Undergraduate Instruction and Program Review and GE Assessment Orientation 2022-23 Cluster 1 Review Cycle

Davis Division of the Academic Senate

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Introductions

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Cluster 1 Programs

College/School	Undergraduate Programs (majors and minors) - Reviewed by UIPRC	Subject Codes with GE literacies - Reviewed by GEC
CAES	Agricultural and Environmental Technology (no review in 2022-23)	
	Biotechnology	BIT
	Environmental Horticulture and Urban Forestry	ENH
	Ecological Management and Restoration	
	International Agricultural Development	IAD
	Plant Sciences	PLS
	Sustainable Agriculture and Food Systems	SAF
	Sustainable Environmental Design	
CBS	Molecular and Medical Microbiology	MIC
	Plant Biology	PLB
L&S	Art History	AHI
	Art Studio	ART
	Cinema and Digital Media	CDM, CTS, FMS, TCS
	Design	DES
		HUM
	Music	MUS
	Theatre and Dance	DRA
SOM	Public Health Sciences minor	SPH

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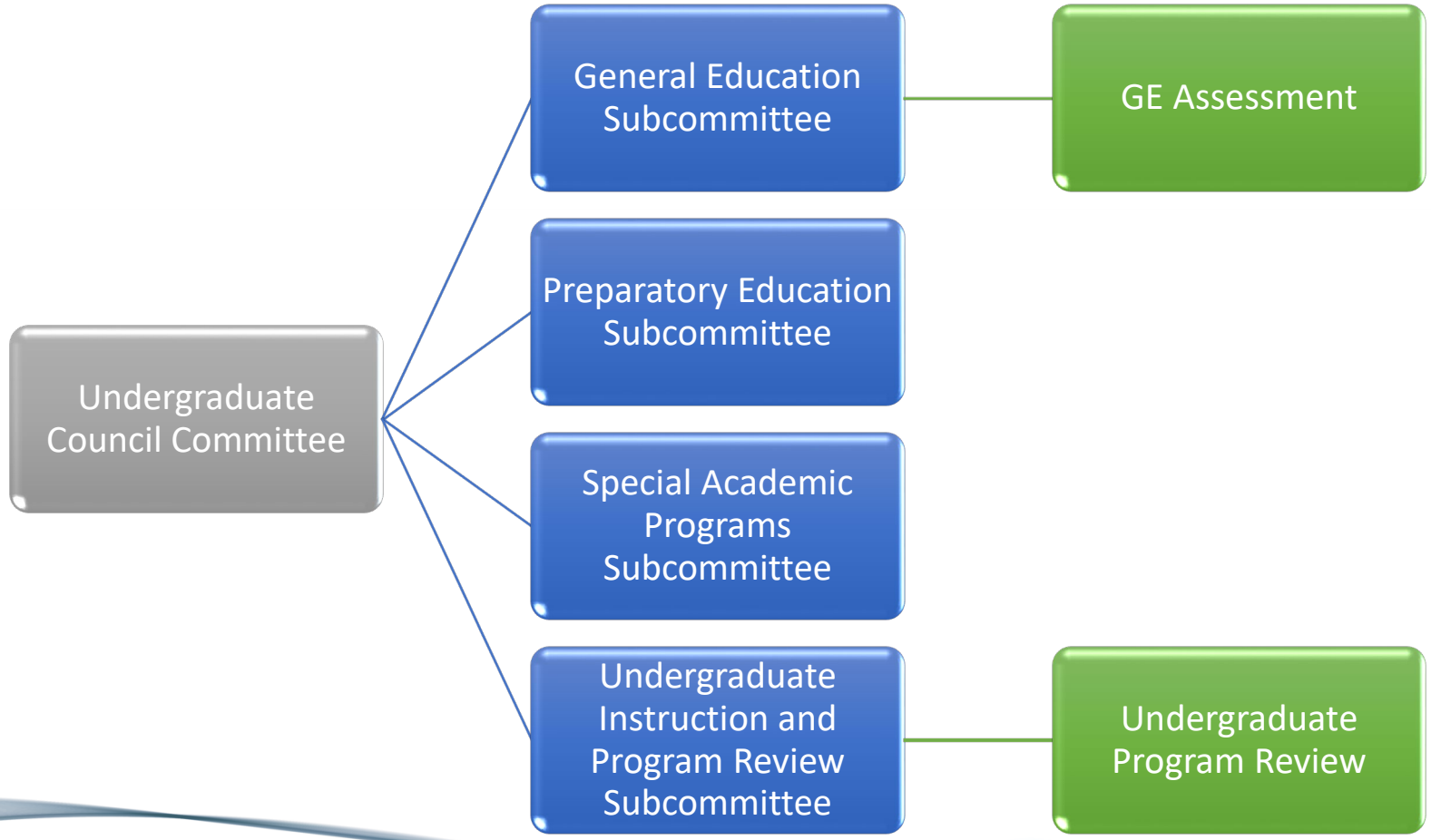
Undergraduate Council and Subcommittees



