

General Education Program Information University of Kentucky Fall 2010

Introduction

The University of Kentucky has been engaged in a lengthy and thoughtful conversation about its core curriculum, beginning with the 2004 review of the University Studies Program. After approving a set of Design Principles for a revised curriculum, in March 2008, the University Senate and the Provost jointly established a General Education Reform Steering Committee, whose recommended Learning Outcomes and Curricular Framework were approved by the University Senate at its December 8, 2008 meeting.

The learning outcomes adopted by the University Senate articulate the major components of a curricular framework for general education and the distribution of course work within each segment of that framework. And, general education in its new conception is to be integrated throughout the four years of study. The core courses are meant to create the foundation. Members of ten curricular faculty teams were appointed, each of which is associated with one of the ten courses within the adopted curricular framework. Each of the ten teams was composed both of specialists and non-specialists in the corresponding discipline, in order to ensure balance between rigorous disciplinary content and the central learning outcomes of the general education curriculum.

At the April 13, 2009 meeting of the University Senate, Provost Subbaswamy shared his estimate of the instructional cost differential associated with a move from the current University Studies Program to the proposed General Education program. The rationale for increased expense was to move to a model with smaller classes or large classes with break-out sessions, such as recitations, labs, etc. The agenda for that meeting also involved a First Reading of the curricular teams' recommended Course Templates, which establish both the detailed learning outcomes and the assessment framework for each of the ten courses.

At the May 4, 2009 meeting, the final reading of the course templates occurred. Chair Randall indicated that

1. The Senate must be satisfied that all necessary resources, etc. are available for a new gen ed, with attention paid to a tentative implementation date of fall 2011.
2. The SC expects that the process for forming a group to vet proposed gen ed courses will be approved by the Senate.

After discussion, a vote was taken on the motion that the Senate approve the 10 course templates with an intended implementation date of fall 2011, subject to final confirmation by the University Senate of: 1) the implementation date; and 2) the process of vetting Gen Ed courses for inclusion during fall 2010. The motion passed in a show of hands with none opposed and one abstaining (Minutes of the May 4, 2009 Senate Meeting). See Appendix A for relevant Senate minutes.

This document pulls together information to show that we are, indeed, ready to implement the new Gen Ed for Fall 2011. Following are discussions of: 1) financial considerations; 2) projected courses and seats; 3) course approval process; 4) assessment processes; and 5) anecdotes on the experience that faculty and students are having in pilot courses.

1. Financial Considerations

At the April 13, 2009 Senate meeting, Provost Subbaswamy shared preliminary estimates of the cost of a new general education program built on the design principles and learning outcomes for this program as put forth by Senate. The estimate at that time was \$4.4 million. That estimate was based on the costs to hire tenure track faculty in strategic areas, to hire new lecturer lines to provide terminal degree faculty for general education teaching, and to add additional Teaching Assistant lines. The premise for these moves was to provide what our students deserve, a high quality educational experience with faculty and strategically placed Teaching Assistants and to reduce our dependence on courses taught by part-time instructors and too many TAs. We know now, that the cost to do this is higher than originally estimated. Provost Subbaswamy has set aside the required funds to do this though. The distribution of funding across the ten areas of General Education is shown in the table below.

Area of General Education	Total \$ Allocated
Inquiry in Arts and Creativity	\$958,050
Inquiry in Humanities	\$143,863
Inquiry in Natural Sciences	\$575,644
Inquiry in Social Sciences	\$540,094
Composition and Communications	
Comp and Com I and II	\$1,721,320
Quantitative Reasoning	
Quantitative Foundations	\$209,485
Statistical Inferential Reasoning	\$264,718
Citizenship	
Community, Culture and Citizenship in USA	Note: Working on splitting these allocations for final report.
Global Dynamics	
Total Funding Allocated	\$5,308,455

2. Projected Courses and Seats for General Education

During the past year, colleges have been working to develop new courses, or to revise existing courses, to meet the new Gen Ed program. The table below shows the approximate number of seats expected to be available for Fall 2011. One can see that seats in Arts and Creativity and Global Dynamics are lower than the other areas. Over time, we anticipate growth in these areas as faculty members determine how their courses can fit into each area.

Projected General Education Seats by Area

Area	Seats
Inquiry in Arts and Creativity	3900
Inquiry in Humanities	7080
Inquiry in Natural Sciences	9000
Inquiry in Social Sciences	7330
Composition and Communications I	4400
Composition and Communications II	4400
Quantitative Foundations	5900
Statistical Inferential Reasoning	4800
Community, Culture and Citizenship in USA	4500
Global Dynamics	3960

For a listing of courses within each area, please refer to Appendix B.

3. Course Approval Process:

Recall that at the May 2009 Senate meeting it was voted that prior to approval of the fall 2011 implementation, Senate wanted to be assured of “the process of vetting Gen Ed courses for inclusion during fall 2010.”

At the September 14, 2009 Senate Meeting, the development of a series of vetting teams for the 2009-10 academic year was proposed in order to vet courses developed during the summer of 2009. The Vetting teams were appointed based on faculty elections and SC appointments (see Appendix C for the composition of those vetting teams and their charge). Senate then gave approval at the December 14, 2009 meeting for piloting courses in the spring based on the activities of the vetting teams. The teams remained active through May 2010 and made considerable progress in vetting and approving the Gen Ed content of the courses that had been submitted during that time (see Appendix C for vetting team composition and charge).

