

# WASC Required Data Exhibits, UC Berkeley

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\*To access each Required Data Exhibit, please open Bookmark in Adobe Acrobat.

# COMPLIANCE AUDIT CHECKLIST FOR REAFFIRMATION OF ACCREDITATION

(For Pilot 2 institutions)

**Name of Institution:** University of California, Berkeley

**Review Date:** 2013-14

**Instructions to institution:**

Please provide a link to each document designated below, or note where hard copies are filed. Be sure that the reviewer will be able to see where this document is published or located. If the listed document is not available but a comparable document is available, please reference that document. Information or policies published in the institution’s Catalog can be referenced as such and not repeated. If a requested document or policy is not applicable to the institution, please mark NA.

The Commission expects institutions to complete the compliance audit once. In subsequent reaffirmation reviews, the institution will update only those documents that have been revised.

**Instructions to team:**

Please attach this form to the team report. Missing documents should be noted in the recommendations section of the team report as appropriate.

CFR	Documents Required	Link to Website or Document Portfolio	WASC Check
1.1	Mission statement	<a href="#">Mission Statement</a> <a href="#">Principles of Community</a>	
1.2.	Public posting of student achievement (retention/graduation, student learning) if not in Catalog	<a href="#">Undergraduate Graduation Rates</a>	
1.3	Organization chart	<a href="#">Organization chart</a>	
1.4	Academic freedom policy	<a href="#">APM-010 Academic Freedom</a> <a href="#">APM-015 Faculty Code of Conduct</a> <a href="#">Rights and Responsibilities</a>	
1.5	Diversity statements and procedures; also for accommodations of disabilities	<a href="#">Affirmative Action</a> <a href="#">Staff Affirmative Action Plan</a> <a href="#">Disabled Students’ Program</a>	
1.6	Documents setting forth the authority of a controlling or sponsoring entity that is affiliated with the accredited institution, if any	<a href="#">California Constitution Article 9 Sec 9</a>	-
1.7.a	Catalog (online ____, hard copy ____) with complete program descriptions, graduation requirements, grading policies	<a href="#">Online General Catalogue, UCB</a>	
1.7.b	Student complaint and grievance policies	<a href="#">Dean of Students</a> <a href="#">Ombuds Office</a> <a href="#">Berkeley Campus Student Grievance Procedure</a> <a href="#">Office of Ethics, Compliance &amp; Audit Services</a> <a href="#">E1.9 Graduate Student Appeal Procedure</a> <a href="#">Graduate Appeal Procedure</a>	
1.7.c	Grade appeals policies	<a href="#">Appealing a Grade</a> <a href="#">Berkeley Division Regulation A207</a> <a href="#">COCI Grade Appeals Procedure</a> <a href="#">By-Laws of the Graduate Council</a>	

1.7.d	Faculty complaint and grievance policies	<a href="#">Faculty Ombudsperson</a> <a href="#">Committee on Privilege &amp; Tenure</a> <a href="#">Bylaws of the Academic Senate #334</a> <a href="#">Bylaws of the Academic Senate #335</a> <a href="#">Bylaws of the Academic Senate #337</a> <a href="#">Office of Ethics, Compliance &amp; Audit Services</a>	
1.7.e	Staff complaint and grievance policies	<a href="#">Arbitration of Employee Complaints</a> <a href="#">Grievance Form</a> <a href="#">Office of Ethics, Compliance &amp; Audit Services</a>	
1.7.f	Employee handbook or equivalent	<a href="#">"Working"</a>	
1.7.g	Redacted examples of student transcripts with key that explains credit hours, grades, degree levels, and related interpretive information	<a href="#">Transcripts</a> <a href="#">Sample Transcript</a>	
1.7.h	Policies for changing grades	<a href="#">Senate Regulation 780.B</a> <a href="#">Grade Appeals Policy: BDR A207</a> <a href="#">COCI Grade Appeals Policy</a> <a href="#">Center for Student Conduct: Academic Integrity</a> <a href="#">Center for Student Conduct: Code of Student Conduct</a>	
1.7.i	Tuition and fee schedule	<a href="#">2012-2013 Registration Fees</a>	
1.7.j	Tuition refund policy	<a href="#">Cancellation/Withdrawal &amp; Readmission</a>	
1.7.k	Policy on credit hour/award of credit; processes for review of assignment of credit; examples of reviews of syllabi to ensure equivalency among kinds of courses	<a href="#">Senate Regulation 760</a> <a href="#">COCI Handbook: Designation of Unit Value</a> <a href="#">COCI Toolbox: Modifying Unit Value of Existing Course</a>	
1.7.l	Policy on human subjects in research, if applicable	<a href="#">Human Research Protection Program</a>	
1.8	Independent annual audits of finances	<a href="#">Independent Audit Report 2010-11</a> <a href="#">Independent Audit Report 2011-12</a> <a href="#">Audit Reports List</a>	
2.1	List of degree programs, showing curriculum and units for each	<a href="#">Approved Degrees</a>	
2.2	For associate and bachelor's degrees: General education requirements	<a href="#">UC Entry Level Writing Requirement</a> <a href="#">Analytical Writing Placement Exam</a> <a href="#">General Catalogue Undergraduate Degree Requirements</a> <a href="#">American History &amp; Institutions Requirement</a> <a href="#">American Cultures Breadth Requirement</a> <a href="#">College of Letters &amp; Science</a> <a href="#">College of Chemistry</a> <a href="#">College of Engineering</a> <a href="#">College of Environmental Design</a> <a href="#">College of Natural Resources</a> <a href="#">Haas School of Business</a>	
2.6	Placement data, if available	<a href="#">Career Destinations Survey</a>	
2.7	Program review process and schedule	<a href="#">Program Review Process</a> <a href="#">Program Review Schedule</a> <a href="#">Undergraduate Interdisciplinary</a> <a href="#">Teaching Program Reviews</a> <a href="#">Graduate Group Reviews</a>	
2.8	Policies re faculty scholarship and creative activity	<a href="#">APM-210 Review &amp; Appraisal Comtes</a> <a href="#">APM-220 Professor Series</a>	
2.10	Policy on student evaluation of faculty	<a href="#">APM-220 Professor Series</a> <a href="#">Policy for Evaluation of Teaching</a>	
2.12	Academic calendar	<a href="#">Academic Calendar</a>	

2.13	Examples of recruitment and advertising materials	<a href="#">Undergraduate Admissions</a> <a href="#">Berkeley Undergraduate Profile</a> <a href="#">Graduate Admissions</a>	
2.14	Policy on transfer of credit	<a href="#">Policy on Transfer of Credit</a>	
3.1	Staff development policies	<a href="#">Human Resources at Berkeley</a> <a href="#">Center for Organizational Workforce Effectiveness (COrWE)</a> <a href="#">UC Learning Center</a>	
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program as relevant	<a href="#">UC Berkeley Instructional Faculty by Department</a>	
3.3.a	Faculty evaluation policy and procedures	<a href="#">APM-210 Review &amp; Appraisal Comtes</a> <a href="#">APM-220 Professor Series</a>	
3.3.b	Faculty handbook or equivalent	<a href="#">Guide for Advancement and Promotion of Junior Faculty</a> <a href="#">Academic Personnel Office</a> <a href="#">Calcierge: Faculty Recruitment &amp; Retention Services</a> <a href="#">Center for Teaching and Learning</a>	
3.4	Faculty development policies	<a href="#">Academic Personnel Office</a> <a href="#">Office for Faculty Equity &amp; Welfare</a> <a href="#">APM-200 Appointment &amp; Promotion Steps at Appointment &amp; Promotion</a> <a href="#">APM-210 Review &amp; Appraisal Comtes</a> <a href="#">APM-220 Professor Series</a> <a href="#">Faculty Mentoring</a> <a href="#">Vice Provost for the Faculty: Faculty Mentoring</a>	
3.4.a	Faculty orientation policies and procedures	<a href="#">Vice Provost for the Faculty</a>	
3.4.b	Policies on rights and responsibilities of non-full-time faculty	<a href="#">Non-Senate Instructional MOU</a> <a href="#">Lecturer and Senior Lecturer</a> <a href="#">Adjunct Professor Series</a>	
3.5.a	Most recent financial aid audits	<a href="#">Financial Audit June 30, 2011</a> <a href="#">Financial Audit June 30, 2012</a> <a href="#">Campus Financial Statements</a>	
3.5.b	Last federal composite score if applicable	<a href="#">Federal Composite Scores</a>	
3.5.c	Last report of two- and three-year cohort default rates	<a href="#">Student Affairs All Year Reports 2010-11</a> <a href="#">UC Berkeley Scorecard</a>	
3.9.a	List of governing board members with CVs	<a href="#">UC Regents w/ bios</a> <a href="#">Berkeley Foundation</a>	
3.9.b	List of governing board committees with members	<a href="#">Standing Committees of the UC Regents</a>	
3.9.c	Minutes of board meetings for last two years (where located; not the actual minutes)	<a href="#">Minutes of UC Regents' Meetings</a>	
3.9.d	Governing board bylaws and operations manual	<a href="#">Bylaws of the UC Regents</a> <a href="#">Standing Orders of the UC Regents</a>	

3.10.a	CEO biographical information	<a href="#">Outgoing President Mark G. Yudof</a> <a href="#">Incoming President Janet Napolitano</a> <a href="#">Chancellor Nicholas B. Dirks</a> <a href="#">Executive Vice Chancellor &amp; Provost George Breslauer</a> <a href="#">Vice Chancellor for Equity &amp; Inclusion Gibor Basri</a> <a href="#">Vice Chancellor for Research Graham Fleming</a> <a href="#">Vice Chancellor for Student Affairs Harry Le Grande</a> <a href="#">Vice Chancellor for Facilities Services Ed Denton</a> <a href="#">Vice Chancellor for University Relations Scott Biddy</a> <a href="#">VC-Administration and Finance John Wilton</a> <a href="#">AVC-CFO Erin Gore</a>	
3.10.b	Policy and procedure for the evaluation of president/CEO	<a href="#">Regents' Expectations of the President</a> <a href="#">UC Review of Chancellors</a> <a href="#">UC Berkeley Chancellor Search</a>	
3.11.a	Faculty governing body charges, bylaws and authority if applicable	<a href="#">Regents Standing Order 105.1 Organization of the Academic Senate</a> <a href="#">Regents Standing Order 105.2 Duties, Powers, and Privileges of the Academic Senate</a> <a href="#">Berkeley Division Bylaws</a> <a href="#">Academic Senate Bylaws</a>	
3.11.b	Faculty governance organization chart if applicable	<a href="#">Faculty Governance Chart</a>	
4.1	Strategic plan and related documents	<a href="#">UCB Strategic Academic Plan</a> <a href="#">UCB Strategic Academic Plan 5-Yr Review</a> <a href="#">UCB Two-Year Goals 2012-14</a>	
4.2	Description of planning process including plan for monitoring of implementation	<a href="#">UCB Strategic Academic Plan 5-Yr Review</a> <a href="#">UCB Two-Year Goals 2012-14</a>	
4.4	New program approval process	<a href="#">Resources for Establishment of Academic Programs</a> <a href="#">Universitywide Review Processes for Academic Programs</a>	
4.5	Description of institutional research function and staffing	<a href="#">Office of Planning &amp; Analysis</a> <a href="#">Institutional Data Management &amp; Governance (IDMG) Initiative</a> <a href="#">Institutional Data Council (IDC)</a> <a href="#">Cal Answers</a>	

4.8	List of major industry or other advisory committees	<p>American Studies (UGIS)</p> <p><a href="#">Business Administration Financial Engineering</a></p> <p><a href="#">Chemical and Biomolecular Engineering</a></p> <p><a href="#">Civil and Environmental Engineering</a></p> <p><a href="#">College of Chemistry</a></p> <p>College of Environmental Design</p> <p>Comparative Biochemistry Graduate Group</p> <p><a href="#">Electrical Engineering and Computer Science</a></p> <p><a href="#">Goldman School of Public Policy</a></p> <p>Graduate School of Education (3)</p> <p>Health and Medical Sciences Graduate Group</p> <p><a href="#">Industrial Engineering and Operations Research</a></p> <p>Landscape Architecture and Environmental Planning</p> <p><a href="#">Latin American Studies Graduate Group</a></p> <p>Materials Science and Engineering</p> <p><a href="#">Mechanical Engineering</a></p> <p><a href="#">Media Studies (UGIS)</a></p> <p>Nuclear Engineering</p> <p><a href="#">Peace and Conflict Studies (UGIS)</a></p> <p><a href="#">School of Information</a></p> <p>School of Law (2)</p> <p>School of Optometry</p> <p>School of Public Health</p> <p>Urban Design Graduate Group</p>	
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Team Comments:

<b>Accuracy and Availability of Records: Team Only</b>		
	Policies and procedures for students, faculty and staff are stated consistently in all media	
	Policies, procedures, and information are readily available to relevant constituents	
	Records are accurate and up to date	

Team Comments:

**Table I.1 - Admission by Gender**

	2009-10		2010-11		2011-12		2012-13		2013-14	
<b>New Freshmen</b>										
<b>Total Applicants</b>	<b>48,650</b>	<b>100%</b>	<b>50,382</b>	<b>100%</b>	<b>52,966</b>	<b>100%</b>	<b>61,716</b>	<b>100%</b>	<b>67,701</b>	<b>100%</b>
Male	23,090	47.5%	24,220	48.1%	25,823	48.8%	30,482	49.4%	33,718	49.8%
Female	25,560	52.5%	25,678	51.0%	27,143	51.2%	30,793	49.9%	33,983	50.2%
Missing Data			484	2.0%			441	1.4%		
<b>Total Admits</b>	<b>13,028</b>	<b>100%</b>	<b>13,007</b>	<b>100%</b>	<b>13,789</b>	<b>100%</b>	<b>13,260</b>	<b>100%</b>	<b>14,158</b>	<b>100%</b>
Male	5,676	43.6%	5,697	43.8%	6,293	45.6%	6,055	45.7%	6,447	45.5%
Female	7,322	56.2%	7,238	55.6%	7,496	54.4%	7,205	54.3%	7,711	54.5%
Missing Data	30	0.5%	72	1.3%						
<b>Total Enrolled</b>	<b>5,388</b>	<b>100%</b>	<b>5,028</b>	<b>100%</b>	<b>5,436</b>	<b>100%</b>	<b>5,078</b>	<b>100%</b>	na	
Male	2,374	44.1%	2,782	55.3%	2,582	47.5%	2,414	47.5%	na	
Female	3,014	55.9%	2,246	44.7%	2,854	52.5%	2,664	52.5%	na	
<b>New Undergraduate Transfers</b>										
<b>Total Applicants</b>	<b>13,266</b>	<b>100.0%</b>	<b>15,112</b>	<b>100.0%</b>	<b>16,018</b>	<b>100.0%</b>	<b>15,745</b>	<b>100.0%</b>	<b>15,989</b>	<b>100.0%</b>
Male	7,007	52.8%	7,997	52.9%	8,529	53.2%	8,584	54.5%	8,597	53.8%
Female	6,090	45.9%	6,581	43.5%	7,266	45.4%	6,967	44.2%	7,184	44.9%
Missing Data	169	2.4%	534	6.7%	223	2.6%	194	2.3%	208	2.4%
<b>Total Admits</b>	<b>3,894</b>	<b>100.0%</b>	<b>3,926</b>	<b>100.0%</b>	<b>4,045</b>	<b>100.0%</b>	<b>3,819</b>	<b>100.0%</b>	<b>3,916</b>	<b>100.0%</b>
Male	1,948	50.0%	1,968	50.1%	1,981	49.0%	1,908	50.0%	1,855	47.4%
Female	1,939	49.8%	1,876	47.8%	2,042	50.5%	1,878	49.2%	2,030	51.8%
Missing Data	7	0.4%	82	4.2%	22	1.1%	33	1.7%	31	1.7%
<b>Total Enrolled</b>	<b>2,473</b>	<b>100.0%</b>	<b>2,482</b>	<b>100.0%</b>	<b>2,609</b>	<b>100.0%</b>	<b>2,467</b>	<b>100.0%</b>	na	
Male	1,312	53.1%	1,333	53.7%	1,312	50.3%	1,302	52.8%	na	
Female	1,161	46.9%	1,149	46.3%	1,297	49.7%	1,165	47.2%	na	
<b>New Graduate Students</b>										
	<b>2008-09</b>		<b>2009-10</b>		<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>	
<b>Total Applicants</b>	<b>34,049</b>	<b>100.0%</b>	<b>36,188</b>	<b>100.0%</b>	<b>37,838</b>	<b>100.0%</b>	<b>37,649</b>	<b>100.0%</b>	<b>39,630</b>	<b>100.0%</b>
Male	19,161	56.3%	20,489	56.6%	21,557	57.0%	21,403	56.8%	22,589	57.0%
Female	14,888	43.7%	15,699	43.4%	16,281	43.0%	16,246	43.2%	17,041	43.0%
<b>Total Admits</b>	<b>5,612</b>	<b>100.0%</b>	<b>5,440</b>	<b>100.0%</b>	<b>5,537</b>	<b>100.0%</b>	<b>5,769</b>	<b>100.0%</b>	<b>5,958</b>	<b>100.0%</b>
Male	3,033	54.0%	2,984	54.9%	3,022	54.6%	3,152	54.6%	3,153	52.9%
Female	2,579	46.0%	2,456	45.1%	2,515	45.4%	2,617	45.4%	2,805	47.1%
<b>Total Enrolled</b>	<b>2,831</b>	<b>100.0%</b>	<b>2,908</b>	<b>100.0%</b>	<b>2,792</b>	<b>100.0%</b>	<b>2,943</b>	<b>100.0%</b>	<b>3,007</b>	<b>100.0%</b>
Male	1,543	54.5%	1,575	54.2%	1,525	54.6%	1,603	54.5%	1,614	53.7%
Female	1,288	45.5%	1,333	45.8%	1,267	45.4%	1,340	45.5%	1,393	46.3%

note: Missing data on gender has been left out; totals do not reflect actuals.

2013-14 census is available after the third week of the new term.

Source: Office of Undergraduate Admissions, Graduate Division, Cal Answers.



**Table 1.2 - Admission by Race/Ethnicity**

		<b>New Freshmen</b>															
												<b>Domestic</b>					
		White		Afr-Amer		Amer-Ind		Asian-PI		Hispanic		Other		<b>TOTAL</b>	International		<b>TOTAL</b>
<b>2009-10</b>	Total Applicants	14,669	33.0%	2,320	5.2%	272	0.6%	16,813	37.8%	7,782	17.5%	2,571	5.8%	<b>44,427</b>	4,223	8.7%	<b>48,650</b>
	Total Admits	4,262	34.6%	391	3.2%	67	0.5%	5,076	41.3%	1,646	13.4%	862	7.0%	<b>12,304</b>	724	5.6%	<b>13,028</b>
	Total Enrolled	1,675	32.9%	148	2.9%	26	0.5%	2,341	46.0%	589	11.6%	311	6.1%	<b>5,090</b>	298	5.5%	<b>5,388</b>
<b>2010-11</b>	Total Applicants	14,203	31.1%	2,670	5.9%	352	0.8%	17,458	38.3%	8,217	18.0%	2,731	6.0%	<b>45,631</b>	4,751	9.4%	<b>50,382</b>
	Total Admits	4,044	33.8%	403	3.4%	94	0.8%	4,971	41.6%	1,558	13.0%	891	7.4%	<b>11,961</b>	1,046	8.0%	<b>13,007</b>
	Total Enrolled	1,431	31.2%	159	3.5%	36	0.8%	2,092	45.7%	550	12.0%	313	6.8%	<b>4,581</b>	447	8.9%	<b>5,028</b>
<b>2011-12</b>	Total Applicants	14,628	31.2%	2,654	5.7%	331	0.7%	18,545	39.6%	9,438	20.1%	1,282	2.7%	<b>46,878</b>	6,088	11.5%	<b>52,966</b>
	Total Admits	4,184	33.5%	417	3.3%	91	0.7%	5,614	44.9%	1,716	13.7%	477	3.8%	<b>12,499</b>	1,290	9.4%	<b>13,789</b>
	Total Enrolled	1,514	31.3%	154	3.2%	38	0.8%	2,381	49.2%	596	12.3%	154	3.2%	<b>4,837</b>	599	11.0%	<b>5,436</b>
<b>2012-13</b>	Total Applicants	15,443	29.4%	3,140	6.0%	368	0.7%	20,759	39.5%	11,128	21.2%	1,708	3.3%	<b>52,546</b>	9,170	14.9%	<b>61,716</b>
	Total Admits	3,769	31.1%	406	3.4%	89	0.7%	5,516	45.5%	1,837	15.2%	502	4.1%	<b>12,119</b>	1,141	8.6%	<b>13,260</b>
	Total Enrolled	1,293	28.5%	165	3.6%	32	0.7%	2,263	49.9%	612	13.5%	174	3.8%	<b>4,539</b>	539	10.6%	<b>5,078</b>
<b>2013-14</b>	Total Applicants	16,932	30.0%	3,399	6.0%	328	0.6%	21,422	38.0%	12,372	21.9%	1,960	3.5%	<b>56,413</b>	11,288	16.7%	<b>67,701</b>
	Total Admits	4,001	32.0%	424	3.4%	80	0.6%	5,584	44.6%	1,845	14.7%	577	4.6%	<b>12,511</b>	1,647	11.6%	<b>14,158</b>
	Total Enrolled	na	na	na	na	na	na	na	na	na	na	na	na	<b>na</b>	na	na	<b>na</b>

note: Ethnicity percentages are based on domestic student totals; international is a percentage of total student population.

2013-14 census is available after the third week of the new term.

Source: Office of Undergraduate Admissions, Graduate Division, Cal Answers.

		<b>New Undergraduate Transfers</b>															
												<b>Domestic</b>					
		White		Afr-Amer		Amer-Ind		Asian-PI		Hispanic		Other		<b>TOTAL</b>	International		<b>TOTAL</b>
<b>2009-10</b>	Total Applicants	4,170	36.9%	504	4.5%	102	0.9%	3,603	31.9%	1,817	16.1%	1,091	9.7%	<b>11,287</b>	1,979	14.9%	<b>13,266</b>
	Total Admits	1,351	39.1%	134	3.9%	22	0.6%	1,045	30.2%	567	16.4%	339	9.8%	<b>3,458</b>	436	11.2%	<b>3,894</b>
	Total Enrolled	858	40.0%	93	4.3%	17	0.8%	630	29.4%	334	15.6%	213	9.9%	<b>2,145</b>	328	13.3%	<b>2,473</b>
<b>2010-11</b>	Total Applicants	4,589	35.7%	675	5.3%	145	1.1%	3,986	31.0%	2,251	17.5%	1,194	9.3%	<b>12,840</b>	2,272	15.0%	<b>15,112</b>
	Total Admits	1,289	37.6%	153	4.5%	42	1.2%	1,023	29.8%	620	18.1%	306	8.8%	<b>3,433</b>	493	12.6%	<b>3,926</b>
	Total Enrolled	786	36.8%	108	5.1%	26	1.2%	653	30.6%	367	17.2%	193	9.0%	<b>2,133</b>	349	14.1%	<b>2,482</b>
<b>2011-12</b>	Total Applicants	5,286	38.2%	695	5.0%	153	1.1%	4,484	32.4%	2,689	19.4%	527	3.8%	<b>13,834</b>	2,184	13.6%	<b>16,018</b>
	Total Admits	1,384	40.6%	163	4.8%	32	0.9%	982	28.8%	714	21.0%	132	3.9%	<b>3,407</b>	638	15.8%	<b>4,045</b>
	Total Enrolled	899	42.0%	118	5.5%	22	1.0%	594	27.7%	424	19.8%	86	4.0%	<b>2,143</b>	466	17.9%	<b>2,609</b>

<b>2012-13</b>	Total Applicants	4,772	35.9%	694	5.2%	144	1.1%	4,372	32.9%	2,776	20.9%	521	3.9%	<b>13,279</b>	2,466	15.7%	<b>15,745</b>
	Total Admits	1,243	38.8%	139	4.3%	38	1.2%	985	30.7%	646	20.1%	155	4.8%	<b>3,206</b>	613	16.1%	<b>3,819</b>
	Total Enrolled	756	38.3%	89	4.5%	27	1.4%	610	30.9%	401	20.3%	90	4.6%	<b>1,973</b>	494	20.0%	<b>2,467</b>
<b>2013-14</b>	Total Applicants	4,623	35.3%	744	5.7%	144	1.1%	4,081	31.2%	3,025	23.1%	611	3.7%	<b>13,228</b>	2,761	17.4%	<b>15,989</b>
	Total Admits	1,213	37.2%	158	4.8%	37	1.1%	1,003	30.7%	727	22.3%	126	3.9%	<b>3,264</b>	652	16.6%	<b>3,916</b>
	Total Enrolled	na		na		na		na		na		na		<b>na</b>	na		<b>na</b>

Source: Office of Undergraduate Admissions, Graduate Division, Cal Answers.

