Introduction: The Institutional Context

UC Davis aspires to be recognized as one of the nation's top-tier public research universities. As such, we choose to be regarded, both domestically and globally, as a pre-eminent leader of higher education that is driven by our land-grant heritage to provide access to a socially relevant world-class education.

UC Davis: A Vision of Excellence

History [CFRs 1.1, 1.2, 1.3, 1.6]

The summer of 2012 marked the 150th anniversary of the first Morrill Act, signed into law by Abraham Lincoln, mandating the creation of land-grant colleges and universities. Charged with teaching agriculture and "the mechanic arts" in addition to classical studies, land-grant institutions broadened access for all segments of society to a higher education that was both liberal and practical, and emphasized the teaching, learning, and development of new technologies that would benefit humanity.

UC Davis is an exemplar of the land-grant ideal. Established in 1905 as the University Farm, an experimental site for the College of Agriculture at UC Berkeley, it grew as an agricultural college over the 1920s and 30s, and in 1959 was designated a University of California campus in its own right. The campus has continued to expand in its breadth of program offerings; depth of research; number of students, faculty, and staff; and in prestige. In 1996, UC Davis gained admission to the Association of American Universities, an honor accorded only 62 leading research institutions in the US and Canada.

Today, UC Davis upholds its land-grant commitments to serve a broad student population and the world at large in our top-ranked, highly sophisticated agricultural and engineering programs, biological sciences, mathematical and physical sciences, social sciences, and humanities, which together offer an extensive range of disciplinary and interdisciplinary research areas aimed toward solving global problems. The campus offers 101 undergraduate majors across four colleges: Agricultural and Environmental Sciences (CAES), Biological Sciences (CBS), Engineering (CoE), and Letters and Science (CLS), which incorporates the Divisions of Mathematical and Physical Sciences (MPS); Humanities, Arts and Cultural Studies (HArCS); and Social Sciences (DSS). Graduate and professional degrees in 94 programs are offered across the colleges, in addition to professional degrees offered by the schools of Education, Law, Management, Medicine, Nursing, and Veterinary Medicine. A number of these programs are organized as graduate groups that target interdisciplinary study and research.

On the cusp of the 2012-13 academic year, the campus received its highest-ever national ranking at the undergraduate level by *US News and World Report*: 8th among public universities and 38th overall, continuing an upward trend. In addition, one-third of the 51 UC Davis doctoral programs participating in the National Research Council's 2010 *Assessment of U.S. Doctoral Programs* ranked in the top 25 percent in their respective fields, with a half-dozen programs ranking in the top five

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percent. These high-profile indicators of public esteem help us to recruit diverse, academically accomplished students. Chancellor Linda P.B. Katehi's response to the NRC report, that "UC Davis's reputation continues to grow as one of the nation's elite public universities, where innovative research is addressing the world's most critical issues and students are equipped for productive, meaningful lives," captures the campus's essential qualities of being both public and excellent – a university that enjoys a rising global reputation for excellence, never losing sight of its commitment to human good.

Since our last reaccreditation cycle, the campus has seen continual growth in our student populations, faculty, research and donor funding, and the campus footprint. The student population has increased steadily, with the highest percentage change in graduate student enrollments. The Fall 2012 Student Population Headcount of 33,300 includes 25,759 undergraduates, 4,159 graduate students in academic programs, 747 in campus professional programs, 2,058 in health science programs, and 577 in self-supporting programs. (See Figure 1: Cumulative Growth in Student Population 1998-2011.) Student enrollment increased 19.6% from 2001 - 2011; during that period, total full-time academic staff increased by 20%, from 3,520 to 4,414, with ladder-rank teaching faculty increasing 16%. For 2013, the undergraduate student-faculty ratio average across the colleges is 24.3, ranging from 16.6 in the CoE to 30.0 in the CLS's Division of Mathematics and Physical Sciences (see Ex. 7).[1]

