

Committee on Educational Policy
Friday, June 5, 2026
10:00 am to 12:00 pm
220 University Office Building

AGENDA

Action	Item	Enclosures
Information 10:00 – 10:05	I. Chair Announcements	
Action 10:05	II. Approval of the minutes from the May 1, 2026 meeting	1 (pp. 3-4)
Information 10:05 – 10:15	III. University Committee on Educational Policy (UCEP) Update from UCR Representative Gene Brewer	
Information 10:15 – 10:25	IV. UCR University Committee on Academic Disruptions (UCAD) Update from UCR CEP Representative Alec Haskell	
Information 10:25 – 10:50	V. Undergraduate Program Reviews <i>Information item:</i> Close of Creative Writing Undergraduate Program Review - Feedback from College and School Faculty Executive Committees re CHASS Dean's recommendation for self-study requirements. - Proposed changes to Undergraduate Program Review Procedures for review of Honors Program - Review of Final Findings and Recommendation Reports from the following undergraduate program reviews conducted this academic year: - Political Science - Business - Philosophy - Theatre, Film, and Digital Production	2 (pp. 6-38) 3 (pp. 39-64) 4 (pp. 65-68) 5 (pp. 69-73) 6 (pp. 74-79) 7 (TBA)
Discussion/ Action 10:50 – 11:20	VI. Undergraduate Curriculum <i>Information item:</i> Notice of Undergraduate Curriculum Changes Approved by CEP this Service Year - Proposed changes to Undergraduate Moratoria Process - Proposal for B.S. + M.S. in Computational Data Science - Proposal to request WSCUC-WASC approval for distance education for undergraduate degree programs - UNEX Proposal for PK-3 Early Childhood Education Specialist Instruction Credential	8 (pp. 80-81) 9 (p. 82) 10 (pp. 83-91) 11 (pp. 92-94) 12 (pp. 95-103)
Discussion/ Action 11:20 – 11:50	VII. CEP Initiatives - Request for feedback on new College Board system for AP exams - Discussion of R'Summer Sessions - Grade Delay and SCAIP data from Registrar and update from SCAIP - General Education Learning Outcomes	13 (pp. 104-113) 14 (pp. 114-117)
Information	VIII. New Business	

This is the last scheduled meeting of CEP for the service year. There is the potential for business requiring CEP's review by email over the summer months. Many thanks for your service!

AGENDA ENCLOSURES:

1. Minutes from May 1, 2026 Meeting
2. Feedback from College/School FECs
3. Proposed Changes to UG Review Process for Honors Program
4. Final Findings and Recommendations Report from Political Science UG review
5. Final Findings and Recommendations Report from Business UG review
6. Final Findings and Recommendations Report from Philosophy UG review
7. Final Findings and Recommendations Report from Theatre, Film and Digital Production UG review
8. CEP Approvals of UG Program changes in 25-26
9. Proposed Changes to UG Moratoria Process
10. Proposed B.S. + M.S. in Computational Data Science
11. Proposal to Request WSCUC-WASC Approval for Distance Education
12. UNEX Proposal - PK-3 Early Childhood Education Specialist Instruction Credential
13. Request for Feedback on new College Board System on AP Exams
- 14a. Grade Delay and SCAIP Data from Registrar
- 14b. Update from SCAIP about Grade Delay Issues

Committee agendas, attachments, and correspondence are not to be distributed beyond the membership of the committee. All aspects of the committee's internal discussions leading up to its formal, written, and disseminated memos and declarations are to remain in strictest confidence.

COMMITTEE ON EDUCATIONAL POLICY
MINUTES
MAY 1, 2026

PRESENT: A. Ditta, Chair; G. Brewer; UCEP Rep; M. Casselman; A. Haskell; S. Kolluri; J. Meyer; J. Nájera; A. Orsdemir; V. Tsotras; J. Weems, Vice Chair; S. Welles; E. Stapely, Ex Officio

GUEST: C. Wang, ASUCR Rep.

ABSENT: R. Khan; D. McCole; D. Nagel; N. Reddy; D. Ruiz, GSA Rep.

The meeting was called to order at 10:00AM.

The Chair provided an update from discussions at Executive Council and informed the Committee that they will be tasked with developing a process for learning outcome assessment for general education.

The Committee reviewed and voted to approve the minutes from the April 3, 2026 meeting.

The Committee's representative to the UCR University Committee on Academic Disruptions (UCAD) gave an update on matters discussed by UCAD.

The Chair informed the Committee that the Physics undergraduate program review conducted last academic year was closed after the department documented that they are successfully working to meet the findings and recommendations at the Action Implementation meeting.

The Chair followed up with the Committee on the recommendation that future Business undergraduate reviews be conducted with the AASB accreditation report. However, as the report does not include many of the self-study criteria required by CEP, the Chair recommended that the Committee proceed as normal with future reviews of the program.

The Committee reviewed and voted to support the Preliminary Findings and Recommendations Reports from the reviews of Business, Philosophy, and Theatre, Film, and Digital Production.

The Committee reviewed and voted to approve the proposal for a Minor in Linguistics.

The Committee reviewed a request from the Senate Chair to consider revising the Committee's process for undergraduate moratoria to consider how to document the requirement for consultation with students for degree programs that do not have enrolled students. The Committee recommended that the process be updated to note that students remaining in the program should be consulted. The Committee also discussed if the process should be updated to note how moratoriums are removed from degree programs and requested that information be gathered as to

if the other Divisions have a process for this. The Chair will request this information and report back to the Committee.

The Committee reviewed the five-year planning perspectives for 2026-2031 and questioned whether the B.S. in Accountancy was intended to address an identified California workforce need. The Chair will send a memo to the Senate Chair with CEP's feedback.

The Committee's representative to the University Committee on Educational Policy (UCEP) gave an update on the matters discussed by UCEP at the most recent meeting.

The Committee reviewed the proposed Presidential Policy: Applying to Campus Activities, Organizations and Students (PACAOS) PACAOS 100.00 and PACAOS Appendix H. CEP was generally supportive of the proposal and had no feedback related to their charge of undergraduate education. The Chair will send a memo to the Senate Chair with CEP's feedback.

The Committee reviewed the Chair's proposed changes to proposed Senate Regulation (SR) 01.01.01.02 to address the Faculty Executive Committees' feedback re non-passing grades for grade delays and voted to approve the changes. The Committee also discussed the academic integrity procedures in Appendix 6 and if the process should be simplified to reduce the backlog of cases and remove perceived barriers for instructors to report cases. The Chair will reach out to SCAIP regarding potential changes to Appendix 6.

The Committee reviewed and voted to support the proposed implementation plan for Senate Regulation 6.14. The Chair will send the proposed plan to Executive Council.

The Committee reviewed a proposed survey to be sent to departments to request information on how Teaching Assistants (TAs) are utilized and important to campus. Members questioned whether CEP should collaborate with Graduate Council on the survey and the Chair noted that they would reach out to the Graduate Council Chair. The Committee voted to approve the survey with the recommendation that it be launched in Spring Quarter under the current CEP's leadership's tenure.

The Committee reviewed and voted to support the proposed changes to their bylaws to be renamed Undergraduate Council. The Chair will submit the proposed changes to the Senate Chair for Divisional consideration.

The Chair shared the Senate feedback from the review of the proposal for priority registration for students that complete teaching evaluations and the Associate Provost's request to CEP for information on how to move forward with the pilot program. The Committee was supportive of recommending to the Senate Chair that the pilot program be initiated with the caveat that it be stopped at any time if negative effects are manifested. The Chair will send a memo to the Senate Chair and Associate Provost with the recommendation.

The Committee tabled the discussions of the College Board's new system for AP exams and R'Summer Sessions to the June 5, 2026 meeting

With no other business to discuss, the meeting adjourned at 12:00 PM.

Attachment 2



Academic Senate

*Professor Kenneth Barish
Division Chair*

May 14, 2026

Annie Ditta, Chair
Committee on Educational Policy

Beth Beatty, Committee Analyst
Academic Senate

Re: Committee on Educational Policy's Request for Feedback on Self-Study Requirements for Undergraduate Program Reviews

Dear Annie and Beth,

Attached is the feedback received on the *Committee on Educational Policy's Request for Feedback on Self-Study Requirements for Undergraduate Program Reviews*. The faculty executive committees in BUS, CHASS, CNAS, SOE, and SPP were asked to comment. Comments have been received from CHASS and SPP.

Though not required, please let us know if you'd like us to follow up with BUS, CNAS, and SOE. If so, please let me know by what date you'd like to hear back from them.

Sincerely,

A handwritten signature in blue ink that reads 'Kenneth Barish'.

Kenneth Barish Chair,
Academic Senate

Enclosures

cc: Senate Director Cortez

TO: Ken Barish, Chair
Riverside Division

FR: Kurt Schwabe, Chair 
Executive Committee, School of Public Policy

RE: **[Comments] Request for Feedback on Self-Study Requirements for Undergraduate Program Reviews**

Date: May 12, 2026

The Executive Committee of the School of Public Policy has reviewed the ***Self-Study Requirements for Undergraduate Program Reviews***. We thank the CEP for reaching out for input on this issue. We are somewhat indifferent regarding the value of including this into the UG program reviews. It seems like it may provide some additional (marginal?) value (perhaps via being a bit more digestible), but that the costs to the program in generating will be minimal as the profiles will be coming from OIR, who has also stated the costs of generating are minimal. As such, and again, we are indifferent.

Perhaps the only suggestion would be that if they are to be provided, it might help keep the costs to OIR minimal if the profiles are standardized across programs.



College of Humanities, Arts, and
Social Sciences
EXECUTIVE COMMITTEE

April 27, 2026

TO: Ken Barish, Chair
Riverside Division of the Academic Senate

FROM: Rachel Wu, Chair 
CHASS Executive Committee

RE: Request for Feedback on Self-Study Requirements for Undergraduate Program
Reviews

The CHASS Faculty Executive Committee reviewed the Request for Feedback on Self-Study Requirements for Undergraduate Program Reviews. The committee approves the self-study requirements for undergraduate program reviews and has no further comment or feedback.



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

April 6, 2026

To: Iván Aguirre, Interim Chair, CHASS FEC
Harry Tom, Chair, CNAS FEC
Kinnari Atit, Chair, SoE FEC
Jerayr Haleblan, Chair, BUSINESS FEC
Kurt Schwabe, Chair, SPP FEC

Via: Ken Barish, Chair
Riverside Division

From: Annie Ditta, Chair
Committee on Educational Policy

Re: Request for Feedback on Self-Study Requirements for Undergraduate Program Reviews

The Committee on Education Policy recently received a request from CHASS Dean Daryle Williams to start requiring that the "Undergraduate Profile" ([one example for the Psychology Department can be found here](#)) be submitted as part of CEP's undergraduate program review self-study (guidelines attached). You can see on p. 3 of the attached document the current self-study requirements, along with the suggested language pertaining to Dean Williams' request in tracked changes.

You will also see a comment that contains a message from Scott Heil in Institutional Research, who puts together the Undergraduate Profile reports for the CHASS State of the College that I linked for you. Scott has confirmed that he would be able to create these profiles for all departments on campus if we were to start requiring them, and described the way that the report does/does not overlap with the data currently included in the self-study.

The reason I am reaching out to you all is because when CEP discussed this change, we felt that since the request was from a single college's Dean, we should query all colleges for their thoughts. Note that the BCoE FEC is not included in this memo because CEP conducts its reviews of BCoE programs using a different format that is based on the ABET report. Please note that your feedback would be advisory in nature, since CEP does determine its own policies regarding program reviews. But we thought it would be best to see if there are any potential issues from your perspective before further considering making this change.

Thank you in advance for your consideration. If you have any questions, please do not hesitate to let me know.

Attch: CEP Procedures for Undergraduate Program Reviews

Revised December 5, 2025

UNDERGRADUATE PROGRAM REVIEW PROCEDURES

Adopted by the Committee on Educational Policy on 11/29/06, Revised 11/27/12, 03/19/14, 05/21/14, 04/17/15, 02/05/16, 05/26/17, 04/06/18, 03/06/20, 8/10/20, 10/15/20, 02/05/21, 05/07/21, 01/07/22, 06/28/22, 11/04/22, 03/03/23, 06/02/23, 03/01/24, 04/05/24, 02/07/25, 12/05/25

I. Overview

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

CEP may conduct internal reviews to evaluate undergraduate programs as circumstances warrant. For example, an internal review may be recommended to assess the progress of an undergraduate program following critical findings and recommendations generated from an external review, to evaluate the progress of new undergraduate programs, or to evaluate a small program with low enrollment. Please consult Appendix A for full details on internal review procedures. Additionally, internal reviews are conducted for BCoE programs with the ABET accreditation reports. Please consult Appendix B for the process for the internal review of BCoE programs with ABET.

The default modality for undergraduate program reviews is in-person, although programs may petition for a remote review. External and/or internal undergraduate program reviews are subject to be conducted remotely when circumstances are present that do not allow for in-person gatherings. A decision to conduct a review remotely in response to the aforementioned situations will be made by CEP.

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

II. Program Self Study

The undergraduate program to be reviewed is notified in the year proceeding their review. Program's requests to postpone reviews will be considered on a case-by-case basis by CEP. At the time of the notification, the program is asked by the CEP Chair to prepare a self-study document, which will be transmitted to the external review team. This will become a part of the permanent record of the program review and will be filed together with the report of the review committee. The program should direct any questions or dialogue concerning the review to the CEP Review Subcommittee Chair and

CEP Senate staff analyst. The self-study is no more than five single-spaced pages in length not including data appendices and should be a thoughtful and thorough self-evaluation of the program, based on the participation of the program's faculty, staff and students. The program should provide an electronic copy of their entire self-study package to the CEP.

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

- I. Introduction and Contact Information
- II. Program Goals and Description
- III. Learning Outcomes and Assessment Results
- IV. Student Data
- V. Instructional Facilities
- VI. Institutional Support
- VII. Faculty Data

Most of these are self-explanatory and should be generated internally by the program/unit. The exception to this is the student admission and performance data listed in section IV, which is provided by the Office of Institutional Research to CEP for enclosure in the program's self study. The three satisfaction surveys listed in sections IV, and VII, have been formulated by the CEP and will be conducted electronically through the Academic Senate Office. The program does need to provide a list of all program faculty including their full name, title, UCR net ID and email address. These data are needed to conduct the faculty surveys. Student and Alumni contact information for the student and alumni satisfaction surveys will be provided by ITS.

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

I. Introduction and Contact Information

- Administrative structure of the program, starting with the Dean and including the substructure within the program. If applicable, units associated with student advising outside the program and committees and individuals within the program that play a major role in student affairs should be included.

II. Program Goals and Description

- Educational philosophy and vision. What do you want your students to learn and what skills do you want them to develop?
- Perceived strengths and weaknesses of program
- Recruitment and outreach plans
- Department/program diversity, equity, and inclusion statement
- Major changes in the program since the last review (if applicable)
- Any issue the program wants to bring up that would be helpful to the review committee

Separate addenda (to be included as an appendix):

- I&R Faculty FTE and faculty/student ratios
- Structure of degree(s) and specialty tracks
- All courses taught in past three years by Lecturers and Associates In
- Class sizes at the introductory and upper division levels
- Courses in your program taught by faculty from outside your program
- Courses in other programs to which your faculty contribute
- Program expenditures related to undergraduate education
- Syllabi from one required lower-division/introductory course and one required upper-division course in the program
- OPTIONAL- syllabi for additional course(s) that the program may find important for the review team's information

III. Learning Outcomes and Assessment Results

- The assessment report needs to focus on what you believe that your majors should know upon graduation, and what skills they should possess. The assessment report can be tailored to reflect the strengths of the program. The learning outcomes need to be addressed in terms of how they are assessed by the program. Whenever appropriate the learning outcomes should be mapped with the five core competencies identified by the Western Associate of Schools and Colleges (WASC) summarized in Attachment E. Results of a recent learning outcomes assessment may be useful here.

IV. Student Data

- Five-Year summaries as of Fall quarter of each academic year including time to degree data (Provided by the Office of Institutional Research to CEP for enclosure in the self study)
- The department's "Undergraduate Profile" for the previous academic year (Provided by the Office of Institutional Research to CEP for enclosure in the self study)
- Job placement data for majors after graduation (Provided by the Office of Institutional Research to CEP for enclosure in the self study)
- Financial support including extramural grants, academic and research fellowships, and financial aid
- Advising, mentoring and career development
- Undergraduate research or other scholarly activity with information on presentations and publications
- Selected data from the University of California Undergraduate Experience Survey (UCUES) results for majors (This information will be provided by the Office of Institutional Research to CEP for enclosure in the self study).
- Undergraduate Satisfaction Survey and Alumni Satisfaction Survey (This information will be provided by CEP and only be made available to the external reviewers and CEP. Note that, historically, response rates for these surveys have been low across all UG Program Reviews.

Commented [AD1]: From Scott Heil, IR:

There is a moderate amount of overlap between the two reports. The PDF is meant to be a higher-level view and to give the overall direction on the measures it covers. The Excel report is more detailed and tries to provide every data point over the five years on its respective measures. But the redundancy isn't a big problem from our standpoint. However, I can imagine that because of the different scope of the reports, there might occasionally be areas where they seem to disagree because they are approaching the topics a bit differently, e.g., the PDF usually gives more than five years of history and may reveal a different long-term pattern that wasn't clear in the five-year window.

V. Instructional Facilities

- Classrooms
- Instructional laboratories
- Information resources such as library and computer resources
- Role of instructional technology in the classroom and teaching laboratory
- Statement of future needs/requirements

VI. Institutional Support

- Staff personnel allocations for the last three years. This should be limited to staff involved in the teaching mission of the program. (e.g., academic advisors, personnel associated with the operation of the teaching laboratories, etc.)
- TA allocations for the past three years
- Demographic and diversity data for Teaching Assistants noting gender, ethnicity/race, and age. (Provided by the Office of Institutional Research to CEP for enclosure in the self-study)
- Institutional services

VII. Faculty Data

- For each faculty member, include a summary with the following. (See the standardized form in Attachment C of this document for composition of the faculty summaries):
 - 1) Academic biographies including publication data
 - 2) Area(s) of specialty and their impact on the undergraduate degree programs
 - 3) Grants that impact the undergraduate program including undergraduate research
- Three-year teaching load data for each faculty member
- Program workload summary with discussion of major-related and service instruction for other programs
- Distribution of faculty among sub disciplines for past 5 years and recruitment plans for the future
- Teaching evaluations for all undergraduate courses for the previous two years. The evaluations will be made available to only the external reviewers and CEP. Instead of including the information in the self-study due to the size of the content, it will be provided separately to the reviewers at the time of their visit.
- Demographic and diversity data for Senate faculty and Unit 18 non-Senate faculty noting gender, ethnicity/race, and age. (Provided by the Office of Institutional Research to CEP for enclosure in the self-study)
- Faculty Satisfaction Survey (This information will be provided by CEP and made available to only the external reviewers and CEP.)

III. Composition of the Review Team

External review teams include at least one faculty member from a UC campus and at least one member from a peer institution. A letter containing wording similar or identical

to the following is sent by the CEP Chair to the Chair of the program under review to request suggestions for the membership of the external review team:

“The general policy specifies that normally one of the external reviewers will be a faculty member at another UC campus, and the other reviewer(s) will come from UC peer institutions. It is strongly desired to have members on the external review team who are tenured and ladder rank faculty. Please provide a ranked list of at least 12 names of distinguished potential extramural reviewers, some from other campuses of the UC system and the rest from UC peer institutions throughout the U.S. If appropriate for your program, please divide the list of names into sections corresponding to subdisciplines, so that reviewers can be selected to appropriately span the range of subdisciplines in your program.

The CEP requests that you do not focus exclusively on a candidate’s research record or institutional reputation when developing a list of reviewers. Other relevant traits should be given strong consideration as well. These include teaching, advising, and administrative experience in undergraduate programs, particularly programs that are similar to yours or that exhibit characteristics that your program desires to achieve in the near future. CEP requests that programs recommend candidates that will be able to advise on UCR’s unique student population given its status as a minority-serving institution (MSI).

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

For each proposed external reviewer, the program should provide complete contact information and a link to each potential reviewer’s curriculum vitae. Particular attention is directed to gathering as much information as possible about the experience and dedication of the nominees to undergraduate education. After the list of ranked potential reviewers has been submitted, the CEP then selects a final ranked list of review team candidates. The CEP Chair contacts the individuals and, upon their acceptance of the invitation to participate in the review, sends them an official appointment letter. The Senate Office coordinates the Review Team travel, travel expense reimbursement and honoraria payment.

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

About thirty days prior to the review, the information from the program self-study and a package of additional information (contents of the package follow below) are sent by the Senate Office to each member of the Extramural Team. An identical information package is provided to the members of the CEP Review Subcommittee. The program, College Dean, appropriate College Academic Associate/Divisional Deans for undergraduate education, VPDUE, and the Executive Vice Chancellor and Provost receive copies of the review material without the faculty, student, and alumni satisfaction surveys for the purposes of confidentiality.

The following items are included in packets sent to Extramural Team members along with the Program Self Study:

1. Tentative schedule
2. Link to current UCR General Catalog
3. Link to guidelines and questions for reviewers in CEP UPR Procedures

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

IV. Extramural Team Guidelines

The following guidelines are provided to the extramural team:

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

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

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

2. Is the undergraduate program coherent in the areas of teaching, counseling, mentoring, and introduction to research for its students? Is it adequate in scope and depth to insure education appropriate for the BA/BS?
3. Are the program goals and learning outcomes clear and explicit in regard to what students should be learning in the major?
4. Do the assessment results suggest that students are successfully attaining these outcomes?
5. Is there evidence that the program has reflected on these assessment results and engaged in curricular or other reforms in response to the results?
6. Would you want graduates of this program in your own graduate program?
7. Is the faculty quality and breadth of coverage adequate for a strong undergraduate program?
 - a. Areas that should (must) be strengthened or added?
 - b. Areas that should (must) be de-emphasized or removed?
 - c. Where should the next appointment (resources permitting) be made?
8. In many fields, long-range planning and strategic choices about areas of teaching and research are necessary. Does the program provide an imaginative, workable long-range plan that will allow it to make major contributions to the discipline and to pursue appropriate specializations with distinction? If not, what do you suggest?
9. Where should the program focus its efforts to improve itself? What would be needed for this program (or some component) to achieve true national distinction giving due consideration to present UCR faculty resources compared to those available at top ranked programs elsewhere?
10. Do students feel welcome in the major and is there adequate advising to meet their needs?
11. How do students and faculty feel about class size? How do they feel about the proportion of classes taught by TA's and lecturers/Associate Ins as opposed to regular faculty? How do students feel about grading standards and the response they get to written work for their classes?
12. Do the current administrative structures at UCR foster undergraduate education in the program you are reviewing? Are there closely related units at UCR or other UC campuses with which more collaboration should be undertaken? Are there

appropriate support facilities such as libraries, teaching and research space, computer labs and training?

