Enhancing Student Success and Building Inclusive Classrooms at UCLA
Report to the Executive Vice Chancellor and Provost
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Prepared by:

Sylvia Hurtado
Professor, Graduate School of Education and Information Studies
Director, Higher Education Research Institute

Victoria L. Sork
Dean, Life Sciences, UCLA College
Professor, Ecology and Evolutionary Biology
Professor, Institute of the Environment and Sustainability

With support from:

Erin R. Sanders
Director, Center for Education Innovation and Learning in the Sciences
UCLA College

Kelly Wahl
Director of Statistical Analysis
UCLA Academic Planning and Budget

Tracy Teel
Graduate Student Research Analyst
Department of Education
Graduate School of Education and Information Studies

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Executive Summary

The University of California Los Angeles (UCLA) faces a number of external pressures that require a renewed commitment to excellence and diversity in undergraduate education. For example, California Governor Brown has urged campuses to decrease the overall time-to-degree attainment and explore how undergraduates may complete the baccalaureate in three years. Businesses and government agencies also are calling for college graduates with skills to function in a more diverse workforce. In the wake of the Moreno Report, which was commissioned by Chancellor Gene Block and found faculty discrimination and bias in academic units, California Attorney General Harris has asked the campus to address the climate for diversity and disparities in completion rates for underrepresented groups within a specified time frame. In comparison with other national universities, UCLA has yet to adopt inclusive excellence initiatives that make use of many advances in teaching, student learning, and assessment. Further, UCLA needs to focus more efforts on transforming education in science, technology, engineering and math (STEM) fields to meet national goals (PCAST, 2012). If UCLA is committed to providing *all* students an equitable and inclusive learning experience in every discipline, it is important to address these issues, especially in light of increased undergraduate enrollments (~600-700) in the near future. At the request of Executive Vice Chancellor and Provost Scott Waugh, a working group was tasked to identify areas of attention where UCLA could start to make changes that would have an immediate impact on improving the success of all students in the classroom. This self-study report and its recommendations are a first step towards building inclusive classrooms so that each student has an equal opportunity to succeed at UCLA.

UCLA is characterized as one of the most selective public universities in the U.S., with a 20% acceptance rate. The mean high school grade point average (GPA) for first-year students entering in Fall 2014 was 4.3 and all demonstrate exemplary personal accomplishments and/or significant motivation to overcome obstacles. Suffice it to say that we have the most highly qualified and uniquely talented students we have had in the history of the University. The changing demography of the state and the unequal opportunity for high quality education in K-12 schools has created a context where the demographics of the California population, the UCLA undergraduate student body, and the faculty who teach them are highly discrepant. In particular, the UCLA faculty is majority male (65%) with only 11% underrepresented minorities (URMs), while the student body is 56% female with 24% URM. This discrepancy and underrepresentation exacerbates the impact of implicit biases[1] in the classroom based on racial/ethnic/gender/economic differences and the stereotype threat[2] experienced by students when they are in the minority in classroom settings. These potential problems can only be avoided by utilizing effective teaching practices now being implemented at major universities throughout the country.

This report of the working group has two main objectives, which focus on the teaching component of student success in the classroom. First, our goal was to identify obstacles that are

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[1] *Implicit bias* "refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner." In the classroom, unconscious attitudes and stereotypes may affect an instructor's understanding of student behavior and result in an unfavorable assessment or disrespect. Stereotyping is more prevalent in environments where students are underrepresented (Staats et al. 2015)

[2] *Identity or stereotype threat* refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's identity group such as race, gender or socioeconomic status, which has been shown to affect achievement (Steele and Aronson, 1995).

hampering students' progress towards a bachelor's degree, with an emphasis on the achievement gap among groups of students, specifically URMs *versus* other students, students with Pell Grants *versus* non-Pell students, and between male and female students. Second, we were asked to make recommendations that could have early beneficial impacts on student success that could be directed to the EVC, deans, department chairs, and course instructors.

Given the size of the UCLA student body and that 81% of UCLA students had more than half their course schedules filled with large classes, we focused on courses with 50 or more students. To describe patterns of student success, we utilized the campus database of course grades to analyze grading patterns for the last two years for all course offerings with at least five URMs (N=2,689 courses). To gain more insight about departmental and course practices associated with those grading patterns, we conducted a short survey distributed to department chairs and faculty teaching those courses. Recent student and faculty surveys also were analyzed to further explore classroom experiences. Finally, to understand factors contributing to uneven student success, we met with selected groups with different perspectives: individuals working on intervention programs to enhance student success, academic advisors, and associate deans or deans' designees from every school or division.

There are several key assumptions of this report. First, courses are offered so that all students can learn, and UCLA is committed to offering a high quality educational experience with faculty who are outstanding educators and world-renowned scholars. Second, UCLA is a learning organization that can benefit from regular self-study as well as knowledge about the latest advances in teaching and learning. Carl Wieman (2015), recipient of the Nobel Prize in Physics, states "all the research in the past few decades has established strong correlations between the type of STEM teaching practices used and both the amount of student learning achieved and course completion rates. These correlations have been shown to hold across a large range of different instructors and institutions." In short, *high fail rates at UCLA in specific courses indicate low levels of student learning, which could be improved with more effective teaching practices*. The key findings follow:

- Overall fail rates: Despite the high achieving nature of our student body and faculty, UCLA has a large number of course offerings (34.2%) where 5% or more of the class receives a non-passing grade of a D or F. This finding is based on analyses of courses with enrollments of over 50 students offered during the last two academic years. In this group, many courses had No-Pass rates exceeding 10% and some as high as 35%. Analyses show that courses with high fail rates are distributed across upper and lower division courses, departments, and schools and divisions. Courses with particularly high fail rates deserve attention because they extend time to degree for many students and raise concerns about the effectiveness of teaching.
- In investigating disparities in the distribution of passing grades, we found that URM and Pell Grant recipients were more likely to receive a non-passing grade. However, multivariate analyses show that the strongest predictor of the URM failure rate in a course is the failure rate of non-URMs, indicating an issue with teaching and assessment practices that affect *all* students in a given classroom. The disparity in achievement between groups is particularly high in specific classes that are outliers compared with the campus norm, and is significantly higher in classes taught by non-ladder faculty versus ladder faculty, although this pattern varies across disciplines. While we identified courses of concern in specific units and campus-wide, there appear to be no systematic methods to monitor

student progress nor are there departmental strategies to address these courses and improve low levels of student learning.

- Findings from the chairs' questionnaire indicate professors and lecturers receive few incentives and limited opportunities to improve teaching methods and little feedback on effectiveness, except course evaluations or occasional peer-review. Graduate teaching assistants receive little preparation on how to teach their discussion sections or what to teach so that their efforts complement course goals. Compared with many other campuses, very few efforts are in effect to help course instructors become more aware of factors that have an impact on inclusive classroom environments, such as dealing with diversity in the classroom, implicit bias, stereotype threat, and micro-aggressions.
- The grading practices in courses were associated with disparities in failure rates between student comparison groups. The analysis of the patterns of grade assignments across the selected courses resulted in several clusters of different kinds of grade distributions. Some grading patterns were associated with smaller disparities between categories of students, but other grading patterns were associated with fewer A's and B's and more non-passing grades between: URM versus non-URM students, Pell Grant recipients versus non-Pell Grant recipients, and males versus females.
- Findings from the course surveys suggest that some faculty are grading according to criteria of concept mastery, which aligns grades to student learning, while at the other end of the continuum, faculty assign grades based on the class distribution (called norm-referenced grading or "grading on a curve"). It is this latter practice that is associated with the greatest disparities across groups in course performance.
- Campus-wide surveys offered further insight: There are significant group differences in whether students think course instructors were able to determine their level of understanding of course material, and less than half of all students felt that their contributions were valued in class. Males, non-URMs, and students in higher socioeconomic (SES) groups were more likely to report a higher comfort level with classroom climate than females, URM and low-income students. Asian and African Americans were least likely to feel that their contributions were valued in class, although they were somewhat more positive about the level of faculty concern for their progress. Faculty and student survey data also revealed different opinions regarding the level of classroom competition. Further research is necessary to understand variation in classroom climate in course offerings at UCLA, as current data reveal only general perceptions.

Many selective universities have achieved national recognition for their work in promoting teaching excellence and addressing diversity in the classroom as integral to their initiatives. For example, the Center for Research on Teaching and Learning (CRTL) at the University of Michigan is the source of the most widely used book on *Teaching Tips* in higher education. The CRTL trains instructors/faculty about diversity in the classroom and administers student evaluations that include questions about diversity. They encourage the use of a variety of effective teaching practices and promote the scholarship of teaching. UC Berkeley offers diversity coaching and consultations through its Multicultural Education Program in the division of Equity, Inclusion, and Diversity. Cornell University's Center for Teaching Excellence offers extensive online resources and tips for inclusive teaching strategies, attending to classroom climate, and improving students' active learning in large classes. The University of Wisconsin-Madison has integrated inclusive excellence goals in all of its academic and administrative units. It hosts online learning communities via the Center for the Integration of Research, Teaching and

Learning (CIRTL) that focuses on building a national network of faculty at 21 universities committed to advancing effective teaching practices for diverse learners. Moreover, many institutions are using advanced data analytics and dashboard systems to monitor student progress, identify “bottleneck” courses for supplemental instruction, and use technology to provide timely information to improve advising and advance students more quickly to degree completion. *UCLA should optimize use of technology and research on teaching to advance a comprehensive strategy for improving inclusive excellence in teaching and learning.*

RECOMMENDATIONS

Recommendation #1: Adopt a technology-supported dashboard system to monitor student progress, identify courses with high fail rates, and target responses to improve student success. At the current time, data are stored and show great potential to be mined for improving practice; however, it is not possible for deans, chairs, and course instructors or advisors to easily identify courses of concern where student performance is within the campus-wide range of performance or is an outlier with high fail rates. The campus should immediately adopt a data inquiry tool for deans and chairs that will be useful in identifying courses of concern within their units for review with respect to student progress, teaching quality, instructional and grading practices, discussion size, credit hours, instructor/teaching assistant (TA) preparedness, and other factors, to see whether improvements could be implemented to advance student success. Such a tool is intended to provide timely information needed within each unit for the dean or chair to assist faculty in improving student learning, and for advisors to advance students towards the finish line. An additional benefit of this tool is that it will provide initial evidence for exploring courses and disciplines where UCLA can focus its effort to improve the effectiveness of pedagogical approaches. Students could benefit from an advanced tool that provides accurate course information and advances academic planning. For example, before they register they could review course evaluations, number of times the course is offered each year, the proportion of majors that take the course, and estimate time-to-degree.

Recommendation #2: Create a campus-wide awareness of evidence-based pedagogy and implement effective pedagogy in undergraduate courses at UCLA. Evidence-based pedagogical practices are empirically linked with student success and completion. One of the current problems is that there is no repository of information on evidence-based teaching practices or ongoing discussions on what works to improve student learning, making it difficult to identify areas of faculty innovation in teaching and learning across campus. There are a variety of learner-centered approaches, backed by research, that can be incorporated in course design, implementation, and assessment that focus on improving the success of all students. For example, “backward design” aligns assignments and content, basing grades on goals/competencies set for student mastery and course objectives. Deans and department chairs should encourage faculty to document their teaching practices in review and promotion materials as an example of impact, make their teaching practices public in the same ways that scholarship is made public, and/or share how they advance student learning in the classroom.

Recommendation #3: Develop a campus-wide strategy to support faculty development and teaching assistant training for teaching in diverse classrooms. An inclusive education is one that is based on the principles of equity and inclusion of all students, differences are acknowledged as contributions in the classroom, and individuals are respected for their beliefs and cultural practices. To provide students an inclusive education, UCLA faculty must be made aware of those instructional practices that deter student success in ways that disproportionately affect individuals who identify with traditionally underrepresented groups in higher education or who are beset by socioeconomic challenges that can differ from their peers who have never encountered these challenges. If diversity is a core value at UCLA then all faculty and instructors should learn how to create the optimal conditions for a dynamic, diverse learning environment. The EVC, Vice Provost/Dean for Undergraduate Education, Vice Chancellor for Equity, Diversity and Inclusion and academic deans need to mount a coordinated effort to develop an effective and sustained strategy for campus-wide diversity education and the adoption of inclusive excellence goals across all units.

Recommendation #4: Engage in a campus-wide dialogue about methods of student assessment and grading practices for effective student learning. The analyses of grading patterns in this report show the relationship between grading practices and student success and also reveal that certain grading patterns are associated with disparities across groups. Some of the patterns are consistent with a criterion-referenced grading practice where students achieve grades based on their mastery of course learning objectives. Other grading patterns are consistent with a practice where grades are assigned based on the normative class performance (i.e. class ranking and grade quotas). This latter approach is associated with higher fail rates and disparities across groups. One problem with the latter approach is that how a student earns a grade is not transparent; his/her grade depends on how the whole class has performed rather than what a student has learned. Developing a set of guidelines on best practices for grading could improve student success and level the playing field for all students. Faculty and department chairs should make grading practices transparent in all course syllabi and adopt grading and assessment practices that help students achieve course learning goals.

Recommendation #5: Explore further ways to enhance active learning in large classes and improve discussion and laboratory sections so that they also incorporate practices for inclusive education. We analyzed large classes to determine factors that contribute to student performance outcomes. While the overall model indicated that not all large classes were a problem, the separate models comparing student groups identified secondary section size as associated with higher No-Pass rates. More importantly, when we analyzed the factors associated with the achievement gap between URM and non-URM students or Pell Award recipients and non-recipients, course size was a significant factor in disparity ratios. Given the considerable number of classes with large enrollment, how we teach these courses will make a big difference in student learning. Through the questionnaires, we learned that many classes do not develop a pedagogical approach for discussion sections, that course instructors often do not meet with TA’s, and that TA’s lack critical training in effective and inclusive teaching methods. Further research should explore how lecture and discussion/laboratory material could be integrated to enhance student learning. Deans and chairs need to work together with faculty to assess problems associated with discussion or laboratory sections that also affect student success. Central teaching excellence initiatives should consistently deal with pedagogies for active learning and offer tips for instructors of large classes. The Chancellor’s Office may need to provide additional resources for more teaching assistants or undergraduate learning assistants to assist active learning activities.

Recommendation #6: Improve accountability and recognition for good teaching. The Academic Senate should consider new approaches and policies to improve the assessment of teaching on campus, hold faculty and department chairs accountable for the quality of their courses in departmental reviews, and reward improvement as part of the academic personnel process.

One way to improve accountability is to develop new criteria for assessing teaching performance. Rather than rely on student and peer evaluations, both of which yield limited assessment of student learning[3], contributions toward teaching should include practices that result in desired student outcomes. For example, assessment of the relationship of learning objectives to the content of syllabi and concepts in examinations, papers or other assignments, as well as transparency of grading practices should be part of the evaluation system. Another example is the effective use of teaching observation protocols by trained individuals that are used widely elsewhere and are now being tested on campus and rather than unstructured observations by peers. The Academic Senate also should consider rewarding faculty who engage in activities to improve their teaching, scholarship on teaching, and mentoring activities to promote student success.

Recommendation #7: Advance a center for teaching excellence that will provide ongoing/coordinated professional development opportunities and resources to learn best practices in teaching and inclusive education. Timely and regular information should be provided to faculty to initiate the implementation of effective teaching techniques. This information could be delivered through online resources, workshops on campus, faculty learning communities focused on a technique or disciplinary advances in teaching, and symposia to learn best practices for inclusive education. Such practices include: aligning course assessments and learning activities with student learning objectives; interactive classrooms; practices to avoid implicit biases in teaching and to reduce stereotype threat among students; skills to handle micro-aggressions and conflict in the classroom; and development of transparent grading practices. The initial focus may be on recently hired assistant professors, lecturers, teaching assistants, and instructors of large gateway[4] courses or courses with high fail rates. The implementation for this recommendation will require collaboration between the EVC, deans and faculty to establish a vision of a center that can coordinate and disseminate resources, discipline-based activities, and ways to incentivize participation of faculty, non-tenure track instructors and teaching assistants.

The focus of this report is to identify areas for improving student success in the classroom, faculty teaching practices, and classroom climate. We assume that UCLA will continue to invest in student interventions that address issues confronted by first generation college students, especially those coming from secondary schools where the quality of education and availability of advanced courses are less than what is offered at enriched, high-performing secondary schools. We also assume that academic advisors will continue to strive to ensure that students have the appropriate background and prerequisites for the courses and majors they select, and we encourage further efforts to improve the effectiveness of advising to enhance student success. However, this study did not fully address this area. We hope this report will be widely shared and that the campus uses these findings and recommendations to stimulate campus-wide discussion and exchange among deans, chairs, Academic Senate members, and class instructors.

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[3] Clayton's (2009) meta-analysis reports that the correlation between measures of student learning and student course evaluations has decreased over recent years and is very low. Peer evaluations have been quite variable, and unsystematic in implementation within and across units and divisions and are not linked with student performance at UCLA. Nor do these forms of evaluation of teaching quality provide information on inclusive teaching practices.

[4] A ***gateway course*** is defined as a course that is used as a prerequisite for a major that must be passed before a student can continue to meet the requirements for a major. Any gateway course with a high fail rate can hamper progress towards degree because students who do not pass the course must retake it before they can continue in major. If a student switches majors, then students often have to take new prerequisites.

I. Introduction

National and economic concerns have focused on improving college attainments among an increasingly diverse student population, shortening time to degree to reduce college costs, and restoring America's international competitiveness in STEM and a wide range of fields, as evidenced by national consensus panels and reports (PCAST, 2012). Businesses and government agencies are also calling for college graduates with skills to function in a more diverse workforce. Not surprisingly, many federal and private funding opportunities have arisen to support the implementation of evidence-based practice to increase student learning and degree attainments. These competitions for funds to support undergraduate education that holds promise in diversifying the workforce have raised the bar for institutions to demonstrate significant campus-wide transformation in educational practices to achieve student learning goals and close attainment gaps. The Association of American Colleges and Universities has long supported campuses in advancing student learning to meet 21st Century learning goals, encouraging institutions to embark on inclusive excellence initiatives that "require we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change."[5] Faculty, deans and department chairs are central to this work, and there is a concerted effort to adopt a learner-centered paradigm on college and university campuses for increasing academic excellence.[6]

On a more local level, UCLA faces a number of external pressures that require a renewed commitment to excellence and diversity in undergraduate education. For example, Governor Brown has urged campuses to decrease overall time-to-degree attainment and to explore how undergraduates may complete the baccalaureate in three years. In the wake of the Moreno Report, which identified faculty discrimination and bias in academic units, California Attorney General Harris has asked the campus to address the climate for diversity and disparities in completion rates for underrepresented groups. Adding to this mix, UCLA is expecting to increase resident undergraduate enrollments (~600-700) in the near future. In comparison with other national universities, UCLA has yet to adopt inclusive excellence initiatives or utilize advances in teaching, student learning, and assessment. Recent success in large grant competitions for transforming education in STEM fields should help UCLA meet national goals, but the expectations of external funders are that these efforts will be institutionalized. If UCLA is committed to providing *all* students an equitable and inclusive learning experience in every discipline and at every level of their college education, we need to address these issues.

The commitment towards increasing student success must include fostering a culture throughout the institution that supports students traditionally underserved, often ignored, marginalized, or even "weeded out" of the postsecondary education system. Such students may originate from low-income families, whose socioeconomic challenges impede their access to enriched, high-performing secondary schools. Others identify with race/ethnicity groups traditionally underrepresented in higher education (Garrison 2013, National Academies 2011). The success of these students is undermined by stereotype threat and the unconscious biases of peers and instructors who inadvertently affirm their undeserved exclusion from academically successful tiers of the learning community (Ganley *et al*. 2013, Moss-Racusin *et al.* 2012, Miyake *et al.* 2010, Steele and Aronson 1995, Covington 1992). This disparity is often attributed to poor

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[5] www.aacu.org/programs-partnerhips/making-excellence-inclusive

[6] See examples for universities focused on learner-centered teaching at fod.msu.edu/oir/learner-centered-teaching and cet.usc.edu/resources/teaching_learning/docs/LearnerCentered_Resource_final.pdf.

preparation of students, but considering that UCLA students came from a highly competitive applicant pool where students have performed at the highest level in their schools and demonstrated outstanding commitment and discipline in education, our focus is to identify ways to enhance faculty teaching and the student classroom experience to increase student learning and persistence in achieving their intended degree.

Specifically, UCLA is committed to improving student academic success, reducing time-to-degree and increasing graduation rates. The classroom experience is at the heart of this endeavor for UCLA undergraduates. Given disparities among students in academic attainment and in their sense of belonging to UCLA, the Executive Vice Chancellor and Provost called for an examination of the factors affecting student success with a particular focus on examining the classroom environment as a first step towards establishing a positive climate for diversity that is sensitive to and supportive of the diverse backgrounds of the entire student body (see **Appendix A**. Charge Letter). He tasked a working group to come up with recommendations that could be immediately implemented. In particular, the goal was to understand the extent to which there are disparities between students from underrepresented minorities (URMs) in the university and those who are not (non-URMs), between male and female students, and between students of different socioeconomic backgrounds. The latter category was analyzed through a comparison of students with Pell Grants, which are federal grants that are awarded to college students based solely on financial need, and those who do not receive Pell Grants.

To investigate factors that contribute to the disparate patterns of student success, we first conducted a statistical analysis of the pass/No-Pass rates awarded in courses taught within the last two years and the patterns of grade assignments for those courses. We followed that statistical analysis by surveying departments on details of how faculty and graduate student teaching assistants are trained in classroom teaching practices, how teaching quality is reviewed by department chairs, the size of discussion/laboratory sections associated with large courses, and departmental grading practices. Given the time frame for this study, we did not conduct extensive interviews or consultations. To discuss factors affecting student success, we met with representatives of units responsible for student intervention activities (e.g., AAP), we met with academic advisors at the department and college levels, and we met with associate deans and deans' designees who are responsible for undergraduate education to discuss factors affecting student success. We also met with a selected group of department chairs. This report presents relevant findings from existing surveys[7], analysis of institutional data (**Appendix B-D**), departmental questionnaires (**Appendix E and F**), consultation meetings (**Appendix G**), and campus-wide surveys of students and faculty (**Appendix H**).

Finally, we want to emphasize that the goal of the study was to identify key factors that appear to influence the success of students in UCLA classrooms campus-wide and to make recommendations designed to address the barriers to student academic success at UCLA. The report does not comment on ways to improve academic advising for student success nor on the importance of internally and externally funded intervention programs such as AAP, PEERS, Engineering programs, or peer tutoring. While these interventions help individual students overcome obstacles to success, we focus on processes and structures that are attuned to organizational change literature (Fairweather 2008, Austin 2011, and Henderson et al. 2011) and can be scaled to impact the entire campus. The report also does not summarize the examples of

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[7] UC Climate Survey (2012), Diverse Learning Environment Survey (2011), UCLA Senior Survey (2012-2014)

the evidenced-based practices, such as flipped-classrooms, interactive teaching, or learning communities—all of which should be encouraged because they can enhance student success. However, there is no comprehensive data source documenting the innovative teaching practices of faculty on this campus. Instead, this report focuses on identifying the areas of major obstacles to equitable student success in the classroom based on available campus data and make recommendations for building more inclusive classrooms at UCLA.

II. The UCLA Landscape – Who Are Our Students?

UCLA had 86,554 freshmen applicants for fall quarter 2014 (see **Figure II-1A**). Of these, approximately 19% (16,059 students) were admitted to UCLA, and only 5,765 students (7% of all who applied) enrolled in the fall term. By accepting less than 20% of all applicants who apply, UCLA is characterized as one of the most selective public universities in the U.S.[8]

College selectivity is a measure of admissions relative to the number of applicants. The lower the percentage, the more selective or difficult it is to gain admission to the school. Most U.S. colleges admit over half of their applicants, with the average acceptance rate across all four-year colleges at 64.7% according to the National Association for College Admissions Counseling (2014)[9]. Selectivity is also based on the average qualifications of admitted students, including a threshold of high school grades and standardized test scores (SAT, ACT) and personal accomplishments that the vast majority of applicants must surpass to gain admission. As of fall 2014, the average weighted GPA[10] for enrolled students was 4.3, with less than 1% of students entering UCLA with a GPA below 3.0 (**Figure II-1B**). With respect to standardized admissions tests, the majority of enrolled freshmen in fall 2014 (orange dots) scored in the 25th percentile[11] or higher, meaning they earned a composite SAT score (or converted ACT score[12]) of 1,700 or higher. Over one-third of all enrolled freshmen scored in the 75th percentile or higher, corresponding to a SAT score (or converted ACT score) of 2,150 or higher. The Carnegie Classification[13] places UCLA among the top fifth of baccalaureate institutions based on first-year student test scores. These admissions statistics highlight one very important fact: students admitted to UCLA have earned their place in the university based on a highly competitive academic portfolio. *As a hallmark of the value UCLA places on academic excellence, as expressed through its core mission[14], it becomes the responsibility of the institution, once students enroll, to ensure their college journey is a success.*

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[8] U.S. *News and World Report* College Rankings: http://colleges.usnews.rankingsandreviews.com/best-colleges

[9] http://www.nacacnet.org/research/PublicationsResources/Marketplace/research/Pages/StateofCollegeAdmission.aspx

[10] This GPA, in which the maximum possible value is 5.00, includes an extra grade point for UC-approved honors courses (e.g., AP, IB, school-based honors, and transferable college courses in which a grade of C or higher is earned).

[11] Percentile ranks used in the reporting of SAT scores: the 25th percentile, also known as the first quartile, refers to the SAT score in which 75% of all other test-takers earned a higher score; the 75th percentile, also known as the third quartile, refers to the SAT score in which only 25% of all other test-takers earned a higher score.

[12] Because the SAT and ACT norm-based tests use different scoring systems, ACT scores are converted into SAT scores to allow comparisons between students on the same scale. An ACT score of 24 or 25 corresponds approximately to an SAT score of 1700 (first quartile). An ACT score of at 31-32 corresponds approximately to an SAT score of 2,150 (third quartile).

[13] Carnegie Classification: http://carnegieclassifications.iu.edu/

[14] UCLA Mission and Values: http://www.ucla.edu/about/mission-and-values

Figure II-1. Admission Statistics for UCLA Freshmen, Fall 2014. (**A)** UCLA is a most selective institution. Source for data: http://www.admissions.ucla.edu/Prospect/Adm_fr/Frosh_Prof14.htm. (**B**) Freshmen admissions outcomes by GPA and test scores. Source for data: UCLA Office of Academic Planning and Budget (APB).

Of the 29,521 undergraduates enrolled at UCLA as of fall 2014 (**Figure II-2**), the majority is female (56%) and almost a quarter of students (24%) identify as underrepresented minorities (URMs[15]). By comparison, the majority of UCLA faculty with responsibilities in undergraduate instruction is male (65%), with an even smaller representation identifying as URMs (11%). These data demonstrate how the demography of the undergraduate population at UCLA is not reflected in the demography of the professoriate,[16] which comprises 2,443 UCLA faculty members, the majority of whom (73%) are ladder-ranked.

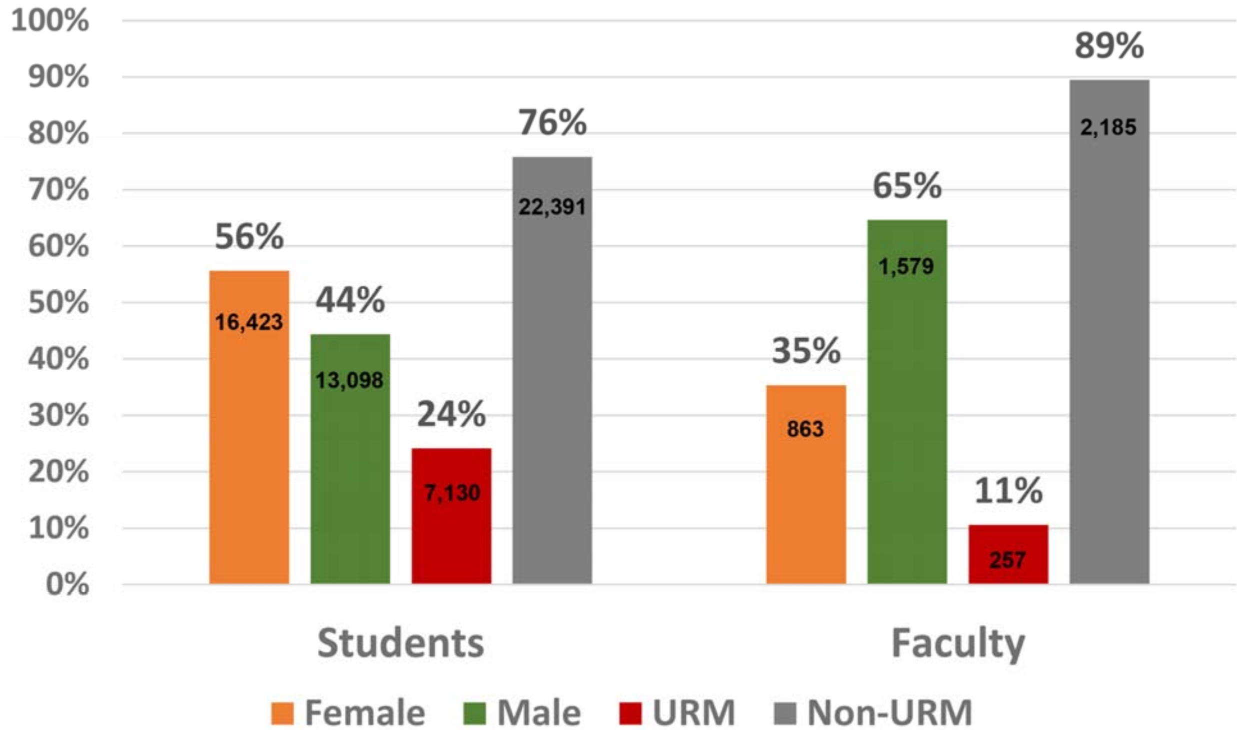


Figure II-2. UCLA Demographics by Gender and Ethnicity/Race for Undergraduate Students and Faculty. Sources: UCLA Office of Academic Planning and Budget (APB, 5/20/15) and AAAP 2014-15 Utilization Tables of Faculty by Rank, Gender, and Race/Ethnicity.

The Undergraduate Landscape by Discipline. Matriculated UCLA students, consisting of those who entered UCLA as freshmen and community college transfer students, are split almost evenly between humanities, arts, and social sciences (hereafter referred to collectively as HASS) and science, technology, engineering, and mathematics (hereafter denoted as STEM). As of fall

[15] Ethnicity/race for URM classification includes Black/African American, Hispanic, and American Indian/Alaskan Native

[16] Census data excludes School of Medicine faculty (except MIMG), College of Letters and Science researchers and post-docs, professional school and health science researchers and post-docs, and academic librarians. Ladder-ranked includes academic deans, and tenured and untenured faculty. Non-ladder ranked includes lecturers, academic administrators, and other non-ladder categories (academic coordinators, adjunct faculty, etc.). URMs (underrepresented minorities) include faculty who identify as Black/African American (3% of all faculty), Hispanic (7%), or American Indian/Alaskan Native (1%). Non-URMs include those faculty members who identify as White or Asian/Pacific Islander, or unknown ethnicity/race (<1% of all faculty).

2014, 48% of all students were enrolled in HASS majors and 52% in STEM majors (**Figure II-3**), with proportionally fewer URM students in STEM majors compared to HASS majors.

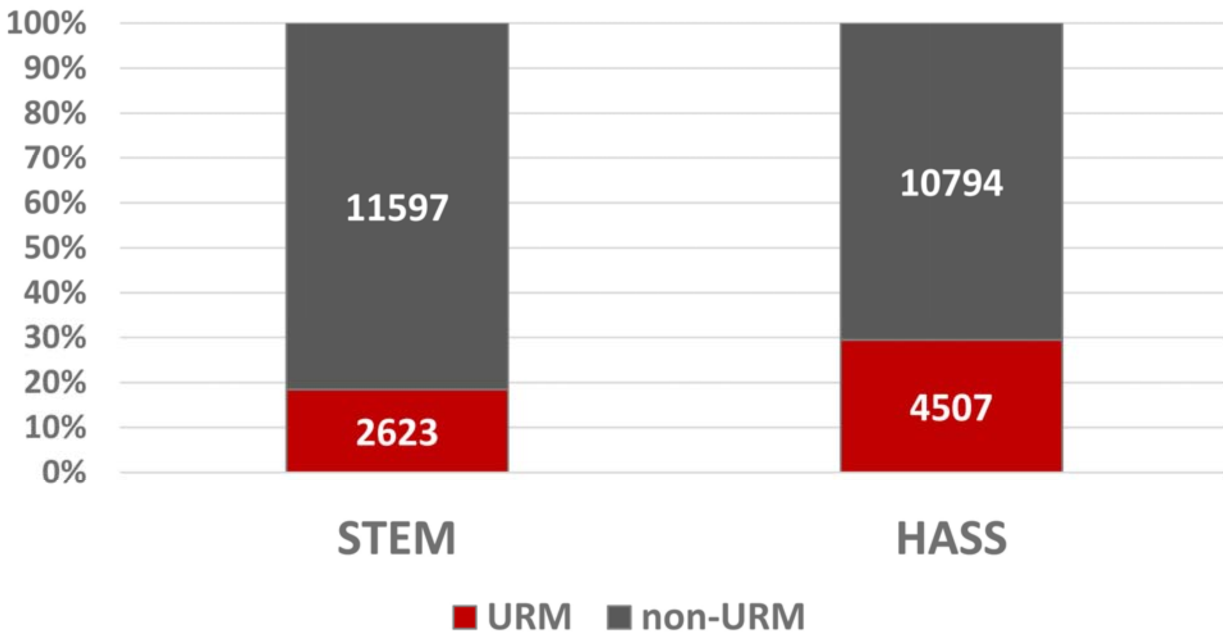


Figure II-3. Demographic distribution of underrepresented minority students in STEM majors compared to HASS majors. Source: UCLA Office of and Academic Planning and Budget (APB), Fall 2014.

At UCLA, the graduation rates for underrepresented minority students (URMs) are lower than that of non-underrepresented students (non-URMs), particularly evident in the STEM disciplines (**Figure II-4**). Existing programs offered through the Division of Undergraduate Education, other College divisions, and professional schools (**Appendix I**) offer support for student academic success campus-wide; however, existing interventions are insufficient to retain URM students in STEM majors as evidenced by the disproportionate graduation rates in **Figure II-4**, which show a 30% difference for STEM. Changing majors is often a result of low grades and poor teaching during early coursework experiences or finding a better fit in another discipline **(**Seymour and Hewitt 1997; and **Appendix H)**. Improving STEM retention is a path toward achieving academic excellence.

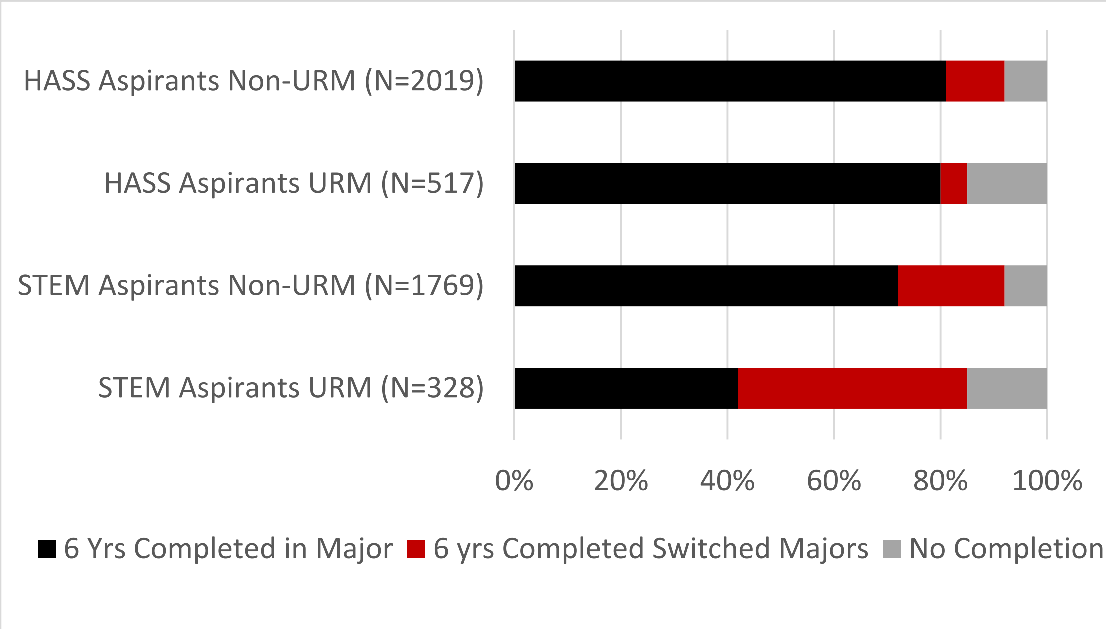


Figure II-4. Averaged across four freshmen cohorts entering UCLA in fall 2005 to 2008 for majors in (A) Science, Technology, Engineering, and Mathematics (STEM) and (B) Humanities, Arts and Social Sciences (HASS). Source: UCLA Office of Academic Planning and Budget (APB), fall 2014.

Time-to-Degree (TTD). The ideal timeline of matriculation at UCLA is for students who enter as Freshmen to graduate in four years and for Transfer students to graduate in two years after entering. However, several factors can affect TTD, such as enrolling in less than 15 credits on average per quarter, lack of availability of required courses, or retaking courses. To ensure that students have every opportunity to learn, students are allowed to retake classes in which they fail or achieve a C- or less and replace this grade with the new grade. Highly motivated students are most interested in improving their performance outcomes. These course retakes can result in extending time to degree for both freshmen and transfer students **(Figure II-5**). When examining the count of students graduating on the intended timeline, it is clear that retaking courses is not uncommon (**Figure II-6).** However, an analysis of the percent of degree earners who repeat courses once, twice or more (**Figure II-6**) illustrates that the more courses are retaken, the longer the TTD, which motivates an exploration of the reasons for lack of success in this area.

We conducted multiple regression models for students who start as freshmen and as transfer students to assess the factors that might contribute to longer TTD (**Appendix B, Tables B-1 and B-2**). In both models, lower UC GPA was the factor that best predicts extended time to degree, suggesting that students who are not performing as well in the classes also take more time to graduate. The second most important factor was retaking or repeating courses. Having more than one major predicted longer TTD, as did completing degree programs in the Henry Samueli School of Engineering and Applied Science (HSSEAS) or the Division of Physical Sciences. Once these factors were taken into account, Pell Grant recipients tend to have longer TTD rates in both models, which could be due to economic factors affecting their course load or success in courses given that our data show that No-Pass rates are also higher for Pell Award Recipients (**Appendix B, Figure B-3**). In the Transfer student model only, URMs were also more likely to extend time to degree. The combined analysis of disparities among groups in No-Pass rates and the regression models indicating that TTD is longer for URMs and Pell Recipients (**Appendix B**) motivate the need for future analyses to look at other factors, such as AP credits and high school course work in creating disparities in student success of these groups.

An additional factor that might be addressed in the future are withdrawal patterns or the drop rates for specific classes. We did not statistically model these data but overall drop rates vary across divisions with higher rates for URM students, Pell Recipients, and males versus their respective counterparts and with the disparities in drop rates also varying across divisions, which may be more prevalent in specific course offerings that may contribute to time-to-degree.

2012-13 and 2013-14:
Average Count of Retaken Courses by Elapsed Time-to-Degree Term Counts

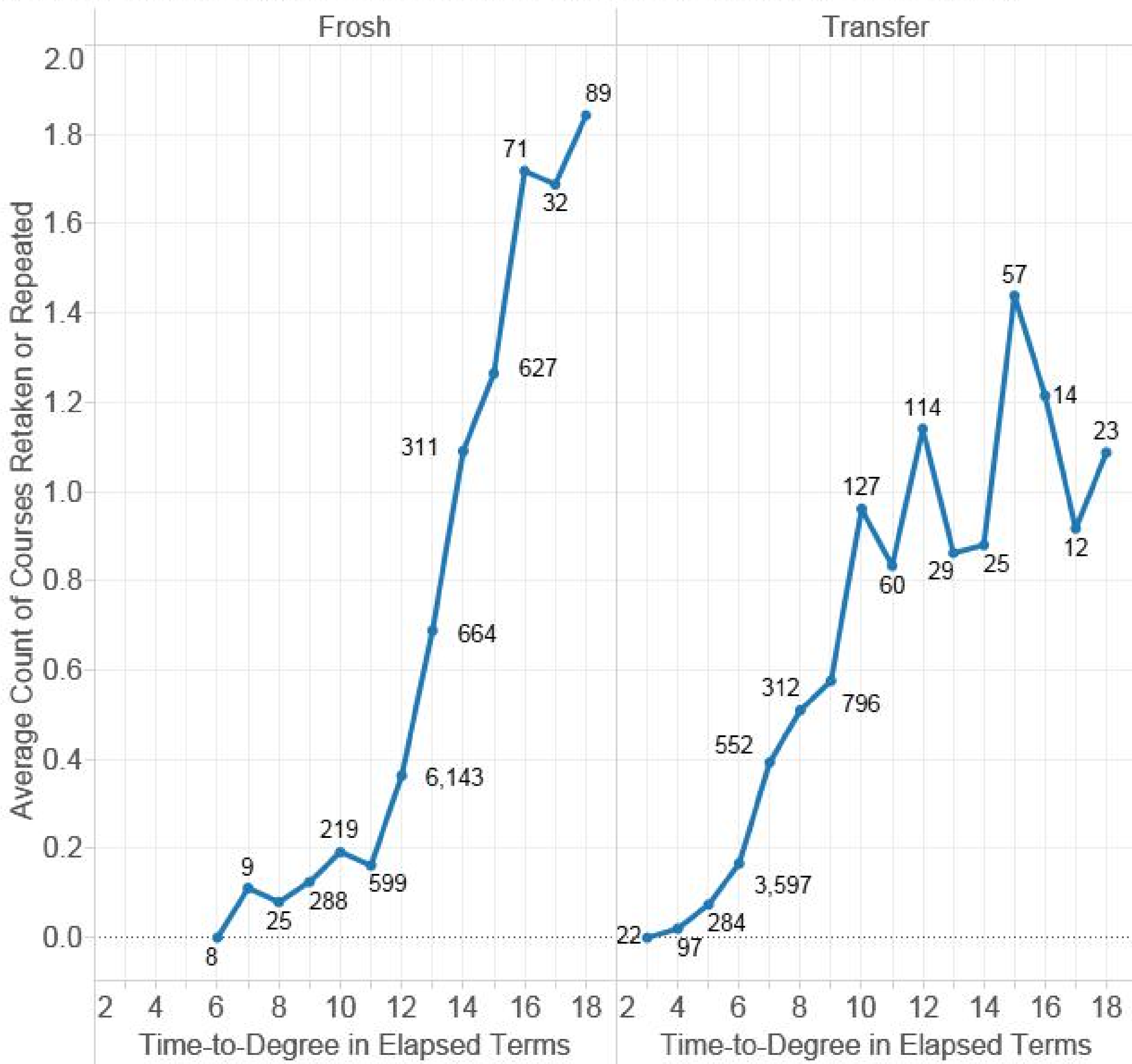


Figure II-5. Average Count of Retaken Courses for Degree Earners in 2012-13 and 2013-14 by Elapsed Time-to-Degree for Students Who Began UCLA as First Year (left panel) and Transfer Students (right panel).

Figure II-6. Count and Percent of Degree Earners among Freshmen (left panel) and Transfers (right panel) Retaking Courses at UCLA by Time to Degree**.**

In sum, this descriptive information provides a starting point for delving deeper into understanding dynamics in classrooms that contribute to disparities. UCLA students are high achievers in high school who come from a diverse set of high school experiences, socio-economic statuses, racial/ethnic groups, and backgrounds. Student backgrounds do not proportionately match faculty demographic backgrounds and this creates the potential for a lack of knowledge about diverse learners, implicit bias, even microagressions when students are underrepresented in classrooms. The graduation rates for URMs are lower than those for non-underrepresented students (non-URMs), which is particularly evident in the STEM disciplines. Many students entering as Freshmen complete in the four-year time frame, and most Transfer students also finish on time, but many students repeat courses, and that extends their time to degree. Faculty teaching and assessment practices actually determine student performance, which is a major topic of this report.

III. Findings—Fail Rates: Patterns and Factors Associated with Fail Rates

III-A. What are the patterns of No-Pass rates?

The first type of information needed for our study is the level and pattern of No-Pass rates across our UCLA undergraduate courses. Pass rates for UCLA courses are a major concern because each time a student fails a class, it hampers his/her progress towards a bachelor's degree, may cause a change of major, or may jeopardize confidence towards future academic success. For this analysis, we defined "No-Pass" as a D, F, NP (No-Pass), or U (Unsatisfactory) grade. The No-Pass rate is sum of No-Pass grades divided by the sum of grades awarded in all offerings combined. During the 2012-13 and 2013-14 academic years, UCLA offered 2,964 undergraduate courses with 50 or more enrolled students. Overall, we found that 34.2% of these offerings have a No-Pass rate of 5% or higher, with many over 10% (see **Figure III-1**).

To identify key variables affecting the No-Pass rate, we conducted a regression analysis of overall pass rates (**Table III-1**). Included in the model were: class size, secondary section size, whether taught by ladder or non-ladder faculty, upper versus lower division course status, and school/division. The model indicated that higher than average No-Pass rates were associated with classes in selected divisions/schools (particularly Physical Sciences, HSSEAS, Management, and to a lesser extent Social Sciences), while lower than average No-Pass rates were associated with classes offered by Undergraduate Education and Theater, Film, and Television (TFT), classes among upper division offerings, and larger classes. The finding that larger class size is correlated with lower No-Pass rates is initially paradoxical except to draw attention that to the finding that class size per se does not determine overall student success.

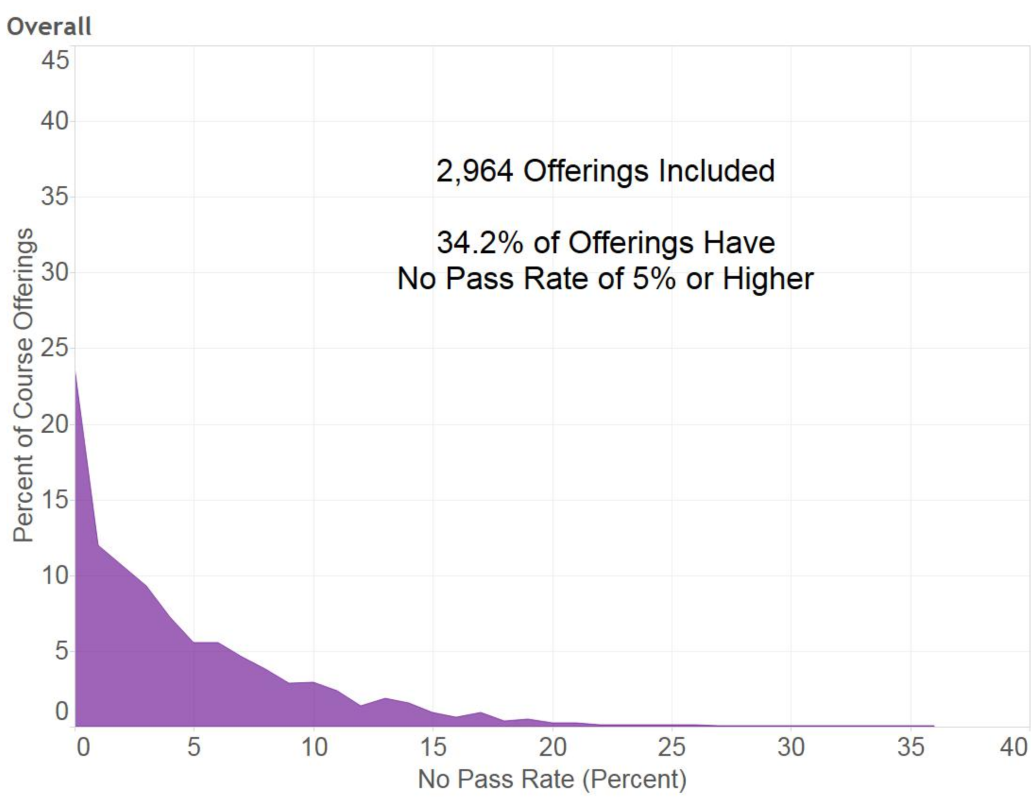


Figure III-1. Overall No-Pass rates by percent of course offerings

Table III-1. Summary Multiple Regression Results Predicting Overall No-Pass Rates associated with Schools, Divisions, Level of course, and class size.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.418	.027		-52.351	0.000
Physical Sciences	.210	.023	.253	9.261	<<0.0001
HSSEAS	.226	.030	.206	7.583	<<0.0001
Management	.570	.088	.148	6.444	<<0.0001
Social Sciences	.096	.026	.099	3.758	.000
Theater, Film, and Television	-.203	.079	-.059	-2.559	.011
UG Education	-.220	.069	-.074	-3.166	.002
Upper division course	-.071	.021	-.090	-3.356	.001
Class size	-.153	.058	-.066	-2.654	.008

Note: A positive Beta sign indicates variables associated with higher No-Pass rates.

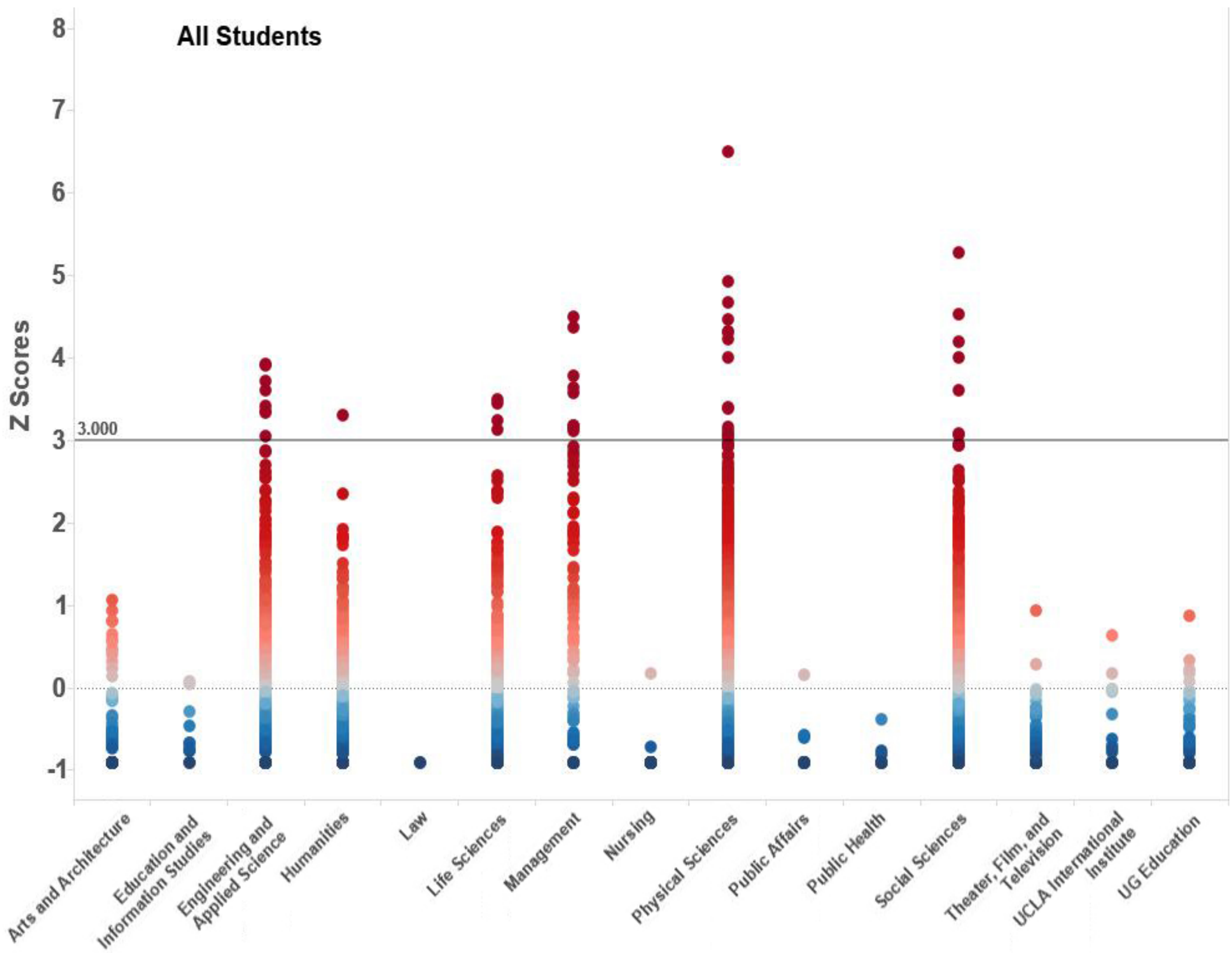


Figure III-2. Z-scores of individual course offerings relative to overall mean.

Because school or division is such an important factor in the regression model, we conducted an outlier analysis for courses across this factor by plotting the Z-scores of every course offering's No-Pass rate relative to the overall mean No-Pass rate. This analysis shows that six schools and divisions had course offerings more than three standard deviations (Z-scores) from the mean, and the patterns illustrate why four of those divisions were identified in the regression model. In **Figure III-2**, each dot represents a specific course offering, and the outliers can be identified as courses of concern (dark red) because of the high No-Pass rate and suggested low levels of student learning. Course offerings at or below zero indicate that their No-Pass rate is at or below the campus average (shades of blue).

In brief, one third of UCLA's course offerings across the campus give No-Pass grades to 5% or more of the students. These No-Pass rates differ significantly by discipline, suggesting that solutions will have to be local. Nonetheless, it is possible to identify the severe outliers within each division to identify courses of concern where administrators and instructors might explore pedagogical approaches to improve student success.

III-B. ***What is the range of disparity among student categories*?**

To evaluate the extent of an achievement gap between student groups, we conducted three analyses. First, we examined distribution of the No-Pass rates separately for each focal group (URMs versus non-URMs; Pell recipients versus non-recipients, and female versus male students). Second, we conducted separate regression models for each of the three student focal groups. Third, we analyzed the disparity ratios in the No-Pass rates for each group.

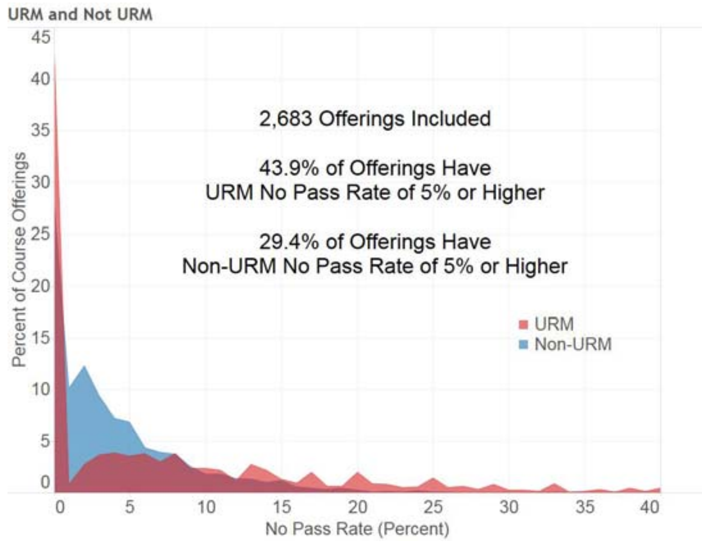
Comparison of Frequency Distributions of No-Pass Rates

An achievement gap is illustrated in our comparison of the frequency distribution of No-Pass rates between focal groups. The frequency distribution of the No-Pass rates for each group and its comparison is illustrated in **Figures III-3 A, B** and **C**. Specifically, 43.9% of course offerings had a URM No-Pass rate of 5% or higher while 29.4% of course offerings demonstrated this No-Pass rate for non-URM students. A similar trend is evident for Pell Grant recipients, which served as a proxy for socioeconomic status (SES) for this report (**Figure III-3B**). Males had slightly higher No-Pass rates than females **(Figure III-3C)**.

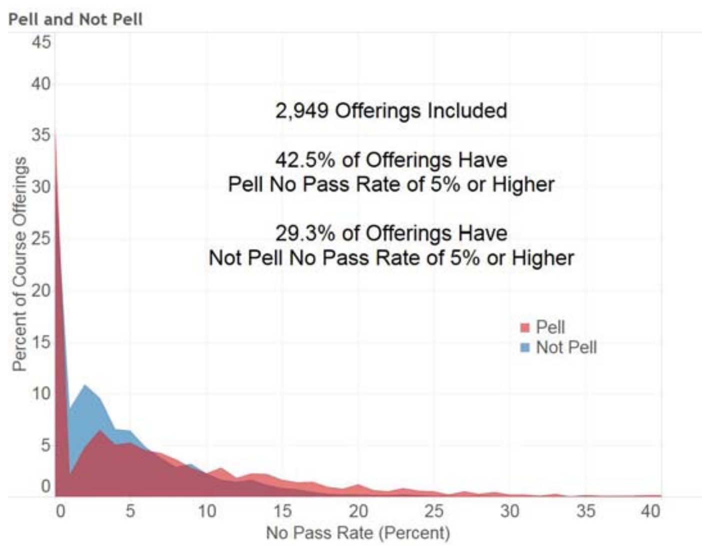
To understand some of the factors contributing to these disparities, we conducted separate multiple regression models for each student focal group, and the models reveal a more complex story (**Table III-2**). To build each model, we used a stepwise procedure, considering the following variables for inclusion in all models created: the No-Pass rate of the focal group's complement; regular Senate rank faculty member or other; course offering size (as a percentage of the largest course offering in the dataset); lower division or upper division status; dummy variables for academic discipline; and size of average secondary section (i.e., laboratory or discussion section). First, the models for each group indicate that the No-Pass rates of focal student groups are significantly and strongly associated with the No-Pass rates of their comparison groups. In other words, the targeted groups are doing poorly in the same courses where their comparison groups (e.g. non-URMs, non-recipients of Pell Grants) do poorly. *A main finding, then, is that particular courses have overall low rates of student success, which indicates low levels of student learning that are likely a consequence of teaching and/or assessment practices.* Second, the results shows that URM students, Pell Grant recipients, and females have higher No-Pass rates in courses offered by specific divisions/schools, especially the Physical Sciences, HSSEAS, and Management.

To gain better insight about the impact of course characteristics associated with high No-Pass rates, we conducted a series of additional linear regression models (see **Appendix C)**. Regression models yield different insights depending on disciplinary area modeled and which courses are included in the analysis (e.g., those with or without secondary sections) (**See Appendix C, Table C-1 through C-8**). The performance of the comparison group is an indicator of the success of the focal group in every model regressing one group's performance with that of its complement. In addition, other course characteristics are significant, but they vary depending on the discipline, courses included, and whether models are separate for focal groups. Given the variation across all the models presented in **Appendix C**, with so many course characteristics considered such as class size, size of secondary sections, or type of faculty member teaching the course, it seems that course characteristics alone are not good predictors of disparities in student success.

A.



B.



C.

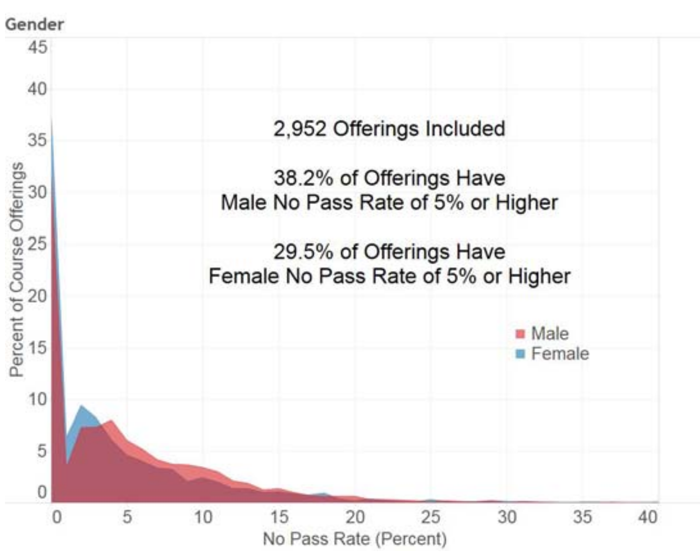


Figure III-3. Analysis of No-Pass Rates for: (A) URM versus non-URM Students; (B) Pell versus non Pell Grant Recipients; and (C) Male versus Female Students. (Taken from **Appendix B, Figures B-2, B-3, B-4**).

Table III-2. Predicting No-Pass Rates: Separate Regression Models for URM, Pell Grant Recipient, and Females. (See **Table III-3** for data on No-Pass rates across student categories and divisions/schools.)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
A. URM					
(Constant)	-.487	.038		-12.945	5.424E-36
Non-URM No-Pass rate	.349	.018	.477	19.842	4.289E-76
Physical Sciences	.187	.019	.249	9.625	3.521E-21
HSSEAS	.197	.035	.140	5.617	2.401E-08
Management	.289	.070	.096	4.153	.000
Class size	-.286	.053	-.134	-5.357	1.013E-07
Life Sciences	.101	.028	.090	3.651	.000
Upper division course	-.063	.020	-.081	-3.107	.002
B. Pell Recipients					
(Constant)	-.567	.032		-17.754	4.984E-64
Non-Pell No-Pass rate	.338	.014	.504	23.459	1.380E-103
Physical Sciences	.128	.017	.171	7.658	3.412E-14
Class size	-.311	.047	-.148	-6.601	5.675E-11
Management	.308	.067	.095	4.569	.000
Theater, Film, and Television	-.226	.066	-.072	-3.450	.001
HSSEAS	.112	.026	.100	4.333	.000
Upper division course	-.061	.017	-.082	-3.469	.001
C. Females					
(Constant)	-.983	.045		-21.622	5.615E-88
Male No-Pass rate	.415	.029	.373	14.419	1.266E-43
Physical Sciences	.199	.025	.206	7.959	3.951E-15
Management	.345	.099	.089	3.484	.001
Class size	.167	.070	.061	2.378	.018

When we examine the data on which these models are based, for each comparison group separately (**Table III-3A-C**), the variation across disciplines is extremely apparent. Average No-Pass rates are particularly high in Management and Physical Sciences for URM students (**Table III-3A**), Pell Grant recipients (**Table III-B**) and to a lesser extent for males. It is of specific concern that URMs or Pell Award Recipients taking courses in specific schools or divisions with high average No-Pass rates may face more obstacles to success or time-to-degree.

Our final analysis of No-Pass rates focuses on the identification of individual outlier courses. When we examine visually the outlier course offerings separately for URM, Pell Grant recipients and female students, we see high variation across divisions as to which course offerings have higher No-Pass rates than the mean (**Figure III-4A, B, C**). Many course offerings range from a zero No-Pass rate to the campus average No-Pass rate, which is a Z score of zero (blue tones), while other offerings have particularly high Z scores, exceeding the norm in the division and also campus-wide (red tones). This analysis reveals courses of concern that warrant review by instructors, chairs, and deans.

Table III-3. Offering Counts and No-Pass Rates for Large Undergraduate Course Offerings for Comparison Groups and Target Groups: **A.** Underrepresented Minority Students; B: Pell Grant Recipients; and C: Female and Male Students. (See also **Appendix C**). *Note: Each target group has minimum of 5 students of both considered groups in each course offering.

A. Comparison of non-URM versus URM undergraduates	Count of Offerings	Total Enrollments	Overall No-Pass Rate	Non-URM Enrollments	Non-URM No-Pass Rate	URM Enrollments	URM No-Pass Rate
Arts and Architecture	96	11,743	1.6%	9,307	1.1%	2,436	3.5%
Education and Information Studies	12	1,629	2.0%	826	1.5%	803	2.6%
Engineering and Applied Science	221	22,353	5.4%	20,324	5.3%	2,029	6.6%
Law	4	1,186	0.0%	1,029	0.0%	157	0.0%
Management	53	6,211	10.9%	5,633	10.0%	578	20.6%
Nursing	34	2,090	0.2%	1,601	0.2%	489	0.2%
Public Affairs	16	1,546	0.5%	1,110	0.5%	436	0.5%
Public Health	21	2,419	0.2%	1,966	0.2%	453	0.4%
Theater, Film, and Television	87	10,312	0.9%	8,551	0.9%	1,761	1.3%
College of Letters and Science	2,139	312,773	5.1%	245,706	4.3%	67,067	8.0%
Humanities	355	41,339	3.5%	31,021	2.8%	10,318	5.3%
Life Sciences	331	62,703	4.1%	50,557	3.2%	12,146	7.6%
Physical Sciences	617	100,147	7.0%	82,854	5.7%	17,293	13.2%
Social Sciences	775	100,347	4.8%	75,175	4.4%	25,172	6.2%
UCLA International Institute	15	1,983	2.0%	1,551	2.3%	432	1.2%
Undergraduate Education	46	6,254	1.8%	4,548	1.0%	1,706	3.8%
All Offerings*	2,683	372,262	4.9%	296,053	4.2%	76,209	7.6%

Table III-3. Continued.

B. Comparison of non-Pell recipients versus Pell Recipients	Count of Offerings	Total Enrollments	Overall No-Pass Rate	Non-Pell Enrollments	Non-Pell No- Pass Rate	Pell Enrollments	Pell No-Pass Rate
Arts and Architecture	105	12,272	1.6%	8,605	1.1%	3,667	2.6%
Education and Information Studies	12	1,629	2.0%	728	2.1%	901	2.0%
Engineering and Applied Science	322	29,825	5.6%	23,650	5.3%	6,175	6.5%
Law	0	0	0.0%	0	0.0%	0	0.0%
Management	94	9,346	8.9%	7,145	7.8%	2,201	12.6%
Nursing	31	1,888	0.2%	1,305	0.1%	583	0.5%
Public Affairs	16	1,546	0.5%	883	0.1%	663	0.9%
Public Health	17	2,107	0.2%	1,605	0.2%	502	0.2%
Theater, Film, and Television	88	10,397	0.9%	7,167	0.9%	3,230	1.1%
College of Letters and Science	2,202	313,464	5.1%	209,311	4.2%	104,153	6.9%
Humanities	392	44,028	3.4%	28,857	2.8%	15,171	4.4%
Life Sciences	337	63,035	4.1%	40,799	3.0%	22,236	5.9%
Physical Sciences	638	101,569	6.9%	70,845	5.5%	30,724	10.3%
Social Sciences	835	104,832	4.7%	68,810	4.1%	36,022	5.7%
UCLA International Institute	16	2,034	2.0%	1,412	2.0%	622	1.9%
Undergraduate Education	46	6,254	1.8%	4,144	1.0%	2,110	3.3%
All Offerings*	2,949	390,762	4.9%	265,955	4.1%	124,807	6.5%

Table III-3. (Continued)

C. Comparison of male versus female undergraduates	Count of Offerings	Total Enrollments	Overall No-Pass Rate	Male Enrollments	Male No-Pass Rate	Female Enrollments	Female No-Pass Rate
Arts and Architecture	105	12,272	1.6%	5,321	2.0%	6,951	1.3%
Education and Information Studies	12	1,629	2.0%	454	3.1%	1,175	1.6%
Engineering and Applied Science	316	29,509	5.6%	23,323	5.8%	6,186	4.6%
Law	4	1,186	0.0%	610	0.0%	576	0.0%
Management	94	9,346	8.9%	5,131	9.2%	4,215	8.5%
Nursing	34	2,090	0.2%	268	0.0%	1,822	0.2%
Public Affairs	16	1,546	0.5%	612	0.5%	934	0.4%
Public Health	21	2,419	0.2%	720	0.0%	1,699	0.3%
Theater, Film, and Television	88	10,397	0.9%	4,550	1.2%	5,847	0.7%
College of Letters and Science	2,200	313,359	5.1%	136,136	5.6%	177,223	4.7%
Humanities	392	44,028	3.4%	17,992	4.2%	26,036	2.8%
Life Sciences	337	63,035	4.1%	22,241	4.3%	40,794	3.9%
Physical Sciences	636	101,457	7.0%	49,743	6.9%	51,714	7.0%
Social Sciences	835	104,839	4.7%	46,160	5.5%	58,679	4.1%
UCLA International Institute	16	2,034	2.0%	622	4.3%	1,412	0.9%
Undergraduate Education	46	6,254	1.8%	2,294	1.8%	3,960	1.7%
All Offerings*	2,952	392,041	4.8%	180,041	5.4%	212,000	4.4%

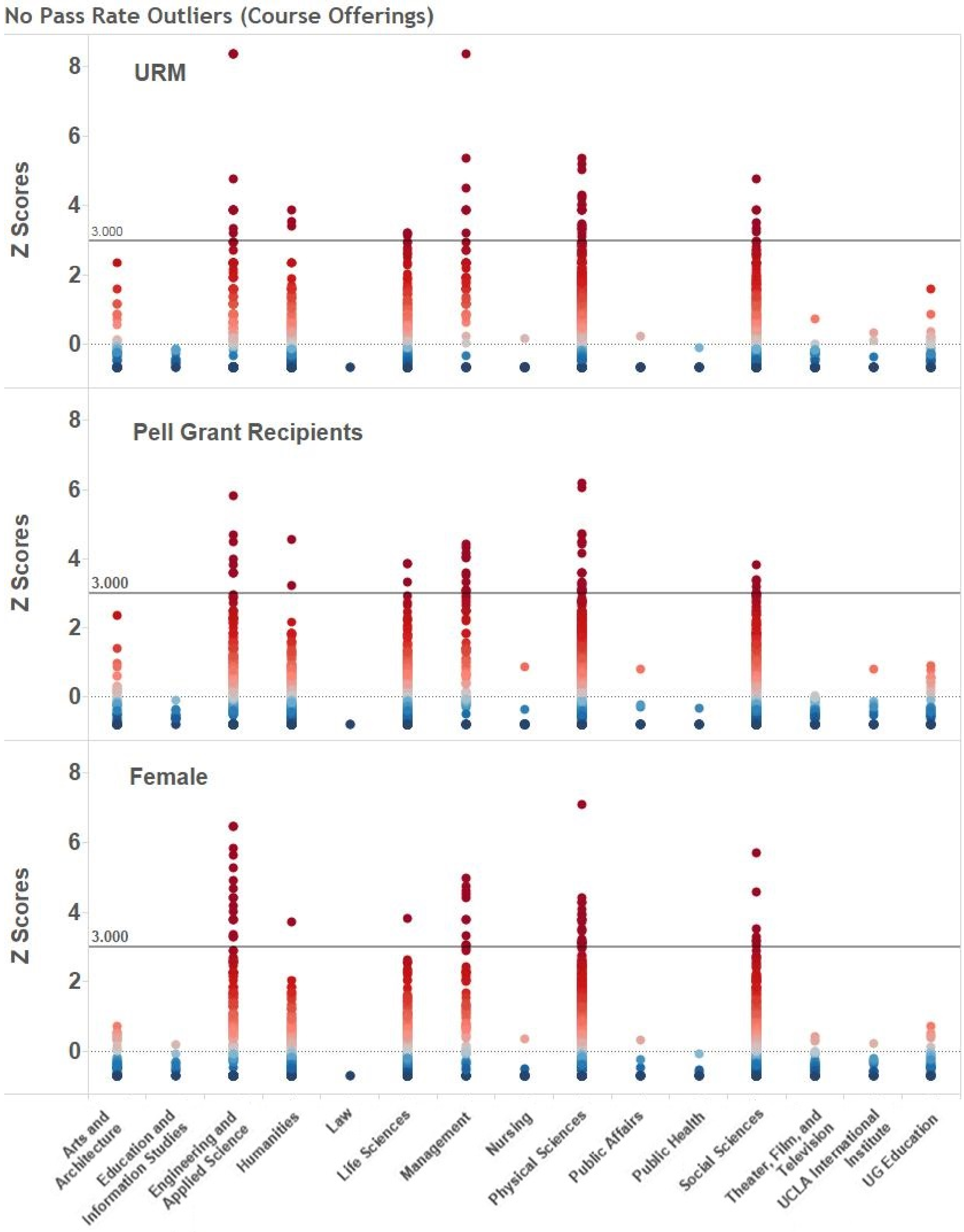


Figure III-4. Outliers based on count of standard deviations (Z score) from the Mean (0) No-Pass Rate

Analysis of Disparity in Success among Student Groups

An important objective of this self-study is to understand the achievement gap between groups. This prompted an examination of the data to determine the ratio of No-Pass rates between focal and comparison groups, a measurement we refer to as the **disparity ratio**. Again, we conducted separate stepwise linear regressions for each focal group's disparity ratio (**Table III-4)**. Results indicate that lower division courses have higher disparity ratios than upper division courses for URM and Pell Grant recipients, but this is not the case for female students (variables that are not significant in the models are excluded from the table). All focal groups were less likely to experience higher disparity ratios in HSSEAS compared to other divisions. In contrast to earlier models that showed that larger classes had lower no-pass rates, here, the larger class sizes were associated with higher disparity ratios for URM and Pell Grant recipients, and larger secondary section size was associated with a higher URM disparity ratio. The disparity ratios for male and female students were also higher in Physical Sciences, Life Sciences, and Undergraduate (UG) Education course offerings, with lower disparity ratios in HSSEAS course offerings.

Table III-4. Predicting Disparity Ratios: Regression models for each focal group

	Unstandardized Coefficients		Standardized Coefficients		
A. URM /Non-URM Disparity Ratio	B	Std. Error	Beta	t	Sig.
(Constant)	.201	.050		4.041	.000
Upper division course	-.256	.035	-.180	-7.401	2.015E-13
HSSEAS	-.298	.054	-.133	-5.561	3.052E-08
Course offering size	.304	.100	.072	3.043	.002
Average secondary section size	-.366	.140	-.059	-2.614	.009
B. Pell /Non-Pell Disparity Ratio					
(Constant)	.100	.034		2.940	.003
HSSEAS	-.268	.039	-.156	-6.866	8.704E-12
Course offering size	.344	.086	.093	4.008	.000
Upper division course	-.094	.029	-.076	-3.178	.002
UG Education	.192	.089	.046	2.159	.031
C. Female /Male Disparity Ratio					
(Constant)	-.154	.018		-8.700	6.592E-18
HSSEAS	-.223	.035	-.144	-6.307	3.471E-10
Physical Sciences	.118	.028	.098	4.227	.000
Life Sciences	.110	.040	.062	2.732	.006
UG Education	.178	.081	.048	2.208	.027

The outlier analysis for disparity ratios among course offerings does not show the same pattern as the No-Pass rate outlier analysis. Moreover, outlier courses for disparity ratios are not identical for each of the focal groups (See **Figure III-5**) but trends are similar across schools and divisions. **Figure III-5** shows those course offerings that are far above the average (three standard deviations) across campus and within division. These results signal particular courses that are currently most problematic for the achievement gap and warrant attention when it comes to improving student success and the use of inclusive classroom practices.

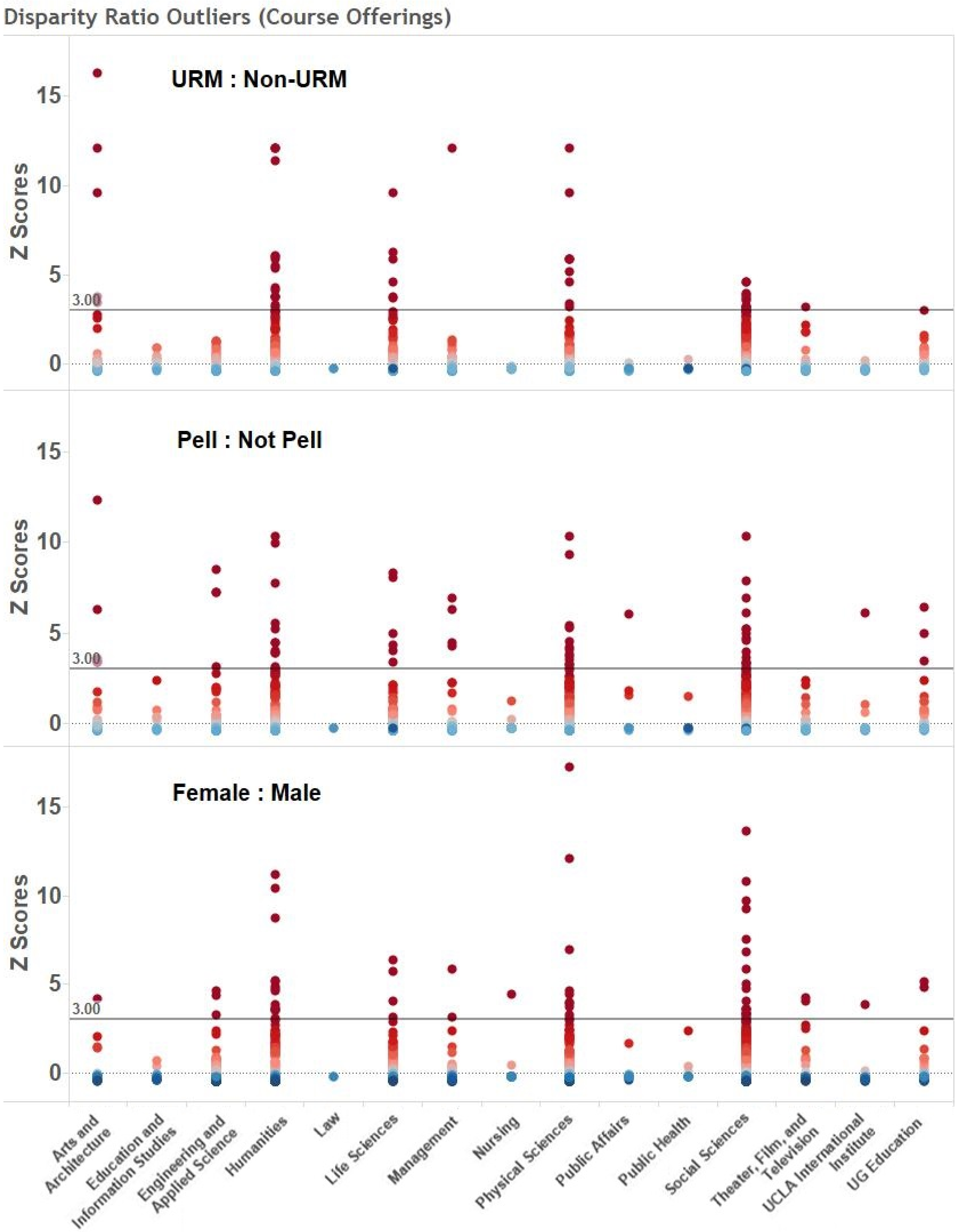


Figure III-5. Disparity ratios in course offerings by focal group and division, expressed as standard deviations from the mean (0).

III-C. Are grading patterns associated with disparities in student success?

To gain more insight about the relationship between grading practices across campus and disparities in student success reflected in the No-Pass rates, we quantified grading patterns across campus using a *k*-means cluster analysis. This methodology resulted in the formation of clusters based on the distribution of letter grades among students in course offerings enrolling 50 or more students in regular session terms of the 2012-13 and 2013-14 academic years. Courses evaluating students primarily on P/NP or S/U basis were excluded from the analysis.

To remain consistent with the previous analyses, all grades below passing (D+, D, D-, F, NP, and U) were assigned to the "Do Not Pass" grade category; both A+ and A grades were included in the A grade category; and other grade awards (such as I, R, P, and S) were excluded from the clustering. The analysis produced an initial solution of 10 clusters from the 2,882 course offerings, with the clusters based on the percentage of letter grades awarded in each course offering. Two of the largest clusters were subjected to a subsequent cluster analysis and separated into 4 and 3 cluster solutions respectively, which led to the final set of 15 cluster groups (**Appendix D**).

The cluster analysis identified a large set of clusters of courses with similar grading patterns. Here, we will focus on two clusters that illustrate contrasting patterns of grading. In Cluster 4 (**Figure III-6**), we see a range of grades skewed towards A's and A+'s with few No-Passes. This grading pattern is consistent with criterion-referenced grading, which means students are assigned grades based on pre-determined thresholds for grade cut-offs (e.g., "straight-scale"; 90-100% is an A, 80-89% is a B, 70-79% is a C, etc.) and grades are given regardless of how many students score above or below the threshold (Brookhart 2009, Reese 2012, Schinske and Tanner 2014). This grading scheme typically is applied when an individual student's performance can be evaluated and measured in relation to specified learning objectives, with a grade assigned based on their level of mastery, independent of how other students perform in the same class. With criterion-referenced grading, it is possible for *all* students to excel (e.g., earn high grades) and also perform poorly (e.g., earn low grades) if they do not meet course expectations. The highest representation of courses in this cluster came from the Humanities and Social Sciences (embedded pie chart), but also include some Life Sciences courses.

A contrasting grading pattern is shown in Cluster 12 represented mostly by science courses **(Figure III-7**), which illustrates a bell-shaped curve with a peak corresponding to B and B-grades. In this cluster group, the overall No-Pass rate was about 7%. This type of grading pattern could result from norm-referenced grading, often referred to as "curving", where students are assigned a grade based on their performance relative to the class as a whole, consequently promoting competition among students because their relative performance, or rank in the class, determines their final grade. Norm-referenced grading is employed by many UCLA faculty, as suggested by results from the HERI Faculty Survey (**Appendix H**), which indicates that about 40% of STEM respondents and 24% of HASS respondents determine course grades by comparing scores among students in a class and distributing grades along a bell curve. Departments tend to advocate using such a grading system as a way to standardize grades, ensuring the distribution of grades is comparable from year to year regardless of which faculty member teaches a course.

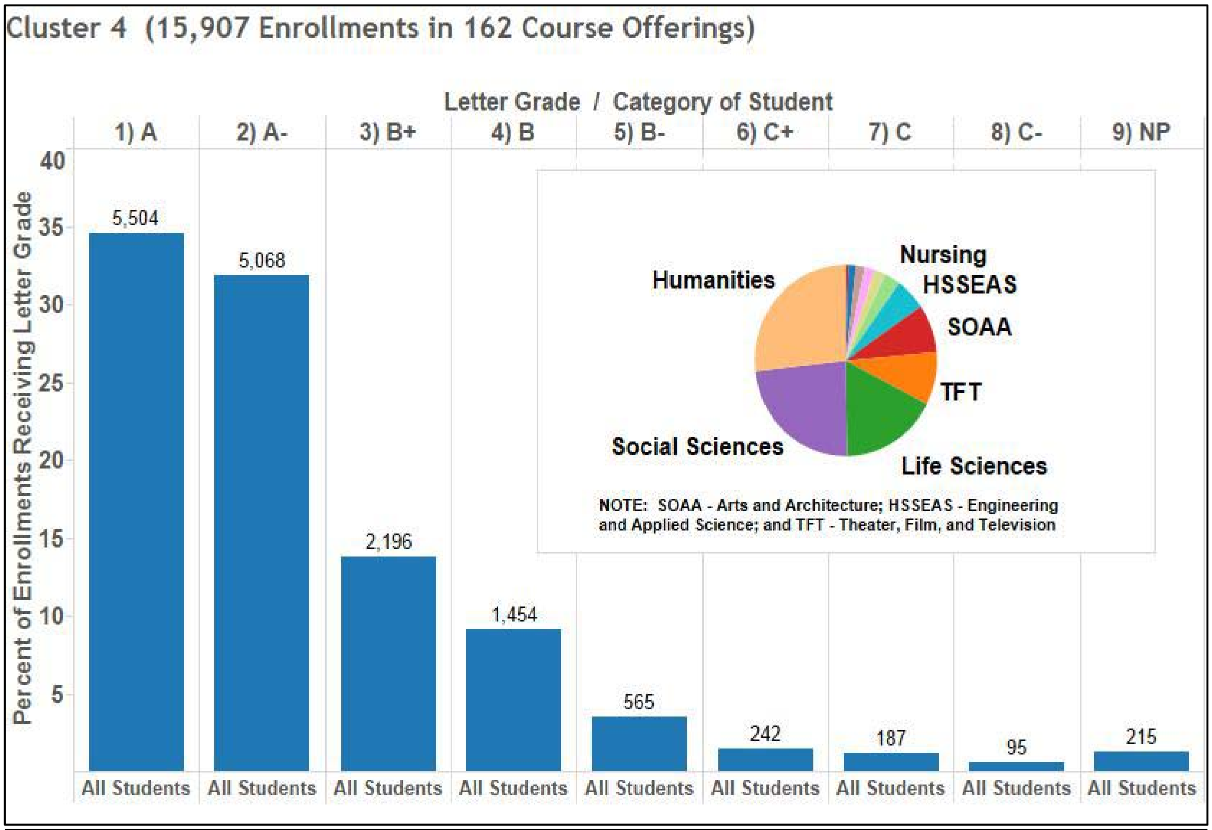


Figure III-6. Distribution of grade assignments in Cluster 4. (For details, see text and **Appendix D**)

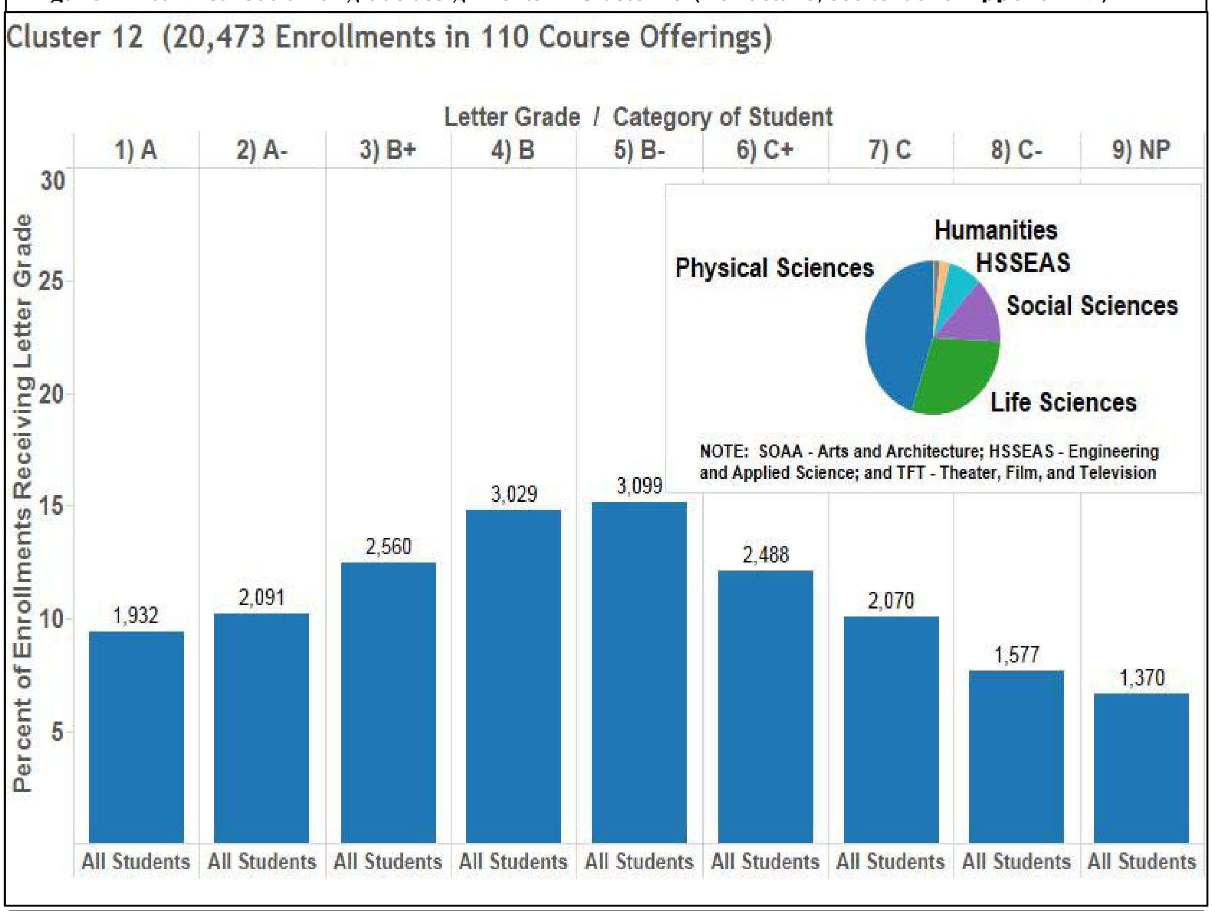
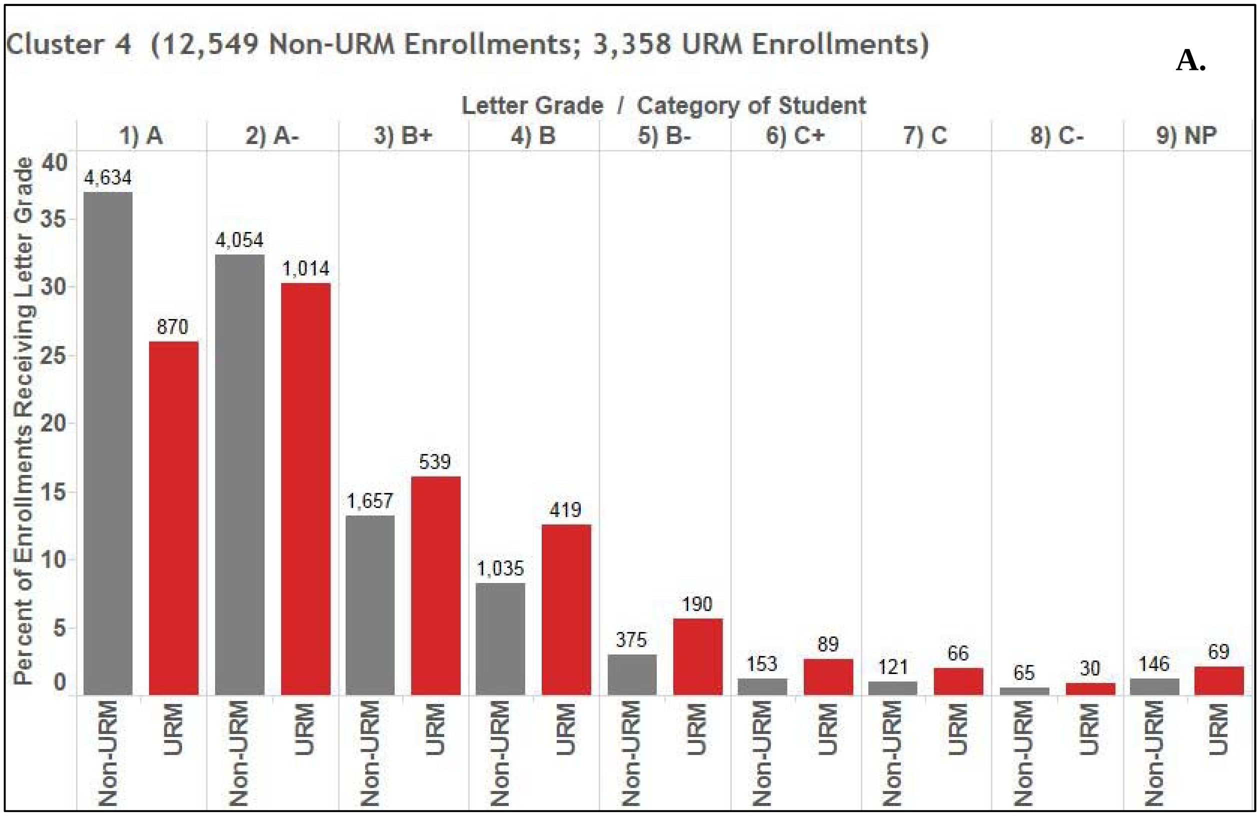


Figure III-7. Distribution of grade assignments for Cluster 12. (For details, see text and **Appendix D**) W

We cannot be sure that every course offering in Clusters 4 and 12 utilized a criterion-referenced or norm-referenced grading policy, but in separate questionnaires asking faculty to describe their grading policy (**Appendix F, Table F-2.8**), we found that courses within these two clusters tended towards the inferred grading pattern (**Appendix D, Table D-1**). Notably, there are multiple ways by which grades may be assigned within a norm-referenced system (Reese 2012), and the grading patterns associated with Clusters 10-15 (**Appendix D**) are consistent with these sub-groups. While Cluster 12 is consistent with a *bell curve* grade distribution pattern, as described above, Clusters 10-11 have patterns suggestive of *clumping*, in which natural gaps are identified within a rank-ordered distribution of students' scores, and these gaps are used to define the cut-offs for grade assignments (Reese 2012). Clusters 14-15, on the other hand, fit a pattern associated with *quota* systems, in which a fixed number of each grade is allowed. These quotas are applied after rank ordering students by their total score earned in a class (Reese 2012).