Undergraduate students are attracted to a wide variety of programs. The most consistently popular majors for the past several years are Biological Sciences, Psychology, Economics, and Biochemistry & Molecular Biology. About 27% of undergraduates are in a major in the Division of Social Sciences, followed by the College of Agricultural and Environmental Sciences (22%), College of Biological Sciences (21%), College of Engineering (14%,), Humanities, Arts, and Cultural Studies (10%), and Mathematics and Physical Sciences (6%) (see Ex. 7). A major distinction of the Davis campus in comparison to other UC campuses is that here approximately 56% of our undergraduates are enrolled in Science, Technology, Engineering and Math (STEM) majors. The need for successful STEM education has received national attention, and campus efforts toward student success in this area will be discussed in Essay 4.

Graduate academic programs have seen the greatest increase during this same ten-year period; the number of students enrolled in graduate programs has increased 35.2%. In Fall 2001, UC Davis enrolled students in 83 graduate programs; by Fall 2011, that number had grown to 94 programs.

Fall 2010 marked the inauguration of the campus's newest school, the Betty Irene Moore School of Nursing. Its first MS and PhD cohorts enrolled in that year; all 25 of the inaugural master's degree class received their graduate degrees in June 2012. The UC Davis Health System also boasts the School of Medicine, ranked among the top 25 for primary care. The School of Veterinary Medicine, ranked second in North America by *US News and World Report* (*USNWR*), is unique among the UC campuses in offering the DVM degree. The School of Law is also highly ranked by *USNWR*. The School of Education offers MA, PhD, and EdD programs. The Graduate School of Management's MBA program is ranked in the top tier by the *Economist*, and among the top 8% by *USNWR*.

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[1] All exhibits cited in this report will be represented by "Ex." followed by the corresponding number.

The decade has seen an increase of over 150% in research funding, from $300 million to $750 million in 2011-12, with major grants from US AID, NIH, NSF, the Templeton Foundation, the Mellon Foundation, and the USDA. In a year in which overall extramural awards to UC declined systemwide by 1%, research funding to UC Davis increased by 10% ($65 million) – the largest gain in the UC system (see Office of Research Annual Report 2011-12, p. 3). The campus has made a major investment in the reorganization of The Office of Research, enabling the office to fulfill its primary mission of service to the faculty and to launch several new research initiatives.

Strengths [CFRs 1.1, 1.2, 1.3, 1.6, 3.8, 3.9]

UC Davis benefits from the institutional strength and prestige of being a campus in the State of California's flagship system of higher education. Shared governance between the Board of Regents, the systemwide president, and the faculty ensures the highest standards of excellence in fulfilling the University of California's mission of teaching, research and public service.

Our campus has a sense of purpose, vision, leadership and planning, and a commitment to maintaining the integrity of our mission in a rapidly changing world. In August 2009, Linda P. B. Katehi became the sixth chancellor of UC Davis, and Ralph Hexter became provost and executive vice chancellor in January 2011. Accompanying our new leadership is the UC Davis: A Vision of Excellence (Ex. 14; henceforth Vision of Excellence), a ten-year plan to be recognized as one of the nation's top-tier public research universities. The vision's implementation was informed, at the chancellor's request, by the 2010 Academic Senate Report of the Task Force on the Future of UC Davis. At UC Davis, shared governance with the Academic Senate is held in high regard. A number of task forces have involved faculty, students, and administration to inform university planning. These include, in 2012, a Joint Administration / Academic Senate Special Task Force on Graduate Education, which produced its report on Prioritizing and Strengthening Graduate Education at UC Davis (Ex. 45); and the Provost's Task Forces for the 2020 Initiative, which has looked at maintaining the UC Davis vision in a changing financial climate through sustainable growth, and produced the Joint Report of the 2020 Task Forces (Ex. 47).

With the largest landmass of the University of California system, the physical size and setting of the UC Davis campus is clearly an asset. Situated on 5,300 acres of agricultural land in the Sacramento Valley, the campus has a spacious feel and ample room to expand within its borders. Expansion is approached with a commitment to long-range planning to provide a sustainable community; a commitment to a physical environment that supports the academic mission, enhances health, and brings meaning and enjoyment to the community; and well-coordinated campus-community-industry partnerships.

