibit 3 - UC Merced Strategic Vision • Exhibit 256 - Mind, Technology, and Society Speaker Series • Exhibit 258 - Write Look Listen

				<p>Speaker Series</p> <ul style="list-style-type: none"> • Exhibit 259 - Environmental Systems Seminars • Exhibit 257 - Center for Information Technology Research in the Interest of Society (CITRIS) Speaker Archive • Exhibit 189 - Research Week
2.3	The <u>institution's student learning outcomes</u> and expectations for student attainment are clearly <u>stated at the course, program and, as appropriate, institutional level.</u>	Have student learning outcomes been established for courses and programs?	Yes. Descriptions and analysis of our program and course level learning outcomes appear in CFRs 1.2, 2.2, 2.4, and Appendices 2.2.1 and 2.6.1.	<ul style="list-style-type: none"> • Exhibit 23 – Program Learning Outcomes for Majors and Stand Alone Minors • Exhibit 174 – Syllabus Analysis: Student Learning Outcomes
2.3		Have standards been established for the attainment of these SLOs?	As described in CFR 2.4, programs are in the process of articulating criteria and standards for student achievement with respect to program level learning outcomes as they engage in the assessment process. Standards have been elaborated for some PLOS related to the General Education and the Writing Program.	<ul style="list-style-type: none"> • Exhibits 29 - Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review Policy • Exhibit 13 - Faculty Accreditation Report: Writing Program with General Education • Exhibit 28 Faculty Accreditation Reports
2.3		If appropriate to the institution, have institution-wide outcomes been established, e.g., for all undergraduate degrees?	Yes. Please see the discussion of the eight guiding principles of general education in CFR 1.2.	<ul style="list-style-type: none"> • Exhibit 11 – Eight Guiding Principles of General Education
2.3		Where are outcomes and expectations for attainment found?	As described in CFRs 1.2 and 2.2, institutional learning outcomes are published in the general catalog and online; program learning outcomes are available online, in the general catalog and, beginning in Fall 2009, in some syllabi depending upon the program. Course-level learning outcomes are published in syllabi. Actual syllabi will be provided during fall 2009 site visit	<ul style="list-style-type: none"> • Exhibit 19 – UCM Catalog (p.55); • Exhibit 11 – Eight Guiding Principles of General Education • Exhibit 23 - Program Learning Outcomes for Majors and Stand Alone Minors • Exhibit 172 – Inventory of Educational Effectiveness Indicators • Exhibit 174 – Syllabus Analysis: Student Learning Outcomes

2.7	All programs offered by the institution are subject to <u>systematic program review</u> . The <u>program review process includes analyses of the achievement of the program's learning objectives and outcomes, <u>program retention and completion, and, where appropriate, results of licensing examination and placement</u> and evidence from external constituencies such as employers and professional <u>organizations</u>.</u>	Is there a regular cycle of program review that includes assessment of student learning and analyses of retention and completion?	Responses to CFRs 2.7 and 4.4 describe program review policies, pending final Divisional Council review, that expect assessment of student learning and analysis of retention and completion. As explained in CFR 2.7, because we are a new institution that just graduated its first native class, we expect to initiate program review in Fall 2009. Consequently we have not yet implemented a 'regular cycle.'	<ul style="list-style-type: none"> • Exhibits 29 - Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review Policy
2.7		Is program review conducted on schedule and as intended?	Please see response immediately above.	
2.7		Does it also include, where relevant to the discipline, results of licensing and placement?	Section 10 within section 4 (the Self-Review Document Executive Summary) of the Program Review Policy asks programs to provide information on alumni.	<ul style="list-style-type: none"> • Exhibit 29 – Undergraduate Program Review Policy
2.7		Where are completed program reviews maintained?	To be determined. We've not yet completed any program reviews.	
2.8	<u>GUIDELINE: Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</u>	How do policies and practices on promotion and tenure address scholarship that relates to teaching and learning?	CFR 2.8 addresses this, noting that the UC Academic Personnel Manual considers this kind of scholarship as legitimate as long as it "presents new ideas or original scholarly research."	<ul style="list-style-type: none"> • Exhibit 247 – Academic Personnel Manual 210. Appointment and Promotion.
2.8		Is this kind of scholarship valued and encouraged by the institution?	As described above, it is considered legitimate scholarship for tenure and promotion. As discussed in CFR 1.2, 4.7 and Appendix 2.8.1, the Center for Research on Teaching Excellence values and encourages this kind of scholarship through mini-grants to support teaching and learning related scholarship, its newsletters, and other faculty support initiatives.	<ul style="list-style-type: none"> • Exhibit 247 – Academic Personnel Manual 210: Appointment and Promotion. • Exhibit 36- Center for Research on Teaching Excellence Grants and Fellowships • Exhibit 249 - Center for Research on Teaching Excellence Newsletters • Exhibit 261 - Center for Research on Teaching Excellence Faculty Services • Exhibit 458 - Center for Research on Teaching Excellence Annual Report