The vetting teams were not intended to be permanent. To that end, the development of an oversight committee was necessary. Senate Council and the Office of Undergraduate Education worked collaboratively to develop the concept of the current Interim General Education Oversight Committee (IGEOC – more commonly referred to as simply GEOC).

On May 3, 2010, the University Senate authorized the appointment of the Interim General Education Oversight Committee (IGEOC). Senate Council Chair David Randall officially appointed this committee on May 11. The core of the committee is comprised of ten faculty members who represent, broadly, each of the 10 course template areas in the new Gen Ed.

These 10 faculty members serve as a sub-committee of the Undergraduate Council (UGC) that adheres to all academic approval processes of the faculty (Appendix C). The committee charge includes:

- Providing input and recommendations on issues that may arise as implementation of the new curriculum takes place.
- Reviewing proposed general education courses to ensure conformity with Senate-approved course templates for each of the 10 course areas. Final approval of courses will reside with the University Senate.
- Working collaboratively with the offices of Undergraduate Education and Assessment to ensure that assessment of the general education program meets the needs of program review and the needs and diverse activities of faculty teaching general education courses.
- Developing recommendations for the long-term oversight of the program, including periodic course review and program assessment to ensure that the program remains true to the learning outcomes.
- Providing regular updates on General Education to the University Senate and the campus community.

GEOC will operate for a period of two years, from May 17, 2010 until May 15, 2012.

The committee is chaired by Dr. William Rayens (Professor, Department of Statistics) who is serving a two-year appointment as Assistant Provost of General Education in the Office of Undergraduate Education. Appendix B contains the charge letter for GEOC and example documents and forms used to facilitate the process.

Operationally, each GEOC member works with faculty referees who are chosen to review courses in each area. When the area expert, based on the input of the referees, recommends that a course be approved, the larger GEOC must approve it as well. GEOC also makes sure that syllabi meet Senate Guidelines and that course approval forms are in proper form. Once approved by GEOC, the proposals are then sent to the UGC. One member of GEOC, Dr. Ruth Beattie from Biology, is also appointed to UGC and has a long history of outstanding service to the Council. Dr. Beattie represents the Gen Ed courses to UGC for final approval prior to moving to Senate. The table below provides data on the number of courses that have already been submitted and vetted during the past 18 months.

Number of courses currently approved or in the approval process.

Area	2009/10 Vetting Cycle*	2010 GEOC Revised Vetting Cycle	
	Courses Approved	Courses Submitted**	Courses Reviewed
Inquiry Humanities	8	19	4
Inquiry Arts and Creativity	5	12	8
Inquiry Social Sciences	6	3	3
Inquiry Natl/Math/Phys Sciences	8	11	2
Comp and Comm I	1	0	0
Comp and Comm II	0	1	1
Quantitative Foundations	1	3	3
Statistical Inferential Reasoning	1	1	1
Citizenship/Diversity	10	8	0
Global Dynamics	11	15	2
TOTAL	51	73	24

*Not all 60 courses submitted in summer 2009 were vetted by the original committees and are being vetted by GEOC.

**31 of these were submitted on or after October 1st

4. Assessment Processes:

Design Principle Seven states: “The curriculum will specify learning outcomes and the processes for both the systematic assessment of those learning outcomes and ongoing curricular improvement.”

The Office of Assessment has developed an assessment plan that includes the following components:

1. Developing Student Learning Outcomes (SLO). UK faculty have articulated four Senate approved SLO for our Gen Ed Program, under which the ten areas fit.
2. A mapping of courses in the program that address one or more SLO. As previously discussed, this is happening, as faculty submit courses for one of the ten areas of Gen Ed.
3. Identification of “authentic artifacts” from each course that can be used for assessment of the SLO. An “authentic artifact” for purposes of Gen Ed should be an assignment that is part of the course that will be administered and graded. Graded assignments help to ensure that students are serious about completing the work. These “artifacts” are collected from the course each semester, prior to grading, and stored in a database. The documents are stripped of class and student identifiers and are coded to reflect which SLO they relate to.
4. A random, stratified sample is chosen from the larger pool, packaged into groups of 10, and distributed to evaluators. Each packet of 10 will be evaluated at least twice.
5. “Artifacts” will be evaluated by holistic scoring using AAC&U VALUE rubrics.
6. After data analysis, results will be provided to a number of stakeholders, including GEOC. The data are used to evaluate the efficacy of the Gen Ed program, and to allow for improvement planning over time.

Assessment of Gen Ed, done well, and done consistently, will strengthen the program and prevent slippage away from our SLO. It is important that the process is one that is supported by faculty and is a strong collaboration between faculty governance and academic administration. Faculty, through GEOC and other avenues, will have input on evaluating the process, the rubrics used and improvement plans that impact Gen Ed curricula.

A draft of the assessment plan for General Education is in Appendix D.