### New Graduate Students

		Domestic											International		TOTAL		
		White	Afr-Amer		Amer-Ind		Asian-PI		Hispanic		Other		TOTAL			TOTAL	
<b>2008-09</b>	Total Applicants	11,222	49.0%	915	4.0%	237	1.0%	4,478	19.6%	1,702	7.4%	4,342	19.0%	<b>22,896</b>	11,153	32.8%	<b>34,049</b>
	Total Admits	2,238	49.6%	193	4.3%	45	1.0%	907	20.1%	319	7.1%	809	17.9%	<b>4,511</b>	1,101	19.6%	<b>5,612</b>
	Total Enrolled	1,006	45.0%	96	4.3%	23	1.0%	503	22.5%	166	7.4%	443	19.8%	<b>2,237</b>	594	21.0%	<b>2,831</b>
<b>2009-10</b>	Total Applicants	12,061	49.8%	945	3.9%	264	1.1%	4,726	19.5%	1,814	7.5%	4,421	18.2%	<b>24,231</b>	11,957	33.0%	<b>36,188</b>
	Total Admits	2,142	49.5%	178	4.1%	42	1.0%	895	20.7%	362	8.4%	711	16.4%	<b>4,330</b>	1,110	20.4%	<b>5,440</b>
	Total Enrolled	1,059	45.2%	85	3.6%	23	1.0%	516	22.0%	222	9.5%	440	18.8%	<b>2,345</b>	563	19.4%	<b>2,908</b>
<b>2010-11</b>	Total Applicants	13,971	54.9%	1,116	4.4%	321	1.3%	5,438	21.4%	2,131	8.4%	2,461	9.7%	<b>25,438</b>	12,400	32.8%	<b>37,838</b>
	Total Admits	2,248	52.7%	183	4.3%	47	1.1%	978	22.9%	382	9.0%	425	10.0%	<b>4,263</b>	1,274	23.0%	<b>5,537</b>
	Total Enrolled	1,063	48.1%	82	3.7%	28	1.3%	582	26.4%	216	9.8%	237	10.7%	<b>2,208</b>	584	20.9%	<b>2,792</b>
<b>2011-12</b>	Total Applicants	13,006	53.9%	1,273	5.3%	301	1.2%	5,205	21.6%	2,216	9.2%	2,108	8.7%	<b>24,109</b>	13,540	36.0%	<b>37,649</b>
	Total Admits	2,311	52.8%	222	5.1%	53	1.2%	1,030	23.5%	366	8.4%	392	9.0%	<b>4,374</b>	1,395	24.2%	<b>5,769</b>
	Total Enrolled	1,115	49.1%	114	5.0%	35	1.5%	560	24.7%	180	7.9%	265	11.7%	<b>2,269</b>	674	22.9%	<b>2,943</b>
<b>2012-13</b>	Total Applicants	10,749	45.8%	1,379	5.9%	344	1.5%	4,171	17.8%	2,069	8.8%	4,739	20.2%	<b>23,451</b>	16,179	40.8%	<b>39,630</b>
	Total Admits	1,969	46.1%	228	5.3%	61	1.4%	781	18.3%	378	8.8%	855	20.0%	<b>4,272</b>	1,686	28.3%	<b>5,958</b>
	Total Enrolled	982	42.9%	104	4.5%	27	1.2%	538	23.5%	214	9.3%	425	18.6%	<b>2,290</b>	717	23.8%	<b>3,007</b>

note: Graduate student data for 2013-14 has not been compiled at this time

Source: Office of Undergraduate Admissions, Graduate Division, Cal Answers.

## 2.1 Headcount Enrollments by Degree Objective

	2008 Fall		2009 Fall		2010 Fall		2011 Fall		2012 Fall		
<b>Total Headcount</b>	<b>35,409</b>		<b>35,843</b>		<b>35,838</b>		<b>36,142</b>		<b>35,899</b>		
Bachelor's Degrees	25,151	71%	25,530	71%	25,540	71%	25,885	72%	25,774	72%	
All Graduate Degrees	10,258	29%	10,313	29%	10,298	29%	10,257	28%	10,125	28%	
<b>Prorated Graduate Student Headcount*</b>											
Master's Degrees	3,446.0	10%	3,515.0	10%	3,487.0	10%	3,542.0	10%	3,474.5	10%	
Research Doctoral	5,702.0	16%	5,644.5	16%	5,630.0	16%	5,576.5	15%	5,529.5	15%	
Professional Doctoral	1,110.0	3%	1,153.5	3%	1,181.0	3%	1,138.5	3%	1,121.0	3%	

\* counts concurrent degree program enrollment as .5 for each of two degrees

note: Professional Doctoral = JD and OD programs at Berkeley per IPEDS (<http://nces.ed.gov/ipeds/glossary/>)

source: Cal Answers

## 2.2 Headcount Enrollments by Level and Gender

	2008 Fall		2009 Fall		2010 Fall		2011 Fall		2012 Fall	
<b>Total Headcount</b>	<b>35,409</b>		<b>35,843</b>		<b>35,838</b>		<b>36,142</b>		<b>35,899</b>	
Female	17,989	51%	18,152	51%	18,128	51%	18,245	50%	18,097	50%
Male	17,420	49%	17,691	49%	17,710	49%	17,897	50%	17,802	50%
<b>Lower Division</b>										
<b>Undergraduates</b>	<b>11,469</b>		<b>11,944</b>		<b>11,824</b>		<b>11,495</b>		<b>11,383</b>	
Female	6,142	55%	6,386	56%	6,335	56%	6,137	55%	5,856	54%
Male	5,327	45%	5,558	44%	5,489	44%	5,358	45%	5,527	46%
<b>Upper Division</b>										
<b>Undergraduates</b>	<b>13,682</b>		<b>13,586</b>		<b>13,716</b>		<b>14,390</b>		<b>14,391</b>	
Female	7,243	53%	7,123	52%	7,179	52%	7,523	52%	7,636	53%
Male	6,439	47%	6,463	48%	6,537	48%	6,867	48%	6,755	47%
<b>Graduate Students</b>	<b>10,258</b>		<b>10,313</b>		<b>10,298</b>		<b>10,257</b>		<b>10,125</b>	
Female	4,604	45%	4,643	45%	4,614	45%	4,585	45%	4,605	45%
Male	5,654	55%	5,670	55%	5,684	55%	5,672	55%	5,520	55%

note: Lower and Upper Division counts without advanced placement exam units.

source: Cal Answers

### 2.3 Headcount Enrollments by Level and Race/Ethnicity

	White, Non-Hispanic		Black, Non-Hispanic		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic		Other/ Decline to State		International	
<b>Fall 2008</b>	<b>12,006</b>		<b>1,217</b>		<b>236</b>		<b>12,328</b>		<b>3,570</b>		<b>3,212</b>		<b>2,840</b>	
Lower Division	3,444	29%	400	33%	54	23%	4,781	39%	1,385	39%	854	27%	551	19%
Upper Division	4,305	36%	489	40%	67	28%	5,767	47%	1,545	43%	1,094	34%	415	15%
Graduate	4,257	35%	328	27%	115	49%	1,780	14%	640	18%	1,264	39%	1,874	66%
<b>Fall 2009</b>	<b>11,988</b>		<b>1,253</b>		<b>241</b>		<b>12,186</b>		<b>3,753</b>		<b>3,288</b>		<b>3,134</b>	
Lower Division	3,673	31%	419	33%	58	24%	4,719	39%	1,403	37%	846	26%	826	26%
Upper Division	4,119	34%	504	40%	71	29%	5,694	47%	1,647	44%	1,095	33%	456	15%
Graduate	4,196	35%	330	26%	112	46%	1,773	15%	703	19%	1,347	41%	1,852	59%
<b>Fall 2010</b>	<b>11,907</b>		<b>1,204</b>		<b>250</b>		<b>12,075</b>		<b>3,751</b>		<b>3,037</b>		<b>3,614</b>	
Lower Division	3,690	31%	368	31%	69	28%	4,637	38%	1,371	37%	748	25%	941	26%
Upper Division	4,056	34%	507	42%	77	31%	5,592	46%	1,645	44%	1,065	35%	774	21%
Graduate	4,161	35%	329	27%	104	42%	1,846	15%	735	20%	1,224	40%	1,899	53%
<b>Fall 2011</b>	<b>11,857</b>		<b>1,235</b>		<b>282</b>		<b>11,996</b>		<b>3,849</b>		<b>2,618</b>		<b>4,305</b>	
Lower Division	3,481	29%	380	31%	88	31%	4,494	37%	1,374	36%	529	20%	1,149	27%
Upper Division	4,265	36%	512	41%	81	29%	5,651	47%	1,762	46%	973	37%	1,146	27%
Graduate	4,111	35%	343	28%	113	40%	1,851	15%	713	19%	1,116	43%	2,010	47%
<b>Fall 2012</b>	<b>11,319</b>		<b>1,227</b>		<b>312</b>		<b>11,913</b>		<b>3,986</b>		<b>2,416</b>		<b>4,726</b>	
Lower Division	3,077	27%	382	31%	90	29%	4,589	39%	1,377	35%	385	16%	1,483	31%
Upper Division	4,387	39%	492	40%	106	34%	5,519	46%	1,882	47%	819	34%	1,186	25%
Graduate	3,855	34%	353	29%	116	37%	1,805	15%	727	18%	1,212	50%	2,057	44%

note: Lower and Upper Division counts without advanced placement exam units.

source: Cal Answers

## 2.4 Students Receiving Financial Aid

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
<b>Undergraduate Students</b>										
Total Headcount	<b>26,357</b>		<b>26,759</b>		<b>27,267</b>		<b>27,765</b>		<b>28,153</b>	
Total Receiving Some Form of Financial Aid or Assistance	17,788	67%	17,851	67%	18,632	68%	19,245	69%	19,166	68%
Total Receiving Federal Pell Grant Support	7,893	30%	7,975	30%	9,142	34%	9,816	35%	9,523	34%
Total Pell Dollar Amount	\$25,255,130		\$28,900,149		\$44,411,282		\$44,631,284		\$39,209,793	
<b>Graduate Students</b>										
Total Headcount	<b>10,495</b>		<b>10,408</b>		<b>10,482</b>		<b>10,437</b>		<b>10,386</b>	
Total Receiving Some Form of Financial Aid or Assistance	9,456	90%	9,477	91%	9,723	93%	9,520	91%	9,663	93%

note: Total headcount is unduplicated headcount across semesters from financial aid data, which is different from the census headcounts in Tables 2.1 through 2.3.  
 source: 2010-11 and 2011-12 from Cal Answers, 2007-08 through 2009-10 from reports to UCOP by Financial Aid and Scholarships Office and Graduate Division.

### 3.1 Degrees Granted by CIP and Degree Level

Cip - Major	Degree Level	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Agriculture, Agriculture Operations, and Related Sciences</b>	Masters	8	4	11	12	15
	Doctoral	13	6	13	19	13
<b>Architecture and Related Services</b>	Bachelor	171	182	168	194	175
	Masters	105	117	119	129	121
	Doctoral	13	18	20	11	20
<b>Area, Ethnic, Cultural, and Gender Studies</b>	Bachelor	272	283	291	277	326
	Masters	26	41	34	22	29
	Doctoral	12	15	10	13	18
<b>Biological and Biomedical Sciences</b>	Bachelor	962	1067	943	1046	1000
	Masters	28	25	27	25	17
	Doctoral	120	123	127	129	127
<b>Business, Management, Marketing, and Related Support Services</b>	Bachelor	374	327	317	357	356
	Masters	617	624	600	617	624
	Doctoral	14	5	16	14	18
<b>Communication, Journalism, and Related Programs</b>	Bachelor	241	211	215	230	199
	Masters	55	55	56	52	49
<b>Computer and Information Sciences and Support Services</b>	Bachelor	88	79	84	117	115
	Masters	57	50	74	62	57
	Doctoral	35	41	35	34	31
<b>Education</b>	Masters	123	128	104	88	73
	Doctoral	29	31	38	50	42
<b>Engineering</b>	Bachelor	744	807	856	826	924
	Masters	337	316	343	289	423
	Doctoral	189	196	152	169	188
<b>English Language and Literature/Letters</b>	Bachelor	455	461	454	437	423
	Masters	11	15	17	12	10
	Doctoral	18	20	37	22	19
<b>Foreign Languages, Literatures, and Linguistics</b>	Bachelor	312	278	278	292	258
	Masters	47	34	28	42	28
	Doctoral	37	42	45	48	48
<b>Health Professions and Related Clinical Sciences</b>	Bachelor	89	110	139	198	154
	Masters	154	131	152	213	152
	Doctoral	11	12	15	15	11
	Professional	54	54	58	62	60
<b>History</b>	Bachelor	235	239	236	224	221
	Masters	16	28	20	21	22
	Doctoral	19	28	15	34	20
<b>Legal Professions and Studies</b>	Bachelor	152	150	130	124	136
	Masters	88	96	100	129	168
	Doctoral	5	5	2	11	6
	Professional	299	298	310	324	317
<b>Mathematics and Statistics</b>	Bachelor	223	234	237	273	310
	Masters	27	17	20	28	33
	Doctoral	29	40	26	29	28
<b>Multi/Interdisciplinary Studies</b>	Bachelor	348	386	362	365	402
	Masters	32	24	19	21	21
	Doctoral	6	16	15	19	12
<b>Natural Resources and Conservation</b>	Bachelor	206	271	327	412	407
	Masters	6	5	7	2	6
	Doctoral	30	29	18	27	24
<b>Philosophy and Religious Studies</b>	Bachelor	123	128	124	135	97
	Masters					1
	Doctoral	11	10	5	7	11
<b>Physical Sciences</b>	Bachelor	291	297	237	250	271
	Masters	50	74	56	91	78
	Doctoral	132	113	150	117	113
<b>Psychology</b>	Bachelor	375	399	314	347	354
	Masters	10	2	7	8	5
	Doctoral	14	15	12	20	16
<b>Public Administration and Social Service Professions</b>	Bachelor	116	106	116	128	123
	Masters	157	171	163	162	168
	Doctoral	10	8	11	11	8
<b>Social Sciences</b>	Bachelor	1591	1673	1582	1636	1661
	Masters	67	58	56	44	41
	Doctoral	105	79	92	91	90
<b>Visual and Performing Arts</b>	Bachelor	325	278	299	298	311
	Masters	17	9	22	16	18
	Doctoral	13	12	23	16	24

Source: Cal Answers

**Table 4.1a - Regular Faculty Headcount by Gender - Ethnicity**

	<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
Female	442	28.5%	461	29.1%	462	29.5%	445	29.4%	445	29.4%
Male	1,111	71.5%	1,125	70.9%	1,106	70.5%	1,071	70.6%	1,068	70.6%
<b>Total</b>	<b>1,553</b>		<b>1,586</b>		<b>1,568</b>		<b>1,516</b>		<b>1,513</b>	
African American/Black	43	2.8%	48	3.0%	48	3.1%	47	3.1%	48	3.2%
Asian/Pacific Islander	187	12.0%	195	12.3%	190	12.1%	186	12.3%	188	12.4%
Decline to State	16	1.0%	19	1.2%	18	1.1%	17	1.1%	19	1.3%
Mexican American/Chicano	17	1.1%	18	1.1%	19	1.2%	19	1.3%	22	1.5%
Native American/Alaska Native	1	0.1%	2	0.1%	2	0.1%	2	0.1%	3	0.2%
Other Hispanic/Latino	52	3.3%	52	3.3%	53	3.4%	55	3.6%	57	3.8%
White	1,237	79.7%	1,252	78.9%	1,238	79.0%	1,190	78.5%	1,176	77.7%
<b>Total</b>	<b>1,553</b>		<b>1,586</b>		<b>1,568</b>		<b>1,516</b>		<b>1,513</b>	

note: Less than 1% of Berkeley's regular faculty are part-time.

source: Cal Answers

**Table 4.1b - Other Faculty Headcount by Gender - Ethnicity**

	<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
Female	484	43.6%	476	43.4%	443	42.3%	505	44.2%	535	44.7%
Male	626	56.4%	621	56.6%	604	57.7%	637	55.8%	661	55.3%
<b>Total</b>	<b>1,110</b>		<b>1,097</b>		<b>1,047</b>		<b>1,142</b>		<b>1,196</b>	
African American/Black	32	2.9%	27	2.5%	27	2.6%	33	2.9%	34	2.8%
Asian/Pacific Islander	169	15.2%	177	16.1%	156	14.9%	167	14.6%	190	15.9%
Decline to State	50	4.5%	41	3.7%	46	4.4%	72	6.3%	87	7.3%
Mexican American/Chicano	22	2.0%	30	2.7%	24	2.3%	25	2.2%	27	2.3%
Native American/Alaska Native	5	0.5%	5	0.5%	5	0.5%	5	0.4%	5	0.4%
Other Hispanic/Latino	20	1.8%	25	2.3%	22	2.1%	20	1.8%	23	1.9%
White	812	73.2%	792	72.2%	767	73.3%	820	71.8%	830	69.4%
<b>Total</b>	<b>1,110</b>		<b>1,097</b>		<b>1,047</b>		<b>1,142</b>		<b>1,196</b>	

note: Berkeley is implementing a new system that will allow tracking FT/PT status.

source: Cal Answers



**Table 4.2 - Faculty Headcount by College/School, Division and Department**

unit	2008	2009	2010	2011	2012
<b>College of Chemistry</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>85</b>	<b>84</b>
<i>Coll of Chem Dean</i>			2		
Other Faculty			2		
<b>Dept of Chemical Engineering</b>	<b>25</b>	<b>23</b>	<b>25</b>	<b>24</b>	<b>22</b>
Regular Faculty	18	19	20	20	19
Other Faculty	7	4	5	4	3
<b>Dept Of Chemistry</b>	<b>62</b>	<b>65</b>	<b>62</b>	<b>61</b>	<b>62</b>
Regular Faculty	54	53	53	50	52
Other Faculty	8	12	9	11	10
<b>College of Engineering</b>	<b>320</b>	<b>319</b>	<b>312</b>	<b>310</b>	<b>317</b>
<b>Bioengineering</b>	<b>32</b>	<b>32</b>	<b>35</b>	<b>34</b>	<b>33</b>
Regular Faculty	25	27	29	28	28
Other Faculty	7	5	6	6	5
<b>Civil &amp; Environ Engineer</b>	<b>54</b>	<b>61</b>	<b>57</b>	<b>53</b>	<b>56</b>
Regular Faculty	44	48	47	45	45
Other Faculty	10	13	10	8	11
<b>COENG Engineering Research</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
Other Faculty	2	2	2	1	1
<b>Electrical Engr &amp; Computer Science</b>	<b>112</b>	<b>110</b>	<b>110</b>	<b>112</b>	<b>111</b>
Regular Faculty	94	96	98	95	97
Other Faculty	18	14	12	17	14
<b>Eng Dean's Office</b>					<b>1</b>
Other Faculty					1
<b>Industrial Eng &amp; Operations Research</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>24</b>	<b>25</b>
Regular Faculty	18	18	17	17	18
Other Faculty	12	7	8	7	7
<b>Inst for Environ Sci &amp; Engr</b>				<b>1</b>	<b>1</b>
Other Faculty				1	1
<b>Material Sci &amp; Engineering</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>21</b>
Regular Faculty	21	23	24	22	19
Other Faculty	1	1	1	1	2
<b>Mechanical Engineering</b>	<b>54</b>	<b>52</b>	<b>48</b>	<b>49</b>	<b>51</b>
Regular Faculty	46	45	43	43	45
Other Faculty	8	7	5	6	6
<b>Nuclear Engineering</b>	<b>14</b>	<b>13</b>	<b>10</b>	<b>13</b>	<b>17</b>
Regular Faculty	9	7	7	8	8

Other Faculty	5	6	3	5	9
<b>College of Environmental Design</b>	<b>109</b>	<b>105</b>	<b>96</b>	<b>104</b>	<b>109</b>
<b>City &amp; Regional Planning</b>	<b>29</b>	<b>35</b>	<b>24</b>	<b>29</b>	<b>29</b>
Regular Faculty	18	20	20	21	19
Other Faculty	11	15	4	8	10
<b>Dept of Architecture</b>	<b>54</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>54</b>
Regular Faculty	26	27	29	30	31
Other Faculty	28	20	18	17	23
<b>Envir Design Dean's Office</b>				<b>1</b>	
Other Faculty				1	
<b>Landscape Arch &amp; Envir Plng</b>	<b>26</b>	<b>23</b>	<b>25</b>	<b>27</b>	<b>26</b>
Regular Faculty	12	13	12	12	12
Other Faculty	14	10	13	15	14
<b>College of Letters &amp; Science</b>	<b>1428</b>	<b>1409</b>	<b>1379</b>	<b>1394</b>	<b>1441</b>
<b>Arts &amp; Humanities Division</b>	<b>492</b>	<b>483</b>	<b>471</b>	<b>475</b>	<b>502</b>
<b>Art History</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>20</b>	<b>21</b>
Regular Faculty	14	15	15	12	13
Other Faculty	6	6	7	8	8
<b>Art Practice</b>	<b>20</b>	<b>22</b>	<b>21</b>	<b>17</b>	<b>19</b>
Regular Faculty	5	6	6	5	5
Other Faculty	15	16	15	12	14
<b>Buddhist Studies</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
Other Faculty	2	1	1	2	2
<b>Classics</b>	<b>20</b>	<b>20</b>	<b>23</b>	<b>24</b>	<b>26</b>
Regular Faculty	18	20	21	21	21
Other Faculty	2		2	3	5
<b>Comparative Literature</b>	<b>29</b>	<b>25</b>	<b>24</b>	<b>26</b>	<b>26</b>
Regular Faculty	19	20	21	21	19
Other Faculty	10	5	3	5	7
<b>Critical Theory</b>					<b>1</b>
Other Faculty					1
<b>East Asian Languages &amp; Cult</b>	<b>45</b>	<b>44</b>	<b>42</b>	<b>39</b>	<b>38</b>
Regular Faculty	13	15	14	13	12
Other Faculty	32	29	28	26	26
<b>English</b>	<b>72</b>	<b>76</b>	<b>69</b>	<b>69</b>	<b>70</b>
Regular Faculty	58	63	59	56	57
Other Faculty	14	13	10	13	13
<b>Film and Media</b>	<b>13</b>	<b>16</b>	<b>14</b>	<b>14</b>	<b>17</b>
Regular Faculty	10	10	9	8	9