2.10	<p><u>The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success.</u></p>	<p>Does the institution have a system for collecting and analyzing data about students?</p>	<p>As described in CFRs 2.10, 4.3, 4.5, 4.6, IPA does the majority of this data collection and analysis of indirect evidence often in partnership with campus constituents. As described in CFRs 1.2 and 4.6, a new University Assessment Committee will be formed to coordinate integrate assessment processes and results across the institution.</p>	<ul style="list-style-type: none"> • Exhibit 448 - Institutional Planning and Analysis (IPA) Mission • Exhibit 41 – IPA Student Statistics Webpage • Exhibit 42 – UC Merced Profile • Exhibit 5 – UC Merced Accountability Profile • Exhibit 268 – IPA Survey Results and Analysis Webpage • Exhibit 252 - IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 450 - IPA Assessment: Learning from NSSE 2007 • Exhibit 240 – Class of 2008 Senior Survey • Exhibit 241 – Class of 2008 Alumni Survey • Exhibit 268 – IPA Survey Results and Analysis Webpage • Exhibit 224 - 2008 Graduate Student Survey Analysis • Exhibit 450 – IPA Assessment Learning from NSSE 2007 • Exhibit 486: Inventory of Institutional Assessments
2.10		<p>Are data on retention, graduation, time to completion, and other measures of student achievement, analyzed in disaggregated form by various categories so that the institution can understand how different groups of students are performing and are experiencing their education?</p>	<p>Yes. Please see CFRs 2.10, 4.3 and File 5-2, Appendix B: Student Success Essay: <i>UC Merced Retention and Graduation Rates: Almost Four Years after Opening.</i></p>	<ul style="list-style-type: none"> • Exhibit 42 – UC Merced Profile • Exhibit 5 – UC Merced Accountability Profile • Exhibit 41 – IPA Student Statistics Webpage • Exhibit 252 - IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • File 5-2: Appendix B: Student Success Essay.

2.10		Is the institution surveying students and analyzing the resulting data on satisfaction and climate?	Yes, using national, UC and internal survey tools. Please our responses to CFRs 2.10, 2.12, 4.3, 4.5, 4.6 and 4.8 and Appendices 2.11.4 and 2.13.5.	<ul style="list-style-type: none"> • Exhibit 224 - 2008 Graduate Student Survey Analysis • Exhibit 252 - IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 309 - IT Computer Ownership Survey Results 2006-2009 • Exhibit 450 – IPA Assessment Learning from NSSE 2007 • Exhibit 279 - Results of Student Health Services National College Health Assessment Survey • Exhibit 438 – IPA UCUES Results Webpage • Exhibit 486 – Inventory of Institutional Assessments
2.10		What are the results? How are they used?	The results are used to inform academic and co-curricular programming and services and institutional planning and decision making. Where relevant, it will be used in program assessment. Please see our responses to CFRs 2.5, 2.10, 2.12, 4.3, 4.5, 4.6 and Appendix 2.13.5.	<ul style="list-style-type: none"> • Exhibit 224 - 2008 Graduate Student Survey Analysis • Exhibit 252 - IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 50 – IPA Assessment Learning from NSSE 2007 • Exhibit 438 – IPA UCUES Results Webpage • Exhibit 321 – Committee on Academic Planning and Resource Allocation (CAPRA) Annual Report 2007-2008 • Exhibit 192 - UC Merced CAPRA Criteria for Evaluating Schools' One Year Academic Resource Plans and School and Graduate Group Five Year Strategic Plans • Exhibit 443 – Fall 2008 Teaching Assistant and New Faculty Teaching Orientation Presentations • Exhibit 309 - IT Computer Ownership Survey Results 2006-2009 • Exhibit 42 – UC Merced Profile

				<ul style="list-style-type: none"> • Exhibit 5 – UC Merced Accountability Profile • Exhibit 486 – Inventory of Institutional Assessments
2.11	Consistent with its purposes, the institution develops and <u>assesses its</u> co-curricular programs.	Does the institution have student support services that are appropriate to its mission, its programs, and the needs of the students it serves?	Yes. Please see CFRs 2.4, 2.11, 2.12 and 2.13 and Appendices 2.4.2, 2.11.1-2.11.4 2.13.1 to 2.13.8.	<ul style="list-style-type: none"> • Exhibit 272 – Student Affairs Homepage • Exhibit 272 - Student Affairs Year End Report 2007-2008 • Exhibit 274 – Student Affairs Strategic Plan 2007-2012 • Exhibit 219 – Request to Continue Mid-semester grade reporting and mandatory success workshops • Exhibit 96 – Student Advising and Learning Center Academic Support Services Webpage • Exhibit 280 - Counseling and Psychological Services Homepage • Exhibit 86 - Office of Disability Services Homepage • Exhibit 89 - Education Abroad Office Homepage • Exhibit 95 – Peer Mentoring Program Homepage • Exhibit 91 - Student Life Intercultural Programs • Exhibit 293 - Housing & Residential Life Website
2.11		Are these programs regularly assessed to determine their effectiveness?	Yes. Please see CFRs 1.8 (Financial Aid), 2.4, and 2.11 and Appendix 2.4.2. Student Affairs also is initiating Program Review as described in CFR 2.7.	<ul style="list-style-type: none"> • Exhibit 272 - Student Affairs Year End Report 2007-2008. • Exhibit 219 – Request to Continue Mid-semester grade reporting and mandatory success workshops • Exhibit 208 – Summer 2008 Orientation Survey Results • Exhibit 130 – Evaluation of UC Merced’s 2008-2009 Financial Aid Strategy • Exhibit 131 – Analysis of Financial Aid Effects on SIR rates