The past decade has seen the revitalization of previously isolated, underutilized spaces into projects which integrate with the campus not only spatially, but also conceptually and intellectually. These spaces offer students unprecedented access to cutting-edge technologies, world-class performing artists, and interdisciplinary projects. Raising the campus's visibility and serving as a portal for visitors to the campus, as well as showcasing our creative work, is the Robert and Margrit Mondavi Center for the Performing Arts, one of several new buildings in the University Gateway District. The district includes the unique Robert Mondavi Institute for Wine and Food Science, the future site of the

Jan and Maria Manetti Shrem Museum of Art, and the Arboretum GATEways expansion. Behind this expansion is a master planning framework that envisions our campus's nationally recognized public garden. The arts buildings symbolize our campus activities in the arts; the Institute for Wine and Food Science offers cutting-edge research facilities and industrial partnerships; and the Arboretum represents our commitment towards a sustainable relationship with the natural world. The district also includes the Walter A. Buehler Alumni & Visitor Center; a newly constructed hotel and conference center; and the Graduate School of Management. Construction of the structures was made possible by donor support.

West Village, the nation's largest zero-net-energy planned community, borders crop fields just west of the main campus. A dynamic mixed-use community, it allows students, faculty, and staff to live locally and participate fully in the life of the campus, helping to maintain the strong sense of community that has long been a hallmark of UC Davis.

Campus improvements in the past decade include a number of new instructional and research buildings to provide learning spaces critical to student success. Within the core campus, Giedt Hall is a state-of-the-art learning environment, and the Sciences Lab Building, a teaching laboratory designed specifically for chemistry and biology, includes an instructional greenhouse. On the west side of campus, seven new Veterinary Medicine buildings have been constructed. Student life is enhanced by the Activities and Recreation Center, Student Health and Wellness Center, and the Student Community Center. Student housing has been an ongoing focus of renovation and growth. Over the last several years we have responded to student growth by building and expanding the Tercero complex. Tercero Phase 3, our current student housing capital project, will now add seven additional buildings to house 1,200 students. New buildings were funded by various sources including private donations, student fees, and bond measures. (See Ex. 9 for a complete list of buildings constructed since the previous reaccreditation report, including funding sources.)

Accreditation History [CFRs 1.2, 1.7, 1.9, 2.8, 3.7]

A full accounting of UC Davis's responses to previous WASC reports can be found in the Response to Previous Reviews. UC Davis has been accredited since 1954, with its most recent on-site reaccreditation visit in 2003. The 2003 Commission Action Letter specifically highlights the "student-centered atmosphere of openness and teamwork that is rare in large public, or even private, universities," and the "ample supply" of both inspirational and pragmatic motivation for innovation and change. We selected themes for that accreditation that included undergraduate research and educational technology. WASC's recommendations to define more clearly what is included as undergraduate research within various disciplines and to map the sequence of undergraduate research activities came to full fruition with the establishment of the Undergraduate Research Center (see Essay 3). Recommendations on educational technology have been met in a variety of ways, many of which were not envisioned a decade ago, including information technology infrastructure with wireless capabilities for student use throughout the campus; the introduction of SmartSite, a campus course content management platform that facilitates the distribution of written, audio, and video course content as well as communication between students and instructors. Resources have been dedicated for the development of hybrid and online courses (see Essay 4). An example of campus efforts to meet both undergraduate research and technology needs is the new Student Community

Center, dedicated in Spring 2012, which houses both the Undergraduate Research Center and state-of-the-art, open-access media and computer labs. While making significant progress in undergraduate research and educational technology, the campus also devoted its attention to General Education (GE) requirements and learning outcomes assessment, areas identified for further attention in the 2008 and 2010 WASC Interim Reports. Snapshots of the campus progress in these two areas are provided below and they are also discussed at length in the body of the essays following.