Within each of the clusters of grading patterns, student performance differs between comparison groups (URM vs. non-URM, Pell Grant recipient vs. non-recipient, male vs. female), suggesting grading practices are contributing to this disparity in performance. And grading patterns consistent with norm-referenced grading appear to exacerbate the disparity. For example, in Clusters 4 and 12, the distribution of grades shows that non-URM students were more likely to get higher grades than URM students and non-URMs are less likely to fail than URM students (**Figure III-8A and B**). The contrast in student success was even more exaggerated in Cluster 12, with many students receiving low grades and disparities found between comparison groups that were greater than those observed in Cluster 4.

Many instructors and departments favor the norm-based grading because they believe it maintains standards. Indeed, gatekeeping entities like admissions committees and licensing agencies use norm-referenced exams such as the ACT, SAT, GRE, MCAT, LSAT, etc. to make judgments about the rank or qualifications of an individual. Notably, questions for such exams undergo extensive validity and reliability testing, with multiple iterations administered and evaluated over the span of a year or more before being included in an official norm-referenced exam. Questions on course level assignments are rarely subjected to the same rigors of testing, thus calling into question the fairness of grades assigned in a course for which high-stakes assignments (e.g., midterms, finals) are weighted heavily in the determination of final grades within a norm-referenced grading scheme. Instead, it might be pedagogically more appropriate to identify course objectives and align grading criterion to those objectives. Rankings of students might be better suited to performance across a set of courses rather than trying to develop a fair and appropriate norm-based grading system that lacks timely and specific feedback for content and skill areas for learning and performance improvement



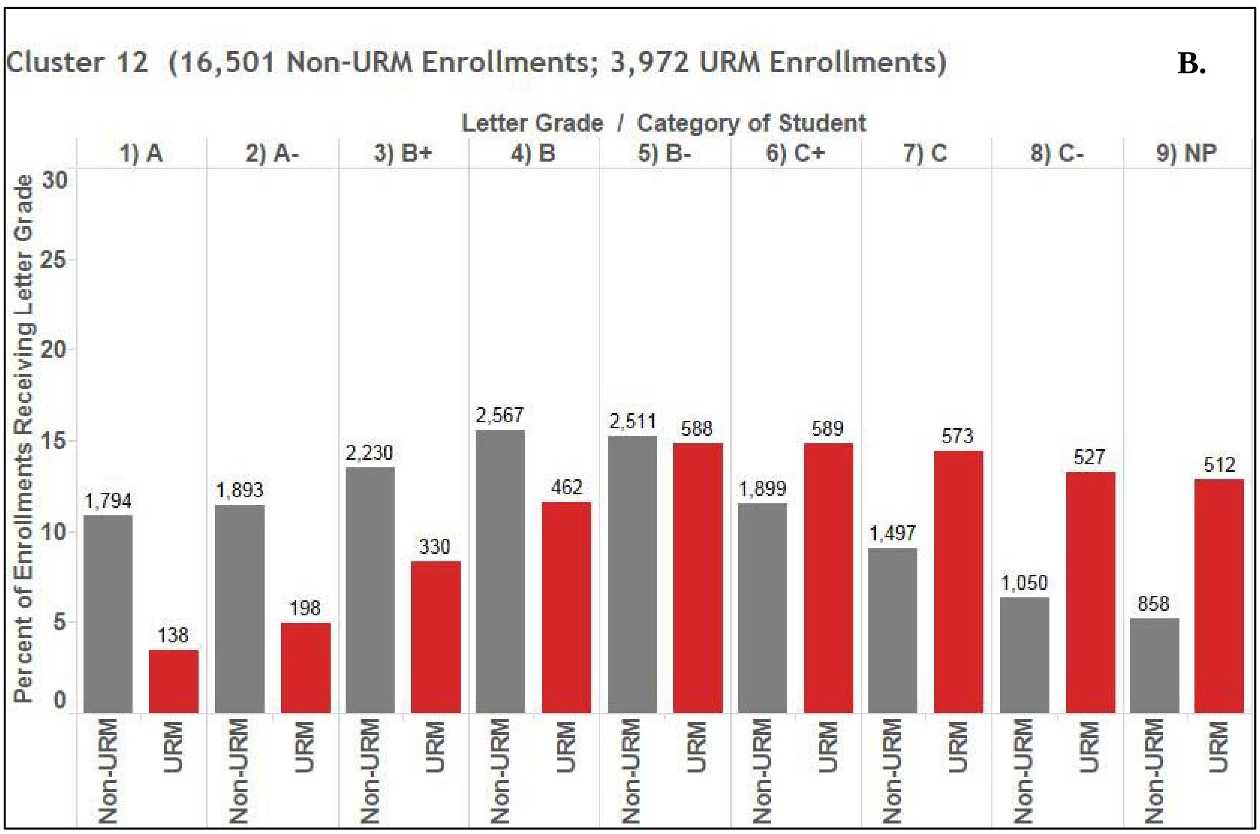
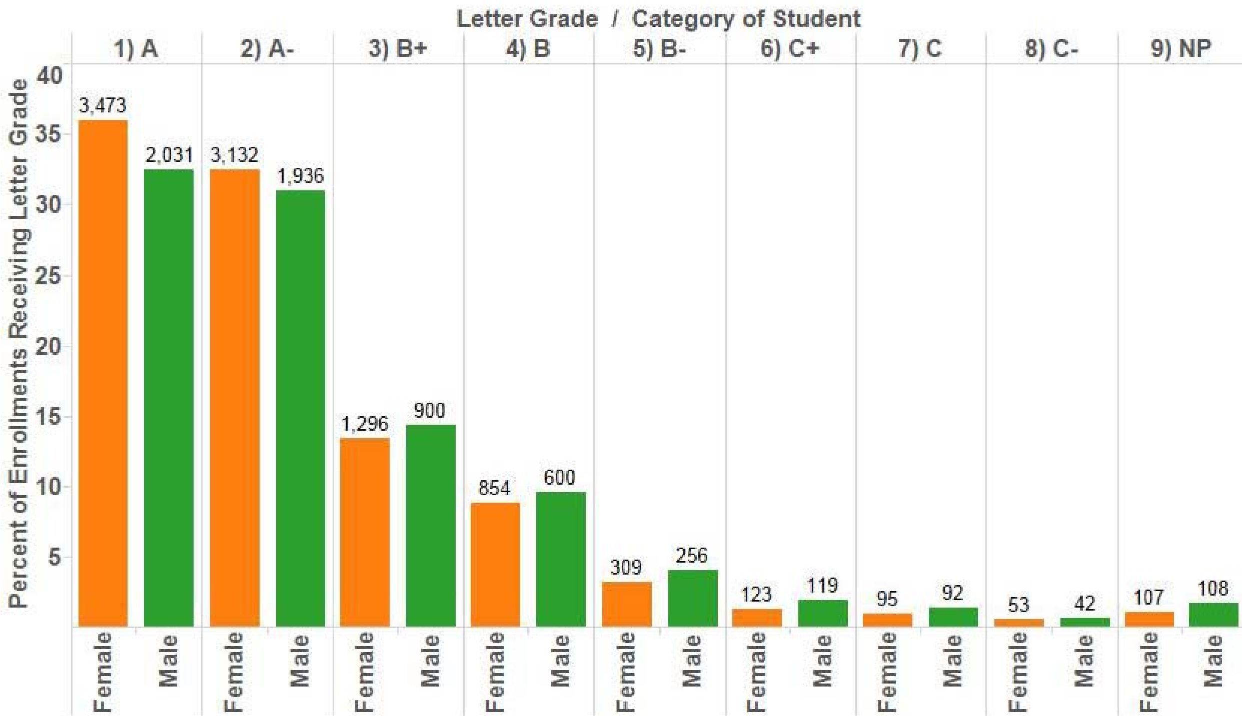


Figure III-8. Comparison of distribution of grades between Non-URM and URM students in Clusters 4 and 12.

Cluster 4 (9,655 Female Enrollments; 6,252 Male Enrollments)



Cluster 12 (12,016 Female Enrollments; 8,457 Male Enrollments)

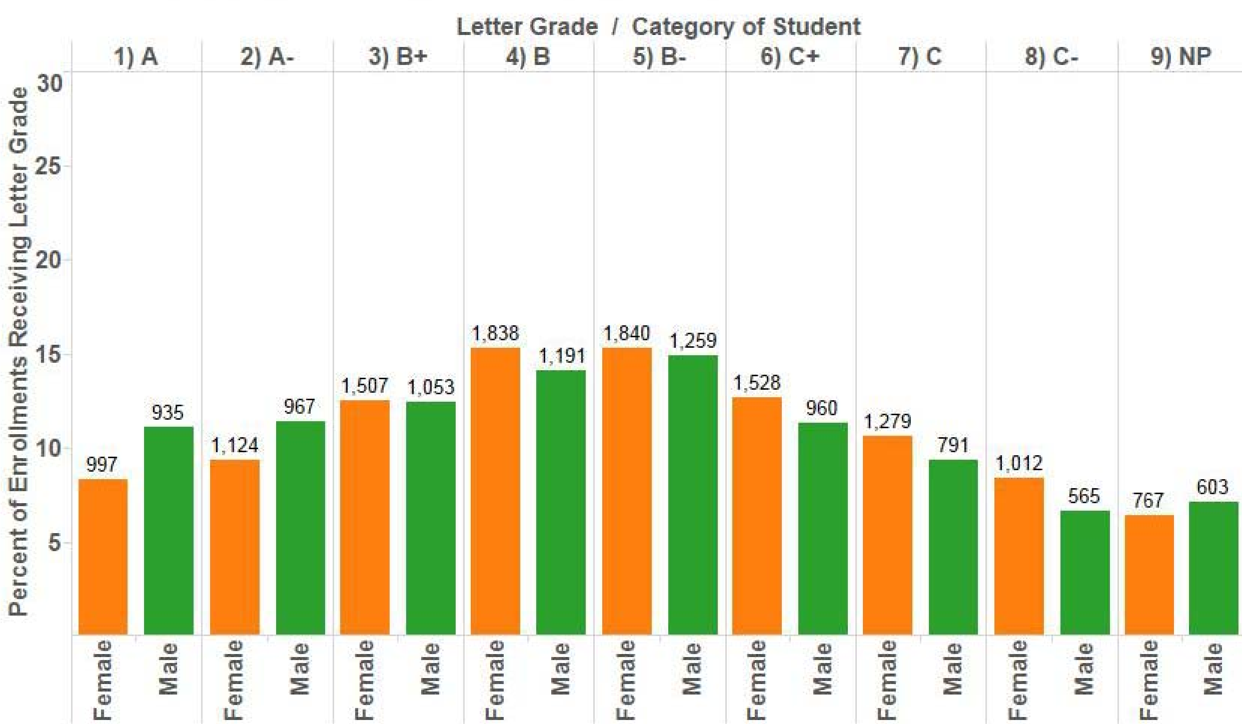


Figure III-9. Comparison of distribution of grades between female and male students in Clusters 4 and 12.

In reviewing the 15 grading clusters summarized in **Appendix D**, it is clear that the disparities in student success vary among the grading clusters. We see similar patterns between Pell Grant recipients versus non-Pell Grant recipients as those we observed with URM and non-URM students. However, we do not see the same discrepancies between male and female students (**Figure III-7A and B**). For example, in Clusters 4 and 12, males receive No-Pass grades slightly more frequently. However, females receive more A's in Cluster 4, while males receive more A grades in Cluster 12. So while disparities can be revealed by disaggregating the data by group and inspecting variations in student performance between groups, these findings do not reveal the reasons *why* particular groups perform differently depending on the grading system employed. If women's achievement is typically higher than men's, for instance, why are they not as successful as men in achieving A grades in the norm-referenced grading pattern? Research has shown that this grading pattern is associated with higher student perceptions of competition (Hughes, Hurtado and Eagan, 2014), which in turn, contributes to attrition from STEM fields for women and underrepresented groups (Shapiro and Sax, 2001; Strenta, Elliot, Adair, Matier and Scott, 1994). So it may be the impact that a grading system has on the classroom climate, which positively or negatively affects student performance. In other words, female and URM students may not react positively or be motivated to highest levels of achievement in a classroom where the grading system encourages competition (Covington 1992). Altogether, these results suggest that UCLA can advance student success by improving approaches used to assess student learning, particularly those that create a negative and inequitable classroom climate.

IV. Findings—Questionnaires: Department and IDP Chairs' Questionnaires, Course Instructor Questionnaires, Faculty and Staff Consultation Meetings, and Student Programs Inventory

IV-A. Department and IDP Chair Questionnaires

To gather further details about teaching practices across the campus, we distributed questionnaires to the chairs of departments and IDPs asking for information about practices regarding: assignment of course instructors to courses; whether chairs routinely reviewed student and peer evaluations and made adjustments accordingly; and expectations and oversight of Teaching Assistants (See **Appendix E)**. We received questionnaires back from 50 department chairs, representing all divisions and schools that teach undergraduates. The questionnaires are presented in full in **Appendix E**. We had 100% participation in the return of questionnaire, but some chairs elected not to answer specific items.

An overview of the results from the chair questionnaire indicates that the practices of departments do not address the pedagogical needs of all instructors. Here we highlight some of our major findings. First, in the category of faculty development for teaching, the survey found that 64% of departments indicated that they actively supported teaching-specific faculty development opportunities (**Table E-1**), but only 16% reported that they had formal mentoring program for teaching (**Table E-2**). For departments that regularly employ lecturers or non-ladder faculty, only 14% have a formal system in place for teacher training (**Table E-6**), although 40% report that informal guidance is provided as needed. Although report findings show that grading practices are associated with student success, two thirds of chairs (66%) reported that the department neither provides formal guidelines nor communicates expectations to new instructors about grading or grade distributions for undergraduate courses (**Table E-3**). Thus, we found little evidence that instructors are receiving formal help in teaching or developing grading practices that improve student learning.

The questionnaires revealed that uneven attention is paid to course evaluations. About one third of the department chairs reviewed the course evaluations quarterly (**Table E-7**). Half of the department and IDP chairs do not regularly review teaching evaluations for each course in their department. Another 12% review them annually (presumably when it is too late to make corrections for course offerings during the year). When asked what actions the department and IDP chairs take to improve teaching in response to evaluations, most (74%) stated they work within the department to improve teaching but 28% stated that they do not (**Table E-9b**). The departments also use other types of assessment, especially peer review (62%; **Table E-10a**), but this may only be at the time of review for promotion/tenure. Peer evaluations have been quite variable and unsystematic in implementation within and across units/divisions and are not linked with student performance at UCLA.

Departmental questionnaire results concerning the training and supervision of teaching assistants (TAs) raises many concerns. Currently, 74% of departments utilize the TA training courses supported by OID as preparation for all TAs (**Table E-11**), but not all TAs are required to take these courses (departmental course 495). Moreover, 60% state that course-specific training is largely provided by the instructor (**Table E-11**) and is at the discretion of the instructor whether or not to do so. Only 28% of department chairs review course evaluations for TAs, and 72% of departments leave reviews of TA evaluations to someone else (**Table E-12**), which presumably is the course instructor who may or may not provide feedback to their TAs. Any problems identified through evaluations are largely presumed to be resolved on their own (38%), with 36.6% indicating some verbal interventions with department leadership (**Table E-13**). Only 20% reported active retraining occurred within the department (**Table E-13**). Most actions are resolved at the individual level (56%), and 22% indicated that no actions were taken to improve TA teaching or training (**Table E-14**).

Both the questionnaires (**Table E-16.2**) and campus data indicate that TAs teach the overwhelming majority of our discussion and laboratory sections. In some departments, class instructors develop the instructional materials (**Table E-16.4**), while in others TAs individually or collectively prepare these materials (**Tables E-16.5** and **E-16.6**). The findings reveal variation across departments in terms of how much TAs meet with course instructors, whether or not they attend lectures, and the nature of their responsibilities (see **Tables E-17** and **E-18**).

Finally, to assess how much departments recognize the value of teaching, we asked whether they gave awards for exceptional teaching by their instructors and TAs. Some departments reward exceptional teaching with internal awards for instructors (36% **Table E-18**). A higher number nominate TAs for awards (**Table E-19**, 52%), some nominate TAs for external awards (16%), but almost a third (32%) do nothing to reward good teaching.

The findings from the questionnaires distributed to chairs of departments and IDPs illustrate an awareness that teaching should be an important part of our mission at UCLA, but their answers reveal that in practice do not reflect that value. Clearly, additional and more detailed questions would have provided a better picture of campus practices. Nonetheless, they also reveal uneven attention to teaching at UCLA.

IV-B. Course Data Questionnaires to Course Instructors

At the same time that we distributed questionnaires to the department and IDP chairs, we asked them to distribute spreadsheets with a list of course-specific questions to instructors of selected courses offered during the 2012-2013 and 2013-2014 academic years (**Appendix F**). To supplement the information we had on grade assignments from institutional database, the course data questionnaire (CDQ) was designed to gather preliminary information on a range of undergraduate course instructional practices, some of which might be associated with inequitable grading practices and also to identify opportunities to improve the learning experience for all students. For example, the questionnaire collected information about instructor accessibility, curriculum design, teaching assistant responsibilities, and course grading strategies. Average scores for midterm and final examinations and course grade distribution cut-offs were requested. Completion of the CDQs turned out to be more difficult than anticipated, but the findings provided an initial review of practices in the classroom.

As indicated in **Table F-1**, for the 1,478 individual courses included in the CDQ, departments returned 689 completed spreadsheets (47%), but the data were incomplete for many CDQs, thus yielding a response rate of 35%. Response patterns varied by division/school and by department, with the high response rates in Life Sciences (64%) and HSSEAS (59%), and low response rates in Physical Sciences (23%) and The Anderson School of Management (0%).

The CDQs revealed three key findings, which are discussed in more detail in **Appendix F**. First, the CDQs indicate that supervision of **Teaching Assistants** (TAs) and curriculum oversight is primarily the responsibility of course instructors. About half of the course instructors meet weekly with TAs, and another 36% met with TAs on an as-needed basis. Almost all met with TAs at the start and end of the quarter. It was highly variable whether instructors required TAs to attend lectures. The curriculum for the discussion and laboratory sections, referred to as secondary sections, was reported to be consistent across all secondary sections in almost half of the courses surveyed with the content sometimes developed solely by the instructor and sometimes in collaboration with the TAs. In many courses, the curriculum depended on the TA, which means students will get different pedagogical experiences across sections.

Second, the CDQs demonstrate that UCLA instructors employ a range of grading practices in undergraduate courses, and the prevalence of certain types of grading practices varies by school/division. The analysis of **grading practices** was based on instructor responses to three options: norm-referenced grading (referred to in the questionnaire as using a “curve” with a predetermined number of grades A-F awarded), criterion-referenced grading (referred to as straight-scale or competency-based grading in the CDQ), and other instructor-defined practices. As summarized in (**Table F-2.8**), slightly more than half of the courses polled (52%) used a criterion-referenced grading system where cut-offs for different grades are independent of the percentage of students receiving the grade. Twenty-seven percent of courses (27%) were delivered by instructors who took their own approaches to assigning grades that were neither strictly criterion-referenced nor norm-referenced. The remaining 21% followed a practice described in the questionnaire as using a “curve,” a term that the research team subsequently discontinued using in favor of the term norm-referenced grading. Comparing those divisions/schools that provided data for 20 or more unique courses, the Division of Social Sciences appears to have used norm-referenced grading strategies the most (45%), followed by Life Sciences (19%). At the department level, instructors’ most common approach to course grading was criterion-referenced, as evidenced by data from Humanities (74%), Life Sciences (53%), and Physical Sciences (53%). Given the incomplete rate of response, however, we encourage caution about these percentages. It is safe to say, though, that UCLA instructors take a varied approach to grading practices and it is evidenced by actual patterns identified in course outcomes.

Lastly, the CDQ was used to explore the association of grading practices with No-Pass rates. Given the observation reported in section III-D that certain grade distributions were more likely to result in **achievement gaps** between student groups, we assessed whether course instructors reporting criterion-referenced versus norm-referenced grading practices gave grades consistent with the observed patterns in the *k*-means cluster analysis that those grading practices were predicted to produce. Analysis showed that 70% of respondents prompted to describe the grading practice in courses from Clusters 1 to 6 (those suggested to have used criterion-referenced grading by the cluster analysis) indicated that a “straight- or competency-based scale, with predetermined grade cutoffs” was used. Three quarters (75%) of respondents describing courses in Clusters 12 to 15, which were identified in the cluster analysis as likely using norm-referenced grading, indicated that grades were awarded according to an instructor-determined grade distribution or the “curve, with predetermined percentage distributions.” The questionnaire response rates were 14% for Clusters 1 to 6 combined and 34% for Clusters 12 to 15 combined.

Despite the limitations of the CDQ, the responses indicate that the campus needs to look more closely at the impact of grading practices on student success, practices that create disparities, and teaching strategies in large classrooms (e.g. secondary section size, use of learning assistants). Discussion sections have the potential to create more inclusive classrooms through thoughtful pedagogical approaches and sensitivity to cultural differences among students. To accomplish this, lectures and secondary sections need to be aligned in courses across campus using active learning techniques.

IV-C. Academic Advisor and Faculty Consultations

It was beyond the scope of this project to thoroughly interview all campus constituencies associated with academic success. Nonetheless, we consulted with academic advisors and Associate Deans for Undergraduate Education (or their equivalent) from all the schools and divisions to ensure we were not missing some important issues. In addition, Dean Sork met with the chairs of the Physical Sciences because they expressed concerns about the questionnaires, and we wanted to understand their perspective on barriers to student success and on possible strategies by which UCLA can address and potentially overcome challenges facing students (see **Appendix G**). Based on these consultations, we have generated a list of action items, described below, which should improve the UCLA undergraduate learning experience:

Conversations with the academic advising staff at UCLA, including college counselors, program advisors, and departmental student affairs officers (**Appendix G**) revealed a broad array of potential obstacles to student success (**Table G-1**). Many expressed concerns about faculty attitudes, expectations, accessibility, and teaching practices, echoing many of the same issues brought to light in the campus surveys and institutional data analysis. Several also provided perspective on student priorities and perceptions of the academic climate. For instance, they find students, who are accustomed to getting high grades in high school but find themselves in academic trouble, are reluctant to seek out tutoring assistance with their coursework. Students are also known to propagate misinformed messages to their peers about the "benefits of curving."

Academic advisors were cognizant of curricular, co-curricular, and non-academic challenges faced by UCLA students. Some cited a lack of flexibility in course sequencing, overloaded course schedules, and the inability to enroll in courses scheduled at off-time blocks or offered too infrequently during an academic year as accumulating factors that lead to academic failure or delay time to degree. Advisors noted that socioeconomic challenges likely contribute to the disparities in academic success across student groups, which, in turn, widens the achievement gap that already exists, and can be attributed to differential high school preparation for college coursework. Advisors also highlighted the unique challenges students face depending on the pathway by which they enter college. For instance, first generation college students may lack effective study skills leading to a shortfall in self-confidence, which may be interpreted by instructors and TAs as a deficiency of competence. Non-residential students and transfer students frequently endure long commutes that limit their access to study groups or faculty office hours.

Also emphasized in discussions with academic advisors were capacity issues and resource limitations associated with existing student services (e.g., academic planning, course tutoring). Factors contributing to inconsistencies in the advising culture include differences across departments in documentation protocols (e.g., use of Counselor Desktop) and procedures for monitoring student progress. *High-touch advising*, or the ability to track students and connect in a timely manner with those struggling academically, is not practical for larger departments without an improved system of student monitoring. One way to maximize student success is to employ dashboard system to monitor student progress through the curriculum, identify at-risk students who appear to be underperforming in their coursework, and communicate with such students early and often, guiding them back on track by suggesting they see a departmental counselor. These high-touch advising systems are a product of an emerging 'big data' science called learning analytics, in which statistical tools and algorithms are employed to discover data patterns in student degree progress. Universities such as Georgia State[17] and the California State University system are successfully implementing high-touch advising systems to monitor and immediately engage at-risk students in existing interventions like supplemental instruction or tutoring offered through a comprehensive student learning center. Such a system at UCLA could empower students to seek out many of the existing programs already in place to promote student academic success (for a list of UCLA programs, see **Appendix I**). Training of advisors as well as an infusion of resources to expand the academic counseling staff is vital to ensure that student support is not limited by staff capacity. Mirroring recommendations made recently by a student success task force at the University of Illinois at Chicago[18], a training program should provide new advisors foundational knowledge about UCLA and its student population as well as ensure that all advisors have a comprehensive overview of student support services and resources available on campus.

A concern about instructor course evaluations that emerged during discussions with departmental and College academic advisors (**Appendix G**) was that these data were not public. Thus, students are not equipped to make mindful decisions when selecting courses, and instead are relying on unverified information available on websites like *Bruinwalk*[19] or *Rate My Professors*[20]. This issue was echoed by faculty as well as departmental administrators in almost every consultation meeting, pointing to the contribution of misinformation these websites propagate about individual instructors or courses that lead students to make poor decisions in course planning, which adversely affect their academic success. For example, in an attempt to avoid taking a course taught by a poorly rated faculty member, students may enroll in more credits than they can handle in a subsequent term, potentially dooming their ability to study adequately and learn the course material. The misrepresentation of instructors and courses on public websites like *Bruinwalk* could be avoided by releasing course evaluations into the public domain, thereby discouraging students from consulting information that is not vetted or verified.

The discussion with the associate deans and school representatives addressed issues on strategies for improving success based on our preliminary findings. They advocated making data available to deans and chairs about course No-Pass rates so that they could explore the factors associated with courses of concern through discussions with relevant instructors. They concluded that UCLA needs to start communicating "best practices" for curriculum, instruction, and evaluation more broadly (e.g., grading transparency, merits of criterion-referenced grading, impact of stereotype threat, imposter syndrome, and other psychosocial barriers to student success). There was some discussion about grading practices. Most thought maybe the campus should move toward criterion-referenced grading and away from norm-referenced or other inequitable practices, which result in high No-Pass rates and disproportionate fail rates for underrepresented

[17] http://www.eab.com/Technology/Student-Success-Collaborative/SSC-WSJ-Oct-13
[18] http://studentsuccess.uic.edu/
[19] http://www.bruinwalk.com/
[20] http://www.ratemyprofessors.com/

minority (URM) and low socio-economic status (SES) students. They believed that basing course grades on what concepts students learned and skills students mastered was perhaps more fair than pre-determined the grade distribution. Others argued that norm-referenced grading was easier to implement for large classes and that many companies seeking UCLA students as interns or alumni as employees want to see the ranking of students. Finally, the associate deans and designees agreed that the campus needs to improve the way we educate faculty about diversity issues by providing workshops on creating inclusive classrooms, raising awareness about stereotype threat, and providing faculty tools to address the classroom climate.

The discussions with the chairs of Physical Sciences clarified their apprehensions about the CDQs and also provided an opportunity to gain their insight about obstacles to student success. Their initial reaction was to emphasize the lack of preparation of UCLA students to succeed in their classes. Consequently, they focused more on ways to improve student preparation (tutoring services, more resources to decrease the size of discussion sections, improvement of academic advising, and use of technology to track and monitor students' academic progress). The impact of grading practices on student learning and success was discussed as well as ways to improve pedagogy and inclusion in the classroom. The comments expressed are likely to reflect opinions of other faculty members across campus.

IV-D. Inventory of Undergraduate Programs

The University must continue to support, sustain, and enhance successful student programs, courses, and curricula (for list, see **Appendix I**). Furthermore, resources should be invested in other high impact practices scaled to reach the large and diverse UCLA undergraduate student population. Academic advisors and faculty leaders across campus converged on the recommendation to reinstate Covell tutoring, replicating one of many services provided to students by student learning centers common to campuses nationwide, in which the goal is to promote the academic excellence of *all* students. For instance, the University of California Berkeley supports a center[21] that resides in a dedicated space with staff available to support cross-disciplinary academic and summer programs, services like tutoring and peer instruction, and even postings for job opportunities in various academic programs.

Another promising high impact practice is the establishment of student learning communities, in which cohorts of students enroll concurrently in core courses their freshman year and participate in collaborative activities designed to promote academic success and persistence within a supportive learning environment. As exemplified by the program at Purdue University[22], learning communities provide an opportunity for students to connect with peers from many different backgrounds but who share common academic interests. At UCLA, the Program for Excellence in Education and Research in the Sciences (PEERS), which is intended for first- and second-year science majors from underrepresented backgrounds, establishes learning communities around shared research and curricular experiences. Research shows that PEERS students earn higher grades and persist in a science major at higher rates than those who do not participate (Toven-Lindsey *et al*. 2015). This high impact practice could be expanded by investing staff who can assist with block scheduling, enabling large numbers of freshmen, linked by disciplinary interests, to connect and bond as they progress through their first-year curriculum.

[21] http://slc.berkeley.edu/
[22] http://www.purdue.edu/studentsuccess/orientation/learning_communities/index.html

V. Campus Surveys: Student Learning Experiences and Perceptions of Classroom Climate

Upon entering college, students should encounter inclusive teaching practices that support their intellectual growth as well as maintain sensitivity toward their diverse backgrounds and perspectives. Such practices, when adopted by instructors, include being transparent about student learning objectives, creating structured learning experiences, aligning assessments of student learning with stated objectives, and adopting criterion-referenced grading systems (Wiggins and McTighe 2005, Handelsman *et al*. 2004, Covington 1992). The aforementioned practices are founded in constructivist learning theory (NRC 2005) and reflect equity-minded principles (Witham *et al*. 2015), such as recognizing that individual students are not responsible for the unequal outcomes of groups with historically stratified access to K-12 educational opportunities. UCLA students have done much to overcome obstacles to arrive at our doorstep to learn.

The student to faculty ratio, the extent to which faculty exhibit behaviors that foster development of inclusive classrooms, and even the demography of the institution all shape the learning experience of UCLA undergraduates. Collectively, these factors appear to impact the degree to which students of different genders, diverse ethnicities/races, or dissimilar socioeconomic backgrounds develop a sense of belonging within the institution. Positive contact with faculty in the classroom who validate student contributions as learners, however, can mediate and diminish the impact of negative experiences with discrimination and bias on students' sense of belonging in college (Hurtado and Ruiz Alvarado, 2015). However, faculty may not be prepared to deal with diversity in the classroom as this section begins to illustrate using institutional data and recent faculty and student survey data (see **Appendix H**).

According to the 2014 HERI Faculty Survey results, although the majority of our faculty (over 84%) believe graduate students should spend at least one term as a teaching assistant, a smaller percentage (66.9% of HASS and 56.3% of STEM faculty) agree that graduate students receive adequate preparation to become good teachers. Given that the majority of undergraduate instruction takes place in courses with large enrollment (81% of students in last two years had course schedules in which all or at least half their classes had enrollments of 50 or more), TAs may be the only member of the instructional team with whom undergraduates interact directly during the term. Thus, the attitudes and behaviors of TAs, as well as that of the instructors, play a critical role in shaping the undergraduate learning environment at UCLA.

Perceptions of Competition. Findings from several recent campus surveys administered to faculty or students provide some insight into the nature of the learning environment that exists at UCLA. For example, results for one item on the 2014 HERI Faculty Survey indicate that most UCLA instructors, irrespective of discipline, try to dispel perceptions of competition in their classrooms (**Figure V-1, left panel**). By contrast, results for an item on the 2014 Graduating Senior Survey suggest that undergraduates sense intense competition for high grades in their majors (**Figure V-1, right panel**). Clearly, there are differences between faculty and student perceptions of the learning environment. These surveys do not specifically address which behaviors and classroom activities foster the competition that is sensed by students, although the findings in section III-C indicate that norm-referenced grading practices play a role.

Teaching Practices. The 2014 HERI Faculty Survey also suggests there is room for improving active learning and student-centered instructional practices (Kober 2015, NRC 2011), which can be characterized as equity-minded teaching strategies attuned to the diverse learning modalities of all students. HASS faculty are more likely to report specific student-centered practices compared with STEM faculty in use of class discussions, student evaluations of each others' work, student-selected topics for course content, and reflective writing/journaling. By contrast, far more respondents appear to engage in extensive lecturing, a practice more frequently used by STEM faculty (64.6%) than HASS faculty (50.5%) in all or most of their courses. Reaching large numbers of UCLA students will require a campus-wide shift in pedagogical practices, or at the very least, elimination of the worst practices (e.g., strictly lecturing) that affect student learning (Fairweather 2008). The majority of both STEM (61.5%) and HASS (56.3%) faculty indicated they are interested in participating in a formal mentoring program for instruction. Some departments already offer such programs, with some faculty actively participating (11.9% STEM and 15.0% HASS, respectively) (see **Appendix H**). Although over 92% of faculty agree that a racially/ethnically diverse student body enhances the educational experience of all students, more than half of all faculty respondents, irrespective of discipline, do not feel prepared to handle conflicts over diversity issues in the classroom, suggesting a need for faculty training and resources. While over 89% of faculty agree strongly that they encourage all students to approach them, and although seniors are largely satisfied with faculty accessibility, the student surveys do not capture first-year student experiences in large introductory classes, in which students who rely on faculty accessibility cues may prove too intimidated to approach faculty until after the first year (Gasiewki, et al., 2012).

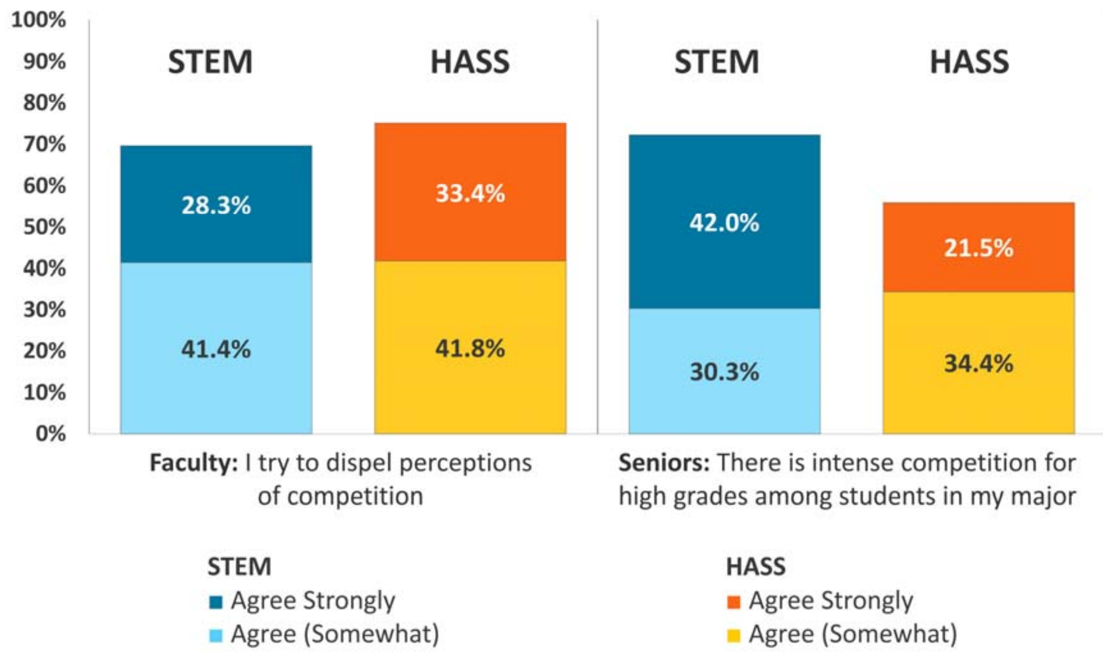


Figure V-1. Comparison of faculty and student perceptions of the learning environment at UCLA. **Left panel:** Responses for item on 2014 HERI Faculty Survey (N=307 STEM, N=711 HASS). **Right panel**: Responses for item on 2014 UCLA Graduating Senior Survey (N=4,821).

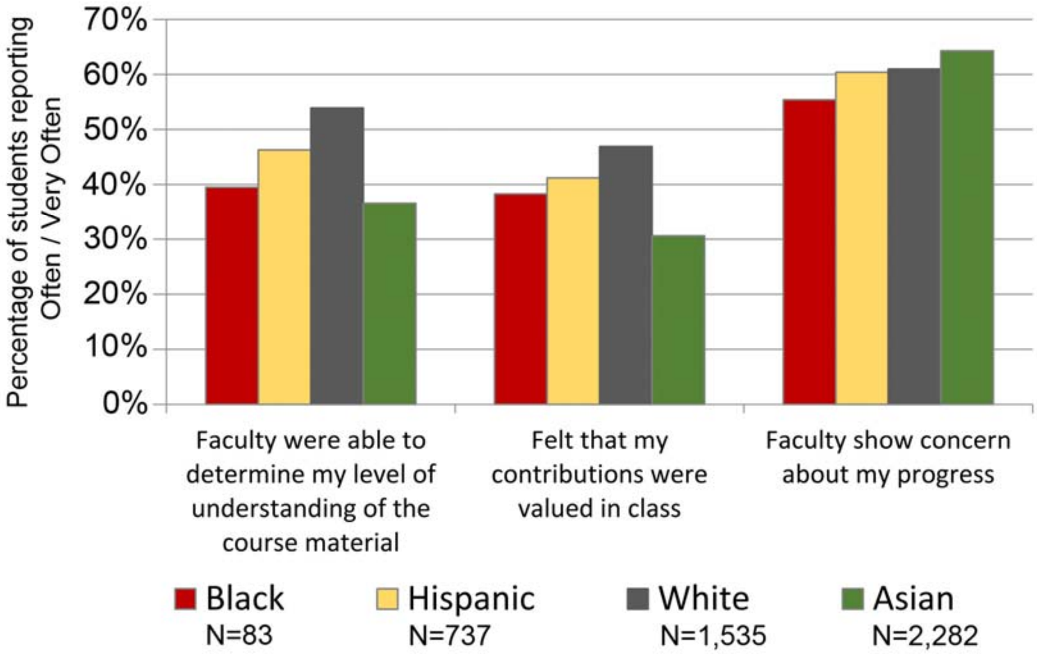


Figure V-2. Student Perceptions of Faculty Behavior in the Classroom. Source: 2011 Diverse Learning Environments Survey.

Perceptions of Classroom Climate. The 2011 Diverse Learning Environments (DLE) Survey at UCLA and the UC Climate survey provide further insight into student perceptions of faculty behavior in the classroom. As shown in **Figure V-2**, except for White students (55%), less than half of all other students felt faculty could determine their level of understanding of course material. This may be due to assessment practices that are not aligned with course learning objectives and/or lack of feedback given to students on course assignments. In terms of an important aspect of inclusive classrooms, less than half of all students felt that their contributions were valued in class. Although Asians were positive about the level of faculty concern for their progress, they were less likely to feel that their contributions were valued in class than other racial/ethnic groups. The data also show that African Americans were significantly less likely than White students to sense that faculty could determine their level of understanding of course material or felt as if their contributions were valued in class. And while the percentage of students reporting the frequency at which faculty often show concern about their progress reaches near parity across all races/ethnicities compared to the other two survey items, another 40% of students felt that faculty did not show concern for their progress.

As noted previously, the demography of the undergraduate population at UCLA is not reflected in the demography of the professoriate (see **Figure II- 2**). The distinct demography of students and faculty appears to have an impact on responses to a series of prompts on the 2012 UC Climate Survey. First, over 50% of UCLA undergraduates, irrespective of gender or race/ethnicity, reported that they do not see enough faculty or staff with whom they identify. The shortage of student role models, coupled to faculty behaviors that fail to create inclusive learning environments, likely contributes to a climate in which females or URMs are less comfortable than their male and non-URM counterparts (**Figure V-3a**). Males, non-URMs, and students in higher SES groups were more likely to report a higher comfort level with the classroom climate than females, URMs and low-income students, respectively.

The unwelcoming classroom climate also seems to hold true for students of low socioeconomic status, who find the classroom less welcoming than those students from more affluent backgrounds (**Figure V-3b**). Studies on selective campuses indicate a lack of awareness among faculty about the financial challenges many low-income students face en route to their baccalaureate degree (Hurtado, Gasiewski, and Alvarez, 2014). About 37% of UCLA undergraduate respondents to the 2012 UC Climate Survey[23] indicated they were employed either on campus or off campus. The majority of respondents who worked were males (60%). Taken together, these findings highlight a need to acknowledge the academic, social, and financial issues of our students and to devise strategies that support the success of low-income and working students. Further research is needed on the classroom climate tied to particular types of courses, structures, and traits (size, grading practices, instructor characteristics) as these data reflect students' general sense across courses they have taken at the time of the survey.

[23] http://campusclimate.ucop.edu/_common/files/pdf-climate/ucla-full-report.pdf

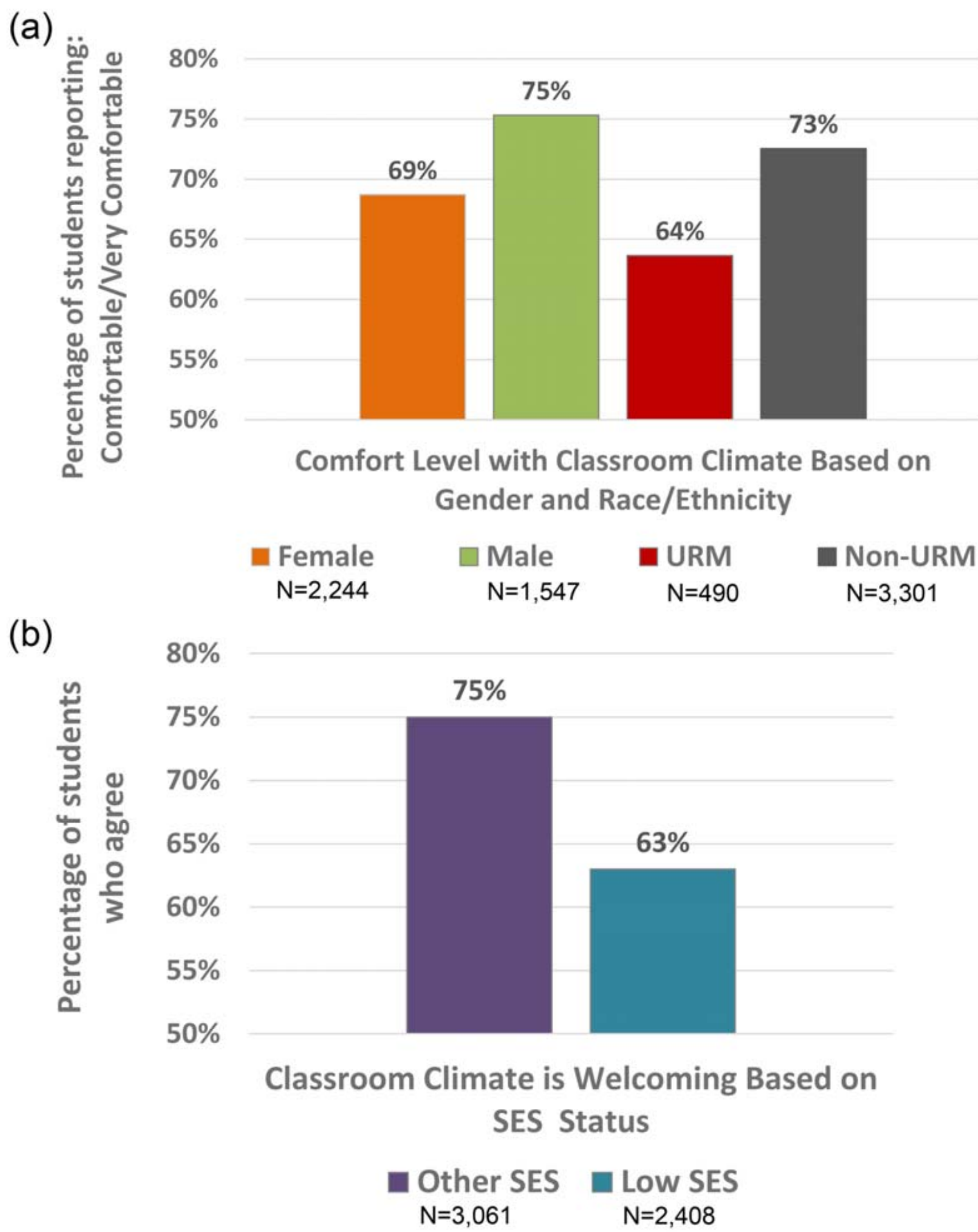


Figure V-3. Student perceptions of UCLA climate. **(a)** Classroom climate in which females and URMs are less comfortable than their male and non-URM counterparts. The non-URM category includes White, International, Multiracial, Middle Eastern/SW Asian, and Asian/Asian American. **(b)** Classroom climate for students with different socioeconomic backgrounds. SES = socioeconomic status. Source: 2012 UC Climate Survey.

VI. Recommendations

UCLA is a learning organization that can benefit from regular self-study as well as knowledge about the latest advances in teaching and learning for inclusive excellence. The findings from this study, which amounted to a campus-wide self-assessment of practices, attitudes, and perceptions of the teaching culture at UCLA, identified several factors impeding student academic success and persistence in their intended majors. The study involved the analysis of institutional data, extraction of relevant findings from existing surveys, examination of the current infrastructure supporting faculty and students, consultation meetings with several parties across campus with first-hand experience and knowledge of the institutional context in which students are acquiring their college education, and an exploration of qualitative and quantitative data provided by departments responsible for undergraduate instruction at UCLA. What follows is a series of recommendations designed to address the barriers to student success through the convergence of efforts among the dean's, department chairs, and all charged with instruction at UCLA.

Recommendation #1: Adopt a technology-supported dashboard system to monitor student progress, identify courses with high fail rates, and target responses to improve student success. At the current time, data are stored and show great potential to be mined for improving practice; however, it is not possible for deans, chairs, and course instructors or advisors to easily identify courses of concern where student performance is within the campus-wide range of performance or is an outlier with high fail rates. The campus should immediately adopt a data inquiry tool for deans and chairs that will be useful in identifying courses of concern within their units for review with respect to student progress, teaching quality, instructional and grading practices, discussion size, credit hours, instructor/teaching assistant (TA) preparedness, and other factors, to see whether improvements could be implemented to advance student success. Such a tool is intended to provide timely information needed within each unit for the dean or chair to assist faculty in improving student learning, and for advisors to advance students towards the finish line. An additional benefit of this tool is that it will provide initial evidence for exploring courses and disciplines where UCLA can focus its effort to improve the effectiveness of pedagogical approaches. Students could also benefit from an advanced tool that provides accurate course information and advances academic planning. For example, before they register they could review course evaluations, number of times the course is offered each year, the proportion of majors that take the course, and estimate time-to-degree.

The first goal of the self-study was an analysis of student performance in the classroom to identify areas for improving student success, and in particular, course offerings that create the greatest disparity for progress among student groups. Despite the fact that many on campus care about student learning, it was clear in our discussions with deans, chairs, faculty members, and advisors that there is only anecdotal information about faculty teaching practices and student performance in the classroom. Thus, the intention of this recommendation is to raise awareness with timely information on student and course performance so that all levels can focus attention on improvement.

We propose that UCLA adopt a technology-supported dashboard system that could be made available to campus deans, chairs, and advisors so that each could view the patterns of performance data for courses in their programs of study. It is not the intention of our recommendation to publicly release these data because the interpretation of the student data must be done in the context of departmental curriculum, goals for specific courses, and a focus on instructor improvement in the use of effective classroom practices. The dashboard may provide grade distributions for each course offering (both counts and percentages of grades awarded), with the following additional features:

1) Publication by of the overall No-Pass rate per course offering (percentage of enrollments awarded any of the following: D's, F's, NP's, and U's), outlier courses in each division with high No-Pass rates, and population subgroups performance measures (e.g. Pell Grant recipients, transfer students, etc.) with disparity ratios. This information would help deans and department chairs identify problematic offerings for further investigation, determine why many students are not performing well in that course, and guide steps to be taken to make improvements.
2) Identification of grade distributions (by *k*-means cluster analysis) to offer insight into faculty grading behavior and to understand its effect on students in the courses. UC Davis, for example, has witnessed greater success for students in specific course offerings when it was taught by a different instructor using other grading methods, indicating who and how a course is taught can make a difference in student success.
3) Credits earned for each student and time-to-degree progress, including information on retake and repeat of courses. This information would help advisors identify students who need assistance across the finish line.

This project has focused on course offerings with 50 or more grades awarded per offering, but a sorting capacity for course offerings by term will enable users to identify specific courses with high disparity ratios and high No-Pass rates across all classes or by demographic group. The timely information is intended to engage faculty, advisors, chairs and deans in an effort to improve student progress and teaching as a form of academic excellence. It is important to note that many institutions are using advanced data analytics and designing dashboard systems to monitor student progress, identify courses of concern targeted for supplemental instruction, and use technology to provide timely information to improve advising to advance students more quickly to degree completion. Advances in technology, security, design, simplicity for users, and purpose of dashboard systems have already been institutionalized on many campuses (Karimi and Sullivan, 2013).

Recommendation #2: Create a campus-wide awareness of evidence-based pedagogy and implement effective pedagogy in undergraduate courses at UCLA. Evidence-based pedagogical practices are empirically linked with student success and completion. One of the current problems is that there is no repository of information on evidence-based teaching practices or ongoing discussions on what works to improve student learning, making it difficult to identify areas of faculty innovation in teaching and learning across campus. There are a variety of learner-centered approaches, backed by research, that can be incorporated in course design, implementation, and assessment that focus on improving the success of all students. For example, "backward design" aligns assignments and content, basing grades on goals/competencies set for student mastery and course objectives. Deans and department chairs should encourage faculty to document their teaching practices in review and promotion materials as an example of impact, make their teaching practices public in the same ways that scholarship is made public, and/or share how they advance student learning in the classroom.

Carl Wieman (2015), recipient of the Nobel Prize in Physics states that "all the research in the past few decades has established strong correlations between the type of STEM teaching practices used and both the amount of student learning achieved and course completion rates. These correlations have been shown to hold across a large range of different instructors and institutions." Therefore, Wieman contends that using evidence-based teaching practices as a proxy for the desired student outcomes is similar to using indicators of research for impact in the field (i.e. using grants and publications as indicators do not guarantee substantial research contributions but they tend to be well-correlated). Similarly, there are particular teaching techniques with a strong research base. Self-reports of these practices can be correlated with student success that would allow comparing faculty using various techniques and ultimate student performance. In addition, the use of particular techniques (e.g. rubrics with tasks and concepts) are excellent feedback mechanisms that help students understand the expected learning objectives and evaluate their progress toward achieving them before the end of the term. An inventory of other practices is also useful to document what UCLA does to ensure student success, including the training and guidance of TAs to ensure that their efforts are coordinated with other aspects of the course. Further, online discussions or blogs can be helpful tools in sharing practices, successes, and getting advice on attempting new practices. If UCLA is committed to academic excellence, providing more venues for information about evidence-based teaching practices and their implementation across campus will establish evidence of the quality of education all students receive.

Recommendation #3. Develop a campus-wide strategy to support faculty development and teaching assistant training for teaching in diverse classrooms. An inclusive education is one that is based on the principles of equity and inclusion of all students, differences are acknowledged as contributions in the classroom, and individuals are respected for their beliefs and cultural practices. To provide students an inclusive education, UCLA faculty must be made aware of those instructional practices that deter student success in ways that disproportionately affect individuals who identify with traditionally underrepresented groups in higher education or are beset by socioeconomic challenges that can differ from their more affluent peers who have never encountered these challenges. If diversity is a core value at UCLA then all faculty and instructors should learn how to create the optimal conditions for a dynamic, diverse learning environment. The EVC, Vice Provost/Dean for Undergraduate Education, Vice Chancellor for Equity, Diversity and Inclusion and academic deans would need to mount a coordinated effort to develop an effective and sustained strategy for campus-wide diversity education and the adoption of inclusive excellence goals across all units.

A majority of UCLA course instructors strongly support diversity in the classroom as essential to the educational experience, but survey results indicate that they are not prepared to deal with diversity conflicts when information about addressing diversity in the classroom has been offered for the first time in occasional seminars on campus in recent years. For example, the Center for Education Innovation and Learning in the Sciences (CEILS) includes such information in their faculty teaching workshops. The introduction of the new diversity requirement provides an opportunity to begin regular discussions and ongoing training activities across campus that include information about the demographics of our students, attention to classroom climate, stereotype threat, implicit bias, and strategies for handling micro-aggressions when they occur in the classroom. Opportunities to learn should be available throughout the institution and offered in several venues across campus (online resources, central workshops, and discipline-specific meetings about teaching). The campus dialogue program offered in Student Affairs has ongoing skill training of peer facilitators that can enhance classroom discussion about controversial diversity topics. The departments of Community Health Sciences and Education (in collaboration with Student Affairs) have offered training and course sections to engage students in dialogues about diversity. However, such efforts need to be expanded not only to provide students with skills for engaging in difficult dialogues and conflict management but also to provide faculty, instructors, and teaching assistants with these skills in all course offerings.

Many selective universities have achieved national recognition for their work in promoting teaching excellence, and addressing diversity in the classroom as integral to that enterprise. For example, the CRLT at the University of Michigan, which is the source of the most widely used book on *Teaching Tips* in higher education, trains instructors/faculty about diversity in the classroom, and administers student evaluations that include a bank of questions about diversity in the classroom that faculty may opt to include or departments can require. Michigan has a national model on intergroup dialogue, a collaboration of Academic and Student Affairs) that has been replicated in classrooms across several universities. UC Berkeley offers coaching and consultations for faculty through its Multicultural Education Program office in the division of Equity, Inclusion and Diversity. Cornell University's Center for Teaching Excellence offers extensive online resources and tips for inclusive teaching strategies, attending to classroom climate, and improving students' active learning in large classes. The University of Wisconsin-Madison has integrated inclusive excellence goals across all of its academic and administrative units. It hosts online learning communities via the Center for the Integration of Research, Teaching and Learning (CIRTL) that focus on building a national network of faculty at 21 universities committed to advancing effective teaching practices for diverse learners. UCLA should become a national leader due to its location in Los Angeles, research foci, and faculty expertise in the area of diversity, but it lacks a coordinated and sustained effort to promote inclusive educational practices for a diverse learning environment.

Recommendation #4: Engage in a campus-wide dialogue about methods of student assessment and grading practices for effective student learning. The analyses of grading patterns in this report show the relationship between grading practices and student success and also reveal that certain grading patterns are associated with disparities across groups. Some of the patterns are consistent with a criterion-referenced grading practice where students achieve grades based on their mastery of course learning objectives. Other grading patterns are consistent with a practice where grades are assigned based on the normative class performance (i.e. class ranking and grade quotas). This latter approach is associated with higher fail rates and disparities across groups. One problem with the latter approach is that how a student earns a grade is not transparent; his/her grade depends on how the whole class has performed rather than what a student has learned. Developing a set of guidelines on best practices for grading could improve student success and level the playing field for all students. Faculty and department chairs should make grading practices transparent in all course syllabi and adopt grading and assessment practices that help students achieve course learning goals.

Often times course instructors are left to their own devices when making decisions about their grading procedures. Other times departmental policies dictate the way in which student grades are assigned in courses, leaving individual instructors little incentive to experiment using student-centered pedagogies that rely on collaboration, not competition, as a motivational factor (Humphreys et al. 1982, Schinske and Tanner 2014). The lack of uniformity observed in grading schemes across the disciplines speaks to an immediate need to improve communication about grading procedures to new instructors and encouraging them to seek out expert advice about this issue from experienced and knowledgeable education leaders on campus.

A particularly alarming finding from this project is the achievement gap associated with grading practices when considering the performance of URM students, Pell Grant recipients (a proxy for low socioeconomic status), and students by gender in the assignment of A grades as well as No-Pass grades. The widely used grading practice known as "curving" and limiting the number of A's awarded (i.e., imposing quotas) fosters competition between students that some course instructors believe motivates students to study harder and take their coursework more seriously. Research has shown, however, that the impact of creating classroom competition for high grades, while perhaps well intended, is more harmful to academic motivation than helpful (Covington 1992). In such classrooms, failure to earn high grades is likely to be interpreted by students as a personal shortcoming in ability affecting their self-worth. Such beliefs, in turn, create a sense of self-loathing in students who were previously high in self-perceived academic ability. Naturally then, in a competitive learning environment, students are only going to strive for high grades as long as they remain successful in attaining high grades. This situation is further complicated for URMs who, may reject competitiveness as an academic motivator, and instead drawing strength in peer acceptance, nurturance, and cooperation (Hare 1985). This self-distancing process is a type of coping mechanism, permitting individuals to devalue those things (i.e., academic performance as the sole measure of ability) that are likely to trigger feelings of shame and self-recrimination and thus threaten their sense of well-being (Steele 1988). An inadvertent consequence of norm-referenced grading on undergraduate classroom culture is the promotion of "pitting students against one another" and alienating certain groups of students as opposed to nurturing a collaborative and inclusive learning environment (Covington 1992, Schinske and Tanner 2014 and references therein).

One other potentially high impact practice that could emerge from broad adoption of criterion-referenced grading systems is the implementation of mid-course student progress reports. The purpose is to provide students with formative feedback in regards to their course grade mid-way through a 10-week term, enabling students to make informed decisions about their progress learning the course material and seek out assistance as needed to improve their performance. This also helps faculty identify those students who are performing significantly below where they should be at the current time point in the course. Notably, shifting to criterion-referenced grading in the undergraduate curriculum at UCLA would lend itself readily to adoption of this feedback process, an effective means to be transparent about the grades assigned to students.

Many universities have stated policies that require all course instructors to explain point systems associated with each assignment and to include grading criteria on course syllabi, and universities in the other public system in California (e.g. California State Universities) require instructors additionally to specify learning objectives. Some universities are so transparent that they provide grading information to the students to help them make better course selections. For example, the Indiana University the Office of the Registrar provides students a Grade Distribution Report[24] for all credit-bearing classes. Some elements in these reports include term, instructor, GPAs of students who enrolled in the course, distribution of majors in the course, percentage of each grade category, and the total number of grades given in the course. Taken together, their goal is to create complete transparency in informing students about the teaching, learning objectives, and grading practices exercised by faculty at these institutions.

[24] http://gradedistribution.registrar.indiana.edu/info.php

Recommendation #5: Explore further ways to enhance active learning in large classes and improve discussion and laboratory sections so that they also incorporate practices for inclusive education. We analyzed large classes to determine factors that contribute to student performance outcomes. While the overall model indicated that not all large classes were a problem, the separate models comparing student groups identified the secondary section size as associated with higher No-Pass rates. More importantly, when we analyzed the factors associated with the achievement gap between URM and non-URM students or Pell Award recipients and non-recipients, course size was a significant factor in disparity ratios. Given the considerable number of classes with large enrollment, how we teach these courses will make a big difference in student learning. Through the questionnaires, we learned that many classes do not develop a pedagogical approach for discussion sections, that course instructors often do not meet with TA's, and that TA's lack critical training in effective and inclusive teaching methods. Further research should explore how lecture and discussion/laboratory material could be integrated to enhance student learning. Deans and chairs need to work together with faculty to assess problems associated with discussion or laboratory sections that also affect student success. Central teaching excellence initiatives should consistently deal with pedagogies for active learning and offer tips for instructors of large classes. The Chancellor's Office may need to provide additional resources for more teaching assistants or undergraduate learning assistants to help with active learning activities.

Further research should explore how lecture and discussion/laboratory material are integrated in a manner to enhance student learning. Faculty teaching workshops can provide individual faculty with the tools to improve large classes and their associated laboratory/discussion sections, to enhance learning and build inclusive classrooms that could reduce the achievement gap. In addition, deans and chairs need to work together to examine the departmental curriculum as a whole. Central teaching excellence initiatives should consistently reinforce active learning techniques and offer tips for instructors of large classes.

Many universities have ongoing initiatives and offer tips and strategies to deal with large classes so that students get the feedback they need and also are consistently engaged in class activities. Among promising practices that have been shown to support learning of all students are undergraduate Learning Assistant (LA) programs. As typified by the LA program at the University of Colorado at Boulder[25], undergraduates with a broad interest in teaching are recruited to facilitate interactive classroom environments. Research shows that student enrolled in courses with LAs score better on conceptual tests as compared to courses without LAs (Otero *et al*. 2010). Some UCLA departments currently support local LA programs, in which advanced undergraduate students enroll in a supervised practicum that provides pedagogical training in preparation for their instructional role as peer learning facilitators in the classroom[26]. Given the prevalence of high enrollment courses at UCLA, the LA program could be expanded not only to help TAs with delivery of instruction in secondary sections (e.g., discussions, laboratories), but also to support instructor-initiated pedagogical improvements and other interactive activities in primary sections. Many of these interventions and initiatives focus on instructors and what they do in classroom. A key factor in reducing the achievement gap is to address UCLA instruction and use of research on evidence-based practices, as many prominent universities have done, so that all students are able to achieve their major and career goals.

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[25] http://serc.carleton.edu/sp/library/learning_assistants/index.html
[26] https://www.lscore.ucla.edu/opsnew.php

Recommendation #6: Improve accountability and recognition for good teaching. The Academic Senate should consider new approaches and policies to improve the assessment of teaching on campus, hold faculty and department chairs accountable for the quality of their courses in departmental reviews, and reward improvement in teaching as part of the academic personnel process. One way to improve accountability is to develop new criteria for evaluating teaching performance. Rather than rely on student and peer evaluations, both of which yield limited assessment of student learning[3], contributions toward teaching should include practices that result in desired student outcomes. For example, assessment of the relationship between learning objectives and the content of syllabi and concepts or applications in examinations, papers or other assignments, as well as transparency of grading practices should be part of the evaluation process. Another example is the effective use of teaching observation protocols by trained individuals that are used widely elsewhere and are now being tested on campus and rather than unstructured observations by peers. The Academic Senate also should consider rewarding faculty who engage in activities to improve their teaching, scholarship on teaching, and mentoring activities to promote student success.

Responses to questions on the Chair's questionnaire (**Appendix E**) about mechanisms by which faculty and TAs are recognized and rewarded for good teaching indicate most departments support faculty by occasionally nominating laudable candidates for external awards as well as the campus-wide UCLA Distinguished Teaching Awards[27] mentioned in the previous section. Nominees include ladder faculty, lecturers, and teaching assistants. Six awards are given each year and presented to awardees at an annual event, the Andrea L. Rich Night to Honor Teaching. Several discipline-specific awards related to teaching effectiveness and educational innovation are supported at the division or department levels for faculty and TAs nominated by colleagues. However, it is surprising how little evidence is used to make these selections, where the outcomes can be based more on popularity ascertained from student course evaluations or lobbying by senior colleagues than on documented teaching effectiveness.

Rewarding effective teaching necessitates improvement in the accountability measures and benchmarks used by departments. Currently, most department chairs rely heavily on self-reported student data gathered in end-of-term course evaluations as a proxy for teaching effectiveness or relative course value and difficulty. Responses to questions on the Chair's survey (**Appendix E**) pertaining to the frequency and quality of monitoring course evaluations for faculty and TAs varies widely across the campus. Chairs also apply the criteria for merit advancement and promotion to ladder faculty as described in Appendix 3 of The CALL[28] in which evidence of teaching ability can be obtained not only from students but also from peer evaluation of instruction. Because The CALL does not prescribe a standard regimen for peer evaluation, the specifications for the review process vary by department but typically involve input from the Chair, faculty colleagues, and other evidence provided by the faculty member her/himself. The UCLA Academic Personnel Office (APO) is encouraging departments to re-evaluate their processes for peer evaluation of instruction.[29] An example of one promising and feasible practice incorporated into its peer review process by Community Health Sciences (CHS) is the requirement of "Data on Teaching" beyond those listed in The CALL. Specifically, course syllabi are evaluated, and comments are incorporated from classroom observations based on one

[27] http://www.oid.ucla.edu/grants/awards
[28] https://www.apo.ucla.edu/policies/the-call/appendices-1/appendix-3-guide-to-the-documentation-of-effective-teaching
[29] https://www.apo.ucla.edu/initiatives/peer-evaluation

to three classes given by the faculty member. CHS also supplies a process for reviewing part-time faculty. Several other departments mirror these or similar procedures in their own guidelines for their peer review process, often times involving either an ad hoc or formally appointed committee on Teaching/Curriculum and Instruction; however, we also learned anecdotally of departments who inconsistently conduct peer evaluations, and when they do, the evaluation lacks criteria to judge effectiveness.

Education researchers and faculty development experts have engaged in systematic efforts to identify tools and techniques that can be used to document and describe “best teaching practices” (AAAS 2013). Four measurement techniques have been identified including surveys, interviews, observations, and portfolios. If the goal is to improve teaching practices across all disciplines, and thus improve student learning and persistence, one practical way to facilitate productive discussions between chairs and faculty about teaching is to consider an assortment of “Data on Teaching” that goes beyond course evaluations and (frequently) unstructured classroom observations, instead incorporating other types of descriptive analyses that can relate student outcomes to evidence-based practices. This mixed-methods approach is especially important in tenure decisions, to consider different forms of evidence of impact.

The iAMSTEM Hub at the University of California Davis is a campus-wide STEM education group that has developed and is now sharing an analytics tool called GORP[30] (General Observation and Reflection Tool), which has an architecture designed to facilitate classroom observations using Carl Wieman’s STEM-specific classroom observation protocol COPUS (Classroom Observation Protocol for Undergraduate STEM; Smith *et al.* 2013). COPUS was developed based on RTOP (Reformed Teaching Observation Protocol; Sawada *et al.* 2002). Conducting classroom observations with technology like the GORP tool streamlines the data collection and analysis process. Furthermore, using a well-defined, validated protocol captures what happens in the classroom without requiring observers to make judgments of teaching quality. Adoption of the GORP tool is recommended for testing, adaptation for various disciplines, and ease of facilitation by deans and chairs campus-wide.

UCLA should consider strategies by which to improve existing course evaluations administered to students via the OID Evaluation of Instruction Program (EIP). Questions should be added that ask students to consider diversity and pedagogy issues in the classroom (e.g., rate instructor’s level of respect and concern for students, ability to facilitate and moderate discussions where differences are evident, etc.). Given that UCLA course evaluations are now being conducted online, the collection and analysis of data could be easily displayed on a public dashboard, similar to that used by other institutions. For instance, the University of Florida[31] maintains an online, central repository for information regarding faculty course evaluations, enabling students to search both by faculty name and course ID. Reports include the response rate, frequency, mean, and standard deviation for a subset of questions students answer using a 5-pt scale (1=poor, 5=excellent), similar to the quantitative components of existing EIP surveys. The public display of select items from instructor course evaluations has the added benefit of helping students making mindful decisions during course planning, as opposed to relying on unverified information available on public websites like *Bruinwalk*.

In summary, promoting and sustaining changes in the institutional teaching culture necessitate

[30] http://iamstem.ucdavis.edu/tools/; see also Wieman and Gilbert (2014).
[31] http://tss.it.ufl.edu/evals/home

changes to the recognition and rewards system. The campus might consider publishing course evaluations and grading practices, rather than have students learn about instructors through *Bruinwalk*. Departmental chairs should more regularly review teaching effectiveness at intervals more frequent than consideration of academic personnel cases. Research indicates that faculty members need incentives to justify the time and resource investments necessary to build a strong teaching portfolio (Fairweather 2008, Anderson *et al*. 2011, Henderson *et al.* 2011). Thus, motivating faculty to engage in practices that promote teaching excellence, drive curricular innovation, and, in some cases, result in scholarly contributions to education research will require campus leadership, in concert with the Academic Senate, to discuss and consider enactment of campus policies that support this effort.

Recommendation #7. Advance a center for teaching excellence that will provide ongoing/coordinated professional development opportunities and resources for learning best practices in teaching and inclusive education. Timely and regular information should be provided to the UCLA faculty to sustain interest in teaching and secure the implementation of effective teaching methods. Support could come in the form of online resources, workshops on campus, faculty learning communities focused on a technique or disciplinary advances in teaching, and attendance at meetings to learn best practices for inclusive education. Such practices include: teaching with learning objectives and evaluating students' abilities to accomplish them; interactive classrooms; practices to avoid implicit biases in teaching, reduce stereotype threat among students; skills to handle micro-aggressions and conflict in the classroom; and development of transparent and equitable grading practices. The initial focus may be on recently hired assistant professors, lecturers, teaching assistants, and instructors of large gateway[4] courses or courses with high fail rates. The implementation for this recommendation would require collaboration between the EVC and deans to provide workshops, to identify responsibility for coordination and dissemination of resources, and to incentivize participation.

Centers for Teaching and Learning (CTLs) can play an important role in leveraging campus-level changes and improvements to the teaching enterprise. CTLs have a range of missions, functions and organizational structures on different campuses, incorporating research, outreach, professional development opportunities, and other activities related to the transformation of undergraduate instruction. In the last two decades, hundreds of post-secondary institutions across the U.S. have answered the national call to establish CTLs (NRC 1999, NRC 2003) as campus venues that foster and support faculty-inspired changes to the undergraduate curriculum. One example of a campus-wide CTL is the Center for Research on Learning and Teaching (CRLT) at the University of Michigan[32], which in 1962 was the first CTL founded in the U.S. The CRLT offers both cross-disciplinary and discipline-specific programs, the latter being customized to the individual needs of departments, divisions, and schools. The Center for Teaching and Learning at the University of Washington[33] is another example of a campus-wide CTL. Like the CRLT, its mission is on creating a cohesive network of individuals and groups on campus (i.e., a learning community). This community approach supports student learning by disseminating "best practices" and sharing education research with campus partners, proactively promoting changes in the institutional teaching culture.

At many universities, CTLs provide services, programs, and values at the core of successful

[32] http://www.crlt.umich.edu/
[33] http://www.washington.edu/teaching/

teaching, including: 1) the latest research on teaching and learning information, 2) event coordination and expertise sharing such as teaching and learning workshops, new faculty orientations, diversity-oriented retreats, topical seminars and journal clubs focused on evidence-based practices, and customized symposia, 3) prestigious fellowships that financially compensate new assistant professors, lecturers, and future academics (graduate students and post-docs) for their participation in a mentoring program that prepares and supports awardees in their teaching over an extended duration of time, and 4) support for members of a learning community that actively pursue and are recognized for contributions to the scholarship of teaching and learning.

UCLA's Office of Instructional Development (OID) is a campus unit that formed in 1978. OID offers services that overlap with campus-wide CTLs such as those mentioned above. These services include providing UCLA faculty assistance implementing emerging instructional technology for in-person and online modalities as well as conducting assessments aligned with instructional improvement efforts at the course and program levels. OID partners with the UCLA Academic Senate Committee on Teaching to evaluate nominees for the annual Distinguished Teaching Awards. OID is also responsible for all Teaching Assistant training across campus, audio/visual services, and instructor/TA course evaluations. One important program that OID administers is the Instructional Improvement Program (IIP) grants. These grants fund initiatives with budgets ranging from $5K to $40K and are designed to support faculty, department, and college-initiated curriculum improvement or assessment projects. The IIP grants encourage faculty and departments to experiment with curriculum development, piloting and evaluating materials and pedagogy demonstrated to improve undergraduate instruction. Each year, OID allocates ~$200,000 to $250,000 to fund these types of projects, with proposals reviewed by committee members three times per academic year. Given that the scope and organization of OID is currently being reviewed by a campus taskforce, it is timely to consider how this unit could be restructured to meet a broader set of the teaching and learning needs of our course instructors and students. Becoming a fully dimensional CTL that is designed to serve as a learning community with a mission that embraces values such as being proactive, innovative, scholarly/evidence-based, and diversity-minded about undergraduate instruction.

It would be tremendously beneficial to have a CTL as a centralized resource for promoting effective teaching and assessment efforts across campus and supporting departments through a pedagogical transition from which student-centered, inclusive classrooms emerge as a campus-wide cultural norm. By investing in the coordinated efforts of a CTL, the institution can directly reflect the value it places on teaching and learning. CTLs are critical to building a campus culture around assessment and evidence-based teaching practices that promote classroom diversity and inclusion. However, professional development that is targeted at reformed educational practices must span the continuum of instructional team members, "from future faculty to new faculty to veteran faculty" (NRC 2011). By inference, a CTL becomes the ideal locus for the training of Teaching Assistants in inclusive pedagogy and other issues of diversity as an extension of the services and resources offered to UCLA faculty. Furthermore, a centralized CTL should be equipped to identify the necessary internal and external expertise and resources required to support the components of professional development associated with changes in practice (Fairweather 2008). In short, most major research universities now have outstanding centers of teaching excellence that convey the value of this central faculty role with support, expertise, and resources (online and otherwise). These centers provide the infrastructure and leadership necessary to sustain changes in practice that will advance student learning and promote inclusion in classrooms.

A centralized CTL also can serve as a hub for discipline-specific Centers that arise on campus, such as Center for Education Innovation and Learning in the Sciences, which provides discipline-based workshops and supports curriculum transformations through external funding. This model for supporting the professional development of faculty members with unique disciplinary interests has been particularly successful in the STEM fields. More than 150 STEM Education Centers have been identified nationwide through a project[34] launched by the Association of Public and Land-Grant Universities (APLU) and supported by the Sloan Foundation. These discipline-specific centers have diverse structures, audiences, and goals (see Riordan 2014 for summary). The Yale Center for Scientific Teaching[35], founded by Jo Handelsman, who is currently appointed as the Associate Director for Science at the White House Office of Science and Technology Policy, is an example of a highly successful discipline-specific center supporting the transformation of classroom teaching in science and engineering. Support from the Howard Hughes Medical Institute and the National Academies resulted in the launch of week-long Summer Institutes, faculty development workshops in biology education that have reached over 1,000 science faculty since 2004 (including 15 UCLA instructors and counting). The Yale Center plays a central role in organizing the workshops and disseminating the instructional materials[36] developed by faculty participants.

In sum, we strongly recommend that UCLA develop a campus vision for undergraduate education that promotes best practices in teaching and learning, improvements in campus climate to promote inclusive classrooms, and the development of benchmarks and assessment to ensure we are meeting these goals.

VII. Concluding Remarks

No student should be excluded from the opportunity to engage in high-quality learning experiences and earn grades based on their individual performance in relation to specified learning objectives. Matriculated UCLA students, including those traditionally underserved in higher education, are highly motivated, disciplined, and unquestionably capable of academic success. Students enter UCLA on the heels of their academic success in high school or community college, and transition as freshmen or transfer students who expect their legacy of success to continue. It is the job of educators across the institution to nurture student success from the first day they set foot on this campus until the day their degree is conferred.

This report synthesizes relevant findings from departmental questionnaires, consultation meetings, prior survey research, and analysis of institutional data pertaining to the undergraduate learning experience at UCLA. The objective of this study was to determine factors contributing both to student success and failure in our classrooms. Several factors emerged as obstacles to student success, and several recommendations have been made to address these barriers. With the intent to overcome obstacles to student success, the recommendations collectively call for the engagement of UCLA faculty and administrators in discussions about teaching practices and policies that contribute to the systemic inequities of the education system experienced by UCLA students. Implementation of these recommendations will require every instructor to practice behaviors and incorporate classroom activities and practices that promote the lasting creation of inclusive, equity-minded learning experiences for UCLA undergraduates campus-wide.

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[34] http://serc.carleton.edu/StemEdCenters/index.html
[35] http://cst.yale.edu/
[36] http://cst.yale.edu/teachable-tidbit-general-categories

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Enhancing Student Success and Building Inclusive Classrooms at UCLA
Report to the Executive Vice Chancellor and Provost
December 2015

List of Appendices

APPENDIX A.

Charge Letter from the Executive Vice Chancellor at UCLA

UCLA *Office of the Executive Vice Chancellor and Provost*

January 13, 2015

Professor Sylvia Hurtado
Dean Victoria Sork

Dear Sylvia and Victoria:

As you know, we are renewing our commitment to improving student academic success, reducing time to degree and increasing graduation rates at UCLA. The classroom experience is at the heart of this endeavor, so it is essential that we carefully examine the classroom environment and disparities between URM and non-URM students in academic attainment and a sense of belonging. All instructors have a responsibility to establish a positive climate for diversity and demonstrate sensitivity to the diverse backgrounds of our student body.

Effective faculty, who successfully help students achieve success and acquire essential skills for the 21st century, make use of evidence-based pedagogical practice to create conditions of an inclusive classroom. As Sylvia has written, diversity is in "who we teach (student identities), who teaches (instructor identities), what is taught (content), and how it is taught (pedagogies/teaching methods)." The Division of Life Sciences has been a campus leader in attending to these issues.

So that UCLA can further benefit from your knowledge and experience, I would like you to lead a process of assessing campus needs related to improving the classroom climate. More specifically, please provide a proposal and recommendations based on:

1. Identifying current faculty and graduate student training or development efforts ongoing across campus, as well as those in effect elsewhere.
2. Consultation with others across campus about programs and best practices that show promise of advancing diverse students through their course of study.
3. Ascertaining and analyzing the "bottleneck" courses that produce the most difficulty for student success, and/or disparities in progress, in order to identify the interventions needed (e.g., faculty training or student support).
4. Analyzing data on bottleneck courses in terms of who teaches them, their grading policies, and nature of discussion sections.

Your project has my complete support and I will ask key deans and vice provosts, as well as the office of Academic Budget and Planning, to cooperate with your efforts as you identify areas where their support will be critical.

Assuming that you have access to the necessary data to complete a report this quarter, please share a preliminary draft of your recommendations by mid-March for our discussion. Your draft should include options for improving faculty development in the areas of inclusive education and teaching in a diverse learning environment. Ideally, you will be able to submit a final report and recommendations in April 2015.

Thank you for agreeing to work on this important imitative. I look forward to your proposal.

Sincerely,

Scott L. Waugh
Executive Vice Chancellor and Provost

cc: Associate Vice Chancellor Glyn Davies
Dean Vijay Dhir
Dean Alessandro Duranti
Dean and Vice Provost Robin Garrell
Vice Chancellor Carole Goldberg
Senior Dean Joseph Rudnick
Dean David Schaberg
Dean and Vice Provost Patricia Turner

APPENDIX B.

Distribution of Course Offering No-Pass Rates and Time-to-Degree Regression Models

Prepared by:

Kelly Wahl

Statistical Analysis - Office of Academic Planning and Budget

With support from:

Erin R. Sanders and Tracy Teel

Center for Education Innovation & Learning in the Sciences

Overview

Exploratory data visualization techniques were used to investigate student success patterns for the 2012-2013 and 2013-2014 academic years. Large course offering no-pass rates were plotted by the number of overall course offerings (expressed as a percentage) for this period, and the data were disaggregated to compare student populations. This analysis revealed apparent disparities by underrepresented minority (URM) status, Pell Grant recipient status, and gender. Results suggest that certain groups of students are experiencing disproportionately high fail rates (i.e., those greater than or equal to 5%). These findings provided a foundation for further exploration and data analysis. Multivariate linear regression models associated time-to-degree to students' academic performance and their frequency of course retakes. Time-to-degree analyses of freshmen and transfers completing in 2012-13 and 2013-14 suggest that the strongest predictors were academic performance (GPA) and course retakes, followed by student demographics and academic program descriptors (i.e., academic discipline and number of majors completed).

Distribution of Course Offering No-Pass Rates Data Analysis

The institutional data used in this analysis included undergraduate course offering information for the 2012-2013 and 2013-2014 academic years. These data were used to generate a summary statistic representing the percentage of failing students at the course offering level. Throughout this report, this composite variable is referred to as the course *no-pass (NP) rate*. It is defined as the sum of students receiving final course grades of D, F, NP (no pass), and U (unsatisfactory) divided by the overall number of students awarded traditional grades (A+ through F), P/NP (pass/no pass), S/U (satisfactory/unsatisfactory), I, R, DR, L, or NR, at the course offering level. For the purposes of this study, courses that were primarily offered on a P/NP or S/U basis were excluded. The grade options W (withdrawal) and IP (in progress) were not considered in this or any other analyses. There were 2,964 course offerings that enrolled 50 or more students and met these criteria.

As one goal of the analysis was to explore disparities in academic outcomes for certain demographic categories of students (focal groups), student background characteristics were used to disaggregate course offering no-pass rates. Course performance of the following populations was then compared using data visualization: underrepresented minority students (URMs) and their non-underrepresented peers[1] (non-URMs), males and females, and Pell Grant recipients, as defined by receipt of a federal Pell Grant during the term of the course offering, and non-Pell Grant recipients. In this study, receipt of a Pell Grant is used as a proxy for low socioeconomic status (SES). The student information system data collected and analyzed for these studies describe entire populations, with no sampling processes employed. As a consequence, significance tests comparing subgroups were not performed, “since the probability relation of a sample and a population is by definition unity when they are the same” (Morrison and Henkel, 1970, p. 189; Cowger, 1984 and 1985).

Using data visualization software (©Tableau Software), a series of two-dimensional graphs were created by plotting course no-pass (NP) rates against the overall number of applicable course offerings. Only courses with at least 5 students of a particular sub-group (i.e., URM, females, Pell Grant recipients) were included; this explains the variation in numbers of course offerings across the analyses. Disaggregated student data in Figures B-2, B-3, and B-4 are shown as overlapping areas, each with its area assigned a contrasting transparent color. The X-axis values depict the overall percentages of students in a given course receiving NP grades, expressed in one-percent intervals. Percentages along the Y-axis represent relative quantities of courses by their respective NP rates. To create the graphs, the course NP rates for each disaggregated student group first were rounded and then the numbers of offerings for each rounded value were calculated, generating smooth graphs.

One factor to consider when interpreting the graphs’ relationships to their underlying populations and the impact of different variables on fail rates is the magnitude of these populations. For example, the reason for the dips that make the graphs appear to misalign is the differential size of the two groups being graphed. A fail rate of 1% for a group suggests that with 100 members of that group present, 1 failed. Thus, for the Pell Grant recipient and URM student groups, there would be relatively few sections having that fail rate or lower (but still above zero), in light of how rare it would be to get such a large gathering of such a small group (e.g., 100 URM students) as part of a single offering.

[1] Underrepresented minority students (URMs) include Black/African American, Hispanic, and Native American/Alaska Native students. Non-URMs include students who reported their race/ethnicity to the UCLA Registrar as White/Caucasian, Asian/Asian American, Pacific Islander, other, and no response.

Summary of Findings from Course Offering No-Pass Rates Data Analysis

Figures B-1 through B-4 each show a “spike” at the far left of the X-axis that represents a high percentage of total course offerings with NP rates at or below 1%. The shared area trailing to the right depicts an overall decline in the proportion of courses with increasingly higher overall course NP rates. The area to the right of the 5% NP rate marker represents the 34.2% of all large UCLA course offerings in which 5% or more students receive failing grades.

Figures B-2, B-3, and B-4 offer visual depictions of academic outcomes among various groups of students. The differences between focal and comparison groups are evident in Figures B-2 and B-4 where it is apparent that URMs and Pell Grant recipients were more likely to experience a higher NP rate for a greater percentage of courses. Specifically, 43.9% of the course offerings had a NP rate for URMs of 5% or higher, and 42.5% of course offerings had a NP rate for Pell Grant recipients of 5% or higher, in comparison to 29.4% for non-URMs and 29.3% for non-Pell Grant recipients, respectively.

Time-to-Degree Regression Models Data Analysis

The time-to-degree data calculated for this analysis were based on all degree earning undergraduates who entered the institution subsequent to fall 1998 and who completed their Bachelor’s degree during 2012-13 and 2013-14. Elapsed regular session terms were used – counting students’ matriculation through completion – for the time-to-degree statistic, which was the response variable for these analyses. Separate models were built for freshman entrants (n=8,662) and for transfer entrants (n=6,058), and the following variables were included the models:

- UC GPA, calculated to summarize the entire undergraduate career of the student; for freshmen, this averaged 3.32, and for transfers, this averaged 3.31
- Count of courses retaken during undergraduate study; for freshmen, this averaged 0.52, and for transfers, this averaged 0.32
- Count of separate major programs completed for degree (e.g., a double major would count as two); 7.2% of freshmen and 2.4% of transfers completed two or more programs
- Whether the student completed majors in Engineering and Applied Science (HSSEAS) and the Physical Sciences division, compared to other major programs; 21% of freshman completed degrees in these fields, compared to 18% of transfers
- URM status; 21% of both freshmen and transfers were URM
- Pell Grant recipient status (defined as the student ever receiving a federal Pell Grant during his or her studies); 38% of freshmen and 52% of transfers received Pell Grants

The models were built using a stepwise method, the academic performance (i.e., GPA and retaken course count) and major program variables entering in the first block, with the demographic variables entering in a second block.

Summary of Findings from Time-to-Degree Regression Models Data Analysis

Tables B-5a and B-6a describe the regression models. Academic performance data, specifically UC GPA, was the best predictor for time-to-degree. When students completed with a lower GPA, their time-to-degree is predicted to be longer. Further, retaking a greater number of courses also predicts a longer time-to-degree. Academic programs requiring more coursework (i.e., those in HSSEAS) or more patterns of required course to be sequentially completed (i.e., those in the Physical Sciences) were associated with longer time-to-degree, although Life Sciences, which also has sequenced courses, was not significant in this model. A similar relationship was found for the completion of multiple majors. After the models accounted for this variance, the demographic characteristics entered the equations, such that URM status was associated with longer time-to-degree for transfer students and Pell Grant recipient status was associated with longer time-to-degree for all undergraduate degree completers.

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Figure and Table Index

Figures and Tables

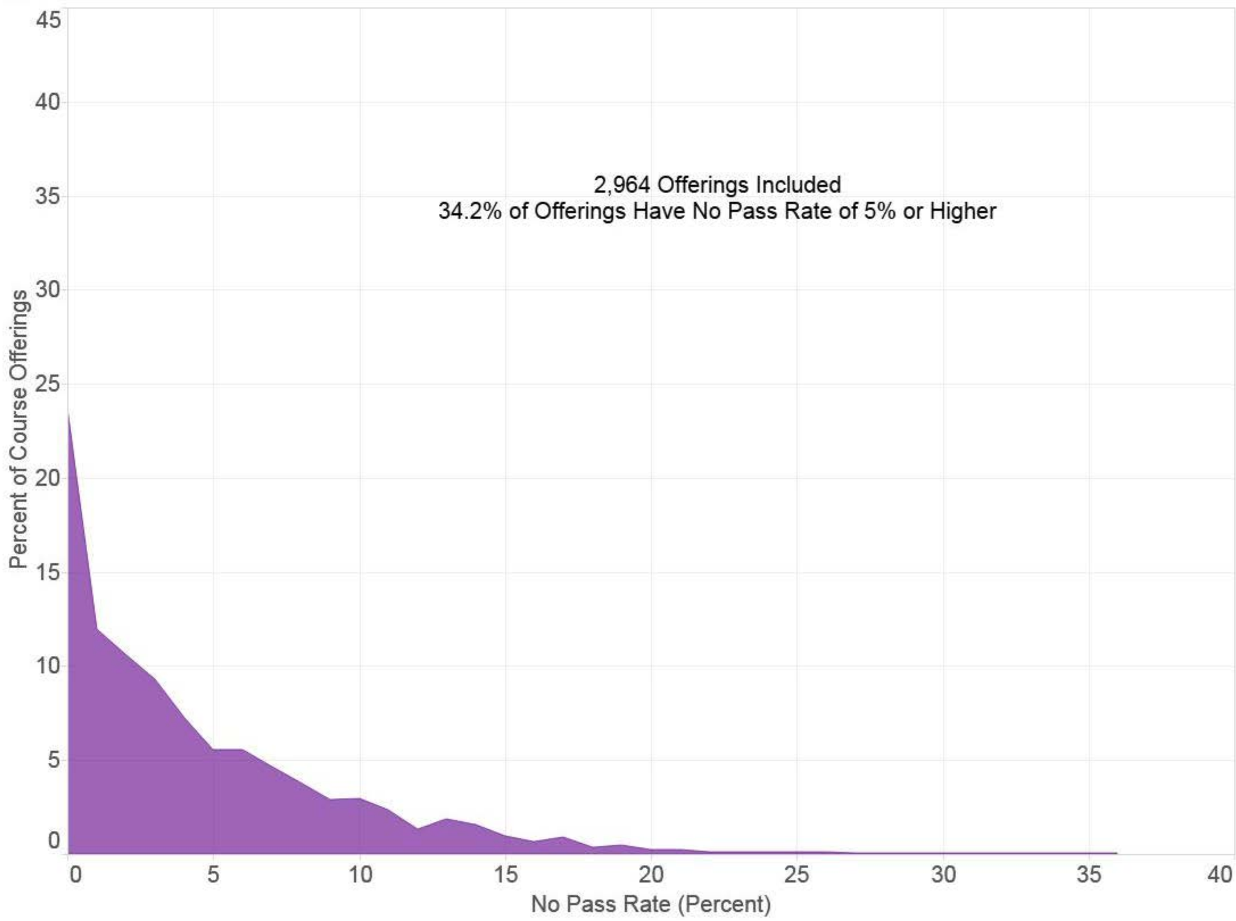

Figure B-1. Frequency distribution of large undergraduate course offerings (50 or more students) with their no-pass rates. The shaded area plots the proportional quantities of total course offerings (N=2,964) by ascending percentages of students receiving no-pass grades in those course offerings. More than one-third of large course offerings (34.2%) have no-pass rates of 5% or greater.