13. Is there sufficient interaction between the program and any campus programs with which it should interact?

14. Do students find it reasonable to complete the major on a four-year schedule?

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

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

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

Any questions concerning the review should be directed to the Subcommittee Chair and Senate staff analyst.

V. Extramural Review Team Visit and Report

On the first day of the site visit, the review team meets with the CEP Chair, VPDUE, and CEP Review Subcommittee. At this meeting, the CEP Chair and Subcommittee will give a briefing on procedures for the review and any other issues deemed necessary. The Review Team is asked to provide an assessment of the quality of faculty, students, and the program; areas of strength and weaknesses; advice on areas to remove or strengthen, adequacy of facilities, morale, and any other issues they wish to address. They are asked to furnish a written report of approximately 5-10 pages within two weeks of their visit. Following the meeting, the extramural review team meets with the Department/Program Chair followed by individual time with the faculty Undergraduate Advisor. After the initial briefings, the Review Team meets with the college Dean and appropriate Associate/Divisional Deans for student affairs. Next, the Review Team meets with the Chairs or other interested faculty of departments and programs of that are closely related, who teach prerequisites for the program, or whose programs include the program under review's courses in their curriculum. The program is responsible for setting up a tour of the facilities and meetings with the faculty of the program, which can be recorded or live video for remote reviews. For in-person reviews the program can host a reception for the review team after the last meeting of the first day. To assure a neutral review, CEP requests that all program faculty and staff be invited. Additionally, CEP recommends that

the program make every effort possible to invite a random and representative sample of students to the reception. The reception is to be held on campus so that it is accessible to all invitees. No formal dinners should be planned with UCR contacts during the review. The team should be allowed to dine together and discuss preliminary findings.

The second half of the review includes program scheduled meetings with the Review Team and their staff advisors as well as the Career Center advisors applicable to the program. In addition, the program TA's, Lecturer's and lab staff (if applicable) should meet with the reviewers. A block of time should be allowed for selected students to meet with the reviewers. For in-person reviews, the lunch session on the second day is a closed session for the reviewers. The last meeting of the review is the exit interview when the External Review Team meets with the Executive Vice Chancellor and Provost, VPDUE, the Dean, the Program Chair, the CEP Chair, and the CEP Subcommittee to give a discussion on their findings. The Chair of CEP leads the exit interview.

When the Review Team report is received, the honoraria are sent to the reviewers.

SAMPLE REVIEW TEAM SCHEDULE FOR IN-PERSON REVIEW
(Remote review schedules are configured over the course of four half days)

Day 1		
External review team arrives at UCR		
8:00–8:30 am	External review team only	Senate conf. room
8:30-9:15 am	CEP Chair, VPDUE, & Review Subcommittee	Senate conf. room
9:15-10:15 am	Program Chair	Senate conf. room
10:15–10:30 am	Break	
10:30-11:15 am	Faculty Undergraduate Advisor of Program	Senate conf. room
11:15 am–12:00 pm	Dean and Associate/Divisional Deans of the College or School	Senate conf. room
12:00–12:15 pm	Break	Senate conf. room
12:15-1:15 pm	Meet with faculty of closely related programs, particularly those who teach prerequisite courses for program, and those whose programs include the reviewed program's courses in their curriculum.	Senate conf. room
1:15–1:30 pm	CEP Subcommittee Member escorts reviewers to department for tour	
1:30-2:30 pm	Tour of Program's physical facilities including laboratories,	

	classrooms, library.	
2:30-4:00 pm	Faculty of the program	Suggested: small group visits lasting one half hour in Program's conference room
4:00-5:00 pm	Selected students in the program	
Optional Program Reception for External Reviewers		
External Reviewers Return to Hotel		

Day 2		
External Reviewers Arrive at UCR from Hotel		
8:30-9:00 am	Faculty of the program	Program conf. room
9:30-10:00 am	Selected students of the program	
10:00-10:45 am	Program staff advisors and Career Center	
10:45-11:30 am	TA's, Lecturers, and lab staff of the program	
11:30-11:45 am	Program escort reviewers to Academic Senate	
11:45 am -12:45 pm	Closed session lunch	Senate conf. room
12:45-2:15 pm	Faculty of the program	Program conf. room
2:15-2:45 pm	Program Chair	Program chair's office
2:45-3:00 pm	Break	
3:00-3:30 pm	Review Team only - Preparation of brief oral summary	Senate conf. room
3:30-4:15 pm	Exit Interview with Executive Vice Chancellor and Provost, VPDUE, College Dean, CEP Chair, CEP Subcommittee	Senate conf. room
4:15-5:00 pm	External Review Team Wrap Up	Senate conf. room
Review Team departs Riverside		

SUBMISSION OF EXTERNAL REPORT: The External Review Team will submit their report to the CEP Chair within two weeks . The External Review Team is advised that the report they submit will become a public record and as a result should be mindful with issues of confidentiality.

VI. Procedure on Findings and Recommendations

After the Review Team Report is received by the Chair of CEP, s/he shall distribute the report to the Subcommittee and the program Chair. The CEP Chair will ask the program to review the report for factual inaccuracies and misperceptions within a two-week time period. The program summary of any factual corrections and misperceptions will be relayed by the CEP Chair to the Subcommittee to aid in drafting the Findings and Recommendations.

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

The CEP Chair will send the preliminary Findings and Recommendations to the program Chair for distribution to the program faculty, staff and students no later than three weeks after receipt of the program’s “correction of facts” in the extramural report. The program shall seek and collect input from all constituents and prepare a detailed response, either outlining plans for implementing the recommendations or detailing reasons for not doing so. The program response is to be submitted to the CEP within two weeks of receiving the preliminary Findings and Recommendations.

The CEP review Subcommittee members will study the response from the program and within two weeks prepare the final Findings and Recommendations report. The Findings and Recommendations are a policy document, and failure by the program to comply or to provide justification for noncompliance can lead to a moratorium on undergraduate admissions or other actions. The CEP shall distribute its approved final report to the program for action along with copies of the External Review Team’s Report, program’s factual corrections to external report, preliminary Findings and Recommendations Report, and program’s response to the preliminary Findings and Recommendations Report and to the respective college Dean and appropriate Associate Deans, the Academic Senate-Riverside Division Chair, VPDUE, the Executive Vice Chancellor & Provost, and the Chancellor. Relevant portions of the report will be furnished to other Senate committees as needed. If CEP recommends the discontinuance of a program, they shall per the guidance in [Appendix 7](#) submit a report to the Senate Chair including the review reports to request the discontinuance. If any findings or recommendations fall substantially outside the purview of the program (e.g., resource issues such as faculty lines, staffing, or facilities) these will be identified in the report and written responses will be requested from the relevant campus units (e.g. Dean or Executive Vice Chancellor & Provost). At this point the action implementation phase begins.

ACTION/IMPLEMENTATION: After the review, the CEP Chair, CEP review Subcommittee members, the VPDUE, the college Dean and/or Associate/Divisional Dean shall meet with program representatives to discuss the action steps to be taken as a result of the review. A timeline is set and resources needed to accomplish the plan's goals are identified and drafted in an implementation plan by the CEP Chair and sent to the program within two weeks of the meeting.

COMPLIANCE WITH IMPLEMENTATION PLAN: The CEP shall review the implementation plans of programs reviewed in the previous year. If the program was successful in implementing all aspects of the plan, the review is closed. If not, the review remains open and CEP may recommend follow-up actions to the program and appropriate campus administrators.

NOTIFICATION OF REVIEW STATUS: Upon completion of the action implementation phase the CEP Chair will send a memo to the Chancellor, Executive Vice Chancellor & Provost, VPDUE, college Dean, appropriate Associate/Divisional Deans, and Academic Senate-Riverside Division Chair notifying them of the status of the review. The CEP Chair will inform the recipients that supporting documentation for the reviews will be on file and stored in the Offices of the Academic Senate-Riverside Division. A brief summary of the programs reviewed and CEP actions are included in the CEP Annual Report to the Academic Senate-Riverside Division.

CONFIDENTIALITY: Undergraduate Program reviews will be treated with confidentiality until they are closed. The first reason for this confidentiality is to protect the program under review by ensuring it has a chance to respond to the Reviewer's report and correct error of fact and potential misconceptions before the report circulates. The second reason is to protect faculty governance of academic programs by ensuring that reviews are carried out in an atmosphere free of undue pressure from on or off campus. It is not appropriate to discuss a review in progress with anyone not normally a part of the process. However CEP may, at its discretion and in consultation with the program under review, share final documents before a review is closed with relevant campus units that demonstrate a compelling rationale for viewing the documents (e.g. accreditation reporting by the Office of Evaluation and Assessment).

Attachment A

Undergraduate Program Review Student Satisfaction Survey

The undergraduate major in which you are enrolled is being reviewed by a team of faculty from other institutions and the Committee on Educational Policy. This survey is an essential part of the review process. Your feedback is important to help identify strengths and areas where improvement is needed for your major. Your responses will be confidential and no identifying information will be revealed.

If you have questions about this survey, please contact the Committee on Educational Policy Senate Analyst.

If the above major is not your major, please stop here!

Part A: Please answer each of the following questions.

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

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

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

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

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

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

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

(Poor; Below Average; Average; Above Average; Excellent)

5. How would you rate your level of satisfaction with your current rate of progress toward completion of the bachelor's degree?

(Poor; Below Average; Average; Above Average; Excellent)

6. How would you rate your level of satisfaction with course availability within your major?

(Poor; Below Average; Average; Above Average; Excellent)

7. How would you rate your level of satisfaction with course content within your major?

(Poor; Below Average; Average; Above Average; Excellent)

8. How good a fit is your current major to your long-term career objectives?

(Poor; Below Average; Average; Above Average; Excellent)

9. Have staff who have provided you with academic advising been courteous, helpful, and knowledgeable? Examples of staff advisors are people who work in departmental offices or advising centers.

(Poor; Below Average; Average; Above Average; Excellent)

10. Have faculty (i.e. professors or the Dean) who have provided you with academic advising been courteous, helpful, and knowledgeable?

(Poor; Below Average; Average; Above Average; Excellent)

11. What would be your level of enthusiasm in recommending your major to others?

(Poor; Below Average; Average; Above Average; Excellent)

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

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

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

Attachment B

Undergraduate Program Review Alumni Satisfaction Survey

The undergraduate major in which you recently graduated from at UCR is being reviewed by a team of faculty from other institutions and the Committee on Educational Policy. This survey is an essential part of the review process. Your feedback is important to help identify strengths and areas where improvement is needed in the major. Your responses will be confidential and no identifying information will be revealed.

If you have questions about this survey, please contact the Committee on Educational Policy Senate Analyst.

If you did not graduate with the above major, please stop here!

Part A: Please answer each of the following questions.

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

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

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

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

3. How many full years did you complete at UCR?

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

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

(Poor; Below Average; Average; Above Average; Excellent)

5. How would you rate your level of satisfaction with your rate of progress for completion of the bachelor's degree?

(Poor; Below Average; Average; Above Average; Excellent)

6. How would you rate your level of satisfaction with course availability for your major?

(Poor; Below Average; Average; Above Average; Excellent)

7. How would you rate your level of satisfaction with course content within your major?

(Poor; Below Average; Average; Above Average; Excellent)

8. How good a fit has your major been to your long-term career objectives?

(Poor; Below Average; Average; Above Average; Excellent)

9. Were staff who provided you with academic advising courteous, helpful, and knowledgeable? Examples of staff advisors are people who work in departmental offices or advising centers.

(Poor; Below Average; Average; Above Average; Excellent)

10. Were faculty (i.e. professors or the Dean) who provided you with academic advising courteous, helpful, and knowledgeable?

(Poor; Below Average; Average; Above Average; Excellent)

11. What is your level of enthusiasm in recommending your major to others? (Poor; Below Average; Average; Above Average; Excellent)

12. Do you feel that your major provided you with the knowledge and skills you expected to achieve? (Poor; Below Average; Average; Above Average; Excellent)

13. Do you feel that you received adequate mentoring for your major? (Poor; Below Average; Average; Above Average; Excellent)

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

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

13. What in your major was in the greatest need of improvement? (Open Comment)

Attachment C

Undergraduate Program Review Faculty Survey

As you know, the undergraduate program in which you participate is being reviewed by a team of faculty from other institutions and the Committee on Educational Policy (CEP). As a faculty member in this department, you are invited to participate in the Faculty Survey. This survey is an essential part of the review process and consists of questions related to the quality and curriculum of the department. At the end of the survey you are invited to summarize your views or to elaborate on any aspect of the program you feel warrants more attention. Your constructive feedback is useful to the external review team and CEP in assessing the program.

Please note that only the external review team and CEP will have access to these comments.

If you have any questions about this survey, please contact the CEP Senate Analyst.

Thank you for your participation.

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

Excellent
Good to very good
Satisfactory
Marginal
Unsatisfactory

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

Excellent
Good to very good
Satisfactory
Marginal
Unsatisfactory

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

Better
Equivalent
Poor

4. Do you feel that the curriculum for this major needs changes?

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

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

Very well
Fairly well
Poorly

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

Very well
Fairly well
Poorly

7. Do you feel that the level of course content in the courses designed for your majors is

Appropriate for the quality of the students
Too high
Too low

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

High
Satisfactory
Low

9. Are courses required for the major offered frequently enough?

Yes
No

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

Yes
No

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

Yes
No

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

Yes
No

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

Yes
No

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

Very strong
Strong
Adequate
Poor

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

High priority
Moderate priority
Low priority
Poor

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

Yes
No

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

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

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

Yes
Outreach could be better

No

19. Undergraduate instructional space and facilities are

Excellent
Good
Marginal
Poor

20. Are students in the major advised properly?

Excellent
Satisfactory
Poor

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

The Undergraduate Advisor
The Dean's office
Individual faculty
Staff

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

Dissatisfaction with the major
Unsatisfactory performance of the student
Lack of opportunities in that discipline after graduation
Other

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

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

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

Excellent
Very good
Good
Marginal
Poor

25. My undergraduate instruction load is

About right
Too heavy
Too light

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

Yes
Marginal
No

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

Excellent
Good
Poor

28. "Administrators are adequately supportive of this program." My perception of this statement is:

True
False

29. If you would like to explain any of your ratings for the above questions, please do so here: (open comment)

30. What are your perceived strengths and weaknesses of the undergraduate program? (open comment)

31. Are there any other issues the review team should be aware of? (open comment)

Attachment D

Faculty Biography Summary Template Form

Please use the following template to provide a summary of each faculty’s biography for the Faculty Data section of the self-study. Please note that this template may be altered to suit the needs of each program, but should be limited to 2 to 3 pages and uniformly adopted for the whole program (i.e., all faculty members in a program under review should use exactly the same form).

Department of _____ (or Program in _____) Faculty
Information Summary

Name:

Position Title:

Year and Rank of Appointment at UCR:

Joint or Collaborating Appointments in Other Programs, Departments, or Centers:

Highest Degree Earned, Institution, Year Earned:

Postdoctoral Training:

Areas of Research Specialization:

Total Number of Peer-Reviewed Publications:

Five Most Important Peer-Reviewed Publications:

Selected Awards and Honors during the Past Ten Years:

Administrative Positions and Selected Major Committee/Service Work during the Past Ten Years, Including Dates of Service:

Undergraduate Courses Taught During the Past 3 Years:

Undergraduate Thesis Supervision During the Past 3 Years:

Grants that Impact the Undergraduate Program Including Undergraduate Research:

Title of Granting Agency	Total Award (Direct Cost)	Number of Undergraduate Students Supported Through this Grant (If Applicable)

Attachment E

WASC Core Competencies

In 2013 the Western Association of Schools and Colleges (WASC) defined a set of five core competencies that an institution is expected to demonstrate in terms of the assessment of student learning and achievement. These are:

- Written communication
- Quantitative reasoning
- Oral communication
- Information literacy
- Critical thinking

An extended definition of each of these can be found on the Evaluation and Assessment page of the UCR Undergraduate Education web pages which can be found at:

http://ueeval.ucr.edu/assessment/core_competencies_2.html

The annual learning assessment reports submitted by the program should already include descriptions of the metrics used by the program for its internal assessment and the results of their application. These may be used as a source for the material needed for the self-study.

Appendix A

Procedures for Internal Reviews of Undergraduate Programs

CEP may conduct internal reviews on programs to assess the progress of an undergraduate program following critical findings and recommendations generated from an external review, to evaluate the progress of new undergraduate programs, or to evaluate a small program with a small enrollment of students including minors that are not part of a program that offers a major. Internal reviews will be an abbreviated version of a routine external review that can be targeted to problematic issues.

1. CEP will inform the program of the decision to have an internal review and provide a reason for the internal review in the preceding academic year.
2. A CEP subcommittee will be formed to include at least two members to conduct the internal review.
3. The CEP subcommittee shall become familiar with the most recent previous review and outstanding issues. Members will read the previous external review reports. The subcommittee will also schedule a one-day review meeting and will follow the same procedures as required for a full review, but in an abbreviated fashion targeted to the remaining issues or unique nature of the program that necessitated an internal review.

The following information may be collected and evaluated by the CEP Subcommittee prior to the review meeting (not all of these data may be necessary, depending on the circumstances and timing of the internal review):

- A statement concerning the program's vision (program self study report). This statement should include the program's strengths and weaknesses and current plans to address any deficiencies, progress from past reviews (if applicable), long range goals, and enrollment plans.
- Up to date biosketches for all program faculty.
- Program material that is distributed to students and structure of degrees.
- A brief statement outlining how undergraduate student advising is conducted.
- Results from faculty and student satisfaction surveys (CEP will conduct these surveys and hold the results confidential)
- Student data provided by the Office of Institutional Research to CEP.

After the evaluation of the above material, the subcommittee will meet with the Chair of the program to discuss any concerns and/or to provide guidance with respect to planning for the future. The subcommittee should also meet with the Vice Provost for Undergraduate Education and College Dean. If the subcommittee feels that additional interviews are necessary, they may request additional meetings with program faculty and/or students.

4. The Subcommittee is responsible for drafting a preliminary Findings and Recommendations report that will follow the same procedures as required for an external review report. The report should include the reason for the internal review. The remainder of the reporting process and action implementation process are to be followed as described in the procedures for external reviews.

Appendix B

Implementation of ABET-CEP Merger of BCOE Undergraduate Program Review Riverside Division of the Academic Senate (Revised 6/4/2014)

On March 16, 2011, CEP approved the merging of BCOE's ABET accreditation and CEP's undergraduate program review. The justification for this action is a desire to reduce the workload of the departments under review and CEP by substituting the ABET review for CEP's external review. After a comparison of the two review processes, CEP determined that ABET's review is very thorough even though there are differences in the review criteria and process. It was felt that these differences in principle are relatively minor and can be addressed internally by CEP's subcommittees tasked with conducting the reviews. To be relevant, CEP's reviews must be coordinated with the release of ABET's final report, which usually occurs in the summer following the site visit, and this raises a concern regarding CEP's workload associated with the desire to review all of BCOE's undergraduate programs in a short time frame. To accomplish this in a single year would far exceed CEP's normal workload, even though some aspects of the review process, such as the visit by a separate external review committee for each program, is no longer necessary. To manage the workload issue, CEP will spread the review process out over several (2-3 years) years following the release of ABET's final report, understanding that the programs being reviewed are dynamic, making the utilization of the ABET process more difficult for program reviews with the longest delays. The procedure for BCOE's undergraduate program review will be as follows:

1. After ABET releases its draft statement, which usually occurs before the end of the academic year, BCOE will forward a copy, along with the department's responses, to CEP, who will review these documents and determine which undergraduate programs will be evaluated the following year. CEP will usually schedule 2 or 3 programs for review, and one factor in setting the priority will be to review problematic programs early when ABET's recommendations are timely and intervention is most effective. CEP reserves the right to reject the ABET report for any program, and require a regular external review. This may occur for several reasons, such as in cases where there are serious concerns, where ABET failed to address an issue of importance to the CEP, or when too much time has elapsed between the ABET report and program review.
2. When ABET releases its final statement in the summer, BCOE will send it and any accompanying documents to CEP along with the program's self-study for the ABET review.
3. Early in the academic year, CEP will select subcommittees to conduct the reviews, and the programs under review will submit responses to the ABET report.
4. After the subcommittee has been selected faculty, student and alumni satisfaction surveys in accordance with CEP's Undergraduate Program Procedures will be completed by the Academic Senate. The results of these surveys will serve to supplement the ABET report and will be held confidential. Only the review subcommittee and CEP will have access to the results.
5. The subcommittee will review ABET's final report, the self-study and the program's response to the ABET report. During the review, the subcommittee may amend the

review if necessary. For example, an amendment could request additional information from the program or solicit a supplemental external evaluation.

6. Once the terms of the review and any amendments are completed, the subcommittee will prepare a draft Findings and Recommendations document. This document will be forwarded to the program by the end of the academic year, though in most cases it will be sent much earlier. From this point on, the review process is identical to that of a regular external review.
7. At the end of the first academic year of the review cycle, CEP will use ABET's final statement to determine which programs are reviewed the following year. As before, CEP reserves the right to reject the ABET report for any program and require a regular external review. The process is continued until all the programs are reviewed. Undergraduate programs that are not part of the ABET review process will undergo a regular external review at a time that is not necessarily tied to the ABET accreditation.



May 14, 2026

TO: Kenneth N. Barish, Chair, Academic Senate, UCR Division

FROM: Harry Tom, Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Request for Advice: Committee on Educational Policy's Request for Feedback on Self-Study Requirements for Undergraduate Program Reviews

Prof. Barish,

The CNAS Faculty Executive Committee has reviewed the request for advice from the Committee on Educational Policy on Self-Study Requirements for Undergraduate Program Reviews at the April 28th meeting and has comments to provide.

The committee does not feel that it is appropriate to make the inclusion of these documents in department report packets mandatory, but that each department should be able to maintain their autonomy in whether they would like to include this data summary as part of their full report.

Concerns were also presented about the accuracy and consistency of these data reports. In prior use it was found that the information was misleading when compared to other data sources of similar nature included in the review documents. The data was found to be inconsistent, unreliable, and that the margin for error was high.

Departments should be allowed to choose what data is provided and how it is reported, to ensure their reporting is accurate and consistent and does not skew the understanding of those who may not fully understand all of the metrics of these reports to misconstrue all of the information being represented.

For example, Job Placement data is included in the report, but recognizing that not all programs & majors actively track this data makes the information less effective when used for comparison or planning, especially when understanding that this data is received partly by alumni responses, but that there are even inconsistencies between the information that institutional research and the career center have on file.

Sincerely,

A handwritten signature in black ink that reads 'Harry Tom'.

