

Undergraduate Instruction and Program Review and GE Assessment Orientation 2024-25 Cluster 3 Review Cycle

Davis Division of the Academic Senate

UCDAVIS



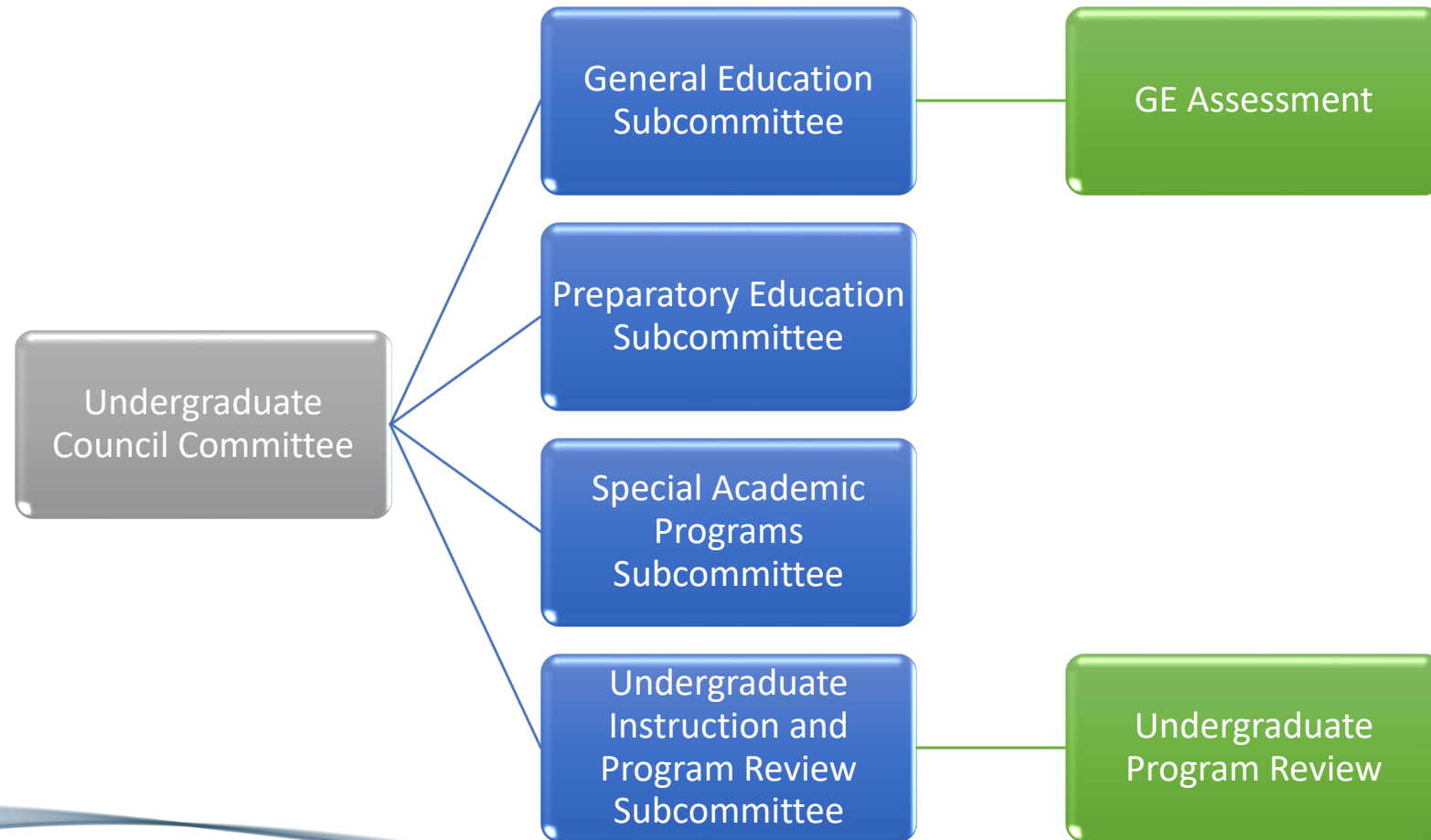
Introductions

Cluster 3

Programs/Courses

Academic year of next review	Cluster	College/School	Undergraduate Programs (majors and minors) - Reviewed by UIPRC	Subject Codes with GE literacies - Reviewed by GEC
2024-25	3	CAES	Agricultural and Environmental Education	AED
2024-25	3	L&S	Anthropology Cognitive Science Communication East Asian Studies History Jewish Studies minor Linguistics Middle East/South Asia Studies Philosophy Science and Technology Studies	ANT CGS CMN EAS HIS JST LIN ARB, HEB, HIN, MSA, PER, PUN PHI STS WAS

Undergraduate Council and Subcommittees



Why are Program Review and GE Assessment Important?