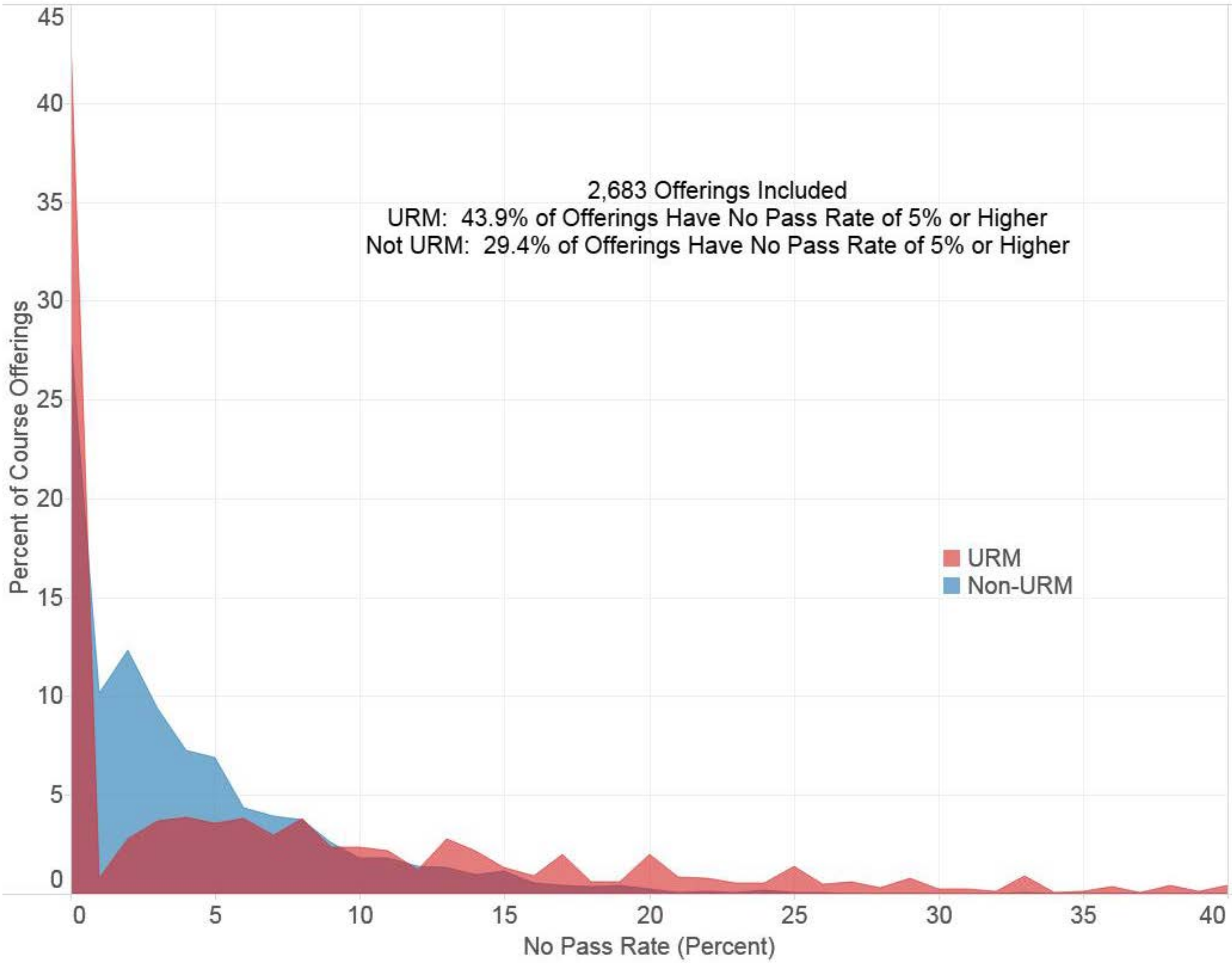

Figure B-2. Frequency distribution of undergraduate course offerings with their no-pass rates, with course offering data disaggregated by underrepresented minority (URM) status. The URM no-pass rate was at or above 5% for more course offerings than the non-URM no-pass rate.

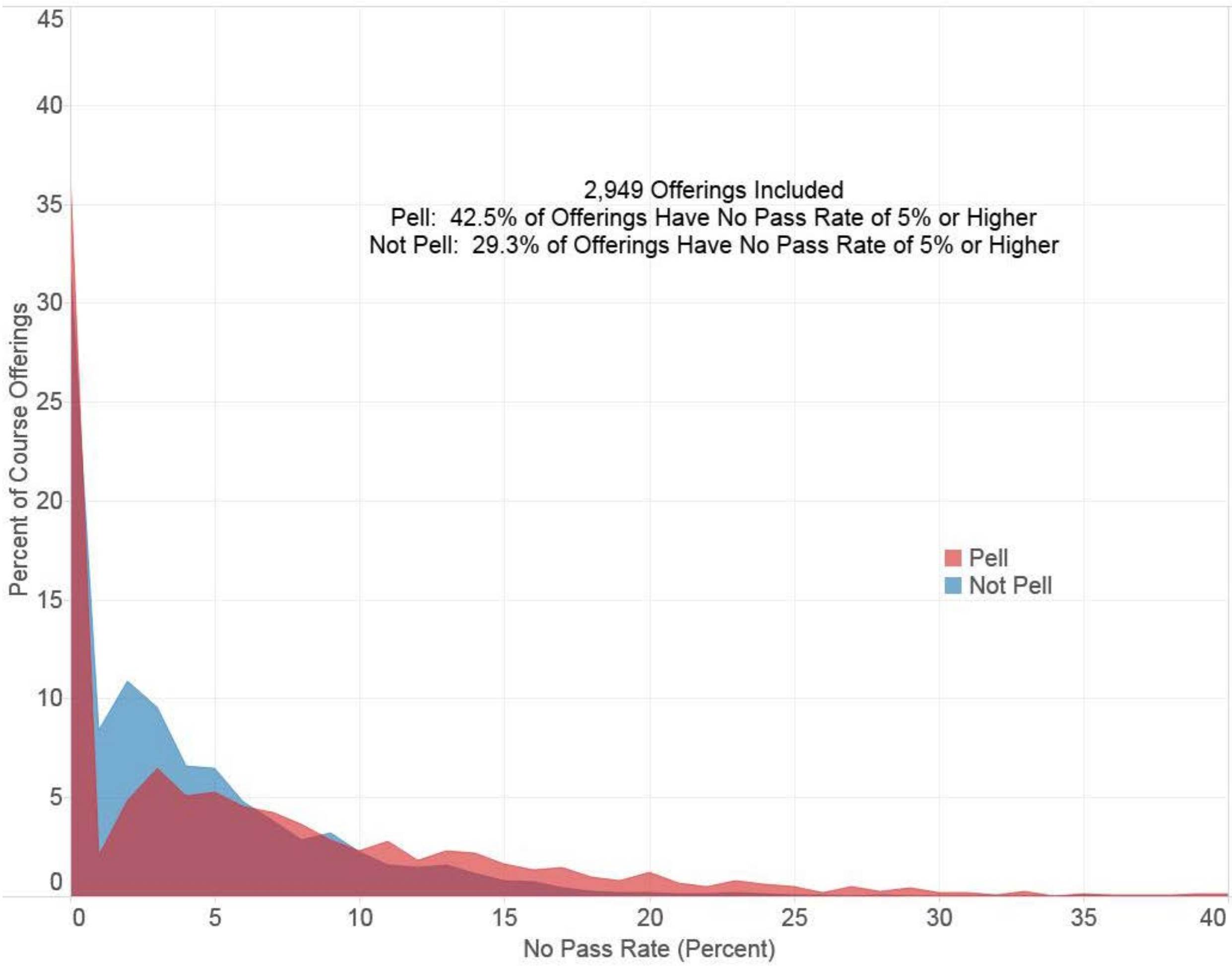

Figure B-3. Frequency distribution of undergraduate course offerings with no-pass rates, with course offering data disaggregated by Pell Grant recipient status. The no-pass rate for students receiving Pell Grants was at or above 5% for more course offerings than the no-pass rate for students not receiving Pell Grants.

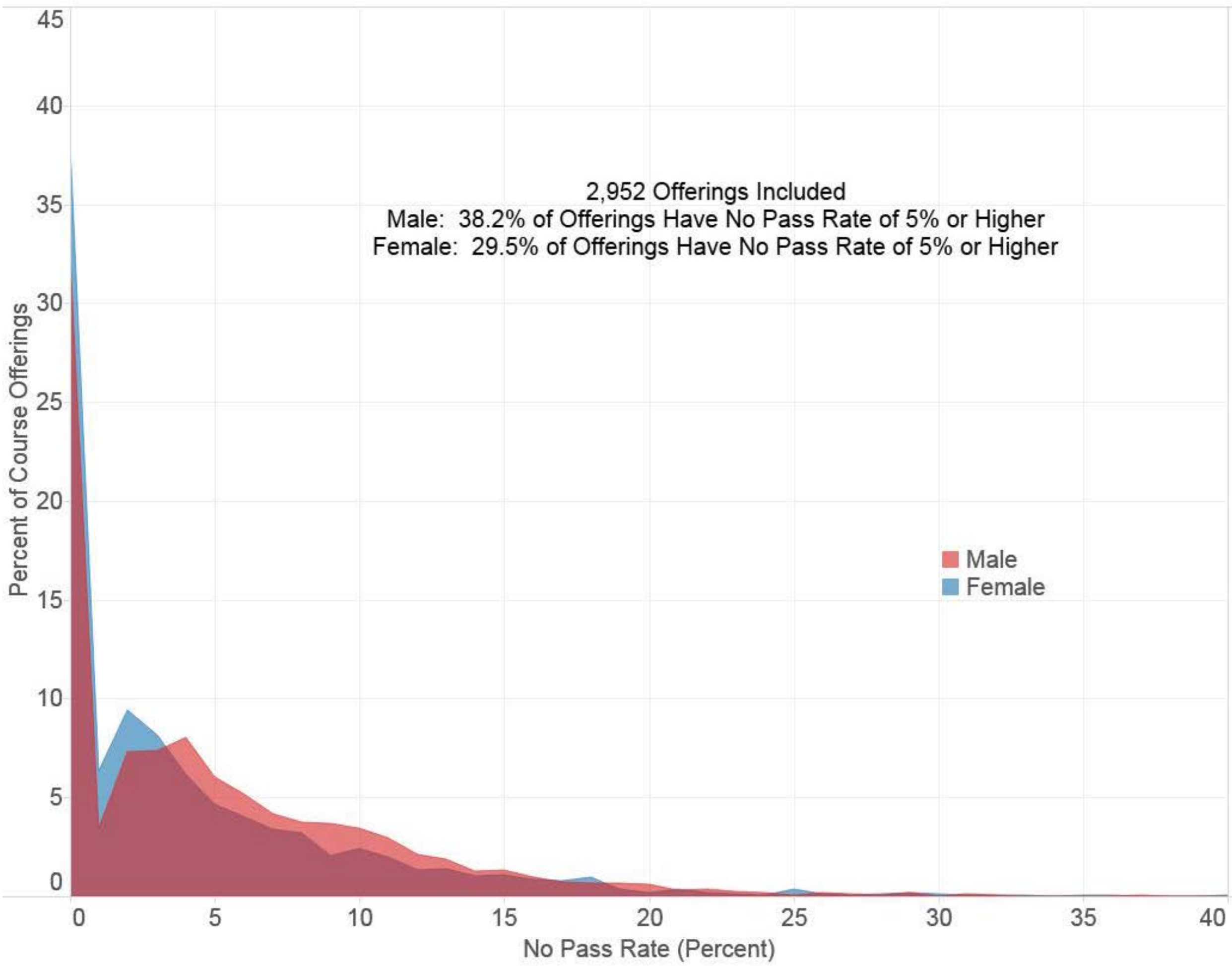

Figure B-4. Frequency distribution of undergraduate course offerings with no-pass rates, with course offering data disaggregated by gender. The male no-pass rate was at or above 5% for more course offerings than the female no-pass rate.

Table B-1a.
Linear Regression Model for ***Freshman*** *Time-to-Degree*
Dependent Variable: Elapsed Regular Session Terms as Time to Degree

Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Step 1		--	--	--	0.36	0.13	--
	(Constant)	20.95	0.23	--	--	--	--
	Cumulative UC GPA	-2.53	0.07	-0.36 ***	--	--	--
Step 2		--	--	--	0.37	0.14	0.004
	(Constant)	19.84	0.29	--	--	--	--
	Cumulative UC GPA	-2.23	0.08	-0.32 ***	--	--	--
	Count of Retakes and Repeats	0.22	0.03	0.08 ***	--	--	--
Step 3		--	--	--	0.37	0.14	0.001
	(Constant)	19.63	0.30	--	--	--	--
	Cumulative UC GPA	-2.25	0.08	-0.32 ***	--	--	--
	Count of Retakes and Repeats	0.22	0.03	0.08 ***	--	--	--
	Count of Majors Completed	0.26	0.11	0.02 *	--	--	--
Step 4		--	--	--	0.37	0.14	0.001
	(Constant)	19.57	0.30	--	--	--	--
	Cumulative UC GPA	-2.24	0.08	-0.32 ***	--	--	--
	Count of Retakes and Repeats	0.22	0.03	0.08 ***	--	--	--
	Count of Majors Completed	0.27	0.11	0.03 *	--	--	--
	Completed HSSEAS or Physical Sciences Degree	0.17	0.07	0.02 *	--	--	--
Step 5		--	--	--	0.37	0.14	0.002
	(Constant)	19.29	0.31	--	--	--	--
	Cumulative UC GPA	-2.18	0.08	-0.31 ***	--	--	--
	Count of Retakes and Repeats	0.21	0.03	0.08 ***	--	--	--
	Count of Majors Completed	0.24	0.11	0.02 *	--	--	--
	Completed HSSEAS or Physical Sciences Degree	0.20	0.07	0.03 **	--	--	--
	Pell Grant Recipient Status	0.26	0.06	0.04 ***	--	--	--

N=8,662
Significance: * p < .05, ** p < .01, *** p < .001

Table B-1b

Components of Linear Regression Model for ***Freshman Students***

Variables	*Mean*	*SD*	*N*
Time to Degree in Elapsed Terms	12.56	2.79	8,662
Cumulative UC GPA	3.32	0.40	
Count of Retakes and Repeats	0.52	0.99	
Completed HSSEAS or Physical Sciences Degree	0.21	0.41	
Count of Majors Completed	1.07	0.26	
Pell Grant Recipient Status	0.38	0.49	
URM Status	0.21	0.40	

Note: Completed HSSEAS or Physical Sciences Degree, Pell Grant Recipient Status, and URM Status were coded 1 if the characteristic was present and coded 0 if the characteristic was not present; thus, these means indicate the percentage of cases having these characteristics.

Table B-2a

*Linear Regression Model for **Transfer** Time-to-Degree*

Dependent Variable: Elapsed Regular Session Terms as Time to Degree

Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Step 1		--	--	--	0.29	0.09	--
	(Constant)	14.18	0.30	--	--	--	--
	Cumulative UC GPA	-2.11	0.09	-0.29 ***	--	--	--
Step 2		--	--	--	0.33	0.11	0.025
	(Constant)	12.06	0.33	--	--	--	--
	Cumulative UC GPA	-1.54	0.10	-0.21 ***	--	--	--
	Count of Retakes and Repeats	0.74	0.06	0.18 ***	--	--	--
Step 3		--	--	--	0.34	0.11	0.003
	(Constant)	11.10	0.41	--	--	--	--
	Cumulative UC GPA	-1.56	0.10	-0.21 ***	--	--	--
	Count of Retakes and Repeats	0.74	0.06	0.18 ***	--	--	--
	Count of Majors Completed	1.00	0.24	0.05 ***	--	--	--
Step 4		--	--	--	0.34	0.11	0.002
	(Constant)	10.94	0.41	--	--	--	--
	Cumulative UC GPA	-1.52	0.10	-0.21 ***	--	--	--
	Count of Retakes and Repeats	0.71	0.06	0.17 ***	--	--	--
	Count of Majors Completed	0.99	0.24	0.05 ***	--	--	--
	Completed HSSEAS or Physical Sciences Degree	0.33	0.10	0.04 ***	--	--	--
Step 5		--	--	--	0.35	0.12	0.010
	(Constant)	10.71	0.41	--	--	--	--
	Cumulative UC GPA	-1.52	0.10	-0.21 ***	--	--	--
	Count of Retakes and Repeats	0.70	0.06	0.17 ***	--	--	--
	Count of Majors Completed	0.91	0.24	0.05 ***	--	--	--
	Completed HSSEAS or Physical Sciences Degree	0.33	0.10	0.04 ***	--	--	--
	Pell Grant Recipient Status	0.62	0.07	0.10 ***	--	--	--
Step 6		--	--	--	0.36	0.13	0.002
	(Constant)	10.62	0.41	--	--	--	--
	Cumulative UC GPA	-1.50	0.10	-0.21 ***	--	--	--
	Count of Retakes and Repeats	0.71	0.06	0.17 ***	--	--	--
	Count of Majors Completed	0.85	0.24	0.04 ***	--	--	--
	Completed HSSEAS or Physical Sciences Degree	0.38	0.10	0.05 ***	--	--	--
	Pell Grant Recipient Status	0.57	0.07	0.09 ***	--	--	--
	URM Status	0.38	0.09	0.05 ***	--	--	--

N=6,058

Significance: * p < .05, ** p < .01, *** p < .001

Table B-2b

Components of Linear Regression Model for ***Transfer Students***

Variables	*Mean*	*SD*	*N*
Time to Degree in Elapsed Terms	7.21	3.06	6,058
Cumulative UC GPA	3.31	0.42	
Count of Retakes and Repeats	0.32	0.73	
Completed HSSEAS or Physical Sciences Degree	0.18	0.38	
Count of Majors Completed	1.02	0.15	
Pell Grant Recipient Status	0.52	0.50	
URM Status	0.21	0.40	

Note: Completed HSSEAS or Physical Sciences Degree, Pell Grant Recipient Status, and URM Status were coded 1 if the characteristic was present and coded 0 if the characteristic was not present; thus, these means indicate the percentage of cases having these characteristics.

APPENDIX C.

Linear Regression Modeling: Course No-Pass Rates

Prepared by:

Kelly Wahl

Statistical Analysis - Office of Academic Planning and Budget

With support from:

Erin R. Sanders and Tracy Teel

Center for Education Innovation & Learning in the Sciences

Overview

Given that our overall analyses revealed variation across campus in no-pass (NP) rates, our next step was to examine the structural characteristics associated with course offering NP rates among student groups. Statistical models were developed to explore interrelationships among course characteristics, their contributions to overall course offering NP rates, and other factors. In this appendix, we present a long series of linear regression models testing the association of factors with overall course offering NP rates and with NP rates of demographic groups of interest. The first factor that emerges is the performance of all other students. In other words, courses with overall high NP rates also have high NP rates for focal student groups, which would suggest that any improvements in the course may improve the success of all students. We also examined other factors such as academic discipline of course, secondary section size, and status of course instructor. Additional separate models were created for the academic disciplines and for each demographic subgroup of interest: URM/non-URM students, males/females, and Pell recipients/non-Pell recipients.

Data Analysis

A series of linear regression models were created to describe the relationship of several course offering descriptors to the no-pass (NP) rates of course offerings that enrolled 50 or more students in the 2012-13 and 2013-14 academic years. Course offering NP rates were calculated both for all enrolled students and for particular demographic categories of students (focal groups), and were subjected to a log10 transformation to address issues with their distribution (skew and kurtosis). Any course offerings with an applicable NP rate of zero were excluded from the analysis.

A stepwise procedure was used to build each model, and the following variables were considered for inclusion in all models created:

- whether the course offering had a regular rank faculty member among its instructors;
- the course offering size (as a percentage of the largest course offering in the dataset);
- whether the course was among the lower division or upper division offerings.

Other variables, such as a dummy coding of academic discipline of the offering and a calculation of the average secondary section (i.e., laboratory or discussion section) size, were used when applicable, and the model summaries below indicate when they are present in the analysis. One set of linear regression models was created to include midterm and final exam performance data collected by the departmental Course Data Questionnaire (**Appendix F**).

Table C-1a lists the divisions/schools included in the analysis, categorized into broader disciplinary areas. Models accounting for the variance in no-pass rates by demographic group included only offerings that enrolled five or more members of the focal group and five or more members of its complementary group. Accompanying each model (designated *a* in each set) is a mean table (designated *b*), which contains descriptive statistics for the population used in the model. For the cases included in the linear regression analysis, these statistics summarize the central tendencies of the variables.

Summary of Findings

The no-pass (NP) rates were best predicted when regression models used academic performance data, and specifically when the models regressed the NP rates of focal groups with their complements. The correlation was positive: when a focal group (e.g., URM students) had a high NP rate, its complement (e.g., non-URM students) demonstrated a high NP rate as well.

A considerably smaller amount of variance could be accounted for, generally, by the academic discipline of the course, the course level (i.e., lower or upper division course), the category of faculty teaching the course, the course offering size, or the secondary section size. While these characteristics loaded into selected models in a notably consistent manner, they did not build considerably on the amount of variance explained by the models with academic performance measures alone. Among the course grading data collected on the Course Data Questionnaire (**Appendix F**), the midterm scoring data had less explanatory power than the final examination percentiles.

Table Index

Tables

Table C-1a
List of Divisions/Schools by Broader Disciplinary Areas

Arts & Humanities
Arts and Architecture
Humanities
Theatre, Film, and Television
Engineering, Life & Physical Sciences
Engineering and Applied Science
Life Sciences (excluding Psychology, including MIMG)
Physical Sciences
Management, Social Sciences, & Other Disciplines
Education and Information Studies
Law
Life Sciences (Psychology only)
Management
Nursing
Public Affairs
Public Health
Social Sciences
UCLA International Institute
Undergraduate Education

Table C-1b
Legend for Variables Used in Linear Regression Models

Overall No-Pass Rate	The log10 transformation of the no-pass rate per offering (sum of D+, D, D-, F, NP, and U grades divided by the total number of grades awarded)
URM No-Pass Rate	The log10 transformation of the no-pass rate for URM students only per offering (sum of D+, D, D-, F, NP, and U grades divided by the total number of grades awarded)
Non-URM No-Pass Rate	The log10 transformation of the no-pass rate for non-URM students only per offering (sum of D+, D, D-, F, NP, and U grades divided by the total number of grades awarded)
Female No-Pass Rate	The log10 transformation of the no-pass rate for female students only per offering (sum of D+, D, D-, F, NP, and U grades divided by the total number of grades awarded)
Male No-Pass Rate	The log10 transformation of the no-pass rate for male students only per offering (sum of D+,

	D, D-, F, NP, and U grades divided by the total number of grades awarded)
Pell Recipient No-Pass Rate	The log10 transformation of the no-pass rate for Pell Grant recipients only (in the term of enrollment) per offering (sum of D+, D, D-, F, NP, and U grades divided by the total number of grades awarded)
Non-Pell Recipient No-Pass Rate	The log10 transformation of the no-pass rate for non-Pell Grant recipients only (in the term of enrollment) only per offering (sum of D+, D, D-, F, NP, and U grades divided by the total number of grades awarded)
Course in the Sciences	Discipline of the course subject is in the Basic Biomedical Sciences, Life Sciences, Physical Sciences, and Engineering and Applied Science
Course in the Social Sciences and Other Disc.	Discipline of the course subject is in all other areas of campus except Humanities, Arts and Architecture, and Theater, Film, and Television
Course Taught by Regular Rank Faculty	At least one of the course offering instructors is a regular rank faculty member (in any department)
Course Among Upper Division Offerings	Course number is between 100 and 199
Average Secondary Section Size	Average enrollment of all discussion/lab sections for the course offering divided by the largest average discussion/lab section size in the data set (105)
Course Offering Size	The enrollment of the course offering divided by the size of the largest course offering in the dataset (527)
Average Midterm Grade (Percentage)	Response to the survey item: "Grading information on first midterm: What was the number of points out of total points possible on this exam that corresponded to the mean score? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., mean was 50 out of 100 pts total)."
Average Final Exam Grade (Percentage)	Response to the survey item: "Grading information for final exam: What was the number of points out of total points possible on this exam that corresponded to the mean score? Again, please provide raw scores, not the percentage-adjusted or normalized score. (e.g., mean was 75 out of 100 pts total)."

Table C-2a

Linear Regression Model for Course Offerings with Secondary Sections
Dependent Variable: Overall No-Pass Rate

Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Step 1		--	--	--	0.19	0.04	--
	(Constant)	-1.46	0.01	--	--	--	--
	Course in the Sciences	0.15	0.02	0.19 ***	--	--	--
Step 2		--	--	--	0.20	0.04	0.005
	(Constant)	-1.50	0.02	--	--	--	--
	Course in the Sciences	0.20	0.02	0.25 ***	--	--	--
	Course in the Social Sciences and Other Disc.	0.08	0.03	0.09 **	--	--	--
Step 3		--	--	--	0.22	0.05	0.006
	(Constant)	-1.48	0.02	--	--	--	--
	Course in the Sciences	0.20	0.02	0.26 ***	--	--	--
	Course in the Social Sciences and Other Disc.	0.09	0.03	0.10 **	--	--	--
	Course Among Upper Division Offerings	-0.06	0.02	-0.08 **	--	--	--
Step 4		--	--	--	0.24	0.06	0.010
	(Constant)	-1.41	0.03	--	--	--	--
	Course in the Sciences	0.22	0.03	0.28 ***	--	--	--
	Course in the Social Sciences and Other Disc.	0.12	0.03	0.13 ***	--	--	--
	Course Among Upper Division Offerings	-0.10	0.02	-0.12 ***	--	--	--
	Course Offering Size	-0.26	0.06	-0.11 ***	--	--	--
Step 5		--	--	--	0.24	0.06	0.003
	(Constant)	-1.38	0.03	--	--	--	--
	Course in the Sciences	0.21	0.03	0.27 ***	--	--	--
	Course in the Social Sciences and Other Disc.	0.12	0.03	0.14 ***	--	--	--
	Course Among Upper Division Offerings	-0.09	0.02	-0.12 ***	--	--	--
	Course Offering Size	-0.27	0.06	-0.12 ***	--	--	--
	Course Taught by Regular Rank Faculty	-0.05	0.02	-0.06 *	--	--	--

N=1,758

Significance: * p < .05, ** p < .01, *** p < .001

Table C-2b

Components of Linear Regression Model

Variables	*Mean*	*SD*	*N*
Overall No-Pass Rate	-1.37	0.39	1,758
Course in the Sciences	0.55	0.50	
Course in the Social Sciences and Other Disc.	0.26	0.44	
Course Taught by Regular Rank Faculty	0.52	0.50	
Course Among Upper Division Offerings	0.41	0.49	
Average Secondary Section Size	0.25	0.12	
Course Offering Size	0.29	0.17	

Table C-3a

Linear Regression Model for Course Offerings without Secondary Sections
Dependent Variable: Overall No-Pass Rate

Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Step 1		--	--	--	0.21	0.05	--
	(Constant)	-1.65	0.04	--	--	--	--
	Course in the Social Sciences and Other Disc.	0.22	0.04	0.21 ***	--	--	--
Step 2		--	--	--	0.30	0.09	0.042
	(Constant)	-1.58	0.04	--	--	--	--
	Course in the Social Sciences and Other Disc.	0.23	0.04	0.23 ***	--	--	--
	Course Taught by Regular Rank Faculty	-0.16	0.03	-0.21 ***	--	--	--

N=518
Significance: * p < .05, ** p < .01, *** p < .001

Table C-3b

Components of Linear Regression Model

Variables	*Mean*	*SD*	*N*
Overall No-Pass Rate	-1.47	0.38	518
Course in the Sciences	0.05	0.23	
Course in the Social Sciences and Other Disc.	0.83	0.37	
Course Taught by Regular Rank Faculty	0.49	0.50	
Course Among Upper Division Offerings	0.89	0.32	
Average Secondary Section Size	0.00	0.00	
Course Offering Size	0.21	0.12	

Table C-4a

Linear Regression Model for Course Offerings with Secondary Sections
Dependent Variable: Overall No-Pass Rate
Predictors Include: Midterm Academic Performance
Predictors Exclude: Disciplinary Area

Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Step 1		--	--	--	0.16	0.03	--
	(Constant)	-0.92	0.13	--	--	--	--
	Average Midterm Grade (Percentage)	-0.53	0.18	-0.16 **	--	--	--
Step 2		--	--	--	0.21	0.05	0.020
	(Constant)	-0.87	0.13	--	--	--	--
	Average Midterm Grade (Percentage)	-0.54	0.18	-0.16 **	--	--	--
	Course Taught by Regular Rank Faculty	-0.11	0.04	-0.14 **	--	--	--
Step 3		--	--	--	0.24	0.06	0.014
	(Constant)	-1.02	0.15	--	--	--	--
	Average Midterm Grade (Percentage)	-0.48	0.18	-0.14 **	--	--	--
	Course Taught by Regular Rank Faculty	-0.11	0.04	-0.14 **	--	--	--
	Average Secondary Section Size	0.47	0.21	0.12 *	--	--	--

N=355

Significance: * p < .05, ** p < .01, *** p < .001

Table C-4b

Components of Linear Regression Model

Variables	*Mean*	*SD*	*N*
Overall No-Pass Rate	-1.30	0.38	355
Course Taught by Regular Rank Faculty	0.45	0.50	
Course Among Upper Division Offerings	0.39	0.49	
Average Secondary Section Size	0.24	0.10	
Course Offering Size	0.38	0.19	
Average Midterm Grade (Percentage)	0.72	0.11	

Table C-5a

Linear Regression Model for Course Offerings with Secondary Sections
Dependent Variable: Overall No-Pass Rate
Predictors Include: Final Examination Academic Performance
Predictors Exclude: Disciplinary Area

Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Step 1		--	--	--	0.29	0.09	--
	(Constant)	-0.56	0.13	--	--	--	--
	Average Final Exam Grade (Percentage)	-1.05	0.18	-0.29 ***	--	--	--
Step 2		--	--	--	0.32	0.10	0.015
	(Constant)	-0.50	0.13	--	--	--	--
	Average Final Exam Grade (Percentage)	-1.01	0.18	-0.28 ***	--	--	--
	Course Offering Size	-0.23	0.09	-0.12 *	--	--	--
Step 3		--	--	--	0.34	0.12	0.016
	(Constant)	-0.45	0.13	--	--	--	--
	Average Final Exam Grade (Percentage)	-0.98	0.18	-0.27 ***	--	--	--
	Course Offering Size	-0.29	0.10	-0.15 **	--	--	--
	Course Taught by Regular Rank Faculty	-0.11	0.04	-0.13 **	--	--	--

N=383
Significance: * p < .05, ** p < .01, *** p < .001

Table C-5b

Components of Linear Regression Model

Variables	*Mean*	*SD*	*N*
Overall No-Pass Rate	-1.31	0.40	383
Course Taught by Regular Rank Faculty	0.43	0.50	
Course Among Upper Division Offerings	0.37	0.48	
Average Secondary Section Size	0.24	0.09	
Course Offering Size	0.39	0.21	
Average Final Exam Grade (Percentage)	0.71	0.11	

Table C-6a

Linear Regression Models for Course Offerings with Secondary Sections Disaggregated by Discipline Dependent Variable: Overall No-Pass Rate

Disciplinary Area	Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Arts & Humanities[a]	Step 1		--	--	--	0.14	0.02	--
		(Constant)	-1.44	0.03	--	--	--	--
		Course Offering Size	-0.25	0.10	-0.14 *	--	--	--
	Step 2		--	--	--	0.19	0.04	0.019
		(Constant)	-1.39	0.04	--	--	--	--
		Course Offering Size	-0.32	0.11	-0.17 **	--	--	--
		Course Among Upper Division Offerings	-0.10	0.04	-0.14 *	--	--	--
Engineering Life & Physical Sciences[b]	Step 1		--	--	--	0.12	0.02	0.015
		(Constant)	-1.22	0.03	--	--	--	--
		Course Offering Size	-0.29	0.08	-0.12 ***	--	--	--
	Step 2		--	--	--	0.18	0.03	0.017
		(Constant)	-1.12	0.04	--	--	--	--
		Course Offering Size	-0.47	0.09	-0.20 ***	--	--	--
		Course Among Upper Division Offerings	-0.12	0.03	-0.15 ***	--	--	--
Management Social Sciences & Other Disciplines[c]	Step 1		--	--	--	0.22	0.05	0.047
		(Constant)	-1.30	0.03	--	--	--	--
		Course Taught by Regular Rank Faculty	-0.19	0.04	-0.22 ***	--	--	--
	Step 2		--	--	--	0.24	0.06	0.011
		(Constant)	-1.26	0.04	--	--	--	--
		Course Among Upper Division Offerings	-0.08	0.04	-0.11 *	--	--	--
		Course Taught by Regular Rank Faculty	-0.18	0.04	-0.21 ***	--	--	--
	Step 3		--	--	--	0.26	0.07	0.010
		(Constant)	-1.42	0.08	--	--	--	--
		Course Among Upper Division Offerings	-0.08	0.04	-0.10 *	--	--	--
		Course Taught by Regular Rank Faculty	-0.16	0.04	-0.19 ***	--	--	--
		Average Secondary Section Size	0.72	0.32	0.10 *	--	--	--

[a] *N*=323
[b] *N*=974
[c] *N*=461
Significance: * p < .05, ** p < .01, *** p < .001

Table C-6b

Components of Linear Regression Model

Disciplinary Area		*Mean*	*SD*	*N*
Arts & Humanities	Overall No-Pass Rate	-1.50	0.31	323
	Course in the Sciences	0.00	0.00	
	Course in the Social Sciences and Other Disc.	0.00	0.00	
	Course Taught by Regular Rank Faculty	0.55	0.50	
	Course Among Upper Division Offerings	0.30	0.46	
	Average Secondary Section Size	0.18	0.06	
	Course Offering Size	0.25	0.17	
Engineering, Life & Physical Sciences	Overall No-Pass Rate	-1.31	0.39	974
	Course in the Sciences	1.00	0.00	
	Course in the Social Sciences and Other Disc.	0.00	0.00	
	Course Taught by Regular Rank Faculty	0.44	0.50	
	Course Among Upper Division Offerings	0.41	0.49	
	Average Secondary Section Size	0.30	0.13	
	Course Offering Size	0.29	0.16	
Management, Social Sciences & Other Disciplines	Overall No-Pass Rate	-1.42	0.40	461
	Course in the Sciences	0.00	0.00	
	Course in the Social Sciences and Other Disc.	1.00	0.00	
	Course Taught by Regular Rank Faculty	0.68	0.47	
	Course Among Upper Division Offerings	0.48	0.50	
	Average Secondary Section Size	0.20	0.06	
	Course Offering Size	0.33	0.17	

Table C-7a

Linear Regression Model for Course Offerings without Secondary Sections Disaggregated by Discipline Dependent Variable: Overall No-Pass Rate

Disciplinary Area	Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Management Social Sciences & Other Disciplines[a]	Step 1		--	--	--	0.24	0.06	--
		(Constant)	-1.34	0.03	-- ***	--	--	--
		Course Taught by Regular Rank Faculty	-0.18	0.04	-0.24 ***	--	--	--
	Step 2		--	--	--	0.27	0.07	0.015
		(Constant)	-1.17	0.07	-- ***	--	--	--
		Course Taught by Regular Rank Faculty	-0.18	0.04	-0.24 ***	--	--	--
		Course Among Upper Division Offerings	-0.19	0.07	-0.12 **	--	--	--

Note: Course offerings without secondary sections and with overall no-pass rates > 0 in other disciplinary areas had population sizes (*N*) too small for separate disciplinary area modeling (each with *N* < 60).

[a] *N*=431

Significance: * p < .05, ** p < .01, *** p < .001

Table C-7b

Components of Linear Regression Model

Disciplinary Area		*Mean*	*SD*	*N*
Management, Social Sciences & Other Disciplines	Overall No-Pass Rate	-1.43	0.38	431
	Course in the Sciences	0.00	0.00	
	Course in the Social Sciences and Other Disc.	1.00	0.00	
	Course Taught by Regular Rank Faculty	0.50	0.50	
	Course Among Upper Division Offerings	0.93	0.26	
	Average Secondary Section Size	0.00	0.00	
	Course Offering Size	0.21	0.12	

Table C-8a

Linear Regression Models for Course Offerings with Secondary Sections Disaggregated by Discipline
Dependent Variable: URM No-Pass Rate
Predictors Include: Non-URM No-Pass Rate

Disciplinary Area	Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Arts & Humanities[a]	Step 1		--	--	--	0.24	0.06	--
		(Constant)	-1.05	0.04	--	--	--	--
		Course Offering Size	-0.42	0.11	-0.24 ***	--	--	--
	Step 2		--	--	--	0.34	0.12	0.060
		(Constant)	-0.81	0.07	--	--	--	--
		Course Offering Size	-0.43	0.11	-0.25 ***	--	--	--
		Non-URM No-Pass Rate	0.15	0.04	0.25 ***	--	--	--
	Step 3		--	--	--	0.38	0.14	0.024
		(Constant)	-0.76	0.08	--	--	--	--
		Course Offering Size	-0.51	0.11	-0.29 ***	--	--	--
		Non-URM No-Pass Rate	0.14	0.04	0.24 ***	--	--	--
		Course Among Upper Division Offerings	-0.12	0.05	-0.16 *	--	--	--
Engineering Life & Physical Sciences[b]	Step 1		--	--	--	0.58	0.33	--
		(Constant)	-0.29	0.04	--	--	--	--
		Non-URM No-Pass Rate	0.45	0.03	0.58 ***	--	--	--
	Step 2		--	--	--	0.59	0.35	0.021
		(Constant)	-0.21	0.04	--	--	--	--
		Course Offering Size	-0.30	0.07	-0.15 ***	--	--	--
		Non-URM No-Pass Rate	0.44	0.03	0.56 ***	--	--	--
	Step 3		--	--	--	0.60	0.36	0.004
		(Constant)	-0.17	0.04	--	--	--	--
		Course Offering Size	-0.36	0.07	-0.18 ***	--	--	--
		Non-URM No-Pass Rate	0.44	0.03	0.56 ***	--	--	--
		Course Among Upper Division Offerings	-0.05	0.03	-0.07 *	--	--	--
Management Social Sciences & Other Disciplines[c]	Step 1		--	--	--	0.57	0.33	--
		(Constant)	-0.52	0.05	--	--	--	--
		Non-URM No-Pass Rate	0.40	0.03	0.57 ***	--	--	--
	Step 2		--	--	--	0.60	0.36	0.031
		(Constant)	-0.45	0.05	--	--	--	--
		Non-URM No-Pass Rate	0.39	0.03	0.55 ***	--	--	--
		Course Taught by Regular Rank Faculty	-0.14	0.03	-0.18 ***	--	--	--

[a] *N*=223
[b] *N*=635
[c] *N*=362
Significance: * p < .05, ** p < .01, *** p < .001

Table C-8b

Components of Linear Regression Model

Disciplinary Area		*Mean*	*SD*	*N*
Arts & Humanities	URM No-Pass Rate	-1.17	0.30	223
	Course Taught by Regular Rank Faculty	0.59	0.49	
	Course Among Upper Division Offerings	0.24	0.43	
	Non-URM No-Pass Rate	-1.69	0.52	
	Average Secondary Section Size	0.18	0.06	
	Course Offering Size	0.27	0.18	
Engineering, Life & Physical Sciences	URM No-Pass Rate	-0.89	0.32	635
	Course Taught by Regular Rank Faculty	0.39	0.49	
	Course Among Upper Division Offerings	0.26	0.44	
	Non-URM No-Pass Rate	-1.34	0.42	
	Average Secondary Section Size	0.29	0.11	
	Course Offering Size	0.33	0.16	
Management, Social Sciences & Other Disciplines	URM No-Pass Rate	-1.12	0.38	362
	Course Taught by Regular Rank Faculty	0.65	0.48	
	Course Among Upper Division Offerings	0.44	0.50	
	Non-URM No-Pass Rate	-1.51	0.54	
	Average Secondary Section Size	0.20	0.06	
	Course Offering Size	0.34	0.17	

Table C-9a

Linear Regression Models for Course Offerings with Secondary Sections Disaggregated by Discipline
Dependent Variable: Female No-Pass Rate
Predictors Include: Male No-Pass Rate

Disciplinary Area	Model	Predictor Variables	*B*	*SE B*	*β*	*R*	R^2	ΔR^2
Arts & Humanities[a]	Step 1		--	--	--	0.33	0.11	--
		(Constant)	-1.34	0.03	--	--	--	--
		Course Offering Size	-0.58	0.10	-0.33 ***	--	--	--
	Step 2		--	--	--	0.44	0.19	0.084
		(Constant)	-1.05	0.06	--	--	--	--
		Course Offering Size	-0.59	0.10	-0.33 ***	--	--	--
		Male No-Pass Rate	0.19	0.04	0.29 ***	--	--	--
Engineering, Life & Physical Sciences[b]	Step 1		--	--	--	0.60	0.36	--
		(Constant)	-0.56	0.03	--	--	--	--
		Male No-Pass Rate	0.51	0.03	0.60 ***	--	--	--
	Step 2		--	--	--	0.62	0.38	0.026
		(Constant)	-0.47	0.04	--	--	--	--
		Course Offering Size	-0.37	0.07	-0.16 ***	--	--	--
		Male No-Pass Rate	0.49	0.03	0.57 ***	--	--	--
	Step 3		--	--	--	0.62	0.39	0.006
		(Constant)	-0.54	0.05	--	--	--	--
		Course Offering Size	-0.34	0.07	-0.15 ***	--	--	--
		Male No-Pass Rate	0.50	0.03	0.58 ***	--	--	--
		Average Secondary Section Size	0.23	0.09	0.08 **	--	--	--
Management Social Sciences & Other Disciplines[c]	Step 1		--	--	--	0.53	0.28	--
		(Constant)	-0.87	0.05	--	--	--	--
		Male No-Pass Rate	0.40	0.03	0.53 ***	--	--	--
	Step 2		--	--	--	0.56	0.31	0.028
		(Constant)	-0.81	0.05	--	--	--	--
		Male No-Pass Rate	0.39	0.03	0.51 ***	--	--	--
		Course Taught by Regular Rank Faculty	-0.14	0.03	-0.17 ***	--	--	--
	Step 3		--	--	--	0.57	0.32	0.010
		(Constant)	-0.96	0.08	--	--	--	--
		Male No-Pass Rate	0.38	0.03	0.50 ***	--	--	--
		Average Secondary Section Size	0.69	0.29	0.10 *	--	--	--
		Course Taught by Regular Rank Faculty	-0.12	0.04	-0.15 **	--	--	--
	Step 4		--	--	--	0.58	0.34	0.014
		(Constant)	-0.92	0.08	--	--	--	--
		Course Offering Size	-0.30	0.10	-0.13 **	--	--	--
		Male No-Pass Rate	0.39	0.03	0.52 ***	--	--	--
		Average Secondary Section Size	1.06	0.31	0.16 **	--	--	--
		Course Taught by Regular Rank Faculty	-0.12	0.04	-0.15 ***	--	--	--

[a] *N*=257
[b] *N*=769
[c] *N*=405
Significance: * p < .05, ** p < .01, *** p < .001

Table C-9b

Components of Linear Regression Model

Disciplinary Area		*Mean*	*SD*	*N*
Arts & Humanities	Female No-Pass Rate	-1.49	0.31	257
	Course Taught by Regular Rank Faculty	0.56	0.50	
	Course Among Upper Division Offerings	0.30	0.46	
	Male No-Pass Rate	-1.49	0.48	
	Average Secondary Section Size	0.19	0.06	
	Course Offering Size	0.27	0.18	
Engineering, Life & Physical Sciences	Female No-Pass Rate	-1.22	0.38	769
	Course Taught by Regular Rank Faculty	0.41	0.49	
	Course Among Upper Division Offerings	0.34	0.47	
	Male No-Pass Rate	-1.28	0.44	
	Average Secondary Section Size	0.30	0.12	
	Course Offering Size	0.32	0.17	
Management, Social Sciences & Other Disciplines	Female No-Pass Rate	-1.42	0.39	405
	Course Taught by Regular Rank Faculty	0.66	0.47	
	Course Among Upper Division Offerings	0.47	0.50	
	Male No-Pass Rate	-1.37	0.51	
	Average Secondary Section Size	0.20	0.06	
	Course Offering Size	0.34	0.17	

Table C-10a

Linear Regression Model for Course Offerings with Secondary Sections Disaggregated by Discipline
Dependent Variable: Pell Grant Recipient No-Pass Rate
Predictors Include: Non-Pell Grant Recipient No-Pass Rate

Disciplinary Area	Model	Predictor Variables	*B*	*SE B*	*β*		*R*	R^2	ΔR^2
Arts & Humanities[a]	Step 1		--	--	--		0.35	0.12	--
		(Constant)	-1.12	0.03	--		--	--	--
		Course Offering Size	-0.60	0.10	-0.35	***	--	--	--
	Step 2		--	--	--		0.44	0.19	0.070
		(Constant)	-0.86	0.06	--		--	--	--
		Course Offering Size	-0.61	0.10	-0.35	***	--	--	--
		Not Pell Recipient No-Pass Rate	0.15	0.03	0.26	***	--	--	--
	Step 3		--	--	--				
		(Constant)	-0.80	0.06	--		0.48	0.24	0.042
		Course Offering Size	-0.70	0.10	-0.41	***	--	--	--
		Not Pell Recipient No-Pass Rate	0.15	0.03	0.25	***	--	--	--
		Course Among Upper Division Offerings	-0.14	0.04	-0.21	***	--	--	--
Engineering Life & Physical Sciences[b]	Step 1		--	--	--		0.58	0.33	--
		(Constant)	-0.50	0.03	--		--	--	--
		Not Pell Recipient No-Pass Rate	0.40	0.02	0.58	***	--	--	--
	Step 2		--	--	--		0.59	0.35	0.014
		(Constant)	-0.43	0.03	--		--	--	--
		Course Offering Size	-0.25	0.06	-0.12	***	--	--	--
		Not Pell Recipient No-Pass Rate	0.39	0.02	0.56	***	--	--	--
	Step 3		--	--	--		0.61	0.37	0.023
		(Constant)	-0.34	0.04	--		--	--	--
		Course Offering Size	-0.44	0.07	-0.21	***	--	--	--
		Not Pell Recipient No-Pass Rate	0.38	0.02	0.56	***	--	--	--
		Course Among Upper Division Offerings	-0.13	0.02	-0.18	***	--	--	--
Management Social Sciences & Other Disciplines[c]	Step 1		--	--	--		0.61	0.37	--
		(Constant)	-0.58	0.04	--		--	--	--
		Not Pell Recipient No-Pass Rate	0.40	0.03	0.61	***	--	--	--

[a] *N*=259
[b] *N*=808
[c] *N*=406
Significance: * p < .05, ** p < .01, *** p < .001

Table C-10b

Components of Linear Regression Model

Disciplinary Area	Variables	*Mean*	*SD*	*N*
Arts & Humanities	Pell Recipient No-Pass Rate	-1.28	0.30	259
	Course Taught by Regular Rank Faculty	0.57	0.50	
	Course Among Upper Division Offerings	0.28	0.45	
	Not Pell Recipient No-Pass Rate	-1.69	0.52	
	Average Secondary Section Size	0.19	0.06	
	Course Offering Size	0.27	0.17	
Engineering, Life & Physical Sciences	Pell Recipient No-Pass Rate	-1.05	0.34	808
	Course Taught by Regular Rank Faculty	0.43	0.49	
	Course Among Upper Division Offerings	0.36	0.48	
	Not Pell Recipient No-Pass Rate	-1.40	0.50	
	Average Secondary Section Size	0.30	0.13	
	Course Offering Size	0.31	0.17	
Management, Social Sciences & Other Disciplines	Pell Recipient No-Pass Rate	-1.21	0.36	406
	Course Taught by Regular Rank Faculty	0.66	0.48	
	Course Among Upper Division Offerings	0.46	0.50	
	Not Pell Recipient No-Pass Rate	-1.56	0.55	
	Average Secondary Section Size	0.20	0.06	
	Course Offering Size	0.34	0.17	

APPENDIX D.

Course Offering Grading Distribution Cluster Analysis

Prepared by:

Kelly Wahl

Statistical Analysis - Office of Academic Planning and Budget

With support from:

Erin R. Sanders and Tracy Teel

Center for Education Innovation & Learning in the Sciences

Overview

A *k*-means cluster analysis (MacQueen, 1967) revealed contrasting patterns in the distribution of letter grades among students in large course offerings (i.e., those enrolling 50 or more students). These patterns were consistent with those predicted for criterion-referenced and norm-referenced grading systems (Brookhart, 2009; Hughes, Hurtado, and Eagan, 2014; Schinske and Tanner, 2014). Self-reported survey data were used to validate the assignment of certain grading patterns to these categories. Disparities in grade distributions by race/ethnicity and Pell Grant recipient status were detected in the analysis.

Data Analysis

Background

Initial review of course no-pass (NP) rates by student demographic groups generated interest in overall grading patterns per course offering. Given an identification of the structural and other course characteristics associated with no-pass rates, along with the suggestion that academic difficulty is a common experience of all demographic groups in some courses, the project team investigated whether patterns in course grading could help explain variance in no-pass rates among disciplines.

Cluster Analysis

A *k*-means cluster analysis (MacQueen, 1967) was executed using the 2012-2013 and 2013-2014 regular academic year undergraduate course data for large offerings of 50 or more students. Course offerings that evaluated students primarily on a pass/no-pass (P/NP) or satisfactory/unsatisfactory (S/U) basis were excluded from the analysis, which was based on the percentage of letter grades awarded in each course offering. All grades below passing (D+, D, D-, F, NP, and U) were assigned to the “Do Not Pass” grade category, and A+ and A grades combined for the A grade category. Other possible grade awards, such as I, R, P, and S, were excluded from the clustering. The initial solution yielded 10 clusters from the 2,882 course offerings included in the analysis. Two of the largest clusters were subjected to a subsequent cluster analysis and separated into 4 and 3 cluster solutions respectively, which led to the final set of 15 cluster groups reported below.

Because *k*-means clusters are described by distinct sets of statistical averages, the project team was able to explore patterns of grade distribution by cluster groups. The figures included in this appendix illustrate differences by cluster in how instructors allocate course letter grades to students.

Figure Interpretation

The columnar graphs depict only the letter grades that served as the basis for the cluster analysis, and thus a sum of the grade counts indicated at the top of each column does not equal the total number of enrollments in the cluster's course offerings. Each graph's column percentages will consequently not sum to 100%, as letter grade columns such as I, R, P, and S are not depicted. A count of course offerings by academic discipline was taken within each cluster, and the color-coded pie charts identify the prevalence of disciplines among the course offerings clustered.

Cross-tabulation of Self-Reported Survey Responses with Cluster Data

As shown in Table D-1, responses to an item on the Course Data Questionnaire (**Appendix F**; $N = 598$), which asked "How is the grade distribution determined for this course?", were associated with the membership of course offerings in particular grade distribution clusters. The degree of congruence between course offerings' grading cluster assignments and questionnaire responses varied across clusters, in part because the representation of course offerings among questionnaire responses was low (21% overall for the entire set of clusters). Nonetheless, definite trends in grading practices emerge at the boundaries of the 15-cluster group set. For instance, the grade distribution patterns for Clusters 1 through 6 suggest use of criterion-referenced grading, and consistent with this prediction, questionnaire respondents for course offerings associated with these six clusters disproportionately selected the "straight- or competency-based scale" option, as compared to the other two grading categories (see blue shading in Table D-1). On the other hand, norm-referenced grading, which would have been described by respondents as using a "curve" or, in some cases, an instructor-determined grade distribution, is found to have been disproportionately reported for course offerings in Clusters 12 through 15 (salmon shading in Table D-1). Those clusters in the middle of the set (e.g., Clusters 7 through 11; green shading) appear to encompass course offerings transitioning between criterion-referenced and norm-referenced grading systems.

References

Brookhart S. M. (2009) *Grading*, 2nd Ed. Pearson/Merrill/Prentice Hall, Upper Saddle River, NJ.

Hughes, B. E., Hurtado, S., & Eagan, M.E. (2014). Driving up or dialing down competition in introductory STEM Courses: Individual and classroom level factors. A paper presented at the Association of the Study of Higher Education, Washington, D.C.

MacQueen, J. B. (1967). Some Methods for Classification and Analysis of Multivariate Observations. *Proceedings of 5th Berkeley Symposium on Mathematical Statistics and Probability 1*. University of California Press. pp. 281–297. MR 0214227. Zbl 0214.46201. Retrieved 2009-04-07.

Schinske, J. and Tanner, K. (2014) Teaching More by Grading Less (or Differently). *CBE-Life Sciences Educ*. 13: 159-166.

Table and Figure Index

Table and Figures

Table D-1.
Data Validation for Grading Method Assignments to Grade Distribution Clusters

Cluster Group		No. Course Offerings Within Cluster Group	CDQ Q8: Grade Distribution: Curve, with predetermined percentage distributions	None of the above/Instructor determines grade distribution	Straight- or competency-based scale, with predetermined grade cutoffs	Total	% CDQ Responses / Total Course Offerings In Cluster Group
1	Count	117	0	0	10	10	9%
	% within cluster group		0.0%	0.0%	100.0%	100.0%	
2	Count	201	3	3	16	22	11%
	% within cluster group		13.6%	13.6%	72.7%	100.0%	
3	Count	289	8	7	31	46	16%
	% within cluster group		17.4%	15.2%	67.4%	100.0%	
4	Count	162	0	3	13	16	10%
	% within cluster group		0.0%	18.8%	81.3%	100.0%	
5	Count	437	13	20	40	73	17%
	% within cluster group		17.8%	27.4%	54.8%	100.0%	
6	Count	296	0	6	38	44	15%
	% within cluster group		0.0%	13.6%	86.4%	100.0%	
7	Count	93	2	2	12	16	17%
	% within cluster group		12.5%	12.5%	75.0%	100.0%	
8	Count	187	5	12	21	38	20%
	% within cluster group		13.2%	31.6%	55.3%	100.0%	
9	Count	174	9	8	22	39	22%
	% within cluster group		23.1%	20.5%	56.4%	100.0%	
10	Count	154	6	7	32	45	29%
	% within cluster group		13.3%	15.6%	71.1%	100.0%	
11	Count	218	13	23	25	61	28%
	% within cluster group		21.3%	37.7%	41.0%	100.0%	
12	Count	110	6	28	10	44	40%
	% within cluster group		13.6%	63.6%	22.7%	100.0%	
13	Count	175	23	26	16	65	37%
	% within cluster group		35.4%	40.0%	24.6%	100.0%	
14	Count	117	10	10	5	25	21%
	% within cluster group		40.0%	40.0%	20.0%	100.0%	
15	Count	152	30	10	14	54	36%
	% within cluster group		55.6%	18.5%	25.9%	100.0%	
All Clusters	Count	2882	128	165	305	598	21%
	% within overall distribution		21.4%	27.6%	51.0%	100.0%	

The highlighted cells coincide with answer choices for questionnaire item in which the response rate exceeded 20% within a given cluster group. The color scheme in the table is as follows:

- Blue suggests use of criterion-referenced grading system.
- Salmon suggests use of norm-referenced grading system.
- Green denotes cluster groups where grade distribution patterns observed in cluster analysis and self-reported grading systems are not congruent.

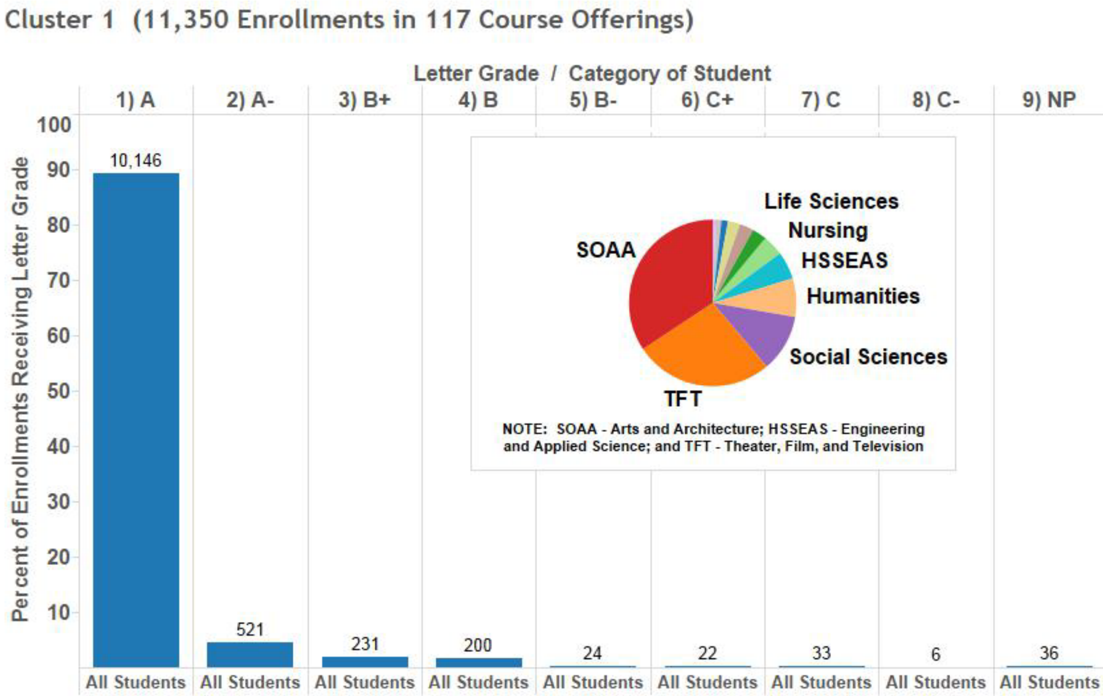

Figure D-1a. Cluster 1 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

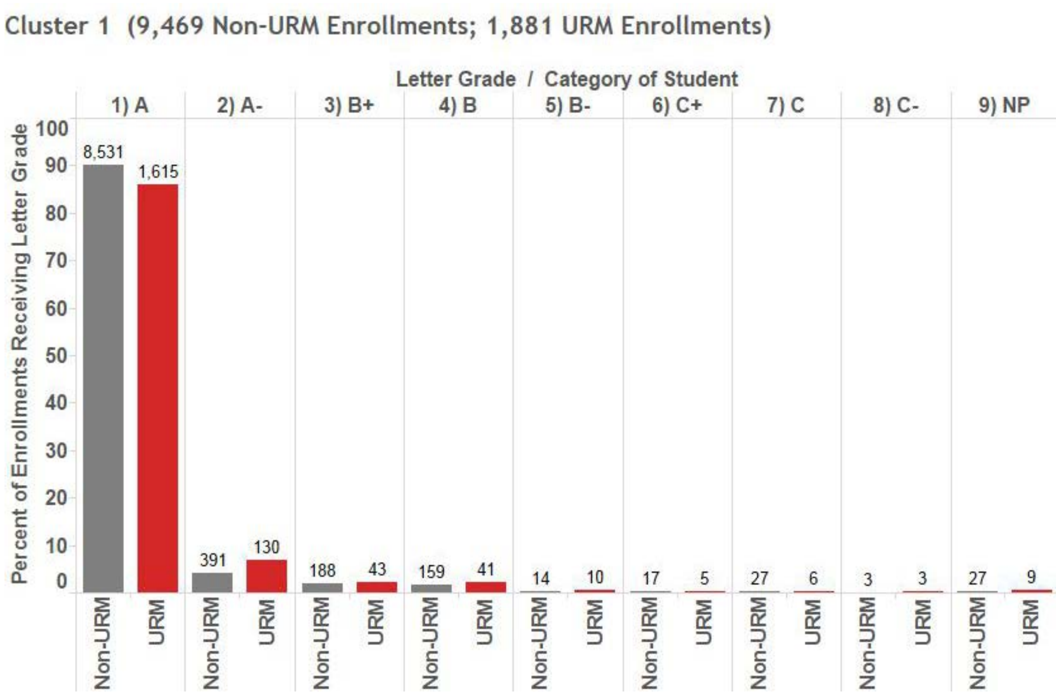

Figure D-1b. Cluster 1 course grade distribution, disaggregated by students' underrepresented minority (URM) status.

Cluster 1 (7,928 Not Pell Enrollments; 3,422 Pell Enrollments)

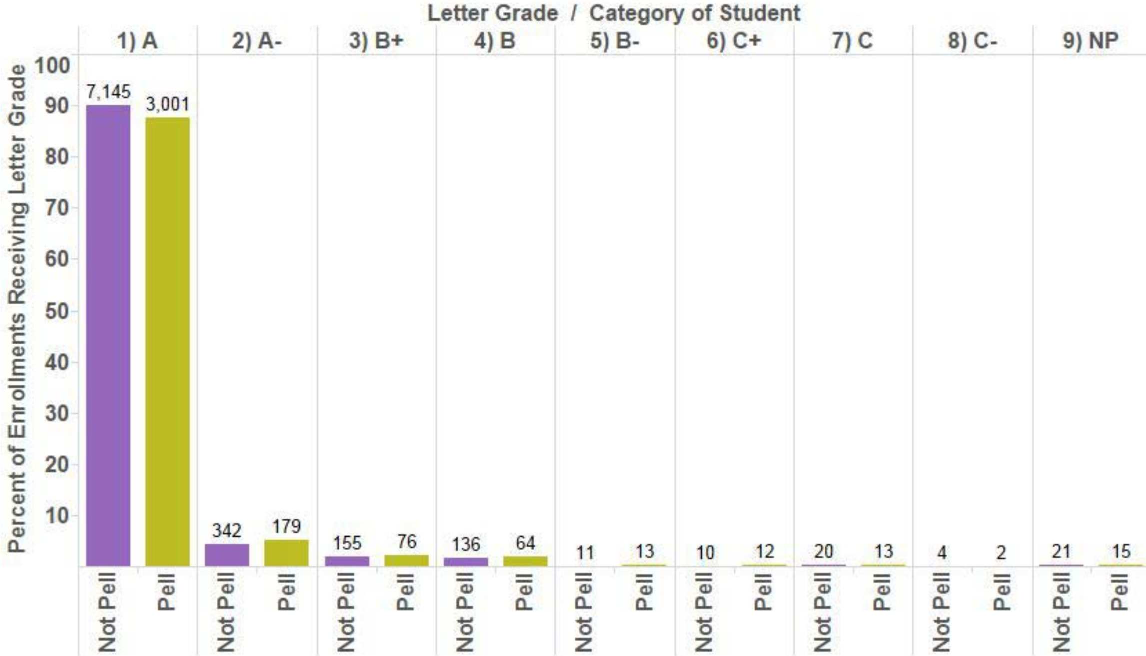

Figure D-1c. Undergraduate course grade distribution for Cluster 1, disaggregated by students' status as a Pell Grant recipient.

Cluster 1 (6,319 Female Enrollments; 5,031 Male Enrollments)

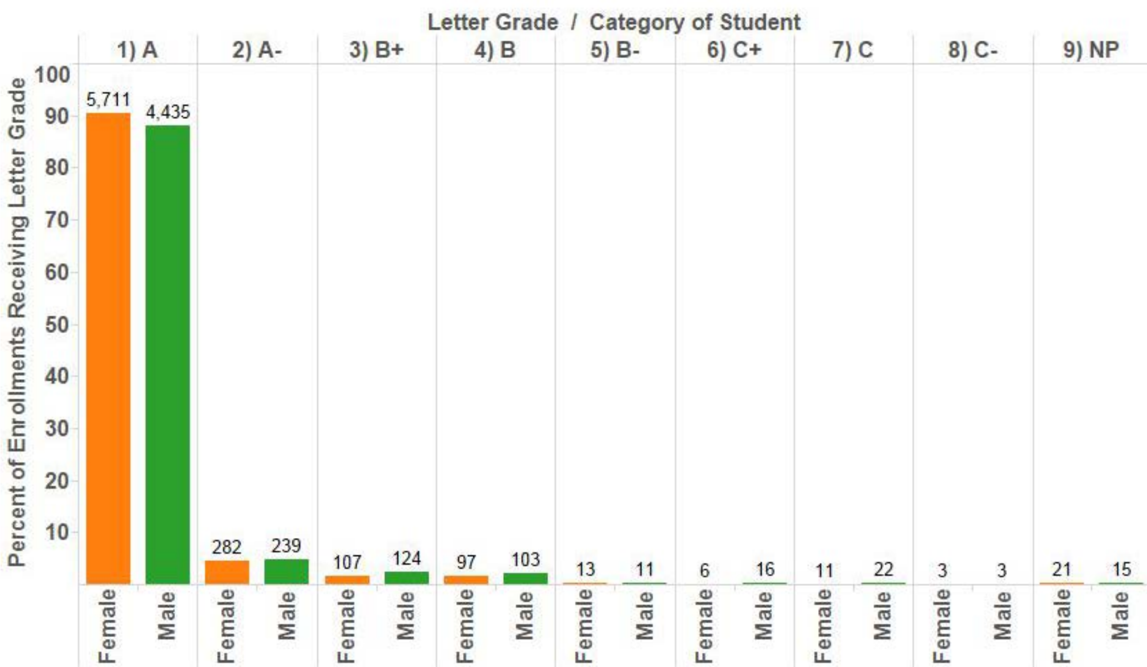

Figure D-1d. Undergraduate course grade distribution for Cluster 1, disaggregated by gender.

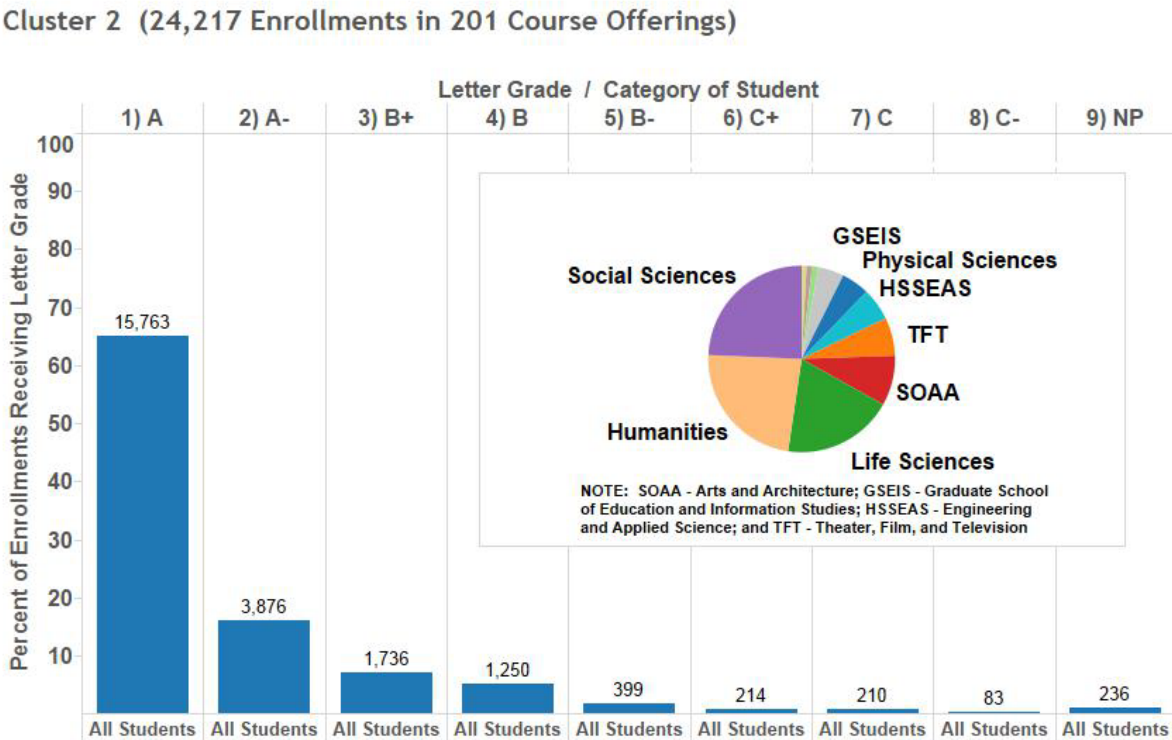

Figure D-2a. Cluster 2 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

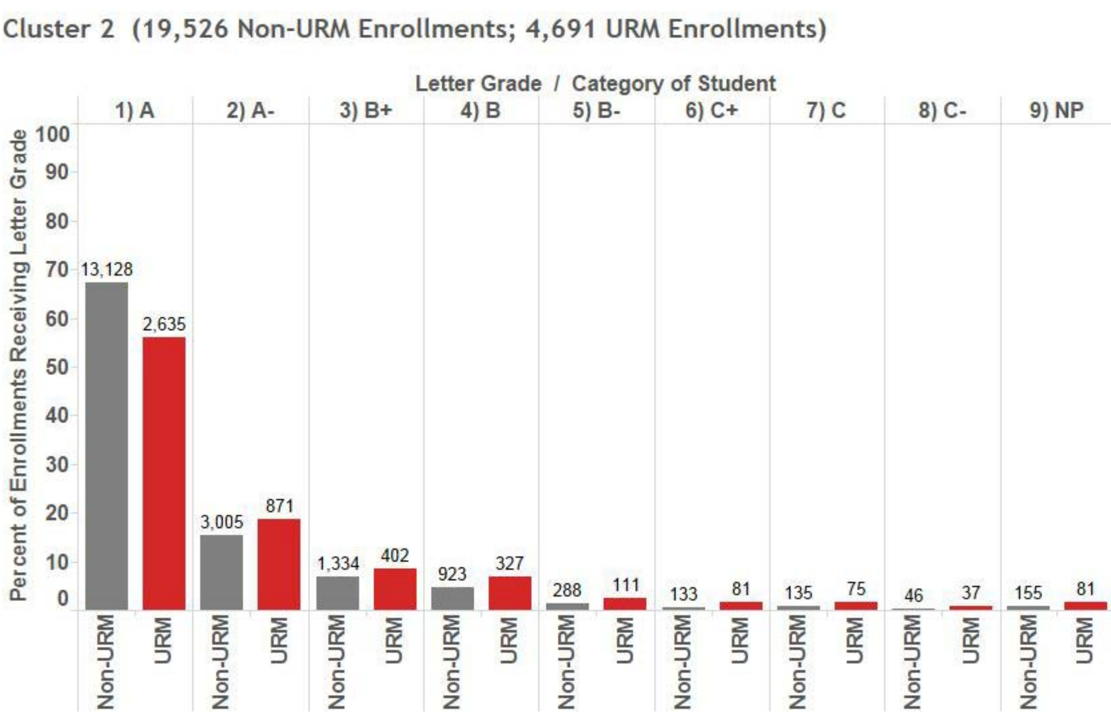

Figure D-2b. Undergraduate course grade distribution for Cluster 2, disaggregated by students' underrepresented minority (URM) status.

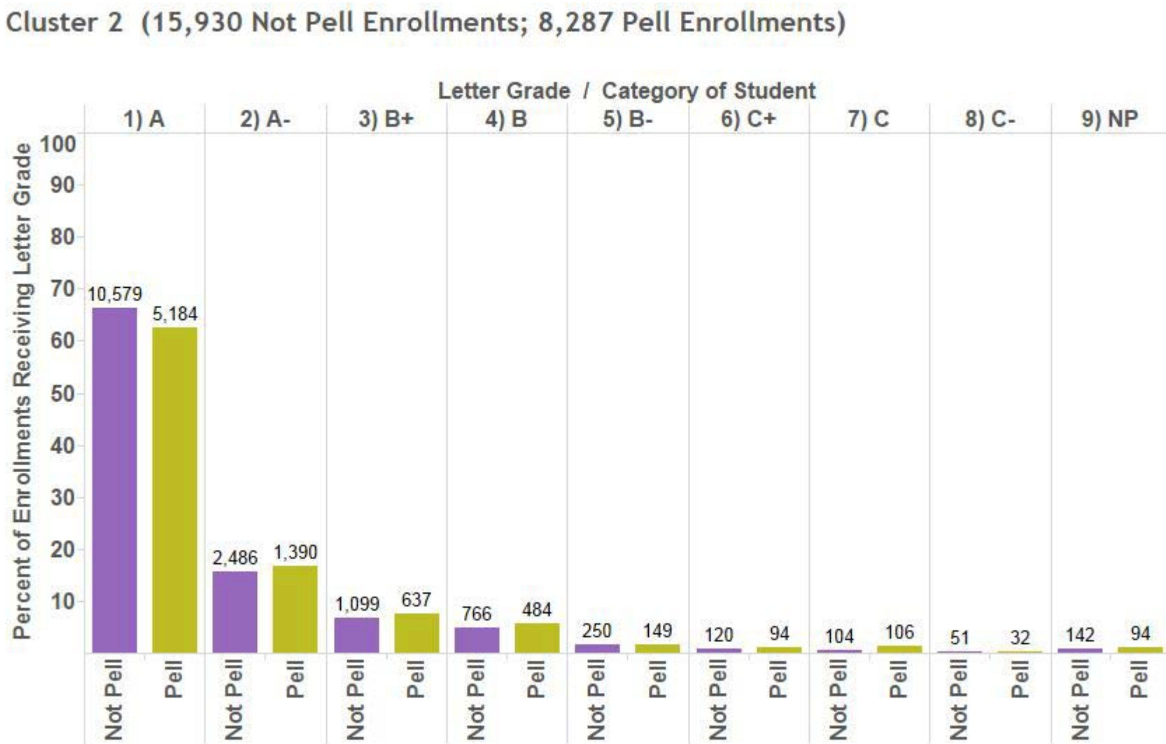

Figure D-2c. Undergraduate course grade distribution for Cluster 2, disaggregated by students' status as a Pell Grant recipient.

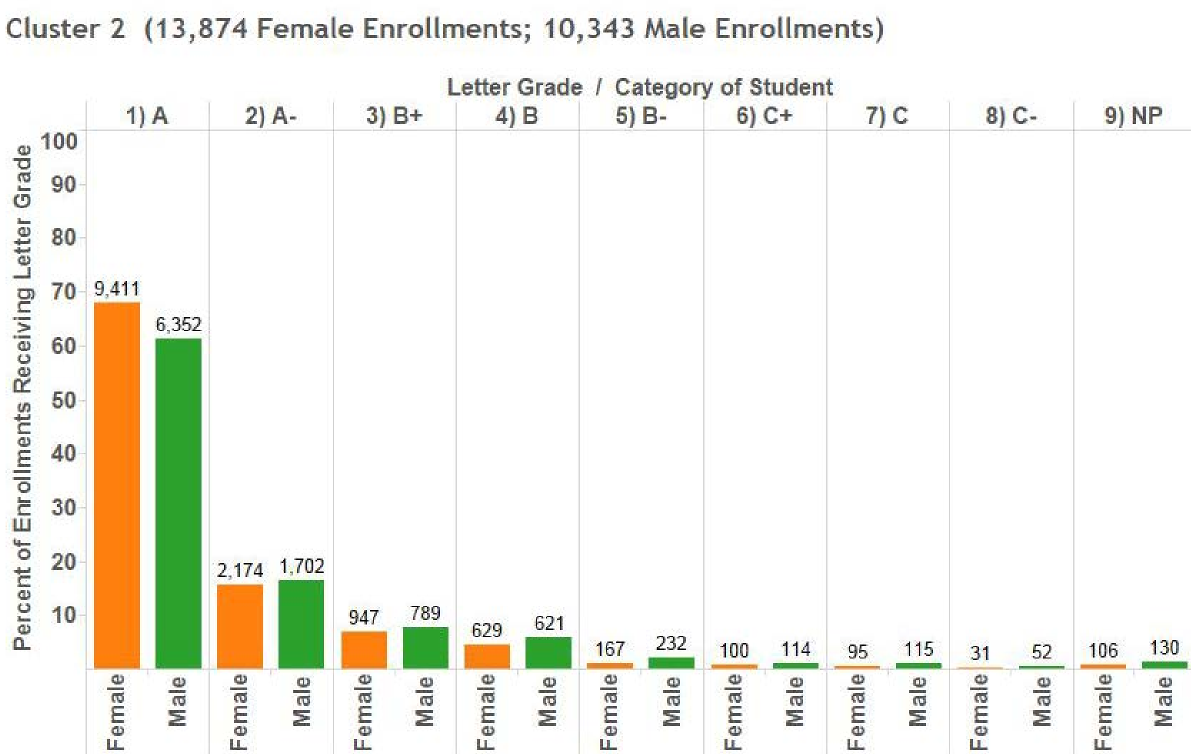

Figure D-2d. Undergraduate course grade distribution for Cluster 2, disaggregated by gender.

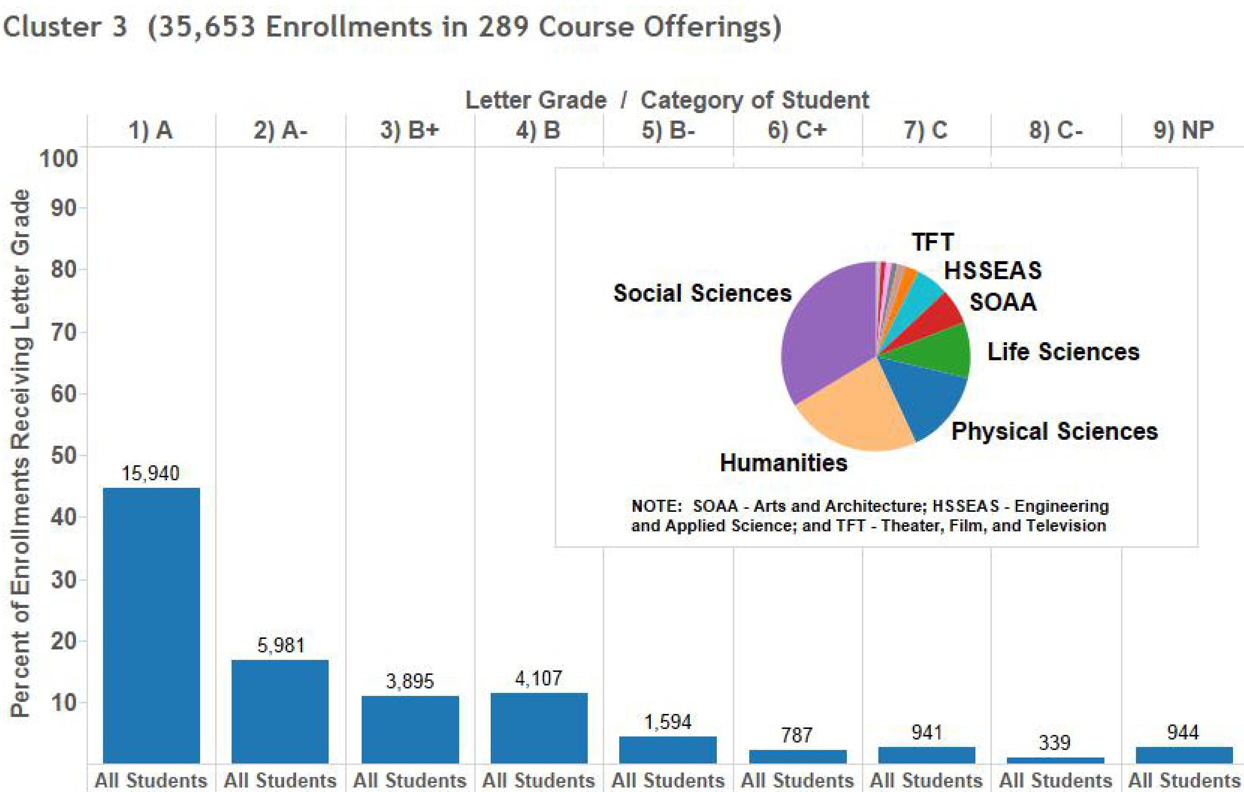

Figure D-3a. Cluster 3 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

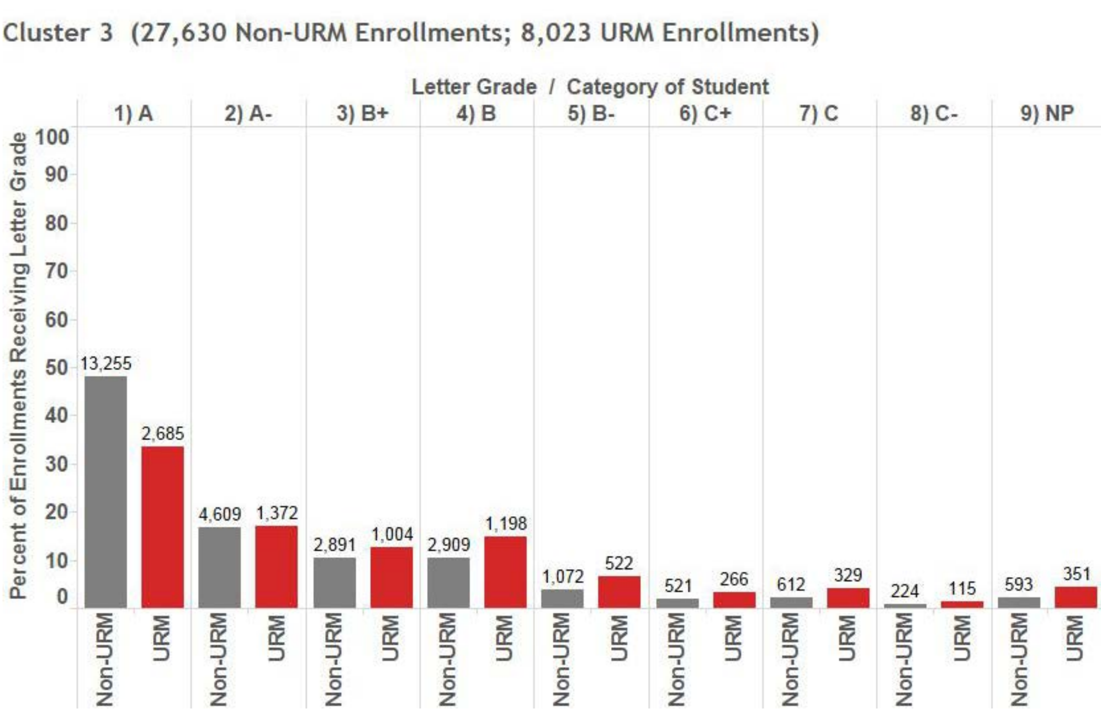

Figure D-3b. Undergraduate course grade distribution for Cluster 3, disaggregated by students' underrepresented minority (URM) status.

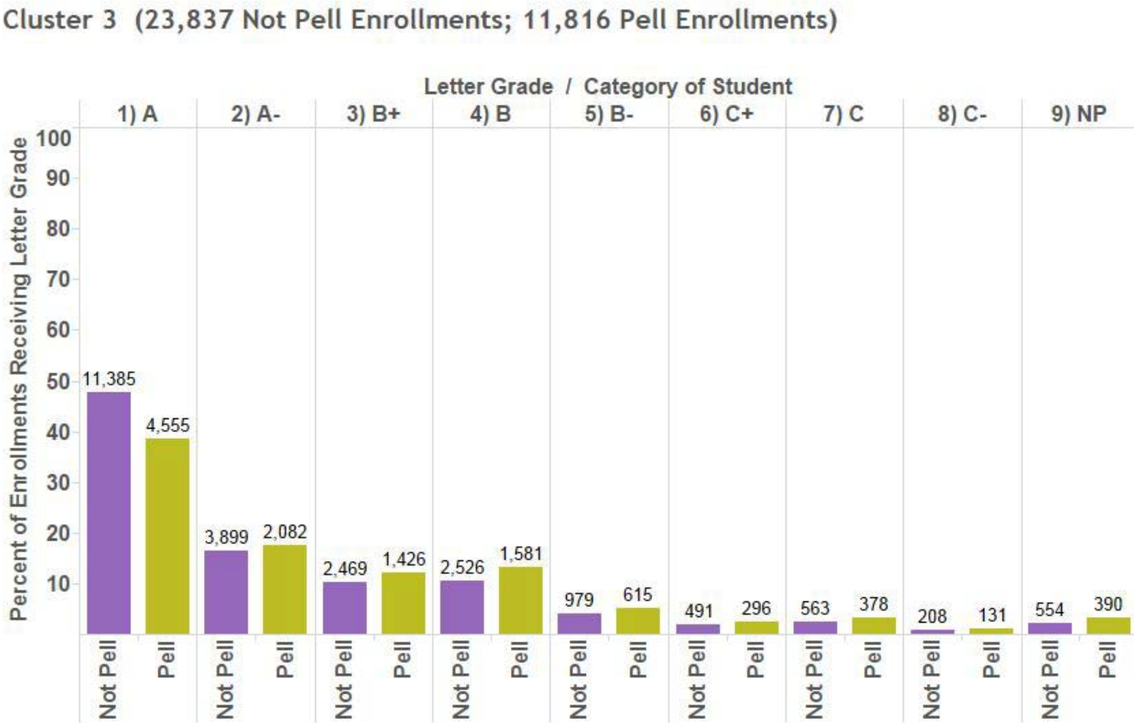

Figure D-3c. Undergraduate course grade distribution for Cluster 3, disaggregated by students' status as a Pell Grant recipient.

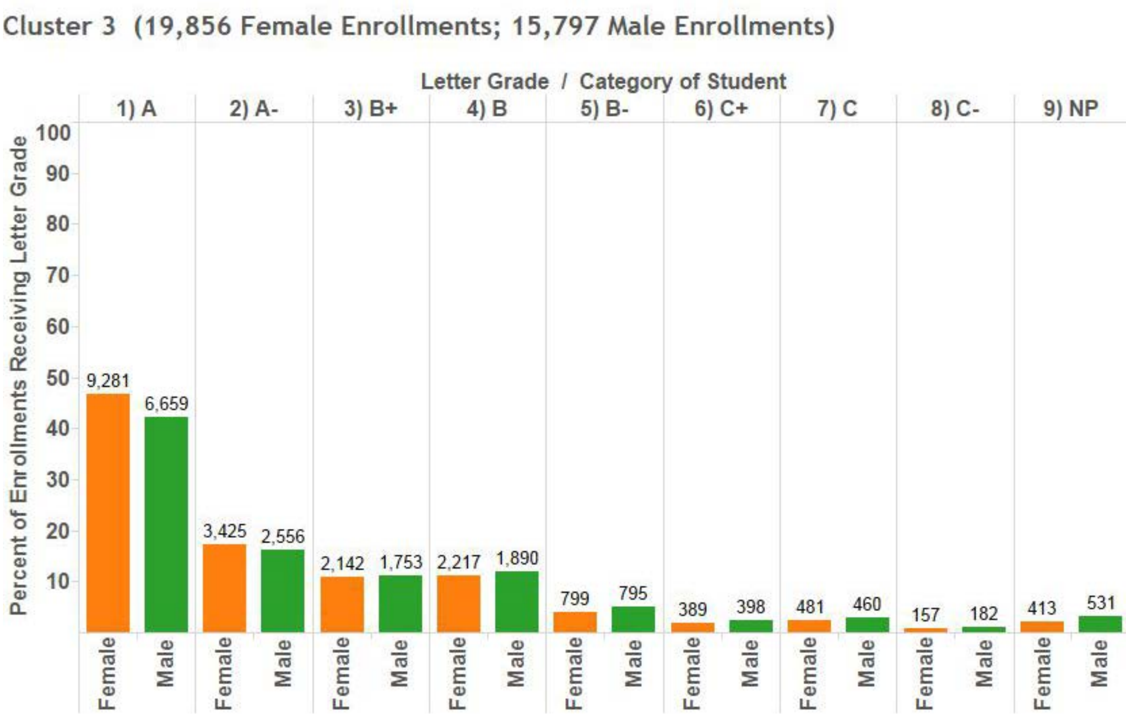

Figure D-3d. Undergraduate course grade distribution for Cluster 3, disaggregated by gender.