Harry Tom, Ph.D
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

Revised March 6, 2026

UNDERGRADUATE PROGRAM REVIEW PROCEDURES

Adopted by the Committee on Educational Policy on 11/29/06, Revised 11/27/12, 03/19/14, 05/21/14, 04/17/15, 02/05/16, 05/26/17, 04/06/18, 03/06/20, 8/10/20, 10/15/20, 02/05/21, 05/07/21, 01/07/22, 06/28/22, 11/04/22, 03/03/23, 06/02/23, 03/01/24, 04/05/24, 02/07/25, 12/05/25, 03/06/26

I. Overview

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

CEP may conduct internal reviews to evaluate undergraduate programs as circumstances warrant. For example, an internal review may be recommended to assess the progress of an undergraduate program following critical findings and recommendations generated from an external review, to evaluate the progress of new undergraduate programs, or to evaluate a small program with low enrollment. Please consult Appendix A for full details on internal review procedures. Additionally, internal reviews are conducted for BCoE programs with the ABET accreditation reports. Please consult Appendix B for the process for the internal review of BCoE programs with ABET.

The default modality for undergraduate program reviews is in-person, although programs may petition for a remote review. External and/or internal undergraduate program reviews are subject to be conducted remotely when circumstances are present that do not allow for in-person gatherings. A decision to conduct a review remotely in response to the aforementioned situations will be made by CEP.

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

II. Program Self Study

The undergraduate program to be reviewed is notified in the year proceeding their review. Program's requests to postpone reviews will be considered on a case-by-case basis by CEP. At the time of the notification, the program is asked by the CEP Chair to prepare a self-study document, which will be transmitted to the external review team. This will become a part of the permanent record of the program review and will be filed together with the report of the review committee. The program should direct any questions or dialogue concerning the review to the CEP Review Subcommittee Chair and

CEP Senate staff analyst. The self-study is no more than five single-spaced pages in length not including data appendices and should be a thoughtful and thorough self-evaluation of the program, based on the participation of the program's faculty, staff and students. The program should provide an electronic copy of their entire self-study package to the CEP.

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

- I. Introduction and Contact Information
- II. Program Goals and Description
- III. Learning Outcomes and Assessment Results
- IV. Student Data
- V. Instructional Facilities
- VI. Institutional Support
- VII. Faculty Data

Most of these are self-explanatory and should be generated internally by the program/unit. The exception to this is the student admission and performance data listed in section IV, which is provided by the Office of Institutional Research to CEP for enclosure in the program's self study. The three satisfaction surveys listed in sections IV, and VII, have been formulated by the CEP and will be conducted electronically through the Academic Senate Office. The program does need to provide a list of all program faculty including their full name, title, UCR net ID and email address. These data are needed to conduct the faculty surveys. Student and Alumni contact information for the student and alumni satisfaction surveys will be provided by ITS.

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

I. Introduction and Contact Information

- Administrative structure of the program, starting with the Dean and including the substructure within the program. If applicable, units associated with student advising outside the program and committees and individuals within the program that play a major role in student affairs should be included.

II. Program Goals and Description

- Educational philosophy and vision. What do you want your students to learn and what skills do you want them to develop?
- Perceived strengths and weaknesses of program
- Recruitment and outreach plans
- Department/program diversity, equity, and inclusion statement
- Major changes in the program since the last review (if applicable)
- Any issue the program wants to bring up that would be helpful to the review committee

Separate addenda (to be included as an appendix):

- I&R Faculty FTE and faculty/student ratios
- Structure of ~~degree(s) and specialty tracks~~ program
- All courses taught in past three years by Lecturers and Associates In
- Class sizes at the introductory and upper division levels
- Courses in your program taught by faculty from outside your program
- Courses in other programs to which your faculty contribute
- Program expenditures related to undergraduate education
- Syllabi from one required lower-division/introductory course and one required upper-division course in the program
- OPTIONAL- syllabi for additional course(s) that the program may find important for the review team's information

III. Learning Outcomes and Assessment Results

- The assessment report needs to focus on what you believe that your majors should know upon graduation, and what skills they should possess. The assessment report can be tailored to reflect the strengths of the program. The learning outcomes need to be addressed in terms of how they are assessed by the program. Whenever appropriate the learning outcomes should be mapped with the five core competencies identified by the Western Associate of Schools and Colleges (WASC) summarized in Attachment E. Results of a recent learning outcomes assessment may be useful here.

Commented [BB1]: Not sure if the Honors program has assessment measures related to WASC.

IV. Student Data

- Five-Year summaries as of Fall quarter of each academic year including time to degree data (Provided by the Office of Institutional Research to CEP for enclosure in the self study)
- Job placement data for ~~majors-students~~ after graduation (Provided by the Office of Institutional Research to CEP for enclosure in the self study)
- Financial support including extramural grants, academic and research fellowships, and financial aid
- Advising, mentoring and career development
- Undergraduate research or other scholarly activity with information on presentations and publications
- Selected data from the University of California Undergraduate Experience Survey (UCUES) results for majors (This information will be provided by the Office of Institutional Research to CEP for enclosure in the self study).
- Undergraduate Satisfaction Survey and Alumni Satisfaction Survey (This information will be provided by CEP and only be made available to the external reviewers and CEP. Note that, historically, response rates for these surveys have been low across all UG Program Reviews.

Commented [BB2]: Not sure if this will be available for Honors students.

V. Instructional Facilities

- Classrooms
- Instructional laboratories
- Information resources such as library and computer resources

- Role of instructional technology in the classroom and teaching laboratory
- Statement of future needs/requirements

VI. Institutional Support

- Staff personnel allocations for the last three years. This should be limited to staff involved in the teaching mission of the program. (e.g., academic advisors, personnel associated with the operation of the teaching laboratories, etc.)
- TA allocations for the past three years
- Demographic and diversity data for Teaching Assistants noting gender, ethnicity/race, and age. (Provided by the Office of Institutional Research to CEP for enclosure in the self-study)
- Institutional services

VII. Faculty Data

- For each faculty member, include a summary with the following. (See the standardized form in Attachment C of this document for composition of the faculty summaries):
 - 1) Academic biographies including publication data
 - 2) Area(s) of specialty and their impact on the undergraduate degree programs
 - 3) Grants that impact the undergraduate program including undergraduate research
- Three-year teaching load data for each faculty member
- Program workload summary with discussion of major-related and service instruction for other programs
- Distribution of faculty among sub disciplines for past 5 years and recruitment plans for the future
- Teaching evaluations for all undergraduate courses for the previous two years. The evaluations will be made available to only the external reviewers and CEP. Instead of including the information in the self-study due to the size of the content, it will be provided separately to the reviewers at the time of their visit.
- Demographic and diversity data for Senate faculty and Unit 18 non-Senate faculty noting gender, ethnicity/race, and age. (Provided by the Office of Institutional Research to CEP for enclosure in the self-study)
- Faculty Satisfaction Survey (This information will be provided by CEP and made available to only the external reviewers and CEP.)

III. Composition of the Review Team

External review teams include at least one faculty member from a UC campus and at least one member from a peer institution. A letter containing wording similar or identical to the following is sent by the CEP Chair to the Chair of the program under review to request suggestions for the membership of the external review team:

“The general policy specifies that normally one of the external reviewers will be a faculty member at another UC campus, and the other reviewer(s) will come from UC peer institutions. It is strongly desired to have members on the external review team who are tenured and ladder rank faculty. Please provide a ranked list of at least 12 names of distinguished potential extramural reviewers, some from other campuses of the UC system and the rest from UC peer institutions throughout the U.S. If appropriate for your program, please divide the list of names into sections corresponding to subdisciplines, so that reviewers can be selected to appropriately span the range of subdisciplines in your program.

The CEP requests that you do not focus exclusively on a candidate’s research record or institutional reputation when developing a list of reviewers. Other relevant traits should be given strong consideration as well. These include teaching, advising, and administrative experience in undergraduate programs, particularly programs that are similar to yours or that exhibit characteristics that your program desires to achieve in the near future. CEP requests that programs recommend candidates that will be able to advise on UCR’s unique student population given its status as a minority-serving institution (MSI).

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

For each proposed external reviewer, the program should provide complete contact information and a link to each potential reviewer’s curriculum vitae. Particular attention is directed to gathering as much information as possible about the experience and dedication of the nominees to undergraduate education. After the list of ranked potential reviewers has been submitted, the CEP then selects a final ranked list of review team candidates. The CEP Chair contacts the individuals and, upon their acceptance of the invitation to participate in the review, sends them an official appointment letter. The Senate Office coordinates the Review Team travel, travel expense reimbursement and honoraria payment.

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

About thirty days prior to the review, the information from the program self-study and a package of additional information (contents of the package follow below) are sent by the

Senate Office to each member of the Extramural Team. An identical information package is provided to the members of the CEP Review Subcommittee. The program, College Dean, appropriate College Academic Associate/Divisional Deans for undergraduate education, VPDUE, and the Executive Vice Chancellor and Provost receive copies of the review material without the faculty, student, and alumni satisfaction surveys for the purposes of confidentiality.

The following items are included in packets sent to Extramural Team members along with the Program Self Study:

1. Tentative schedule
2. Link to current UCR General Catalog
3. Link to guidelines and questions for reviewers in CEP UPR Procedures

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

IV. Extramural Team Guidelines

The following guidelines are provided to the extramural team:

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

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

1. What is the overall quality of the program with respect to the following:
 - a. Faculty teaching for both majors and non-majors
 - b. Student satisfaction
 - c. Undergraduate research
 - d. Overall reputation
2. Is the undergraduate program coherent in the areas of teaching, counseling, mentoring, and introduction to research for its students? Is it adequate in scope and depth to insure education appropriate for the BA/BS?

3. Are the program goals and learning outcomes clear and explicit in regard to what students should be learning in the major program?
4. Do the assessment results suggest that students are successfully attaining these outcomes?
5. Is there evidence that the program has reflected on these assessment results and engaged in curricular or other reforms in response to the results?
6. Would you want graduates of this program in your own graduate program?
7. Is the faculty quality and breadth of coverage adequate for a strong undergraduate program?
 - a. Areas that should (must) be strengthened or added?
 - b. Areas that should (must) be de-emphasized or removed?
 - c. Where should the next appointment (resources permitting) be made?
8. In many fields, long-range planning and strategic choices about areas of teaching and research are necessary. Does the program provide an imaginative, workable long-range plan that will allow it to make major contributions to the discipline and to pursue appropriate specializations with distinction? If not, what do you suggest?
9. Where should the program focus its efforts to improve itself? What would be needed for this program (or some component) to achieve true national distinction giving due consideration to present UCR faculty resources compared to those available at top ranked programs elsewhere?
10. Do students feel welcome in the major program and is there adequate advising to meet their needs?
11. How do students and faculty feel about class size? How do they feel about the proportion of classes taught by TA's and lecturers/Associate Ins as opposed to regular faculty? How do students feel about grading standards and the response they get to written work for their classes?
12. Do the current administrative structures at UCR foster undergraduate education in the program you are reviewing? Are there closely related units at UCR or other UC campuses with which more collaboration should be undertaken? Are there appropriate support facilities such as libraries, teaching and research space, computer labs and training?
13. Is there sufficient interaction between the program and any campus programs with which it should interact?

14. Do students find it reasonable to complete the ~~major~~-program on a four-year schedule?

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

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

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

Any questions concerning the review should be directed to the Subcommittee Chair and Senate staff analyst.

V. Extramural Review Team Visit and Report

On the first day of the site visit, the review team meets with the CEP Chair, VPDUE, and CEP Review Subcommittee. At this meeting, the CEP Chair and Subcommittee will give a briefing on procedures for the review and any other issues deemed necessary. The Review Team is asked to provide an assessment of the quality of faculty, students, and the program; areas of strength and weaknesses; advice on areas to remove or strengthen, adequacy of facilities, morale, and any other issues they wish to address. They are asked to furnish a written report of approximately 5-10 pages within two weeks of their visit. Following the meeting, the extramural review team meets with the Department/Program Chair followed by individual time with the faculty Undergraduate Advisor. After the initial briefings, the Review Team meets with the college Dean and appropriate Associate/Divisional Deans for student affairs. Next, the Review Team meets with the Chairs or other interested faculty of departments and programs of that are closely related, who teach prerequisites for the program, or whose programs include the program under review's courses in their curriculum. The program is responsible for setting up a tour of the facilities and meetings with the faculty of the program, which can be recorded or live video for remote reviews. For in-person reviews the program can host a reception for the review team after the last meeting of the first day. To assure a neutral review, CEP requests that all program faculty and staff be invited. Additionally, CEP recommends that the program make every effort possible to invite a random and representative sample of students to the reception. The reception is to be held on campus so that it is accessible to all invitees. No formal dinners should be planned with UCR contacts during the review. The team should be allowed to dine together and discuss preliminary findings.

The second half of the review includes program scheduled meetings with the Review Team and their staff advisors as well as the Career Center advisors applicable to the program. In addition, the program TA's, Lecturer's and lab staff (if applicable) should meet with the reviewers. A block of time should be allowed for selected students to meet with the reviewers. For in-person reviews, the lunch session on the second day is a closed session for the reviewers. The last meeting of the review is the exit interview when the External Review Team meets with the Executive Vice Chancellor and Provost, VPDUE, the Dean, the Program Chair, the CEP Chair, and the CEP Subcommittee to give a discussion on their findings. The Chair of CEP leads the exit interview.

When the Review Team report is received, the honoraria are sent to the reviewers.

SAMPLE REVIEW TEAM SCHEDULE FOR IN-PERSON REVIEW
(Remote review schedules are configured over the course of four half days)

Day 1		
External review team arrives at UCR		
8:00–8:30 am	External review team only	Senate conf. room
8:30-9:15 am	CEP Chair, VPDUE, & Review Subcommittee	Senate conf. room
9:15-10:15 am	Program Chair	Senate conf. room
10:15–10:30 am	Break	
10:30-11:15 am	Faculty Undergraduate Advisor of Program	Senate conf. room
11:15 am–12:00 pm	Dean and Associate/Divisional Deans of the College or School	Senate conf. room
12:00–12:15 pm	Break	Senate conf. room
12:15-1:15 pm	Meet with faculty of closely related programs, particularly those who teach prerequisite courses for program, and those whose programs include the reviewed program's courses in their curriculum.	Senate conf. room
1:15–1:30 pm	CEP Subcommittee Member escorts reviewers to department for tour	
1:30-2:30 pm	Tour of Program's physical facilities including laboratories, classrooms, library.	
2:30-4:00 pm	Faculty of the program	Suggested: small group visits lasting one half hour in Program's

		conference room
4:00-5:00 pm	Selected students in the program	
Optional Program Reception for External Reviewers		
External Reviewers Return to Hotel		

Day 2		
External Reviewers Arrive at UCR from Hotel		
8:30-9:00 am	Faculty of the program	Program conf. room
9:30-10:00 am	Selected students of the program	
10:00-10:45 am	Program staff advisors and Career Center	
10:45-11:30 am	TA's, Lecturers, and lab staff of the program	
11:30-11:45 am	Program escort reviewers to Academic Senate	
11:45 am -12:45 pm	Closed session lunch	Senate conf. room
12:45-2:15 pm	Faculty of the program	Program conf. room
2:15-2:45 pm	Program Chair	Program chair's office
2:45-3:00 pm	Break	
3:00-3:30 pm	Review Team only - Preparation of brief oral summary	Senate conf. room
3:30-4:15 pm	Exit Interview with Executive Vice Chancellor and Provost, VPDUE, College Dean, CEP Chair, CEP Subcommittee	Senate conf. room
4:15-5:00 pm	External Review Team Wrap Up	Senate conf. room
Review Team departs Riverside		

SUBMISSION OF EXTERNAL REPORT: The External Review Team will submit their report to the CEP Chair within two weeks . The External Review Team is advised that the report they submit will become a public record and as a result should be mindful with issues of confidentiality.

VI. Procedure on Findings and Recommendations

After the Review Team Report is received by the Chair of CEP, s/he shall distribute the report to the Subcommittee and the program Chair. The CEP Chair will ask the program to review the report for factual inaccuracies and misperceptions within a two-week time period. The program summary of any factual corrections and misperceptions will be relayed by the CEP Chair to the Subcommittee to aid in drafting the Findings and Recommendations.

The Subcommittee shall study the Team report and any factual corrections and misperceptions provided by the program and draft their Findings and Recommendations- a cohesive plan of action for improvement of the program. In developing their draft, the

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

The CEP Chair will send the preliminary Findings and Recommendations to the program Chair for distribution to the program faculty, staff and students no later than three weeks after receipt of the program's "correction of facts" in the extramural report. The program shall seek and collect input from all constituents and prepare a detailed response, either outlining plans for implementing the recommendations or detailing reasons for not doing so. The program response is to be submitted to the CEP within two weeks of receiving the preliminary Findings and Recommendations.

The CEP review Subcommittee members will study the response from the program and within two weeks prepare the final Findings and Recommendations report. The Findings and Recommendations are a policy document, and failure by the program to comply or to provide justification for noncompliance can lead to a moratorium on undergraduate admissions or other actions. The CEP shall distribute its approved final report to the program for action along with copies of the External Review Team's Report, program's factual corrections to external report, preliminary Findings and Recommendations Report, and program's response to the preliminary Findings and Recommendations Report and to the respective college Dean and appropriate Associate Deans, the Academic Senate-Riverside Division Chair, VPDUE, the Executive Vice Chancellor & Provost, and the Chancellor. Relevant portions of the report will be furnished to other Senate committees as needed. If CEP recommends the discontinuance of a program, they shall per the guidance in [Appendix 7](#) submit a report to the Senate Chair including the review reports to request the discontinuance. If any findings or recommendations fall substantially outside the purview of the program (e.g., resource issues such as faculty lines, staffing, or facilities) these will be identified in the report and written responses will be requested from the relevant campus units (e.g. Dean or Executive Vice Chancellor & Provost). At this point the action implementation phase begins.

ACTION/IMPLEMENTATION: After the review, the CEP Chair, CEP review Subcommittee members, the VPDUE, the college Dean and/or Associate/Divisional Dean shall meet with program representatives to discuss the action steps to be taken as a result of the review. A timeline is set and resources needed to accomplish the plan's goals are

identified and drafted in an implementation plan by the CEP Chair and sent to the program within two weeks of the meeting.

COMPLIANCE WITH IMPLEMENTATION PLAN: The CEP shall review the implementation plans of programs reviewed in the previous year. If the program was successful in implementing all aspects of the plan, the review is closed. If not, the review remains open and CEP may recommend follow-up actions to the program and appropriate campus administrators.

NOTIFICATION OF REVIEW STATUS: Upon completion of the action implementation phase the CEP Chair will send a memo to the Chancellor, Executive Vice Chancellor & Provost, VPDUE, college Dean, appropriate Associate/Divisional Deans, and Academic Senate-Riverside Division Chair notifying them of the status of the review. The CEP Chair will inform the recipients that supporting documentation for the reviews will be on file and stored in the Offices of the Academic Senate-Riverside Division. A brief summary of the programs reviewed and CEP actions are included in the CEP Annual Report to the Academic Senate-Riverside Division.

CONFIDENTIALITY: Undergraduate Program reviews will be treated with confidentiality until they are closed. The first reason for this confidentiality is to protect the program under review by ensuring it has a chance to respond to the Reviewer's report and correct error of fact and potential misconceptions before the report circulates. The second reason is to protect faculty governance of academic programs by ensuring that reviews are carried out in an atmosphere free of undue pressure from on or off campus. It is not appropriate to discuss a review in progress with anyone not normally a part of the process. However CEP may, at its discretion and in consultation with the program under review, share final documents before a review is closed with relevant campus units that demonstrate a compelling rationale for viewing the documents (e.g. accreditation reporting by the Office of Evaluation and Assessment).

Attachment A

Undergraduate Program Review Student Satisfaction Survey

The ~~undergraduate major~~ Honors program in which you are enrolled is being reviewed by a team of faculty from other institutions and the Committee on Educational Policy. This survey is an essential part of the review process. Your feedback is important to help identify strengths and areas where improvement is needed for ~~your major~~ the program. Your responses will be confidential and no identifying information will be revealed.

If you have questions about this survey, please contact the Committee on Educational Policy Senate Analyst.

If ~~the above major is not your major~~ you are not in the Honors program, please stop here!

Part A: Please answer each of the following questions.

1. ~~1.~~ What College/School is your major in?

BCoE, BUSINESS, CHASS, CNAS, GSoE

~~1,2.~~ How many years did you complete as a full time student in a community college before enrolling in UCR? (Round off to the closest number of full years.)

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

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

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

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

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

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

(Poor; Below Average; Average; Above Average; Excellent)

~~5. How would you rate your level of satisfaction with your current rate of progress toward completion of the bachelor's degree?~~

~~(Poor; Below Average; Average; Above Average; Excellent)~~

6. How would you rate your level of satisfaction with course availability within ~~your major~~ the Honors program?

(Poor; Below Average; Average; Above Average; Excellent)

7. How would you rate your level of satisfaction with course content within ~~your~~
majorthe Honors program?

(Poor; Below Average; Average; Above Average; Excellent)

8. How good a fit is your current major to your long-term career objectives?

(Poor; Below Average; Average; Above Average; Excellent)

9. Have staff who have provided you with academic advising been courteous, helpful, and knowledgeable? Examples of staff advisors are people who work in departmental offices or advising centers.

(Poor; Below Average; Average; Above Average; Excellent)

10. Have faculty (i.e. professors or the Dean) who have provided you with academic advising been courteous, helpful, and knowledgeable?

(Poor; Below Average; Average; Above Average; Excellent)

11. What would be your level of enthusiasm in recommending ~~your major~~the Honors program to others? (Poor; Below Average; Average; Above Average; Excellent)

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

12. What do you like best about ~~your major~~the Honors Program? (Open Comment)

13. What about ~~your major~~the Honors program is in greatest need of improvement? (Open Comment)

Commented [BB3]: Not sure if this questions should be kept or re-worded

Attachment B

Undergraduate Program Review Alumni Satisfaction Survey

The ~~undergraduate major in which you recently graduated from~~ Honors program at UCR is being reviewed by a team of faculty from other institutions and the Committee on Educational Policy. This survey is an essential part of the review process. Your feedback is important to help identify strengths and areas where improvement is needed in the major. Your responses will be confidential and no identifying information will be revealed.

If you have questions about this survey, please contact the Committee on Educational Policy Senate Analyst.

If you did not ~~graduate with the above major~~ participate in the Honors program, please stop here!

Part A: Please answer each of the following questions.