- Responsibility for oversight of curriculum and education policy was granted to the Senate by the Regents—the very core of Shared Governance
- A time for faculty to reflect and discuss instructional quality, learning outcomes, equity, access, and inclusion
- An opportunity for programs to update and assess the coherence of their curriculum, including future development of the major and minor
- Crucial pillar of maintaining WASC accreditation
- A discussion where reviewers invite and listen to every faculty voice
- Your chance to communicate what resources your program needs to achieve or maintain excellence

Program Review and Campus Budget Process:

Conversations about program reviews don't stop after the program review closure process—they have some teeth!

1. The campus Administration responds in writing to the recommendations in the program review reports and related Senate committee recommendations
2. Colleges/schools use information from recent program reviews when filling out annual campus budget questionnaires
3. These budget questionnaire responses are reviewed by the Faculty Executive Committees, the Committee on Planning and Budget, and campus Administration

Undergraduate Program Review

Review Team (RT) Process

Stages of the Review Team Process

Review Team (RT) Selection

Recruit two faculty members who will be able to rapidly grasp the workings of your undergraduate instructional program and the campus context

- expertise appropriate for assessing the program being reviewed
- experience in program or campus leadership is a plus
- experience related to undergraduate education is a plus

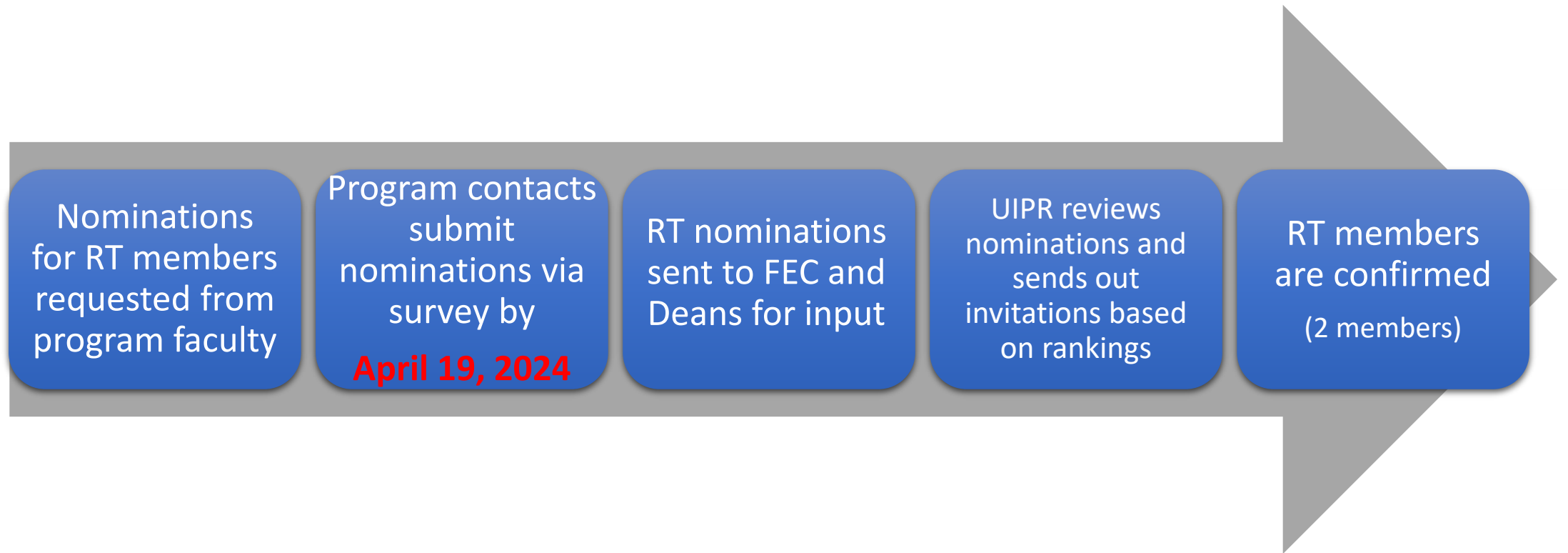
External Reviewer Nominees

- Faculty from any college or university outside of UC Davis

UC Davis Reviewer Nominees

- Academic Senate members on the UC Davis campus

Review Team (RT) Selection



Review Team (RT): Conflicts of Interest

Potential review team members will be asked to disclose any potential conflicts of interest. Including...

