

## **Undergraduate Council Academic Program Review Summary**

The Office of Academic Planning and Budget produces the Academic Program Review Summary (APR Summary) to specifications developed in consultation with the Undergraduate Council. It is a quantitative summary of selected structural and performance characteristics of undergraduate instructional programs and degree programs and of the academic units that design and support these programs. APR Summary reports have been provided to Undergraduate Council review teams for the past three annual Academic Program Review cycles. Although use of this report has become a standard feature of the review process, the format of the APR Summary remains flexible and has in fact evolved somewhat from year to year. Although this Summary format is not designed to provide direct or extensive coverage of graduate programs, a few basic items referring to graduate programs have been included for the sake of describing the broader academic context of undergraduate program operations.

Each report contains a set of measures and ratios arranged in a time series covering academic years from 1994-95 through 2000-01 that describe the instructional workload production, course offerings, instructional resources, faculty teaching activities, student characteristics, and student outcomes associated with a given department. The statistical material is drawn from several different data sources managed by the Office of the Registrar and the Office of Academic Planning and Budget.

The APR Summary uses a concentrated two-page format with twelve main headings to present the statistical material. **Items 1 through 7** describe trends in workload production, instructional offerings, instructional resources, and regular rank faculty teaching activities. **Items 8 through 12** cover trends in population characteristics and academic outcomes for students associated with the program as declared majors or degree recipients.

### **Instructional Offerings, Instructional Resources, and Faculty Engagement**

**(1) Instructional Workload FTE Students** (Full Time Equivalent Students) measures the overall annual instructional output of the department. These figures are derived from the annual sum of student credit hours in all classes and independent studies sponsored by the department. Annual student credit hours (or workload units) attempted by undergraduates and graduate students are divided by 45 and by 36, respectively, to yield FTE student figures. (Full time undergraduates are expected to log 15 units per quarter, full time graduate students 12 units, 3 times per year.) The *percentage distribution* across lower division, upper division, and graduate courses shows how departmental workload production and teaching commitments are organized by level of instruction.

**(2) Lower Division & Upper Division Primary Classes** are annual totals for primary class sections sponsored by the department. Each primary class represents a separate and discrete offering of a particular course during a regular academic quarter. It consists of a set of scheduled class meetings between an assigned instructor and group of enrolled students, normally on a regular weekly cycle throughout the quarter. Multiple primary class sections of a particular

catalog course may be offered in any given quarter. Summer session primary classes are *not* included in this measure. ***Enrollment per class*** shows the average size of primary classes at lower and upper division levels. All courses meet in primary class sections. Some courses also feature weekly discussion section meetings as a component of instruction. The ***percentage of all primary class enrollments with discussion section*** shows the extent to which such meetings are a regular part of the instructional process in the department.

**(3) Lower Division & Upper Division Discussion Sections** are annual totals for discussion sections sponsored by the department. Each discussion section is linked to a particular primary class during a regular academic quarter. It consists of a definite set of scheduled meetings between an instructor (typically a GSI) and a subset of all students enrolled in the primary class, normally on a weekly cycle throughout the quarter. ***Enrollment per section*** shows the average size of lower and upper division sections.

**(4) Undergraduate & Graduate Tutorial Enrollment** are annual totals for individual enrollment in independent study courses. These are typically "190" or "199" courses for undergraduates and 500-level courses for graduate students. A student enrolled in the same independent study course for three quarters would count three times here.

**(5) Lower Division & Upper Division Spring Course Grades** display the number of grades awarded in all lower division and upper division courses during the spring quarter of the indicated academic year. This is the baseline item for the grading results immediately below, but it is also a useful indicator of the number of course enrollments that the department is responsible for managing at any one time. (Note, however, that fall, winter, and spring enrollment patterns may be considerably different in some departments.) The ***average grade point*** is similar to the cumulative GPA measure for undergraduate students in that an 'A' contributes 4.0 points, an 'A-' 3.7 points, and so forth, and that the only courses that count are courses completed for a letter grade. Here, however, the aggregate of grades underlying the mean value belong not to a given student across an individual career, but to all students receiving letter grades in a given quarter across a certain group of classes.

