Required Data Exhibit 1.1: Graduate Admissions by Gender

	These data	a are for:X Fall	Term Only	Full Year (Annualized)	Other (Specify)
	Year 1	Year 2	Year 3	Year 4	Year 5*
	N (gender as % of total)	N (%)	N (%)	N (%)	N (%)
Graduate Students					
Total Applicants	8337	8283	8636	9542	10633
Male	4384 (53%)	4259 (51%)	4507 (52%)	4985 (52%)	5662 (53%)
Female	3833 (46%)	3924 (47%)	4046 (47%)	4479 (47%)	4871 (46%)
Unknown	120 (1%)	100 (1%)	83 (1%)	78 (1%)	100 (1%)
Total Admits	2859 (34%)	2547 (31%)	2704 (31%)	2810 (29%)	2772 (26%)
Male	1495 (18%)	1235 (15%)	1358 (16%)	1443 (15%)	1379 (13%)
Female	1338 (16%)	1297 (16%)	1337 (15%)	1354 (14%)	1380 (13%)
Unknown	26 (0%)	15 (0%)	9 (0%)	13 (0%)	13 (0%)
Total Enrolled	1135 (14%)	1109 (13%)	1250 (14%)	1281 (13%)	1313 (12%)
Male	562 (7%)	518 (6%)	591 (7%)	641 (7%)	629 (6%)
Female	573 (7%)	590 (7%)	659 (8%)	638 (7%)	683 (6%)
Unknown	0 (0%)	1 (0%)	0 (0%)	2 (0%)	1 (0%)
Professional Students					
Total Applicants	10009	10372	9505	10204	10429
Male	4597 (46%)	4842 (47%)	4384 (46%)	4896 (48%)	5077 (49%)
Female	5412 (54%)	5528 (53%)	5121 (54%)	5308 (52%)	5351 (51%)
Unknown	0 (0%)	2 (0%)	0 (0%)	0 (0%)	0 (0%)
Total Admits	1594 (16%)	1663 (16%)	1641 (17%)	1569 (15%)	1605 (15%)
Male	760 (8%)	762 (7%)	760 (8%)	747 (7%)	779 (7%)
Female	834 (8%)	901 (9%)	881 (9%)	822 (8%)	825 (8%)
Unknown	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total Enrolled	633 (6%)	638 (6%)	614 (6%)	614 (6%)	630 (6%)
Male	297 (3%)	291 (3%)	287 (3%)	306 (3%)	313 (3%)
Female	336 (3%)	347 (3%)	327 (3%)	308 (3%)	317 (3%)
Unknown	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Required Data Exhibit 1.1: Undergraduate Admissions by Gender

These data	are for:X Fall Te	erm Only	_ Full Year (Annualized	d) Other (Spe	cify)
	Year 1	Year 2	Year 3	Year 4	Year 5*
	N (gender as % of total)	N (%)	N (%)	N (%)	N (%)
New Freshmen Total Applicants	35100	40608	42374	43295	45806
Male	16140 (46%)	18353 (45%)	19088 (45%)	19746 (46%)	20911 (46%)
Female	18753 (53%)	22000 (54%)	23241 (55%)	23487 (54%)	24859 (54%)
Total Admits	20477 (58%)	21264 (52%)	19581 (46%)	19460 (45%)	21085 (46%)
Male	8919 (25%)	9001 (22%)	8367 (20%)	8508 (20%)	9101 (20%)
Female	11448 (33%)	12119 (30%)	11195 (26%)	10928 (25%)	11966 (26%)
Total Enrolled	4955 (14%)	4972 (12%)	4412 (10%)	4501 (10%)	4705 (10%)
Male	2042 (6%)	2113 (5%)	1835 (4%)	2034 (5%)	2008 (4%)
Female	2913 (8%)	2859 (7%)	2577 (6%)	2467 (6%)	2697 (6%)
Undergraduate Transfers Total Applicants	7490	8190	8991	11272	13570
Male	3796 (51%)	4198 (51%)	4761 (53%)	5968 (53%)	7135 (53%)
Female	3584 (48%)	3869 (47%)	4223 (47%)	5290 (47%)	6430 (47%)
Total Admits	5476 (73%)	5892 (72%)	6288 (70%)	7495 (66%)	7233 (53%)
Male	2694 (36%)	2866 (35%)	3173 (35%)	3849 (34%)	3551 (26%)
Female	2702 (36%)	2937 (36%)	3110 (35%)	3634 (32%)	3679 (27%)
Total Enrolled	1858 (25%)	1914 (23%)	2219 (25%)	2756 (24%)	2770 (20%)
Male	864 (12%)	860 (11%)	1077 (12%)	1389 (12%)	1351 (10%)
Female	994 (13%)	1054 (13%)	1142 (13%)	1367 (12%)	1419 (10%)

UCDAVIS Required Data Exhibit 1.2a: Graduate Admissions by Race/Ethnicity (Categories prior to 2010-2011)

These data are for: ___X__ Fall Term Only Full Year (Annualized) _____ Other (Specify) **Graduate Students Professional Students** Asian / Pacific Islander White Non-Hispanic Black, Non-Hispanic American Indian , Alaskan Native Asian / Pacific Islander Hispanic Hispanic Black, Other American Indian / Other White Non-Hispanic Alaskan Native International International Non-Hispanic 2678 730 337 820 3617 4073 301 69 2848 681 1621 **Total Applicants** 111 44 416 Year 1 N (%) 2007-08 1204 37 26 321 140 329 802 695 48 7 130 249 399 66 **Total Admits** (45%) (33%) (59%) (42%) (19%) (44%) (40%) (22%) (17%) (16%) (10%) (14%) (15%) (16%) 516 15 16 127 70 147 244 268 16 1 165 42 101 40 Total Enrolled (21%) (19%) (17%) (18%) (7%) (7%) (5%) (1%) (6%) (6%) (6%) (14%) (36%) (10%)2703 **Total Applicants** 108 29 738 371 644 3690 4167 329 64 2931 694 1647 540 Year 2 N (%) 2008-09 1174 38 11 282 154 253 635 39 15 243 55 772 411 128 Total Admits (43%) (35%) (38%) (38%) (42%) (39%) (17%) (19%) (12%) (23%) (14%) (18%) (15%) (10%) 556 8 129 79 219 312 10 4 21 17 101 168 40 83 Total Enrolled (3%) (21%)(16%) (28%) (17%) (21%) (16%) (6%) (7%) (6%) (6%) (6%) (5%) (4%) 2915 112 827 397 585 3761 4077 361 2770 755 1045 39 74 **Total Applicants** 423 Year 3 N (%) 2009-10 1222 37 376 149 214 689 786 388 142 65 17 33 6 221 **Total Admits** (42%) (33%) (44%) (45%) (38%) (37%) (18%) (19%) (9%) (8%) (19%) (21%) (15%) (14%) 23 10 191 112 229 48 614 71 311 9 2 152 68 24 Total Enrolled (21%)(21%)(26%) (23%) (18%) (19%) (6%) (8%) (2%) (3%) (5%) (6%) (7%) (6%)

These data are for: ____X___ Fall Terms Only Full Year (Annualized) _____ Other (Specify) **Professional Students Graduate Students** Native Hawaiian or Pacific Islander American Indian or Alaskan Native Native Hawaiian or Pacific Islander White White Other Black or African or Alaskan Native Asian race Two or more races Other **Black or African** Asian race American Indian Hispanic of any Hispanic of any Two or more races American Internationa American Total 3547 134 6 858 301 130 3935 4247 309 69 2839 950 879 16 615 31 686 **Applicants** Year 4 N (%) 2010-11 1370 48 7 353 102 235 54 640 772 46 9 4 333 135 115 105 Total 1 (44%) (41%) (34%) (38%) (42%) (16%) (18%) (13%) (12%) (14%) (17%) (39%) (36%) (17%) (15%)(13%) (12%) Admits 628 22 3 158 295 5 35 1 54 121 22 272 16 1 152 53 30 Total (19%) (17%) (18%) (17%) (7%) (7%) (7%) (3%) (6%) (4%) (18%) Enrolled (18%) (16%) (20%) (5%) (5%) (4%) Total 3662 133 24 9 871 312 186 4772 4352 375 47 35 2958 1003 602 925 664 **Applicants** Year 5* N (%) 2011-12 1336 29 5 309 219 59 692 816 32 2 5 351 131 145 6 117 68 Total (56%) (36%) (22%) (25%) (35%) (38%) (33%) (32%) (15%) (19%) (4%) (14%) (13%) (9%) (12%)(11%)(16%) Admits Total 643 10 4 4 141 69 123 31 288 324 7 2 3 151 50 26 45

(19%)

(17%)

(6%)

(7%)

(4%)

(2%)

(9%)

(5%)

(5%)

(4%)

International

449

62

(14%)

34

(8%)

513

70

(14%)

28

(5%)

(5%)

Required Data Exhibit 1.2b: Graduate Admissions by Race/Ethnicity (Categories as of 2010-2011)

Enrolled

(18%)

(8%)

(17%)

(44%)

(16%)

(22%)

Required Data Exhibit 1.2a: Undergraduate Admissions by Race/Ethnicity (Categories prior to 2010-2011)

These data are for: ___X__Fall Term Only ____Full Year (Annualized) _____Other (Specify)

				New Fr	reshman		Undergraduate Transfers						
		White Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other
Ye	Total Applicants	12342	1286	223	13206	4891	2206	2640	272	62	2338	951	523
∍ar 1 N (2007-08	Total Admits	7245 (59%)	589 (46%)	125 (56%)	7830 (59%)	2831 (58%)	1374 (62%)	1918 (73%)	167 (61%)	50 (81%)	1713 (73%)	688 (72%)	378 (72%)
%)	Total Enrolled	1614 (13%)	183 (14%)	41 (18%)	2120 (16%)	679 (14%)	244 (11%)	786 (30%)	54 (20%)	25 (40%)	531 (23%)	241 (25%)	126 (24%)
Ye	Total Applicants	14003	1600	226	14466	6366	2688	2785	267	61	2592	1007	523
ar 2 N (2008-09	Total Admits	7417 (53%)	556 (35%)	95 (42%)	7796 (54%)	3256 (51%)	1 <i>5</i> 49 (58%)	2026 (73%)	160 (60%)	43 (70%)	1852 (71%)	682 (68%)	370 (71%)
\$%	Total Enrolled	1714 (14%)	1 47 (11%)	23 (10%)	1948 (1 <i>5</i> %)	764 (16%)	295 (13%)	786 (30%)	47 (17%)	18 (29%)	594 (25%)	224 (24%)	121 (23%)
۲e	Total Applicants	14475	1686	296	15252	7224	1992	2985	306	74	2780	1126	574
ar 3 N (2009-10	Total Admits	6692 (46%)	496 (29%)	134 (45%)	7358 (48%)	3245 (45%)	1043 (52%)	2072 (69%)	185 (60%)	50 (68%)	1947 (70%)	762 (68%)	384 (67%)
) %)	Total Enrolled	1512 (10%)	129 (8%)	35 (12%)	1771 (12%)	707 (10%)	190 (10%)	905 (30%)	54 (18%)	22 (30%)	675 (24%)	288 (26%)	141 (25%)

UCDAVIS Required Data Exhibit 1 2a: Underg

Required Data Exhibit 1.2a: Undergraduate Admissions by Race / Ethnicity (Categories after 2010-2011)

				These data are for:X Fall Term							rms Only Full Year (Annualized) Other (Spe					Specify)
					Ne	w Freshn	nan					Underg	raduate T	ransfers		
			White	Black or African American	American Indian or Alaskan Native	Native Hawaiian or Pacific Islander	Asian	Hispanic of any race	Two or more races	White	Black or African American	American Indian or Alaskan Native	Native Hawaiian or Pacific Islander	Asian	Hispanic of any race	Two or more races
	≺	Total Applicants	13781	1270	58	176	13805	7937	2418	3570	276	35	59	3037	1326	580
2010-11	ear 4 N ('	Total Admits	6537 (47%)	334 (26%)	31 (53%)	52 (30%)	6662 (48%)	3315 (42%)	1127 (47%)	2306 (65%)	126 (46%)	23 (66%)	34 (58%)	2011 (66%)	784 (59%)	359 (62%)
	%)	Total Enrolled	1385 (10%)	85 (7%)	5 (9%)	14 (8%)	1649 (12%)	824 (10%)	266 (11%)	986 (28%)	60 (22%)	9 (26%)	17 (29%)	784 (26%)	285 (21%)	159 (27%)
	Y	Total Applicants	14302	1337	69	195	15226	9602	2724	4595	355	30	99	3913	1880	696
2011-12	∍ar 5⁺ N (Total Admits	6950 (49%)	384 (29%)	34 (49%)	68 (35%)	7785 (51%)	3920 (41%)	1253 (46%)	2512 (55%)	136 (38%)	11 (37%)	45 (45%)	2180 (56%)	942 (50%)	377 (54%)
	%)	Total Enrolled	1342 (10%)	77 (6%)	5 (9%)	21 (12%)	1874 (14%)	870 (11%)	257 (11%)	1053 (29%)	48 (17%)	5 (14%)	14 (24%)	837 (28%)	339 (26%)	163 (28%)

^{*} Most recent year

Budget and Institutional Analysis (http://budget.ucdavis.edu/index.html)

Required Data Exhibit 2.1: Headcount Enrollments by Degree Objective

		2008		20	09	20	10	2011		2012	
		Ν	(%)	Ν	(%)	Ν	(%)	N	(%)	Ν	(%)
	Total	30,568	100%	31,247	100%	31,392	100%	31,732	100%	32,354	100%
Non-degree-seeking students		21	0%	30	0%	43	0%	50	0%	50	0%
Less than 2-Year Awards*		251	1%	259	1%	287	1%	220	1%	209	1%
Associate's Degrees		0	0%	0	0%	0	0%	0	0%	0	0%
Bachelor's Degrees		24,058	79 %	24,496	78%	24,538	78%	24,938	79 %	25,588	79 %
Master's Degrees		977	3%	1,049	3%	1,134	4%	1,172	4%	1,121	3%
Doctoral Degrees (PhD)		3,272	11%	3,332	11%	3,354	11%	3,338	11%	3,352	10%
Professional Degrees**		1,989	7%	2,081	7%	2,036	6%	2,014	6%	2,034	6%

 Family Nurse Practitioners and Physicians' Assistants; Teaching Credentials
Master of Business Administration (MBA), Master of Professional Accountancy (MPAC) Juris Doctor (JD), Doctor of Medicine (MD), Doctor of Veterinary Medicine (DVM)

Required Data Exhibit 2.2: Headcount Enrollments by Gender

	20	08	20	09	20	10	20	11	20	12
Total Enrollment	N	(%)	Ν	(%)	N	(%)	N	(%)	Ν	(%)
Male	13663	45%	13983	45%	14329	46%	14573	46%	14743	46%
Female	16905	55%	17264	55%	17063	54%	17159	54%	17611	54%
Lower Division										
Male	4357	42%	4046	42%	3970	44%	3962	43%	3975	41%
Female	5919	58%	5513	58%	5109	56 %	5183	57%	5760	59 %
Upper Division										
Male	6201	45%	6716	45%	7019	45%	7271	46%	7477	47%
Female	7581	55%	8221	55%	8440	55%	8522	54%	8376	53%
Graduate										
Male	3071	48%	3186	48%	3292	49 %	3298	49%	3265	49 %
Female	3309	52%	3435	52%	3430	51%	3396	51%	3423	51%
Non-Degree										
Male	34	26%	35	27%	48	36%	42	42%	26	33%
Female	96	74%	95	73%	84	64%	58	58%	52	67%

Notes: (1) Enrollments are reported as of Fall 3rd week census.

Required Data Exhibit 2.3a: Fall Term Headcount Enrollments by Race / Ethnicity (Categories prior to 2010-2011)

	White, Non-Hispanic		Bla Non-H	ick, ispanic	Americar Alaskar	n Indian / n Native	Asia Pacific	an / Islander	Hisp	anic	Other	
	N	(%)	Ν	(%)	Ν	(%)	Ν	(%)	Ν	(%)	Ν	(%)
Fall 2008												
Total Enrollment	11436	37%	835	3%	200	1%	11264	37%	3516	12%	3317	11%
Lower Division	3463	34%	369	4%	60	1%	4317	42%	1491	15%	576	6%
Upper Division	5029	36%	346	3%	94	1%	5781	42%	1588	12%	944	7%
Graduate	2932	46%	114	2%	42	1%	1164	18%	422	7%	1706	27%
Non-Degree	12	9 %	6	5%	4	3%	2	2%	15	12%	91	70%
Fall 2009												
Total Enrollment	11806	38%	859	3%	214	1%	11539	37%	3815	12%	3014	10%
Lower Division	3251	34%	310	3%	64	1%	3901	41%	1539	16%	494	5%
Upper Division	5393	36%	411	3%	105	1%	6280	42%	1796	12%	952	6%
Graduate	3128	47%	130	2%	45	1%	1350	20%	453	7%	1515	23%
Non-Degree	34	26%	8	6%	0	0%	8	6%	27	21%	53	41%

Required Data Exhibit 2.3b: Fall Term Headcount Enrollments by Race / Ethnicity (Categories as of 2010-2011)

	W	nite	Black or Ame	· African rican	America or Alaska	ın Indian an Native	Native H c Pacific	Hawaiian or Islander	As	ian	Hispanic of any race		Two or m	ore races	Unkr	nown	Non-resic	dent alien
	N	(%)	N	(%)	N	(%)	N	(%)	Ν	(%)	Ν	(%)	Ν	(%)	N	(%)	Ν	(%)
Fall 2010																.		
Total Enrollment	11685	37%	792	3%	182	1%	132	0%	10362	33%	4211	13%	484	2%	1906	6%	1614	5%
Lower Division	2966	33%	233	3%	44	0%	35	0%	3390	37%	1615	18%	274	3%	374	4%	148	2%
Upper Division	5485	36%	418	3%	96	1%	76	0%	5915	38%	1979	13%	153	1%	842	5%	471	3%
Graduate	3167	47%	131	2%	40	1%	21	0%	1041	15%	590	9 %	56	1%	682	10%	994	15%
Non-Degree	67	51%	10	8%	2	2%	0	0%	16	12%	27	20%	1	1%	8	6 %	1	1%
Fall 2011																		
Total Enrollment	11640	37%	712	2%	133	0%	135	0%	10317	33%	4557	14%	935	3%	1507	5%	1790	6%
Lower Division	2742	30%	208	2%	13	0%	40	0%	3440	38%	1725	1 9 %	481	5%	209	2%	287	3%
Upper Division	5633	36%	378	2%	82	1%	73	0%	5856	37%	2179	14%	335	2%	742	5%	509	3%
Graduate	3224	48%	119	2%	38	1%	22	0%	1010	15%	635	9 %	119	2%	533	8%	994	15%
Non-Degree	41	41%	7	7%	0	0%	0	0%	11	11%	18	18%	0	0%	23	23%	0	0%
Fall 2012																		
Total Enrollment	11416	35%	703	2%	116	0%	138	0%	10479	32%	4885	15%	1230	4%	1228	4%	2157	7%
Lower Division	2878	30%	234	2%	13	0%	49	1%	3615	37%	1806	1 9 %	522	5%	126	1%	492	5%
Upper Division	5410	34%	345	2%	64	0%	70	0%	5869	37%	2387	15%	546	3%	556	4%	604	4%
Graduate	3116	47%	117	2%	38	1%	19	0%	990	15%	680	10%	161	2%	507	8%	1060	16%
Non-Degree	12	15%	7	9 %	1	1%	0	0%	5	6%	12	15%	1	1%	39	50%	1	1%

Notes:

1) Enrollments are reported as of Fall 3rd week census.

2) In Table 2.3b, as UC students who were admitted prior to 2010 were not resurveyed with regard to the newly implemented IPEDS ethnicity categories, these enrolled students without IPEDS ethnicity categorization are displayed here using the traditional UC ethnicity code collected at their admission.

Required Data Exhibit 2.4: UC Davis Students Receiving Financial Aid

	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5* 2011-2012
Undergraduate Students ¹ Total Headcount	23,499	24,209	24,655	24,737	25,096
Total Receiving Some Form ² of Financial Aid or Assistance	15,342 65%	1 <i>5,</i> 941 66%	16,844 68%	17,696 72%	18,360 73%
Total Receiving Federal Pell Grant Support ³	7,757 33%	7,811 32%	9,175 37%	10,446 43%	10,895 44%
Graduate Students ¹ Total Headcount	6,297	6,359	6,592	6,655	6,636
Total Receiving Some Form ² of Financial Aid or Assistance	5,655 90%	5,740 90%	5,969 91%	6,074 91%	6,202 93%

Notes:

1) Student headcount based on fall census data. Undergraduate headcount includes post baccalaureates (teaching credential students).

2) Figures are based on fall student enrollment in order to extract data specifically for the undergraduate or graduate level.

3) Pell Grant Support percentages are based on headcount of degree-seeking undergraduates at fall census (excluding post baccalaureates).