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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

General Education Assessment

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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 assessment of specific courses, including assessment of student work.
  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 the GE Committee website, within their *General instructions and specific data request* 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 2022, 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 2022 and reach out to Theresa with any questions.

I. GE Committee Assessment of Specific Courses

The Committee requests assessment materials from the specific course. Requested data includes:

- A statement (maximum of one page) explaining how course meets the minimum elements of the literacy
- Representative assignments which reflect each of the approved literacies
- 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.
- 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.
- An assessment table will be provided to the programs via the GE Committee webpage, titled *Program self-assessment of all GE courses*

  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							

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II. Program Self-Assessment of All GE Literacy Courses

- The program chair should assign self-review of each course to the instructor of that course. If there are multiple instructors for a course, one instructor should coordinate the response for that course. 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 be course form be modified and resubmitted in ICMS to remove GE literacy designations?

General Education Assessment - Next Steps

What does the GE Committee 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.
- The GE committee will also write an overall summary of GE assessment for those programs in the cluster to 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

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

Undergraduate Council

Subcommittees

- General Education
- Preparatory Education
- Special Academic Programs
- Undergraduate Instruction and Program Review

→ Undergraduate Council Home

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

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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

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General Education Committee Contact Information

- GE Committee Chair:
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  - akharris@ucdavis.edu
  - (530) 752-9241
- GE Committee Analyst:
  - Theresa Costa
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Undergraduate Program Review

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Review Team (RT) Process

Stages of the Review Team Process

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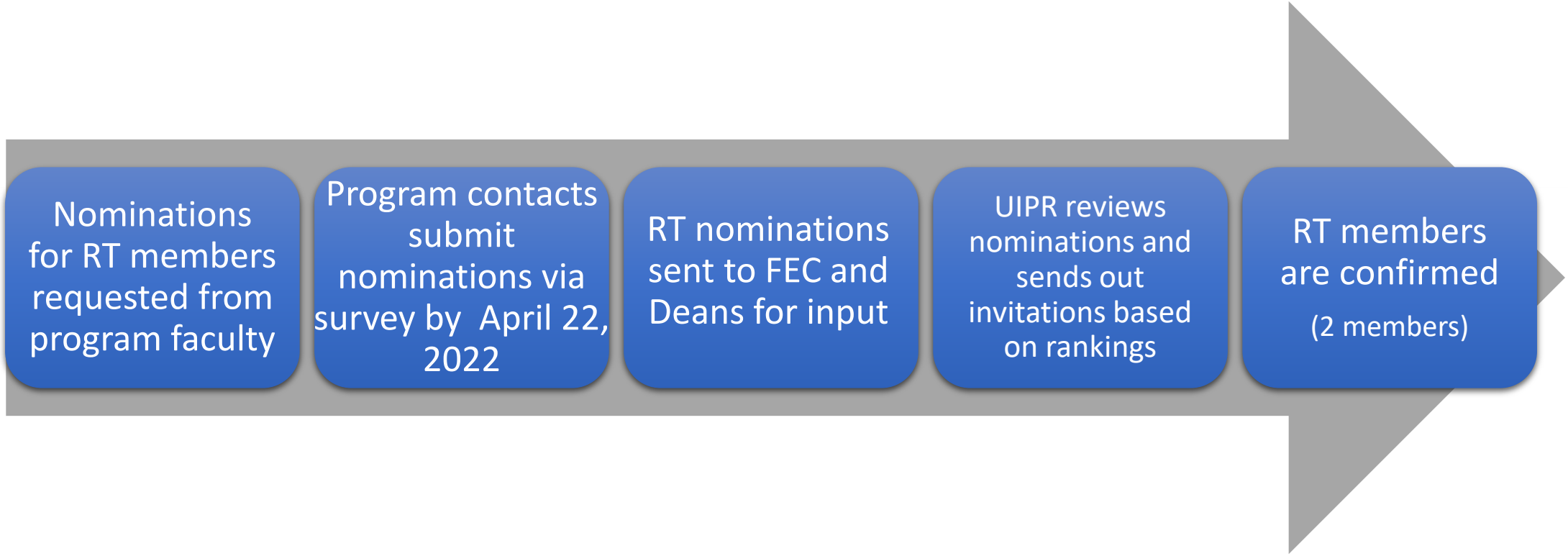
Review Team (RT) Selection



