Senate UK Core Education Committee Retreat

8:30am – 1:00pm, May 2, 2023 @ 009 F Main Building – Plaza Level

SCHEDULE

8:30am – 9:00am   Breakfast & Informal Introduction

9:00am – 10:15am   Session 1. UK Core New Opportunities: SWOT Analysis

10:15am – 10:30am   Break

10:30am – 11:45am   Session 2. UK Core New Directions: Work Plan

11:45am – 12:15pm   Lunch

12:15pm – 1:00pm   Wrap-up

ASSUMPTIONS

- Never say never. Nothing is impossible.
- Every idea counts. No idea is silly.

GOALS

- To generate creative and innovative ideas for enhancing the UK Core program for the next decade
- To draft a tentative work plan for the next year

AGENDA

A. Introduction

B. Session 1. UK Core New Opportunities: SWOT Analysis

C. Session 2. UK Core New Directions: Work Plan

D. Wrap UP

INTRODUCTION

Q1. What are you most excited about the "summer break" this year?

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SESSION 1. UK CORE NEW OPPORTUNITIES: SWOT ANALYSIS

Strengths	Weaknesses
- What does the UK Core program do well? - What unique resources can the UK Core program draw on? - What do others (students, faculty) see as the key strength of the UK Core program?	- What areas does the UK Core program need to improve? - Where does the UK Core program tend to be short with resources, compared with other programs? - What do others (students, faculty) see as the key weaknesses of the UK Core program?
Opportunities	**Threats**
- What new opportunities are open to the UK Core program? - What new trends could the UK Core program take advantage of? - What emerging needs/values should the UK Core program incorporate?	- What threats could harm the UK Core program? - What constraints does the UK Core program need to consider? - What challenges is the UK Core program currently facing?

Q2. How do we assess the current state of the UK Core program?

Strengths	Weaknesses
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Opportunities	Threats
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SESSION 2. UK CORE NEW DIRECTIONS: WORK PLAN

Keep – What is working well, and therefore should keep doing?
Stop – What is blocking our progress or not working well, and therefore needs to be changed?
Start – What are we going to change?

Q3. What work is needed to improve the UK Core program?

Keep		Stop		Start	
Keep What is working well, and therefore should keep doing?		**Stop** What is blocking our progress, and therefore needs to be changed?		**Start** What are we going to change?	
Rank	Item	Rank	Item	Rank	Item

Q4. What steps should we take to improve the UK Core program?

	Action What do we need to be doing?	**Timing** When should this action occur?	**Stakeholders** Who should be engaged?	**Strategy** How should our stakeholders be engaged?
Step 1				
Step 2				
Step 3				
Step 4				
Step 5				
Step 6				

WRAP UP

    Q5. What work needs to get done in the 2023-2024 Academic Year?

Attendees: Keiko Tanaka (chair), Nick Nguyen, Mel Stein, Ron Wilhelm, RaeAnne Pearson, Justin Johnson, Shauna Morgan, Mike Shanks, Susan Cantrell and Katie Cardarelli

AGENDA:

Introduction of attendees

Session 1 – UK Core New Opportunities SWOT Analysis
During this session, participants were asked to brainstorm the strengths, weaknesses, threats and opportunities to the current UK Core program. Core strengths mentioned were articulation of UK values, faculty(students) opportunities for professional development, and diverse course offering. Areas of improvement/weakness within the Core program that were discussed were curriculum drift/consistency, instructor assistance developing assignment or course, unclear SLOs or outdated, assessment, and student perception of Core for majors. Participants listed external influences, changing assessment processes, resources and student engagement as constraints/threats to the current UK Core program. A wide variety of new opportunities were shared and discussed.   Included in the discussion was the ability to communicate, engage and develop opportunities with faculty, staff, students and advisors and ideas for collaboration, partnerships and innovation were discussed. TEK Transdisciplinary program and ways to partner with Core and how to refresh and reorganize the current program was also proposed.

Session 2 – UK Core New Directions: Work Plan
In the second session participants were asked to brainstorm areas of the current Core program to keep, stop, and start. Areas mentioned to keep were the approval process, maintain reporting/assessment and the diverse knowledge or areas/courses. Under the heading of parts to stop were allowing exceptions that don't meet the Core requirements and to simplify SLOs and rubrics that were misaligned. A long list of ideas to start included SLOs/assessment work with departments including help to design courses and assignments. Resources need to be allotted to improve the process and course development as well as systematic communication and messaging across campus. Lastly it was suggested to redesign Core themes and relevance to department programs.

Wrap Up
After a brief discussion of the variety of ideas from Session 2, it was decided that the focus for Fall Semester 2023 will be to determine what information/training is being given to instructors who teach Core classes. Also, it will be considered if

there is interest for an annual orientation/workshop for instructors who teach Core classes. In the Spring of 2024, the focus will involve how to engage the campus in a refurbished Core program. A detailed document that includes all the details of the retreat discussions is attached.