5. Gen Ed Pilot Experiences:

Anecdotal Summaries

Following are comments from a few faculty members who have taught Gen Ed pilots this past spring. (WE HOPE TO GET MORE OF THESE FOR NEXT WEEK)

Clayton Thyne PS 235 (World Politics)

I piloted PS235 (World Politics) in Spring 2010. I’m teaching a second version of the class right now. My spring version had less than 20 students, while the current round has around 125.

Generating the pilot was not easy, but it was certainly rewarding. It made me think critically about how I have been approaching this course, and made me realize that little of what I have done in the past was teaching students the type of skills that they would carry with them beyond my course. Using the learning objectives as a starting point, I revised my course to focus less on the specifics of international relations, but on developing life-long skills, which were then taught in the context of international relations. For instance, instead of focusing on the major theories in the field, I focused on critical thought and development of ideas, and then we discussed how this same process was used by past scholars to develop theories to explain international events. Instead of regurgitating others' ideas, the students were much more excited about figuring out new and innovative ways to look at international processes. These were developed in research papers throughout the semester, which focused on each major stage of the research process (e.g., introduction, literature review, theory, empirical tests, implications). The empirical tests version of the assignment was perhaps the most challenging and rewarding. The students learned a bit about how to collect and analyze data, and were introduced to the idea that many concepts being debated by pundits on TV can and should be subject to empirical scrutiny. Ultimately, I found the students to be much more engaged and thoughtful in moving through the course compared to previous versions I have taught at UK.

Though I am fully convinced that the new GenEd curriculum will provide for improved instruction, I think we must fully understand the potential costs involved. While the students are learning much more, my course is much more difficult than previous iterations. Those who put in the work will be rewarded well in both the short and long-term, while the others simply dropped my class when the going got rough. I am therefore a bit concerned with how increased demands placed on the students will impact retention at UK. Second, my current course has 125ish students, who are taught twice a week by me and once a week by a TA (the class is divided into 6 sections). The resuscitation sections are necessary for me to meet the course objectives. They also require (1) TAs and (2) space. Without both, I would certainly have to lower my expectations and water-down my course.

Overall, I think GenEd is a great move in the right direction. I'd like to see us be prepared for all potential problems that will arise as we move forward so the reforms do not get thrown off track.

Buck Ryan
DSP 110 (Citizen Kentucky: Journalism and Democracy)

BACKGROUND

I reworked the syllabus for my Discovery Seminar, DSP 110-002, Citizen Kentucky: Journalism and Democracy, to follow GenEd guidelines for U.S. Citizenship for three semesters:

- Fall 2009
- Spring 2010 (first time the course was taught in Spring)
- Fall 2010

Previously I taught the Discovery Seminar each Fall since 2002, when our first class focused on the mayoral election campaign of Teresa Isaac with a focus on "the future of Lexington."

I also taught a version of the course in the Honors Program and as an upper-division journalism reporting course.

Did you find the development and delivery of the pilot intellectually stimulating?

Yes, the guidelines prompted me to create new assignments to reflect a historical perspective. So for the first time I had students playing the roles of past U.S. Senators from Kentucky in a class debate, where Henry Clay meets , "Happy" Chandler and Alben Barkley. The students discovered that all those senators dealt with campaign issues involving war, taxes, the economy and civil rights. Ah, sounds just like today, right?

The guidelines also prompted me to adopt a new textbook, "Coming to Public Judgment," by Daniel Yankelovich, so we could track how the students' process of coming to public judgment as individuals about which U.S. Senate candidate to support aligned with the big picture socially that Yankelovich describes. To help track the students' process, I created a new assignment of a daily journal for each student.

This work led to students presenting a case study of young voters in the Showcase of Undergraduate Scholars, and one student is preparing a manuscript for Kaleidoscope, the magazine for undergraduate research.

Did you come away convinced you had offered (or are offering) your students something new and important?

Yes, indeed!

How did the students respond?

I think the students enjoyed the new experiences, as best I can tell from the course-teacher evaluations, which show first-time perfect scores from the Spring 2010 class.

Some Student Comments

- Great class! Provided plenty of opportunities! Especially to meet the Senate Candidates. The journals helped to see how young voters come to public judgment. Buck is great! I loved this class!
- I cannot give enough praise about this class! I entered this class to fill an elective Gen. Ed. Requirement and I had no substantial knowledge of politics. I was skeptical but I am now so thankful I was enrolled. Buck Ryan is one of the best professors I have ever had—he encouraged class discussion, allowed student participation, and he knows how to network like no one else. Buck is awesome!
- Buck Ryan really helped me understand the political process and made me enjoy learning about coming to public judgment. I felt like I had many opportunities provided through this class.
- Buck Ryan is the best professor I've ever had. The course allows one to think politically and learn how to come to public judgement.
- This course helps students in understanding journalism and democracy and how it effects peoples lives. This is a great class and Buck is an excellent professor.
- This class was the most educational class I've taken at UK so far. Provided plenty of opportunities that I would not have outside the class. Professor Buck Ryan is the greatest!

