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SANTA BARBARA • SANTA CRUZ

UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
MERCED, CALIFORNIA 95344

30 April 2010

Dear Professor Colvin:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes:

1) the instructional budget process,
2) the faculty FTE allocation process, and
3) enrollment management.

We construe the word "data" broadly as meaning "all information included in the decision-making process," including such things as school and university mission, vision, and goals and the intellectual rationale for developing a program, as well as the obvious FTE, time to degree, budget, and all other such numerical data. Moreover, we know that some numerical data from our campus may not be valid indicators of trends. Thus, it would be dangerous to rely on extrapolations from such data. But WASC wants us to be developing systems by which we in fact collect and use such numerical data and insists that we document our processes.

To gain CAPRA's perspective on the first of these processes, the Steering Committee asks that CAPRA please describe its role in the faculty FTE planning and allocation process. This description should include

- the specific types of data used, *including examples from last year's process*,
- the source of each data stream,
- how these data are used to make decisions.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

To help guide this analysis, a set of questions is appended. It is not necessary to respond to each question individually. It is, however, important to describe each process in sufficient detail to support analysis with the goal of improvement. *If the questions fail to address aspects of the process that CAPRA thinks important, please include relevant descriptions and analysis.* Reflections on the sufficiency of the data resources and use, and goals for improvement in the planning processes, are also encouraged.

A comparable set of questions will be asked of other administrative units involved in decision making, including the School Deans, the EVC, and the Budget Office.

If you have any questions or would like to meet in person to discuss this request, please contact Laura Martin. Otherwise, **please submit your summary, including supporting examples, to Laura Martin,** lmartin@ucmerced.edu, **by June 1**.

Thank you very much for supporting our accreditation effort.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Guiding Questions

1) What are the main considerations in the process(es) that CAPRA uses to recommend faculty FTE allocations? For example,
    a. Research foci
    b. Instructional needs and development of undergraduate majors
    c. Instructional needs and developing graduate programs
    d. Institutional planning documents
    e. Space
    f. Previous year's allocation
    g. Search successes
2) Related to 1, what types of information and data are used to evaluate these considerations?
3) What is the source of each form of data identified in question 2?
4) How well does the eventual prioritization and allocation of FTE meet identified needs? How is this assessed?
5) How effective was the timeline for supporting successful searches?

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UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
MERCED, CALIFORNIA 95344

29 April 2010

Dear Deans Aldenderfer, Pallavicini, and Matsumoto:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes – the instructional budget process, the faculty FTE allocation process, and enrollment management.

To gain each school's perspective on the first two of these processes, the Steering Committee asks that you please describe the budgeting and faculty FTE allocation processes for your school. Each description should include

- the specific types of data used, *including examples from a recent year*,
- the source of each data stream, and
- how these data are used to make decisions in each planning process.

To help guide these analyses, two sets of questions, one per process, are appended. It is not necessary to respond to each question individually. It is, however, important to describe each process in sufficient detail to support analysis with the goal of improvement. If the questions fail to address aspects of the process you think important, please include relevant descriptions and analysis. Reflections on the sufficiency of the data resources and use, and goals for improvement in the planning processes, are also welcome.

For each process, a comparable set of questions will be asked of other administrative units involved in decision making, including as appropriate the EVC and Provost, the Budget Office, and Committee on Academic Planning and Resource Allocation.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

If you have any questions or would like to meet in person to discuss this request, please contact Laura Martin. Otherwise, please submit your summary, including supporting examples, to Laura Martin, lmartin@ucmerced.edu, **by June 1**.

