Supplemental Instructions for General Education Self-Review

The General Education supplement to the Undergraduate Instruction Program Review is designed to gather general education data at the time a program is undergoing review. The expectation is that gathering the general education data then would be less burdensome on the department responsible for providing administration for the program. The purpose for gathering general education data is to assess the general education that UC Davis provides.

The General Education self-review asks individual programs, as part of their septennial Program Review, to identify their largest GE classes and submit supplemental information. This process will work differently for programs that are lodged entirely in a single department and those that are cross-departmental programs. The differences are slight, however. Below are instructions intended to facilitate the GE self-review process.

For Programs Housed in a Single Department:

“Question #1: How many courses does your program offer that fulfill each particular Core Literacy (e.g., how many courses satisfy the Scientific Literacy Core Literacy, the Domestic Diversity Core Literacy, etc.)?”

Every program at the university offers a range of courses that fulfill various General Education Core Literacies; no program offers a range of courses that can satisfy all eight of the GE Core Literacies. To use one Cluster 1 Program as an example: Music offers courses that fulfill five of the General Education Core Literacies (American Cultures, Governance, and History, Oral Literacy, Visual Literacy, Writing Experience, and World Cultures). It offers no courses that fulfill three of the GE Core Literacies (Domestic Diversity, Quantitative Literacy, and Scientific Literacy).

“Question #2: What was the largest-enrollment course your program offered that satisfied each particular Core Literacy (e.g., the largest course that satisfied the Writing Experience Core Literacy, the largest satisfying the Quantitative Literacy Core Literacy, etc.)? How many students enrolled in each such course?”

For the purposes of answering this question, programs should look at total enrollment in a course (not just CRN). Larger courses divided into multiple sections should be considered as one course. (For instance, we might use a large Music course again as an example. MUS 010, which covers multiple GE Core Literacies and is divided into five sections, would count as one course.)

Some courses may be listed twice here. Continuing to use Music as an example, MUS 010 satisfies the Visual Literacy, World Cultures, and Writing Experience
Core Literacies and is the largest course in that program that covers each of the named Core Literacies.

For those Core Literacies the program does not teach, the program can simply list “NA.”

Those filling out the General Education supplement of the Program Review for Music might answer Question #2 as follows:

ACGH: MUS 106 (followed by the total enrollment across all sections)
DD: NA
OL: MUS 121 (followed by the total enrollment across all sections)
QL: NA
SL: NA
VL: MUS 010 (followed by total enrollment across all sections)
WC: MUS 010 (followed by total enrollment across all sections)
WE: MUS 010 (followed by total enrollment across all sections)

Question #3: Looking at syllabi, assignments, and exams from the courses identified in #2 (above), how do instructors address each Core Literacy approved for each course? (For instance, for the course identified as the program’s largest course satisfying the World Cultures Core Literacy, how does the instructor address World Cultures?)

This question requires the program to look at all of the courses identified in Question #2 and to collect syllabi, assignments (for all papers, projects, etc.), and exams (including quizzes, midterms, and finals) and then to explain how the respective instructor(s) brings the approved Core Literacy to the attention of their students. In answering this question, the program could consider things like how often a particular Core Literacy is covered in lecture, reading, or other assignments.

To return to Music as an example, the program would consider syllabi, assignments, and exams for MUS 010, 106, and 121. The program would then describe how material on American Culture, Governance, and History is presented in MUS 106 and how Oral Literacy is presented in MUS 121. For MUS 010, which satisfies three Core Literacies, the program would have to describe how each Core Literacy is presented.

“Question #4: Looking at assignments and exams, how do instructors in these courses assess student learning of a given Core Literacy? (For instance, in the program’s largest class satisfying the American Culture, Governance, and History Core Literacy, how does the instructor assess student competency in this Core Literacy?)”
For this question, programs should look at how the students in the courses identified in Question #2 are asked to show facility in particular Core Literacies. Again, returning to Music as an example, the program would use assignments and exams to show how students in MUS 106 were asked to show facility in American Culture, Governance, and History and how students in MUS 121 were asked to show facility in Oral Literacy. For MUS 010, the program would use assignments and exams to describe how students were asked to show facility in Visual Literacy, World Cultures, and Writing Experience.

Question #5: Please provide syllabi, assignments, exams, and a representative sample of student work for each class listed in the answer to Question #2 (above)--to provide evidence regarding instruction and assessment of core literacies. (In practice, programs should interpret “representative sample” to mean the inclusion of work by 6 students. This work should represent a normal grade distribution for the class. For instance, if 16% of the students received an A-range grade on a paper, while 32% receive a B-range grade, then one out of the six papers an instructor might submit should be an A paper, while two should be a B paper.)

Here programs should submit the syllabi, assignments, and exams that they discussed in Questions #3 and #4. They should also submit six samples of student work according to the grades given out for each assignment. To use some of the examples mentioned above: MUS 010 satisfies the Writing Experience GE Core Literacy. This means that the program should submit six examples of student work for each paper assigned (if there were two papers assigned, then six examples of paper one and six examples of paper two should be submitted). The papers submitted should roughly follow the grades given out for each paper.

(NB 1: There are some assignments, such as performances, recitals, or art exhibits, that cannot be directly submitted to the General Education Committee. In those instances, please do not submit multimedia files of these assignments. Instead, programs should submit the rubrics they use outlining the assessment criteria used to evaluate such projects.)

(NB 2: The examples of student work should be anonymous. Please redact all student names and other identifying information from each paper, exam, or other assignment submitted.)

Question #6: What strategies does your program use to ensure that instruction in courses that satisfy particular General Education Core Literacies continues to meet the requirements for satisfying that particular General Education requirement? (For instance, how do you ensure that instructors for courses listed in the catalog as satisfying the Domestic Diversity requirement are presenting material covering the Domestic
Diversity requirement and assessing the students’ learning of this General Education Core Literacy?

For this section, the program should provide a brief description of its efforts to ensure that its curricular offerings continue to meet particular General Education needs, as well as ongoing programmatic needs. (Note: the General Education committee is aware of—and strongly supports—the idea that courses and programs will evolve in response to new scholarly trends and knowledge. Our primary interest here is to ensure that programs continue to include General Education elements in their courses as the curriculum changes over time.)

For Other Types of Programs:

The GE self-review process for other types of programs is very similar to the process that programs housed in a single department follow. One example of this type of program from Cluster 1 is Biotechnology (BIT).

Those writing the undergraduate program review for Biotechnology would answer the GE supplement questions 1-6. When answering questions 1-5, however, they should only gather and look at data from courses offered within the program under review—i.e., only courses with a BIT designation.

Final Notes

Gathering Data:
Programs should consult the General Education Search Tool at http://registrar.ucdavis.edu/courses/GE_courses/ when completing their self-review. This tool can be invaluable in helping programs determine which of their courses satisfy particular General Education Core Literacies.

Reporting Data:
All programs must submit their General Education Core Literacy data in a single PDF file on or before 1 January 2016. Should the data be too large to fit into one PDF file, programs can choose to split the data up into smaller files. (For instance, ENH Visual Literacy Part I, ENH Visual Literacy Part II, etc.) Please put the completed General Education Self-Review template at the beginning of your materials, followed by a Table of Contents that will allow the Committee to look at the relevant courses more easily. Below is a sample ToC that one program used when submitting its General Education supplemental materials.
# Table of Contents

*(Placed immediately following the last page of the General Education Self-Review Template)*

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