Other Faculty	3	6	5	6	8
<b>French</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>23</b>	<b>24</b>
Regular Faculty	12	13	13	12	12
Other Faculty	9	9	9	11	12
<b>German</b>	<b>20</b>	<b>19</b>	<b>17</b>	<b>20</b>	<b>19</b>
Regular Faculty	11	11	11	11	11
Other Faculty	9	8	6	9	8
<b>Italian Studies</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>11</b>	<b>12</b>
Regular Faculty	7	7	6	5	6
Other Faculty	5	4	4	6	6
<b>Jewish Studies</b>	<b>1</b>				
Other Faculty	1				
<b>Medieval Studies</b>	<b>1</b>		<b>1</b>		
Other Faculty	1		1		
<b>Music</b>	<b>26</b>	<b>28</b>	<b>27</b>	<b>30</b>	<b>31</b>
Regular Faculty	17	20	20	20	20
Other Faculty	9	8	7	10	11
<b>Near Eastern Studies</b>	<b>24</b>	<b>29</b>	<b>26</b>	<b>25</b>	<b>27</b>
Regular Faculty	13	14	14	13	11
Other Faculty	11	15	12	12	16
<b>Philosophy</b>	<b>26</b>	<b>19</b>	<b>22</b>	<b>21</b>	<b>27</b>
Regular Faculty	15	15	17	16	17
Other Faculty	11	4	5	5	10
<b>Rhetoric</b>	<b>26</b>	<b>22</b>	<b>23</b>	<b>23</b>	<b>26</b>
Regular Faculty	17	16	16	15	15
Other Faculty	9	6	7	8	11
<b>Scandinavian Languages</b>	<b>16</b>	<b>16</b>	<b>13</b>	<b>14</b>	<b>17</b>
Regular Faculty	5	5	5	5	6
Other Faculty	11	11	8	9	11
<b>Slavic Languages &amp; Literature</b>	<b>22</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>19</b>
Regular Faculty	11	10	9	9	10
Other Faculty	11	8	10	10	9
<b>South &amp; Southeast Asian Std</b>	<b>23</b>	<b>25</b>	<b>23</b>	<b>25</b>	<b>29</b>
Regular Faculty	12	13	12	11	11
Other Faculty	11	12	11	14	18
<b>Spanish &amp; Portuguese</b>	<b>24</b>	<b>23</b>	<b>21</b>	<b>27</b>	<b>22</b>
Regular Faculty	16	15	12	12	11
Other Faculty	8	8	9	15	11
<b>Thtr, Dance &amp; Perf</b>	<b>29</b>	<b>26</b>	<b>31</b>	<b>26</b>	<b>29</b>

Regular Faculty	9	11	11	10	11
Other Faculty	20	15	20	16	18
<b>Biological Sciences Division</b>	<b>160</b>	<b>156</b>	<b>151</b>	<b>149</b>	<b>156</b>
<b><i>Integrative Biology</i></b>	<b>53</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>55</b>
Regular Faculty	40	42	38	38	38
Other Faculty	13	8	12	12	17
<b><i>Molecular &amp; Cell Biology</i></b>	<b>94</b>	<b>93</b>	<b>90</b>	<b>88</b>	<b>90</b>
Regular Faculty	85	86	84	82	83
Other Faculty	9	7	6	6	7
<b><i>Phys Ed Program</i></b>	<b>13</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>11</b>
Regular Faculty	1	1	1	1	1
Other Faculty	12	12	10	10	10
<b><i>L&amp;S Dean's Office</i></b>	<b>1</b>	<b>1</b>			
Other Faculty	1	1			
<b>Math &amp; Physical Sci Division</b>	<b>244</b>	<b>250</b>	<b>237</b>	<b>237</b>	<b>250</b>
<b><i>Astronomy</i></b>	<b>23</b>	<b>25</b>	<b>25</b>	<b>26</b>	<b>27</b>
Regular Faculty	19	21	21	20	22
Other Faculty	4	4	4	6	5
<b><i>Earth &amp; Planetary Science</i></b>	<b>33</b>	<b>32</b>	<b>30</b>	<b>32</b>	<b>30</b>
Regular Faculty	26	26	25	24	23
Other Faculty	7	6	5	8	7
<b><i>Mathematics</i></b>	<b>84</b>	<b>86</b>	<b>80</b>	<b>76</b>	<b>80</b>
Regular Faculty	65	64	61	59	57
Other Faculty	19	22	19	17	23
<b><i>Physical Sc Dean's Off</i></b>					<b>3</b>
Other Faculty					3
<b><i>Physics</i></b>	<b>70</b>	<b>70</b>	<b>66</b>	<b>64</b>	<b>69</b>
Regular Faculty	65	65	63	58	60
Other Faculty	5	5	3	6	9
<b><i>Statistics</i></b>	<b>34</b>	<b>37</b>	<b>36</b>	<b>39</b>	<b>41</b>
Regular Faculty	29	29	28	29	31
Other Faculty	5	8	8	10	10
<b>Social Sciences Division</b>	<b>451</b>	<b>446</b>	<b>452</b>	<b>452</b>	<b>455</b>
<b><i>African Am Studies</i></b>	<b>16</b>	<b>17</b>	<b>22</b>	<b>21</b>	<b>21</b>
Regular Faculty	9	11	12	11	12
Other Faculty	7	6	10	10	9
<b><i>Anthropology</i></b>	<b>38</b>	<b>33</b>	<b>33</b>	<b>36</b>	<b>34</b>
Regular Faculty	28	28	28	28	27
Other Faculty	10	5	5	8	7

<b>Demography</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>
Regular Faculty	5	5	5	5	5
Other Faculty				1	
<b>Economics</b>	<b>61</b>	<b>60</b>	<b>57</b>	<b>57</b>	<b>57</b>
Regular Faculty	50	48	46	44	46
Other Faculty	11	12	11	13	11
<b>Ethnic Studies</b>	<b>37</b>	<b>36</b>	<b>36</b>	<b>34</b>	<b>45</b>
Regular Faculty	16	15	15	15	16
Other Faculty	21	21	21	19	29
<b>Gender and Women's Studies</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>14</b>	<b>15</b>
Regular Faculty	8	8	8	8	9
Other Faculty	5	5	4	6	6
<b>Geography</b>	<b>23</b>	<b>22</b>	<b>21</b>	<b>20</b>	<b>23</b>
Regular Faculty	17	18	18	18	18
Other Faculty	6	4	3	2	5
<b>History</b>	<b>68</b>	<b>68</b>	<b>71</b>	<b>68</b>	<b>65</b>
Regular Faculty	53	51	54	48	46
Other Faculty	15	17	17	20	19
<b>Linguistics</b>	<b>22</b>	<b>20</b>	<b>16</b>	<b>17</b>	<b>18</b>
Regular Faculty	14	15	15	15	13
Other Faculty	8	5	1	2	5
<b>Political Science</b>	<b>64</b>	<b>64</b>	<b>65</b>	<b>62</b>	<b>61</b>
Regular Faculty	54	54	52	50	48
Other Faculty	10	10	13	12	13
<b>Psychology</b>	<b>64</b>	<b>63</b>	<b>71</b>	<b>75</b>	<b>72</b>
Regular Faculty	41	39	39	37	35
Other Faculty	23	24	32	38	37
<b>Sociology</b>	<b>40</b>	<b>45</b>	<b>43</b>	<b>42</b>	<b>39</b>
Regular Faculty	31	31	31	31	31
Other Faculty	9	14	12	11	8
<b>Undergraduate Div</b>	<b>80</b>	<b>73</b>	<b>68</b>	<b>81</b>	<b>78</b>
<b>College Writing Programs</b>	<b>23</b>	<b>23</b>	<b>16</b>	<b>17</b>	<b>19</b>
Other Faculty	23	23	16	17	19
<b>Intl &amp; Area Stud Tchg Prgm</b>	<b>22</b>	<b>16</b>	<b>17</b>	<b>23</b>	<b>22</b>
Regular Faculty	2	1	1	1	1
Other Faculty	20	15	16	22	21
<b>ROTC Military Affairs</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>9</b>
Other Faculty	8	7	8	9	9
<b>Undergrad Interdisc Studies</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>32</b>	<b>28</b>

Regular Faculty	5	5	6	6	7
Other Faculty	22	22	21	26	21
<b>College of Natural Resources</b>	<b>167</b>	<b>168</b>	<b>171</b>	<b>168</b>	<b>166</b>
<b>Agricultural Res Econ Pol</b>	<b>24</b>	<b>24</b>	<b>27</b>	<b>27</b>	<b>22</b>
Regular Faculty	20	20	21	21	18
Other Faculty	4	4	6	6	4
<b>Energy &amp; Resources Group ERG</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>
Regular Faculty	5	5	6	6	6
Other Faculty	2	3	1	1	1
<b>Environ Sci</b>					
Regular Faculty					
<b>EnvSciPolMgt</b>	<b>71</b>	<b>71</b>	<b>72</b>	<b>70</b>	<b>74</b>
Regular Faculty	60	61	59	58	59
Other Faculty	11	10	13	12	15
<b>Nutritional Sci &amp; Tox Dept</b>	<b>24</b>	<b>23</b>	<b>23</b>	<b>21</b>	<b>22</b>
Regular Faculty	14	14	14	13	11
Other Faculty	10	9	9	8	11
<b>Plant &amp; Microbial Biology</b>	<b>41</b>	<b>42</b>	<b>42</b>	<b>43</b>	<b>41</b>
Regular Faculty	32	32	31	31	31
Other Faculty	9	10	11	12	10
<b>School of Business</b>	<b>165</b>	<b>180</b>	<b>186</b>	<b>189</b>	<b>200</b>
Regular Faculty	81	82	80	80	81
Other Faculty	84	98	106	109	119
<b>School of Education</b>	<b>91</b>	<b>97</b>	<b>78</b>	<b>69</b>	<b>66</b>
Regular Faculty	35	38	37	37	37
Other Faculty	56	59	41	32	29
<b>School of Information</b>	<b>23</b>	<b>27</b>	<b>27</b>	<b>29</b>	<b>34</b>
Regular Faculty	13	16	17	17	17
Other Faculty	10	11	10	12	17
<b>School of Journalism</b>	<b>47</b>	<b>41</b>	<b>38</b>	<b>44</b>	<b>40</b>
Regular Faculty	14	14	14	14	15
Other Faculty	33	27	24	30	25
<b>School of Law</b>	<b>147</b>	<b>161</b>	<b>159</b>	<b>170</b>	<b>165</b>
Regular Faculty	48	52	53	56	54
Other Faculty	99	109	106	114	111
<b>School of Optometry</b>	<b>123</b>	<b>134</b>	<b>130</b>	<b>132</b>	<b>140</b>
<b>Optometry Clinic</b>	<b>82</b>	<b>90</b>	<b>88</b>	<b>92</b>	<b>96</b>
Other Faculty	82	90	88	92	96

<b>Optometry Dean's Office</b>	<b>41</b>	<b>44</b>	<b>42</b>	<b>40</b>	<b>44</b>
Regular Faculty	19	19	18	18	18
Other Faculty	22	25	24	22	26
<b>School of Public Health</b>	<b>137</b>	<b>144</b>	<b>141</b>	<b>145</b>	<b>140</b>
Regular Faculty	53	55	56	54	56
Other Faculty	84	89	85	91	84
<b>School of Public Policy</b>	<b>25</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>29</b>
Regular Faculty	19	19	20	20	18
Other Faculty	6	5	6	8	11
<b>School of Social Welfare</b>	<b>34</b>	<b>36</b>	<b>32</b>	<b>39</b>	<b>36</b>
Regular Faculty	17	15	15	13	12
Other Faculty	17	21	17	26	24

note: Headcount by department; duplicates split appointments between units

source: Cal Answers

**Table 4.3a - Staff Headcount with No End\* Date by Gender - Ethnicity**

	2008		2009		2010		2011		2012	
Female	4,352	58.6%	4,459	58.7%	4,226	58.9%	4,043	58.8%	3,859	58.3%
Male	3,080	41.4%	3,136	41.3%	2,950	41.1%	2,831	41.2%	2,759	41.7%
<b>Total</b>	<b>7,432</b>		<b>7,595</b>		<b>7,176</b>		<b>6,874</b>		<b>6,618</b>	
African American/Black	945	12.7%	950	12.5%	852	11.9%	793	11.5%	763	11.5%
Asian/Pacific Islander	1,476	19.9%	1,539	20.3%	1,480	20.6%	1,430	20.8%	1,385	20.9%
Decline to State	176	2.4%	216	2.8%	222	3.1%	232	3.4%	232	3.5%
Mexican American/Chicano	929	12.5%	960	12.6%	897	12.5%	880	12.8%	871	13.2%
Native American/Alaska Native	58	0.8%	60	0.8%	53	0.7%	49	0.7%	48	0.7%
White	3,848	51.8%	3,870	51.0%	3,672	51.2%	3,490	50.8%	3,319	50.2%
<b>Total</b>	<b>7,432</b>		<b>7,595</b>		<b>7,176</b>		<b>6,874</b>		<b>6,618</b>	

\*Career and Partial-Year Career appointments

note: Berkeley is implementing a new system that will allow tracking FT/PT status.

source: Cal Answers

**Table 4.3b - Staff Headcount with End Date\*\* by Gender - Ethnicity**

	2008		2009		2010		2011		2012	
Female	787	54.7%	840	54.7%	692	53.4%	677	52.8%	782	53.1%
Male	652	45.3%	696	45.3%	603	46.6%	604	47.2%	692	46.9%
<b>Total</b>	<b>1,439</b>		<b>1,536</b>		<b>1,295</b>		<b>1,281</b>		<b>1,474</b>	
African American/Black	178	12.4%	204	13.3%	103	8.0%	104	8.1%	108	7.3%
Asian	232	16.1%	265	17.3%	213	16.4%	213	16.6%	249	16.9%
Decline to State	137	9.5%	145	9.4%	177	13.7%	126	9.8%	129	8.8%
Mexican American/Chicano	162	11.3%	177	11.5%	134	10.3%	151	11.8%	187	12.7%
Native American/Alaska Native	7	0.5%	8	0.5%	4	0.3%	4	0.3%	7	0.5%
White	723	50.2%	737	48.0%	664	51.3%	683	53.3%	793	53.8%
<b>Total</b>	<b>1,439</b>		<b>1,536</b>		<b>1,295</b>		<b>1,281</b>		<b>1,473</b>	

\*\*Contract, Limited and Per Diem appointments

source: Cal Answers

note: Berkeley is implementing a new system that will allow tracking FT/PT status.



**Table 4.4 - Full-Time Regular Faculty/Staff Turnover**

Five-Year Average (2007-08 through 2011-12)

	<b>Regular Faculty</b>		<b>Staff with No End Date</b>	
Number of employees in this period (Enter five year <i>average</i> , fall term count)	1,547		7,139	
Number of new hires in this period (Enter five year average, fall term FTE; calculate as percentage of first cell above)	59.4	3.8%	568	8.0%
Number of retirements in this period (Enter five year average annual retirements; calculate as percentage of first cell above)	39.4	2.5%	153	2.1%
Number of departures in this period (Enter five year average annual departures; calculate as percentage of first cell above)	21.6	1.4%	978	13.7%

Sources: Academic Personnel Office; Human Resources

**WASC Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators: Undergraduate Degree Programs at UC Berkeley**

Academic Program	(1) Have formal learning outcomes been developed?	(2) Where are the learning outcomes published?	(3) Other than GPA and course grades, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?								(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last Academic Program Review:	
			Culminating projects, papers/thesis, performance	Course-embedded work samples	Observations of student performance	External exams	Student perceptions and reflections	Rating of student performance by field experts	Job placement data	Institutional data				Other
Department of Art Practice  B.A. in Art Practice	Yes	Program website: <a href="http://art.berkeley.edu/programs/undergraduate/">http://art.berkeley.edu/programs/undergraduate/</a>	X	X	X				X			<b>Who:</b> Faculty as a whole  <b>Process:</b> Collection and evaluation of end-of-semester student course evaluations.	A senior project seminar requirement (a capstone course) was added to the major (not just for honors students) recently. Student reports in course evaluation indicated that the course helps students prepare to enter an MFA program or the profession in art.	2008 APR
Department of Classics  B.A. in Classical Languages, B.A. in Classical Civilizations, B.A. in Greek, B.A. in Latin	Yes	Program website: <a href="http://classics.berkeley.edu/programs/undergraduate/learningGoals.php">http://classics.berkeley.edu/programs/undergraduate/learningGoals.php</a>  <a href="http://classics.berkeley.edu/programs/undergraduate/learningGoals.php">http://classics.berkeley.edu/programs/undergraduate/learningGoals.php</a>	X	X								<b>Who:</b> Individual faculty  <b>Process:</b> Data from designated courses and from papers submitted by individual students (as capstone) are submitted to the Chair. We have yet to institute proper analysis by committee of detectable trends in these data. The Chair will either set up a special undergraduate student learning initiative committee or request ongoing analysis from instructors.	N/A	2013 APR
Department of Comparative Literature  B.A. in Comparative Literature	Yes	Program website: <a href="http://complit.berkeley.edu/?page_id=1004">http://complit.berkeley.edu/?page_id=1004</a>	X	X	X							<b>Who:</b> Individual faculty  <b>Process:</b> Evidence (verbal and written presentations) is gathered from the senior seminar (190) related to related to oral and written presentation skills.	The program instituted a new course, Comparative Literature 170, which prepares students for the honors thesis. Comparative Literature 190 also now requires longer essays.	2009 APR

Department of East Asian Languages and Cultures  B.A. in Chinese Language, B.A. in Japanese Language	No	n/a					X			SAO keeps close track of student progress and is in contact with faculty about performance.	<b>Who:</b> faculty as a whole <b>Process:</b> Faculty evaluate student learning outcome in individual courses. The curriculum committee and the faculty as a whole attend to the balance of courses and consider program changes.	Development of a new major track in Asian Thought to address needs of students interested in Religion and Philosophy	2011 APR
Department of English  B.A. in English	Yes	Program website: <a href="http://english.berkeley.edu/undergraduate/usli">http://english.berkeley.edu/undergraduate/usli</a>	X	X	X		X				<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole <b>Process:</b> Review of course grades, student evaluation of courses, and survey data (e.g., UCUES).	The concerns raised by the Undergraduate Student Learning Initiative led to implementation of the Churnin Program. The program provides individual and group mentorship (emphasizing critical thinking) for a very large group of majors (around 250 graduating seniors per year). The program emphasized the connections between the skills developed in the major and the world outside the academy.	2014 APR
Department of Film and Media Studies  B.A. in Film	Yes	Program website: <a href="http://fm.berkeley.edu/undergraduate/student-learning-initiative/">http://fm.berkeley.edu/undergraduate/student-learning-initiative/</a>		X							<b>Who:</b> individual faculty <b>Process:</b> Monitoring and evaluation of student writing over the course of the major; faculty share the results of student writing projects and sample work is archived. The program also plans to archive sample work from lower division and the most advanced courses to gauge the intellectual evolution of students.	Based on the analysis of the coursework required, two courses were reclassified (lower division introductory courses became upper division - Documentary Film and Avant-Garde Film - 25A & B).	2010 APR
Department of French  B.A. in French	Yes	Program website: <a href="http://french.berkeley.edu/undergraduate/undergraduate-student-learning-initiative-usli/">http://french.berkeley.edu/undergraduate/undergraduate-student-learning-initiative-usli/</a>	X	X	X		X				<b>Who:</b> faculty committee (curriculum, ad-hoc) <b>Process:</b> A faculty committee (3-4 faculty) analyzes and evaluates a selection of student portfolios from 3-4 courses per semester.	Improvements to the honors program were made to raise the profile of the program. There is a new Honors Thesis Panel where senior students present their work. Advanced students (French majors) are now tutoring students in introductory French courses.	2012 APR
Department of German  B.A. in German, B.A. in Dutch	Yes	Program website: <a href="http://german.berkeley.edu/undergraduate/learning-goals/">http://german.berkeley.edu/undergraduate/learning-goals/</a>	X	X	X		X				<b>Who:</b> individual faculty, faculty as a whole <b>Process:</b> Student papers, tests, quizzes, and projects, and course evaluations are reviewed by individual faculty.	In response to the academic program review, the language program and undergraduate curriculum redesign is in progress.	2007 APR

Department of History of Art B.A. in History of Art	Yes	Program website: <a href="http://arthistory.berkeley.edu/UnderGradReqsOverview.html">http://arthistory.berkeley.edu/UnderGradReqsOverview.html</a>										<b>Who:</b> (Faculty committee) <b>Process:</b> A faculty committee will commence work in fall 2013 to discuss methods of collecting and analysis.	N/A (A redesigned curriculum was implemented fall 2012.)	2006 APR
Department of Italian Studies B.A. in Italian Studies	Yes	Program website: <a href="http://italian.berkeley.edu/undergraduate/USLI.shtml">http://italian.berkeley.edu/undergraduate/USLI.shtml</a>								Plans to develop an e-portfolio system.		<b>Who:</b> language coordinator <b>Process:</b> student work samples in e-portfolio will be evaluated by faculty.	N/A (Plans to incorporate e-portfolio into a capstone senior seminar.)	2009 APR
Department of Music B.A. in Music	Yes	Program website: <a href="http://music.berkeley.edu/academics/undergraduate/goals.php">http://music.berkeley.edu/academics/undergraduate/goals.php</a>	X	X	X		X					<b>Who:</b> individual faculty, faculty as a whole <b>Process:</b> Faculty are constantly aware of students' musical competence from students' participation in performance at various levels. The program held a one-day faculty retreat devoted to undergraduate curriculum in Fall 2012.	Ensuing discussions on undergraduate curriculum are ongoing.	2006 APR
Department of Near Eastern Studies B.A. in Near Eastern Studies	Yes	Program website: <a href="http://nes.berkeley.edu/undergradGoals-for-Majors.html">http://nes.berkeley.edu/undergradGoals-for-Majors.html</a>								Future plans: interviews and focus groups with graduating majors		<b>Who:</b> A departmental committee will be formed. <b>Process:</b> The faculty committee that will be formed will analyze student performance (honors theses and course embedded work samples). Individual instructor will convey findings from in-class student performance observation to the committee via a survey.	Not yet. New assessment tools will be created: focus groups, interviews, and an instructor survey on in-class student performance.	2008 APR
Department of Philosophy B.A. in Philosophy	Yes	Program website: <a href="https://philosophy.berkeley.edu/page/21">https://philosophy.berkeley.edu/page/21</a>										<b>Who:</b> individual faculty <b>Process:</b> Graduate student researchers select sample papers and compare first and final papers. A sampling of single papers is also drawn from a variety of courses. A clear, general rubric is applied across papers from different courses.	Assessment of student papers demonstrated student improvements, but also suggested improvements in writing requirements in the advanced courses. To better realize our goals for the students, the program is considering ways to get students pursue longer and more independent projects. In addition, a new longitudinal tracking system of students over the course of their academic careers is under discussion.	2007 APR

Department of Rhetoric  B.A. in Rhetoric	Yes	Program website: <a href="http://rhetoric.berkeley.edu/textimg.php?page_id=1078">http://rhetoric.berkeley.edu/textimg.php?page_id=1078</a>	X	X	X		X			X		<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole  <b>Process:</b> Faculty discussion, input from non-ladder-rank instructors is considered. Particular faculty attends students' public presentations and report back to the Chair and/or undergrad adviser.	The program continues to develop and support the honors program.	2009 APR
Department of Scandinavian  B.A. in Celtic Studies, B.A. in Scandinavian	Yes	Program website: <a href="http://scandinavian.berkeley.edu/undergrad/goals.htm">http://scandinavian.berkeley.edu/undergrad/goals.htm</a>	X	X	X	X	X			X	Credit for study abroad	<b>Who:</b> individual faculty, faculty as a whole, external advisory board  <b>Process:</b> Examinations, language exams, student writing in courses and theses, oral presentations in courses, language work in individual tutorials are evaluated by faculty.	N/A	2008 APR
Department of Slavic Languages and Literatures  B.A. in Slavic Languages & Literatures	Yes	Program website: <a href="http://slavic.berkeley.edu/Slavic_%20Major_Goals_U_SLI.2009.pdf">http://slavic.berkeley.edu/Slavic_%20Major_Goals_U_SLI.2009.pdf</a>	X	X	X							<b>Who:</b> individual faculty  <b>Process:</b> The program collects and keeps an archive of course papers.	Based on the archived course papers, individual faculty have made improvements in the quality of assignments.	2012 APR
Department of South and Southeast Asian Studies  B.A. in South & Southeast Asian Studies	Yes	Program website: <a href="http://sseas.berkeley.edu/programs/undergraduate/learning-goals">http://sseas.berkeley.edu/programs/undergraduate/learning-goals</a>	X	X			X					<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole  <b>Process:</b> Departmental meetings and faculty retreats are used to evaluate course evaluations and recommend improvements and modifications to the curriculum.	Based on faculty and student input, a new year-long gateway course series (SA 1A-B) was added to the curriculum in fall 2010.	2010 APR
Department of Spanish and Portuguese  B.A. in Spanish	Yes	Program website: <a href="http://spanish-portuguese.berkeley.edu/undergraduate/undergraduate-student-learning-initiative/">http://spanish-portuguese.berkeley.edu/undergraduate/undergraduate-student-learning-initiative/</a>	X	X	X		X					<b>Who:</b> faculty committee (curriculum, ad-hoc)  <b>Process:</b> A faculty committee meets to evaluate papers selected from key points in the curriculum, honors theses, and survey (UCUES) data to evaluate student learning and progress.	Evidence was collected for the first time, so use of findings has not happened yet.	2014 APR

