### Issues Considered by the Committee

- Approval criteria to be applied by Committee on Courses of Instruction to new and existing courses proposed to meet Topical Breadth and Core Literacies of GE3
- Coordination with Office of the Registrar and Deans’ offices re: implementation of GE3, to go into effect Fall 2011
- Evaluation of proposed catalog changes re: GE3
- Proposed changes to DDR 522 re: GE policies concerning transfer students, off-campus coursework, and Advanced Placement and International Baccalaureate credit
- Development and initial testing of procedures for ongoing assessment of GE3
- Coordination of assessment design with Office of the Vice Provost for Undergraduate Studies re: requirements of the Western Association of Schools and Colleges (WASC)

### Recommended Procedural or Policy Changes for the Coming Year

a. We recognize that GE procedural and policy questions will continue to arise from departments and administrative offices in coming years, with ongoing implementation of the new GE requirements, and that the Committee will need to address these in a timely fashion (as we did in 2010-11).

b. A permanent charge of the Committee is “continuous review of the effectiveness of the General Education program.” Especially as the new GE program has many more facets and more stringent criteria than the former program, fulfillment of this charge will require some resources and support (for example, some Academic Senate staff support). We note, also, that the Vice Provost for Undergraduate Studies and the Center for Excellence in Teaching and Learning will continue to be very concerned about GE assessment and will want the Committee to work with them on measures and procedures.
Committee Narrative

The many issues dealt with by the GE Committee in this very active year concerned the impending effective date (Fall 2011) for the new General Education requirements (GE3). Some of these will mean ongoing responsibilities of the committee as implementation proceeds.

1. Approval of criteria to be applied by the Committee on Courses of Instruction (COCI) to new and existing courses proposed to meet Topical Breadth and Core Literacies of GE3

After conclusion of the course approval work of the GE Implementation Task Force in 2010, COCI took on full Senate responsibility for approvals of all new and changed courses in regard to GE criteria. The GE Committee was consulted by COCI in refining interpretation of these criteria to ensure efficiency of COCI’s process.

2. Coordination with Office of the Registrar and Deans’ offices re; implementation of GE3, to go into effect Fall 2011

We assume that, as the new GE requirements affect new students beginning this fall, questions will continue to arise and be referred to the Committee from the Office of the Registrar, Dean’s offices, and departments/programs regarding procedures, criteria, and regulations. In 2010-11, for example, questions arose regarding differences between GE2 and GE3, policies for transfer students, differences between Senate regulations and college policies, policies for continuing students doing off-campus coursework, course approval criteria and procedures, etc. In some instances, the GE Committee referred these questions to other responsible committees, but in others the GE Committee was the most knowledgeable respondent. (See below (4) for an example of cross-committee cooperation in resolving questions through change in DDR 522.)

3. Evaluation of proposed catalog changes re: GE3

The Office of the Registrar sought the GE Committee’s comments on catalog copy for the 2011-12 supplement. Our comments were submitted to the Undergraduate Council. Eventually, areas of comment concerning transfer policies became the subject of cross-committees’ consultation (CERJ, COCI, GE, UGC) that resulted in changes to DDR 522.

4. Proposed changes to DDR 522 re: GE policies concerning transfer students, off-campus coursework, and Advanced Placement and International Baccalaureate credit

The amendments to DDR 522 were proposed by CERJ in consultation with GE, COCI, and UGC. The amendments were approved by the Representative Assembly in June
2011. Each will facilitate the ongoing implementation of GE3 by the Registrar and the colleges.

5. Development and initial testing of procedures for ongoing assessment of GE3

An assessment plan was not embodied in the approved new GE requirements but it is part of the ongoing charge of the GE Committee requiring “continuous review of the effectiveness of the General Education program.” With no prior plan in place to assess GE at UC Davis, the committee based its design of methods on practices at other institutions and discussed by the GE Assessment Task Force of the Reinvention Center (a consortium of research universities to which UC Davis belongs).

Without assigned Academic Senate staff support or other assigned resources, what we could undertake was very limited; nevertheless, we decided to begin a systematic survey of a cross-colleges sample of instructors of approved GE courses in regard to their plans for meeting the new criteria. Several members of the Committee created lists of courses that would be surveyed in regard to specific core literacies: writing experience, scientific literacy, and American culture, history and governance were selected for this pilot study. The Committee was fortunate to have the assistance of three GSRs supported by a grant from the Spencer and Teagle foundations (the Committee chair is PI) for the assessment of the “writing experience” sample. (This grant expires in December 2011). Collection of data will continue through this Fall, but the Committee does not know at this point how it might be continued.

6. Coordination of assessment design with Office of the Vice Provost for Undergraduate Studies re: requirements of the Western Association of Schools and Colleges (WASC)

An additional impetus toward assessment of the new GE program comes from UC Davis’s regional accreditor, the Western Association of Schools and Colleges (WASC). The Committee chair, the chair of the Academic Senate, and the Vice Provost for Undergraduate Studies met with WASC representatives in 2010 to hear WASC expectations for a GE assessment plan. Subsequently, the Vice Provost and the Center for Excellence in Teaching and Learning have worked with the Committee in piloting parts of a review structure for the new GE program. In addition to the pilot study of GE instructors described in (5), a first meeting of a cross-majors focus group of undergraduate students was held in Spring 2011, co-led by the Committee and the Office of the Vice Provost.

Respectfully submitted.

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