External Reviewer Nominees

- active collaboration in teaching or research
 - co-authored of any research publications within the past five years
 - currently listed as a co-PI on a proposed grant or contract
 - co-instructor on a proposed course
- departmental colleague with, student of, or supervisor for any program faculty

UC Davis Reviewer Nominees

- current or previous members of the undergraduate program under review
- current or previous instructors in the program under review
- collaborations in research, grants, or contracts with any program faculty in the past five years.

Review Team (RT): Resolving Potential Conflicts of Interest

- Be transparent about RT member(s) potential conflicts of interest
 - Nominees may still be submitted along with an explanation of the potential conflict.
- The UIPR Committee will review the information and determine if a meaningful conflict of interest exists
 - If the disclosed conflict appears likely to create appreciable bias, UIPR will recruit an alternative reviewer.
- An ongoing process – update UIPR if any potential conflicts of interest emerge

Self-Review Process

UIPR Self-Review Template

- **Section 1** – Overview of the major/program
- **Section 2** – Outcome of the last review
- **Section 3-8** – Major/program information
 - **3** – faculty in the major
 - **4** – instruction in the major, staff, space, and facilities
 - **5** – students in the major
 - **6** – students' perceptions of the major
 - **7** – post-graduate preparation
 - **8** – assessment
- **Section 9** – Major strengths and weaknesses
- **Section 10** – Future plans
- **Section 11** – Minors (list on next slide)
- **Section 12** – Emergency Remote Instruction

UIPR Self-Review Template

Minors to be included in section 11

Minor	Administering Department
Anthropology	Anthropology
Communication	Communication
East Asian Studies	East Asian Studies
History	History
Jewish Studies	History
Linguistics	Linguistics
Linguistics Language Teachers	Linguistics
Arab Studies	Middle East/South Asia Studies
Arabic	Middle East/South Asia Studies
India and South Asia Studies	Middle East/South Asia Studies
Iran and Persia Studies	Middle East/South Asia Studies
Middle East/South Asia Studies	Middle East/South Asia Studies
Philosophy	Philosophy
Data in Society	Science and Technology Studies
History and Philosophy of Science	Science and Technology Studies

Data Provided to Programs via Tableau

- Program data is provided by Budget and Institutional Analysis (BIA) via Tableau.
- Data includes instructors and students, survey data from current students and recent graduates, and general information from the course catalog.
- Data is presented to allow for comparisons to other programs in the same cluster as well as comparisons to the college and campus.
- BIA will work with the departments and IET to make sure that all members of the review teams can access the online data.
- BIA will work directly with some programs to ensure we have the correct instructors and courses.

Sample Appendix B – Instructor and Student Data

UC DAVIS Undergraduate Program Review

Appendix B TABLE 1

CATEGORY - FACULTY IN MAJOR

Ladder Faculty - Instructional FTE by Rank, Change in the Past Seven Years

		2011-12				2017-18			
		Asst.	Assoc.	Prof.	Lec-SOE	Asst.	Assoc.	Prof.	Lec-SOE
UC DAVIS	Instructional FTE	143.1	176.2	511.6	15.8	211.7	200.3	535.2	11.3
	% Change from 2011-12					47.9%	13.7%	4.6%	-28.9%
COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES	Instructional FTE	21.1	12.4	87.5	4.3	35.9	24.9	76.8	2.0
	% Change from 2011-12					70.5%	100.7%	-12.2%	-53.8%
Department of Plant Pathology	Instructional FTE	1.8	0.0	5.0	0.0	1.0	1.0	4.2	0.0
	% Change from 2011-12					-48.2%		-16.6%	
*Program Global Disease Biology	Instructional FTE	3.0	0.0	7.6	0.0	1.9	2.0	8.3	0.0
	% Change from 2011-12					-36.7%		9.2%	
Department of Environmental Science and Policy	Instructional FTE	1.7	0.8	7.6	0.0	3.8	1.4	9.9	0.0
	% Change from 2011-12					123.2%	88.9%	30.9%	
Department of Human Ecology	Instructional FTE					9.2	3.5	7.1	0.0
	% Change from 2011-12								
Department of Land, Air, and Water Resources	Instructional FTE	1.0	1.3	6.9	0.0	2.1	2.5	6.8	0.0
	% Change from 2011-12					110.0%	89.9%	-2.4%	
*Program Environmental Sci and Mgmt	Instructional FTE	5.0	4.1	16.1	0.0	7.5	6.7	24.5	0.0
	% Change from 2011-12					50.0%	65.0%	51.7%	
Department of Nutrition	Instructional FTE	1.4	0.3	3.7	1.0	2.8	0.5	2.4	1.0
	% Change from 2011-12					94.6%	71.1%	-35.3%	0.0%