Department of Theater, Dance, and Performance Studies  B.A. in Theater and Performance Studies, B.A. in Dance and Performance Studies	Yes	Program website: <a href="http://tdps.berkeley.edu/programs-courses/undergraduate-program/">http://tdps.berkeley.edu/programs-courses/undergraduate-program/</a>	X	X	X					One-on-one mentoring in capstone experiences	<b>Who:</b> individual faculty, faculty as a whole  <b>Process:</b> Course evaluations, assignments, exams, and final projects are discussed by faculty at a year-end department-wide meeting for the adjudication of prize monies. Six students nominated as a liaison to the department report to the Department Chair on the overall health of their community.	Course content and structure is being re-evaluated to strengthen practice, history and better introduce fundamentals of performance analysis. Based on a thorough discussion of criteria for student assessment by the curriculum committee, new grading rubrics for all areas of curriculum have been introduced.	2014 APR
Department of Integrative Biology  B.A. in Integrative Biology		Program website: <a href="http://ib.berkeley.edu/undergrad/usli.php">http://ib.berkeley.edu/undergrad/usli.php</a>					X		X		<b>Who:</b> faculty committee (curriculum, ad-hoc), Undergraduate Advising Manager and Major Advisors  <b>Process:</b> Senior exit survey data were collected in 2013 and will be evaluated by faculty during summer 2013.	New exit survey was introduced which will be used to support assessment of student learning. Data use has not happened yet.	2013 APR
Department of Molecular and Cell Biology  B.A. in Molecular & Cell Biology	Yes	Program website: <a href="https://mcb.berkeley.edu/undergrad/major/overview/usli/">https://mcb.berkeley.edu/undergrad/major/overview/usli/</a>		X			X		X	Note: lab reports from upper division courses	<b>Who:</b> faculty committee, Undergraduate Advising staff  <b>Process:</b> Head faculty advisors evaluate sample lab reports from upper division courses, using a rubric aligned with seven learning outcomes. Each year, the Undergraduate Affairs Office administers an exit survey to all graduating seniors, which embeds department's student learning outcomes.	N/A	2011 APR
Department of Astronomy B.A. in Astrophysics	No	n/a	X	X	X						<b>Who:</b> faculty as a whole  <b>Process:</b> Exams, grades, and course evaluations are evaluated by faculty.	Improvements in Teaching and Learning Center (The Astronomy Learning Center).	2008 APR
Department of Mathematics  B.A. in Mathematics, B.A. in Applied Mathematics	Yes	Program website: <a href="http://math.berkeley.edu/programs/undergraduate/student-learning-goals">http://math.berkeley.edu/programs/undergraduate/student-learning-goals</a>		X			X		X		<b>Who:</b> faculty as a whole (Plan to create a task force on assessment)  <b>Process:</b> Job placement and results of exit survey are evaluated by faculty. The program gathered some course-embedded work samples for some years, but they have not been evaluated systematically.	The program plans to offer communication workshops as resources become available.	2007 APR

Department of Statistics  B.A. in Statistics	Yes	Program website: <a href="http://statistics.berkeley.edu/programs/undergrad/learninggoals">http://statistics.berkeley.edu/programs/undergrad/learninggoals</a>		X			X		X		<b>Who:</b> faculty committee (curriculum, ad-hoc)  <b>Process:</b> Not yet developed a comprehensive approach. The newly formed undergraduate program committee will develop a plan to collect and analyze the data.	N/A	2006 APR
Department of Earth and Planetary Science  B.A. in Earth and Planetary Science	Yes	Program website: <a href="http://eps.berkeley.edu/undergraduate/files/USLI2009-Web.doc">http://eps.berkeley.edu/undergraduate/files/USLI2009-Web.doc</a>	X	X	X		X		X	Note: Institutional data includes percentage of declared majors that continue to graduations, etc. Other: long-term alumni success	<b>Who:</b> faculty committee (curriculum, ad-hoc)  <b>Process:</b> N/A	Improvements in assessment tools: The program recently introduced a student exit survey.	2009 APR
Department of Physics  B.A. in Physics	Yes	Program website: <a href="http://physics.berkeley.edu/index.php?option=com_content&amp;task=view&amp;id=133&amp;Itemid=166">http://physics.berkeley.edu/index.php?option=com_content&amp;task=view&amp;id=133&amp;Itemid=166</a>	X	X	X		X		X	Note: Oral questions administered after students' final oral presentations in a senior laboratory course (a capstone course).	<b>Who:</b> Individual faculty Faculty Committee  <b>Process:</b> Oral discussion was rated using a rubric by an instructor.	The oral discussion data provided areas in the major program that need to be augmented or modified. Job placement data led the program to consider adjustments to the program requirements to give students a better preparation in the field depending on their academic or career goals.	2012 APR
Department of African American Studies  B.A. in African American Studies	Yes	Internal document (not available on the website)	X	X			X				<b>Who:</b> faculty committee (curriculum, ad-hoc)  <b>Process:</b> Course syllabi, student course work, and student learning reflections are collected and evaluated by committee in relation to opportunities students had to engage and mastery of department learning goals.	The program identified areas of potential overlap between courses, and rectified those. The program also made adjustments that ensured students were having ample opportunity to engage with the research writing process over multiple courses.	2006 APR
Department of Anthropology  B.A. in Anthropology	Yes	Program website: <a href="http://anthropology.berkeley.edu/content/undergraduate-student-learning-initiative-usli">http://anthropology.berkeley.edu/content/undergraduate-student-learning-initiative-usli</a>	X	X	X		X				<b>Who:</b> individual faculty, faculty committee (ad-hoc, curriculum), faculty as a whole  <b>Process:</b> Exams, papers, oral presentations, senior thesis (for selected students), exit survey data is evaluated by faculty.	Course content adjusted based on information from surveys.	2008 APR

Department of Political Science B.A. in Political Science	Yes	Program website: <a href="http://polisci.berkeley.edu/undergrad/docs/Learning%20Goals.pdf">http://polisci.berkeley.edu/undergrad/docs/Learning%20Goals.pdf</a>								Plans to gather GSI feedback via survey	<b>Who:</b> N/A  <b>Process:</b> Currently the program is in the middle of developing methods to assess student learning.	N/A	2006 APR
Department of Economics B.A. in Economics	Yes	Program website: <a href="https://www econ.berkeley.edu/undergrad/home/learning-goals">https://www econ.berkeley.edu/undergrad/home/learning-goals</a>		X			X			Note: Three senior-level courses include some final exam questions that reveals achievement of degree-level outcomes.	<b>Who:</b> individual faculty, Grad Student Researcher (GSR), staff (MSO, undergrad advisors)  <b>Process:</b> Exit surveys, in-class evaluation of performance, and final exam results are evaluated by faculty.	N/A	2012 APR
Department of Ethnic Studies B.A. in Ethnic Studies, Asian American Studies, Native American Studies, Chicano/Latino Studies	Yes	Program website: <a href="http://ethnicstudies.berkeley.edu/programs/es.php">http://ethnicstudies.berkeley.edu/programs/es.php</a>	X				X	X			<b>Who:</b> individual faculty & faculty committee (curriculum, ad-hoc)  <b>Process:</b> The 2011-12 USLI grant enabled faculty to engage in a comprehensive review of field study courses. Work samples from courses, students' level of engagement in community based scholarship projects, and data from informal survey of faculty and instructors were evaluated by faculty.	The USLI 2008-9 led to newly designed research activities for lower and upper division courses and seminars resulting in new culminating experience. Students are now writing a formal research paper in the small seminars.	2009 APR
Department of Gender and Women's Studies B.A. in Gender and Women's Studies	Yes	Program website: <a href="http://womensstudies.berkeley.edu/undergraduateprogram/learninginitiative">http://womensstudies.berkeley.edu/undergraduateprogram/learninginitiative</a>	X								<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole  <b>Process:</b> Grading and other rubrics are shared and discussed among the faculty. At least one faculty meeting a year is dedicated to a discussion of pedagogy where faculty assess questions of skill development, overlap of teaching materials, and learning trends. The program also uses this occasion to share assignment ideas, and discuss any problem areas in the curriculum.	ADJUSTMENTS TO THE CURRICULUM - New coordination between GWS 101 and GWS 195 - redefined honors requirements.	2013 APR



Department of Geography B.A in Geography		Program website: <a href="http://geography.berkeley.edu/undergraduate/usli.php">http://geography.berkeley.edu/undergraduate/usli.php</a>	X				X					<b>Who:</b> individual faculty, chair, faculty as a whole  <b>Process:</b> The Chair reviews and analyzes student survey (UCUES) data, and discusses with the faculty. The faculty responsible for the capstone course reviews student performance and shares his analysis with the Chair. The whole department attends and discusses a limited number of student presentations held as a colloquium at semester's end.	Not yet.  Two steps the program believes would be helpful are: 1. expanding the capstone course to allow enrollment of more students. 2. Replacing temporary lecturers with full-time faculty. The latter is not likely to happen given the size of our department.	2007 APR
Department of History B.A. in History	Yes	Program website: <a href="http://history.berkeley.edu/sites/default/files/USLI.pdf">http://history.berkeley.edu/sites/default/files/USLI.pdf</a>	X	X	X		X			Other: Feedback from GSIs, feedback from staff advisers, etc.		<b>Who:</b> individual faculty and faculty committee (curriculum ad-hoc), faculty as a whole, Student Services Coordinator  <b>Process:</b> Student papers, presentations, exams and questionnaires are evaluated by the faculty. The Committee on the History Undergraduate Major (CHUM) produces an annual report. This report focuses on the products of the History 101 courses, as a reliable source of direct evidence of student learning.	Launching a pilot course AY 2013-14 (History 104) and a methods course for majors. Faculty members are involved in department-level discussions of how to improve preparation for the senior thesis.	2014 APR
Department of Linguistics B.A. in Linguistics	Yes	Program website: <a href="http://linguistics.berkeley.edu/programs/undergraduate/major.php#USLI">http://linguistics.berkeley.edu/programs/undergraduate/major.php#USLI</a>	X	X			X		X			<b>Who:</b> individual faculty & faculty committee (curriculum, ad-hoc)  <b>Process:</b> Final exams have embedded questions designed to evaluate program-level student learning goals. These results are discussed at faculty meetings.	In response to the observation that students need improvement on analytical writing skills, some faculty have increased the amount of writing in class. Student portfolio is under consideration as a new assessment tool to gather student performance over time.	2010 APR
Department of Psychology B.A. in Psychology	Yes	Program website: <a href="http://psychology.berkeley.edu/students">http://psychology.berkeley.edu/students</a>	X		X		X					<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole  <b>Process:</b> The curriculum committee reviews subjective data from all students and faculty gathered via an on-line survey every three years. Graduating students' experience and future plans are gathered via an exit survey. Honor's students' research skills as well as writing and oral presentation skills are evaluated by reviewing students' theses.	A significant overhaul of the undergraduate curriculum was in large part as a result of the undergraduate survey. Both students and faculty agreed that the upper division classes covered too much overlapping and basic materials. Students and faculty were also unsatisfied by the quantitative training. As a result, the department modified the lower division requirements and changed the organization and content of the upper division classes to address these issues.	2007 APR

Department of Sociology  B.A. in Sociology		Program website: <a href="http://sociology.berkeley.edu/sites/default/files/documents/student_services/undergrads/Undergraduate%20Learning%20Goals%20in%20Sociology.pdf">http://sociology.berkeley.edu/sites/default/files/documents/student_services/undergrads/Undergraduate%20Learning%20Goals%20in%20Sociology.pdf</a>	X	X	X		X	X		X	Other: Feedback at the Biannual Undergraduate Curriculum Committee Meetings (12-student committee chaired by Faculty Chair of Teaching Committee), Alpha Kappa Delta Undergraduate Research Symposium	<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole  <b>Process:</b> Various instruments indicated on the left columns and an exit survey are evaluated by the faculty.	N/A  Newly structured curriculum was implemented three years ago. The Department is still in the process of collecting and analyzing data.	2014 APR
Department of Chemistry  B.A./B.S. in Chemistry B.S. in Chemical Biology	Yes	Program website: <a href="http://chemistry.berkeley.edu/student_info/USLI/chemistry/">http://chemistry.berkeley.edu/student_info/USLI/chemistry/</a>	X	X							Other: Alumni survey	<b>Who:</b> A departmental Assessment Committee will be formed with rotating membership comprised of faculty and staff.  <b>Process:</b> The new Assessment Committee will analyze data from exams, lab reports, student oral and written reports and presentations, and an Alumni Survey. Written reports and laboratory reports from capstone upper division laboratory courses (i.e., Chem 105, 108, 115) will also be used to evaluate student achievement of the learning goals. The Director of Undergraduate Chemistry evaluates the data obtained from these surveys and writes a yearly report for the Chair of the department and the curriculum committee. Surveys were modified to include self-assessment questions related to learning goals which are fed back to the curriculum committee.	The upper division lab reports were found to be useful tools in assessing the learning goals.	2010 APR

<p>Department of Chemical Biomolecular Engineering</p> <p>B.S. in Chemical Engineering</p>		<p>Program website:  <a href="http://chemistry.berkeley.edu/student_info/USLI/chemical_engineering/">http://chemistry.berkeley.edu/student_info/USLI/chemical_engineering/</a></p>	X	X	X	X	X					<p><b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole</p> <p><b>Process:</b> Coursework from 2 core chemical engineering courses is evaluated by a faculty committee. Faculty and graduate student instructors of each course assess student coursework and use the course Outcome Assessment Template to report the number of students who fail, pass, or pass with distinction each of the Student Outcomes. In June of each year, the ABET coordinator generates a Quantitative Student Outcome Attainment report using the data from the Outcome Assessment Templates.</p> <p>The results from the direct and indirect measures of student outcome attainment are considered by the Undergraduate Education Committee prior to the departmental Annual Faculty Retreat each year. Strategies for addressing any areas for improvement in the attainment of Student Outcomes are discussed at the Faculty Retreat. All actions requiring curricular change are voted on by the faculty at the retreat, and implemented as soon as possible.</p>	<p>Streamlined data collection and assessment processes (The program engages students and alumni more meaningfully in the process).</p> <p>Results of the Student Outcome assessment and evaluation are published online in Reports of the Undergraduate Education Committee, available at: <a href="http://chemistry.berkeley.edu/student_info/USLI/chemical_engineering">http://chemistry.berkeley.edu/student_info/USLI/chemical_engineering</a></p>	2013 APR
<p>Department of Bioengineering</p> <p>B.S. in Bioengineering</p>		<p>Program website:  <a href="http://bioeng.berkeley.edu/undergrad/usli">http://bioeng.berkeley.edu/undergrad/usli</a></p>	X	X	X		X	X	X	X		<p><b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole, External Advisory Board</p> <p><b>Process:</b> When necessary, survey data of entire undergraduate population is gathered to discuss intended changes and to update information about our cohort. The results are analyzed in the curriculum committee and, when necessary, by the entire faculty.</p>	<p>Revamped courses, including significant reorganization of the first year courses. Added a new concentration (in synthetic biology). Increased depth by replacing courses outside of the department with new courses in BioE. These decisions were based in part on student interests and needs.</p>	2007 APR

Department of Civil and Environmental Engineering  B.S. in Civil Engineering	Yes	Program website: <a href="http://www.c.e.berkeley.edu/undergrad/curriculum/initiative?destination=node%2F99">http://www.c.e.berkeley.edu/undergrad/curriculum/initiative?destination=node%2F99</a>	X	X	X	X	X	X	X		<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole  <b>Process:</b> Evidence is regularly collected from all courses on a rotating four-year basis and reviewed by faculty committee. The committee sends recommendations back to instructors and faculty as a whole. Every course is reviewed on a 4-year cycle.	New undergraduate course requirements have been instituted. There has been a complete overhaul of our senior capstone requirements. Further many small changes have been instituted in a handful of courses.	2006 APR
Department of Electrical Engineering and Computer Sciences,  B.S./B.A. in Electrical & Computer Engineering, Computer Science & Engineering; B.A. in Computer Science	Yes	Program website: <a href="http://www.eecs.berkeley.edu/education/usli/">http://www.eecs.berkeley.edu/education/usli/</a>	X	X							<b>Who:</b> faculty committee (curriculum, ad-hoc)  <b>Process:</b> Faculty members teaching lower division courses, ethics course options, and engineering design courses collect samples of some work product and of the final exam that fall at the low, medium and high end of performance in the class. These samples are used to assess particular student outcomes.	N/A  The new course-embedded assessment system has been instituted in Fall 2012, so the program has yet to examine its effectiveness.  The new assessment system was created due to unwieldy semester-by-semester faculty reports that assess all outcomes.	2009 APR
Department of Industrial Engineering and Operations Research  B.S. in Industrial Engineering and Operations Research, B.A. in Operations Research & Management Science	Yes	Program website: <a href="http://ieor.berkeley.edu/AcademicPrograms/Ugrad/USLI.htm">http://ieor.berkeley.edu/AcademicPrograms/Ugrad/USLI.htm</a>	X	X			X	X	X		<b>Who:</b> individual faculty, faculty as a whole  <b>Process:</b> Material is collected from courses, and graduates and employers are surveyed annually.	Increased emphasis on projects, presentations, and data analysis.	2015 APR
Department of Materials Science and Engineering  B.S. in Materials Science & Engineering	Yes	Program website: <a href="http://www.mse.berkeley.edu/undergrad/objectives">http://www.mse.berkeley.edu/undergrad/objectives</a>	X	X	X		X		X		<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole, External Advisory Board  <b>Process:</b> The Department follows ABET accreditation standards.	Mainly changes to courses made by instructors based on feedback.	2008 APR

Department of Mechanical Engineering,  B.S. in Mechanical Engineering	Yes	Program website: <a href="http://www.me.berkeley.edu/StudentAffairs/ProgramInfo/goals.html">http://www.me.berkeley.edu/StudentAffairs/ProgramInfo/goals.html</a>	X	X	X		X	X	X	X	Other: Alumni and employer survey	<b>Who:</b> faculty committee (curriculum, ad-hoc), faculty as a whole, External Advisory Board, current students  <b>Process:</b> The Department reviews both direct and indirect evidence to determine the extent to which program graduates meet the student learning outcomes. For example, self-assessment survey, alumni and employer surveys, student work samples, success rates of external Engineering exams, etc.	In response to student feedback, the Mechanical Engineering curriculum was changed substantially between 2007 and 2010 to address student curricular needs and recently revamped Eng 10 and ME 102A.	2012 APR
Department of Nuclear Engineering,  B.A. in Nuclear Engineering		Program website: <a href="http://www.nuc.berkeley.edu/undergrad/initiative">http://www.nuc.berkeley.edu/undergrad/initiative</a>	X	X			X		X	X		<b>Who:</b> individual faculty, faculty as a whole, External Advisory Board  <b>Process:</b> General survey and course outcome surveys data as well as interviews with lower and upper division students is discussed at annual NE faculty retreat each August and used by the curriculum committee. NEPAC reviews the NE program annually in February or March and provides advice on graduate research and undergraduate education. NEPAC's review includes program objectives, student learning outcomes, and curriculum.	The survey data provided useful information on what areas courses are covering well.  Faculty recognized the need to adjust assignments and restructure courses -- previously recommended courses have become mandatory, team project and design experience have been to introductory courses (NE 92) at the freshman level. In response to students' needs for more opportunities to give presentations and polish their technical writing. As a result, presentation and new focus on technical writing, oral presentations and write-up of lab results have been included in upper division courses (NE 104, NE 150).	2011 APR
Department of Architecture, B.A. in Architecture	Yes	Program website: <a href="http://ced.berkeley.edu/academics/architecture/programs/bachelor-of-arts-in-architecture/undergraduate-student-learning-initiative/">http://ced.berkeley.edu/academics/architecture/programs/bachelor-of-arts-in-architecture/undergraduate-student-learning-initiative/</a>	X	X	X		X	X	X	X		<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole, design professionals  <b>Process:</b> Results of design studios are routinely discussed by faculty and design professionals.	Initiated new curriculum that strengthens liberal arts and pre-professional education by establishing two distinct tracks (project track and studio track respectively) through the undergraduate sequence.	2009 APR

Department of City and Regional Planning, B.A. in Urban Studies	Yes	Program website: <a href="http://ced.berkeley.edu/academics/city-regional-planning/programs/bachelor-of-arts-in-urban-studies/undergraduate-student-learning-initiative/">http://ced.berkeley.edu/academics/city-regional-planning/programs/bachelor-of-arts-in-urban-studies/undergraduate-student-learning-initiative/</a>	X	X	X		X		X	Other: Field observations	<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole, College of Environmental Design Dean of Undergraduate Studies  <b>Process:</b> Exams, papers, research projects, field observations, team projects, studio projects with clients, survey data and course evaluations are evaluated by committee. The Urban Studies Undergraduate Program Committee reviews the UCUES and other surveys.	Based on student survey findings, new undergraduate courses have been added to the Urban Studies Major. New capstone studio/workshop is being considered for all graduating seniors.	2006 APR
Department of Landscape Architecture & Environmental Design B.A. in Landscape Architecture	Yes	Program website: <a href="http://ced.berkeley.edu/academics/landscape-architecture-environmental-planning/programs/bachelor-of-arts-in-landscape-architecture/undergraduate-student-learning-initiative/">http://ced.berkeley.edu/academics/landscape-architecture-environmental-planning/programs/bachelor-of-arts-in-landscape-architecture/undergraduate-student-learning-initiative/</a>	X	X	X		X				<b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole  <b>Process:</b> A sample of student work from the seven upper division courses was evaluated by a committee appointed by LAEP's Curriculum Committee. The evaluation committee was comprised of two faculty and one alum, and aimed at determining student achievement of learning goals.	N/A	2011 APR
Department of Agricultural and Resource Economics  B.A./B.S. in Environmental Economics and Policy	Yes	Program website: <a href="http://nature.berkeley.edu/site/forms/oisa/eep_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/eep_usli.pdf</a>									<b>Who:</b> n/a  <b>Process:</b> n/a	n/a	2008 APR