^{*} Most recent year

Budget and Institutional Analysis (http://budget.ucdavis.edu/index.html), 12/13/12

	2007-08	2008-09	2009-10	2010-11	2011-12
Credentials & Certificates	133	161	216	187	239
Bachelor's Degrees	5,785	5,762	6,369	6,511	6,738
Master's Degrees	722	683	705	690	803
Doctoral Degrees	500	505	480	511	569
Professional Degrees (MD, DVM, MBA, JD)	551	537	571	642	622
Aerospace Sci & Engineer					
Credentials & Certificates					
Bachelor's Degrees	17	21	20	31	13
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
African American & African Std					
Credentials & Certificates					
Bachelor's Degrees	8	12	9	15	14
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Agric & Environ Education					
Credentials & Certificates					
Bachelor's Degrees	3	2		3	6
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Agricultural & Environmental Chemistry					
Credentials & Certificates		1			
Bachelor's Degrees					
Master's Degrees	1	3	1	1	1
Doctoral Degrees	9	8	5	8	6
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Agricultural & Resource Economics					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	21	14	24	20	26
Doctoral Degrees	11	12	9	10	11
Professional Degrees					
Air Quality and Health	- I - I			I	
Credentials & Certificates		6	1	7	4
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
American Studies					
Credentials & Certificates					
Bachelor's Degrees	13	16	16	13	17
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Animal Behavior					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees		3	1	2	1
Doctoral Degrees	3	7	1	3	5
Professional Degrees					
Animal Biology					
Credentials & Certificates					
Bachelor's Degrees	17	23	40	36	44
Master's Degrees	24	17	7	10	10
Doctoral Degrees		1	1	4	7
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Animal Science					
Credentials & Certificates					
Bachelor's Degrees	108	130	133	155	134
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Animal Science & Management					L
Credentials & Certificates					
Bachelor's Degrees	9	9	13	17	18
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Anthropology					
Credentials & Certificates		1			
Bachelor's Degrees	56	82	68	63	100
Master's Degrees	6	8	6	6	10
Doctoral Degrees	4	4	5	4	15
Professional Degrees					
Applied Mathematics	· · ·				
Credentials & Certificates					
Bachelor's Degrees	9	11	8	6	10
Master's Degrees	3	5	4	2	2
Doctoral Degrees	8	9	5	5	9
Professional Degrees					
Applied Physics	· · ·				
Credentials & Certificates					
Bachelor's Degrees	4	7	4	4	4
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Applied Science Engineering					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	6	7	6	9	3
Doctoral Degrees	7	6	5	5	4
Professional Degrees					
Art					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	2	6	10	8	7
Doctoral Degrees					
Professional Degrees					
Art History	· · ·				
Credentials & Certificates					
Bachelor's Degrees	32	30	23	16	19
Master's Degrees	10	5	4	6	7
Doctoral Degrees					
Professional Degrees					
Art Studio					
Credentials & Certificates					
Bachelor's Degrees	52	49	38	56	60
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Asian American Studies					
Credentials & Certificates					
Bachelor's Degrees	23	23	31	22	23
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Atmospheric Science					
Credentials & Certificates					
Bachelor's Degrees	4	4	3	5	6
Master's Degrees	1		6	2	1
Doctoral Degrees		3	3	2	2
Professional Degrees					
Avian Sciences					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	5	3	9	2	3
Doctoral Degrees					
Professional Degrees					
Biochem & Molecular Biology					
Credentials & Certificates					
Bachelor's Degrees	253	233	240	220	230
Master's Degrees	6	2	4	3	4
Doctoral Degrees	28	25	20	19	11
Professional Degrees					
Biochemical Engineering					
Credentials & Certificates					
Bachelor's Degrees	16	8	14	18	10
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Biological Sciences					
Credentials & Certificates					
Bachelor's Degrees	402	451	463	402	351
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Biological Systems Engineering					
Credentials & Certificates					
Bachelor's Degrees	27	23	16	21	21
Master's Degrees	4	5	4	5	5
Doctoral Degrees	7	2	2	7	7
Professional Degrees					
Biomedical Engineering					
Credentials & Certificates					
Bachelor's Degrees	44	41	38	55	40
Master's Degrees	11	11	9	4	6
Doctoral Degrees	7	7	8	14	15
Professional Degrees					
Biophysics					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees				2	
Doctoral Degrees	2	3	4	7	1
Professional Degrees					
Biostatistics					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	2	1	3		3
Doctoral Degrees	4	2	2	3	3
Professional Degrees					
Biotechnology					
Credentials & Certificates					
Bachelor's Degrees	80	83	85	68	70
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Business Administration MBA					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees	151	143	160	222	186
Cell Biology					
Credentials & Certificates					
Bachelor's Degrees	27	32	38	39	31
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Chem/Matls Science & Engr					
Credentials & Certificates					
Bachelor's Degrees	5	4	7	4	5
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Chemical Engineering					
Credentials & Certificates					
Bachelor's Degrees	35	29	47	35	55
Master's Degrees	4	3	14	7	12
Doctoral Degrees	8	10	10	8	6
Professional Degrees					
Chemistry					
Credentials & Certificates					
Bachelor's Degrees	40	39	67	64	129
Master's Degrees	2	5	4	6	10
Doctoral Degrees	19	32	32	29	41
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Chicana/o Studies					
Credentials & Certificates					
Bachelor's Degrees	16	24	39	35	35
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Child Development					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	6	10	7	9	
Doctoral Degrees					
Professional Degrees					
Chinese	· · · ·				
Credentials & Certificates					
Bachelor's Degrees	8	13	19	30	16
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Civil & Environmental Engineering					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	36	51	42	53	73
Doctoral Degrees	21	22	16	20	19
Professional Degrees					
Civil Engineering					
Credentials & Certificates					
Bachelor's Degrees	110	119	142	132	153
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Classical Civilization					
Credentials & Certificates					
Bachelor's Degrees	8	7	7	9	14
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Clinical Nutrition			I	I	I
Credentials & Certificates					
Bachelor's Degrees	77	78	98	107	73
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Clinical Research					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees		24		18	7
Doctoral Degrees					
Professional Degrees					
Communication					
Credentials & Certificates					
Bachelor's Degrees	216	203	261	256	228
Master's Degrees	1	1	6	6	7
Doctoral Degrees					
Professional Degrees					
Community & Regional Developmt					
Credentials & Certificates					
Bachelor's Degrees	58	50	68	66	75
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Community Development					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	16	17	11	7	13
Doctoral Degrees					
Professional Degrees					
Comparative Literature					
Credentials & Certificates					
Bachelor's Degrees	6	14	13	15	19
Master's Degrees			1		1
Doctoral Degrees	2	6	2	2	5
Professional Degrees					
Comparative Pathology					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	8	2	4	4	6
Doctoral Degrees	12	15	10	16	13
Professional Degrees					
Computational Applied Science					
Credentials & Certificates					
Bachelor's Degrees	2		2		
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Computer Engineering					
Credentials & Certificates					
Bachelor's Degrees	13	18	20	16	13
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Computer Science					
Credentials & Certificates					
Bachelor's Degrees	45	54	42	51	60
Master's Degrees	17	22	27	14	34
Doctoral Degrees	20	17	25	25	19
Professional Degrees					
Computer Science & Engineering					I
Credentials & Certificates					
Bachelor's Degrees	34	18	33	27	46
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Conservation Management					
Credentials & Certificates			2	4	3
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Cultural Studies					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	2				
Doctoral Degrees	1	2	4	5	5
Professional Degrees					
Design					
Credentials & Certificates					
Bachelor's Degrees	126	126	148	139	141
Master's Degrees		1		2	2
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Development Practice					
Credentials & Certificates				1	4
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Doctor of Medicine					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees	93	85	89	100	106
Doctor of Veterinary Medicine					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees	114	118	127	125	128
Dramatic Art					
Credentials & Certificates					
Bachelor's Degrees	28	22	11	23	16
Master's Degrees	7	7	13	8	8
Doctoral Degrees		1			
Professional Degrees					
East Asian Studies					
Credentials & Certificates					
Bachelor's Degrees	7	4	4	4	8
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Ecological Mgmt & Restoration					
Credentials & Certificates					
Bachelor's Degrees	13	14	40	13	11
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Ecology				I	I
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	10	7	7	9	7
Doctoral Degrees	34	31	25	19	24
Professional Degrees					
Ecology Jt Program SDSU					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees	4	3	2	1	2
Professional Degrees					
Economics					
Credentials & Certificates					
Bachelor's Degrees	328	312	391	376	411
Master's Degrees	16	17	5	8	7
Doctoral Degrees	12	9	11	15	18
Professional Degrees					
Educ Ldrship Jt Programs					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees	16	19	16	15	13
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Education - Credential					
Credentials & Certificates	105	114	140	148	132
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Education - Credential/MA			L	I	L
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	92	87	95	129	123
Doctoral Degrees					
Professional Degrees					
Education - MA					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	8	8	8	3	3
Doctoral Degrees					
Professional Degrees					
Education - PhD					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees	7	10	9	10	10
Professional Degrees					
Electrical & Computer Engineering					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	33	21	36	23	20
Doctoral Degrees	23	16	19	18	25
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Electrical Engineering					
Credentials & Certificates					
Bachelor's Degrees	63	67	67	64	57
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Electronic Materials Engr					L
Credentials & Certificates					
Bachelor's Degrees	1	1	2	1	6
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
English					
Credentials & Certificates					
Bachelor's Degrees	219	184	219	196	234
Master's Degrees	15	15	16	16	13
Doctoral Degrees	7	15	10	7	18
Professional Degrees					
Entomology					
Credentials & Certificates					
Bachelor's Degrees	5	2	5	2	7
Master's Degrees	5		4	1	4
Doctoral Degrees	6	8	1	4	7
Professional Degrees					
Environ Hort & Urban Forestry					
Credentials & Certificates					
Bachelor's Degrees	4	17	13	20	15
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Environ Policy, Analy & Plan					
Credentials & Certificates					
Bachelor's Degrees	17	20	34	28	38
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Environmental Sci & Mgmt					
Credentials & Certificates					
Bachelor's Degrees	13	16	25	31	46
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Environmental Toxicology					
Credentials & Certificates					
Bachelor's Degrees	16	20	23	36	38
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Epidemiology					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	3	1	1	1	
Doctoral Degrees	9		7	7	13
Professional Degrees					
Evolution, Ecol & Biodiversity					
Credentials & Certificates					
Bachelor's Degrees	27	20	26	27	23
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Exercise Biology					
Credentials & Certificates					
Bachelor's Degrees	132	153	155	191	179
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Exercise Science					L
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	1	3	5	3	2
Doctoral Degrees					
Professional Degrees					
Family Nurse Practitioner					
Credentials & Certificates	28	38	73	23	94
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Fiber and Polymer Science					
Credentials & Certificates					
Bachelor's Degrees	1	1	1	1	
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Film Studies					
Credentials & Certificates					
Bachelor's Degrees	13	11	27	20	38
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Food Science					
Credentials & Certificates					
Bachelor's Degrees	43	38	62	54	47
Master's Degrees	9	11	7	6	12
Doctoral Degrees	7	4	3	5	4
Professional Degrees					
Forensic Science				<u> </u>	
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	13	21	7	15	15
Doctoral Degrees					
Professional Degrees					
French					
Credentials & Certificates					
Bachelor's Degrees	21	14	17	12	6
Master's Degrees		1	3		1
Doctoral Degrees	5		3	1	1
Professional Degrees					
Genetics					
Credentials & Certificates					
Bachelor's Degrees	94	77	72	75	71
Master's Degrees	8	2	4	5	7
Doctoral Degrees	13	13	11	19	8
Professional Degrees					
Geography					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	5	8	5	2	5
Doctoral Degrees	5	3	10	8	7
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12		
Geology							
Credentials & Certificates							
Bachelor's Degrees	19	24	16	22	21		
Master's Degrees	4	7	4	7	5		
Doctoral Degrees	4	6	4	8	2		
Professional Degrees							
German							
Credentials & Certificates							
Bachelor's Degrees	4	7	6	2	3		
Master's Degrees	2	2	1		2		
Doctoral Degrees		1	4		3		
Professional Degrees							
Health Informatics							
Credentials & Certificates							
Bachelor's Degrees							
Master's Degrees		2	2	4	8		
Doctoral Degrees							
Professional Degrees							
History							
Credentials & Certificates							
Bachelor's Degrees	165	135	150	139	167		
Master's Degrees	1		5	2	6		
Doctoral Degrees	10	11	7	9	11		
Professional Degrees							
Horticulture & Agronomy	Horticulture & Agronomy						
Credentials & Certificates							
Bachelor's Degrees							
Master's Degrees	17	12	16	8	23		
Doctoral Degrees			1	1	7		
Professional Degrees							

	2007-08	2008-09	2009-10	2010-11	2011-12
Human Development					
Credentials & Certificates					
Bachelor's Degrees	181	197	198	199	239
Master's Degrees					
Doctoral Degrees	6	4	5	5	9
Professional Degrees					
Hydrologic Sciences					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	2	7	3	2	8
Doctoral Degrees	2			1	1
Professional Degrees					
Hydrology					
Credentials & Certificates					
Bachelor's Degrees	4	3	3	6	6
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Immunology					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	8	1	3	1	1
Doctoral Degrees	7	4	5	7	9
Professional Degrees					
Individual Program					
Credentials & Certificates					
Bachelor's Degrees	1	3	3	1	2
Master's Degrees					
Doctoral Degrees		1			1
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Integrated Pest Management					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	3				
Doctoral Degrees					
Professional Degrees					
International Agric Developmt					L
Credentials & Certificates					
Bachelor's Degrees	5	6	9	16	11
Master's Degrees	20	9	16	11	15
Doctoral Degrees					
Professional Degrees					
International Commercial Law					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	3	2	17	12	7
Doctoral Degrees					
Professional Degrees					
International Relations					
Credentials & Certificates					
Bachelor's Degrees	215	172	215	230	207
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Italian					
Credentials & Certificates					
Bachelor's Degrees	5	2	6	4	5
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Japanese					
Credentials & Certificates					
Bachelor's Degrees	15	18	18	29	29
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Law - Juris Doctor					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees	193	191	195	195	202
Landscape Architecture					
Credentials & Certificates					
Bachelor's Degrees	43	46	36	33	34
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Linguistics					
Credentials & Certificates					
Bachelor's Degrees	15	16	29	25	46
Master's Degrees	4	5	10	4	15
Doctoral Degrees	1	3	6	1	1
Professional Degrees					
Managerial Economics					
Credentials & Certificates					
Bachelor's Degrees	271	314	321	303	302
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Master of Laws					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	16	15	17	22	23
Doctoral Degrees					
Professional Degrees					
Materials Science & Engineering					
Credentials & Certificates					
Bachelor's Degrees	8	6	6	3	11
Master's Degrees	3	2	1	1	4
Doctoral Degrees	5	7	6	8	7
Professional Degrees					
Maternal & Child Nutrition					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	15	5	8	2	11
Doctoral Degrees					
Professional Degrees					
Math & Scientific Computation					
Credentials & Certificates					
Bachelor's Degrees		1	2	2	2
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Mathematics					
Credentials & Certificates					
Bachelor's Degrees	40	42	35	43	37
Master's Degrees	22	8	3	7	3
Doctoral Degrees	9	10	4	8	7
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Mech/Materials Sci & Engr					
Credentials & Certificates					
Bachelor's Degrees	4	4	4		1
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Mechanical & Aeronautical Engineering]		I	L	I
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	26	27	30	23	33
Doctoral Degrees	18	7	8	8	9
Professional Degrees					
Mechanical Engineering	·				
Credentials & Certificates					
Bachelor's Degrees	99	72	97	77	162
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Mediev & Early Modern Studies					
Credentials & Certificates					
Bachelor's Degrees	5	4	3	5	
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Microbiology	· · · · · · · · · · · · · · · · · · ·				
Credentials & Certificates					
Bachelor's Degrees	50	65	46	61	59
Master's Degrees	1			2	1
Doctoral Degrees	8	7	12	8	10
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Middle East/South Asia Studies					
Credentials & Certificates					
Bachelor's Degrees		1	1	2	3
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Molecular, Cellular & Integrated Physio				I	L
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	1	3	3	1	3
Doctoral Degrees	9	10	7	5	7
Professional Degrees					
Music					
Credentials & Certificates					
Bachelor's Degrees	30	11	29	18	20
Master's Degrees	5	7	1	7	3
Doctoral Degrees	2		1	1	
Professional Degrees					
Native American Studies					
Credentials & Certificates					
Bachelor's Degrees	5		1	7	4
Master's Degrees	2		1	4	1
Doctoral Degrees	2	6	1		2
Professional Degrees					
Natural Sciences					
Credentials & Certificates					
Bachelor's Degrees	5	6	2	1	7
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
	2007-08	2008-09	2009-10	2010-11	2011-12
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Nature and Culture					
Credentials & Certificates					
Bachelor's Degrees	13	6	9	9	4
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Neurobio,Physiology & Behavior			L	I	L
Credentials & Certificates					
Bachelor's Degrees	159	180	200	245	241
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Neuroscience					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	1	1	1	1	
Doctoral Degrees	3	7	8	8	7
Professional Degrees					
Nursing Sci & Health-Care Ldrship MS					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees					25
Doctoral Degrees					
Professional Degrees					
Nutrition					
Credentials & Certificates					
Bachelor's Degrees	40	38	51	62	49
Master's Degrees	14	6	6	6	13
Doctoral Degrees	15	16	16	12	13
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Optical Science & Engineering					
Credentials & Certificates					
Bachelor's Degrees	8	3	3	1	2
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Performance Studies				I	I
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	1				
Doctoral Degrees		6	1	3	4
Professional Degrees					
Pharmacology & Toxicology					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	8			4	3
Doctoral Degrees	6	7	9	14	11
Professional Degrees					
Philosophy					
Credentials & Certificates					
Bachelor's Degrees	36	45	43	45	45
Master's Degrees	1	2	1		1
Doctoral Degrees	1	1	4	1	6
Professional Degrees					
Physics					
Credentials & Certificates					
Bachelor's Degrees	21	18	21	29	38
Master's Degrees	7	14	14	23	14
Doctoral Degrees	14	9	11	16	26
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Plant Biology					
Credentials & Certificates					
Bachelor's Degrees	12	13	4	13	6
Master's Degrees	1	3	2	5	1
Doctoral Degrees	7	9	8	10	11
Professional Degrees					
Plant Pathology					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	3	4	5	2	7
Doctoral Degrees	6	4	5	5	1
Professional Degrees					
Plant Sciences					
Credentials & Certificates					
Bachelor's Degrees	2	3	4	7	2
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Political Science					
Credentials & Certificates					
Bachelor's Degrees	220	203	241	286	276
Master's Degrees	3	2	3	7	1
Doctoral Degrees	3	7	6	10	9
Professional Degrees					
Population Biology					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	1	2	1	2	2
Doctoral Degrees	6	7	3	5	9
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Preventative Veterinary Medicine					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	20	13	27	14	21
Doctoral Degrees					
Professional Degrees					
Psychology					
Credentials & Certificates					
Bachelor's Degrees	582	588	611	681	677
Master's Degrees	17	18	23	18	9
Doctoral Degrees	12	4	17	7	10
Professional Degrees					
Public Health	· · ·				
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	16	19	22	21	12
Doctoral Degrees					
Professional Degrees					
Religious Studies					
Credentials & Certificates					
Bachelor's Degrees	15	7	13	11	18
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Russian					
Credentials & Certificates					
Bachelor's Degrees	6	9	10	3	8
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Science & Technology Studies					
Credentials & Certificates					
Bachelor's Degrees		2	5	8	6
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Second Language Acquisition				I	L
Credentials & Certificates		1		4	2
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Sociology					
Credentials & Certificates					
Bachelor's Degrees	214	217	196	240	236
Master's Degrees	11	10	5	3	3
Doctoral Degrees	5	4	9	6	4
Professional Degrees					
Soils & Biogeochemistry					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	6	6	1	2	8
Doctoral Degrees	4	5	4	3	2
Professional Degrees					
Spanish					
Credentials & Certificates					
Bachelor's Degrees	75	64	60	62	62
Master's Degrees	8	7	3	2	5
Doctoral Degrees	5	4	5	8	7
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Statistics					
Credentials & Certificates					
Bachelor's Degrees	13	16	14	18	24
Master's Degrees	10	5	2	7	4
Doctoral Degrees	4	8	3	3	6
Professional Degrees					
Technocultural Studies				L	L
Credentials & Certificates					
Bachelor's Degrees	12	8	15	11	18
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Textiles & Clothing	·				
Credentials & Certificates					
Bachelor's Degrees	27	16	29	24	25
Master's Degrees	4	4	3	2	6
Doctoral Degrees					
Professional Degrees					
Transportation Technology & Policy					
Credentials & Certificates					
Bachelor's Degrees					
Master's Degrees	6	9	4	9	9
Doctoral Degrees	5	5	4	5	3
Professional Degrees					
Veterinary Science					
Credentials & Certificates					
Bachelor's Degrees	8	9	8	8	
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

	2007-08	2008-09	2009-10	2010-11	2011-12
Viticulture & Epology					
Credentials & Certificates					
Bachelor's Degrees	42	34	38	35	30
Master's Degrees	10	9	11	5	6
Doctoral Degrees					
Professional Degrees					
Wildlife,Fish & Conserv Bio					
Credentials & Certificates					
Bachelor's Degrees	31	37	35	44	51
Master's Degrees					
Doctoral Degrees					
Professional Degrees					
Women's Studies					
Credentials & Certificates					
Bachelor's Degrees	12	12	16	16	8
Master's Degrees					
Doctoral Degrees					
Professional Degrees					

Required Data Exhibit 4.1: Faculty Composition

		200	7-08	200	8-09	200	9-10	201	0-11	201	1-12
	Female	743	32.8%	718	31. 9 %	741	32.8%	742	33.3%	753	34.0%
	Male	1,520	67.2%	1,532	68.1%	1,520	67.2%	1,484	66.7%	1,460	66.0%
Ē	American Indian	15	0.7%	13	0.6%	12	0.5%	13	0.6%	12	0.5%
-Tim	Asian	328	14.5%	327	14.5%	337	14.9%	340	15.3%	342	15.5%
e Fac	Black	33	1.5%	37	1.6%	41	1.8%	44	2.0%	44	2.0%
yllu:	Hispanic	97	4.3%	95	4.2%	92	4.1%	91	4.1%	102	4.6%
	Unknown	53	2.3%	64	2.8%	72	3.2%	72	3.2%	79	3.6%
	White	1,737	76.8%	1,714	76.2%	1,707	75.5%	1,666	74.8%	1,634	73.8%
	Female	162	47.4%	194	51.7%	148	46.0%	149	46.1%	149	43.2%
	Male	180	52.6%	181	48.3%	174	54.0%	174	53.9%	196	56.8%
Part	American Indian	1	0.3%	2	0.5%	2	0.6%	2	0.6%	6	1.7%
ʻlim	Asian	31	9.1%	32	8.5%	34	10.6%	27	8.4%	31	9.0%
e Fa	Black	3	0.9%	7	1. 9 %	6	1.9%	4	1.2%	8	2.3%
thr	Hispanic	33	9.6%	27	7.2%	15	4.7%	14	4.3%	25	7.2%
	Unknown	36	10.5%	33	8.8%	20	6.2%	23	7.1%	34	9.9%
	White	238	69.6%	274	73.1%	245	76.1%	253	78.3%	241	69.9%

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Instructional Faculty Headcount	Total	2,263	2,250	2,261	2,226	2,213
	PT	342	375	322	323	345
		6	7	7	7	6
African American Studies	PT	0	0	1	1	1
A suries du unal De sur la Office		1	0	0	0	0
Agricultural Dean's Office	PT	0	0	0	0	0
Agricultural & Descurse Economics*		34	32	32	31	31
	PT	8	3	2	3	2
American Studios*		9	10	8	8	9
American Studies	PT	0	2	0	1	1
Animal Science*		33	35	33	37	37
	PT	3	2	2	1	0
Anesthesiology & Pain Med - MD*		14	15	19	14	11
	PT	0	0	0	0	2
Aport Physic & Call Biol - VAA*		12	11	12	12	13
	PT	1	2	2	2	2
Anthropology*		26	26	24	23	26
Annropology	PT	2	4	4	7	4
Art & Art History*		26	25	28	27	25
	PT	8	7	6	7	3
Asian American Studies*		10	9	9	7	9
	PT	2	1	1	3	0
Biomedical Engineering*		21	22	23	26	30
biomedical Engineering	PT	0	0	0	1	1
Biological & Agric Engr*		16	16	17	15	14
	PT	1	1	0	0	1
Biological Chemistry and Molecular*		11	11	12	10	13
biological chemisity and molecular	PT	1	1	1	1	0

¹ * Includes faculty who also taught in other departments/programs Budget and Institutional Analysis (<u>http://budget.ucdavis.edu/index.html</u>

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Riological Sciences*		1	0	0	1	0
	PT	0	0	0	0	0
Chamistra,*		44	44	45	45	46
	PT	1	4	3	4	5
Chicano/a Studios*		10	9	8	8	10
	PT	3	2	2	3	2
Public Health Sciences*		4	6	5	15	15
	PT	1	2	0	1	0
Community Development*		14	13	13	13	1
	PT	2	2	1	1	0
Communication*		11	12	14	13	12
	PT	3	2	1	2	1
Comparative Literature*		12	11	11	13	14
	PT	5	8	9	5	5
Critical Theory Program*		1	1	0	0	0
	PT	0	0	0	0	0
Dermatology - MD*		9	10	12	12	11
	PT	2	2	2	3	2
Design*		15	17	15	15	14
	PT	5	4	5	5	7
Theatre and Dance*		17	15	13	15	11
	PT	6	10	9	6	8
East Asian Languages and Cultures*		20	22	22	21	21
	PT	1	2	1	0	0
Economics*		36	35	34	30	29
	PT	5	5	3	5	3
Education*		47	41	44	45	47
	PT	15	18	9	14	12
Engr-Biological & Agric*		18	19	21	19	19
Engr-Diological & Agric	PT	1	1	0	0	1