Conflict of Interest

External Reviewer Nominees can be from any college or university outside of UC Davis, or from other institutions, but cannot engage in the following ways with the program/program faculty:

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

Conflict of Interest

UC Davis Reviewer Nominees should be Academic Senate members on the UC Davis campus with expertise appropriate for assessing the program being reviewed, but who are not:

- Members of the undergraduate program under review
- Current or previous instructors in the program under review
- Collaborators in research, grants, or contracts with any program faculty in the past five years.

Conflict of Interest Steps

- Programs should assess their faculty for COI with potential review team nominees. In the case of a perceived conflict of interest, nominees may still be submitted along with an explanation of the potential conflict.
- Review team nominees will be asked to disclose any potential COI.
- Programs will be ask for a final confirmation of any COI when the review team has been selected.
- The UIPR Committee will review the information and determine if a meaningful conflict of interest exists.
- If any disclosed conflict appears likely to create appreciable bias, UIPR will recruit an alternative reviewer.

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
Art History	Art and Art History
Art Studio	Art and Art History
Museum Studies	Art and Art History
Geographic Studies	Human Ecology
Music	Music
Plant Biology	Plant Biology
Agricultural Systems & Environment	Plant Sciences
Environmental Horticulture	Plant Sciences
Public Health Sciences	Public Health Sciences
Theatre and Dance	Theatre and Dance

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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

Appendix B - pg1 | Appendix B - pg2 | Appendix B - pg3 | Table 1 Part 1 | Table 1 Part 2 | Table 2 Part 1 | Table 2 Part 2 | Table 3 Part 1 | Table 3 Part 2 | Table 4 Part 1

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

College
- (•) CAES
- ( ) CBS
- ( ) CLAS
- ( ) ENGI

		2011-12				2017-18			
		Asst.	Assc.	Prof.	Lec-SOE	Asst.	Assc.	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%

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Sample Appendix C – Survey Data

Home › Undergraduate Program Review – Data Appendices › Appendix C › Appendix C 2018 1

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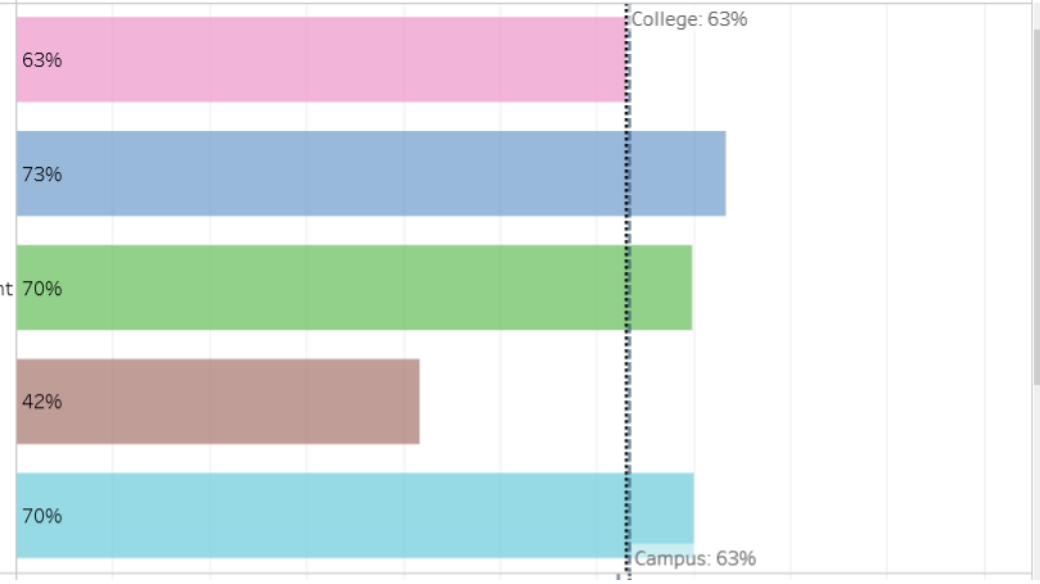
College of Agriculture & Environmental Sciences - Cluster 5