Thank you very much for supporting our accreditation effort.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Guiding Questions: Instructional Budget

1) What are the main considerations in the development of the temporary instructional budget? Examples include:
    a. Space, including wet/dry lab availability
    b. Course and enrollment demand
    c. Summer session course offerings
    d. Analysis of the effectiveness of the previous year's allocation in meeting instructional needs
    e. Faculty FTE
    f. Faculty workload policy
    g. Instructional resources, ex. availability of TAs and instructors
    h. Course fees
    i. Instructional equipment costs and maintenance
2) Related to 1, what types of data are used to evaluate these considerations during budget development?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of developing the instructional budget?
5) Who is involved in developing the instructional budget and how does the process work?
6) Does the Budget Office provide clear or sufficiently specific directions for use of funds?
7) How well does the eventual allocation fit the request?
8) How effective was the timeline for allocating funding? Is account funding appropriately timed?
9) Are appropriate accounting options provided for managing the budget?

Guiding Questions: Faculty FTE Allocation

1) What are the main considerations in the process(es) by which FTE needs are identified and prioritized? For example,
    a. Research foci
    b. Instructional needs and development of undergraduate majors
    c. Instructional needs and developing graduate programs
    d. Institutional planning documents
    e. Space
    f. Previous year's allocation
    g. Search successes
2) Related to 1, what types of information and data are used to evaluate these considerations?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of identifying FTE priorities?
5) Who is involved in developing the FTE allocation plan?
6) How well does the eventual prioritization and allocation of FTE meet identified needs?
7) How effective was the timeline for supporting successful searches?

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P.O. BOX 2039
MERCED, CALIFORNIA 95344

30 April 2010

Dear Keith:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes:

1) the instructional budget process,
2) the faculty FTE allocation process, and
3) enrollment management.

We construe the word "data" broadly as meaning "all information included in the decision-making process," including such things as school and university mission, vision, and goals and the intellectual rationale for developing a program, as well as the obvious FTE, time to degree, budget, and all other such numerical data. Moreover, we know that some numerical data from our campus may not be valid indicators of trends. Thus, it would be dangerous to rely on extrapolations from such data. But WASC wants us to be developing systems by which we in fact collect and use such numerical data and insists that we document our processes.

To gain your perspective on the first two of these processes, the Steering Committee asks that you please describe your role in the instructional budget and faculty FTE planning and allocation processes. This description should include

- the specific types of data used, *including examples from last year's process,*
- the source of each data stream, and
- how these data are used to make decisions in each planning process.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

To help guide these analyses, two sets of questions, one per process, are appended. It is not necessary to respond to each question individually. It is, however, important to describe each process in sufficient detail to support analysis with the goal of improvement. *If the questions fail to address aspects of the process you think important, please include relevant descriptions and analysis.* Reflections on the sufficiency of the data resources and use, and goals for improvement in the planning processes, are also encouraged.

For each process, a comparable set of questions will be asked of other administrative units involved in decision making, including as appropriate School Deans, the budget office, and Committee on Academic Planning and Resource Allocation.

If you have any questions or would like to meet in person to discuss this request, please contact Laura Martin. Otherwise, please submit your summary, including supporting examples, to Laura Martin, lmartin@ucmerced.edu, **by June 1**.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Guiding Questions: Instructional Budget

1) How is the total allocation for the instructional budget determined?
2) What considerations are involved in determining school-specific funding allocations?
3) Related to 1 and 2, what types of data are used to make these determinations?
4) What is the source of each form of data identified in question 3?
5) How are the data used in the process of allocating the instructional budget?
6) Who is involved in decision making process and how does it work?
7) How well does the eventual allocation fit the request?
8) How effective was the timeline for allocating funding?
9) What types of feedback are used to assess the sufficiency of the allocation and the timeliness of the process?

Guiding Questions: Faculty FTE Planning and Allocation

1) How is the total allocation for faculty FTE determined? What role does the overall campus budget play in this process?
2) What are the main considerations in the process(es) by which FTE needs are identified and prioritized? For example,
    a. Research foci
    b. Instructional needs and development of undergraduate majors
    c. Instructional needs and developing graduate programs
    d. Institutional planning documents
    e. Space
    f. Previous year's allocation
    g. Search successes

3) Related to 2, what types of information and data are used to evaluate these considerations?
4) What is the source of each form of data identified in question 3?
5) How are the data used in the process of determining FTE priorities? What is your role?
6) How well does the eventual prioritization and allocation of FTE meet identified needs? How is this assessed?
7) How effective was the timeline for supporting successful searches?