Cluster 4 (15,907 Enrollments in 162 Course Offerings)

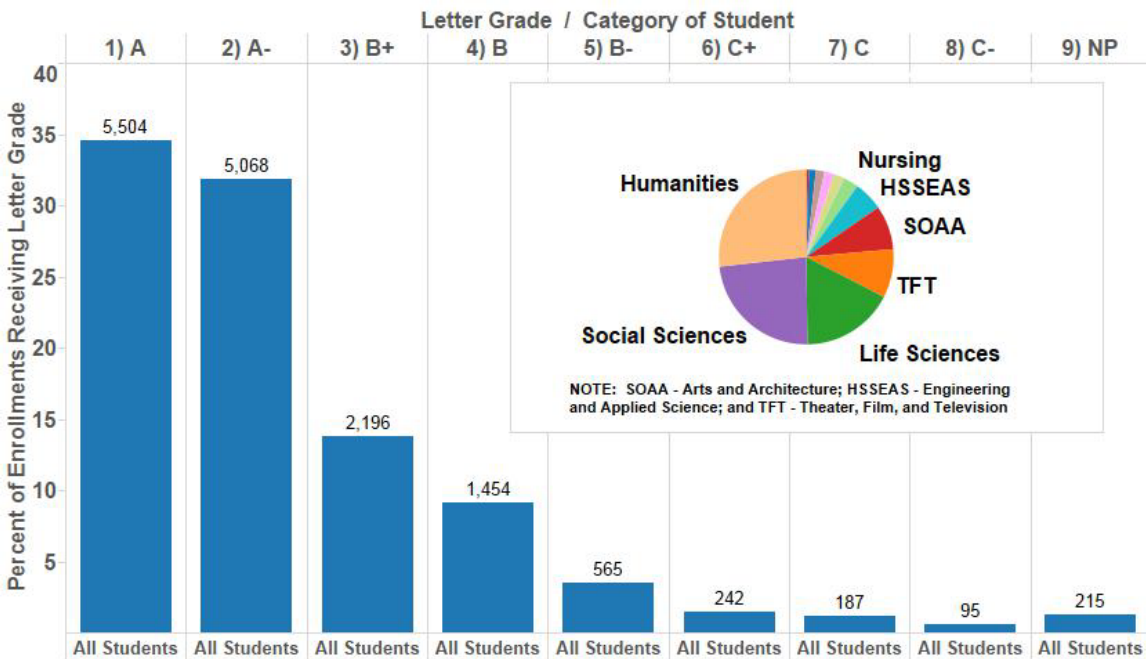

Figure D-4a. Cluster 4 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

Cluster 4 (12,549 Non-URM Enrollments; 3,358 URM Enrollments)

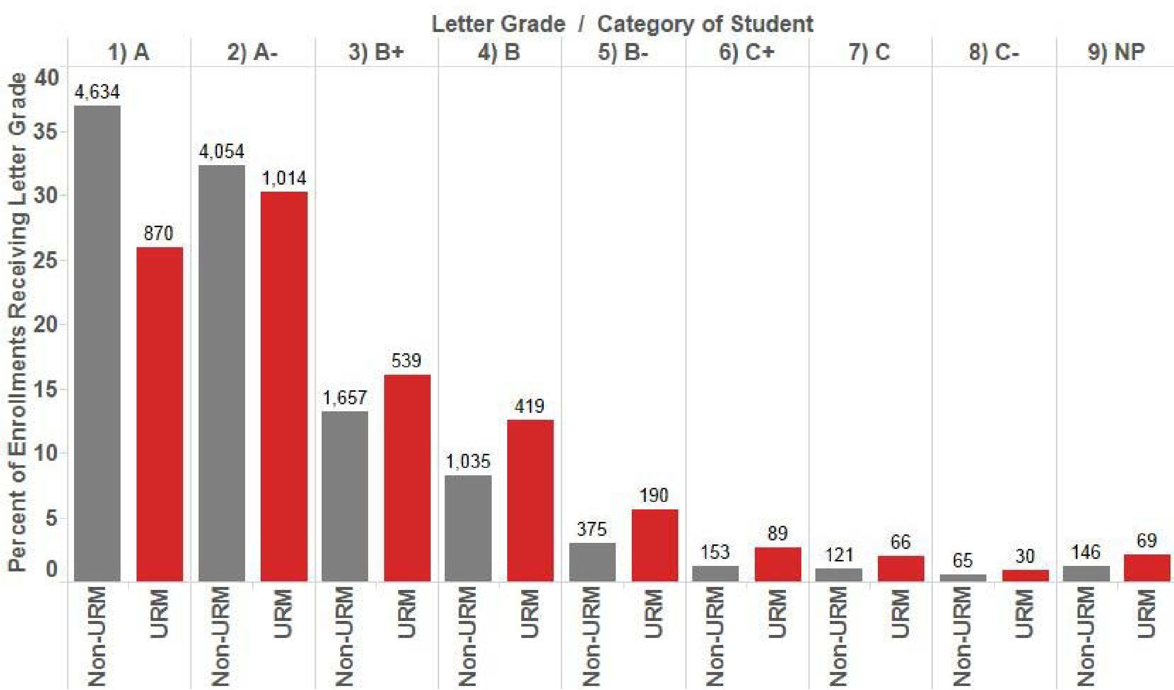

Figure D-4b. Undergraduate course grade distribution for Cluster 4, disaggregated by students' underrepresented minority (URM) status.

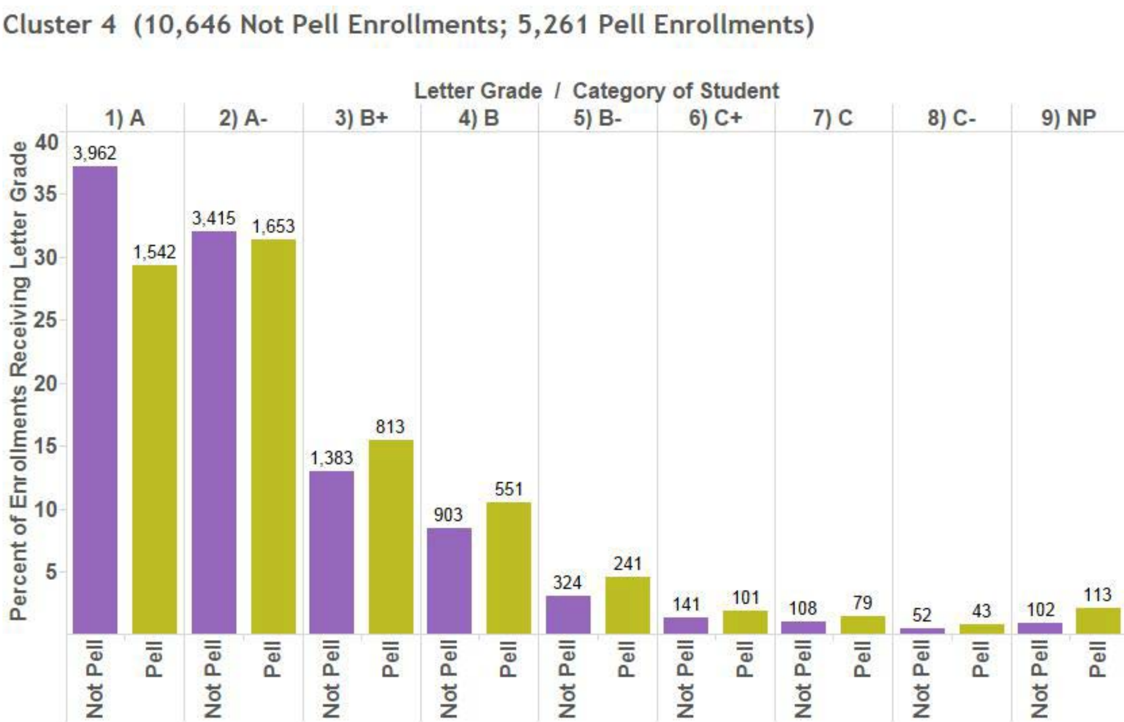

Figure D-4c. Undergraduate course grade distribution for Cluster 4, disaggregated by students' status as a Pell Grant recipient.

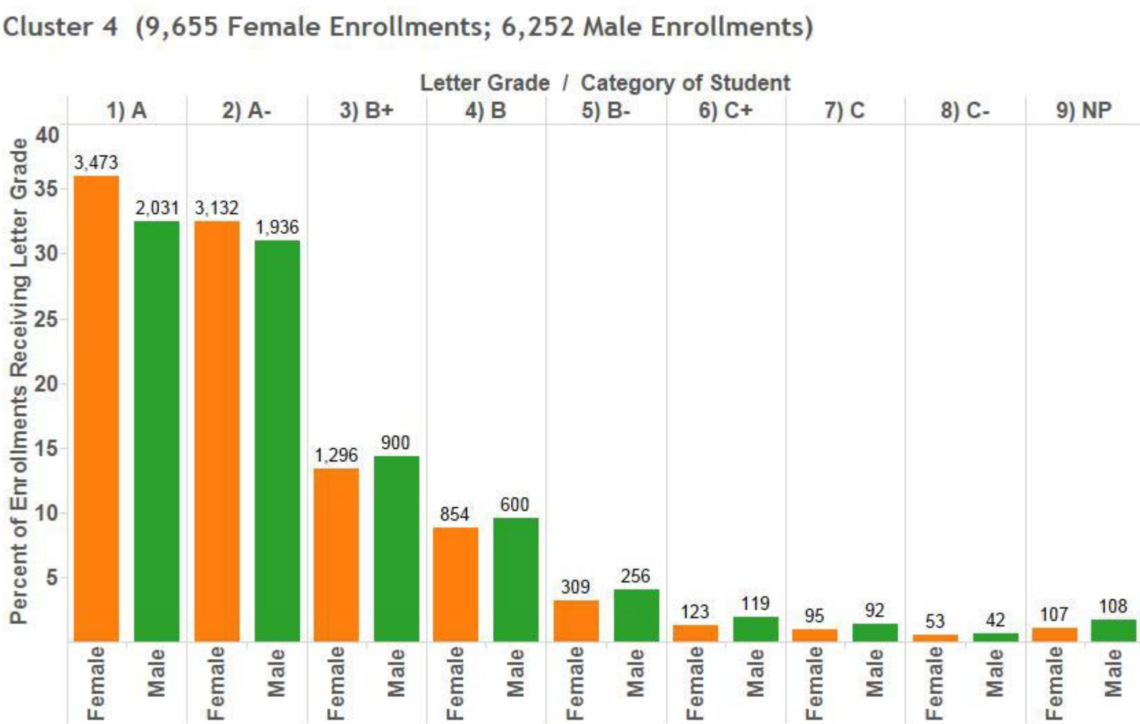

Figure D-4d. Undergraduate course grade distribution for Cluster 4, disaggregated by gender.

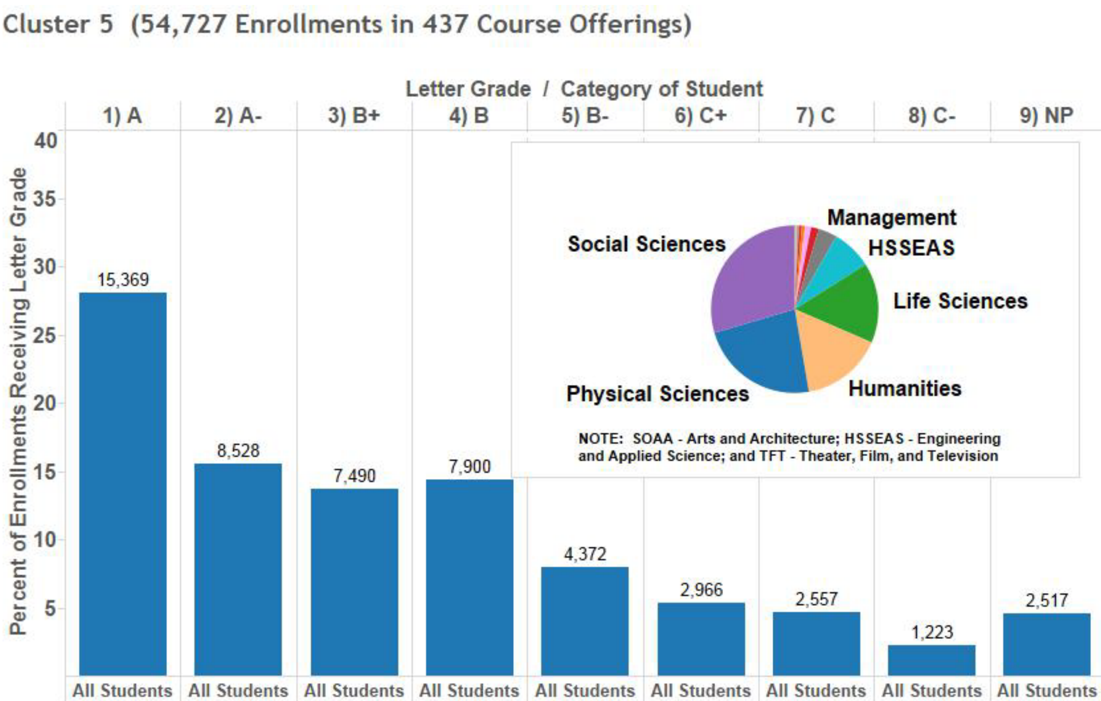

Figure D-5a. Cluster 5 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

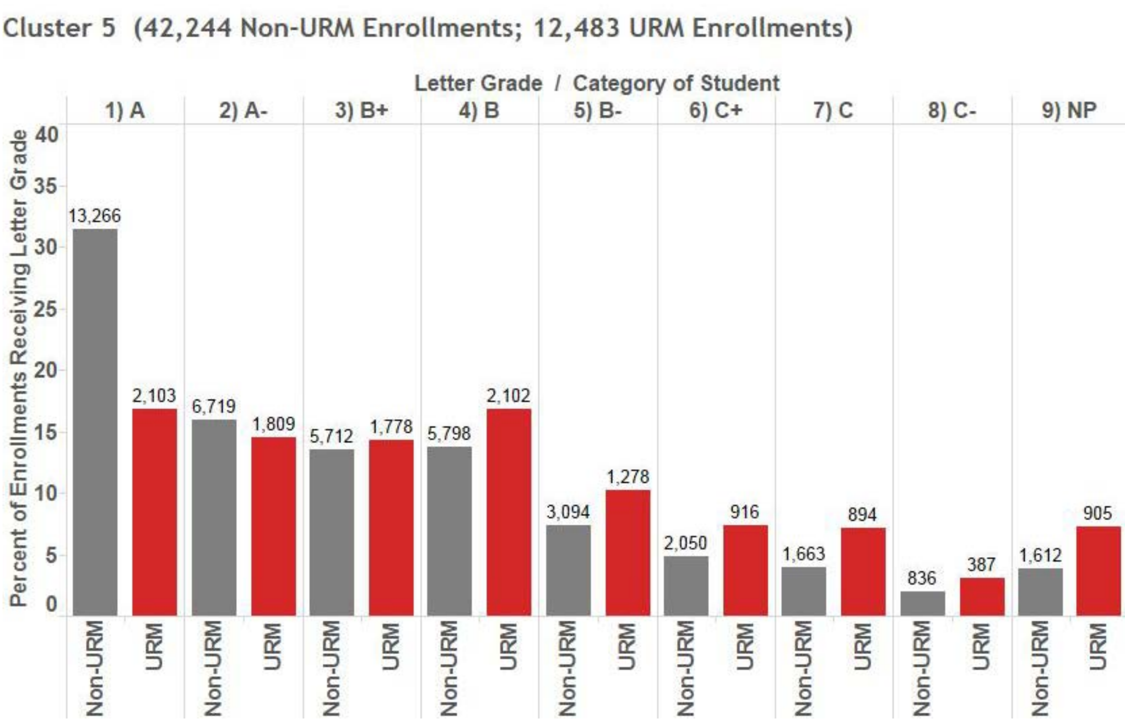

Figure D-5b. Undergraduate course grade distribution for Cluster 5, disaggregated by students' underrepresented minority (URM) status.

Cluster 5 (36,221 Not Pell Enrollments; 18,506 Pell Enrollments)

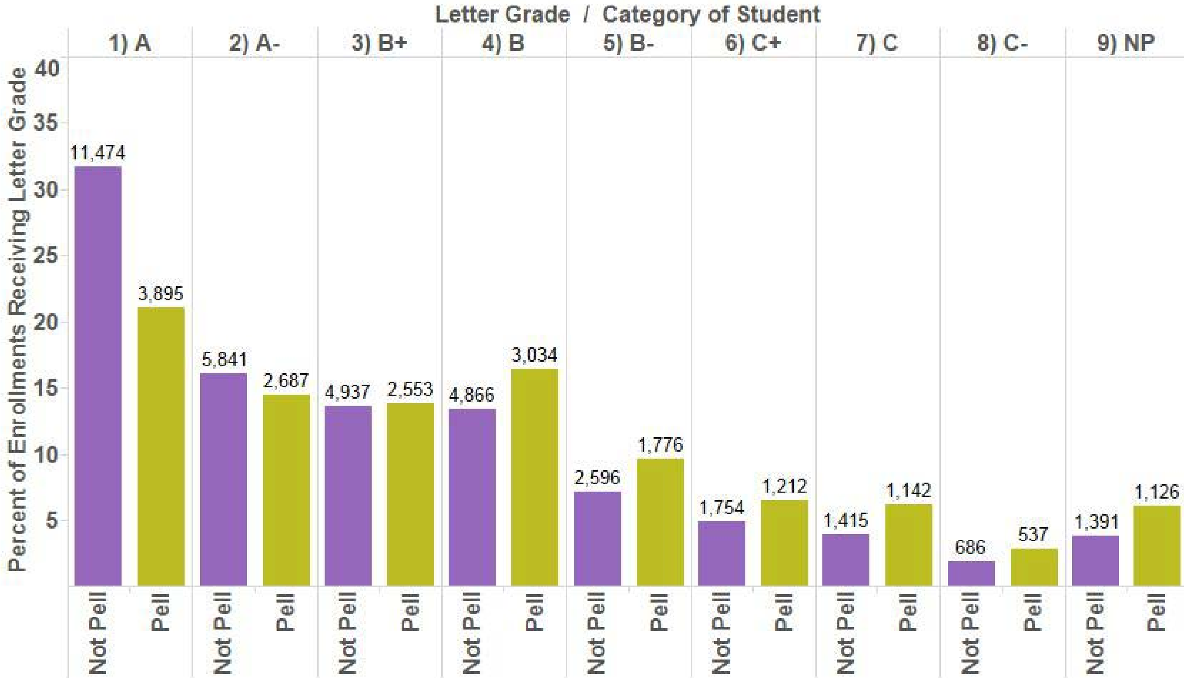

Figure D-5c. Undergraduate course grade distribution for Cluster 5, disaggregated by students' status as a Pell Grant recipient.

Cluster 5 (30,381 Female Enrollments; 24,346 Male Enrollments)

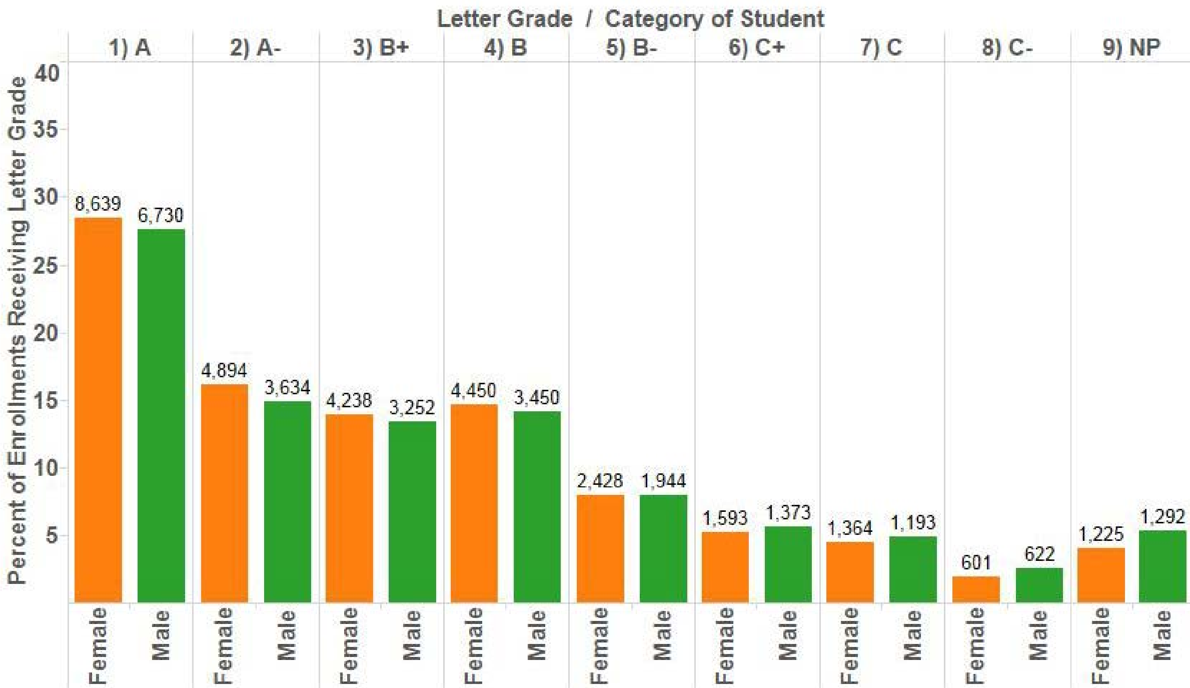

Figure D-5d. Undergraduate course grade distribution for Cluster 5, disaggregated by gender.

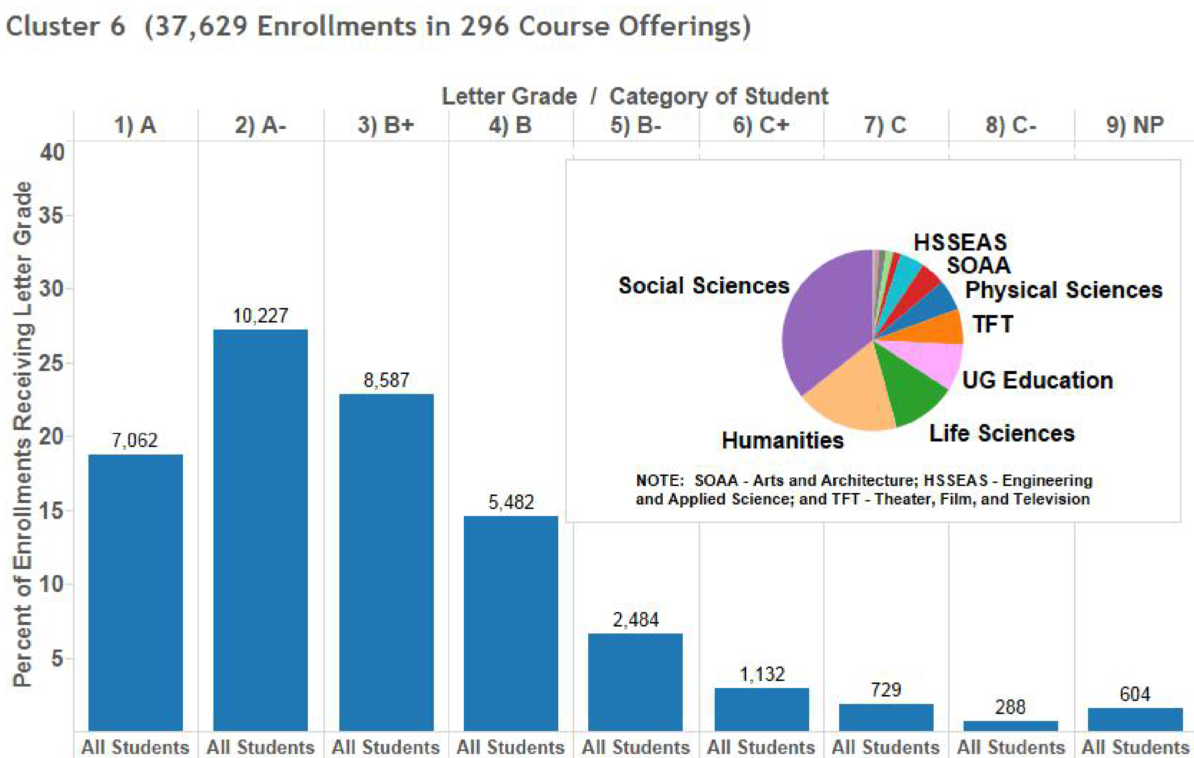

Figure D-6a. Cluster 6 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

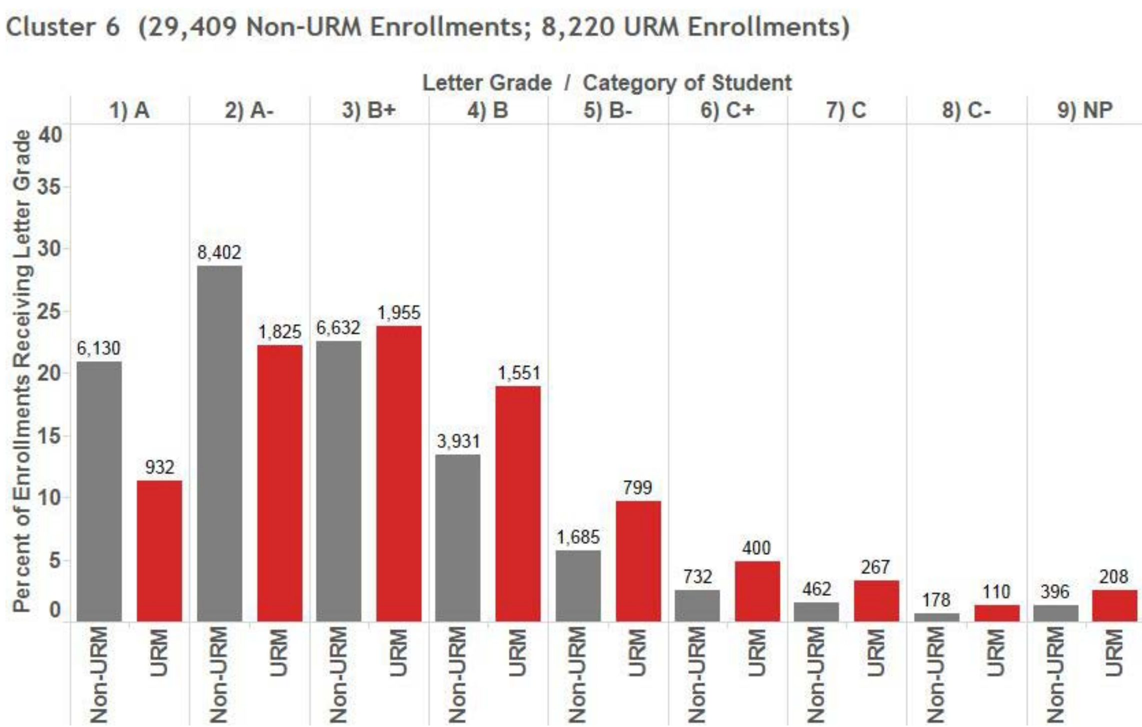

Figure D-6b. Undergraduate course grade distribution for Cluster 6, disaggregated by students' underrepresented minority (URM) status.

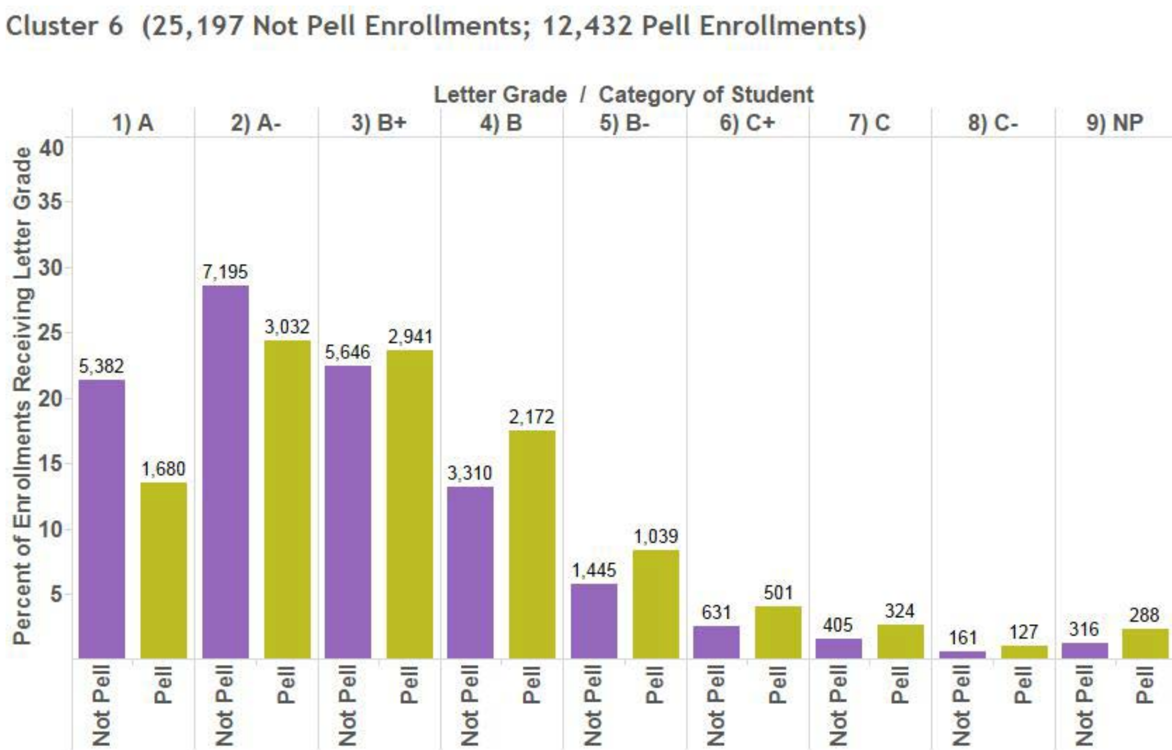

Figure D-6c. Undergraduate course grade distribution for Cluster 6, disaggregated by students' status as a Pell Grant recipient.

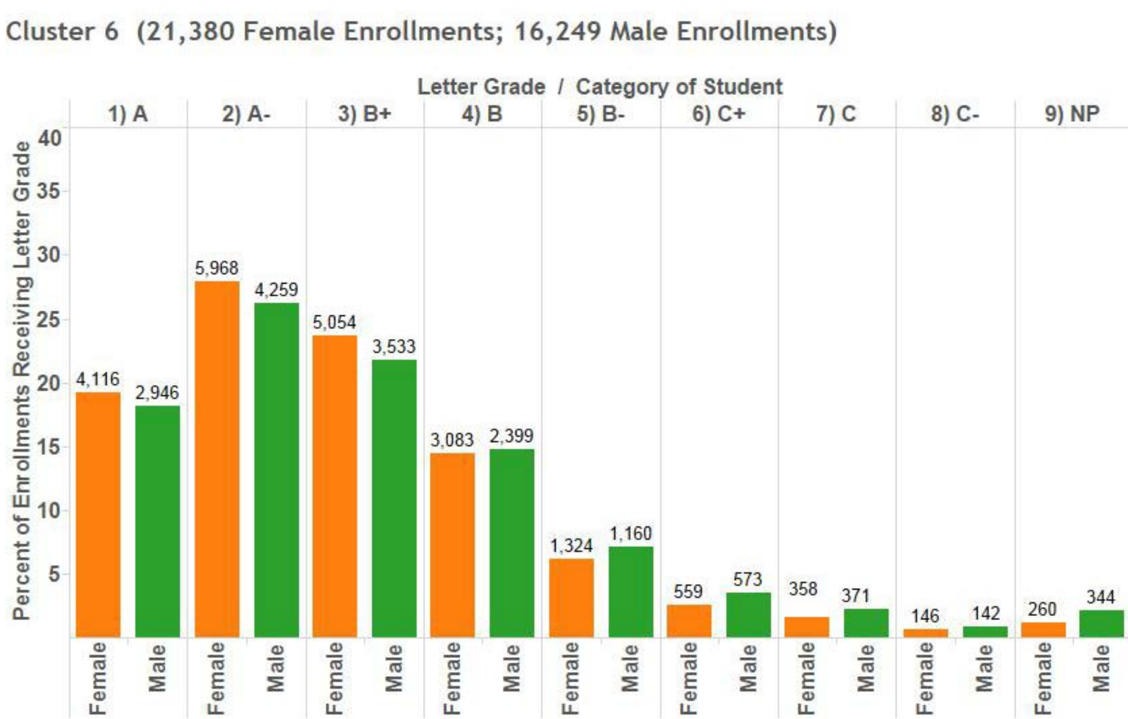

Figure D-6d. Undergraduate course grade distribution for Cluster 6, disaggregated by gender.

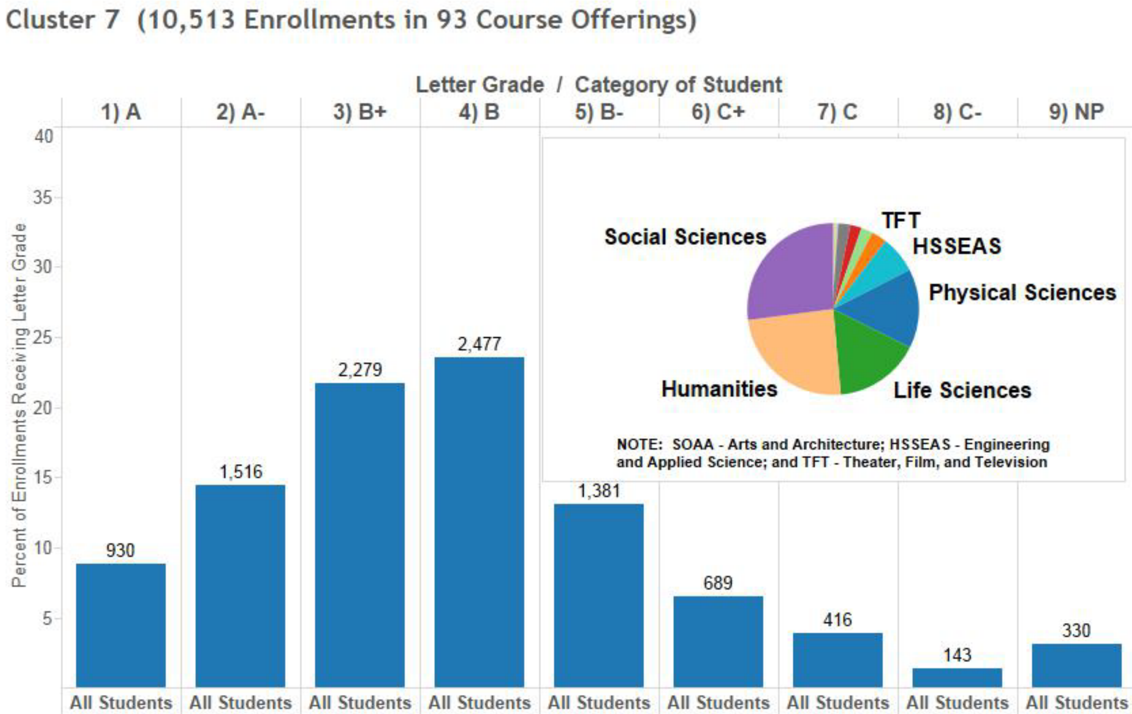

Figure D-7a. Cluster 7 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

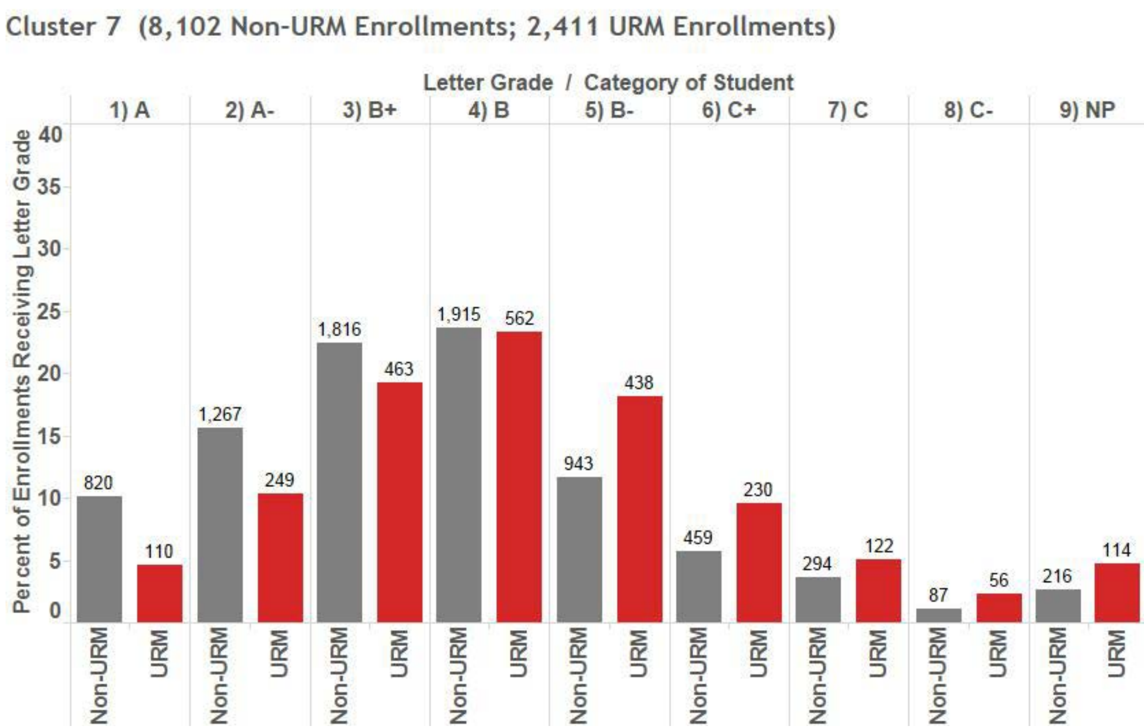

Figure D-7b. Undergraduate course grade distribution for Cluster 7, disaggregated by students' underrepresented minority (URM) status.

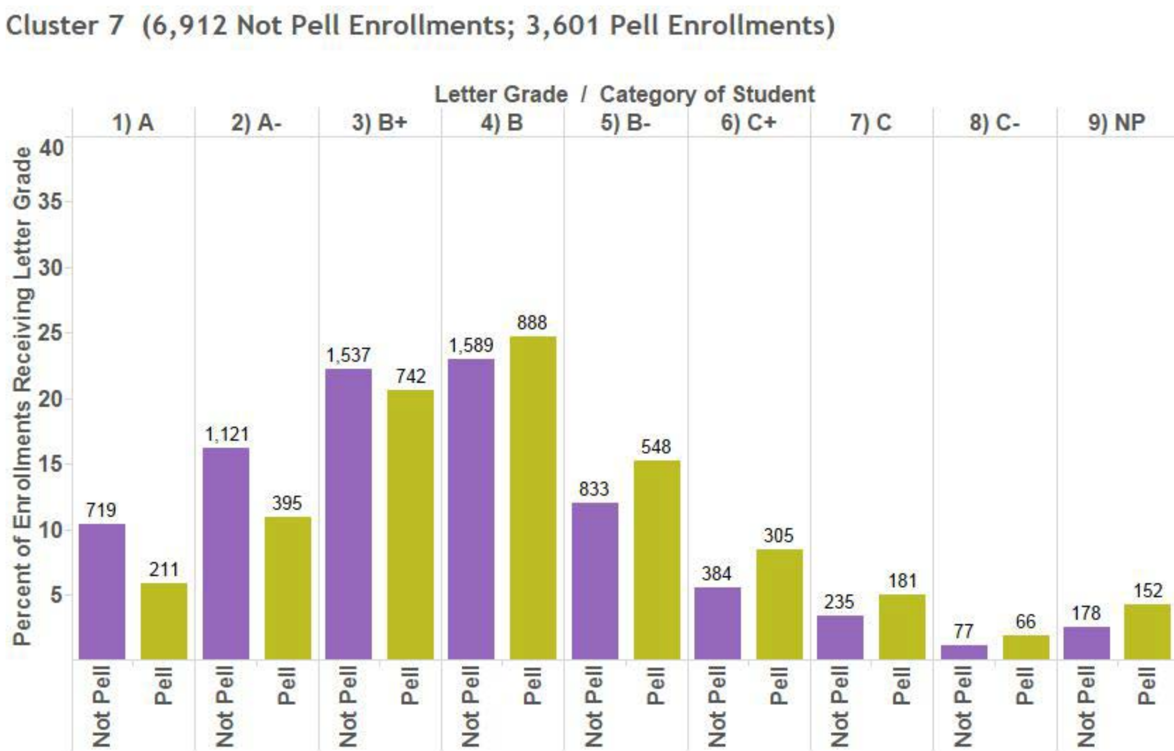

Figure D-7c. Undergraduate course grade distribution for Cluster 7, disaggregated by students' status as a Pell Grant recipient.

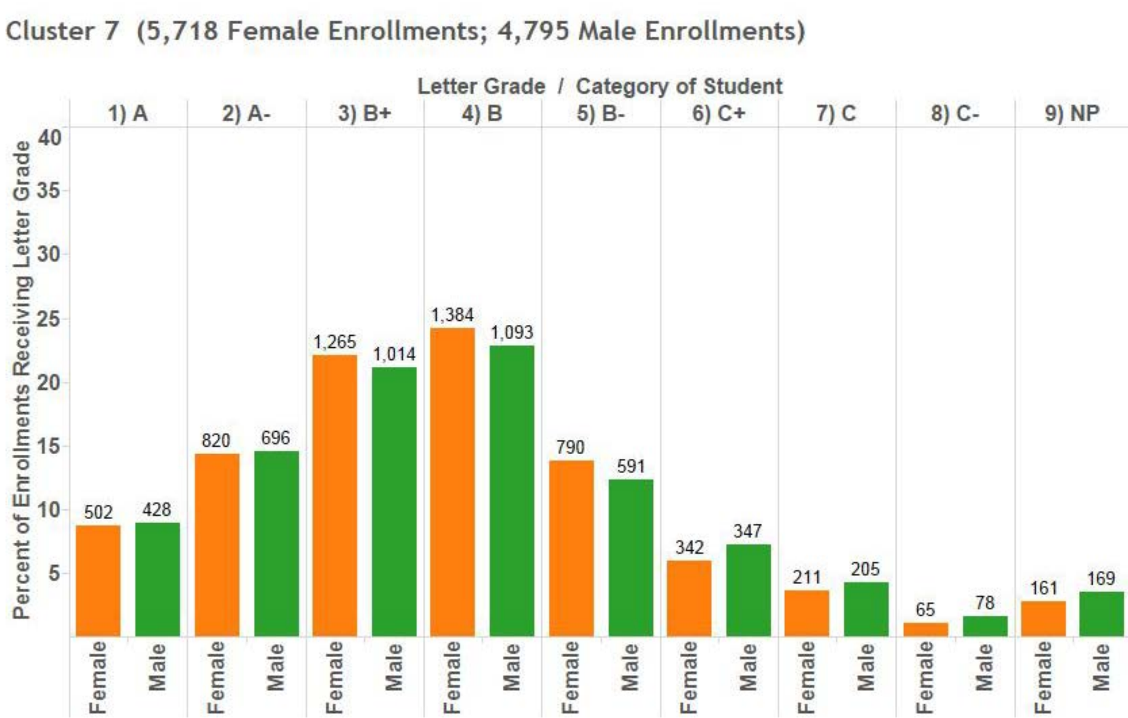

Figure D-7d. Undergraduate course grade distribution for Cluster 7, disaggregated by gender.

Cluster 8 (21,961 Enrollments in 187 Course Offerings)

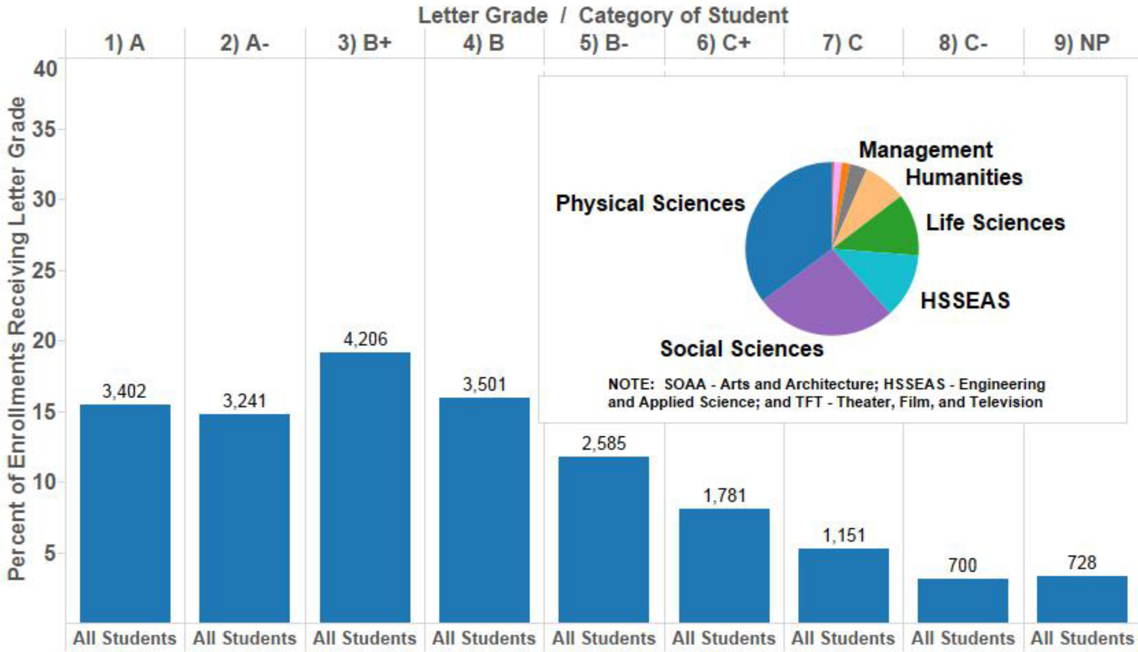

Figure D-8a. Cluster 8 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

Cluster 8 (17,938 Non-URM Enrollments; 4,023 URM Enrollments)

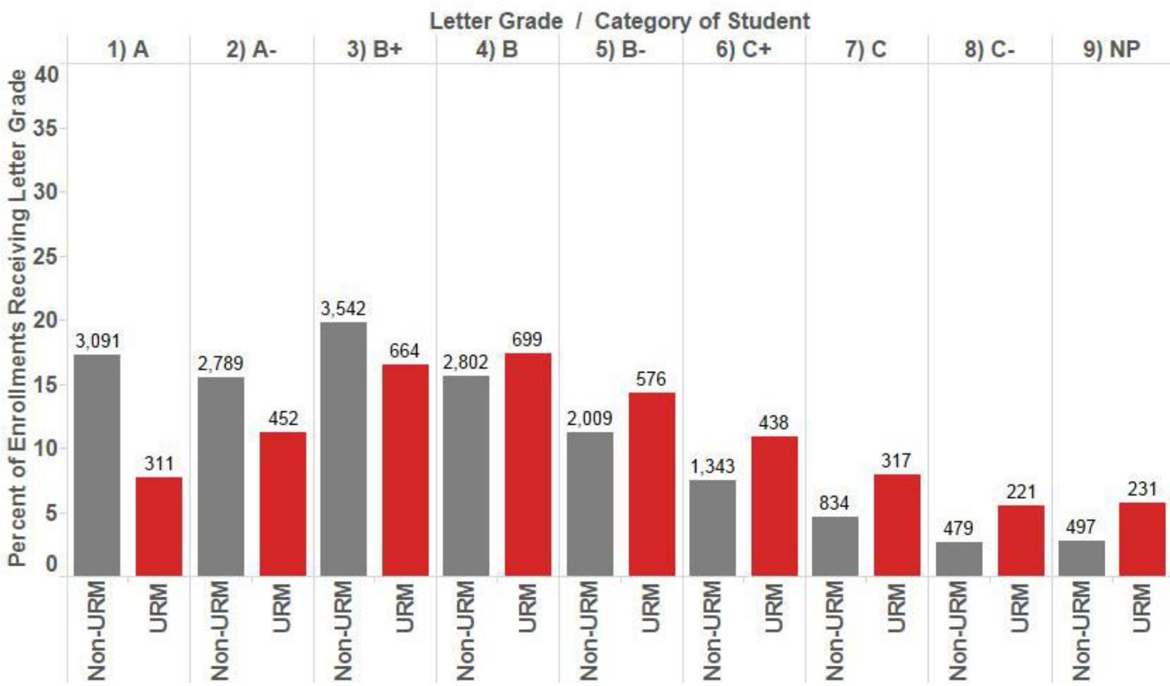

Figure D-8b. Undergraduate course grade distribution for Cluster 8, disaggregated by students' underrepresented minority (URM) status.

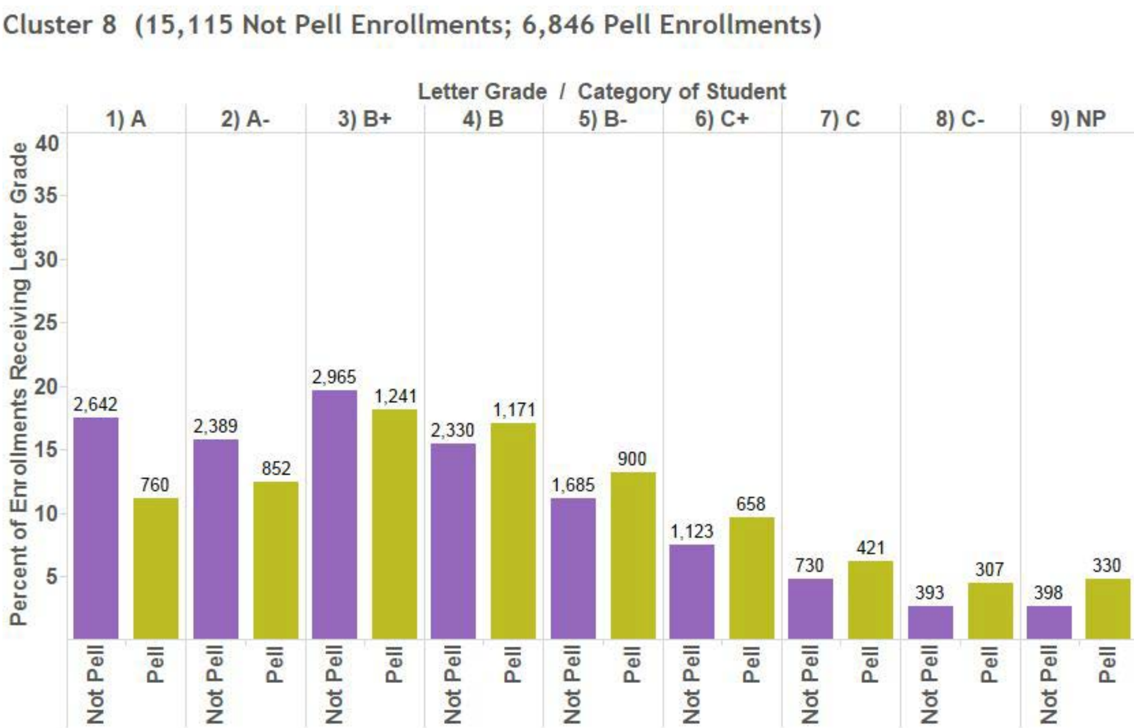

Figure D-8c. Undergraduate course grade distribution for Cluster 8, disaggregated by students' status as a Pell Grant recipient.

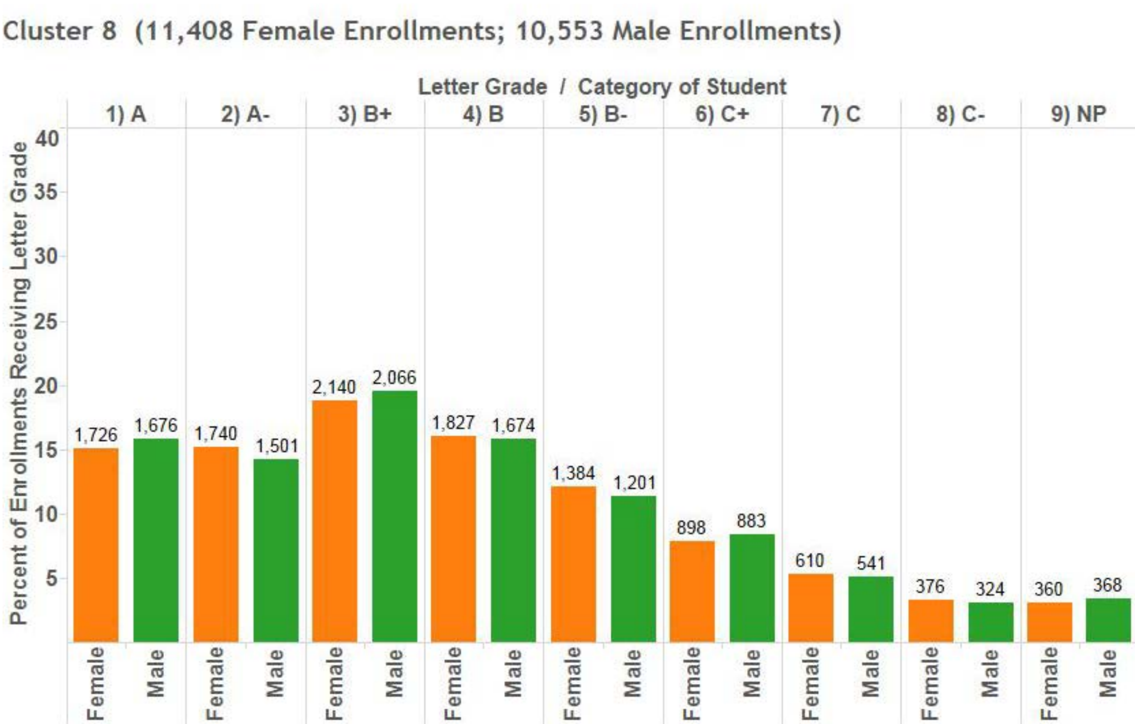

Figure D-8d. Undergraduate course grade distribution for Cluster 8, disaggregated by gender.

Cluster 9 (22,943 Enrollments in 174 Course Offerings)

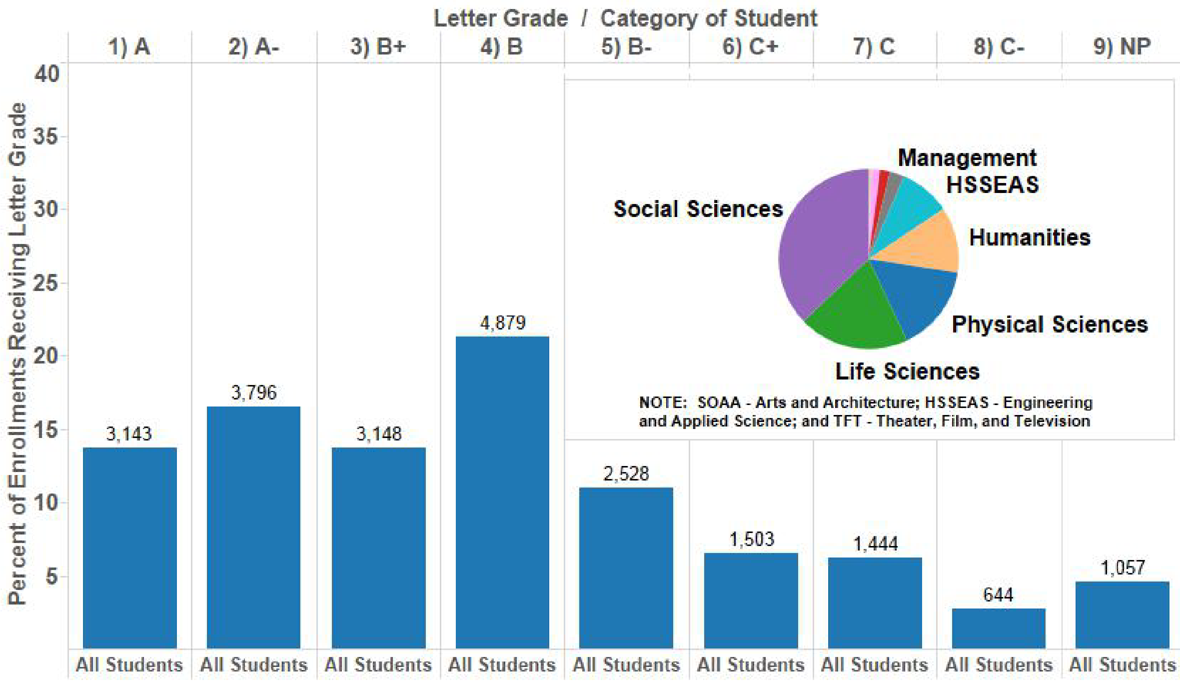

Figure D-9a. Cluster 9 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

Cluster 9 (17,946 Non-URM Enrollments; 4,997 URM Enrollments)

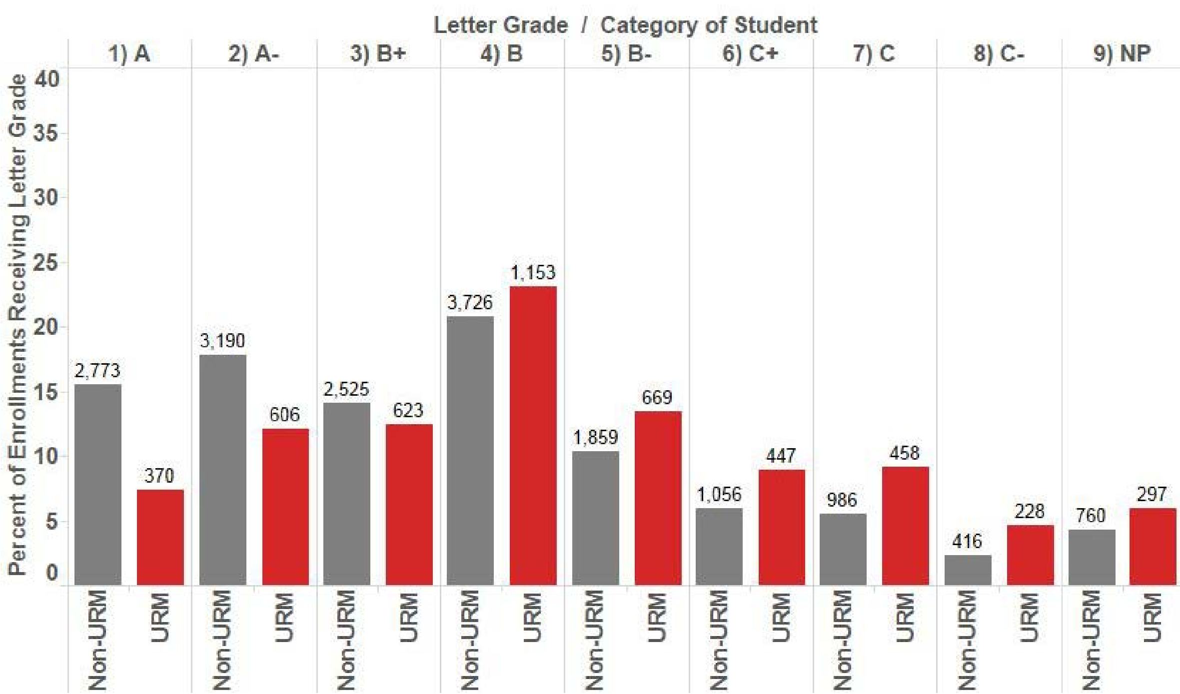

Figure D-9b. Undergraduate course grade distribution for Cluster 9, disaggregated by students' underrepresented minority (URM) status.

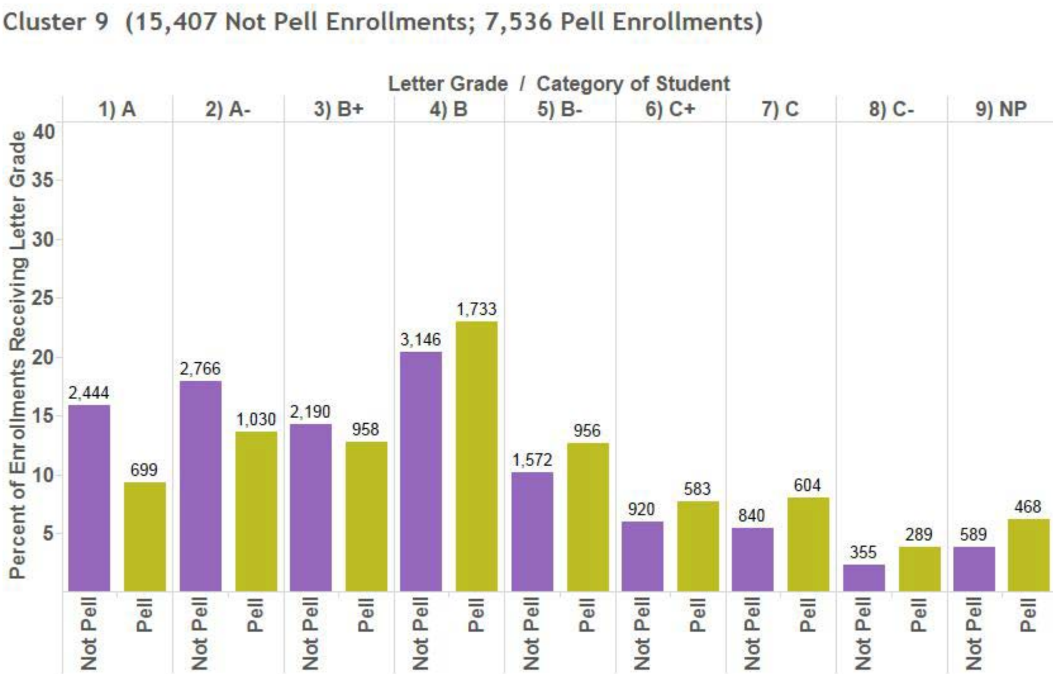

Figure D-9c. Undergraduate course grade distribution for Cluster 9, disaggregated by students' status as a Pell Grant recipient.

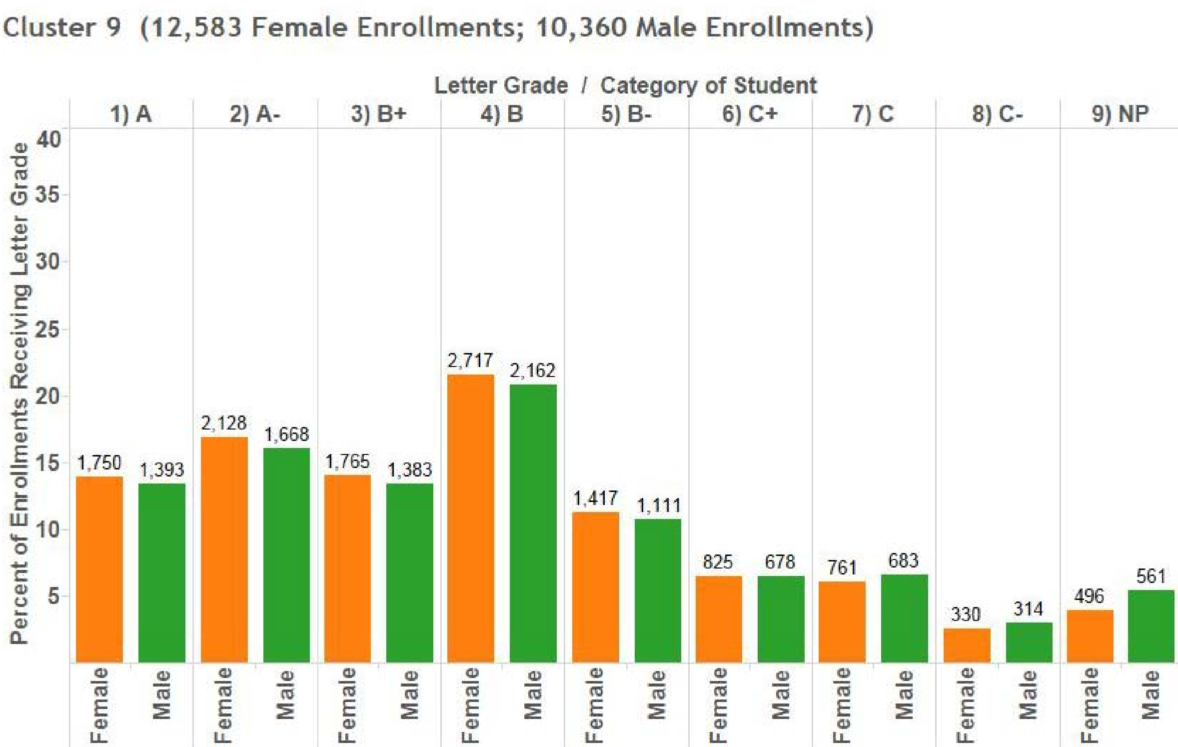

Figure D-9d. Undergraduate course grade distribution for Cluster 9, disaggregated by gender.

Cluster 10 (21,699 Enrollments in 154 Course Offerings)

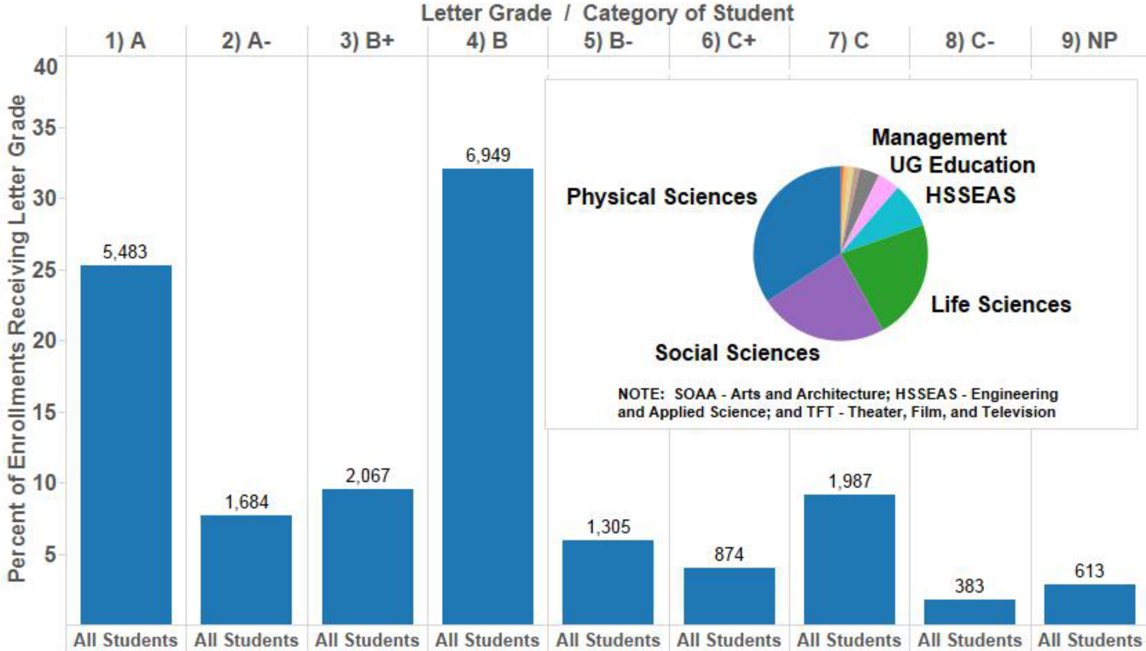

Figure D-10a. Cluster 10 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

Cluster 10 (17,611 Non-URM Enrollments; 4,088 URM Enrollments)

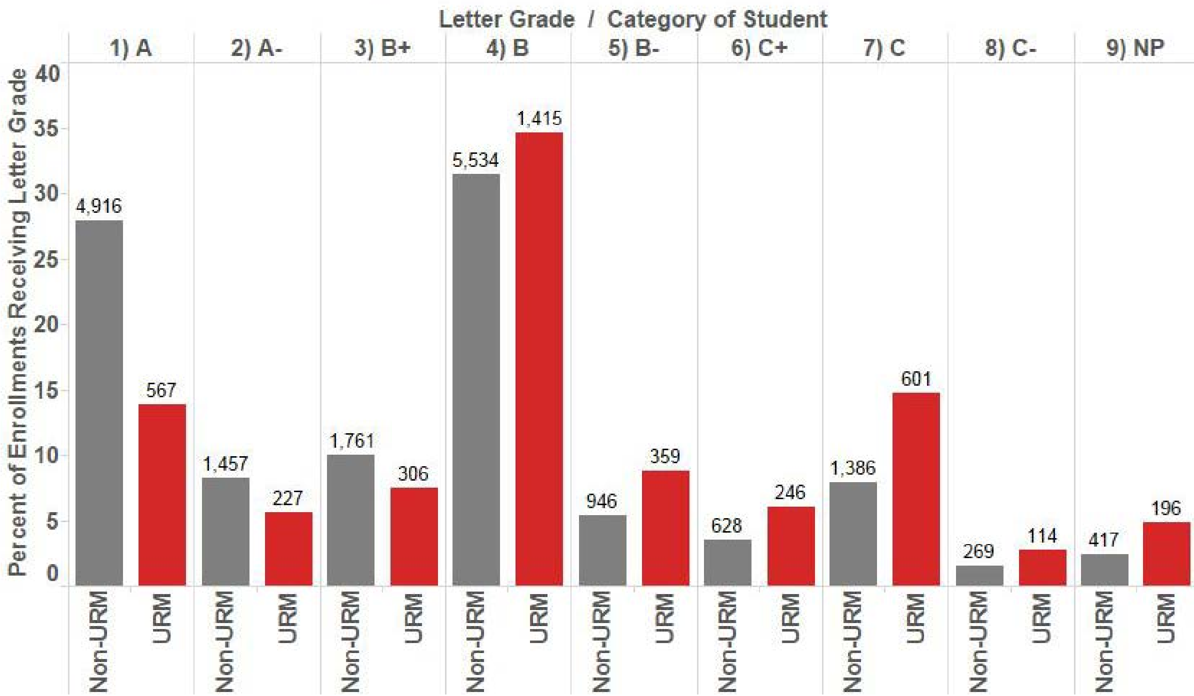

Figure D-10b. Undergraduate course grade distribution for Cluster 10, disaggregated by students' underrepresented minority (URM) status.

Cluster 10 (14,760 Not Pell Enrollments; 6,939 Pell Enrollments)

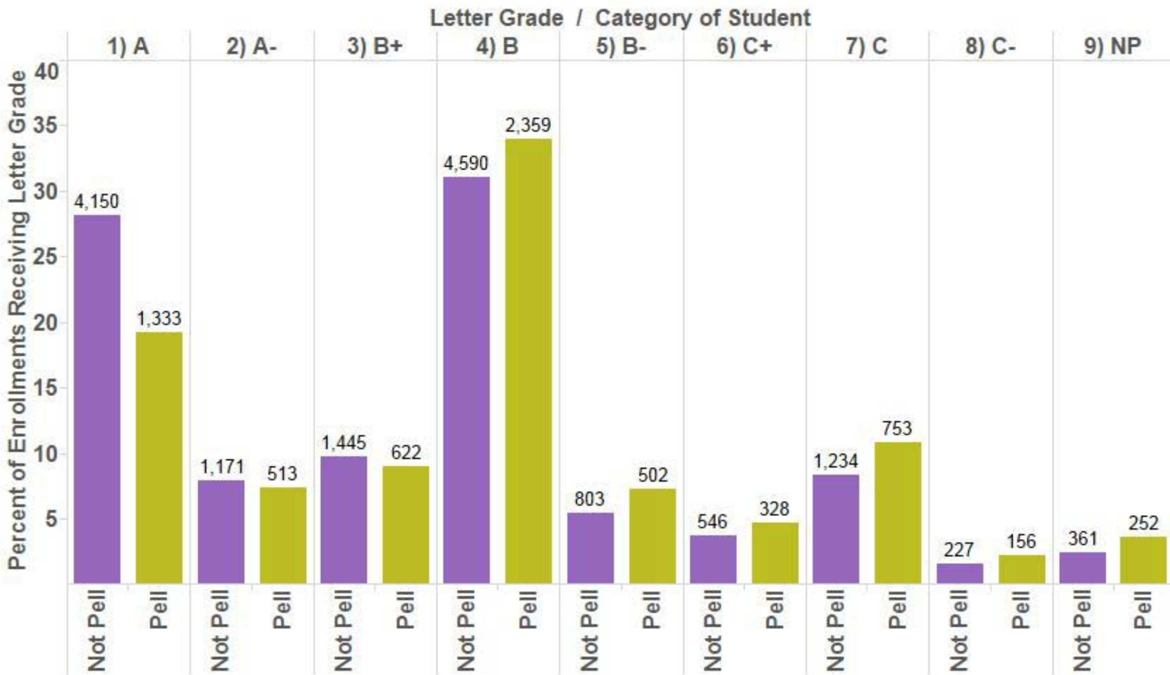

Figure D-10c. Undergraduate course grade distribution for Cluster 10, disaggregated by students' status as a Pell Grant recipient.

Cluster 10 (11,861 Female Enrollments; 9,838 Male Enrollments)

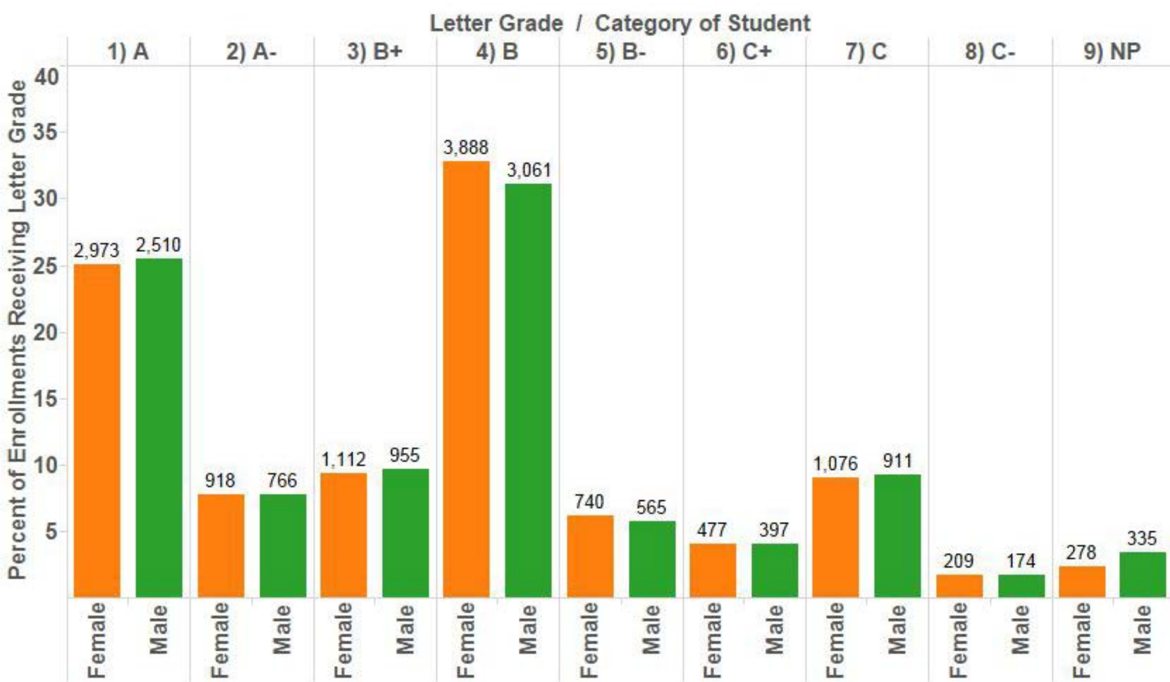

Figure D-10d. Undergraduate course grade distribution for Cluster 10, disaggregated by gender.

Cluster 11 (35,752 Enrollments in 218 Course Offerings)

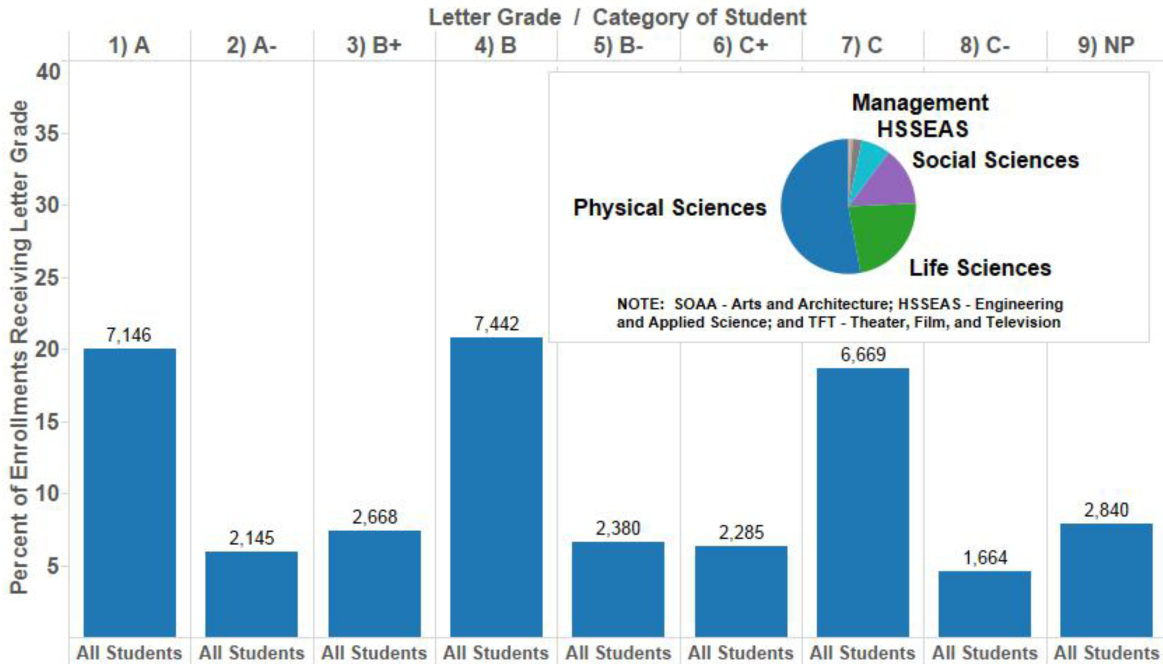

Figure D-11a. Cluster 11 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

Cluster 11 (29,335 Non-URM Enrollments; 6,417 URM Enrollments)

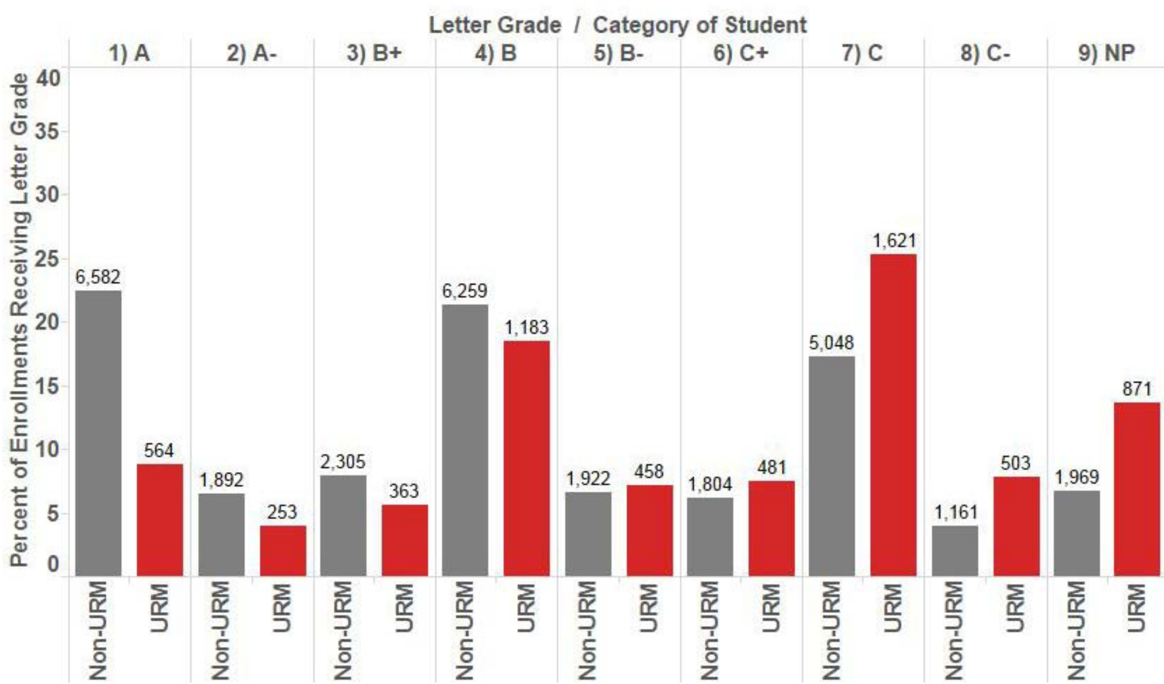

Figure D-11b. Undergraduate course grade distribution for Cluster 11, disaggregated by students' underrepresented minority (URM) status.

Cluster 11 (24,776 Not Pell Enrollments; 10,976 Pell Enrollments)

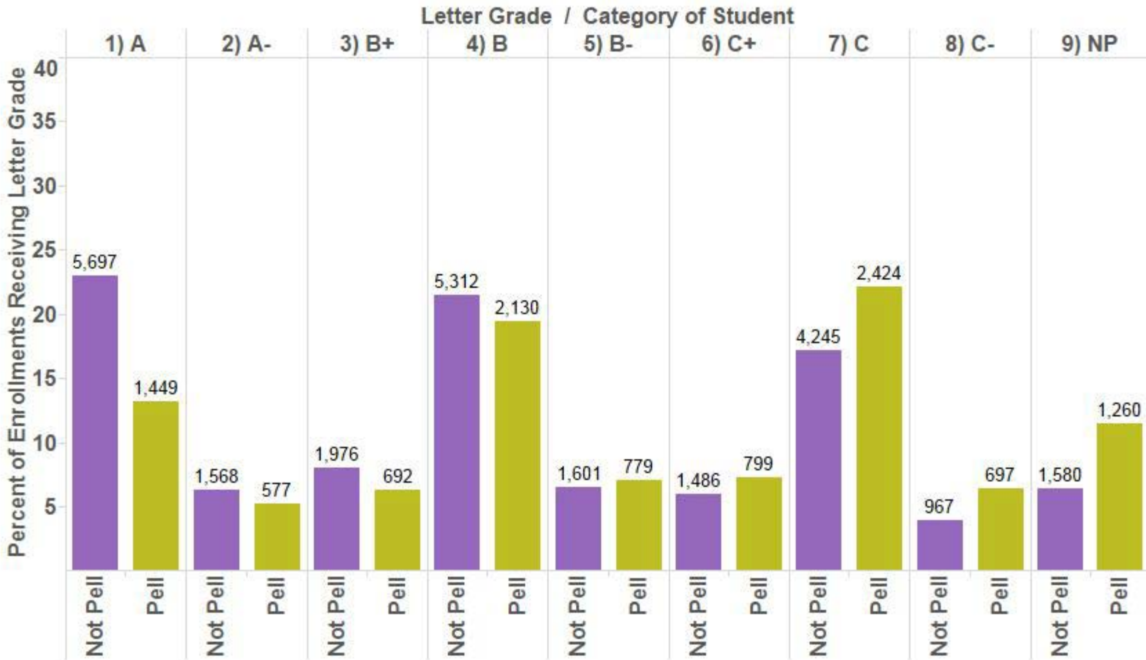

Figure D-11c. Undergraduate course grade distribution for Cluster 11, disaggregated by students' status as a Pell Grant recipient.

Cluster 11 (18,444 Female Enrollments; 17,308 Male Enrollments)

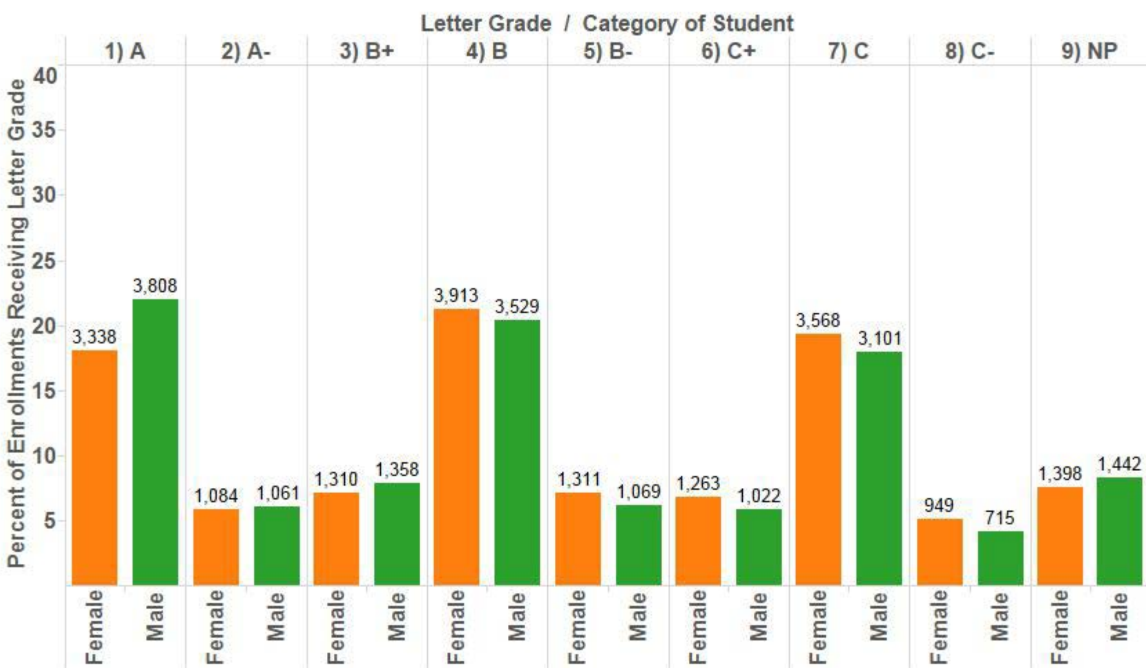

Figure D-11d. Undergraduate course grade distribution for Cluster 11, disaggregated by gender.

Cluster 12 (20,473 Enrollments in 110 Course Offerings)

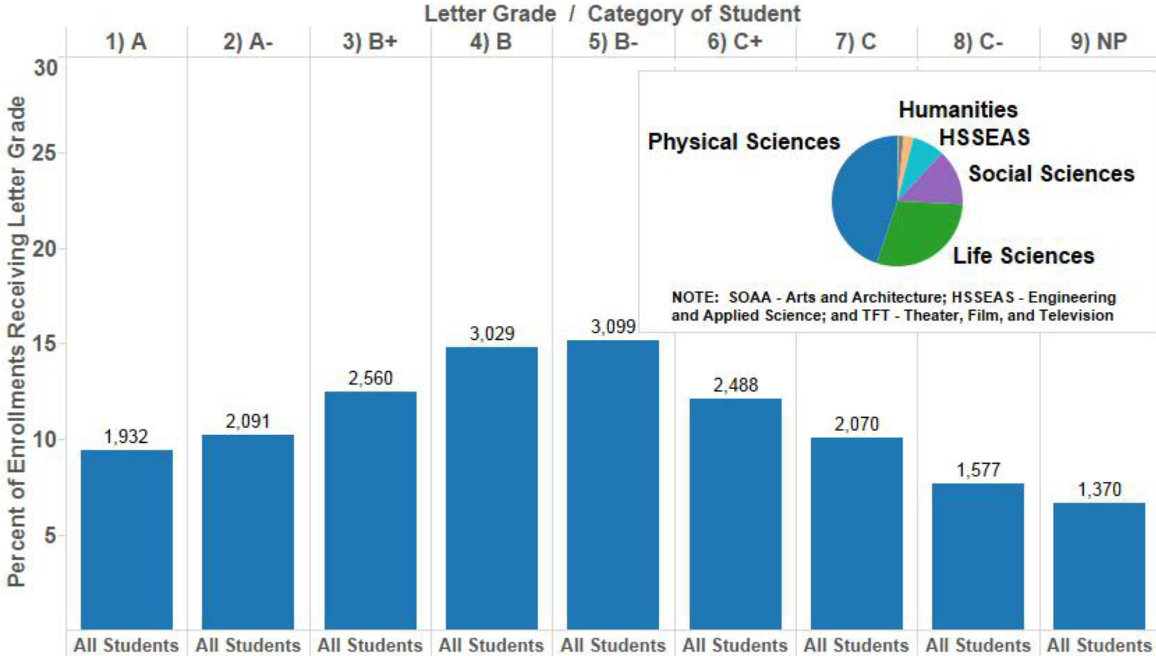

Figure D-12a. Cluster 12 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

Cluster 12 (16,501 Non-URM Enrollments; 3,972 URM Enrollments)

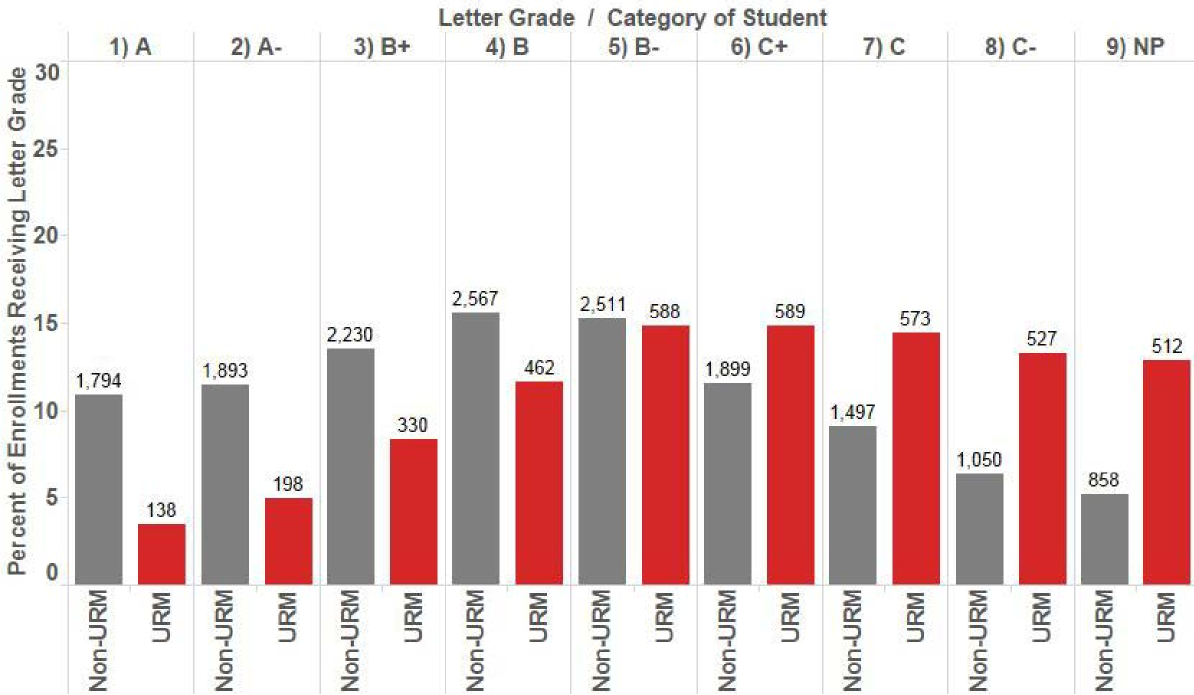

Figure D-12b. Undergraduate course grade distribution for Cluster 12, disaggregated by students' underrepresented minority (URM) status.

