PART 5.   APPENDIX ISSUES RAISED IN ELIGIBILITY REVIEW

In the letter of May 4, 2003, reporting that the Western Association of Schools and Colleges had granted Eligibility to UC Merced, Associate Director Stephanie Bangert outlined those areas of the application in which the Eligibility Review Panel raised questions and concerns. The preceding sections of this Candidacy application have been a comprehensive report on how UC Merced is meeting or planning to meet each of the Standards for Accreditation; as such, responses to the issues raised during the Eligibility Review are included throughout. The purpose of this Appendix is to highlight each of the Eligibility Panel's responses to UC Merced's Eligibility Application and to provide links to the portions of the Preparatory Review that directly speak to the issues raised.

Principal Issues Raised During Eligibility Review

1.   Integrity: UC Merced was encouraged to create a specific statement of goals and priorities within the broad UC mission, as a basis for future evaluation of achievement and educational effectiveness.

Three documents meet this need:

- UC Merced Mission Statement—Exhibit 1.1-2
- Guiding Principles for General Education—Exhibit 1.2-1
- UC Merced Principles of Community—Exhibit 1.5-3.

2.   CEO/Administrative Capacity: UC Merced was encouraged to create an office of institutional research that would lead in establishing a campus culture of evidence and assessment; and to create a retention tracking system to support institutional goals for student graduation and success.

The Director of Institutional Planning and Research was appointed July 1, 2005 and is developing the campus institutional research capacity, including a full array of reports and tools for institutional self-analysis and continuous improvement. Student databases will be extensive and will allow the Office of Institutional Planning and Research to assess student progress to degree, retention and graduation.

- Vita and organization chart for Director, Institutional Planning and Analysis, and overview of reports and analytical services provided by Institutional Planning and Research—Exhibit 4.5

3   Operational Status: UC Merced was alerted to the WASC substantive change requirement, should 50% or more of the degree program be offered at the UC Merced off-campus centers or via technology.

We do not anticipate this level of off-campus or technological activity in the foreseeable future.

4.   Degrees, Educational Programs, and Objectives:

a.   The Eligibility Panel acknowledged the plans to date for the academic program at UC Merced.

The three academic Schools, the Graduate Division and College One (broadly) have completed strategic plans for growth.

- School Strategic Plans, including Engineering, Natural Sciences, and Social Sciences, Humanities and Arts—Exhibits 3.2-2, 3.2-3, 3.2-4
- Graduate Division: Strategic Plan—Exhibit 4.1-4
- College One Handbook—Exhibit 2.3-1
- College One Budget Request for 2005-60—Exhibit 4.1-5

b.   UC Merced was asked to clarify the timeframe <u>for faculty hiring</u>.

As of the campus opening in September, 2005, there were 57 faculty (count includes seven administrative appointees and one faculty member scheduled to start in 1/1/06), four adjunct professor faculty and 24 lecturers (15 full-time and nine part-time of whom five are teaching a single course during the fall only). The Strategic Plans cited above include multi-year plans for faculty hiring.

- Faculty Overview with Brief CV's—Exhibit 3.2-1

c.   UC Merced was urged to set <u>clear and explicit learning outcomes</u> by the time of Candidacy review.

Work on learning outcomes and the means to assess them is occurring on multiple fronts. This is the first step in assessing how effectively UC Merced is meeting its educational goals and identifying needs for improvement. Each School plus the Graduate Division has responsibility for establishing educational outcomes for its degree programs and publicizing them to students. The program review process incorporates outcomes assessment by multiple measures and sources of evidence. The College One Executive Committee has responsibility for assessing the effectiveness of UC Merced's general education program. Special assessment initiatives are also part of the most experimental facets of the UC Merced academic program, including the freshman and junior year Core Course Sequence and the School of Engineering Service Learning Program. These planning activities are proceeding in parallel and reinforcing the more global assessment planning efforts.

- Statements of Learning Outcomes for each UC Merced degree program—Exhibit 1.2-2
- Guiding Principles for General Education—Exhibit 1.2-1
- Core 1 syllabus—Exhibit 2.2-7
- Procedures for Program Review—Exhibit 2.7-1
- College One Assessment Plan for General Education—Exhibit 4.6-1
- Service Learning Assessment—Exhibit 4.4-4
- Policy on Evaluation of Teaching—Exhibit 3.3-5

5.   <u>General Education</u>: UC Merced was particularly admonished to assure that ladder faculty, rather than adjuncts, will bear responsibility for general education.