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MERCED, CALIFORNIA 95344

30 April 2010

Dear Director Jefferds:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes:

1) the instructional budget process,
2) the faculty FTE allocation process, and
3) enrollment management.

We construe the word "data" broadly as meaning "all information included in the decision-making process," including such things as school and university mission, vision, and goals and the intellectual rationale for developing a program, as well as the obvious FTE, time to degree, budget, and all other such numerical data. Moreover, we know that some numerical data from our campus may not be valid indicators of trends. Thus, it would be dangerous to rely on extrapolations from such data. But WASC wants us to be developing systems by which we in fact collect and use such numerical data and insists that we document our processes.

To gain the Budget Office's perspective on the first two of these processes, the Steering Committee asks that you please describe the Budget Office's role in the instructional budget and faculty FTE planning and allocation processes. This description should include

- the specific types of data used, *including examples from last year's process*,
- the source of each data stream, and
- how these data are used to make decisions in each planning process.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

To help guide these analyses, two sets of questions, one per process, are appended. It is not necessary to respond to each question individually. It is, however, important to describe each process in sufficient detail to support analysis with the goal of improvement. *If the questions fail to address aspects of the process the Budget Office thinks important, please include relevant descriptions and analysis.* Reflections on the sufficiency of the data resources and use, and goals for improvement in the planning processes, are also encouraged.

For each process, a comparable set of questions will be asked of other administrative units involved in decision making, including as appropriate School Deans, the EVC, and Committee on Academic Planning and Resource Allocation.

If you have any questions or would like to meet in person to discuss this request, please contact Laura Martin. Otherwise, please submit your summary, including supporting examples, to Laura Martin, lmartin@ucmerced.edu, **by June 1**.

Thank you very much for supporting our accreditation effort.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Guiding Questions: Instructional Budget

1) How is the total allocation for the instructional budget determined?
2) What considerations are involved in determining school-specific funding allocations?
3) Related to 1 and 2, what types of data are used to make these determinations?
4) What is the source of each form of data identified in question 3?
5) How are the data used in the process of allocating the instructional budget?
6) Who is involved in decision making process and how does it work?
7) How well does the eventual allocation fit the request?
8) How effective was the timeline for allocating funding? Is account funding appropriately timed?
9) What types of feedback are used to assess the sufficiency of the allocation and the timeliness of the process?

Guiding Questions: Faculty FTE Planning and Allocation

1) How is the total allocation for the faculty FTE determined? What is your role in determining this?
2) Related to 1, what types of information and data are used in this process? How does the overall campus budget influence this process?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of determining FTE allocations? What is your role?
5) How well does the eventual prioritization and allocation of FTE meet identified needs? How is this assessed?
6) How effective was the timeline for supporting successful searches?

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UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
MERCED, CALIFORNIA 95344

30 April 2010

Dear Dean Aldenderfer:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes:

1) the instructional budget process,
2) the faculty FTE allocation process, and
3) enrollment management.

We construe the word "data" broadly as meaning "all information included in the decision-making process," including such things as school and university mission, vision, and goals and the intellectual rationale for developing a program, as well as the obvious FTE, time to degree, budget, and all other such numerical data. Moreover, we know that some numerical data from our campus may not be valid indicators of trends. Thus, it would be dangerous to rely on extrapolations from such data. But WASC wants us to be developing systems by which we in fact collect and use such numerical data and insists that we document our processes.

To gain SSHA's perspective on the first two of these processes, the Steering Committee asks that you please describe your school's instructional budgeting and faculty FTE planning and allocation processes. Each description should include

- the specific types of data used, *including examples from last year's process*,
- the source of each data stream, and
- how these data are used to make decisions in each planning process.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

To help guide these analyses, two sets of questions, one per process, are appended. It is not necessary to respond to each question individually. It is, however, important to describe each process in sufficient detail to support analysis with the goal of improvement. *If the questions fail to address aspects of the process you think important, please include relevant descriptions and analysis.* Reflections on the sufficiency of the data resources and use, and goals for improvement in the planning processes, are also welcome.