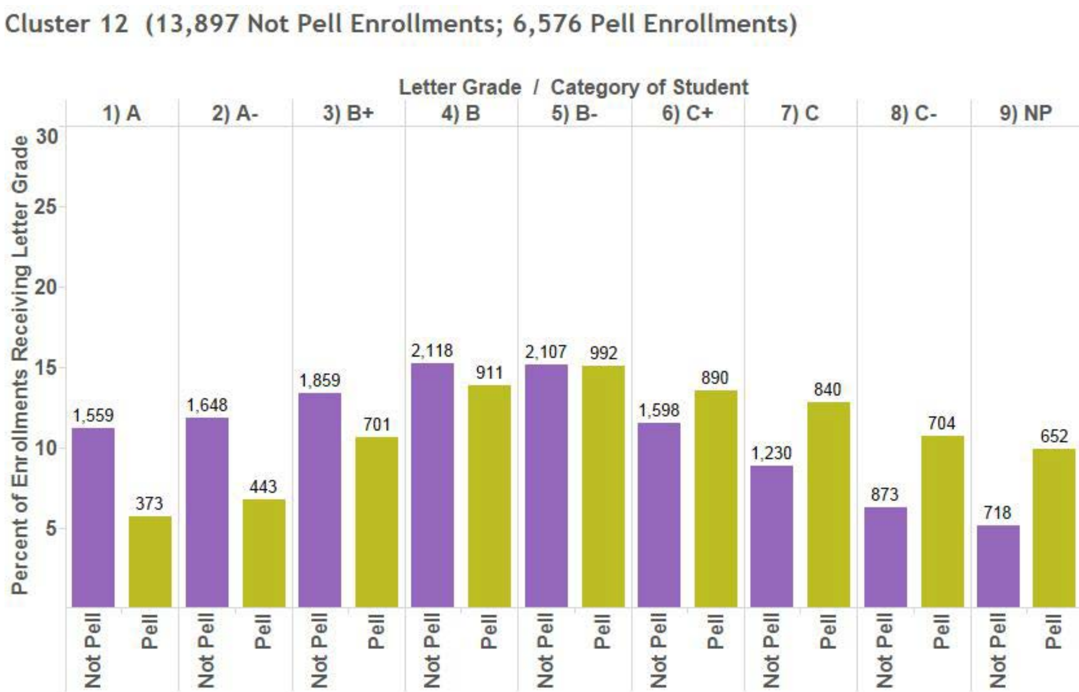

Figure D-12c. Undergraduate course grade distribution for Cluster 12, disaggregated by students' status as a Pell Grant recipient.

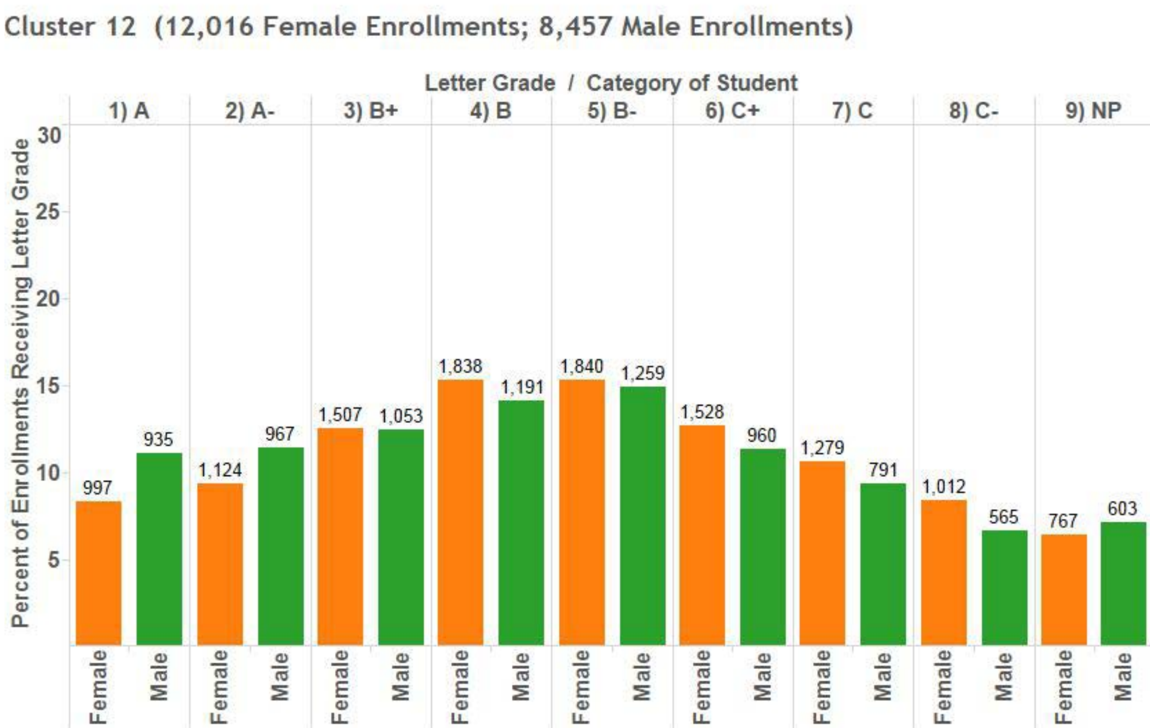

Figure D-12d. Undergraduate course grade distribution for Cluster 12, disaggregated by gender.

Cluster 13 (30,491 Enrollments in 175 Course Offerings)

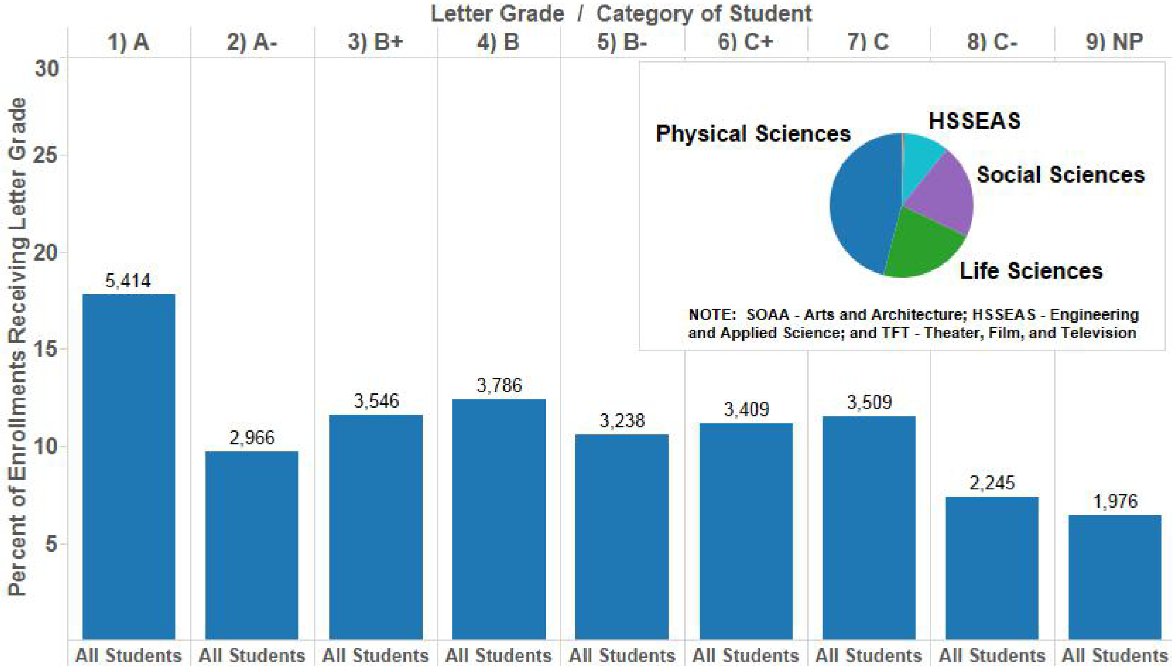

Figure D-13a. Cluster 13 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

Cluster 13 (25,816 Non-URM Enrollments; 4,675 URM Enrollments)

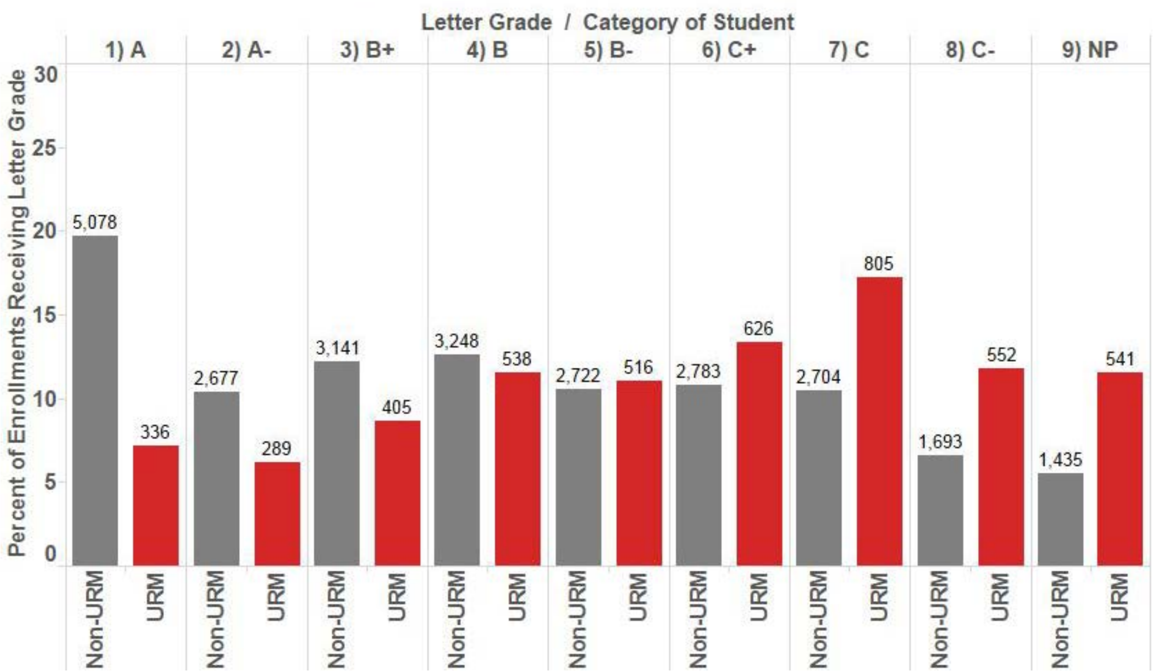

Figure D-13b. Undergraduate course grade distribution for Cluster 13, disaggregated by students' underrepresented minority (URM) status.

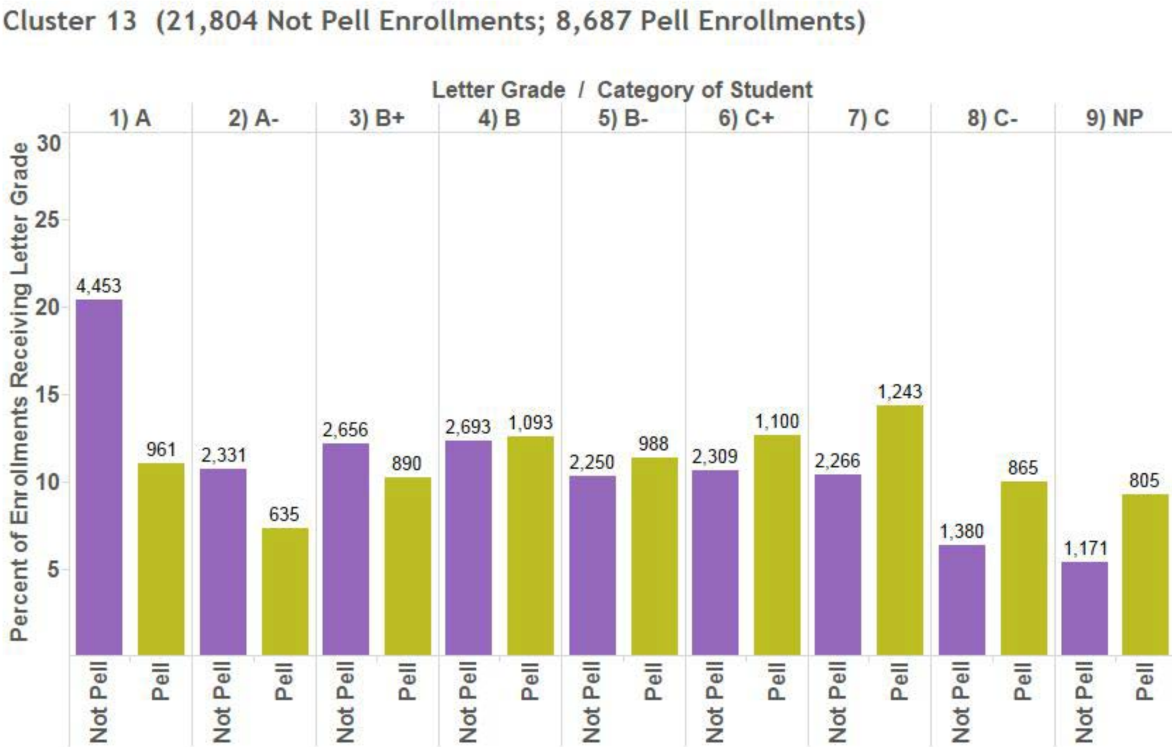

Figure D-13c. Undergraduate course grade distribution for Cluster 13, disaggregated by students' status as a Pell Grant recipient.

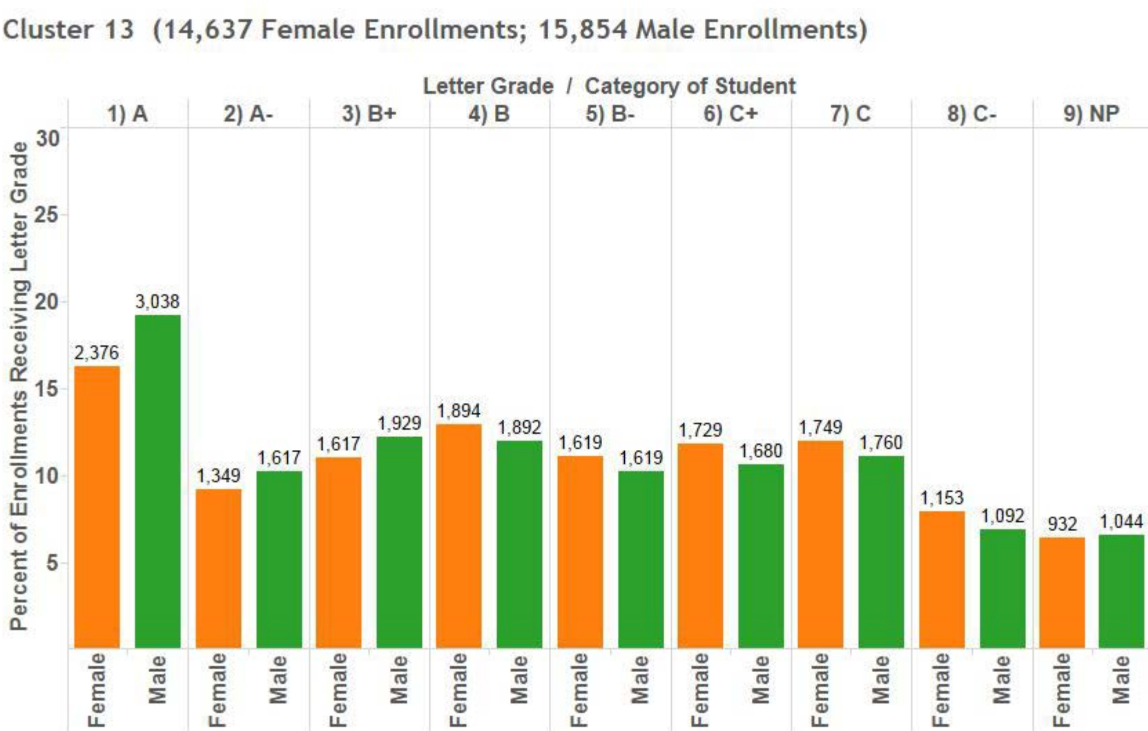

Figure D-13d. Undergraduate course grade distribution for Cluster 13, disaggregated by gender.

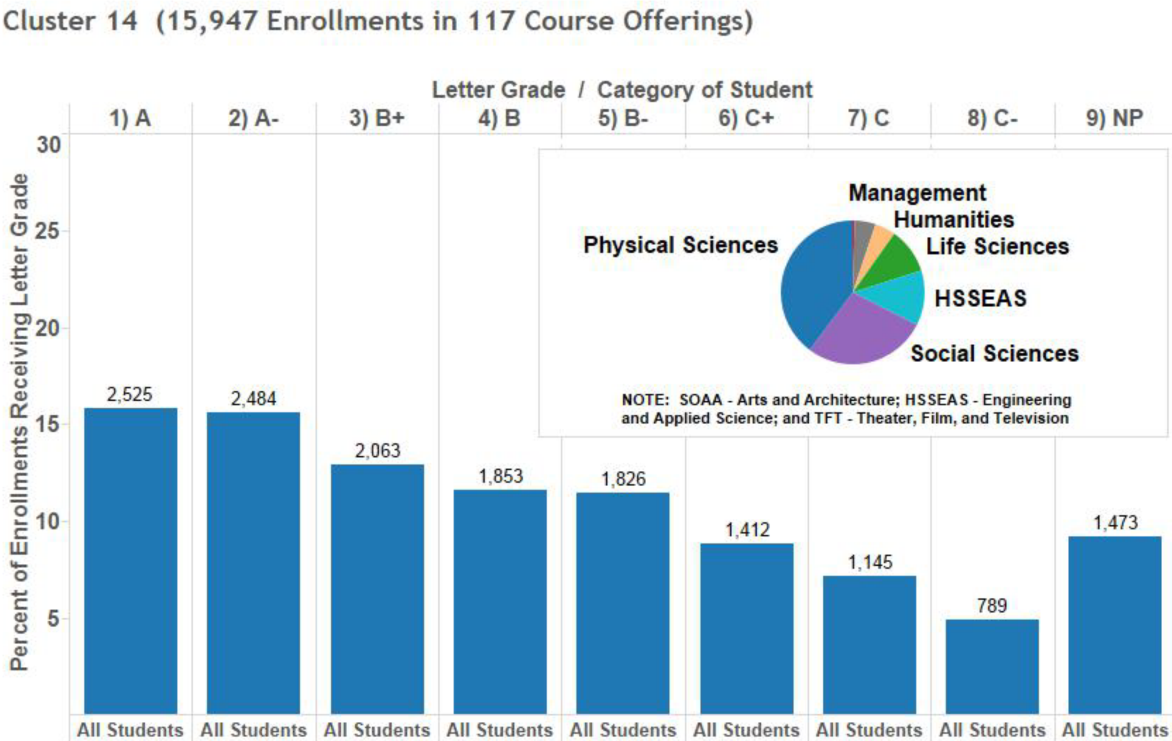

Figure D-14a. Cluster 14 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

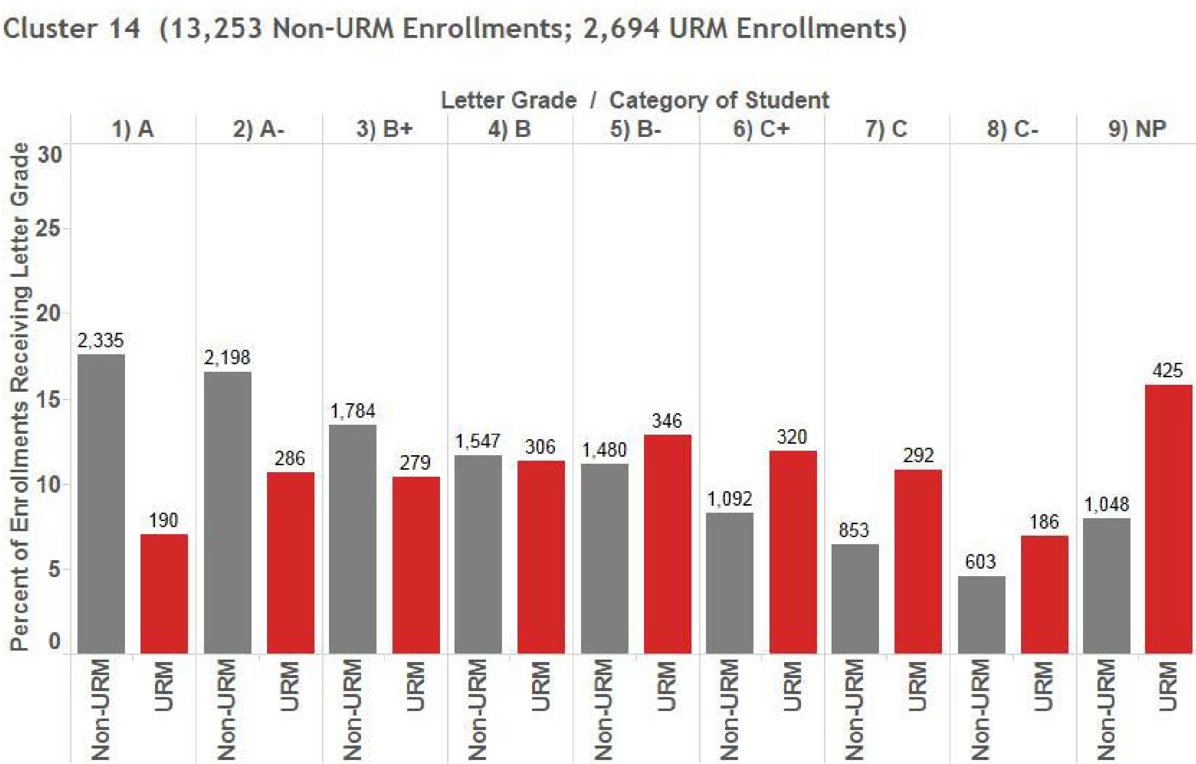

Figure D-14b. Undergraduate course grade distribution for Cluster 14, disaggregated by students' underrepresented minority (URM) status.

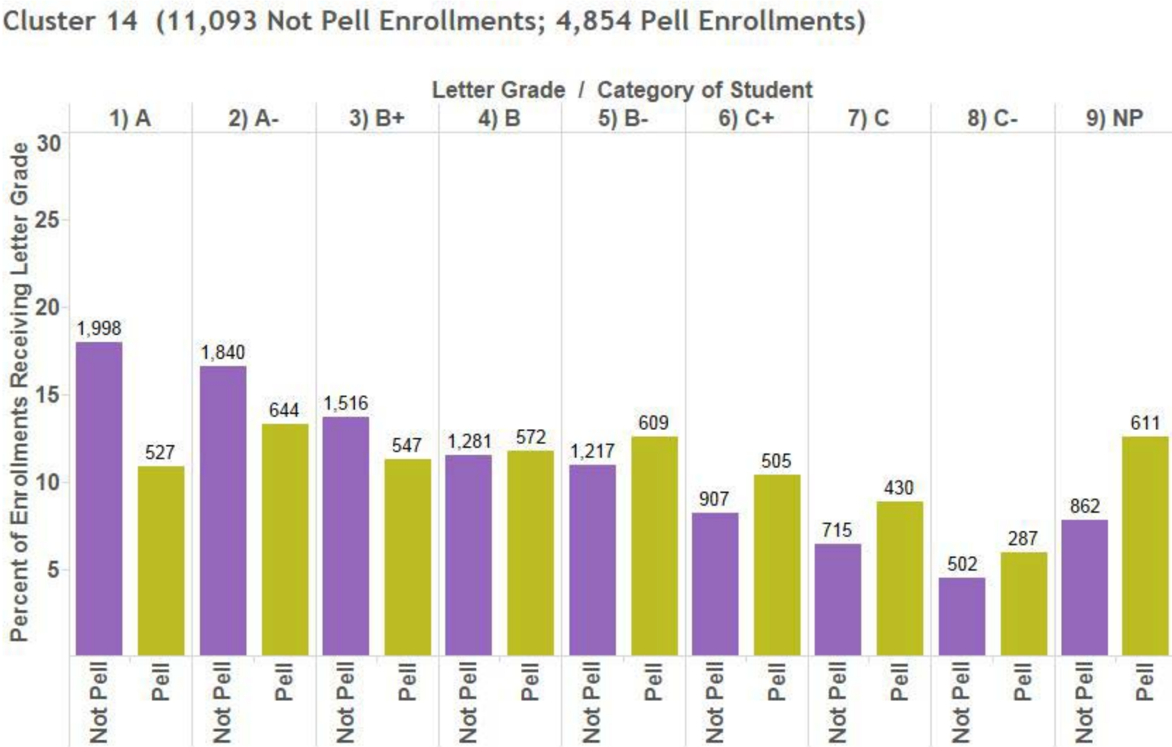

Figure D-14c. Undergraduate course grade distribution for Cluster 14, disaggregated by students' status as a Pell Grant recipient.

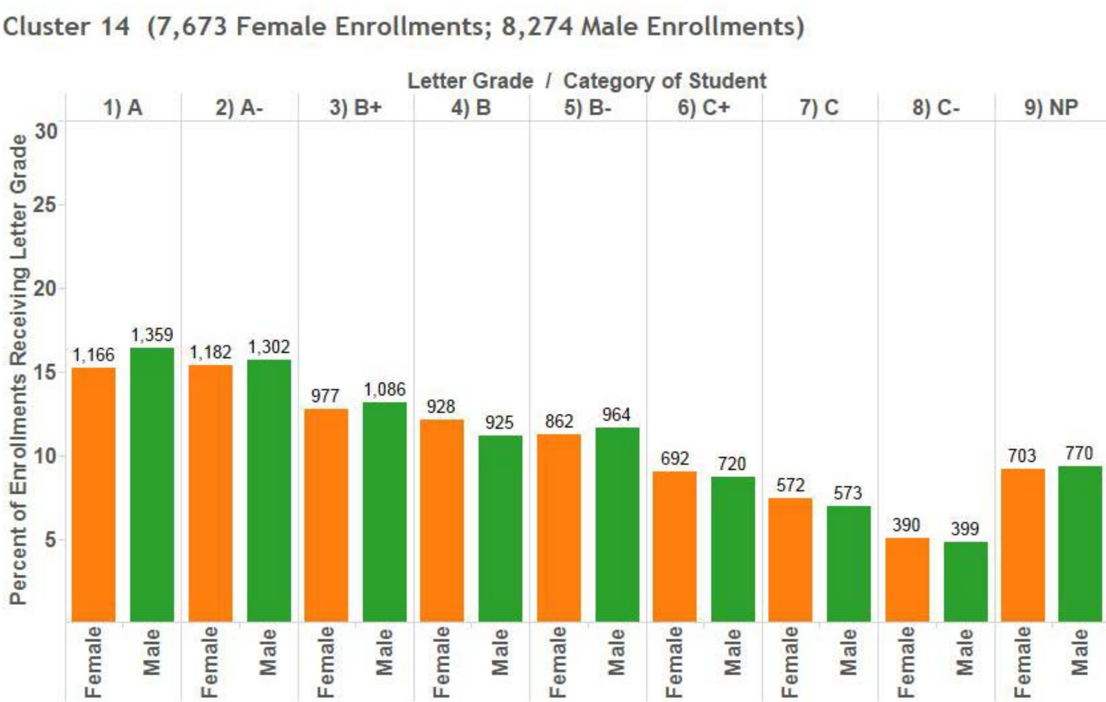

Figure D-14d. Undergraduate course grade distribution for Cluster 14, disaggregated by gender

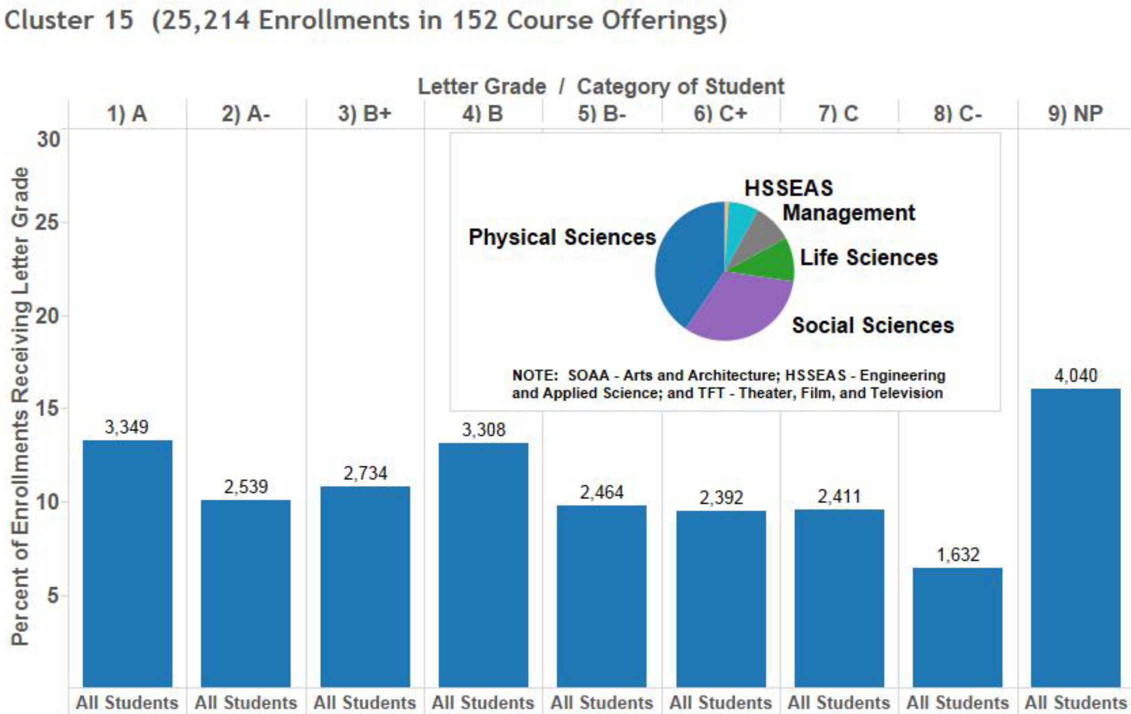

Figure D-15a. Cluster 15 course grade distribution for all students. Inset figure illustrates cluster composition by academic division/school.

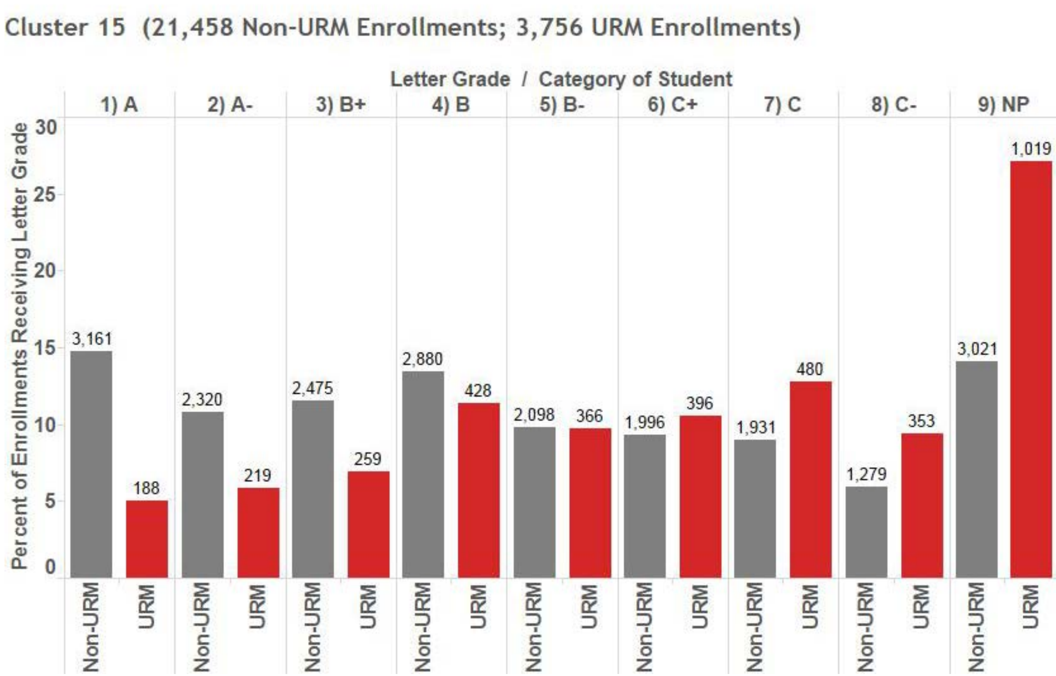

Figure D-15b. Undergraduate course grade distribution for Cluster 15, disaggregated by students' underrepresented minority (URM) status.

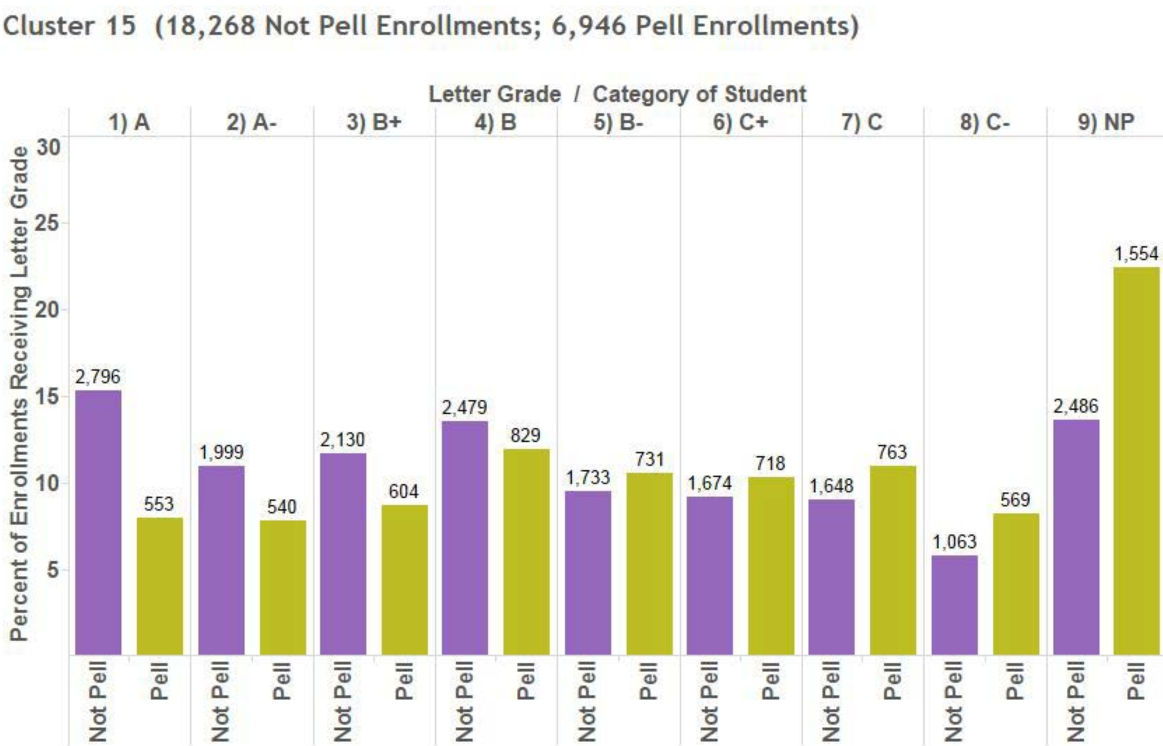

Figure D-15c. Undergraduate course grade distribution for Cluster 15, disaggregated by students' status as a Pell Grant recipient.

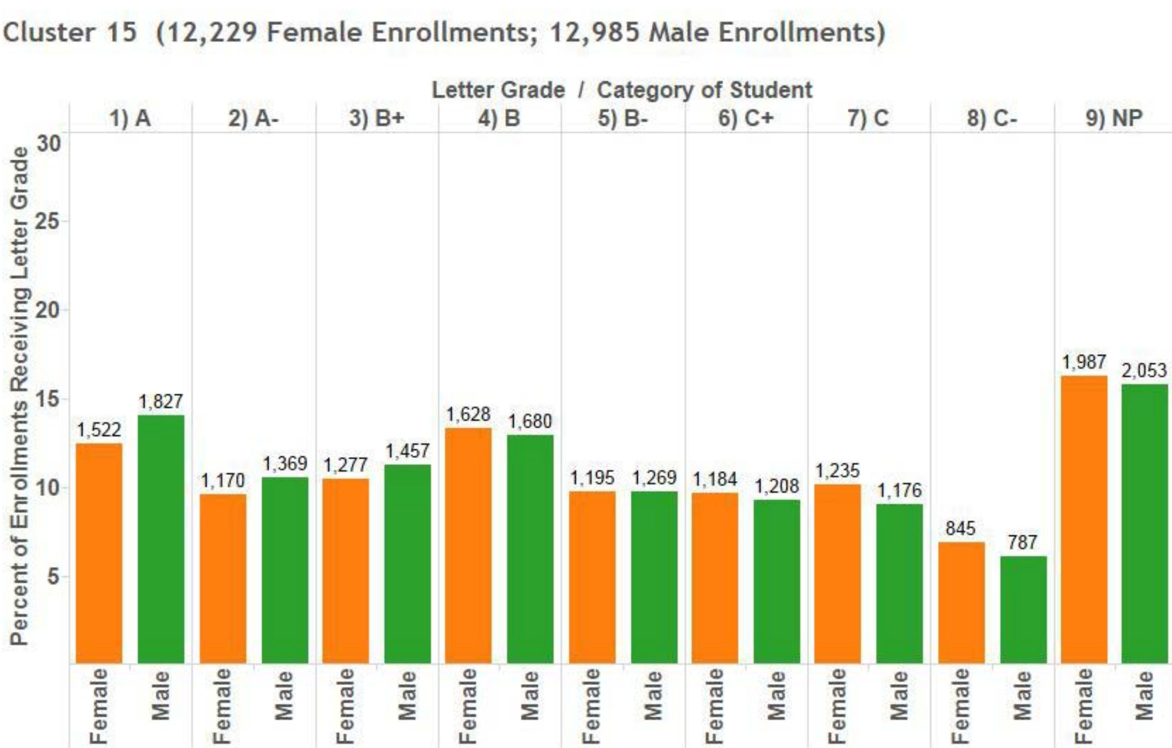

Figure D-15d. Undergraduate course grade distribution for Cluster 15, disaggregated by gender.

APPENDIX E.

Department Chair Questionnaire Brief

Prepared by:

Erin R. Sanders and Tracy Teel

Center for Education Innovation & Learning in the Sciences

Overview

The Department Chair Questionnaire (DCQ) was used to collect information about faculty development, curriculum design, course evaluation, training Teaching Assistants (TAs), and rewarding best practices in teaching. Administered alongside the Course Data Questionnaire (**Appendix F**), the DCQ was designed to gather qualitative information about teaching and instruction from the perspective of departmental leadership.

Data Collection and Analysis

Questionnaire Administration

Under the direction of the Dean of Life Sciences Victoria Sork, the Center for Education Innovation & Learning in the Sciences (CEILS) administered the DCQ in February 2015. Faculty chairs from 52 academic departments from 9 academic divisions and schools were emailed a request to complete the questionnaire by March 6, 2015. A second request followed at the end of March in an effort to collect outstanding questionnaires. Forty-nine out of 52 (94.2%) department chairs completed and returned the DCQ. One department requested to opt out of the Building Inclusive Classrooms (BIC) data collection altogether (Classics, Humanities), and the Anderson School of Management and the Department of Comparative Literature (Humanities) did not respond to requests for data. Although not included in the original request, French and Francophone Studies (Humanities) also completed a DCQ and the department's information was included in the final analysis.

Instrument

The DCQ instrument included a series of open- and close-ended questions organized into four topical sections: *Questions on Faculty Development*, *Questions on Course Evaluation*, *Questions on TA Training*, and *Questions on Rewarding Best Practices in Teaching.* (See Supporting Document E-1, p. 57, for instrument items.). There were close-ended items asking department chairs to choose from one or more response options as well as open-ended questions requesting that department chairs elaborate in response to a prompt. Where respondents wrote in options other than the ones specified, responses were collapsed into the closest fit or expanded to create new response options. Responses were omitted from analysis when they failed to provide interpretable answers to prompts; however, this was not a common occurrence. The DCQ was formatted as an MS Word document and respondents were asked to compose their answers and return the completed file to CEILS by email for analysis.

Data Analysis

The data were compiled, cleaned, coded, and analyzed by a CEILS research analyst. Quantitative data from Items 16 and 17 were organized in Excel spreadsheets for further descriptive analysis in SPSS. Qualitative responses from the seventeen open-ended items were entered into a spreadsheet where they underwent data reduction, which is “the process of selecting, focusing, simplifying, abstracting, and transforming the data” (Miles & Huberman, 1984, p. 23) to make them easier to interpret and manage. During the coding stage, the research analyst and CEILS Director Sanders engaged in an iterative process of inductive categorization, collapsing responses into broader themes. Coding and categorization were also crosschecked for credibility throughout the analysis process with other members of the project team. This approach permitted rich, detailed qualitative information to be distilled into discrete data points for descriptive statistical analysis.

This appendix contains both frequency response tables for each questionnaire item as well as excerpts of qualitative data that communicate the chairs’ ideas through their own voices. Caution should be taken when interpreting quantitative results since the sample was relatively small and not representative of all departments responsible for undergraduate instruction. Additionally, the range of possible responses given by chairs was influenced by several factors including the length of appointment as chair, department size and structure, and organizational culture related to teaching and instruction; as such, comparisons between departments and across divisions/schools should be approached with an understanding that departmental resources and practices vary widely.

Summary of Findings

Faculty Development

Departmental support. Sixty-four percent (64%) of chairs reported that their departments actively supported teaching-specific faculty development opportunities (Table E-1). This teaching-specific support included encouragement, department- and division/school-sponsored workshops, funding for conferences, and nominations for faculty to attend national training programs. One-fifth (20%) said that their departments did not support faculty efforts to develop their teaching skills; of these 10 departments, 90% represented HASS disciplines. The most common explanation for not offering more support was the lack of a dedicated budget for faculty development.

Teaching-related mentoring for new faculty. Most departments (84%) did not have formal programs for mentoring new faculty specifically dedicated to teaching (Table E-2). Most respondents (62%) said that new faculty received informal guidance from senior faculty or from chairs or vice-chairs. Informal mentoring included discussing course evaluations, classroom observation, and providing suggestions for improvement. Although pairing junior faculty with senior faculty was fairly common practice, there was usually no departmental structure to guide the mentoring relationship. Some departments mentioned external offices such as the Office of Instructional Development (OID) and the Center for Education Innovation and Learning in Sciences (CEILS) as resources for new faculty needing guidance with teaching.

Only 8% of reporting departments reported having programs in place dedicated to mentoring new faculty on teaching. It was common for these formal mentoring programs to take a more holistic approach and combine training efforts in ways that address multiple aspects of the faculty experience: research, service, and teaching. One department chair noted that although there was mentoring for new faculty, there was no equivalent support for tenured professors.

New instructors training on student evaluation. Training for new instructors tended not to address departmental expectations about grading students. Two-thirds of respondents (66%) said that their department did not provide any guidelines for assigning grades or communicate expected grade distributions (Table E-3). Some chairs reported that their departments preferred to allow instructors professional discretion in assigning grades. One chair felt that requesting specific grade distributions would be an unwelcome interference by the department.

Of those chairs reporting that new instructors received some form of grading guidance, 65% were from STEM disciplines. Eight out of 50 departments (16%) reported that they provided new faculty with specific information on expected approaches to grading. One chair described a departmental orientation for new instructors that included reviews of course syllabi, guidelines about criteria for evaluating and grading students, grading scales, and content questions. One department provided a recommended undergraduate grade distribution, and another supplied instructors with historical grade distribution data for all lower and upper division courses; in both cases, final discretion for assigning grades was left to the new instructors' discretion. Six department chairs reported that they referred new instructors to campus grading policies and guidelines outside the department, and three specifically mentioned directing them to *The Teacher's Guide,* an online publication offered by UCLA's Office of Instructional Development (http://www.oid.ucla.edu/publications/teachersguide).

Few departments had expectations that instructors would assign a specific distribution of grades. One example following this pattern was a lower division course where the department recommended that no more than 70% of students receive a B-minus or higher. Few department chairs described specific strategies used for grading (i.e., "curving," criterion-referenced, norm-referencing, competency-focused), and there was inconsistency across divisions, schools, and departments about the most acceptable approach to assigning course grades. One respondent said that the department told new instructors that it was *not* the unit's standard practice to grade on a curve, while another explained that new instructors were affirmed in their choice to use either a "curve" or a competency-based scale. The latter chair described that instructors were encouraged to use a scale that emphasizes appropriate mastery of the material and that it was communicated to them that have a responsibility to create assignments and examinations that accurately represent the content of the class.

Policies governing faculty office hours. Over 80% of respondents reported that their departments had specific policies about faculty office hours (Table E-4). Most chairs (54%) said it was required for faculty to hold at least two office hours per week and post the information in the syllabus and on the course website. Other departments with requirements (28%) were less specific about the number of hours or how the information was to be made available to students, and 16% of chairs reported that office hours were not required but said that faculty were encouraged to hold them.

Criteria for determining teaching assignments. Department chairs described a wide range of strategies for determining teaching assignments in their areas. These tended to fall into one of three categories: *faculty-focused*, *department-focused*, or *student-focused*. Although many departments were firmly rooted in faculty-focused rationales (32%) or department-focused strategies (30%), an additional 22% could be described as making decisions that balanced both departmental and faculty interests (Table E-5). It was far less common for teaching assignments to be made to directly benefit student interests; only 16% of responses specifically mentioned helping students meet their academic goals or develop relationships with faculty.

Faculty-focused rationales were defined by:

- an individual-level approach honoring faculty scheduling requests and preferences;
- course assignment according to faculty’s area of interest/expertise;
- a focus on ensuring internal fairness and equity of workload;
- incentivized course and curriculum development;
- prioritizing the use of buy-outs and service credits;
- efforts to maintain course assignment consistency

Department-focused strategies were characterized by:

- an organization-level approach described as “meeting department needs;”
- budgetary concerns;
- pressures to hire adjuncts to cover scheduling gaps;
- obligations to enforce campus and departmental policies, guidelines, and norms;
- monitoring faculty fulfillment of minimum job requirements;
- primary decision-making done by chairs, program directors, area heads, and committees

Student-focused criteria included:

- decision-making explicitly framed as having students’ interests in mind;
- ensuring course and curriculum availability to meet *students’* needs;

- ensuring that full-time faculty teach core courses;
- assigning faculty with evidence of teaching success to core courses;
- creating opportunities for faculty-student interaction;
- maintaining academic rigor;
- exposure to faculty who are encouraged to develop new courses/implement new approaches to pedagogy

Training for non-ladder faculty. Similar to responses about formal mentoring programs for new faculty, there is little specific training for Lecturers or other non-ladder faculty about delivering instruction. Only 14% of chairs reported having formal systems in place to train new instructors about teaching (Table E-6). Of the 39 chairs who reported having no departmental training programs in place, 51% explained that new non-tenure track instructors either received or solicited guidance about delivering instruction from existing faculty as needed. The other 49% reported having no mechanisms in place to train these instructors.

Course Evaluations

Departmental review of teaching evaluations. Department chairs were asked to describe the extent of their involvement in reviewing course evaluations for instructors in their area, and they were asked to describe what actions they took to address problems with instruction that became apparent through student feedback. The questionnaire items were designed to collect information about department chairs' direct responsibilities for addressing issues related teaching quality.

Half of the chairs (50%) reported *not* reading teaching evaluations for each course in their department on a regular basis (Table E-7). In many of these instances, others were responsible for reading student feedback. Approximately one-third (34%) reported reading evaluations quarterly or as soon as they became available. Some chairs were frustrated with delays in information becoming available associated with the recent move to an online system coordinated through the Office of Instructional Development (http://www.oid.ucla.edu/assessment/eip).

Approximately half of the chairs said that they reviewed *specific instructors'* course evaluations during personnel actions (i.e., merit and performance reviews, tenure and promotion decisions, re-hire/contract renewals). Nine mentioned reviewing individual teaching evaluations when vice-chairs and staff brought problems to their attention. A majority (88.0%) responded that they personally talked to faculty members when problems were identified in course evaluations; only 8% said that others were responsible for directly addressing teaching problems with instructors (Table E-8).

Departmental responses to teaching evaluations. Department chairs were asked about actions they took to improve teaching in response to course evaluations. In many cases, the responses were detailed and outlined various approaches to addressing teaching problems. Three-quarters of respondents (74%) indicated that they handled teaching issues within their own departments

(Table E-9b). Common internal approaches included meeting and working directly with the chair (44%) and assigning the instructor to work with another faculty member in the department (38%; Table E-9a). Additionally, 10% engaged in more inclusive, global approaches to teaching problems by having departmental conversations and meetings about instructional quality. One-quarter of respondents (24%) sought out information and expert guidance outside their department through campus resources such as OID and CEILS. Nearly one-fifth (16%) described handling problems using approaches that did not help instructors improve their teaching abilities. These included doing nothing to address problems, reassigning instructors to classes perceived to be easier, and not rehiring instructors to work in the department. Twelve percent (12%) explained that they had not experienced any teaching problems during their tenure as department chair; however, some offered what they would do if they encountered negative course evaluations.

Departmental assessment of faculty instruction. Chairs were asked to describe other forms of assessment for faculty and instructors who teach undergraduates in their department. The most common form of teaching assessment reported was faculty peer review (62%), which included classroom observations and feedback, reviews of syllabi and course materials, and consultations with the chair (Table E-10a). Table F-10b shows that twice as many HASS departments engaged in peer evaluation compared to STEM departments. One-quarter of respondents (26%) did not perform teaching assessments other than course evaluations at all. Eight departments conducted other forms of assessment and evaluation including soliciting direct student feedback, having faculty engage in self-reflective writing, and mapping student learning outcomes to established disciplinary standards. From the responses provided, it was not clear that assessment was a regular departmental practice; twenty-two chairs described conducting "teaching evaluations" as part of normal personnel reviews but did not provide further details about the frequency, breadth, or depth of these evaluations.

Teaching Assistants

Teaching Assistant training. Chairs were asked to provide information about the types of training required of TAs in their respective departments. Three-quarters (74%) indicated that their departments provided structured preparation and training for classroom instruction (Table E-11). Most of these respondents noted that this training took place through “495” credit-bearing courses designed to teach TAs about college instruction, and 17 chairs provided copies of current syllabi for these courses. Sixty percent of chairs (60%) also reported that instructors and a designated course or curriculum coordinator provided specific training when TAs were assigned to particular courses. Eight departments reported that TAs also had some responsibility to train and prepare themselves in addition to the support they received from instructors and the department.

Departmental review of Teaching Assistant evaluations. Most department chairs (72%) did not review course evaluations for TAs in their department (Table E-12). This was generally the responsibility of Vice Chairs of Education, TA Coordinators, and/or Student Affairs Officers

(SAOs). Several approaches were taken to address problems revealed in course evaluations. The most popular department-level intervention (37%) was to gather information from faculty and call meetings to speak with TAs about their evaluations (Table E-13). These meetings occurred limited numbers of times and often consisted of chairs, vice chairs, faculty, advisors, and/or TA coordinators giving feedback and providing suggestions for improvement. Some responses implied that these meetings included warnings and reprimands about poor performance. The most common response (38%) indicated that chairs expected for problems with TAs to be handled at the individual level, in effect resolving themselves without department-level interventions. These responses carried presumptions that faculty advisors, course instructors, and senior TAs would take the initiative to address and correct problems directly with TAs without involving the chair or other department leadership. Twenty percent of respondents (20%) reported that the department would take active measures to retrain and work with the TA on an ongoing basis until their performance improved, but only 2 chairs mentioned going outside the department to access expert resources such as OID. Twenty-six percent (26%) of chairs reported addressing problems by taking passive corrective actions that do not directly serve to improve individual approaches to teaching. These include not rehiring or retraining TAs in their departments; reassigning TAs to courses or instructors perceived to be better matches for their abilities; warning professors about having to work with weak TAs; and doing nothing.

Departmental responses to teaching evaluations. When asked about what they do as department chairs do to improve TA teaching and training, a majority of department chairs (56%) reported that their actions would take place at the individual level and would consist of remediation, probation, and removal (Table E-14). Twenty-two percent (22%) provided responses indicating they did not personally intervene in TA training and teaching, preferring instead to refer issues to others more directly responsible for their performance. Ten departments (20%) said that they proactively used TA evaluations to inform changes to the 495 TA training curriculum and/or standardize TA guidelines. A small percentage (8%) used the information when designing department-wide workshops, meetings, and other educational sessions about teaching and instruction, and some departments (8.0%) used rewards and incentives for good teaching to encourage successful TA behavior in the classroom.

Departmental assessment of Teaching Assistant instruction. Mirroring patterns seen at the faculty level, most departments (62%) did not engage in assessment of TA performance outside of student evaluations (Table E-15). The next most common assessment (20%) used to help TAs improve was formal written evaluations by the course instructor or by OID staff. Some departments (n=3) offered TAs peer review experiences of their teaching and course materials, and others (n=2) created opportunities for students to provide direct feedback about TA quality.

Instructional Practices and Teaching Assistant Responsibilities

In addition to providing qualitative responses about TA training and evaluation, chairs completed two series of close-ended questions about instructional practices for laboratory/discussion sections and general TA responsibilities (Table Series E-16 and E-17). Responses for each series of questions have been compiled into narrative form and summarized below.

Instructional practices for laboratory and discussion sections. In courses with separate lab or discussion sections, there are patterns of common TA practices for delivery of instruction, development of course materials, and use of student assignments. For the majority of courses (88%), TAs lead the laboratory or discussion sections (Tables E-16.1 and E-16.2), and they are the ones most likely to answer student questions, not faculty instructors (Tables E-16.7 and E-16.8). Faculty instructors tend to develop section curriculum and materials for most courses, although TAs also develop their own materials both individually and as teams for some courses (Tables E-16.4, E-16.5, and E-16.6). A minority of chairs (32%) reported having any courses that use section materials developed at the department level (Table E-16.3), but a majority (74%) said that at least a few courses in their department use materials standardized across all lab or discussion courses (Table E-16.9). Testing and quizzing students in sections to help them evaluate their learning appears to a somewhat common practice across most sections; while nearly one-quarter of department chairs (24%) were not sure about the extent of the practice, over half (53%) said it happens in few to most courses (Table E-16.10). By contrast, the pattern for ungraded supplemental assignments indicates that very few instructors engage in this practice, with only 2 respondents reporting this as a common practice in their departments (Table E-16.11).

Teaching Assistant responsibilities. Teaching assistants have various work responsibilities, and expectations vary within and across departments. Department chairs were asked to provide responses that best captured the norm for most courses in their area. Most chairs reported that it was mandatory for TAs to attend lectures or primary section meetings (72%; Table E-17.1) with the exception of reporting departments in the Physical Sciences. Most chairs reported that TAs are expected to meet with course instructors on a regular basis (84%; Table E-17.13a). Although 11% of chairs were unsure of the frequency of those meetings and 28% reported that expectations varied by course, nearly half (47%) said that TAs were responsible for meeting with instructors at least weekly (Table E-17.13b). Most chairs (70%) affirmed that deciding how to present course materials in section was a TA responsibility (Table E-17.3). A number of TAs are expected to lead class during the *primary* lecture (36%; Table E-17.11). 36% of chairs said that instructors expected TAs to offer their input about the content of primary lectures or sections (Table E-17.10). This practice is not limited to a particular discipline. Chairs did not comment as to the extent to which TAs involved in teaching primary sections were doing this under direct supervision by the primary instructors.

The most commonly agreed-upon TA responsibilities were related to managing student assignments and examinations. Majorities of chairs agreed that grading assignments (86%) and tests (88%), proctoring examinations (84%), and keeping track of student scores (66%) were TA responsibilities (Tables E-17.4 to E-17.7). Teaching Assistants were also expected to make themselves available to students outside the classroom. Nearly all chairs (n=48) reported holding office hours as a TA responsibility (Table E-17.8a), and most (72%) said that they were expected to serve two hours per week (Table E-17.8b). All TAs held office hours in-person, and 40% of chairs reported that TAs also spend time helping students online (Table E-17.8c). It was not very common (36%) for TAs to be expected to provide tutoring sessions or other types of supplemental instruction to students (Table E-17.9). Finally, three-quarters of department chairs (74%) said that reading course evaluations about their performance as TAs was included among their responsibilities (Table E-17.12).

Rewarding Best Practices in Teaching

Department chairs were asked about rewarding and recognizing exceptional teaching for both faculty instructors and TAs. Two-thirds of chairs (66%) indicated that their departments reward and recognize exceptional faculty teaching (Table E-18). The response rate was similar (67%) for recognizing exceptional teaching by TAs (Table E-19). More departments had internal awards for TAs (52%) than for faculty (36%). The questionnaire directed respondents to provide information about awards, recognition frequency, evaluation criteria, and the selection process; however, the depth and detail of responses varied greatly and it was therefore challenging to identify patterns across the data. It was, however, possible to determine that departments fell into one of three groups with regard to rewarding and recognizing exceptional teaching:

- Those with established departmental/divisional awards that actively supported a culture of rewarding good teaching;
- Those who nominated instructors and TAs for awards hosted outside their departments/divisions;
- Those who did nothing to reward recognize teaching.

Departments with established reward and recognition cultures tended to also nominate faculty and TAs for external awards. Those who did not have departmental awards cited small departments and fairness issues as reasons for not rewarding best practices in teaching at the departmental level.

References

Miles, M. B., & Huberman, A. M. (1984). Drawing valid meaning from qualitative data: Toward a shared craft. *Educational Researcher (13)*5: 20-30.

Tables and Supporting Document Index

Faculty Development

Table E-1
Faculty Development: *Does your department support faculty development opportunities that relate to teaching?*

		Responses			
	Department Chair Participation	Yes, department actively supports teaching-specific faculty development opportunities.	Yes, department actively supports unrestricted faculty development which includes research, service, and teaching opportunities.	No, department does not currently supporting teaching-related faculty development opportunities but would if it were able to.	No.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	0 (0.0)	1 (20.0)	1 (20.0)	3 (60.0)
Education (n=1)	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	5 (83.3)	0 (0.0)	0 (0.0)	1 (16.7)
Humanities (n=12)	12 (100.0)	7 (58.3)	3 (25.0)	1 (8.3)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	7 (87.5)	1 (12.5)	0 (0.0)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	7 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	4 (44.4)	2 (22.2)	1 (11.1)	2 (22.2)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	32 (64.0)	8 (16.0)	3 (6.0)	7 (14.0)

Table E-2
Faculty Development: *Does your department have a formal program for mentoring new faculty with respect to teaching?*

		Responses		
	Department Chair Participation	Yes, department has a teaching-specific formal mentoring program.	Yes, department's holistic formal program includes mentoring on research, service, and teaching.	No, department does not have a formal program, but informal mentoring on teaching may take place.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	0 (0.0)	0 (0.0)	5 (100.0)
Education (n=1)	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	0 (0.0)	3 (50.0)	3 (50.0)
Humanities (n=12)	12 (100.0)	1 (8.3)	1 (8.3)	10 (83.3)
Life Sciences (n=8)	8 (100.0)	3 (37.5)	3 (37.5)	2 (25.0)
Physical Sciences (n=7)	7 (100.0)	4 (57.1)	1 (14.3)	2 (28.6)
Social Sciences (n=9)	9 (100.0)	0 (0.0)	2 (22.2)	7 (77.8)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	0 (0.0)	2 (100.0)
All Divisions/Schools (n=50)	50 (100.0)	8 (16.0)	11 (22.0)	31 (62.0)

Table E-3

Faculty Development: *Does your department provide new instructors any guidelines for assigning grades or communicate expectations to new instructors about the expected grade distribution (e.g., number of As, Bs, Cs, Ds, Fs, etc.) for each undergraduate course offered?*

		Responses		
	Department Chair Participation	Yes, department provides general guidelines about grading.	Yes, department communicates expected grade distributions along with general grading guidelines.	No.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	3 (60.0)	0 (0.0)	2 (40.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)
Engineering & Applied Science (n=6)	6 (100.0)	2 (33.3)	0 (0.0)	4 (66.7)
Humanities (n=12)	12 (100.0)	1 (8.3)	1 (8.3)	10 (83.3)
Life Sciences (n=8)	8 (100.0)	1 (12.5)	3 (37.5)	4 (50.0)
Physical Sciences (n=7)	7 (100.0)	2 (28.6)	3 (42.9)	2 (28.6)
Social Sciences (n=9)	9 (100.0)	0 (0.0)	1 (11.1)	8 (88.9)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	0 (0.0)	2 (100.0)
All Divisions/Schools (n=50)	50 (100.0)	9 (18.0)	8 (16.0)	33 (66.0)

Table E-4
Faculty Development: *Please indicate what policies your department has in place with regard to holding office hours.*

		Responses		
	Department Chair Participation	Faculty are required to hold at least two office hours per week and post the hours on the course website and syllabus.	Faculty are required to hold office hours, but the number and posting location is up to instructor.	Faculty have no formal requirement for office hours but are encouraged to hold them.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	3 (60.0)	1 (20.0)	1 (20.0)
Education (n=1)	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	5 (83.3)	1 (16.7)	2 (33.3)	2 (33.3)
Humanities (n=12)	12 (100.0)	10 (83.3)	1 (8.3)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	2 (25.0)	4 (50.0)	2 (25.0)
Physical Sciences (n=7)	7 (100.0)	4 (57.1)	1 (14.3)	2 (28.6)
Social Sciences (n=9)	9 (100.0)	5 (55.6)	4 (44.4)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	49 (98.0)	27 (54.0)	14 (28.0)	8 (16.0)

Note: Response column calculations include item non-responses (n=1).

Table E-5

Faculty Development: *Please provide the criteria or rationale used to make teaching assignments in your department.*

	Department Chair Participation		Responses													
			Criteria/ rationale mostly faculty-focused		Criteria/ rationale mostly faculty- and department-focused		Criteria/ rationale mostly department-focused		Criteria/ rationale mostly department- and student-focused		Criteria/ rationale mostly student-focused		Criteria/ rationale mostly student- and faculty-focused		Criteria/ rationale balanced among faculty, department, and student interests	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	1	(20.0)	1	(20.0)	2	(40.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(20.0)
Education (n=1)	1	(100.0)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
Engineering & Applied Science (n=6)	6	(100.0)	0	(0.0)	1	(16.7)	4	(66.7)	0	(0.0)	0	(0.0)	0	(0.0)	1	(16.7)
Humanities (n=12)	12	(100.0)	3	(25.0)	1	(8.3)	5	(41.7)	0	(0.0)	0	(0.0)	3	(25.0)	0	(0.0)
Life Sciences (n=8)	8	(100.0)	4	(50.0)	1	(12.5)	2	(25.0)	0	(0.0)	0	(0.0)	1	(12.5)	0	(0.0)
Physical Sciences (n=7)	7	(100.0)	3	(42.9)	3	(42.9)	1	(14.3)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
Social Sciences (n=9)	9	(100.0)	3	(33.3)	4	(44.4)	1	(11.1)	0	(0.0)	0	(0.0)	1	(11.1)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	1	(50.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(50.0)	0	(0.0)	0	(0.0)
All Divisions/Schools (n=50)	50	(100.0)	16	(32.0)	11	(22.0)	15	(30.0)	0	(0.0)	1	(2.0)	5	(10.0)	2	(4.0)

Note: Coding was dependent on the quality of responses provided and is not necessarily representative of departmental practices or philosophies.

Table E-6
Faculty Development: *If you regularly employ Lecturers or other non-ladder faculty to teach courses in your department, please describe how these full-time or part-time instructors are trained to deliver instruction.*

		Responses			
	Department Chair Participation	There is a formal system in place to train non-tenure track faculty.	Non-tenure track faculty receive/solicit informal guidance as needed.	There is no training on instruction for non-tenure track faculty.	We do not use non-tenure track faculty.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	0 (0.0)	3 (60.0)	1 (20.0)	1 (20.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	0 (0.0)	2 (33.3)	4 (66.7)	0 (0.0)
Humanities (n=12)	12 (100.0)	3 (25.0)	3 (25.0)	4 (33.3)	2 (16.7)
Life Sciences (n=8)	8 (100.0)	2 (25.0)	5 (62.5)	0 (0.0)	1 (12.5)
Physical Sciences (n=7)	7 (100.0)	1 (14.3)	3 (42.9)	3 (42.9)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	0 (0.0)	4 (44.4)	5 (55.6)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	7 (14.0)	20 (40.0)	19 (38.0)	4 (8.0)

Course Evaluations

Table E-7

Course Evaluations: *For each course taught by your department, when do you, as department Chair or IDP director, review the teaching evaluations?*

		Responses		
	Department Chair Participation	Quarterly	Annually	Chair does not regularly review teaching evaluations for each course in department.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	3 (60.0)	2 (40.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	1 (100.0)
Engineering & Applied Science (n=6)	6 (100.0)	2 (33.3)	1 (16.7)	3 (50.0)
Humanities (n=12)	11 (91.7)	5 (41.7)	1 (8.3)	5 (41.7)
Life Sciences (n=8)	8 (100.0)	2 (25.0)	0 (0.0)	6 (75.0)
Physical Sciences (n=7)	7 (100.0)	1 (14.3)	2 (28.6)	4 (57.1)
Social Sciences (n=9)	8 (88.9)	2 (22.2)	0 (0.0)	6 (66.7)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	48 (96.0)	17 (34.0)	6 (12.0)	25 (50.0)

Notes: Response column calculations include item non-responses (n=2).

Table E-8
Course Evaluations: *Do you talk with faculty members when problems are identified through the evaluations?*

		Responses	
	Department Chair Participation	Yes.	No, someone else does.
Divisions/Schools	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	5 (100.0)	0 (0.0)
Education (n=1)	1 (100.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	6 (100.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	12 (100.0)	0 (0.0)
Life Sciences (n=8)	7 (87.5)	4 (50.0)	3 (37.5)
Physical Sciences (n=7)	7 (100.0)	7 (100.0)	0 (0.0)
Social Sciences (n=9)	8 (88.9)	8 (88.9)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	1 (50.0)
All Divisions/Schools (n=50)	48 (96.0)	44 (88.0)	4 (8.0)

Notes: Response column calculations include item non-responses (n=2).

Table E-9a
Course Evaluations: *What actions do you take to improve teaching in response to the evaluations?*

		Responses					
	Department Chair Participation	Chair works individually with instructor.	Instructor is referred to work with others in department.	Department works collaboratively to improve overall quality of teaching.	Instructor is referred to expert guidance outside department.	Chair does not take actions that improve quality of teaching.	Chair reports no experience with evaluation problems.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	4 (80.0)	1 (20.0)	0 (0.0)	1 (20.0)	1 (20.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	3 (50.0)	0 (0.0)	1 (16.7)	0 (0.0)	3 (50.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	2 (16.7)	3 (25.0)	2 (16.7)	4 (33.3)	1 (8.3)	4 (33.3)
Life Sciences (n=8)	8 (100.0)	5 (62.5)	4 (50.0)	2 (25.0)	2 (25.0)	0 (0.0)	1 (12.5)
Physical Sciences (n=7)	7 (100.0)	4 (57.1)	3 (42.9)	0 (0.0)	3 (42.9)	3 (42.9)	0 (0.0)
Social Sciences (n=9)	8 (88.9)	4 (44.4)	5 (55.6)	0 (0.0)	1 (11.1)	0 (0.0)	1 (11.1)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	49 (98.0)	22 (44.0)	19 (38.0)	5 (10.0)	12 (24.0)	8 (16.0)	6 (12.0)

Notes: Response column calculations factor in item non-responses (n=1).
Department row percentages add up to more than 100% because qualitative coding permitted multiple responses.

Table E-9b

Course Evaluations: *What actions do you take to improve teaching in response to the evaluations?*

		Responses			
	Department Chair Participation	Chair works within department to improve teaching.	Chair uses expert resources outside department to improve teaching.	Chair does not take actions that improve quality of teaching.	Chair reports no experience with this.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	4 (80.0)	1 (20.0)	1 (20.0)	0 (0.0)
Education (n=1)	1 (100.0)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	4 (66.7)	0 (0.0)	3 (50.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	6 (50.0)	4 (33.3)	1 (8.3)	4 (33.3)
Life Sciences (n=8)	8 (100.0)	7 (87.5)	2 (25.0)	0 (0.0)	1 (12.5)
Physical Sciences (n=7)	7 (100.0)	6 (85.7)	3 (42.9)	3 (42.9)	0 (0.0)
Social Sciences (n=9)	8 (88.9)	7 (77.8)	1 (11.1)	0 (0.0)	1 (11.1)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	49 (98.0)	37 (74.0)	12 (24.0)	8 (16.0)	6 (12.0)

Notes: Table reduces data from Table H-9a by collapsing the three left-most columns into a "Chair works within department to improve teaching" category, thereby eliminating redundant department counts.
Response column calculations factor in item non-responses (n=1).
Department row percentages add up to more than 100% because qualitative coding permitted multiple responses.

Table E-10a

Course Evaluations: *What other types of assessment do you conduct for ladder and non-ladder faculty who teach undergraduate courses in your department?*

		Responses				
	Department Chair Participation	Faculty peer review	Soliciting feedback from students, TA's, and staff	Faculty self-reflection exercises	Evaluation of student learning outcomes against standards	No additional assessment
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	2 (40.0)	1 (20.0)	0 (0.0)	0 (0.0)	2 (40.0)
Education (n=1)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	2 (33.3)	1 (16.7)	0 (0.0)	2 (33.3)	2 (33.3)
Humanities (n=12)	12 (100.0)	9 (75.0)	2 (16.7)	1 (8.3)	0 (0.0)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	5 (62.5)	0 (0.0)	0 (0.0)	0 (0.0)	3 (37.5)
Physical Sciences (n=7)	7 (100.0)	4 (57.1)	3 (42.9)	0 (0.0)	0 (0.0)	2 (28.6)
Social Sciences (n=9)	9 (100.0)	8 (88.9)	1 (11.1)	0 (0.0)	0 (0.0)	1 (11.1)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (100.0)
All Divisions/Schools (n=50)	50 (100.0)	31 (62.0)	8 (16.0)	1 (2.0)	2 (4.0)	13 (26.0)

Notes: Row percentages add up to more than 100% because qualitative coding permitted multiple responses.
Limitations of item wording led to non-responses being coded as "no additional assessment."

Table E-10b

Course Evaluations: *What other types of assessment do you conduct for ladder and non-ladder faculty who teach undergraduate courses in your department?*

		Responses				
	Department Chair Participation	Faculty peer review (e.g., course/lecture observation, review of syllabus and course materials, consultation with chair)	Soliciting feedback from students, TA's, and staff	Faculty self-reflection exercises	Evaluation of student learning outcomes against standards	No additional assessment
Disciplinary Areas	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
STEM Departments (n=21)	21 (100.0)	11 (52.4)	4 (19.0)	0 (0.0)	2 (9.5)	7 (33.3)
HASS Departments (n=27)	27 (100.0)	20 (74.1)	1 (3.7)	1 (3.7)	0 (0.0)	4 (14.8)
All Disciplinary Areas (n=48)	48 (100.0)	31 (64.6)	5 (10.4)	1 (2.1)	2 (4.2)	11 (22.9)

Teaching Assistant Training

Table E-11
Teaching Assistant Training: *Please indicate the type of training program required for Teaching Assistants (TAs) in your department.*

		Responses			
	Department Chair Participation	Department provides preparation for all TAs (e.g., 495 TA training course).	Course-specific training is provided by instructor or course coordinator.	TAs are responsible for their own training and preparation to teach a course.	TAs receive training in other departments.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	4 (80.0)	4 (80.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	5 (83.3)	5 (83.3)	3 (50.0)	2 (33.3)	0 (0.0)
Humanities (n=12)	12 (100.0)	9 (75.0)	8 (66.7)	3 (25.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	6 (75.0)	6 (75.0)	0 (0.0)	1 (12.5)
Physical Sciences (n=7)	7 (100.0)	5 (71.4)	5 (71.4)	2 (28.6)	1 (14.3)
Social Sciences (n=9)	9 (100.0)	7 (77.8)	6 (66.7)	1 (11.1)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	1 (50.0)	0 (0.0)	1 (50.0)
All Divisions/Schools (n=50)	48 (96.0)	37 (74.0)	30 (60.0)	8 (16.0)	3 (6.0)

Table E-12

Teaching Assistant Training: *Do you, as department Chair or IDP director, review course evaluations for each Teaching Assistant in your department? If not, who is responsible for reviewing the TA evaluations?*

		Responses	
	Department Chair Participation	Yes.	No, someone else reviews TA teaching evaluations.
Divisions/Schools	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	4 (80.0)	1 (20.0)
Education (n=1)	1 (100.0)	0 (0.0)	1 (100.0)
Engineering & Applied Science (n=6)	6 (100.0)	1 (16.7)	5 (83.3)
Humanities (n=12)	12 (100.0)	4 (33.3)	8 (66.7)
Life Sciences (n=8)	8 (100.0)	1 (12.5)	7 (87.5)
Physical Sciences (n=7)	7 (100.0)	0 (0.0)	7 (100.0)
Social Sciences (n=9)	9 (100.0)	3 (33.3)	6 (66.7)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	1 (50.0)
All Divisions/Schools (n=50)	50 (100.0)	14 (28.0)	36 (72.0)

Table E-13
Teaching Assistant Training: *For each Teaching Assistant, how does your department address any problems identified through course evaluations?*

		Responses				
	Department Chair Participation	Verbal interventions with department leadership	Self-resolution presumed	Active retraining within department	Providing access to training resources outside department	Adverse actions that do not lead to TA improvement
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	5 (62.5)	2 (40.0)	0 (0.0)	1 (20.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	1 (11.1)	3 (50.0)	0 (0.0)	0 (0.0)	4 (66.7)
Humanities (n=12)	12 (100.0)	3 (11.5)	5 (41.7)	5 (41.7)	0 (0.0)	3 (25.0)
Life Sciences (n=8)	8 (100.0)	8 (57.1)	2 (25.0)	0 (0.0)	1 (12.5)	3 (37.5)
Physical Sciences (n=7)	7 (100.0)	7 (58.3)	2 (28.6)	3 (42.9)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	8 (38.1)	4 (44.4)	2 (22.2)	0 (0.0)	3 (33.3)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	34 (36.6)	19 (38.0)	10 (20.0)	2 (4.0)	13 (26.0)

Table E-14
Teaching Assistant Training: *What actions do you take to improve teaching or TA training in response to the TA evaluations?*

		Responses				
	Department Chair Participation	Department-level: Ongoing improvement of TA training courses and standardizing TA guidelines	Department-level: Educational programming and learning opportunities about teaching for faculty, staff, and TA's	Department-level: Incentives and rewards for good teaching	Individual-level: Remediation and/or probation	No actions taken to improve TA teaching or training
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	3 (60.0)	0 (0.0)	1 (20.0)	2 (40.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
Engineering & Applied Science (n=6)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	3 (50.0)	3 (50.0)
Humanities (n=12)	12 (100.0)	2 (16.7)	1 (8.3)	0 (0.0)	7 (58.3)	3 (25.0)
Life Sciences (n=8)	8 (100.0)	3 (37.5)	0 (0.0)	0 (0.0)	5 (62.5)	1 (12.5)
Physical Sciences (n=7)	7 (100.0)	0 (0.0)	1 (14.3)	3 (42.9)	5 (71.4)	1 (14.3)
Social Sciences (n=9)	9 (100.0)	2 (22.2)	1 (11.1)	0 (0.0)	5 (55.6)	2 (22.2)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	10 (20.0)	4 (8.0)	4 (8.0)	28 (56.0)	11 (22.0)

Table E-15

Teaching Assistant Training: *What other types of assessment do you conduct for TAs who assist with instruction in undergraduate courses taught by faculty in your department?*

		Responses				
	Department Chair Participation	Formal written evaluation of teaching by faculty/OID	Peer review and evaluation by faculty/senior TAs	Opportunities for direct feedback from undergrads	TA grades for 375 course	None
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	1 (20.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (80.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
Engineering & Applied Science (n=6)	6 (100.0)	0 (0.0)	1 (16.7)	1 (16.7)	0 (0.0)	4 (66.7)
Humanities (n=12)	10 (83.3)	2 (16.7)	1 (8.3)	0 (0.0)	0 (0.0)	9 (75.0)
Life Sciences (n=8)	8 (100.0)	0 (0.0)	1 (12.5)	0 (0.0)	1 (12.5)	6 (75.0)
Physical Sciences (n=7)	7 (100.0)	4 (57.1)	0 (0.0)	1 (14.3)	0 (0.0)	2 (28.6)
Social Sciences (n=9)	9 (100.0)	2 (22.2)	0 (0.0)	0 (0.0)	0 (0.0)	4 (44.4)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	0 (0.0)	2 (100.0)	1 (50.0)
All Divisions/Schools (n=50)	48 (96.0)	10 (20.0)	3 (6.0)	2 (4.0)	3 (6.0)	31 (62.0)

Instructional Practices

Table E-16.1
Discussion/Lab Section Practices: *Faculty instructors lead the lab or discussion sections.*

	Department Chair Responses		Response Options									
			All courses		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	1	(20.0)	0	(0.0)	2	(40.0)	2	(40.0)	0	(0.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	0	(0.0)	1	(16.7)	4	(66.7)	1	(16.7)	0	(0.0)
Humanities (n=12)	11	(91.7)	0	(0.0)	0	(0.0)	4	(36.4)	7	(63.6)	0	(0.0)
Life Sciences (n=8)	7	(87.5)	0	(0.0)	1	(14.3)	2	(28.6)	4	(57.1)	0	(0.0)
Physical Sciences (n=7)	7	(100.0)	0	(0.0)	0	(0.0)	4	(57.1)	3	(42.9)	0	(0.0)
Social Sciences (n=9)	8	(88.9)	0	(0.0)	0	(0.0)	6	(75.0)	2	(25.0)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	0	(0.0)	1	(50.0)	0	(0.0)	1	(50.0)	0	(0.0)
All Divisions/Schools (n=50)	47	(94.0)	1	(2.1)	3	(6.4)	22	(46.8)	20	(42.6)	1	(2.1)

Table E-16.2
Discussion/Lab Section Practices: *Teaching Assistants lead the lab or discussion sections.*

	Department Chair Responses		Response Options									
			All courses		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	2	(40.0)	2	(40.0)	0	(0.0)	1	(20.0)	0	(0.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	2	(33.3)	4	(66.7)	0	(0.0)	0	(0.0)	0	(0.0)
Humanities (n=12)	11	(91.7)	6	(54.5)	4	(36.4)	0	(0.0)	1	(9.1)	0	(0.0)
Life Sciences (n=8)	8	(100.0)	6	(75.0)	2	(25.0)	0	(0.0)	0	(0.0)	0	(0.0)
Physical Sciences (n=7)	7	(100.0)	3	(42.9)	4	(57.1)	0	(0.0)	0	(0.0)	0	(0.0)
Social Sciences (n=9)	9	(100.0)	4	(44.4)	3	(33.3)	2	(22.2)	0	(0.0)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	1	(50.0)	0	(0.0)	1	(50.0)	0	(0.0)	0	(0.0)
All Divisions/Schools (n=50)	49	(98.0)	24	(49.0)	19	(38.8)	3	(6.1)	2	(4.1)	1	(2.0)

Table E-16.3
Discussion/Lab Section Practices: *The department develops the materials for use in every section of the course.*

	Department Chair Responses		Response Options									
			All courses		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	4	(80.0)	0	(0.0)	1	(25.0)	0	(0.0)	3	(75.0)	0	(0.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)	0	(0.0)
Engineering & Applied Science (n=6)	6	(100.0)	0	(0.0)	0	(0.0)	1	(16.7)	5	(83.3)	0	(0.0)
Humanities (n=12)	11	(91.7)	0	(0.0)	0	(0.0)	1	(9.1)	10	(90.9)	0	(0.0)
Life Sciences (n=8)	7	(87.5)	1	(14.3)	1	(14.3)	2	(28.6)	3	(42.9)	0	(0.0)
Physical Sciences (n=7)	7	(100.0)	1	(14.3)	2	(28.6)	3	(42.9)	1	(14.3)	0	(0.0)
Social Sciences (n=9)	8	(88.9)	1	(12.5)	1	(12.5)	0	(0.0)	6	(75.0)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	2	(100.0)	0	(0.0)
All Divisions/Schools (n=50)	46	(92.0)	3	(6.5)	5	(10.9)	7	(15.2)	31	(67.4)	0	(0.0)

Table E-16.4
Discussion/Lab Section Practices: *Faculty instructors develop the materials used in the sections.*

	Department Chair Responses		Response Options									
			All courses		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	1	(20.0)	1	(20.0)	1	(20.0)	1	(20.0)	1	(20.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	1	(16.7)	3	(50.0)	2	(33.3)	0	(0.0)	0	(0.0)
Humanities (n=12)	11	(91.7)	2	(18.2)	6	(54.5)	2	(18.2)	1	(9.1)	0	(0.0)
Life Sciences (n=8)	8	(100.0)	1	(12.5)	6	(75.0)	1	(12.5)	0	(0.0)	0	(0.0)
Physical Sciences (n=7)	7	(100.0)	1	(14.3)	2	(28.6)	4	(57.1)	0	(0.0)	0	(0.0)
Social Sciences (n=9)	9	(100.0)	0	(0.0)	5	(55.6)	3	(33.3)	0	(0.0)	1	(11.1)
Undergraduate Education (n=2)	2	(100.0)	1	(50.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(50.0)
All Divisions/Schools (n=50)	49	(98.0)	7	(14.3)	23	(46.9)	13	(26.5)	2	(4.1)	4	(8.2)

Table E-16.5
Discussion/Lab Section Practices: *Individual Teaching Assistants develop their own materials to use in the sections.*

	Department Chair Responses		Response Options									
			All courses		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	1	(20.0)	1	(20.0)	1	(20.0)	1	(20.0)	1	(20.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	0	(0.0)	1	(16.7)	4	(66.7)	1	(16.7)	0	(0.0)
Humanities (n=12)	11	(91.7)	1	(9.1)	3	(27.3)	5	(45.5)	1	(9.1)	1	(9.1)
Life Sciences (n=8)	7	(87.5)	0	(0.0)	1	(14.3)	4	(57.1)	1	(14.3)	1	(14.3)
Physical Sciences (n=7)	7	(100.0)	0	(0.0)	4	(57.1)	3	(42.9)	0	(0.0)	0	(0.0)
Social Sciences (n=9)	9	(100.0)	1	(11.1)	3	(33.3)	4	(44.4)	1	(11.1)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	1	(50.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(50.0)
All Divisions/Schools (n=50)	48	(96.0)	4	(8.3)	13	(27.1)	21	(43.8)	5	(10.4)	5	(10.4)

Table E-16.6

Discussion/Lab Section Practices: *Teaching Assistants work collectively to develop materials to use in the sections.*

	Department Chair Responses		Response Options									
			All courses		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	1	(20.0)	1	(20.0)	1	(20.0)	1	(20.0)	1	(20.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	0	(0.0)	1	(16.7)	3	(50.0)	1	(16.7)	1	(16.7)
Humanities (n=12)	11	(91.7)	0	(0.0)	4	(36.4)	5	(45.5)	1	(9.1)	1	(9.1)
Life Sciences (n=8)	8	(100.0)	1	(12.5)	1	(12.5)	5	(62.5)	0	(0.0)	1	(12.5)
Physical Sciences (n=7)	7	(100.0)	0	(0.0)	0	(0.0)	4	(57.1)	2	(28.6)	1	(14.3)
Social Sciences (n=9)	9	(100.0)	1	(11.1)	3	(33.3)	4	(44.4)	1	(11.1)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	1	(50.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(50.0)
All Divisions/Schools (n=50)	49	(98.0)	4	(8.2)	10	(20.4)	22	(44.9)	6	(12.2)	7	(14.3)

Table E-16.7

Discussion/Lab Section Practices: *Faculty instructors answer students' questions during lab or discussion sections.*

			Response Options									
	Department Chair Responses		*All courses*		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	1	(20.0)	1	(20.0)	0	(0.0)	1	(20.0)	2	(40.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	0	(0.0)	2	(33.3)	3	(50.0)	1	(16.7)	0	(0.0)
Humanities (n=12)	11	(91.7)	0	(0.0)	0	(0.0)	3	(27.3)	5	(45.5)	3	(27.3)
Life Sciences (n=8)	7	(87.5)	0	(0.0)	0	(0.0)	3	(42.9)	3	(42.9)	1	(14.3)
Physical Sciences (n=7)	7	(100.0)	0	(0.0)	0	(0.0)	3	(42.9)	4	(57.1)	0	(0.0)
Social Sciences (n=9)	8	(88.9)	0	(0.0)	0	(0.0)	5	(62.5)	3	(37.5)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(50.0)	1	(50.0)
All Divisions/Schools (n=50)	47	(94.0)	1	(2.1)	3	(6.4)	17	(36.2)	18	(38.3)	8	(17.0)

Table E-16.8

Discussion/Lab Section Practices: *Teaching Assistants answer students' questions during lab or discussion sections.*

	Department Chair Responses		Response Options									
			All courses		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	3	(60.0)	1	(20.0)	0	(0.0)	1	(20.0)	0	(0.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	3	(50.0)	2	(33.3)	0	(0.0)	1	(16.7)	0	(0.0)
Humanities (n=12)	11	(91.7)	5	(45.5)	4	(36.4)	0	(0.0)	1	(9.1)	1	(9.1)
Life Sciences (n=8)	8	(100.0)	6	(75.0)	1	(12.5)	1	(12.5)	0	(0.0)	0	(0.0)
Physical Sciences (n=7)	7	(100.0)	4	(57.1)	3	(42.9)	0	(0.0)	0	(0.0)	0	(0.0)
Social Sciences (n=9)	9	(100.0)	5	(55.6)	2	(22.2)	2	(22.2)	0	(0.0)	0	(0.0)
Undergraduate Education (n=2)	2	(100.0)	1	(50.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(50.0)
All Divisions/Schools (n=50)	49	(98.0)	27	(55.1)	13	(26.5)	3	(6.1)	3	(6.1)	3	(6.1)

Table E-16.9

Discussion/Lab Section Practices: *All lab or discussion sections use the same prepared materials.*

			Response Options									
	Department Chair Responses		*All courses*		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	4	(80.0)	0	(0.0)	1	(25.0)	0	(0.0)	2	(50.0)	1	(25.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	2	(33.3)	1	(16.7)	3	(50.0)	0	(0.0)	0	(0.0)
Humanities (n=12)	11	(91.7)	1	(9.1)	5	(45.5)	1	(9.1)	3	(27.3)	1	(9.1)
Life Sciences (n=8)	7	(87.5)	2	(28.6)	3	(42.9)	2	(28.6)	0	(0.0)	0	(0.0)
Physical Sciences (n=7)	7	(100.0)	2	(28.6)	1	(14.3)	3	(42.9)	1	(14.3)	0	(0.0)
Social Sciences (n=9)	9	(100.0)	1	(11.1)	4	(44.4)	3	(33.3)	0	(0.0)	1	(11.1)
Undergraduate Education (n=2)	2	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	2	(100.0)	0	(0.0)
All Divisions/Schools (n=50)	47	(94.0)	8	(17.0)	15	(31.9)	12	(25.5)	8	(17.0)	4	(8.5)

Table E-16.10
Discussion/Lab Section Practices: *Testing or quizzes are administered for additional student self-evaluation.*

			Response Options									
	Department Chair Responses		*All courses*		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	5	(100.0)	1	(20.0)	1	(20.0)	0	(0.0)	1	(20.0)	2	(40.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	5	(83.3)	0	(0.0)	2	(40.0)	2	(40.0)	0	(0.0)	1	(20.0)
Humanities (n=12)	11	(91.7)	1	(9.1)	1	(9.1)	3	(27.3)	2	(18.2)	4	(36.4)
Life Sciences (n=8)	6	(75.0)	0	(0.0)	4	(66.7)	1	(16.7)	0	(0.0)	1	(16.7)
Physical Sciences (n=7)	7	(100.0)	0	(0.0)	3	(42.9)	2	(28.6)	2	(28.6)	0	(0.0)
Social Sciences (n=9)	8	(88.9)	1	(12.5)	2	(25.0)	2	(25.0)	2	(25.0)	1	(12.5)
Undergraduate Education (n=2)	2	(100.0)	0	(0.0)	0	(0.0)	1	(50.0)	0	(0.0)	1	(50.0)
All Divisions/Schools (n=50)	45	(90.0)	3	(6.7)	13	(28.9)	11	(24.4)	7	(15.6)	11	(24.4)

Table E-16.11
Discussion/Lab Section Practices: *Supplemental assignments (i.e., beyond those in the lecture or primary section) are part of the course but do not contribute to the student grade.*