Category: *Resources in the Major*

Sub-Category: *Resources in the Major*

Chart #	Source	Question	%	Major
115	UCUES	How satisfied are you with: Availability of library research resources? (Repeat of Fig 10)	% Satisfied or Very Satisfied	Clinical Nutrition
				Environmental Policy, Analysis & Planning
				Environmental Science & Management
				Landscape Architecture
				Global Disease Biology



College
- College of Agriculture &
- College of Biological Sci
- College of Letters & Scie

Category
- Students' Perceptions o
- Postgraduate Preparat
- Educational Objectives
- Resources in the Major

Sub-Category
- Resources in the Major

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Assessment Support from the Office of Undergraduate Education

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Program-level Assessment Capacity Enrichment for Equity (PACE4Equity)

Growing capacity for equity-centered program-level assessment of student learning outcomes

Program-level Assessment of Student Learning Outcomes in Program Review

Ann Glazer, M.A.
Assessment Specialist & Project Manager

Tiffany Hodgens, M.Ed.
Assessment Specialist & Data Analyst

Kara Moloney, Ph.D.
Academic Assessment Team Lead

UCDAVIS
Center for Educational Effectiveness
Office of Undergraduate Education

Choose Your Own Assessment Adventure

8. Educational objectives and Assessment

Question: How does the program monitor and evaluate its success in achieving its Program Learning Outcomes (section 1)?

Specifically:

a) Please confirm that the PLOs are clearly listed in an easily accessible location on the program website and provide the URL for that website.

b) Please provide a program curriculum matrix or map which identifies the required courses in which each PLO is specifically addressed and assessed. Attach sample syllabi for up to six of the required core courses for the major. An additional resource for completing the curriculum Map/Matrix is available on the UIPRC website.

c) What unit (committee or officer) in your program is responsible for collecting and analyzing data on student progress toward PLOs?

d) Please list the direct evidence of student learning used to assess student achievement of PLOs. Examples of direct evidence include projects, scores from exams or quizzes, and written work. For this data, describe the methodology for sample selection and size.

e) Please list sources of indirect data used to assess student achievement of PLOs. Examples of indirect data include student evaluations,* peer evaluation of teaching,** and the survey data from current students and graduates provided for this review.

f) In what ways do the results of this self-review reveal particular areas of strength or weakness in student progress toward achieving PLOs?

g) What changes will the program make based on the results of the program assessment of student learning?

BEGIN HERE

Path A: Your Adventure Starts NOW

(or very soon)

We recommend connecting with us—**before the end of April**—to review your **Program Learning Outcomes** (PLOs) because they inform the rest of the process.

Benefit:

- ✓ We can coach you to collect evidence of student learning in Spring 2022.
- ✓ You will have time to analyze & interpret the evidence of student learning over the summer.

https://assessment.ucdavis.edu/get-curious

We offer coaching to help you plan to collect appropriate & useful evidence of student learning in Spring 2022. **Please contact us now** so we can add you to our spring quarter schedule.

Program Learning Outcomes (PLOs)
https://assessment.ucdavis.edu/get-curious/articulate-goals

- KEY QUESTION: What do you expect students to be able to demonstrate as a result of the degree program?

