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

UC DAVIS
Undergraduate Council and Subcommittees

Undergraduate Council Committee

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

- GE Assessment
- Undergraduate Program Review
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
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](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* at [https://academicsenate.ucdavis.edu/committees/undergraduate-council/general-education](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](https://ge.ucdavis.edu/faculty-staff-resources)

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Number</th>
<th>Writing Literacy</th>
<th>Oral Literacy</th>
<th>Visual Literacy</th>
<th>American Cultures &amp; Governance &amp; History</th>
<th>Quantitative Literacy</th>
<th>Scientific Literacy</th>
<th>Domestic Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL</td>
<td>046C</td>
<td>Y</td>
<td></td>
<td></td>
<td>Y</td>
<td></td>
<td></td>
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<tr>
<td>ENL</td>
<td>051</td>
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<td></td>
<td>Y</td>
<td></td>
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<td>Y</td>
<td></td>
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<tr>
<td>ENL</td>
<td>052</td>
<td></td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>ENL</td>
<td>053</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>ENL</td>
<td>072</td>
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<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL</td>
<td>105</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
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

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

Subcommittees

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

→ Undergraduate Council 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 Committee Contact Information

• GE Committee Chair:
  • Katie Stirling-Harris
  • akharris@ucdavis.edu
  • (530) 752-9241

• GE Committee Analyst:
  • Theresa Costa
  • tacosta@ucdavis.edu
  • (530) 752-3917
Undergraduate Program Review
Review Team (RT) Process

Stages of the Review Team Process
Review Team (RT) Selection

Nominations for RT members requested from program faculty

Program contacts submit nominations via survey by April 22, 2022

RT nominations sent to FEC and Deans for input

UIPR reviews nominations and sends out invitations based on rankings

RT members are confirmed (2 members)
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 asked 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

<table>
<thead>
<tr>
<th>Minor</th>
<th>Administering Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Art and Art History</td>
</tr>
<tr>
<td>Art Studio</td>
<td>Art and Art History</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>Art and Art History</td>
</tr>
<tr>
<td>Geographic Studies</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Plant Biology</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>Agricultural Systems &amp; Environment</td>
<td>Plant Sciences</td>
</tr>
<tr>
<td>Environmental Horticulture</td>
<td>Plant Sciences</td>
</tr>
<tr>
<td>Public Health Sciences</td>
<td>Public Health Sciences</td>
</tr>
<tr>
<td><strong>Theatre and Dance</strong></td>
<td><strong>Theatre and Dance</strong></td>
</tr>
</tbody>
</table>
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

### Category - Faculty in Major

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

<table>
<thead>
<tr>
<th>College</th>
<th>2011-12</th>
<th>2017-18</th>
<th>% Change from 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Davis</td>
<td>Asst. 143.1 Asso. 176.2 Prof. 511.6 Lec-SOE 15.8</td>
<td>Asst. 211.7 Asso. 200.3 Prof. 535.2 Lec-SOE 11.3</td>
<td>47.9% 13.7%. 4.6% -28.9%</td>
</tr>
<tr>
<td>College of Agricultural and Environmental Sciences</td>
<td>Asst. 21.1 Asso. 12.4 Prof. 87.5 Lec-SOE 4.3</td>
<td>Asst. 35.9 Asso. 24.9 Prof. 76.8 Lec-SOE 2.0</td>
<td>70.5% 100.7% -12.2% -53.8%</td>
</tr>
<tr>
<td>Department of Plant Pathology</td>
<td>Asst. 1.8 Asso. 0.0 Prof. 5.0 Lec-SOE 0.0</td>
<td>Asst. 1.0 Asso. 1.0 Prof. 4.2 Lec-SOE 0.0</td>
<td>-48.2% -16.6%</td>
</tr>
<tr>
<td>*Program Global Disease Biology</td>
<td>Asst. 3.0 Asso. 0.0 Prof. 7.6 Lec-SOE 0.0</td>
<td>Asst. 1.9 Asso. 2.0 Prof. 8.3 Lec-SOE 0.0</td>
<td>-36.7% 9.2%</td>
</tr>
<tr>
<td>Department of Environmental Science and Policy</td>
<td>Asst. 1.7 Asso. 0.8 Prof. 7.6 Lec-SOE 0.0</td>
<td>Asst. 3.8 Asso. 1.4 Prof. 9.9 Lec-SOE 0.0</td>
<td>123.2% 88.9% 30.9%</td>
</tr>
<tr>
<td>Department of Human Ecology</td>
<td>Asst. 9.2 Asso. 3.5 Prof. 7.1 Lec-SOE 0.0</td>
<td>Asst. 9.2 Asso. 3.5 Prof. 7.1 Lec-SOE 0.0</td>
<td></td>
</tr>
<tr>
<td>Department of Land, Air, and Water Resources</td>
<td>Asst. 1.0 Asso. 1.3 Prof. 6.9 Lec-SOE 0.0</td>
<td>Asst. 2.1 Asso. 2.5 Prof. 6.8 Lec-SOE 0.0</td>
<td>110.0% 89.9% -2.4%</td>
</tr>
<tr>
<td>*Program Environmental Sci and Mgmt</td>
<td>Asst. 5.0 Asso. 4.1 Prof. 16.1 Lec-SOE 0.0</td>
<td>Asst. 7.5 Asso. 6.7 Prof. 24.5 Lec-SOE 0.0</td>
<td>50.0% 65.0% 51.7%</td>
</tr>
<tr>
<td>Department of Nutrition</td>
<td>Asst. 1.4 Asso. 0.3 Prof. 3.7 Lec-SOE 1.0</td>
<td>Asst. 2.8 Asso. 0.5 Prof. 2.4 Lec-SOE 1.0</td>
<td>94.6% 71.1% -35.3% 0.0%</td>
</tr>
</tbody>
</table>
### College of Agriculture & Environmental Sciences - Cluster 5