				<ul style="list-style-type: none"> • Exhibit 245 – Student Affairs Program Review Guidelines.
2.11		By whom and how often?	Please see our responses to CFRs 1.8, 2.4, 2.7, 2.11 and 2.12.	<ul style="list-style-type: none"> • Exhibit 245 – Student Affairs Program Review Guidelines. • Exhibit 273 - Student Affairs Year End Report 2007-2008. • Exhibit 282 – Advisors Meeting Minutes
2.11		How are results of assessment used?	Please see our responses to CFRs 1.8, 2.4, 2.7, and 2.11.	<ul style="list-style-type: none"> • Exhibit 245 – Student Affairs Program Review Guidelines. • Exhibit 273 - Student Affairs Year End Report 2007-2008.
3.2	<p><u>GUIDELINE: The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.</u></p>	Does the institution include adjunct, part-time, and non-tenure-track full-time faculty members in academic processes that affect student learning?	Please see our responses to CFR 3.2 and Appendix 3.2.1.	<ul style="list-style-type: none"> • Exhibit 328 - Non-Senate Faculty Memorandum of Understanding Website • Exhibit 329– Article 24, Non-Senate Faculty MOU: Instructional Workload • Exhibit 330 – Appendix H, Non-Senate Faculty MOU • Exhibit 261- Center for Research on Teaching Excellence Faculty Services
3.2		What are the relevant institutional policies and practices that address their roles in the academic life of the institution?	Please see our responses to CFR 3.2 and 3.11. As described therein, the UC system-wide Non-Senate faculty Memorandum of Understanding and the Academic Personnel Manual serve these policy functions.	<ul style="list-style-type: none"> • Exhibit 328– Non-Senate Faculty Memorandum of Understanding Website • Exhibit 329 – Article 24, Non-Senate Faculty MOU: Instructional Workload • Exhibit 330 – Appendix H, Non-Senate Faculty MOU • Exhibit 415 – Academic Personnel Manual: Lecturers and Senior Lecturers (APM-238)
3.2		How are they involved in assessing student work?	Please see our response to CFR 3.2 and appendix 3.2.1. About half of all 90 lecturers participate in these activities. Union regulations govern this work.	<ul style="list-style-type: none"> • Exhibit 325 – Academic Personnel Headcounts Full Time Status • Exhibit 13 - Faculty Accreditation Report: Writing Program with General Education • Exhibit 331 – Writing Program Meeting Minutes • Exhibit 332 – Assessment Workshop

				<p>Agendas</p> <ul style="list-style-type: none"> • Exhibit 333 - Rubrics for Evaluating Teaching E-Portfolios • Exhibit 334 – Assessment Workshop Summary Report for Hewlett Foundation • Exhibit 335 – Title V Funding for Program Learning Outcome Development • Exhibit 336 – Budget: Hewlett Foundation Supported Assessment Workshop
3.2		In carrying out program-level assessment? In conducting program review?	Please see our response to CFR 3.2 and Appendix 3.2.1. Program Review will be initiated in Fall 2009.	<ul style="list-style-type: none"> • Exhibit 13 - Faculty Accreditation Report: Writing Program with General Education • Exhibit 331 – Writing Program Meeting Minutes • Exhibit 332 – Assessment Workshop Agendas • Exhibit 333 - Rubrics for Evaluating Teaching E-Portfolios • Exhibit 334 – Assessment Workshop Summary Report for Hewlett Foundation • Exhibit 335 – Title V Funding for Program Learning Outcome Development • Exhibit 336 – Budget: Hewlett Foundation Supported Assessment Workshop
3.2		Are they provided professional development to improve teaching and learning?	Yes. Please see our responses to CFRs 3.2.and 3.4. CFR 3.3 references the Center for Research on Teaching Excellence orientation, which is inclusive of non-tenure track faculty (lecturers).	<ul style="list-style-type: none"> • Exhibit 261 - Center for Research on Teaching Excellence Faculty Services • Exhibit 260 – Center for Research on Teaching Excellence Workshop Series • Exhibit 36 – Center for Research on Teaching Excellence Grants and Fellowships • Exhibit 349 – Center for Research on Teaching Excellence Teaching and