Curriculum Matrix / Map
https://assessment.ucdavis.edu/get-curious/alignment

- KEY QUESTION: When and how often do you provide students with opportunities to learn and demonstrate their learning?

Evidence of Student Learning
https://assessment.ucdavis.edu/get-curious/gather-evidence

- KEY QUESTION: How will you know that students learned?

Types and uses of evidence
https://assessment.ucdavis.edu/get-curious/direct-indirect

- **Direct evidence** is tangible, observable, and measurable (e.g., tests, projects, presentations, etc.).
- **Indirect evidence** adds contextual information about student learning, but alone is insufficient for outcomes assessment.
  NOTE:
  - Student evaluations are only helpful if the questions relate to students' self-report about their own learning of the program learning outcomes (PLOs).
  - Similarly, peer evaluations of teaching that include observations of the teaching of one or more skills related to specific PLOs.

Once you have the data, then what?

We can be available to help with analysis and interpretation of evidence, too.

The Assessment team offers coaching to help you refine your PLOs to help prepare to collect appropriate & useful evidence of student learning in Spring 2022.

Please contact us now so we can add you to our spring quarter schedule.

Program Learning Outcomes (PLOs)

describe the focused and discipline-specific skills, knowledge, and abilities that you expect students **to learn and be able to demonstrate** as a result of an individual program or major.

https://assessment.ucdavis.edu/get-curious/articulate-goals

OUTGROW THE EXPECTED

Why do PLOs matter?

The ways that we ask students to demonstrate their learning have consequences for *equity*.

Not surprisingly, students benefit when learning outcomes are clear, but ***transparency of student learning goals is especially beneficial for first-generation students, non-Caucasian students, and transfer students*** (Winkelmes, 2013; Balloo, Evans, Hughes, Zhu, and Winstone, 2018).

Equitable assessment practices demand that, in addition to making expectations for student learning clear and known, we must ensure that the primary intended users of those outcomes, i.e., students themselves, are able to make sense of them (Montenegro & Jankowski, 2020).

Path B: Your Adventure Starts *Later*

Start in the summer.

If you bring together a team for a one-to-two day retreat, we can help you set up for Fall data collection.

