

# **Undergraduate Program Review 2018-19 Review Cycle**

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# Undergraduate Instruction and Program Review

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## Cluster 5 Programs

### CAES

- Environmental Policy, Analysis & Planning
- Environmental Science & Mgmt
- Clinical Nutrition
- Landscape Architecture
- Global Disease Biology

### CBS

- Evolution, Ecology  
& Biodiversity

### CLAS

- African-American & African Studies
- American Studies
- Asian American Studies
- Chicana/o Studies
- Native American Studies
- Gender, Sexuality, and Women's Studies
- Political Science (delayed from CI 4)
- International Relations (delayed from CI 4)

## Important Dates

February, 2018	Programs notified of pending review & Kickoff
March 14, 2018	Kickoff Meeting
April 13, 2018	Deadline for Review Team nominations
Spring Quarter 2018	Programs collect student work and begin GE course assessment and self-review
September, 2018	BIA publishes data appendices to on-line portal Tableau
September – December,	Programs complete UIPR Self-Review, collect student 2018 work and complete GE course assessment
January 1, 2019	Deadline for completed Self-Reviews including GE to Academic Senate Office
January-March, 2019	Review team meetings with programs
March – June, 2019	UIPR forwards all reports to UGC UGC reviews all reports and forwards recommendations to Provost, Deans and Department Chairs

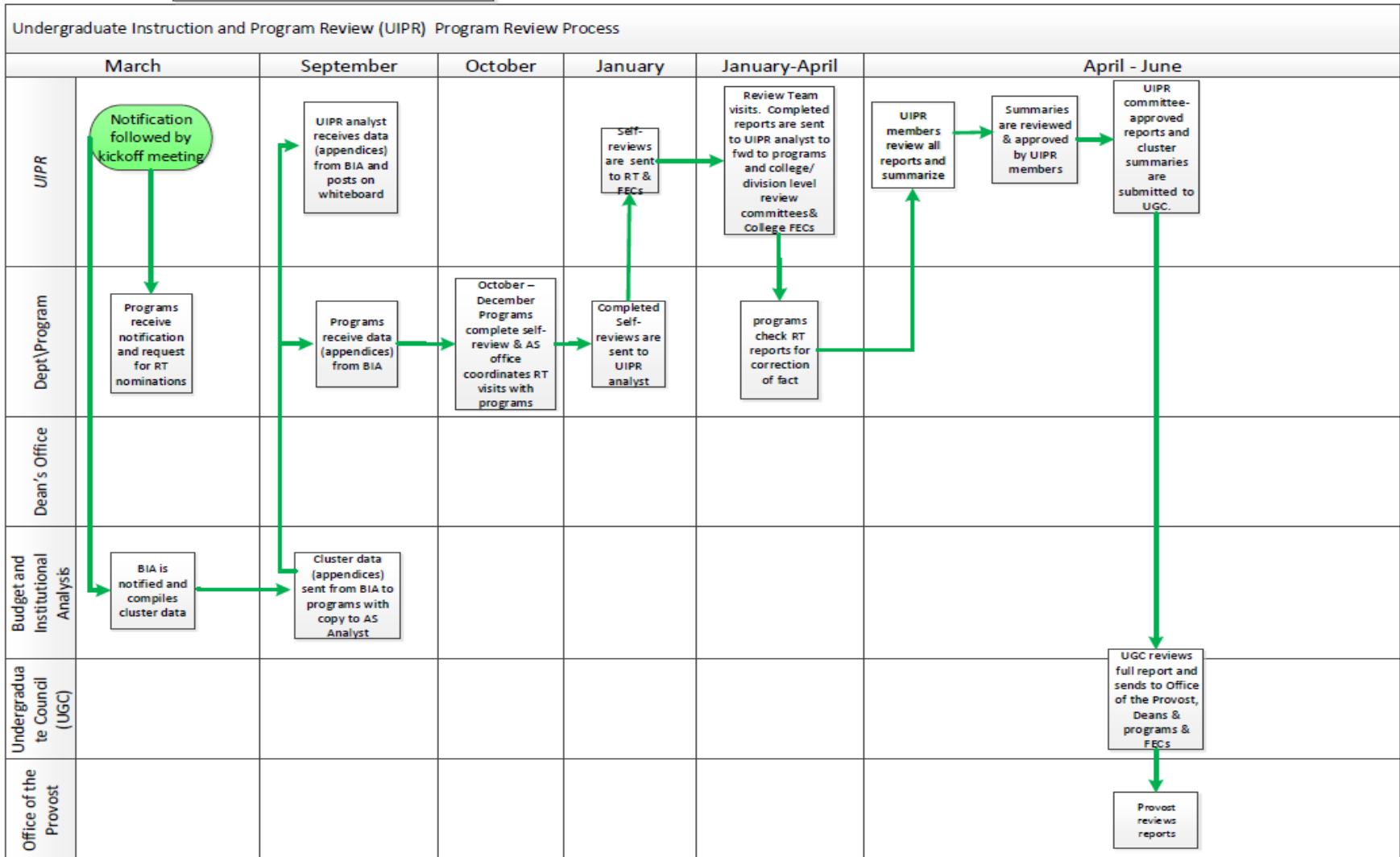
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# **Undergraduate Program Review: Davis Division Regulation 556**