				<p>Technology Workshop Series</p> <ul style="list-style-type: none"> • Exhibit 205 - Academic Personnel & Center for Research on Teaching Excellence Faculty 2008 Orientation Agendas
3.3	<p>Faculty and staff recruitment, <u>orientation</u>, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives.</p>	<p>Are new faculty members provided with appropriate orientation?</p>	<p>Yes. Please see our response to CFR 3.3.</p>	<ul style="list-style-type: none"> • Exhibit 205 – Academic Personnel and Center for Research on Teaching Excellence Faculty 2008 Orientation Agendas • Exhibit 65 – UC Merced Faculty Handbook • Exhibit 339 - School of Natural Sciences Resource Guide for Faculty • Exhibit 340 - School of Social Sciences, Humanities and Arts New Instructor Handbook
3.4	<p>GUIDELINE: <u>The institution provides training and support for faculty members teaching by means of technology-mediated instruction.</u></p>	<p>If online or other modes of distance education are used to deliver programs and courses or to enhance or replace face-to-face instruction, are faculty members provided with training?</p>	<p>Yes. Please see our response to CFR 3.4 including Appendix 3.4.1. UC Merced does not have a distance education program.</p>	<ul style="list-style-type: none"> • Exhibit 349 – Center for Research on Teaching Excellence Teaching and Technology Workshop Series • Exhibit 352 – Information Technology 2008 Annual Report on Service Delivery (p.5) • Exhibit 354 – Information Technology Videoconferencing Capabilities and Delivery Summary
		<p>Are they provided with technology support? How? When? How often? What does this consist of? Is it effective?</p>	<p>Yes. Please see our response to CFR 3.4 including Appendix 3.4.1.</p>	<ul style="list-style-type: none"> • Exhibit 352 – IT Annual Report on Service Delivery (p. 5) • Exhibit 349 – Center for Research on Teaching Excellence Teaching and Technology Workshop Series • Exhibit 353 – Information Technology Help Webpage
3.5	<p><u>The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability.... If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit.</u></p>	<p>Is the institution operating within its operating revenues and budgets?</p>	<p>Yes. Please see our response to CFR 3.5 and Appendix A, Part I, question 3.</p>	<ul style="list-style-type: none"> • Exhibit 355 – UC Merced Operating Budget Summary and Projection as of February 10, 2009 • File 5-1: Appendix A: Response to the Commission’s Action Letter.

3.5		Is there an accumulated deficit or a pattern of operating deficits? If so, what are plans to address deficits? What are the trends? How soon will any accumulated deficits be eliminated?	As discussed in CFR 3.5, there is no accumulated deficit, nor has there been in past fiscal periods. There is a projected deficit for 2008-09 but see discussion in CFR 3.5.	<ul style="list-style-type: none"> • Exhibit 355 – UC Merced Operating Budget Summary and Projection as of February 10, 2009
3.5		Are annual independent financial audits conducted?	Yes. Please see our response to CFR 3.5 and Appendix 3.5.1.	<ul style="list-style-type: none"> • Exhibit 128 - Consolidated Audited Financial Reports Website • Exhibit 364 - Audit Management Letter for 2006-2007 • Exhibit 365 – Audit Management Letter for 2007-2008
3.5		Have the audits and related management letters identified any practices or patterns that need to be addressed? If so, how and when are these areas being addressed?	Please see our responses to CFRs 1.8 and 3.5. As described therein, no significant deficiencies have been identified. The 2008 Audit Management Letter includes observations and recommendations to which management has responded with specifically indicated actions.	<ul style="list-style-type: none"> • Exhibit 128 - Consolidated Audited Financial Reports • Exhibit 364 - Audit Management Letter for 2006-2007 • Exhibit 365 – Audit Management Letter for 2007-2008
3.5		Is the institution financially sustainable now and for the future?	Yes. Please see discussion in CFR 3.5.	<ul style="list-style-type: none"> • Exhibit 355 – Operating Budget Summary and Projection as of February 10, 2009
3.6	The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. <u>These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.</u>	Are information resources and related support and facilities aligned with the educational objectives?	Yes. Please see our response to CFR 3.6 and Appendix 3.6.1 and related discussion in Appendix 2.3.1.	<ul style="list-style-type: none"> • Exhibit 379 – California Digital Library Homepage • Exhibit 380 – Library Information Resources by Format • Exhibit 198 – Library Instructional Support Services for Students: Tutorials and Research Support • Exhibit 197 – Library Instructional Services for Faculty and Staff
3.6		Aligned with student learning outcomes?	Yes. Please see our response to CFR 2.3 and Appendix 2.3.1.	<ul style="list-style-type: none"> • Exhibit 199 - Association of College and Research Libraries Information Literacy Competency Standards for Higher Education • Exhibit 202 – Description of the Library and Writing 10 Assessment Project • Exhibit 11 – Eight Guiding Principles

