Undergraduate Program Review
2019-20 Cluster 6
Review Cycle

Presented by:
Liz Constable, Chair of the Undergraduate Instruction and
Program Review Committee
Kadee Russ, Chair of the General Education Committee

Academic Senate Contact: Debbie Stacionis, 754-4791 dstacionis@ucdavis.edu
Why?

- Why do we do regular program review of undergraduate majors and minors?
Responses to the “Whys?”

• Why do we ask faculty and staff to do program review? What’s the purpose?
• What do faculty, staff, and students get out of program review?
• Who reads and responds to any recommendations the Review Team makes?
• How do the outcomes of program reviews relate to future development of the major and minor?
Cluster 6 Information

Programs under review (2019-20)

- College of Agricultural and Environmental Sciences
  - Food Science
  - Nutrition Science
  - Viticulture and Enology
- College of Biological Sciences
  - Biological Sciences
- College of Engineering
  - All majors
- College of Letters and Science
  - Comparative Literature
  - East Asian Studies
  - English
  - Human Rights Studies (minor)
  - Mathematical Analytics and Operations Research
  - Medieval and Early Modern Studies
  - Religious Studies
  - University Writing Program

* Interim report required, not a full program review. Undergraduate Council (UGC) will relay the issues that need to be addressed in the interim report and will set a due date. The Office of Undergraduate Education will work with the program to complete the interim report.

Resources

- Cluster 5 Kickoff Meeting PowerPoint Presentation

Program Review Process

- Flowcharts:
  - UIPR Program Review Process
  - Undergraduate Council Program Review Closure Process
  - Self-Review Template
  - Program Review Schedule
  - Data Provided to Programs
  - College of Engineering Program Review Policy
  - CAES with National Accreditation Review Policy

Committee Information

Winter Quarter 2019

Upcoming Meetings

There are currently no meetings scheduled for this committee.

Available Meeting Documents

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/18/2019</td>
<td>408 Mrak</td>
<td>01:00 PM - 02:00 PM</td>
</tr>
<tr>
<td>10/23/2019</td>
<td>410 Mrak</td>
<td>02:00 PM - 03:00 PM</td>
</tr>
</tbody>
</table>

Members

- Chair - ELIZABETH CONSTABLE - Dept: GENDERSEXUALITY WOMEN'S STUDIES
- Member - ANNE BRITT - Dept: PLANT BIOLOGY
- Member - JENNIFER CHOI - Dept: BIOMEDICAL ENGINEERING
- Member - JOEL LEDFORD - Dept: PLANT BIOLOGY
- Member - MITCHELL SINGER - Dept: MICROBIOLOGY & MOLECULAR GENETICS
- Member - PATRICE YOKS - Dept: ENGR COMPUTER SCIENCE

https://academicsenate.ucdavis.edu/committees/undergraduate-council/uipr
Cluster 6 Programs

CAES
• Food Science
• Nutrition Science
• Viticulture and Enology

CBS
• Biological Sciences
Cluster 6 Programs

• L&S
• Comparative Literature
• English
• Medieval and Early Modern Studies
• Religious Studies
• University Writing Program
• Human Rights Minor (interdepartmental)

• COE (No RT due to ABET)
• Aerospace
• Biochemical
• Biological Systems
• Biomedical
• Chemical
• Civil
• Computer
• Computer Science
• Electrical
• Materials Science
• Mechanical
**Important Dates**

February 15, 2019  Programs notified of pending review via invitation to Kickoff Meeting

March 13, 2019  Kickoff Meeting

April 12, 2019  Deadline for Review Team nominations

Spring Quarter 2019  Programs collect student work and begin GE course assessment and UIPR self-review
<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Quarter 2019</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 2019</td>
<td>BIA publishes data appendices to on-line portal Tableau</td>
</tr>
<tr>
<td>September-December 2019</td>
<td>Programs complete UIPR Self-Review, collect student work and complete GE course assessment</td>
</tr>
</tbody>
</table>
## Important Dates