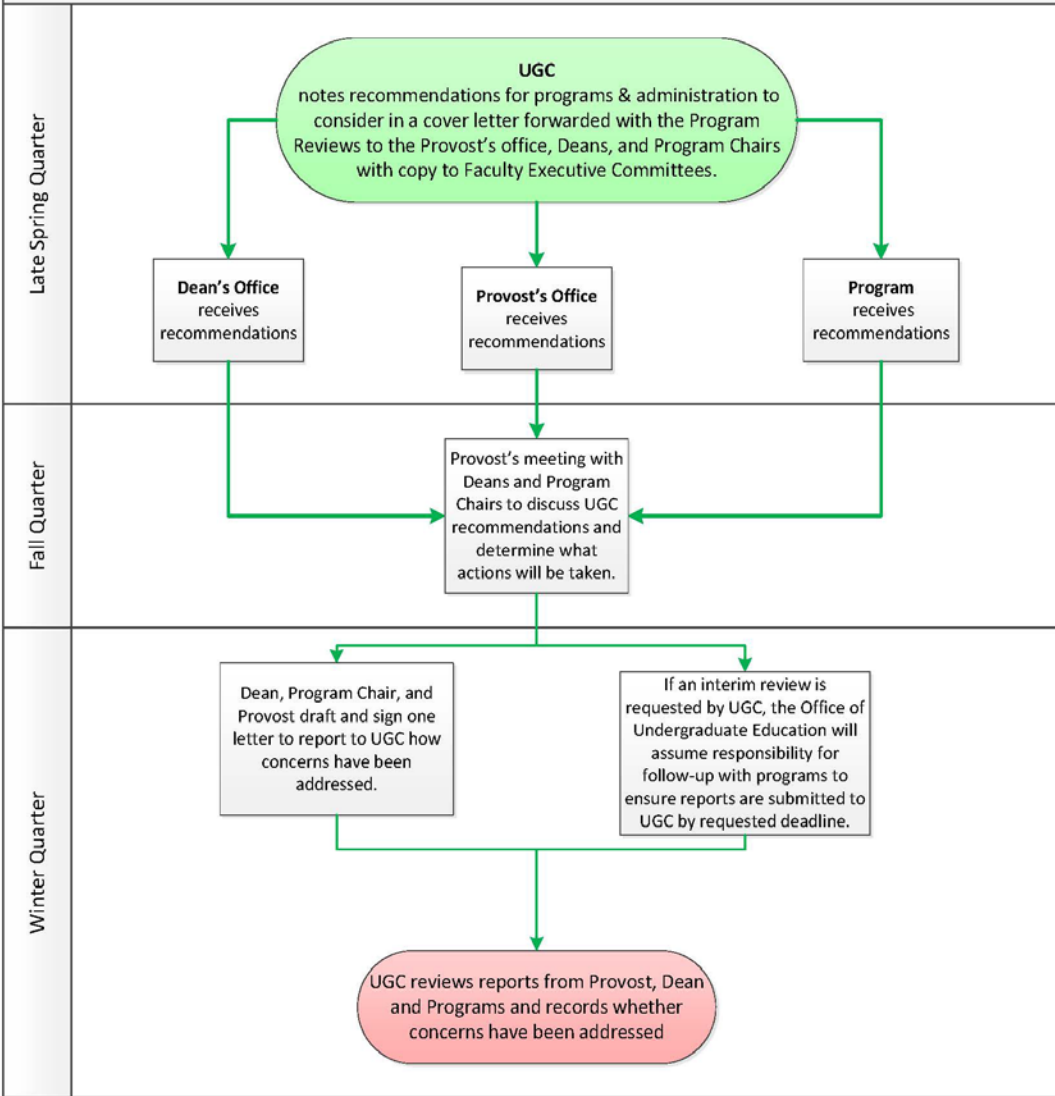
## **556. Undergraduate Program Review**