<p>Department of Environmental Science, Policy and Management</p> <p>B.S. in Molecular Env Bio, Ecosystem Mgmt &amp; Interdisciplinary Studies, Society &amp; Environment, Forestry and Natural Resources</p>	Yes	<p>Program website:  <a href="http://nature.berkeley.edu/site/forms/oisa/meb_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/meb_usli.pdf</a>  <a href="http://nature.berkeley.edu/site/forms/oisa/es_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/es_usli.pdf</a>  <a href="http://nature.berkeley.edu/site/forms/oisa/se_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/se_usli.pdf</a>  <a href="http://nature.berkeley.edu/site/forms/oisa/fnr_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/fnr_usli.pdf</a></p>										<p><b>Who:</b> The department currently is understaffed for undergraduate studies. Staff will be asked to perform outcomes assessment in the future.</p> <p><b>Process:</b> n/a</p>	n/a	2011 APR
<p>Department of Nutritional Sciences and Toxicology</p> <p>B.S. in Nutritional Sciences, B.S. in Molecular Toxicology</p>	Yes	<p>Program website:  <a href="http://nature.berkeley.edu/site/forms/oisa/nspm_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/nspm_usli.pdf</a>  <a href="http://nature.berkeley.edu/site/forms/oisa/mt_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/mt_usli.pdf</a></p>	X	X	X				X	X		<p><b>Who:</b> individual faculty &amp; faculty committee (curriculum, ad-hoc)</p> <p><b>Process:</b> Directors and course coordinators report assessment data to the Chair and Undergraduate Affairs Committee.</p>		2014 APR
<p>Department of Plant &amp; Microbial Biology</p> <p>B.S. in Genetics &amp; Plant Biology  B.S. Microbial Biology</p>	Yes	<p>Program website:  <a href="http://nature.berkeley.edu/site/forms/oisa/gpb_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/gpb_usli.pdf</a>  <a href="http://nature.berkeley.edu/site/forms/oisa/mb_usli.pdf">http://nature.berkeley.edu/site/forms/oisa/mb_usli.pdf</a></p>	X	X	X		X			X		<p><b>Who:</b> individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole (External Review Committee as part of academic program review)</p> <p><b>Process:</b> Assessment of recent curriculum revamp is underway. Recent curriculum analysis included comparison of existing curriculum with that of other leading universities.</p>	<p>A recent curriculum analysis of two majors led to creation of (a) lower division class to introduce students to either Plant Biology and Microbiology, (b) new concentrations to better guide students who want to focus on a certain sub-discipline, and (c) a thoroughly vetted electives. The core lab requirement was consolidated into one comprehensive class.</p>	2013 APR

Business Administration Faculty B.S. in Business Administration	Yes	Program website: <a href="http://www.haas.berkeley.edu/Undergrad/learninggoals.html">http://www.haas.berkeley.edu/Undergrad/learninggoals.html</a>		X								<b>Who:</b> individual faculty, Dean's office <b>Process:</b> The program goes through an Assurance of Learning (AOL) process through our AACSB accreditation. Faculty identify learning goals for the program, assess learning through course-embedded measures, and report back on the findings.	n/a	2010 APR
School of Social Welfare B.A. in Social Welfare	Yes	Program website: <a href="http://www.socialwelfare.berkeley.edu/AcademicPrograms/undergrads/undergrad_learning_initiatives_socwel.pdf">http://www.socialwelfare.berkeley.edu/AcademicPrograms/undergrads/undergrad_learning_initiatives_socwel.pdf</a>		X			X					<b>Who:</b> individual faculty <b>Process:</b> Evidence of student learning is reviewed by the Undergraduate Program Committee	n/a	2012 APR
School of Public Health B.A. in Public Health	Yes	Program website: <a href="http://sph.berkeley.edu/students/undergrad/pdf/usli.pdf">http://sph.berkeley.edu/students/undergrad/pdf/usli.pdf</a>	X				X		X	Other: CAHL (California Health Leadership) College Bowl, a Jeopardy-style knowledge competition.	<b>Who:</b> Individual faculty, faculty committee (curriculum, ad-hoc), faculty as a whole <b>Process:</b> UCUES and the School of Public Health exit survey are reviewed.	A planned improvement to improve the "customer service" effectiveness of the advisor.	2014 APR	
American Studies B.A. in American Studies	Yes	Program website: <a href="http://ugis.ls.berkeley.edu/as/major.php?page=learning_initiative&amp;q=%27%27">http://ugis.ls.berkeley.edu/as/major.php?page=learning_initiative&amp;q=%27%27</a>	X	X			X				<b>Who:</b> Individual faculty & faculty committee (curriculum, ad-hoc), American Studies Board <b>Process:</b> Every semester the faculty who teach the theses courses meet and go over all of the goals and the overall success of each student. The faculty report to the AS Board and/or Director and Associate Director to help guide the development of the curriculum.	Refined advising, the thesis preparation course, and the thesis course based on student evaluations.	Spring 2010 by the L&S Executive Committee	



Asian Studies B.A. in Asian Studies	Yes	Program website: <a href="http://ieas.berkeley.edu/gas/undergrad_learning_goals.html">http://ieas.berkeley.edu/gas/undergrad_learning_goals.html</a>  Learning goals are incorporated into and articulated in the syllabi	X	X	X		X					<b>Who:</b> Individual faculty & faculty committee (curriculum, ad-hoc)  <b>Process:</b> In the middle of each semester, the staff advisor collects self-assessment statements from each declared major enrolled in each Asian Studies course. These self-assessments are collected in students' files and a review of each student is conducted toward the end of each semester.	n/a	Spring 2016 by the L&S Executive Committee
Cognitive Science B.A. in Cognitive Science	Yes	Program website: <a href="http://ugis.ls.berkeley.edu/cogsci/major.php?page=learning_initiative">http://ugis.ls.berkeley.edu/cogsci/major.php?page=learning_initiative</a>			X		X					<b>Who:</b> Individual faculty & faculty committee (curriculum, ad-hoc)  <b>Process:</b> The program went through an external review in 2011. During the self-study, the program surveyed both faculty and students about their perceptions of the program. Faculty often meet with subsets of students, and use that opportunity to verbally assess their attainment, as a group, of the program goals.	Steps have been taken to address the program weaknesses while preserving the strengths identified in the student and faculty surveys and by the external reviewers.	Spring 2011 by the L&S Executive Committee
Development Studies B.A. in Development Studies	Yes	Program website: <a href="http://iastp.berkeley.edu/major_detail/40">http://iastp.berkeley.edu/major_detail/40</a>	X	X			X		X	X		<b>Who:</b> Individual faculty & faculty committee (curriculum, ad-hoc), Director and Associate Director for International and Area Studies  <b>Process:</b> Individual instructors collect evidence of student learning through in class examination and presentations.	The program refined the way the Senior Honors Seminar works, in order to produce better theses.	Spring 2014 by the L&S Executive Committee
Interdisciplinary Studies Field Major B.A. interdisciplinary Studies Field Major	Yes	Program website: <a href="http://ugis.ls.berkeley.edu/isf/major.php?page=learning_initiative">http://ugis.ls.berkeley.edu/isf/major.php?page=learning_initiative</a>	X									<b>Who:</b> Individual faculty  <b>Process:</b> n/a	The program instituted an additional course entitled thesis workshop, which allows students to work for an entire year on their thesis project, rather than just half a year.	Spring 2012 by the L&S Exec. Committee
Latin American Studies B.A. Latin American Studies	Yes	Program website: <a href="http://iastp.berkeley.edu/major_detail/43">http://iastp.berkeley.edu/major_detail/43</a>								X		<b>Who:</b> n/a  <b>Process:</b> No data have been gathered.	n/a	FaEC2014 by the L&S Exec. Committee

Media Studies B.A. in Media Studies	Yes	Program website: <a href="http://ugis.ls.berkeley.edu/mediastudies/major.php?page=learning_initiative&amp;q=">http://ugis.ls.berkeley.edu/mediastudies/major.php?page=learning_initiative&amp;q=</a>										<b>Who:</b> n/a <b>Process:</b> No evidence of student learning beyond course grades and GPAs.		Spring 2015 by the L&S Exec. Committee
Middle Eastern Studies B.A. in Middle Eastern Studies	Yes	Program website: <a href="http://iastp.berkeley.edu/major_detail/127">http://iastp.berkeley.edu/major_detail/127</a>	X		X		X					<b>Who:</b> Individual faculty & faculty committee (curriculum, ad-hoc) <b>Process:</b> Collection and analysis of evidence of student learning are done through intensive individual student advising by the faculty coordinating advisor who is also the co-chair of the major, and also by her co-chair. Both co-chairs review final thesis projects annually.	Based on assessment findings, faculty created a new senior capstone series of three courses, which includes a new requirement of MES 194: Online Research and Digital Production in Middle Eastern Studies.	Fall 2015 by the L&S Exec. Committee
Peace & Conflict Studies B.A. in Peace and Conflict Studies	Yes	Program website: <a href="http://iastp.berkeley.edu/major_detail/44">http://iastp.berkeley.edu/major_detail/44</a>	X	X			X		X		Other: Alumni feedback	<b>Who:</b> Faculty as a whole <b>Process:</b> Faculty reviewed student course evaluations, syllabi, and alumni feedback, in preparation for a self-study.	The following changes were (or will be) made: (a) revamped content of a senior seminar, (b) transformation of a senior seminar into a year-long research-and project-based capstone experience, (c) better articulation among core courses, (d) systematic integration of internship into the curriculum, (e) integration of service learning into the curriculum.	Fall 2011 by the L&S Exec. Committee
Political Economy of Industrial Societies B.A. in Political Economy	Yes	Program website: <a href="http://iastp.berkeley.edu/major_detail/45">http://iastp.berkeley.edu/major_detail/45</a>	X	X			X		X	X	Other: Students' statements when they declare the major.	<b>Who:</b> Individual faculty & faculty committee (curriculum, ad-hoc), Director and Associate Director for International and Area Studies <b>Process:</b> Individual faculty collect evidence of student learning in class. The director and associate director conduct in-class observations to gauge student engagement level with the material. Faculty review students' statements at the time of declaration.	We have refined the way that our Senior Honors Seminar works, in order to produce better theses.	Fall 2010 by the L&S Exec. Committee
Religious Studies B.A. in Religious Studies	Yes	Program website: <a href="http://ugis.ls.berkeley.edu/religiousstudies/major.php?page=learning_initiative&amp;q=">http://ugis.ls.berkeley.edu/religiousstudies/major.php?page=learning_initiative&amp;q=</a>	X									<b>Who:</b> Individual faculty <b>Process:</b> The program monitors student learning only through the program review.	Following the current program review, we plan to make whatever innovations are necessary.	Fall 2013 by the L&S Executive Committee

<p>Legal Studies</p> <p>B.A. in Legal Studies</p>	<p>Yes</p>	<p>Program website:  <a href="http://legalstudies.berkeley.edu/?page_id=372">http://legalstudies.berkeley.edu/?page_id=372</a></p>										<p><b>Who:</b> n/a</p> <p><b>Process:</b> Our revised curriculum and related learning objectives were instituted in fall of 2012. In the fall of 2013, we will begin the process of assessing the effectiveness of the renovated program in meeting our revised learning objectives.</p>	<p>n/a</p>	<p>2005 APR</p>
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**WASC Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators  
Terminal Master's Degree Programs at UC Berkeley**

Academic Program	(1) Have formal learning outcomes been developed?	(2) Where are the learning outcomes published?	(3) Data and evidence	(4) Who interprets the evidence? What is the process?	(5) How are the assessment findings used?	(6) Date of last Academic Program Review
Department of Art Practice  M.F.A. in Art Practice	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Portfolio review --Course-embedded work samples --Observations of student performance --Rating of student performance by field experts --Job placement data	<b>Who:</b> --Faculty as a whole --External review of student progress  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --External Review Committee	Based on a review of student work, the program added a Theory Seminar to inform students of contemporary (and historical) art theories and a Critique Seminar to give students the opportunity to test out the relevance of those theories on their own artwork. The program also added more writing requirements in every class in order to develop writing skills.	2008 APR
Department of Near Eastern Studies  M.A. in Near Eastern Studies	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Foreign language exams --Course-embedded work samples --Observations of student performance --Institutional data --Graduate student review	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Graduate Advisor in consultation with GSAO  <b>Process:</b> --Annual progress review meetings --External Review Committee	Based on students' review of program pedagogy, the program is adding a new course that encourages collaboration between GSIs for Arabic, Hebrew, and Persian. The program is also adding a Graduate Pro-seminar to introduce new graduate students to the various divisions and faculty in the department.	2008 APR
Department of South and Southeast Asian Studies  M.A. in South & Southeast Asian Studies	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Foreign language exams --Course-embedded work samples --Observations of student performance --Research colloquium presentations --Graduate student survey	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Annual progress review meetings	The program's graduate student survey was used to better promote interdisciplinarity, revamped the Methods seminar, and added a full pedagogy seminar. The program has actively discussed with and surveyed graduate students about training and the curriculum. As a result, we have made the department more interdisciplinary, revamped the Methods seminar, and added a full pedagogy seminar.	2010 APR
Department of Mathematics  M.A. in Applied Mathematics	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Student self-assessment	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Annual progress review meetings	N/A	2007 APR

Department of Statistics  M.A. in Statistics	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Job placement data --Institutional data	<b>Who:</b> --Curriculum committee -MA program manager  <b>Process:</b> --Annual progress review meetings	Since this is the first year of the program, the program is considering ways of coordinating the feedback loop between the program and courses within it.	2006 APR
Department of Earth and Planetary Science	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Portfolio review --Student self-assessment Other: Students are asked to make an oral presentation to a committee of faculty at the end of their program regarding accomplishments and course areas for improvement	<b>Who:</b> --Individual faculty --Faculty committee with three department members and one external faculty  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings	Student commentaries on the program's strengths and weaknesses from oral presentations are used for program improvement. For example, the program now requires incoming students to complete paperwork prior to admission in which they specifically list the desired courses and individual program objectives.	2009 APR
Department of Demography	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Observations of student performance Other: please describe --Informal student self-assessment	<b>Who:</b> --Faculty as a whole --Graduate advisor  <b>Process:</b> --Annual progress review meetings --External Review Committee	The program has not made any significant curricular changes since the early 1990s but will be undergoing major curricular, training and staffing changes in the next several years. The program does not anticipate notable use of student data until then.	2015 APR
Department of Chemical Biomolecular Engineering  Product Development Program (M.S. in Chemical Engineering)	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Job placement data --Other: Student survey about classes	<b>Who:</b> --Individual Faculty --Faculty as a whole --Graduate education committee  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings	Student course survey data revealed a desire for more outside industry speakers during class. Speakers are not invited for a third of class sessions.	2013 APR
Department of Bioengineering  M.Eng. in Bioengineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Student self-assessment --Rating of student performance by field experts --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee --Graduate education committee --External advisory board  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --External Review Committee	Since the program is in its first year, assessment data use has not yet occurred.	2007 APR

Department of Bioengineering  Master of Translational Medicine	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Student self-assessment --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee --Graduate education committee --External advisory board  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings --External Review Committee Quarterly Steering Committee meetings during which various program issues are discussed.	The program conducts multiple student surveys throughout the program year to gather feedback on courses and project work. Program leaders also meet regularly with course instructors to evaluate student learning and outcomes. Adjustments to curriculum are regularly employed in response to the data.	2007 APR
Department of Civil and Environmental Engineering  M.S. in Civil and Environmental Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --External exams --Student self-assessment --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee --External Advisory Board  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee	N/A	2006 APR
Department of Civil and Environmental Engineering  Master of Engineering in Civil and Environmental Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --External exams --Student self-assessment --Rating of student performance by field experts --Institutional data	<b>Who:</b> --Individual faculty --Admissions committee --Curriculum committee --Graduate education committee --External advisory board  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee	N/A	2006 APR

<p>Department of Electrical Engineering and Computer Sciences</p> <p>M.S. in Computer Science M.S. in Electrical Engineering and Computer Sciences</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project --Academic progress review --Publications and conference presentations --Student self-assessment --Job placement data --Institutional data</p>	<p><b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --External Advisory Board</p> <p><b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings</p>	<p>Curriculum committee will present proposals for improving program effectiveness to department faculty in Spring 2013 for a vote. Approved changes/improvements will be implemented in the Fall 2013 semester.</p>	<p>2009 APR</p>
<p>Department of Electrical Engineering and Computer Sciences</p> <p>Master of Engineering in Electrical Engineering and Computer Sciences</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Student self-assessment --Job placement data --Institutional data</p>	<p><b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee --External Advisory Board</p> <p><b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings</p>	<p>Results of Fung Institute surveys and Academic Steering Committee guidance are used to update and develop courses on an annual basis.</p>	<p>2009 APR</p>
<p>Department of Industrial Engineering and Operations Research</p> <p>M.S. in Industrial Engineering and Operations Research</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project --Academic progress review --Student self-assessment --Institutional data</p>	<p><b>Who:</b> --Faculty as a whole</p> <p><b>Process:</b> --External Review Committee</p>	<p>This program is being de-emphasized with the growth of the Master of Engineering program. We intend to review the function and design of this program in a year or so, once the M.Eng. program is firmly established.</p>	<p>2015 APR</p>

Department of Industrial Engineering and Operations Research  Master of Engineering in Industrial Engineering and Operations Research	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Observations of student performance --Job placement data --Institutional data --Student feedback	<b>Who:</b> --Individual faculty --Faculty as a whole --External Advisory Board  <b>Process:</b> --Bi-weekly faculty meetings	The two departmental "core" courses are regularly revised, changed, and updated based on student feedback.	2015 APR
Department of Materials Science and Engineering  M.S. in Materials Science and Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Comprehensive exam	<b>Who:</b> Individual faculty Faculty as a whole  <b>Process:</b> --External Review Committee	N/A	2008 APR
Department of Materials Science and Engineering  Master of Engineering in Materials Science and Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Curriculum planning meetings	Results of Fung Institute surveys and Academic Steering Committee guidance are used to update and develop courses on an annual basis.	2008 APR
Department of Mechanical Engineering  M.S. in Mechanical Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Rating of student performance by field experts --Job placement data --Institutional data --Informal survey of latest developments in the field	<b>Who:</b> --Individual faculty --Faculty as a whole --Graduate education committee --External Advisory Board  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee	Course offerings in the graduate program are continually being revised to reflect the latest developments in the fields and to improve the student engagement and learning. In addition to providing data on teaching effectiveness, the end-of-semester evaluations are also used to help improve the course content and delivery.	2012 APR



Department of Mechanical Engineering  Master of Engineering in Mechanical Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings	Results of Fung Institute surveys and Academic Steering Committee guidance are used to update and develop courses on an annual basis.	2012 APR
Department of Nuclear Engineering  M.S. in Nuclear Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data	<b>Who:</b> Individual faculty Faculty as a whole External Advisory Board  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee	Department faculty are in the process of formulating objectives and outcomes for each graduate level course, as exists for undergraduate courses.	2011 APR
Department of Nuclear Engineering  Master of Engineering in Nuclear Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data --Students' curricular input	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Admissions meetings --Curriculum planning meetings	In response to student requests for more laboratory training, the program added two new courses to the curriculum.	2011 APR
Department of Architecture  M.S. in Architecture	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples	<b>Who:</b> --Individual faculty --Thesis committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --External Review Committee	We plan to consolidate research areas so that they better serve the students and reflect the disciplinary base of our faculty.	2009 APR

Department of Architecture  Master of Architecture	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Portfolio review --Course-embedded work samples --Observations of student performance --Student self-assessment --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee  The department consistently reviews the work of individual classes in a public forum involving department faculty, other faculty and professionals.	The department consistently reviews the work of individual classes in a public forum involving department faculty, other faculty and professionals, and constantly updates the M.Arch Curriculum. Recent changes include: Dedicated history, construction, theory and building science courses; established new classes in representation, lecture series discussion, professional practice as well as organizing and intensifying the thesis sequence.	2009 APR
Department of City and Regional Planning  Master of City Planning	In progress according to GC/GD Guidelines. To be completed in September 2013.	<a href="http://www.socialwelfare.berkeley.edu/AcademicPrograms/AssessmentSummary.pdf">http://www.socialwelfare.berkeley.edu/AcademicPrograms/AssessmentSummary.pdf</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --External exams --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Rating of student performance by field experts --Job placement data --Institutional data --Alumni survey --Employer focus group --Number of student awards	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee --Department chair  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee -- Accreditation review by the Planning Accreditation Board (PAB), including annual progress reviews and five-year re-accreditation reviews.	A major curriculum redesign begun two years ago and will conclude in AY 13-14. Significant changes have already been approved, including a year-long pathway program for incoming Masters students. The department is also working with the new CED Career Counselor on developing new access paths for internships and post-graduation professional jobs, work that is ongoing with alumni and planning professionals already.	2006 APR
Department of Landscape Architecture & Environmental Design  Master of Landscape Architecture	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Final reviews from external committee	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee --Professional practitioners and alumni  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee Student representatives on the curriculum committee and the student chapter of the ASLA academic committee gathers feedback from students and provides memos on a regular basis to the Curriculum Committee on how courses and requirements meet student learning goals.	The department just went through accreditation at the graduate level with stellar results.	2011 APR

Department of Environmental Science, Policy and Management  M.S. in Environmental Science, Policy and Management	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Observations of student performance --Rating of student performance by field experts	<b>Who:</b> --Individual faculty --Individual students' Graduate ---Advisory Committee  <b>Process:</b> --Admissions meetings --External Review Committee	Redesigned the core courses (ESPM 201a, 201c, and 201s). ESPM 201a is now a problem solving courses where students from different disciplines work together to solve environmental problems using a case study approach. ESPM 201c have been redesigned to serve as a writing intensive course targeting grant writing skills.	2011 APR
Department of Environmental Science, Policy and Management  Master of Forestry	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Observations of student performance	<b>Who:</b> --Individual faculty --Individual students' graduate committee  <b>Process:</b> --Admissions meetings --External Review Committee	The MF program advisor and program faculty set requirements for the degree and constantly refine the curriculum based on student evaluations and outside academic reviews.	2011 APR
Haas School of Business  Full-Time MBA	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Foreign language exams --Portfolio review --Course-embedded work samples --Observations of student performance --External exams --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Rating of student performance by field experts --Job placement data --Institutional data Other: please describe	<b>Who:</b> --Individual faculty --Dean's Office --Program Office  <b>Process:</b> --External Review Committee --AACSB accreditation Assurance of Learning	N/A	2010 APR
Haas School of Business  Part-time and Executive MBA	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Student self-assessment	<b>Who:</b> --Individual faculty --Curriculum committee --Dean's Office --Program Office  <b>Process:</b> --External Review Committee --AACSB accreditation Assurance of Learning	N/A	2010 APR

Haas School of Business Master of Financial Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Publications and conference presentations --Student self-assessment --Rating of student performance by field experts --Job placement data --Institutional data --Participation in case competitions	<b>Who:</b> --Individual faculty --Curriculum committee --External Advisory Board --Dean's Office --Program Office  <b>Process:</b> --Admissions meetings --External Review Committee --AACSB Accreditation Assurance of Learning	N/A	2010 APR
School of Public Policy Master of Public Policy	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Research colloquium presentations --Student self-assessment --Rating of student performance by field experts --Job placement data --Institutional data --Evaluation of presentation skills for client projects --Assessment of professional and workplace skills	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee --External Advisory Board  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee	The program is launching a curriculum committee this Fall 2013 to review evidence of student learning to improve program effectiveness and make specific changes to its curriculum. Currently, individual faculty review their courses and student performance and make adjustments to ensure student learning and program effectiveness.	2010 APR
School of Social Welfare Master of Social Welfare	<a href="http://www.soci.welfare.berkeley.edu/AcademicPrograms/AssessmentSummary.pdf">http://www.soci.welfare.berkeley.edu/AcademicPrograms/AssessmentSummary.pdf</a>	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --External exams --Student self-assessment --Rating of student performance by field experts --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Annual progress review meetings --External Review Committee	The program is currently developing a comprehensive assessment plan as part of its 2014 reaccreditation with the Council on Social Work Education	2012 APR
School of Information Master of Information Management and Systems	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Student self-assessment --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --External Advisory Board  <b>Process:</b> --Curriculum planning meetings	The program regularly conducts focus groups and surveys of the school's alumni to help better understand the actual learning outcomes and program effectiveness, as well as the changing needs of the profession. This has informed redesign the contents of our core curriculum as well as our elective offerings.	2007 APR