				for General Education
3.6		Do they support and enhance student learning? How?	Yes, directly through instruction of classes or groups and indirectly through education of and collaborations with faculty to promote student achievement of information literacy outcomes. Please see our responses to CFRs 2.3 and 3.6 and Appendices 2.3.1 and 3.6.1.	<ul style="list-style-type: none"> • Exhibit 198 – Library Instructional Support Services for Students: Tutorials and Research Support • Exhibit 197 – Library Instructional Services for Faculty and Staff in Support of Students • Exhibit 202 – Description of the Library and Writing 10 Assessment Project • Exhibit 199 - Association of College and Research Libraries Information Literacy Competency Standards for Higher Education
3.6		Are they [information resources and related support] adequate to meet the needs of the faculty and students?	Yes. Please see our response to CFR 3.6 and Appendix 3.6.1.	<ul style="list-style-type: none"> • Exhibit 379 – California Digital Library Homepage • Exhibit 380 – Library Information Resources by Format • Exhibit 198 – Library Instructional Support Services for Students: Tutorials and Research Support • Exhibit 197 – Library Instructional Services for Faculty and Staff in Support of Students
3.8	<u>GUIDELINE: The institution establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.</u>	Does the institution have clear job descriptions?	A standard job description template required for all hires promotes clarity of job descriptions. Please see CFR 3.8.	<ul style="list-style-type: none"> • Exhibit 397 – UC Merced Job Description Template • Exhibit 398 – UC Merced Staff Open Positions Listings Webpage
3.8		Lines of reporting and responsibility?	Yes, as reflected in the administration organization charts.	• Exhibit 396 - Administrative Organization Charts for the Institution
3.8		Is there an organizational chart that reflects the structure of the organization?	Yes. Please see our response to CFR 3.8.	• Exhibit 396 - Administrative Organization Charts for the Institution
3.8		Is this structure well understood within the institution?	Please see our response to CFR 3.8. Nearly all charts are available online.	• Exhibit 396 - Administrative Organization Charts for the Institution

3.9	<u>GUIDELINE: The governing body regularly engages in self-review and training to enhance its effectiveness.</u>	Does the governing board engage in orientation, self-assessment, and development?	Please see the first paragraph of CFR 3.9.	<ul style="list-style-type: none"> • Exhibit 399 – Report of the Working Group on the Roles of the Office of the President • Exhibit 400 – Bylaw of the Regents of the University of California
3.9		Is this work designed to enhance the functioning of the board?	Please see the first paragraph of CFR 3.9.	
3.9		When and how is it done?	Please see the first paragraph of CFR 3.9.	
3.9		Is there any evidence of its value or impact?	Please see the first paragraph of CFR 3.9.	
3.10	The institution has a <u>full-time chief executive officer and a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.</u>	Does the institution have a full-time CEO, president, or chancellor?	Yes. As described in CFR 3.10, our Chancellor, Sung-Mo “Steve” Kang, is our full-time CEO.	<ul style="list-style-type: none"> • Exhibit 404 – UC Merced Chancellor’s Website.
3.10		Does the institution have a full-time CFO?	Yes. As described in CFR 3.10, the Vice Chancellor for Administration, Mary Miller, is our full-time CFO.	<ul style="list-style-type: none"> • Exhibit 405 – Office of the Vice Chancellor’s Website
3.10		How is the administration of the institution organized?	Please see our response to CFR 3.10.	<ul style="list-style-type: none"> • Exhibit 396 - Administrative Organization Charts for the Institution
3.10		Are there a sufficient number of qualified administrators to ensure that the institution is operated effectively?	Yes, please see our response to CFR 3.10.	<ul style="list-style-type: none"> • Exhibit 408 – UC Campuses Student to Administrator Ratios • Exhibit 396 - Administrative Organization Charts for the Institution
3.10		Is the leadership effective? Is the institution well managed? How do you know?	Yes, as indicated by our responsible financial stewardship despite the challenges inherent in the campus’ funding model (Appendix A) and the current economic turmoil as well as our adherence to a structured campus budgeting processes (CFR 3.5). As discussed in CFR 3.5, there is no accumulated deficit, nor has there been in past fiscal periods.	<ul style="list-style-type: none"> • Exhibit 355 – Operating Budget Summary and Projection as of February 10, 2009 • Exhibit 356 – Campus Budget Development Planning Calendar • Exhibit 358 - 2008-2009 Budget Update and Call • Exhibit 320 – School Strategic Plans • Exhibit 360 – Charge to Campus Budget Committee