For each process, a comparable set of questions will be asked of other administrative units involved in decision making, including as appropriate the EVC, the Budget Office, and Committee on Academic Planning and Resource Allocation.

If you have any questions or would like to meet in person to discuss this request, please contact Laura Martin. Otherwise, **please submit your summary, including supporting examples, to Laura Martin,** lmartin@ucmerced.edu, **by June 1**.

Thank you very much for supporting our accreditation effort.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Guiding Questions: Instructional Budget

1) What are the main considerations in the development of the instructional budget? Examples include:
    a. Space, including wet/dry lab availability
    b. Course and enrollment demand
    c. Summer session course offerings
    d. Analysis of the effectiveness of the previous year's allocation in meeting instructional needs
    e. Faculty FTE
    f. Faculty workload policy and semester assignments
    g. Instructional resources, ex. availability of TAs and instructors
    h. Course fees
    i. Instructional equipment costs and maintenance
2) Related to 1, what types of data are used to evaluate these considerations during budget development?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of developing the instructional budget?
5) Who is involved in developing the instructional budget and how does the process work?
6) Describe the process used for managing the budget, including how projections are made, how the budget is monitored, and the roles and responsibilities of the individuals involved in these processes in your school.
7) Does the Budget Office provide clear or sufficiently specific directions for use of funds and is the requested format useful and sufficiently flexible as a tool for requesting budget?
8) How well does the eventual allocation fit the request?
9) How effective was the timeline for allocating funding? Is account funding appropriately timed?

Guiding Questions: Faculty FTE Planning and Allocation

1) What are the main considerations in the process(es) by which FTE needs are identified and prioritized? For example,
    a. Research foci
    b. Instructional needs and development of undergraduate majors
    c. Instructional needs and developing graduate programs
    d. Institutional planning documents
    e. Space
    f. Previous year's allocation
    g. Search successes
2) Related to 1, what types of information and data are used to evaluate these considerations?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of identifying FTE priorities?
5) Who is involved in developing the FTE allocation plan?
6) How well does the eventual prioritization and allocation of FTE meet identified needs?
7) How effective was the timeline for supporting successful searches?

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UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
MERCED, CALIFORNIA 95344

30 April 2010

Dear Dean Matsumoto:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes:

1) the instructional budget process,
2) the faculty FTE allocation process, and
3) enrollment management.

We construe the word "data" broadly as meaning "all information included in the decision-making process," including such things as school and university mission, vision, and goals and the intellectual rationale for developing a program, as well as the obvious FTE, time to degree, budget, and all other such numerical data. Moreover, we know that some numerical data from our campus may not be valid indicators of trends. Thus, it would be dangerous to rely on extrapolations from such data. But WASC wants us to be developing systems by which we in fact collect and use such numerical data and insists that we document our processes.

To gain the School of Engineering's perspective on the first two of these processes, the Steering Committee asks that you please describe your school's instructional budgeting and faculty FTE planning and allocation processes. Each description should include

- the specific types of data used, *including examples from last year's process*,
- the source of each data stream, and
- how these data are used to make decisions in each planning process.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

To help guide these analyses, two sets of questions, one per process, are appended. It is not necessary to respond to each question individually. It is, however, important to describe each process in sufficient detail to support analysis with the goal of improvement. *If the questions fail to address aspects of the process you think important, please include relevant descriptions and analysis.* Reflections on the sufficiency of the data resources and use, and goals for improvement in the planning processes, are also welcome.

For each process, a comparable set of questions will be asked of other administrative units involved in decision making, including as appropriate the EVC, the Budget Office, and Committee on Academic Planning and Resource Allocation.