- College
- CAES
 - CBS
 - CLAS
 - ENGI

Sample Appendix C – Survey Data

Home > Undergraduate Program Review – Data Appendices > Appendix C > Appendix C 2018 ☆ 1

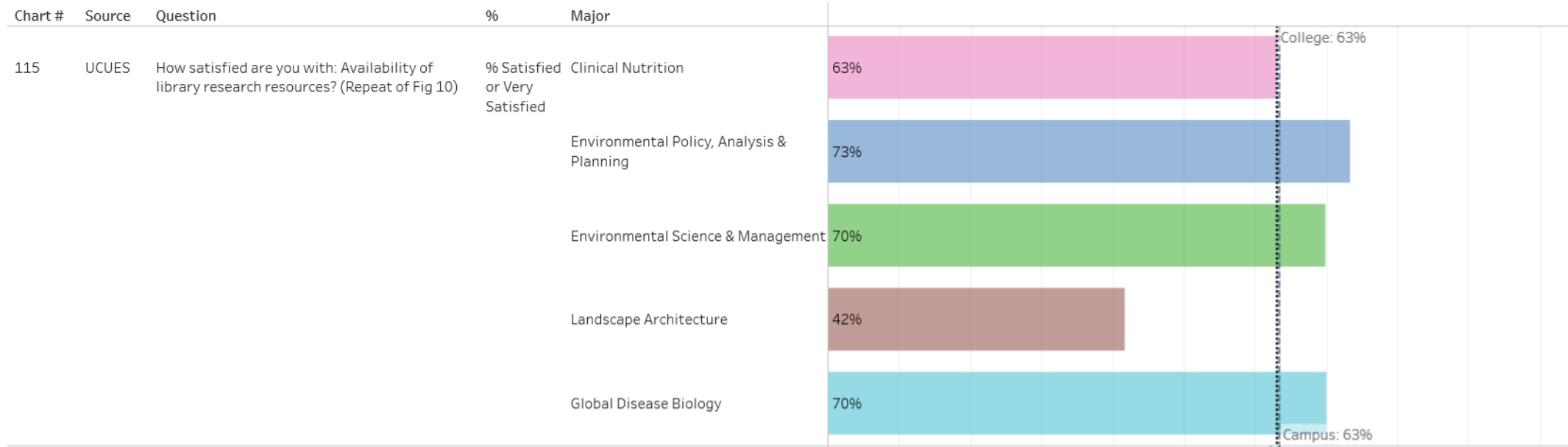
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College of Agriculture & Environmental Sciences - Cluster 5

Category: *Resources in the Major*

Sub-Category: *Resources in the Major*



College

- College of Agriculture & Environmental Sciences
- College of Biological Sciences
- College of Letters & Sciences

Category

- Students' Perceptions of the Undergraduate Experience
- Postgraduate Preparation
- Educational Objectives
- Resources in the Major

Sub-Category

- Resources in the Major

Assessment Support from the Office of Undergraduate Education



UCDAVIS

Center for Educational Effectiveness

Office of Undergraduate Education

Program Learning Outcomes (PLO) Assessment

Support for Program Review



Erica Bender, Ph.D.

Assessment Specialist

Kara Moloney, Ph.D.

Academic Assessment Lead

Who We Are / What We Do

We are academic assessment professionals, teachers, lifelong learners, and student advocates.

We study and promote strong practices in academic assessment and think deeply about assessment as a tool for equity and inclusion.

We partner with faculty to implement assessment in ways that make sense for their course, program, and discipline.

We support assessment so that faculty can focus on what they do best: engaging students in transformational learning experiences.



What We Offer

Workshops and other resources on assessment-related topics.

Consultations and conversations one-on-one or with your committee.

Facilitated discussions / group brainstorming sessions.

Short- and long-term assessment planning and assessment inquiry designs.

Administrative support with data synthesis, data disaggregation, data analysis.

PACE4Equity: Project-based program assessment for teams/committees.



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Center for Educational Effectiveness

Office of Undergraduate Education

How We Think About Assessment

Assessment is a process that happens one step at a time.

Assessment is not about evaluation or proving value; assessment starts from an assumption that a program is worthwhile.

Assessment uncovers opportunities for future direction so that the program can keep evolving and improving, as well as enabling program advocacy.

Assessment is way to observe what expert teachers value: students' deep learning and their abilities to use what they've learned.

Assessment is fascinating!



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Center for Educational Effectiveness

Office of Undergraduate Education

If you're new to program learning outcomes assessment or just want some fresh perspective,
we made a video for you!

(And it only takes 12.5 minutes!)

[Click here to watch](#)



Or scan this QR code with your phone.