	Department Chair Responses		*All courses*		*Most courses*		*A few courses*		*Not applicable to any of our courses*		*I'm not sure.*	
Divisions/Schools	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Arts & Architecture (n=5)	4	(80.0)	0	(0.0)	0	(0.0)	0	(0.0)	2	(50.0)	2	(50.0)
Education (n=1)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)
Engineering & Applied Science (n=6)	6	(100.0)	1	(16.7)	0	(0.0)	2	(33.3)	0	(0.0)	3	(50.0)
Humanities (n=12)	10	(83.3)	0	(0.0)	0	(0.0)	2	(20.0)	4	(40.0)	4	(40.0)
Life Sciences (n=8)	6	(75.0)	0	(0.0)	0	(0.0)	3	(50.0)	3	(50.0)	1	(16.7)
Physical Sciences (n=7)	7	(100.0)	0	(0.0)	1	(14.3)	1	(14.3)	4	(57.1)	1	(14.3)
Social Sciences (n=9)	9	(100.0)	0	(0.0)	0	(0.0)	3	(33.3)	3	(33.3)	3	(33.3)
Undergraduate Education (n=2)	2	(100.0)	0	(0.0)	0	(0.0)	1	(50.0)	0	(0.0)	1	(50.0)
All Divisions/Schools (n=50)	45	(90.0)	1	(2.2)	1	(2.2)	12	(26.7)	16	(35.6)	16	(35.6)

Teaching Assistant Responsibilities

Table E-17.1

Teaching Assistant Responsibilities: *Attend lectures or primary section meetings (mandatory attendance)*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	5 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	3 (50.0)	2 (33.3)	0 (0.0)	0 (0.0)	1 (16.7)	0 (0.0)
Humanities (n=12)	12 (100.0)	10 (83.3)	2 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	8 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	1 (14.3)	3 (42.9)	1 (14.3)	1 (14.3)	1 (14.3)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	8 (88.9)	1 (11.1)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	36 (72.0)	8 (16.0)	2 (4.0)	1 (2.0)	3 (6.0)	0 (0.0)

Table E-17.2

Teaching Assistant Responsibilities: *Attend lectures or primary section meetings on an occasional or periodic basis*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	0 (0.0)	4 (80.0)	0 (0.0)	0 (0.0)	1 (20.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	3 (50.0)	2 (33.3)	0 (0.0)	0 (0.0)	1 (16.7)	0 (0.0)
Humanities (n=12)	12 (100.0)	1 (8.3)	8 (66.7)	0 (0.0)	0 (0.0)	0 (0.0)	3 (25.0)
Life Sciences (n=8)	8 (100.0)	1 (12.5)	6 (75.0)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	3 (42.9)	1 (14.3)	0 (0.0)	1 (14.3)	2 (28.6)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	2 (22.2)	3 (33.3)	0 (0.0)	0 (0.0)	1 (11.1)	3 (33.3)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	1 (50.0)
All Divisions/Schools (n=50)	50 (100.0)	10 (20.0)	24 (48.0)	1 (2.0)	1 (2.0)	7 (14.0)	7 (14.0)

Table E-17.3
Teaching Assistant Responsibilities: *Decide how to present course subject/material in lab or discussion sections*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	2 (40.0)	3 (60.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	5 (83.3)	1 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	9 (75.0)	1 (8.3)	0 (0.0)	0 (0.0)	1 (8.3)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	5 (62.5)	2 (25.0)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	5 (71.4)	1 (14.3)	0 (0.0)	0 (0.0)	1 (14.3)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	8 (88.9)	1 (11.1)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	35 (70.0)	9 (18.0)	1 (2.0)	0 (0.0)	4 (8.0)	1 (2.0)

Table E-17.4
Teaching Assistant Responsibilities: *Grade, score, or evaluate assignments (e.g., quizzes, homework, papers or other written assignments)*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	4 (80.0)	1 (20.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	10 (83.3)	2 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	8 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	5 (71.4)	0 (0.0)	1 (14.3)	1 (14.3)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	9 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	43 (86.0)	3 (6.0)	2 (4.0)	1 (2.0)	1 (2.0)	0 (0.0)

Table E-17.5
Teaching Assistant Responsibilities: *Grade, score, or evaluate examinations (e.g., midterms, final exams)*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	4 (80.0)	1 (20.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	5 (83.3)	0 (0.0)	1 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	10 (83.3)	2 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	8 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	7 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	9 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	44 (88.0)	3 (6.0)	2 (4.0)	0 (0.0)	1 (2.0)	0 (0.0)

Table E-17.6
Teaching Assistant Responsibilities: *Proctor examinations*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	3 (60.0)	2 (40.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	5 (83.3)	0 (0.0)	1 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	10 (83.3)	2 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	8 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	7 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	8 (88.9)	1 (11.1)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	42 (84.0)	5 (10.0)	2 (4.0)	0 (0.0)	1 (2.0)	0 (0.0)

Table E-17.7

Teaching Assistant Responsibilities: *Input scores for homework or other class assignments into MyUCLA Gradebook or other type of spreadsheet*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	2 (40.0)	2 (40.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	4 (66.7)	2 (33.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	9 (75.0)	1 (8.3)	0 (0.0)	0 (0.0)	1 (8.3)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	6 (75.0)	1 (12.5)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	4 (57.1)	1 (14.3)	1 (14.3)	0 (0.0)	1 (14.3)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	7 (77.8)	1 (11.1)	0 (0.0)	0 (0.0)	1 (11.1)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	33 (66.0)	8 (16.0)	2 (4.0)	0 (0.0)	5 (10.0)	2 (4.0)

Table E-17.8a
Teaching Assistant Responsibilities: *Are available for office hours*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	4 (80.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	12 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	8 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	7 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	9 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	48 (96.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (4.0)	0 (0.0)

Table E-17.8b
Teaching Assistant Responsibilities: *How many office hours per week?*

		Response Options			
	Department Chair Responses	*One hour per week*	*Two hours per week*	*Three hours per week*	*Four or more hours per week*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	3 (60.0)	0 (0.0)	1 (33.3)	1 (33.3)	1 (33.3)
Education (n=1)	0 (0.0)	0 --	0 --	0 --	0 --
Engineering & Applied Science (n=6)	5 (83.3)	0 (0.0)	3 (60.0)	2 (40.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	2 (16.7)	10 (83.3)	0 (0.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	0 (0.0)	7 (87.5)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	1 (14.3)	4 (57.1)	2 (28.6)	0 (0.0)
Social Sciences (n=9)	7 (77.8)	1 (14.3)	5 (71.4)	1 (14.3)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	2 (100.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	44 (88.0)	4 (9.1)	32 (72.7)	7 (15.9)	1 (2.3)

Table E-17.8c

Teaching Assistant Responsibilities: *How are TA office hours conducted?*

		Response Options		
	Department Chair Responses	*In-person*	*Online*	*Both in-person and online*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	3 (60.0)	0 (0.0)	0 (0.0)	3 (100.0)
Education (n=1)	0 (0.0)	0 --	0 --	0 --
Engineering & Applied Science (n=6)	5 (83.3)	3 (60.0)	0 (0.0)	2 (40.0)
Humanities (n=12)	10 (91.7)	5 (50.0)	0 (0.0)	5 (50.0)
Life Sciences (n=8)	8 (100.0)	6 (75.0)	0 (0.0)	2 (25.0)
Physical Sciences (n=7)	6 (85.7)	5 (83.3)	0 (0.0)	1 (16.7)
Social Sciences (n=9)	7 (77.8)	5 (71.4)	0 (0.0)	2 (28.6)
Undergraduate Education (n=2)	1 (50.0)	0 (0.0)	0 (0.0)	1 (100.0)
All Divisions/Schools (n=50)	40 (80.0)	24 (60.0)	0 (0.0)	16 (40.0)

Table E-17.9
Teaching Assistant Responsibilities: *Provide tutoring sessions or other types of supplemental instruction to students in the course*

	Department Chair Responses	Response Options					
		Yes, this is a TA responsibility.	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	4 (80.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	1 (16.7)	2 (33.3)	0 (0.0)	0 (0.0)	3 (50.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	4 (33.3)	4 (33.3)	1 (8.3)	0 (0.0)	2 (16.7)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	2 (25.0)	3 (37.5)	0 (0.0)	0 (0.0)	3 (37.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	1 (14.3)	2 (28.6)	0 (0.0)	3 (42.9)	1 (14.3)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	3 (33.3)	1 (11.1)	0 (0.0)	0 (0.0)	2 (22.2)	3 (33.3)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	16 (32.0)	12 (24.0)	2 (4.0)	3 (6.0)	12 (24.0)	5 (10.0)

Table E-17.10

Teaching Assistant Responsibilities: *Offer input regarding the content for course's lecture (or primary section)*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	0 (0.0)	4 (80.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	3 (50.0)	2 (33.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (16.7)
Humanities (n=12)	12 (100.0)	5 (41.7)	3 (25.0)	0 (0.0)	0 (0.0)	3 (25.0)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	3 (37.5)	4 (50.0)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	2 (28.6)	2 (28.6)	0 (0.0)	2 (28.6)	1 (14.3)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	3 (33.3)	2 (22.2)	0 (0.0)	0 (0.0)	2 (22.2)	2 (22.2)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	18 (36.0)	17 (34.0)	0 (0.0)	2 (4.0)	8 (16.0)	5 (10.0)

Table E-17.11

Teaching Assistant Responsibilities: *Lecture or present material on a limited basis during the lecture or primary section meetings*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	2 (40.0)	2 (40.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (20.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	1 (16.7)	4 (66.7)	0 (0.0)	0 (0.0)	0 (0.0)	1 (16.7)
Humanities (n=12)	12 (100.0)	6 (50.0)	4 (33.3)	0 (0.0)	0 (0.0)	1 (8.3)	1 (8.3)
Life Sciences (n=8)	8 (100.0)	3 (37.5)	4 (50.0)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	3 (42.9)	3 (42.9)	0 (0.0)	0 (0.0)	0 (0.0)	1 (14.3)
Social Sciences (n=9)	9 (100.0)	2 (22.2)	2 (22.2)	0 (0.0)	0 (0.0)	2 (22.2)	3 (33.3)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	0 (0.0)	1 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	18 (36.0)	19 (38.0)	1 (2.0)	0 (0.0)	5 (10.0)	7 (14.0)

Table E-17.12
Teaching Assistant Responsibilities: *Review course evaluations that describe their performance as Teaching Assistants*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	3 (60.0)	2 (40.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	4 (66.7)	2 (33.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	9 (75.0)	2 (16.7)	0 (0.0)	0 (0.0)	1 (8.3)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	7 (87.5)	0 (0.0)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	5 (71.4)	1 (14.3)	0 (0.0)	1 (14.3)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	7 (77.8)	1 (11.1)	0 (0.0)	0 (0.0)	1 (11.1)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	37 (74.0)	8 (16.0)	0 (0.0)	1 (2.0)	4 (8.0)	0 (0.0)

Table E-17.13a

Teaching Assistant Responsibilities: *Attend meetings on a regular basis with the faculty instructor(s) of the course*

		Response Options					
	Department Chair Responses	*Yes, this is a TA responsibility.*	*No, this not a TA responsibility.*	*It varies by course.*	*It is optional for TAs.*	*I am unsure.*	*This is not applicable to our courses.*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	3 (60.0)	2 (40.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	12 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	7 (87.5)	0 (0.0)	0 (0.0)	0 (0.0)	1 (12.5)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	6 (85.7)	0 (0.0)	0 (0.0)	1 (14.3)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	6 (66.7)	2 (22.2)	0 (0.0)	0 (0.0)	1 (11.1)	0 (0.0)
Undergraduate Education (n=2)	2 (100.0)	2 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	42 (84.0)	4 (8.0)	0 (0.0)	1 (2.0)	3 (6.0)	0 (0.0)

Table E-17.13b
Teaching Assistant Responsibilities: *How frequently?*

		Response Options				
	Department Chair Responses	*At least weekly*	*At regular intervals during the quarter*	*It varies by course/instructor.*	*I am unsure.*	*Not applicable, no meetings*
Divisions/Schools	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	4 (80.0)	0 (0.0)	0 (0.0)	1 (25.0)	1 (25.0)	2 (50.0)
Education (n=1)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n=6)	4 (66.7)	3 (75.0)	0 (0.0)	0 (0.0)	1 (25.0)	0 (0.0)
Humanities (n=12)	12 (100.0)	7 (58.3)	2 (16.7)	2 (16.7)	1 (8.3)	0 (0.0)
Life Sciences (n=8)	8 (100.0)	6 (75.0)	0 (0.0)	2 (25.0)	0 (0.0)	0 (0.0)
Physical Sciences (n=7)	7 (100.0)	2 (28.6)	0 (0.0)	5 (71.4)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	4 (44.4)	1 (11.1)	1 (11.1)	1 (11.1)	2 (22.2)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	0 (0.0)	2 (100.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n=50)	47 (94.0)	22 (46.8)	3 (6.4)	13 (27.7)	5 (10.6)	4 (8.5)

Rewarding Best Practices in Teaching

Table E-18

Rewarding Best Practices in Teaching: *Does your department recognize and reward exceptional teaching by instructors? If so, please describe any awards given to instructors, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.*

		Responses		
	Department Chair Participation	Yes, department rewards instructors' exceptional teaching with awards internal to department/ division.	Yes, department recognizes exceptional teaching by nominating instructors for external awards.	No.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	0 (0.0)	2 (40.0)	3 (60.0)
Education (n=1)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	5 (83.3)	0 (0.0)	1 (16.7)
Humanities (n=12)	12 (100.0)	1 (8.3)	5 (41.7)	6 (50.0)
Life Sciences (n=8)	8 (100.0)	5 (62.5)	2 (25.0)	1 (12.5)
Physical Sciences (n=7)	7 (100.0)	4 (57.1)	0 (0.0)	3 (42.9)
Social Sciences (n=9)	9 (100.0)	1 (11.1)	5 (55.6)	3 (33.3)
Undergraduate Education (n=2)	2 (100.0)	1 (50.0)	1 (50.0)	0 (0.0)
All Divisions/Schools (n=50)	50 (100.0)	18 (36.0)	15 (30.0)	17 (34.0)

Note: Some departments both confer awards internally and nominate instructors for external awards; their responses are only counted once within the "internal" category.

Table E-19

Rewarding Best Practices in Teaching: *Does your department recognize and reward exceptional teaching by Teaching Assistants? If so, please describe any awards given to TAs, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.*

		Responses		
	Department Chair Participation	Yes, department rewards TAs' exceptional teaching with awards internal to department/ division.	Yes, department recognizes exceptional teaching by nominating TAs for external awards.	No.
Divisions/Schools	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n=5)	5 (100.0)	0 (0.0)	1 (20.0)	4 (80.0)
Education (n=1)	1 (100.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n=6)	6 (100.0)	2 (33.3)	0 (0.0)	4 (66.7)
Humanities (n=12)	12 (100.0)	7 (58.3)	3 (25.0)	2 (16.7)
Life Sciences (n=8)	8 (100.0)	5 (62.5)	0 (0.0)	3 (37.5)
Physical Sciences (n=7)	7 (100.0)	7 (100.0)	0 (0.0)	0 (0.0)
Social Sciences (n=9)	9 (100.0)	4 (44.4)	3 (33.3)	2 (22.2)
Undergraduate Education (n=2)	2 (100.0)	0 (0.0)	1 (50.0)	1 (50.0)
All Divisions/Schools (n=50)	50 (100.0)	26 (52.0)	8 (16.0)	16 (32.0)

Note: Some departments both confer awards internally and nominate TAs for external awards; their responses are only counted once within the "internal" category.

Supporting Document E-1

Department Chair Questionnaire Items

"General Questions on Departmental Practices for Department Chairs and Directors"

Questions on Faculty Development:

1. Does your department support faculty development opportunities that relate to teaching? Please provide specific examples, which, for instance, may include travel funds to attend workshops or professional meetings related to education.
2. Does your department have a formal program for mentoring new faculty with respect to teaching? If so, briefly describe how it works.
3. Does your department provide new instructors any guidelines for assigning grades or communicate expectations to new instructors about the expected grade distribution (e.g., number of As, Bs, Cs, Ds, Fs, etc.) for each undergraduate course offered?
4. Please indicate what policies your department has in place with regard to holding office hours from among the following items (circle the answer choice that best applies):
    1- Faculty are required to hold at least two office hours per week and post the hours on the course website and syllabus
    2- Faculty are required to hold office hours, but the number and posting location is up to instructor
    3- Faculty have no formal requirement for office hours but are encouraged to hold them
5. Please provide the criteria or rationale used to make teaching assignments in your department.
6. If you regularly employ Lecturers or other non-ladder faculty to teach courses in your department, please describe how these full-time or part-time instructors are trained to deliver instruction.

Questions on Course Evaluations:

7. For each course taught by your department, when do you, as department Chair or IDP director, review the teaching evaluations?
8. Do you talk with faculty members when problems are identified through the evaluations?
9. What actions do you take to improve teaching in response to the evaluations?
10. What other types of assessment do you conduct for ladder and non-ladder faculty who teach undergraduate courses in your department?

Questions on TA Training:

11. Please indicate the type of training program required for Teaching Assistants (TAs) in your department by circling all that apply:

    1- Department-provided preparation for all TAs (e.g., 495 TA training course)
    2- Course-specific training provided by instructors or course coordinator
    3- TA responsible for his/her own training and preparation to teach a course

    Please provide a copy of the syllabus for the required 495 TA training course taken by students who teach courses in your department.

12. Do you, as department Chair or IDP director, review course evaluations for each Teaching Assistant in your department? If not, who is responsible for reviewing the TA evaluations?
13. For each Teaching Assistant, how does your department address any problems identified through course evaluations?
14. What actions do you take to improve teaching or TA training in response to the TA evaluations?
15. What other types of assessment do you conduct for TAs who assist with instruction in undergraduate courses taught by faculty in your department?

Instructional Practices:

16. For those courses in your department that include discussion or lab sections, please use the following scale to respond to all the items in the list below that apply:

    1- All courses
    2- Most courses
    3- A few courses
    4- Not applicable to any of our courses
    5- I'm not sure

    16a. Faculty instructors lead the lab or discussion sections.
    16b. Teaching Assistants lead the lab or discussion sections.
    16c. The department develops the materials for use in every section of the course.
    16d. Faculty instructors develop the materials used in the sections.
    16e. Individual Teaching Assistants develop their own materials to use in the sections.
    16f. Teaching Assistants work collectively to develop materials to use in the sections.
    16g. Faculty instructors answer students' questions during lab or discussion sections.
    16h. Teaching Assistants answer students' questions during lab or discussion sections.
    16i. All lab or discussion sections use the same prepared materials.
    16j. Testing or quizzes are administered for additional student self-evaluation.
    16k. Supplemental assignments (i.e., beyond those in the lecture or primary section) are part of the course but do not contribute to the student grade.

Teaching Assistant Responsibilities:

17. For those courses in your department that utilize Teaching Assistants, what are their responsibilities? Mark all that apply. If unsure, indicate with a question mark (?). If not applicable to any of your courses, enter “N/A”.

17a. Attend lectures or primary section meetings (mandatory attendance)
17b. Attend lectures or primary section meetings on an occasional or periodic basis
17c. Decide how to present course subject/material in lab or discussion sections
17d. Grade, score, or evaluate assignments (e.g., quizzes, homework, papers or other written assignments)
17e. Grade, score, or evaluate examinations (e.g., midterms, final exams)
17f. Proctor examinations
17g. Input scores for homework or other class assignments into *MyUCLA Gradebook* or other type of spreadsheet
17h. Are available for office hours
- If so, how many hours per week?
- If so, are office hours conducted in person, online, or both?

17i. Provide tutoring sessions or other types of supplemental instruction to students in the course
17j. Offer input regarding the content for course’s lecture (or primary section)
17k. Lecture or present material on a limited basis during the lecture or primary section meetings
17l. Review course evaluations that describe their performance as Teaching Assistants
17m. Attend meetings on a regular basis with the faculty instructor(s) of the course
- If so, how frequently?

Questions on Rewarding Best Practices in Teaching:

18. Does your department recognize and reward exceptional teaching by instructors? (Y/N)

If so, please describe any awards given to instructors, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.

19. Does your department recognize and reward exceptional teaching by Teaching Assistants (Y/N)?

If so, please describe any awards given to TAs, how often these awards are granted, the criteria used to characterize exceptional teaching (please rank by importance), and the process employed to evaluate candidates nominated for such awards.

APPENDIX F.

Course Data Questionnaire to Course Instructors Brief

Prepared by:

Erin R. Sanders and Tracy Teel

Center for Education Innovation & Learning in the Sciences

Overview

The Course Data Questionnaire (CDQ) was used in a campus-wide data collection effort conducted during the 2015 Winter Quarter. Administered alongside the Department Chair Questionnaire (**Appendix E**), the CDQ was designed to gather information on the range of instructional practices taking place in undergraduate classrooms throughout the UCLA campus with the aim of identifying opportunities to improve the learning experience for all students. Departments were asked to provide information about undergraduate courses from the 2012-2013 and 2013-2014 academic years. The questionnaire collected information about instructor accessibility, curriculum design, teaching assistant responsibilities, and course grading strategies. Average scores for midterm and final examinations and course grade distribution cut-offs were requested. This effort was led by Victoria Sork and Sylvia Hurtado and carried out by staff in the Center for Education Innovation and Learning in the Sciences (CEILS). Victoria Sork responded to questions from faculty and administrators about the questionnaire during its administration.

Data Collection

Questionnaire Administration

CEILS administered the CDQ in February 2015. Fifty-four academic departments were emailed an invitation to participate in data collection efforts. Department chairs were encouraged to work with departmental staff and course instructors to gather the requested information, complete the questionnaire, and return the data by mid-March. This opportunity was also used to invite department chairs to provide supplementary, related information through the Department Chair Questionnaire (**Appendix E**).

The questionnaire included eight close-ended items about curriculum design, teaching assistants, instructor support of students, and grading practices. Average scores for midterm and final examinations were requested, and instructors were asked to provide the distribution of cut-off points for final course letter grades. Raw points and percentages were requested. An open-ended response field was provided to allow instructors to comment about their approach to final course grade distribution. (See Supporting Document F-1 on p. 28 for questionnaire items.)

The course data questionnaire was administered via electronic spreadsheet, to be completed by department staff and returned to CEILS via email. Data organization, cleaning, and analysis was performed by CEILS research staff using Microsoft Excel, SPSS, and Tableau. In response to errors on the initial instrument, Dr. Sanders sent out a second, amended version during the first week of March. The spreadsheet format had various limitations including multiple responses provided when only one was desired (Items 1-8), novel response options, unanswered items, qualitative explanations, and requested numeric data expressed non-numerically. For those items where several respondents provided similar answers not found among the original options, those new options were coded and added during data cleaning. Additional challenges to the data cleaning and analysis process were introduced when respondents reformatted, rearranged, and otherwise edited the spreadsheet. Optional qualitative comments were compiled by the CEILS researcher and analyzed for themes.

Sampling

Institutional data was used to compile a list of undergraduate courses offered from the 2012-2013 and 2013-2014 academic years. Enrollment and student records information were used to build a dataset pairing course-level information (e.g., catalog and instructor information, enrollments, overall grade information, etc.) with student-level information (e.g., demographics, student grades, enrollment status). All undergraduate courses with enrollments of 50 students or more were considered, and special attention was given to gateway courses, or those required for students to enter into their undergraduate major or program of study, and large lower-division survey courses commonly used to meet General Education (GE) requirements. Courses with separate lab and discussion sections led by Teaching Assistants (TAs) were also of interest. Courses exhibiting higher no-pass (D/F/NP/U) rates than a comparison group and/or grade distribution disparities between underrepresented minority students (URMs) and non-URM peers and/or between male and female students were designated “courses of concern”. The comparison group was comprised of courses from the same departments and majors and having similar enrollment sizes, TA utilization practices, and demographic distributions within the student pool. The final number of individual courses included in the study questionnaire was 1,478, spanning 9 academic divisions/schools and 54 academic programs. There were no identifiers in the questionnaires specifying which courses were in the comparison group versus those identified as “courses of concern”.

Participant Response

Most departments responded to the questionnaire; however, some departments explicitly chose to opt-out of participating in the data request altogether. Others did not acknowledge the request and did not correspond with CEILS (Departments denoted by carrot, ^, in Table F-1). Aside from those departments asked to provide data for only a few courses, most questionnaires were returned with incomplete information. There were two non-response patterns: 1) a complete lack of data for courses taught by specific instructors, and 2) *partial* course data provided by instructors. Many departments reported that course-level non-responses resulted from not being able to contact instructors because of sabbaticals, travel, or non-employment. The second pattern consisted of missing (or “partial”) information for at least one out of three questionnaire sub-sections. It was most common for instructors to not provide data about course grade distribution cut-offs. Table F-1 presents response rates at the course-level and distinguishes between those cases with complete information and those with partial data. In a comments field on the questionnaire, some instructors explained why providing requested data presented a challenge. Several departments and faculty members expressed general reservations about the data collection project, methodology, and the end-use intent of the findings. This feedback is included in the brief.

Summary of Findings

Questionnaire Response

As indicated in Table F-1, of the 1,478 individual courses included in the course data questionnaire, departments returned data for 689 (47%). Approximately one-quarter (26%) of the returned records featured incomplete data for at least one sub-section of the questionnaire. The final tally of complete returned courses was 511, yielding a response rate of 35%.

Response patterns varied by division/school and by department. At the division-level, Life Sciences submitted the most complete set of requested records (64%), followed by the School of Engineering and Applied Science (59%). The Anderson School of Management was the least responsive, submitting zero records due to non-participation. This was followed by the Graduate School of Education, with data submitted for one of ten (10%) requested records. Eight of thirteen (62%) departments in the Division of Humanities did not participate in the project and submitted no records; this resulted in a divisional response rate of 30%. Due to department-level non-participation by Mathematics, Physics and Astronomy, and Statistics, the division with the highest number of requested courses (n=542), Physical Sciences, had a low response rate of 23%. The Division of Social Sciences yielded a higher response rate of 36%.

Instructional Practices

The first set of questions asked of instructors covered common instructional policies and practices regarding curriculum design, teaching assistants, instructor availability, and grading strategies. Each item offered respondents a choice of pre-determined response options; there was no write-in or "other" option available. However, due to unintentional ambiguities in the instructions, some instructors responded with more than one option, some wrote in "not applicable," and others wrote in other options. This resulted in more challenging data cleaning, re-coding, and the addition of new response options to be presented in findings reports.

Teaching Assistant supervision. Data summary Table F-2.1 indicates that the personnel most likely to be responsible for supervising Teaching Assistants (TAs) were course instructors; this was the case for 84% of courses across the 9 participating divisions/schools. It was very rare for TAs to be self-supervised and for non-instructors to bear the sole responsibility for their job performance.

Frequency of instructor-TA meetings. Slightly more than half of responding instructors (56%) indicated that they met with their TAs at least weekly during the term (Table F-2.2). Just over one-third (36%) reported that they met on an "as-needed" or "upon request" basis. It was very uncommon to hold meetings solely at the beginning and/or end of the quarter or not at all.

Course curriculum design. In terms of curriculum design, findings show that it was most common for faculty to develop the content and structure of the courses they taught (70%; Table F-2.3). Only 26% of surveyed courses used a uniform curriculum developed at the department-level across all course offerings. Engineering and Applied Science (48 %), Social Sciences (30%), and Physical Science (28%) were the divisions/schools with the highest percentages of courses taught using standardized curriculum design.

Laboratory/discussion section curriculum design. Responses to the item about curriculum design for laboratory and discussion sections were varied (Table F-2.4). Nearly half of the responses (49%) indicated that curriculum was uniform across sections and designed by the course instructor. One-fifth of surveyed courses (21%) had section curriculum designed by individual TAs and unique to their respective section(s). Although it was not a response option provided in the questionnaire, write-in responses for 88 courses (13%) indicated that lab/discussion section curriculum was a collaborative effort between course instructors and TAs; as a result, those responses were included as a new option in final analysis.

Teaching Assistant attendance at lectures and primary sections. Similar to the previous item, there was a wide range of responses and a substantial number of write-in answers. The most common requirement for TA attendance at primary sections and lectures was mandatory participation at all course sessions (36%; Table F-2.5). This was not an option on the original questionnaire, but it was added after being written in as the response for 241 courses. The second most common pattern was "required upon instructor request" (33%). Optional attendance (9.8%) and non-attendance (7%) requirements were not widely observed. It was also uncommon for TAs to only have to attend the first time they assisted with the course (11%).

Departmental policies for instructor office hours. For half of the courses polled (50%), departments had policies requiring instructors to hold a set minimum number of hours per week and to post that information on the syllabus and the course website (Table F-2.6). In the questionnaire, this response option was specific in stating two hours per week, but respondents wrote in other replies indicating that they were required to hold anywhere from one to three weekly hours. As a result, this option was expanded and rephrased to "a set minimum number of hours per week." Most Humanities courses represented in the CDQ (85%) observed this pattern. One-third of CDQ courses (33%) operated under less specific policies that did not prescribe the number of weekly hours or posting location requirements. For responding departments the Division of Physical Science, this was the most common response (76%). A smaller percentage of courses surveyed (16%) have no formal requirements for instructor office hours; instead, they are encouraged by departments to hold them. One course was reported to use a "by appointment with instructor" policy.

Departmental policies for TA office hours. A significant percentage of courses (85%) had associated departmental policies that required TAs to hold a set number of weekly office hours and post the information on the syllabus and course website (Table F-2.7). It was uncommon to permit TAs to determine the extent of their hourly availability to students on their own (6%) or to decide themselves whether they wanted to participate in holding office hours at all (3%).

Approaches to course grade distribution. The CDQ collected information about the strategies and approaches that instructors use to determine the final distribution of students' course grades (Table F-2.8). Three response options were used to collect data about norm-referenced grading (referred to in the questionnaire as using a "curve" with a predetermined number of grades A-F awarded), criterion-referenced grading (referred to as straight-scale or competency-based grading in the questionnaire), and other instructor-defined practices. Slightly more than half of the courses polled (52%) reported using a criterion-referenced grading system where cut-offs for different grades are independent of the percentage of students receiving the grade. Twenty-seven percent of courses (27%) were delivered by instructors who took their own approaches to assigning grades that were neither strictly criterion-referenced nor norm-referenced. The remaining 21% followed a practice described in the questionnaire as using a "curve," a term that the research team subsequently discontinued using in favor of the term norm-referenced grading (Brookhart 2009, Reese 2012, Schinske and Tanner 2014).

Comparing those divisions/schools that provided data for 20 or more unique courses, the Division of Social Sciences appears to have used norm-reference grading strategies the most (45%), followed by Life Sciences (19%). At the department level, instructors' most common approach to course grading was a criterion-referenced system, as evidenced by data from Humanities (74%), Life Sciences (53%), and Physical Sciences (53%). Based on the questionnaire design, it is not possible to determine what instructors meant by using other self-designed grading systems, but the results do indicate that there is not consensus among about how to best approach student evaluation and course grading.

Student Evaluation Score Averages

The course average scores for the first midterm examination and the final examination were requested in raw point values. Although this data was generally not difficult for STEM instructors to provide, some respondents from disciplines that use alternate forms of student evaluation encountered problems with the question as it was written. As a result, CEILS staff reformulated the prompt and re-administered the questionnaire with a more inclusive approach that included significant written, oral, or visual assignments in addition to tests. Some instructors were not able to provide raw point values, stating that their assignments were graded on percentage scales and weighted using course-specific formulas to determine the contribution to the final grade. As a result, all data were converted to percentages. It should be noted that it is not possible to infer final course grades from this data. The cleaned data were then provided to Kelly Wahl, Director of Statistical Analysis at the Academic Planning and Budget office to be used in grade cluster analyses (**Appendix D**).

The summary results by division/school are shown in Table F-3.1. An overall average was not calculated due to significant differences across disciplinary areas for assessing student learning and evaluating student academic success. Tables F-3.2 through F-3.9 summarize department-level data by division/school. The following course-level statistics are provided for both the midterm and final examinations: percentage of requested data provided, mean test scores, standard distribution of the mean, and the low, median, and high range values.

Course Grade Distribution Cut-Off Points

As the project team was interested in possible relationships between grading strategies and student success disparities, detailed course-level data about actual grade distributions were requested. The questionnaire directed respondents to supply the raw point values defining the lower limits of each letter grade (i.e., A+, A, A-, B+…). The total points possible for the course were also requested. As with the requests for average examination scores, instructors not operating on points-based systems found it difficult to provide this information. Some said they awarded 100 points for each assignment and test as well as for the course total; instead of summing points for each piece of graded work and determining how to assign letter grades to totals well above 100 points, these instructors instead assigned different weights to student work so that the final point total would fall on a 100-point scale. Write-in responses and the cut-off data values that were provided suggested that many of these instructors were using criterion-based approaches when assigning letter grades. This pattern was more common among the HASS disciplines, but there was still no uniformity in the data within or across departments in terms of grade cut-off points.

Instructors in STEM departments more readily supplied requested cut-off information in raw point values, but considerable inconsistencies in participation at the instructor and departmental levels ultimately compromised the analysis. This exercise did reveal to the study team the extent to which grading practices differ across instructors, departments, and disciplinary areas. In addition, early department chair and instructor feedback regarding the data collection efforts was taken into account as the project evolved, and a summary of their comments is provided in the next section.

General Responses to Questionnaire

Some department chairs expressed reservations about the data collection project, resulting in a few choosing to opt out altogether. These faculty sent detailed written explanations to CEILS Director Sanders and Dean Sork by email, and others spoke with them in-person and by phone. Individual instructors sent questions, comments, and objections to their department chairs and SAOs, and some took advantage of the questionnaire's open comments field to share their opinions.

Some department chairs and instructors commented about the quality and/or appropriateness of the questionnaire items, and there were members of HASS departments who noted a distinct STEM-bias in the phrasing of questions. These critiques were taken seriously and good-faith efforts were subsequently made to amend the questionnaire and address oversights committed during the initial data request. Although not originally intended to be included with the report, the responses provided important insights into teaching practices, approaches to grading, and faculty perspectives on instruction. A few department chairs expressed a positive and pro-active response to data collection, with one person indicating that the effort had raised much-needed awareness about TA preparation and evaluation.

Even those departments who expressed major concerns about the questionnaire ultimately ended up contributing to the study by raising important questions regarding the methods used to evaluate students. Although CEILS received relatively few requests to opt-out of participation, there were some at the department-level and the instructor-level who explained why they chose to not participate. Some non-participation was due to logistical constraints. The following were reasons given for declining:

- One instructor believed that the requested information was not capable of accurately gauging student experiences in his/her course;
- There was a perception of STEM-bias in the question design (e.g., quantitative scoring of midterms and final examinations) and an insensitivity to differences in teaching and evaluation strategies in HASS disciplines (e.g., multiple qualitative assignments involving writing);
- Some faculty expressed concern that the types of data being collected could potentially be used punitively;
- The timeframe for data collection was too short and not convenient for some departments that received data requests for large numbers of courses;
- Instructor-level data was unavailable for courses because instructors were no longer employed by UCLA and thus could not be contacted.

Conclusions from Course Data Questionnaire Responses

Despite the limitations of the CDQ, they provide several insights that warrant further exploration. First, the utilization of teaching assistants in discussion and laboratory sections needs significant improvement. These sections are an opportunity to enhance the pedagogy of the lecture, conduct active learning, and engage students in an inclusive way that makes all students feel like they can succeed. Second, the grading practices across campus vary highly and the motivation for using one approach or another is not fully understood. Given the impact of grading practices on student success and the achievement gap among students, they deserve more attention. Third, policies around office hours for faculty and TAs are not consistent, which can sometimes discourage students from seeking help.

References

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Reese MJ (2013) To Curve or Not to Curve. *The Innovative Instructor*. Accessed 6 June 2015. http://www.cer.jhu.edu/ii/

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Table and Supporting Document Index

Course Data Questionnaire Participation

Table F-1
Course Data Questionnaire: Response Rates by Division/School and Department

Division/School	Department	Course Data Requests n	Course Data Requests Received n (%)	Partial Course Data Provided n (%)	Complete Course Data Provided n (%)
Arts & Architecture	Art	4	4 (100.0)	4 (100.0)	0 (0.0)
	Design I Media Arts	2	2 (100.0)	2 (100.0)	0 (0.0)
	Ethnomusicology^	12	0 (0.0)	0 (0.0)	0 (0.0)
	Music	1	1 (100.0)	0 (0.0)	1 (100.0)
	World Arts & Cultures/Dance	6	6 (100.0)	0 (0.0)	6 (100.0)
Education	Education	10	1 (10.0)	0 (0.0)	1 (10.0)
Engineering & Applied Science	Bioengineering	4	4 (100.0)	0 (0.0)	4 (100.0)
	Chemical & Bio-molecular Engineering	8	0 (0.0)	0 (0.0)	0 (0.0)
	Civil & Environmental Engineering	3	3 (100.0)	0 (0.0)	3 (100.0)
	Computer Science	43	41 (95.3)	0 (0.0)	41 (95.3)
	Electrical Engineering	35	3 (8.6)	0 (0.0)	3 (8.6)
	Mechanical & Aerospace Engineering	16	16 (100.0)	3 (18.8)	13 (81.3)
Humanities	Art History	8	8 (100.0)	2 (25.0)	6 (75.0)
	Asian Languages & Cultures	5	3 (60.0)	0 (0.0)	3 (60.0)
	Classics*	17	0 (0.0)	0 (0.0)	0 (0.0)
	Comparative Literature^	5	0 (0.0)	0 (0.0)	0 (0.0)
	English	20	18 (90.0)	5 (25.0)	13 (65.0)
	Germanic Languages^	2	0 (0.0)	0 (0.0)	0 (0.0)
	Linguistics	15	10 (66.7)	0 (0.0)	10 (66.7)
	Musicology^	8	0 (0.0)	0 (0.0)	0 (0.0)
	Near Eastern Languages & Cultures^	12	0 (0.0)	0 (0.0)	0 (0.0)
	Philosophy^	15	0 (0.0)	0 (0.0)	0 (0.0)
	Scandinavian Section	8	8 (100.0)	0 (0.0)	8 (100.0)
	Spanish & Portuguese^	15	0 (0.0)	0 (0.0)	0 (0.0)
	Study of Religion^	3	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences	Ecology & Evolutionary Biology	14	5 (35.7)	0 (0.0)	5 (35.7)
	Institute for Society & Genetics	4	18 (450.0)	18 (450.0)	0 (0.0)
	Integrative Biology & Physiology	12	10 (83.3)	0 (0.0)	10 (83.3)

		Course Data Requests	Course Data Requests Received	Partial Course Data Provided	Complete Course Data Provided
Division/School	Department	n	n (%)	n n	n (%)
Life Sciences	Life Sciences Core Curriculum	60	60 (100.0)	18 (30.0)	42 (70.0)
	Microbiology, Immunology, & Molecular Genetics	13	13 (100.0)	0 (0.0)	13 (100.0)
	Molecular, Cell & Developmental Biology	24	24 (100.0)	2 (8.3)	22 (91.7)
	Neuroscience	6	5 (83.3)	0 (0.0)	5 (83.3)
	Psychology	86	51 (59.3)	7 (8.1)	44 (51.2)
Management	Management^	59	0 (0.0)	0 (0.0)	0 (0.0)
Physical Sciences	Atmospheric & Oceanic Sciences	24	15 (62.5)	4 (16.7)	11 (45.8)
	Chemistry & Biochemistry	161	94 (58.4)	10 (6.2)	84 (52.2)
	Earth, Planetary, & Space Sciences	22	16 (72.7)	1 (4.5)	15 (68.2)
	Mathematics*	159	0 (0.0)	0 (0.0)	0 (0.0)
	Physics & Astronomy^	106	0 (0.0)	0 (0.0)	0 (0.0)
	Program in Computing	21	15 (71.4)	3 (14.3)	12 (57.1)
	Statistics^	49	0 (0.0)	0 (0.0)	0 (0.0)
Social Sciences	Anthropology	53	32 (60.4)	4 (7.5)	28 (52.8)
	Asian American Studies	9	6 (66.7)	5 (55.6)	1 (11.1)
	Communication Studies	14	6 (42.9)	0 (0.0)	6 (42.9)
	Economics	86	73 (84.9)	30 (34.9)	43 (50.0)
	Gender Studies	8	8 (100.0)	0 (0.0)	8 (100.0)
	Geography	52	52 (100.0)	52 (100.0)	0 (0.0)
	History	23	11 (47.8)	4 (17.4)	7 (30.4)
	Political Science^	60	0 (0.0)	0 (0.0)	0 (0.0)
	Sociology	50	37 (74.0)	3 (6.0)	34 (68.0)
Undergraduate Education	Educational Initiatives	26	10 (38.5)	1 (3.8)	9 (34.6)
	Honors Collegium∞	N/A	N/A --	N/A --	N/A --
All Division & Schools	All Courses	1478	689 (46.6)	178 (12.0)	511 (34.6)

Notes: "Partial Course Data" indicates that instructor(s) did not provide data for at least one of the following sub-sections: *Instructional Practices*, *Average Examination Grades*, and/or *Course Grade Distribution Cut-Offs*.
* - These departments opted out of participation and did not submit data.
^ - These departments did not provide requested data.
∞ - Data for this program resides within instructors' academic departments; therefore, the requested information was not available to the program director or staff.

Instructional Practices

Table F-2.1

Course Data Questionnaire Item: *Who is responsible for supervision of Teaching Assistants (TAs) for this course?*

Division/School	Instructor Responses	Response Options: Course instructor	Course coordinator	Self-supervision	Course instructor, with assistance from others
	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	11 (84.6)	0 (0.0)	0 (0.0)	2 (15.4)
Education (n = 10)	1 (10.0)	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n = 109)	65 (59.6)	65 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
Humanities (n = 133)	42 (31.6)	42 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)
Life Sciences (n = 219)	181 (82.6)	173 (95.6)	5 (2.8)	0 (0.0)	3 (1.7)
Physical Sciences (n = 542)	45 (8.3)	43 (95.6)	0 (0.0)	0 (0.0)	2 (4.4)
Social Sciences (n = 355)	186 (52.6)	116 (62.4)	0 (0.0)	2 (1.1)	68 (36.6)
Undergraduate Education (n = 26)	10 (38.5)	5 (50.0)	1 (10.0)	0 (0.0)	4 (40.0)
All Divisions/Schools (n = 1478)	543 (36.7)	456 (84.0)	6 (1.1)	2 (0.4)	79 (14.5)

Notes: Data not displayed include n=0 for "Lead TA" and n=42 (7.2%) for "Not applicable/no TA."

Table F-2.2

Course Data Questionnaire Item: *How frequently does the instructor meet with the TAs for this course during the term?*

		Response Options			
	Instructor Responses	Once per week, at minimum	As needed or upon request	Only at the beginning and/or end of the quarter	Instructor does not meet with TAs
Division/School	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	7 (53.8)	6 (46.2)	0 (0.0)	0 (0.0)
Education (n = 10)	1 (10.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n = 109)	67 (61.5)	31 (46.3)	34 (50.7)	0 (0.0)	0 (0.0)
Humanities (n = 133)	47 (35.3)	35 (74.5)	7 (14.9)	1 (2.1)	0 (0.0)
Life Sciences (n = 219)	180 (82.2)	112 (62.2)	56 (31.1)	7 (3.9)	0 (0.0)
Physical Sciences (n = 542)	132 (24.4)	92 (69.7)	40 (30.3)	0 (0.0)	0 (0.0)
Social Sciences (n = 355)	217 (61.1)	93 (42.9)	91 (41.9)	0 (0.0)	2 (0.9)
Undergraduate Education (n = 26)	10 (38.5)	6 (60.0)	4 (40.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n = 1478)	667 (45.1)	376 (56.4)	239 (35.8)	8 (1.2)	2 (0.3)

Note: Data not displayed include n=42 (7.2%) for "Not applicable/no TA."

Table F-2.3

Course Data Questionnaire Item: *Who designed the curriculum for this course?*

Division/School	Instructor Responses	Response Options		
		Department-developed, uniform across course offerings	Faculty-developed, unique to each instructor's course	Standardized course offerings, with individual instructor customizations
	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	0 (0.0)	13 (100.0)	0 (0.0)
Education (n = 10)	1 (10.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n = 109)	67 (61.5)	32 (47.8)	35 (52.2)	0 (0.0)
Humanities (n = 133)	47 (35.3)	3 (6.4)	43 (91.5)	1 (2.1)
Life Sciences (n = 219)	186 (84.9)	37 (19.9)	145 (78.0)	4 (2.2)
Physical Sciences (n = 542)	135 (24.9)	38 (28.1)	80 (59.3)	17 (12.6)
Social Sciences (n = 355)	220 (62.0)	66 (30.0)	151 (68.6)	3 (1.4)
Undergraduate Education (n = 26)	10 (38.5)	0 (0.0)	10 (100.0)	0 (0.0)
All Divisions/Schools (n = 1478)	679 (45.9)	176 (25.9)	478 (70.4)	25 (3.7)

Table F-2.4

Course Data Questionnaire Item: *Who designs the curriculum for lab or discussion sections for this course?*

		Response Options				
	Instructor Responses	Department-developed, uniform across sections	Instructor-developed, uniform across sections	TA-developed, unique to section(s)	No formal curriculum	Instructor and TA, jointly developed
Division/School	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	0 (0.0)	6 (46.2)	1 (7.7)	0 (0.0)	6 (46.2)
Education (n = 10)	1 (10.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n = 109)	67 (61.5)	9 (13.4)	26 (38.8)	23 (34.3)	1 (1.5)	0 (0.0)
Humanities (n = 133)	47 (35.3)	2 (4.3)	8 (17.0)	16 (34.0)	3 (6.4)	14 (29.8)
Life Sciences (n = 219)	184 (84.0)	19 (10.3)	87 (47.3)	29 (15.8)	2 (1.1)	22 (12.0)
Physical Sciences (n = 542)	139 (25.6)	21 (15.1)	39 (28.1)	33 (23.7)	5 (3.6)	38 (27.3)
Social Sciences (n = 355)	218 (61.4)	0 (0.0)	158 (72.5)	38 (17.4)	1 (0.5)	8 (3.7)
Undergraduate Education (n = 26)	10 (38.5)	0 (0.0)	9 (90.0)	1 (10.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n = 1478)	679 (45.9)	51 (7.5)	333 (49.0)	141 (20.8)	13 (1.9)	88 (13.0)

Note: Data not displayed include n=53 (7.8%) for "Not applicable/no TA."

Table F-2.5

Course Data Questionnaire Item: *What is the requirement for TA attendance at lectures or primary sections of this course?*

		Response Options				
	Instructor Responses	Neither required nor encouraged	Required only the first time TA'ing course	Required upon instructor request	Optional, at TA's discretion	Required at all course sessions
Division/School	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	0 (0.0)	0 (0.0)	3 (23.1)	0 (0.0)	10 (76.9)
Education (n = 10)	1 (10.0)	0 (0.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n = 109)	67 (61.5)	10 (14.9)	2 (3.0)	30 (44.8)	23 (34.3)	0 (0.0)
Humanities (n = 133)	46 (34.6)	0 (0.0)	4 (8.7)	27 (58.7)	0 (0.0)	11 (23.9)
Life Sciences (n = 219)	186 (84.9)	1 (0.5)	3 (1.6)	56 (30.1)	11 (5.9)	110 (59.1)
Physical Sciences (n = 542)	135 (24.9)	33 (24.4)	46 (34.1)	9 (6.7)	20 (14.8)	26 (19.3)
Social Sciences (n = 355)	215 (60.6)	6 (2.8)	17 (7.9)	94 (43.7)	12 (5.6)	80 (37.2)
Undergraduate Education (n = 26)	10 (38.5)	0 (0.0)	2 (20.0)	4 (40.0)	0 (0.0)	4 (40.0)
All Divisions/Schools (n = 1478)	673 (45.5)	50 (7.4)	74 (11.0)	224 (33.3)	66 (9.8)	241 (35.8)

Note: Data not displayed include n=18 (2.7%) for "Not applicable/no TA."

Table F-2.6

Course Data Questionnaire Item: *What departmental policies for instructor office hours apply to this course?*

		Response Options			
	Instructor Responses	Set number of weekly hours required, to be posted on syllabus and course website	Required weekly, but number of hours and posting details up to instructor	Not formally required, but encouraged	By appointment with instructor
Division/School	n (%)	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	3 (23.1)	6 (46.2)	4 (30.8)	0 (0.0)
Education (n = 10)	1 (10.0)	0 (0.0)	1 (100.0)	0 (0.0)	0 (0.0)
Engineering & Applied Science (n = 109)	67 (61.5)	37 (55.2)	2 (3.0)	27 (40.3)	1 (1.5)
Humanities (n = 133)	46 (34.6)	39 (84.8)	7 (15.2)	0 (0.0)	0 (0.0)
Life Sciences (n = 219)	186 (84.9)	89 (47.8)	35 (18.8)	62 (33.3)	0 (0.0)
Physical Sciences (n = 542)	139 (25.6)	26 (18.7)	106 (76.3)	7 (5.0)	0 (0.0)
Social Sciences (n = 355)	220 (62.0)	139 (63.2)	71 (32.2)	10 (4.5)	0 (0.0)
Undergraduate Education (n = 26)	10 (38.5)	9 (90.0)	0 (0.0)	1 (10.0)	0 (0.0)
All Divisions/Schools (n = 1478)	682 (46.1)	342 (50.1)	228 (33.4)	111 (16.3)	1 (0.1)

Table F-2.7

Course Data Questionnaire Item: *What departmental policies for Teaching Assistant (TA) office hours apply to this course?*

Division/School	Instructor Responses	Response Options		
		Set number of weekly hours required, to be posted on syllabus and course website	Required weekly, but number of hours and posting details up to TA	Not formally required, but encouraged
	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	6 (46.2)	3 (23.1)	4 (30.8)
Education (n = 10)	1 (10.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n = 109)	67 (61.5)	56 (83.6)	2 (3.0)	7 (10.4)
Humanities (n = 133)	46 (34.6)	40 (87.0)	3 (6.5)	0 (0.0)
Life Sciences (n = 219)	186 (84.9)	165 (88.7)	19 (10.2)	0 (0.0)
Physical Sciences (n = 542)	139 (25.6)	129 (92.8)	4 (2.9)	6 (4.3)
Social Sciences (n = 355)	218 (61.4)	172 (78.9)	10 (4.6)	1 (0.5)
Undergraduate Education (n = 26)	10 (38.5)	10 (100.0)	0 (0.0)	0 (0.0)
All Divisions/Schools (n = 1478)	680 (46.0)	578 (85.0)	42 (6.2)	18 (2.6)

Note: Data not displayed include n=42 (6.2%) for “Not applicable/no TA.”

Table F-2.8

Course Data Questionnaire Item: *How is the grade distribution determined for this course?*

		Response Options		
	Instructor Responses	Course grades are based on a curve with a certain percentage decided beforehand on the distribution of grades A through F	Straight scale, or competency-based scale, where the cut-offs for different grades are independent of the percentage of students receiving that grade	Neither, but instructor describes his/her own grade distribution
Division/School	n (%)	n (%)	n (%)	n (%)
Arts & Architecture (n = 25)	13 (52.0)	2 (15.4)	7 (53.8)	4 (30.8)
Education (n = 10)	1 (10.0)	0 (0.0)	1 (100.0)	0 (0.0)
Engineering & Applied Science (n = 109)	67 (61.5)	6 (9.0)	28 (41.8)	33 (49.3)
Humanities (n = 133)	46 (34.6)	1 (2.2)	34 (73.9)	11 (23.9)
Life Sciences (n = 219)	184 (84.9)	35 (19.0)	97 (52.7)	52 (28.3)
Physical Sciences (n = 542)	124 (25.6)	10 (8.1)	66 (53.2)	48 (38.7)
Social Sciences (n = 355)	169 (61.4)	76 (45.0)	75 (44.4)	18 (10.7)
Undergraduate Education (n = 26)	10 (38.5)	0 (0.0)	10 (100.0)	0 (0.0)
All Divisions/Schools (n = 1478)	614 (46.0)	130 (21.2)	318 (51.8)	166 (27.0)

Student Evaluation Score Averages

Table F-3.1
Course Data Questionnaire: Student Evaluation Score Averages, by Division/School

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Division/School	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Arts & Architecture	25	5 (20.0)	(82.0)	0.04	(78.7)	(81.8)	(85.5)	2 (8.0)	(88.5)	0.04	(86.0)	(88.5)	(91.0)
Education	10	1 (10.0)	(96.0)	--	(96.0)	(96.0)	(96.0)	1 (10.0)	(96.5)	--	(96.5)	(96.5)	(96.5)
Engineering & Applied Science	109	62 (56.9)	(68.9)	0.13	(28.0)	(70.0)	(95.0)	60 (55.0)	(66.4)	0.14	(38.3)	(69.5)	(95.0)
Humanities	133	21 (15.8)	(85.9)	0.07	(67.3)	(86.0)	(92.5)	30 (22.6)	(83.0)	0.12	(50.7)	(85.8)	(100.0)
Life Sciences	219	152 (69.4)	(74.2)	0.10	(40.0)	(76.0)	(91.5)	155 (70.8)	(74.2)	0.08	(49.4)	(74.0)	(93.3)
Physical Sciences	542	126 (23.2)	(68.8)	0.11	(25.0)	(70.0)	(85.7)	131 (24.2)	(68.6)	0.09	(40.0)	(69.0)	(94.4)
Social Sciences	355	106 (29.9)	(76.8)	0.15	(20.0)	(80.8)	(97.0)	109 (30.7)	(73.7)	0.15	(30.0)	(79.0)	(91.1)
Undergraduate Education	26	5 (19.2)	(78.4)	0.08	(66.4)	(80.8)	(88.0)	3 (11.5)	(80.3)	0.04	(76.5)	(80.0)	(84.4)

Note: The School of Management (n=59) did not submit requested course data.

Table F-3.2

Course Data Questionnaire: Student Evaluation Score Averages, School of Arts & Architecture

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Department	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Art	4	1 (25.0)	(85.5)	--	(85.5)	(85.5)	(85.5)	0 --	--	--	--	--	--
Design I Media Arts	2	1 (50.0)	(85.5)	--	(85.5)	(85.5)	(85.5)	1 (50.0)	(86.0)	--	(86.0)	(86.0)	(86.0)
Music	1	1 (100.0)	(79.0)	--	(79.0)	(79.0)	(79.0)	1 (100.0)	(91.0)	--	(91.0)	(91.0)	(91.0)
World Arts & Cultures/Dance	6	2 (33.3)	(81.7)	0.04	(78.7)	(81.7)	(84.7)	0 --	--	--	--	--	--
School of Arts & Architecture (total)	25	5 (20.0)	(82.0)	0.04	(78.7)	(81.8)	(85.5)	2 (8.0)	(88.5)	0.04	(86.0)	(88.5)	(91.0)

Note: The Department of Ethnomusicology (n=12) did not submit requested course data.

Table F-3.3

Course Data Questionnaire: Student Evaluation Score Averages, Department of Education in GSE&IS

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Department	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Education	10	1 (10.0)	(96.0)	--	(96.0)	(96.0)	(96.0)	1 (10.0)	(96.5)	--	(96.5)	(96.5)	(96.5)
Department of Education in GSE&IS (total)	10	1 (10.0)	(96.0)	--	(96.0)	(96.0)	(96.0)	1 (10.0)	(96.5)	--	(96.5)	(96.5)	(96.5)

Table F-3.4

Course Data Questionnaire: Student Evaluation Score Averages, School of Engineering & Applied Science

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Department	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Bioengineering	4	2 (50.0)	(63.8)	0.04	(61.0)	(63.8)	(66.6)	2 (50.0)	(54.2)	0.06	(49.9)	(54.2)	(58.4)
Civil & Environmental Engineering	3	3 (100.0)	(86.8)	0.03	(83.5)	(88.0)	(89.0)	1 (33.3)	(95.0)	--	(95.0)	(95.0)	(95.0)
Computer Science	43	41 (95.3)	(68.9)	0.13	(41.3)	(70.0)	(95.0)	41 (95.3)	(65.3)	0.14	(38.4)	(70.0)	(92.0)
Electrical Engineering	35	3 (8.6)	(56.0)	0.24	(28.0)	(70.0)	(70.0)	3 (8.6)	(66.7)	0.06	(60.0)	(70.0)	(70.0)
Mechanical & Aerospace Engineering	16	13 (81.3)	(68.5)	0.08	(60.0)	(70.0)	(81.0)	13 (81.3)	(69.3)	0.12	(38.3)	(66.0)	(91.0)
School of Engineering & Applied Science (total)	109	62 (56.9)	(68.9)	0.13	(28.0)	(70.0)	(95.0)	60 (55.0)	(66.4)	0.14	(38.3)	(69.5)	(95.0)

Note: The Department of Chemical & Biomolecular Engineering (n=8) did not submit requested course data.

Table F-3.5
Course Data Questionnaire: Student Evaluation Score Averages, Division of Humanities

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Department	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Art History	8	6 (75.0)	(86.9)	0.03	(81.0)	(87.3)	(90.0)	6 (75.0)	(87.3)	0.03	(82.5)	(88.0)	(90.0)
Asian Languages & Cultures	5	3 (60.0)	(88.5)	0.04	(86.0)	(87.0)	(92.5)	3 (60.0)	(88.8)	0.03	(86.0)	(88.0)	(92.5)
English	20	4 (20.0)	(84.5)	0.01	(84.0)	(84.0)	(85.9)	9 (45.0)	(85.8)	0.04	(78.0)	(85.0)	(92.0)
Linguistics	15	4 (26.7)	(77.4)	0.09	(67.3)	(78.1)	(86.0)	8 (53.3)	(66.1)	0.08	(50.7)	(66.4)	(79.0)
Scandinavian Section	8	4 (50.0)	(92.5)	0.00	(92.5)	(92.5)	(92.5)	4 (50.0)	(100.0)	0.00	(100.0)	(100.0)	(100.0)
Division of Humanities (total)	133	21 (15.8)	(85.9)	0.07	(67.3)	(86.0)	(92.5)	30 (22.6)	(83.0)	0.12	(50.7)	(85.8)	(100.0)

Notes: The Departments of Comparative Literature (n=5), Germanic Languages (n=2), Musicology (n=8), Near Eastern Languages & Cultures (n=12), Philosophy (n=15), Spanish and Portuguese (n=15), and Study of Religion (n=3) did not submit requested course data. The Department of Classics (n=17) opted out of participation.

Table F-3.6

Course Data Questionnaire: Student Evaluation Score Averages, by Division of Life Sciences

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Department	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Ecology & Evolutionary Biology	14	5 (35.7)	(75.6)	0.08	(65.0)	(73.8)	(87.2)	4 (28.6)	(77.0)	0.07	(67.2)	(78.5)	(84.0)
Integrative Biology & Physiology	12	10 (83.3)	(75.4)	0.04	(69.4)	(76.0)	(80.0)	10 (83.3)	(70.9)	0.04	(63.3)	(70.5)	(80.0)
Life Sciences Core Curriculum	60	53 (88.3)	(73.4)	0.08	(53.3)	(74.6)	(86.7)	59 (98.3)	(72.3)	0.07	(57.4)	(70.9)	(86.8)
Microbiology, Immunology, & Molecular Genetics	13	13 (100.0)	(67.4)	0.14	(46.7)	(69.0)	(85.4)	13 (100.0)	(69.2)	0.08	(58.3)	(69.6)	(81.3)
Molecular, Cell & Developmental Biology	24	22 (91.7)	(71.7)	0.08	(55.8)	(73.1)	(85.0)	22 (91.7)	(75.3)	0.06	(66.5)	(74.3)	(86.3)
Neuroscience	6	5 (83.3)	(70.3)	0.12	(52.8)	(69.6)	(83.3)	4 (66.7)	(73.4)	0.04	(68.0)	(73.7)	(78.4)
Psychology	86	44 (51.2)	(78.5)	0.10	(40.0)	(79.4)	(91.5)	43 (50.0)	(78.5)	0.08	(49.4)	(79.1)	(93.3)
Division of Life Sciences (total)	219	152 (69.4)	(74.2)	0.10	(40.0)	(76.0)	(91.5)	155 (70.8)	(74.2)	0.08	(49.4)	(74.0)	(93.3)

Note: The Institute for Society & Genetics (n=4) did not submit requested grade data.

Table F-3.7

Course Data Questionnaire: Student Evaluation Score Averages, by Division of Physical Sciences

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Department	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Atmospheric & Oceanic Sciences	24	11 (45.8)	(75.8)	0.04	(65.6)	(76.6)	(82.1)	11 (45.8)	(71.4)	0.06	(62.9)	(70.6)	(86.7)
Chemistry & Biochemistry	161	88 (54.7)	(65.8)	0.11	(25.0)	(68.0)	(83.0)	93 (57.8)	(65.6)	0.08	(40.0)	(66.0)	(78.0)
Earth, Planetary, & Space Sciences	22	15 (68.2)	(75.5)	0.07	(64.3)	(76.7)	(85.7)	15 (68.2)	(80.9)	0.08	(65.0)	(81.3)	(94.4)
Program in Computing	21	12 (57.1)	(75.9)	0.04	(69.2)	(75.9)	(84.3)	12 (57.1)	(74.4)	0.04	(67.2)	(73.6)	(81.0)
Division of Physical Sciences (total)	542	126 (23.2)	(68.8)	0.11	(25.0)	(70.0)	(85.7)	131 (24.2)	(68.6)	0.09	(40.0)	(69.0)	(94.4)

Notes: The Department of Physics & Astronomy (n=106) and the Department of Statistics (n=49) did not provide requested course data. The Department of Mathematics (n=159) opted out of participation.

Table F-3.8

Course Data Questionnaire: Student Evaluation Score Averages, by Division of Social Sciences

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Department	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Anthropology	53	24 (45.3)	(73.2)	0.15	(40.0)	(75.5)	(92.7)	25 (47.2)	(71.5)	0.15	(40.0)	(76.7)	(91.1)
Asian American Studies	9	2 (22.2)	(54.1)	0.41	(25.0)	(54.1)	(83.2)	2 (22.2)	(58.0)	0.40	(30.0)	(58.0)	(86.0)
Communication Studies	14	6 (42.9)	(70.2)	0.13	(60.0)	(63.0)	(87.0)	6 (42.9)	(68.9)	0.15	(56.7)	(60.8)	(89.0)
Economics	86	46 (53.5)	(80.2)	0.12	(54.3)	(80.6)	(97.0)	46 (53.5)	(75.3)	0.11	(55.0)	(77.7)	(91.0)
Gender Studies	8	2 (25.0)	(85.0)	0.00	(85.0)	(85.0)	(85.0)	2 (25.0)	(85.0)	0.00	(85.0)	(85.0)	(85.0)
History	23	4 (17.4)	(69.4)	0.33	(20.0)	(85.3)	(87.0)	4 (17.4)	(73.4)	0.26	(35.0)	(85.3)	(88.0)
Sociology	50	22 (44.0)	(78.0)	0.12	(30.0)	(81.5)	(87.8)	24 (48.0)	(74.7)	0.18	(30.0)	(81.2)	(88.1)
Division of Social Sciences (total)	355	106 (29.9)	(76.8)	0.15	(20.0)	(80.8)	(97.0)	109 (30.7)	(73.7)	0.15	(30.0)	(79.0)	(91.1)

Notes: The Department of Geography (n=52) did not submit grade data, and the Department of Political Science (n=60) did not submit requested course data.

Table F-3.9

Course Survey Questionnaire: Student Evaluation Score Averages, by Division of Undergraduate Education

		Midterm Scores						Final Examination Scores					
	Course Data Requested	Midterm Data Provided	Mean	SD	Low	Median	High	Final Examination Data Provided	Mean	SD	Low	Median	High
Division/School	n	n (%)	(%)		(%)	(%)	(%)	n (%)	(%)		(%)	(%)	(%)
Educational Initiatives	26	5 (19.2)	(78.4)	0.08	(66.4)	(80.8)	(88.0)	3 (11.5)	(80.3)	0.04	(76.5)	(80.0)	(84.4)
Division of Undergraduate Education (total)	26	5 (19.2)	(78.4)	0.08	(66.4)	(80.8)	(88.0)	3 (11.5)	(80.3)	0.04	(76.5)	(80.0)	(84.4)

Note: The Honors Collegium did not submit student examination scores; the data reside with faculty in their respective academic departments.

Supporting Document F-1

Course Data Questionnaire Items

Q1: Who is responsible for supervision of TA's for this course?

1 = Course instructor
2 = Course coordinator, not instructor
3 = Lead TA
4 = Self-supervised

Q2: How frequently does the instructor meet with the TAs for this course during the term?

1 = Every week
2 = As needed or upon request
3 = Only at beginning and/or end of quarter
4 = Instructor does not meet with TAs

Q3: Who designed the curriculum for this course?

1 = Department-developed curriculum uniform across course offerings
2 = Faculty-developed curriculum unique to each instructor

Q4: Who designs the curriculum for lab or discussion sections for this course?

1 = Department-developed curriculum uniform across course offerings
2 = Faculty-developed curriculum uniform across sections for that course offering
3 = TA-developed curriculum for own sections
4 = No formal curriculum

Q5: Attendance at lectures or primary sections by the TA's for this course is:

1 = Not required
2 = Required only the first time teaching the course regardless of course instructor
3 = Required only if course instructor requests attendance
4 = Optional

Q6: Faculty instructors teaching this course are:

1 = Required to hold two office hours per week and post the hours
2 = Required to hold office hours, but the number and posting is up to instructor
3 = No formal departmental requirement for office hours but instructors are encouraged to hold them

Q7: Teaching Assistants (TA's) for this course are:

1 = Required to hold two office hours per week and post the hours
2 = Required to hold office hours, but the number and posting is up to them
3 = Have no formal requirement for office hours but are encouraged to hold them

Q8: How is the grade distribution determined for this course?

1 = Course grades are based on a curve with a certain percentage decided beforehand on the distribution of grades A through F
2 = Straight scale, or competency-based scale, where the cut-offs for different grades are independent of the percentage of students receiving that grade
3 = None of the above, but instructor describes his/her own grade distribution

Q9: Grading information on first midterm: What was the number of points out of total points possible on this exam that corresponded to the mean score? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., mean was 50 out of 100 pts total)

Q9B: Grading information on first midterm: What was the total number of points possible on this exam? **If modes of assessment other than midterms are used for a course, please provide total points possible for the first test or significant written, oral, or visual assignment.*

Q10: Grading information for final exam: What was the number of points out of total points possible on this exam that corresponded to the mean score? Again, please provide raw scores, not the percentage-adjusted or normalized score. (e.g., mean was 75 out of 100 pts total)

Q10B: Grading information on final exam: What was the total number of points possible on this exam? **If a mode of assessment other than a final exam is used for a course, please provide the total number of points possible for the first test or significant written, oral, or visual assignment.*

Q11: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to an A+ grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., A+ cut-off was 975 out of 1000 pts possible)

Q12: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to an A grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., A cut-off was 925 out of 1000 pts possible)

Q13: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to an A- grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., A- cut-off was 890 out of 1000 pts possible)

Q14: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to a B+ grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., B+ cut-off was 850 out of 1000 pts possible)

Q15: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to a B grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., B cut-off was 800 out of 1000 pts possible)

Q16: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to a B- grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., B- cut-off was 775 out of 1000 pts possible)

Q17: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to a C+ grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., C+ cut-off was 750 out of 1000 pts possible)

Q18: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to a C grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., C cut-off was 700 out of 1000 pts possible)

Q19: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to a C- grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., C- cut-off was 650 out of 1000 pts possible)

Q20: Grading information for total points possible in the course: What was the minimum number of points out of total points corresponding to a D grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., D cut-off was 600 out of 1000 pts possible)

Q21: Grading information for total points possible in the course: What was the maximum number of points out of total points corresponding to an F grade in the course? Please provide raw scores, not the percentage-adjusted or normalized score. (e.g., F cut-off was 500 out of 1000 pts possible)

Q22: Grading information for total points possible in the course: What was the total number of points possible in the course?

Q23: COMMENTS: For those courses that do not have midterms and final exams, please include a brief note to explain the modes of assessment used in a course. Please also explain any normalization scheme applied to the final point tally that might shift the entire distribution of grades whether using straight scale or curved grading in a course. Any other notes that clarify answers to the questions may be included here as well.

APPENDIX G.

Faculty and Staff Consultation Meetings Brief

Prepared by:

Erin R. Sanders

Center for Education Innovation & Learning in the Sciences

Overview

During the 2015 Spring Quarter, Life Sciences Dean Victoria Sork and CEILS Director Erin Sanders held consultation meetings with two groups having vested interest and expertise in factors impacting undergraduate student success at UCLA: academic advisors at the departmental and college levels as well faculty leaders designated by the deans of each academic division and school. This brief summarizes the content and outcomes of those consultation meetings. Altogether, these discussions provided the project team critical insights into the perceived barriers to student success and suggested to the team possible strategies by which UCLA can address and potentially overcome challenges facing students.

Summary of Findings

Consultations with Academic Advisors

Three separate consultation meetings were convened with departmental Student Affairs Officers (SAOs) and College Academic Counselors (CACs) in Spring 2015. Participating academic advisors represented numerous departments and programs and provided a broad range of professional exposure to and expertise with undergraduate education and the student academic experience. Led by Dean Sork, three groups ranging from 6 to 21 staff members answered questions about what they perceived to be key obstacles to student success. Their perspectives provided important insights into the challenges and barriers facing UCLA students. Professional staff described numerous obstacles to student success, several of which were repeated by different SAOs and academic advisors across the different meetings. Director Sanders reviewed notes taken at each meeting and subsequently created a list of common concerns and student experiences (Table G-1). Five themes emerged from this list:

- *Shortage of consistent, high-quality academic support resources available to all students*
- *Challenges related to serving students with diverse backgrounds, including non-residential students, first-generation students, transfer students, international students, and socioeconomically-challenged students*
- *Institutional constraints related to curriculum, instruction, enrollment, and scheduling*
- *Student beliefs, attitudes, and behaviors related to academics*
- *Faculty beliefs, attitudes, and behaviors related to teaching and instruction*

Table G-1

Academic Advisor Perceptions of Barriers to Student Success

Themes	Observations
A shortage of consistent, high-quality academic resources and services for all students	• Limited on-campus tutoring resources open to all students (e.g., Covell Commons) • No supplemental upper-division support beyond office hours and uneven department-sponsored tutoring • Insufficient resources to support student writing • Increasing demand for Counseling and Psychological Services (CAPS) to assist students with non-academic factors affecting their success • Faculty course evaluations are not public; as a result, students not equipped to make mindful decisions when selecting courses rely on anecdotal information from *Bruinwalk* or *RateMyProfessor*. • Insufficient general academic counseling capacity to meet all students' needs • Inconsistent academic counseling across departments due to: *size/resource constraints* (e.g., SAOs for small majors can frequently check student progress and connect immediately with struggling students; infeasible for larger departments); *insufficient training* (e.g., staff development not considered necessary by all Chairs); and *varying documentation protocols* (e.g., Counselor Desktop encouraged but not required by all advisors) • Lack of high-touch advising technology to assist larger departments in connecting with struggling students in timely manner; no alert system in place to track students
Challenges related to serving students from diverse backgrounds	• Non-residential students: long commutes; family obligations and expectations; lack of exposure to and awareness of campus academic resources; limited availability to attend to study groups and instructors' office hours • First-generation college students: tend to lack effective college study skills; cultural misconceptions about the merits of academic counseling or tutoring • Transfer students: difficulty with transition from semester to quarter system; math-intensive coursework; commuting challenges; varied preparation for upper-division coursework; longer time-to-degree for B.S. or B.A. (7-8 quarters)

Themes	Observations
	• International students: self-esteem problems related to English-language proficiency • Low socio-economic status students: often experience academic achievement gap; disparities in high school academic preparation for college coursework; ineffective study habits; employment responsibilities of 20+ hours per week; little knowledge of available financial aid options and resources
Institutional constraints related to curriculum, instruction, enrollment, and scheduling	• Lack of flexibility or unnecessary rigidity in curriculum sequence • Inability to enroll in particular courses leads to subsequent overloading instead; too many difficult courses in same term leads to academic failures • Courses offered too infrequently/at sub-optimal times for students; schedule based on classroom availability and/or decided by departments based on faculty input (e.g., creating enrollment conflicts if faculty select off-time block for course offering) • Pushing students to complete their degree in 4 years; students rushed through curriculum take more credits than they can handle, negatively impacting their academic success • Negative impacts of repeating courses on time-to-degree and self-confidence
Student beliefs, attitudes, and behaviors related to academics	• Disciplined, motivated students accustomed to getting A's in secondary school not used to asking for help when struggling in college • Students deny they are in academic trouble and do not seek out tutoring or academic counseling until it is too late • Students using tutoring are not always those in academic trouble • Students propagate misconceptions about benefits of "curving" • Students struggle to translate majors into careers; coursework is seen as checklist to complete while maintaining a high GPA as opposed to being a learning experience *en route* to a career • Students do not understand differences between elements of the curriculum (e.g., assignment essays vs. graduate school application essays) or view learning as giving them translatable skills; they therefore do not prioritize learning experiences

Themes	Observations
Faculty beliefs, attitudes, and behaviors related to teaching and instruction	• Lack of transparency among faculty regarding expectations, grading policies, midterm evaluations, student progress
	• Curve-based (i.e., norm-referenced) grading predominates in large introductory courses
	• Inadequate diagnostic/placement testing; current approaches do not promote metacognition or guide students towards remediation
	• Lack of faculty training about effective teaching and grading practices; few incentives to teach effectively or inclusively
	• Faculty and TAs misunderstand students' lack of confidence for lack of competence (i.e., "imposter syndrome")
	• Climate barriers in the classroom (e.g., "stereotype threat")
	• Competitive environments where higher-SES students have advantages over low-SES students (i.e., not having to work or commute) exacerbate disparities; competition for course grades does not promote collaboration in the learning process
	• Faculty seem uninterested in student learning; classroom environments vary by discipline
	• Unrealistic, unfair faculty expectations of students based on assumptions of students' prior knowledge, not testing; assuming all students have taken relevant AP courses even if there is no course pre-requisite
	• Limited faculty accessibility during office hours; underutilization of faculty and TA office hours by students; inadequate capacity to meet student demand
	• Faculty mentoring capacity issues; high student-to-instructor ratio

Consultations with Dean's Designees

In Spring Quarter 2015, Dean Sork and Director Sanders met with a group of faculty leaders, such as Associate Deans or others engaged in undergraduate education, who were designated by each Dean to represent his/her division and school. We included all units that offered many courses to UCLA's undergraduate majors and minors. Table G-2 lists those who participated either in-person or via conference call.

Table G-2

Consultation Participants: Dean's Designees

Division/School	Faculty Member	Additional Participants
Arts and Architecture	David Rousseve	Merrillyn Pace (Director, Student Services)
Education and Information Studies	Louis Gomez	
Engineering and Applied Science	Rick Wesel	
Humanities	Maite Zubiaurre	
Life Sciences	Blaire Van Valkenburgh	
Management	Judy Olian	Randy Bucklin (Faculty Chair)
Physical Sciences	Troy Carter	
Social Sciences	Juliet Williams	
Undergraduate Education	Jennifer Lindholm	

The goal of this meeting not only was to solicit faculty views on the hurdles students must overcome in pursuing baccalaureate degrees at UCLA but also to discuss possible strategies by which to overcome these barriers. Beyond providing information that was consistent with the academic advisors' contributions, the dean's designees identified additional obstacles to student success. Some of these were best described by creating an additional theme: *departmental policies and practices* (Table G-3).

Table G-3
Faculty Perceptions of Barriers to Student Success

Themes	Observations
Faculty beliefs, attitudes, and behaviors related to teaching and instruction	• Faculty using norm-referenced grading practices are able to allow class performance to set grades without needing to monitor local pedagogy, evaluation, classroom climate problems • Misconceptions about norm-referenced grading, including improper use of the word "curve" • Many are unaware of issues affecting student success such as hidden bias or stereotype threat and do not have tools to address it • Some concern about grade inflation; no-pass grades justified as means to counter grade inflation
Departmental policies and practices	• The issue of learning objectives, assessment of student learning related to objectives, and strategies for grading to correspond to assessment is not part of the discussion about teaching effectiveness during promotion/merit review process for individual faculty; patterns also not evaluated at the departmental level during the 8-year review process. • Lack of pedagogy (including grading practices) and diversity training for TAs and instructors
Institutional constraints related to curriculum and instruction	• Lack of infrastructure to support effective pedagogy (e.g., appropriate teaching spaces; proper size of discussion sections; faculty teaching workshops) • Allocation of TA support (i.e., student:TA ratio) is inadequate for large enrollment courses

Consultations with Faculty Leadership in the Division of Physical Sciences

Due to concerns raised by the Chairs in the Physical Sciences about our efforts to survey the departments about teaching practices, we decided to take advantage of the opportunity and meet with them to discuss the report and their impressions about obstacles to student success in the sciences. Many of the aforementioned barriers to student success were acknowledged. Like many of our discussions, some of the chairs initially emphasize their perception that students aren’t adequately prepared for their courses. Our response was to clarify that the goal of the Building Inclusive Classrooms was to identify ways that we can improve the classroom so that all students have a better opportunity to succeed. We summarize the issues that were raised about obstacles to student success in the classroom (see Table G-4). While we did not have time to meet with chairs across campus, which would have been productive, the issues they raise are not isolated to their unit.

Table G-4

Physical Sciences' Chairs' Perceptions of Barriers to Student Success

Themes	Observations
Departmental policies and practices	• No mechanism to identify gateway courses and instructors that are ineffective, so that chairs (or Deans) can address strategies for improvement. • Most professors have not really been taught how to teach • Course instructors and chairs have not way to assess impact of grading practices on student success; norm-referenced ("curve"-based) grading practices do not provide transparency to students in how they are being graded • Faculty of many large lecture courses in many departments are not expected to meet regularly with TAs to coordinate discussion exercises with course teaching objectives or to oversee quality of TA teaching. • Teaching assistants in many large lecture courses do not attend lecturers. • Discussion section sizes have too many students for TAs to engage in active learning strategies
Institutional barriers	• Larger section sizes contributing to less effective TA sections • The academic personnel review process does not provide incentives to course instructors of large, lower-division courses to improve teaching or develop innovative approaches

Recommendations

Collectively, the consultations revealed over 40 impediments to UCLA student success. Staff and faculty comments were used to craft recommendations for improving student success. Upon consideration of the more commonly discussed barriers, the dean's designee consultation group arrived at five immediate and actionable recommendations for improving the UCLA undergraduate learning experience:

i. Share the Building Inclusive Classrooms project data with Deans and Chairs, and ask leadership to address courses of concern through discussions with relevant instructors;

ii. Make course-level data analytics available to faculty and departments. Instead of producing summary results, provide faculty and departments with the tools and technology to design and perform their own analyses;

iii. Start communicating "best practices" for curriculum, instruction, and evaluation more broadly (e.g., grading transparency, merits of criterion-referenced grading, impact of stereotype threat, imposter syndrome, and other psychosocial barriers to student success);

i. Move campus towards criterion-referenced grading and away from norm-referenced and other grading practices resulting in high no-pass rates and disproportionate fail rates for underrepresented minority (URM) and low socio-economic status (SES) students;
ii. Educate faculty about diversity issues by providing workshops on creating inclusive classrooms, raising awareness about stereotype threat, and providing faculty tools to address negative classroom climate.

In addition, discussions with Physical Science faculty resulted in the following recommendations for improving student success:

i. Implement the technology needed to track students academically, monitor their progress, and improve advising quality and efficiency;
ii. Incentivize faculty to teach and teach effectively;
iii. Utilize Undergraduate Assistants (UAs) more as peer-instructors to improve the student-to-instructor ratio issues in large classes;
iv. Reinstate tutoring services for all undergraduates (e.g., Covell Commons).

APPENDIX H.

UCLA Faculty Survey and UCLA Senior Survey Brief

Prepared by:

Hannah Whang, Shannon Toma, and Casey Shapiro
Center for Educational Assessment, UCLA Office of Instructional Development

With support from:
Erin R. Sanders
Center for Education Innovation & Learning in the Sciences

Background

The UCLA Faculty Survey was conducted as a component of a Widening Implementation & Demonstration of Evidence-Based Reforms (WIDER) planning grant awarded to UCLA in fall 2013 by the National Science Foundation (DUE 1347828), funding a project titled "Transforming the Culture of Teaching and Learning at UCLA: Development of a Change Strategy for STEM Education". With NSF support, UCLA is undergoing a broad self-examination of STEM educational practices, spanning faculty attitude and practice, administrative operations, and policy. With the participation of leadership, faculty, and administrators from all campus units involved in STEM education at UCLA, the goal is to identify and overcome barriers to individual, departmental, and institutional change as well as create opportunities and resources to leverage and promote a campus-wide transformation in STEM teaching and learning. The leadership for this project includes:

- **Patricia Turner (PI)**, Vice Provost and Dean of Undergraduate Education
- **Richard Wesel (Co-PI)**, Associate Dean of Engineering and Computer Sciences Academic and Student Affairs & Professor in Electrical Engineering
- **Arlene Russell (Co-PI)**, Faculty Director of the Science-Mathematics Initiative & Senior Lecturer (tenured) in Chemistry/Biochemistry
- **Blaire Van Valkenburgh (Co-PI)**, Associate Dean of Academic Programs in the Life Sciences & Professor in Ecology and Evolutionary Biology
- **Sylvia Hurtado (Co-PI)**, Director of the Higher Education Research Institute & Professor in the Graduate School of Education and Information Studies
- **Erin Sanders (Managing Director)**, Director of the Center for Education Innovation & Learning in the Sciences, Assistant Adjunct Professor in Microbiology, Immunology and Molecular Genetics, & Academic Coordinator in Life Sciences Core Education

The UCLA Senior Survey is annually administered by the Center for Educational Assessment in the Office of Instructional Development under the direction of **Marc Levis-Fitzgerald**, Director of Survey Research and Curricular Assessment. Over 8,000 graduating seniors in the College of Letters and Science, the School of the Arts and Architecture, and the School of Theater, Film, and Television are invited to participate in the survey. The goal is to measure students' views on various components of their curricular and co-curricular experiences as UCLA undergraduates, communicating the results to relevant campus units and departments.

Data Analysis

The Higher Education Research Institute (HERI) Faculty Surveys were distributed to 3,252 UCLA course instructors in spring 2014. The survey opened June 5th and closed June 27th. Of those invited there were 1,018 respondents who fully or partially completed the survey (31% response rate)[1]. Of the 1,018 respondents, 307 (30%) indicated that their appointment was in a STEM field (for a list of specific departments categorized as "STEM" for the purposes of this report, see Table H-A1). The remaining 711 faculty respondents are considered to fall under the category of Humanities, Arts, and Social Sciences (HASS). The following report presents a summary of Faculty Survey responses to selected survey items that most directly relate to instructional practices, attitudes about teaching, perceptions of the learning environment, and undergraduate education at UCLA. A summary of results from the national survey as well as the complete survey instrument are available at the HERI website[1].

Faculty survey data in this appendix are supplemented as noted by student responses from the 2012-2014 administrations of the UCLA graduating Senior Survey.

Prompted by evidence from institutional data that underrepresented minority students (URMs) are graduating from UCLA with Bachelor's of Science degrees at rates disproportionate to their non-URM peers, descriptive analysis of an item on the graduating Senior Survey was conducted to explore reasons students switched from a STEM to a HASS major. Senior Survey results from 2013 and 2014 were analyzed, with more than 12,850 students completing the survey these two years. 6,795 students responded to the survey prompt "Were there any experiences as a student at UCLA that influenced your choice of major?" (52% response rate). Analysis of survey item responses focused exclusively on those students who had switched from a STEM to HASS major (approximately 11% of respondents).

For all tables and figures, asterisks denote significant differences between STEM and HASS responses at a p <.05 level.

[1] This response rate was high enough for UCLA to be included in the 2013-2014 HERI Faculty Survey monograph as part of national norms for research universities: see http://www.heri.ucla.edu/facPublications.php.

Summary of Survey Data

Demographics: HERI Faculty Survey

Among all survey participants, 920 faculty indicated their gender (response options include "Male" and "Female") and 661 reported at least one racial/ethnic identity. The following tables (H-1 and H-2) summarize respondents' demographic characteristics and campus-wide statistics based on all ladder faculty as well as all faculty, including non-ladder[2]. The demography of survey respondents, in comparison to campus-wide statistics, indicates a similar representation of white faculty and a slight overrepresentation of female respondents in the sample.

Table H-1
Faculty Survey Respondents, by Gender (in %)

	Male	Female
STEM (N=306)	64.1	35.9
HASS (N=614)	55.0	45.0
All Respondents (N=920)	58.0	**42.0**
UCLA All Ladder (N=1416.7 FTE)	67.3	32.7
UCLA All Faculty, Including Non-Ladder (1964.4 FTE)	61.8	**36.8**

Note: For Tables H-1 and H-2, gender and race statistics were not available by department or division for non-ladder faculty. All respondents (N=920) include full-time undergraduate faculty, part-time undergraduate faculty, academic administrators, lecturers, graduate faculty, and other respondents who identify gender.

Table H-2
Faculty Survey Respondents, by Race/Ethnicity (in %)

	Black	AI/AN	Asian/ NH/PI	Latino	White	Other	Two or More
STEM (N=300)	1.3	0.3	18.3	2.7	74.3	1.7	1.3
HASS (N=361)	3.6	0.3	14.7	7.5	69.5	3.0	1.4
All Respondents (N=661)	2.6	0.3	16.3	5.3	**71.7**	2.4	1.4
UCLA All Ladder (N=1416.7 FTE)	4.0	0.7	17.6	6.0	71.2	0.5	-
UCLA All Faculty, Including Non-Ladder (1964.4 FTE)	3.4	0.6	17.7	6.2	**70.7**	1.4	-

Note: The multiracial/multiethnic category is not calculated for UCLA reports. HERI categorizes faculty race based on a survey item that allows participants to mark all racial/ethnic groups that apply. Options include: White/Caucasian, African American/Black, American Indian/Alaska Native, Asian American/Asian, Native Hawaiian/Pacific Islander, Mexican American/Chicano, Puerto Rican, Other Latino, Other.

[2] Source: AAAP 2014-15 Utilization Tables

Teaching Load and Courses

Faculty members were asked "During the present term, how many hours per week on average do you actually spend on scheduled teaching?" Response options include: None, 1-4, 5-8, 9-12, 13-16, 17-20, 21+.

Figure H-1 presents a summary of faculty's reported time spent teaching (i.e., actual, not credit hours) during the spring 2014 term, in hours per week. Faculty from either group most commonly reported teaching "1–4" hours per week, with 47.9% of STEM faculty and 35.5% of HASS faculty reporting as much. For both STEM and HASS departments, fewer than 2.5% of respondents reported teaching more than 16 hours per week ("17-20" or "21+"); these data labels are omitted from the figure. These results indicate that faculty respondents experience a similar teaching load across disciplines, reporting an average between 1-4 and 5-8 hours per week.

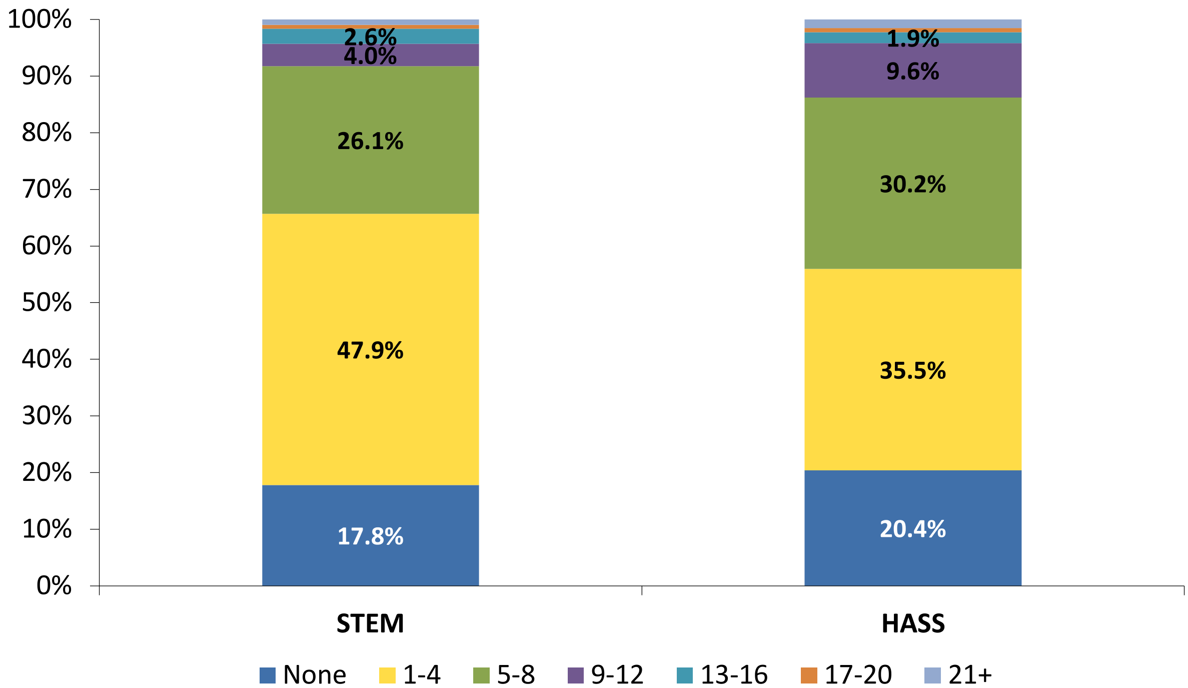

Figure H-1. Hours per week spent teaching in Spring 2014.