**Each undergraduate teaching program (and/or major) on the Davis campus shall be reviewed and evaluated by a committee of its parent school or college at intervals not exceeding seven years. The criteria for said reviews shall be established by the Davis Division Undergraduate Council and disseminated widely so that they will be commonly understood. The reports of reviewing committees shall be forwarded to the Divisional Undergraduate Council for consideration or action as it sees fit. (En. 5/28/74; Am. 4/27/76)**

BIA = Budget & Institutional Analysis  
RT = Review Team  
UIPR = Undergraduate Instruction Program Review committee



# Undergraduate Council Program Review Process



## Review Team Selection

- The Review Team (RT) will be comprised of one campus and one national reviewer from nominations received from programs and colleges. The standard will be to have one national reviewer and one campus reviewer for each program, however if UIPR feels it necessary, they will propose addition of a reviewer to UGC and the Academic Senate Chair. UGC will be authorized to approve the additional reviewer; the Academic Senate Chair will approve expenditure of additional funding.
- Nominations for members of the RT will be requested from the program faculty, and the associated FEC(s) and Dean(s). Each group will be asked to compile one list of five individuals from outside the UCD campus and one list of five individuals from within the UCD campus (4 lists/program) identifying any possible conflicts of interest. Nominations are sent to AS office by April 13.
- UIPRC will review nominations and rank in the order they wish nominees to be invited. Invitations and confirmations are sent for each team member solidifying the Review Team membership by July 1.



## Review Team Qualifications

### Qualifications:

The campus reviewer should be familiar with the discipline but should not be a member of the program faculty or administration, teach in the program, or collaborate with program faculty in teaching, grants or contracts.

The national reviewer will be asked to evaluate the program from a national perspective. National reviewers cannot have been involved in an active collaboration in either teaching, research, or be a co-author on any research publications with faculty in the program within the past five years, be currently listed as a Co-PI on a proposed grant or co-instructor on a proposed course.

- **Programs do not need to contact the nominees for willingness to serve or availability: just provide 5 UCD faculty and 5 external faculty nominations.**

# Conflict of Interest Policy

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, UIPRC 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. Given that our campus reviewers will have expertise in the program area, they will probably have knowledge of the program and some interaction with it. 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.

Minor conflicts of interest not deemed by the UIPRC to be likely to create appreciable bias will nevertheless be disclosed in the UIPRC report accompanying the RT report.

## Review Team Visit

- The Academic Senate Office will coordinate review team (RT) visits which include two days of meetings with the program chair, faculty, students, staff, and supporting committees.
- The Academic Senate Office will coordinate with a program-designated faculty member who will be responsible for scheduling the program review meeting itinerary focusing on scheduling the RT visit at a time that allows maximum opportunity for faculty and students to participate.
- The Academic Senate Office 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. Note: The RT must meet with groups together to assure RT members receive all of the information directly. The UIPRC member(host) assigned to oversee the review will be invited to attend the meetings if desired.
- Completed RT reports are sent to UIPRC analyst within two weeks of the RT visit. The reviewers are free to determine if they wish to submit individual or separate reports so long as both perspectives are addressed.
- RT reports are sent to programs and college/division level review committees & College FECs for correction of fact. Any correction of fact must be rec'd by UIPR analyst within one week.