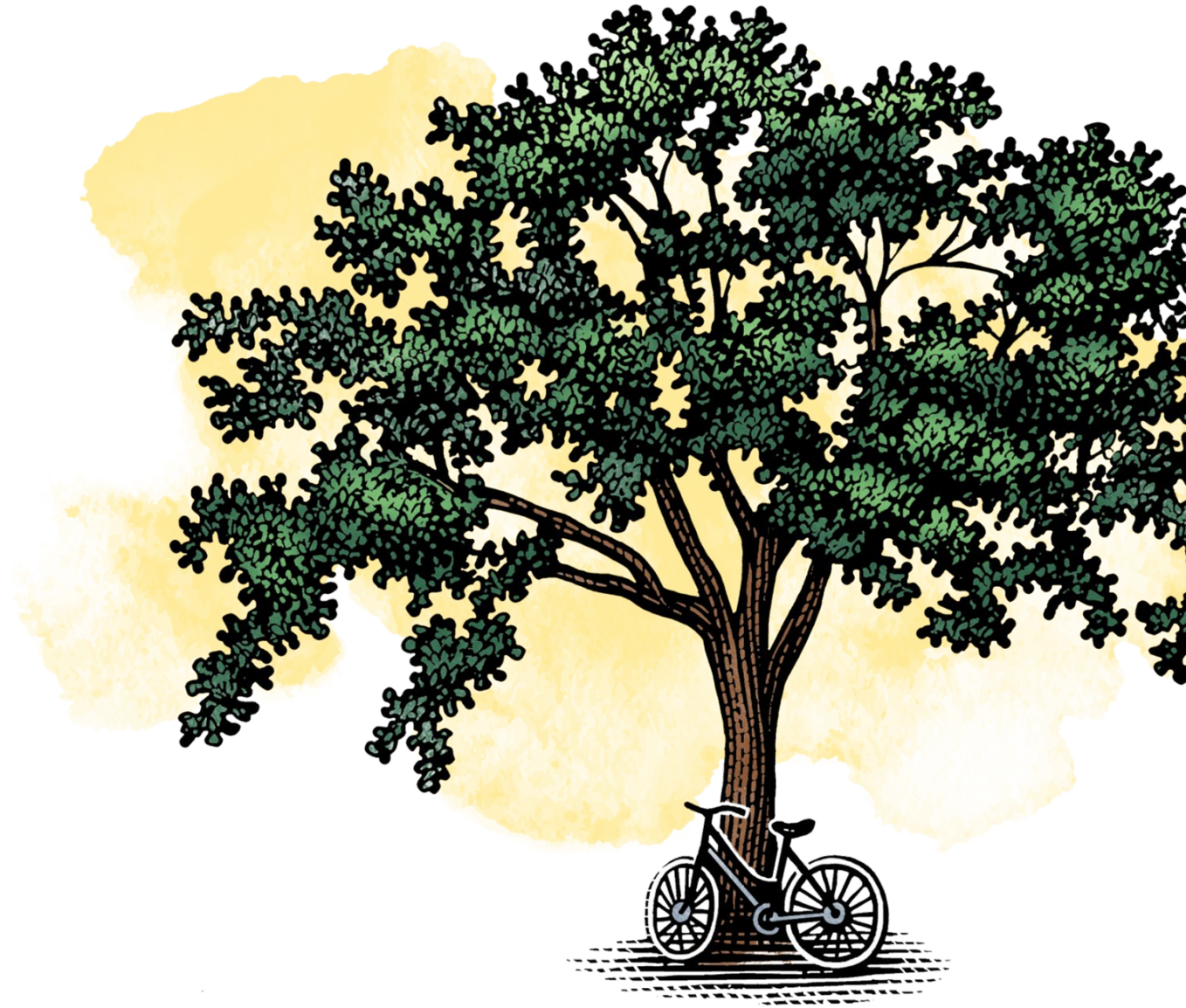
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Office of Undergraduate Education

Thanks!

Connect with us at
assessment@ucdavis.edu.