1. What College/School is your major in?

BCoE, BUSINESS, CHASS, CNAS, GSoE

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

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

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

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

3. How many full years did you complete at UCR?

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

4. How would you rate your overall level of satisfaction with ~~your major~~ the honors program at UCR?

(Poor; Below Average; Average; Above Average; Excellent)

5. How would you rate your level of satisfaction with your rate of progress for completion of the bachelor's degree?

(Poor; Below Average; Average; Above Average; Excellent)

6. How would you rate your level of satisfaction with course availability for ~~your major~~ the Honors program?

(Poor; Below Average; Average; Above Average; Excellent)

7. How would you rate your level of satisfaction with course content within ~~your major~~ the Honors program?

(Poor; Below Average; Average; Above Average; Excellent)

8. How good a fit was the Honors program ~~has your major~~ been to your long-term career objectives?

(Poor; Below Average; Average; Above Average; Excellent)

9. Were staff who provided you with academic advising courteous, helpful, and knowledgeable? Examples of staff advisors are people who work in departmental offices or advising centers.

(Poor; Below Average; Average; Above Average; Excellent)

10. Were faculty (i.e. professors or the Dean) who provided you with academic advising courteous, helpful, and knowledgeable?

(Poor; Below Average; Average; Above Average; Excellent)

11. What is your level of enthusiasm in recommending ~~your major~~ the Honors program to others? (Poor; Below Average; Average; Above Average; Excellent)

12. Do you feel that ~~your major~~ the Honors program provided you with the knowledge and skills you expected to achieve? (Poor; Below Average; Average; Above Average; Excellent)

13. Do you feel that you received adequate mentoring for ~~your major~~ the Honors program? (Poor; Below Average; Average; Above Average; Excellent)

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

12. What did you like best about the Honors program ~~your major~~? (Open Comment)

13. What in ~~your major~~ the Honors program was in the greatest need of improvement? (Open Comment)

Attachment C

Undergraduate Program Review Faculty Survey

As you know, the ~~undergraduate program~~ Honors program in which you participate is being reviewed by a team of faculty from other institutions and the Committee on Educational Policy (CEP). As a faculty member in this department who participates in the Honors program, you are invited to participate in the Faculty Survey. This survey is an essential part of the review process and consists of questions related to the quality and curriculum of the ~~department~~ Honors program. At the end of the survey you are invited to summarize your views or to elaborate on any aspect of the program you feel warrants more attention. Your constructive feedback is useful to the external review team and CEP in assessing the program.

Commented [BB4]: Not sure what faculty will received this survey? Faculty mentors for Honors program?

Please note that only the external review team and CEP will have access to these comments.

If you have any questions about this survey, please contact the CEP Senate Analyst.

Thank you for your participation.

2-3. What is your view of the overall quality of ~~this undergraduate~~ the program?

Excellent
Good to very good
Satisfactory
Marginal
Unsatisfactory

3-4. What is your view of the quality of the curriculum for this program?

Excellent
Good to very good
Satisfactory
Marginal
Unsatisfactory

4-5. How favorably would you compare the quality of this program to equivalent programs at comparable universities?

Better
Equivalent
Poor

5-6. Do you feel that the curriculum for ~~this major~~ the program needs changes?

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

~~6-7.~~ Do you feel that the curriculum for this program adequately covers the breadth of the discipline?

Very well
Fairly well
Poorly

~~7-8.~~ Do you feel that the curriculum for this program adequately covers the discipline in appropriate depth at the undergraduate level?

Very well
Fairly well
Poorly

~~8-9.~~ Do you feel that the level of course content in the courses designed for ~~your~~ major ~~the program~~ is

Appropriate for the quality of the students
Too high
Too low

~~9-10.~~ The quality of undergraduate students in ~~this major~~ the program is generally

High
Satisfactory
Low

~~10-11.~~ Are courses required for the ~~major~~ program offered frequently enough?

Yes
No

~~11-12.~~ Does the ~~undergraduate major~~ program depend heavily on courses provided by other departments or programs?

Yes
No

~~12-13.~~ If yes to the previous question, are those courses satisfactory in content and instruction?

Yes
No

~~13.~~14. Do faculty in other programs participate in teaching courses in this program?

Yes
No

~~14.~~15. If yes, do those faculty participate in decisions concerning the content and scheduling of those courses?

Yes
No

~~15.~~16. Do you feel that the quality of instruction is strong for the courses required ~~for the~~ major?

Very strong
Strong
Adequate
Poor

~~16.~~17. Do you feel that the faculty members who teach in ~~this major~~ the program consider their teaching responsibilities as a high priority among their many responsibilities?

High priority
Moderate priority
Low priority
Poor

~~17.~~18. Do you feel that faculty efforts in undergraduate instruction are sufficiently rewarded in the merit and promotion process?

Yes
No

~~18.~~19. Do the ~~majors~~ students have sufficient opportunities to be involved in enrichment experiences such as research?

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

~~19.~~20. Are there good mechanisms in place to ensure that ~~the majors~~ students are aware of enrichment opportunities such as research?

Yes
Outreach could be better
No

20-21. Undergraduate instructional space and facilities are

Excellent
Good
Marginal
Poor

| 21-22. Are students in the ~~major~~program advised properly?

Excellent
Satisfactory
Poor

| 22-23. Who is primarily responsible for academic advising of the students in the ~~major~~program?

The Undergraduate Advisor
The Dean's office
Individual faculty
Staff

| 23-24. What is the most frequent cause of student dropout from the ~~major~~program?

Dissatisfaction with the major
Unsatisfactory performance of the student
Lack of opportunities in that discipline after graduation
Other

| 24-25. Does the ~~Department~~/Program formally assist students in placements, either for job or professional programs?

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

| 25-26. How are the job prospects for students who graduate from the ~~major~~program?

Excellent
Very good
Good

Marginal
Poor

~~26-27.~~ My undergraduate instruction load is

About right
Too heavy
Too light

~~27-28.~~ Is the total number of faculty sufficient for maintaining a high quality
~~major~~program?

Yes
Marginal
No

~~28-29.~~ How do you evaluate faculty morale in ~~your major~~the program with respect to the
Department or Program, not with respect to the university?

Excellent
Good
Poor

~~29-30.~~ “Administrators are adequately supportive of this program.” My perception of
this statement is:

True
False

~~30-31.~~ If you would like to explain any of your ratings for the above questions, please do
so here: (open comment)

~~31-32.~~ What are your perceived strengths and weaknesses of the ~~undergraduate~~ program?
(open comment)

~~32-33.~~ Are there any other issues the review team should be aware of? (open comment)

Attachment D

Faculty Biography Summary Template Form

Please use the following template to provide a summary of each faculty’s biography for the Faculty Data section of the self-study. Please note that this template may be altered to suit the needs of each program, but should be limited to 2 to 3 pages and uniformly adopted for the whole program (i.e., all faculty members in a program under review should use exactly the same form).

Department of _____ (or Program in _____) Faculty
Information Summary

Name:

Position Title:

Year and Rank of Appointment at UCR:

Joint or Collaborating Appointments in Other Programs, Departments, or Centers:

Highest Degree Earned, Institution, Year Earned:

Postdoctoral Training:

Areas of Research Specialization:

Total Number of Peer-Reviewed Publications:

Five Most Important Peer-Reviewed Publications:

Selected Awards and Honors during the Past Ten Years:

Administrative Positions and Selected Major Committee/Service Work during the Past Ten Years, Including Dates of Service:

Undergraduate Courses Taught During the Past 3 Years:

Undergraduate Thesis Supervision During the Past 3 Years:

Grants that Impact the Undergraduate Program Including Undergraduate Research:

Title of Granting Agency	Total Award (Direct Cost)	Number of Undergraduate Students Supported Through this Grant (If Applicable)

Attachment E

WASC Core Competencies

In 2013 the Western Association of Schools and Colleges (WASC) defined a set of five core competencies that an institution is expected to demonstrate in terms of the assessment of student learning and achievement. These are:

- Written communication
- Quantitative reasoning
- Oral communication
- Information literacy
- Critical thinking

An extended definition of each of these can be found on the Evaluation and Assessment page of the UCR Undergraduate Education web pages which can be found at:

http://ueeval.ucr.edu/assessment/core_competencies_2.html

The annual learning assessment reports submitted by the program should already include descriptions of the metrics used by the program for its internal assessment and the results of their application. These may be used as a source for the material needed for the self-study.

Appendix A

Procedures for Internal Reviews of Undergraduate Programs

CEP may conduct internal reviews on programs to assess the progress of an undergraduate program following critical findings and recommendations generated from an external review, to evaluate the progress of new undergraduate programs, or to evaluate a small program with a small enrollment of students including minors that are not part of a program that offers a major. Internal reviews will be an abbreviated version of a routine external review that can be targeted to problematic issues.

1. CEP will inform the program of the decision to have an internal review and provide a reason for the internal review in the preceding academic year.
2. A CEP subcommittee will be formed to include at least two members to conduct the internal review.
3. The CEP subcommittee shall become familiar with the most recent previous review and outstanding issues. Members will read the previous external review reports. The subcommittee will also schedule a one-day review meeting and will follow the same procedures as required for a full review, but in an abbreviated fashion targeted to the remaining issues or unique nature of the program that necessitated an internal review.

The following information may be collected and evaluated by the CEP Subcommittee prior to the review meeting (not all of these data may be necessary, depending on the circumstances and timing of the internal review):

- A statement concerning the program's vision (program self study report). This statement should include the program's strengths and weaknesses and current plans to address any deficiencies, progress from past reviews (if applicable), long range goals, and enrollment plans.
- Up to date biosketches for all program faculty.
- Program material that is distributed to students and structure of degrees.
- A brief statement outlining how undergraduate student advising is conducted.
- Results from faculty and student satisfaction surveys (CEP will conduct these surveys and hold the results confidential)
- Student data provided by the Office of Institutional Research to CEP.

After the evaluation of the above material, the subcommittee will meet with the Chair of the program to discuss any concerns and/or to provide guidance with respect to planning for the future. The subcommittee should also meet with the Vice Provost for Undergraduate Education and College Dean. If the subcommittee feels that additional interviews are necessary, they may request additional meetings with program faculty and/or students.

4. The Subcommittee is responsible for drafting a preliminary Findings and Recommendations report that will follow the same procedures as required for an external review report. The report should include the reason for the internal review. The remainder of the reporting process and action implementation process are to be followed as described in the procedures for external reviews.

Appendix B

Implementation of ABET-CEP Merger of BCOE Undergraduate Program Review Riverside Division of the Academic Senate (Revised 03/06/26)

On March 16, 2011, CEP approved the merging of BCOE's ABET accreditation and CEP's undergraduate program review. The justification for this action is a desire to reduce the workload of the departments under review and CEP by substituting the ABET review for CEP's external review. After a comparison of the two review processes, CEP determined that ABET's review is very thorough even though there are differences in the review criteria and process. It was felt that these differences in principle are relatively minor and can be addressed internally by CEP's subcommittees tasked with conducting the reviews. To be relevant, CEP's reviews must be coordinated with the release of ABET's final report. The procedure for BCOE's undergraduate program review will be as follows:

1. CEP requests BCoE to send the final ABET report to CEP for review planning purposes.
2. CEP will notify BCoE undergraduate programs of upcoming reviews and request the self-studies submitted for the ABET report during the academic year prior to the scheduled review.
3. CEP subcommittees will be established for the review of each undergraduate program and faculty, student and alumni satisfaction surveys will be conducted in accordance with CEP's Undergraduate Program Procedures will be facilitated by the Academic Senate. The results of these surveys will serve to supplement the ABET report and will be held confidential. Only the CEP review subcommittees will have access to the results.
4. The subcommittees will review ABET's final report, the self-study and the program's response to the ABET report. During the review, the subcommittee may amend the review if necessary. For example, an amendment could request additional information from the program or solicit a supplemental external evaluation.
5. Once the terms of the review and any amendments are completed, the subcommittees will prepare a draft Findings and Recommendations document. This document will be forwarded to the program by the end of the academic year, though in most cases it will be sent much earlier. From this point on, the review process is identical to that of a regular external review.
6. Undergraduate programs that are not part of the ABET review process will undergo a regular external review at a time that is not necessarily tied to the ABET accreditation.

**Committee on Educational Policy
Final Findings and Recommendations
Political Science Undergraduate Program Review**

The Committee on Education Policy thanks Political science Program for its thoughtful response to the Preliminary Findings and Recommendations Report (Received April 24, 2026). The committee is appreciative of the substantial work that the political science department has already done to address the recommendations from the undergraduate program review. We look forward to the department continuing to progress in addressing the recommendations. The final recommendations are reiterated below. Further discussion on the recommendations and the program's response will occur at the Action/Implementation meeting in Fall 2026.

1. Conduct an assessment of the requirements and enrollment of each of the different majors housed in political science to determine whether all of the majors add value for UCR's student population.
2. Add a TA training course that would provide additional support to first time TAs and/or a graduate level course in teaching in political science that would introduce future Associate Ins to pedagogical research specific to the social sciences.
3. Consider whether a research methods and/or design course would be an appropriate requirement for majors administered by POSC.
4. Work to create opportunities for students to take lower enrollment courses that allow for more individualized instruction. This could be facilitated by streamlining the course offerings and increasing the enrollment of other courses to free up instructional resources. An assessment of the student groups (i.e. declared major as well as demographic groups such as URM status, first-gen status, gender, socioeconomic status) that are currently benefitting from high-impact programs could help to identify courses where low enrollment courses would be particularly beneficial.
5. Work with the college to identify a room that could hold a minimum of 25-30 students to be used as a space to host discussion sections.

Preliminary Findings and Recommendations:

Background

The Department of Political Science (POSC) is one of the largest departments in the College of Humanities, Arts, and Social Sciences (CHASS). It offers five undergraduate majors – Political Science, Political Science/Administrative Studies, Political Science/International Affairs, Political Science/Law and Society, and Political Science/Public Service – as well as a minor in Political Science. With 29 Senate faculty members, four lecturers, and approximately 1,110 undergraduate majors in Fall 2025. The Department of Political Science serves a bright and ambitious student body with significant numbers of first-generation, historically underrepresented, and low-income students. The political science program encompasses the study of politics and political systems, including governments and formal rules, as well as the analysis of phenomena such as political behavior, political values, political change and stability, parties, bureaucracies, justice, national security, and international affairs. Students in

political science are expected to develop at least three areas of knowledge: political institutions and structures, encompassing formal and informal systems of rules; political processes, behavior, and ideas, which encompasses both empirical analysis as well as theoretical debates; and political contexts and cultures, placing institutions and ideas in historical and geographic settings. The department has put considerable effort into developing a variety of programs to ensure that students understand and are prepared for the many career paths they can follow including public service, academia, business, and law.

External Review Team Report Summary

The external review team identified many areas of strength in the department including:

- 1) Faculty in the Department are of high quality and are actively engaged in the research enterprise.
- 2) The faculty are committed to the undergraduate teaching mission of the Department and recognize the unique nature of many UCR students as first-generation and new to higher education.
- 3) The Department benefits from a long history of strong and effective leadership and an effective advising staff.
- 4) The organization of the undergraduate major ensures that students have a broad exposure to the field as a whole while allowing them, to focus on themes and subfields of greatest individual interest.
- 5) The Department has invested its energies and some of its external development efforts in establishing High Impact Programs that are a rich resource for undergraduate majors.
- 6) The Department provides a service to the campus through lower-division courses fulfill breadth requirements.
- 7) The undergraduate students think very highly of the Department.
- 8) Graduate students who serve as departmental teaching assistants embrace their pedagogical responsibilities.

Four areas of concern were noted by the review team:

- 1) Undergraduate curriculum:
The Department of Political Science offers five majors (Political Science, Political Science/Administrative Studies, Political Science/International Affairs, Political Science/Law and Society, and Political Science/Public Service). The majors have many similar requirements; this core political science curriculum can be viewed as the core of the UCR Political Science undergraduate program. The review committee suggested that the department determine whether all of these majors need to be maintained separately from the Political Science major. We would encourage the Department to clarify the added value for undergraduates (or for potential students considering UCR) of each of the Political Science majors relative to the core Political Science major. The current program does not include a required course common in many peer Political Science departments on research design and/or research methods. As part of the review of the undergraduate curriculum, the Department should evaluate whether a research design or research methods class should be a required course in any or all the political science majors.
- 2) Teaching assistant onboarding, training, and faculty engagement:
In discussion sections, teaching assistants commonly have autonomy in setting attendance policy and the content of the discussion. Teaching assistants also grade assignments and exams for courses to which they are assigned. Some senior graduate students are "Associate Ins," who independently teach an undergraduate course. Teaching assistants reported wanting training that goes beyond what is currently offered for their own preparation and for better supporting undergraduate students.
- 3) Class sizes and scheduling

The major is quite large (1,069 students across the five majors in Fall 2025), resulting in large class sizes. The review committee noted a need for some classes that are lower enrollment. Focusing students into a narrower set of classes, which would necessarily get larger, would potentially create the opportunity to offer smaller classes while serving the same number of students overall. These smaller classes could be signaled to students through the advising office so that students seeking a smaller class would be able to take one.

The review team also identified issues related to course scheduling. Early morning (7am) or late evening (9pm) discussion sections present a particular challenge for students who have scheduled their classes to allow for work, family, or extra-curricular responsibilities (these times also present a burden for some of the teaching assistants assigned to these sections). Faculty report being assigned to two classrooms for successive classes that are further apart on foot than the time between the classes.

- 4) There are many high impact practices ongoing in the department (Internship placement, Minority Serving Institution Research Academy, Independent research, Moot court). The review committee suggested that the department assessed who is participating in these existing programs and critically, and who is not would be beneficial. Based on answers to these questions, the strategies for program innovation or expansion can be attentive to expanding the pool of students who can engage these programs.

Program Response to External Review Team Report Summary

p. 4: Our discussion sections are 25-27 students each, not 75. TAs will have 75 or 80 students total each quarter. p. 8: A very small point, but three faculty run MSIRA, not one (just giving credit where credit is due...) p. 8: The reviewers write, "Students who fall outside these majors then must pursue internships on their own." This is not entirely wrong, but not entirely true either because we still do place a lot of students who are not in those majors, though it is less consistent from quarter to quarter, based on the availability of employers.

Findings and Recommendations

Findings:

The department has demonstrated a commitment to high quality undergraduate instruction and has benefited from effective leadership and a productive relationship with academic advising. The department has had considerable success in their placement of students into high impact programs. We look forward to the department building on this success.

1. The department offers 5 different majors (Political Science, Political Science/Administrative Studies, Political Science/International Affairs, Political Science/Law and Society, and Political Science/Public Service) that have a similar set of core requirements with considerable variation in enrollment.
2. Teaching assistants commonly have responsibility for determining the content of discussion. TAs receive training in policies and expectations through the TADP program. This is an asynchronous online training includes modules on basic pedagogy, TA rights and responsibilities, FERPA rules and regulations for TAs, UAW information, teaching in a diverse classroom environment, and building rapport with students. Because this training is designed to be utilized by TAs across campus, it does not provide any training specific to teaching in political science.

3. Class sizes are uniformly large in the lower division and midsized in the upper division, limiting opportunities for students to get individualized attention. Discussion sections are scheduled across non-ideal times and locations across campus.

Recommendations:

1. Conduct an assessment of the requirements and enrollment of each of the different majors housed in political science to determine whether all of the majors add value for UCRs student population.
2. Add a graduate level course in teaching in political science that would provide additional support to first time TAs and introduce TAs to pedagogical research specific to the social sciences.
3. Consider whether a research methods and/or design course would be an appropriate addition to the curriculum
4. Work to create opportunities for students to take lower enrollment courses to allow for more individualized instruction. This could be facilitated by streamlining the course offerings and increasing the enrollment of other courses to free up instructional resources. An assessment of the student groups that are currently benefitting from high-impact programs could help to identify courses where low enrollment courses would be particularly beneficial.
5. Identify a room that could hold a minimum of 25-30 students to be used as a space to host discussion sections.

**Committee on Educational Policy
Final Findings and Recommendations
School of Business Undergraduate Program Review**

The Committee on Educational Policy thanks the School of Business Undergraduate Program for its thoughtful response to the Preliminary Findings and Recommendations (Received May 21, 2026). The program agreed with the external review team's report and CEP's endorsement of its substance. As documented in the Program's response, action to address the findings and recommendations are planned. Therefore, the Final Findings and Recommendations are reiterated below. Further discussion on the recommendations and the program's response will occur at the Action/Implementation meeting in Fall 2026.

1. Create additional mechanisms to provide career services to students and formalize outreach opportunities through partnerships with BUS student organizations.
2. Scale the number of faculty and staff appropriately to align with increased student enrollment.
3. Promote faculty hiring and retention efforts that reflect the school's commitment to diversity.
4. Develop a structured reward and recognition process that acknowledges and values the full breadth of faculty contributions.
5. Establish a formal mentoring program to guide junior faculty through the tenure process while providing focused support for faculty from underrepresented groups.
6. Proactively pursue efforts to gradually transition the undergraduate business degree towards a four-year direct-admit program.

Preliminary Findings and Recommendations:

Background

The School of Business was founded in 1970. The previous External Review was conducted in the 2013/2014 academic year. The School of Business administers two undergraduate degrees, a B.S. in Business Administration and a B.S. in Actuarial Science. In Fall 2025, a third undergraduate degree, a B.S. in Business Analytics, commenced. The School of Business undergraduate program (BUS) comprises 39 ladder faculty who typically teach two or more courses per year in support of the program. TA allocation to the program range between 38 and 44 yearly. BUS majors share four Professional Academic Advisors, two Assistant Program Coordinators, and one Academic Enrollment Manager with an advisor to advisee ratio of 1:450.

The School of Business is assigned general campus classrooms for teaching instruction. However, some classes are assigned to department classrooms, which includes Anderson Hall 118 and 3 rooms in the

new School of Business Building (165, 260, and 280). In addition, the new School of Business building has a dedicated instructional lab space, the Finance & Analytics Lab. This lab is equipped with computer stations for individual and group study and projects and used as the meeting place for ten undergraduate student organizations, including the Hylander Financial Group and the Hylander Student Investment Fund. In addition, there are five rooms that are dedicated to TAs to meet with their students.

External Review Team Report Summary

The External Review Team (ERT) was highly positive in their assessment of the School of Business undergraduate program. The team noted that the unique and complementary value of the faculty to the undergraduate program is one of the school's greatest strengths. The team was impressed by the quality of faculty research productivity, innovative instruction and teaching practices, and their active engagement with the students.

The ERT noted that students in the program are engaged, motivated, and appreciative of the opportunities provided by the School of Business. Notable strengths include high graduation rates, strong student engagement in clubs, positive perceptions of teaching quality, appreciation for experiential learning opportunities, and meaningful interaction with faculty and staff in the program. The undergraduate student body includes many students who are first-generation and Pell-eligible, and the ERT also recognized this as a strength of the program in advancing social mobility.

ERT main concerns (areas of improvement):

1. Career Development and External Engagement.

The ERT found an absence of a dedicated undergraduate career infrastructure and a lack of relevant and comprehensive data to fully evaluate career outcomes.

