

**APPENDIX C**  
**INTERDEPARTMENTAL PROGRAM SELF-STUDY:**  
**ASSESSMENT, GOVERNANCE**

The program faculty shall provide a narrative, not to exceed **five** (5) pages for each degree program offered, followed by appendices. The narrative shall be organized into two sections, and be supported by evidence, including the program's own learning outcomes assessment as well as student surveys and program statistics where available.

- I. Program assessment
- II. Governance, staffing, equipment and space.

The self-study should be prepared in an electronic format and appended to the administering department's self-study.

This format shall be used by an interdepartmental program reviewed concurrently with a department. Please use the format in Appendix B if an interdepartmental program is reviewed autonomously.

**I. PROGRAM ASSESSMENT**

**Graduate Program**

Describe the present and planned philosophy of the graduate degree program, including designated emphasis, collaborative, or interdisciplinary programs, addressing the following:

- Are the program faculty satisfied with the breadth, depth, and coherence of the curricular offerings? Are there any unique aspects of the graduate program?
- Describe the philosophy and structure of qualifying and candidacy examinations.
- What are the student learning outcomes of the interdepartmental graduate program(s) and how are they assessed? Where are they published?
- Provide a brief description of the learning outcomes assessment process, including a multiyear assessment plan, references to assessment instruments provided in Appendix II (e.g., QE and dissertation defense rubrics), and a summary of the annual assessment findings regarding each of the program learning outcomes (as many as have been assessed to date). Comment on what the indirect evidence from the graduate student survey, such as students' self-reported competency levels and satisfaction with educational experience, indicates in terms of the strengths and weaknesses of the program. How do measures of direct evidence of student learning agree with indirect measures?
- Overall, how has program assessment (including all steps: defining the program learning outcomes, developing the curriculum matrix or rubrics, interpreting the findings) been used to guide improvement of the program? Provide at least one example since the last review of an improvement made to some aspect of the program's curriculum or course effectiveness.
- Describe the overall quality, size, and diversity of the graduate student cohort. What is the potential student capacity of the doctoral program? Is the size of the student cohorts (masters and doctoral) limited by financial support, by the numbers and quality of applicants, by available faculty resources for supervision, or by some other constraint?
- Describe the program's standards for a successful post-degree job placement, including possible non-academic placements.
- What are the faculty's conclusions regarding the graduate student survey?

- For graduate degree programs supported by Professional Degree Student Tuition (PDST), describe how the financial aid practices align with UC Regents policy on access and affordability.

For any offered designated emphasis or concentration, answer the following questions:

- Is the department satisfied with the breadth, depth, and coherence of the curriculum for each offered designated emphasis or concentration? For each concentration, what are its unique aspects?
- Are curricular offerings sufficient to meet the demand for each offered designated emphasis or concentration? What has been the demand for each offered designated emphasis or concentration?

### **Undergraduate Program**

Briefly describe the philosophy and structure of the undergraduate program's core Bachelor's degree programs. If there are defined concentrations within the major, explain their intended purpose and structure. For each core Bachelor's degree program, answer the following questions:

- Are the faculty satisfied with the breadth, depth, and coherence of the curricular offerings? Are there any unique aspects of the undergraduate program?
- What are the student learning outcomes of the degree programs?
- Provide a brief description of the learning outcomes assessment process, including a multiyear assessment plan, references to assessment instruments provided in Appendix III (e.g., a capstone rubric), and a summary of the annual assessment findings regarding each of the program learning outcomes (as many as have been assessed to date). Comment on what the indirect evidence from the undergraduate major (UCUES) survey, such as students' self-reported competency levels and satisfaction with educational experience, indicates in terms of the strengths and weaknesses of the program. How do measures of direct evidence of student learning agree with indirect measures?
- Overall, how has program assessment (including all steps: defining the program learning outcomes, developing the curriculum matrix or rubrics, interpreting the findings) been used to guide improvement of the program? Provide at least one example since the last review of an improvement made to some aspect of the program's curriculum or course effectiveness.
- What are the faculty's conclusions based upon the information provided in the UCUES survey?
- How are students advised and mentored for success in the program? What measures of student satisfaction or evidence of student learning do faculty use to monitor the effectiveness of the program?
- Please describe any other aspects of the undergraduate program, such as outreach, tutoring, internships, or other support activities, that the faculty believe contribute to student success in the program.

For any minor, major concentration, and combined major, answer the following questions:

- Is the department satisfied with the breadth, depth, and coherence of the curriculum for each minor, concentration, or combined major? For each concentration, what are its unique aspects?
- Are curricular offerings sufficient to meet the demand for each minor, concentration, or combined major? What has been the demand for each minor, concentration, or combined major?

## **II. GOVERNANCE, STAFFING, EQUIPMENT AND SPACE**

- Please describe the program resources, including faculty, courses, staffing, equipment, instructional technology, and space.
- Request and append comments from the overseeing dean(s) on the program's resource and administrative stability.

## **APPENDICES**

The program faculty will provide Appendices I through III. Any applicable data that would have appeared in Appendix IV will be included in the primary departmental program data provided by the Office of Planning and Budget (for example, headcounts by degree program will be included along with the primary departmental program headcount data).

### **Appendix I – Program Governance**

- A. Current signed charter and faculty by-laws.
- B. MOU's supporting any individual faculty teaching commitment.
- C. Provide a link to a comprehensive faculty website address on the program home page, or a list of individual faculty links, that provides information on employment, education, current research focus, and recent published writings and creative activities for each Senate and recurring faculty member who has held an appointment in the past three years.
- D. Request written comments from all department chairs and deans who are signatories to the current charter. Chairs and deans may choose not to provide a comment. Email responses are acceptable.

### **Appendix II - Graduate Program Profile**

- A. Graduate program and catalog copy website addresses.
- B. Graduate Major Profile, by area or cluster if relevant, 6 yr. history of Ph.D. students, including thesis title, principal advisor, year degree awarded, and job placement.
- C. Program learning outcomes curriculum matrix for each graduate program.
- D. Outcomes assessment rubrics (e.g., QE or defense).

### **Appendix III: Undergraduate Program Profile (for each autonomous degree)**

- A. Undergraduate program and catalog copy website addresses.
- B. Program learning outcomes curriculum matrix.
- C. Outcomes assessment rubrics (e.g., capstone).