If you have any questions or would like to meet in person to discuss this request, please contact Laura Martin. Otherwise, **please submit your summary, including supporting examples, to Laura Martin**, lmartin@ucmerced.edu, **by June 1**.

Thank you very much for supporting our accreditation effort.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Guiding Questions: Instructional Budget

1) What are the main considerations in the development of the instructional budget? Examples include:
    a. Space, including wet/dry lab availability
    b. Course and enrollment demand
    c. Summer session course offerings
    d. Analysis of the effectiveness of the previous year's allocation in meeting instructional needs
    e. Faculty FTE
    f. Faculty workload policy and semester assignments
    g. Instructional resources, ex. availability of TAs and instructors
    h. Course fees
    i. Instructional equipment costs and maintenance
2) Related to 1, what types of data are used to evaluate these considerations during budget development?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of developing the instructional budget?
5) Who is involved in developing the instructional budget and how does the process work?
6) Describe the process used for managing the budget, including how projections are made, how the budget is monitored, and the roles and responsibilities of the individuals involved in these processes in your school.
7) Does the Budget Office provide clear or sufficiently specific directions for use of funds and is the requested format useful and sufficiently flexible as a tool for requesting budget?
8) How well does the eventual allocation fit the request?
9) How effective was the timeline for allocating funding? Is account funding appropriately timed?

Guiding Questions: Faculty FTE Planning and Allocation

1) What are the main considerations in the process(es) by which FTE needs are identified and prioritized? For example,
    a. Research foci
    b. Instructional needs and development of undergraduate majors
    c. Instructional needs and developing graduate programs
    d. Institutional planning documents
    e. Space
    f. Previous year's allocation
    g. Search successes
2) Related to 1, what types of information and data are used to evaluate these considerations?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of identifying FTE priorities?
5) Who is involved in developing the FTE allocation plan?
6) How well does the eventual prioritization and allocation of FTE meet identified needs?
7) How effective was the timeline for supporting successful searches?

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P.O. BOX 2039
MERCED, CALIFORNIA 95344

30 April 2010

Dear Dean Pallavicini:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes:

1) the instructional budget process,
2) the faculty FTE allocation process, and
3) enrollment management.

We construe the word "data" broadly as meaning "all information included in the decision-making process," including such things as school and university mission, vision, and goals and the intellectual rationale for developing a program, as well as the obvious FTE, time to degree, budget, and all other such numerical data. Moreover, we know that some numerical data from our campus may not be valid indicators of trends. Thus, it would be dangerous to rely on extrapolations from such data. But WASC wants us to be developing systems by which we in fact collect and use such numerical data and insists that we document our processes.

To gain the School of Natural Sciences' perspective on the first two of these processes, the Steering Committee asks that you please describe your school's instructional budgeting and faculty FTE planning and allocation processes. Each description should include

- the specific types of data used, *including examples from last year's process*,
- the source of each data stream, and
- how these data are used to make decisions in each planning process.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

To help guide these analyses, two sets of questions, one per process, are appended. It is not necessary to respond to each question individually. It is, however, important to describe each process in sufficient detail to support analysis with the goal of improvement. *If the questions fail to address aspects of the process you think important, please include relevant descriptions and analysis.* Reflections on the sufficiency of the data resources and use, and goals for improvement in the planning processes, are also welcome.

For each process, a comparable set of questions will be asked of other administrative units involved in decision making, including as appropriate the EVC, the Budget Office, and Committee on Academic Planning and Resource Allocation.

If you have any questions or would like to meet in person to discuss this request, please contact Laura Martin. Otherwise, **please submit your summary, including supporting examples, to Laura Martin,** lmartin@ucmerced.edu, **by June 1**.