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2, 2020</td>
<td>Deadline for completed Self-Reviews and GE assessment data to Academic Senate Office</td>
</tr>
<tr>
<td>January-March 2020</td>
<td>Review teams meet with programs and submit reports to UIPR</td>
</tr>
<tr>
<td>March-June 2020</td>
<td>UIPR analyzes and forwards all reports to Undergraduate Council (UGC)</td>
</tr>
<tr>
<td>March-June 2020</td>
<td>UGC reviews all reports and forwards recommendations to Provost, Deans Department Chairs</td>
</tr>
</tbody>
</table>
## Important Dates

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter 2020</td>
<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>
</tr>
<tr>
<td>Winter Quarter 2021</td>
<td>UGC receives responses from Deans, Provost, Program Chairs and closes the reviews</td>
</tr>
</tbody>
</table>
Review Team Selection

• The Review Team (RT) will be comprised of one campus and one national reviewer.

• Nominations for members of the RT will be requested from the program faculty. Program contacts send nominations to Academic Senate office by April 12, 2019.
Review Team Selection

- Program RT nominations will be sent from the Academic Senate Office (ASO) to each Faculty Executive Committee (FEC) and Dean for input/additional suggestions.

- UIPR will review nominations and rank in the order they wish nominees to be invited. Invitations are sent for each team member solidifying the Review Team by July 1.
Potential review team members will be asked to disclose any potential conflicts of interest. In the case of a perceived conflict of interest, nominees may still be submitted along with an explanation of the potential conflict. The UIPR Committee will review the information and make a determination if a meaningful conflict of interest exists. If the disclosed conflict appears likely to create appreciable bias, UIPR will recruit an alternate reviewer.
External reviewer nominees can be from any college or university outside UC Davis, or from other institutions. Potential sources of conflict of interest that should be disclosed include active collaboration in either teaching or research, co-authorship of any research publications with faculty in the program within the past five years, being currently listed as a co-PI on a proposed grant or contract, or being co-instructor on a proposed course, or having been a departmental colleague with, student of, or supervisor for any program faculty.
UC Davis reviewer nominees should be faculty 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. Potential sources of conflict of interest that should be disclosed include past or current teaching in the program being reviewed and collaboration in research, grants, or contracts with any program faculty within the past five years.
UIPR Self-Review Template

Section 1) Overview of the major/program
Section 2) Outcome of the last review
Sections 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
• 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 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.
## Appendix B

### Instructor and Student Data

### UC Davis

#### Undergraduate Program Review

### TABLE 1

**CATEGORY - FACULTY IN MAJOR**

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

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th></th>
<th></th>
<th>2017-18</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Asst.</td>
<td>Assoc.</td>
<td>Prof.</td>
<td>Asst.</td>
<td>Assoc.</td>
<td>Prof.</td>
</tr>
<tr>
<td><strong>UC DAVIS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>143.1</td>
<td>176.2</td>
<td>511.6</td>
<td>15.8</td>
<td>211.7</td>
<td>206.3</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>47.9%</td>
<td>13.7%</td>
<td>4.6%</td>
<td>-28.9%</td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21.1</td>
<td>12.4</td>
<td>87.5</td>
<td>4.3</td>
<td>35.9</td>
<td>24.9</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>79.5%</td>
<td>100.7%</td>
<td>-12.2%</td>
<td>-53.8%</td>
<td></td>
</tr>
<tr>
<td>Department of Plant Pathology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.8</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>-48.2%</td>
<td>-16.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Program Global Disease Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.0</td>
<td>0.0</td>
<td>7.6</td>
<td>0.0</td>
<td>1.9</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>-36.7%</td>
<td>9.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Environmental Science and Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.7</td>
<td>0.8</td>
<td>7.6</td>
<td>0.0</td>
<td>3.8</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>-123.2%</td>
<td>88.9%</td>
<td>30.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Human Ecology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.2</td>
<td>3.5</td>
<td>7.1</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Land, Air, and Water Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.0</td>
<td>1.3</td>
<td>6.9</td>
<td>0.0</td>
<td>2.1</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>119.0%</td>
<td>89.9%</td>
<td>-2.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Program Environmental Sci and Mgmt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.0</td>
<td>4.1</td>
<td>16.1</td>
<td>0.0</td>
<td>7.5</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>59.0%</td>
<td>65.8%</td>
<td>51.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>0.3</td>
<td>3.7</td>
<td>1.0</td>
<td>2.8</td>
<td>6.5</td>
</tr>
<tr>
<td></td>
<td>% Change from 2011-12</td>
<td>94.8%</td>
<td>71.1%</td>
<td>-35.3%</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C