School of Law Advanced Degrees  LL.M.	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --External exams --Enrollment data --Student feedback	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee --Associate Dean and other administrators  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings	Faculty commentaries on students' writing competency led to increase in the number of semesters for the Legal Research and Writing course and made it mandatory for international students. The industry groups and alumni's comment on recent graduates' lack of core competency led to hiring a full-time Director of Professional Skills to strengthen the skills offerings (e.g., collaborative practice skills courses). The program also uses course student feedback and enrollment data to identify patterns that serve as potential indicators of problematic teaching or course design.	2008 APR
Graduate School of Journalism  Master of Journalism	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Publications and conference presentations --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings	The program has commenced a strategic planning process for defining core competencies and planning ways to track incremental improvements as students move through the two-year program.	2007 APR
Graduate School of Education  M.A. in Education	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Student self-assessment --Rating of student performance by field experts --Job placement data	<b>Who:</b> --Individual faculty --Faculty groups associated with program specializations  <b>Process:</b> --Admissions meetings --Curriculum planning meetings --External Review Committee MA programs linked to professional education employ performance assessments evaluated with formal rubrics. The results of the performance assessments, together with the quality of the Master's research project and paper, provide both individual and program level evidence of student learning.	Regular meetings of the faculty directors and academic coordinators provide an occasion for using student learning evidence to improve. Recent examples were the introduction of masters-level research groups to supply guidance and feedback for the MA research project, and the increased curricular emphasis on academic language development in the teacher education programs.	2006 APR

School of Public Health Master of Public Health	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Student self-assessment --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings --External Review Committee --Occasional task force on certain MPH areas of study	Recommendations of the Council on Education in Public Health: (a) increase the required units from 42 to 48, and (b) have an individual biostatistics area of concentration independent of the combined epidemiology/biostatistics concentration area.	2014 APR
School of Public Health On Campus/ Online Professional MPH Program Master of Public Health	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --External exams --Student self-assessment --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Program Evaluation Team  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --Formal periodic evaluation in collaboration with CTL UCB	The program compares student performance in the online program with student performance on equivalent on-campus courses. The program also conducts end-of-course debriefings with faculty to assess instructors' impressions of student learning based on performance of assignments and quality of group work, and final exam. The program continually gathers student feedback on online learning experience, curriculum effectiveness, faculty/GSI support, and student cohortness via surveys and focus groups. Results are immediately taken into consideration by the evaluation team for program planning (e.g., change in on-campus experience, etc.)	2014 APR
Endocrinology Graduate Group M.A. in Endocrinology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Observations of student performance --Publications and conference presentations --Research colloquium presentations	<b>Who:</b> --Individual faculty --Faculty as a whole --Endocrinology Executive Committee  <b>Process:</b> Members of the executive committee and individual faculty discuss curriculum. Spring seminar presentations provide a platform to evaluate evidence of student learning at the degree level.	Spring seminar was instituted to provide opportunities for all students to present their research. Our curriculum is well thought out, focuses on Endocrinology but allows individual students flexibility to take courses in their immediate interest areas and do not currently need revisions.	2008 by the Graduate Council

Folklore Graduate Group  M.A. in Folklore	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Foreign language exams --Course-embedded work samples --Observations of student performance --Publications and conference presentations --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --External Review Committee	Using institutional data, the program found a strong correlation between student success rates and higher levels of financial support. These findings have helped the program to allocate teaching and funding resources in ways that allow students to focus as much as possible on their coursework and research. Institutional data has also led the program to expand the number of faculty teaching seminars and invite outside scholars in order to improve the breadth and diversity of the seminar experience for students.	2010 by the Graduate Council
International and Area Studies Graduate Group  M.A. in International and Area Studies	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Foreign language exams --Portfolio review --Course-embedded work samples --Student self-assessment --Graduate Council review	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --External Review Committee	A recent review by the Graduate Council allowed the program to adjust the curriculum thereby requiring new courses and more interactive advising	2012 by the Graduate Council
Asian Studies Graduate Group  M.A. in Asian Studies	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Foreign language exams --Course-embedded work samples --Observations of student performance --Student self-assessment	<b>Who:</b> --Individual faculty --Admissions committee --Curriculum committee --Graduate group chair --Graduate Student Affairs Officer  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings The faculty advisory committee meets twice a year to discuss the program and the progress of students (both collectively and individually, in the case of exceptional cases).	Addition of a mandatory graduate pro-seminar (fall and spring semesters) for 1st year MA students.	2007 by the Graduate Council
Latin American Studies Graduate Group  M.A. in Latin American Studies	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	---Thesis, comprehensive exam, or capstone project --Academic progress review --Foreign language exams --Institutional data	<b>Who:</b> --Individual faculty --Admissions committee --Executive committee --Head graduate adviser  <b>Process:</b> --Admissions meetings --Annual progress review meetings	The program is currently piloting a special year-long group study workshop/course to help students prepare for field work through more intense practice in research design and practice with grant writing, and to help students get a jump start on thesis writing on their return from the field. Evaluation of the pilot program is underway. If this pilot is successful, the program will consider instituting a more permanent curricular change.	2010 by the Graduate Council

<p>Urban Design Graduate Group</p> <p>Master of Urban Design</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project  --Academic progress review  --Portfolio review  --Course-embedded work samples  --Observations of student performance  --Publications and conference presentations  --Research colloquium presentations  --Student self-assessment  --Rating of student performance by field experts  --Job placement data  --Institutional data  --Public final thesis and professional report presentation and jury, attended by Master of Urban Design faculty and professional urban design practitioners.  --Alumni survey</p>	<p><b>Who:</b>  --Individual faculty  --Faculty as a whole  --Admissions committee  --Curriculum committee  --Professional advisory committee</p> <p><b>Process:</b>  --Annual progress review meetings  --Curriculum planning meetings  --External Review Committee  --Professional Advisory Committee</p>	<p>Changes in two required courses were made due to evidence of student learning.</p>	<p>2011 by the Graduate Council</p>
<p>Energy and Resources Graduate Group</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project  --Academic progress review  --Course-embedded work samples  --Observations of student performance  --Research colloquium presentations  --Student evaluations</p>	<p><b>Who:</b>  --Faculty as a whole  --Graduate education committee</p> <p><b>Process:</b>  --Annual progress review meetings  --External Review Committee</p>	<p>The program used student evaluations to redesign courses.</p>	<p>2002 by the Graduate Council</p>
<p>Development Practice</p> <p>Master of Development Practice</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project  --Academic progress review  --Foreign language exams  --Portfolio review  --Course-embedded work samples  --Observations of student performance  --External exams  --Publications and conference presentations  --Research colloquium presentations  --Student self-assessment  --Rating of student performance by field experts  --Job placement data  --Institutional data  Other: please describe</p>	<p><b>Who:</b>  --Individual faculty  --Faculty as a whole</p> <p><b>Process:</b>  --Annual progress review meetings  --Curriculum planning meetings</p>	<p>(The program was launched recently.)</p>	<p>In operation since Fall 2012. Review to be scheduled in the future.</p>



Metabolic Biology Graduate Group  M.S. in Metabolic Biology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Observations of student performance	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee --External Advisory Board  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings --External Review Committee	(The program recently started re-admitting students.)	N/A
Range Management Graduate Group  M.S. in Range Management	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Publications and conference presentations --Research colloquium presentations --Student self-assessment	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings --External Review Committee	N/A	2009 by the Graduate Council
Biostatistics Graduate Group  M.A. in Biostatistics	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Course-embedded work samples --Observations of student performance --Student self-assessment	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings	N/A	Spring 2013 by the Graduate Council
Environmental Health Sciences Graduate Group  M.S. in Environmental Health Sciences	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on <a href="#">Graduate Division's website</a>	--Thesis, comprehensive exam, or capstone project --Academic progress review --Course-embedded work samples --Observations of student performance --Publications and conference presentations --Research colloquium presentations	<b>Who:</b> --Individual faculty --Admissions committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings	N/A	2008 by the Graduate Council (2014-15)

<p>Epidemiology Graduate Group</p> <p>M.S. in Epidemiology</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project  --Observations of student performance  --Publications and conference presentations  --Student self-assessment  --Student feedback</p>	<p><b>Who:</b>  --Individual faculty</p> <p><b>Process:</b>  Faculty conduct exit meeting with students and review of students' oral presentations and defense of their masters paper.</p>	<p>Student feedback is solicited at exit meeting and the data are used for improving courses and other aspects of the program.</p>	<p>2013-14 by the Graduate Council</p>
<p>Health and Medical Sciences Graduate Group (joint with UCSF)</p> <p>M.S. in Health and Medical Sciences</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on <a href="#">Graduate Division's website</a></p>	<p>--Thesis, comprehensive exam, or capstone project  --Academic progress review  --Portfolio review  --Course-embedded work samples  --Observations of student performance  --Publications and conference presentations  --Research colloquium presentations  --Student self-assessment  --JMP Graduation Questionnaire</p>	<p><b>Who:</b>  --Individual faculty  --Faculty as a whole  --Curriculum committee</p> <p><b>Process:</b>  --Annual progress review meetings  --Curriculum planning meetings  --External Review Committee</p>	<p>JMP Graduation Questionnaire - annually performed, analyzed and utilized in program's improvement. Recent changes for earlier benchmark deadlines of due date for paper one and thesis submission; new thesis working group faculty leaders; and new summer session (1st year) exposure to potential PIs and research topics. JMP Master's Faculty Committee - annual review of JMP student research success with overall review of curriculum for areas of improvement.</p>	<p>2009 by the Graduate Council (2014-15)</p>

**WASC Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators  
Doctoral Programs at UC Berkeley**

<b>Academic Program</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are the learning outcomes published?</b>	<b>(3) Data and evidence</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the assessment findings used?</b>	<b>(6) Date of last Academic Program Review</b>
Department of Classics  Ph.D. in Classics Ph.D. in Classical Archaeology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Master's degree (earned along the way) --Pre-candidacy screening exam --Ph.D. preliminary exam --Ph.D. prospectus meeting --Research colloquium presentations --Job placement data	<b>Who:</b> --Individual faculty --Admissions committee --Review committees --Qualifying exam committees  <b>Process:</b> --Admissions meetings --Annual progress review meetings --External Review Committee --Discussion at regular faculty meetings	Reports on each student's performance kept on file and consulted in advance of regular reviews of each student.	2013 APR
Department of Comparative Literature  Ph.D. in Comparative Literature	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Job placement data	<b>Who:</b> --Individual faculty --Department chair --Head Graduate Advisor --Chair of Graduate Admissions  <b>Process:</b> --External Review Committee --Permission-to-proceed review with three faculty of student's choosing at the end of the second year in the program where faculty go over completion of required reading lists and coursework with the student. --Annual funding review (for continuing students) by Department Chair, Head Graduate Advisor, and Chair of Grad Admissions	In assessing the results of recent second year reviews and optional M.A. exams, in 2011-12 the program added a requirement that students must take at least two courses with two different Comparative Literature faculty members in their first three semesters, to insure representation of CL faculty on the second year review committee.  The program also added an official "Permission to Proceed" procedure in which that committee assesses the entire record of the student	2009 APR
Department of East Asian Languages and Cultures  Ph.D. in Chinese Ph.D. in Japanese	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Master's degree (earned along the way) --Ph.D. prospectus approval --Annual Graduate Student progress meeting, including a letter to each student summarizing progress from the Director of Graduate Studies.	<b>Who:</b> --Faculty as a whole  <b>Process:</b> -Annual progress review meetings	As a very small department, the program has a very involved Director of Graduate Studies, and has an annual Graduate Student Progress meeting. On this scale, a case by case approach has been effective.	2011 APR

Department of English Ph.D. in English	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Graduate education committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --External Review Committee	N/A	2014 APR
Department of Film and Media Studies Ph.D. in Film and Media Studies	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Master's degree (earned along the way) --Ph.D. prospectus meeting --Ph.D. prospectus approval --Dissertation defense --Publications and conference presentations --Research colloquium presentations --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Curriculum committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings --External Review Committee	Although placement record for Ph.D. students has been outstanding, faculty felt the need to systematically introduce students to the profession's expectations earlier in their careers. An intensive pro-seminar (Film 203) is in development to address matters related to professionalization within the disciplines of Film & Media and the Humanities in general as well as the degree requirements for the Ph.D. in Film & Media. A second curricular innovation has been the introduction of a graduate-level production seminar, Film 230, which integrates production, theory, and history at all levels.	2010 APR
Department of French Ph.D. in French	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Master's degree (earned along the way) --Ph.D. prospectus meeting --Ph.D. prospectus approval	<b>Who:</b> --Individual faculty --Faculty as a whole --Graduate education committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings --External Review Committee --Regular faculty meetings	In response to ERC and faculty observations, the Department reduced the pre-candidacy phase of the program (dissertation writing had not been allotted enough time). The program continually updates the first-year pro-seminar to incorporate instruction related to professionalization. Faculty discussed ways to vary types of seminar assignments so as to provide more robust preparation, and have implemented changes on their own accord.	2012 APR

<p>Department of German</p> <p>Ph.D. in German</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> <li>--The department chair and the head graduate advisor regularly discuss program effectiveness and curricular improvement options with graduate students.</li> <li>--Input gathering from all graduate students by email, including wishes for new courses and research seminars.</li> </ul>	<p>The Department bases its curricular planning and improvement on the success of students in Ph.D. QEs.</p>	<p>2007 APR</p>
<p>Department of History of Art</p> <p>Ph.D. in the History of Art</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--External Review Committee</li> </ul>	<p>Course evaluations are used by individual faculty to improve teaching and learning</p>	<p>2006 APR</p>

<p>Department of Italian Studies</p> <p>Ph.D. in Italian Studies</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Permission-to-proceed request submitted to the faculty as a whole, describing past accomplishments and future plans in the program accompanied by two research papers, the written M.A. examination, teaching evaluations (if applicable), and written evaluations from the three faculty members who oversaw the M.A. examination.</li> <li>--Ph.D. preliminary exam (written then oral)</li> <li>--Ph.D. prospectus approval</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> <li>--Institutional data</li> <li>--Prior to the oral Qualifying Examination, each student must take and pass a three-part written examination, which, together with a field list and two special topic lists, form the basis of the examination.</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>-Individual faculty</li> <li>-Faculty as a whole</li> <li>-Admissions committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>-Admissions meetings</li> <li>-Annual progress review meetings</li> </ul>	<p>N/A</p>	<p>2009 APR</p>
<p>Department of Music</p> <p>Ph.D. in Music</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>-Individual faculty</li> <li>-Graduate education committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> </ul>	<p>The program frequently consults within disciplinary specializations on student progress, research interests, and training needs in order to adjust curriculum and graduate teaching opportunities to the needs of current students.</p>	<p>2006 APR</p>

Department of Near Eastern Studies  Ph.D. in Near Eastern Studies	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Master's degree (earned along the way) --Pre-candidacy screening exam --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Other  <b>Process:</b> --Admissions meetings --Annual progress review meetings --External Review Committee --Ad hoc committees	--On the basis of graduate student responses regarding the efficacy of the pedagogy courses they have taken, and in response to departmental staffing limitations, we are in the process of creating a new NES 375 course ("Teaching Near Eastern Languages in College") where GSIs from all language groups will study pedagogy together. --Creation of a Graduate Pro-seminar to introduce new graduate students to the various divisions and faculty in the department --Creation of a Dissertation Writing Workshop	2008 APR
Department of Philosophy  Ph.D. in Philosophy	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Foreign language exams --300-level pedagogy course --Ph.D. prospectus meeting --Ph.D. prospectus approval --Research colloquium presentations	<b>Who:</b> -Individual faculty -Faculty as a whole  <b>Process:</b> -Annual progress review meetings -External Review Committee	In response to evidence that students were "drifting" in the period between passing the QE and settling on a dissertation topic, we restructured our graduate program. Restructuring included the following: (a) added a written element to the QE; (b) added a prospectus requirement; (c) began requiring a yearly progress report; (d) required students to meet with internal committee members at least once per year, and (e) consider the dissertation seminar mandatory for students in the first two years after declaring candidacy.	2007 APR
Department of Rhetoric  Ph.D. in Rhetoric	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Foreign language exams --300-level pedagogy course --Pre-candidacy screening exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Job placement data --Institutional data	<b>Who:</b> -Individual faculty -Faculty as a whole  <b>Process:</b> -Annual progress review meetings -MA review after the first year of each cohort	Addition of a dissertation workshop for students and workshops where student present prospectuses	2009 APR

<p>Department of Scandinavian Languages and Literatures</p> <p>Ph.D. in Scandanavian Languages and Literatures</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Rating of student performance by field experts</li> <li>--Job placement data</li> <li>--Performance evaluation for students entering with a Master's degree from another institution</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>-Admissions meetings</li> <li>-Annual progress review meetings</li> <li>-Curriculum planning meetings</li> <li>-External Review Committee</li> </ul>	<p>A student committee brings concerns to the department via an ombudsperson, and the department responds to concerns with evaluations and changes to curricula, exams, etc.</p>	<p>2008 APR</p>
<p>Department of Slavic Languages and Literatures</p> <p>Ph.D. in Slavic Languages and Literatures</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Curriculum committee</li> <li>--Head graduate advisor</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> </ul>	<p>Students now have to prepare a "publishable paper" in advance of taking QEs. The program also changed the doctoral exams to focus on the acquisition of interdisciplinary skills and expertise.</p>	<p>2012 APR</p>
<p>Department of South and Southeast Asian Studies</p> <p>Ph.D. in South and Southeast Asian Studies</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--Faculty participation in annual graduate colloquia</li> <li>--Meetings to discuss the assignment of GSIs and Block Grants. Students are required to submit dissertation progress reports with advisor approval for grant consideration.</li> </ul>	<p>Revamped the Methods seminar and created a new pedagogy seminar</p>	<p>2010 APR</p>



Department of Spanish and Portuguese  Ph.D. in Hispanic Languages and Literatures	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Student self-assessment --Job placement data --Institutional data --4th semester review when total performance including a major research paper is evaluated	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --External Review Committee Assessment of our program is a constant preoccupation. Discussions of whether student performance on individual assessments (papers they write, QE's, etc.) is at the expected level and what faculty can do to improve happen in faculty meetings.	Adjustments are made based on assessment findings, such as holding a workshop on writing for publication, rethinking procedures and requirements	2014 APR
Department of Integrative Biology  Ph.D. in Integrative Biology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --300-level pedagogy course --Pre-candidacy screening exam --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Research colloquium presentations	<b>Who:</b> --Individual faculty --Faculty as a whole --Graduate education committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings	N/A	2013 APR
Department of Molecular and Cell Biology  Ph.D. Molecular and Cell Biology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Post-candidacy Academic Progress Report --300-level pedagogy course --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee  <b>Process:</b> --Admissions meetings --Annual progress review --External Review Committee	Program evaluation surveys to all graduate students by the Department reported dissatisfaction with some of the graduate courses which resulted in a substantial curriculum redesign in 2012.	2011 APR
Department of Astronomy  Ph.D. in Astrophysics	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Post-candidacy Academic Progress Report --300-level pedagogy course --Master's degree (earned along the way) --Ph.D. preliminary exam --Research colloquium presentations --Student self-assessment	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee  <b>Process:</b> --Admissions meetings --Annual progress review	N/A	2008 APR

<p>Department of Mathematics</p> <p>Ph.D. in Mathematics</p> <p>Ph.D. in Applied Mathematics</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Ph.D. preliminary exam</li> <li>--Student self-assessment</li> <li>--Job placement data</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> </ul> <p>Department officers and internal committees review student performance on prelim exams to ensure it fulfills its purpose. In addition to assigning grades, faculty file a report commenting on graduate students' performance in their courses.</p>	<p>N/A</p>	<p>2007 APR</p>
<p>Department of Statistics</p> <p>Ph.D. in Statistics</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--300-level pedagogy course</li> <li>--Ph.D. preliminary exam</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Institutional data</li> <li>--Present research at a departmental seminar</li> <li>--GSI for at least one course.</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Ph.D. program committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> </ul>	<p>Subject matter of introductory courses is always evolving to meet the changing needs of later courses.</p>	<p>2006 APR</p>
<p>Department of Earth and Planetary Science</p> <p>Ph.D. in Earth and Planetary Science</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--300-level pedagogy course</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Dissertation defense</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Graduation education committee</li> <li>--Graduate advisor</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> </ul>	<p>Every four years the program revisits the curriculum with the aim of identifying potential problems and new opportunities. The graduate curriculum is continually evolving as the needs of the students change and as new faculty are hired.</p>	<p>2009 APR</p>

<p><b>Department of Physics</b></p> <p><b>Ph.D. in Physics</b></p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Student self-assessment</li> <li>--Ph.D. prospectus meeting and prospectus approval</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Academic advisor committee</li> <li>--Head graduate advisor</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee review</li> <li>--An annual progress report, summarizing meetings between the student, research advisor, academic advisor, and head graduate advisor in exceptional situations.</li> </ul>	<p>Student perception and demographic data resulted in (a) major revisions in preliminary examination goals and evaluation; (b) clear timelines and accelerated normative schedule for QEs; (c) reorganization of our academic advising model and modification of annual progress reports to better match expectations during different phases of graduate study. In addition, the program is currently in the process of revising admissions criteria to better match applicants with expectations and research opportunities in the program.</p>	<p>2012 APR</p>
<p>Department of African American Studies</p> <p>Ph.D. in African American Studies</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> </ul>	<p>Currently reviewing QE process, using graduate student reports on learning as a part of that process.</p>	<p>2006 APR</p>
<p>Department of Anthropology</p> <p>Ph.D. in Anthropology</p> <p>Joint Ph.D. in Medical Anthropology</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> <li>--Institutional data</li> <li>--Doctoral placement survey conducted by the Graduate Division</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Admissions committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress report</li> </ul>	<p>N/A</p>	<p>2008 APR</p>

Department of Demography  Ph.D. in Demography	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --Master's degree (earned along the way) --Ph.D. preliminary exam --Job placement data --Self assessment of learning	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Annual progress review meetings --External Review Committee *Grad Advisor has collected placement data and some student self-assessment data, but these have not yet played an important role in department conversations.	The program is anticipating a meaningful reorganization of the curriculum and training procedures over the next 3-5 years based on evidence of student learning. An external review is scheduled for 2014.	2015 APR
Department of Political Science  Ph.D. in Political Science	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --300-level pedagogy course --Pre-candidacy screening exam --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval	<b>Who:</b> --Individual faculty --Graduate education committee --Head Graduate Advisor  <b>Process:</b> --External Review Committee	--Change in structure of quantitative analysis training and preparation based on faculty's assessment of student performance in introductory course. --Change in fellowship model to improve time to degree.	2006 APR
Department of Economics  Ph.D. in Economics	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --300-level pedagogy course --Master's degree (earned along the way) --Ph.D. prospectus approval --Research colloquium presentations --Student self-assessment --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Graduate education committee --Placement officer  <b>Process:</b> --External Review Committee	There was evidence that students in the first-year doctoral course in economic theory were insufficiently mathematically prepared. As a result, the mathematics review course, traditionally taught in the fall of the first year, was moved to August preceding the first-year course, to ensure the students had the needed mathematical background for the core required courses.	2012 APR
Department of Geography  Ph.D. in Geography	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --300-level pedagogy course --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Admissions meetings --Annual progress review meetings	Our department has the best or second-best placement rate for academic jobs of all Geography departments in the country, according to recent analyses. Our entire program is notable and effective.	2007 APR