Thank you very much for supporting our accreditation effort.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Guiding Questions: Instructional Budget

1) What are the main considerations in the development of the instructional budget? Examples include:
    a. Space, including wet/dry lab availability
    b. Course and enrollment demand
    c. Summer session course offerings
    d. Analysis of the effectiveness of the previous year's allocation in meeting instructional needs
    e. Faculty FTE
    f. Faculty workload policy and semester assignments
    g. Instructional resources, ex. availability of TAs and instructors
    h. Course fees
    i. Instructional equipment costs and maintenance
2) Related to 1, what types of data are used to evaluate these considerations during budget development?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of developing the instructional budget?
5) Who is involved in developing the instructional budget and how does the process work?
6) Describe the process used for managing the budget, including how projections are made, how the budget is monitored, and the roles and responsibilities of the individuals involved in these processes in your school.
7) Does the Budget Office provide clear or sufficiently specific directions for use of funds and is the requested format useful and sufficiently flexible as a tool for requesting budget?
8) How well does the eventual allocation fit the request?
9) How effective was the timeline for allocating funding? Is account funding appropriately timed?

Guiding Questions: Faculty FTE Planning and Allocation

1) What are the main considerations in the process(es) by which FTE needs are identified and prioritized? For example,
    a. Research foci
    b. Instructional needs and development of undergraduate majors
    c. Instructional needs and developing graduate programs
    d. Institutional planning documents
    e. Space
    f. Previous year's allocation
    g. Search successes
2) Related to 1, what types of information and data are used to evaluate these considerations?
3) What is the source of each form of data identified in question 2?
4) How are the data used in the process of identifying FTE priorities?
5) Who is involved in developing the FTE allocation plan?
6) How well does the eventual prioritization and allocation of FTE meet identified needs?
7) How effective was the timeline for supporting successful searches?

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SANTA BARBARA • SANTA CRUZ

UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
MERCED, CALIFORNIA 95344

27 May 2010

Dear Assistant Vice Chancellor Browne:

In preparation for our Educational Effectiveness Review, UC Merced must 'conclude work'[1] on the following action item identified by the WASC Visiting Team.

> **"***Determine and demonstrate the process by which data are disseminated and analyzed to provide for optimum access and actual use of data. Ensure that leadership team members understand how to use and request data and what the expectations are for their direction of data analysis campus-wide. Systematize the use of data and analysis to inform planning."*[1]

To focus this work, the WASC Steering Committee is coordinating the assessment of data dissemination and use in context of three planning and decision making processes:

1) the instructional budget process,
2) the faculty FTE allocation process, and
3) enrollment management.

We construe the word "data" broadly as meaning "all information included in the decision-making process," including such things as school and university mission, vision, and goals and the intellectual rationale for developing a program, as well as the obvious FTE, time to degree, budget, and all other such numerical data. Moreover, we know that some numerical data from our campus may not be valid indicators of trends. Thus, it would be dangerous to rely on extrapolations from such data. But WASC wants us to be developing systems by which we in fact collect and use such numerical data and insists that we document our processes.

To gain your perspective as the Assistant Vice Chancellor of Enrollment Management on the use of data in enrollment management planning and decision making processes, *I would like to schedule a meeting to discuss responses to the attached set of questions*.

I hope we can find a time to meet within the next week or two, as we need to press forward with preparations for drafting our Educational Effectiveness Review Report.

[1] Report of the WASC Visiting Team Capacity and Preparatory Review. 2009. p.46.

Thank you very much for supporting our initial accreditation work and I look forward to speaking with you.

Sincerely,

Gregg Camfield
Professor and Chair
WASC Steering Committee

Enrollment Management Questions

1) How are admissions-related policies and procedures developed that respond to system-wide requirements and local campus concerns and goals? In particular, what data will you use as you work with the Admissions subcommittee of the UGC to adapt to the ETR policy that comes into effect in 2011-2012?

2) What data are used in the planning and decision making processes described in response to question 1? For example, how are admissions-related policies and procedures informed by retention and graduation data?

3) What is the source of each form of data identified in question 2?

4) How is admissions-related information communicated and to whom?

5) Who is involved in developing and implementing policies and procedures and how does the process work?

6) Describe the process used for managing the admissions, including how projections are made, how admissions are monitored, and the roles and responsibilities of the individuals involved in these processes.