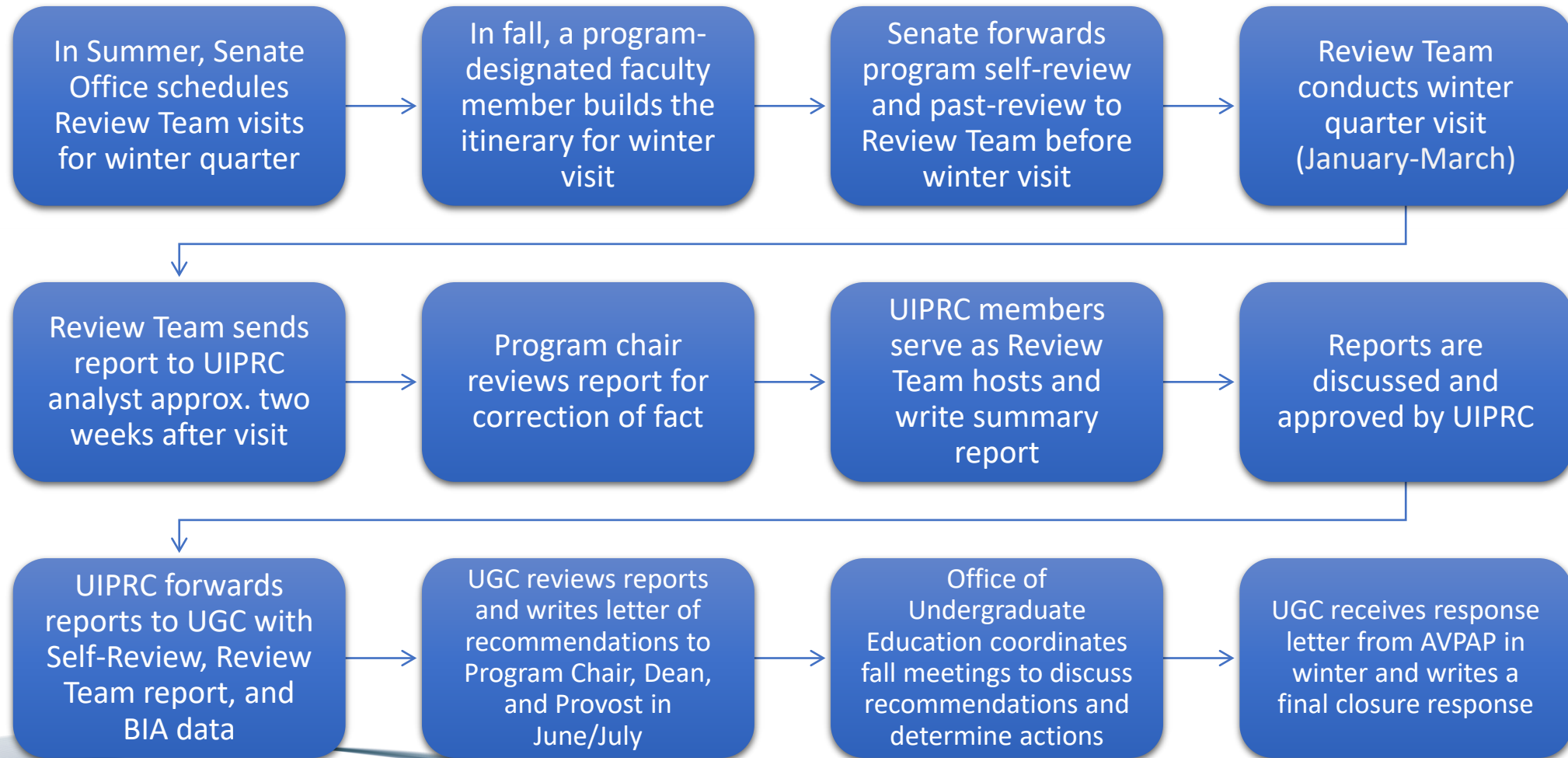


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Center for Educational Effectiveness

Office of Undergraduate Education

Review Visit and Post Visit Process



Program Review and the Office of Undergraduate Education

- Matt Traxler, Associate Vice Provost for Academic Planning
- Will meet with Program Chairs and Deans in Fall 2025 to discuss program review reports and draft the response to UGC; an opportunity for Program Chairs to have a focused conversation with their deans about undergraduate instruction
- Contributions of program review to accreditation

Closing Each Cluster

- UIPR and UGC will write a Cluster 3 Summary Report, noting trends within the cluster following completion of all program reviews.
- UGC will review and approve the report and send to the Provost.
- Additional information about the closure process can be found on the [Undergraduate Council website](#)

Undergraduate Instruction and Program Review

Academic Senate • Committees • Undergraduate Council • Undergraduate Instruction and Program Review

Cluster 3 Information

Programs under review (2024-25)

College of Agricultural and Environmental Sciences

- > Agricultural and Environmental Education

College of Biological Sciences

About

The Undergraduate Instruction and Program Review (UIPR) Subcommittee studies the effectiveness and efficiency of undergraduate programs at UC Davis and makes recommendations for improvements. UIPR determines if established educational objectives for programs have been meaningfully addressed.

