**PROGRAM SELF-REVIEW**

**FOR GENERAL EDUCATION DELIVERED THROUGH COURSES IN**

**Chemical Engineering**

**AS ADMINISTERED BY THE**

**Department of Chemical Engineering**

**for the period to**

**Spring 2019**

**Fall 2019**

**Date submitted**

**Prepared by:**

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| **Name** | **Title** | **Department** |
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**Introduction and General Instructions**

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.

Our General Education requirements ask the students to show mastery in eight core literacies:

* American Cultures, Governance, and History
* Scientific Literacy
* Domestic Diversity
* Visual Literacy
* Oral Literacy
* World Cultures
* Quantitative Literacy
* Writing Experience

The GE requirements and the minimum elements for the GE literacies can be found at: <https://ge.ucdavis.edu/>.

The General Education assessment program consists of two parts:

1. GE Committee assessment of specific courses (including assessment of student work)
2. Program self-assessment (audit) of all GE literacy designated courses

The GE assessment program was created in response to past WASC review recommendations that all departments consistently gather, analyze, interpret and use assessment data for improvement. The GE assessment provides an overall view of the GE program and suggests ways in which it could be improved.

**I. GE Committee In-Depth Assessment of Selected Courses**

The GE Committee requests documents for the following courses and literacies:

ECH 1 (Visual Literacy, Scientific Literacy) – Submit 7 PDF documents

1. Course syllabus
2. VL Assignment: An assignment which reflects the approved literacy. Include grading rubric if appropriate.
3. VL Student Work: Three pieces of graded student work (with names redacted) from the assignment. The student work samples should consist of one average, one below average, and one above average.
4. VL Statement: A brief statement from the department explaining how the submitted work meets the literacy.
5. SL Assignment: An assignment which reflects the approved literacy. Include grading rubric if appropriate.
6. SL Student Work: Three pieces of graded student work (with names redacted) from the assignment. The student work samples should consist of one average, one below average, and one above average.
7. SL Statement: A brief statement from the department explaining how the submitted work meets the literacy.

ECH 141 (Quantitative Literacy) – Submit 4 PDF documents

1. Course syllabus
2. QL Assignment: An assignment which reflects the approved literacy. Include grading rubric if appropriate.
3. QL Student Work: Three pieces of graded student work (with names redacted) from the assignment. The student work samples should consist of one average, one below average, and one above average.
4. QL Statement: A brief statement from the department explaining how the submitted work meets the literacy.

ECH 145A (Writing Experience) – Submit 4 PDF documents

1. Course syllabus
2. WE Assignment: An assignment which reflects the approved literacy. Include grading rubric if appropriate.
3. WE Student Work: Three pieces of graded student work (with names redacted) from the assignment. The student work samples should consist of one average, one below average, and one above average.
4. WE Statement: A brief statement from the department explaining how the submitted work meets the literacy.

ECH 155 (Oral Literacy) – Submit 4 PDF documents

1. Course syllabus
2. OL Assignment: An assignment which reflects the approved literacy. Include grading rubric if appropriate.
3. OL Student Work: Three pieces of graded student work (with names redacted) from the assignment. The student work samples should consist of one average, one below average, and one above average.
4. OL Statement: A brief statement from the department explaining how the submitted work meets the literacy.

The GE Committee assessment of the submitted documents will consider if the minimum elements of each literacy are clearly demonstrated by the documents. Please review the minimum elements of each literacy, via the literacy documents at <https://ge.ucdavis.edu/faculty-staff-resources>.

If you have questions about the submission of these documents, or if any of the courses listed here will not be offered in any of spring, summer, or fall 2019, please contact GE Committee analyst Theresa Costa at [tacosta@ucdavis.edu](mailto:tacosta@ucdavis.edu) as soon as possible.

**II. Program Self-Assessment of All GE Literacy Courses**

The GE Committee recognizes that courses evolve with time and with changes of instructor. The program self-assessment is meant to test the degree to which courses still address the GE literacies for which they have been approved and to create a plan of action if necessary. The program should identify one instructor for each course approved for GE literacies, then ask that instructor to review the minimum elements of the GE literacies and indicate whether the course meets the minimum elements for all literacies for which it was approved. If the course does not meet the minimum elements of a literacy, then the program should indicate their plan of action: (1) adjust the course curriculum to bring it in line with the minimum elements of the literacy, or (2) to submit a modification request in ICMS (Integrated Curriculum Management System) to remove the GE literacy from the course.

A table including all of the GE classes offered by your program in the previous year to be used to complete this self-assessment can be found at: <http://academicsenate.ucdavis.edu/committees/committee-list/undergrad_council/committee_ge.cfm>