2. Faculty Engagement and Instruction.

Overall, a high and growing faculty workload has resulted from increased enrollment and program growth. Faculty is relatively small and geographically dispersed, creating structural barriers to informal knowledge-sharing and mentorship. The ERT noted that the current reward and recognition process is not reflective of the full breadth of contributions faculty are making to the undergraduate program. Faculty who invests heavily in teaching innovation, experiential learning programming, curriculum development, and student-facing service do not appear to receive proportionate recognition in formal evaluation and merit processes. The ERT observed that the response rates for student teaching evaluations are often extremely low and do not allow for meaningful interpretation of teaching effectiveness and/or accurate assessment of student experiences. In addition, ERT noted that the school's faculty is not broadly representative of its student body.

3. Impact of the School of Business on the University Community

The ERT noted a lack of communication and collaboration with CHASS and other schools.

ERT recommendations:

1. Career Development and External Engagement.

Evaluate the feasibility of dedicated undergraduate career services professionals either through existing in-house graduate/career infrastructure, and/or directly embedded within the undergraduate program. Ensure continued collaboration with the campus career center, facilitate increased coordination and

communication between the campus career center and CHASS advisors. Formalize and strengthen structured outreach to student organizations in the school of business.

Incentivize the completion of the First Destination Survey (FDS). This may include integrating the survey completion into graduation clearance processes, so it is completed prior to graduation and providing other incentives such as gift cards or alumni swag. Pull on the strength of the faculty and advisors to encourage participation and follow up on career focused social media platforms to track career outcomes. The ERT recommends that the School of Business systematically track experiential engagement by implementing a digital co-curricular transcript, integrating engagement tracking into advising platforms, and/or leveraging existing student information systems to record participation.

2. Faculty Engagement and Instruction.

- The ERT recommends teaching releases for junior pre-tenured faculty, area coordinators, and faculty in significant leadership roles. Assign teaching assignments with manageable or minimal course preparations. Large classes (>200 students) should be allocated 1.5 teaching credits to accurately reflect the actual workload associated with high-enrollment instruction. Maintain allocation of Teaching Assistants (TAs) to core and elective courses. In addition, the ERT recommends that the program consider increasing non-faculty instructional support, such as structured use of peer tutors, course assistants, or undergraduate teaching assistants for high-enrollment core courses. Ensure faculty numbers and staff support are appropriately scaled relative to increases in program enrollment.

The ERT recommends that the School of Business develop a reward and recognition structure that acknowledges the full breadth of faculty contributions as substantive rather than routine service. These recommendations include clarifying standards, expectations, and formal recognition for the tenure and merit review process. Substantive efforts by faculty to enhance the undergraduate learning experience beyond instruction, such as organizing and leading international study trips or developing locally relevant case studies in partnership with area companies, should be recognized. These notable contributions can be recognized in the form of teaching awards for substantive pedagogical leadership, for example.

- The ERT strongly recommends that the School of Business commit to both new and existing efforts that support teaching best practices. For example, monthly lunches, teaching workshops, or periodic seminar series. Establish a formal faculty mentoring program to ensure that junior faculty member progresses through the tenure process with adequate guidance and support.
- To address the low number of teaching evaluations, the ERT has several recommendations. The first 10–15 minutes of the final class session can be dedicated for students to complete the course evaluations. Include a question specifically focused on academic rigor or course challenge in the teaching evaluations. Faculty can express to the students the value of constructive feedback on the course learning outcomes. Leverage program advisors and/or the student success staff to send out reminders to complete teaching evaluations.
- The ERT recommends that the distribution of instruction across ad-hoc lecturers, continuing lecturers, and ladder faculty be reviewed annually. Explicit standards for teaching/lecturer quality and course content for both core and multi-section core courses should be effectively articulated and communicated.

- The ERT recommends that the School of Business create a formal mentoring program to support junior faculty from underrepresented groups through the tenure process. In addition, the program should monitor and track faculty demographic trends over time. ERT recommends that recruitment and retention efforts be intentional and reflect the school's commitment to diversity. Consistent underrepresentation should be addressed.

3. Impact of the School of Business on the University Community.

The ERT recommends consistent and proactive communication and collaboration with CHASS and other programs to reinforce the School of Business's value to the broader university community. Such efforts can be in the form of regular cross-departmental meetings. In addition, offering degree minors, market-responsive certificates, and micro-credentials may be a promising growth strategy. ERT recommends that the School of Business conduct a formal feasibility study into high demand micro-credentials to broaden its institutional reach and meet workforce needs.

4. School of Business Program Structure

The ERT explicitly discussed the current structure of the School of Business undergraduate program and suggested recommendations for restructuring. Specifically, the structure of the undergraduate business degree is a two-year upper-division program rather than a four-year direct-admit degree. While the benefits of the current model and in maintaining the status quo were noted, the ERT highlighted the strengths and benefits of switching to a four-year direct admit degree program. A revised program would provide early career readiness, a stronger sense of belonging, discipline-specific first-year experience, targeted advising and continuity, and stronger alumni relations and external identity. The ERT recommends that the School of Business consider an incremental approach to transitioning to the four-year direct admit model, which may include admitting a smaller subset of students directly into the School of Business and placing a small number of business advisors in the current pre-major college.

Program Response to External Review Team Report Summary

The School of Business undergraduate program reviewed the ERT report and found no misconceptions or factual errors.

Findings and Recommendations

The CEP subcommittee has reviewed the BUS Self-Study Report and supplemental documentation, the ERT report, and the BUS memo on factual corrections. We make the following recommendations.

- 1) CEP acknowledges that the School of Business is invested in providing career services to students through different paths. CEP recommends that the program consider additional mechanisms to provide career services to students and formalize outreach opportunities to BUS student organizations. These efforts can be coordinated with survey completion to gather comprehensive information and track career outcomes.
- 2) CEP recognizes the strength of the BUS faculty and their dedication to student learning, and innovative approaches to instruction and experiential opportunities. With an increase in enrollment, faculty workload has also increased, and this can lead to burnout or turnover if not addressed. CEP recommends that the School of Business ensure faculty numbers and staff support are appropriately scaled relative to increases in program enrollment. This may include hiring new faculty and/or staff,

better allocation of TAs, and expansion of non-faculty instructional support. We agree with the ERT's recommendation that recruitment and retention efforts should be intentional in reflecting the school's commitment to diversity and that consistent underrepresentation should be addressed.

3) CEP acknowledges that the commitment of faculty to effective and innovative teaching can be extensive and time consuming. CEP recommends that the School of Business develop a reward and recognition structure that acknowledges the full breadth of faculty contributions. Provide written documentation of how formal recognition of substantive pedagogical leadership and service will be recognized in the tenure and merit review process.

4) CEP recommends the formal establishment of a faculty mentoring program that is two-fold. First, to help create a formal mentoring program to ensure that junior faculty member progresses through the tenure process with adequate guidance and support. Second, to specifically support junior faculty from underrepresented groups through the tenure process.

5) CEP recognizes the limitations of the current 2-year undergraduate program structure. Thus, CEP agrees with the ERT that the School of Business should be intentional and proactive in restructuring of the undergraduate business degree and consider incremental change towards a four year direct admit degree program.

**Committee on Educational Policy
Final Findings and Recommendations
Philosophy Undergraduate Program Review**

The Committee on Educational Policy thanks the Department of Philosophy for its response to the Preliminary Findings and Recommendations received on May 22, 2026, which noted that the department did not have anything to add, correct, or object to. Therefore, the Final Findings and Recommendations are listed below. Further discussion on the recommendations and the program's response will occur at the Action Implementation meeting in Fall 2026.

1. Program Quality and Learning Outcomes

Finding: The Department of Philosophy at UC Riverside is a high-quality undergraduate program with a strong national and international reputation, a distinctive pluralist profile, and a demographically diverse student body that outperforms the university on several representation metrics. Student satisfaction is consistently high, time-to-degree is in line with university-wide averages, and learning outcome assessments indicate that students are meeting program goals across all five outcome areas.

Recommendation: The Committee affirms the department's current approach to undergraduate education and encourages continued investment in learning outcome assessment. In particular, the Committee recommends that instructors incorporate tailored, outcome-aligned questions into course evaluations to enable more systematic and ongoing assessment of student learning.

2. Faculty Staffing and Coverage

Finding: The department has lost three FTE since 2008 while serving essentially the same number of majors. The retirements of continental philosophy specialists Maudemarie Clark (2023) and Pierre Keller (2025) without timely replacements have created a significant gap in the department's coverage of 19th–21st century European philosophy, historically one of its defining strengths. These diminished numbers also increase pressure on faculty workloads and limit the individualized attention that students and TAs depend on.

Recommendation: The Committee recommends that Philosophy be given priority consideration for a new tenure-stream FTE in the next hiring cycle. The department should engage in a deliberate internal conversation about which area(s) of specialization would best serve current and future undergraduate student needs, with European/continental philosophy as the most urgent gap. The Committee further recommends that the evaluation of tenure-stream faculty at both the departmental and university levels reflect the stated institutional value of undergraduate education by making teaching a meaningful factor in tenure and promotion.

3. Undergraduate Advising

Finding: The department's sole undergraduate advisor, Gerardo Sanchez, has been identified in both the 2015 and 2026 program reviews as performing a critical and exemplary function while carrying an unsustainable workload that has grown since the transition to the cluster advising system. This situation poses a risk both to student success and to the long-term institutional knowledge that Mr. Sanchez provides.

Recommendation: The Committee recommends that CHASS and the university prioritize additional advising support for the philosophy programs. The Committee also recommends that the department adopt a 2–3 year course planning cycle, which would better equip the advisor to guide students through the major in a timely and informed manner, and would help students avoid scheduling conflicts and delays in degree completion.

4. Teaching Assistant Support and Consistency

Finding: Teaching assistants play an indispensable role in the philosophy undergraduate program and are consistently praised by students for their dedication and mentorship. However, documented inconsistencies in grading standards, pedagogical guidance, and support for navigating sensitive topics across sections represent an area for improvement. Current TA section loads (3 sections of 25 students) are at or above comparable UC philosophy programs.

Recommendation: The Committee recommends that the department develop and implement consistent guidelines for TA grading and instruction, and ensure that all TAs receive adequate mentorship and structured feedback. The existing TA mentorship program should be strengthened to ensure uniformity of support. The Committee cautions against any increase to current TA section loads, as doing so would likely be detrimental to undergraduate instruction quality.

5. Student Communication and Career Preparation

Finding: The department's communication infrastructure—including its website, event calendar, and outreach regarding course scheduling, departmental programs, and career planning—has room for meaningful improvement. Some students were unaware of programs such as the Track for Distinction, and connections to Career Services tend to occur too late in students' academic careers. Given that most philosophy majors come to the major as juniors or seniors, the window for career preparation is particularly compressed.

Recommendation: The Committee recommends that the department (a) appoint an undergraduate liaison to facilitate two-way communication between students and faculty; (b) establish and maintain an Instagram presence, potentially managed by the liaison; (c) consolidate and regularly update the department website, including an embedded events calendar accessible from the main page; and (d) ensure that all philosophy majors are directed to Career Services no later than the beginning of their junior year, ideally through Phil 100.

6. Program Development: CGIS Major and Philosophy/Law & Society

Finding: The Philosophy/Law & Society joint major was previously underenrolled due to its removal from visible advertising channels and is now being revitalized under the leadership of Brian Haas. The new Cognitive & Information Science major, currently in development, represents a significant and timely educational opportunity that aligns well with student interest in artificial intelligence and related fields. However, the potential for rapid enrollment growth (estimated at 180–400 new majors by the ERT) carries substantial risks if not matched by adequate resources.

Recommendation: The Committee recommends that the Philosophy/Law & Society major be restored to full visibility in student-facing enrollment materials, including dropdown menus for incoming students. With respect to CGIS, the Committee urges close and proactive coordination between the department and CHASS to ensure that any enrollment growth is matched by appropriate FTE, advising resources, and TA allocations. Resource planning for CGIS should proceed on a timeline that anticipates rapid growth from the outset.

Preliminary Findings and Recommendations Report:

Background

The Department of Philosophy at the University of California, Riverside is a nationally recognized program offering undergraduate degrees in Philosophy and Philosophy/Law & Society, as well as minors in both

fields. The department currently comprises 18 ladder-rank faculty whose research spans a wide range of philosophical sub-disciplines, including moral theory and moral psychology, history of philosophy (with particular strength in Kant and post-Kantian German philosophy), philosophy of language, philosophy of mind, epistemology, and public philosophy. One of the department's defining characteristics is its pluralist orientation, maintaining strengths in both analytic and continental philosophy—a combination that distinguishes it from many peer programs of comparable national standing.

The department is housed in the College of Humanities, Arts, and Social Sciences (CHASS) at UCR and serves a racially and ethnically diverse undergraduate student body. As of the most recent fall quarter, the department had 125 Philosophy majors and 6 Philosophy/Law & Society majors, for a total of 131 majors supported by 18 ladder-rank faculty, yielding a faculty-to-student ratio of approximately 1:7.3. The program's educational goals center on developing students' critical thinking, written and oral communication, and familiarity with core areas of philosophy including ethics, metaphysics, epistemology, philosophy of language and mind, and the history of philosophy. The department has five formally articulated learning outcomes and regularly assesses student achievement through course performance data, pilot assessments, and annual exit surveys of graduating seniors.

Since the last program review in 2015, the department has made numerous curricular and programmatic improvements. These include restructuring Phil 100 (Sophomore/Junior Seminar) as a high-writing, low-content course available earlier in students' progression through the major; increasing the frequency of offerings in critical thinking and logic; implementing a regular three-quarter introductory sequence in the history of philosophy; and introducing the Track for Distinction in Philosophy to better support students pursuing graduate work. On the co-curricular side, the department has launched an Ethics Bowl team (which placed 7th out of 36 teams at the 2025 California Regionals), an active undergraduate Philosophy Club, a chapter of Minorities and Philosophy (MAP), and sustained participation in the Mellon Mays Undergraduate Fellowship Program.

Looking ahead, the department is in the process of developing a new Cognitive & Information Science (CGIS) major, to be housed in Philosophy while drawing courses from multiple departments including computer science, psychology, anthropology, linguistics, and neuroscience. The department has also recently hired Brian Haas (Assistant Professor of Teaching, 2025) to revitalize the Philosophy/Law & Society program following the retirement of Carl Cranor. However, the department faces ongoing challenges, most notably the unresourced retirements of two continental philosophy specialists—Maudemarie Clark (2023) and Pierre Keller (2025)—and a growing advising workload concentrated on a single undergraduate advisor. These structural pressures represent the department's most urgent concerns as it enters this review cycle.

External Review Team Report Summary

An External Review Team (ERT) consisting of three philosophers from Washington University, UC Merced, and Claremont McKenna College conducted a campus visit on February 2–3, 2026. The team reviewed the department's self-study and supporting materials in advance and met with campus and college leadership, philosophy program faculty, teaching assistants, students, advising staff, and Career Services during their visit. Their report, submitted February 23, 2026, characterized the UCR Philosophy Department as a "high-functioning, first-rate Department" providing an excellent philosophical education to its undergraduates, with no major issues requiring urgent attention.

The ERT affirmed the overall structure of the philosophy major as appropriate and consonant with peer institutions, and commended the department for its responsiveness to the recommendations made in the 2015 review. The reviewers praised in particular the department's pluralist orientation, its practice of having distinguished faculty teach lower-division courses (noted as uncommon at comparable institutions), and the emergence of public philosophy as a new area of national and international leadership. Student satisfaction surveys and direct conversations with majors consistently reflected a rigorous yet welcoming academic environment.

Using institutional research dashboards and the 2024 UCUES survey, the ERT conducted a quantitative review of student success metrics. Time-to-degree for philosophy majors (4.05 academic years over the past five years) was found to be close to the university-wide average (3.95 years), with a small gap largely preserved across underrepresented demographic subgroups. Notably, the ERT found that philosophy programs serve a more diverse student population than the university as a whole on several measures: 7% of philosophy majors identify as African American/Black (vs. 3.3% university-wide) and 46% identify as Hispanic/Latino (vs. 41.5% university-wide), while 56% of philosophy majors identify as women (vs. 54.6% university-wide). The ERT characterized these figures as striking given philosophy's national reputation for underperformance on demographic representation.

The ERT identified several areas for improvement and made the following key recommendations: (1) the department should request an additional tenure-stream FTE in the next hiring cycle, independent of CGIS staffing needs, as the department has lost three faculty since 2008 while serving the same number of majors; (2) undergraduate teaching should be made a significant factor in tenure and promotion evaluations; (3) the department should move to a 2-3 year course planning cycle to better support student advising and scheduling; (4) an undergraduate liaison should be appointed to improve two-way communication between students and faculty; (5) the department should create an Instagram presence and streamline its website; (6) students should be more systematically connected to Career Services no later than the start of their junior year; and (7) CHASS should prioritize additional advising support given the documented overload on the department's sole undergraduate advisor.

Regarding teaching assistants, the ERT praised the dedication and quality of UCR philosophy TAs but expressed concern about section sizes (currently 3 sections of 25 students per TA) and inconsistencies in grading guidance and pedagogical support across sections and courses. They recommended that the department develop consistent TA guidelines on teaching, grading, and the handling of sensitive topics. The ERT also expressed enthusiasm about the proposed CGIS major and the revitalization of the Philosophy/Law & Society program, while noting that rapid CGIS enrollment growth would need to be carefully managed with close coordination between the department and CHASS.

Program Response to External Review Team Report Summary

The department responded positively to the ERT report, characterizing it as "excellent" and expressing appreciation for the review team's work and the value of their suggestions. In an email from Department Chair Michael Nelson dated March 9, 2026, the department raised only a single factual correction: the ERT's description of the proposed accelerated program as leading to "an additional year resulting in a MA Degree" was noted as imprecise. The department clarified that the plan is for a BA/MA (4+1) program that would result in both degrees simultaneously, not a standalone MA appended to the existing BA. The department indicated uncertainty as to whether this warranted a formal change to the report, leaving that determination to the campus review process. No other misconceptions or factual errors were identified by the department.

Findings and Recommendations

1. Program Quality and Learning Outcomes

Finding: The Department of Philosophy at UC Riverside is a high-quality undergraduate program with a strong national and international reputation, a distinctive pluralist profile, and a demographically diverse student body that outperforms the university on several representation metrics. Student satisfaction is consistently high, time-to-degree is in line with university-wide averages, and learning outcome assessments indicate that students are meeting program goals across all five outcome areas.

Recommendation: The Committee affirms the department's current approach to undergraduate education and encourages continued investment in learning outcome assessment. In particular, the Committee recommends that instructors incorporate tailored, outcome-aligned questions into course evaluations to enable more systematic and ongoing assessment of student learning.

2. Faculty Staffing and Coverage

Finding: The department has lost three FTE since 2008 while serving essentially the same number of majors. The retirements of continental philosophy specialists Maudemarie Clark (2023) and Pierre Keller (2025) without timely replacements have created a significant gap in the department's coverage of 19th–21st century European philosophy, historically one of its defining strengths. These diminished numbers also increase pressure on faculty workloads and limit the individualized attention that students and TAs depend on.

Recommendation: The Committee recommends that Philosophy be given priority consideration for a new tenure-stream FTE in the next hiring cycle. The department should engage in a deliberate internal conversation about which area(s) of specialization would best serve current and future undergraduate student needs, with European/continental philosophy as the most urgent gap. The Committee further recommends that the evaluation of tenure-stream faculty at both the departmental and university levels reflect the stated institutional value of undergraduate education by making teaching a meaningful factor in tenure and promotion.

3. Undergraduate Advising

Finding: The department's sole undergraduate advisor, Gerardo Sanchez, has been identified in both the 2015 and 2026 program reviews as performing a critical and exemplary function while carrying an unsustainable workload that has grown since the transition to the cluster advising system. This situation poses a risk both to student success and to the long-term institutional knowledge that Mr. Sanchez provides.

Recommendation: The Committee recommends that CHASS and the university prioritize additional advising support for the philosophy programs. The Committee also recommends that the department adopt a 2–3 year course planning cycle, which would better equip the advisor to guide students through the major in a timely and informed manner, and would help students avoid scheduling conflicts and delays in degree completion.

4. Teaching Assistant Support and Consistency

Finding: Teaching assistants play an indispensable role in the philosophy undergraduate program and are consistently praised by students for their dedication and mentorship. However, documented inconsistencies in grading standards, pedagogical guidance, and support for navigating sensitive topics across sections represent an area for improvement. Current TA section loads (3 sections of 25 students) are at or above comparable UC philosophy programs.

Recommendation: The Committee recommends that the department develop and implement consistent guidelines for TA grading and instruction, and ensure that all TAs receive adequate mentorship and structured feedback. The existing TA mentorship program should be strengthened to ensure uniformity of support. The Committee cautions against any increase to current TA section loads, as doing so would likely be detrimental to undergraduate instruction quality.

5. Student Communication and Career Preparation

Finding: The department's communication infrastructure—including its website, event calendar, and outreach regarding course scheduling, departmental programs, and career planning—has room for meaningful improvement. Some students were unaware of programs such as the Track for Distinction, and connections to Career Services tend to occur too late in students' academic careers. Given that most philosophy majors come to the major as juniors or seniors, the window for career preparation is particularly compressed.

Recommendation: The Committee recommends that the department (a) appoint an undergraduate liaison to facilitate two-way communication between students and faculty; (b) establish and maintain an Instagram presence, potentially managed by the liaison; (c) consolidate and regularly update the department website, including an embedded events calendar accessible from the main page; and (d) ensure that all philosophy majors are directed to Career Services no later than the beginning of their junior year, ideally through Phil 100.

6. Program Development: CGIS Major and Philosophy/Law & Society

Finding: The Philosophy/Law & Society joint major was previously underenrolled due to its removal from visible advertising channels and is now being revitalized under the leadership of Brian Haas. The new Cognitive & Information Science major, currently in development, represents a significant and timely educational opportunity that aligns well with student interest in artificial intelligence and related fields. However, the potential for rapid enrollment growth (estimated at 180–400 new majors by the ERT) carries substantial risks if not matched by adequate resources.

Recommendation: The Committee recommends that the Philosophy/Law & Society major be restored to full visibility in student-facing enrollment materials, including dropdown menus for incoming students. With respect to CGIS, the Committee urges close and proactive coordination between the department and CHASS to ensure that any enrollment growth is matched by appropriate FTE, advising resources, and TA allocations. Resource planning for CGIS should proceed on a timeline that anticipates rapid growth from the outset.