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Engineering: Applied Science*		18	18	18	18	0
	PT	2	1	0	1	0
Ener-Chamical and Matorial Sciences*		32	31	34	33	36
	PT	0	1	1	2	4
Engineering: Civil & Environmental*		32	29	34	32	36
	PT	4	5	2	2	6
Engineering: Computer Science*		34	36	39	38	37
	PT	0	0	2	1	1
Engineering: Electrical & Computer*		31	31	31	31	31
	PT	1	3	4	2	3
Engineering-Mechanical & Aero*		35	35	35	34	33
	PT	2	0	1	1	3
Engineering		0	0	0	0	0
	PT	0	0	0	0	1
English*		38	42	40	35	34
	PT	56	38	42	37	38
Entomology*		21	20	23	23	22
	PT	1	1	0	0	0
Environmental Toxicology*		12	12	15	13	13
	PT	1	0	1	3	1
Environmental Herticulture*		0	0	0	0	0
	PT	0	1	0	1	0
Environmental Science and Policy*		21	23	24	23	21
	PT	0	0	0	1	2
Epidemiology & Preventive Medicine*		8	9	9	0	0
	PT	0	0	0	0	0
Evolution & Ecology*		25	25	26	25	26
	PT	0	0	0	0	0
Evercise Biology*		6	6	6	6	0
Exercise Biology	PT	0	0	0	0	0

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Family & Community Madicina - MD*		18	16	16	14	16
	PT	2	2	2	1	0
Food Science & Tochnology*		18	19	21	19	19
	PT	3	3	1	0	2
Eronah 8 Halian*		16	14	14	13	11
	PT	10	10	5	5	0
Geology*		32	30	30	30	28
	PT	1	6	4	7	5
Gorman & Pussian*		10	9	11	9	9
	PT	2	2	0	1	1
History and Philosophy of Science*		2	2	2	3	3
	PT	0	0	1	0	0
History*		39	40	39	35	35
	PT	5	7	6	1	1
Human & Community Development *		0	0	0	0	31
	PT	0	0	0	0	7
Cell Biology and Human Anatomy-MD*		16	13	13	11	13
	PT	1	1	0	0	0
Human Development*		13	10	13	10	0
	PT	3	5	2	4	0
Human Physiology - MD*		14	16	18	16	21
	PT	2	2	2	2	2
Internal Medicine - MD*		140	135	128	133	135
	PT	8	7	9	8	9
lewish Studies*		3	2	1	1	2
	PT	1	1	0	0	0
law*		39	38	38	40	43
	PT	11	12	12	15	14
land Air & Water Resources*		35	35	31	31	30
	PT	1	1	2	1	1

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
linguistics*		20	17	14	13	13
	PT	2	5	6	4	3
Landsaana Arabitaatura*		12	10	12	12	1
	PT	3	4	3	1	0
Mathematics*		57	56	60	56	56
	PT	8	7	7	10	9
Pharmacology & Toxicology - MD*		9	12	13	14	16
	PT	0	0	0	0	1
MedicineNon Dent Appts*		4	2	0	2	5
	PT	0	0	0	0	0
Medical Microbiology - MD*		19	19	19	20	19
	PT	0	0	0	0	0
Medicine & Epidemiology - VM*		41	43	40	37	35
	PT	1	1	2	1	2
Medieval Studies		0	0	0	0	0
	PT	1	1	1	0	0
Management*		33	30	33	34	33
	PT	9	13	12	10	9
Microbiology*		17	18	19	19	19
	PT	1	1	1	1	1
Molecular Biosciences - VM*		13	13	14	16	16
	PT	1	0	1	1	0
Molecular & Cellular Biology*		39	39	36	34	34
	PT	1	3	2	1	2
Music		18	17	18	16	16
	PT	5	3	2	4	5
Native American Studies*		11	7	7	7	6
	PT	2	5	5	5	7
Nature and Culture*		0	0	2	2	0
	PT	0	0	0	0	0

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Neuropiology, Physiology, & Robervier*		33	37	36	34	35
	PT	0	0	1	0	3
Nomatology*		7	7	7	6	5
	PT	0	0	0	0	0
Nourology - MD*		26	26	22	21	19
	PT	4	3	2	2	4
Neurosurgery - MD*		11	11	11	12	11
	PT	0	0	1	0	0
Nursing*		0	0	0	0	8
	PT	0	0	0	0	0
Nutrition*		19	22	23	23	22
	PT	0	2	3	1	1
Obstetrics & Gynecology - MD*		9	9	7	7	8
	PT	1	0	0	1	0
Ophthalmalaav - MD*		18	17	18	17	19
	PT	1	1	3	1	3
Orthopedic Surgery - MD*		13	16	16	16	13
	PT	1	1	1	3	2
Otolarynaology - MD*		13	17	16	18	16
	PT	0	0	0	1	2
Physical Med & Rehab - MD*		5	4	3	3	3
	PT	0	0	0	0	0
Medical Pathology and Laboratory Med*		27	27	27	29	35
	PT	4	4	6	3	3
Pathology Micro & Immun - VM*		38	41	37	37	36
	PT	1	1	0	0	3
Pediatrics - MD*		48	45	41	43	42
	PT	0	1	0	0	0
Philosophy		13	13	14	13	12
	PT	1	1	0	2	2

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Physical Education*		40	39	37	3	4
	PT	0	1	1	1	2
Dhysics*		46	49	50	49	48
	PT	8	6	7	10	9
Plant Pathology*		21	21	21	23	21
	PT	0	1	0	0	0
Plastic Surgery - MD		5	4	3	4	4
	PT	0	1	0	0	0
Plant Sciences*		73	73	73	75	69
	PT	0	1	0	1	1
Plant Biology*		18	17	16	18	16
	PT	0	1	1	1	1
Political Science*		29	24	25	26	25
	PT	0	1	5	5	1
Pomology*		1	1	1	0	0
	PT	0	1	0	0	0
Population Hith & Reprod - VM*		20	19	18	21	25
	PT	4	4	5	2	2
Psychology*		46	43	49	48	42
	PT	10	13	12	11	8
Psychiatry - MD*		24	25	28	22	25
	PT	1	1	2	1	1
Radiology - MD*		33	31	34	36	35
	PT	3	2	2	3	3
Religious Studies*		10	11	9	8	10
	PT	3	1	0	1	0
Sociology*		31	27	30	32	27
	PT	6	8	7	3	8
Spanish & Classics*		24	27	28	28	30
spanish & Classics	PT	33	32	0	2	28

Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Charlinting		17	17	17	18	17
Statistics	PT	5	4	4	4	4
Summer MD*		40	42	34	34	36
Surgery - MD	PT	2	1	3	2	2
Survival & Dard Sciences V/AA*		39	40	43	46	46
	PT	0	3	2	2	2
Toutiles & Clathing*		6	7	6	6	4
	PT	1	0	0	0	1
Indergraduate Studies		0	2	1	1	0
Undergraduate Studies	PT	0	0	0	0	0
		7	10	9	9	12
	PT	0	0	0	0	0
Iniversity Mriting Program*		38	40	35	37	38
	PT	6	17	21	14	16
Vatarinan Madicina*		1	0	0	1	0
	PT	0	0	0	0	0
Viticulture & Englagy*		15	15	14	14	14
	PT	1	1	0	0	0
Wildlife Fish & Conconvotion Rio*		9	8	9	9	10
	PT	2	1	0	0	1
Warner's Studies*		11	10	11	12	11
	PT	1	3	3	1	0
Nen 18 P. Denartment		77	70	81	113	115
	PT	22	24	31	42	34

UCDAVIS Required Data Exhibit 4.3: Staff by Gender and Race / Ethnicity

Categories	Year 1: 200	7-08	Year 2: 2008	3-09	Year 3: 2009	9-10	Year 4: 2010	Year 4: 2010-11		Year 5: 2011-12	
	FTE (N)	%	FTE (N)	%	FTE (N)	%	FTE (N)	%	FTE (N)	%	
Davis Campus											
Career Staff											
Male	2,993.8	39.8	2,995.8	39.7	3,014.6	39.8	2,946.2	39.7	2,910.2	39.4	
Female	4,524.8	60.2	4,553.4	60.3	4,552.2	60.2	4,476.0	60.3	4,466.8	60.6	
White, Non-Hispanic	5,032.1	66.9	5,013.7	66.4	4,957.5	65.5	4,796.3	64.6	4,712.3	63.9	
Black, Non-Hispanic	322.6	4.3	324.7	4.3	325.1	4.3	318.3	4.3	326.8	4.4	
American Indian/Alaskan Native	79.3	1.1	76.0	1	76.7	1	74.7	1	75.0	1	
Asian/Pacific Islander	1,006.9	13.4	1,017.0	13.5	1,043.4	13.8	1,070.2	14.4	1,074.6	14.6	
Hispanic	960.0	12.8	979.4	13	995.3	13.2	986.0	13.3	998.6	13.5	
Other	117.7	1.6	138.4	1.8	168.9	2.2	176.7	2.4	189.6	2.6	
Limited Term Staff											
Male	130.8	36.2	106.1	35.9	82.0	37.6	90.5	37.4	100.1	34.5	
Female	230.5	63.8	189.6	64.1	136.0	62.4	151.3	62.6	189.8	65.5	
White, Non-Hispanic	197.0	54.5	154.2	52.1	119.4	54.8	127.2	52.6	174.1	60.1	
Black, Non-Hispanic	25.0	6.9	18.0	6.1	11.8	5.4	10.8	4.5	17.6	6.1	
American Indian/Alaskan Native	4.3	1.2	4.6	1.5	1.2	0.5	1.0	0.4	3.0	1	
Asian/Pacific Islander	55.4	15.3	50.1	17	34.8	16	43.5	18	42.9	14.8	
Hispanic	67.9	18.8	49.3	16.7	36.6	16.8	39.8	16.5	43.1	14.9	
Other	11.9	3.3	19.4	6.6	14.3	6.6	19.5	8.1	9.1	3.1	
Limited Term Student											
Male	467.4	42.5	469.5	42.1	441.9	40	461.9	39.6	485.5	40.1	
Female	633.1	57.5	645.9	57.9	663.7	60	704.5	60.4	725.1	59.9	
White, Non-Hispanic	399.3	36.3	404.9	36.3	404.1	36.6	449.7	38.6	478.1	39.5	
Black, Non-Hispanic	36.1	3.3	37.9	3.4	46.2	4.2	52.9	4.5	53.0	4.4	
American Indian/Alaskan Native	4.6	0.4	6.4	0.6	7.2	0.6	5.0	0.4	4.3	0.4	
Asian/Pacific Islander	390.5	35.5	392.9	35.2	374.3	33.9	368.6	31.6	374.8	31	
Hispanic	119.8	10.9	138.8	12.4	156.8	14.2	170.5	14.6	199.8	16.5	
Other	150.2	13.6	134.4	12.1	117.0	10.6	119.6	10.3	100.6	8.3	

Required Data Exhibit 4.3: Staff by Gender and Race / Ethnicity

Categories	Year 1: 200	7-08	08 Year 2: 2008-09 Yea		Year 3: 2009	Year 3: 2009-10		Year 4: 2010-11		Year 5: 2011-12	
	FTE (N)	%	FTE (N)	%	FTE (N)	%	FTE (N)	%	FTE (N)	%	
Health System (Sacramento Campus)											
Career Staff											
Male	1,634.8	27.5	1,683.9	27.9	1,656.7	28	1,739.6	28.3	1,817.5	28.7	
Female	4,314.2	72.5	4,354.9	72.1	4,267.7	72	4,406.4	71.7	4,521.6	71.3	
White, Non-Hispanic	3,239.8	54.5	3,246.7	53.8	3,167.1	53.5	3,261.6	53.1	3,332.5	52.6	
Black, Non-Hispanic	599.6	10.1	591.4	9.8	574.0	9.7	585.2	9.5	621.9	9.8	
American Indian/Alaskan Native	55.7	0.9	52.2	0.9	54.9	0.9	54.9	0.9	55.6	0.9	
Asian/Pacific Islander	1,273.9	21.4	1,322.0	21.9	1,337.7	22.6	1,430.4	23.3	1,484.2	23.4	
Hispanic	730.0	12.3	768.7	12.7	738.8	12.5	772.1	12.6	799.8	12.6	
Other	50.0	0.8	57.8	1	51.8	0.9	41.8	0.7	45.1	0.7	
Limited Term Staff											
Male	65.1	27.4	46.5	24.6	42.7	24.9	53.4	27.7	51.6	26.7	
Female	172.8	72.6	142.2	75.4	129.0	75.1	139.6	72.3	141.7	73.3	
White, Non-Hispanic	112.8	47.4	89.7	47.5	82.6	48.1	93.0	48.2	87.2	45.1	
Black, Non-Hispanic	36.7	15.4	28.5	15.1	24.0	14	36.3	18.8	35.1	18.2	
American Indian/Alaskan Native	2.6	1.1	1.9	1	1.2	0.7	1.2	0.6	3.0	1.5	
Asian/Pacific Islander	48.2	20.3	41.8	22.1	44.3	25.8	45.0	23.3	50.3	26	
Hispanic	29.7	12.5	21.6	11.4	17.5	10.2	15.7	8.2	16.1	8.3	
Other	7.8	3.3	5.3	2.8	2.2	1.3	1.6	0.8	1.6	0.8	

Definitional Notes:

Career Staff: A career position is a position established at a fixed or variable percentage of time at 50 percent or more of full-time which is expected to continue for one year or longer. Limited Term Staff: A limited term position is a position not expected to continue for one year or longer.

Limited Term Student: A limited term student position is a position held by a student employee not expected to continue for one year or longer.

Note Regarding Race/Ethnicity Categories:

As is the case for many campuses in the UC system, UC Davis has not resurveyed its staff workload to enable reporting of staff by the IPEDS race/ethnicity categories that were established for 2010-11. Therefore, staff race/ethnicity continues to be reported by the pre-2010-11 categories.

Note Regarding Separate Reporting of the Health System

Employees of the UC Davis Health System, the campus's academic medical center in Sacramento (UC Davis Medical Center and Clinics), are reported separately because the hospital and clinics operate under a significantly different organizational and business model than the remainder of the campus.

Required Data Exhibit 4.4: Full-Time Faculty / Staff Turnover Last Five Years

		Career Staff (excludes	Career Staff (Health	
	Ladder Faculty	Health System)	System)	
# of FTE employees	1,616	5,959	7,888	
# of new hires	60 (3.7%)	444 (7.5%)	736 (9.3%)	
# of retirements	43 (2.7%)	169 (2.8%)	160 (2.0%)	
# of other departures	22 (1.4%)	488 (8.2%)	550 (7.0%)	

Davis Campus Career Staff Data Summary (Excludes Health System)

·	C emp	C hires	C Retire	C Sep
2007-08	6047	559	140	484
2008-09	6041	566	109	432
2009-10	6041	296	196	532
2010-11	5850	444	206	507
2011-12	5814	356	192	484
5-yr Avg	5958.6	444.2	168.6	487.8
		7.5%	2.8%	8.2%

Health System Career Staff Data Summary

	HS emp	HS hires	HS Retire	HS Sep
2007-08	7740	1044	146	741
2008-09	7811	648	126	538
2009-10	7738	460	167	438
2010-11	7952	704	155	493
2011-12	8197	826	207	540
5-yr Avg	7887.6	736.4	160.2	550
		9.3%	2.0%	7.0%

Program	(2)		(3)	(4)	
Agricultural & Environmental	Demonstrated advanced knowledge of analytical, organic, physical, inorganic, or biological chemistry. Demonstrated qualitative and	MS Plan I	Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.
Chemistry (6) Date of last review: 2005	quantitative skills necessary for professional research and teaching in pesticide and toxicant chemistry, food/meat/dairy chemistry, fiber and polymer chemistry, and enzymatic reactions and fermentation chemistry.	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy.
	Date of last revision and approval: 2007				Demonstrate research proficiency through accepted written dissertation and exit seminar.
Agricultural & Resource Economics (6) Date of last review: 2009	Demonstrated advanced knowledge of economic analysis; statistical methods; microeconomic theory and applications; public policy analysis; production economics; industrial organization; international, development and labor economics; and environment and natural resource economics. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in agricultural and resource economics.	MS Plan I & II MS/MBA Joint Program Plan II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	<u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examinations and an oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Animal Behavior (6) Date of last review: 2008	Demonstrated advanced knowledge of animal science; ecology; biological anthropology; physiology; psychology; veterinary science; wildlife biology; and zoology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the adaptive and evolutionary bases of animal behavior. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2009	MS Plan II PhD Plan C	Passing of a Master's Comprehensive Exam Pass examinations, written dissertation and final oral examination (dissertation defense)	Appointed Comprehensive Exam Committee Appointed Qualifying Exam and Dissertation Committees	Completion of course requirements and exam. Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final oral examination.

Program	(2)		(3)	(4)	
Animal Biology (6) Date of last review:	Demonstrated advanced knowledge of animal biology from lipid modification and the interaction of the immune system with animal growth, to conservation of indigenous species, cloning and reproduction, and the	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's	Appointed Thesis Committee Appointed Comprehensive Exam	Completion of course requirements and thesis/exam.
2011	interaction of animal behavior with genetic modification. Demonstrated		Comprehensive Exam	Committee	
	qualitative and quantitative skills necessary for professional research and teaching in integrated animal biology and animal agriculture. <u>Graduate Studies: Programs of Study Website</u>	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral
	Date of last revision and approval: 2011				candidacy.
					Demonstrate research proticiency through accepted written dissertation and exit seminar.
Anthropology	Demonstrated advanced knowledge of the evolution of primate and human behavior; behavioral ecology of nonhuman primates; cultural	MA Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
(6) Date of last review: 2011	evolution; human evolution; hunter-gatherers; North American prehistory; archaeological theory; identity politics; critical theory; culture/power/ideology; gender and society; political economy/ecology; and urban anthropology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in archaeology, linguistic anthropology, biological anthropology, or social anthropology. Graduate Studies: Programs of Study Website Date of last revision and approval: 2009	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Applied Mathematics (6) Date of last review: 2012	Demonstrated advanced knowledge of differential geometry; topology; differential equations; solid and fluid dynamics; biology; atmospheric sciences; mechanics; optimization and control; theoretical chemistry; computer and engineering sciences; mathematical physics; signal and	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	image processing; harmonic analysis, numerical analysis and nonlinear partial differential equations; and applied mathematical analysis. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in applied mathematics. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2007	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators – Graduate KEY: (2) What are the objectives/degree requirements and where are they published? 3) What data/evidence is used to determine that graduates have achieved the stated outcomes? (4) Who interprets the evidence? What is the process? <u>NOTE</u>: (1) The Graduate Council has approved institutional Objectives for Graduate Education (2005), and each program has developed of set of degree requirements to meet those objectives specific to the program of study. (5) The findings are used in the Graduate Council program review process, both in the self-review and the formal review, to improve curriculum and other aspects of the educational experience.

Program	(2)		(3)	(4)	
Applied Science	Demonstrated advanced knowledge of fundamental physical and	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
Engineering ¹	chemical principles to create innovative new technologies, including	Plan I & II			and thesis/exam.
	atomic and molecular physics; computational physics; fusion technology;		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
(6) Date of last review:	laser physics and nonlinear optics; materials science and condensed		Comprehensive Exam	Committee	
2010	matter physics; plasma physics; and scientific computing. Demonstrated	PhD	Pass examinations and	Appointed Qualifying Exam and	Pass preliminary examination and
	qualitative and quantitative skills necessary for professional research and	Plan B	written dissertation	Dissertation Committees	a written and oral Qualifying
	teaching in applied science engineering.				Examination at the end of
	Graduate Studies: Programs of Study Website				coursework to advance to doctoral candidacy.
	Date of last revision and approval: 2011				,
					Demonstrate research proficiency
					through accepted written
					dissertation and exit seminar.
Art Studio	Demonstrated advanced artistry and perceptive abilities in the visual arts	MFA	Completion of a thesis project.	Appointed Thesis Committee	Completion of course requirements
	such as drawing, painting, printmaking, sculpture, ceramic sculpture,	Plan I			and thesis project.
(6) Date of last review:	photography, video, or electronic arts for careers as practicing artists.				
2008	Graduate Studies: Programs of Study Website				
	, i i i i i i i i i i i i i i i i i i i				
	Date of last revision and approval: 2011				
Art History	Demonstrated advanced knowledge of art historical interpretation, the	MA	Completion of a thesis.	Appointed Thesis Committee	Completion of course requirements
-	methodology of art historical research and writing, and a broad range of	Plan I			and thesis.
(6) Date of last review:	specialized fields, such as museum studies, for a careers in teaching,				
2008	museums, galleries, publishing or arts administration, or for further study				
	in a PhD program.				
	Graduate Studies: Programs of Study Website				
	Date of last revision and approval: 2005				
Atmospheric Science	Demonstrated advanced knowledge of air quality; meteorology;	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
	atmospheric chemistry; micrometeorology; biometeorology; climate	Plan I & II			and thesis/exam.
(6) Date of last review:	dynamics; mesoscale meteorology; large-scale dynamics; and numerical		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
2012	weather prediction.		Comprehensive Exam	Committee	

http://gradstudies.ucdavis.edu/index.cfm

¹ Applications are no longer being accepted; the department has been closed.

Program	(2)		(3)	(4)	
	Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the chemistry and dynamics of the atmosphere and its interrelationship with the hydrosphere and the biosphere. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2004	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Avian Sciences (6) Date of last review: 2008	Demonstrated advanced knowledge of the nutrition, physiology, reproduction, pathology, toxicology, immunology, food science, management, ecology, genetics, incubation, environmental physiology, and developmental biology of wild and domesticated birds. Demonstrated qualitative and quantitative skills necessary for professional research in the underlying principles of the biology of Aves derived from genetics, cell biology, physiology, behavior, medicine and environmental biology. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
Biochemistry, Molecular, Cellular and Developmental Biology	Demonstrated advanced knowledge of biochemistry; molecular biology; cell and developmental biology; as well as interdisciplinary approaches that combine biology, genetics, chemistry, physics, engineering, math and/or computational approaches. Demonstrated gualitative and	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
(6) Date of last review: 2009	quantitative skills necessary for professional research and teaching in fundamental biological problems at the organismal, cellular and molecular levels. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2009	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.