## UIPR Assessment of Reviews

- UIPRC members are assigned to serve as hosts for the RT for majors/programs. When the RT submits their report, the UIPRC host member writes a draft summary report based on the RT's report.
- Draft summaries are discussed by UIPRC members during a committee meeting
- UIPRC's reports identify the status of any outstanding follow-up issues from previous reviews, note the specific strengths of the major as well as areas for concern. Based on the RT's recommendations, the UIPRC summary report includes recommendations discussed by the entire committee. UIPRC's report will include (as attachments) the program self-review and RT report.
- It is only rare circumstances that necessitate additional information requests from the program; however, if additional information is requested by UIPRC, the host UIPRC member goes back to the program to obtain requested information and a revised report is presented again to UIPRC. This continues until the report is approved by that committee.
- UIPR forwards reports to Undergraduate Council (UGC).

## Undergraduate Council Review

- Undergraduate Council (UGC) will review the UIPRC report during a Council meeting. If UGC has questions or concerns, the report is returned to UIPRC for refinement and resubmission to UGC. In this process UGC should not request that UIPRC recommendations be changed. It is to be UGC's prerogative to make recommendations different than UIPRC.
- Following review and endorsement of the UIPRC report, UGC will forward a program specific report summarizing strengths, weaknesses and corrective action necessary (the report will include the UIPRC review report). The Provost has agreed to coordinate all response to administrative corrective action (budgetary allocation, FTE, space, safety, etc.) with the Dean and program. UGC will communicate directly with the program concerning academic corrective actions such as issues with curricula/academic matters. Therefore UGC's summary will be addressed to the Provost, Dean, and program chair with a copy to the FEC chair and Academic Senate chair.
- If necessary, UGC may ask UIPRC to conduct an interim review when matters are of grave concern. If an interim review is desired, the time frame for the review and matters to be re-examined will be outlined in the UGC summary described above. An interim review will be focused on specific serious issues requiring correction within 1-3 years from UGC report. This review must remain focused on the issues identified, and should not serve to uncover additional issues in need of attention. In the event that additional issues arise, UGC will be notified to decide on subsequent action. The Office of Undergraduate Education will facilitate all interim reviews and ensure they are received by UGC by the specified date.

## Closing Each Cluster

- After follow-up meetings between the Provost, Dean, and program chair, one letter signed by each will be sent to UGC by the following winter quarter. UGC will maintain a record of recommendations and actions ensuring a complete record of activity for archive and use by the program during the next review.
- UIPRC will provide UGC a report concerning trends within the cluster following completion of all program reviews
- UGC will review and approve the report forwarding it to the Provost, Deans, and all Programs
- The UIPRC analyst will maintain a complete file (all correspondence and reports, action assigned and taken) associated with the programs and cluster reviewed

# Data Provided to Programs Via Tableau

## Data Provided to Programs from the Office of Budget and Institutional Analysis

- Appendix A, provided by the Office of the Registrar, includes catalog descriptions of all programs in the cluster
- Appendix B contains information on instruction, students, and faculty gathered by Budget and Institutional Analysis (BIA) using data from a variety of sources
- Appendix C includes the results of two surveys conducted by BIA: the first gathered the opinions of students in selected classes one and four years after graduation, and the second is a subset of data taken from the University of California Undergraduate Experience Survey (UCUES), which focuses on current upper division students
- Appendix D, provided by the Office of the Registrar, is a list of the educational objectives of the campus, as published in the General Catalog.

The data presented in Appendices A-C provides the basis to make comparisons between programs being reviewed in the same cluster as well as division, college, and the entire campus. Generally, the BIA data on students and faculty were compiled for the home department of the program, while the survey data (the undergraduate experience survey and the alumni survey) were compiled by the students' majors. If, in consultation with departments, it is determined that this approach would not provide useful information for the major, alternative information is provided based on the core courses that the department has identified for the major.

All participants of the review will be able to access the on-line data tables via Tableau. BIA will work with the department, IET, and review team members to establish the necessary credentials for accessing the data.

## 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



## 1. OVERVIEW OF THE MAJOR

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**Questions: What are the student learning objectives identified for this major? What is the role of this major in undergraduate education on the campus, i.e., how does the major contribute to the undergraduate educational mission of the campus? Is the major clearly distinguished from other similar majors on campus?**

Refer to the catalog description of the major and the other majors reviewed in the same cluster (Appendix A). Describe any inaccuracies in the catalog description and explain plans for correcting them. Identify the other majors in the cluster that are most similar to yours and explain how your major differs from them.