General Education (GE) [CFRs 2.3, 4.4]

The 2003 Educational Effectiveness Review Report called attention to the university's requirements and practices with respect to GE. While considerable progress was acknowledged, the report concluded that the campus "needs either to strengthen educational requirements on the front end of the student experience, or to develop a system for accumulating and reflecting upon outcomes evidence on the back end." In response, the GE requirement has been completely overhauled since the last WASC review, with the revised requirement implemented in Fall 2011 (see Essay 1). The 2010 WASC Interim Review Committee Action Letter applauded the progress UC Davis had made in this area. Assessment and evaluation in GE continue to be areas of growth and focus. The Academic Senate and administration are continuing to find better ways to enhance assessment in all areas of learning including assessing GE outcomes within the ongoing program review process.

Learning Outcomes and Assessment [CFRs 1.2, 2.3, 4.4]

UC Davis has committed to assessing learning outcomes for all graduate and undergraduate students. Graduate learning objectives were approved by the Graduate Council in Spring 2005. At UC Davis assessment is a comprehensive effort that stretches from individual course evaluations to the ongoing assessment of every undergraduate program on a seven-year cycle, overseen by the Academic Senate's Undergraduate Council (UGC). We have strengthened these processes by establishing undergraduate program learning outcomes (PLOs) in 100% of all undergraduate majors. In summer 2012, the Office of the Vice Provost of Undergraduate Education (VPUE) recruited a Director of Academic Assessment, followed by the appointment of an Assessment Coordinator. These positions provide faculty consultation and administrative support on assessment matters. The Academic Senate and administration have jointly declared support for the iconic American Association of Higher Education (AAHE) Principles of Good Practice for Assessing Student Learning, a set of guiding principles that will inform our process of establishing learning outcomes assessment campuswide in the coming years.

Challenges [CFRs 3.5, 3.6, 3.8, 4.2]

The deep cuts in state support in recent years have presented UC Davis and the UC system with significant challenges. Ongoing economic belt-tightening calls for the kind of strong future planning at which the campus excels. The 2020 Initiative was designed and initiated "to continue creating a university that can sustain its rising trajectory through its own best efforts, leveraging support from the state but rising above the fiscal limitations we now face," bringing together the dual priorities of financial sustainability and increased globalization.

The financial challenges have impacted education in several ways. Graduate enrollment growth has

slowed in recent years, as shown by the flattening of the cumulative percentage of growth in <u>Figure 1</u>. This slowing of enrollment growth is due in part to the difficulty of providing adequate levels of financial support for graduate students in an atmosphere of rapidly escalating tuition. Interdisciplinary graduate groups have more difficulty finding instructors for courses since faculty are needed to teach within their home departments. In the professional schools, the tuition levels are reaching a competitive ceiling, limiting the ability of these programs to compensate for budget cuts through tuition increases. Finally, the 2020 Initiative mentioned earlier is a planning process for undergraduate enrollment growth. It is still necessary to integrate into it a complementary plan for graduate enrollment growth. Increasing undergraduate enrollments will intensify a need for more teaching space as well as inquiry into teaching technologies that require less space.

Current Priorities and Plans [CFRs 3.8, 4.1, 4.2, 4.3, 4.8]

Our campus is committed, through GE, discipline-specific coursework, and cocurricular experiences, to develop our students' intellectual, expressive, and creative skills; to facilitate individual success; and to enhance their contribution to society. We are committed to putting in place budgetary models that can support our deep commitment to maintain and perhaps modestly increase our enrollment levels of California residents, to the extent possible. We will continue improvements in our ESL program for all entering students with needs in this area, both those who did not speak English in their home country and those who grew up in the United States in homes where English may not have been spoken or spoken only rarely. We will continue to enhance our advising services to ensure that students engage in successful academic planning and graduate in a timely manner. At the same time, increasing the integration of graduate education into campus academic and strategic planning will remain a priority, as will ensuring the continued availability of excellent teaching faculty and high-quality classroom space. We will also continue to support faculty-driven methods of learning assessment and enhance the quality and impact of undergraduate program review.