Program	(2)		(3)	(4)	
Biological Systems Engineering (6) Date of last review: 2011	Demonstrated advanced knowledge of the use of engineering to efficiently produce, distribute and process biological products, such as food, feed and fiber, while conserving natural resources, preserving environmental quality, and ensuring the health and safety of people. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in biological systems engineering. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2005 (MS, M.Engr. PhD & D.Engr.)	MS Plan I Integrated BS/MS (Plan I & II) M.Engr.	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam For M.Engr., passing of a Master's Comprehensive Exam and final report	Appointed Thesis Committee Appointed Comprehensive Exam Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam. Completion of course requirements, exam and final report.
	2006 (BS/MS)	PhD Plan B D. Engr.	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Biomedical Engineering	Demonstrated advanced knowledge of the modeling of biological systems, and the desian of devices and procedures useful for human and veterinary	MS Plan I	Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.
(6) Date of last review: 2006	medicine. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the integration of engineering with biological and medical sciences. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan C	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination, and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy.
					Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense).
Biophysics	Demonstrated advanced knowledge of the physical laws governing the	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
	properties and interaction of biomolecules and cells; structural biology;	Plan I & II			and thesis/exam.
(6) Date of last review:	membrane dynamics; ion transport; electron transfer; nuclei acid; applied		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
2007	optics; computational biology; cellular regulation; and imaging.		Comprehensive Exam	Committee	

Program	(2)		(3)	(4)	
	Demonstrated qualitative and quantitative skills necessary for professional research and teaching in biophysics. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Biostatistics	Demonstrated advanced knowledge of survival analysis; statistical methods for genetics, bioinformatics, epidemiology and environmental	MS Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
(6) Date of last review: 2010	research; longitudinal data analysis; analysis of biological shapes and trajectories; generalized linear models, estimating equations, model selection and bioassay; and design for biological and medical studies. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in providing stochastic models and methods, algorithms and graphical tools for the analysis of data for a variety of life- sciences fields. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	PhD Plan C	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination, and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense).
Chemical Engineering	Demonstrated advanced knowledge of chemical engineering theory and its relationship to related engineering processes, including biochemical:	MS Plan I & II	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis/exam.
(6) Date of last review: 2011	biomolecular; biomedical; biotechnology; catalysis, colloid and surface science; computational modeling; environmental; fluid mechanics and		For Plan II, passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	
2011 science; computational modeling; environmental; fluid mechanics and rheology; materials processing; nanotechnology; polymers; thin films; process control; process design; separations; transport phenomena; thermodynamics; and modeling. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in chemical engineering. Graduate Studies: Programs of Study Website Date of last revision and approval: 1999	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.	
Chemistry	Demonstrated advanced knowledge of experimental and theoretical aspects of analytical, biological, inorganic, organic, physical, and	MS Plan I	Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.

Program	(2)		(3)	(4)	
(6) Date of last review: 2011	theoretical chemistry. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in chemistry. [OGS site] Graduate Studies: Programs of Study Website Date of last revision and approval: 2011	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Child Development (6) Date of last review: 2001	Demonstrated advanced knowledge of child development during infancy and adolescence; human evolution; cross-cultural development; cognitive development and learning; brain and behavior; nutrition and behavior; perceptual development; social-emotional development; language and intellectual development; memory systems; physiological correlates of behavioral development; and research methods in human growth and development necessary for careers in educational program-delivery, teaching or further graduate study. Graduate Studies: Programs of Study Website	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
Civil and Environmental Engineering	Demonstrated advanced knowledge of designing, building, operating and maintaining the physical infrastructure and protecting the natural environment that together support human society in an economically and environmentally sustainable manner. Demonstrated qualitative and	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
(6) Date of last review: 2010	quantitative skills necessary for professional research and teaching in engineering (environmental, structural, geotechnical, water resource, transportation, planning and design, and water resources) and environmental planning management. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.

Program	(2)		(3)	(4)	
Clinical Research (6) Date of last review: 2011	Demonstrated advanced knowledge of clinical and translational research as it applies to the improvement of health. Demonstrated skills to design, conduct, and analyze translational research studies, and to interpret, apply and disseminate research findings. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	MAS Plan II	Completion of written and oral capstone project	Appointed Education Policy and Curriculum Development Committee and the program Executive Committee	Completion of course requirements and final capstone project
Communication (6) Date of last review:	Demonstrated advanced knowledge of how people create, transmit, interpret, evaluate and respond to messages to inform, relate to, and influence one another interpersonally, in small groups, in organizations, in	MA Plan I	Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.
2008	public settings and across cultures. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the strategic aspects of social interaction, mediated communication, and the development of communication theories. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2009	PhD Plan C	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense).
Community Development (6) Date of last review: 2012	Demonstrated advanced knowledge and social analysis of communities; community design and planning; microeconomic planning; program development; nonprofit management; and community action research and community change skills necessary for careers in community and human services as administrators, designers, planners, researchers and technicians. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
Comparative Literature	Demonstrated advanced knowledge of several three literatures in their original languages in a theoretically and historically informed context, and	MA Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.

Program	(2)		(3)	(4)	
(6) Date of last review: 2005	from an interdisciplinary and multicultural perspective. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in comparative literature, and related disciplines world literature, critical theory and the humanities. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written
					dissertation.
Comparative Pathology	Demonstrated advanced knowledge of the causes and nature of disease processes in animals and humans at the molecular, cellular, tissue, organ and organ systems level. Demonstrated advanced knowledge of tissue	MS Plan I	A Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.
(6) Date of last review: 2010	structure and function, cellular mechanisms of disease and organ systems response to disease. Demonstrated qualitative and quantitative skills to design and interpret experiments relating to pathological processes in a variety of animal species for careers in comparative and translational veterinary medicine and medicine. <u>Graduate Studies: Programs of Study Website</u>	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy.
	Date of last revision and approval: 2008				Demonstrate research proficiency through accepted written dissertation and exit seminar.
(6) Date of last review:	Demonstrated advanced knowledge of algorithms; computational biology; computer architecture; computer graphics and visualization; computer systems design; database systems; computer security; computer networks; program specifications and verification; programming languages and	MS Plan I	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam	Completion of course requirements and thesis/exam.
	compilers; parallel and distributed systems; operating systems; performance evaluation; scientific computation; and software engineering. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in computer science. <u>Graduate Studies: Programs of Study Website</u>	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy.
	Date of last revision and approval: 2012				Demonstrate research proficiency through accepted written dissertation and exit seminar.
Cultural Studies (6) Date of last review:	Demonstrated advanced knowledge of the study of culture and society that highlights how sexuality, race, ability, citizenship, gender, nationality, class and language organize embodied identities, social relations and	MA Plan I	A Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.

Program	(2)		(3)	(4)	
2006	cultural objects, and emphasizes the linked analyses of these factors in relation to local community formations, transnationalism, (post)(neo)colonialism, and globalization. Demonstrated interdisciplinary research skills necessary to carry out research and teaching within an individualized specialization. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Design (6) Date of last review: 2006	Demonstrated advanced knowledge of visual communication (print and screen-based design), exhibitions, interior architecture, and textile and fashion design. Demonstrated creative work and research methodology in sustainable design practices for professional careers in design. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2006	MFA Plan I	Completion of a thesis project.	Appointed Thesis Committee	Completion of course requirements and thesis project.
Dramatic Art (6) Date of last review: 2012	Demonstrated advanced artistry in classical and contemporary performance practices, including acting, directing, choreography and design for careers as practicing artists. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	MFA Plan I	Completion of a thesis project.	Appointed Thesis Committee	Completion of course requirements and thesis project.
Ecology (6) Date of last review: 2005	Demonstrated advanced knowledge in one of the following areas: agricultural ecology; conservation ecology; ecosystems and landscape ecology; ecotoxicology; environmental policy analysis; human ecology; integrative ecology; marine ecology; physiological ecology; or restoration	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	ecology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in ecological theory and its applications. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B Joint PhD with San Diego State University	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Economics	Demonstrated knowledge of modern economic theory, both in the areas of microeconomics and macroeconomics, and advanced proficiency in	MS Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.

Program	(2)		(3)	(4)	
(6) Date of last review: 2008	econometrics and quantitative methods. Acquisition of in-depth knowledge of two fields of theoretical or empirical economics of particular interest to the candidate. Demonstrated ability to address economic issues with the analytic and quantitative skills necessary for a successful academic or professional career in economics, business or government. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2009	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examinations and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Education (6) Date of last review: 2007-08	Credential/MA: Demonstrated advanced knowledge of leadership in a teaching capacity and skill in advocating for all learners. MA, PhD, EdD: Demonstrated advanced knowledge of educational theory and practice related to strengthening schools and improving education policy. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in education. <u>Graduate Studies: Programs of Study Website</u>	Credential/MA Plan II MA Plan I & II PhD Plan B	For Credential/MA Plan II, passing of a Master's Comprehensive Exam For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam Pass examinations and written dissertation	Appointed Comprehensive Exam Committee Appointed Thesis Committee Appointed Comprehensive Exam Committee Appointed Qualifying Exam and Dissertation Committees	Completion of course requirements and thesis/exam. Pass preliminary examination and a written and oral Qualifying
	Date of last revision and approval: 2009 (Cred/MA) 2008 (PhD) 2010 (EdD)	EdD			Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Electrical and Computer Engineering (6) Date of last review: 2009	Demonstrated advanced knowledge of communications; control; networking and signal processing; computer engineering; electronic circuits; optoelectronics; RF, micro-and millimeter waves; and physical electronics. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in electrical and computer	MS Plan I & II BS/MS Integrated	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	engineering.	Degree			

(2)		(3)	(4)	
<u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2008	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examinations and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy.
				Demonstrate research proficiency through accepted written dissertation and exit seminar.
Demonstrated advanced knowledge of literature from the British Middle Ages and colonial America to global/postcolonial and U.S. contemporary, as well as knowledge of literary analysis; literature and	MA Plan I	A Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.
science; literature and environment; literary theory; translation; and gender studies. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in English, or demonstrated skill in creative writing for careers as professional writers. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written
Demonstrated advanced knowledge of ecology; evolution; behavior; plant-insect interactions; biological control; integrated pest management; chemical ecology; molecular biology; olfaction; demography; apiculture; systematics; arthropod-borne diseases of plants and animals; medical	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
entomology; insect physiology; and insecticide toxicology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the integration of basic and applied aspects of entomology. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2001	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examinations and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
	 [2] Graduate Studies: Programs of Study Website Date of last revision and approval: 2008 Demonstrated advanced knowledge of literature from the British Middle Ages and colonial America to global/postcolonial and U.S. contemporary, as well as knowledge of literary analysis; literature and science; literature and environment; literary theory; translation; and gender studies. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in English, or demonstrated skill in creative writing for careers as professional writers. Graduate Studies: Programs of Study Website Date of last revision and approval: 2011 Demonstrated advanced knowledge of ecology; evolution; behavior; plant-insect interactions; biological control; integrated pest management; chemical ecology; molecular biology; olfaction; demography; apiculture; systematics; arthropod-borne diseases of plants and animals; medical entomology; insect physiology; and insecticide toxicology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the integration of basic and applied aspects of entomology. Graduate Studies: Programs of Study Website Date of last revision and approval: 2001 	[2] Graduate Studies: Programs of Study Website PhD Date of last revision and approval: 2008 Plan B Demonstrated advanced knowledge of literature from the British Middle MA Ages and colonial America to global/postcolonial and U.S. Plan 1 contemporary, as well as knowledge of literary analysis; literature and PhD gender studies. Demonstrated qualitative and quantitative skills necessary PhD for professional research and teaching in English, or demonstrated skill in creative writing for careers as professional writers. Graduate Studies: Programs of Study Website Date of last revision and approval: 2011 MS Plan 1 & II Plan 1 & II Plan 8 Date of last revision and approval: 2011 MS Plan 1 & II Demonstrated advanced knowledge of ecology; evolution; behavior; MS Plan 1 & II plant-insect interactions; biological control; integrated pest management; chemical ecology; molecular biology; olfaction; demography; apiculture; systematics; arthropod-borne diseases of plants and animals; medical entomology; insect physiology; and insecticide toxicology. Demonstrated qualitative and quantitative skills necessary for professional research and Plan B Variation in the integration of basic and applied aspects of entomology. Graduate Studies: Programs of Study	[2] [3] Graduate Studies: Programs of Study Website PhD Date of last revision and approval: 2008 Plan B Demonstrated advanced knowledge of literature from the British Middle MA Ages and colonial America to global/postcolonial and U.S. MA contemporary, as well as knowledge of literature and science; literature and environment; literary theory; translation; and gender studies. Demonstrated qualitative and quantitative skills necessary for professional research and keaching in English, or demonstrated skill in creative writing for careers as professional writers. PhD Pass examinations and writen dissertation Carduate Studies: Programs of Study Website Date of last revision and approval: 2011 MS For Plan I, a Master's thesis Demonstrated advanced knowledge of cology; evolution; behavior; systematics; anthropod-borne diseases of plants and animals; medical entomology; inset physiology; and insecticide toxicology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the integration of basic and applied aspects of entomology. MS For Plan I, a Master's thesis Plan B Plan B Plan B Plan B Plan B Plan B Date of last revision and approval: 2011 MS Plan I & II For Plan I, a Master's thesis Plan B Date of last revision and approval: 2001 Plan B Plan B Plan B <td>[2] [3] [4] [4] Graduate Studies: Programs of Study Website PhD Pass examinations and writen dissertation Appointed Qualifying Exam and Dissertation Committees Date of last revision and approval: 2008 Plan B Pass examinations and writen dissertation Appointed Qualifying Exam and Dissertation Committees Demonstrated advanced knowledge of literature from the British Middle contemporary, as well as knowledge of literature and enviroure and enviroures as professional writers. MA Plan B Plan B Appointed Qualifying Exam and Dissertation Committees Date of last revision and approval: 2011 Plan I & II Plan I & II Plan I & II Plan I & II Demonstrated advanced knowledge of ecology: evolution; behavior; chanical ecology; insect physiology; and insecticide toxicology. Demonstrated entomology; insect physiology; and insecticide toxicology. Demonstrated entomology; insect physiology; and insecticide toxicology. Demonstrated entomology; insect physiology; and insecticide toxicology. Demonstrated adualitive and quantified aspects of entomology. Graduate Studies: Programs of Study Website MS For Plan I, a Master's thesis For Plan I, passing of a Master's Comprehensive Exam Appointed Comprehensive Exam PhD<!--</td--></td>	[2] [3] [4] [4] Graduate Studies: Programs of Study Website PhD Pass examinations and writen dissertation Appointed Qualifying Exam and Dissertation Committees Date of last revision and approval: 2008 Plan B Pass examinations and writen dissertation Appointed Qualifying Exam and Dissertation Committees Demonstrated advanced knowledge of literature from the British Middle contemporary, as well as knowledge of literature and enviroure and enviroures as professional writers. MA Plan B Plan B Appointed Qualifying Exam and Dissertation Committees Date of last revision and approval: 2011 Plan I & II Plan I & II Plan I & II Plan I & II Demonstrated advanced knowledge of ecology: evolution; behavior; chanical ecology; insect physiology; and insecticide toxicology. Demonstrated entomology; insect physiology; and insecticide toxicology. Demonstrated entomology; insect physiology; and insecticide toxicology. Demonstrated entomology; insect physiology; and insecticide toxicology. Demonstrated adualitive and quantified aspects of entomology. Graduate Studies: Programs of Study Website MS For Plan I, a Master's thesis For Plan I, passing of a Master's Comprehensive Exam Appointed Comprehensive Exam PhD </td

Program	(2)		(3)	(4)	
Epidemiology	Demonstrated advanced knowledge of chronic and infectious disease;	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
	zoonoses and food-borne disease; nutritional, occupational, reproductive	Plan I & II			and thesis/exam.
(6) Date of last review:	and wildlife epidemiology; and the development of new epidemiologic		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
2006	and biostatistical methods.		Comprehensive Exam	Committee	
	Demonstrated qualitative and quantitative skills necessary for professional	PhD	Pass examinations and	Appointed Qualifying Exam and	Pass preliminary examinations and
	research and teaching in the concepts and methods in biology,	Plan B	written dissertation	Dissertation Committees	a written and oral Qualifying
	economics, mathematics and statistics with the goals of understanding the				Examination at the end of
	distribution and determinants of disease, injury, and impaired productivity				coursework to advance to doctoral
	in populations and recommending actions for prevention or control.				candidacy.
	Graduate Studies: Programs of Study Website				
					Demonstrate research proficiency
	Date of last revision and approval: 2005				through accepted written
					dissertation and exit seminar.
Food Science	Demonstrated advanced knowledge of the application of biological,	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
	chemical, physical and behavioral sciences to the processing,	Plan I & II			and thesis/exam.
(6) Date of last review:	preservation, quality evaluation, public health aspects, and utilization of		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
2004	toods. Demonstrated qualitative and quantitative skills necessary tor		Comprehensive Exam	Committee	
	professional research and feaching in food science with an emphasis in	PhD	Pass examination and	Appointed Qualitying Exam and	Pass a written and oral Qualitying
	biochemistry/chemistry, microbiology/termentation and sensory sciences.	Plan B	written dissertation	Dissertation Committees	Examination at the end of
	Graduate Studies: Programs of Study Website				coursework to advance to doctoral
	Data of last an ising and granted b 2002				candidacy.
	Date of last revision and approval: 2003				Demonstrate and and finite and
					Demonstrate research proticiency
					discontation and exit cominan
Equancia Esignad	Demonstrated advanced knewledge the biological and physical sciences	MAS	Ear Dan La Mantar's thesis	Appainted Thesis Committee	Completion of course requirements
rorensic science	beinonsirated advanced knowledge the biological and physical sciences	NVIS Plan I & II	r or Fian I, a Masier's mesis	Appointed mesis Committee	completion of course requirements
(6) Data of last review:	as used in the collection, analysis and interpretation of evidence, as well		For Plan II, passing of a Master's	Appointed Comprehensive Exam	and mesis/ exam.
	as an undersidiating of the logic and workings of the legal system		Comprohensive Exam	Committee	
2010				Commee	
	Graduate Studies: Programs of Study Website				
	Citadodie Sibales. Hogianis of Sibay Website				
	Date of last revision and approval: 2007				
French	Demonstrated advanced knowledge of French and Francophone literature	MA	Passing of a Master's	Appointed Comprehensive Exam	Completion of course requirements
	and /or French and Romance linguistics, as well as knowledge of critical	Plan II	Comprehensive Exam	Committee	and thesis/exam.
(6) Date of last review:	theory, gender studies, and/or second language acquisition theory.				-

Program	(2)		(3)	(4)	
2013	Demonstrated qualitative and quantitative skills necessary for professional research and teaching in French. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Genetics (6) Date of last review: 2009	Demonstrated advanced knowledge of the application of genomic, molecular, and classical genetic approaches to study model organisms, a broad range of native and agricultural species, humans, and companion animals. Demonstrated qualitative and quantitative skills necessary for	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	professional research and teaching in genetics. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Geography (6) Date of last review: 2007	Demonstrated advanced knowledge of the spatial interactions between humans and the biophysical environment, including landscape change; sustainable resource management; human and physical geography; domestication and geographical dispersal of plants and animals:	MA Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	biogeography and climate change; acculturation of indigenous peoples and immigrants; indigenous agrosystems; women in development; and medical-nutritional geography. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the acquisition, analysis and synthesis of geographic information. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Geology (6) Date of last review:	Advanced knowledge of plate tectonics, structural geology, geophysics, geochemistry, petrology, rheology, stratigraphy, and geomorphology, in relation to evolution of the earth and planets; paleoecology, phylogeny	MS Plan I	Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.

Program	(2)		(3)	(4)	
2011	reconstruction, and functional morphology in relation to biological evolution and paleoenvironments; environmental geology, geomorphology, ocean chemistry, paleoclimatology, and sedimentology in relation to modern/paleo climate change. Demonstrated qualitative and quantitative skills necessary for professional research and teaching of earth structure and evolution; resource geology; paleobiology; paleoenvironments; modern/paleo climate change. Graduate Studies: Programs of Study Website Date of last revision and approval: 2011	PhD Plan C	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense).
German (6) Date of last review: 2012	Demonstrated advanced knowledge of German literature, from the Middle Ages to the present, as well as linguistics and the theoretical and historical problems pertaining to German literature and thought. Demonstrated qualitative and quantitative skills necessary for professional research and	MA Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
	teaching in German. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2009	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Health Informatics (6) Date of last review: 2012	Demonstrated advanced knowledge of storing, retrieving, and interpreting medical and health information essential for health professionals and scientists, including: disease management and the Internet; decision support; the human-computer interaction and interfaces; the electronic medical record; HIPAA; telemedicine; standardized medical terminology and messaging systems; security of health care systems; and the privacy of patient data essential for careers as health informaticists. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2009	MS Plan I	A Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.
History (6) Date of last review: 2012	Demonstrated advanced knowledge of history, including United States; ancient; medieval; early modern and modern European; Russian; East Asian; Indian; Islamic; Latin American; and the history of science and medicine.	MA Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.

Program	(2)		(3)	(4)	
	Demonstrated qualitative and quantitative skills necessary for professional	PhD Plan B	Pass examinations and	Appointed Qualifying Exam and	Pass preliminary examination and
	Graduate Studies: Programs of Study Website	Plan B	written dissertation	Dissertation Committees	a written and oral Qualitying
	Oldudie Siddles, Frograms of Siddy Website				coursework to advance to doctoral
	Date of last revision and approval: 1999				candidacy.
					Demonstrate research proficiency
					dissertation.
Horticulture and	Demonstrated advanced knowledge of Plant Science in one or more of the	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
Agronomy	following areas: agroecology; biotechnology; breeding and crop	Plan I & II			and thesis/exam.
	improvement; crop physiology and production; mineral nutrition; modeling		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
(6) Date of last review:	and quantitative horticulture; pest management; plant growth and		Comprehensive Exam		
2011	development; postharvest physiology; revegetation and restoration; and	PhD	Pass examination and	Appointed Qualitying Exam and	Pass a written and oral Qualitying
	water relations. Demonstrated qualitative and quantitative skills necessary	Plan B	written dissertation	Dissertation Committees	Examination at the end of
	areas: agreeseleav, crep improvement: petharvest handling of				coursework to davance to doctoral
	horticultural commodities: and the production management and utilization				canaladey.
	of horticultural and garonomic plants.				Demonstrate research proficiency
	Graduate Studies: Programs of Study Website				through accepted written
					dissertation and exit seminar.
	Date of last revision and approval: 2011				
Human Development	Demonstrated advanced knowledge of the biological, cognitive, and	PhD	Pass examinations and	Appointed Qualifying Exam and	Pass preliminary examination and
	social-emotional developmental domains, and the contexts within which	Plan A	written dissertation	Dissertation Committees	a written and oral Qualifying
(6) Date of last review:	human development occurs (families, schools, hospitals, etc.), including				Examination at the end of
2013	tactors that shape these contexts via social policy. Demonstrated				coursework to advance to doctoral
	qualitative and quantitative skills necessary for the educational/medical				candidacy.
	administration of programs, or for professional research and feaching in				Demonstrate recearch proficiency
	development across the life span				through accorted written
	Graduate Studies: Programs of Study Website				dissertation and final examination
					(dissertation defense).
	Date of last revision and approval: 2008				(

Program	(2)		(3)	(4)	
Hydrologic Sciences (6) Date of last review: 2013	Demonstrated advanced knowledge of geologic, atmospheric and oceanic sciences; hydrobiology; hydrology; hydrochemistry; engineering; and other applied physical sciences. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in the physical, chemical, and biological processes that affect the circulation of water and beneficial and/or harmful solutes on Earth. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 1992	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
		PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Immunology (6) Date of last review: 2007	Demonstrated advanced knowledge of the cells and tissues of the mammalian immune system; host immune responses to infection, tissue damage and tumors; immune signaling and regulation; allergic and autoimmune disease pathogenesis; vaccine development; nutritional	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	immunology; and the use of immune mediators for diagnosis and treatment of disease. Demonstrated qualitative and quantitative skills necessary to design of experiments and interpretation of data relevant to the development and function of the immune system and for teaching in immunology. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	PhD Plan C	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense).
Program	(2)		(3)	(4)	
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International Agricultural Development (6) Date of last review: 2012	Demonstrated advanced knowledge of history and philosophy of development; leadership and management techniques; fundamentals of crop and livestock farming systems; agricultural economics; and the interaction of agriculture and the social sciences. Demonstrated skills to implement, facilitate, and manage programs that enhance agricultural development, resource management, and rural life. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
International Commercial Law (6) Date of last review: 2006	Demonstrated advanced knowledge of the fundamentals of the U.S. legal system related to business and trade law; international joint ventures; global trading systems; substance and dispute resolution; financing international transactions; securities; intellectual property; comparative law; private international law; anti-trust; business associations; global trading systems; and economic internationalization and trade liberalization necessary for professional legal practitioners to represent clients more effectively in a global commercial environment. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	LLM Plan II	Passing of a Master's Capstone Project	Appointed Capstone Committee	Completion of course requirements and capstone project.
Linguistics (6) Date of last review: 2008	Demonstrated advanced knowledge of structural/theoretical linguistics; second language acquisition and development; bilingualism and multilingualism; and formal and descriptive linguistics. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in linguistics or demonstrated ability to teach English to speakers of another language. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	MA Plan II PhD Plan B	Passing of a Master's Comprehensive Exam Pass examinations and written dissertation	Appointed Comprehensive Exam Committee Appointed Qualifying Exam and Dissertation Committees	Completion of course requirements and exam. Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written