Department of History Ph.D. in History	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Master's degree (earned along the way) --Pre-candidacy screening exam --Ph.D. prospectus approval --Publications and conference presentations --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Graduate education committee  <b>Process:</b> --Annual progress review meetings --External Review Committee --Graduate Affairs Committee (chaired by the Head Graduate Advisor) meets regularly throughout the year	The program is currently the #1 ranked history graduate program in the United States, consistently placing graduate students in tenure-track jobs at as high a rate as any history department in the country. These metrics are evidence of student learning, and the program will review the curriculum for significant problems if ever these metrics demonstrate a need.	2014 APR
Department of Linguistics Ph.D. in Linguistics	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Master's degree (earned along the way) --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole --Graduate education committee  <b>Process:</b> --Admissions meetings --Annual progress review meetings --Curriculum planning meetings --External Review Committee	Based on an observation that a required yearlong course in year 3 was impeding the ability of some students to prepare for their Ph.D. QEs, we moved the course to year 2. After noting that not all students had the quantitative analysis skills they needed for dissertation-level research, we introduced a course on quantitative methods that many students take in year 1 or 2.	2010 APR
Department of Psychology Ph.D. in Psychology	In progress according to GC/GD Guidelines. To be completed in September 2013.	<a href="http://psychology.berkeley.edu/research/clinical-science-orientation-goals-and-principles">http://psychology.berkeley.edu/research/clinical-science-orientation-goals-and-principles</a>	--Ph.D. dissertation --Qualifying examination --Post-candidacy Academic Progress Report --300-level pedagogy course --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Research colloquium presentations --Exit talk at the time of completion of their dissertation.	<b>Who:</b> --Area Heads --Faculty Graduate Advisor --Staff Graduate Advisor  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings The program is working to implement a graduate student database that would allow faculty, students, and staff to keep track of students' progress through the program.	The program previously required students to submit a paper at the end of their 2nd year but observed that the requirement was unevenly enforced across areas and that many students weren't ready at that stage. The department has folded the paper requirement to the QE so that it is enforced routinely, and students are expected to use it to place out of one of the 3 exam questions on their written exam.	2007 APR

<p>Department of Sociology</p> <p>Ph.D. in Sociology</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Admissions committee</li> <li>--Curriculum committee</li> <li>--Periodic Ad-Hoc Graduate Curriculum Committee</li> <li>--Teaching Committee</li> <li>--Graduate Committee on Academic Progress</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> <li>--Fellowship and Research Grant applications and fellowship decisions made by Committee on Academic Progress.</li> </ul>	<p>--Instituted an on-going process of monitoring and implementing program improvements, collecting evidence from the students directly.</p> <p>--Latest set of curricular changes are based on an ad-hoc committee consisting of faculty and graduate students in 2009-2010.</p>	<p>2014 APR</p>
<p>Department of Chemistry</p> <p>Ph.D. in Chemistry</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Publications and conference presentations</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--External Review Committee</li> <li>--Ad hoc meetings when any faculty member feels a need</li> <li>--Weekly lunch meetings</li> <li>--Informal discussions of performance on QEs a few times a year</li> <li>--Assess performance of cohorts each year while preparing recruiting materials for new graduate students.</li> </ul>	<p>Job placement data indicate that the students are exceptionally successful. Faculty continually discuss content of our courses to keep them modern.</p>	<p>2010 APR</p>

<p>Department of Chemical Biomolecular Engineering</p> <p>Ph.D. in Chemical Engineering</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Post-candidacy Academic Progress Report</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Admissions committee</li> <li>--Graduate education committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Curriculum planning meetings</li> </ul>	<p>The program previously required that our pedagogy course be taken in the semester prior to a student's first GSI experience. As a result, the course was very philosophical and survey results indicated that students felt it was divorced from real life experiences. In Fall 2012, the program re-formulated the 300-level pedagogy course to run simultaneously with a first GSI experience in two specific undergraduate courses so that elements of pedagogy could be directly and immediately integrated with the course structure of the undergraduate course. The new course consists of alternate weeks of pedagogy theory and practical elements targeted at the specific courses being taught.</p>	<p>2013 APR</p>
<p>Department of Civil and Environmental Engineering</p> <p>Ph.D. in Civil and Environmental Engineering</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Student self-assessment</li> <li>--Rating of student performance by field experts</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Admissions committee</li> <li>--Curriculum committee</li> <li>--External Advisory Board</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> </ul>	<p>N/A</p>	<p>2006 APR</p>
<p>Department of Electrical Engineering and Computer Sciences</p> <p>Ph.D. in Computer Science</p> <p>Ph.D. in Electrical Engineering and Computer Sciences</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Dissertation defense</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Admissions committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Graduate Student Town Hall meeting</li> <li>--Graduate Study Committee generates a proposal/plan for improving program effectiveness.</li> <li>--Hold a faculty vote and implement approved changes to the curriculum.</li> </ul>		<p>2009 APR</p>

<p>Department of Industrial Engineering and Operations Research</p> <p>Ph.D. in Industrial Engineering and Operations Research</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> </ul>	<p>We experimented with alternate comprehensive exam techniques and alternate sets of required courses.</p>	<p>2015 APR</p>
<p>Department To be published on Graduate of Materials Science and Engineering</p> <p>Ph.D. in Materials Science and Engineering</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Master's degree (earned along the way)</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. preliminary exam</li> <li>--Publications and conference presentations</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--External Review Committee</li> <li>--Academic Affairs Committee</li> </ul>	<p>N/A</p>	<p>2008 APR</p>
<p>Department of Mechanical Engineering</p> <p>Ph.D. in Mechanical Engineering</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Dissertation defense</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Graduation education committee</li> <li>--External Advisory Board</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> <li>--With regards to the objectives of the graduate program, this review includes evaluations on teaching of graduate courses, quality and productivity of research, success and job placement of graduates from faculty's research group and mentoring and teaching of the graduate students.</li> </ul>	<p>Course offerings in the graduate program are continually being revised to reflect the latest developments in the fields and to improve the engagement of the students - and improve their student learning. In addition to providing data on teaching effectiveness, the end-of-semester evaluations are also used to help improve the course content and delivery.</p>	<p>2012 APR</p>



Department of Nuclear Engineering  Ph.D. in Nuclear Engineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --300-level pedagogy course --Pre-candidacy screening exam --Ph.D. preliminary exam --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data --Ph.D. committee review of students	<b>Who:</b> --Individual faculty --Faculty as a whole --External Advisory Board --Student's Ph.D. committee --Graduate advisor  <b>Process:</b> --Annual progress review meetings --External Review Committee	--In response to student requests for more laboratory training, addition of two new courses to the curriculum, NE 102: Nuclear Reactions and Radiation Laboratory and NE 204: Advanced Concepts in Radiation Detection and Measurements.  --Department faculty are in the process of formulating objectives and outcomes for each graduate level course, as exists for undergraduate courses.	2011 APR
Doctor of Optometry Faculty  Doctor of Optometry Training Program	In progress according to GC/GD Guidelines. To be completed in September 2013.	<a href="http://optometry.berkeley.edu/od-program/program-goals">http://optometry.berkeley.edu/od-program/program-goals</a>	--Ph.D. dissertation --Qualifying examination --Performance indicators defined by the National Board of Examiners in Optometry --Clinical proficiency examination --External exams	<b>Who:</b> N/A  <b>Process:</b> --Admissions meetings --Annual progress review meetings --External Review Committee --Performance on required examinations given by the National Board of Examiners in Optometry is reviewed for each student. Clinical proficiency examinations are given to evaluate preparedness of interns to examine patients and assess competency in core skills.	Overall trends are used to refine curriculum and teaching.	2013 APR
Department of Architecture  Ph.D. in Architecture	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Foreign language exams --300-level pedagogy course --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee --Graduate education committee --Dissertation committee  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --External Review Committee	--Altered methods course according to student/faculty feedback. --Change in the number of Outside Field requirement. --Formalized prospectus writing process --Formalized an year-end review.	2009 APR

<p>Department of City and Regional Planning</p> <p>Ph.D. in City and Regional Planning</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> <li>--Institutional data</li> <li>--2 methods courses and research design and dissertation writing courses.</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Admissions committee</li> <li>--Curriculum committee</li> <li>--Faculty committees that monitor, analyze, and approve inside and outside fields</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> </ul>	<p>The program engages students in its reviews of the program and makes adjustments as needed.</p>	<p>2006 APR</p>
<p>Department of Landscape Architecture &amp; Environmental Design</p> <p>Ph.D. in Landscape Architecture and Environmental Planning</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Foreign language exams</li> <li>--Ph.D. prospectus approval</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Curriculum committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--External Review Committee</li> </ul>	<p>A few years ago, the program instituted a rigorous system of periodic reviews by the entire Ph.D. committee of Ph.D. candidates' progress towards degree. The system has been working well for the department.</p>	<p>2011 APR</p>
<p>Department of Agricultural and Resource Economics</p> <p>Ph.D. in Agricultural and Resource Economics</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Admissions committee</li> <li>--Curriculum committee</li> <li>--Graduate education committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> </ul>	<p>N/A</p>	<p>2008 APR</p>

<p>Department of Environmental Science, Policy and Management</p> <p>Ph.D. in Environmental Science, Policy and Management</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<p>--Ph.D. dissertation  --Qualifying examination  --First year or yearly pre-candidacy review  --Post-candidacy Academic Progress Report  --300-level pedagogy course  --Ph.D. preliminary exam  --Ph.D. prospectus meeting  --Ph.D. prospectus approval  --Research colloquium presentations</p>	<p><b>Who:</b>  --Individual faculty  --Graduate education committee  --Student guiding committee  --Student exam committee  --Student dissertation committee</p> <p><b>Process:</b>  --Admissions meetings  --External Review Committee</p> <p>The graduate program committee is tasked with revising our curriculum and we take student, faculty, and outside reviews into account when doing so.</p>	<p>Periodic polling of students concerning the effectiveness of core courses: ESPM 201a, 201c and 201s. Student comments are taken into account and curricula are revised accordingly.</p>	<p>2011 APR</p>
<p>Department of Plant &amp; Microbial Biology</p> <p>Ph.D. in Plant Biology</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<p>--Ph.D. dissertation  --Qualifying examination  --First year or yearly pre-candidacy review  --Post-candidacy Academic Progress Report  --300-level pedagogy course  --Publications and conference presentations  --Research colloquium presentations  --Job placement data</p>	<p><b>Who:</b>  --Individual faculty  --Faculty as a whole  --Admissions committee  --Dissertation committee</p> <p><b>Process:</b>  --Annual progress review meetings  --Curriculum planning meetings  --External Review Committee  --Review of all first year students  --Faculty meet as a group to review first year student performance in core classes and research rotations.</p>	<p>--A student/post-doc seminar series was established based on faculty and student input with regard to the need and practice of communication and presentation skills.</p> <p>--For academic program review, data of student learning from the Office of Planning and Analysis, Graduate Division Doctoral Surveys, and the Office of Equity and Inclusion, informed the description of ongoing efforts to achieve program objectives and to improve program effectiveness. Since the review is still underway, the department has not made any changes to curriculum yet.</p>	<p>2013 APR</p>
<p>Business Administration  Ph.D. in Business Administration</p> <p>Ph.D. in Business Administration</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<p>--Ph.D. dissertation  --Qualifying examination  --First year or yearly pre-candidacy review  --Post-candidacy Academic Progress Report  --300-level pedagogy course  --Master's degree (earned along the way)  --Ph.D. preliminary exam  --Job placement data  --Institutional data</p>	<p><b>Who:</b>  --Individual faculty  --Faculty as a whole  --Dean's office  --Program Office</p> <p><b>Process:</b>  --External Review Committee  --Assurance of Learning process through AACSB accreditation</p>	<p>N/A</p>	<p>2010 APR</p>

Public Policy Ph.D. Public Policy	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Master's degree (earned along the way) --Pre-candidacy screening exam --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Rating of student performance by field experts --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Ph.D. Committee (e.g., faculty and staff managing the Ph.D. program)  <b>Process:</b> --Annual progress review meetings --External Review Committee	During Fall 2013, the Ph.D. Committee will review evidence of student learning to improve program effectiveness and make specific changes to curriculum.	2010 APR
Social Welfare Faculty Ph.D. in Social Welfare	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --300-level pedagogy course --Master's degree (earned along the way) --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee --Graduate Student Affairs Officer  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --External Review Committee	N/A	2012 APR
iSchool Faculty Ph.D. in Information Management and Systems	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --300-level pedagogy course --Ph.D. preliminary exam --Ph.D. prospectus approval --Dissertation defense --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --Annual graduate student survey	Annual graduate student survey and subsequent alumni focus groups and surveys provide additional information that guides decisions about the doctoral curriculum.	2007 APR

<p>School of Law Faculty</p> <p>J.D. Program</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<p>--Ph.D. dissertation  --Qualifying examination  --Knowledge Standards defined by the Standards for Legal Education of the American Bar Association  (<a href="http://www.americanbar.org/content/dam/aba/publications/misc/legal_education/Standards/chapter_3_2012_2013_aba_standards_and_rules.authcheckdam.pdf">http://www.americanbar.org/content/dam/aba/publications/misc/legal_education/Standards/chapter_3_2012_2013_aba_standards_and_rules.authcheckdam.pdf</a>)</p>	<p><b>Who:</b>  --Individual faculty  --Faculty as a whole  --Curriculum committee  --External Advisory Board  --Associate Dean and academic administrators with responsibility for curricular planning</p> <p><b>Process:</b>  --Curriculum planning meetings  --Business and skills advisory boards  --Periodic American Bar Association reviews of accredited law schools by an external committee  --Monitor the enrollment for courses as an indication of problematic teaching  --Yearly review of teaching evaluations</p>	<p>A dip in the rate of bar passage led to the identification of the need for more student support in exam-taking and studying. The following changes were made to the program:</p> <ul style="list-style-type: none"> <li>- added a second academic support instructor to our staff to provide this assistance.</li> <li>- hired a full-time Director of Professional Skills to strengthened skills offerings</li> <li>- added two sections each semester of a course on Advanced Legal Writing.</li> <li>- expanded faculty to ensure that core course offerings are taught by tenure-track or tenured faculty.</li> <li>- arranged for volunteer attorneys to supervise the students' work, created a Leadership course for the students who lead heading the pro bono groups, and created a practice skills course to complement the work performed by of one of the volunteer groups.</li> <li>- begun experimenting with the creation of practitioner-taught lab sections to run parallel to some of the foundational courses.</li> <li>- begun developing collaborative practice skills courses, and have begun training faculty in collaborative teaching.</li> <li>- started to carefully review student course evaluations</li> </ul>	<p>2008 APR</p>
<p>School of Law Advanced Degrees</p> <p>J.S.D. Program</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<p>--Ph.D. dissertation  --Qualifying examination  --First year or yearly pre-candidacy review  --Post-candidacy Academic Progress Report  --Master's degree (earned along the way)  --Ph.D. prospectus meeting  --Ph.D. prospectus approval  --Dissertation defense</p>	<p><b>Who:</b>  --Individual faculty  --Graduate education committee  --Associate Dean for Graduate Programs and administrators responsible for curricular planning</p> <p><b>Process:</b>  --Admissions meetings  --Annual progress review meetings  --Curriculum planning meetings</p>	<p>Based on a comprehensive review of the J.S.D. program by a 2010 committee of faculty and administrators, Berkeley Law has increased the academic rigor of its J.S.D. program. The most significant changes that were implemented in Academic Year 2011-12 were the following:</p> <ul style="list-style-type: none"> <li>-Require three years or six semesters of continuous enrollment.</li> <li>-Mandatory “gateway” first-year legal theory seminar</li> <li>-Change in mandatory first-year coursework</li> <li>-Require oral examination prior to advancing to candidacy</li> <li>-Change in dissertation requirement</li> <li>-Increase in faculty involvement in JSD students’ scholarship</li> <li>-Monitoring of student progress each semester.</li> </ul>	<p>2008 APR</p>

Graduate School of Education-Education Faculty  Ph.D. in Education  Doctor of Education	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --300-level pedagogy course --Master's degree (earned along the way) --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Dissertation defense --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Job placement data	<b>Who:</b> --Individual faculty --Faculty groups in designated program areas --Student's orals and dissertation committee  <b>Process:</b> --Annual progress review meetings --Curriculum planning meetings --External Review Committee --Program area faculty also meet monthly within programs, and area chairs meet monthly as members of the Policy Committee. --Program areas consult with student representatives regarding program effectiveness.	Reviews include scrutiny of milestone accomplishments and consideration of students self-assessment of progress. Where issues arise, they may be handled by changes in curriculum (for example, a revision of introductory/advanced course sequences in the education policy area). Example: the "policy and organizations" group relied on student performance in pre-QEs, in part, to re-design a sequence of introductory and advanced courses. Another example: the GSE expanded the number of organized faculty-led research groups that allow for more peer and advisor feedback, mentoring, and collaboration.	2006 APR
Graduate School of Education-Special Education (joint with SFSU)  Joint Ph.D. in Special Education	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Pre-candidacy screening exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Student and faculty opinions gathered through focus groups	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Annual progress review meetings (yearly review of each student's progress via professor written evaluation for each course taken or advisee) --Curriculum committee --Review of quality of position papers by outside faculty members	N/A	2006 APR
School of Public Health  Doctor of Public Health	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination	<b>Who:</b> N/A  <b>Process:</b> N/A	N/A	2014 APR
Ancient History and Mediterranean Archaeology Graduate Group  Ph.D. in Ancient History and Mediterranean Archaeology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Post-candidacy Academic Progress Report --Foreign language exams --Master's degree --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Job placement data	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Admissions meetings	As AHMA has an intake of two students per year and ca. 15 students total the faculty individually and collectively have a good sense of student learning from regular contact. In September, 2009, the faculty adopted a substantially revised set of program requirements in light of their perceptions of needs for improvements in this area.	2008 by the Graduate Council

<p>Buddhist Studies Graduate Group</p> <p>Ph.D. in Buddhist Studies</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Dissertation defense</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Job placement data</li> <li>--Proficiency in using primary sources in at least two research languages is assessed in graduate seminars</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review meetings</li> <li>--External Review Committee</li> </ul>	<p>Tibet language offering has been adjusted in response to student feedback to the extent allowed by available funds.</p>	<p>Spring 2010 by the Graduate Council</p>
<p>Performance Studies Graduate Group</p> <p>Ph.D. in Performance Studies</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Graduate education committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--Curriculum planning meetings</li> <li>--External Review Committee</li> </ul>	<p>Based on the Graduate Division's data, the program is currently exploring a better peer mentoring model. The student exit survey data informed the faculty to shift student public presentation of doctoral research from the 4th year to the 5th year. Though the exit survey indicated high satisfaction with oral exam preparation, students' accounts at town hall meetings indicated room for improvement. The program changed the requirements (e.g., a literature review instead of a full pre-publication paper) to better prepare students for the QE.</p>	<p>2013-14 by the Graduate Council</p>
<p>Romance Languages and Literatures</p> <p>Ph.D. in Romance Languages and Literatures</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Job placement data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Executive Committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> </ul>	<p>The program was entirely revised in 2011, in the context of a review by the Graduate Division. Among other changes, the program has strengthened and formalized advising practices, instituted an official director to oversee the program, undertaken the creation of a website, and added a battery of written examinations preliminary to the oral Qualifying Examination.</p>	<p>2010 by the Graduate Council</p>

Biophysics Graduate Group  Ph.D. in Biophysics	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Post-candidacy Academic Progress Report --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Job placement data	<b>Who:</b> --Executive Committee --Chair --Head Grad Advisor --Staff  <b>Process:</b> --Admissions meetings --Executive Committee meetings (consisting of Chair, HGA and 4 additional faculty, plus the staff program coordinator).	The program has considered creating a survey course that would cover the broad fields encompassed by the term biophysics. Since the program is interdisciplinary, students come in with a wide range of backgrounds. It might prove beneficial to create a course where they can all learn about different areas of biophysics together.	Spring 2013 by the Graduate Council
Neuroscience Graduate Program  Ph.D. in Neuroscience	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Dissertation defense --Publications and conference presentations --Research colloquium presentations	<b>Who:</b> --Individual faculty --Curriculum committee --Dissertation committee  <b>Process:</b> --Admissions meetings --Curriculum planning meetings The program plans to review the Graduate Division annual reports and survey data to identify weaknesses in the program, and to make improvements. This will be done at both curriculum committee meetings and admissions committee meetings.	N/A	2006 by the Graduate Council
Endocrinology Graduate Group  Ph.D. in Endocrinology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Post-candidacy Academic Progress Report --Publications and conference presentations --Research colloquium presentations --Thesis committee meetings after passing their qualifying exam. --Students presentation in a seminar on research every spring semester	<b>Who:</b> --Individual faculty --Faculty as a whole --Endocrinology Executive Committee  <b>Process:</b> Discussions are ongoing between members of the executive committee and individual faculty. All Endocrinology graduate students present a seminar on their research each Spring semester, which provides a platform to evaluate evidence of student learning at the degree level.	Each spring semester, every graduate student presents a seminar on their research which includes critical questions by the faculty attending the seminar. This format was put into place in order to help the students learn to "think on their feet" during seminar and evaluate their research progress. It also provides a platform to evaluate evidence of student learning at the degree level.	2008 by the Graduate Council



<p>Logic and the Methodology of Science Graduate Group</p> <p>Ph.D. in the Logic and the Methodology of Science</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Ph.D. preliminary exam</li> <li>--Qualifying exam in each of the math track and philosophy track. (The student picks a track after the preliminary exams.)</li> <li>--Dissertation defense</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Dissertation Committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--Admissions meetings</li> <li>--External Review Committee.</li> </ul>	<p>The program noted too high a rate of failure of the math preliminary exam and too slow a progress on completing both preliminary exams. The program made the two courses for preparation for the math preliminary exam mandatory rather than optional. The program instituted a seminar in which a student who successfully passed the math prelim would be paid for holding regular meetings working proofs with those currently studying for the exam. With the philosophy prelim the faculty have noted too many students attempting to compose their own syllabi without the background to do so, and hence being slowed down. Thus, the program has newly emphasized that there are standard syllabi for each subfield and that those are the default bases for preliminary exams, and are preparing an easily accessible archive of them, which faculty can add to when they see fit.</p>	<p>2013-14 by the Graduate Council</p>
<p>Ethnic Studies Graduate Group</p> <p>Ph.D. in Ethnic Studies</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Job placement data</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Graduation education committee</li> <li>--Instructor of core courses</li> <li>--Assigned faculty mentors</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--External Review Committee</li> </ul> <p>Instructors conduct formal assessments of core courses. Results of Master's exam, which tests mastery of key theoretical and methodological concepts, also informs the process.</p>	<p>Recommendations from a self-study were based in part on evidence of student learning (including retention rates, time to degree, and placement rates). The graduate program subsequently implemented significant changes with regard to mentorship, advising, and annual review to assess and facilitate students' progress in the program. The program is beginning conversations with the graduate committee, the faculty as a whole, and graduate students to assess the utility and practical applicability of the Master's exam and core course requirements.</p>	<p>2009 by the Graduate Council</p>
<p>Sociology and Demography Graduate Group</p> <p>Ph.D. in Sociology and Demography</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--300-level pedagogy course</li> <li>--Master's degree (earned along the way)</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Graduate advisor</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Annual progress review meetings</li> <li>--External review committee.</li> </ul>	<p>The GGSD closely follows the curricula of the departments of demography and sociology. It has been observed over the last decade that the sociology students have considerably better outcomes in terms of preparation at the QEs, publications, and placement than do the demography students. As a result, the GGSD has adjusted the GGSD guidelines to more closely follow sociology.</p>	<p>2012 by the Graduate Council</p>