CEP Approved Changes to Undergraduate Curriculum During the AY 25-26

Received Final Approval at December 2, 2025 Division Meeting:

Electrical Engineering Major
Environmental Science Major
Mathematics Honors Program

Received Final Approval at the February 24, 2026 Division Meeting:

Business Administration Major
Computer Science Applications Major
Environmental Sciences Major
Genetics and Biotechnology Major

Received Final Approval at May 19, 2026 Division Meeting:

Robotics Major

Data Science Major
Data Science Minor

Art History/Administrative Studies Major
Art History Minor
Art History/Religious Studies Major
Chinese Major
Chinese Minor
Comparative Literature Major
Creative Writing Major
Creative Writing Minor
Environmental Studies Major
Environmental Studies Minor
Global and Community Health Major
Global and Community Health Minor
Labor Studies Minor
Linguistics Major
Political Science Major
Political Science/Administrative Studies Major
Political Science/Public Service Major
Psychology BA Major
Psychology BS Major
Psychology/Law and Society Major
Religious Studies Major
Religious Studies Minor
Religious Studies/Administrative Studies Major
Theatre, Film, and Digital Production Major

Neuroscience Major
Neuroscience Minor

Earth and Planetary Sciences Majors Descriptions
Earth and Planetary Sciences Majors – Change of Major Criteria
Earth and Planetary Sciences Majors – Transfer Admissions Criteria
Earth and Planetary Sciences Major
Geology Major
Geophysics Major
Earth and Planetary Sciences Minor
Microbiology Major
Plant Biology Major
Plant Biology Minor
Statistics Major

Athletic Leadership Minor
Education Minor
Education, Society, and Human Development Major

Public Policy Major
Public Policy Minor
BA+MPP in Public Policy

Undergraduate Program Moratoria

A proposal for moratorium may originate with a department, program or group; with the Dean of the college or school to which the department, program or group is administratively attached; an appropriate Vice Chancellor; or with the Committee on Educational Policy. Final authority to impose a moratorium on an undergraduate program resides with the Committee on Educational Policy.

Process for undergraduate programs:

- The initiating entity should write a proposal for the moratorium in memo format, addressed to Academic Senate. The proposal should include a justification for the proposed moratorium and consultation with affected entities, including the program, Dean, Faculty Executive Committee, and students remaining in the program. Additionally, the proposal should include the projected time for how long the moratorium will be in place.
- The proposal is then routed to a Special Review Committee (SRC) for their review and completion of a report. The SRC is appointed by the Committee on Committees and their charge should be developed by the Dean and the Provost & Executive Vice Chancellor.
- The proposal and the SRC's report are routed to the Committee on Educational Policy, which reviews all the materials and can consult with any of the affected entities before making its final decision. As stated, fFinal authority to impose a moratorium on an undergraduate academic program resides with the Committee on Educational Policy.
- To request the removal of a moratorium, the initiating entity must submit a proposal in memo format to the Academic Senate. Final authority to remove a moratorium on an undergraduate academic program resides with the Committee on Educational Policy.

Proposal for a

Combined BS + MS Five Year Degree Program in Computational Data Science

January 25, 2026

Proposed by the Faculty of the Computational Data Science Program

University of California, Riverside

Riverside, CA 92521

1. Introduction

The Computational Data Science program proposes a new degree offering that allows students to earn a joint BS/MS through an integrated five-year plan of study. The M.S. in Computational Data Science is offered by the Department of Computer Science and Engineering (within the Bourns College of Engineering). Since Data Science integrates Computer Science, Statistics, and other fields of study, students may develop a stronger interest in the computational aspects and choose to pursue a Master's degree with that emphasis. Therefore, we propose a Combined BS + MS Degree Program that allows students with a BS in Data Science (DS) to earn an MS in Computational Data Science (CDS) in a normative five years.¹

The proposed program follows the framework established by the UCR Committee on Educational Policy and the UCR Graduate Council in 2007. It is designed to prepare students for careers requiring specialized knowledge in Data Science, and to lay the foundation for pursuing doctoral degrees. This Joint BS+MS program is open to UCR BS in Data Science majors only. In the future, we plan to design BS+MS in Computational Data Science from other B.S. degree pathways.

Participation in the combined degree programs is initiated through an application for admission prior to the student's senior year. Neither the Graduate Division nor the Computer Science and Engineering Department or the Electrical and Computer Engineering Department provide full financial support for students enrolled in the BS+MS program.

Motivation: As noted in the document, "Establishment of Combined Programs at UCR"² "Combined programs can better attract top high school graduates, transfer students, and

¹ In parallel, for students earning a BS in Data Science who may develop a stronger interest in Statistics and decide to pursue a Master's degree in Statistics, a separate proposal has been submitted (by our colleagues in Statistics and with the full support of the DS program) for a combined Data Science BS + Statistics MS program. Both these efforts will provide the DS majors with more opportunities for graduate studies.

² https://senate.ucr.edu/about/policies/establishment_of_combined_programs_at_ucr.html

alternate link: https://ucr-senate-public.s3.amazonaws.com/committees/10/committee_resource/establishment-of-combined-programs-at-ucr-60df796d88e04-.pdf

returning students, especially those interested in advanced degrees. Thus, UCR departments can expect a higher proportion of good undergraduates. Combined program students will be more inclined to stay at UCR for their Masters studies instead of applying to other institutions. Thus, UCR departments can better retain these students.” UC has placed an increased emphasis on attracting transfer students from community colleges and the joint BS+MS program provides a unique opportunity for these students.

In sum, the program should attract top students into both the BS and MS programs.

Method: The MSinCDS is a 49-unit program typically completed in four quarters. The combined BS+MS program allows UCR students to earn both a BS in Data Science and an MS in Data Science in five years. This is accomplished by:

- Allowing up to 8 units (two 4-unit courses) of graduate coursework taken as an undergraduate Data Science major, to apply toward the MSinCDS degree. These two graduate courses will also be counted toward satisfying the BSinDS elective requirements.
- Furthermore, UCR DS students in the B.S.+M.S. program are not required to take the Data Science Ethics (CS/STAT 212) core course, as they already satisfy this requirement by taking the undergraduate equivalent, CS/STAT108 (which is a core course for the Data Science major). As per the UCR catalog, “Credit is awarded for one of the following CS/STAT 108, CS/STAT 212”. As a result, students that complete CS 108/STAT 108 as a UCR undergraduate must complete 45 vs 49 credits to finish the MSinCDS degree.

Relation to existing programs. The combined BS+MS program involves no new courses.

Contributions to diversity. Since the new program will allow well prepared students to obtain a master degree within one year after they obtain a B.S. degree, it can help reduce their financial burden and therefore attract more underrepresented students who are usually from low-income families. For example, we plan to recruit more students from community colleges, who transfer to UCR and then complete the BS+MS program, and encourage underrepresented students to apply to our BS+MS program. Student clubs from the pathway major such as Association for Computing Machinery, Society for Women Engineers, Women in Computer Science, Highlander Statistics Society, Data Science Society, Statistics GSA and Mu Sigma Rho will also help us recruit and retain the underrepresented students by investing in each student’s success, sense of belonging, and cultural competency. The above diversity goals for students can be measured by the broader demographics of eligibility pools, applicants, and enrollments, improved graduation rates and time to graduation for disadvantaged groups, and 2nd-year retention rates.

Interrelation with other UC institutions. The proposed program would be unique among Data Science programs nationally. Consequently, beyond making the respective BS and MS programs more attractive, the program does not directly compete nor interrelate with other UCR or UC

programs or institutions. It may indirectly recruit top students into the UCR (or other UC) data science and computing PhD programs via the MS program.

Department that will administer the program. The BS portion will be administered by the Department of Computer Science and Engineering (within the Bourns College of Engineering), and the Department of Statistics (within the College of Natural and Agricultural Sciences). The MS portion will be administered by the Department of Computer Science and Engineering and the Department of Electrical and Computer Engineering.

Timetable for development. The new program will start for the Fall 2026 entry term. Existing students in the BSinDS major will be allowed to apply for the BS+MS provided that they have taken the two graduate elective courses by their senior year.

Historical development of the field. There is a strong and consistent demand for data scientists across private industry, government, institutional services, and research sectors. According to the Bureau of Labor Statistics, employment for data scientists is projected to grow by **36%** by 2033. Many of these roles require applicants to hold a master's degree in data science, computer science, or a related field. As a result, the job prospects for M.S. graduates in Computational Data science remain exceptionally favorable, driven by the increasing need for expertise in data analytics, machine learning, and artificial intelligence across a wide range of industries.

Plan for evaluation of the program. The effectiveness of the program will be evaluated by monitoring the extent to which it increases the quality of students in the Data Science BS and Computational Data Science MS programs. The metrics of evaluation will include GPA, graduation rates, job placement, and acceptance to advanced degree programs.

2. Program

Admission Criteria. The proposed 5-year combined BS + Computational Data Science MS program will have two time frames for admission, one of which is for conditional admission: 1) preliminary conditional admission as an incoming lower division student, and 2) admission as a senior meeting admission criteria. We propose to offer outstanding freshmen in the Data Science major the opportunity to apply for preliminary (conditional) admission into the combined BS + Computational Data Science MS program based on their undergraduate admission qualifications. This can serve as a recruiting tool as well as increase participation in the DS major. Official admittance (application via the graduate division) would still require meeting the course and GPA criteria and satisfactory progress in the undergraduate major.

Preliminary Conditional Admission Criteria (High School applicants)

- High School GPA >3.6
- Satisfy Entry-Level Writing requirement prior to matriculation

- Sufficient math preparation to enroll in calculus upon arrival
- Seeks Preliminary Conditional Admission Criteria (BS) as a senior undergraduate

Preliminary Conditional Admission Criteria (DS major – apply in the beginning of the senior year)

- Overall GPA of 3.4 or higher
- A preliminary “core” course GPA of 3.2 in at least three of the following five “core” requirements with no grade less than a B-: (1) CS 100, (2) CS 141, (3) MATH 031 (or EE 020B), (4) MATH 010A, (5) STAT 155 or EE 114 or STAT 156A (or equivalent)
- Pursuing a major in Data Science
- One letter of recommendation from a UCR faculty member in their program

Matriculation into the combined program occurs in the Fall term following senior year, provided:

- Enrolled in the UCR Data Science Major
- Overall GPA 3.4 or higher
- A final “core” course GPA of 3.2 in the following five “core” requirements with no grade less than a B-: (1) CS 100, (2) CS 141, (3) MATH 031 (or EE 020B), (4) MATH 010A, (5) STAT 155 or EE 114 or STAT 156A (or equivalent)
- By the end of senior year, the student completes the DS B.S. degree requirements.

To complete the BS+MS in five years, it is strongly recommended that students complete two graduate courses selected from the MSinCDS elective list A or B, by the end of the senior year (these two courses will be counted towards the electives in the BSinDS and the electives in the MSinCDS).

Combined BS + Computational Data Science MS Degree Requirements.

The existing Computational Data Science MS requires a total of 49 units. More specifically, to earn the Computational Data Science MS degree, students must earn 20 units of **Core** Courses (CS 252A/EE 251A, CS 252B/EE 251B or CS 224/EE242A, CS 226 or CS 236, CS 235, CS/STAT 212) and 24 units of Elective Courses. At least four of the **electives** must be taken from Elective List A (CS 205, CS222, CS 225, CS 226 or CS 236, CS 227, CS/EE 228, CS 229/EE242B, CS 242, CS/EE 248, EE227/CS258, EE 231, EE 236, EE240, EE 244, EE 268, EE269) and the remaining two **electives** can be from Elective List B (CS 210, CS 211, CS/EE 217, CS 234, EE 241, EE 243, EE 250, EE267). In addition, there are 4 units of Capstone Experience (CS/EE 279) and 1 unit of Professional Development (typically satisfied by attending a weekly seminar (CS287) for one quarter).

To facilitate the BS+MS 5-year program, students from the UCR Data Science B.S. will need to take 45 units for the M.S. in Computational Data Science as they satisfy the CS/STAT 212 (Data Science Ethics) requirement by having taken CS/STAT108 (Data Science Ethics) which is a core course for the Data Science major (according to the catalog credit is awarded for one of the CS/STAT 212 and CS/STAT 108). In addition, students in the UCR Data Science Major can take two graduate courses from the above elective List A or List B and count them as electives toward the M.S. in Computational Data Science electives; these graduate courses will also be

counted towards the elective requirements in the Data Science B.S. For the BS+MS students, these two elective graduate courses must be earned prior to matriculation to graduate status. During the MS portion of the program, students must maintain a GPA of at least 3.0 for all coursework. If the GPA falls below 3.0, they may be dropped from the program.

Sample Combined BS + Computational Data Science MS Degree Program. The following table outlines a sample program for students in the proposed combined Data Science BS + Computational Data Science MS program. In the example below, CS/STAT 108 is counted towards the CS/STAT 212, while CS226 and CS205 are counted towards both BSinDS and MSinCDS electives.

Sample Joint Data Science BS/ MS in Computational Data Science Course Plan

	FALL	WINTER	SPRING
1ST YEAR	CS 010A (4) ENGL 001A (4) MATH 009A (4) H/SS Breadth (4) 16 UNITS	CS 010B (4) ENGL 001B (4) MATH 009B (4) H/SS Breadth (4) 16 UNITS	CS 010C (4) MATH 009C (4) Physical Sci Breadth (5) 13 UNITS
2ND YEAR	CS 100 (5) MATH 031 (5) STAT 010 (5) Bio Sci Breadth (4) 19 UNITS	MATH 010A (4) CS/MATH 011 (4) STAT 011 (5) Nat Sci Breadth (5) 18 UNITS	CS 105 (4) CS 111 (4) Nat Sci Breadth (5) 13 UNITS
3RD YEAR	STAT 156A (4) CS 141 (4) STAT 107 (4) H/SS Breadth (4) 16 UNITS	STAT 156B (4) CS 166 or CS 167 (4) CS/STAT 108 (4) H/SS Breadth (4) 16 UNITS	STAT 167 or CS171/EE142 (4) STAT 169 (4) H/SS Breadth (4) 12 UNITS
4TH YEAR	STAT 170 (4) Application Course Seq. (4) DS Technical Elective (4) ENGL 001C or ENGR 180W (4) 16 UNITS	Application Course Seq. (4) H/SS Breadth (4) CS 226 (4) 12 UNITS	STAT 183 or CS 179 (E-Z) (4) DS Technical Elective (4) CS 205 (4) 12 UNITS
5TH YEAR (MS)	CS252A/EE251A (4) CS226 or CS236 (4) MS Elective (4) CS287 (1) 13 UNITS	CS 224 (4) MS Elective (4) MS Elective (4) 12 UNITS	CS 235 (4) CS/EE 279 (4) MS Elective (4) 12 UNITS

Normative time from matriculation to degree. Five years.

Catalog entry (appears under the Master in Computational Data Science Degree program)

Combined B.S. + M.S. Five-Year Program

BCOE offers a combined five-year B.S. + M.S. program in Computational Data Science. The program is designed to allow successful UCR Data Science B.S. graduates to also complete the Master of Science degree in Computational Data Science in one extra year.

Students from the UCR Data Science major will take 45 units to complete the M.S. in Computational Data Science using CS/STAT 108 from the B.S. program to satisfy the CS/STAT 212 requirement for the M.S. program. Further, they may take two graduate courses from the M.S. elective List A or List B and also count them as electives in the B.S. program.

Data Science B.S. students may apply at the beginning of their senior year to the Computational Data Science M.S. program if they meet the following admission requirements:

- a cumulative GPA of at least 3.4
- completion of at least three of the following “core” courses with a GPA of 3.2 and no course with a grade less than B-: (1) CS 100, (2) CS 141, (3) MATH 031 (or EE 020B), (4) MATH 010A, (5) STAT 155 or EE 114 or STAT 156A (or equivalent).

The application to the M.S. program must include at least one recommendation letter from a UCR Academic Senate faculty member in their program. GRE scores are recommended but not required.

Matriculation into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout the senior year, the student is in the Data Science major with cumulative GPA of at least 3.4, (c) no grade less than a B- and average grade at least 3.2 in all five “core” requirements listed above prior to matriculation into the program, (d) by the end of senior year, the student completes the B.S. degree requirements.

To complete the BS+MS in five years, it is strongly recommended that students complete two graduate courses selected from the MSinCDS elective list A or B, by the end of their senior year (these two courses will be counted towards the electives in the BSinDS and the electives in the MSinCDS).

Incoming students who are applying to the Data Science B.S. program may simultaneously apply for preliminary admission into the combined program (B.S. + M.S. in Computational Data Science) if their high school GPA is at least 3.6, they satisfy the Entry Level Writing requirement, and they have sufficient math preparation to enroll in calculus their first term at UCR. Preliminary admission status is maintained provided the student is in good standing in the major with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to follow the formal application steps listed above in their senior year to confirm and complete admission to the joint B.S. + M.S. in Computational Data Science program.

3. Projected Need, resource requirements, student support

This combined program is primarily a recruitment tool, intended to leverage the increasing interest in graduate education and attract top UC Riverside BS in Data Science students into the Computational Data Science MS program.

For the DS majors, the prospect of completing both the BS in Data Science and the MS in Computational Data Science in a total of five years should attract students that are highly motivated and more likely than average to make it through the program. Further, we expect that the opportunity of earning a combined BS/MS in three years will be highly attractive to *community college transfer students* as well. Enrollment of community college students has recently become an urgent priority for the University of California. Combined with ongoing increases in admissions standards, this should increase both retention and the overall quality of the students.

In the MS program, we anticipate growth in combined-program enrollment initially of only a few students per year (a dozen or so). There would be no expectation of support for the participants in the combined BS/MS program. In addition, if at some point in the future, funding opportunities emerge from campus, college, department, or Graduate Division sources for MS students, then fifth-year BS/MS students would be eligible. One example could be available Reader or Teaching Assistantship positions. Each student accepted into the combined program is likely to be near the top of the applicant pool. If a student decides to continue on for a Ph.D., then full support packages would be provided.

In short, the main effect of the program should be to increase the quality and diversity of students in the Data Science BS and Computational Data Science MS programs, and achieve a modest increase in enrollment levels. Similarly, it should increase the employability of students produced by the BS and MS programs, and help meet the increasing demand for Data Science students with graduate degrees.

Resources

Note that each student in the combined program is essentially just a regular student (in the BS program, or, in fifth year, in the MS program), and requires the same resources as a regular student at the same level. Also, because of the highly selective nature of the admissions requirements, BS and MS enrollments will be modestly affected, at least initially. Therefore, the program requires no change in faculty, courses, or resources such as library, computing, equipment, space, etc. Likewise, the program requires no change in levels or mechanisms for student funding.

The program does require minor administrative support. During the BS portion of this program, students will be advised by either the CNAS Undergraduate Academic Advising Center or the BCOE Undergraduate Academic Advising Center as normal for pursuance of a BS in the Data

Science major. The administration of the program at the undergraduate level requires processing applications for preliminary acceptance, tracking preliminarily enrolled students, and identifying and informing students who will be eligible to apply at the end of their junior year. The administrative functions for admission to the Computational Data Science Graduate program are already performed by the department Graduate Admission Committee; this committee will also be responsible for administering this BS/MS program with continued support from BCOE Graduate Student Advising, which will have to track which MS students are in the combined program and account for the double-counting allowance.

Finally, only to the extent that existing resources allow, BS students with "preliminary conditional admission" status will be given additional advising appropriate for MS-bound students.

4. Changes in Senate Regulations

No changes in Senate regulations are required.

5. Implementation timeframe

We expect the new program will be open for application in May 2026 and start accepting students for the Fall 2026 entry term.

This proposal was approved by the MS in Computational Data Science faculty on January 25, 2026.

Submitted by:

Vassilis Tsotras

Director of the MS in Computational Data Science

co-Director of the BS in Data Science



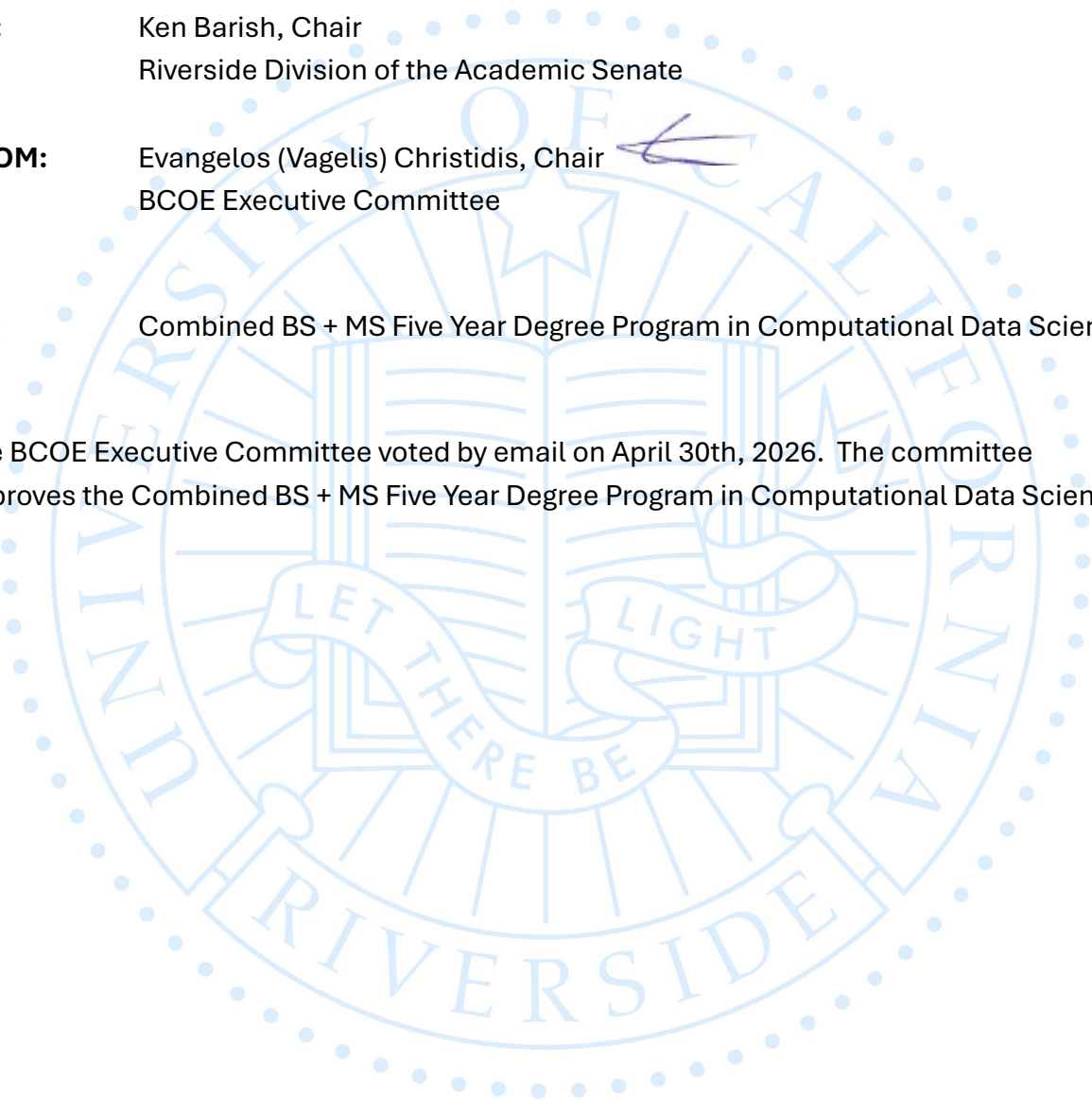
April 30, 2026

TO: Ken Barish, Chair
Riverside Division of the Academic Senate

FROM: Evangelos (Vagelis) Christidis, Chair 
BCOE Executive Committee

RE: Combined BS + MS Five Year Degree Program in Computational Data Science

The BCOE Executive Committee voted by email on April 30th, 2026. The committee approves the Combined BS + MS Five Year Degree Program in Computational Data Science.