				<ul style="list-style-type: none"> • Exhibit 361– Campus Budget Committee Principles for Allocation of Funds (2008-2009) • File 5-1: Appendix A: Response to the Commission’s Action Letter
3.11	GUIDELINE: <u>The institution clearly defines the governance roles, rights, and responsibilities of the faculty.</u>	Does the institution have a charter or other document that sets forth the roles, rights and responsibilities of the faculty?	Yes, the UC system-wide Academic Personnel Manual, the UC Merced Academic Personnel Policies and Procedures, and the non-Senate lecturer MOU as well as the Standing Orders of the Regents of the University of California. Please see our responses to CFRs 1.4, 3.3, 3.9, and 3.11.	<ul style="list-style-type: none"> • Exhibit 32 - University of California Academic Personnel Manual Website • Exhibit 33 - UC Merced Academic Personnel Policies and Procedures (MAPP) Website • Exhibit 328 – Non-Senate Faculty Memorandum of Understanding Website • Exhibit 401 - Standing Orders of the Regents of the University of California
3.11		Is the faculty role clear?	Yes, as defined by the Standing Order of the Regents 105.2: Duties, Powers, and Privileges of the Academic Senate outlining shared governance.	<ul style="list-style-type: none"> • Exhibit 204 - Standing Order of the Regents 105.2: Duties, Powers, and Privileges of the Academic Senate • Exhibit 153 - Description of UC Shared Governance
3.11		Is the faculty vested with sufficient authority over academic programs and policies?	Yes, the faculty has sole authority over the curriculum (See CFR 2.4) as defined by the Standing Order of the Regents 105.2: Duties, Powers, and Privileges of the Academic Senate.	<ul style="list-style-type: none"> • Exhibit 204 - Standing Order of the Regents 105.2: Duties, Powers, and Privileges of the Academic Senate
4.4	The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes <u>include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.</u>	What are the institution’s quality assurance processes?	Please see our responses to CFRs 1.2, 2.4, 2.7, 4.4, 4.6 and Appendix 2.2.1 which describe and analyze the policies and processes that comprise our quality assurance system and that include assessing effectiveness, tracking results over time, using comparative data from external sources and improving structures, processes, curricula and pedagogy. Currently, these activities primarily take place at the program level via programmatic assessment and are supported by the requirements of our nearly	<ul style="list-style-type: none"> • Exhibit 150 - UC Merced Policies and Procedures for Approval of New Undergraduate Courses and Course Changes • Exhibit 141 - Undergraduate Council Policy for Review and Approval of Undergraduate Degree Programs • Exhibit 26 - Graduate Course Request and Approval Policy • Exhibit 142 - Graduate and Research Council Policies and Procedures for

			<p>finalized program review policies. However, as described in CFRs 1.2 and 4.6, a new Assessment Committee will be formed to coordinate integrate assessment processes and results across the institution.</p>	<p>Review of New Graduate Emphasis Areas and Graduate Group Proposals</p> <ul style="list-style-type: none"> • Exhibit 29 - Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review Policy • Exhibit 245 - Student Affairs Program Review Guidelines • Exhibit 27 - Educational Effectiveness Indicators Summary Chart • Exhibit 172 – Inventory of Educational Effectiveness Indicators • Exhibit 28 - Faculty Accreditation Reports
4.4		<p>Do they exist at the institutional level and at other administrative levels?</p>	<p>Not yet. As described in CFRs 1.2 and 4.6, an Assessment Committee will be formed to coordinate integrate assessment processes and results across the institution. Also, as indicated in CFR 1.3, the Academic Senate has requested the administration to set up a mechanism for faculty review of the effectiveness of administrative units in promoting the academic mission of the university.</p>	
4.4		<p>Does the institution have clear, published policies in the areas designated? Are they understood and followed?</p>	<p>Yes, related to oversight of curriculum and program review within which annual assessment of program learning outcomes is expected. Program review policies and associated expectations are pending final review by the Divisional Council; we will discern how well they are understood and followed for the EE review. Please see our responses to CFRs 1.2, 2.4, 2.7 and 4.4.</p>	<ul style="list-style-type: none"> • Exhibit 150 - UC Merced Policies and Procedures for Approval of New Undergraduate Courses and Course Changes • Exhibit 141 - Undergraduate Council Policy for Review and Approval of Undergraduate Degree Programs • Exhibit 26 - Graduate Course Request and Approval Policy • Exhibit 142 - Graduate and Research Council Policies and Procedures for Review of New Graduate Emphasis Areas and Graduate Group Proposals • Exhibit 29 - Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review