David Bradshaw

PHI 335 (The Individual and Society)

The course I'm teaching is our introductory political philosophy class, PHI 335: The Individual and Society, designed to fit the U.S. Citizenship, Culture, & Community category. To do this I've incorporated material from the Founding era (Montesquieu, the Constitution, Federalist papers, etc.), Tocqueville's Democracy in America, and The Racial Contract by Charles Mills. We haven't yet

covered some of this but so far I think it is definitely filling some gaps in the students' education. I asked today for a show of hands of how many had read the Constitution before, and only half the class raised their hands; then I asked the same question about the Federalist papers, and only 2 (out of about 50) did so. Our discussion in class also confirms that most students know almost nothing about the U.S. constitutional system or the thinking behind it. I must admit that to some extent I feel like this class is remedial education, but even so it is surely a good step and I am pleased to be part of it.

Joe Straley **Physics of Energy**

The Physics of Energy is a course that we used to offer (with me teaching it!) in the late 70's (Jimmy Carter years). Reagan wasn't interested in energy, and so we discontinued the course. I was really happy for a chance to offer it again, because I think it is a very important subject that allows me to explain what science is for and why quantitative thinking is important even as I inform the students about the content. I had a good time. The students didn't complain, but I didn't get much enthusiasm from them; in fact, class attendance got pretty poor towards the end (I was posting a text version of each lecture online, and some students claimed they preferred reading it on their own schedule to listening to it on the university's schedule).

In addition to the physics of energy, I also tried to explain the geography, the chemistry, the economics, and the politics. Since I am not expert on all of these things, some parts were better done than others. I expect this to improve in future versions of the course.

I took the charge that the students were supposed to design and perform their own investigation seriously. The result was not a success, in part because the students didn't realize the extent to which I was willing to help. But the main culprit were the students: there was a fairly early assignment (early March) in which they were supposed to propose something, and then in successive assignments refine the plan in response to my critique of the proposal -- but what to do with the students who blew off the first and second calls for proposals, or the ones who changed their plan each time, or the ones who never got to anything practical, or the ones who just didn't do the experiment?

I look forward to teaching this again. I think the course has the potential of being the most important course the students take.

Michael Kovash **Quantum Theory for Everyone**

By design, the GenEd courses tend to be of rather a different character than our usual course offerings. In my case, Quantum Theory for Everyone, the course content I am offering has never been presented at UK before. In fact, I have not been able to find a similar course offered to non-majors anywhere.

While the novelty of this course has certainly been stimulating to me, I'm afraid it also will be its death sentence. It has been rewarding for me to bring "my baby" to life and to see her begin to walk,

but, unlike real children who eventually become self-sustaining, our courses require continual attention. In this one-parent environment, I don't see how that will happen. For anyone else, this course is so non-traditional that they would require just as much effort as I have expended to make it a go. Who will do that? Nobody that I know has shown any interest in doing so.

A far better system, and one which is typically used at many other institutions, would assemble a team of faculty members at the creation of a new course -- multiple parents. Then the department, not just an individual faculty member, has an investment in the product and is much better able to sustain the course into the future.

While we can't re-do the way our current set of GenEd test courses was created, we can possibly find ways to administratively support their prospects for long-term survival. And, for the future, one might consider ways of creating new courses with broader local support.

William Rayens

A&S 100 (Introduction to Statistical Inferential Reasoning)

This is my second semester teaching a pilot version of our new general education course. Broadly speaking, the goal of this course is to help students develop an expertise at consuming the kinds of inferential arguments we either encounter, or construct, as part of our daily lives. As noted by those who developed the general education guidelines for this course category, most of our daily encounters with statistical inference arise either formally from polls, surveys, social and medical experiments; or informally, from “human inferences” that arise from simple statistical constructs like charts and graphs. Accordingly, the course has been divided into three modules that reflect these sources.

This is a very new way of trying to teach this material, one that breaks with the traditional approach of presenting the material in the lock-step order it (quite beautifully) unfolds from a mathematical perspective. I simply believe that students, particular general education students in a required statistics course, can't best learn this material in the same “logical” ways their instructors did. They often don't see the beauty of the “structure” or particularly care about how everything fits together the right way. Indeed, in my experiences, we spend so much time being impressed by the structure, or indentured by the structure, that we risk failing to recognize that our students have stopped listening.

This new course, in contrast, attempts to allow a variety of statistical ideas to arise from a single context. So we might talk about two-way tables the same day we talk about correlation and descriptive statistics. While it may seem chaotic for some professors, it allows the statistical ideas being discussed to be anchored by a non-trivial context, and have their worth measured by that context, and not by where they are and what their roles are in the larger, formal structure. There is some reason to believe that this will work better for students. In particular, Professor Xiao-Li Meng, Chair of Harvard's Department of Statistics, has pioneered this approach with his new course “Statistics: Your chance for happiness (or misery)” that he teaches at Harvard along with his hand-picked team of TAs (“Happy Team”). Professor Meng visited us here last academic year and his ideas and presentation were very influential.