Submitted by Ann B. Eads

UK Core Retreat

May 2, 2023

Session 1. UK Core New Opportunities: SWOT Analysis

Core Strengths

1. Articulate UK values
   - Express and emphasize what UK values are in terms of learning experiences
   - Emphasis on Citizenship
2. Faculty (student) opportunities for professional development
   - Enthusiastic committee chair/committed to goals of committee
   - OSPIE's data collection and stats let faculty/others know how students meet SLOs
   - UK CORE program interfaces faculty and students to different style of inquiry/learning
   - Robust faculty engagement
3. Diverse course offerings

Core Weakness/Areas for Improvement

1. Curriculum drift/consistency control

2. Instructor assistance developing assignment or course
   - How to design assignments for rubrics
   - Student investigations on own
   - How to address large classes/projects
3. SLOs unclear/outdated/misaligned assessment
   - Make more efficient and cost less
   - Course with multiple CORE designations
   - Rubrics wordy
   - Data results that may be used for improvements
4. Student perception of CORE for majors

5. Show connection to undergraduate majors

Core Constraints/Threats

1. External influences
   - State legislation

- GPT – Use it as opportunity or will become threat
- Dual credit expansion

2. Assessment – Change assessment process too often

3. Resources (Human, Financial, Time, Skills, Knowledge)

- DOE time allotment (2)
- Adequate staffing (2)

4. Student engagement

- Not adapting to changing interests
- Dislike taking courses outside of major
- Some department/faculty unwilling to participate in assessment
- Lack of faculty knowledge as to how course links to CORE and their department
- Department contacts have lack of knowledge of standards
- Greater need for various departments to collaborate

Core New Opportunities

1. Communicate/engage/develop with faculty, staff, students and advisors

- Current development of creative courses by junior faculty
- Help students connect to their goals/desired outcomes (2)
- Create student centric website so are aware of CORE class goals
- Target CORE faculty/instructors for professional development on CORE classes (2)

2. Collaborate/partnerships/innovations

- How can CORE learn how to handle new advances (GPT4)
- Faculty/CELT to support teaching initiatives
- With wider technological advances like Zoom, to allow people across the entire university to come together despite distance

3. TEK Transdisciplinary

- UK commitment to idea
- Revision with CORE as how can work together
- How to allow more colleges to participate with financial restrictions

4. Refresh/reorganize

- Provost supports effort
- Use of themes in CORE
- Develop contemporary curriculum
- Organize subtopics/titles issue
- Expand global learning

Session 2. UK Core New Directions: Work Plan

KEEP

1. Approval process
   - UKCEC course approval
   - UKCEC as unit overseeing Core program
   - Process for approving courses
   - Consent agenda plus update for a streamlined process

2. Reporting maintained
   - Assessment team – data produce and publish are detailed
   - Helps see pros and cons in the programs

3. Diverse knowledge areas/courses
   - Core knowledge areas
   - Focus on diverse outcomes/courses
   - Liberal arts focus
   - Offers diverse group of courses

STOP

1. Exceptions that don't meet Core standards
   - Advisors lack of knowledge of Core exceptions/appeal process
   - Allowing student within specialty colleges to take most or all of Core courses with that college
   - Example: Engineering

2. SLOs/Rubric Misalignment
   - Simplify SLO/rubrics (4)
   - Simplify Curriculog process
   - Avoid using different departments/disciplines within some UK Core area as same with SLO/rubrics
   - Rubrics need more input from different disciplines

START

1. SLOs/Assessment
   - Work with faculty/other units to change/update SLOs (See part 2 under STOP) (3)
   - Help design courses/assignments

2. Put resources toward Core committee to review/improve process on course development

- Implement DEI component of course applications
- Review of current Core courses
- Relevant – Focused on teaching to improve outcomes
- Engage more people in assessment discussions
- Finances available to pay chair/committee members to allow participants time to spend on review of courses

3. Systematic communication and messaging

- Interactive Core website
- Marketing plan/brand for CORE
- Annual orientation on CORE for new instructors/Workshop to create rubrics (3)

4. Redesign CORE themes/relevance

- Reinvigorate with departments/ students - Change the culture
- UK Core/TEK newsletter/social media
- As dual credit expands, improve connection with Core
- Organize by themes
- Group Core courses into badges

Session 3. Work to be Done during AY 2023-2024

FALL 2023

1. Each content area expert will form a group with others across campus to explore misalignment within area

2. Survey DUS/GA coordinators
   - What information is given new instructors regarding Core?
   - Is there any training within the department about Core?
   - Who teaches Core within department?
   - Links the department gives instructors of relation of CORE to the department and majors

3. Core Chair Tanaka will share with Associate Deans (SELF STUDY)

4. Need for annual orientation/workshop

SPRING 2024

1. How to engage campus

2. End semester by forming work group to roll out CORE and TEK at same time

3. Town halls

4. DEI component in application (Curriculog)

5. How to be reviewed by Core