				<p>Policy</p> <ul style="list-style-type: none"> • Exhibit 245 - Student Affairs Program Review Guidelines
4.4		<p>Do quality assurance processes assess not only capacity but effectiveness? If so, how?</p>	<p>Please see our responses to CFRs 2.4 and 2.7 and Appendix 2.7.2 for analyses of our capacity with respect to these quality assurance processes as well as our ability at this time to ascertain their effectiveness.</p>	<ul style="list-style-type: none"> • Exhibit 215 – Assessment Summary: Quality of Program Learning Outcomes • Exhibit 216 – Assessment Summary: Quality of Course Level Student Learning Outcomes • Exhibit 175 – Assessment Summary: Quality of Assessment Plans • Exhibit 27 - Educational Effectiveness Indicators Summary Chart • Exhibit 28 - Faculty Accreditation Reports
4.4		<p>Are data, findings and results tracked over time to ascertain trends?</p>	<p>As articulated in our response to CFR 2.6, as a new campus that just graduated its first native class we have relatively little longitudinal data. However, as summarized in CFRs 2.7 and 4.4, our nearly finalized program review policies require tracking data and findings over time as the educational effectiveness of individual learning outcomes is assessed annually, with cumulative evaluation at proposed 8 year intervals for programs (a three year review process with five years between the conclusion of one and start of the next). Institutional assessment will occur more frequently, but those procedures are pending appointment of the Assessment Committee. Please see CFRs 1.2 and 4.7.</p>	<ul style="list-style-type: none"> • Exhibit 29 - Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review Policy
4.4		<p>Has the institution and units within it established benchmarks based on comparable institutions' performance?</p>	<p>Yes. IPA routinely compares UCM to other UC campuses with adjustments for our small size. See CFRs 1.5, 3.10, 2.1 and Appendix 2.1.1. Program review will require this as does the process by which new programs are developed as exemplified by the proposal for the Anthropology major.</p>	<ul style="list-style-type: none"> • Exhibit 446 – Proposal for Anthropology B.A. 2008 • Exhibit 149 – University of California Campuses' Student/Faculty Ratio • Exhibit 408 -UC Campuses' Student to Administrator Ratios • Exhibit 67 - Fall 2008 Undergraduate Enrollments by Ethnicity and UC Campus • Exhibit 70 - UC Faculty Distribution by

				<p>Ethnicity</p> <ul style="list-style-type: none"> • Exhibit 71 - UC Faculty Distribution by Gender • Exhibit 29 - Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review Policy
4.4		Are the results of the quality assurance processes used to make improvements? How does this work?	Yes. As described in the assessment plans of faculty accreditation reports, summarized in the Inventory of Educational Effectiveness Indicators, and supported by program review, programs are expected to engage in assessment of student learning annually and use these results to inform practice or “close the loop’. Assessing the efficacy of annual assessment and program review processes must wait until programs have engaged in at least one complete cycle. Please see CFRs 2.4, 2.7 4.4 and 4.6.	<ul style="list-style-type: none"> • Exhibit 172 – Inventory of Educational Effectiveness Indicators • Exhibit 28 - Faculty Accreditation Reports • Exhibit 29 - Undergraduate Program Review Policy • Exhibit 30 - Graduate Program Review Policy
4.5	<p><u>The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.</u></p>	What is the capacity of the institution to conduct institutional research? How is IR conducted and by whom?	Institutional research is conducted by Institutional Planning and Analysis (IPA). IPA attends to institutional research. Its four members analyze institutional data and issue reports for internal and external audiences. Please see our responses to CFRs 1.2, 2.10, 4.1, 4.3, 4.5 and 4.8.	<ul style="list-style-type: none"> • Exhibit 448 – Institutional Planning and Analysis (IPA) Mission • Exhibit 41 – IPA Student Statistics Webpage • Exhibit 42 – UC Merced Profile • Exhibit 5 - UC Merced Accountability Profile • Exhibit 252 - IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 449 – UC Merced Enrollment Projection Model • Exhibit 450 - Example IPA Assessments: Learning from NSSE 2007 • Exhibit 452 – Summary of Data Warehouse Presentation to AITC • Exhibit 454 – IPA Faculty and Staff Statistics Webpage • Exhibit 417 – UC Merced Long Range Enrollment Plan