Resources

[Cluster 2 Orientation Meeting PowerPoint Presentation](#)

Undergraduate Council

Subcommittees

- > [General Education](#)
- > [Preparatory Education](#)
- > [Special Academic Programs](#)
- > [Undergraduate Instruction and Program Review](#)

→ [Undergraduate Council Home](#)

UIPRC Website: <https://academicsenate.ucdavis.edu/committees/undergraduate-council/uiipr>

Undergraduate Instruction and Program Review Committee (UIPRC) Contact Information

- UIPR Committee Chair:
 - Mitch Singer
 - mhsinger@ucdavis.edu

- UIPR Committee Analyst:
 - Theresa Costa
 - tacosta@ucdavis.edu

General Education Assessment

General Education

Academic Senate • Committees • Undergraduate Council • **General Education**

About



The General Education Subcommittee supervises the General Education (GE) program by establishing criteria that govern certification of courses for the GE program; periodically reviewing courses that are approved for GE credit; actively promoting the development of new GE courses; and continually reviewing the effectiveness of the GE program.

Resources



Overview

- > [UC Davis General Education Requirements](#)
- > [Cluster 7 Orientation Meeting PowerPoint Presentation](#)
- > [General Education Assessment Workflow](#)
- > [General Education Assessment Schedule](#)

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GE Committee Website: <https://academicsenate.ucdavis.edu/committees/undergraduate-council/general-education>

Faculty and Staff Resources

Home > Faculty and Staff Resources

General Education Faculty and Staff Resources

Breadth and Literacy Information

The documents below provide information about GE requirements, the interpretations of those requirements, the minimum elements expected of courses approved in each literacy, and guidance on how the [Committee on Courses of Instruction](#) reviews requests for GE literacies through course request forms in the [Integrated Curriculum Management System](#).

- > [Topical Breadth](#)
- > Literacies:
 - > [Writing Experience](#)
 - > [Oral Skills](#)
 - > [Visual](#)
 - > [American Cultures, Governance, and History](#)
 - > [Domestic Diversity](#)
 - > [World Cultures](#)
 - > [Quantitative](#)
 - > [Scientific](#)

General Education Literacy/Minimum Elements Website: <https://ge.ucdavis.edu/faculty-staff-resources>

General Education Literacies are Assessed based on meeting the Minimum Elements (ME) of the GE Literacy

Minimum Elements Checklist

Courses in the Domestic Diversity Literacy must:

ME1) Demonstrate that a substantial portion of the course is

- Teaching students to develop the ability to critically examine the structures from which cultures in the United States emerge with an emphasis on diverse socio-cultural perspectives on these issues.

-OR-

- Teaching students to think analytically about the nature of patterned differences that characterize human populations, such as gender, race, ethnicity, sexuality, religion, or social class, as determinants of issues pertinent to the United States.

ME2) Provide specific demonstration and justification of how student competency in the Domestic Diversity literacy will be assessed through student assignments, exams, surveys, or other means.

ME3) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

General Education Assessment

- Current UC Davis General Education (GE) requirements became effective during the Fall Quarter 2011 with minimum elements for the certification of general education courses. This process has been adopted as a result of past WASC review recommendations.
- Current GE requirements, literacy interpretations, and minimum elements can be found at: <https://ge.ucdavis.edu/faculty-staff-resources>
- The GE Assessment consists of:
 - I. GE Committees in-depth assessment of specific courses
 - II. Program self-assessment of all courses with GE literacies

I. GE Committee Assessment of Specific Courses

- The GE Committee specifies courses for GE Committee assessment. Programs can access the list of courses via a Box.com link on the GE Committee website, within their *Instructions* document.
<https://academicsenate.ucdavis.edu/committees/undergraduate-council/general-education>
- Departments are asked to collect assessment materials in **Spring Quarter, Summer Sessions, and/or Fall Quarter 2024**, depending on which term the specific courses will be offered.
- Programs must review their specific course lists **before the beginning of Spring Quarter**, to ensure that all the specific courses will be offered in Spring, Summer, or Fall of 2024 and confirm with Theresa.

I. GE Committee Assessment of Specific Courses

The Committee requests the following assessment materials from **each specific course**:

- 1) **A statement** (maximum of one page) explaining how course meets the minimum elements of the literacy
- 2) **Representative assignments** which reflect each of the approved literacies
- 3) **Three pieces of graded student work** (with names redacted) from that assignment. The student work samples should consist of one average, one below average, and one above average.
- 4) **The course syllabus**

GE Committee assessment of the specific courses will consider whether the submitted materials demonstrate that the course under review satisfies each of the minimum elements for each literacy.