Faculty members were asked to respond to the question, "How many courses are you teaching this term (include all institutions at which you teach)?" Faculty who reported teaching at least one course were then asked specifically about the different types of courses they taught, "How many of the courses that you are teaching this term are:

- General education courses
- Courses required for an undergraduate major
- Other undergraduate credit courses
- Developmental/remedial courses (not for credit)

Figure H-2 presents a summary of faculty's average number of courses taught during the Spring 2014 term. ***On average, STEM and HASS faculty reported similar course loads*** for all types of courses with the exception of general education courses ($\bar{x}_{\mathrm{STEM}}$=0.26, $\bar{x}_{\mathrm{HASS}}$=0.41) and courses required for undergraduate majors ($\bar{x}_{\mathrm{STEM}}$=0.68, $\bar{x}_{\mathrm{HASS}}$=0.98). For both of these course types, HASS faculty reported significantly larger teaching loads at a p <.05 level.

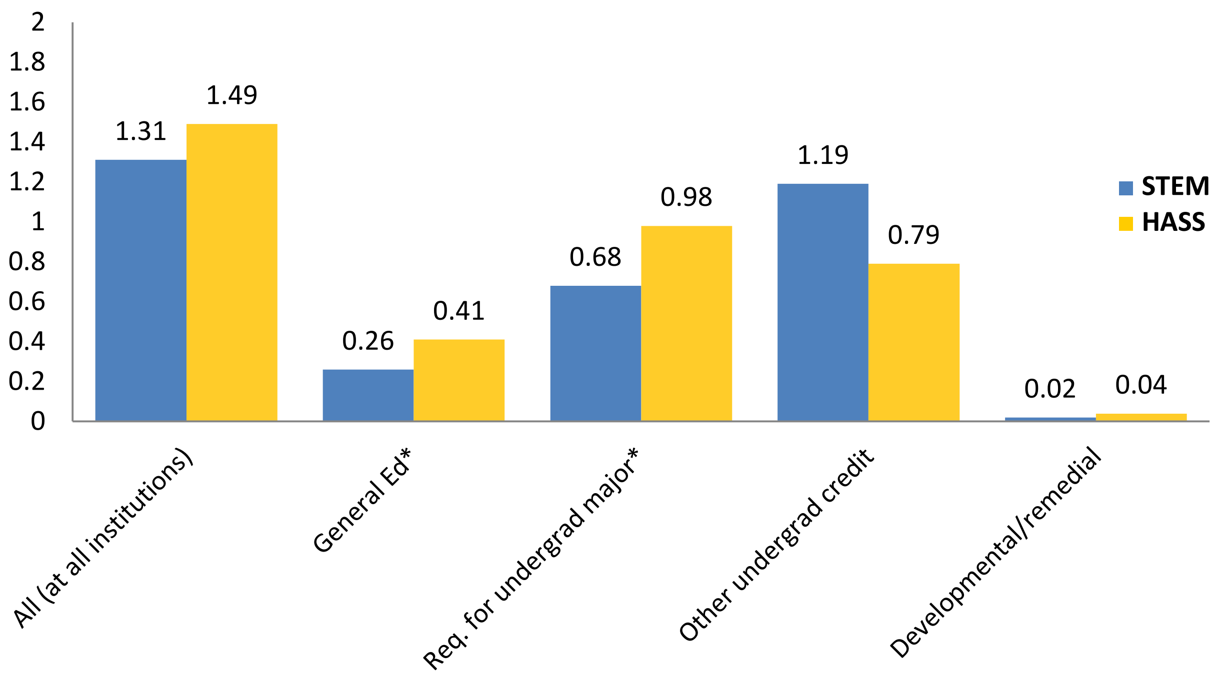

Figure H-2. Average teaching load in Spring 2014, by course type

Faculty members were also asked to indicate (mark "Yes") whether, "During the past two years, have you engaged in any of the following activities?

- Taught an exclusively web-based course at this institution

Very few faculty in either STEM or HASS fields reported having taught an exclusively web-based course at UCLA during the past two years, only 5.0% and 2.9%, respectively. The difference between STEM and HASS responses is not statistically significant.

Activities Outside of the Classroom

Table H-3 presents a summary of faculty responses regarding their activities with students outside of the classroom. HASS faculty reported having supervised an undergraduate thesis in the past two years at significantly higher rates than their STEM colleagues (45.4%, as compared to 36.2%). However, STEM faculty reported higher rates of working with undergraduate students on research, both generally (81.2%, as compared to 66.4%) and on their own projects (76.3%, as compared to 57.3%). STEM and HASS faculty report nearly equivalent levels of involvement with student groups participating in service/volunteer activities (47.5% for STEM, 42.1% for HASS). These results suggest that overall, ***UCLA faculty are engaging undergraduates in a variety of scholarly and service activities.***

Table H-3 During the Past Two Years, Have You Engaged in Any of the Following Activities? (% who Marked "Yes")

	STEM	HASS	Sig. Diff. (p <.05)
Supervised an undergraduate thesis	36.2	**45.4**	*
Worked with undergraduates on a research project	**81.2**	66.4	*
Engaged undergraduates on *your* research project	**76.3**	57.3	*
Advised student groups involved in service/volunteer work	47.5	42.1	

Figure H-3 summarizes faculty responses regarding scholarly collaboration with undergraduate students. A larger proportion of STEM faculty reported that they presented with students at conferences (41.7%) and published with undergraduates (51.0%) to a “great” or to “some extent,” compared to HASS respondents (21.7% and 22.1%, respectively). Taken together, while STEM faculty respondents appear to involve UCLA undergraduates in scholarly collaboration more frequently than HASS faculty, these results may point to a ***need to expand opportunities for undergraduates across campus to participate in formal conferences or contribute to publications***.

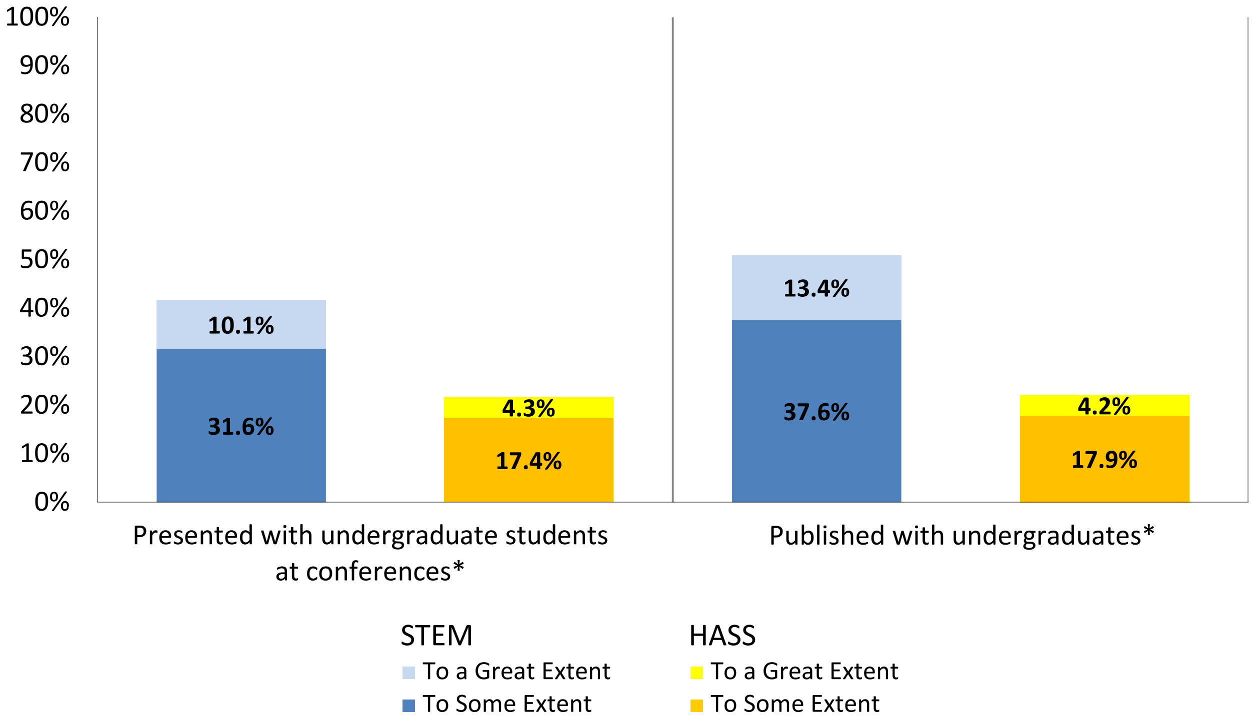

Figure H-3. Scholarly collaboration with undergraduates in past two years

Goals for Undergraduate Education

Table H-4 summarizes faculty's reported goals for undergraduate education with respect to survey items categorized as higher order cognitive skills (Anderson & Krathwohl, 2001) and those that relate to diversity in the classroom. Nearly all STEM and HASS faculty indicated that the ability to think critically is an "essential" or "very important" education goal (98.3% and 98.9%, respectively). Compared to STEM faculty, more faculty in HASS departments reported that they consider it "essential" or "very important" for undergraduate education to help students evaluate the quality and reliability of information (74.5% versus 52.2%). This difference between groups is somewhat surprising given the importance STEM disciplines place on peer review of scholarly work, where reproducibility and statistical significance are an essential aspect of evaluation and critical to high quality and reliable experimental data worthy of publication.

More HASS faculty than STEM faculty reported that they consider it "essential" or "very important" for undergraduates to enhance their knowledge of and appreciate for other racial/ethnic groups (68.8% versus 49.4%) and to teach students tolerance and respect for different beliefs (81.4% versus 65.6%). These results indicate that ***attention to diversity issues in STEM classrooms and among STEM faculty could be improved.***

Table H-4
Indicate the importance to you of each of the following education goals for undergraduate students (% "Essential" or "Very Important")

	STEM	HASS	Sig. Diff. (p <.05)
Higher Order Cognitive Skills			
Develop ability to think critically	98.3	98.8	
Help students evaluate the quality and reliability of information	52.2	**74.5**	*
Diversity			
Enhance students' knowledge of and appreciation for other racial/ethnic groups	49.4	**68.8**	*
Teach students tolerance and respect for different beliefs	65.6	**81.4**	*

Classroom and Curricular Diversity

Figure H-4 shows faculty's level of agreement with statements regarding classroom and curricular diversity. Nearly all HASS and STEM faculty agreed that the educational experience of all students is enhanced by a racially/ ethnically diverse student body. 65.4% of HASS faculty agreed "strongly" or "somewhat" that racial and ethnic diversity is reflected in the curriculum, as compared to 54.0% of STEM faculty. This finding likely reflects content in HASS courses, as compared to STEM courses, which lends itself more readily to discussions of race/ethnicity and discourse about student beliefs on different topics. With respect to feeling prepared to deal with conflict over diversity issues in the classroom, only a small percentage of faculty in either discipline (10.3% STEM, 12.5% HASS) agreed "strongly" with this statement. ***Almost half of all faculty respondents, irrespective of discipline, do not feel prepared to handle conflicts, suggesting a need to provide faculty training and tools of practice surrounding diversity issues in the classroom.***

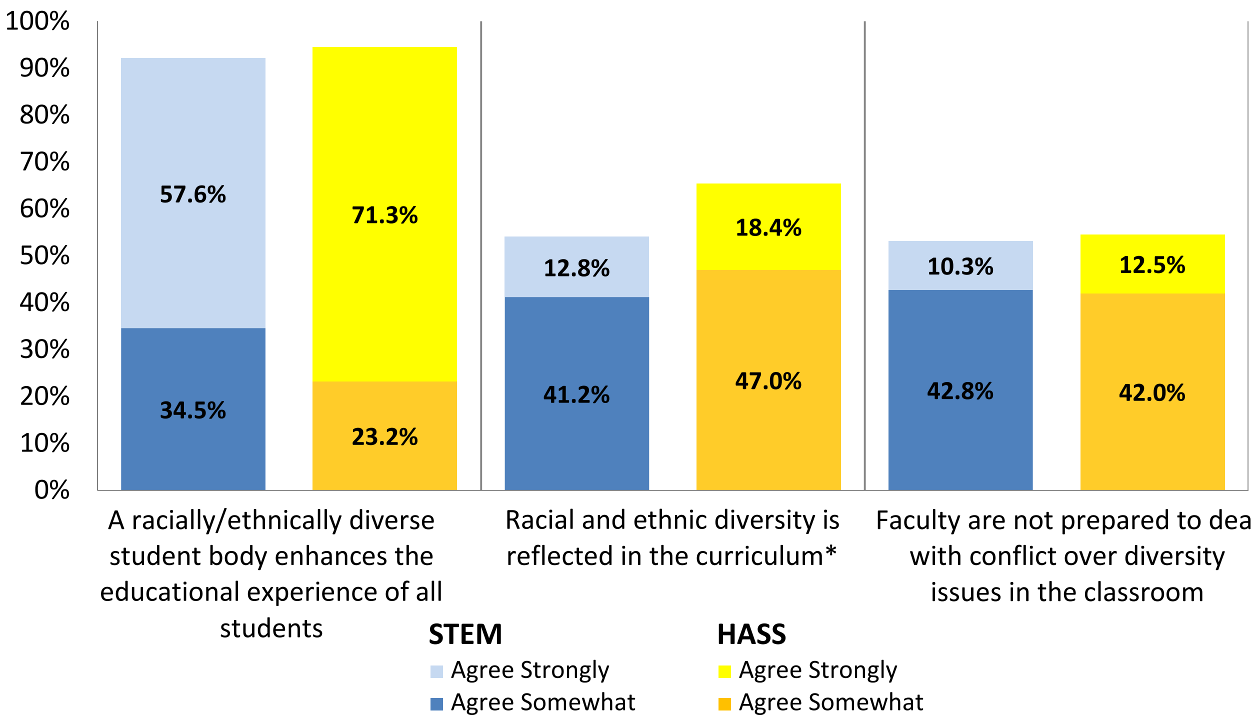

Figure H-4. Faculty views on classroom and curricular diversity

Student Preparedness

Figure H-5 summarizes faculty views on their students' level of preparation for coursework. Significantly more faculty in STEM departments agreed that most students are well-prepared academically, as compared to their colleagues in HASS departments (70.5% compared to 59.7%). This result raises two important questions – how do faculty know that students are well-prepared for their coursework? Do they evaluate their knowledge and skill level of students at the beginning of their course?

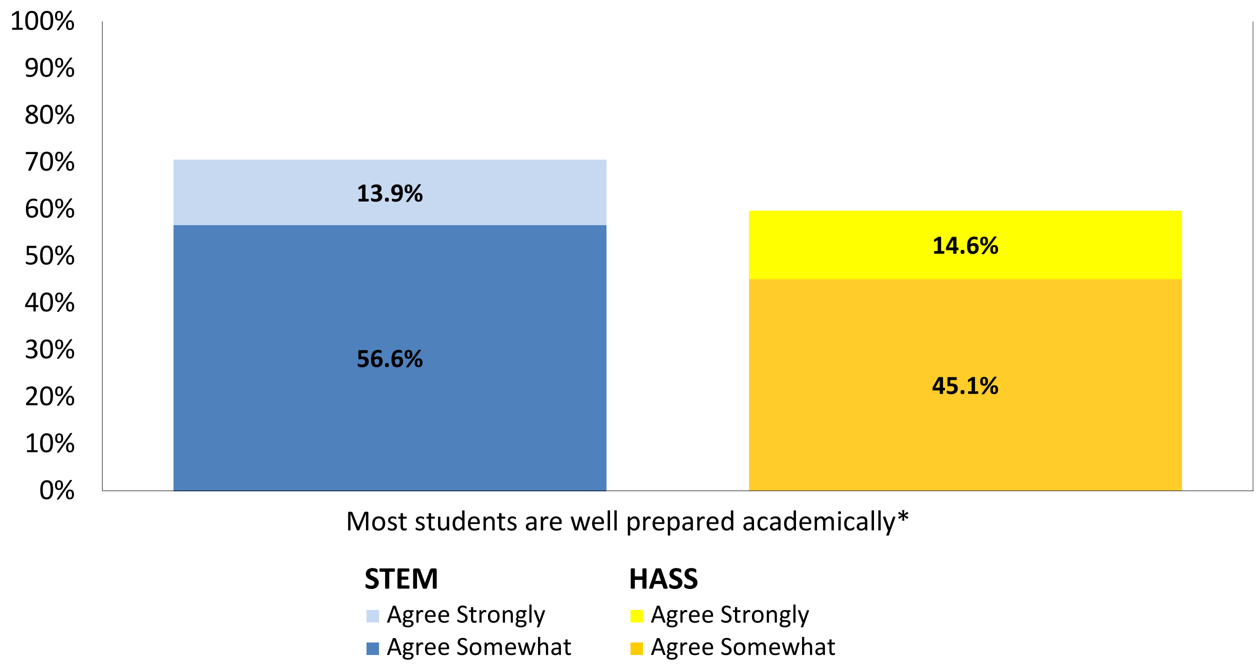

Figure H-5. Faculty views on student preparedness

Another question on the survey prompted faculty to consider this issue when they were asked, “Do you evaluate whether or not students enter your classes with sufficient skills or knowledge of concepts, ostensibly learned in previous courses, and if so, how?” Response options include: Other, Portfolio or inventory of prior courses or experiences, Students’ self-report survey, Diagnostic test or quiz, N/A.

Figure H-6 presents a summary of faculty’s methods for assessing students’ preparation for their courses. For both STEM and HASS departments, faculty similarly and most commonly reported that they do *not* evaluate prerequisite skills or knowledge (60.4% and 56.3%, respectively).

Taken together, these findings (Figure H-5 and H-6) begin to raise the question of whether UCLA faculty are making assumptions about student academic preparedness, and may thus suggest a ***need for faculty to utilize more diagnostic testing (pre/post assessments) or other instruments designed to inform faculty of student readiness for their courses***. To effectively assess student learning, faculty should know where students begin regarding prior knowledge relevant to the course.

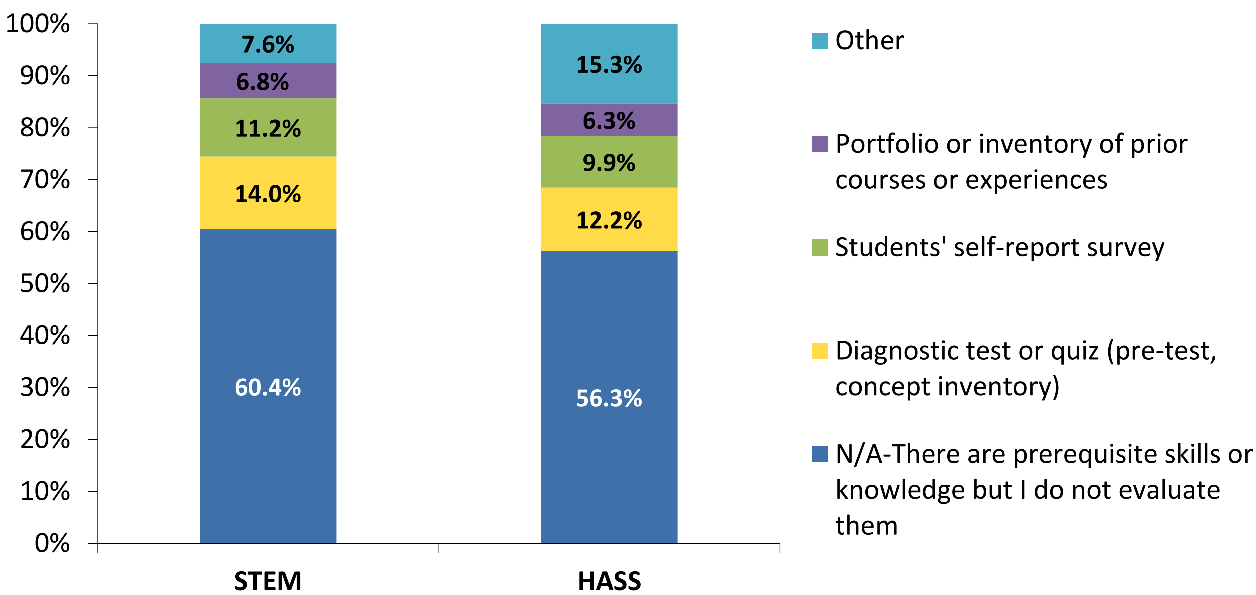

Figure H-6. Evaluation of Students' Academic Preparedness

Student Learning Environment

Figure H-7 presents faculty's views on students' academic success. STEM and HASS faculty agreed "strongly" or "somewhat" at similar rates across all three items. It is important to note that a majority of faculty agree strongly (over 89%) that they encourage all students to approach them for help. However, first year students (not included in current UCLA surveys) rely on faculty accessibility cues and are often intimidated to approach faculty until after completing introductory courses (Gasiewski, Eagan, Garcia, Hurtado & Chang, 2012). The majority of faculty also agree strongly or agree somewhat that it is primarily up to individual students to succeed in their courses; only a small proportion take primary responsibility for student learning. And while ***the majority of faculty state that they try to dispel perceptions of completion***, this is contrary to actual practices that appear to happen in the classroom, as indicated by responses to a prompt on the graduating Senior Survey, in which seniors report great competition for grades in their major (Figure H-8).

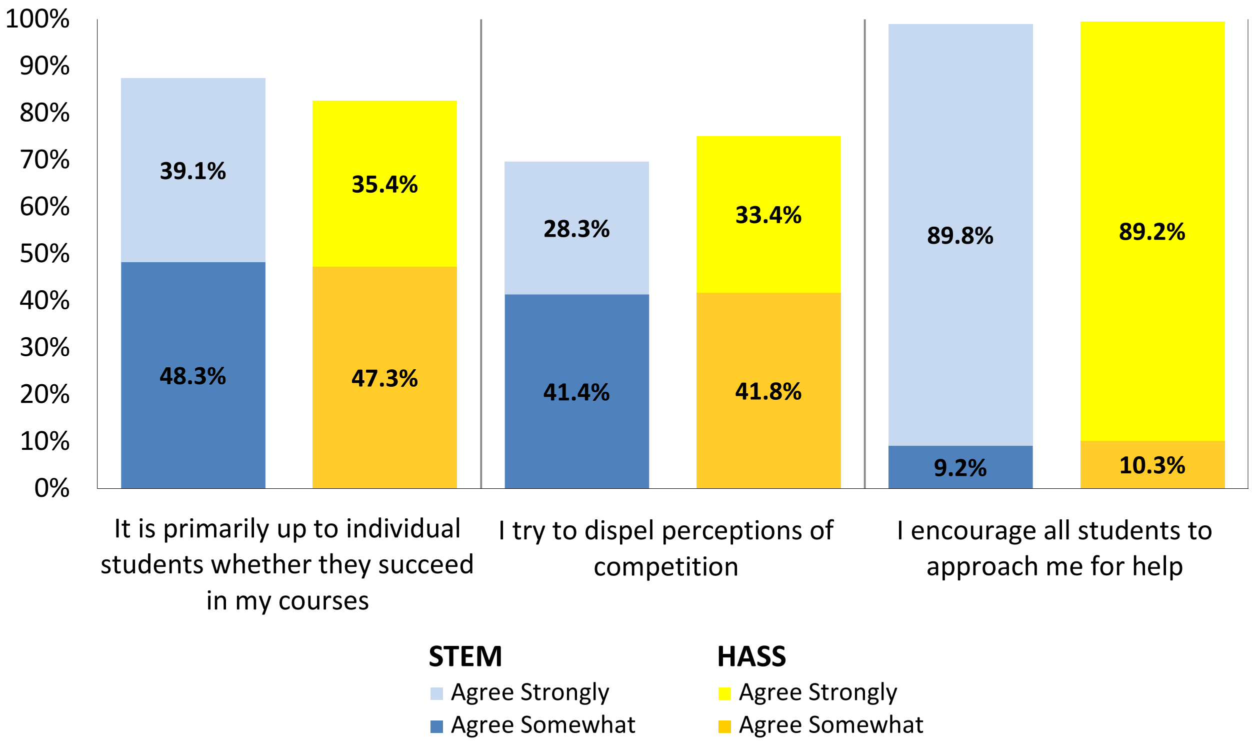

Figure H-7. Faculty Views on Student Academic Success

Figure H-8 summarizes graduating senior *students'* survey responses regarding their perceptions of their peers and faculty. ***Students in STEM majors are significantly more likely (p<.05) than HASS students to perceive intense competition for grades (80.3% compared to 61.8%) despite faculty reporting that they try to dispel perceptions of competition at similar rates across both departmental categories*** (see Figure H-7). Generally speaking, UCLA seniors are satisfied with the accessibility of faculty outside of class, although STEM students report somewhat less satisfaction with faculty accessibility as compared to their HASS peers (86.9% compared to 90.1%). Further, it is important to note that these data do not include the responses of freshman who likely to do not see the same level of faculty accessibility until they are in the major.

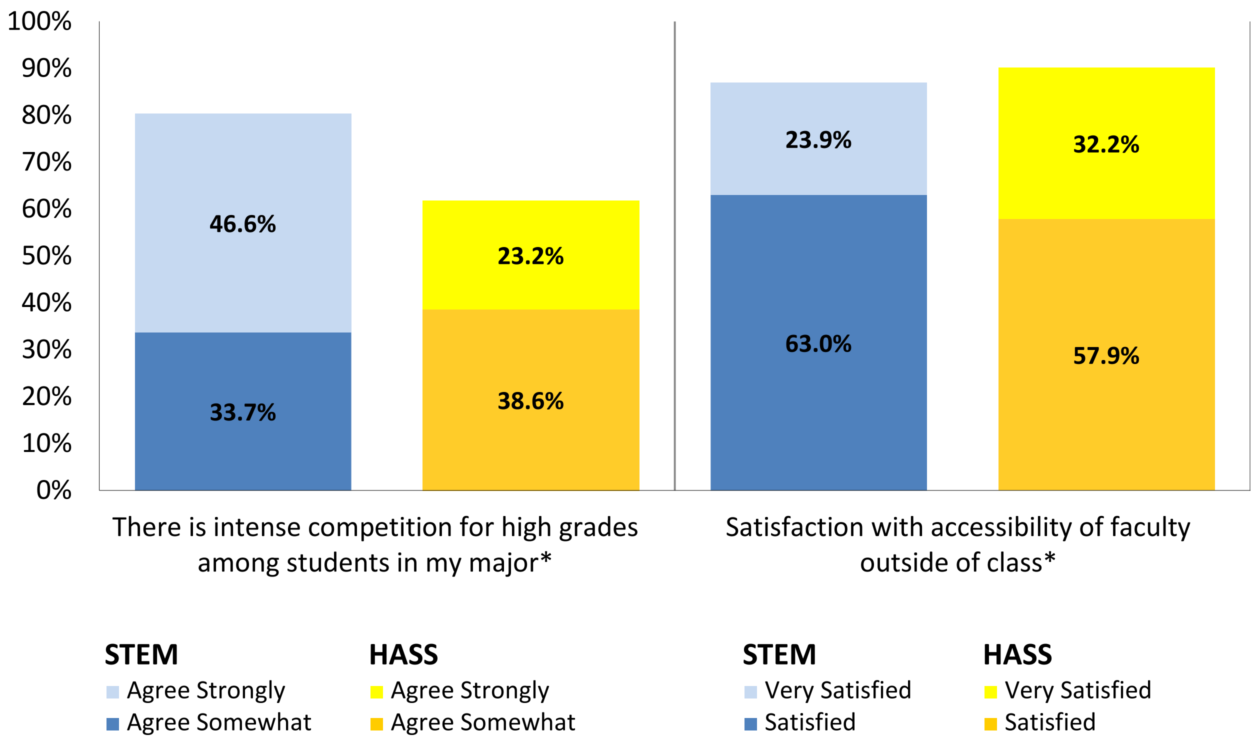

Figure H-8. Student views on peers and faculty[3]

[3] Source: 2012-2014 UCLA Senior Surveys

Pedagogical Practices

Faculty were asked, "In how many of the courses that you teach do you use each of the following?

- Student presentations
- Student evaluations of each others' work
- Class discussions
- Cooperative learning (small groups)
- Experiential learning/Field studies
- Group projects
- Student-selected topics for course content
- Reflective writing/journaling
- Using student inquiry to drive learning
- Extensive lecturing
- Grading on a curve"

Response options include: All, Most, Some, None.

Table H-5 summarizes faculty's use of student-centered practices (the first nine items in the above list), in contrast to extensive lecturing and grading on a curve (the last two items) in "all" or "most" of their courses.

Table H-5
Teaching Practices (% Faculty Use in "All" or "Most" Courses)

	STEM	HASS	Sig. Diff. (p <.05)
Student-Centered Practices			
Student presentations	49.3	53.2	
Student evaluations of each others' work	22.4	**30.0**	*
Class discussions	73.4	**82.0**	*
Cooperative learning (small groups)	49.8	49.4	
Experiential learning/Field studies	26.5	29.8	
Group projects	39.0	38.0	
Student-selected topics for course content	21.9	**30.4**	*
Reflective writing/journaling	12.4	**23.3**	*
Using student inquiry to drive learning	45.5	50.9	
Traditional Instructional Practices			
Extensive Lecturing	**64.6**	50.5	*
Grading on a curve	**40.6**	24.3	*

For five of nine survey items categorized as student-centered practices, there was little difference between STEM and HASS faculty with regard to the frequency with which these instructional techniques were employed. Overall, class discussions were most commonly cited as an instructional practice used in "all" or "most" courses, irrespective of discipline, although HASS faculty reported using this technique more frequently than STEM faculty (82.0% compared to 73.4%). Compared to their STEM colleagues, HASS faculty also were more likely to report using student evaluations of each others' work (30.0% compared to 22.4%), student-selected topics for course content (30.4% compared to 21.9%), and reflective writing/journaling (23.3% compared to 12.4%). Notably, none of these instructional techniques was used *frequently* by HASS faculty. Given that reflective writing/journaling is considered a simple and effective strategy to encourage metacognition, a self-assessment process that helps students identify concepts for which they have misconceptions or that they do not understand completely (Kober, 2015; Singer *et al*., 2012), these results suggest faculty may need to be encouraged to use this instructional technique in their classrooms campus-wide. This may be especially important given the view faculty expressed, as shown in Figure H-7, about students being responsible for their own success. Reflective writing/journaling provides an excellent opportunity for students to self-evaluate their level of conceptual understanding in a course.

Survey findings highlight the extent to which extensive lecturing is utilized as an instructional modality campus-wide. Moreover, in comparison to their relative under-utilization of student-centered practices, STEM faculty were more likely to report using extensive lecturing in their courses (64.6%, as compared to 50.5% in HASS) as well as assign grades using a "curve" (40.6%, as compared to 24.3% in HASS). Given that lecturing is a passive mode of information transfer, it is likely that few students will engage in meaningful conceptual understanding of course material if this strategy is used as the primary pedagogy in classrooms (Kober, 2015; Singer *et al*., 2012). Interspersing lectures with interactive, student-centered teaching approaches is much more effective at promoting student learning and creating an equitable, inclusive learning environment. In addition, ***grading on a curve, in which students are evaluated relative to the performance of others in their class and grades are assigned to fit into a fixed number of high grades (quotas) or a pre-determined distribution (such as a bell curve), does not align well with student-centered pedagogies that foster collaboration and peer learning*** (Kober, 2015).

Figure H-9 presents a summary of faculty's pedagogical practices, showing the distribution of faculty with regard to the number of student-centered methods used in "all" or "most" of their classes, as well as the proportion of faculty who use extensive lecturing in "all" or "most" of their classes. Across campus, faculty reported using an average of 3.68 student-centered practices in "all" or "most" of their classes. 45.9% of STEM faculty reported using an above-average number (4 or more) of student-centered methods, while 49.3% of HASS faculty reported above-average use.

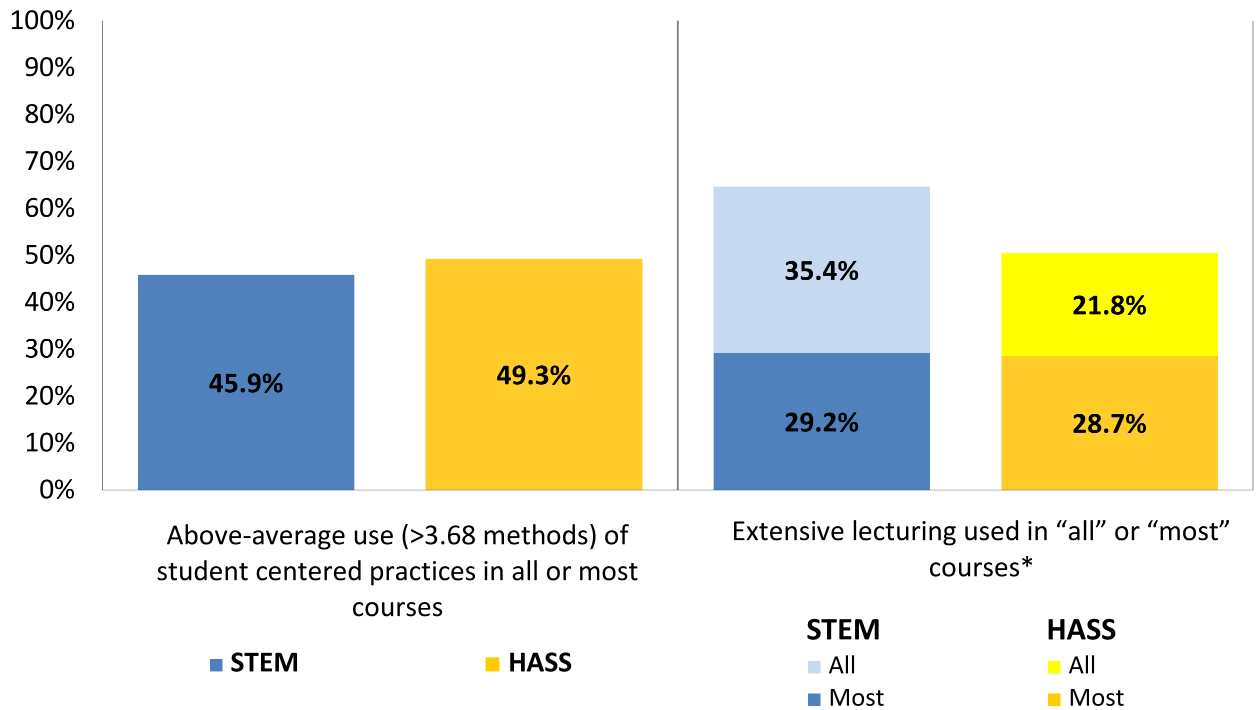

Figure H-9. Pedagogical practices

Resources for Student Learning

Faculty were asked the open-ended question, "Do you publicize the learning goals for your class(es) to your undergraduate students? If so, how?" Responses were coded into the categories presented in Table H-6, below. Responses indicating multiple methods of communicating learning goals were coded accordingly, thus sub-code percentages do not add up to 100%.

The large majority of all faculty (87.2%) reported that they publicize their learning goals in some form, often through multiple means. Faculty most commonly mentioned using a syllabus as a way of communicating learning goals to their students (63.2% of all "Yes" responses). Among faculty who indicated that they did not publicize learning goals, the majority did not offer an explanation.

Results from the UCLA Senior Survey indicate that only 71.0% of students often view the syllabus when posted on a course website. Thus, if the syllabus is used by instructors as the primary means by which to communicate course learning goals, as part of a campus-wide effort, faculty should be transparent expectations and their evaluation criteria used in grading, and efforts should be made to encourage all students to view the syllabus and ask questions about the basis for their learning assessment.

Table H-6
Communication of Learning Goals (N=494)

	Freq.	%
"*Yes*" Responses (total)	431	87.2
Syllabus	312	**63.2**
Discussion (in class, meetings, or office hours)	218	44.1
Online post (CCLE, Blackboard, etc.)	106	21.5
Explanation of projects, assignments, exams, etc.	71	14.4
Unspecified or other	39	7.9
Slides, notes, handouts	10	2.0
Emails	7	1.4
"No," "Not Applicable," or Other Responses (total)	63	12.8
No (unspecified or miscellaneous)	44	8.9
Not applicable	15	3.0
Other (ambiguous response)	4	0.8

Institutional Support for Professional Development and Instruction

Faculty were asked to indicate the extent to which they agree or disagree with the following statements about their college or university: “There is adequate support for faculty development”. Response options include: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly.

Faculty were also asked to indicate how well the following statement describes their college or university: “Faculty are rewarded for being good teachers”. Response options include: Very Descriptive, Somewhat Descriptive, Not Descriptive.

Figure H-10 presents a summary of faculty views regarding institutional support for development and instruction. Similar proportions, albeit less than 60%, of faculty across STEM and HASS departments reported that they perceived adequate support for faculty development (53.3% and 57.5%, respectively). Notably, few reported “strong” agreement with this statement (15.3% STEM and 8.7% HASS). Additionally, few faculty, irrespective of discipline, reported that being rewarded for being good teachers was “very descriptive” of the UCLA culture (20.4% STEM and 13.6% HASS). About half of faculty reported that being rewarded for good teaching is “somewhat descriptive,” while the remainder (approximately 40%) did not think this statement is descriptive of UCLA culture at all. Together, these findings suggest ***greater emphasis and value could be placed in supporting faculty development efforts and rewarding those who engage in effective teaching practices at UCLA***.

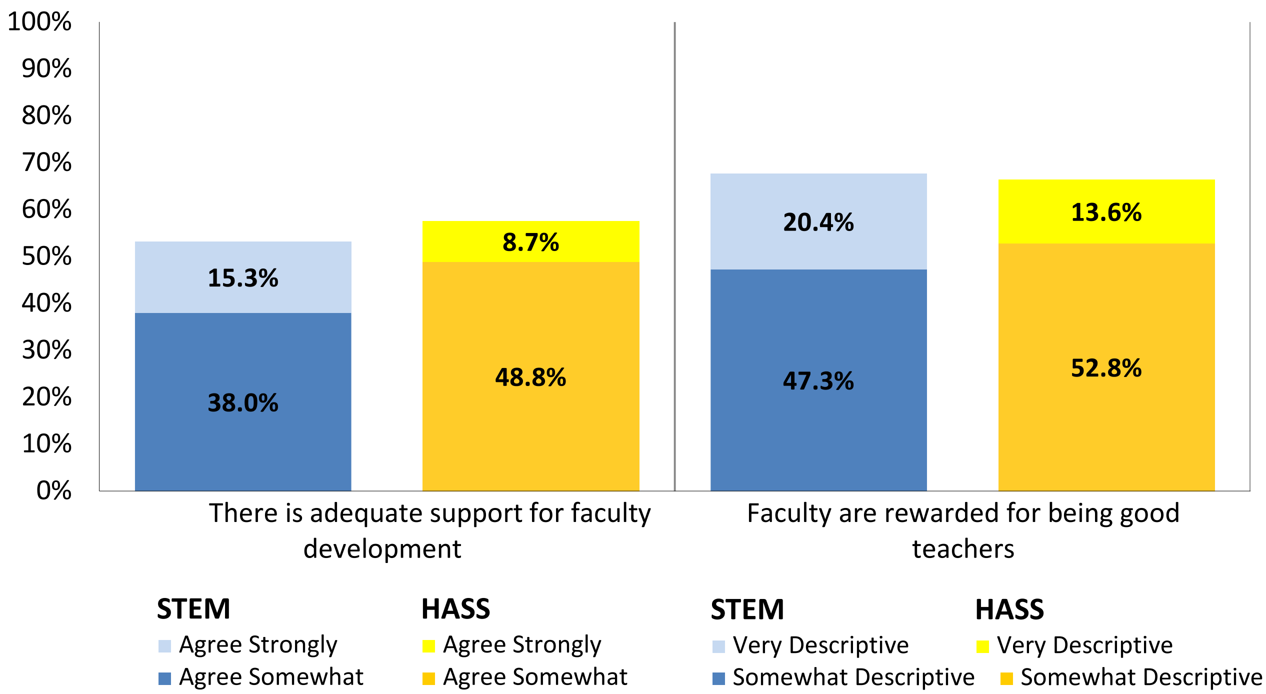

Figure H-10. Views on development and instruction

Faculty were asked to indicate (mark "Yes") whether, "During the past two years, have you engaged in any of the following activities?

- Participated in organized activities around enhancing pedagogy and student learning"

As shown in Figure H-11, while STEM and HASS faculty had similar responses (38.7% and 41.1% marked "yes", respectively), fewer than half of faculty respondents from the two disciplinary groups recently engaged in professional development activities surrounding teaching at all. In part, this finding may result from inadequate support provided at the department or institutional level for these efforts. Alternatively, these responses may suggest a lack of interest on the part of faculty to participate; however, responses to the next survey item (Figure H-12) suggest otherwise.

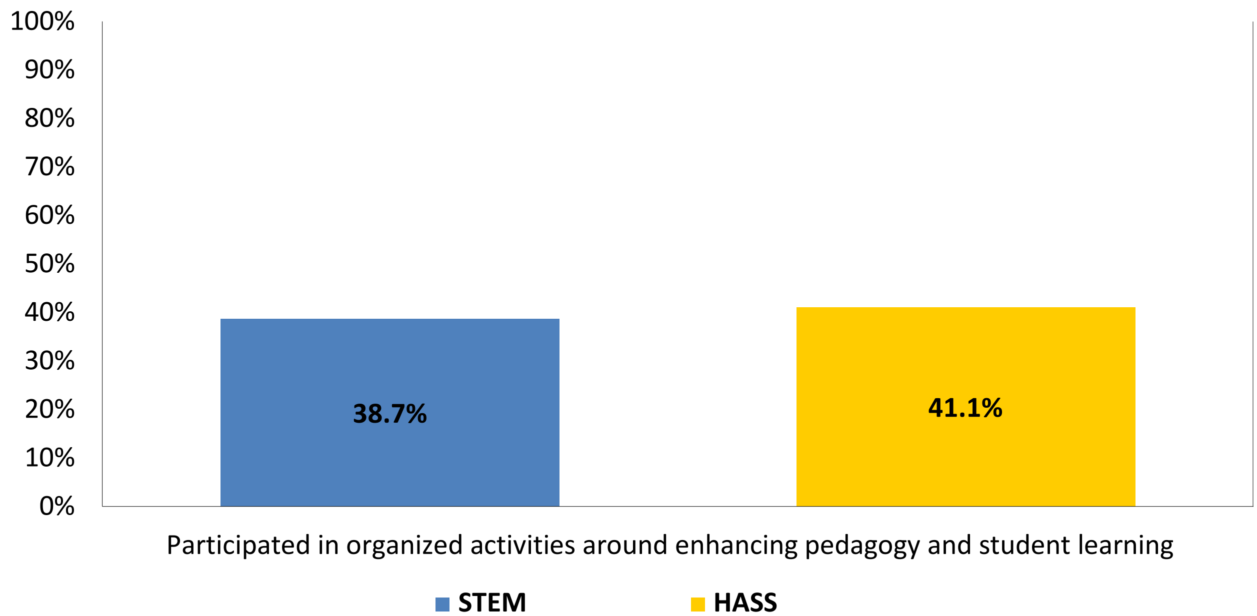

Figure H-11. Participation in professional development, percentage who marked "yes"

Faculty were asked, "Would you be interested in participating in a formal mentoring program with respect to teaching if one were offered through either your department or by another campus unit?" Response options include: Yes, No, or N/A as described in the legend for Figure H-12 below.

The majority of both STEM (61.5%) and HASS (56.3%) faculty indicated they would be interested in participating in a formal mentoring program with respect to teaching. Some STEM and HASS departments already offer such programs, with some faculty who are already actively participating (11.9% and 15.0%, respectively) and others indicating no interest in participating (26.5% and 28.7%, respectively). Overall, these responses indicate a ***need to expand and formalize faculty development opportunities that relate to effective and inclusive teaching practices***.

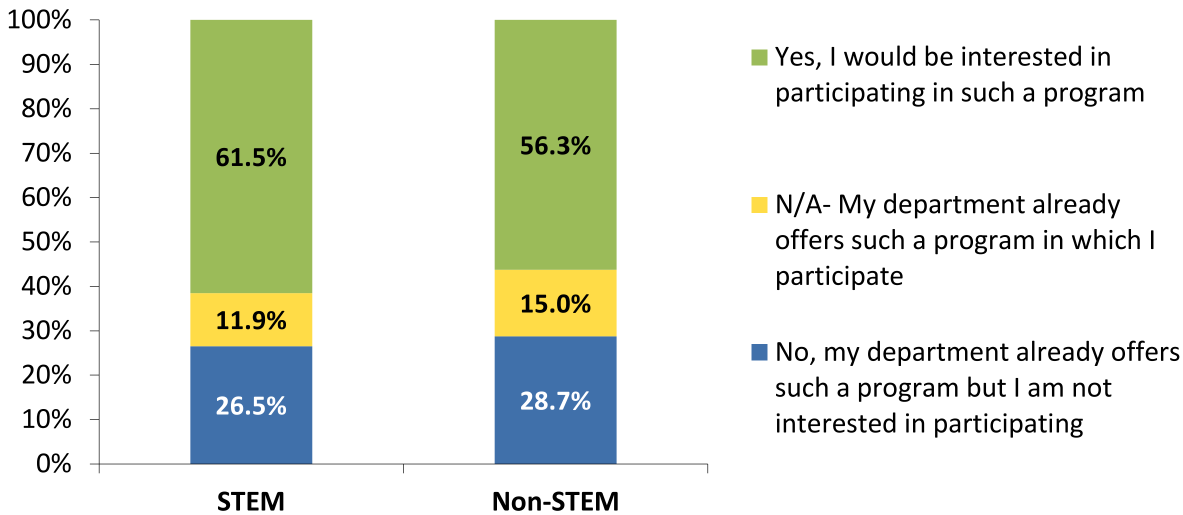

Figure H-12. Availability and demand for formal mentoring for instruction

Faculty were asked, "In the last *ten years*, have you ever applied for any mini-grants or Instructional Improvement Program (IIP) grants from the UCLA Office of Instructional Development (OID)?" Response options include: Yes—I applied and received OID grant monies, Yes—I applied but was not awarded the grant monies, No—I knew about these grants but did not apply for them, No—I do not know about OID mini-grants or IIP grants.

Figure H-13 shows a summary of faculty's awareness and/or receipt of OID instructional development funds. Compared to their HASS colleagues, significantly fewer STEM faculty reported having applied for funds (22.3%, as compared to 44.8%). Moreover, STEM faculty more often reported that they did not know about OID mini-grants or Instructional Improvement Program (IIP) grants (38.4%, as compared to 20.7% of HASS faculty). These grant monies exist on campus as a resource for faculty to competitively apply for and receive funding to support instructional innovation and pedagogical experimentation in undergraduate courses. ***Far too few faculty, irrespective of discipline, are utilizing this important resource.*** In addition to raising awareness, departmental chairs could encourage their faculty to apply for OID grants as well as recognize and reward their faculty for using these grants to support curriculum development. Such efforts are critical to building departmental cultures that support implementation of evidence-based teaching practices.

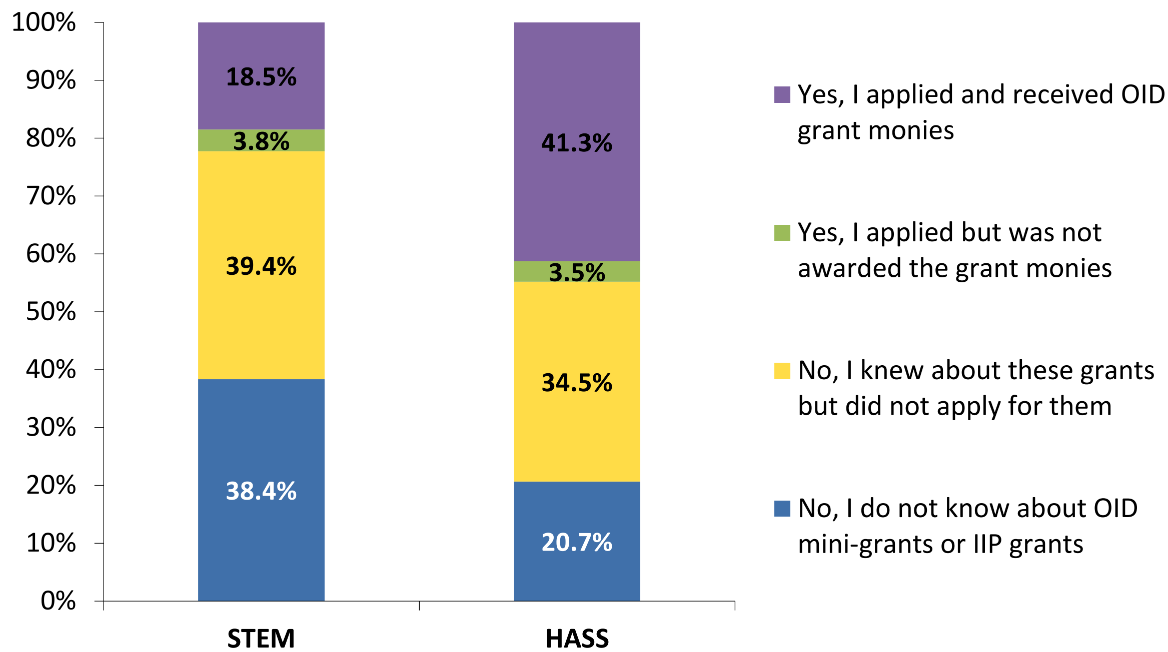

Figure H-13. Use and awareness of OID funds

Views on Graduate Student Training as Teaching Assistants

Table H-7 presents a summary of faculty's views on graduate student training with regard to teaching. HASS and STEM faculty largely agree that it is important for UCLA graduate students to serve as a Teaching Assistant for at least one term (84.1% and 88.4%, respectively). Compared to their STEM colleagues, HASS faculty are more likely to agree that graduate students in their program receive adequate instruction on becoming good instructors (66.9% compared to 56.3%). This finding is somewhat alarming considering the critical role Teaching Assistants play in undergraduate instruction at UCLA, a campus dominated by large enrollment courses where the overall effectiveness of instruction is reflected in the quality of an instructor as well as the ability and capacity of Teaching Assistants to positively augment the students' learning experience. ***These results call for improvements to be made in the training of Teaching Assistants across campus.***

Table H-7

Faculty Views on Graduate Student Training (% Agree "Strongly" or "Somewhat")

	STEM	HASS	Sig. Diff. (p <.05)
It is important for graduate students in this program to spend at least one term as a Teaching Assistant	84.1	88.4	
Graduate students in this program receive adequate instruction on becoming good teachers	56.3	**66.9**	*

Reasons for Switching from STEM to HASS Majors at UCLA

Table H-8 summarizes the responses undergraduate students gave to the prompt on the 2013 and 2014 graduating Senior Surveys, "Were there any experiences as a student at UCLA that influenced your choice of major?". Following the table are samples of student responses to this open-ended question.

Table H-8
Experiences Influencing Major Choice

Theme	All Students		Non-URM Students		URM Students	
	Frequency	Percent**	Frequency	Percent**	Frequency	Percent**
Positive Experience or Influence ("pull")	**426**	**50.8%**	**230**	**49.0%**	**179**	**52.8%**
- Perceptions of current major, courses, instruction (high satisfaction or interest)	288	34.3%	143	30.5%	137	40.4%
- Appealing career options in current major	32	3.8%	20	4.3%	7	2.1%
- Extracurricular or service involvement	32	3.8%	18	3.8%	12	3.5%
- Peer or mentor support	32	3.8%	25	5.3%	6	1.8%
- Student services (e.g., counseling, orientation)	21	2.5%	8	1.7%	12	3.5%
- Other (misc.)	21	2.5%	16	3.4%	5	1.5%
Negative Experience or Influence ("push")	**240**	**28.6%**	**137**	**29.2%**	**94**	**27.7%**
- Academic challenges with prior major (grades, instructors, courses, support services…)	133	15.9%	74	15.8%	58	17.1%
- Perceptions of prior major (low satisfaction, poor fit, loss of interest)	74	8.8%	45	9.6%	23	6.8%
- Logistical constraints (time to degree; course availability)	17	2.0%	10	2.1%	6	1.8%
- Other (misc.)	16	1.9%	8	1.7%	7	2.1%
"None," "No," or "Not Applicable"	**134**	**16.0%**	**82**	**17.5%**	**48**	**14.2%**
Other (Unspecified or Ambiguous)	**39**	**4.6%**	**20**	**4.3%**	**18**	**5.3%**

Total sample N=736; Non-URM sample N=413; URM sample N=297*
* There may be multiple responses per student.
**Percent of responses within each sample, rounded to nearest tenth.

The most frequent responses given by UCLA students suggested high satisfaction with the HASS major to which they switched. Around 50% of all responses indicated that the change in major resulted from a “pull” toward a positive experience with the HASS major rather than a “push” away attributed to a negative aspect of their prior STEM major. About 29% of respondents expressed a negative experience or influence had resulted in the switch of academic major. These responses, indicating a “push” away from a STEM major, often had to do with academic challenges (e.g., low grades, not gaining acceptance into desired major), perceptions tied to instruction and courses (e.g., low satisfaction or poor “fit”), or logistical constraints (e.g., time-to-degree constraints, inadequate course availability). Minor differences surfaced among respondents according to their status ethnic/racial minorities.

Significantly, the reasons for switching from a STEM to HASS major cited by UCLA students overlap with those documented in a groundbreaking three-year, multi-campus study exploring the reasons college students leave the sciences (Seymour and Hewitt 1997). Notably, poor teaching by STEM faculty was cited by over 80% of students in this study as a major factor contributing to their decision to switch majors. Complaints about pedagogy were not made in isolation, as respondents also expressed concerns about advising, assessment (grading) practices, and curriculum design.

Sample Responses from Students on 2013 and 2014 Senior Surveys

Good Fit, High Satisfaction or Interest (Current Major Courses, Instruction)

I took English 4W with a great TA and it made me realize my love for literature and writing. It made me switch majors from psychobiology and completely change my career path. I couldn't be happier now.

The first geography class I took at UCLA was during winter quarter of freshman year, while I was still a science major. I took this class as a GE, but I fell in love with the subject. I had always been interested in different cultures and traveling to different countries, so I figured I finally found something I enjoyed learning about.

Yes, I took an Afro-American Studies course, which discussed Public Health. I was initially an MCD Biology major, but the course helped me to realize that I wanted to learn social sciences, humanities, and sciences in my undergraduate education.

My English Comp 3 class influenced my decision to become an English major. I thoroughly enjoyed the intimate seminar feel of the class and I appreciated how the graduate student teaching the class made herself widely accessible and actually listened to our comments in class. It was nice to know there was a nurturing instructor especially to facilitate my transition to college.

I took Gender Studies 10 as a GE requirement, however, I ended up enjoying the class so much that I decided to change my major. The class was very thought provoking and the discussions we had in section were very critical of existing gender systems and structures of power, [so] I felt compelled to pursue the subject further.

I took Classics 20 as a GE course completely by chance; it was the only GE available based on the schedule I wanted. Initially, I was most excited about taking Chemistry 14A and thought I had no interest in Classics 20 or ancient history... the class absolutely blew my mind. . . . I switched from undeclared life sciences intending to be premed (and a diehard scientist) to being the happiest Classics and French major in the world.

I found the faculty in this major very engaging about the material. Their true passion and desire about their areas of research, along with integrating students and making them feel welcomed and not just 1 in 250 made me love this major.

Yes. I was previously a Mathematics major, but after taking Chicana/o Studies 10A as a GE requirement, the class convinced me to change my major. More than just a major, Chicana/o Studies influenced me at a personal level, as it helped me understand my identity and a person of color.

I was previously a math major and took a philosophy class as an elective and fell in love with the major and the way of thinking.

I took a Mexican Cinema course during the summer that prompted me to continue with the Spanish classes. I realized there was more than literature to the major and found it interesting that it incorporated material that reminded me of how I grew up.

I originally was a math econ major, but enjoyed accounting more than math after taking a class with Professor [name omitted]. He was an amazing, enthusiastic teacher, and really increased my interest in the subject matter.

Challenges (Grades, Support Services, Competitiveness, Rigor in Previous Major)

Not being able to complete pre-med requirements. There should be some sort of intervention after the second year if someone has failed their lower divisions pre-reqs. There should be intervention by a counselor to educate the student on other options that will satisfy them in life. I just kept getting dropped from my science majors and then I would enroll in another science major - not right.

Yes. At first, I was psychobiology on the pre-med road. However, a couple of my lower division classes, even explicitly stated by some professors, were aimed at weasling out those who could not keep up with being pre-med. At first, I was disappointed by this. However, I thought this was a blessing in disguise and everything actually worked out.

I was put on academic probation after my second quarter as a transfer at UCLA. I did not have the resources or support as a transfer student and I feel that UCLA's environment is not transfer friendly. I continued to pursue my math degree, but after two years of struggle I finally switched to gender studies. . . . Changing my major has hands down been the most beneficial decision I have made.

I used to be a south campus major and switched to English not only because of the cut-throat people, and lack of community learning, but also the terrible professors in South campus. I have been told a few times how terrible I am and how I am just not smart enough to achieve my goals. However, I am still pre-med because I decided not to let those professors get to me and I am enjoying my life in North campus as well.

Yes, I found myself struggling as a mathematics major and had no support from the department. I was obligated to switch majors even though I really wanted to pursue mathematics. . . . After doing a small research project . . . I realized only 3 African American students have graduated with a mathematics degree within the last 10 years. . . . Although UCLA seeks diversity, I know the institution can do a much better job of supporting its students, especially those from disenfranchised backgrounds.

I originally was planning to major in Biology, but as time went on I realized that it was very difficult for me. Geography was something that combined my love of science but graded me on the basis of writing and comprehension of context as opposed to numbers and details.

My first two quarters at UCLA were horrendous. I didn't try as hard as I should have. Instead of pushing through the adversity, I jumped ship.

Having difficulty in passing my classes in my first major, which was Biology. I also came to understand that if I wanted to be a doctor, it should not be enough to know the science behind the work that I will have to do. As a professional that will be working with people in a more direct way, it is also important to understand humanity and be able to relate and accept others and learn how to treat them on an emotional level.

Yes, the biochemistry prerequisites were so difficult. They scared me off. Looking back now, I probably would have been able to complete the major and been better off as far as finding a job. Oh well, no use crying over spilled milk, as they say.

Poor Fit, Low Satisfaction or Interest (Previous Major Courses, Instruction)

I came in as a Pre-med student but didn't like our science professors or classes. I also thought more about being a doctor and eventually decided against that path. Over the summer, at the prompting of my parents, I took Econ 1 and liked it. After that I pursued an economics major.

I was unhappy in the sciences and much preferred academics that challenged my critical thinking and writing skills. I had such a terrible time in the sciences and such a positive experience taking Philosophy 6 that I pursued the major.

Coming into UCLA I had many career aspirations: doctor, dentist, and being a teacher. But after taking lower division chemistry, I found out that science was not the field of study for me. After that, I knew I wanted to major in history.

I reached the upper division classes of the Biology major and did not enjoy the ecology and environmental influences it had.

I came in undeclared life-science, took chemistry 20a, and switched to history. I absolutely hated my professor and it really forced me to change my path. I know the lower division chemistry classes are "weeders," but it was really only hard because the professor did not care about the students in the least and it was blatantly obvious. Not so good for first quarter freshmen.

Yes - the horrible nature of the engineering program. Of course I was never meant to be in that major in the first place, but it doesn't change the fact that the program has been a rather poor experience for not only me but friends and many others.

I hated Engineering, and it was not the right fit for me in terms of the courses, materials, and faculty. I wanted to use Engineering within the field of development, so IDS was perfect for me.

Career Options (Current Major)

I switched to anthro to be more flexible in my career choices, since I wasn't sure about what I wanted to do at the time. Since I was taking a lot of science courses, I chose anthro B.S. so it wouldn't be a complete waste if I decided to do something else that did not require the sciences (such as law, or public health).

I initially thought of Sociology as something broad that could be applied towards any future field of interest. As one who plans to enter the medical field, I felt that Sociology would keep me well-rounded and aware of what I experience in society.

I changed my major multiple times - what ultimately made me choose my major was interest coupled with the fact that it got me a job essentially by the end of my sophomore year. Go UCLA Accounting department!

The awful rigidity of the Life Sciences curriculum, which prevent one from taking courses directly related to one's major field until junior year, caused me to switch from Neuroscience to Psychology and English, even though I was getting As in the LS core classes. It would be beneficial to implement more creative/critical thinking classes related to one's specific interests more early on in the LS curriculum.

Extracurricular or Service Involvement

The level of activism on campus, especially events that focused on humanitarian aid, made me realize that change is only generated by action and many times you have to be the change you want to see. This pushed me to take some political science classes. . . After that class I realized that political science was the major for me.

When I joined a couple campus organizations and started interacting with different cultural groups, I become more interested in current events and learning more about global health and development. I switched to International Development from Biology in order to learn more about international work in hopes that I can pursue a future in international work.

Yes, my experience . . . . made me realize that my real passion lies with social justice issues rather than the sciences. My experiences as a leader and my immersion in community work has made me reflect on my education, and in turn, I decide to have some sort of relevant education, or something that I enjoy.

Peer or Mentor Influence

I came to UCLA with the intention of graduating with a degree in Civil Engineering but I learned that I do not enjoy science as much as I thought I did. I was talking to a friend about my struggles in the major and he suggested I give Economics and Communications a chance. I gave Economics a chance and really liked it.

When I was deciding what major to pursue, I spent most of my time talking to junior and senior students about their experiences in various majors. Also, after talking to my peers about their classes in economics, I decided that economics was something I am interested in.

As a freshman, I had a lot of upperclassmen friends who were in UCLA Econ program. They recommended Econ major because it is not only theoretical but also practical. I never regretted choosing Econ as my major.

Student Services

My Freshman orientation largely shaped my choice of major. Discussing course options and career choices with my orientation counselor and fellow incoming students helped me decide upon a major early on in my time at UCLA.

I spoke to [a counselor] who recommended I should look into Anthropology as a major. I had never taken an anthropology course before and was not even sure what anthropology was.

[My counselor] helped me understand the difference between my desires and my parents' desires. When it came time to pick a major that was practical for my time and ability to work, she guided me in a direction I felt was right for me. In the midst of personal struggle, she allowed me a chance to do something for myself and complete my major just in time for graduation.

Logistic Concerns

I was formally a Physiological Sciences major but my counselor told me it was going to take 5 years to complete, and since I am an out of state student I could not afford to stay here for 5 years. So I chose one of the shortest majors, psychology.

Yes. I wanted to be a life sciences major but UCLA often doesn't offer 1st-level Chem or Physics (14A and 6A, respectively) classes during spring quarter, so by freshman year I was already behind in the major. This is stupid and should change. I would have been a life sciences major otherwise.

Summary of Major Findings

- STEM and HASS faculty reported similar course loads.
- Very few faculty reported having taught an exclusively web-based course at UCLA.
- UCLA faculty engage undergraduates in a variety of scholarly and service activities.
- Opportunities for undergraduates to participate in formal conferences or contribute to publications needs to be expanded.
- Attention to diversity issues in STEM classrooms and among STEM faculty could be improved.
- Most faculty do not feel prepared to handle conflicts surrounding diversity issues in the classroom, indicating there is a need to provide faculty training and tools of practice.
- Most faculty do *not* evaluate prerequisite skills or knowledge, indicating UCLA faculty are making potentially incorrect assumptions about student academic preparedness.
- The majority of UCLA students perceive intense competition for grades despite faculty reporting that they try to dispel perceptions of competition in the classroom.
- Extensive lecturing and grading on a “curve” are commonly utilized by faculty as instructional and assessment modalities campus-wide. By comparison, student-centered practices are relatively under-utilized at UCLA.
- Few faculty agree strongly that there is adequate support for faculty development at UCLA or that faculty are rewarded for being good teachers.
- Most faculty indicated they would be interested in participating in a formal mentoring program, if offered, with respect to teaching.
- Far too few faculty are utilizing OID IIP grants as a resource to support curriculum development and instructional improvement.
- Although faculty largely agree that it is important for UCLA graduate students to serve as Teaching Assistants for at least one term, fewer faculty agree that graduate students in their program receive adequate instruction on becoming good instructors.

- Switching from a STEM to HASS major can result from a “pull” towards positive experiences with HASS coursework rather than a “push” away attributed to negative aspects of a STEM curriculum.
- The frequency and distribution of URM and non-URM student responses were comparable, suggesting the “push” and “pull” influences are similarly experienced by all students.
- Negative experiences that prompt STEM students to switch their major include low grades, poor fit, unfavorable experiences with instructors early in their coursework, and logistical challenges associated with completion of STEM programs.

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Table HA-1

STEM Fields on the HERI Faculty Survey

Agriculture/Natural Resources
- Agriculture & related sciences
- Natural resources & conservation
- Agriculture/natural resources/related, other

Biological and Biomedical Sciences
- Biochemistry/biophysics/molecular biology
- Botany/plant biology
- Genetics
- Microbiological sciences & immunology
- Physiology, pathology & related sciences
- Zoology/animal biology
- Biological & biomedical sciences, other

Computer/Info Sciences/Support Tech
- Computer/info tech administration/ management
- Computer programming
- Computer science
- Computer software & media applications
- Computer systems analysis
- Computer systems networking/telecom
- Data entry/microcomputer applications
- Data processing
- Information science/studies
- Computer/info science/support services, other

Engineering
- Biomedical/medical engineering
- Chemical engineering
- Civil engineering
- Computer engineering
- Electrical/electronics/comms engineering
- Engineering technologies/technicians
- Environmental/environmental health engineering
- Mechanical engineering
- Engineering, other

Health Professions
- Alternative/complementary medicine/sys
- Clinical/medical lab science/allied
- Dental support services/allied
- Dentistry
- Health & medical administrative services
- Allied health & medical assisting services
- Allied health diagnostic, intervention, treatment prof.
- Medicine, including psychiatry
- Nursing
- Optometry
- Osteopathic medicine/osteopathy
- Pharmacy/pharmaceutical sciences/admin
- Podiatric medicine/podiatry
- Public health
- Veterinary medicine
- Health/related clinical services, other

Mathematics and Statistics
- Mathematics
- Statistics
- Mathematics & statistics, other

Physical Sciences
- Astronomy & astrophysics
- Atmospheric sciences & meteorology
- Chemistry
- Geological & earth sciences/geosciences
- Physics
- Physical sciences, other

Psychology
- Clinical psychology

APPENDIX I.

Inventory of Student Support Programs

Prepared by:
Tracy Teel
Center for Education Innovation & Learning in the Sciences

Overview

An inventory of academic programs and services supporting UCLA student success was conducted, focused at the divisional level. The inventory concentrates on the College of Letters and Sciences (Humanities, Life Sciences, Physical Sciences, Social Sciences, and Undergraduate Education) and select professional schools serving undergraduates (Arts & Architecture, Education, Engineering, Management, and Theater, Film & Television). To keep this project manageable, several important campus areas supporting undergraduates were not inventoried: Student Affairs, Libraries, Information Technology, the Institute for American Cultures, UCLA International Institute, Athletics. However, each of these areas interacts directly with undergraduates and represents areas for future exploration. Student Affairs, in particular, has a large role on-campus for shepherding student success and houses several key departments related to maintaining an inclusive campus climate and supporting student engagement and success: Career Services, CAPS, Residential Life, Community Programs Office, Dean of Students, LGBTRO, etc.

Data Collection

Data collection included looking closely at each program and service offered within divisions, collecting self-descriptions of duties/activities/goals, reducing that data to key statements, and assigning functional codes to them. Only schools/divisions awarding Bachelor's degrees were included in the inventory.

Summary of Findings

The inventory involved web-based research guided by divisional organization charts and websites. Data collection did not occur at the department level; thus, the inventory likely does not constitute a comprehensive list of all UCLA student support programs. As this was to be a listing of available resources and not an assessment of the quality or scope of programs and services, the resulting information is based on self-descriptions of mission, vision, purpose, clientele, and offerings. As a result, in most cases, some information was not readily available, including budgets, detailed data about populations served, complete staffing structure, funding sources, specifics about interventions and services, and program effectiveness data. Nevertheless, having this list of support services in academic units lays a foundation for future exploration about where UCLA might be redundant or lacking in key services for students.

Table Index

Table I-1.1
Student Support Program Inventory: Division of Undergraduate Education - Academic Advancement Program (AAP)

Program or Service	Key Constituents	Major Functions	Description
Professional Counseling http://aapucla.com/programs/counseling/counselors/	Current UCLA undergraduates Historically underrepresented students AAP students	Academic Counseling Retention and Completion	Full-time professional academic counselors who have substantial experience advising students during all stages of progress to degree; Can be of particular assistance to students facing academic challenges or seeking readmission to the university
Peer Counseling http://aapucla.com/programs/counseling/peer-counselors/	Current UCLA undergraduates Historically underrepresented students AAP students	Academic Counseling Peer Mentoring Transition Success Retention and Completion Student Life	Para-professional undergraduate academic counselors extensively trained on university resources and policy provide a student-focused look at life at UCLA, academically and socially; Help with program planning based on first-hand knowledge of professors and courses; Help with finding out how to get involved in social and extracurricular opportunities; Can be of particular assistance to students who are undeclared, in academic difficulty, or seeking advising from a peer perspective
Peer Learning Program http://aapucla.com/programs/peer-learning/overview/	Current UCLA undergraduates Historically underrepresented students AAP students	Learning Support Peer Mentoring Educational Enrichment	Free peer learning for AAP students to strengthen abilities to think critically, read analytically, write well, reason quantitatively, study effectively, and master course materials; Center provides peer learning workshops to almost 2,000 AAP students every week; Small groups of three to twelve students

Program or Service	Key Constituents	Major Functions	Description
Freshman/Transfer Summer Program (F/TSP) http://aapucla.com/programs/new-students/freshman-and-transfer-summer-programs/overview/	Incoming UCLA undergraduates Historically underrepresented students AAP students	Transition Success Learning Support Peer Mentoring Educational Enrichment Comprehensive Information Student Life	Seven-week rigorous academic residential program; Enrollment in one of two academic programs: the Science Intensive Program or the Writing Intensive Program; Enrollment in three university courses; Experience academic demands of UCLA, life at UCLA, and feel comfortable as a UCLA student; Close personal attention from professors, teaching assistants, counselors, and peer counselors; Close interaction with peer learning facilitators; Exposure to the range of available campus programs, services, and resources; Live on campus with F/TSP students of diverse backgrounds
Graduate Mentoring and Research Programs (GMRP): Graduate and Professional School Mentoring http://aapucla.com/mentoring/	Current UCLA undergraduates Historically underrepresented students AAP students AAP alumni	Post-Baccalaureate Guidance Academic Counseling Specialized Resources Graduate Mentoring	Graduate Mentors work with students and alumni wishing to enter graduate/professional school; Assist with appropriate undergraduate course planning; Identify graduate/professional programs matching student interests; Encourage students to participate in co-curricular activities; Walk students through the graduate school application process, from writing letters of intent, asking for letters of recommendation, to taking the appropriate tests and preparing for interviews

Program or Service	Key Constituents	Major Functions	Description
Graduate Mentoring and Research Programs (GMRP): Summer Graduate Preparation Course http://aapucla.com/mentoring/grad-prep-course/	Current UCLA undergraduates Historically underrepresented students AAP students AAP alumni	Post-Baccalaureate Guidance Specialized Resources Graduate Mentoring	Credit bearing course prepares AAP students for the graduate school search and application processes; Offered once per week for 6 weeks during Summer Sessions A and C
Graduate Mentoring and Research Programs (GMRP): Resource Library http://aapucla.com/mentoring/graduate-and-professional-school-resources/	Current UCLA undergraduates Historically underrepresented students AAP students AAP alumni	Post-Baccalaureate Guidance Specialized Resources	The GMRP Graduate and Professional School Resource Library has free-to-borrow graduate and professional school application resources; Information about GRE fee waiver available
Graduate Mentoring and Research Programs (GRMP): Research Programs http://aapucla.com/mentoring/	Current UCLA undergraduates Historically underrepresented students AAP students	Undergraduate Research Post-Baccalaureate Guidance Faculty Mentoring Graduate Mentoring Educational Enrichment	GMRP Office sponsors several research programs for sophomores, juniors, and seniors. These programs receive funding from the UCLA Division of Undergraduate Education, the US Department of Education, and/or the Academic Advancement Program. GMRP is offering six cohort-based research programs during the 2014-2015 academic year

Program or Service	Key Constituents	Major Functions	Description
Graduate Mentoring and Research Programs (GMRP): Arts Initiative (Arts IN) Program http://aapucla.com/mentoring/arts-initiative-arts-in-scholars-program/	Current UCLA undergraduates Historically underrepresented students AAP students HASS students	Internship Post-Baccalaureate Guidance Undergraduate Research Educational Enrichment	Spring Quarter internship with hands-on experience in an arts field; Can be tailored to satisfy a capstone project, produce a writing sample for future graduate school applications, and help scholar develop research skills; Two quarters; Two-unit Honors Collegium Seminar (HC 193A); 40-hour internship; Develop portfolio
Graduate Mentoring and Research Programs (GMRP): Community Development and Social Justice (CDSJ) Program http://aapucla.com/mentoring/community-development-and-social-justice-program-cdsj/	Current UCLA undergraduates Historically underrepresented students AAP students Professional students	Internship Post-Baccalaureate Guidance Undergraduate Research Community Service Educational Enrichment Graduate Mentoring Scholarships and Awards	Service-learning opportunity integrating research and practice in preparation for graduate study in social welfare, public policy, urban planning, labor/workplace studies, and public health; Students paired with AAP Graduate Mentor who advises on the graduate school application process: development of resumes/CV, writing personal and professional statements, and obtaining strong letters of recommendations; Two-quarter commitment; 2-unit Honors Collegium (HC 193A); Civic Engagement 95 course; 40-hour internship at a community site; Development of small-scale applied research project; Present research at Annual UCLA Undergraduate Research Week; Stipend upon completion

Program or Service	Key Constituents	Major Functions	Description
Graduate Mentoring and Research Programs (GMRP): Educators for Tomorrow (EFT) Program http://aapucla.com/mentoring/educators-for-tomorrow/	Current UCLA undergraduates Historically underrepresented students AAP students Professional students	Internship Post-Baccalaureate Guidance Undergraduate Research Community Service Educational Enrichment Graduate Mentoring	Assists new generations of educators committed to academic excellence, access, opportunity, and equity for underrepresented and underserved communities; 40 hour internship at educational site under mentorship of current UCLA graduate student in Education: Active participation in research project; Weekly seminar to engage in critical discussions; Learn about graduate programs in education and required entrance exams; Present work at EFT Symposium; Two-unit honors seminar (HC 193A); Two-unit Civic Engagement 95 CE course
Graduate Mentoring and Research Programs (GMRP): High AIMS (Achievement In Math and Science) Program http://aapucla.com/mentoring/high-aims/	Current UCLA undergraduates Historically underrepresented students AAP students STEM students	Academic Counseling Learning Support Undergraduate Research Internship Community Service Educational Enrichment Post-Baccalaureate Guidance Graduate Mentoring Scholarships and Awards	Academic, career, and mentoring support for students interested in health profession schools; Provides effective strategies for success in gateway science courses; Two-year cohort program for current sophomores; Students required to participate in internships, research, Saturday Career seminars, community service activities, workshops, and program meetings; $1,000 stipend the first year and $2,000 year two

Program or Service	Key Constituents	Major Functions	Description
Graduate Mentoring and Research Programs (GMRP): McNair Research Scholars Program http://aapucla.com/mentoring/mcnair-research-scholars-program/	Current UCLA undergraduates Historically underrepresented students AAP students HASS students	Undergraduate Research Post-Baccalaureate Guidance Educational Enrichment Accelerated/High Achievement Faculty Mentoring	Two-year research-based intensive program prepares cohort of 28 juniors and seniors hoping to pursue a PhD in Humanities or Social Sciences to apply to and excel in top graduate programs; Participation in UCLA Student Research Program (SRP) with faculty mentor guidance; Weekly seminars; Participation in six-week UCLA McNair Summer Research Institute; Begin independent research projects and present findings at UCLA Summer Symposium; Application to graduate school; Complete, present, and publish research project and senior thesis
Graduate Mentoring and Research Programs (GMRP): Research Rookies Program http://aapucla.com/mentoring/aap-junior-scholars/	Current UCLA undergraduates Historically underrepresented students AAP students HASS students	Undergraduate Research Post-Baccalaureate Guidance Educational Enrichment Faculty Mentoring Graduate Mentoring Scholarships and Awards	Demystifies research process within Arts, Social Sciences and Humanities fields; Conduct research project under guidance of two graduate mentors and faculty sponsor; Attend workshops and information sessions on research opportunities; Provide information about graduate school; Two-quarter commitment; Two-unit Honors Collegium Seminar (HC 101A or 193A); 2-unit Student Research Program (SRP) Course 99 with faculty member; Poster presentation at Annual UCLA Undergraduate Research Week; Stipend upon successful completion

Program or Service	Key Constituents	Major Functions	Description
UndocuBruins Research Program http://aapucla.com/undocubruins-research-program/	Current UCLA undergraduates Historically underrepresented students AAP students Undocumented students	Undergraduate Research Post-Baccalaureate Guidance Educational Enrichment Faculty Mentoring Graduate Mentoring Scholarships and Awards	Guides undocumented juniors or seniors in developing research experience and graduate school goals; Research project with graduate and faculty mentors; Development of graduate school application materials: curriculum vita, draft personal/professional statements, obtain strong letters of recommendation; Two-quarter commitment; Two-unit Honors Collegium 193A; 2-unit Student Research Program (SRP 99) Course or 199 course with Faculty Mentor; Present research at the annual UCLA Undergraduate Research Week; Stipend upon successful completion
Vice Provost Initiative for Pre-College Scholars (VIPS) Program http://www.aap.ucla.edu/programs/vips/	High school students Historically underrepresented students	Recruitment and Outreach Transition Success Academic Counseling Post-Baccalaureate Guidance Comprehensive Information Student Life Peer Mentoring Scholarships and Awards	Intervention prepares high school students from underrepresented backgrounds for admissions to competitive four-year universities through counseling, mentoring, student leadership, academic advising, and summer residential program; Partnership between UCLA and the Los Angeles and Pasadena school districts; Students eligible to receive support from federally funded Minority Access to Research Careers (MARC) and McNair programs; Students eligible for four-year $20,000 Vice Provost scholarships

Program or Service	Key Constituents	Major Functions	Description
Vice Provost Initiative for Pre-College Scholars (VIPS): Scholars Buddy Days http://aapucla.com/programs/vips/services-and-events/	High school students Historically underrepresented students	Recruitment and Outreach Comprehensive Information Student Life Peer Mentoring	Opportunities for high school students to experience being a UCLA student for a day: tour the campus, attend courses, visit residential halls, get individual questions answered from UCLA students; Information about college admissions process; Ensures larger pool of underrepresented applicants
Vice Provost Initiative for Pre-College Scholars (VIPS): Scholars Parent Nights http://aapucla.com/programs/vips/services-and-events/	High school students Historically underrepresented students Parents High school counselors	Recruitment and Outreach Comprehensive Information	Response to high school counselors’ discontent with low levels of parental involvement; Strategy to attract parents to school events; Collaboration with school counselors to host College Nights for students and parents at eleven high schools

Program or Service	Key Constituents	Major Functions	Description
Vice Provost Initiative for Pre-College Scholars (VIPS): Scholars Services http://aapucla.com/programs/vips/services-and-events/	High school students Historically underrepresented students Parents High school counselors	Recruitment and Outreach Comprehensive Information Transition Success Academic Counseling Post-Baccalaureate Guidance Educational Enrichment Student Life Peer Mentoring	Services for ten high schools: events to introduce prospective students to academic life at UCLA; individual academic assessments; parent and student Saturday academies; professional development for school counselors; college application & financial aid workshops; academic and culturally relevant workshops; provide leadership opportunities through student clubs

Program or Service	Key Constituents	Major Functions	Description
Vice Provost Initiative for Pre-College Scholars (VIPS): Summer Program http://aapucla.com/programs/vips/summer-program/	High school students Historically underrepresented students	Recruitment and Outreach Educational Enrichment Transition Success Academic Counseling Learning Support Post-Baccalaureate Guidance Student Life Peer Mentoring	Spring semester program for 25-30 10th-graders including workshops, programs and events during high school; Two-week summer residential program at UCLA before 11th grade; Five-week residential summer program before 12th grade; Participation in well-supervised programs, college-level courses for credit, SAT prep course, science/math course, range of social and cultural activities
AAP Scholarship Program http://aapucla.com/aap-scholarship/	Current UCLA undergraduates Historically underrepresented students AAP students	Scholarships and Awards	Average $5,000 scholarship for all students with 36 - 150 units at the college or university level and a minimum 2.75 cumulative UCLA GPA by the end of Fall Quarter

Program or Service	Key Constituents	Major Functions	Description
F/TSP Alumni Summer Program Scholarship http://www.aap.ucla.edu/ - /aap-alumni-summer-program-scholarship	Incoming UCLA undergraduates Historically underrepresented students AAP students	Scholarships and Awards	Effort to raise $2 million in scholarships for AAP Freshman and Transfer Summer Program (F/TSP) students
Wilson Academic Advancement Scholarships http://www.aap.ucla.edu/resources/Wilson Scholarship Application.pdf	Current UCLA undergraduates Historically underrepresented students AAP students	Scholarships and Awards Academic Counseling Post-Baccalaureate Guidance Graduate Mentoring	For academically strong first-year students committed to community service planning to pursue graduate or professional studies; Three-year merit award of $1,500 to $6,000 per academic year; Wilson Scholar creates academic plan leading to pursuit of advanced degree; Paired with AAP Graduate Mentor who advises on developing resume/curriculum vitae, personal/professional statements, and obtaining strong letters of recommendation

Table I-1.2

Student Support Program Inventory: Division of Undergraduate Education – Academic Advising

Program or Service	Key Constituents	Major Functions	Description
College Academic Counseling (CAC) – Professional http://www.ugeducation.ucla.edu/counseling/full-time.html	Current UCLA undergraduates Students with upper division standing	Academic Counseling Retention and Completion	Professional academic counselors advise upper division students with complex questions about final stages of progress to degree; Counseling for double majors and special degree programs; Assistance with senior residency requirement; Assistance for students in academic difficulty or seeking readmission
College Academic Mentors (CAM) http://www.ugeducation.ucla.edu/counseling/cam.html	Current UCLA undergraduates	Academic Counseling Transition Success Post-Baccalaureate Guidance Graduate Mentoring	Graduate students specially trained to advise on academic program planning, course selection, and major choice; Provide guidance on planning for graduate and professional school
ASK Peer Counselors http://www.ugeducation.ucla.edu/counseling/ask/index.html	Current UCLA undergraduates	Academic Counseling Peer Mentoring Online Resources	Undergraduates trained to answer questions about academic rules and regulations of College of Letters and Science; Provide information about deadlines, referrals, and petitions; Offer peer perspective; Answer student emails; Publish *Bear Necessities* newsletter; Five campus locations bridge gap between campus life and College office in Murphy Hall

Program or Service	Key Constituents	Major Functions	Description
CAC Website Resources http://www.ugeducation.ucla.edu/counseling/index.html	Current UCLA undergraduates	Academic Counseling Comprehensive Information Post-Baccalaureate Guidance Online Resources	Online information about rules affecting academics, resources available at UCLA, and careers. Website supplements meeting with College academic advisor; College Academic Mentors Electronic Listserv (CAMEL)
CAC Online Advising http://www.ugeducation.ucla.edu/counseling/online-advising.html	Current UCLA undergraduates	Academic Counseling Online Resources	CAMs advise on College policies, deadlines, program planning, choosing a major, and preparing for graduate school through Virtual Counseling chatroom; ASK Peer Counselors answer ASK Email questions about College academic rules and regulations
Bruin Readmission Program http://www.ugeducation.ucla.edu/counseling/brp.html	Current UCLA undergraduates	Academic Counseling Learning Support Educational Enrichment Peer Mentoring Retention and Completion	In conjunction with Academic Advancement Program (AAP), Community Programs Office (CPO), and Student Retention Center (SRC); Allows academically dismissed students access to campus resources to build skills and confidence and find sources of motivation/self-esteem vital to graduation; One-term readmission program; Enrollment in three classes that satisfy degree requirements; Two-unit University Studies 30; Meetings with Academic Counselor and SRC Peer Counselor; Workshop attendance; Satisfactory completion allows re-enrollment

Table I-1.3

Student Support Program Inventory: Division of Undergraduate Education – Assistant Dean for Administration

Program or Service	Key Constituents	Major Functions	Description
Transfer Alliance Program (TAP) http://www.ugeducation.ucla.edu/tap/	Current California Community College students Students who complete CCC Honors program	Recruitment and Outreach Transition Success Accelerated/High-Achievement	TAP opportunity enhances student ability to transfer to UCLA at the junior level from a California Community College; Students certified after completing CCC honors/scholars program receive priority admissions consideration to College of Letters and Science
Scholarship Resource Center (SRC) Individual Counseling http://scholarshipcenter.ucla.edu/sandbox/services/counseling.html	Current UCLA undergraduates	Specialized Resources Learning Support Retention and Completion	Counselor appointments to guide students through scholarship applications; Assistance with personal statement content, proofreading for scholarship essays, questions about applications, application schedule development, general process questions, and scholarship resource library; Drop-ins available
Scholarship Resource Center (SRC) Quarterly Workshops http://scholarshipcenter.ucla.edu/sandbox/calendar/index.html	Current UCLA undergraduates	Specialized Resources Learning Support Retention and Completion	Information base and support service for students seeking scholarships; Several quarterly scholarship workshops given; Help getting started with the scholarship process; Guidance about requesting letters of recommendation, writing personal statements, and more

Program or Service	Key Constituents	Major Functions	Description
Scholarship Resource Center (SRC) Online Resources http://scholarshipcenter.ucla.edu/sandbox/home/index.html	Primarily undergraduates	Online Resources Educational Enrichment Learning Support Scholarships and Awards Post-Baccalaureate Guidance Comprehensive Information	Online resource library: National and International Merit Scholarship database, UCLA scholarships; SRC workshop calendar; Directory of campus departments supporting students; Archive of quarterly *SRC Strategies* newsletters

Table I-1.4
Student Support Program Inventory: Division of Undergraduate Education – Center for Community College Partnerships

Program or Service	Key Constituents	Major Functions	Description
Center for Community College Partnerships (CCCP) Scholars Program http://cccp.ucla.edu/#/cccp-scholars-program/	Community college students Recent high school graduates Historically underrepresented students Current UCLA undergraduates AAP students	Recruitment and Outreach Transition Success Comprehensive Information Academic Counseling Post-Baccalaureate Guidance Community Service Peer Mentoring Scholarships and Awards	Program to motivate, inform, prepare students to transfer from a California Community College to a selective research institution; Summer/year-long academic prep transfer programs guide students through community college experience, application and admissions process, research and pre-graduate opportunities, and career exploration; Focused on recent high school graduates planning to enroll in community college and current students not following transfer curriculum; One- or two-year commitment; Required summer programs, weekend academies, peer mentoring, scholarship research, progress reporting, 20-hour volunteer commitment to CCCP; Students receive scholarship to cover program expenses

Program or Service	Key Constituents	Major Functions	Description
Center for Community College Partnerships (CCCP): Peer Mentoring Program http://cccp.ucla.edu/ - /events/	Community college students Historically underrepresented students Current UCLA undergraduates AAP students	Recruitment and Outreach Transition Success Comprehensive Information Academic Counseling Post-Baccalaureate Guidance Peer Mentoring	Peer mentors regularly visit community colleges during the academic year (October-May); Full list of sites and affiliated peer mentors available on department website
Center for Community College Partnerships (CCCP): Student Worker & Volunteer Program http://cccp.ucla.edu/ - /student-worker-application/	Current UCLA undergraduates Historically underrepresented students AAP students High school students Community college students	Community Service Recruitment and Outreach Student Life Peer Mentoring Scholarships and Awards	Paid student staff positions are competitive; Each program targets different students, has different requirements and demands different skills; Applicants must submit short essays to screening questions; Volunteers support community college students and their communities by networking with prospective transfer students

Table I-1.5
Student Support Program Inventory: Division of Undergraduate Education – Communications, Academic Planning, and External Partnerships

Program or Service	Key Constituents	Major Functions	Description
Startup UCLA: Blackstone LaunchPad http://ucla.thelaunchpad.org/	Current UCLA undergraduates	Educational Enrichment Faculty Mentorship Specialized Resources Academic Counseling Student Life Post-Baccalaureate Guidance	Startup UCLA engage and further develop the entrepreneurial ecosystem on campus and to broaden the culture of startup and entrepreneurial thinking. We connect students with alumni and community partners who are successful entrepreneurs in a variety of co-curricular programs. Our programs give students opportunities to learn the basics of startup thinking. Startup UCLA provides a community in which students can develop and launch their ideas. Blackstone LaunchPad introduces entrepreneurship as a viable career option with focus on students who are earlier in the entrepreneurial education process; offers a high-quality structured counseling program that directly strengthens current opportunities; and through meetings, mentoring, workshops and events help students use their education to start new businesses, find viable careers in entrepreneurship, and create jobs.
Startup UCLA: Summer Accelerator http://startupucla.com/accelerator/	UCLA students and recent alumni Founders of tech start-up companies	Educational Enrichment Faculty Mentorship Specialized Resources Student Life Post-Baccalaureate Guidance Scholarships and Awards	Startup UCLA's summer accelerator provides a workspace, guidance, legal services and mentors to early-stage companies. The ten-week program exposes teams to top entrepreneurs, investors, and experts in web-related topics. At the end of the summer, students pitch company to our growing network of local entrepreneurs and investors. 50% of team must be UCLA students/alumni.