These priorities have emerged through a vigorous dialogue involving faculty, staff, and administrators who have, in large and small meetings, regular working groups, informal conversations, and regular email exchanges, been in continuous consultation throughout the process of creating this report. The result is a truly collaborative presentation of information in these essays. This extends from the factual presentation of who we are as a campus, to the aspirational visions of where we plan to go. We hope to demonstrate that our commitment to growing our research resources, educating the next generation, and enhancing the student experience on campus remains strong, as reflected in the chancellor's "State of the Campus" address from February 28, 2013 (see <u>Ex. 8</u>).

Piloting Reports [CFR 1.9]

UC Davis was the first UC campus to participate in a newly created reporting format for the 2003 reaccreditation process, which resulted in a number of challenges and disadvantages: the campus was held accountable for changes made in a highly mutable set of guidelines as reporting requirements evolved from year to year. Campus reports were evaluated on criteria for the year of evaluation, rather than the year that the guidelines were issued, resulting in what appeared, in 2003, to be deficiencies to the WASC evaluators. We addressed these deficiencies, as outlined in our "Responses to Previous Reviews." We are again, in this accreditation process, leading the pack with our

participation in Pilot 1 as one of the first campuses and the only research university in the cohort. This has presented challenges as guidelines have been evolving and expectations fluid. For this report, the WASC leadership is holding us to the guidelines published in "Piloting the New Institutional Review Process" workbook released at the April 17, 2012 WASC workshop for Pilot 1 institutions.

Preparation for this Review [CFRs 1.9, 4.8]

In October 2012 (the beginning of Fall quarter, when our campus reconvened after summer), the provost and the Academic Senate chair charged a Joint Administration/Academic Senate WASC Steering Committee ([Ex. 11](#)). The committee met first in November 2012 and then again several times throughout January and February 2013 to provide guidance; input; and faculty, administration, and student perspective on the report preparation.

The report was prepared under the co-leadership of our WASC ALO / Interim Vice Provost of Undergraduate Education (VPUE) and the Academic Senate Vice Chair (ASVC), between November 2012 – March 2013. The VPUE sought input from the Undergraduate Deans Council, the Council of Associate Deans, and the Council of Deans and Vice Chancellors at those groups' meetings.

The ASVC obtained advice from the Academic Senate Davis Division WASC Steering Committee, which included chairs of the Admission and Enrollment, Courses of Instruction, General Education and Undergraduate Instruction, Planning and Budget, Undergraduate and Graduate Councils, and Program Instruction and Program Review committees, and was chaired by the ASVC.

A core report preparation team met weekly with the VPUE, which included members of the Office of Undergraduate Education: the Associate Vice Provost, Assistant Vice Provost, Senior Writer, Project Manager, and Executive Assistant to the Interim VPUE; the Dean of Graduate Studies and Director of Analysis and Policy, Office of Graduate Studies; the Director of Academic Assessment and the Assessment Coordinator, Office of Academic Assessment; and the Lead, Institutional Analysis, Student Research and Information. The VPUE and ASVC remained in close communication to ensure activities were closely coordinated.

Many individuals and departments provided expertise for particular sections, including the Faculty Adviser to the provost; the Academic Senate Executive Director, the Associate Vice Chancellor of Budget and Institutional Analysis; the Office of Academic Affairs; the Division of Student Affairs; Student Housing; Office of Admissions; Capital Resource Management; and University Outreach and International Programs. Lastly, the report was informed by existing processes that by their very nature have broad campus inclusion, most notably the provost's task forces for the 2020 Initiative and the Joint Administration / Academic Senate Special Task Force on Graduate Education.

UC Davis assessed itself against the WASC standards by attention to the Compliance Audit Checklist for Reaccreditation rather than assessing itself using the Self-Review under the Standards. In addition to the materials in this report, we will, by May 1, evaluate ourselves against the WASC Educational Effectiveness Framework and submit this to our WASC reviewers.