As part of this new pilot I am also working hard to off-load content. In particular, I create videos of standard powerpoints (that in past years may have been sleepily viewed in class) using Camtasia

and post those on Blackboard as homework to be viewed before a class. Once in class we take a short assessment on the video and spend the rest of the time in a less formal discussion centered on examples or case studies. The videos are posted in formats accessible by Mac as well as PC users. I also am using a new Wacom tablet to create real interactions with the powerpoints that the students seem to like a lot. In addition to the content videos I also have created a genre of videos I call "What Did We Do?" These are shorter videos of (headshots of) me revisiting what we did in class (or sometimes recitation) the day or so before. These have also proved to be popular.

Right now these videos are a lot of work, but I'm excited. I think the future of higher education will go in this direction of off-loading content that can be off-loaded, and using that valuable time in the classroom for more engaging activities. For example, in this class we give each other field sobriety tests with and without beer goggles on as a way of motivating false positives and false negatives, from which we will try to flow without intellectual injury to the more formal ideas of power and significance level. These ideas are necessary to understand something about how to consume much of the statistical inference we encounter in the media.

In summary, developing and deploying this new course has – without question – been the most work I have may have ever done as a teacher. I've had to rethink everything I was comfortable doing as a professor and it was hard. It has also been, perhaps, the most rewarding teaching-related activity I can ever recall doing as well. When it is all finally finished, or more correctly said, when it is finally successfully birthed and ready to grow up, I think we will have learned much about to be more effective at teaching introductory statistical concepts.

Student Comments

1. A&S 100 was an engaging and intriguing class. However, I entered the class with apprehension because my math skills have never been one of my biggest strengths. But I overcame those initial fears quickly because Dr. Rayen understood that they are common. He made the information relevant and interesting through his energetic and excited way of teaching. I felt comfortable, that I was more than capable of doing the work.

The course structure also was a big help. I was able to access Power Points and videos that explained what we covered in class. That allowed me to be more mentally present during class instead of worrying about writing everything down. We also kept E journals for assignments for each section. The journals helped us put the lecture information into realistic situations, from conducting a survey and analyzing the results to being able to reject hypothesis' made in articles. This method of teaching gave immediate gratification to the real life applicability of statistics. This class and its innovative technological base really allowed me to learn in my own way and time.

Dr. Rayens' was accessible and willing to help wherever he could which made me feel secure to ask questions. At the start of each new section, Dr. Rayens explained what material would be covered and how it is relevant to school and the real world. The relevance to the real world was the most beneficial part of the course. I am much better able to read and comprehend current economic and other events and view with an educated analytical eye. That kind of learning and practical application of the knowledge is as good as a course and professor can get.

2. I had an awesome semester with you and I think you are the best statistics teacher I have ever had. I am a bit befuzzled about my score on the last test, and would love to come in and have you talk me through my mistakes but I am headed back home tomorrow unfortunately. All in

all, I hope you have a great summer and would love to talk running with you sometime next semester. It's a shame that I just found out that you ran now! All the best and thanks again!

3. Thank you sooo much!!! I had a great time in your class this semester, thank you so much for your patience. We could use more teachers like you around :-)!!! Thank you again for everything.
4. Hey Dr.Rayens - I was just curious as to when we might be getting to know our final grade on both the test and overall through blackboard. Overall i also wanted you to know i enjoyed your class this semester and i promise i mean this from the heart and not a way to suck up to the teacher but you are a great teacher. It's important to keep in touch with your class and you did a great job at doing so this entire semester, on top of that you brought enthusiasm to the class and made it fun to be a part of. Ill make sure for future reference to get you as a professor assuming the opportunity presents itself. Thanks again,

APPENDICES

Appendix A: Senate Minutes – page 13

Appendix B: Listing of Courses for Gen Ed – page 23

Appendix C: Documents Related to Approval of Gen Ed Courses – page 29

Appendix D: Assessment Plan Draft – page 40

Appendix E: Teacher and Course Evaluations from Spring 2010 – page 45

Appendix A: Senate Minutes

May 4, 2009 - page 14

September 14, 2009 - page 1

December 14, 2009 - page 2

Minutes from the May 4, 2009 Senate Meeting

Curricular Teams' Course Templates (second reading and vote)

The Chair read two statements from the PowerPoint presentation:

1. The SC expects that prior to 2010, the Senate must be satisfied that all necessary resources, etc. are available for a new gen ed, with attention paid to a tentative implementation date of fall 2011.
2. The SC expects that the process for forming a group to vet proposed gen ed courses will be approved by the Senate.

He explained that senators will hear a report on the ten templates, particularly the one *"Composition and Communication"+ that was changed, which would be followed by open discussion. He noted that only senators were allowed to comment during the open discussion. The Chair then invited Erica Caton, director of advising for the College of Arts and Sciences, to share information about the eleventh, or Co-curricular Team.

Guest Caton first asked members of the Co-curricular Team to stand and be recognized. She reminded senators of the overview given last month, and said the purpose of the day's presentation was to share some highlights of recommendations. Caton introduced Tony Liquori-Grace (advisor from the College of Nursing).

Guest Liquori-Grace explained that the Co-curricular Team first looked at the question of "who are we and why are we here and what does a Gen Ed curriculum have to say about that?" They decided that having a common vision and mission and shared goals is the answer, and that three elements create a unified identify and a standard by which things can be assessed: 1. without values, assessment cannot be performed; 2. without purpose, goals cannot be set; and 3. without vision, nothing much can be achieved.