## 2. OUTCOME OF PREVIOUS PROGRAM REVIEW

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Please list the recommendations made at the conclusion of the previous review (these may have been made by the review committee, Executive Committee and/or Dean) and comment briefly on the current status of the matters noted in the recommendations. Discuss any other significant changes in the major since the last review.

### **3. FACULTY IN THE MAJOR**

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**Questions: Who does the bulk of teaching in the major? What are the demographics of instructors in the major? Will the program be affected by substantial changes in the faculty (e.g. anticipated retirements) in the next review period?**

Refer to the attached data concerning faculty in your department and the other departments reviewed in the same cluster (Appendix B, Tables 1-5). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) Table 1. Instructional Faculty – FTE and Percent by Rank
- b) Table 2. Age of Ladder Faculty – Percent by Age Group
- c) Table 3. Gender of Ladder Faculty – Number and Percent by Rank
- d) Table 4. Under-represented Ladder Faculty – Number and Percent by Rank
- e) Table 5. New Faculty Hires and Separations – Number by Rank

## **4. INSTRUCTION, ADVISING, AND RESOURCES IN THE MAJOR**

**Questions: How effective is the delivery of instruction in the major? Are faculty engaged in the major? Is instruction meeting the student learning objectives for the major? Is advising adequate? Is there adequate staff support? Are adequate space and facilities available? Is the program keeping pace with developments in the field? Are grading standards appropriate?**

Refer to the attached data concerning instruction in the major and the other majors reviewed in the same cluster (Appendix B, Tables 6 -12). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) Table 6. Majors per Instructional Faculty FTE
- b) Table 7. Students in Major Enrolled in Upper Division Courses – Percent of Total Course Enrollment
- c) Table 8. TAs Assigned to Upper Division Courses – Number By TA Role
- d) Table 9. Student Faculty Ratio – By Instructor Type
- e) Table 10. Courses Taught – Percent By Instructor Type and Course Level
- f) Table 11. Assigned Space – I&R Assignable Square Feet (ASF) – By Department
- g) Table 12. Distribution of Grades in Upper Division Courses – Percent of Total Enrolled and Average GPA

Please also address the following issues, for which no data are provided:

- h) Comment on the degree of interest and engagement of the faculty in the major.
- i) Comment on the adequacy of staff support for the major.
- j) Comment on the adequacy of staff advising for the major.
- k) Comment on the adequacy of instructional equipment and facilities for the major.
- l) Comment on the program's record of keeping pace with advances in the field.
- m) Comment on the program's record for meeting its student learning objectives.

## 5. STUDENTS IN THE MAJOR

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**Questions: This section is intended to characterize the students in this major. How have enrollments in the major varied over the period of the review, in terms of both the numbers and quality of the students? Are students succeeding in the major both in terms of qualitative and quantitative academic standards? Are students meeting the learning objectives identified for the major? Are students graduating on time? How do students find out about the major? Is the major reaching a wide and diverse spectrum of students? Are students who enter the major retained in the major, and if not, why not?**

Refer to the attached data concerning enrollments in the major and the other majors reviewed in the same cluster (Appendix B, Tables 13-25). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) Table 13. Number of Students - Duplicated Count and Percent Change
- b) Table 14. Students in Multiple Majors - Percent of Total in Major
- c) Table 15. Gender of Students – Percent of Total in Major and Percent Change
- d) Table 16. Under-represented Students – Percent of Total in Major and Percent Change
- e) Table 17. New Freshman Students Number and Percent Change
- f) Table 18. New Transfer Students Number and Percent Change
- g) Table 19. Average Cumulative UC Davis GPA
- h) Table 20. Students in Good Standing – Percent of Total by Level
- i) Table 21. Degrees Conferred – Duplicated Count and Percent Change
- j) Table 22. Time to Degree for Freshman and Transfer Students – All Students
- k) Table 23. Time to Degree for Freshman and Transfer Students – In Same Major
- l) Table 24. Graduating Students with a Minor
- m) Table 25. Number of International Students

l) In light of the information presented in Tables 13-25, describe and evaluate the effectiveness of any efforts by the program's faculty and staff to retain students in the major.