**Survey Data**

#### 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>
<th>College: 63%</th>
</tr>
</thead>
<tbody>
<tr>
<td>115</td>
<td>UCUES</td>
<td>How satisfied are you with Availability of library research resources? (Repeat of Fig 10)</td>
<td>63%</td>
<td>Clinical Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Environmental Policy, Analysis &amp; Planning</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Environmental Science &amp; Management</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Landscape Architecture</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Global Disease Biology</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Category:** College of Agriculture  
**Sub-Category:** Resources in the Major
• In the summer, the Academic Senate Office (ASO) will schedule review team (RT) visits which will include two days of meetings with the program chair, faculty, students, staff, and supporting committees. RT visits will happen in winter quarter.

• In the fall, a program-designated faculty member will be responsible for building the program review itinerary for this winter two-day visit, in consultation with the ASO.

• The ASO will forward the program self-review and past review to the RT prior to review visit.
The RT meets with faculty, staff, students, executive committee, deans and others as appropriate over a two-day period.

Completed RT reports are sent to UIPR analyst within two weeks of the RT visit. Reviewers may submit individual or separate reports so long as both perspectives are addressed.

RT reports are sent to programs and college FECs for correction of fact. Any correction of fact must be received by UIPR analyst within one week.
UIPR Assessment of RT Reports

• UIPR members are assigned to serve as hosts to the RT for majors/programs and will write a report to be presented to UGC.

• The UIPR report identifies status of any outstanding issues from previous reviews, program specific strengths, weaknesses and recommendations.

• Reports are discussed by UIPR members during committee meetings.

• UIPR forwards reports to UGC.
UGC Review Process

• The completed Self-Review, the RT reports, and the UIPR reports all go to UGC.

• UGC members review the reports, and the Chair writes a letter with recommendations directed to the Program Chair, Dean, and Provost.

• Office of Undergraduate Education coordinates meetings with the Program Chair, Dean, and Provost to discuss recommendations and determine actions to be taken.
• Associate Vice Provost for Academic Planning (AVPAP) prepares response letter to be sent to UGC and signed by Provost, Dean, and Program Chair by Winter quarter of the year following the review.

• All parties (Program, Dean, and Provost) will also have the opportunity to describe in writing any points of disagreement in this jointly-signed letter.

• UGC writes a final closure response noting which concerns have been satisfactorily addressed, how the program plans to address remaining concerns, and highlighting any outstanding issues for the next review.
Closing Each Cluster

- UIPR will also provide UGC a report, the Cluster 6 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.
Program Review and the Campus Budget Process

• Question on the Campus Budget Agendas:
  • Please discuss how you are addressing feedback received through the program review process for any of your undergraduate or graduate programs that were recently reviewed.

• Conversations about program reviews don’t stop after the program review closure process.

• “Teeth in the process” is in the recommendations provided in the program review reports, Senate committee recommendations, administration response, and recommendations being discussed in the campus budget process.
UC Davis General Education
Promoting breadth of knowledge and experiences

The UC Davis General Education requirement advances the intellectual growth of undergraduates. By taking courses outside of their majors, students deepen their interdisciplinary knowledge, broaden their perspectives, and hone skills crucial for thoughtful, engaged participation in our community, nation, and world.