[Campus Review] Proposal: *Proposal to Request Bulk Approval from WSCUC for Distance Education*

Distributed for Review: 05/27/26

Committee Due Date: 06/12/26

The Senate received from Associate Provost and Accreditation Liaison Officer Ken Baerenklau the attached proposal to request bulk approval from accreditors WASC Senior College and University Commission (WSCUC) for distance education. In addition to the attached he provided clarification about a UCR campus workflow under such approval: *the workflow, as I see it, wouldn't involve the Senate. I would just send a memo to WSCUC listing our bachelor's degree programs that currently lack WSCUC approval for online delivery, and request approval for all programs on the list. I expect that would be all that is needed.*

Please provide your comments on the proposal via IMS or to cherysac@ucr.edu by **June 12, 2026** so that Executive Council can discuss this matter on June 22, 2026. Thank you.

Tasked Committees:

- Courses
- Educational Policy
- Executive Committee - School of Business
- Executive Committee - College of Engineering
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - College of Humanities, Arts and Social Sciences
- Executive Committee - School of Education
- Executive Committee - School of Medicine
- Information Technology
- Executive Committee - School of Public Policy

May 22, 2026

To: Ken Barish, Chair of the Riverside Division

From: Ken Baerenklau, Associate Provost and WSCUC Accreditation Liaison Officer

Re: Proposal to request bulk approval from WSCUC for distance education

Dear Ken,

Our institutional accreditor, WSCUC, defines a “substantive change” at an accredited institution as “a change to an institution’s mission, educational programs, scope, control, or organizational structure that needs to be reported to and approved by WSCUC in advance of implementation.” Among other things, changing the delivery modality of a degree program is considered a substantive change. Specifically, “institutions must request and obtain substantive change approval for programs in which 50% or more of the program (units for completion of the program) will be offered utilizing distance education.”

Complying with this regulation is challenging for two reasons. First, the UCR definition of a distance education (online) course differs from the WSCUC definition and results in under-counting of WSCUC-defined distance education courses. The Committee on Courses is aware of this and is working to remedy it so we can produce accurate reports for WSCUC.

Second, the regulation applies to all units that count towards graduation (not just major units) and UCR undergraduates enjoy substantial flexibility when selecting courses outside of their majors. As the number of online courses has increased post-pandemic, it has become much more common for undergraduates to amass large proportions of online units in their transcripts. Therefore, even if our faculty would not say their major is an “online program,” WSCUC would view it as such if students can graduate with more than half of their total units from online courses.

To address this second challenge, the Registrar’s office has been tracking individual student progress to degree in every program and monitoring the proportion of online units for each student. When these data show that students in a program may soon be able to graduate with more than half of their units in online courses, we have notified the program and submitted a substantive change request to WSCUC. This involves a fair amount of work by a small number of UCR staff who must monitor and report on a very fluid feature of our curriculum: the mix of delivery modalities experienced by each student.

After the pandemic, WSCUC began offering substantive change waivers to campuses that already have a sufficiently strong track record of providing distance education. UCR qualifies for these waivers, but we still must monitor our students and initiate the substantive change process for each additional program before being granted a waiver. In 2024, UC Santa Cruz

decided to take the offer for waivers one step further and requested “bulk approval” for all their bachelor’s degree programs regardless of delivery modality mix. WSCUC granted this bulk approval and has agreed to do the same for UCR, if requested.

I would like to make this request for all bachelor’s degree programs at UCR, but I understand there is some concern within the Senate about possible implications. I think these concerns are related to things like whether any campus approval processes would be rendered null and void; whether UCR must provide an online pathway through a program if it has approval from WSCUC to be offered online; how a program is perceived by peers and prospective students if it has approval from WSCUC to be offered online; and perhaps others.

If we were to receive this bulk approval, none of our campus approval processes would change, the Senate’s oversight role and authority would not change, and there would be no requirement or expectation for faculty to offer an online pathway through a program. Faculty simply would have pre-approval from WSCUC, but not from the Senate, to offer their courses and programs using whatever mix of delivery modalities they prefer; and our staff would receive a workload reduction. The WSCUC website would list each of our degree programs as being approved for both “on-site” and “distance education” modalities, but Senate rules and processes would still determine how our programs are offered. Regarding reputational effects: in my experience, students and peers use campus rather than accreditor websites when researching degree programs. Accreditor websites are used almost exclusively for accreditation activities, wherein the context for “distance education” approval is clear. It is also apparent that reputational effects were not a major concern for our colleagues at UCSC.

I hope this helps clarify these issues. Please let me know of other questions or if a discussion would be helpful. I look forward to the Senate’s response to this proposal.

Attachment 12

Date: 5/28/2026

To: Joi Spencer, Dean, School of Education
and
The Academic Senate Committee on Educational Policy

From: Kevin J. Vaughn, Dean, University Extension
and
Adilean Yearwood, Assistant Director of Academic Affairs, UCR Extension

Re: PK-3 Early Childhood Education Specialist Instruction Credential

Attached for your review is a proposal for a new program. It was developed in conformance with system wide guidelines for University Extension Certificate programs. Academic review by the appropriate Dean or Chair and the Academic Senate Committee on Educational Policy is part of the formal process for approving sequential programs leading toward the presentation of a certificate.

Review of the new program does not change the normal process that requires academic approval of proposed Extension courses and instructors.



Kevin J. Vaughn, Dean, University Extension

DocuSigned by:

Joi A. Spencer

698814BA4FB7459...

Joi A. Spencer, Dean, School of Education

Academic Senate Committee on
Educational Policy and Committee on
University Extension

PK-3 Early Childhood Education Specialist Instruction Credential

(A Pathway Program for In-Service Teachers Holding a Multi-Subject Credential)

Executive Summary

UCR Extension proposes the creation of a new, streamlined pathway program enabling current Multiple Subject Teaching Credential holders to earn the PK-3 Early Childhood Education (ECE) Specialist Instruction Credential. In alignment with California's historic expansion of Universal Pre-Kindergarten (UPK) and Transitional Kindergarten (TK), this program provides an efficient, rigorous, and flexible route for qualified teachers to specialize in early childhood development. Candidates will be required to complete 36 quarter units of existing, approved UCR Extension Early Childhood Education courses, selecting from any available ECE curriculum to best fit their professional development needs.

Rationale and Justification

The state of California is undergoing a profound transformation in its early childhood education landscape. With the full implementation of Universal Transitional Kindergarten, school districts across the state face an acute shortage of qualified educators specifically trained in the developmental, social-emotional, and pedagogical needs of children aged three to eight. While Multiple Subject Credential holders possess strong foundational teaching skills, traditional elementary preparation often lacks the intensive focus on early childhood pedagogy, play-based learning frameworks, and early literacy/numeracy intervention methodologies critical for the PK-3 band. This pathway bridges that gap, leveraging the existing expertise of practicing teachers while ensuring they meet the high standards established by the California Commission on Teacher Credentialing (CTC). By utilizing UCR Extension's robust catalog of existing ECE courses, the university can immediately address this workforce crisis without the logistical delay or financial burden of developing new curriculum. This program positions UCR Extension as a vital regional partner to local school districts, providing an accessible, high-quality solution to meet state-mandated staffing requirements.

Program Learning Objectives

- **PLO 1: Apply Early Childhood Development Theory to Instruction** Analyze the cognitive, physical, social-emotional, and linguistic milestones of children from age 3 through grade 3, and design instructional environments that adapt to these diverse developmental trajectories.
- **PLO 2: Design and Implement Play-Based, Integrated Curriculum** Synthesize elementary pedagogical skills with early childhood frameworks to create developmentally appropriate, play-based, and inquiry-led learning experiences that span foundational literacy, early numeracy, and social studies.
- **PLO 3: Demonstrate Culturally and Linguistically Responsive Pedagogy** Evaluate and implement equity-driven instructional strategies that explicitly support dual-language learners (DLLs) and children from diverse socioeconomic and cultural backgrounds, actively involving families as essential partners in early education.

- **PLO 4: Utilize Authentic, Developmentally Appropriate Assessment** Formulate and apply observation-based, authentic diagnostic tools and assessments to track early childhood progress, using the data to differentiate instruction and design early interventions for exceptional learners.
- **PLO 5: Master Early Literacy and Language Arts Frameworks** Examine and deliver evidence-based reading instruction aligned with the California Preschool/TK Learning Foundations and the K-3 Common Core, focusing on emergent literacy, phonemic awareness, and oral language acquisition.

Target Audience and Prerequisites

- Candidates must hold a valid California Multiple Subject Teaching Credential with an English Learner Authorization¹
- Candidates must possess a baccalaureate or higher degree in any non-ECE field² from a regionally accredited institution.

Completion Requirements

Candidates must successfully complete a total of **36 quarter units of non-remedial, degree-applicable** coursework with a grade of C or better. To ensure comprehensive coverage of early childhood competencies, students may select any combination of existing, approved UCR Extension Early Childhood Education (ECE) courses.

- All credential applicants must verify they have completed training in CPR that covers infant, child, and adult skills and meets the standards of the American Heart Association or the American Red Cross.
- Students may submit course syllabi for previously taken courses for course substitution review towards completion of the UCR Extension certificate.³

Courses (36 quarter units total):

EDUC X85.A - An Introduction to Early Childhood Studies: Child Growth and Development, 4.5 units

Studies early childhood education from a historical perspective and includes principles, stages and prominent theories of growth and development. Content includes an in-depth study of the interrelatedness of the child's environment and his/her physical, emotional, cognitive and social

¹ Prospective students not holding an EL authorization may obtain the EL Authorization via completion of the CLAD Through CTET or BILA program, or passing the CTET exam, prior to starting the pathway.

² Students holding a Multi-Subject Teaching Credential with an English Learner Authorization that possess a Bachelor's or higher degree from a regionally accredited institution in the following fields already meet the subject matter competence for the PK3 credential and do not require the 36 unit pathway program: Child Development; Child and Adolescent Development; Human Development; Early Childhood Education; Child and Family Studies; Early Childhood Studies; Family Science; Human Development and Family Science; Child, Adolescent, and Family Studies.

³Certificate completion does not automatically grant CTC credential. Additional state regulatory requirements apply.

development. Identify, evaluate and discuss typical and atypical development. Examines developmentally appropriate techniques for working with children birth through middle childhood. It reviews topics such as health, nutrition, play, diversity, socioeconomics, language, ability, gender and family. Field work is required outside of class time to provide students with opportunities to learn and practice competencies related to the care and education of young children.

EDUC X85.B - The Role of Home, School and Community in Early Childhood Education, 4.5 units

Interrelationships of the home, school, community and their effects on the learning of young children. Emphasis is on cooperation and communication, problem solving and self-discipline. Skills necessary to succeed in an era of technology and change are discussed utilizing partnerships with teachers and parents. Examination of the sociological relationships between family, school and culture; institutional, racial, social, and economic factors affecting the family and the child. Strategies for supporting families by sharing community resources, and examining current social policies that are impacting the home and community-based practices are discussed in-depth. Field work is required outside of class time to provide students with opportunities to learn and practice competencies related to the care and education of young children.

EDUC X85.C - Developmentally Appropriate Curriculum in Early Childhood Education, 4.5 units

Methods for integrating and implementing developmentally appropriate experiences in language, art, music, and science, with a focus on the emotional, social, creative, physical and cognitive needs of children from infancy through eight years of age. Emphasis on child-centered active-learning approaches. This course will focus on research-based curriculum that promotes developmentally appropriate practices (or DAP) within the early childhood education field. In this course professionals base their instruction and care on research, standards, and recognized theory. This approach to teaching and learning supports teachers as reflective practitioners, transformative intellectuals, and creating, passionate, caring people. Providing learning activities that suit children's age, development, and interests. Field work is required outside of class time to provide students with opportunities to learn and practice competencies related to the care and education of young children.

EDUC X85.D - Health, Safety, and Nutrition in Early Childhood Education, 4.5 units

Examines the physical and health issues of children from birth to age eight. Explore the multitude of decisions that families make regarding their child's health and well-being. This course also focuses on the skills and knowledge needed for developing emergency plans and responding to health and safety issues in the classroom. It examines the normative and individual variations of children's physical development from the prenatal period through age eight and pedagogical approaches to enhancing physical development. Theories and approaches to understanding health promotion and factors that influence the health of young children, families, and communities are also reviewed. Discuss the appropriate nutrition for children as well as the influences that school, home and society have on children's dietary habits. Field work is required outside of class time to provide students with opportunities to learn and practice competencies related to the care and education of young children.

EDUC X85.E - Principles and Practices of Teaching Young Children, 4.5 units

Examines underlying principles of quality practices utilized in early childhood programs emphasizing the critical role of high-quality environments, constructive adult-child relationships, and teaching strategies to support physical, cognitive, and social/emotional development for typical and Atypical children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, diversity, ethics, and professional identity. Field work is required outside of class time to provide students with opportunities to learn and practice competencies related to the care and education of young children.

EDUC X85.F - Observation and Assessment of Children's Social and Learning Development, 4.5 units

The exploration of child development behaviors via appropriate assessment and observational strategies. Different domains of development (physical, cognitive, and social, emotional) are measured by documenting growth patterns, learning and play behaviors. Children's development is facilitated through an understanding of adult-child and child-child relationships and their influence on shaping behavior. Use of multiple assessment tools that document and record children's behavior on rating systems and portfolios are explored. Field work is required outside of class time to provide students with opportunities to learn and practice competencies related to the care and education of young children.

EDUC X85.G Teaching Young Children in a Diverse Society, 4.5 units

Development of social identities in diverse societies including theoretical and practical implications of privilege or oppression as they apply to young children, families, programs, classrooms and teaching. Classroom strategies emphasizing cultural and linguistically appropriate anti-bias and anti-racist approaches are explored in order to support children as they grow to become competent members of a diverse society. Opportunities for self-examination and reflection on issues related to social identity, stereotypes, bias, social and educational access, media influences, and schooling are included. Field work is required outside of class time to provide students with opportunities to learn and practice competencies related to the care and education of young children.

EDUC X87.45 - Infant and Toddler Development (4.5 Units)

An introduction to current theories and research of typical and atypical development patterns of children from conception to 36 months. Focus is on physical, cognitive, and social-emotional growth and change. Additionally, perspectives are explored regarding diverse child-rearing techniques that support optimal development. Explore the development of infants and toddlers (pre-natal to age 3), and discuss maternal and infant health, physical maturational changes, brain and cognitive development, language learning, and socio-emotional growth. Emphasizes the role of family and relationships in development by applying theoretical frameworks to interpret behavior and interactions. The dynamic balance of environment and heredity will be considered through current research, developmental milestones and theory, caregiving practices, cultural variability, and the connection of growth patterns to neurobiological processes.

EDUC X87.46 - Infant and Toddler Developmentally Appropriate Classroom Practices (4.5 Units)

This course focuses on developmentally appropriate infant/toddler curricula that enhances the physical, cognitive, language, and socio-emotional development of a child from birth to age three. Topics include practical application of developmental theories in relation to infant/toddler group care, implementation of evidence-based infant/toddler curricula, developmentally appropriate environments, planning, teacher reflection, observations, assessments, and development of child portfolio assessments.

EDUC X88.63-Education and Care of Infants and Toddlers (5 Units)

Principles and procedures for the care of infant and toddlers in private and/or public child care programs. Topics include infant and toddler needs assessment, discipline, health-related services, appropriate food, indoor and outdoor activities and equipment, and general sanitation. Designed to fulfill the infant and toddler care requirement of Title 22, State of California.

EDUC X85 - Supervising Adults Within Early Childhood Educational Settings, (3 units)

Examination of the methods and principles for supervising student teachers, assistant teachers, parents and volunteers in early childhood/child development environments. Review of the supervisory process in mentor/student relationships and overview of differential needs of children, parents and other staff.

EDUC X88.A - Seminar in Administration and Supervision of Early Childhood Centers, Part A, (4.5 units)

An in-depth study of the role of the site administrator in private and public care programs. Topics include: state licensing requirements, leadership styles, staff job descriptions and functions, the cost of providing services, preparation of budgets, recruitment and development of staff, safety factors, insurance equipment and supplies. Ways to market the program, and short-range and long-range fundraising activities are covered. Learning about principles necessary for launching an educationally and financially sound program.

EDUC X88.B - Seminar in Administration and Supervision of Early Childhood Education Centers, Part B, (4.5 units)

The role of the site administrator in preschool daycare programs as licensed by the state of California. Examination of zoning, government and licensing requirements; working with a board of directors; and conducting meetings for staff/parents. Setting reasonable fees and budgets; establishing public relations--parent handbooks, brochures and forms.

EDUC X81.3- Understanding the Foundations of Adult Learning for Early Education Coaches (4.5 Units):

Students will examine the history and practice of adult learning in today's world. The focus will be on relating the research, theory, and practice of cognition and learning and adult learning to the workplace with an emphasis on critical thinking and critical perspectives. Topics include ages & stages in adult development, characteristics of adult learners, adult learning/teaching styles, establishing coach/learning relationships, overcoming barriers to learning, increasing adult motivation to learn, building problem solving & critical thinking skills, promoting self-learning in adults, enhancing knowledge through experiential learning, and dealing with diverse adults.

EDUC X81.4- Practice-Based Coaching for Early Education Coaches (4.5 Units):

Practice-Based Coaching (PBC) is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. Based in the principles of adult learning theory, the components of PBC are planning goals and action steps, engaging in focused observation, and reflecting on and sharing feedback about teaching practices. The cycle occurs within the context of a collaborative partnership between the teacher and coach. This course explores coaching within the context of cultural diversity. Participants will be provided with strategies and support to enact the PBC cycle. Course participants have the opportunity to enact the cycle with a classroom teacher.

EDUC X85.H Supervised Field Experience for Early Childhood Education, 5 units

This supervised field experience course follows the guidelines established by the California Commission on Teacher Credentialing. Students will gain experience working with young children at a local center based ECE environment under the supervision of a mentor teacher or other qualified early education professionals. Supervised field experience at a local licensed facility that operates a program under the requirements of California Department of Public Social Services. This includes Head Start, public school programs, licensed family child care providers, and National Association for the Education of Young Children (NAEYC) accredited programs. Students will be expected to demonstrate an understanding of developmentally appropriate early childhood education methodology, utilize practical classroom experiences to make connections between theory and practice, professional ethics, and portfolio preparation. Knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote development and learning for all young children, and build a comprehensive understanding of children and families. Other topics of discussion will address classroom management, student learning, lesson planning, assessment, parent communications and professional development. This course requires students to attend class sessions in addition to their field experience. Students are required to complete 150 field work hours. The field work participation is offered at different developmental levels—infancy, toddler, preschool.

EDUC X 444.A; Transitional Kindergarten- Child Growth and Development (4.5 units)

In depth study of child development research and theory will be presented. Topics include biological, physical, social-emotional and cognitive development of children ages 0-5 years old. Familial, social and cultural contexts will be explored in order to understand the various influences on development. (This course is a prerequisite for courses 2-8. Students may transfer in a comparable course)

EDUC X 444.B - Diversity and Responsive Teaching in a Transitional Kindergarten Classroom (4.5 units)

Early childhood education practices that emphasize developmentally and culturally appropriate interactions as well as anti-bias curricula. Participants will develop awareness of quality teaching practices by exploring the similarities and differences regarding the children and families with whom they work in order to support fairness and issues of equity in the classroom. Research on the achievement gap, creating an inclusive environment, and English language learners will also be presented.

EDUC X 444.C- Home, School and Community Collaborations for Transitional

Kindergarten Teachers (4.5 units)

This course is designed to develop the theoretical knowledge, practices and communication skills required for successful home and school relationship building. An understanding of the social and cultural capital of underrepresented student populations will help participants engage with families and children from diverse backgrounds. Topics will include engaging community partners, parent involvement, PICT, mental health, mentoring, family systems, collaborative groups and foster youth.

EDUC X 444.D Language, Literacy and Support for Preschool English Learners (4.5 units)

Participants will learn how implement the English Language Arts Common Core Standards and the California English Language Development Standards in a Transitional Kindergarten classroom. They will acquire a deeper knowledge of language development in children ages 0-5 as well as understand their role as a teacher in fostering and facilitating language development. Topics will include strategies for teaching in a dual immersion classroom, differentiated instruction for TK-K combination classrooms and support for English learners.

EDUC X 444.E - The Transitional Kindergarten Curriculum (4.5 units)

This course focuses on evidence-based curriculum and developmentally appropriate activities that meet the specific needs of the TK classroom. Topics include the DRDP assessment tool, bridging the California Preschool Learning Foundations and the California Common Core State Standards, individualized and differentiated instruction including strategies for English learners, children with special needs, and dual immersion and TK-K combination classes.

EDUC X 444.F - Intentional Teacher Engagement in a Transitional Kindergarten Classroom (4.5 units)

Strategies for effective instruction in a Transitional Kindergarten classroom. Topics include design of the learning environment and effective pedagogical techniques including strategies for lesson planning, lesson delivery, collaboration and grouping. Inclusion, TK-K combination classes, English learners, dual immersion, multi-tier system of supports and response to intervention will be discussed.

EDUC X 444.G-Observation and Assessment in a Transitional Kindergarten Classroom (4.5 units)

Participants will learn effective formative and ongoing assessment tools and observation strategies for evaluating the learning outcomes of children ages 0-5. (Courses 1-6 are prerequisites for this course)

EDUC X 444.H - Practicum and Coaching for Transitional Kindergarten Teachers (4.5 units)

Field experience in model educational settings where Transitional Kindergarten children are served. Participants will work closely with a practicum instructor and school site coach to gain experience in professional learning communities, Transitional Kindergarten network meetings and other collaborative activities at the school site and/or school district level. (Courses 1-7 are prerequisites for this course)

Advisory Committee:

- Abigail Loya, Early Childhood Education Advisor and Instructor
- Abril Chavando, Director of Education Programs, UCR Extension
- Marie Martin, Associate Dean, UCR Extension



Academic Senate

*Professor Kenneth Barish
Division Chair*

April 1, 2026

Manu Sridharan, Chair
Committee on Undergraduate Education

Annie Ditta, Chair
Committee on Educational Policy

Agnieszka Jaworska, Chair
Committee on Preparatory Education

College and School Faculty Executive Committee Chairs

Re: New College Board Scoring System for Advanced Placement (AP) Exams

Dear Colleagues,

I am forwarding the attached and linked [letter and recommendations](#) from BOARS, UCEP, and UCOPE concerning the College Board's implementation of Evidence-Based Standard Setting (EBSS) for Advanced Placement (AP) exam scoring, which you may have already seen. The documents are concerning the College Board's implementation of Evidence-Based Standard Setting (EBSS) for Advance Placement (AP) exam scoring.