Program	(2)		(3)	(4)	
Master of Laws	Demonstrated advanced knowledge of the fundamentals of the U.S. legal	LLM	pending	pending	pending
	system necessary for professional legal practitioners focusing on				
(6) Date of last review:	transnational law and economic development.				
2007					
	Conducts Studies, Decomposed (Studie) Mathematic				
	Graduale Studies. Programs of Study Website				
	Date of last revision and approval: pending				
Master of Professional	Demonstrated advanced knowledge of the responsibilities and ethics in	MPAc	Passing of a Master's	Appointed Comprehensive	Completion of course requirements
Accountancy	the accounting profession, as well as an understanding of the	Plan II	Comprehensive Examination	Examination Committee	and exam.
	accountancy standards that apply to U.S., international and publicly				
(6) Date of last review:	traded firms as necessary for CPA licensure.				
2010	Graduate Studies: Programs of Study Website				
	Date of last revision and approval: 2011				
Master of Public	Demonstrated advanced knowledge of epidemiology; biostatistics;	MPH	Complete a Capstone Experience	Practicum Instructor of Record and	Completion of course requirements,
Health	environmental and occupational health; health services and	Plan II	through the Practicum Placement,	the appointed Admissions and	capstone experience and written
(6) Data of last reviews	administration; and social and behavioral science necessary for careers in		and a written final report	Advancement Committee with the	final report.
2011	Program Website			Tacony Adviser	
2011					
Accredited by the Council	Graduate Studies: Programs of Study Website				
on Education for Public					
Health: reaccredited	Date of last revision and approval: 2012				
<u>2010.</u>					
Materials Science and	Demonstrated advanced knowledge of structural materials; materials for	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
Engineering	biotechnology and medicine; characterization of microstructures;	Plan I			and thesis/exam.
	thermochemistry of materials; nanomaterials; glasses and ceramics; high-		For Plan II, passing of a	Appointed Comprehensive	
(0) Date of last review:	temperature materials synthesis; intertace reactions; advanced coating	M.Engr.	comprehensive exam and capstone	Examination Committee	
2012	systems; materials processing; materials testing and strength; optical and	riañ li	report		
	electronic/ionic materials; superplasticity; and advanced coating systems.				
	Demonstrated qualitative and quantitative skills necessary for professional				

Program	(2)		(3)	(4)	
	research and teaching in materials synthesis, characterization and processing. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011 (MS/Phd) 2009 (M.Engr.)	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Maternal and Child Nutrition (6) Date of last review: 2012	Demonstrated advanced knowledge of nutrition during pregnancy; lactation and infant nutrition; and child and adolescent nutrition necessary for careers as nutrition/lactation specialists in public health and educational programs. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	MAS Plan II	Complete a Capstone experience and a written final report	Appointed Faculty Committee	Completion of course requirements, capstone experience and written final report.
Mathematics (6) Date of last review: 2009	Demonstrated advanced knowledge of algebra; analysis; applied mathematics; combinatorics; differential equations; geometry; harmonic analysis; mathematical physics; mathematical biology; numerical analysis; optimization: probability; auantum computation; and topology.	MA Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
	Demonstrated qualitative and quantitative skills necessary for professional research and teaching in theoretical and applied mathematics. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2007	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Mechanical and Aeronautical	Demonstrated advanced knowledge of energy systems and energy	MS Plan I & II	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
Engineering	computational fluid dynamics; heat transfer; aeronautics; aerodynamics; aeroacoustics, aerovehicle and spacecraft control; biofluid and biosolid		For Plan II, passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	

Program	(2)		(3)	(4)	
(6) Date of last review: 2008	mechanics; biorobotics; mechanical systems and design; automotive system dynamics; dynamic systems and controls; manufacturing; and sensors and microelectromechanical systems. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in mechanical and aeronautical engineering. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Microbiology	Demonstrated advanced knowledge of general microbiology; microbial ecology; microbial physiology; microbial genetics; molecular mechanisms	MS Plan I	A Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis
(6) Date of last review: 2009	of microbial regulation and pathogenesis; immunology; virology; and recombinant DNA technology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in microbiology. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency
					through accepted written dissertation and exit seminar.
Molecular, Cellular and Integrative Physiology	Demonstrated advanced knowledge of cellular/molecular physiology; systemic physiology; cardiovascular physiology; comparative physiology; endocrinology; exercise physiology; neurophysiology; reproductive physiology; and the physiology of domestic animals. Demonstrated	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
(6) Date of last review: 2008	 qualitative and quantitative skills necessary for professional research and teaching in the fundamental principles of molecular, cellular and integrative physiology. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2009 	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar
Music	Demonstrated advanced knowledge of composition/theory; musicology in all historical periods; bibliographic skills; ethnomusicoloay: music of the	MA Plan I & II	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis/exam.
(6) Date of last review: 2013	Americas; conducting; and performance necessary for teaching and creating music.	-	For Plan II, passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	

Program	(2)		(3)	(4)	
	Graduate Studies: Programs of Study Website Date of last revision and approval: 2012	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Native American Studies (6) Date of last review:	Demonstrated advanced comparative, interdisciplinary and hemispheric knowledge of Native American Studies-history; religion; philosophy; government; politics; society; art; music; women and gender studies; literature; environmental studies; and language and linguistics, as well as	MA Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
2012	indigenous community development for autonomy and sovereignty; colonialism, racism and self-determination; and ethnohistory. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in Native American Studies or related disciplines; or for careers in tribal administration and education, museums and cultural centers, community development, and public policy. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 1998	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Neuroscience (6) Date of last review: 2010	Demonstrated advanced knowledge of molecular biophysics of channels and receptors through motor control; neuroethology; retinal organization; development of visual systems; cortical organization; and cognitive functions.Demonstrated qualitative and quantitative skills necessary for	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	professional research and teaching regarding nerve cells and the ways they are organized to form nervous systems that mediate behavior. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy.
					Demonstrate research proficiency through accepted written dissertation and exit seminar.

Program	(2)		(3)	(4)	
Nursing Science and	Demonstrated advanced knowledge of model health-care systems;	MS	A Master's thesis	Appointed Thesis Committee	Completion of course requirements
Health-Care	effective, efficient and responsive health-care policy; organizational	Plan I			and thesis.
Leadership	change practices; informatics; implementation science; effective				
	leadership; community health; public health; nutrition; biostatistics;	PhD	Pass examination and	Appointed Qualifying Exam and	Pass a written and oral Qualifying
(6) Date of last review:	epidemiology; gerontology; rural health; and health disparities.	Plan B	written dissertation	Dissertation Committees	Examination at the end of
2010	Demonstrated qualitative and quantitative skills necessary for professional				coursework to advance to doctoral
	research and teaching in health-care and health policy.				candidacy.
Accredited by the	Graduate Studies: Programs of Study Website				
Commission of Collegiate					Demonstrate research proficiency
Nursing Education: 2011	Date of last revision and approval: 2012				through accepted written
					dissertation and exit seminar.
Nutritional Biology	Demonstrated advanced knowledge of nutritional biochemistry; animal	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
	nutrition; nutrition and development; nutrient bioavailability;	Plan I & II			and thesis/exam.
(6) Date of last review:	human/clinical nutrition; nutrition and behavior; nutritional energetics;		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
2008	community nutrition; maternal and child nutrition; nutrition and		Comprehensive Exam	Committee	
	endocrinology; international nutrition; obesity/body composition;	PhD	Pass examinations and	Appointed Qualifying Exam and	Pass preliminary examination and
	physiology of digestion; nutrition and chronic disease; culture and	Plan B	written dissertation	Dissertation Committees	a written and oral Qualifying
	nutrition; nutrition and gene expression; nutrition and aging; food				Examination at the end of
	preferences; nutrition and immunity; diet and exercise; dietary assessment;				coursework to advance to doctoral
	protein and lipid metabolism; food intake regulation; and nutrition				candidacy.
	education. Demonstrated qualitative and quantitative skills necessary for				
	professional research and teaching in nutritional biology.				Demonstrate research proficiency
	Graduate Studies: Programs of Study Website				through accepted written
					dissertation.
	Date of last revision and approval: 2005				
Performance Studies	Demonstrated advanced knowledge of twentieth and twenty-first century	MA	Passing of a Master's	Appointed Comprehensive Exam	Completion of course requirements
	performance, including in acting, directing, design and choreography.	Plan II	Comprehensive Exam	Committee	and exam.
(6) Date of last review:	Demonstrated qualitative and quantitative skills necessary for professional	PhD	Pass examinations and	Appointed Qualifying Exam and	Pass preliminary examination, a
2012	research and teaching in performance criticism, history, media, theory,	Plan C	written dissertation	Dissertation Committees	written and oral Qualifying
	and practice.				Examination at the end of
	Graduate Studies: Programs of Study Website				coursework to advance to doctoral
					candidacy.
	Date of last revision and approval: 2009				
					Demonstrate research proficiency
					through accepted written
					dissertation and final examination
					(dissertation defense).

Program	(2)		(3)	(4)	
Pharmacology and Toxicology (6) Date of last review:	Demonstrated advanced knowledge of the effects of chemicals in the environment on human and animal health, and ecosystems, including cardiovascular pharmacology, cancer therapeutics, neuropharmacology, drug discovery and design, neurotoxicology, pulmonary toxicology and	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
2009	environmental toxicology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in pharmacology and toxicology. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and exit seminar.
Philosophy	Demonstrated advanced knowledge of the history of philosophy (both ancient and modern); metaphysics; epistemology; philosophy of	MA Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
(6) Date of last review: 2005	language; philosophy of science (especially biology, physics, and mathematics); ethics; and social and political philosophy. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in philosophy. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	PhD Plan A	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense).
Physician Assistant Studies	Demonstrated advanced knowledge and skill to conduct physical exams; diagnose and treat illnesses; order and interpret tests; counsel on preventive health care; assist in surgery; write prescriptions; use autonomy	MHS Plan I	A Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis.
(6) Date of last review: 2012	in medical decision making; and provide a broad range of diagnostic and therapeutic services as a licensed practitioner. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012				
Physics	Demonstrated advanced knowledge of classical physics, quantum mechanics, and statistical mechanics. Demonstrated qualitative and	MS Plan I & II	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis/exam.
(6) Date of last review: 2009	quantitative skills necessary for applying physics understanding to professional research and teaching in physics.		For Plan II, passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	·

Program	(2)		(3)	(4)	
	<u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2005	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written
					dissertation and exit seminar.
Plant Biology (6) Date of last review:	Demonstrated advanced knowledge in diverse fields of plant biology grouped in four areas of specialization: cell and developmental biology; environmental and integrative biology; molecular biology, biochemistry,	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's	Appointed Thesis Committee Appointed Comprehensive Exam	Completion of course requirements and thesis/exam.
2009	and genomics; and systematics and evolutionary biology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in plant anatomy; biochemistry; cell biology; developmental biology; evolutionary biology; genetics; genomics; molecular biology; morphology; paleobotany; pathology; physiology; population biology; systematics; and weed science. <u>Graduate Studies: Programs of Study Website</u>	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency
	Date of last revision and approval: 2011				through accepted written dissertation and exit seminar
Plant Pathology (6) Date of last review: 2008	Demonstrated advanced knowledge of plant pathology, including physiology, biochemistry, and molecular biology of plant pathogens or host-pathogen interactions; the biology and ecology of plant pathogens; epidemiology and modeling of plant diseases; and the diagnosis and	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
	control of plant diseases, including chemical, biological and integrated methods of control. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in plant diseases caused by viruses, bacteria, fungi, and nematodes. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 1996	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written
					dissertation and exit seminar
(6) Date of last review:	Demonstrated advanced knowledge of American government and politics, comparative politics, international relations, methodology and political theory. Demonstrated qualitative and quantitative skills necessary for	MA Plan I	A Master's thesis	Appointed Thesis Committee	Completion ot course requirements and thesis.
2011	professional research and teaching in political science. <u>Graduate Studies: Programs of Study Website</u>	MA/JD			

Program	(2)		(3)	(4)	
	Date of last revision and approval: 2012	PhD Plan C	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination, a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defence)
Population Biology(6) Date of last review:2011	Demonstrated advanced knowledge of population growth; structure and dynamics; population interactions; community ecology; food webs; biogeography; behavioral and physiological ecology; life history strategies; systematics; evolution; population and quantitative genetics;	MS Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
and genomics. Demonstrated qualitative and quantitative skills necessary for presearch and teaching in ecology, evolution, population generics. Graduate Studies: Programs of Study Website Date of last revision and approval: 1999	and genomics. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in ecology, evolution, population genetics and systematics. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 1999	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a preliminary examination, and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written
Preventative Veterinary Medicine (6) Date of last review: pending	Advanced knowledge of epidemiology necessary for veterinarians to investigate and evaluate disease and production problems in animal populations and to design, evaluate and implement disease control or other veterinary services programs. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: pending	MPVM	pending	pending	dissertation and exit seminar. pending
Psychology (6) Date of last review: 2008	Advanced knowledge of psychology theory including developmental; perception, cognition and cognitive neuroscience; psychobiology; social- personality; and quantitative. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in psychology.	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.

Program	(2)		(3)	(4)	
	<u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination, and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation
Sociology (6) Date of last review: 2011	Advanced knowledge of collective behavior and social movements; comparative/ historical culture; gender; development; economic sociology; law, deviance and social control; political sociology; social psychology; race and ethnicity, and immigration; and community and	MS Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
	urban sociology. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in sociology. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2012	PhD Plan B	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination, and a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Soils and Biogeochemistry (6) Date of last review:	Advanced knowledge of the physical, chemical and biological processes that govern the quality, behavior and distribution of soils in relation to landform evolution, geochemical environments, and organism habitats. Demonstrated aualitative and guantitative skills necessary for professional	MS Plan I & II	For Plan I, a Master's thesis For Plan II, passing of a Master's Comprehensive Exam	Appointed Thesis Committee Appointed Comprehensive Exam Committee	Completion of course requirements and thesis/exam.
2012	research and teaching in soils and soil-plant relations, as well as the mineral nutrition of plants in the context of irrigated agriculture. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2007	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Spanish	Advanced knowledge of the history of the Spanish language; literary or linguistic scholarship; and competence in two other foreign languages.	MS Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.

Program	(2)		(3)	(4)	
(6) Date of last review: 2008	Demonstrated qualitative and quantitative skills necessary for professional research and teaching in Spanish. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan B	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation.
Statistics (6) Date of last review: 2003	Advanced knowledge of mathematical statistics and probability; computational and applied statistics; data analysis; methods of research in statistics. Demonstrated qualitative and quantitative skills necessary for professional research, consulting and teaching in statistics.	MS Plan II BS/MS	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
	<u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2010	PhD Plan A	Pass examination and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense).
Study of Religion (6) Date of last review: 2011	Advanced knowledge of the literatures of particular religious traditions and the intersections of these with contemporary thematic and regional phenomena including values, ethics and human rights; modernity, science and secularism; visual culture, media and technology; language, rhetoric	MA Plan II	Passing of a Master's Comprehensive Exam	Appointed Comprehensive Exam Committee	Completion of course requirements and exam.
	and performance; body and praxis; and theory and method. Demonstrated qualitative and quantitative skills necessary for professional research and teaching in religious studies. <u>Graduate Studies: Programs of Study Website</u> Date of last revision and approval: 2011	PhD Plan C	Pass examinations and written dissertation	Appointed Qualifying Exam and Dissertation Committees	Pass preliminary examination, a written and oral Qualifying Examination at the end of coursework to advance to doctoral candidacy. Demonstrate research proficiency through accepted written dissertation and final examination (dissertation defense)

Program	(2)		(3)	(4)	
Textiles	Advanced knowledge of chemical, physical, biochemical, and mechanical properties of fibers and polymers; fibrous materials; and social	MS Plan I & II	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements and thesis/exam.
(6) Date of last review:	psychological and cultural factors relating to perception and consumption		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
2012	of textiles and apparel. Demonstrated qualitative and quantitative skills		Comprehensive Exam	Committee	
	necessary for professional research and teaching in the physical or social				
	science of textiles.				
	Graduate Studies: Programs of Study Website				
	Date of last revision and approval: 1994				
Transportation	Advanced knowledge of civil, mechanical and environmental engineering;	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
Technology and Policy	economics; policy studies; statistics; travel behavior; management;	Plan I & II			and thesis/exam.
	technology assessment; and environmental studies. Demonstrated		For Plan II, passing of a Master's	Appointed Comprehensive Exam	
(6) Date of last review:	qualitative and quantitative skills necessary for professional administration,		Comprehensive Exam	Committee	
2011	research, and teaching in transportation technology or planning, policy	PhD	Pass examination and	Appointed Qualifying Exam and	Pass a written and oral Qualifying
	and management.	Plan B	written dissertation	Dissertation Committees	Examination at the end of
	Graduate Studies: Programs of Study Website				coursework to advance to doctoral candidacy
	Date of last revision and approval: 2003				canaladoy.
					Demonstrate research proficiency
					through accepted written
					dissertation.
Viticulture and	Advanced knowledge of the genetics, physiology and biochemistry of	MS	For Plan I, a Master's thesis	Appointed Thesis Committee	Completion of course requirements
Enology	grapevines; the chemistry, microbiology and sensory science of wines;	Plan I & II			and thesis/exam.
	and the chemical engineering of winemaking necessary for professional	<u> </u>	For Plan II, passing of a Master's	Appointed Comprehensive Exam	
(6) Date of last review:	careers in the wine industry.	Protessional	Comprehensive Exam	Committee	
2006	Graduate Studies: Programs of Study Website	Science Masters			
	Date of last revision and approval: 2011				

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators

Institutional-level

(1) Have formal Learning Outcomes been developed?

(2) Where are the Learning Outcomes published?

(3a) Current / recent and / or (3b) Planned approaches used to assess student learning

(4) Processes and persons involved in analyzing and interpreting evidence?

(5) Example(s) of how findings are used for improvement of curriculum pedagogy, or other aspects of the educational experience.

(6) Date of last Program Review

Baccalaureate-level (General Education)

(1) Have formal Learning Outcomes been developed?(2) Where are the Learning Outcomes published?

(3a) Current / recent and / or (3b) Planned approaches used to assess student learning (4) Processes and persons involved in analyzing and interpreting evidence? (5) Example(s) of how findings are used for improvement of curriculum pedagogy, or other aspects of the educational experience.

(6) Date of last Program Review

Yes: Undergraduate and Graduate outcomes exist.

http://ue.ucdavis.edu/educational-objectives.html http://catalog.ucdavis.edu/objectives.html http://www.gradstudies.ucdavis.edu/students/handbook/GS201_GraduateStudentGuide.pdf

Undergraduate: To date UCUES and alumni survey data have been used within the program review process to assess these outcomes. In addition, there is a long history of <u>student affairs assessment</u> related to these objectives (See: <u>http://www.sariweb.ucdavis.edu/reportretriever/index.cfm</u>). Direct evidence has included student work at the Undergraduate Research Conference. The Office of Academic Assessment has plans to work with the VPUE to expand assessment of institutional outcomes in the VPUE units, e.g. the Honors Program and Undergraduate Research.

The <u>institutional objectives</u> are assessed by programs within the undergraduate and <u>graduate</u> program review processes. In the past Student Research and Information (SARI) within Student Affairs performed analyses; currently Budget and Institutional Analysis (BIA) examines data and provides analyses relating to institutional objectives.

Finding are used in various ways, depending upon the program and unit. See Supplemental Exhibit # 20 for descriptions of changes made as a result of program review.

Not Applicable

Yes

http://ge.ucdavis.edu/ http://catalog.ucdavis.edu/ugraded/gereqt.html

See Supplemental Exhibit # 11 to see alignment between new GE core literacies and objectives and the institutional objectives.

The revised GE program was <u>implemented</u> in 2011. Initial assessment of the communications (writing) component of the GE curriculum has been undertaken in 2010-2011. In 2012-2013, the Academic Senate is in the process of approving a plan with an initial emphasis on assessing the program processes through surveys and the inventorying of courses. The proposed plan is to begin and complete GE course inventories in 2013. We will then review a sample of direct evidence from courses teaching two of the eight core literacies, each year of a four-year cycle starting in the 2013-2014 academic year.