Liquori-Grace then offered a presentation. Subsequently, Caton went over four recommendations:

1. A workgroup must be charged to see if students connect with the See Blue campaign. How does UK connect those images to UK's goal, and what are the academic expectations?
2. The use of myUK should be emphasized and encouraged to communicate individually with students and catalyze interactions with academic departments.
3. There should be further enhancement of living/learning communities and further collaboration with Student Life on campus.
4. There is a suggestion to pilot an E-portfolio experience in UK 101 in fall 2009, to tie what is learned in the classroom with outside activities.

Caton ended by saying that the complete set of 15 recommendations was available on the Gen Ed web site.

The Chair noted that there were a few typos in the course templates and [appendices](#), which would be corrected. Carvalho added that valuable suggestions on style continue to be offered. She said that the only significant change since April pertained to the "Composition and Communication" templates. Important input was received about clarifying what was intended regarding visual communication, and that the group clarified in the section on assessments what was the intended content for students to have. Explicit reference was made to critical thinking, and the presence of

training in mechanics – grammar and style – for oral and written communication was strengthened. In addition, there was a great deal of substantive input in the appendix. A new center is referenced (page three of the pertinent appendix), which will manage the two courses and invite participation of graduate students from various colleges. Carvalho noted that the Department of English pointed out that such a creation went beyond the purview of the curricular teams, so language about such a center being a suggestion by the curricular team was added.

Carvalho went on to talk about the second part of the appendix, which discusses, in part, the teaching load of graduate students (12 hours per year, well above standards). She said that it may be difficult to train all the necessary graduate students given this heavy teaching load, but opined that the training received will be marketable and beneficial to graduate students. She said that because of this, an additional recommendation is that graduate students' course loads be no more than three courses per year, for a total of 66 students per year.

Nadel said that he was puzzled by the separation of course load, and outcomes and objectives as a part of the document. He said it was not possible to vote on outcomes without knowing class size and the amount of work that needed to be done. Carvalho replied that the charge from the Senate to the curricular teams was to use scholarly expertise to put forward needed objectives for achievement; the curricular teams were not the group to make resource determinations or final decisions on teaching loads, hence the suggestions in the appendix. She noted that there were various expectations outlined throughout the appendix, but that those items were beyond the purview of the day's Senate vote. Nadel acknowledged that information, but stated that it was difficult to vote on the objectives aspect without knowing resources information.

Provost Subbaswamy noted that he made a presentation in April regarding rough resource estimates based on available information. He reminded senators that there was an explicit agreement that the SC will bring a full resource proposal to the Senate prior to the Senate approving an implementation date. There were still multiple steps left in the process – assuming the Senate approves the curricular templates, some faculty can immediately begin to develop courses, try them out, modify existing courses, etc. He emphasized that the Senate's authority to either retain USP or implement a new Gen Ed was a failsafe. In response to a question from Nadel about whether or not the Senate would (in a future vote on resources) be able to vote on discrete sections, or would have to vote the entire package up or down, the Provost said that it was not his position or within his purview to impose a certain class size or workload on TAs or faculty, due to the collective and national standards to which UK aspires. He acknowledged the heavy teaching loads for English TAs and noted that a new gen was an opportunity to reexamine certain practices – UK's mission includes research, graduate education, professional education, undergraduate education and engagement, so he thought it could be a good thing if certain TA-related practices were brought to the forefront and looked at more closely.

Nadel again asked if the Senate would be able to hold a line-item vote on budget issues, and the Provost responded by saying that while it might be micromanaging available resources, he just did not know how such a vote would be framed. The Chair stated that how the Senate would vote on resources was within the purview of the SC, but that it was reasonable to think that everyone would work together to bring the most effective proposal forward when the time came to do so. Yost referred to his previous comments regarding budget issues and wondered if the Provost had had an opportunity to revamp his resource information subsequent to the April presentation. Provost Subbaswamy replied that the primary change pertained to Composition and Communication, which, he said, was ironed out on Friday, and he had had a chance to see on Sunday. He said that the pertinent issue was going from four hours to three hours, and that the

workforce was already in place. The Provost acknowledged that their workload was too high. He said that he needed to add that information, but said it would not present a major change to his previous calculations.

Professor Roxanne Mountford said that in the Department of English, 30% of introductory courses are taught by TAs, and the remaining are taught by full-time lecturers. Guest Mountford added that one great benefit of the change in required credit hours would benefit TAs and lecturers alike. The Provost noted that those changes regarding TAs with lower loads and better pay had been included in his April resource presentation.

Perry said he felt duty bound to echo some concerns already expressed regarding when the Senate will know the real cost of the proposed changes to Gen Ed. He said that he understood and appreciated the difference between design templates and implementation, but reiterated that he wanted to know when the Senate would know the cost of a change to a new Gen Ed. The Chair said that the Senate would only vote on implementation once the costs were also known. Provost Subbaswamy added that he stood by his figure of an approximately \$4.4 million minimum cost; those numbers were available online, along with his assumptions. He opined that the estimated cost was manageable. In response to Bollinger, the Provost said that he stood by the number of \$4.4 million as the minimum amount necessary for a new Gen Ed.