Applied Science Technology Graduate Group  Ph.D. in Applied Science Technology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Ph.D. preliminary exam	<b>Who:</b> --Individual faculty --Four AS&T faculty who judge the preliminary exam  <b>Process:</b> The AS&T executive committee discusses student progress in the case that issues arise.	Since the curricula are developed for the individual students, the curricula are very flexible. As a result, there is not much need to change them year to year. The executive committee of AS&T handles all issues that arise and develops solutions that are then put before the entire AS&T faculty for a vote. If approved, changes are incorporated into AS&T bylaws.	2006 by the Graduate Council
Bioengineering Graduate Group (joint with UCSF)  Joint Ph.D. in Bioengineering	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Ph.D. preliminary exam --Publications and conference presentations --Research colloquium presentations --Student self-assessment	<b>Who:</b> --Individual faculty  <b>Process:</b> --Annual progress review meetings The program hosts an annual faculty retreat as well as an annual meeting between the rising second-year students and the faculty executive committee in which they regularly discuss student learning.	The program recently standardized and reformed the QE procedure based in part on feedback received during retreat meetings.	2003 by the Graduate Council
Vision Science Graduate Group  Ph.D. in Vision Science	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Ph.D. prospectus meeting --Ph.D. prospectus approval --300-level pedagogy course --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Job placement data --Ph.D. thesis proposal (sometimes accompanied by a prospectus meeting, but not mandatory)	<b>Who:</b> --Individual faculty --Faculty as a whole  <b>Process:</b> --Annual progress review meetings	The program is in the process of reorganizing the core course series (pro-seminar series) in response to the evolving skills and interests of the students and the research areas of the faculty. The program hopes to foster more communication with other departments (by making the course more accessible across campus). The program added formal requirements for students to complete a thesis proposal, required within one year after completing the Oral QE. This step helps keep students on pace to complete on time and to get the thesis committee more engaged in the students' research.	2012 by the Graduate Council
Comparative Biochemistry Graduate Group  Ph.D. in Comparative Biochemistry	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Publications and conference presentations --Student self-assessment	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee  <b>Process:</b> --Annual progress review meetings --Admissions meetings	N/A	2009 by the Graduate Council

Energy and Resources Graduate Group  Ph.D. in Energy and Resources	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Master's degree (earned along the way) --Publications and conference presentations --Research colloquium presentations	<b>Who:</b> Faculty  <b>Process:</b> --Annual progress review meetings --External Review Committee	N/A	2002 by the Graduate Council
Metabolic Biology Graduate Group  Ph.D. in Metabolic Biology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Ph.D. preliminary exam --Dissertation defense --Publications and conference presentations --Research colloquium presentations --Job placement data (post-doctoral fellowship, job, etc.)	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Curriculum committee --Graduate education committee  <b>Process:</b> The program has regular review meetings: admissions meetings, annual progress review meetings, and curriculum planning meetings.	N/A	2011 by the Graduate Council
Microbiology Graduate Group  Ph.D. in Microbiology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --300-level pedagogy course --Publications and conference presentations --Research colloquium presentations --Job placement data --Annual meetings with dissertation committee after advancing to Ph.D. candidacy.	<b>Who:</b> --Individual faculty --Faculty as a whole --Admissions committee --Dissertation committee  <b>Process:</b> --Annual progress review --Curriculum planning meetings --External review meetings The department faculty conduct a review of all first year students. The faculty meet as a group to review first year student performance in core classes and research rotations.	A student/post-doc seminar series was established based on faculty and student input with regard to the need and practice of communication and presentation skills.  The review of first year students results in the student receiving a review letter that summarizes progress and may include specific recommendations or coursework requirements from the faculty.  Teaching Evaluations of graduate level classes provides instructors feedback and evidence of learning in order to make adjustments to their course objectives and teaching effectiveness.	2009 by the Graduate Council
Molecular Toxicology Graduate Group  Ph.D. in Molecular Toxicology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Ph.D. prospectus meeting --Ph.D. prospectus approval --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --Ph.D. preliminary exam --Dissertation defense --Publications and conference presentations --Research colloquium presentations	<b>Who:</b> --Individual faculty --Graduate education committee  <b>Process:</b> --Annual progress review meetings provides the opportunity to review students' progress.	Review of students' progress guides programmatic revisions.	2012 by the Graduate Council

<p>Jurisprudence and Social Policy Graduate Program</p> <p>Ph.D. in Jurisprudence and Social Policy</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--First year or yearly pre-candidacy review</li> <li>--Post-candidacy Academic Progress Report</li> <li>--300-level pedagogy course</li> <li>--Pre-candidacy screening exam</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Job placement data</li> <li>--Institutional data</li> <li>--Periodic surveys of graduates</li> <li>--Symposia of recent graduates</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review</li> <li>--Curriculum planning meetings</li> <li>--External review meetings</li> </ul> <p>All second year JSP students (or third year for joint JD/Ph.D. students) are evaluated by a committee or 2 or 3 faculty members to assess progress and assist with planning.</p>	<p>The program considered what students learn (and what they need to learn but haven't) in both recent revisions to the ongoing project of graduate curriculum and in staffing decisions, for instance building up in the ability to teach quantitative and qualitative methods, and in history of political thought. The teaching of statistics and research methods has been highly sensitive to the particular needs of the program's students. The first year and general, foundational curriculum is subject to regular revision in light of what works or doesn't pedagogically.</p>	<p>Fall 2013 by the Graduate Council</p>
<p>Science &amp; Mathematics Education Graduate Group</p> <p>Ph.D. in Science and Mathematics Education</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Other</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> <li>--Chair</li> <li>--Executive Committee</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review</li> <li>--Curriculum planning meetings</li> </ul> <p>Evidence reviewed includes (among other data) honors, professional publications/presentations, preliminary exam performance, and the durations to achieving (or not yet achieving) program milestones.</p>	<p>During the annual review of all students' progress, the faculty changes the curriculum as needed to address noted difficulties or opportunities.</p>	<p>2008 by the Graduate Council</p>
<p>Biostatistics Graduate Group</p> <p>Ph.D. in Biostatistics</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--300-level pedagogy course</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> <li>--Student self-assessment</li> <li>--Institutional data</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual faculty</li> <li>--Faculty as a whole</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>--Admissions meetings</li> <li>--Annual progress review</li> <li>--Curriculum planning meetings</li> </ul>	<p>N/A</p>	<p>Spring, 2013 by the Graduate Council</p>

Environmental Health Sciences Graduate Group  Ph.D. in Environmental Health Sciences	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Doctoral seminar	<b>Who:</b> --Individual faculty --Admissions committee --Graduate education committee  <b>Process:</b> --Admissions meetings --Annual progress review	N/A	2008 by the Graduate Council
Epidemiology Graduate Group  Ph.D. in Epidemiology	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --Ph.D. prospectus meeting --Ph.D. prospectus approval --Post-candidacy Academic Progress Report --300-level pedagogy course --Ph.D. preliminary exam --Publications and conference presentations --Research colloquium presentations --Job placement data	<b>Who:</b> --Individual faculty --Dissertation committee  <b>Process:</b> --Annual progress review meetings Periodic surveys of current doctoral students are reviewed for feedback concerning gaps in the curriculum/need for new /additional courses.	N/A	2013-14 by the Graduate Council
Health Services & Policy Analysis Graduate Group  Ph.D. in Health Services & Policy Analysis	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --300-level pedagogy course --Ph.D. preliminary exam --Ph.D. prospectus meeting --Ph.D. prospectus approval --Publications and conference presentations --Research colloquium presentations --Job placement data --Institutional data	<b>Who:</b> --Individual faculty, --Faculty as a whole --Admissions committee --Curriculum committee  <b>Process:</b> --Admissions meetings --Annual progress review --Curriculum planning meetings	N/A	2006 by the Graduate Council
Infectious Diseases and Immunity Graduate Group  Ph.D. in Infectious Diseases and Immunity	In progress according to GC/GD Guidelines. To be completed in September 2013.	To be published on Graduate Division's website: <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a>	--Ph.D. dissertation --Qualifying examination --First year or yearly pre-candidacy review --Post-candidacy Academic Progress Report --300-level pedagogy course --Dissertation defense --Publications and conference presentations --Research colloquium presentations --Student self-assessment --Job placement data --Institutional data --IDI Program Annual Retreat	<b>Who:</b> --Individual Faculty --Faculty as a whole  <b>Process:</b> --Admissions meetings --Annual progress review --Curriculum planning meetings	IDI Ph.D. students give input/feedback on curriculum, program related issues to faculty directly all the time as a student representative is invited to IDV Division meeting to discuss an issues pertaining to the students concern and need as a standard agenda item. Open discussion at the state of the program in our Annual Retreat with full faculty attendance is found also very helpful.	2009 by the Graduate Council (2014-15)

<p>Interdisciplinary Graduate Program</p> <p>Interdisciplinary Ph.D.</p>	<p>In progress according to GC/GD Guidelines. To be completed in September 2013.</p>	<p>To be published on Graduate Division's website:  <a href="http://grad.berkeley.edu/wasc/">http://grad.berkeley.edu/wasc/</a></p>	<ul style="list-style-type: none"> <li>--Ph.D. dissertation</li> <li>--Qualifying examination</li> <li>--Post-candidacy Academic Progress Report</li> <li>--Foreign language exams</li> <li>--Ph.D. preliminary exam</li> <li>--Ph.D. prospectus meeting</li> <li>--Ph.D. prospectus approval</li> <li>--Dissertation defense</li> <li>--Publications and conference presentations</li> <li>--Research colloquium presentations</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>--Individual Faculty</li> <li>--Graduate Dean</li> </ul> <p><b>Process:</b> As an ad hoc, individualized program, it is not subject to programmatic review. The cognizant Graduate Dean with oversight reviews the progress of students and the effectiveness of policies, making recommendations for changes to the Interdisciplinary Subcommittee of the Graduate Council of the Academic Senate.</p>	<p>Criteria for programs were reviewed and revised to clarify the roles of the five faculty required for each committee. The Graduate Dean additionally initiated a formal annual review of student progress across the program to clarify the program's effectiveness.</p>	<p>2011 by the Graduate Council</p>
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**WASC 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators**

College, School, and Department	Name of accredited or certificated program	Professional and special accreditation agency	Date of most recent accreditation action by agency	Summary (bullet points) of key issues for continuing institutional attention identified in agency action letter or report
<p><b>College of Letters and Sciences</b> Department of Psychology</p>	<ul style="list-style-type: none"> <li>• Ph.D. in Clinical Psychology</li> </ul>	<p>American Psychological Association (APA)</p>	<p>2012</p>	<ul style="list-style-type: none"> <li>• Need to assure broad and general coverage in non-clinical areas of psychology</li> <li>• Need to complete revision of evaluation system for professional training (evaluation of current students and by former students)</li> </ul>
<p><b>College of Engineering</b> Department of Chemical Engineering</p>	<ul style="list-style-type: none"> <li>• B.S. in Chemical Engineering</li> </ul>	<p>Accreditation Board for Engineering and Technology (ABET)</p>	<p>2013</p>	<ul style="list-style-type: none"> <li>• Shortcomings in the departmental processes for Program Educational Objectives and Student Outcomes, not in alignment with ABET definitions and requirements</li> <li>• Concern over the DARS degree audit system and the needs for manual audits for each student</li> <li>• General institutional support in response to dramatic increases in undergraduate student enrollment</li> <li>• In the joint major programs: Chemical Engineering &amp; Materials Science, and Chemical Engineering &amp; Nuclear Engineering, the ABET visiting team noted the lack of a biology course requirement</li> </ul>
<p><b>College of Engineering</b> Department of Civil Engineering</p>	<ul style="list-style-type: none"> <li>• B.S. in Civil Engineering</li> </ul>	<p>Accreditation Board for Engineering and Technology (ABET)</p>	<p>2013</p>	<ul style="list-style-type: none"> <li>• Shortcomings in the departmental processes for Program Educational Objectives and Student Outcomes not in alignment with ABET definitions and requirements</li> <li>• Concerns regarding students not taking a third basic science course and a second design course.</li> <li>• In accuracy in the DARS system.</li> </ul>
<p><b>College of Engineering</b> Department of Electrical Engineering and Computer Science <i>Computer Science and Engineering Program</i> <i>Electrical and Computer Engineering Program</i></p>	<ul style="list-style-type: none"> <li>• B.S. in Computer Science and Engineering</li> <li>• B.S. in Electrical and Computer Engineering</li> <li>• B.S. in Computer Science</li> </ul>	<p>Accreditation Board for Engineering and Technology (ABET)</p>	<p>2012</p>	<ul style="list-style-type: none"> <li>• The team observed that transcripts of students who intended to complete the computer science and engineering (CSE) program were not being audited to assure that the students actually complete some course requirements for the CSE program.</li> <li>• The team noted that some of our student outcomes modify the intent of the program educational outcomes, a-k, defined by ABET.</li> <li>• The team observed that significant course assessment and improvement is being done in some courses and that a mapping of course outcomes to EECS department student outcomes exists. In addition, program improvements have been made using this data using the continuous improvement process outlined by the program. However, for some other courses data related to attainment of student outcomes was</li> </ul>

<i>Computer Science Program</i>				<p>not available.</p> <ul style="list-style-type: none"> <li>• Assessment methods often did not define rubrics that defined student performance relative to the student outcomes.</li> <li>• The extent to which the student outcomes are being attained cannot be effectively evaluated and students may not attain all student outcomes by graduation.</li> <li>• Team members reported that based on discussions with the faculty members who teach them, it is clear that some of courses provide appropriate major design experiences. It is not as clear that all of them incorporate appropriate engineering standards and multiple realistic constraints.</li> </ul>
<b>College of Engineering</b> Industrial Engineering and Operations Research	<ul style="list-style-type: none"> <li>• B.S. in Industrial Engineering</li> <li>• Operations Research</li> </ul>	Accreditation Board for Engineering and Technology (ABET)	2013	<ul style="list-style-type: none"> <li>• The way the department maps program goals to the goals required by ABET</li> <li>• Some missing survey data</li> </ul>
<b>College of Engineering</b> <ul style="list-style-type: none"> <li>• Materials Science &amp; Engineering</li> <li>• Materials Science &amp; Engineering / Chemical Engineering</li> <li>• Materials Science &amp; Engineering / Nuclear Engineering</li> <li>• Materials Science &amp; Engineering / Mechanical Engineering</li> <li>• Materials Science &amp; Engineering / Electrical Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• B.S. in Materials Science &amp; Engineering</li> <li>• B.S. in Materials Science &amp; Engineering / Chemical Engineering</li> <li>• B.S. in Materials Science &amp; Engineering / Nuclear Engineering</li> <li>• B.S. in Materials Science &amp; Engineering / Mechanical Engineering</li> <li>• B.S. in Materials Science &amp; Engineering / Electrical Engineering</li> </ul>	Accreditation Board for Engineering and Technology (ABET)	2013	<ul style="list-style-type: none"> <li>• The team expressed a minor concern about the way the department maps program goals to the goals required by ABET</li> <li>• The team expressed some concern about missing survey data</li> <li>• The previous two concerns have already been addressed.</li> </ul>
<b>College of Engineering</b> Mechanical Engineering	<ul style="list-style-type: none"> <li>• B.S. in Mechanical Engineering</li> </ul>	Accreditation Board for Engineering and Technology (ABET)	2013	<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Undergraduate Research Opportunities</li> <li>• Excellent fabrication facilities and experimental labs are excellent.</li> </ul>
<b>College of Engineering</b> <ul style="list-style-type: none"> <li>• Department of Nuclear Engineering</li> <li>• Nuclear Engineering and Mechanical Engineering</li> <li>• Nuclear Engineering and Materials Science Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• B.S. in Nuclear Engineering</li> <li>• B.S. in Nuclear Engineering and Mechanical Engineering</li> <li>• B.S. in Nuclear Engineering and Materials Science Engineering</li> <li>• B.S. in Nuclear Engineering and Chemical Engineering</li> <li>• B.S. in Nuclear Engineering and Electrical</li> </ul>	Accreditation Board for Engineering and Technology (ABET)	2012	<b>Concerns:</b> <ul style="list-style-type: none"> <li>• Satisfaction with student advising</li> <li>• Accuracy and accessibility of DARS (Degree Audit Review) system</li> </ul>



<ul style="list-style-type: none"> <li>• Nuclear Engineering and Chemical Engineering</li> <li>• Nuclear Engineering and Electrical Engineering and Computer Science</li> </ul>	Engineering and Computer Science			
<b>School of Optometry</b>	<ul style="list-style-type: none"> <li>• Doctor of Optometry (OD) and Optometry Residency Certificate</li> </ul>	Accreditation Council on Optometric Education (ACOE)	2007	<ul style="list-style-type: none"> <li>• ACOE 2007 recommendation: the program needs to publish program goals. The recommendation was met in 2008. The goals are published in the following website: <a href="http://optometry.berkeley.edu/od-program/program-goals">http://optometry.berkeley.edu/od-program/program-goals</a></li> </ul>
<b>College of Environmental Design</b> Architecture	<ul style="list-style-type: none"> <li>• Master of Architecture</li> </ul>	National Architecture Accrediting Board (NAAB)	2009	<ul style="list-style-type: none"> <li>• The college-wide strategic planning exercise next year should weave the department's plan into the larger one (Standard 1).</li> <li>• Develop a detailed hiring plan covering the next 3 to 10 years that addresses the broader vision and mission of the department, the specific needs for delivering a first professional degree program and enough flexibility to respond to emerging areas of opportunity (Standard 2).</li> <li>• Develop a clear strategy for reducing teaching loads that might include measures such as additional (professorial and /or non-professorial) faculty hiring, reducing the number of courses required, and other non-classroom options for learning to create time for faculty professional development (Standard 2).</li> <li>• Continue to pursue the curriculum reviews to make sure the reasoning behind course sequencing is valid and communicated clearly to students when they begin their first year (Standard 3).</li> <li>• Provide tenure track junior faculty members sufficient release from teaching and committee duties so that they can concentrate on preparing their scholarly and professional portfolios (Standard 5).</li> <li>• Assure that part-time faculty members are acquainted with one another, given opportunities to meet and share notes about their professional activities and teaching duties, and coordinate course offerings to eliminate redundancy between courses and to assure that courses are linked properly (Standard 5).</li> </ul>
<b>College of Environmental Design</b> City Planning	<ul style="list-style-type: none"> <li>• Master of City Planning</li> </ul>	Planning Accreditation Board (PAB)	2013	<ul style="list-style-type: none"> <li>• An updated progress report based on the new accreditation criteria that PAB adopted after last accreditation self study report was submitted.</li> </ul>
<b>College of Environmental Design</b> Landscape Architecture	<ul style="list-style-type: none"> <li>• Master of Landscape Architecture</li> </ul>	American Society of Landscape Architects (ASLA)	2012 (next: 2018)	<p>No recommendations were made from ASLA. The program received the following suggestions.</p> <ul style="list-style-type: none"> <li>• Form action plans for implementing strategies and weave the department's plan into college-wide strategic planning.</li> <li>• Develop a detailed hiring plan covering the next 3 to 10 years that addresses the</li> </ul>

				<p>broader vision and mission of the department, the specific needs for delivering a first professional degree program and enough flexibility to respond to emerging areas of opportunity.</p> <ul style="list-style-type: none"> <li>• Continue to pursue the curriculum reviews to make sure the reasoning behind course sequencing is valid and communicated clearly to students when they begin their first year.</li> <li>• Develop a clear strategy for reducing teaching loads.</li> <li>• Provide tenure track junior faculty members sufficient release from teaching and committee duties.</li> <li>• Assure that part-time faculty members are acquainted with one another, given opportunities to meet and share notes about their professional activities and teaching duties, and coordinate course offerings.</li> </ul>
<b>College of Natural Resources</b> Forestry and Natural Resources	<ul style="list-style-type: none"> <li>• B.S. in Forestry and Natural Resources</li> </ul>	Society of American Foresters	2005	<ul style="list-style-type: none"> <li>• A more refined and systematic procedure for assessing student outcomes.</li> <li>• Classroom and laboratory spaces are marginal and in need of modernization.</li> </ul>
<b>College of Natural Resources</b> Department of Nutritional Science and Toxicology	<ul style="list-style-type: none"> <li>• B.S. in Dietetics</li> </ul>	Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics	2012	<ul style="list-style-type: none"> <li>• Interim review. Full review due in 1-2 yrs.</li> </ul>
<b>Haas School of Business</b> <ul style="list-style-type: none"> <li>• Business</li> <li>• Financial Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• B.S. in Business</li> <li>• Master of Business Administration (Business/Full-time MBA, Business/Evening &amp; Weekend, Business/Berkeley-Columbia)</li> <li>• Ph.D. in Business</li> <li>• M.S. in Financial Engineering</li> </ul>	Association to Advance Collegiate Schools of Business (AACSB)	2012	<ul style="list-style-type: none"> <li>• Prior to the next maintenance review, AACSB cites no specific recommendations relative to AACSB standards that should be addressed and reported.</li> </ul>
<b>School of Social Welfare</b>	<ul style="list-style-type: none"> <li>• MSW (Master of Social Welfare)</li> </ul>	Council on Social Work Education (CSWE)	2006 (next: 2014)	<ul style="list-style-type: none"> <li>• The COA identified 1 area of concern related to the accreditation standard on assessment, and the program was asked to provide by August 2006 a plan and measures for evaluating each program objective as required by the standard.</li> <li>• The program submitted the progress report on June 28, 2006. At its October 2006 meeting the COA voted to accept the report.</li> </ul>
<b>School of Law</b>	<ul style="list-style-type: none"> <li>• JD degree</li> </ul>	American Bar Association (ABA)	2010	<p>The Accreditation Committee of the ABA found that the program had successfully addressed the following problematic issues:</p> <ul style="list-style-type: none"> <li>• Insufficient pre-admission advising to students about character requirements for</li> </ul>

				<ul style="list-style-type: none"> <li>bar examinations</li> <li>Lack of clarity about courses that will be offered regularly</li> <li>Disability access in the building</li> <li>The non-tenured status of the law library director</li> <li>Adequate physical facilities for clinical education.</li> </ul>
<b>Graduate School of Journalism</b>	<ul style="list-style-type: none"> <li>Master of Journalism</li> </ul>	Accrediting Council on Education in Journalism and Mass Communications (AEJMC)	2012	<ul style="list-style-type: none"> <li>Student assessment</li> <li>More detailed and consistent syllabi</li> <li>Limited opportunities to diversify faculty</li> </ul>
<b>Graduate School of Education</b>	<ul style="list-style-type: none"> <li>Developmental Teacher Education Program (M.A. and credential)</li> <li>MUSE (Secondary English) (M.A. and credential)</li> <li>MACSME (Secondary Math &amp; Science) (M.A. and credential)</li> <li>Principal Leadership Institute (MA and Tier 1 admin credential)</li> <li>Leadership Support Program (Tier 2 admin credential)</li> <li>School Psychology (Ph.D. and School Psych credential)</li> </ul>	California Commission on Teacher Credentialing (CCTC)	2012	<ul style="list-style-type: none"> <li>Establishment of a university-wide governance structure, chaired by the Dean of Education with delegated authority</li> <li>Addition of training for cooperating teachers</li> </ul>
<b>School of Public Health</b> <ul style="list-style-type: none"> <li>Public Health</li> <li>Environmental Health Sciences Graduate Group</li> <li>Epidemiology Graduate Group</li> </ul>	<ul style="list-style-type: none"> <li>M.P.H. (Master of Public Health)</li> <li>Doctor of Public Health</li> <li>M.S. in Environmental Health Sciences</li> <li>Ph.D. in Environmental Health Sciences</li> <li>Ph.D. in Epidemiology</li> </ul>	Council on Education for Public Health (CEPH)	Accredited through 7/1/15	<ul style="list-style-type: none"> <li>Number of units required for completion of the MPH degree should be increased from 42-48.</li> <li>There should a biostatistics area of concentration separate from the combined epidemiology/biostatistics area of concentration.</li> <li>Online program was not established at the time of last CEPH review</li> <li>Not enough faculty in Environmental Health to deliver core courses</li> </ul>
<b>Joint Medical Program (JMP)</b>	M.D.	Liaison Committee on Medical Education (LCME)	2011	<ul style="list-style-type: none"> <li>Oversight of the UC Berkeley-UCSF Joint Medical Program was noted to have gaps in UCSF's records pertaining to administrative policies</li> </ul>