Please also address the following issue, for which no data are provided:

m) Describe and evaluate how students find information about the major (websites, course catalog, etc.).

Enter your text here.

## 6. STUDENTS' PERCEPTIONS OF THE MAJOR

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**Question: What are current students' and recent graduates' opinions of the major?**

Refer to the attached data obtained from surveys of current students and alumni concerning their perceptions of the quality of the major and the other majors reviewed in the same cluster (Appendix C, Figures 1-53). Based on those data and any additional information you wish to include (e.g., results of departmentally administered course evaluations), comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) overall understanding of the major (Figures 1-4)
- b) overall satisfaction with the major (Figures 5-22)
- c) satisfaction with instruction in the major (Figures 23-36)
- d) satisfaction with academic advising in the major (Figures 37-43)
- e) satisfaction with courses offered in the major (Figures 44-53)

## 7. POST-GRADUATE PREPARATION

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**Questions: How well does the major prepare students for postgraduate education and careers? Do the students have sufficient contact with the faculty to get internships or letters of recommendation?**

Refer to the attached data obtained from surveys of current students and alumni concerning preparation by the major for postgraduate education and careers (Appendix C, Figures 54-80). Based on those data and any additional information you wish to include, comment on each of the following for your major over the review period, referring, when appropriate to differences between your major and others in the cluster:

- a) quantity and quality of research and creative activities provided by the major (Figures 54-59)
- b) quality of preparation by the major for postgraduate education (Figures 60-64)
- c) quality of preparation by the major for the workforce (Figures 65-74)
- d) the degree to which students have sufficient contact with faculty to help them in their postgraduate education and careers (Figures 75-80).

## 8. 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.

b) Please provide a program curriculum matrix or map identifying in which required courses in the curriculum each PLO is introduced, practiced, and demonstrated and/or assessed.

c) How does the program ensure alignment between learning outcomes for individual courses and the PLOs (that is, program coherence)?

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

e) Please use direct data from students in the major taking capstone courses to assess student achievement of PLOs, and provide a summary of that assessment. (Examples of direct data would include samples of capstone projects, pre-tests and exit tests for majors, examinations or essays from key or capstone courses identified in the curriculum matrix.) For this data, describe the methodology for sample selection and size. Does the program have in place ongoing assessment of this type?

f) Please use indirect data to assess student achievement of PLOs, and of the contribution that individual courses make toward it, and provide a summary of the assessment. (Examples of indirect data would include student evaluations, peer evaluation of teaching, the BIA survey data from current students and graduates provided for this review, graduation and retention rates, aggregate and individual grade patterns at different stages in the program.) Does the program have in place ongoing assessment of this type?

g) Please provide a summary of key limitations that inhibit effective assessment of PLOs as per (e) and (f).

h) Do the results of assessment for this review cycle reveal particular areas of strength and/or weakness with regard to the achievement of the PLOs?

i) Do the results of the program review reveal particular areas of strength or weakness in program assessment of student progress toward achieving PLOs?

j) If there are areas of weakness in student learning or in program assessment of student learning, what steps does the program intend to take to address them?

(Programs are encouraged to work with assistance available from the Educational Effectiveness Hub and the Assessment Office in the Office of Undergraduate Education in developing or extending their program's assessment of learning outcomes, and in analyzing the data collected.)

## **9. MAJOR STRENGTHS AND WEAKNESSES/PROBLEMS**

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Summarize the major overall strengths of the program as well as any current problems that you perceive.

## **10. FUTURE PLANS**

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Describe current or proposed plans to strengthen educational objectives of the program, such as increasing enrollments, improving student performance, and increasing the contribution of the program to the campus educational objectives. Describe and justify if new resources are needed to preserve or strengthen the program.

## Committee on General Education

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### Undergraduate Council

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### [UC Davis General Education Requirements](#)

- > [General Education Assessment Schedule](#)
- ▼ ***Cluster 5 General Education Assessment Documents***
  - > African American and African Studies
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  - > Evolution, Ecology and Biodiversity
    - > [General Instructions and Specific Data Request](#)



# General Education Assessment

UC Davis General Education (GE) requirements became effective during the fall quarter 2011 with clear criteria for the certification of general education courses. Programs have been asked to define reasonable learning objectives for undergraduates. These learning objectives are intended to reflect the goals identified for the GE courses and to provide coherence and consistency for courses offered within each literacy.