The GE program was reevaluated in 2007 and revised in 2008. See http://ge.ucdavis.edu/local_resources/docs/ge_taskforce_report_w_exec_summary.pdf

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
College of Agricultural and En	vironm	ental Sciences ¹ —Divis	ion of Agricultural Sciences				
Animal Biology	Yes	http://oaa.ucdavis.edu					2013
Animal Science	Yes	http://oaa.ucdavis.edu		In designated courses, specific questions will be embedded and the student competence in response to those questions will be tabulated. Exit surveys (self-reflection). Graduate / professional school acceptance rates. Demonstration of basic animal handling skills. Laboratory exercises in which students practical animal handling skills are assessed and tabulated and scored for demonstrated information interpretation; demonstrated ability to communicate through written presentation and graphical presentation of the data. Alumni surveys.	Student hypothesis-driven research reports will be evaluated by the Major's Assessment committee.		2013
Animal Science and Management	Yes	http://oaa.ucdavis.edu					2007
Biotechnology	Yes	http://oaa.ucdavis.edu					2009
Entomology	Yes	http://oaa.ucdavis.edu					2008
Plant Sciences	Yes	http://oaa.ucdavis.edu					2007

¹ For all CAES programs, a college-level report was produced in 2012; see Supplemental Exhibit # 26. **28 February 2013**

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Sustainable Agriculture and Food Systems	Yes	http://asi.ucdavis.edu/ students/sa-fs- competency http://oaa.ucdavis.edu	Students self-assess their progress towards each learning outcome in the two foundational core courses (CRD 20 and PLS 15), throughout all of their internship experiences, and finally in the senior capstone (ESP191A&B). Students engage in significant reflection with regard to learning outcomes through a reflective essay assignment in CRD 20 as well as reflections and evaluations of each intern experience. The senior capstone is designed as the culminating assessment, where students participate in group projects structured to provide opportunities for demonstration of development with respect to PLOs. The learning objectives of the core courses for the major, CRD 20, PLS 15, PLS 150, ARE 121, ESP 191A/B, PLS 190 and the internship experience, are directly aligned with the learning outcomes for the major and all major exams and papers in these courses act as de- facto assessments of learning outcomes for students and their professors.	We are in the process of formalizing a program-wide assessment plan that includes coordinating course-based assessments to show student progress throughout the major's core courses. We are also in the final stages of developing a web application that serves as an e-portfolio and achievement tracking system. The analytics tools from this site can potentially be used for assessment purposes, aggregating data about student achievement and progress towards learning outcomes.	Our faculty, (including Galt, Van Horn, Tomich, Williams, and Six) work to assess student learning in their courses by seeking additional support in course evaluations from CETL, and by conducting research on effective outcomes-based teaching practices.	We have mapped our curriculum using the outcomes, and the data informed the design of our internship program and our portfolio program (still under development). Data from CRD 20 has been used to support published research on competency-based learning.	new

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)		
Viticulture and Enology	Yes	http://oaa.ucdavis.edu					2013		
College of Agricultural and Environmental Sciences – Division of Environmental Sciences									
Atmospheric Science	Yes	http://atm.ucdavis.edu /student_resources/stud ent_learning_outcomes. php http://oaa.ucdavis.edu	Quantitative assignments; Quizzes and tests; Term project reports; oral presentations individually or in team with feedback; Mini feedback (weekly survey to assess learning / teaching effectiveness); Group discussion sections in which problems are analyzed and questions are raised and addressed.				2009		
Ecological Management and Restoration	Yes	<u>http://oaa.ucdavis.edu</u>					2007		
Environmental Horticulture and Urban Forestry	Yes	http://www.plantscienc es.ucdavis.edu/plantsci ences/undergrad_stude nts/envhort_major_gen. htm http://oaa.ucdavis.edu					2008		

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Environmental Policy Analysis and Planning	Yes	<u>http://oaa.ucdavis.edu</u>		Outcomes will be measured through exam questions, problem sets and discussion topics in designated courses; course grades; and through tracking how EPAP graduates fare in acquiring internships, jobs, and post- graduate education opportunities.			2011
Environmental Science and Management	Yes	<u>http://oaa.ucdavis.edu</u>					2012
Environmental Toxicology	Yes	http://www.envtox.ucd avis.edu/undergrad/de fault.html http://oaa.ucdavis.edu	N/A - The ETX department has not yet begun the process of developing assessment plans.	N/A	The ETX Teaching Committee will most probably be the faculty unit that will be responsible for developing and overseeing the assessment plans in conjunction with the entire ETX faculty. The Master Advisor who currently chairs the ETX Teaching Committee is Professor Taka Shibamoto.	N/A	2008
Hydrology	Yes	<u>http://oaa.ucdavis.edu</u>					2008
Landscape Architecture	Yes	http://lda.ucdavis.edu/ program http://oaa.ucdavis.edu					2008

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Wildlife, Fish and Conservation Biology	Yes	http://oaa.ucdavis.edu	We are currently developing assessment outcomes as part of our regular self-review and curriculum revision. Our initial assessment plans were largely based on standard evaluations (grades, performance in courses, etc.) We are completely revising these to develop more through direct and indirect evidence. This will be a work in progress this year. We anticipate using student surveys, development of course- specific learning outcomes with identified assessment metrics and processes (e.g. pre and post tests/evaluations), alumni surveys and employer surveys to determine success of graduates, additional learning objectives, potential opportunities for new direction, etc.	In progress. Our first step is to develop both major and course-based assessment plans.	Currently, our efforts are being led by the Department Chair, Master Adviser, Staff Adviser and curriculum committee. We intend that every instructor will be engaged to develop course- specific learning outcomes and assessment plans.	Currently in development. Pre- and post-course evaluations will help us determine the effectiveness of our courses beyond standard grades, student surveys will highlight strengths, area to be strengthened and elements of the program to be developed further or diminished; surveys of employers and alumni will help to tailor the program to be sure we are meeting current needs in preparation of our students for the workplace or further education.	2013

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)				
College of Agricultural and Environmental Sciences – Division of Human Sciences											
Clinical Nutrition	Yes	http://nutrition.ucdavis. edu/undergrad/index.c fm http://oaa.ucdavis.edu		We plan to use several methods: Review of laboratory reports and case studies; embedded questions in both lower division and upper division course exams; surveys of current students in selected upper division classes; survey data from student and alumni questionnaires conducted by Student Affairs office.	Instructor of Record for courses, department curriculum committee, SAO, Master Advisors, Department Chair.		2012				
Community and Regional Development	Yes	<u>http://oaa.ucdavis.edu</u>	CRD uses grading as the main method of assessing student learning. In courses that meet the GRE writing requirement, students may submit their final papers early for assessment by the instructor or TA and these are returned for revision.	None	All student evaluation quantitative scores are and written comments are provided to the professor after the quarter is over, so that the professor may learn from them.	In the past, professors having difficulties in teaching are referred to Student Skills Center to receive advice. The CRD Unit instituted a one credit hour CRD 98/198 Course "Understanding and Using the CRD Major" so that students could learn how to effectively use the major to pursue their goals.	2010				

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Fiber and Polymer Science	Yes	http://oaa.ucdavis.edu	Students' learning will be assessed in lecture classes, laboratories and qualitative methods will be used inc sampled in one core FPS course by record for the course for students' k science and mathematics areas as science every other year; evaluating sampled from a different core FPS of instructor of record for the course for methodologies in scientific inquiries solving every other year; analyze projects and/or associated oral pre- who is not an instructor of record for review relevant literature, apply exp and present results in written, visua means of obtaining regular feedbar laboratory and group meeting disc interdisciplinary team project in a c course which integrates social and design and analysis; written, oral of gained through internships, underg exchange programs. discussion an researchers and teaching assistants teaching and research; regular con curriculum, follow their career develop opportunities and invite them to sho	individually and as a member of teams senior thesis. Multiple quantitative and cluding: reviewing exams and/or finals a faculty who is not an instructor of mowledge in foundation physical well as in fiber and polymer materials g writing assignments or term papers course by a faculty who is not an or students' ability to apply a and analytical skills in problem written laboratory reports, senior thesis esentations by a designated faculty or the course for students' ability to perimental techniques, analyze data l and oral form every year; Other ck include students': participation in ussions; contributions to an capstone clothing materials science physical science in functional product and/or visual reports of knowledge raduate research conferences and/or nong faculty, graduate student involved in supporting undergraduate tact with alumni to seek input on the elopment, exchange information on job are perspectives with current students.	These assessments will be related to the instructors in charge and discussed among faculty in regular scheduled meetings to formulate approaches and resources needed for improvement.	Formulate approaches and resources needed for improvement.	2013

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Food Science	Yes	<u>http://oaa.ucdavis.edu</u>	Product Development Competitions; Exit Interviews; Course / Curriculum Review; Meetings with Leadership Board regarding student preparation.		Students present products to faculty committee for evaluation; data from exit interviews provided to faculty.	Course and / or curricular revision	2012
Human Development	Yes	http://hcd.ucdavis.edu /hdfs/sloutcomes.php http://oaa.ucdavis.edu		Pilot a process for using papers/reports required of students from the 'additional, required courses' and develop a rubric for future evaluations on that basis.			2010
International Agricultural Development	Yes	http://oaa.ucdavis.edu					2013
Managerial Economics	Yes	http://oaa.ucdavis.edu	Successful completion of required (core) and restrictive elective upper division courses.	Develop a rubric that maps program learning outcomes to courses. Review syllabi and a sample of exams from courses for each program learning outcome on a rotating basis so that one or two program learning outcomes are evaluated each year. Survey alumni regarding how the content and skills they learned in the major have contributed to their post- graduation success.	The Undergraduate Curriculum Committee will analyze and interpret the materials.	The Undergraduate Curriculum Committee will write a report summarizing their findings and provide it to the faculty. An archive of reports will be maintained.	2010

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Nutrition Science	Yes	http://nutrition.ucdavis. edu/undergrad/index.c fm http://oaa.ucdavis.edu		We plan to use several methods: Review of laboratory reports and case studies; embedded questions in both lower division and upper division course exams; surveys of current students in selected upper division classes; survey data from student and alumni questionnaires conducted by Student Affairs office.	Instructor of Record for courses, department curriculum committee, SAO, Master Advisors, Department Chair.		2012
Textiles and Clothing	Yes	http://oaa.ucdavis.edu		Pre- and post-tests, both within our core introductory courses (i.e., TXC 6 and 7) and culminating in our capstone course (TXC 171), which requires a complex integration of social and physical science concepts; Student portfolios, which include writing samples and other outputs (e.g., individual and group research and product development projects).	Analyzed qualitatively by three faculty every other year.		2012
College of Biological Sciences							
Biochemistry and Molecular Biology	Yes	http://www.mcb.ucdavi s.edu/advising/majors /bmb/					2008
		http://oaa.ucdavis.edu					<u> </u>
Biological Sciences	Yes	<u>http://oaa.ucdavis.edu</u>					2013

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Cellular Biology	Yes	http://www.mcb.ucdavi s.edu/advising/majors /cbi/					2008
		http://oaa.ucdavis.edu					
Evolution, Ecology and Biodiversity	Yes	http://www.eve.ucdavis .edu/undergrad/	In progress.	They have yet to be implemented.	In progress.	In progress.	2011
		http://oaa.ucdavis.edu					
Genetics	Yes	http://www.mcb.ucdavi s.edu/advising/majors /gen/					2008
		http://oaa.ucdavis.edu					
Microbiology	Yes	http://oaa.ucdavis.edu					2008
Neurobiology, Physiology and Behavior	Yes	<u>http://oaa.ucdavis.edu</u>					2013
Plant Biology	Yes	http://biosci.ucdavis.ed u/departments_and_ce nters/plant_biology.htm l http://www- plb.ucdavis.edu/underg rad/ http://oaa.ucdavis.edu					2007

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
College of Engineering							
Aerospace Science and Engineering	Yes	http://mae.ucdavis.edu /programs/u_studies/ http://oaa.ucdavis.edu	To assess how well the aerospace s outcomes are being met, the Progra Committee (PPAC) utilizes some or (i) student course evaluat (ii) exit survey of graduati (iii) survey of members of (iv) Design Showcase surv laboratories) (v) selected coursework, (vi) results of the Fundame (vii) results from the gradua	cience and engineering student am Planning and Assessment all of the following seven instruments: ion for the senior design course, ing seniors, MAE Board of Advisors, ey (visitors from industry and national entals of Engineering Examination, ating senior focus group.	 The typical procedure for the assessment and evaluation is the following: 1. The PPAC reviews the student outcomes that need to be assessed and evaluated at the beginning of the year. 2. Review the assessment tools available and courses that can be used for a given student outcome. 3. Assign the assessment to a faculty member or team of faculty to collect and prepare the data. 4. The PPAC evaluates the assessment data and prepares reports of the results for the faculty and BoA to review. 	The PPAC makes recommendations to faculty for curricular revision. Data from these tools are evaluated each year by the PPAC, and used as a basis for proposing changes to the program's curriculum.	2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)		(4)	(5)	(6)
Biochemical Engineering	Yes	http://chms.engineerin g.ucdavis.edu/overview /abet/index.html http://oaa.ucdavis.edu	Tool Student Outcome Assessment in Courses Senior Focus Group Interview	Frequency Each SO (a-k) is assessed at least 2-3 times/4 years Annually	Description Course assign student outcom instructor Written survey of the seniors i experience cou	ment to assess a specific ne and form filled out by and focus group interview in the major design urse (ECH 158C).	Utilize these tools to identify curricular and program changes to improve our program.	2012
			Program Employer/Advisor Survey Engineering Design Showcase	4-5 years Annually (first time 2011)	Survey of indu graduate-scho for direct meas Representative posters of stud out survey for	estry employers and ol advisors of our students sures of SOs from industry review ent design projects and fill each project		
Biological Systems Engineering	Yes	http://bae.engineering. ucdavis.edu/pages/und ergraduate/undergradu ate.html http://oaa.ucdavis.edu	In 2006 the Biological and Agricultural Engineering faculty, guided by the departmental Undergraduate Study Committee (UGSC), developed a formal framework establishing course achievements and metric goals supporting program outcomes in the Biological Systems Engineering Program's core courses. Coursework; surveys of current students, graduating seniors and past graduates; Fundamentals of Engineering Exam.	The details of this process and the metric goals are revised periodically by the faculty. For purposes periodic assessment, we sample a subset of the metrics for each outcome, using a two-year review of Each instructor summarizes the data on the sampled metrics associated with their course and determ whether the goal for each metric was met. These summaries and determinations are collected by the master adviser and reviewed by the UGSC at the end of each two-year cycle. Based on the results for the several metrics sampled for each outcome, the UGSC concludes whether not each outcome was met. For any outcomes apparently not met, the UGSC proposes alternatives t faculty for modifying the curriculum to improve student performance. The faculty will choose which approaches to implement, and then will carry out the implementation as soon as possible.		the faculty. For purposes of using a two-year review cycle. In their course and determines ations are collected by the cle. UGSC concludes whether or GC proposes alternatives to the aculty will choose which on as possible.	2012	

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)		(3b)	(4)	(5)	(6)
Biomedical Engineering	Yes	http://www.bme.ucdav is.edu/undergrad/ http://oaa.ucdavis.edu	 Annual Senior Class Exit Surveys – indirect Annual Senior Class Focus Group Interviews – indirect Quarterly Student Course Evaluations – indirect Quarterly Outcomes Portfolio – direct Beginning 2012 Engineering Design Showcase Evaluations. Tack Tack Tack The raw results of the Student Outcome Evaluation by the staff advisor. Analysis is kept by the Vice of the Student Outcome Evaluation by the staff advisor. Analysis is kept by the Vice of Education and the Undergraduate Affairs Commitmembers. Curricular changes are processed by the College's UGEP, and catalog changes are submit Registrar. Printed material and the undergraduate BME website are updated by the staff advisor und supervision of the Vice Chair of Education and the Undergraduate Affairs Committee. Tack				come Evaluation Data are kept ept by the Vice Chair for Affairs Committee (UAC) processed by the UAC and the nges are submitted to the e undergraduate section of the taff advisor under the ducation and the	
Chemical Engineering	cal Engineering Yes ht g. // ht	Yes <u>http://chms.engineerin</u> g.ucdavis.edu/overview /abet/index.html http://oaa.ucdavis.edu	Tool Student Outcome Assessment Forms Engineering Design Showcase	Frequency Twice every 6 years every year	Description Outcomes a-k are assessed by instructors, in a manner that depends on the outcome being assessed Representatives from industry review posters of student design projects	There are essentially three different methods of describing the level of attainment of the Student Outcomes. When completing Student Outcome Assessment forms, we rely on individual instructors to identify an area where an Outcome is not being attained. The last question on the form is, "Do the results of th assessment indicate that the students are indeed achieving the outcome? If not, what course or programmatic changes might k needed?" It is at that point that an instructor would indicate		2012
			Focus Group Interview SARI Alumni Survey	every year every 3 yea	Interview of graduating seniors done by the Undergraduate Advisor rs Student Affairs Research & Information Survey with questions	whether an area needs special attention. For surveys when students, employers or academic advisors are asked to rate achievement on a scale of 1 (low) to 5 (high), we view 3.5 higher as an indication that the Outcome is being achieved the SARI alumni survey, alumni were asked to rate their lev	ention. For surveys where advisors are asked to rate to 5 (high), we view 3.5 and utcome is being achieved. In ere asked to rate their level of	
			Department Alumni Survey Department Employer/Advisor Survey	every 6 yea	specific to Chemical Engineering rs Survey of Chemical Engineering graduates rs Survey of industry employers and graduate-school advisors of our students	preparation or achievement at lev "Moderately high" or "inadequate at least 70% of respondents would been adequately prepared, to cor is being achieved.	els such as "High," e." In that case, we expect that I rate themselves as having clude that a Student Outcome	

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Chemical Engineering / Materials Science and Engineering ²	Yes	http://chms.engineerin g.ucdavis.edu/overview /abet/index.html http://oaa.ucdavis.edu					2012
Civil Engineering	Yes	http://cee.engr.ucdavis .edu/AboutCEE/Progra mObjectives.htm http://oaa.ucdavis.edu	 Successful completion of general ec division courses that address specifindicator of Outcome attainment. A Enrolled student perception of outcome UCD, based on current employ Performance on FE/EIT exam Students enroll in graduate sch Student performance in "Ethics FE/EIT exam Oral presentation Written presentation Enrollment in on-campus stude 	ducation, lower division or upper fic Student Outcomes are an important additional measures: outcome attainment attainment during the CE Program at ment and Business Practices" section of and Business Practices	A thorough process was followed for the Student Outcomes. The pro the external advisory board and v Curriculum Committee of the CE p reflect the need for academic rigo each Outcome = 5.0 or greater), be exposed to every outcome a m Course and / or curricular revisio	for establishing expectations ocess involved discussions with within the Undergraduate rogram. The expectations r (e.g. total expected OAI for implying that students should inimum of 5 times.	2012
Computer Engineering	Yes						2012

² under review for discontinuation.28 February 2013

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)		(3a)		(3b)	(4)	(5)	(6)
Computer Science and Engineering	Yes	http://www.cs.ucdavis. edu/undergrad/objecti ves.html http://oaa.ucdavis.edu	Direct Stude (DSRs); Sen Focus Grou Coursework <u>Tool</u> DSOA DSR SARI AS ES SS	ent Outcome Assessmen ior Survey (SS); Alumni ps (FG); Undergraduate < (SC) Frequency 2 year cycle per stude Yearly 4 years 6 years 2 years Every quarter	t (DSOA); Desig Survey (AS); Eu Program Advi ent outcome	gn Showcase Reviews mployer Survey (ES) ; sing (UPA; Senior-level Last 2010-2012 2012 2009 2012 2012 2012 2012 2011 - 2012	For each academic year there is a outcomes using DSOA. The data f aggregated. These yearly data in and ES are reviewed by the CSUC academic year. These reviews driv changes, changes to the assessme plans for the next academic year.	plan for assessing the student orm the SS and DSR are also conjunction with the AS, SARI, SA Committee at the end of the re discussion on curriculum nt tools, and the assessment	2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Electrical Engineering	Yes	http://www.ece.ucdavis .edu/abet/outcomes/ http://oaa.ucdavis.edu	The Department of Electrical and Computer Engineering uses several direct and indirect assessment tools to evaluate the extent to which Student Outcomes are being attained in Electrical Engineering and Computer Engineering. These tools include: (i) exam questions and assignments assessed by the faculty, (ii) senior design project presentations assessed by industry, (iii) senior design project interscholastic competition assessed by the competitive results, (iv) Board of Advisor curriculum review, (v) graduating- senior exit surveys, and (vi) surveys of students who exit the program by changing their major.	In the Fall Quarter of each year, the Un agenda item to discuss ABET assessmer outcomes within these courses that show goal is to ensure that each Student Oute goal is to have each faculty member pathave had about 67% of the faculty part The ABET coordinator collects all the as Outcomes and prepares a summary cal- been assessed is determined to be either that the outcome needs to be reviewed The ABET coordinator presents any asse Committee. TBD outcomes are placed in a) Reassess the same class in the next b) Reassess the same outcome in a dif c) Discuss with the instructor • The Vice Chair for Undergradu • A different instrument is devise possible modifications to the co- Undergraduate Program Comm • The course-to-outcome mappin outcome is not appropriate for • The Undergraduate Program Comm The Vice Chair for Undergraduate Stud Excellence in Teaching and Learning to	dergraduate Program Committee (L at. In this meeting, the committee pic ld be assessed each quarter of that come is assessed at least once durin rticipate in an assessment every 5 y icipate in an assessment. sessments conducted during the two led the ABET Dashboard. Each Out r achieved or is classified as 'To be by the Undergraduate Program Cor essment TBD outcome results to the U one of the following categories: offering by the same instructor. ferent class or by a different instruct d for assessment or, based on the fe purse and/or textbook are discussed initee meeting. g table may be modified (Step 1) if the course. Committee may recommend to the T t Chair that a different instructor be ies may recommend that the instruc-	JGPC) meets with a specific ks courses and one or more academic year. The primary g a 2-year cycle. A secondary ears. In the past 3 years we -year cycle that cover all of the come in every class that has Discussed' (TBD) indicating nmittee for further action. Undergraduate Program for teaching the same class. r and gets more details. bedback from the instructor, l in a subsequent it is determined that the eaching Assignment assigned to the course. for consult with the Center for ills.	2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)		(3b)	(4)	(5)	(6)	
Materials Science and Engineering	Yes	http://chms.engineerin g.ucdavis.edu/overview /abet/index.html http://oaa.ucdavis.edu	The Student Outcomes Ass primary assessment methor Group Interviews (FGIs) an Surveys are also used. Tool Direct Measures Focus Group Interviews	essment and Ev d is through the e also conducte Frequency Each SO at le once every 3 years 1 year	valuation Processes for the Materials e application of Direct Measures of s ed annually with graduating seniors Description east Assess performance on home lab reports, team projects, ord Survey of graduating seniors	Science and Engineering program student work in select courses relative . Relevant results from Employer/Ad work assignments, al presentations, etc.	includes several facets. The ve to select outcomes. Focus dvisor Surveys and from Alumni	2012	
				Employer/Advisor Survey	3 years	department statt during senior Survey of industry employers advisors of our students	r design course and graduate-school		
			SARI Alumni Survey	3 years	Student Affairs Research & In with questions specific to Engi	formation Survey ineering			
			Results of the assessments are discussed and evaluated periodically by faculty who teach in the program during our Annual ABET Planning and Review Meetings. To simplify tracking of SO assessment results, we use our Matrix of Outcomes Assessed and Attained (MOAA), provided below. Further review and evaluation by our departmental Board of Advisors (BOA) occurs at their annual meeting. When curriculum revisions result from the SO assessment and evaluation process, they get implemented after approval by the department Undergraduate Affairs Committee (UAC), department faculty, and the College of Engineering UGEP Committee.						