II. Program Self-Assessment of All GE Literacy Courses

- The GE Committee asks programs **to self-assess all courses with GE** literacies to ensure that the courses continue to satisfy the minimum elements for those literacies.
- A self-assessment table will be provided to the programs via a Box.com folder linked on the GE Committee webpage

<https://academicsenate.ucdavis.edu/committees/undergraduate-council/general-education>

II. Program Self-Assessment of All GE Literacy Courses

GE has eight literacy categories:

- Writing Experience (WE)
- Oral Skills Literacy (OL)
- American Cultures, Governance & History (ACGH)
- World Cultures (WC)
- Quantitative Literacy (QL)
- Scientific Literacy (SL)
- Domestic Diversity (DD)
- Visual Literacy (VL)

Descriptions of these literacies can be found at: <https://ge.ucdavis.edu/faculty-staff-resources>

Course Subject	Course Number	Writing Literacy	Oral Literacy	Visual Literacy	American Cultures, Governance & History	World Cultures	Quantitative Literacy	Scientific Literacy	Domestic Diversity
ENL	046C	Y				Y			
ENL	051				Y				Y
ENL	052			Y					Y
ENL	053								Y
ENL	072			Y					
ENL	105	Y							

II. Program Self-Assessment of All GE Literacy Courses

- **The program chair should assign self-review of each course to an instructor of that course.** If there are multiple instructors for a course, one instructor should coordinate the response. The name and email address of the instructor should be reported on the table.
- The assessment table asks faculty to **determine whether the course meets the minimum elements** for the currently approved literacy(ies).
 - If not:
 - Will the course be revised to meet minimum elements for the currently approved literacy(ies), or
 - Will the course form be modified and resubmitted in ICMS to remove GE literacy designations?
- **All courses must be self-assessed**, even if they haven't been offered in a long time and/or won't be offered in the near future.

General Education Assessment - Next Steps

What does the GE Committee do after receiving the materials?

- The GE committee will review all submitted materials and write a letter to each program noting observations, suggesting improvements, and indicating their assessment of each specific course. The letters are reviewed by UGC, then sent to the programs and the Provost.

General Education Assessment - Next Steps

What does the program do after receiving the letter from the GE Committee?

- If the GE Committee and the self-assessment found that all reviewed courses meet the minimum elements of the approved literacies, no follow up is necessary.

General Education Assessment - Next Steps

What does the program do after receiving the letter from the GE Committee?

- If the GE Committee or the self-assessment found that one or more of the reviewed courses does not demonstrate the minimum elements of the approved literacies, the committee will request a letter of response.
- If a letter of response is not received, or if the letter of response does not adequately address GECs concerns, the documents are forwarded to the Committee on Courses of Instruction (COCI) for further action.
- COCI has a streamlined process to remove the literacy designation if the GE Committee or program finds that a course does not meet the minimum elements for the literacy:
<https://academicsenate.ucdavis.edu/committees/courses-of-instruction/policies-procedures> (appendix 11)

General Education

Academic Senate • Committees • Undergraduate Council • **General Education**

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 - > [Quantitative](#)
 - > [Scientific](#)

General Education Literacy/Minimum Elements Website: <https://ge.ucdavis.edu/faculty-staff-resources>

General Education Committee Contact Information

- GE Committee Chair:
 - Marina Ellefson
 - mlellefson@ucdavis.edu
- GE Committee Analyst:
 - Theresa Costa
 - tacosta@ucdavis.edu

Important Dates

February 21, 2024	Programs notified of pending review via invitation to Orientation Meeting
March 8, 2024	Orientation Meeting
March 29, 2024	Deadline to confirm Specific Courses for GE Review
April 19, 2024	Deadline for Review Team nominations
Spring Quarter 2024	Programs begin collecting student work, GE course assessment, and the Program Self-Review Program faculty and staff embark on discussions of strengths and weaknesses in their curriculum, and contact the Assessment Team in Undergraduate Education for resources and support in the self-review process and assessment (assessment@ucdavis.edu).
September 2024	BIA publishes data appendices to on-line portal Tableau
Fall Quarter 2024	Programs finish collecting student work, GE course assessment, and the Program Self-Review

Important Dates (cont.)

January 6, 2025	Deadline for completed Self-Reviews and GE assessment materials to be submitted to the Academic Senate Office (tacosta@ucdavis.edu)
Winter Quarter 2025	Review teams meet with programs and submit reports to UIPR
Spring Quarter 2025	UIPR analyzes and forwards all reports to Undergraduate Council UGC reviews all reports and forwards recommendations to Provost, Deans, Department Chairs
Fall Quarter 2025	Associate Vice Provost for Academic Planning convenes meetings with Deans and Program Chairs to discuss UGC recommendations and determine actions to be taken.
Winter Quarter 2026	UGC receives responses from Deans, Provost, Program Chairs and closes the reviews.