College One has been established to take the lead in development of general education, with all three Schools assuring that their faculty will contribute. All faculty are affiliated with College One, until the campus grows large enough to develop additional colleges, with faculty affiliations

distributed among them. A College One Handbook alerts faculty and administration to UC Merced's expectations for general education and faculty involvement in its planning and delivery.

UC Merced's signature Core Course Sequence has been developed by a six-faculty member committee, two from each School (an additional two faculty are contributing to development of the junior-level Core 100). Core 1 is overseen by members of this committee and features 26 faculty presenting the course lectures, with six non-ladder lecturers serving as discussion instructors. The approved general education courses offered in Fall 2005 are in all but a very few cases taught by ladder faculty. Non-ladder lecturers primarily teach writing and Spanish sections.

- College One Handbook—Exhibit 2.3-6
- Core 1 Syllabus—Exhibit 2.2-7
- Fall 2005 General Education courses—Exhibit 2.2-5

6.   Faculty: The Eligibility Panel noted that the transition of faculty governance from University-wide surrogate bodies to a separate campus division of the Academic Senate depended on a critical mass of UC Merced faculty.

On May 11, 2005, the Academic Assembly of the University of California voted to approve the UC Merced Division, thus placing faculty governance in the hands of UC Merced's faculty. All but two standing committees of the UC Merced Division are composed entirely of UC Merced faculty, with all committee chairs drawn from the UC Merced faculty.

- Letter from Senate establishing UC Merced Division—Exhibit 3.11-1
- UC Merced Divisional Senate Committees—Exhibit 3.11-3

7.   Student Services and Administration: The Eligibility Panel inquired about plans for delivery of these crucial services.

The Division of Student Affairs has responsibility for delivery of the full range of student services to both undergraduate and graduate students. These include student advising and the learning center, counseling, healthcare, career services, internships, academic support, residence life, tutoring, and housing, recreation, orientation, dining services, disability services, student life and organizations, bookstore, financial aid, and registration. Student Affairs is also responsible for undergraduate admissions and the registrar. As can be seen from the exhibit notes below, the full array of student services is in place. Student Affairs is working closely with the faculty to develop tutoring and study group support that will help students succeed academically.

- Student Affairs organizational chart and descriptive overviews of each service—Exhibit 2.13-5

8.   Information/Learning Resources: UC Merced was urged to plan academic support services and technology in the context of supporting student learning.

UC Merced's Chief Information Officer, together with the UCM University Librarian, is working closely with the Schools, Graduate Division and College One on delivery of student learning support. Integrated instructional services include on-line course support, using the Sakai open source software; library service that provides, outside required course texts, all "reserve" course readings on-line and free of charge to students; and technical support for faculty who want to provide media-enriched classes. Curriculum assistants in each School plus the College One

administrative specialist also provide extensive assistance with media-supported and computer-based instruction.

- Library Plan—Exhibit 2.3-9
- Instructional Technology Plan, with Sakai overview—Exhibit 2.3-10

9.   Financial Resources/Accountability: UC Merced was urged to have in place a clear and feasible study plan for alignment of strategic goals for growth with realistic assessments of fiscal resources.

An annual budget review process is now in place and the Senate Committee on Academic Planning and Resource Allocation provides timely advice on setting feasible budgetary and academic program priorities for the campus. The campus fiscal plan is updated every year.

- Most recent campus fiscal plan—Exhibits 3.5-1
- Committee on Academic Planning and Resource Allocation (CAPRA)—Exhibit 4.2-1

10.   Institutional Planning and Evaluation: UC Merced was encouraged to deepen its planning activities for program review, institutional research and improvement.

These are addressed in the links above:

under CEO/Administrative Capacity--description of office and services of the Director of Institutional Planning and Research:

- Vita and organization chart for Director, Institutional Planning and Research, and overview of reports and analytical services provided by Institutional Planning and Research—Exhibit 4.5

under Degrees, Educational Programs and Objectives--program review procedures and other documents that touch on outcomes assessment and program improvement:

- Statements of learning outcomes for each UC Merced degree program—Exhibit 1.2-2
- Guiding Principles for General Education—Exhibit 1.2-1
- Core 1 Syllabus—Exhibit 2.2-7
- Procedures for Program Review—Exhibit 2.7-1
- College One Assessment Plan for General Education—Exhibit 4.6-1
- Service Learning Assessment—Exhibit 4.4-4
- Policy on Evaluation of Teaching—Exhibit 3.3-5

The Eligibility Panel offered no additional instructions on Authority, Governing Board, Academic Credit and Transfer, Public Information, or Relations with the Accrediting Commission, so these areas will be treated as they arise with respect to the Accreditation Standards and not specially singled out in this Candidacy application.