Wood **moved** that the Senate approve the 10 course templates with an intended implementation date of fall 2011, subject to final confirmation by the University Senate of: 1) the implementation date; and 2) the process of vetting Gen Ed courses for inclusion during fall 2010. Yanarella **seconded**.

Yost asked for clarification – if either of the two parts were not satisfactory, would that stop the entire process? The Chair replied that in order for a new Gen Ed to be implemented, the Senate would hold a separate vote to do so. Wood commented that that was her intent. Currently, students are still being admitted under USP, and a firm implementation date was needed to work towards. She said that although the Provost had given firm cost information, there was still the issue of whether or not the \$4.4 million would be available; in addition, there was still a discussion to be had regarding the process by which courses would be vetted. Wood said that her motion required funding and course proposal vetting to be satisfactory before the Senate could approve a firm implementation date.

Yost said that the entire process required a lot of trust, from the requirements of USP to accreditation issues. He said that even if everything falls into place and a group is put together to vet the curriculum, no one knows for sure whether the new courses that will be approved will create a hardship for programs who are subject to external accreditation issues. Yost wanted the Senate to look at what would happen if implementation of a new Gen Ed had an adverse impact on programs and how such issues could be resolved. He suggested that a process be outlined to allow a substitution of courses, to prevent a situation in which the required number of credit hours for a program increases due to Gen Ed. He said he generally approved of the proposed new Gen Ed, but wondered about possible adverse accreditation effects, and asked if the SC had discussed such issues. The Chair commented that such discussions had taken place, and that if a new Gen Ed fatally injures an academic program, such a situation must be addressed.

Carvalho said that questions of whether or not certain courses counted or did not count were complicated – some departments want certain courses to count toward a new Gen Ed, or perhaps one department was reliant upon a course from another department. She said that everyone wants

students to graduate in a timely fashion and that such conversations will happen, but a course vetting group should first be in place, conducting dialogues with departments, before Yost's question could be fully answered.

Provost Subbaswamy said that apart from the goodwill of departments offering courses, it was important to make sure accredited programs remained accredited. He referred to his resources presentation from April, and noted that one part of the remaining steps involved departments reviewing their major programs, documenting how a new Gen Ed would affect the program, and offering possible solutions if problems are foreseen. He said it was possible that there was a major somewhere on campus that could not function under the proposed new Gen Ed, but said it was unlikely due to the decrease in credit hours from USP to a new Gen Ed. He said that in the event such a situation was encountered, discussions would have to be conducted within his office, and that such discussions are routine when a university's Gen Ed undergoes major changes.

Nadel said that he wanted the minutes to document that he had found many grammatical and punctual errors in the 800 words describing Composition and Communication. He said that the issue concerning him was not necessarily the writing errors, but rather the fact that attempts to make the language more grammatically correct were voted down by the curricular team. He wondered if the as-yet-undefined course vetting group(s) will have the same problem of being able to vote down something that should be approved. Carvalho explained that while editorial suggestions were welcome, some of the proposed changes would have changed the meaning, and it was within the purview of the curricular teams to articulate meaning. Nadel countered that if what should be said could not be done with proper English, it was a major problem.

Bollinger spoke to Yost's concerns about possible accreditation problems that could arise as a result of a new Gen Ed. Bollinger commented that he was a member of the Statistical Inference Reasoning team, which engaged in similar discussions. He opined that the only logical movement was continued forward movement, which was not something he said lightly. Bollinger said that there were a tremendous amount of resources involved, particularly faculty resources, long before UK will be required to invest any money, which perhaps summed up the trust issue. He opined that in the current situation it was appropriate to put the horse before the cart and lay out details prior to voting on implementation. He supported the failsafe language in the motion and hoped the Senate would take its responsibility seriously.

Yost commented that he was generally in favor of moving forward. However, if Gen Ed is approved, resources are found and everything else in place, he wanted to know what recourse a program will have if it turns out that in order to satisfy the new Gen Ed requirements a program's required credit hours increases.

The Provost replied that in general, accrediting bodies were trying to cut back on the total number of hours required for graduation. If such a situation as described by Yost occurred, there would have to be an adjustment on the Gen Ed side. Provost Subbaswamy said it was a hard question to answer in the abstract, but that ultimately people would have to be pragmatic and sit down, affected major by major, and determine how to manage the problem and find a resolution.

There being no further discussion, a **vote** was taken on the **motion** that the Senate approve the 10 course templates with an intended implementation date of fall 2011, subject to final confirmation by the University Senate of: 1) the implementation date; and 2) the process of vetting Gen Ed courses for inclusion during fall 2010. The motion **passed** in a show of hands with none opposed and one abstaining.

The Chair suggested it was appropriate for a round of applause to be offered to those who have done so much work thus far, and senators did so.

Minutes from the Sept 14, 2009 Senate Meeting

Update on Gen Ed and Selection of Experimental Vetting Teams

The Chair began by saying that faculty had worked over the summer to develop criteria for Gen Ed courses. Gen Ed had not been looked at for over 20 years, and many, many people have put a lot of work into a revised Gen Ed. The challenge over the summer was to develop courses and develop ways to vet courses to ensure they meet the guidelines.