I ask that your committees engage the recommendations for discussion and action you may deem appropriate within the frame of your respective jurisdictions. In the coming months, I plan to follow up with committees so that our division - when necessary - will be prepared to convey to the systemwide Senate what action was taken locally with regard to the recommendations. I will also mention this as an update during the upcoming division meeting.

Regards,

A handwritten signature in blue ink that reads "Kenneth Barish".

Kenneth Barish
Chair, Academic Senate

Cc: Senate Director Cortez
Senate Analyst Jacobs
Senate Analyst Beatty
College and School Faculty Executive Committee Liaisons

Enclosure



UNIVERSITY
OF
CALIFORNIA

Ahmet Palazoglu
Chair, Assembly of the
Academic Senate
Faculty Representative,
UC Board of Regents
Academic Senate

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Oakland, CA 94607

senate.universityofcalifornia.edu

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February 18, 2026

Academic Senate Division Chairs

Re: New College Board Scoring System for Advanced Placement (AP)
Exams

Dear Divisional Chairs:

On behalf of the Academic Council, I am pleased to transmit the attached letter and accompanying appendix from the Board of Admissions and Relations with Schools ([BOARS](#)), the University Committee on Educational Policy ([UCEP](#)), and the University Committee on Preparatory Education ([UCOPE](#)) concerning the College Board's implementation of Evidence-Based Standard Setting (EBSS) for Advanced Placement (AP) exam scoring.

The Council agreed that the issues and recommendations outlined by the three systemwide committees warrant broad faculty awareness and consideration. The implementation of EBSS has coincided with changes in AP exam pass rates, raising questions for campuses that rely on AP scores in admissions, credit, and course placement decisions. The joint letter includes recommendations to divisional Senate committees, undergraduate programs, and admissions offices regarding the monitoring and use of AP exam scores to inform local reviews and decision-making.

I ask that you please forward these materials to your divisional Senate committees on admissions, educational policy, and preparatory education, as well as to other interested faculty and administrators as appropriate.

Thank you for your assistance in sharing this information within your campus.

Sincerely,

Ahmet Palazoglu

Chair, Academic Council

cc: Academic Council
Provost & Executive Vice President Newman
Vice President & Vice Provost Gullatt
Associate Vice Provost and Executive Director Yoon-Wu
Senate Division Executive Directors
Senate Executive Director Lin



Academic Senate

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BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)

David Volz, Chair
david.volz@ucr.edu

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)

Catherine Sugar, Chair
csugar@ucla.edu

UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION (UCOPE)

Bradley Queen, Chair
bradley.queen@uci.edu

January 9, 2026

Ahmet Palazoglu
Chair, Academic Council

RE: College Board's New Scoring System for Advanced Placement (AP)
Exams

Dear Chair Palazoglu,

On behalf of the Board of Admissions and Relations with Schools ([BOARS](#)), University Committee on Educational Policy ([UCEP](#)), and University Committee on Preparatory Education ([UCOPE](#)), we are writing to inform the UC community about the College Board's implementation of a new method for scoring Advanced Placement (AP) exams known as Evidence-Based Standard Setting (EBSS)—a method that integrates the input of faculty with subject-area expertise and empirical evidence from a variety of data sources and research studies.

The shift to EBSS started in 2022 and appears to have largely gone unnoticed within the UC system over the last few years. BOARS, UCEP, and UCOPE govern systemwide policies specific to undergraduate admissions, academic programs, and student preparation, respectively. Therefore, the College Board's implementation of EBSS overlaps with the jurisdiction of all three committees, as it has potential impacts on credit by exam to: 1) fulfill A-G subject requirements for first-year admissions (BOARS); 2) fulfill

general education (GE) requirements for transfer admissions (BOARS); 3) fulfill GE and specific subject requirements for UC degrees (UCEP); and/or 4) guide UC campus-specific placement decisions in subjects such as English and math (UCOPE).

Our three committees have questions and concerns about: 1) the fidelity and consistency of AP exam scores resulting from the application of EBSS, and 2) how EBSS-based scores align with scores obtained using the College Board's prior method for cut score decisions. To help facilitate decision-making within the broader UC community moving forward, we present in Appendix 1 our current understanding of the germane issues by summarizing UC's use of AP exams, the College Board's shift to EBSS, and our consultations with the College Board about their new methodology.

Given the potential UC-wide implications of the College Board's 2022 decision to begin shifting to EBSS, our three committees strongly recommend that, as a precautionary measure, divisional Senate committees, faculty, and staff responsible for managing undergraduate admissions, academic programs, and course placement requirements across the UC system do the following:

- 1) Collaborate with their local Institutional Research office to gather and summarize the percentage of freshman and transfer students with scores 1, 2, 3, 4, and 5 for all AP exams reported from 2015-present, as this will identify whether pass rates—the percentage of students with a score of 3 or higher—for certain AP exams have shifted since EBSS implementation began in 2022.
- 2) Monitor pass rates for EBSS-impacted AP exams in the future since the College Board has indicated that, like standard-setting panels, EBSS-based pass rates may fluctuate from year to year, albeit the year-to-year variation under EBSS is expected to be less than the year-to-year variation under standard-setting panels.
- 3) Determine whether AP score-based criteria used for admissions, course credit, and course placement decisions need to be reconsidered and/or adjusted for EBSS-impacted AP exams.
- 4) Proactively identify and better understand specific parameters and/or variables within EBSS that may be responsible for a sharp

increase in pass rates for EBSS-impacted AP exams as well as whether these changes have differentially affected certain groups of students.

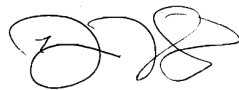
- 5) Proactively reach out to Senate divisional representatives on BOARS, UCEP, and UCOPE to ask questions and/or voice concerns.

In our capacity as chairs of our respective systemwide committees, we will continue to engage with the College Board to: 1) better understand issues surrounding EBSS methodology and 2) obtain a more granular understanding of which students' skills and knowledge are represented by updated EBSS-based AP exam scores. Moreover, we are also available to meet with faculty and staff colleagues across the UC system to further articulate our concerns and/or summarize additional, non-publicly available information provided by the College Board.

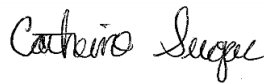
This is a complex issue that has required extensive consultation within and outside of UC, and we want to ensure that impacted programs have the most up-to-date information to make informed decisions about whether AP exam scores reflect the level of preparation and excellence we expect of UC students. In the meantime, we are actively working with the Office of Institutional Research and Academic Planning (IRAP) at UC Office of the President to better understand the predictive power of A-G course completion and performance (including honors courses and associated exams for college credit) on overall UC first-year GPA and persistence rates over the last 10 years.

Thank you for your assistance in conveying this information to the UC community.

Sincerely,



David Volz
Chair, BOARS



Catherine Sugar
Chair, UCEP



Brad Queen
Chair, UCOPE

Appendix 1 - College Board's New Scoring System for Advanced Placement (AP) Exams

Use of AP exams for admissions, course credit, and course placement decisions

The College Board has developed courses and exams for roughly 40+ different AP subjects. AP exams are widely used at the UC and nationally for undergraduate admissions, granting of college course credit, and placement decisions. Indeed, the College Board reports that approximately 6 million AP exams are taken each June and graded by 30,000 faculty nationwide. AP exams are scored on a scale of 1-5, and there is a stated correspondence whereby an AP 5 represents college-level course grades of A+ or A; AP 4 represents A-, B+, or B; AP 3 represents B-, C+, or C; AP 2 represents C-, D+, or D; and AP 1 represents grades lower than D. UC-intending freshman or transfer students who earn scores of 3 or higher on close to 20 different AP exams are able to use credit by exam to 1) fulfill A-G admissions requirements, 2) satisfy lower-division course requirements for UC programs, 3) satisfy lower-division courses at the California Community Colleges (CCCs), 4) satisfy UC's systemwide Entry Level Writing Requirement, and/or 5) satisfy UC's systemwide English language proficiency requirement. Since 2015, the College Board has launched approximately 10 new AP exams in a handful of different subjects, and the scale of AP scores (ranging from 1-5) and threshold for receiving credit by exam (AP 3 or higher) has, to date, not changed despite the College Board's shift to EBSS beginning with the 2022 exam cycle.

College Board's shift from standard-setting panels to EBSS

From 2001-2022, the College Board's AP Program utilized standard-setting panels as the basis for scoring AP exams. Standard-setting panels relied on an average of nine college instructor participants – the composition of these panels varied by year and AP subject – to score AP exams and determine performance cutoffs for each AP score (ranging from 1-5) based on their expertise, experience, and established, well-documented scoring protocols. However, the College Board noted that the small panel sizes created vulnerability to inconsistencies in pass rates both within and among subjects over time. For example, pass rates for certain AP exams across disparate disciplines such as AP Spanish and AP Physics 1 were highly variable, with “extreme highs and lows ranging from 37% to 97% scores of 3 or higher.” Moreover, according to the College Board, standard setting panels for certain AP exams underpredicted performance in equivalent college courses.

According to the College Board, EBSS is superior to standard-setting panels since it 1) bridges the professional judgment of educators and analytical rigor of empirical validation and 2) systematically collects and employs a wide range of evidentiary sources to inform the placement of exam cut scores. In short, EBSS collects input from hundreds of college instructors – at least five times the number of instructors typically used within conventional standard-setting panels – and then assembles higher-resolution student performance data to predict who is prepared to pass the equivalent college course relative to AP exam performance. According to the College Board, “EBSS uses data compiled from AP Exam administrations, such as test taker performance characteristics, score distributions and exam statistics, and data concerning the consequential impact of setting cut scores at particular points, as well as evidence gathered from special studies, including longitudinal evidence of the college performance of students who did and did not take AP, input

collected from a heterogeneous array of higher education instructors teaching introductory, credit-bearing college courses comparable to particular AP courses, comparisons of the content of AP and comparable college courses, and postsecondary instructors' evaluations of individual AP items and tests." These data are then integrated and evaluated by College Board psychometricians and disciplinary experts in tandem with content standards to set final cut scores. Final cut scores are then mapped to AP 1-5 scores that are reported to colleges, educators, and students, and in turn used as the basis for calculating pass rates (AP 3 or higher). As of 2025, the College Board noted that many AP exams have transitioned to EBSS. EBSS will continue to be their approach to scoring AP exams moving forward, with additional exams moved to EBSS as they come up for regular review and revision.

The College Board's AP program began implementing EBSS in 2022 to ensure greater consistency across subjects and exam administrations by mitigating year-to-year variation in pass rates and recalibrating performance standards across a range of AP exams. To justify the shift to EBSS, the College Board reasoned that EBSS "addresses growing academic and industry research that shows the limitations of widely used traditional standard-setting methods." The College Board further stated that "[t]hese limitations include challenges rooted in the cognitive and social task of standard settings' employment of small participant panels, difficulties and biases that traditional panelists have when assessing test content difficulty and student ability, and examples of traditional panelists making serious but unfalsifiable errors in judgment." In short, the College Board noted that the shift to EBSS dealt with long-standing issues in small-panel standard settings, particularly relevant to AP, including the limited ways traditional methods have of incorporating predictive, normative, and content types of information into the process as well as the shortcomings of human judgment in making sound performance level decisions without the guidance of empirical data.

Consultation timeline with the College Board

BOARS, UCEP, and UCOPE initially became aware of the College Board's shift to EBSS in 2024. Since BOARS has oversight of credit by exam, BOARS took the lead on this issue and met for the first time with College Board representatives on November 1, 2024 to better understand EBSS. In response to initial questions raised by BOARS during that meeting, the College Board emailed a report on February 25, 2025 entitled "Validation Approaches for Evidence-Based Standard Setting Cut Scores". This report was based on a paper presented by College Board representatives at the Annual Meeting of the National Committee on Measurement in Education in Denver, CO in April 2025. Within this report, the College Board describes the rationale for moving to EBSS and heavily relies on a single paper published by [McClarty et al. \(2013\)](#) as the framework and basis for this shift. However, BOARS noted that the McClarty et al. (2013) paper lacks details about the methodology, as it primarily provides a conceptual framework that outlines the steps, opportunities, and challenges involved with EBSS. Since this was the only paper the College Board cited to support EBSS, it was unclear to BOARS whether EBSS is a widely used and accepted approach within the field or not. Moreover, from February to October 2025, additional information and documents were

not provided by the College Board to help inform BOARS' understanding and potential implications of EBSS implementation.

As a result of unresolved methodological questions that persisted during the first half of 2025, BOARS – along with the Chairs of UCEP and UCOPE – requested a second, 1-hour consultation with the College Board during BOARS' meeting that took place on November 7, 2025. On October 10, 2025 (4 weeks prior to this second meeting), BOARS (in collaboration with the Chairs of UCEP and UCOPE) emailed a list of 26 detailed questions to the College Board that focused on the rationale for using EBSS, EBSS methodology, and data/analysis requests. These questions were provided to the College Board in advance to help them prepare responses with the level of detail and rigor the committees desired. In response to these questions, the College Board provided written responses and an example AP English Briefing Book to BOARS on October 30, 2025; these written responses were then forwarded to the Chairs of UCEP and UCOPE. During BOARS' November 7, 2025 meeting, the College Board presented slides that summarized differences between standard-setting panels vs. EBSS, year-to-year variability in pass rates for certain AP exams using standard-setting panels, comparisons of EBSS-based pass rates (AP 3 or higher) relative to pass rates (C or higher) for equivalent college courses at four anonymized UC campuses, and an overview of the EBSS process flow including principles underlying final cut score recommendations. In addition, the College Board emailed a 7-page follow-up letter to BOARS on November 11, 2025 that aimed to further address questions that were raised during BOARS' November 7, 2025 meeting.

Concerns about increased pass rates and EBSS methodology

Based on publicly available score distributions on the College Board's [website](#), in 2024 BOARS, UCEP, and UCOPE initially became concerned about the potential impacts of EBSS as it, overall, appears to have shifted score distributions higher and, in some cases quite dramatically, increased overall pass rates (AP 3 or higher) for certain AP exams. An [update](#) posted by the College Board on July 22, 2024 showed that, for 26 AP exams scored by EBSS across the United States in 2024, the overall pass rates (AP 3 or higher) remained in the ~60-80% range which was typically achieved by standard-setting panels used in prior years. However, for nine AP exams – World History, English Literature & Composition, Biology, Macroeconomics, Microeconomics, Chemistry, US Government & Politics, US History, and European History – that historically had pass rates significantly lower than 60-80%, the implementation of EBSS between 2022-2024 resulted in a sharp increase in the percentage of students with passing scores (AP 3 or higher) across the United States (see below). As EBSS continues to be implemented by the College Board, it is possible that additional AP exams – beyond the nine exams mentioned above – will experience a sharp increase in pass rates because of EBSS.

AP English Literature & Composition and AP English Language & Composition have experienced some of the most significant increases in pass rates following implementation of EBSS. Prior to the use of EBSS to score [AP English Literature & Composition](#) exams, the average pass rate from 2002-2021 was approximately 57% at the national level; however, following implementation of EBSS in 2022, the average pass rate from 2022-2025 has been approximately 75% over the last three years. Likewise, prior to the use of EBSS to score [AP English Language & Composition](#) exams, the average

pass rate from 2002-2024 was approximately 57% at the national level; however, following implementation of EBSS in 2025, the pass rate increased to approximately 74% – an EBSS-driven pass rate that exceeds all standard-setting panel-based pass rates for the previous 22 years. Similar trends have been observed following the implementation of EBSS for other AP subjects such as [AP Chemistry](#) (EBSS first used in 2023) and [AP US Government & Politics](#) (EBSS first used in 2024). In addition, similar to trends observed between 2022-2024, first-time use of EBSS for some other AP exams in 2025 have shown significant increases in pass rates beyond the initial nine exams discovered in 2024 (e.g., the average pass rate for [AP Physics 1](#) was approximately 44% from 2015-2024, followed by an increase to approximately 67% in 2025). Although score distributions that the College Board publicly reports are based on national level data, there is a high likelihood that the use of EBSS has resulted in a sharp increase in pass rates for certain AP exams such as AP English Literature & Composition, AP English Language & Composition, AP Chemistry, AP US Government & Politics, and AP Physics 1 for freshman and transfer students matriculating at some or all of UC's nine undergraduate campuses.

The College Board [argues](#) that “[a]mong AP subjects that have had atypical success rates lower than 60%, the EBSS process justified increasing those success rates to align to the 60%–80% success rate historically achieved in most other AP subjects.” In other words, the College Board’s position is that the use of conventional standard-setting panels for scoring AP exams in the past have, for certain AP exams, underpredicted performance relative to equivalent college courses, and that the implementation of EBSS corrects for these historic underpredictions by shifting AP score distributions from lower to higher scores. Although EBSS, at face value, is likely more robust than conventional standard-setting panels due to the reasons described above, BOARS, UCEP, and UCOPE have ongoing questions and concerns about the methodology of EBSS based on additional, non-publicly available information provided by the College Board since February 2025. In addition to our foundational questions about the shift to EBSS-based methods, we have asked for more concrete evidence for the College Board’s claims regarding EBSS’ validity, reliability/precision, fairness, and consistency, as arguments in these technical test measurement areas are used by the College Board to substantiate cut score decisions.

Grade Delays for Academic Integrity – May 2026

This report provides an analysis of Grade Delay (GD) instances related to academic integrity investigations from Fall 2024 through Winter 2026. The data is compiled from Banner and reflects the process from the initial assignment of a GD to its final resolution.

It is important to consider the following key principles regarding this process:

- The assignment of a Grade Delay for a pending academic dishonesty case is initiated by the faculty member via iGrade.
- The data presented here is likely underreported, as some faculty may submit a final grade before a case is officially concluded with the Student Conduct and Academic Integrity Programs (SCAIP) office. Therefore, data from SCAIP on the number of cases is likely higher.
- The category "Academic Dishonesty Pending" appearing after an "Original Entry" indicates that the grade roster was submitted late, prompting the Registrar's Office to populate a GD, which was subsequently updated to reflect a pending SCAIP review.

	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	Overall Count
Academic Dishonesty Pending	128	114	157	26	165	98	688
Academic Dishonesty Review	121	100	138	17	111	20	507
Clerical or Procedural Error		1					1
Still under review or Faculty has not submitted grade	7	13	19	9	54	78	180
Internal Clerical Error					5		5
Original Entry					5		5
Original Entry	8958	9113	6485	192	7223	8069	40040
Academic Dishonesty Pending	1	3	3	2	5	4	18
Academic Dishonesty Review	1					1	2
Clerical or Procedural Error	32	37	30		27	21	147
Incomplete Change			1				1
Incomplete Extension	1						1
Incomplete Lapsed		1					1
Late Submission	8907	9055	6437	182	7124	7976	39681
Retroactive Change	13	4	9	4	5	1	36
Original Grade Delay Still Outstanding	3	13	5	4	62	66	153
Retroactive Change		2	2		6	11	21
Late Submission						2	2
Original Entry		2	2		4	7	15
Original Grade Delay Still Outstanding					2	2	4
Overall Count	9086	9229	6644	218	7399	8178	40754

The following data indicates the average number of days between the initial assignment of a Grade Delay and the posting of a final grade on the student's record.

It should be noted that the resolution time is dependent on the faculty member submitting a grade change request through iGrade. This submission may occur significantly after a final decision is reached in the academic integrity investigation. For a more precise measure of the time to decision, data from SCAIP should be consulted.

Term	Average of Time Lapse (Days)	Still under review or Faculty has not submitted grade
Fall 2024	142	7
Winter 2025	174	13
Spring 2025	135	19
Summer 2025	119	9
Fall 2025	55	54
Winter 2026	9	78
Overall Average	121	180



Question from Committee on Educational Policy Regarding SCAIP Process

3 messages

Annie Stanfield Ditta <annied@ucr.edu>

Mon, May 4, 2026 at 11:24 AM

To: conduct@ucr.edu

Cc: Jason Weems <jweems@ucr.edu>, Beth Beatty <beth.beatty@ucr.edu>

Dear SCAIP,

I am writing to you in my capacity as Chair of the Committee on Educational Policy.

CEP has recently been discussing regulations related to the assignment of "GD" grades during misconduct investigations, and a question has arisen regarding what the student is allowed to request regarding their grade. We understand that, once a SCAIP process is initiated because a student has denied responsibility, an instructor must refrain from assigning a grade until the investigation is completed. However, is a student allowed to rescind their claim and admit guilt at any point in the process to allow an instructor to assign them their grade with the sanction? If they are not allowed to do this, what is the reasoning behind not allowing them to do so?

We would appreciate a response at your earliest convenience.

Thank you,
Annie

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Annie S. Ditta, Ph.D.Pronouns: she/her/hers ([what's this?](#))

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Tasha Yules <tasha.yules@ucr.edu>

Mon, May 4, 2026 at 12:02 PM

To: Annie Stanfield Ditta <annied@ucr.edu>

Cc: conduct@ucr.edu, Jason Weems <jweems@ucr.edu>, Beth Beatty <beth.beatty@ucr.edu>, Maya Moore <maya.moore@ucr.edu>, Kyle Mcstay <Kyle.McStay@ucr.edu>

Good morning - Yes, this occurs rarely, but students do retract their dispute of responsibility and the instructor can assign the grade. Student Conduct is still the office which assigns the behavioral sanctions. Likely we would send an edited "admitted" letter similar to what is sent when an instructor refers a case where the student admitted responsibility from the outset.

In even more rare cases, it is possible that a student could retract their dispute of responsibility, but already have been referred to an Academic Integrity Committee for a hearing, as required by policy, based on having a previous case of academic misconduct: I can see where the grade might not be assigned pending the Committee hearing/final resolution. This situation would be so rare that I cannot think of a case record to look at, but I would imagine Student Conduct would try to advise the instructor to assign the grade while the case was pending, as long as the new admission of responsibility was clearly documented. Tasha

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Tasha Yules (she/her)*Director*

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Annie Stanfield Ditta <annied@ucr.edu>

Mon, May 4, 2026 at 3:05 PM

To: Tasha Yules <tasha.yules@ucr.edu>

Cc: conduct@ucr.edu, Jason Weems <jweems@ucr.edu>, Beth Beatty <beth.beatty@ucr.edu>, Maya Moore <maya.moore@ucr.edu>, Kyle Mcstay <Kyle.McStay@ucr.edu>

Thank you so much for this, Tasha. I really appreciate the speedy and clear reply.

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