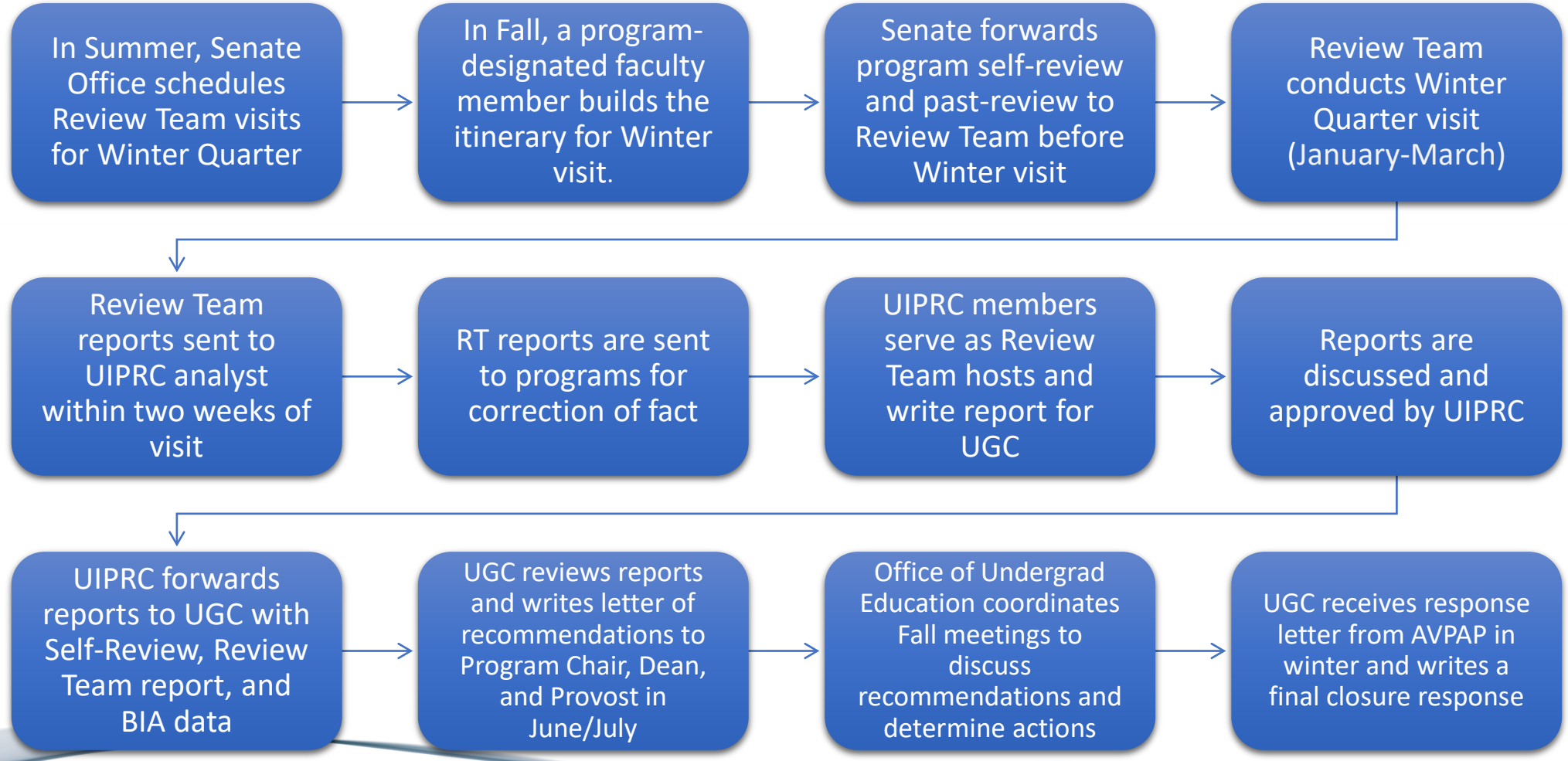
Benefit: You will have time to prepare for collecting evidence of student learning.

Questions?

We're excited to work with you!

https://assessment.ucdavis.edu
assessment@ucdavis.edu

Review Visit and Post Visit Process



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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 2023 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 will provide UGC a report, the Cluster 1 Summary Report, regarding trends within the cluster following completion of all program reviews.
- UGC will review and approve the report and send to the Provost.

Undergraduate Instruction and Program Review

Cluster 1 Information

Programs under review (2022-23)

College of Agricultural and Environmental Sciences

- Biotechnology
- Ecological Management and Restoration
- Environmental Horticulture and Urban Forestry
- International Agricultural

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 7 Orientation Meeting PowerPoint Presentation

Program Review Process

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/uipr

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Undergraduate Instruction and Program Review Committee (UIPRC) Contact Information

- UIPR Committee Chair:
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  - vlcross@ucdavis.edu

- UIPR Committee Analyst:
  - Theresa Costa
  - tacosta@ucdavis.edu
  - (530) 752-3917

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Important Dates

February 23, 2022	Programs notified of pending review via invitation to Orientation Meeting
March 11, 2022	Orientation Meeting
April 22, 2022	Deadline for Review Team nominations
Spring Quarter 2022	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 Kara Moloney (kmoloney@ucdavis.edu) in Undergraduate Education for resources and support in the self-review process and assessment.
September 2022	BIA publishes data appendices to on-line portal Tableau
Fall Quarter 2022	Programs finish collecting student work, GE course assessment, and the Program Self-Review

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Important Dates (cont.)

January 2, 2023	Deadline for completed Self-Reviews and GE assessment materials to be submitted to the Academic Senate Office (tacosta@ucdavis.edu)
Winter Quarter 2023	Review teams meet with programs and submit reports to UIPR
Spring Quarter 2023	UIPR analyzes and forwards all reports to Undergraduate Council
	UGC reviews all reports and forwards recommendations to Provost, Deans, Department Chairs
Fall Quarter 2023	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 2024	UGC receives responses from Deans, Provost, Program Chairs and closes the reviews.