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Mechanical Engineering	Yes	http://mae.ucdavis.edu /programs/u_studies/ http://oaa.ucdavis.edu	To assess how well the mechanical being met, the Program Planning a utilizes some or all of the following (i) Course Evaluations (ii) Graduating Student Survey (iii) Board of Advisors Survey (iv) Design Showcase Survey—assonational laboratories (v) selected coursework (vi) Fundamentals of Engineering E (vii) Focus group	engineering student outcomes are nd Assessment Committee (PPAC) seven instruments: essed by visitors from industry and examination	 The typical procedure for the assessment and evaluation is the following: 1. The PPAC reviews the student outcomes that need to be assessed and evaluated at the beginning of the year. 2. Review the assessment tools available and courses that can be used for a given student outcome. 3. Assign the assessment to a faculty member or team of faculty to collect and prepare the data. The PPAC evaluates the assessment data and prepares reports of the results for the faculty and BoA to review. 4. The PPAC makes recommendations to faculty for curricular revision. Data from these tools are evaluated each year by the PPAC, and used as a basis for proposing changes to the program's curriculum. 		
Mechanical Engineering/Materials Science and Engineering	Yes	http://mae.ucdavis.edu /programs/u_studies/u nd_memat.htm http://oaa.ucdavis.edu					2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
College of Letters and Science-	–Divis	ion of Humanities, Arts	s and Cultural Studies				
African American and African Studies	Yes	<u>http://oaa.ucdavis.edu</u>	It has been the program's practice since the approval of the major for the faculty to informally discuss the skills and abilities of students enrolled in the major. We evaluate each other's classes and teaching materials during the faculty promotion cycle as well as during our program reviews.	The program will pilot a system of embedding questions in exam materials and assessing a sample of student papers each year.	A subcommittee of the faculty conducts the assessment of student work and the result will be an agenda topic at a faculty meeting.		2012
American Studies	Yes	http://ams.ucdavis.edu /students/description?d estination=node/13 http://oaa.ucdavis.edu	We make sure that all of our AMS courses incorporate the learning objectives into course syllabi. In addition, we informally review our AMS thesis projects (through advising), which students write in their senior years, to guarantee that majors are in fact reaching our objectives.	We plan to assess the success of our students in mastering these objectives on a frequent and regular basis. Reformulated course evaluations to include student feedback on learning objectives (estimated completion date, 2013). This will give us a regular quarterly set of self-reported data on whether and how the students consider that the learning objectives are being met.	Every two years, we will assess student success in two of the four areas, so that, over a four-year period, we will have examined all of the objectives. For these two-year reviews, we will assign one faculty person for each objective to be examined. We will collect and review the senior thesis projects written during that two- year period, to see if the objectives are being achieved.		2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Art History	Yes	http://arthistory.ucdavi s.edu/programs/under gradmajor/DRAFT%20 STUDENT%20LEARNIN G%20OUTCOMES.doc x.pdf http://oaa.ucdavis.edu		Capstone course	Reviewed by faculty undergraduate curriculum committee and/or faculty undergraduate advisor.	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2008
Art Studio	Yes	http://artstudio.ucdavis .edu/programs_underg rad.html http://oaa.ucdavis.edu	Exhibition and critique of independent projects; Course evaluations and program review.	Exhibition and critique of independent projects; Course evaluations and program review.	Instructors; faculty committee critiques of student work; student peer group assessment	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2008
Asian American Studies	Yes	http://oaa.ucdavis.edu					2011

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Chicana/Chicano Studies	Yes	http://chi.ucdavis.edu/	Currently, Department uses alumni surveys (indirect evidence) and use grading of student work and grades (as direct).	We plan to implement a formal process in the Spring of 2013. We plan to use both formal (norming a set of research papers produced by majors in an upper division class) and informal (either a pre- and post- survey and/or focus group with the majors as well as the use of alumni surveys, UCUES, and iAMSTEM information) to assess students' achievement of the goals of the SLO.	We plan to form a subcommittee made up of senior and junior faculty who will assess one of our five SLOs on a yearly basis and the goal is review all five within five years. Next, we plan to identify a course and a SLO we would like to assess and map out the assessment strategy we plan to take and the kinds of indirect and direct evidence we will use. We will then use the data culled from direct and indirect evidence to evaluate to what extent students are meeting the SLO(s).	We plan to use the findings to standardize and/or create uniformity across the curriculum and to demonstrate to our constituents (whether they are administrators, committees, students, or their parents) what it is that students are learning in our classrooms. We believe this process provides accountability to our constituents and also allows us the opportunity to understand more clearly what everyone in the department in contributing in terms of the curriculum. It will allow us to revamp a course, improve others, and perhaps develop and/or drop courses, as needed.	2010

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Chinese	Yes	<u>http://oaa.ucdavis.edu</u>	Assessment of our students' Chinese through a series of oral and written sequence (Chinese 111, 112, and examination in Chinese 113. The C substantial oral project and a writte testing advanced level listening, rec students' knowledge of classical Ch completion of CHN 114 (or CHN 1 mastery of the basics of classical Ch to translate accurately and closely h midterms, and finals. Assessment of literature can be seen in their succe division literature courses (CHN 10 modern Chinese literature). All the comprehensive finals, and other ac areas described above.	e language competence is conducted in tests through the 3rd-year language 113) and a comprehensive final CHN 113 final exam consists of a en test. The written exam has questions ading and writing skills. Assessment of inese can be seen in their successful 15 in rare cases), which requires hinese grammar and syntax, and ability hitherto unseen texts on quizzes, of students' knowledge of Chinese essful completion of required upper- 16, CHN 107, and one course in ese courses require written assignments, tivities that testify to their abilities in the	The final exam is prepared by all the 3rd-year instructors before it is submitted to the program coordinator for review to guarantee its validity, reliability, and comprehensiveness.		2013
Classical Civilization	Yes	<u>http://oaa.ucdavis.edu</u>					2013
Comparative Literature	Yes	http://complit.ucdavis.e du/undergrad/FrontPa ge http://oaa.ucdavis.edu					2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Design	Yes	http://design.ucdavis.e du/advising/learning_o utcomes.html http://oaa.ucdavis.edu	It has been the department's practice for the faculty to informally discuss the skills and abilities of students enrolled in the major during faculty meetings. We evaluate each other's classes by reviewing teaching materials and student evaluations during the faculty promotion cycle as well as during curriculum committee meetings. We also assess student learning through collecting intern evaluations from employers who oversee Design student internships. The faculty sponsors of these interns then review these employer evaluations to get a sense of how students are applying their skills and knowledge in their internships. Due to impacted status (implemented in Fall 2012), the department evaluates students who want to declare the Design major by their grades on 5 selected courses in which they must receive an average of a 2.60 GPA in these courses.	These are planned approaches that are currently used to assess student learning: Portfolios, capstones and individual projects; juried competitions; Senior surveys; Course evaluations	Instructors; faculty committee critiques of student work; student peer group assessment	Inform curricular development & improve teaching methods; to foster students' academic & professional development	2008
Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
English	Yes	http://english.ucdavis.e du/undergraduate- program/student- learning-objectives http://oaa.ucdavis.edu	Plan in place 2011-2012— assessment not yet implemented.	Final exams and applicable creative writing projects from a representative sample of lower-division courses will be reviewed every three years for literary-historical mastery based on a departmental rubric. Papers and applicable creative writing projects from a representative sample of advanced upper-division courses will be reviewed every three years in accordance with a departmental rubric. Papers and applicable creative writing projects from a representative sample of lower- and upper-division courses will be reviewed every three years in accordance with a departmental rubric.	English undergraduate committee to assess.		2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Film Studies	Yes	http://catcs.ucdavis.ed u/student_outcomes.ph p http://oaa.ucdavis.edu		We are a fairly new major (2004) and are undergoing our first review (submitted in June 2012), so are currently instituting such assessment. To better assess and improve our meeting learning objectives, we propose a new system: every two years, we will assess their success in two of the four areas, so that, over a four year period, we will have examined all of the objectives. We will also collect and review senior thesis projects as well as a sample of term papers written in upper division classes that are written during that two-year period, to see if the objectives are being achieved.	For these two-year reviews, we will assign one faculty person to two objectives to be examined; the process will be overseen by the undergrad advisor for each major. We will then meet as a group, and discuss the theses and papers and whether they reflect an understanding, and mastery, of our objectives.	We will determine if we are indeed instructing our students properly in terms of the objectives, and we will assess any changes we need to make in our pedagogical methods . We are in an usual position because FMS has had no faculty of its own, so it is has been difficult to institute these changes (see the review for the details of this unusual and challenging character of the program).	2012
French	Yes	http://frenchanditalian. ucdavis.edu/sites/frenc handitalian.ucdavis.edu /files/attachments/fren ch_slo.pdf http://oaa.ucdavis.edu	Faculty assess student coursework quarterly using faculty-developed rubrics (criteria from Program Learning Outcomes); students complete self-assessment of their learning.		Reviewed by faculty committee; conducted every 3 years	Results will be reviewed for possible changes to course content.	2013
German	Yes	http://german.ucdavis. edu/undergraduate http://oaa.ucdavis.edu		Sampling of student work using department rubrics	reviewed by faculty committee; conducted every 3 years	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2013

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Italian	Yes	http://frenchanditalian. ucdavis.edu/sites/frenc handitalian.ucdavis.edu /files/attachments/itali an_slo.pdf http://oaa.ucdavis.edu		Sampling of student work using department rubrics	Reviewed by faculty committee; conducted every 3 years	Results will be reviewed for possible changes to course content.	2013

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3α)	(3b)	(4)	(5)	(6)
Japanese	Yes	http://oaa.ucdavis.edu		Assessment of the language proficiency of Japanese majors can be demonstrated by their successful completion of JPN 111, 112, and 113 (i.e., third-year Japanese) with a passing grade. All these courses require speaking, reading, and writing proficiencies at that level according to criteria established by the EALC faculty and revised according to future needs and standards. Assessment of students' knowledge in these areas can be accomplished by their successful completion of JPN 101, 102, and 103 (i.e. EALC's Japanese Literature in Translation sequence from the classical through the medieval and pre-modern period into the modern and contemporary era) with a passing grade. All these courses require various written assignments, written finals, and other activities such as oral presentations that testify to students' ability to demonstrate the skills described above.			2013

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Medieval and Early Modern Studies	Yes	http://mems.ucdavis.ed u/student-learning- objectives http://oaa.ucdavis.edu	We assess final exams, interpretive papers, and creative projects.	These were established during last year's program review and are being assessed for the first time this year.	The Program Committee reviews this evidence annually.	The Program Committee will be evaluating our student outcomes at the spring meeting and will then consider additional adjustments to the core courses.	2012
Music	Yes	http://music.ucdavis.ed u/academics/b-a-in- music http://oaa.ucdavis.edu	portfolios, capstone Senior Projects	portfolios, capstone Senior Projects have been implemented	Department Undergraduate Committee conducts period review.	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2007
Native American Studies	Yes	http://nas.ucdavis.edu/ undergraduate- program http://oaa.ucdavis.edu	Successfully written Research papers and papers of critical analysis, as well Senior Project, which could be a research project or thesis; writing and presentation of projects; performances; senior exit interviews; some faculty have mentored students through the McNair program and the President's Undergraduate Fellowship.	The program is engaged in a substantive revision of our undergraduate major and minor, and intends to engage in a conversation regarding assessment in conjunction with this revision.	Since we are a small department, all of our faculty participate in the establishment of criteria and conduct assessment of student learning.	The findings are used to inform curricular development and improve teaching methods; to foster student academic and professional development.	2011
Religious Studies	Yes	https://religions.ucdavi s.edu/undergraduate http://oaa.ucdavis.edu		Course evaluations are being revised to include student feedback on learning objectives.	Faculty will observe a selection of student oral presentations annually; faculty will evaluate a selection of papers from our core methodology course every three years.		2012

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Russian	Yes	http://russian.ucdavis.e du/home?destination=n ode/3 http://oaa.ucdavis.edu		sampling of student work using dept rubrics	reviewed by faculty committee; conducted every 3 years	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2013
Spanish	Yes	http://spanish.ucdavis. edu/en/undergraduate /student-learning- outcomes http://catalog.ucdavis. edu/programs/SPA/SP Aprog.html http://oaa.ucdavis.edu		sampling of student work using dept rubrics	reviewed by faculty committee; conducted every 3 years	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2013
Technocultural Studies	Yes	http://technoculture.uc davis.edu/prospective.p hp http://oaa.ucdavis.edu	Due to fundamental program changes (Film Studies and Technocultural Studies were merged last year), these are on- going.	To better assess and improve our meeting learning objectives, we propose a new system: every two years, we will assess their success in two of the four areas, so that, over a four year period, we will have examined all of the objectives. We will also collect and review senior thesis projects as well as a sample of term papers written in upper division classes that are written during that two-year period, to see if the objectives are being achieved.	Faculty critiques of upper division coursework and projects; peer assessment in critique sessions and workshops.	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2007

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Theatre and Dance (Dramatic Arts)	Yes	http://theatredance.ucd avis.edu/undergrad/le arningoutcomes/default .aspx http://oaa.ucdavis.edu		Self and peer assessment along Davis Honors lines	Faculty critiques of first year work, and comparative faculty assessment of development against final year coursework and production	Inform curricular development and improve teaching methods; to foster students' academic and professional development.	2007
Women and Gender Studies	Yes	http://oaa.ucdavis.edu		The program will make use of existing a tool for assessing the major objectives of these are implemented (2012-2015, as courses. These include entry and exit su written, oral and visual skills, and cours capacities, skill at developing coherent Samples will be drawn from courses in program will maintain an archive that w assessment of learning trails and program	putcome measures within specific co overall. We plan to closely monitor to a these result in a) new courses and prveys, quizzes that assess knowledge se syntheses which allow us to asses scholarly argumentation, and resea each of the key learning outcomes of will allow documentation and subset ess for each year of the major.	purses, extending these into a the curriculum changes as b) changes within existing ge retention, assessments of s the critical analytic rch and communication skills. and thematic tracks. The quent sampling for rigorous	2011

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)	
College of Letters and Science-	–Divis	ion of Math and Physic	cal Sciences					
Applied Mathematics	Yes	http://www.math.ucda vis.edu/undergrad/why _study_math/outcome_ applied http://oaa.ucdavis.edu		To assess the proficiency in the seven learning outcomes listed above, the department will require all majors to take a capstone course on Problem Solving (MAT 189) in which students study a wide selection of topics from all areas of mathematics and its applications. Students are expected to use their knowledge acquired from other courses to analyze problems, devise their solution and present their work in writing and in oral presentations before the class. The instructor in charge of the course will mark a rubric when he/she will judge whether a particular goal has been demonstrated; thus the performance assessment will be responsibility of the instructor of this course. The resulting records will be collected and reviewed by the Undergraduate Programming Committee (UPC). Several educational activities outside the traditional classroom, such as independent research, provide students good opportunity to demonstrate that they have attained the student learning goals. For this reason, students participating in these activities will be excused from having to enroll in MAT 189. These educational activities include: performing at least one semester of undergraduate research, writing an honors thesis under faculty mentorship and enrolling in one quarter of MAT 194; doing an internship in applied mathematics and enrolling in one quarter of MAT 192; successfully completing a special topics class MAT 180, fulfilling the requirements of the single-subject teaching credential, or achieving a good performance in a graduate admission exam such as the GRE, MCAT, LSAT, CSET, Actuarial examination, etc.				
Applied Physics	Yes	<u>http://oaa.ucdavis.edu</u>	Course completion. Minimum units requirement. Career seminar. Capstone. Follow-up file on graduates.				2008	

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Chemical Physics	Yes	<u>http://oaa.ucdavis.edu</u>			A departmental Assessment Committee will be formed with rotating membership. This committee will analyze assessment data from exams and lab reports that will be collected at the end of each quarter. The Assessment Committee will summarize its assessment activities at the end of each academic year and will then report the results to the Chemistry Department at a faculty meeting called for this purpose.	It will make recommendations on how the major could be strengthened. The Department will decide upon and carry out appropriate follow-ups to all assessment activities.	new
Chemistry	Yes	http://chemistry.ucdavi s.edu/Undergraduate/i nternal_pages/Learning %20Outcomes%20BS- Chem.pdf http://oaa.ucdavis.edu			A departmental Assessment Committee will be formed with rotating membership. This committee will analyze assessment data from exams and lab reports that will be collected at the end of each quarter. The Assessment Committee will summarize its assessment activities at the end of each academic year and will then report the results to the Chemistry Department at a faculty meeting called for this purpose.	It will make recommendations on how the major could be strengthened. The Department will decide upon and carry out appropriate follow-ups to all assessment activities.	2008

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Computer Science	Yes	<u>http://oaa.ucdavis.edu</u>	Direct Student Outcome Assessmen (DSRs); Senior Survey (SS); Alumni Focus Groups (FG); Undergraduate Coursework (SC)ToolFrequencyDSOA2 year cycle per studDSOA2 year cycle per studDSRYearlySARI4 yearsAS6 yearsES2 yearsSSEvery quarter	t (DSOA); Design Showcase Reviews Survey (AS); Employer Survey (ES) ; e Program Advising (UPA; Senior-level Last ent outcome 2010-2012 2012 2009 2012 2012 2012 2011 - 2012	For each academic year there is a outcomes using DSOA. The data the aggregated. These yearly data in and ES are reviewed by the CSUC academic year. These reviews driv changes, changes to the assessme plans for the next academic year.	plan for assessing the student form the SS and DSR are also conjunction with the AS, SARI, 3A Committee at the end of the ve discussion on curriculum ant tools, and the assessment	2008
Geology	Yes	http://oaa.ucdavis.edu					2008
Mathematical and Scientific Computation	Yes	http://www.math.ucda vis.edu/undergrad/why _study_math/outcome_s cicomp http://oaa.ucdavis.edu	To assess the proficiency in the seve Problem Solving (MAT 189) in white expected to use their knowledge act in oral presentations before the cla goal has been demonstrated; thus t be collected and reviewed by the U classroom, such as independent res goals. For this reason, students part include: performing at least one set quarter of MAT 194; doing an inte topics class MAT 180, fulfilling the admission exam such as the GRE, <i>I</i>	en learning outcomes listed above, the de ch students study a wide selection of topic quired from other courses to analyze pro- ss. The instructor in charge of the course the performance assessment will be respo Indergraduate Programming Committee (search, provide students good opportunit ticipating in these activities will be excuss mester of undergraduate research, writing rnship in applied mathematics and enroll requirements of the single-subject teachin WCAT, LSAT, CSET, Actuarial examination	epartment will require all majors to cs from all areas of mathematics an oblems, devise their solution and pre- will mark a rubric when he/she will onsibility of the instructor of this cour (UPC). Several educational activities y to demonstrate that they have atta- ed from having to enroll in MAT 18° g an honors thesis under faculty me ling in one quarter of MAT 192; suc ng credential, or achieving a good on, etc.	ake a capstone course on d its applications. Students are sent their work in writing and judge whether a particular rse. The resulting records will outside the traditional tined the student learning 9. These educational activities intorship and enrolling in one ccessfully completing a special performance in a graduate	2008

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)			
Mathematics	Yes	http://www.math.ucda vis.edu/undergrad/why study_math/outcome_ math http://oaa.ucdavis.edu	To assess the proficiency in the seve Problem Solving (MAT 189) in whice expected to use their knowledge act in oral presentations before the class goal has been demonstrated; thus t be collected and reviewed by the U classroom, such as independent res goals. For this reason, students par include: performing at least one ser quarter of MAT 194; doing an inte topics class MAT 180, fulfilling the admission exam such as the GRE, N	ess the proficiency in the seven learning outcomes listed above, the department will require all majors to take a capstone course on m Solving (MAT 189) in which students study a wide selection of topics from all areas of mathematics and its applications. Students are ed to use their knowledge acquired from other courses to analyze problems, devise their solution and present their work in writing and presentations before the class. The instructor in charge of the course will mark a rubric when he/she will judge whether a particular as been demonstrated; thus the performance assessment will be responsibility of the instructor of this course. The resulting records will lected and reviewed by the Undergraduate Programming Committee (UPC). Several educational activities outside the traditional xom, such as independent research, provide students good opportunity to demonstrate that they have attained the student learning For this reason, students participating in these activities will be excused from having to enroll in MAT 189. These educational activities e: performing at least one semester of undergraduate research, writing an honors thesis under faculty mentorship and enrolling in one r of MAT 194; doing an internship in applied mathematics and enrolling in one quarter of MAT 192; successfully completing a special class MAT 180, fulfilling the requirements of the single-subject teaching credential, or achieving a good performance in a graduate sion exam such as the GRE, MCAT, LSAT, CSET, Actuarial examination, etc. Planning for system of mandatory exit interviews prior to degree						
Natural Sciences	No			Planning for system of mandatory exit interviews prior to degree certification.			2008			

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Pharmaceutical Chemistry	Yes	http://oaa.ucdavis.edu			A departmental Assessment Committee will be formed with rotating membership. This committee will analyze assessment data from exams and lab reports that will be collected at the end of each quarter. The Assessment Committee will summarize its assessment activities at the end of each academic year and will then report the results to the Chemistry Department at a faculty meeting called for this purpose.	It will make recommendations on how the major could be strengthened. The Department will decide upon and carry out appropriate follow-ups to all assessment activities.	new
Physics	Yes	<u>http://oaa.ucdavis.edu</u>	Course completion. Minimum units requirement. Career seminar. Capstone. Follow-up file on graduates.				2008
Statistics	Yes	www.stat.ucdavis.edu/u ndergrad/undergraduat e http://oaa.ucdavis.edu					2008

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
College of Letters and Science-	–Divis	ion of Social Sciences					-
Anthropology	Yes	http://anthropology.uc davis.edu/undergradua te/copy_of_undergradu ate http://oaa.ucdavis.edu		quizzes, exams, papers, essays, class discussions, collaborative projects, journals, applied projects	UG Faculty committee to review sampling of student work from among graduating seniors	Inform curricular development & improve teaching methods; to foster students' academic & professional development.	2009
Communication	Yes	http://communication.u cdavis.edu/undergradu ate/major-information http://oaa.ucdavis.edu	The Department of Communication uses quizzes, essay exams, papers, class discussions, collaborative projects, journals, and applied projects to assess student learning.	The Department of Communication has not implemented Department- wide assessment due to the lack of faculty resources. With 8 ladder faculty and over 600 majors this is simply not possible. The determination of the achievement of learning objective is left up to the individual faculty member.	This is left up to the individual faculty member.	In 2010, the Department of Communication revised its program in an attempt to meet our published learning objectives.	2009
East Asian Studies	Yes	http://eastasian.ucdavi s.edu/major-1 http://oaa.ucdavis.edu					2009
Economics	Yes	http://www.econ.ucdav is.edu/undergrad- program/student- outcomes http://oaa.ucdavis.edu		The undergraduate studies committee of the Department of Economics will conduct an annual review of a sample of exams from the courses associated with each learning objective (listed on our web page). The committee will verify that the substantive knowledge required for successful performance on these exams satisfies the stated learning objectives. Student exams receiving a grade of "C" in the course will be considered as the minimum performance consistent with meeting these objectives. This will verify that any student receiving credit for courses completed in the major is meeting the stated learning objectives.			2010

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
History	Yes	http://history.ucdavis.e du/undergraduate/und ergraduate-program- major-minor http://oaa.ucdavis.edu	Faculty will evaluate students' exams and papers.	Final exams from a sampling of lower and upper-division courses will be reviewed every three years and assessed for factual knowledge based on a department rubric. Papers from a sampling of lower and upper- division courses will be reviewed every three years and evaluated with respect to a departmental rubric for a writing proficiency standard. Final exams or papers from a sampling of lower and upper-division courses will be reviewed every three years and assessed for cultural competence in accordance with a departmental rubric. Final exams or papers from a sampling of lower and upper-division courses will be reviewed every three years and assessed for comprehension of historical methods in accordance with a departmental rubric.	The Undergraduate Program Committee will analyze and interpret the evidence.	The Undergraduate Program Committee will write a report on their findings and make suggestions for improvement. They will discuss this report at a faculty meeting.	2009

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
International Relations	Yes	http://ir.psdomain.ucd avis.edu/ http://oaa.ucdavis.edu		Successful completion of undergraduate upper division courses in International Relations. Successful completion of undergraduate upper division courses designated within the International Relations curriculum. Foreign language requirement as part of the International Relations curriculum. Successful completion of POL 51.			2010
Linguistics	Yes	http://linguistics.ucdavi s.edu/undergraduate/st udent-learning- outcomes http://oaa.ucdavis.edu		Assessment plan pending implementation of revised program and formation of GE Assessment Task Force	Dept curriculum committee samples student work from a sampling of upper division courses that demonstrate student skills		2009

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Middle East/South Asia Studies	Yes	<u>http://oaa.ucdavis.edu</u>		Completion of two years of language courses in Arabic, Hebrew, or Hindi/Urdu, or passing a formal language test in a Middle Eastern or South Asian language. Final exams and/or interpretive papers from a representative sample of MSA 100 and 180 courses will be reviewed every three years for accuracy and appropriate breadth of knowledge. Interpretive papers from a representative sample of MSA 100 and 180 courses will be reviewed every three years for interpretive sophistication, and writing skills.			new

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Philosophy	Yes	http://philosophy.ucda vis.edu/undergraduate- program http://oaa.ucdavis.edu	All classes assess the student's facility with philosophical argumentation usually via written papers structured around argumentation-based tasks. The student must successfully complete Philosophy 12, a course on symbolic logic. Assessment typically is evaluation of written papers and on oral presentation in classes with discussion sections. The student is required to meet a distribution requirement, with 3 courses in distinct subject areas from a list of 8 such areas.	The department has not yet implemented its assessment policy.	The department's Undergraduate Curriculum Committee, consisting of five faculty members, will supervise the collection and evaluation of data. Data is to be taken from random samples of 5 to 10 students' final writing assignment in six courses in an academic year, three upper- division and three lower- division, taken from the three categories of courses (logic, history of philosophy, analytic philosophy) with their own sets of outcomes. For each member of the data set, the course instructor will evaluate the work as proficient, adequate, or inadequate. The Curriculum Committee will prepare a report of the results to the faculty.	None as of this time. The process is scheduled to be implemented for the first time during the 2013-2014 academic year.	2009

