ACADEMIC PROGRAM REVIEW PROCEDURES
UNIVERSITY OF CALIFORNIA, SANTA CRUZ
APPENDIX B

WRITING PROGRAM SELF-STUDY:
CURRENT STATUS; CRITICAL ISSUES; AND PLANS

The Writing Program shall provide a narrative, followed by appendices. The narrative shall be organized into sections. The narrative should respond to data provided to the Writing Program such as program statistics.

I. Writing Program current status and program effectiveness, including
   A. Faculty profile and professional activities;
   B. Undergraduate program;
   C. Contributions to graduate education
   D. Administrative staffing, equipment, and space.

II. Critical issues facing the Writing Program and the through which the Writing Program intends to address these issues.

The self-study should be prepared in an electronic format. Copies will be posted on a secured web site and made available to administrative and senate members as appropriate.¹

I. CURRENT STATUS

A. Professional Activities and Strategic Direction
   Describe the present direction of the Writing Program’s curriculum and professional activity, addressing the following questions:

   • Describe the Writing Program’s pedagogical responsibilities and approach to its mission.
   • Describe how the Writing Program currently serves as a resource in furthering campus aims for diversity, interdisciplinarity and academic excellence, through serving the entire campus community via lower division writing requirements.
   • What are the Writing Program’s current particular professional strengths in relation to comparable programs within the UC system and in nationally ranked public and private research universities? Are there any unique aspects to this program?
   • What entrepreneurial efforts has the Writing Program taken? Include activity to generate resources and cross-unit collaborations.
   • How are faculty members mentored with respect to curricular, professional and administrative issues?

¹ The self-study should be distributed in electronic format. Current format is PDF. Contact staff for procedural questions is Betsy Moses, bmoses@ucsc.edu.
B. Writing Program’s involvement with graduate students

Describe the present and planned philosophy of the Writing Program’s graduate curriculum and how the program engages with graduate students to address the following:

- Is the Writing Program satisfied with the breadth, depth, and coherence of the course offering for graduate students (Writing 203)?
- Describe the graduate course offering and explain what the educational objectives are and how they are assessed.
- Are course enrollments limited by financial support, by the numbers and quality of applicants, by available faculty resources for supervision, or by some other constraint?

C. Undergraduate Program

Briefly describe the philosophy and structure of the Writing Program’s curricular responsibilities and overall effectiveness of the lower division core writing program. Explain the purpose and structure for how the Writing Program, together with the colleges and academic departments, administers the lower-division writing components of the campus general education requirements (C1, C2); and the Entry Level Writing Requirement (ELWR); and advises students about ways to fulfill these requirements.

For the curriculum, answer the following questions:

- What are the educational objectives (or student learning outcomes)? Where are they published?
- Describe the internal processes and framework used among Writing Program faculty in the development of curriculum and implementation and assessment of curriculum.
- How does the Writing Program ensure active participation of the whole faculty in developing writing skills across the curriculum? Describe its effectiveness.
- How are current instructional methods and philosophies introduced to instructors who are new to the program?
- How does the faculty assess whether students from the program regularly achieve those objectives? How does the program’s experience provide evidence that students from the program achieve the program’s major learning outcomes?
- What policies and practices ensure that placement standards, course content, grading standards, and assessment of student learning are uniform across multiple offerings of the course with different instructors? Describe how the Writing Program engages the whole faculty to collectively ensure that educational objectives remain uniform across multiple offerings of the course with different instructors.
• Provide an example since the last review of an improvement made to improve some aspect of the program’s curriculum or course effectiveness. What stimulated the faculty to make the change? What evidence did they use to guide the development or assessment of the effectiveness of the improvement?
• What internal mechanisms are in place (questionnaires, surveys) to obtain feedback and evaluation data from students on teaching and course effectiveness that can be used to evaluate and improve courses and provide direct feedback to faculty?
• How are students advised and mentored for success in the program? What measures of student satisfaction or evidence of student learning do faculty use to monitor the effectiveness of the program?
• Please describe any other aspects of the undergraduate program, such as outreach, tutoring, internships, or other support activities, that the faculty believe contribute to student success in the program.

E. **Administrative Staffing, Equipment, and Space**

Please address the adequacy of administrative support resources, including staffing, equipment, instructional technology, and space.

III. **CRITICAL ISSUES**

The Writing Program should identify one to three critical issues that they plan to address during the coming review cycle. These issues may be ones that focus on aspects of the faculty research, graduate or undergraduate programs (i.e. fall within one of the categories cited above), or may crosscut these categories. Examples of the latter category would be to increase diversity throughout the Writing Program or to reorient the focus of the curriculum to meet changes within the discipline.

The faculty discussion should include two parts: 1) the identification of the problem, scope and ramifications of the issue, and supporting evidence; and 2) a strategy by which the Writing Program plans to address this issue. Although the Writing Program should bear in mind the available resources, this is also an opportunity to present arguments for funding adjustments. Writing Program initiatives to generate external funding should also be presented.

Briefly discuss the Writing Program’s plans that have been submitted for divisional/school and campus academic planning processes. Include any anticipated changes in the direction, timing, or phasing. If Writing Program plans or alterations are in response to the issues raised in Section 2, discuss the resulting impacts. Briefly summarize specific proposals under development for new undergraduate or graduate programs. You may reference the actual planning documents and new degree or non-degree program proposals, which are appended (see below).

**APPENDICES**
The Writing Program will provide Appendices I through IV. The Office of Planning and Budget will coordinate or provide data for Appendix V.
Appendix I – Overall Writing Program Profile

- A vitae for each Senate and recurring faculty member who has held an appointment in the past three years, including employment, education, professional competence and activity, and published writings and creative activities. This should omit teaching history and may be produced by any method the Writing Program prefers. Methods suggested include: The Academic Human Resources on-line biobib/cv system; comprehensive faculty website addresses; or faculty prepared cvs. (do not append biobibs)
- Total Writing Program extramural research funding proposed and awarded (public and private) by year for the past six years. The Office of Sponsored Projects will provide a baseline report, which may be augmented by the Writing Program.
- History of Writing Program chair appointments (at least since the previous review) and plans for succession.
- Writing Program instructional workload policy.
- Course offerings over three years including course number and enrollments. A report generated from CLP, Data Warehouse, or Writing Program preferred format.
- Faculty recruitment plan (intellectual areas, level of appointment, schedule).
- External review report from previous review.
- Campus closure report from previous review.
- Writing Program mid-cycle report from previous review.
- Accreditation self-study and review report, if applicable.

Appendix III: Undergraduate Program Profile

- Undergraduate program website address
- Undergraduate catalog copy website address

Appendix V: Statistics and Student Surveys
(Provided or coordinated by the Office of Planning & Budget)

- Senate Faculty historical roster and demographic distribution.
- Total enrollments and student/faculty workload ratio history.
- Senate faculty course load and enrollments history.