In 2014, as a result of the WASC review recommendations, an assessment plan for new general education requirements was adopted under a two-year pilot program. GE assessment was incorporated into the Undergraduate Instruction and Program Review (UIPR) process, and programs in Cluster 1 and 2 participated in this pilot program and continues to be included in the UIPR process.

# General Education Assessment

Commencing with the Cluster 3 program review process, the General Education Committee (GEC) has revised the GE assessment plan which will now consist of

- GEC assessment of large enrollment courses including assessment of student work
- Program self assessment of all GE designated courses.

In order to meet WASC's directive to the campus that “UC Davis is expected to . . . ensure that all departments consistently gather, analyze, interpret and use [assessment] data for improvement”. The program self-assessment will help ensure that the courses continue to address the GE Learning Objectives for which they have been approved. The GEC assessment will provide an overall view of the GE program and suggest ways in which it could be improved.

# General Education Assessment

- GEC will determine specific large enrollment courses for GEC assessment, and programs will be notified of those courses at the kickoff meeting.
- GEC will request data from those specified courses for spring of the current academic year and fall of the following academic year. Requested data from programs will include:
  - 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 literacy.
- The GEC 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 GEC will also write an overall summary of GE assessment for those programs in the cluster to the Provost. All reports from GEC will go to Undergraduate Council before going forward to programs or the Provost.

# General Education Assessment

The GEC assessment of the submitted data will consider the following points:

- Does the syllabus indicate that the course satisfied the designated literacies?
- Does the syllabus clearly delineate the expectations of the students with respect to the GE literacies?
- Is it necessary to master the literacy to pass the course, implying that each course should have no more than three literacies?
  
- Do the assignments meet the learning objective of the literacy?
- Is it necessary to grasp the GE Literacy in order to pass the assignment?
  
- Do the students demonstrate that they have addressed the LOs?
- Do the students also demonstrate that they have acquired competency in the learning objectives of the literacy?

# Self Assessment of GE Designated Courses

- The GEC asks programs to self assess all GE courses to ensure that they satisfy the learning outcomes that have been articulated for the General Education Program. All GE courses will be assessed by the programs during the review cycle to assure courses still qualify for the literacy(ies) for which the course was approved. The review cycle is considered spring of the academic year in which programs are notified they are under review through the end of the following academic year (June).
- The list of courses with a link to each literacy and assessment table will be provided via the GEC webpage to each program chair for them to assign to instructors, or determine who will assign to individual instructors, of GE courses. A faculty coordinator may be chosen to complete the GE course assessment, but assessment should be done at the level of instructors teaching the course. This would be for instances when several sections of the same course are taught by different instructors. The assessment table will include all GE courses provided to GEC by the Registrar's office and will ask faculty to determine whether the course:
  - was offered during the assessment period (Spring or Fall quarters)
  - meets learning outcomes for the currently approved literacy(ies)
  - will be adapted to meet learning outcomes for the currently approved literacy(ies)
  - meets learning outcomes for an alternate GE literacy; the instructor will submit a GE course proposal form to request a change to the appropriate literacy
  - is best delivered without GE literacy designations; the instructor will submit a GE course proposal form to request the removal of the course from the GE program



### What is LOCI?

The Learning Outcomes for Continuous Improvement (LOCI) tool facilitates course- and program-level inquiry about student learning outcomes by guiding faculty through a series of questions and prompts derived from the UIPRC Self-Review Template.

### How can LOCI help?

- Course-level: Individual faculty members who use LOCI to record course-level outcomes assessment results will know they are answering the questions posed in the UIPR template. Therefore, course-level efforts directly contribute to program-level self-review processes.
- Program-level: Program representatives will be able access to real-time program-level outcomes assessment results (with the caveat that program-level results depend on individual faculty using LOCI to record course-level information...).

### What's the first step?

Request access at: <http://bit.ly/UseLOCI>.