				<ul style="list-style-type: none"> • Exhibit 455 –Classroom Labs Projections Model • Exhibit 130 – Evaluation of UC Merced’s 2008-2009 Financial Aid Strategy • Exhibit 131 – Analysis of Financial Aid Effects on SIR Rates • Exhibit 224 – 2008 Graduate Student Survey Analysis
4.5		Is there a description of this function that is published or widely understood at the institution? Is the IR function adequately resourced to meet the needs of the institution?	The IPA Mission is publicly accessible on its website. Since the last WASC CPR Team Visit (Spring 2006), the Office of Institutional Planning & Analysis (IPA) has hired one additional staff member. IPA now has four full-time professional staff: director, two analysts, and one systems manager. The budget to support this unit has been sufficient to cover necessary hardware (e.g., server for reporting database), software (e.g., analytical, survey), survey services (e.g., NSSE), subscriptions and other relevant publications, professional development, etc. As the campus matures and IPA’s responsibilities increase (data warehousing, integrated planning model development, institutional and program assessment), additional staff will be necessary (analysts as well as an administrative assistant).	<ul style="list-style-type: none"> • Exhibit 448 – Institutional Planning and Analysis (IPA) Mission
4.5		What data are collected and analyzed?	A broad range of data including enrollment, retention, student satisfaction, and financial aid data. Please see our responses to CFRs 1.2, 2.10, 4.1, 4.3, 4.5 and 4.8.	<ul style="list-style-type: none"> • Exhibit 448 – Institutional Planning and Analysis (IPA) Mission • Exhibit 41 – IPA Student Statistics Webpage • Exhibit 42 – UC Merced Profile • Exhibit 5 - UC Merced Accountability Profile • Exhibit 449 – UC Merced Enrollment Projection Model • Exhibit 450 - Example IPA Assessments: Learning from NSSE

				<p>2007</p> <ul style="list-style-type: none"> • Exhibit 252 – IPA 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 452 – Summary of Data Warehouse Presentation to AITC • Exhibit 454 – IPA Faculty and Staff Statistics Webpage • Exhibit 417 – UC Merced Long Range Enrollment Plan • Exhibit 455 – Classroom Labs Projections Model • Exhibit 130 – Evaluation of UC Merced's 2008-2009 Financial Aid Strategy • Exhibit 131 – Analysis of Financial Aid Effects on SIR Rates • Exhibit 224 – 2008 Graduate Student Survey Analysis
4.5		To whom are they disseminated and how often?	Please see our responses to CFRs 1.2, 2.10, 4.1, 4.3, 4.5 and 4.8. IPA website provides information for general public and campus. Most data is updated annually to reflect changes in academic-year cycles.	<ul style="list-style-type: none"> • Exhibit 41 - IPA Student Statistics Webpage • Exhibit 42 - UC Merced Profile • Exhibit 5 - UC Merced Accountability Profile • Exhibit 449 – UC Merced Enrollment Projection Model • Exhibit 450 - Example IPA Assessments: Learning from NSSE 2007 • Exhibit 252 - 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 438 - IPA UCUES Results Webpage • Exhibit 452 – Summary of Data Warehouse Presentation to AITC • Exhibit 454 – IPA Faculty and Staff Statistics Webpage • Exhibit 417 – UC Merced Long Range Enrollment Plan

				<ul style="list-style-type: none"> • Exhibit 455 –Classroom Labs Projections Model • Exhibit 130 – Evaluation of UC Merced’s 2008-2009 Financial Aid Strategy • Exhibit 131 – Analysis of Financial Aid Effects on SIR Rates • Exhibit 224 – 2008 Graduate Student Survey Analysis
4.5		Is there a “culture of evidence,” i.e., is evidence used in making decisions and improvements?	Yes, please see our response to CFR 4.5.	<ul style="list-style-type: none"> • Exhibit 449– UC Merced Enrollment Projection Model • Exhibit 451 – Description of UC Merced Data Warehouse Initiative • Exhibit 454 – IPA Faculty and Staff Statistics Webpage • Exhibit 417 – UC Merced Long Range Enrollment Plan • Exhibit 455 –Classroom Labs Projections Model • Exhibit 130 – Evaluation of UC Merced’s 2008-2009 Financial Aid Strategy • Exhibit 131 – Analysis of Financial Aid Effects on SIR Rates
4.5		How is the IR function used to support the assessment of student learning assessment processes?	Development of surveys for collection of indirect assessment data is supported as well as retention and completion rates, diversity, and other metrics required for program review. Please see our responses to CFRs 4.3, 4.5 and 4.8.	<ul style="list-style-type: none"> • Exhibit 450 - Example IPA Assessments: Learning from NSSE 2007 • Exhibit 252 - 2008 University of California Undergraduate Experience (UCUES) Results Presentation • Exhibit 457 – Charge to Survey Coordinating Committee • Exhibit 456 -IPA Faculty Workload Analyses • Exhibit 41 - IPA Student Statistics Webpage

4.5		Is the IR function evaluated periodically?	To date, no formal evaluation of IPA has been conducted. Before the Education Effectiveness review in 2010, the Provost will oversee review of IPA.	
4.5		Are new data collected and analyzed when needed?	Yes, both in terms of supporting campus constituent's needs and updating basic statistics annually. Please see our responses to CFR 4.5.	<ul style="list-style-type: none"> • Exhibit 42 – UC Merced Profile • Exhibit 41 - IPA Student Statistics Webpage (See 1.2.23) • Exhibit 417 – UC Merced Long Range Enrollment Plan • Exhibit 455 –Classroom Labs Projections Model • Exhibit 449 – UC Merced Enrollment Projection Model • Exhibit 454 – IPA Faculty and Staff Statistics Webpage