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Political Science	Yes	ps.ucdavis.edu/undergr aduate_program http://oaa.ucdavis.edu		Successful completion of undergraduate upper division courses. Successful completion of undergraduate lower division courses. Successful completion of POL 51. Successful completion of undergraduate upper division courses. The upper division courses in the department require extensive critical thinking skills as a major component of their class. Successful completion of undergraduate upper division courses. The upper division courses in the department require extensive writing as a major component of their class.	Department faculty. Review of course materials and grades reviewed by department chair.	Determine vigor of course and outcome.	2010

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Political Science – Public Service	Yes	<u>ps.ucdavis.edu/undergr</u> <u>aduate_program</u> <u>http://oaa.ucdavis.edu</u>		Successful completion of undergraduate upper division courses. Successful completion of undergraduate lower division courses. Successful completion of POL 51. Successful completion of undergraduate upper division courses. The upper division courses in the department require extensive critical thinking skills as a major component of their class. Successful completion of undergraduate upper division courses. The upper division courses in the department require extensive writing as a major component of their class.	Department faculty. Review of course materials and grades reviewed by department chair.	Determine vigor of course and outcome.	2010
Psychology	Yes	http://psychology.ucda vis.edu/undergraduate L http://oaa.ucdavis.edu					2010

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Science and Technology Studies	Yes	http://sts.ucdavis.edu/s ts-major/sts-major- learning-goals http://oaa.ucdavis.edu		Students should be able to demonstrate their understanding and achievement through papers, exams, and projects. Therefore specific a sampling of these from upper division STS courses (four per course for five courses) will be reviewed for graduating classes every five years to assess the students' achievement of the learning goals.			new

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Sociology	Yes	http://sociology.ucdavi s.edu/undergraduate- program http://oaa.ucdavis.edu	Students' capacities for critical and analytical thinking are assessed in a focused and detailed way in the capstone seminar, required of all our majors. Assessment tools in these courses include formal evaluative rubrics covering verbal and written communication, presentations, collaborative work, exams, self-directed work, paper drafts, and original research. Disciplinary depth: Students are assessed on their capacity to apply [key] theories to empirical topics. Diversity: students are assessed on their ability to analyze scholarly materials showing how social structures shape, create, and reinforce systems of inequality. Research: Sociology and Organizational studies majors are assessed on their ability to discuss and employ the logic of social science inquiry, and qualitative and quantitative methodology, and their ability to use computer-based data analysis programs in their required courses.	Ultimately, faculty will assess students' of latter facilitate group discussions, work and otherwise take responsibility for en- required capstone seminar. Faculty	apacities for citizenship as the collaboratively on team projects, hancing the collective life of the		2010

Required Data Exhibit 5.1: Inventory of Educational Effectiveness Indicators -- Undergraduate

Program	(1)	(2)	(3a)	(3b)	(4)	(5)	(6)
Sociology – Organizational Studies	Yes	http://sociology.ucdavi s.edu/undergraduate- program http://oaa.ucdavis.edu	Students' capacities for critical and analytical thinking are assessed in a focused and detailed way in the capstone seminar, required of all our majors. Assessment tools in these courses include formal evaluative rubrics covering verbal and written communication, presentations, collaborative work, exams, self-directed work, paper drafts, and original research. Disciplinary depth: Students are assessed on their capacity to apply [key] theories to empirical topics. Diversity: students are assessed on their ability to analyze scholarly materials showing how social structures shape, create, and reinforce systems of inequality. Research: Sociology and Organizational studies majors are assessed on their ability to discuss and employ the logic of social science inquiry, and qualitative and quantitative methodology, and their ability to use computer-based data analysis programs in their required courses.				2010

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
Doctor of Medicine (MD)	Liaison Committee on Medical	2006	1. Student mistreatment	Implemented log books to track student	Adequate study space – Annual graduation
	Education (LCME) sponsored		2. Adequate study space	clinical encounters and the used method	questionnaire data mean (UCDSOM/National):
	by the Association of		3. Student health insurance	was reviewed/ approved by LCME.	VEAP UCD National
	American Medical Colleges		4. Timeliness of student grades		Mean Mean
	and the American Medical		5. Methods of instruction		2010 4.3 4.0
	Association		6. Educational program management		2011 4.0 4.0
			7. Monitoring student clinical encounters		2012 4.3 4.0
School of Medicine: Various	Accreditation Council for	2009	The UCDHS Office of Continuing	ACCME Criteria 2: Incorporate into CME	All CME activities must identify one or more of
major programs and regularly	Continuing Medical Education		Medical Education received	activities the educational needs	the educational needs noted. These activities
scheduled series			reaccreditation with commendation. No	(knowledge, competence or performance)	are reviewed and approved by a CME
			findings were noted.	that underlie the professional practice	advisory committee comprised of physicians
				gaps of the learner.	and other health care professionals.
School of Medicine: Various	Accreditation Council for	2011	The UCDHS Office of Continuing	Increase pharmacist continuing	Pharmacists attending CME activities sponsored
major programs	Continuing Pharmacy		Medical Education received	professional development in CME	by UCDHS:
	Education		reaccreditation with no findings.	offerings.	2009 = 281
					2010 = 316
					2011 = 285
School of Medicine: Graduate	Accreditation Council for	2011	Clarify the reporting relationship of the	Duty hour monitoring systems.	Since the implementation of a stricter duty hour
Medical Education Programs	Graduate Medical Education		GMEC.		monitoring system, none of the residency
			The Statement of Commitment does not		programs have received a citation for duty hour
			include reference to the financial and		violations.
			human resources necessary to support		
			graduate medical education.		
			The internal review protocol is missing		
			several required elements, including		
			documentation of the process, the		
			number of residents surveyed, and		
			whether reviews were conducted in a		
		1	timely manner.		

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted here the second data by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
Master of Public Health (MPH)	Council on Education for Public Health	2010	Faculty and Staff Diversity criteria met with commentary. The commentary relates to the program's lack of goals and measures regarding diversity in their faculty structure. Student Diversity criteria partially met. The concern relates to the student enrollment demographics, which show increasing numbers of Caucasian students over the last three years (2007- 2009) and a decrease in minority students, such as African Americans, Asian Americans, Hispanics, and Native Americans. Specified measurable objectives for increasing student diversity and measuring success against that plan could help in addressing this underrepresentation.	A measure that is indicative of program effectiveness is the graduation rates of the students in the MPH program. The table in column 6 shows graduation data from each of the last three entrance cohorts. The program has successfully exceeded its target graduation rate for the past three years.	See MPH Table and Figure, attached
			been addressed by the UCD MPH Program in an interim report to the accrediting agency, CEPH, which determined we were in compliance with both criteria.		

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted here the function of the program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
Family Nurse Practitioner and	Accreditation Review	2010	PAs: The program should not require that	PAs: The Program did not collect	See PA Table and Figures, attached
Physician's Assistant Studies	Commission on Education for		students supply their own clinical site	preceptor survey data prior to 2008 to	
Programs	the Physician Assistant (ARC-		preceptors for program-required clinical	specifically assess preceptors' perceptions	Table 1. UC Davis PA Program - Preceptors'
	PA)		rotations. The program does not define,	of curriculum effectiveness. In 2009, new	Perceptions of Curriculum Effectiveness
(Non-degree granting at UC			publish and make readily available to	leadership corrected this deficiency,	
Davis prior to 2012-2013)			prospective and enrolled students	collected the information, and established	Graph 1. Student Preparedness in Clinical,
			estimates of all costs related to the	processes for systematic ongoing	Interpersonal, and Practice Management Skills
			program.	collection and analysis of these data. The	
			Insufficient evidence of collection and	measure now addresses specific measures	<u>Graph 2</u> . Overall Preparedness of PA Students
			analysis of data on student evaluations	related to student preparedness in 3	
			of didactic courses. Insufficient evidence	areas- clinical skills, interpersonal skills,	<u>Graph 3</u> . Mean of Clinical Role Seminar &
			of efforts to obtain and evaluate	and practice management skills, in	Professional Role Development Course
			preceptor's evaluations, particularly on	addition to overall student preparedness	Evaluations
			suggestions of curricular improvement.	compared with other PA students.	
			No evidence of preceptor feedback		
			regarding curricular development.		
		0010			
	Board of Registered Nursing	2012	INPs: Strengthen the ongoing	INPS: Revision of legal aspects of the	
				advanced practice nurse: Measurement	
			CSUS to ensure UCD FINP-MISIN frack	is based on course evaluations for the 3	
			faculty access /follow up_student	courses that address legal and regulatory	
			progress and performance are more	are identified in the source objectives and	
			closely (offectively searchingted between	die identified in the course objectives and	
			the two institutions	address the objectives in an applied	
			Continue to revise legal aspects content	manner and are designed to prepare NPs	
			as planned so content includes current	for practice	
			nursing regulation information relative to		
			lawful supervisory and collaborative		
			relationship arrangements between		
			physicians and NPs in the different		
			practice settings.		

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
Nursing Science and Health- Care Leadership (MS)	Commission on Collegiate Nursing Education	2012	The CCNE Board has determined that the NSHL MS Program met all accreditation standards and there are no compliance issues or issues for continuing institutional attention.	Whether a student's participation of the MS program has possible impact on his/her career. In the MS Program Exit Survey, students were asked to rank, from 1-5, their agreement or disagreement with statement "Participating in the Betty Irene Moore School of Nursing program has made a positive impact on my current career."	The Inaugural MS Class graduated in June 2012. Therefore 3-year data is not available at this time. For the 2012 graduates, 17 out of 19 (89.5%) indicates that the MS program has positive impact on their career by selecting "Agree" or "Strongly Agree" with the statement.
Doctor of Laws (JD)	American Bar Association (ABA) Association of American Law Schools (AALS)	2012 2012	Neither accrediting body identified issues for continuing institutional attention.	The rate at which the law school's graduate pass the CA bar examination in July.	First Time Pass Rate (July and February combined) 2012 78.3% (148 out of 189 takers) 2011 73.3% (132 out of 180 takers) 2010 80% (144 out of 180 takers)
Master of Business Administration (MBA)	Association to Advance Collegiate Schools of Business (AACSB)	2011	Concerns arose about the GSM's ability to sustain a balance of participation by all faculty across all three locations due to the School's small number of faculty (coverage ratios are prone of sizable variations due to maternity leaves, vacant positions and other contingencies). GSM should document these types of events and have them part of the standard coverage reporting.	AACSB Goal 1: Work well in teams and lead them AACSB Goal 2: Apply moral and ethical standards to management decisions AACSB Goal 3: Use appropriate models for analysis and planning AACSB Goal 4: Understand multiple functional areas	Only one year of data is available since accreditation is new (2011). Passage rate for goals in 2011-12: Goal 1: 93.57% Goal 2: 90.91% Goal 3: 94.01% Goal 4: 85.91%

Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
Doctor of Veterinary Medicine (DVM)	American Veterinary Medical Association (AVMA) – Council on Education	2012	Conduct and analyze alumni and employer surveys regularly and frequently and the completion of surveys should be actively encouraged. Provide evidence that the clinical competence of every student is directly assessed by faculty, and that these data can be retrieved and reviewed by the student and the administration.	North American Veterinary Licensing Examination	See <u>Veterinary Medicine Table</u> , attached.
Education Credential	Commission on Teacher Credentialing	20011	Common Standard 8: "Evidence reveals inconsistent evaluation, recognition, and reward of resident teachers" (those teachers in k-12 classrooms that host student teachers).	Credential candidate pass rate for 3 examinations, passage of which is required for credentialing in CA. The examinations are: 1) California Basic Educational Skills Test (CBEST) 2) California Subject Examination for Teachers (CSET) 3) Reading Instruction Competence Assessment (RICA)	See <u>Education Credential Table</u> , attached
School of Veterinary Medicine	American Association for Accreditation of Laboratory Animal Care (AAALAC)	2010	No deficiencies, Continued Full accreditation. There were three "suggestions for improvement," none involving the School of Veterinary Medicine. Our AAALAC accreditation applies to the entire university.	Not applicable. AAALAC does not use performance indicators.	Not applicable
	American Society of Crime Lab Directors Laboratory Accreditation Board (ASCLD/LAB)	2012	Descriptions of statistical associations were of concern to the review team, so a new approach to describing statistical associations was implemented.	Performance indicator is number of cases handled annually.	2010: 88 2011: 78 2012: 81

¹ New standards were implemented after that date, and the program of study was reviewed to be sure it met the new standards; the dates below reflect those approval dates: 2003 - Multiple Subjects program and Single Subject programs in: Agriculture, English, Mathematics, Biological & Physical Science, and Social Sciences; 2010 - Bilingual Teacher Authorization (Spanish); 2011 - Agricultural Specialist. The next site visit for reaccreditation is scheduled for Spring of 2014. http://gradstudies.ucdavis.edu/index.cfm 5

PHYSICIAN ASSISTANT PROGRAM

Table 1. UC Davis PA Program - Preceptors' Perceptions of Curriculum Effectiveness

	2010			2011			2012		
AREA/SCALE	Percent Average	Percent Above Average	Percent Well Prepared	Percent Average	Percent Above Average	Percent Well Prepared	Percent Average	Percent Above Average	Percent Well Prepared
Student preparedness in clinical skills	18.9	30.4	45.7	14	33.1	49.9	11.5	30.7	53.8
Student preparedness in interpersonal skills	9.2	24.1	66	3.8	21.3	73.2	3	12.7	82.7
Student preparedness in practice management skills	30.5	27.1	29	25.3	24.5	29.4	25.3	23.8	34.7
	Poorer	Same	Better	Poorer	Same	Better	Poorer	Same	Better
Overall preparedness (some N/A answers provided for preceptors without multiple students experiences)	5	17	57	0	29	49	2	17	57

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators Graph 1. Student Preparedness in Clinical, Interpersonal, and Practice Management Skills



Graph 2. Overall Preparedness of PA Students



Graph 3. Mean of Clinical Role Seminar & Professional Role Development Course Evaluations



MASTER OF PUBLIC HEALTH

UC Davis Graduation Rates									
Cohort (entrance year)	Target Degree Date	Expected time to graduation	Number Entering	Number Withdrawn	On time Grads	Number Grads	Target Grad Rate	Actual Grad Rate	
2011-12*	06/13/13	24 months	28	0	27	27	90%	96 %	
2010-11	06/14/12	24 months	17	0	15	17	90%	100%	
2009-10	06/16/11	24 months	26	1	25	25	90%	96%	
*23 students a	*23 students already araduated, 4 expected to araduate by 6/13/2013, 1 unsure about araduation status								



EDUCATION CREDENTIAL

Summary of Credential Student Pass Rates for Examinations Required for CA Credentialing: 1) California Basic Educational Skills Test (CBEST), 2) California Subject Examination for Teachers (CSET), and 3) Reading Instruction Competence Assessment (RICA)

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers: 2010-11	155	155	100	96
All program completers: 2009-10	138	138	100	98
All program completers: 2008-09	123	123	100	99

VETERINARY MEDICINE

North American Veterinary Licensing Examination									
Graduating Year	Students Taking Exam	Students Passing Exam	Average NAVLE Scores	SD	% Passing				
2007	119	114	510	55	96%				
2008	113	108	516	64	96%				
2009	118	116	522	55	98%				
2010	127	126	521	58	99 %				
2011	124	120	522	60	97%				

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted here the complete program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
Aerospace Science and Engineering	ABET	Fall 2012 ¹	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Biochemical Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Biological Systems Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Biomedical Engineering	ABET	Fall 2012 ²	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Chemical Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Civil Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Computer Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Electrical Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Materials Science and Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Mechanical Engineering	ABET	Fall 2012*	Per ABET policy, this information cannot be publicly disclosed but can be provided upon request.	Pass rate on the Fundamentals of Engineering Exam	See <u>table</u> and <u>graph</u> below.
Chemistry	ACS ³	20054	a. The ACS has been pressuring chemistry programs for a long time to include a course in biochemistry. We've finessed the issue for an equally long time, as long as the ACS form gave programs a space in which to indicate how biochemistry content was incorporated into the program, if not through a separate course. In our case in 2005, we creatively described how we wove that content through numerous courses at the upper division level. That option is no more. Last year two of our faculty designed a new course in the department, Molecular Biochemistry. It is currently wending its way through the course approval system. When that process is	Last spring, program beta-tested the new ACS "DUCK" (diagnostic of undergraduate chemical knowledge) exam on a voluntary subset of our graduating seniors. The data indicate a pretty good correlation with the transcripts of the seniors who chose to take the exam. In particular, correlations were made between students' overall GPA, GPA in the major, and GPA in upper division courses required for the major, with pretty much the expected results.	We've only administered the DUCK exam one time, so we have no trend to report. We plan to administer it every year from now on. See <u>summary of data</u> below.

^{1*}Program accredited through September 2013. The results of 2011-2012 accreditation will be available in September 2013. ² Program admitted its first students in Fall 2002. The first accreditation review was in 2011-2012. The results of 2011-2012 accreditation will be available in September 2013.

³ American Chemical Society

⁴ Application for recertification of the BS Chemistry submitted December 12, 2012

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
			complete, our curriculum committee will take on the task of revising the major to include this course. b. In 2005 the space and equipment used for honors and upper division labs were really a bit tattered due to age and overuse. Since that time the new EPS building (and its beautiful lab space) has allowed us to move the Chemistry 8 and 118 labs out of the building, giving us the chance to improve the labs in the Chemistry Annex. They are still crowded and overused, but some of the equipment at least is newer, mainly because of industries with which we have contacts who have donated equipment that has become obsolete to them, but is welcome by us. Equipment in these labs is still an issue, as there is no funding mechanism for replacement or upgrade of such items. We plan to move the pharmaceutical chemistry labs into EPS to better utilize that lab space and relieve more of the burden from the Annex labs.		
Landscape Architecture	LAAB ⁵	2006	 A. Recommendations Affecting Accreditation Clarify the program's mission, educational goals, and educational objectives for consistency of terminology and language. Develop and consistently assess learning objectives for all courses, and align/integrate these specifically with the program mission, educational goals and educational objectives and with the University's objectives. B. Suggestions for Improvements Explicitly apply other evaluation tools and assessments currently in use in course, curriculum and program assessments to measure progress towards attainment of goals in support of the program's mission. Increase integration of the conceptual aspects of site and project-scale design, as well as greater attention to construction detailing and grading and drainage in design studios. Increase public relations and publicity efforts to document how the work of students and faculty in the UC Davis Landscape Architecture Program serves the State of California, the region, the City of Davis and the profession. 	Not the process undertaken by accrediting body.	Not the process undertaken by accrediting body. Qualitative data gathered and presented in self-evaluation report and 3-day visit. Ref: http://lda.ucdavis.edu/2012Accreditatio n.pdf

⁵ Landscape Architecture Accreditation Board http://oaa.ucdavis.edu

UCDAVIS Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators KEY (1) Accredited or certificated program (2) Accrediting agency (3) Date of most recent accreditation agency action. (4) Summary of key issues for continuing institutional attention identified in agency action letter or report. (5) One performance indicator selected by faculty and accepted by accrediting agency. (6) For one indicator, provide 3 years' trend data.

(1)	(2)	(3)	(4)	(5)	(6)
Clinical Nutrition / Didactic Program in Dietetics	ACEND ⁶	12/3/2008	All standards and individual components thereof were met by the program. Standard 1(The dietetics education program has clearly defined a mission, goals, program outcomes, and assessment measures and implements a systematic continuous process to assess outcomes, evaluate goal achievement, and improve effectiveness) Standard 2 (The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate) Standard 3 (Management of the dietetics education program and availability of program resources are evident in defined processes and procedures and demonstrate accountability to students and the public)	Registered Dietitian (R.D.) national examination scores and pass rate	Most recent complete 3-year data is 2009-2011. The UC Davis program exceeds the national data. See <u>graphs</u> below.

⁶ Accreditation Council for Education in Nutrition and Dietetics http://oaa.ucdavis.edu
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Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators

Engineering

Year	2010	2011	2012	3 yrs +/-
Current Enrolled	72.2%	70.9%	71.3%	-0.9%
Graduates	60.4%	67.9%	70.4%	+10.0%
Cumulative	68.1%	70.0%	71.0%	+2.9%

Fundamentals of Engineering Examination: Percentage Passed Test

Fundamentals of Engineering Examination



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Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators

Chemistry

Diagnostic of Undergraduate Chemistry Knowledge (DUCK)

The ACS 2012 Diagnostic of Undergraduate Chemistry Knowledge is designed for use at the end of the four-year undergraduate curriculum. Items are all associated with scenarios that require inter-disciplinary synthesis of chemistry knowledge. The exam itself is timed at 120 minutes and contains 60 multiple-choice questions. Thirteen senior undergraduates volunteered to participate in field-testing the 2012 DUCK exam before it was expected to be released by the ACS Division of Chemical Education Examinations Institute in January 2013. Two versions of the exam were administered on two separate days (seven students for version A and six students for version B). Question analysis was performed to compare the multiple-choice answers on each exam and then student grade-point averages were correlated to total score.

For thirteen students, the average between the two versions of the exam was 31.54±6.97 and the median was 32.0 (compared to the 2008 composite scores which were an average of 31.49±8.37 and a median of 31.2). Three questions on each exam (versions A and B) were answered correctly by all students, suggesting the question was a topic covered by the courses required of all chemistry majors. Two questions on version A, and three questions on version B, were answered incorrectly by all students, but with similar wrong answers (i.e. most students answered 'B' when the correct answer was 'D'). This suggests all the students learned the concept in a similar way, and therefore interpreted the question in similar ways.

The majors for the students are as follows: 4 B.S. Chemistry (ACS Certified) 6 B.S. Chemistry - Pharmaceutical Chemistry 3 B.S. Chemistry - Forensic Chemistry

Correlation between score on the exam and overall GPA:

Students finishing with grades in the '+2 standard deviation' range averaged 3.79 overall GPA* Students finishing with grades in the '+1 standard deviation' range averaged 3.66 overall GPA Students finishing with grades in the '-1 standard deviation' range averaged 3.01 overall GPA Students finishing with grades in the '-2 standard deviation' range averaged 2.56 overall GPA *One student was considered an outlier: average was 3.29 if s/he was included.

Correlation between score on the exam and major GPA:

Students finishing with grades in the '+2 standard deviation' range averaged 3.67 major GPA* Students finishing with grades in the '+1 standard deviation' range averaged 3.63 major GPA Students finishing with grades in the '-1 standard deviation' range averaged 2.83 major GPA Students finishing with grades in the '-2 standard deviation' range averaged 2.45 major GPA *One student was considered an outlier: average was 3.15 if s/he was included.

0

Correlation between score on the exam and upper division in the major GPA (udmGPA):

Students finishing with grades in the '+2 standard deviation' range averaged 3.86 udmGPA* Students finishing with grades in the '+1 standard deviation' range averaged 3.62 udmGPA Students finishing with grades in the '-1 standard deviation' range averaged 2.83 udmGPA

Students finishing with grades in the '-2 standard deviation' range averaged 2.72 udmGPA

*One student was considered an outlier: average was 3.34 if s/he was included.

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Required Data Exhibit 6.1: Inventory of Concurrent Accreditation and Key Performance Indicators Clinical Nutrition / Didactic Program in Dietetics

Registration Examination for Dietitians Scores - UC Davis DPD vs. National Mean



Registration Examination for Dietitians - UC Davis DPD Pass Rate