**(6) Budgeted FTE Faculty & Teaching Assistants** describe instructional resources allocated to the department – a critical determinant of capacity to support faculty and other instructors in the undergraduate program. Note that budgeted TA figures at the academic unit level may differ from those carried in central campus summaries, and that budgeted FTE and FTE actively employed in instruction are not identical. The number of active faculty is normally well below the budgeted number, while the number of active TA's may be well above the budgeted number due to later reallocations of other resources to meet instructional demand. For academic units in the College of Letters and Science, figures provided to the Budget Office by the College on actual final departmental reallocations of TA resources begin to appear in the central campus time series in the 1997-98 academic year. These valuable additions to the historical record are not presently available for academic units outside the College. No comparisons of these figures should be attempted between College and non-College academic units, or between College before and since 1997-98. It is important to note that actual final TA resources may include reallocations of budgeted FTE faculty resources. This means that Faculty and TA figures for the College since 1997-98 cannot be treated as independent data items that can simply be added together to show a resource grand total. The grand total may be less than the sum. ***FTE students per budgeted FTE faculty*** is the most commonly used student/faculty workload ratio

for campus planning purposes. This ratio is formed by dividing the number of Instructional Workload FTE Students that is shown above under heading (1) by the number of Budgeted FTE Faculty shown here under heading (6).

**(7) Filled FTE Regular-Rank Positions** shows the number of full time equivalent positions occupied by regular-rank faculty members (tenured and tenure-track ladder faculty). The figure is calculated on a three-quarter average basis.

### **Undergraduate Student Characteristics and Academic Outcomes**

**(8) Fall Total Undergraduate Majors** shows the number of undergraduates on record with declared majors or pre-majors at the third week of classes in fall quarter. Credit for double majors is *not divided* between major programs, meaning that an individual student may appear in major counts for two departments. (Earlier versions of this report used *divided* major counts.) Attached to this count are figures for the *percentage of transfers*, the *percentage of double majors*, the *percentage of women*, and the *percentage distribution by ethnic category* among declared majors. The broad ethnic categories used here are Underrepresented Minority (including students identified as African American, American Indian, Chicano, and Latino), Asian and Pacific Islander (including many specific categories such as Chinese, Korean, Pilipino, etc.), Caucasian, and All Others, including Internationals.

**(9) Fall Total Graduate Students** is included in the APR Summary to indicate the balance between undergraduates and graduate students with departmental affiliations. The attached measure shows the *graduate student percentage of all students* currently enrolled and affiliated with the department.

**(10) Baccalaureate Degrees Granted** describes annual degree production for undergraduate programs housed within the department. Some degree recipients entered UCLA directly from high school; others came as transfers. The attached measure of *percentage transfer to UCLA* shows the departmental mix. Student academic outcomes and academic performance at UCLA are summarized under separate headings below for degree recipients entering from high school (11) and entering as transfers (12).

**(11)** The count of degree recipients entering from **High School to UCLA** comes with a measure of the *percentage of double majors* and a four-way percentage distribution by elapsed time-to-degree into *four-year*, *fifth-year*, *sixth-year*, and *beyond six years* groups. UCLA attendance and workload patterns are described by the *average registered quarters at UCLA*, *average units attempted per quarter*, and *average units attempted at UCLA* (this third item is the product of the first two) – and a measure of *average total units on the transcript at graduation* that has appeared in earlier versions of the APR summary. Total units include credits from other institutions accepted by UCLA and units earned in UCLA summer sessions. Another key performance outcome for students is represented by the average *grade point average* among degree recipients. Grade point average refers exclusively to work completed within the University of California.

**(12)** The count of degree recipients entering as **Transfers to UCLA** comes with a measure of the *percentage of double majors* and a four-way percentage distribution by elapsed time-to-degree into *two-year*, *third-year*, *fourth-year*, and *beyond four years* groups. UCLA attendance and

workload patterns are described by the *average registered quarters at UCLA, average units attempted per quarter, and average units attempted at UCLA* (this third item is the product of the first two) – and a measure of *average total units on the transcript at graduation* that has appeared in earlier versions of the APR summary. Total units include credits from other institutions accepted by UCLA and units earned in UCLA summer sessions. Another key performance outcome for students is represented by the average *grade point average* among degree recipients. Grade point average refers exclusively to work completed within the University of California.