General Education Website: https://ge.ucdavis.edu/
Academic Senate Office Contact: Theresa Costa, tacosta@ucdavis.edu
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
GE Committee website:
https://academicsenate.ucdavis.edu/committees/undergraduate-council/general-education
General Education Assessment

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.
General Education Assessment

The GE assessment process consists of:

I. GE Committee assessment of specific courses including assessment of student work.

II. Program self-assessment of all GE designated courses.
The GE Committee determines specific courses for GE Committee assessment. Programs can access the list of courses in their GE assessment template on the GE Committee website.

Data collection begins for courses offered in Spring Quarter 2019. Programs should review their course lists before the beginning of Spring Quarter and reach out to the ASO with any questions.

https://academicsenate.ucdavis.edu/committees/undergraduate-council/general-education
The GE Committee requests data from those specified courses for spring of the current academic year, summer, or fall of the following academic year. Requested data includes:

- The course syllabus
- 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.
- A brief statement explaining how the submitted material meets the minimum elements of the literacy.
I. GE Committee Assessment

GE Committee assessment of the submitted data will consider whether any of the submitted materials satisfy each of the minimum elements for each literacy assigned to the course under review.

Minimum elements for each literacy are listed in the literacy interpretation documents on the GE website:

https://ge.ucdavis.edu/faculty-staff-resources
I. GE Committee Assessment

• The GE Committee will review all submitted data and then write a report to each program noting observations or suggested improvements for the delivery of General Education.
• The GE Committee will also write an overall summary of GE assessment for those programs in the cluster to the Provost.
• All reports from the GE Committee will go to UGC before going forward to programs and the Provost.
II. Self-Assessment of GE Designated Courses

The GE Committee asks programs to self assess all GE courses to ensure that the courses continue to satisfy the minimum elements that have been articulated for the General Education Program.

Committee on Courses of Instruction has designed a streamlined process for programs to use to remove the literacy designation if the program finds that a course does not meet the minimum elements for the literacy: https://academicsenate.ucdavis.edu/committees/courses-of-instruction/policies-procedures
II. Self-Assessment of GE Designated Courses

An assessment table will be provided to the programs via the GE Committee webpage. 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 assessment table asks faculty to determine whether the course:

- was offered during the assessment period (Spring, Summer, or Fall of the review cycle)
- meets the minimum elements for the currently approved literacy(ies)
- will be adapted to meet minimum elements for the currently approved literacy(ies)
- will be resubmitted in ICMS to remove GE literacy designations
II. Self-Assessment of GE Designated Courses

GE has eight literacy categories: Writing Experience (WE), Oral Literacy (OL), American Culture (ACGH), World Culture (WC), Quantitative Literacy (QL), Scientific Literacy (SL), and Domestic Diversity (DD). Descriptions of these literacies can be found at: https://ge.ucdavis.edu/faculty-staff-resources

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>CRSE</th>
<th>WE</th>
<th>OL</th>
<th>VL</th>
<th>AC</th>
<th>WC</th>
<th>QL</th>
<th>SL</th>
<th>DD</th>
<th>Course offered (yes/no)</th>
<th>Course meets all GE (yes/no)</th>
<th>Will revise curriculum to meet MEs</th>
<th>Will request removal of GE designations</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN</td>
<td>005</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(yes)</td>
<td>(yes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>006</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(yes)</td>
<td>(yes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>106</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(yes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>160</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(yes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>163</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(yes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>180</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(yes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>182</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(yes)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We help programs by facilitating conversations, sharing best-practices, and supporting capacity building for faculty-initiated & action-oriented inquiry about student learning.

Prepare

- Clarify goals for student learning
- Check alignment among goals and opportunities

Implement

- Define focus for inquiry; plan data collection
- Collect evidence from courses

Report

- Make sense of evidence
  - Implement change(s) recommended by results; reassess

ASAP!

End Fall 2019

Spring 2019

UCDAVIS Center for Educational Effectiveness
Office of Undergraduate Education

assessment.ucdavis.edu | assessment@ucdavis.edu
Questions?

Thank you for attending this meeting to receive information on the program review process.

Before leaving, please be sure Sara has all the correct contacts for your program.