**Category:** Resources in the Major  
**Sub-Category:** Resources in the Major

<table>
<thead>
<tr>
<th>Chart #</th>
<th>Source</th>
<th>Question</th>
<th>% Satisfied or Very Satisfied</th>
<th>Major</th>
</tr>
</thead>
</table>
| 115     | UCUES  | How satisfied are you with: Availability of library research resources? (Repeat of Fig 10) | % Satisfied or Very Satisfied | Clinical Nutrition: 6.9%  
Environmental Policy, Analysis & Planning: 73%  
Environmental Science & Management: 70%  
Landscape Architecture: 42%  
Global Disease Biology: 70% |

College: 63%  
Campus: 63%
Assessment Support from the Office of Undergraduate Education
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

UC Davis
Center for Educational Effectiveness
Office of Undergraduate Education
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 UPPC 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?
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.
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)
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.
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
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

In Summer, Senate Office schedules Review Team visits for Winter Quarter

In Fall, a program-designated faculty member builds the itinerary for Winter visit.

Senate forwards program self-review and past-review to Review Team before Winter visit

Review Team conducts Winter Quarter visit (January-March)

Review Team reports sent to UIPRC analyst within two weeks of visit

RT reports are sent to programs for correction of fact

UIPRC members serve as Review Team hosts and write report for UGC

Reports are discussed and approved by UIPRC

UIPRC forwards reports to UGC with Self-Review, Review Team report, and BIA data

UGC reviews reports and writes letter of recommendations to Program Chair, Dean, and Provost in June/July

Office of Undergrad Education coordinates Fall meetings to discuss recommendations and determine actions

UGC receives response letter from AVPAP in winter and writes a final closure response
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.
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

UIPRC Website: https://academicsenate.ucdavis.edu/committees/undergraduate-council/uipr
Undergraduate Instruction and Program Review Committee (UIPRC) Contact Information

• UIPR Committee Chair:
  • Victoria Cross
  • vlcross@ucdavis.edu

• UIPR Committee Analyst:
  • Theresa Costa
  • tacosta@ucdavis.edu
  • (530) 752-3917
<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 23, 2022</td>
<td>Programs notified of pending review via invitation to Orientation Meeting</td>
</tr>
<tr>
<td>March 11, 2022</td>
<td>Orientation Meeting</td>
</tr>
<tr>
<td>April 22, 2022</td>
<td>Deadline for Review Team nominations</td>
</tr>
<tr>
<td>Spring Quarter 2022</td>
<td>Programs begin collecting student work, GE course assessment, and the Program Self-Review</td>
</tr>
<tr>
<td></td>
<td>Program faculty and staff embark on discussions of strengths and weaknesses in their curriculum, and contact Kara Moloney (<a href="mailto:kmoloney@ucdavis.edu">kmoloney@ucdavis.edu</a>) in Undergraduate Education for resources and support in the self-review process and assessment.</td>
</tr>
<tr>
<td>September 2022</td>
<td>BIA publishes data appendices to on-line portal Tableau</td>
</tr>
<tr>
<td>Fall Quarter 2022</td>
<td>Programs finish collecting student work, GE course assessment, and the Program Self-Review</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 2, 2023</td>
<td>Deadline for completed Self-Reviews and GE assessment materials to be submitted to the Academic Senate Office (<a href="mailto:tacosta@ucdavis.edu">tacosta@ucdavis.edu</a>)</td>
</tr>
<tr>
<td>Winter Quarter 2023</td>
<td>Review teams meet with programs and submit reports to UIPR</td>
</tr>
<tr>
<td>Spring Quarter 2023</td>
<td>UIPR analyzes and forwards all reports to Undergraduate Council</td>
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<tr>
<td>Fall Quarter 2023</td>
<td>UGC reviews all reports and forwards recommendations to Provost, Deans, Department Chairs</td>
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<td>Associate Vice Provost for Academic Planning convenes meetings with Deans and Program Chairs to discuss UGC recommendations and determine actions to be taken.</td>
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<tr>
<td>Winter Quarter 2024</td>
<td>UGC receives responses from Deans, Provost, Program Chairs and closes the reviews.</td>
</tr>
</tbody>
</table>