Program or Service	Key Constituents	Major Functions	Description
UCLA Summer Sessions: Summer Academic Courses http://www.summer.ucla.edu/academiccourses	Any current or prospective UCLA student	Transition Success Retention and Completion Educational Enrichment Accelerated/High-Achievement Learning Support	Over 1000 of the UCLA academic courses, including online, are offered during the summer in two sessions, Session A and Session C. There are select academic courses that can be combined, offering an integrated, specialized curriculum. Click here to explore these unique opportunities including courses specifically designed for international students. Whether you are trying to get into that impacted course you couldn't during the academic year, exploring your career options, completing those last few courses to graduate, or even taking your first college course as a high school student, UCLA Summer Sessions is here to help you with the next step in your academic career.
UCLA Summer Sessions: Summer Online Courses http://www.summer.ucla.edu/online	Any current or prospective UCLA student	Online resources Transition Success Retention and Completion Educational Enrichment Accelerated/High-Achievement Learning Support	Over 1000 of the UCLA academic courses, including online, are offered during the summer in two sessions, Session A and Session C. There are select academic courses that can be combined, offering an integrated, specialized curriculum. Click here to explore these unique opportunities including courses specifically designed for international students. Whether you are trying to get into that impacted course you couldn't during the academic year, exploring your career options, completing those last few courses to graduate, or even taking your first college course as a high school student, UCLA Summer Sessions is here to help you with the next step in your academic career.

Program or Service	Key Constituents	Major Functions	Description
UCLA Summer Sessions: Summer Institutes http://www.summer.ucla.edu/institutes	Any current or prospective UCLA student	Educational Enrichment Post-Baccalaureate Guidance Specialized Resources Outreach and Recruitment Student Life	Developed from courses that are already part of UCLA’s regular curriculum, Summer Institutes offer the breadth and depth of UCLA's academic rigor in an intensive, holistic format that allows you to share a unique hands-on learning experience. Upon completion, all courses that constitute each Summer Institute program’s curriculum will be listed on an official UCLA transcript. Our Summer Institutes are open to students from around the country and the world, as well as UCLA students, and we invite you to come and study in a welcoming environment that appreciates diversity and global perspectives. College/Professional Summer Institutes deliver instructions that go beyond the traditional classroom in architecture, film and television, management and more. Participants are eligible for UCLA on- or off-campus housing through UCLA Housing Services.
International Education Office: University of California Education Abroad Program (UCEAP) http://ieo.ucla.edu/uceap	Current UC students	Educational Enrichment Undergraduate Research Internships Community Service Academic Counseling Student Life Specialized Resources	The University of California Education Abroad Program (UCEAP) is the official, system wide study abroad program for the University of California. UCEAP is partnered with 115 universities worldwide and offers programs in 42 countries. These UC-approved programs combine immersive learning with engaging activities. UCEAP students enroll in courses abroad while earning UC units and maintaining UCLA student status. Many programs offer internship, research, and volunteer opportunities. UC Education Abroad (UCEAP) is an exchange program, which offers full-year, short-term, and summer programs. Students take courses at a foreign university, taught by that university’s faculty. UCEAP is for UC students only. There are GPA requirements to participate. Courses are transferable.

Program or Service	Key Constituents	Major Functions	Description
International Education Office: UCLA International Exchange http://ieo.ucla.edu/exchange	Current UCLA students Prospective international students	Educational Enrichment Undergraduate Research Internships Community Service Student Life Specialized Resources	UCLA is proud to have partnerships with universities throughout the world that can provide students a true international experience. The Exchange Program offers an in-depth learning and experiential opportunity that is 360 degrees. Students develop a wider network of colleagues and friends as well as grow from studying in a different country and living differently. There are both general campus and departmental Exchange Programs at UCLA.
International Education Office: Summer Travel Study http://ieo.ucla.edu/travelstudy	Any current or prospective UCLA student	Educational Enrichment Student Life Specialized Resources Outreach and Recruitment	Travel Study programs combine the excitement of study abroad with the academic rigor of classes taught by UCLA faculty. UCLA Travel Study is open to students from any college or university. UCLA Travel Study offers short-term programs during the summer only. Courses are part of the regular UCLA academic curriculum and are taught by UC faculty. Programs are open to anyone age 18 or older. There are no GPA requirements to participate. For UC students, courses automatically appear on your UC transcript.

Program or Service	Key Constituents	Major Functions	Description
International Education Office: Global Cities Program http://ieo.ucla.edu/exchange/globalcities	Current UCLA students with junior, senior, or graduate standing with basic Spanish-language proficiency	Educational Enrichment Student Life Specialized Resources	A summer exchange program that is the result of a unique collaboration between the Universitat Pompeu Fabra (UPF), Barcelona and the University of California, Los Angeles (UCLA). The Global Cities Program offers a comparative perspective through course work that highlights the creativity, economics, socio-political and cultural background of the host cities. This joint program is comprised of two consecutive sessions. The same cohort of students learn and live in both cities. In the first session, students attend UPF in Barcelona and in the second session, students attend UCLA. This offers students the opportunity to enjoy a unique academic and cultural experience that combines credit-bearing courses with on-site learning activities. Courses are taught by both UPF and UCLA faculty. UC students taking courses during Session II at UCLA will have their coursework automatically applied to their home campus transcript. All other students taking courses at UCLA can obtain an official UCLA transcript for transfer back to their home campus.

Table I-1.6
Student Support Program Inventory: Division of Undergraduate Education - Honors Programs

Program or Service	Key Constituents	Major Functions	Description
College Honors Program http://www.ugeducation.ucla.edu/honors/program.html	Current UCLA undergraduates Honors students	Accelerated/High-Achievement Academic Counseling Educational Enrichment Scholarships and Awards	Students complete one of two Honors academic plans and graduate with at least a 3.5 GPA to receive College Honors diploma designation
College Honors Collegium http://www.ugeducation.ucla.edu/honors/hchome.html	Current UCLA undergraduates Honors students	Educational Enrichment Accelerated/High-Achievement Faculty mentoring	Characterized by small classes and individual attention; Encourages intellectual exchange among students, discussion leaders, and professors
College Honors Counseling http://www.ugeducation.ucla.edu/honors/counseling.html	Current UCLA undergraduates Honors students	Academic Counseling Post-Baccalaureate Guidance Student Life	Professional counselors trained in the rules and regulations governing degrees and the Honors curriculum; Assist with program planning; Find Honors courses to meet students' academic needs and graduation goals; Provide personal and academic support; Help with pre- and post-graduation plans

Program or Service	Key Constituents	Major Functions	Description
College Honors Fellows http://www.ugeducation.ucla.edu/honors/fellows.html	Current UCLA undergraduates Honors students	Educational Enrichment Faculty mentoring Student Life Accelerated/High-Achievement	Fellows work to build active community of scholars with other Honors students, staff, and faculty
College Departmental Scholar Program http://www.ugeducation.ucla.edu/honors/deptschl.html	Current UCLA undergraduates Honors students Upper-division students	Accelerated/High-Achievement Academic Counseling Post-Baccalaureate Guidance	Allows exceptional juniors and seniors to pursue the Bachelor's and Master's degrees simultaneously
College Individual Major Program http://www.ugeducation.ucla.edu/honors/individual.html	Current UCLA undergraduates Outstanding Letters and Science students	Accelerated/High Achievement Academic Counseling Post-Baccalaureate Guidance	Permits highly qualified, motivated College of Letters & Science students to design their own majors; Available to outstanding students with well-defined, interdisciplinary interests for which no suitable major is offered in the traditional academic disciplines
College Honors Scholarships http://www.ugeducation.ucla.edu/honors/scholarshiphome.html	Current UCLA undergraduates Honors students	Scholarships and Awards	Scholarship opportunities for Honors students for scholastic excellence and promise and to offset undergraduate educational expenses

Table I-1.7

Student Support Program Inventory: Division of Undergraduate Education - New Student and Transition Programs

Program or Service	Key Constituents	Major Functions	Description
Bruin Next Steps http://www.orientation.ucla.edu/transitionprograms.htm	Current UCLA undergraduates Freshman students	Retention and Completion Academic Counseling Student Life	Evening program providing students with resources to successfully transition to the second year
Bruin to Bruin http://www.orientation.ucla.edu/transitionprograms.htm	Incoming UCLA undergraduates Freshman students	Transition Success Comprehensive Information	Welcome phone call to all newly admitted students beginning their transition to UCLA; Preparation for upcoming summer deadlines; Information about New Student Orientation; Responses to student questions
College Summer Institute (CSI) http://www.orientation.ucla.edu/csi.htm	Incoming UCLA undergraduates Freshman students	Transition Success Academic Counseling Student Life	Six-week residential summer program for incoming freshmen; Academic coursework satisfying several University requirements; Students can enroll in high-demand courses taught in small class settings
New Family Orientation http://www.orientation.ucla.edu/csi.htm	Incoming UCLA undergraduates Parents	Transition Success Comprehensive Information	Program provides parents information on factors leading to achievement at UCLA, role of families in promoting student achievement, graduation requirements and curriculum alternatives, student services, student advising structure, campus involvement opportunities, and UCLA’s environment

Program or Service	Key Constituents	Major Functions	Description
New Student Mentoring Network http://www.orientation.ucla.edu/transitionprograms.htm	Incoming UCLA undergraduates	Transition Success Retention and Completion Peer Mentoring Student Life	First-quarter program pairing incoming first-year and transfer students with peer mentor; Provides students with personal contact to help them navigate the rigors of their first quarter at UCLA; Provides peer counselors who share their own experiences, support, and information; Introduces variety of available student services to help students navigate on their own and transition to the second year
New Student Orientation http://www.orientation.ucla.edu/firstyearstudents.htm	Incoming UCLA undergraduates Freshman students New transfer students International students	Comprehensive Information Transition Success Academic Counseling Student Life Post-Baccalaureate Guidance	Extensive introduction to UCLA academic and campus life; Information on choosing a major, course planning, and fulfilling graduation requirements; Introduction to registration and enrollment process; Student services workshops on housing, financial aid, and extracurricular activities; Thinking ahead to graduate programs, professional schools, and career plans; Separate, specialized programs for direct-admit freshmen, transfer students, and international students
Orientation Part 2 http://www.newstudents.ucla.edu/opart2.htm	Current UCLA undergraduates First-year students	Transition Success Retention and Completion Student Life Academic Counseling	Fall Quarter evening event where New Student Advisors provide drop-in counseling to answer student questions about preparing for Winter Quarter

Program or Service	Key Constituents	Major Functions	Description
True Bruin Tradition Keeper http://www.newstudents.ucla.edu/traditions.html	Current UCLA undergraduates First-year students	Transition Success Retention and Completion Student Life Educational Enrichment Scholarships & Awards	Program connects students to UCLA through activities and experiences unique to the Bruin community; "From the moment you step foot onto this campus at New Student Orientation, you become a Bruin for life;" Participation in campus traditions earns True Bruin Traditions Keeper medal at Commencement

Table I-1.8
Student Support Program Inventory: Division of Undergraduate Education - Student Athlete Counseling and Peer Learning

Program or Service	Key Constituents	Major Functions	Description
Student Athlete Counseling and Peer Learning http://www.uclabruins.com/ViewArticle.dbml?&DB_OEM_ID=30500&ATCLID=208272552	Current UCLA undergraduates Student athletes (NCAA)	Academic Counseling Learning Support Educational Enrichment Post-Baccalaureate Guidance Transition Success Retention and Completion Student Life	Housed within Athletics' Academic & Student Services Office (AS2) and part of its S.U.C.C.E.S.S. Program; Provides interactive learning environment emphasizing life-long learning habits, goal setting, teamwork, leadership and character; Service features academic counseling, academic and student support services
Athletics Peer Learning Lab http://www.uclabruins.com/ViewArticle.dbml?DB_OEM_ID=30500&ATCLID=208272559	Current UCLA undergraduates Student athletes (NCAA)	Peer Mentoring Learning Support Educational Enrichment Post-Baccalaureate Guidance Transition Success Retention and Completion Student Life	Undergraduate Peer Learning Facilitators (“tutors”) provide academic guidance for student-athletes; Group and individual peer learning sessions; Focus of support is lower-division, General Education courses; Learning guidance for select introductory STEM courses, academic writing, and occasionally for upper-division; Mission is to cultivate learning independence through self-awareness of learning habits, communication of educational needs, setting attainable goals, and developing skills required to meet personal expectations; In partnership with UCLA Athletics

Table I-1.9

Student Support Program Inventory: Division of Undergraduate Education - Undergraduate Educational Initiatives

Program or Service	Key Constituents	Major Functions	Description
Freshman General Education (GE) Cluster http://www.uei.ucla.edu/clusters.htm	Current UCLA undergraduates Freshman students	Educational Enrichment Accelerated/High-Achievement Transition Success Academic Counseling	The program is a curricular initiative designed to strengthen the intellectual skills of first year students, introduce them to faculty research work, and expose them to such "best practices" in teaching as seminars and interdisciplinary study. Clusters are year-long, collaboratively taught, interdisciplinary courses that are focused on a topic of timely importance. Courses are taught by distinguished faculty and seasoned graduate students and are open only to entering freshmen. During the fall and winter quarters, students attend lecture courses and small discussion sections and/or labs. In the spring quarter, these same students enroll in one of a number of satellite seminars dealing with topics related to the cluster theme. Students receive Honors credits and complete GE/Writing requirements.
Fiat Lux Seminars http://www.uei.ucla.edu/fiatlux.htm	Current UCLA undergraduates	Educational Enrichment	Fiat Lux Freshman Seminar Program of up to 200 seminars annually; Innovative undergraduate curriculum; Faculty share areas of intellectual passion and expertise with undergraduates; Small group settings for meaningful discussions on a range of topics; One credit (Pass/No Pass)

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Student Initiated Education http://www.uei.ucla.edu/usie.htm	Current UCLA undergraduates	Educational Enrichment Faculty Mentorship	An innovative program designed to provide a select group of juniors and seniors with the opportunity to develop and facilitate, under close faculty supervision, a lower division seminar for their peers. Selected student facilitators work closely with their faculty mentors in two 1-unit independent study courses (one each quarter) focused on the content-area of their proposed seminar. In addition, selected student facilitators enroll in two 1-unit pedagogy seminars (one each quarter) in which various facilitation strategies and techniques are discussed in preparation for leading a spring seminar. Through the independent study courses and pedagogy seminars, student facilitators develop a formal syllabus for their spring seminars for review and approval by the USIE Faculty-Student Advisory Committee and the Faculty Executive Committee (FEC).
University Studies http://www.uei.ucla.edu/university studies.htm	Current UCLA undergraduates	Transition Success Retention and Completion Academic Counseling Learning Support Comprehensive Information	University Studies was created with the intention of providing students with courses that would help them both transition from their previous institutions (high school, community college, etc.) and give them the tools necessary to succeed and get the most out of a large research institution like UCLA. Research on undergraduate student success clearly demonstrates that understanding your new environment and establishing connections with faculty, staff, and programs on campus are the keys to that success. The courses are taught by professional academic counselors in the College of Letters and Science who have a solid knowledge not only of the undergraduate rules and regulations at UCLA, but of issues of retention and student success.

Program or Service	Key Constituents	Major Functions	Description
Humanities Residential College http://www.uei.ucla.edu/hrc.htm	Current UCLA undergraduates Students accepted to live at Hedrick Hall as part of HRC program	Educational Enrichment Student Life Post-Baccalaureate Guidance Undergraduate Research Internship Faculty Mentorship	The Humanities Residential College (HRC) is a partnership between the UCLA Division of Humanities and the Office of Residential Life. It strives to create and foster a vibrant living-learning community where UCLA students, faculty and staff together explore ways in which the humanities shape our world and our thinking. It is an opportunity for residents to explore 'big questions' by engaging with each other, with faculty and visiting lecturers, whether on campus in classrooms, in residential dining halls or off-campus during trips to museums, or while attending a cultural event. Students will have greater access to faculty, and will be afforded opportunities such as participation in workshops with career services and the writing program, as well as greater hands-on academic guidance. In addition to the Fiat Lux Seminars and GE Clusters, advanced students will have unique opportunities to engage in humanities-based research through the Undergraduate Research Center's Student Research Program or participate in a local-area internship focusing on public humanities. Specialized workshops will be hosted by the HRC throughout the year that will orient students to the wealth of campus resources available to humanities students. Social and recreational events will be hosted by the HRC Faculty-in-Residence, Affiliates, and ORL staff quarterly based on student interest and feedback.

Program or Service	Key Constituents	Major Functions	Description
Center for Community Learning: Service Learning Courses http://www.uei.ucla.edu/communitylearningservicelearning.htm	Current UCLA undergraduates Students enrolled in approved courses	Educational Enrichment Community Service	In service learning courses, students learn through active participation in thoughtfully organized work within the community that is connected to academic, credit-bearing courses. Students regularly report that service learning enriches their academic experience by providing opportunities to apply what they learn in class and collaborate with community partners to promote social innovation and change. Service learning courses are offered through a variety of UCLA departments and are open to all students. Some courses include direct service (e.g. tutoring and mentoring) while others emphasize research as service (e.g. community-based research on the environment or public health).
Center for Community Learning: Internship Courses http://www.uei.ucla.edu/communitylearninginternships.htm	Current UCLA undergraduates Juniors and seniors Student with internship	Educational Enrichment Internship	The Center for Community Learning provides students with the opportunity to earn academic credit for an internship by enrolling in a 195CE Internship Course (open to juniors and seniors).
Center for Community Learning: Jumpstart http://www.uei.ucla.edu/communitylearningjumpstart.htm	Current UCLA undergraduates Students selected for AmeriCorps Volunteer Scholarship	Educational Enrichment Community Service Student Life Scholarships and Awards	The UCLA Center for Community Learning is the home of Jumpstart, an AmeriCorps program for UCLA undergraduates that promotes literacy among preschool students. Students from all majors are welcome to apply for this one-year program with local preschools.

Program or Service	Key Constituents	Major Functions	Description
Center for Community Learning: JusticeCorps http://www.uei.ucla.edu/communitylearningjusticecorps.htm	Current UCLA undergraduates Students selected for AmeriCorps Service Scholarship	Educational Enrichment Community Service Student Life Scholarships and Awards	The goal of this AmeriCorps Program is to provide equal access to justice for those who cannot afford an attorney. Students are trained and supervised by attorneys. After completing 300 hours (60 hours are dedicated to training/preparation) students are eligible for a $1,175 education award or "service scholarship." Academic credit is also available through the Center for Community Learning. UCLA students provide assistance to self-represented litigants in court-based, self-help programs throughout Los Angeles County. There are several pre-selected sites specializing in family law, housing, landlord/tenant disputes, or small claims.
Center for Community Learning: Astin Civic Engagement Scholars http://www.uei.ucla.edu/communitylearningastinscholars.htm	Current UCLA undergraduates Selected students committed to research on civic engagement	Educational Enrichment Community Service Accelerated/High-Achievement Faculty Mentorship Scholarships and Awards	Administered by the UCLA Center for Community Learning with inaugural funding from the UCLA Foundation, the Astin Scholars Program celebrates the work of community-based undergraduate researchers committed to civic engagement. Scholars chosen to participate in the 2015 Spring Training Program will be awarded $1,000 each. Senior Scholars chosen to continue for the 2015-16 academic year will be awarded $2,000 each per academic quarter, for a total of $6,000 in your senior year; Over the course of a full academic year, students integrate experience gained from an internship at a community organization with academic requirements, under the guidance of a faculty mentor. Each scholar will produce a comprehensive research thesis.

Program or Service	Key Constituents	Major Functions	Description
Academy for Social Purpose in Responsible Entertainment (ASPIRE) http://www.uei.ucla.edu/aspire.htm	Current UCLA undergraduates	Educational Enrichment Faculty Mentorship Academic Counseling Student Life Post-Baccalaureate Guidance	ASPIRE is an organization that partners with universities, community organizations, scholars, and activists to advocate for sustainability and social justice through media-focused teaching and research. ASPIRE teaches digital media production to undergraduates of all majors to enhance their lifelong capacities to undertake social issue advocacy. UCLA and ASPIRE are working together to design innovative media production courses that fulfill capstone or practicum requirements for undergraduates of the College of Letters and Science. The partnership between ASPIRE and UCLA is currently in a pilot phase, with new courses providing a model and framework for developing program pathways in socially engaged media practice for majors of diverse liberal arts disciplines.

Table I-1.10

Student Support Program Inventory: Division of Undergraduate Education - Undergraduate Research Centers

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Week http://urweek.ugresearch.ucla.edu/	Current UCLA undergraduates	Educational Enrichment Undergraduate Research Scholarships and Awards	Program showcases and celebrates undergraduate research and creative projects across disciplines. Open to undergraduate students in all majors, the week provides opportunities for students to present their work to the UCLA campus community, alumni, and visitors. In 2014, the first year of the event, over 600 students participated in the poster sessions, presentations, and performances.
Undergraduate Research Center - Sciences: Science Poster Day http://www.ugresearchsci.ucla.edu/confspd.htm	Current UCLA undergraduates Student researchers in STEM	Educational Enrichment Undergraduate Research Scholarships and Awards	All Undergraduate students at UCLA who are conducting research in the sciences are eligible to participate in this event sponsored by the Undergraduate Science Journal. Undergraduate presenters in their Senior year are eligible to apply for Science Dean's Prizes for outstanding research. Workshops assist students with developing abstracts and posters.
Undergraduate Research Center – Sciences: Travel Grants http://www.ugresearchsci.ucla.edu/travelgrant.htm	Current UCLA undergraduates Student researchers in STEM	Scholarships and Awards	Travel Grants are awarded on a competitive basis to students who have had an abstract accepted for a poster or paper presentation at a regional or national conference. A maximum of $300 may be awarded per student. The travel grant may be used to cover airfare or mileage, hotel costs, etc. This is a reimbursement award.
Undergraduate Research Center - Sciences: Online Resources http://www.ugresearchsci.ucla.edu/default.htm	Current UCLA undergraduates STEM students	Online Resources	Online professional resources for writing and presenting in the Sciences; information on applying to graduate school; information about applying for grants and scholarships; information about student groups and conferences affiliated with department; profiles of current students; information for faculty

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center - Sciences: Student Research Program (SRP) http://www.ugresearchsci.ucla.edu/srpintro.htm	Current UCLA undergraduates Lower-division and entering transfer students	Undergraduate Research Faculty Mentorship	Assists undergraduates in obtaining research skills, in defining academic interests and objectives, and in becoming part of the larger university research community. SRP is designed as an entry-level experience, particularly suited to lower-division and first-quarter transfer students, and allows undergraduates early in their academic career to participate in research or engage in scholarly efforts under the direction of a faculty mentor. SRP was founded in 1985, with 90 students and 150 faculty participating each quarter. To date, more than 10,000 students have participated in SRP. Approximately 80% of the students assist with research in the School of Medicine and in the Life and Physical Sciences, and approximately 20% in the Social Sciences, the Humanities, the School of the Arts, and the other Professional Schools. Students receive one unit of credit for 3-5 hours of work per week or two units for 6 or more hours of work.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center - Sciences: Program for Excellence in Education and Research in the Sciences (PEERS) http://www.ugresearchsci.ucla.edu/progpeers.htm	Current UCLA undergraduates Incoming freshmen and sophomores STEM students Traditionally underrepresented students	Academic Counseling Learning Support Transition Success Retention and Completion Undergraduate Research Educational Enrichment Specialized Resources Post-Baccalaureate Guidance Student Life Scholarship and Awards	The UCLA Program for Excellence in Education and Research in the Sciences (PEERS) is an intensive program committed to promoting academic excellence and professional development for students dedicated to careers in the life or physical sciences or mathematics. The primary objective of the program is to increase the number of students who develop a strong foundation in the sciences and make teaching and/or research a part of their life's work. Program includes: special lectures; student success-focused coursework; research opportunities; academic and career counseling; student-faculty interactions; social opportunities; and scholarships.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: Amgen Scholars Program http://www.ugresearchsci.ucla.edu/amgenscholars.htm	Current UCLA undergraduates with sophomore or above standing Students pursuing research careers in biomedical, biochemical, bioengineering sciences	Educational Enrichment Undergraduate Research Scholarships and Awards Post-Baccalaureate Guidance Student Life	An Undergraduate Summer Research Program in Science and Biotechnology, The Amgen Scholars Program is a national program to increase learning and networking opportunities for students committed to pursuing a career in science or engineering. During summer 2015, UCLA will host 20 Amgen Scholars. 5 will be undergraduates from UCLA and 15 will be from other 4-year colleges and universities. Students interested in summer research in any area of biomedical science, chemistry, bioengineering or chemical engineering are encouraged to apply. Students will be paired with a UCLA faculty mentor if the student does not already have a mentor at UCLA. Summer residential program with full-time laboratory work. Workshops, GRE prep, Conferences, social events, $3600 stipend for 10 weeks.
Undergraduate Research Center – Sciences: Beckman Scholars Program http://www.ugresearchsci.ucla.edu/beckman.htm	Current UCLA undergraduates with at least sophomore standing Chemistry/ Biochemistry, MCDB, MIMG majors High achieving students	Scholarships and Awards Undergraduate Research Accelerated/High Achievement	Awards are made to outstanding research students who are majoring in Chemistry/Biochemistry, Microbiology or Molecular, Cell and Developmental Biology (MCDB), who have a strong commitment to research, and who are committed to completing an honors thesis or a comprehensive 199 project during their senior year. The award total, $18,200, is distributed over one academic year and two summers.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: NIH Biomedical Science Enrichment Program (BISEP) Summer Program http://www.ugresearchsci.ucla.edu/bisep.htm	Current UCLA undergraduates with sophomore standing Students pursuing research careers in biomedical sciences	Educational Enrichment Specialized Resources Learning Support Post-Baccalaureate Guidance	The NIH Biomedical Science Enrichment Program (BISEP) prepares students for upper division science coursework and undergraduate research. The program consists of a Biotechnology Lecture and Laboratory, Course on Reading and Writing Science, Career Development Workshops and Seminars, Group/Lab Meetings, Laboratory visits, Career Guidance. Seminars and Workshop topics include, but are not limited to, undergraduate and graduate/professional program panels, career opportunities in biomedical science, and applying to research programs. Upon completion of BISEP, participants will be prepared to commence undergraduate research. Program activities are specifically designed to support and to encourage students who intend to pursue research careers in the biomedical sciences.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: Bridges to the Baccalaureate Program at UCLA for Community College Students http://www.ugresearchsci.ucla.edu/bridges.htm	Current community college students looking to transfer to a 4-year institution STEM-focused students Incoming transfer students Traditionally underrepresented students	Outreach and Recruitment Transition Success Retention and Completion Undergraduate Research Learning Support Specialized Resources Post-Baccalaureate Guidance	Program aims are to increase the number of students from underrepresented minority groups, who successfully transfer to UCLA, to complete their baccalaureate degrees in the sciences, and to pursue more advanced degrees in the biomedical sciences. The program includes a partnership between UCLA and two Los Angeles area community colleges, specifically Los Angeles Valley College (LAVC) and Los Angeles Pierce College (LAPC). The program seeks to do the following: Facilitate the development of critical thinking and effective study skills that will assist Bridges students in achieving successful admission to UCLA and other four-year baccalaureate institutions; Encourage and prepare Bridges students for entry-level undergraduate research; Increase the likelihood that Bridges students will stay in science majors; Foster Bridges students' interests in and commitment to preparing for careers in research and teaching in the biomedical sciences; and Create a sense of identity, collaboration, community, and intellectual confidence among Bridges students. The UCLA Bridges Summer Undergraduate Research Program (BriSURP) is a paid, non-residential 8-week research summer experience at UCLA that provides transfer students with the laboratory skills necessary to begin their undergraduate research career.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: CARE Fellows and CARE Scholars Programs http://www.ugresearchsci.ucla.edu/care.htm	Current UCLA undergraduates Students from educationally/socio-economically disadvantaged backgrounds Students interested in biomedical doctorates	Undergraduate Research Faculty Mentorship Scholarships and Awards Post-Baccalaureate Guidance	The CARE Fellows Program provides students with little or no previous research experience the opportunity to receive financial support while participating in a research project with a faculty mentor. Once students have completed the CARE Fellows program, they can apply to continue funded research through the CARE Scholars Program.
Undergraduate Research Center – Sciences: CARE Science, Engineering and Math (SEM) Summer Research Program http://www.ugresearchsci.ucla.edu/caresemspur.htm	Current UCLA undergraduates STEM students pursuing PhDs Traditionally underrepresented students	Undergraduate Research Educational Enrichment Specialized resources Faculty Mentorship Graduate Mentoring Post-Baccalaureate Guidance Student Life Scholarships and Awards	A 10-week opportunity for UCLA undergraduates to undertake research with a UCLA faculty. Working 40 hours per week in the laboratory, the program features seminars on topics such as the nature of academic life, career opportunities in science, engineering and mathematics, and applying to graduate school. Participants also attend workshops that provide practical information on such academic topics as how to write a personal statement, how to give a research presentation, and GRE test preparation. Students are given an opportunity to meet informally with UCLA faculty members and graduate students and to participate in many cultural and enrichment activities. At the end of the program, each student is required to give a poster presentation describing his/her summer research project at an undergraduate research conference held at UCLA.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: Clare Booth Luce Research Scholars Program http://www.ugresearchsci.ucla.edu/luce.htm	Current UCLA undergraduate women Physical science or engineering majors	Undergraduate Research Educational Enrichment Academic Counseling Specialized resources Faculty Mentorship Graduate mentoring Post-Baccalaureate Guidance Scholarships and Awards	Program aims to support undergraduate women majoring in engineering and the physical sciences at UCLA. The goal is to train high-potential women to enter graduate school and academic careers with an emphasis on innovative, world-class research in engineering and physical science fields. The Clare Booth Luce Research Scholar is a two year appointment; Provides up to $8,000 per year in stipends for students to engage in research in UCLA laboratories throughout the year. In addition, scholars are funded to present their research at local and national research conferences. A stipend of up to $12,000 is also provided for research supplies. Luce scholars receive special mentoring and preparation for graduate school and research careers via counseling, seminars and additional support. Scholars engage in a research laboratory throughout their appointment, Scholars participate in special weekly seminars to prepare them academically and professionally. Topics include reading, writing and presenting science, ethics, lab safety, graduate school and career options. Students will also take the GRE preparation course and exam. In addition, Luce scholars will present their work at various conferences and symposiums.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: Grand Challenges Undergraduate Research Scholars Program (GCURSP) http://www.ugresearchsci.ucla.edu/gcurspapp.htm	Current UCLA undergraduates with at least sophomore standing	Undergraduate Research Educational Enrichment Faculty Mentorship	Grand Challenge Projects are carefully developed to meet particular criteria. They must be specific, measurable, achievable, relevant, time-bound and capture the public's imagination. Drawing on campus experts who approach each topic from varying perspectives, UCLA is strategically positioned to address each Grand Challenge Project. The first Grand Challenge Project is to make the Los Angeles region 100% sustainable in water and energy without harming biodiversity by the year 2050, making the region a model for the world. The initiative connects faculty, students and supporters from all disciplines, working together to solve critical issues. GC-URSP is a year-long course that requires its students to commit to learn, discover, and collaborate with one another.
Undergraduate Research Center – Sciences: Howard Hughes Undergraduate Research Program (HHURP) http://www.ugresearchsci.ucla.edu/howardhughes.htm	Current UCLA undergraduates with junior standing Students interested in pursuing biomedical doctorates	Undergraduate Research Educational Enrichment Faculty Mentorship Post-Baccalaureate Guidance Scholarships and Awards	The Howard Hughes Undergraduate Research Program (HHURP) offers junior UCLA students interested in pursuing an MD/PhD the opportunity to work closely with faculty on biomedical research topics during the summer and academic year. The HHURP is an intensive two-year program to prepare students for MD, PhD, or MD/PhD studies with course, laboratory work, and research presentation requirements. Annual scholarship of $5000; $1000 each for winter & spring Year One and $3,000 for summer between Year One and Two.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: Maximizing Access to Research Careers (MARC) http://www.ugresearchsci.ucla.edu/marc.htm	Current UCLA undergraduates Honors students Traditionally underrepresented students Students pursuing careers in biomedical and behavioral sciences	Undergraduate Research Accelerated/High-Achievement Educational Enrichment Post-Baccalaureate guidance Faculty Mentorship Scholarships and Awards	Seeks to increase the number of highly-trained underrepresented biomedical and behavioral scientists in leadership positions to significantly impact the health-related research needs of the nation. This honors program intends to prepare highly able minority students for graduate programs at outstanding universities throughout the United States. Expectations include research work during academic year and summer, journal club, honors thesis, research presentation, program outreach, taking the GRE, graduation with Honors. Program provides scholarship, research and travel stipends, mentoring, and workshops.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: Santa Monica College/UCLA Science Research Initiative (SMC/UCLA SRI) http://www.ugresearchsci.ucla.edu/smcuclasri.htm	Current Santa Monica Community College student Future transfer students Traditionally underrepresented students STEM students	Undergraduate Research Outreach and Recruitment Transition Success Retention and Completion Post-Baccalaureate Guidance Student Life Scholarship and Awards	The Summer Scholars Research Program provides Santa Monica College transfer students a 10-week summer research experience in science, technology, engineering or mathematics in a lab, as well as enrichment workshops to assist in the transition to UCLA or another 4-year institution in the fall. The program is offered through the Santa Monica College Science & Research Initiative, an academic support program designed to help traditionally underrepresented students interested in STEM careers successfully complete their studies at SMC, transfer to a baccalaureate program, and enter the STEM workforce. In addition to working full time (40 hours a week) in the laboratory for 10 weeks, the program features: Weekly luncheons where students can meet and discuss science with invited faculty speakers and graduate students; Workshops on such topics as how to be “transfer ready” for a 4 year institution, how to write an abstract, and how to give a research presentation; Access to UCLA campus facilities; Social events to network with other summer researchers. Scholars live in the dorms on campus and receive $3,000 for the summer.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: University of California Leadership Excellence through Advanced Degrees Program (UC LEADS) http://www.ugresearchsci.ucla.edu/ucleads.htm	Current UCLA undergraduates with sophomore or junior standing Physical Science or Engineering majors Students planning to pursue STEM PhDs Traditionally underrepresented students High-potential students	Scholarships and Awards Accelerated/High-Achievement Undergraduate Research Post-Baccalaureate Guidance Educational Enrichment Faculty Mentorship Specialized Resources Student Life	This program provides UCLA upper-division undergraduate students in the fields of science, technology, engineering, and mathematics with educational experiences that prepare them to assume positions of leadership in academia, industry, government, and public service following the completion of a doctoral degree, preferably at the University of California.
Undergraduate Research Center – Sciences: Undergraduate Research Fellows Program (UFRP) http://www.ugresearchsci.ucla.edu/urfp.htm	Current UCLA undergraduates STEM students	Undergraduate Research Faculty Mentorship Scholarships and Awards Post-Baccalaureate Guidance	The Undergraduate Research Fellows Program (URFP) is directed through the Office of the Vice Provost for Undergraduate Education and administered by the Undergraduate Research Center-Sciences. The URFP scholarship supports students doing research for Winter and Spring quarters. URFP recipients can receive a scholarship of up to $2,000. Enrollment in Course 99 Student Research Program or 199/198/196 Departmental Research.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Sciences: Undergraduate Research Scholars Program (URSP) http://www.ugresearchsci.ucla.edu/ursp.htm?2	Current UCLA undergraduates STEM students Students with junior/senior standing	Undergraduate Research Faculty Mentorship Scholarships and Awards Post-Baccalaureate Guidance	The Undergraduate Research Fellows Program (URFP) is directed through the Office of the Vice Provost for Undergraduate Education and administered by the Undergraduate Research Center-Sciences. The URFP scholarship supports students doing research for Winter and Spring quarters. URFP recipients can receive a scholarship of up to $2,000. Enrollment in Course 99 Student Research Program or 199/198/196 Departmental Research.
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Travel Grants http://www.ugeducation.ucla.edu/urhass/travelgrant.htm	Current UCLA undergraduates presenting research at a conference	Scholarships and Awards	Travel Grants are awarded on a competitive basis to students who have had an abstract accepted for a poster or paper presentation at a regional or national conference. A maximum of $300 may be awarded per student for domestic travel. A maximum of $500 may be awarded per student for international travel. The Travel Grant may be used to cover expenses such as hotel costs and airfare or mileage.
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Research Workshops and Videos http://www.ugeducation.ucla.edu/urhass/workshops.htm	Current UCLA undergraduates HASS students	Specialized Resources Online Resources	Information connecting students to workshops and online information about how to engage in research (Cornerstone Research Workshops), SRP 99 and Research Tools workshops, Research Scholarship workshops, and abstract, presentation, and poster workshops

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Online Resources http://www.ugeducation.ucla.edu/urhass/default.htm	Current UCLA undergraduates HASS students	Online Resources	Online professional resources for conference and publication opportunities; information on applying to graduate school; information about student groups and conferences affiliated with department; profiles of current students; information for faculty
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Student Research Program (SRP) http://www.ugeducation.ucla.edu/urhass/srp.htm	Current UCLA entry-level undergraduates Students interested in HASS research	Undergraduate Research Faculty Mentorship	Assists undergraduates in obtaining research skills, in defining academic interests and objectives, and in becoming part of the larger university research community. SRP is designed as an entry-level experience and allows undergraduates early in their academic careers to participate in research or engage in scholarly efforts under the direction of a faculty mentor. Students receive 1 unit of credit for 3-5 hours of work per week or 2 units for 6-10 hours of work per week.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Grand Challenges Undergraduate Research Scholars Program (GCURSP) http://www.ugeducation.ucla.edu/urhass/grandchallenges.htm	Current UCLA undergraduates	Undergraduate Research Educational Enrichment Faculty Mentorship	Grand Challenges Undergraduate Research Scholars Program (GC-URSP) is a year-long sequence of courses related to the “Sustainable LA Grand Challenge Project,” in which students experience hands-on research, are engaged in leadership development, and conduct an independent research project with the mentoring of a Grand Challenge Project faculty member. Students participate in a group research project in collaboration with an interdisciplinary team, explaining and describing the concept of sustainability, as well as how it relates to energy, water, and biodiversity. Students describe the genesis of Grand Challenges and evaluate the implications of approaching societal challenges in a holistic and innovative way. Then they disseminate and communicate their research results to scientific and non-scientific audiences. Students perform research and learn from their faculty mentors and take a year-long concurrent class once a week that will provide students with professional development, research prowess, and communication skills.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Mellon Mays Undergraduate Fellowship (MMUF) http://www.ugeducation.ucla.edu/urhass/mmuf.htm	Current UCLA undergraduates with junior standing High-achieving HASS majors Students with intention to pursue PhD Traditionally underrepresented students	Undergraduate Research Accelerated/High-Achievement Post-Baccalaureate Guidance Faculty Mentorship Scholarships and Awards	The Mellon Mays Undergraduate Fellowship (MMUF) is a two-year program designed for outstanding students in Mellon-designated humanities, arts, and social science fields who intend to pursue a PhD and a career in academia. Mellon Mays Fellows work closely with faculty advisers and graduate mentors to design and carry out an independent research project; they are encouraged to complete an honors thesis. The chief goal of the program is to diversify the professoriate by increasing the number of faculty from underrepresented groups and also by supporting those with a demonstrated commitment to eradicating racial disparities in higher education. Fellows enroll in the MMUF seminar course and independent research courses each quarter, and they conduct summer research their junior and senior years. Fellows receive Graduate Record Exam (GRE) preparation, assistance in completing graduate school applications, and professional development. Fellows receive quarterly research stipends totaling $2,200 junior year and $5,000 senior year, as well as $3,900 each summer. Fellows enrolling in PhD programs in Mellon-designated fields within a defined time period after graduation are eligible for repayment of up to $10,000 of their undergraduate loans.
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Undergraduate Research Fellows Program (URFP) http://www.ugeducation.ucla.edu/urhass/urfp.htm	Current UCLA undergraduates HASS students	Undergraduate Research Faculty Mentorship Scholarships and Awards	Directed through the Office of the Vice Provost for Undergraduate Education and administered by the Undergraduate Research Center–Humanities, Arts, and Social Sciences. The URFP scholarship supports students doing entry-level research for winter and spring quarters. $2000 stipend. Students take research credits, Honors Collegium course, and present research.

Program or Service	Key Constituents	Major Functions	Description
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Undergraduate Research Scholars Program (URSP) http://www.ugeducation.ucla.edu/urhass/ursp.htm	Current UCLA undergraduates HASS students Students with Junior/Senior standing	Undergraduate Research Faculty Mentorship Scholarships and Awards	Directed through the Office of the Vice Provost for Undergraduate Education and administered by the Undergraduate Research Center–Humanities, Arts, and Social Sciences, The URSP scholarship is awarded to juniors and seniors who have a strong commitment to research and who are completing a comprehensive independent research project or a departmental honors thesis. A comprehensive independent research project is an upper-division research project associated with enrollment in a departmental 199, 198, or 196 research course for 3 quarters. This project must be completed under the mentorship of a UCLA faculty member. Students receive a $3,000 scholarship (juniors) or $5,000 scholarship (seniors); Conduct research for 3 quarters and enroll in a 199, 198, or 196 research course; Complete and submit a departmental honors thesis or comprehensive independent research project; present their research at Undergraduate Research Week.
Undergraduate Research Center – Humanities, Arts, and Social Sciences: Summer Humanities Scholars program http://www.ugeducation.ucla.edu/urhass/	Current UCLA undergraduates with junior or senior standing High-potential students pursuing research in humanities	Undergraduate Research Accelerated/High-Achievement Educational Enrichment Faculty Mentoring Post-Baccalaureate Guidance Scholarships and Awards	Program is for juniors and seniors who have a strong commitment to research in the humanities and who are completing a comprehensive summer research project (or working on a departmental honors thesis) with a faculty mentor. Workshops; research with faculty; academic research credits; research presentation and paper. $3,000 scholarship

Table I-2.1

Student Support Program Inventory: College of Letters and Science – Division of Humanities

Program or Service	Key Constituents	Major Functions	Description
UCLA Writing Programs: Writing Center http://wp.ucla.edu/index.php/home	Current UCLA undergraduates	Specialized Resources Learning Support Peer Mentoring	The Center's mission is to enrich the education of undergraduate students in all disciplines through individualized consultations on writing. The goal is not only to help students with a particular writing assignment, but also to help them become more effective and confident writers. This means that we work on two levels at once: we help writers 1) to gain insight into how they write most productively and efficiently, and 2) to meet the intellectual and rhetorical demands of specific writing tasks or assignments. We offer support at any point in the writing process: when writers are starting a writing assignment; after they have written a draft or part of a draft; after they have gotten feedback from a professor or TA and want to begin revising; as they are polishing a paper and want help in learning how to proofread and edit their own writing. Serving as attentive and experienced readers, peer learning facilitators (PLFs) work collaboratively with writers and tailor sessions to the writers' needs and concerns. PLFs can help writers discover, explore, and articulate their ideas as well as suggest writing strategies and alternatives for the writer to consider. PLFs can also provide instruction in the conventions of academic writing, appropriate use of sources, and language use and editing strategies. In the end, however, PLFs leave the decisions and actual writing and editing to the writers.

Program or Service	Key Constituents	Major Functions	Description
UCLA Writing Programs: Writer's Workshop for College-Bound High School Students http://wp.ucla.edu/index.php/courses-summer/2-uncategorised/50-summer-writers-workshop-for-college-bound-students	High school students	Recruitment and Outreach Specialized Resources Learning Support	A new, three-week summer workshop, UCLA's highly regarded writing specialists will now help college-bound students prepare for those challenges. It will address such essential tasks as the timed essay exam and the effective email. All activities will demystify the unstated differences between college and high school writing. The summer workshop will also attend to the college application process, including the application essay. This writer's workshop is ideal for the ambitious high school student who wants to start a step ahead.
UCLA Writing Programs: Placement Examinations http://wp.ucla.edu/index.php/placement-exam-schedule	Current UCLA undergraduates ESL students International students Study abroad students	Specialized Resources Learning Support Academic Counseling	Administration of English proficiency and writing diagnostic examinations to assist with placement in appropriate courses and to satisfy requirements. Assists students who have not passed Entry Level Writing Requirement in finding appropriate courses. Assists higher-proficiency students with placement in college writing courses. Administers ESL examinations to transfer and graduate students.
UCLA Writing Programs: Summer Courses for Full-Time UCLA Students http://wp.ucla.edu/index.php/courses-summer/2-uncategorised/48-full-time	Current undergraduates ESL students International students Study abroad students	Specialized Resources Learning Support	Program provides academic coursework for full-time UCLA students needing additional preparation for college-level writing and use of English language. Courses for both ESL and non-ESL students.

Program or Service	Key Constituents	Major Functions	Description
UCLA Writing Programs: Summer ESL Courses for Visiting Summer Students http://wp.ucla.edu/index.php/courses-summer/summer-esl	Visiting summer students ESL students International students Study abroad students	Specialized Resources Learning Support	Program provides academic coursework for visiting students needing improvement with college-level use of English language.
UCLA Writing Programs: UCLA Essay Prize http://wp.ucla.edu/index.php/faq/ucla-essay-prizes	Current UCLA undergraduates Students enrolled in Humanities course	Scholarships and Awards	Competition for the 2015 Peter Rotter and Teague-Melville Essay Prizes recognizing superior achievement in undergraduate writing in the Humanities. Prize winners receive up to $1,000 each; Open to all UCLA undergraduates who were/are enrolled in an undergraduate humanities course during Spring 2014, Summer 2014, Fall 2014, or Winter 2015. The submitted paper must have been written as a course assignment during one of these quarters. The prizes will honor the best student writing in lower- and upper-division undergraduate humanities classes. One prize may be reserved for outstanding writing in an introductory-level course. While foreign language essays are welcome, they must be accompanied by the writer's own English translation. The essay must be nominated by the instructor in a cover letter that highlights the paper's strengths.

Table I-3.1
Student Support Program Inventory: College of Letters and Science – Division of Life Sciences

Program or Service	Key Constituents	Major Functions	Description
Life Sciences (LS) Core Education Office https://www.lscore.ucla.edu/counselingnew.php	Current UCLA undergraduates Students enrolled in LS Core courses	Academic Counseling Comprehensive Information	The Core Office coordinates the seven Life Sciences courses that introduce all majors to the core education, plus one GE course and lab for non-majors. Office provides assistance with enrollment, course planning, course materials and resources, access to instructors and TAs.
LS Core Undergraduate Assistant (UA) Program https://www.lscore.ucla.edu/opsnew.php	Current UCLA undergraduates Students who have completed LS Core labs Students interested in teaching sciences	Educational Enrichment Graduate Mentoring Accelerated/High-Achievement Post-Baccalaureate Guidance	Students who have completed the lab courses in the Life Sciences Core (Life Sciences 2 and Life Sciences 3) and are interested in learning teaching skills, may apply for participation in the Undergraduate Assistant Program Life Sciences: Teaching Practicum. This course carries 2-4 units and provides undergraduate students with the opportunity to learn to teach in an instructional laboratory setting. UAs assist graduate Teaching Assistants in the lab sections of Life Sciences 2 (Cells, Tissues, and Organs), and Life Sciences 3 (Introduction to Molecular Biology). UAs also are instructed in teaching methods such as effective lecture techniques, presentation of course material, and exam preparation.
Life Sciences (LS) Core Online Resources https://www.lscore.ucla.edu/linksnew.php	Current UCLA undergraduates Students enrolled in LS Core courses	Online Resources	Detailed online information for students about LS Core information, including: course articulation and enrollment; academic integrity; office hours; FAQ; computing lab; test-taking; writing papers; seeking help; and links to peer mentoring and tutoring

Program or Service	Key Constituents	Major Functions	Description
Life Sciences Peer Learning Center https://www.lscore.ucla.edu/lsplfnew.php	Current UCLA undergraduates Students enrolled in LS Core courses	Learning support Peer mentoring	Free learning support aimed at developing academic skills, critical thinking, and independent learning. The learning center is staffed by carefully selected and trained Peer Learning Facilitators, chosen for their academic excellence and communication skills. It offers weekly group learning assistance for LS1, LS2, LS3 and LS4. In this setting, students can ask questions, test their mastery of concepts and improve their problem solving skills, learning methods, and study strategies.
Psychology Research Opportunities Programs (PROPS) https://www.psych.ucla.edu/undergraduate/special-programs-and-events/psychology-research-opportunities-programs	Current UCLA undergraduates Psychology majors Sophomores, juniors, or seniors Traditionally underrepresented students	Undergraduate Research Scholarships and Awards Educational Enrichment Post-Baccalaureate Guidance Student Life Faculty Mentorship	PROPS is a two-quarter program that provides a variety of opportunities related to undergraduate research. Students receive a $2000 stipend, network with peers, attend weekly seminars, receive help with graduate school applications, work on research with a faculty advisor, and present research at the undergraduate research conference.

Table I-4.1

Student Support Program Inventory: College of Letters and Science – Division of Physical Sciences

Program or Service	Key Constituents	Major Functions	Description
Dean's Office: "Life After the Degree" Lecture Series http://www.physicalsciences.ucla.edu/index.php/events-outreach/life-after-the-degree.html	All UCLA students UCLA alumni	Educational Enrichment Post-Baccalaureate Guidance	A lecture series aimed at educating students on career options beyond the scope of traditional scientific research. Alumni share their expertise and personal journeys with UCLA students. Students may ask questions about career paths, explore industries that pique their interest, and meet valuable business contacts and mentors.
UCLA Curtis Center: Undergraduate Math Teaching Preparation http://curtiscenter.math.ucla.edu/undergraduates	Current UCLA undergraduates Math majors	Post-Baccalaureate Guidance Accelerated/High-Achievement Specialized Resources	The Math Teacher Education Program serves to develop graduates who are high-quality and have: knowledge of pre-collegiate mathematics from a deep, extended and pedagogical perspective; knowledge of the connections between the undergraduate mathematics curriculum and pre-collegiate mathematics; knowledge of current learning theories; Knowledge of research-based mathematics pedagogy, including assessment; beginning exposure to and experience with teaching small groups and whole class lessons utilizing various instructional strategies, including collaborative group and inquiry-based strategies.
UCLA Curtis Center: Joint Math Education Program (JMEP) http://curtiscenter.math.ucla.edu/undergraduates/joint-math-education-program	Current UCLA undergraduates Math majors	Post-Baccalaureate Guidance Accelerated/High-Achievement Specialized Resources Scholarships and Awards	Accelerated Joint Math Education Program (JMEP) prepares seniors to complete M.Ed. single subject credential to teach math by the end the academic year after completing their bachelor's. Accepted students are eligible to apply for up to $18,000 in forgivable loans for your senior year (through 2015-16), and a $2,000 scholarship for the summer session between your undergraduate and graduate year.

Program or Service	Key Constituents	Major Functions	Description
UCLA Curtis Center: K-12 Outreach http://curtiscenter.math.ucla.edu/k-12-students	K-12 students interested in Math	Outreach and Recruitment Educational Enrichment Accelerated/High-Achievement	The Curtis Center runs two outreach programs to K-12 students interested in mathematics: the Los Angeles Math Circle and the Institute for Young Scholars. LAMC is free and open to elementary, middle school and high school students interested in mathematics and eager to learn. Activities include problem-solving sessions, expository talks on various topics, and preparation for the American Mathematical Competitions. IYC is a four-week summer day program is designed to deepen secondary students' understanding of the work of professional mathematicians. The program focuses on mathematics outside the typical school curriculum and consists of course lectures, problem solving sessions, seminars and field trips.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: Science - Elementary School http://cateach.ucla.edu/?q=content/california-teach-science-elementary-school	Current UCLA undergraduates STEM majors preferred Students interested in teaching K-12 science	Internship Post-Baccalaureate Guidance Faculty Mentorship	Introduces prospective science teachers to the field of elementary education and the teaching and learning of science in elementary school classrooms. Students involved in this course will participate in a 2 unit Pass/No Pass seminar (Science Education 1) in addition to a 24-hour per quarter internship. Through this seminar, students are introduced to inquiry-based learning practices, National and California standards, reading and learning differences in children, and the cognitive ability of elementary-age children as it relates to the introduction of concepts, curricular planning, classroom management, and learning assessment. The internship allows students to apply the theory from the seminar into an elementary school setting. Pairs of students are placed in local elementary school classrooms to observe, participate, and assist a Mentor Teacher. The culminating project is to prepare and teach a lesson plan, created in the seminar and based on California standards.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: Science - Middle School http://cateach.ucla.edu/?q=content/california-teach-science-middle-school	Current UCLA undergraduates STEM majors preferred Students interested in teaching K-12 science	Internship Post-Baccalaureate Guidance Faculty Mentorship	The goal is to introduce prospective science teachers to the field of middle school education and the teaching and learning of science in middle school classrooms. Students involved in this course will participate in a 2 unit Pass/No Pass seminar (Science Education 1) in addition to a 24-hour per quarter internship. Through this seminar, students are introduced to inquiry-based learning practices, National and California standards, reading and learning differences in children, and the cognitive ability of middle-school-age children as it relates to the introduction of concepts, curricular planning, classroom management, and learning assessment. The internship allows you to apply the theory from the seminar into a middle school setting. Pairs of students are placed in local middle school classrooms to observe, participate, and assist a Mentor Teacher. The culminating project is to prepare and teach a lesson plan, created in the seminar and based on California standards.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: Science - High School http://cateach.ucla.edu/?q=content/california-teach-science-high-school	Current UCLA undergraduates STEM majors preferred Students interested in teaching K-12 science	Internship Post-Baccalaureate Guidance Faculty Mentorship	The goal is to introduce prospective science teachers to the field of high school education and the teaching and learning of science in high school classrooms. Students involved in this course will participate in a 5 unit seminar (Science Ed 100) in addition to a 24-hour per quarter internship at a partner high school. Students may take the CSETs in lieu of a final exam for this course. The California Teach program will reimburse students for the registration fees associated with CBEST & CSET tests that they pass. Through this seminar, students are introduced to inquiry-based learning practices, National and California standards, reading and learning differences in children, and the cognitive ability of high school-age children as it relates to the introduction of concepts, curricular planning, classroom management, and learning assessment. The internship allows you to apply the theory from the seminar into a high school setting. Pairs of students are placed in local high school classrooms to observe, participate, and assist a Mentor Teacher. The culminating project is to prepare and teach a lesson plan, created in the seminar and based on California standards.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: Math - Elementary School http://cateach.ucla.edu/?q=content/california-teach-math-elementary-school	Current UCLA undergraduates STEM majors preferred Students interested in teaching K-12 math	Educational Enrichment Post-Baccalaureate Guidance Faculty Mentorship	A 2-unit seminar course designed to expose students to current issues in elementary mathematics education and an observational field experience in an elementary school. Students learn pedagogical strategies for teaching elementary mathematics and examine the elementary mathematics curriculum from a pedagogical perspective. Students complete readings of relevant mathematics education research. Students observe mathematics teaching in a local elementary school and keep field notes of their observations to discuss in the seminar. Students also record their observations in the UCOP CalTeach Portal, an online system. The field experience requirement is approximately 3 hours per week; 24 hours total during the quarter.
UCLA California Teach: Math - Middle School http://cateach.ucla.edu/?q=content/california-teach-math-middle-school	Current UCLA undergraduates STEM majors preferred Students interested in teaching K-12 math	Educational Enrichment Post-Baccalaureate Guidance Faculty Mentorship	A 2-unit seminar course designed to expose students to current issues in middle school mathematics education and an observational field experience in a middle school. Students learn pedagogical strategies for teaching middle school mathematics and examine the middle school mathematics curriculum from a pedagogical perspective. Students complete readings of relevant mathematics education research. Students observe mathematics teaching in a local middle school and keep field notes of their observations to discuss in the seminar. Students also record their observations in the UCOP CalTeach Portal, an online system. The field experience requirement is approximately 3 hours per week; 24 hours total during the quarter.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: S-STEM Scholarship http://cateach.ucla.edu/?q=content/california-teach-s-stem-scholarship	Current UCLA undergraduates STEM majors preferred Students interested in teaching secondary school science and math	Scholarships and Awards Graduate Mentoring Faculty Mentoring Post-Baccalaureate Guidance Educational Enrichment	This two-year scholarship program funded by the National Science Foundation for UCLA Science, Engineering and Mathematics undergraduate majors pursuing careers in secondary school teaching provides up to $7,000 for Winter/Spring of a student's junior (penultimate) year, and up to $10,000 for Fall, Winter, Spring of their senior (final) year (up to $3,500 per quarter for junior year, and $3,333 per quarter for senior year). S-STEM Scholars will be expected to continue to pursue activities that prepare them for credential programs and also participate in S-STEM planned experiences, which will introduce them to a broad range of active research areas at UCLA so that they will be able to share this knowledge in the classroom with their future students. A graduate student mentor and faculty advisor will be assigned to each S-STEM scholar to help him or her understand the process of science research and to provide career and academic advice.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: Summer Internships in Math and Science http://cateach.ucla.edu/?q=content/summer-internship-math-science	Current UCLA undergraduates Students interested in teaching K-12 science and math	Internship Post-Baccalaureate Guidance Faculty Mentorship Scholarships and Awards	UCLA's California Teach program provides summer internships for math, science and engineering majors who want to continue their exploration of teaching as a career. This paid ($450) internship gives students first-hand experience in a middle/high school classroom working closely with a mentor teacher. Program partners with UCLA alumni teaching throughout Los Angeles. Most of our partner schools are located in Downtown Los Angeles, East Los Angeles, South Los Angeles, Hawthorne and Lawndale, giving students an opportunity to witness and experience urban education in high-need schools.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: Science Teacher Education Program (STEP) http://cateach.ucla.edu/?q=content/science-teacher-education-program-step	Current UCLA undergraduates Highly qualified STEM students Students interested in teaching K-12 science and math	Post-Baccalaureate Guidance Accelerated/High-Achievement Specialized Resources Scholarships and Awards	The Science Teacher Education Program (STEP) accelerates highly qualified undergraduate science majors in becoming secondary level science teachers in public urban schools. At the conclusion of the Program, students receive both their preliminary Teaching Credential and Masters in Education. Students combine the last year of their undergraduate studies with the first year of their credential studies through UCLA's Teacher Education Program through the Graduate School of Education and Information Studies. Interaction with other students in the two-year cohort, the TEP Faculty Advisor, and other faculty provide strong support as students transition into a career in secondary science teaching. Students Accepted students become eligible to apply for up to $18,000 in forgivable loans (requires two years teaching in a high needs school after acquiring credential) and a $2,000 scholarship for the summer session between the undergraduate degree and graduate school.

Program or Service	Key Constituents	Major Functions	Description
UCLA California Teach: Noyce Scholars http://cateach.ucla.edu/?q=content/noyce-scholars	Current UCLA undergraduates Seniors High achieving STEM majors Students in the STEP or JMEP programs	Scholarships and Awards	Tipping the Balance to STEM Teaching: Recruiting and Supporting UCLA Undergraduates (NSF DUE-1035164; funded 2010-2014); This program provides scholarships to UCLA STEM seniors who are part of our accelerated teaching credential programs, JMEP (Joint Mathematics Education Program) and STEP (Science Teacher Education Program). These Noyce scholarships are providing talented UCLA STEM seniors with the time and resources to earn their credential while concurrently completing a rigorous B.S. degree. Both student teaching and the induction-year classrooms occur in high-need schools. Scholarship and stipend recipients are required to complete two years of teaching in a high-need school district for each year of support.
UCLA California Teach: Online resources http://cateach.ucla.edu/?q=content/resources	Current UCLA undergraduates Students interested in teaching K-12 science and math	Online Resources	Website with FAQs and resources about getting involved with student groups, teacher preparation programs, the teaching profession, and grants and scholarships.

Table I-5.1

Student Support Program Inventory: College of Letters and Science – Division of Social Sciences

Program or Service	Key Constituents	Major Functions	Description
Partnership UCLA http://socialsciences.ucla.edu/deans-initiatives/partnership-ucla	Current UCLA students UCLA alumni	Professional Development Collaborative Instruction Community Engagement	Enhances the educational experience by providing a variety of programs the optimally prepare students for life after graduation. Creates opportunities for networking with UCLA alumni, access to top internships, and gratification from service to the community.

Table I-6.1

Student Support Program Inventory: School of Arts and Architecture

Program or Service	Key Constituents	Major Functions	Description
Office of Student Services: Student resources http://www.arts.ucla.edu/student-services	Current UCLA students Arts and Architecture students	Academic Counseling Online Resources Comprehensive Information	Provides a variety of counseling and program planning services to UCLA Arts students, including academic counseling, outreach, orientation, online resources, and more.
Office of Student Services: Admissions Events http://www.arts.ucla.edu/ucla-arts-admissions-events	Prospective UCLA students High school students Community college students Parents/families	Outreach and Recruitment Comprehensive Information	A representative from the UCLA performing and visual arts programs will discuss the arts majors at UCLA, including admissions requirements, application procedures, as well as portfolio and audition information and student life at high schools and community colleges in California
Office of Student Services: Campus Tours http://www.arts.ucla.edu/ucla-arts-campus-tours	Prospective UCLA students High school students Community college students Parents/families	Outreach and Recruitment Comprehensive Information	Prospective students and their parents are invited to join a representative of UCLA Arts for a tour of the departments of: Architecture and Urban Design; Art; Design | Media Arts; World Arts and Cultures/Dance (majors in Dance, and World Arts and Cultures); The UCLA Herb Alpert School of Music for Music and Ethnomusicology. The tour is guided by a UCLA Arts enrollment representative and will include admissions information, audition /portfolio requirements, housing, student life and financial aid/scholarships.

Program or Service	Key Constituents	Major Functions	Description
Alumni Arts Scholarship http://www.arts.ucla.edu/financial-aid	Incoming UCLA freshman and transfer students applying to School	Scholarships and Awards	After the applicant submits their UC application and supplemental screening requirements to their respective department, the faculty will make recommendations for this scholarship based on academic achievement and artistic talent. Faculty committees make departmental recommendations and the nominees are contacted by the Office of Enrollment Management and Outreach with an invitation to apply. A UCLA Alumni reading committee evaluates each application for leadership, personal achievements, extracurricular activities, and academics.
UC Regents Arts Scholarship http://www.arts.ucla.edu/financial-aid	Incoming freshman students applying to the School 4.0 GPA California residents	Scholarships and Awards Accelerated/High-Achievement	After the applicant submits their UC application and either attends the audition or submits a portfolio to their respective visual or performing arts department, the faculty will make recommendations based on academic achievement and artistic talent for this scholarship. The Regents Scholarship is renewable for up to four years.
UCLA Summer Institute Programs http://www.arts.ucla.edu/summer-programs	Current UCLA students Prospective UCLA students High school students	Educational Enrichment Post-Baccalaureate Guidance Internship Faculty Mentoring	Summer institutes and special programs show the richness of UCLA's commitment to performing and visuals arts with offerings for students in high school and students who have already begun their postsecondary education. All credit-bearing summer institutes and special programs are developed from UCLA's regular curriculum. UCLA transcript will list courses with grades. Students from other University of California campuses attending these programs benefit from automatic transfer of their UC transcript. Many academic courses in all of our programs are open to visiting students.

Program or Service	Key Constituents	Major Functions	Description
Visual and Performing Arts Education (VAPAE) Program http://www.arts.ucla.edu/vapae	Current UCLA undergraduates	Post-Baccalaureate Guidance Educational Enrichment	VAPAE is an arts education program that fosters the creative and intellectual growth of UCLA Arts students while providing much needed arts education curricula to children in underserved communities. It encompasses arts education courses, internship opportunities, special projects and public presentations offered throughout the year. Students from all fields of study are encouraged to participate fully in the VAPAE Program, however the VAPAE minor is exclusively available to UCLA Arts majors with extensive training in the School of the Arts and Architecture. VAPAE offers courses designed to introduce undergraduates to key issues and methodologies in the field of arts education and to a broad range of careers in the arts, including K-12 teaching, community arts education, museum education, art therapy, and arts advocacy. The Arts Education Teaching Sequence comprises three courses in which selected undergraduates explore core issues in arts education, creativity and social justice. Students are assigned to K-12 classrooms in the LA area where they observe and implement an arts-based unit plan under the supervision of a credentialed guiding teacher.
Maxwell H. Gluck Music Outreach Program http://www.music.ucla.edu/about-music-outreach	Current UCLA students in Music program	Educational Enrichment Community Service Recruitment and Outreach Scholarships and Awards	The outreach mission of the UCLA Department of Music promotes a lifelong engagement with music through a comprehensive program of cultural activities, community performances, and educational opportunities. At present, our goals are accomplished through two programs: the Maxwell H. Gluck Outreach Program and the UCLA Music Partnership Program.

Program or Service	Key Constituents	Major Functions	Description
Hammer EDU: College Students http://hammer.ucla.edu/students/	Current UCLA students	Educational Enrichment Student Life Internship Community Service Post-Baccalaureate Guidance	The Hammer Art Museum offers many opportunities for students across all disciplines to get involved, learn, and have fun, including: Hammer Student Association; internships; work-study opportunities; Hammer Ambassadors volunteer program; and the Student Educators paid docent program.
Center for the Art of Performance (CAP): Student Committee for the Arts at UCLA (SCA) http://www.sca.ucla.edu/about-2/	Current UCLA students	Educational Enrichment Student Life Internship Community Service Post-Baccalaureate Guidance	SCA is the student branch of the world renowned CAP UCLA. The committee provides student tickets to CAP UCLA events, making available some of the best seats in the house at amazing prices. SCA works with CAP staff in departments ranging from Education to Artist Relations, promoting the performing arts on campus. SCA is produces its own series of shows that bring great artists and events to students in addition to showcasing the various talents of UCLA Student Artists.

Program or Service	Key Constituents	Major Functions	Description
UCLA SPARC Community Cultural Development Lab http://digitalmurallab.com/approach/	Current UCLA students	Educational Enrichment Outreach and Recruitment Student Life Internship Community Service Post-Baccalaureate Guidance Undergraduate Research Faculty Mentoring	The lab, a unique research and teaching facility, brings state-of-the-art computer technology to the production of community-based art. Led by Professor Judith F. Baca, UCLA students collaborate with community members to create public art for public settings. Utilizing urban Los Angeles as a textbook the courses taught in this unique facility are studio classes intended to explore muralism as a method of community education, development and organizing

Table I-7.1
Student Support Program Inventory: School of Engineering and Applied Science – Center for Excellence in Education and Diversity (CEED)

Program or Service	Key Constituents	Major Functions	Description
Freshmen Retention Program (FRP): Summer Bridge Program http://www.ceed.ucla.edu/programs/undergrad/bridge	Incoming UCLA undergraduates Historically underrepresented students Freshman students CEED students	Transition Success Retention and Completion Comprehensive Information Learning Support Student Life	Successful two-week summer program introduces underrepresented and disadvantaged freshmen to the CEED learning community; Supports first-year retention; Summer Bridge FRP component (1 of 3) prepares students for the intense HHSEAS curricula.
Freshmen Retention Program (FRP): Orientation Course http://www.ceed.ucla.edu/programs/undergrad	Incoming UCLA undergraduates Historically underrepresented students Freshman students CEED students	Transition Success Retention and Completion Educational Enrichment Specialized Resource	Fall-quarter FRP course component (2 of 3) exposes and engage students in the various engineering disciplines.
Freshmen Retention Program (FRP): Academic Excellence Workshops http://www.ceed.ucla.edu/programs/undergrad/aews	Incoming UCLA undergraduates Historically underrepresented students Freshman and sophomore students CEED students	Transition Success Retention and Completion Educational Enrichment Learning Support Student Life Peer Mentoring	Academically challenging, problem-solving workshops for various courses; A means for achieving mastery through collaborative learning and facilitated group study; Offered for math, physics and chemistry courses; CEED students encouraged to participate (FRP component 3 of 3) throughout first two years; Also offered for upper-division core engineering courses

Program or Service	Key Constituents	Major Functions	Description
Core Retention Program (CRP): Summer BREES http://www.ceed.ucla.edu/programs/undergrad/brees	Incoming and current UCLA undergraduates Historically underrepresented students Transfer students New upper-division students CEED students	Transition Success Retention and Completion Comprehensive Information Learning Support Graduate Mentoring Faculty Mentoring Student Life	Core Retention Program (CRP) addresses critical transition to upper-division courses for transfer and direct-admit CEED students; Two-week Summer BREES CRP component (1 of 3) welcomes transfer students into CEED community; Preparation for upper-division core engineering courses for transfers and continuing students; Introduces key topics covered in core engineering courses; Instruction engineering faculty and graduate students
Core Retention Program (CRP): Pathways to Success http://www.ceed.ucla.edu/programs/undergrad/pathways	Incoming and current UCLA undergraduates Historically underrepresented students Transfer students New upper-division students CEED students	Transition Success Retention and Completion Educational Enrichment Learning Support Post-Baccalaureate Guidance Student Life	Addresses critical transition to upper-division courses for transfer and direct-admit CEED students: Pathways to Success is CRP component (2 of 3)--a series of workshops and activities supporting students' academic, personal and professional development.

Program or Service	Key Constituents	Major Functions	Description
Core Retention Program (CRP): Academic Excellence Workshops http://www.ceed.ucla.edu/programs/undergrad/aews	Incoming and current UCLA undergraduates Historically underrepresented students Transfer students New upper-division students CEED students	Transition Success Retention and Completion Educational Enrichment Learning Support Student Life Peer Mentoring	Academically challenging, problem-solving workshops for various courses; A means for achieving mastery through collaborative learning and facilitated group study; Offered for math, physics and chemistry courses; CEED students encouraged to participate (CRP component 3 of 3) throughout first two years; Also offered for upper-division core engineering courses
CEED Learning Community http://www.ceed.ucla.edu/programs/undergrad	Current UCLA undergraduates Historically underrepresented students CEED students	Retention and Completion Peer Mentoring Educational Enrichment Learning Support Student life Post-Baccalaureate Guidance	Encourages peer-to-peer support and industry involvement in the academic and professional development of all CEED students
CEED-Affiliated Student Organizations http://www.ceed.ucla.edu/programs/undergrad/orgs	Current UCLA students Historically underrepresented students Engineering students	Student life Peer Mentoring Community Service Educational Enrichment Post-Baccalaureate Guidance Retention and Completion	CEED supports affiliated student organizations that encourage student retention and holistic growth.

Program or Service	Key Constituents	Major Functions	Description
The Tool-Box: A Student Guide to Best Practices http://www.ceed.ucla.edu/programs/undergrad/thetoolbox	Current UCLA undergraduates Historically underrepresented students CEED students	Online Resources Post-Baccalaureate Guidance Retention and Completion	Comprehensive online resource currently under development; Provides useful information to help CEED students succeed in the Engineering profession
CEED Community Service Opportunities http://www.ceed.ucla.edu/programs/undergrad	Current UCLA undergraduates Historically underrepresented students CEED students	Community Service Internships Student Life Post-Baccalaureate Guidance Specialized Resource	Community service opportunities and partnerships through local organizations, schools, industries, and student organizations; Encouraged for personal and professional development; Rewarded with credits toward textbooks.
Frontier Opportunities in Computing for Underrepresented Students (FOCUS) http://cs.ucla.edu/focus/	Community college students Historically Underrepresented Students Transfer students Students interested in Computer Science (CS)	Outreach and Recruitment Retention and Completion Educational Enrichment Learning Support Undergraduate Research Post-Baccalaureate Guidance Specialized Resource	Program aims to increase the number of underrepresented minorities interested in, prepared for, and retained to baccalaureate degree completion in computing disciplines; Additional goal to get students with skills, knowledge, and resiliency to competitively enter and succeed in the computing workforce and in graduate studies

Program or Service	Key Constituents	Major Functions	Description
Research Intensive Series in Engineering for Underrepresented Populations (RISE-UP) http://www.ceed.ucla.edu/programs/undergrad/rise-up-program	Current UCLA undergraduates Historically underrepresented students CEED students	Retention and Completion Educational Enrichment Undergraduate Research Post-Baccalaureate Guidance Faculty Mentoring	Challenges and inspires students to stay in engineering and computing, to use problem-solving skills in future endeavors. RISE-UP Scholars conduct research, attend graduate school preparation workshops, and present their work at the annual CEED RISE-UP Poster Competition.
CEED Industry Partnerships http://www.ceed.ucla.edu/programs/industry-partners/industry	Current UCLA undergraduates Historically underrepresented students CEED students	Scholarships and Awards Internships Post-Baccalaureate Guidance Educational Enrichment Retention and Completion Outreach and Recruitment	Industry Affiliates support CEED mission through contributions, scholarships, and participation in events; IAs commit representative time and resources, hire undergraduate interns and CEED graduates for permanent employment; Support for pre-college programs

Program or Service	Key Constituents	Major Functions	Description
CEED K-12 Programs: MESA Schools Program, SMARTS, SMASH, Teacher Professional Development http://www.ceed.ucla.edu/programs/k-12	Current K-12 students Historically underrepresented students K-12 teachers	Outreach and Recruitment Educational Enrichment Learning Support Student Life	Efforts to increase college-going rates of under-represented youth, grow urban youth STEM pipeline; Programs include: MESA Schools Program - designed to improve college-going cultures at middle and high schools and engage students in STEM; Science Mathematics Achievement and Research Technology for Students (SMARTS) - free six-week UCLA commuter summer college preparation program designed to engage traditionally underrepresented students in rigorous STEM instruction and training; Summer Math and Science Honors Academy (SMASH) - free 5-week residential STEM-intensive college preparatory program for underrepresented high school students of color; Teacher Professional Development - opportunities for professional development available to UCLA, Los Angeles, and West Coast MESA teachers

Table I-7.2

Student Support Program Inventory: School of Engineering and Applied Science – Institute for Technology Advancement

Program or Service	Key Constituents	Major Functions	Description
Student Entrepreneur Venture Competition http://www.ita.ucla.edu/competition/overview	Current UCLA undergraduates Engineering majors Business Majors	Educational Enrichment Scholarships and Awards Accelerated/High-Achievement Student Life	Promotes UCLA Engineering entrepreneurship throughout campus; Four-person teams of at least one Engineering and one Business student compete to develop a new piece of technology, designate a target market, make a realistic business plan for implementation; Winners receive $10,000 in funds + startup package from sponsoring industry partner; Partnership with Anderson School of Management and industry sponsor

Table I-7.3

Student Support Program Inventory: School of Engineering and Applied Science - Office of Academic and Student Affairs

Program or Service	Key Constituents	Major Functions	Description
Academic Counseling and Advising http://www.seasoasa.ucla.edu/undergraduates	Current UCLA undergraduates Engineering majors	Academic Counseling Comprehensive Information Post-Baccalaureate Guidance	Counseling and advising services include guidance with policies and procedures, advice on curriculum requirements, identification of resources for tutoring and study skill improvement, and the review of petitions; Gateway to campus resources for students
Tutoring Resources http://www.seasoasa.ucla.edu/undergraduates/need-tutoring	Current UCLA undergraduates Engineering majors	Learning Support Peer Mentoring Retention and Completion Specialized Resource	Tau Beta Pi National Engineering Honor Society students provide tutoring for all lower division STEM courses
MentorSEAS http://mentorship.seas.ucla.edu/index.html	Current UCLA undergraduates Engineering majors Freshman students Transfer students	Peer mentoring Transition success Retention and Completion Comprehensive Information Student Life	Official mentorship program for freshmen and transfer students; Provides guidance, support, and networking of social, professional, and academic relationships; Continuing engineering student mentors serve as role models and provide advice, serve as a support system, and assist with the transition to UCLA.
Exceptional Student Admission (ESAP) Program http://www.seasoasa.ucla.edu/seniors/exceptional-student-admissions-program	Current UCLA undergraduates Engineering majors High-performing students	Accelerated/High-Achievement Post-Baccalaureate Guidance Recruitment and Outreach Academic Counseling	Recognizes outstanding SEAS undergraduates who wish to enter the SEAS M.S. graduate program upon completion of the B.S. degree. ESAP admitted students are genuine graduate students who are eligible for graduate fellowships and Teaching Assistant positions.

Program or Service	Key Constituents	Major Functions	Description
Scholarships for Undergraduates http://www.seasoasa.ucla.edu/student-opportunities/folder-scholarships-for-undergraduates	Current UCLA undergraduates Engineering majors	Scholarships and Awards Online Resources Specialized Resource	Department administers 100+ undergraduate scholarships annually, merit- and need-based; Facilitation of "common application" process; Resources available to explore external scholarship and aid opportunities
Student Organizations http://engineering.ucla.edu/student-organizations/	Current UCLA undergraduates Engineering majors	Student Life Educational Enrichment Post-Baccalaureate Guidance Peer Mentoring Graduate Mentoring Faculty Mentoring	UCLA Engineering student organizations provide opportunities to explore academic, professional, and recreational interests. There are a variety of organizations to choose from--all with an engineering focus--allowing students to develop their organizational and leadership skills. Faculty, staff, graduate students, and industry leaders serve as advisors and mentors. Several are field-specific, affiliated with relevant Engineering departments, and respective international professional organizations and academic societies.
HSSEAS Internship/Jobs Clearinghouse http://www.seasoasa.ucla.edu/student-opportunities/Internship Opportunities	Current UCLA undergraduates Engineering majors Engineering alumni	Online Resources Internships Educational Enrichment Post-Baccalaureate Guidance Specialized Resource	Provides following resources: *List of Top Recruiting Firms at UCLA*; links to internship and career websites; internship/job postings; announcements from industry representatives; Society of Engineering at UCLA *Calendar of Industry/Company Events Held On-Campus*; information on receiving course credit for internships

Program or Service	Key Constituents	Major Functions	Description
Engineering Science Corps: Summer High School Research Program https://esc.seas.ucla.edu/mod/resource/view.php?id=224	Current high school students Current UCLA undergraduates SEAS student-mentors	Recruitment and Outreach Educational Enrichment Peer Mentoring Graduate Mentoring Faculty Mentoring Student Life	Eight-week summer program for high school students considering a future in engineering; Campus research opportunities in all areas of engineering conducted in UCLA Engineering Labs and Facilities; Students partnered with UCLA Engineering Professor and graduate lab supervisor team; Individual research or group project is assigned
Engineering Science Corps: Summer High School Tech Camps https://esc.seas.ucla.edu/mod/resource/view.php?id=2294	Current high school students Current UCLA undergraduates SEAS student-mentors	Recruitment and Outreach Educational Enrichment Accelerated/High-Achievement Peer Mentoring Graduate Mentoring Faculty Mentoring Student Life	Four-week summer day camp exposes high school sophomores and juniors to the creative nature of engineering through project-based activities and team challenges. Campers will experience working in HSSEAS' state of the art Creativity Center along-side hand selected UCLA engineering student mentors under the direction of UCLA faculty and program staff. Application process seeks academically ambitious students.
Engineering Science Corps: Transfer Student Summer Research Program (TSSRP) https://esc.seas.ucla.edu/mod/resource/view.php?id=2764	Incoming UCLA transfer students Community college students Engineering majors	Transition Success Undergraduate Research Educational Enrichment Internships Faculty Mentoring Graduate Mentoring Accelerated/High-Achievement	New eight-week summer research internship program for incoming community college transfer students; Students work with UCLA Engineering faculty in their labs; Students hand-selected and assigned to labs/projects related to engineering disciplines offered at UCLA; Collaboration with local community colleges and CCCP; Selective application process

Program or Service	Key Constituents	Major Functions	Description
Engineering Science Corps: Explore Engineering at UCLA https://esc.seas.ucla.edu/mod/resource/view.php?id=2719	Prospective international high school students Current UCLA undergraduates SEAS student-mentors	Recruitment and Outreach Educational Enrichment Learning Support Peer Mentoring Graduate Mentoring Faculty Mentoring Student Life	Intensive three-week hands-on engineering summer program for motivated international high school students; Rigorous pre-engineering and cultural enrichment program; Working in small teams, participants design, build, and test their technical creations; UCLA faculty and students run workshops, provide tutoring and mentorship; Participants learn about engineering careers and UCLA admissions; Friendship and career networking; Certificate of Completion available
Engineering Science Corps: Online Tutoring and Mentoring Program https://esc.seas.ucla.edu/mod/resource/view.php?id=453	Current high school students Current UCLA undergraduates SEAS student-mentors	Recruitment and Outreach Learning Support Educational Enrichment Post-Baccalaureate Guidance Peer Mentoring Student Life	SEAS student-mentors provide support and guidance to high school students in their STEM coursework; Effort to increase academic skills of students desiring to enter STEM majors; Provide exposure to field of engineering; Help students discover motivation to pursue engineering; Offer information on pathways to engineering studies/careers
Certificate in Russian Language and Culture for Engineers and Applied Scientists http://web.international.ucla.edu/cwl/page/certificate	Current UCLA students Engineering majors	Educational Enrichment Post-Baccalaureate Guidance Undergraduate Research Internship Community Service Specialized Resource	"Certificate in Russian Language and Culture for Engineers and Applied Scientists" issued by the UCLA Department of Slavic Languages and Literatures in partnership with UCLA Center for World Languages; Gain understanding of Russian people, language, culture and business practices; 20-25 units of lower or upper division courses over two summers or a summer and a year; Includes time in a Russian-speaking country in a formal language study program, an independent or guided research project, an internship, or doing volunteer work

Table I-8.1
Student Support Program Inventory: School of Nursing

Program or Service	Key Constituents	Major Functions	Description
Online Student Resources http://nursing.ucla.edu/body.cfm?id=58	Current UCLA Nursing students	Online Resources Comprehensive Information	Provides students with information about academic advising, housing, student life, campus resources, etc.
School of Nursing scholarships http://nursing.ucla.edu/body.cfm?id=58	Current UCLA undergraduates Juniors and seniors only	Scholarships and Awards	The School of Nursing administers several scholarship funds that are awarded to 3rd and 4th year students on the basis of financial need and/or merit.

Table I-9.1

Student Support Program Inventory: School of Theater, Film, and Television (TFT)

Program or Service	Key Constituents	Major Functions	Description
Student Services Office: Admissions and Recruitment http://www.tft.ucla.edu/about/student-services-office/	Prospective UCLA Students TFT Students	Outreach and Recruitment Comprehensive Information	Provides information about applying and program requirements to prospective students, performs outreach on and off-campus, provides tours of the School, and coordinates the administration of student applications.
Student Services Office: Academic Counseling http://www.tft.ucla.edu/about/student-services-office/	Current UCLA Students TFT Students	Academic Counseling Comprehensive Information	TFT students meet with their academic counselors to receive guidance and information on the steps it takes to matriculate through the intricate UCLA system.
Student Services Office: Online resources for undergraduates http://www.tft.ucla.edu/students-admissions/	Current and prospective undergraduates	Online Resources	Information for students about applying to the program; also contains detailed information about the program, Quick Facts, and lists of campus resources with links
Scholarships and fellowships http://www.tft.ucla.edu/scholarships-2/	Current UCLA students TFT students	Scholarships and Awards	The School has an awards process each Spring Quarter for TFT students only. All TFT students are eligible to apply and awards are based on merit and need. Each year, the School gives out approximately $1 million dollars to students. TFT students are provided information about the awards and the process of applying for the awards in the Winter Quarter of each year.

Program or Service	Key Constituents	Major Functions	Description
TFT Intranet http://intranet.tft.ucla.edu/	Current UCLA students TFT students, faculty, and staff	Online Resources	The inside scoop for members of the School community on all the stuff that really matters: parking, classes, internships, events, and facilities. Authentication is required.
ARTS Bridge http://www.tft.ucla.edu/programs/special-programs-initiatives/arts-bridge/	Current UCLA undergraduate and graduate students Theater Department students Traditionally underrepresented and underserved K-12 students	Community Service Educational Enrichment Post-Baccalaureate Guidance Faculty Mentoring Graduate Mentoring	ArtsBridge is a University of California program created to put the arts to work within the LAUSD. Each year, the UCLA School of TFT prepares 10-12 undergraduate and graduate theater students to apply their university training in a K-12 classroom setting. The students are assigned to work, for up to 10 weeks, with teachers in underserved communities. During that time, they help interpret subjects as diverse as environmental science, history and math in creative ways.
UCLA ARTS CAMP http://legacy.tft.ucla.edu/artscamp/	Youth ages 14-20 Prospective UCLA students	Outreach and Recruitment Educational Enrichment	Intensive, creative summer experience for people ages of 14 and 20. The program consists of one-, two- and three-week performing and media arts workshops, in partnership with U.S. Performing Arts and UCLA School of Theater, Film and Television. Classes are held within the school's state-of-the-art facilities, including theaters, dance studios, soundstages, editing labs and television studios. Participants are immersed in an all-day creative experience designed and developed by the camp's academic and professional educators, who are experts in the fields of entertainment and performing arts. Participants can choose to live on-campus at UCLA for the duration of their camp experience or can opt to commute from home. UC credit is optional with additional fees.

Program or Service	Key Constituents	Major Functions	Description
Dean's Special Artist Series http://www.tft.ucla.edu/programs/special-programs-initiatives/deans-special-artist-series/	TFT students, faculty, staff, and alumni	Educational Enrichment Post-Baccalaureate Guidance Student Life	Created and hosted by Dean Teri Schwartz, the Dean's Special Artist Series showcases the filmmakers and films that are making an impact in the entertainment industry. The private evening events, which are designed especially for current TFT students, faculty, staff and alumni, include intimate Q&As with the attending filmmakers after their films are screened in the James Bridges Theater.
Francis Ford Coppola One-Act Marathon http://www.tft.ucla.edu/programs/special-programs-initiatives/coppola-one-act-marathon/	Current UCLA students TFT students	Educational Enrichment Post-Baccalaureate Guidance Student Life	The annual Francis Ford Coppola One Act Marathon pairs TFT graduate film directors with original works from their playwriting counterparts and casts outstanding undergraduate and graduate actors from the department as well.

Program or Service	Key Constituents	Major Functions	Description
Elevate http://www.tft.ucla.edu/programs/special-programs-initiatives/elevate/	Current TFT students	Student Life Educational Enrichment Post-Baccalaureate Guidance Community Service Scholarships and Awards	A TFT student-run organization dedicated to giving voice and visibility to the diverse contributions of women and multicultural filmmakers, actors, theater practitioners and scholars and committed to exposing the UCLA student body and the surrounding community to a wealth of creative stories and scholarly works authored or performed by women and persons of color. Sponsored by Dean Teri Schwartz, Elevate offers film screenings, lectures, social gatherings and alumni networking opportunities throughout the year. Membership is free and open to all UCLA TFT students. Grants of up to $275 a year are extended to members for research or screenings of work that advances the organization's mission.
The Kodak Cinematographer-in-Residence Program http://www.tft.ucla.edu/programs/special-programs-initiatives/kodak-cinematographer-in-residence-at-ucla/	Current TFT students	Educational Enrichment Specialized Resources Post-Baccalaureate Guidance	Established to bring together the worlds of professional and academic cinematography, exposing TFT students to critically acclaimed industry veterans with the highest levels of achievement in the industry. Students study with experts for an entire academic term through a series of workshops and screenings.
TFT Film Festival http://www.tft.ucla.edu/film-festival/	Current TFT students	Student Life Educational Enrichment Scholarships and Awards	Annual event hosts a wide variety of student screenings, showcases and awards presentations. Honors and presentations include films, entertainment design, animation, screenwriting, producing, and directing. Work is judged by industry experts.

Program or Service	Key Constituents	Major Functions	Description
TFT Theater Lab http://www.tft.ucla.edu/2012/03/tft-theater-lab/	Current TFT students	Educational Enrichment Specialized Resources Faculty Mentoring Graduate Mentoring	An experimental performance space launched in 2011 when distinguished playwright Eve Ensler used the lab to workshop her newest play, collaborating with student actors and assistants. The workshop production was presented as a staged reading with installation elements in the Theater Lab space in Melnitz Hall. Subsequent productions in the Lab have featured collaborations between TFT faculty, distinguished professionals, and undergraduates.
Theater Internships http://www.tft.ucla.edu/programs/theater-department/theater-internships/	Current UCLA students Theater juniors, seniors, and graduate students	Internship Educational Enrichment	Created in 1966 to provide Theater students with an opportunity to work with public interest groups, various entertainment organizations and private enterprises. Each student's internship is a variable-time 10-week assignment in the local community. Only open to enrolled students from the Department of Theater: juniors, seniors and graduate students in the Major or Minor. Students select an organization and make direct contact with the internship coordinator at the organization to secure an internship; the Department of Theater maintains a list of organizations and contact information. Students receive internship credit by enrolling in Theater 195. Theater 195 is offered Fall, Winter and Spring quarters as well as in the Summer Session. Enrollment must be completed by the end of the second week of the quarter in which internship activity occurs. Theater Majors have access to the Theater online internship database.

Program or Service	Key Constituents	Major Functions	Description
The UCLA Summer Acting and Performance Institute http://www.tft.ucla.edu/programs/summer-programs/summer-acting-and-performance-institute-2/	High school students Prospective UCLA students	Outreach and Recruitment Educational Enrichment	A six-week intensive program for high school students seeking discipline and training for a university theater program or a career in performing arts. This program includes performance-training classes, guest workshops, field trips and a final performance project. The program carries eight-quarter units of UC credit.
Film and TV Internship Program http://www2.tft.ucla.edu/internships/student_info.cfm#undergrad	Current UCLA students TFT and College juniors, seniors, and graduate students	Internship Post-Baccalaureate Guidance Educational Enrichment	Brings students and employers together to lay the foundations for successful careers and gives companies access to UCLA's world-class student population. Open to enrolled students from the UCLA School of Theater, Film and Television and the College of Letters & Sciences. Every quarter interns are placed at major entertainment companies and media productions in Hollywood, providing a unique learning experience and a professional work environment. Dedicated online student database. In order to receive credit for an internship, UCLA undergraduates must enroll in two classes, FTV 194 AND FTV 195, attend weekly class, and commit 10 weeks to the internship.

Program or Service	Key Constituents	Major Functions	Description
The UCLA Film and Television Summer Institute http://www.tft.ucla.edu/programs/summer-programs/ucla-film-and-television-summer-institute/	All college students Participation criteria varies by program	Educational Enrichment Specialized Resources Post-Baccalaureate Guidance Internship Student Life	Offers students from around the globe an unparalleled opportunity to study filmmaking at one of the most prestigious film schools in the world; an intensive, six-week program taught by regular UCLA faculty. Students choose from three specializations: Creative Producing; Film Production; and Animation. Students receive UCLA credit, but must be accepted to the program and pay fees. On-campus housing is available.