A call for development of courses went out; about 30 applications were expected, but 66 were received. The Office of the Provost found a way to fund 60 of the courses, resulting in 60 faculty spending a significant amount of time this past summer developing courses. The goal for Gen Ed is implementation in 2011, but there was a desire for a trial run in spring 2010, the timing of which puts some constraints on the system. In order to be listed for next spring, the courses have to be listed, students have to be informed of their availability, and there needs to be a method of the proposed Gen Ed courses satisfying current University Studies Program (USP) requirements, among other things. The SC struggled with these issues over the summer, and talked in detail about how to go forward with Gen Ed at the August 17 retreat. The SC ultimately felt that the wisest thing to do would be to develop some experimental approaches so the Senate could review the data.

The Chair referred senators to [language from the SC meeting minutes](#) at the end of the handout, so the actions of the SC could be explicitly clear. He said that the expectation is that vetting groups will be formed for an exploratory trial over the next several weeks based on nominations, and then the data from that will be presented to the Senate at the December meeting. In addition to presenting that data, the Chair said that he envisioned that the Senate would be asked to provisionally approve (for one time) a set of classes for spring 2010. The Chair then read the language of the minutes from the SC meeting:

The Senate Council (SC) will solicit nominations for service on seven faculty vetting teams (four for Learning Outcome #1 and one team for each of the remaining Learning Outcomes) from full-time faculty employees; three members and the chair will be appointed (for each team) by the SC and the remaining three will be selected by ballot at the October Senate meeting; members of vetting teams composed in fall 2009 will serve through May 2010; a quorum of five is required for each of the vetting teams; vetting team meetings will be publicized, open meetings; and that the SC recommends future elections by ballot will involve the entire faculty.

The Chair then acknowledged a problem – he explained that during that SC meeting, an honest election of the entire faculty had been envisioned, since faculty had expressed that they wanted teams to be elected and representative of the faculty. However, there was no way to run an election of that magnitude in such a short time frame. What the SC proposed is that nominations for vetting teams will be solicited, and the SC will pick three members for inclusion, to ensure that members are appropriate, and the needed knowledge and background are on the each team. The Senate will vote by paper ballot during the October meeting for the remaining members of the vetting teams.

After that, the courses will be listed with the Registrar. The Senate will be provided with a list of courses in December. The Chair acknowledged that there were some obvious issues with the time frame, since it would be awkward if the Senate objected to a course that has already been listed and offered to students. He said there would be bumps, but that it was the job of the SC to keep the Senate fully apprised of what went on during the semester. In December, the Senate will also be asked for a trial period in spring 2010, so that information from that process can be gathered and reported back to the Senate. The Chair then solicited questions and invited SC members to comment on anything he said.

Mountford asked about the types of courses at which the vetting teams would be looking. The Chair looked for and received confirmation from Assistant Provost Richard Greissman (and Provost's liaison to the SC) that the majority of the 60 courses are existing courses that are being modified.

Wood commented that the intent of the SC was that the vetting process be viewed as experimental, not only from the point of view of the courses to be offered in the spring, that might carry credit for Gen Ed, (or USP if Gen Ed does not succeed), but also to explore the appropriate process for vetting courses for inclusion in a new Gen Ed. The SC recommended a vetting team structure which was half appointed and half elected, and a chair that is hopefully unbiased that can also assess the workings of the team and bring those evaluations along with the courses that have been approved for spring 2010 back to the Senate at its December meeting. Wood emphasized that nothing was written in stone, and that it was an exploratory process whereby 15 – 20 courses will be offered in the spring semester. The exploratory process will also inform the process of getting courses approved. The recommendations of the SC only apply to spring 2010; based on the information received the Senate will determine if the number of vetting teams was right, if the process is appropriate, etc. Wood described the recommendation as a pilot study.

Prats asked about the mechanism by which students find out the courses and register for them since the registration process will take place long before the December meeting. The Chair repeated the question for those senators who did not hear, and then explained that the vetting teams would have to be appointed very quickly, review the courses quickly, etc. Greissman added that faculty would be taking a leap of faith – if courses have to be posted at the beginning of October for advance registration, then the idea was to trust that fellow faculty will do good work on the pilot Gen Ed courses, and that the failsafe is the worst case scenario in which a course simply is not approved.

Associate Provost for Undergraduate Education Mullen offered some details. He said that if advising begins at the beginning of October, about 20 courses (of the 60 developed over the summer) from various colleges, including Arts and Sciences, Fine Arts and Agriculture, will be inserted into the fall course timetable and the electronic schedule by the end of September. A hard copy piece of paper will be handed out to all advisors listing the courses and the parallels to USP. Discussions with Mike Shanks, from APEX, have already begun so that if the courses are approved by the vetting teams, when a student and advisor will be able to look in APEX and see how the appropriate Gen Ed courses correlate to USP. The Advising Network will be heavily relied upon to ensure advisors know that the pilot Gen Ed courses are open for registration. It will be important for students to have full confidence that the pilot Gen Ed courses will count for USP.

Mullen agreed that the process was compressed. The vetting teams would have to look at courses and syllabi and ensure the courses are true to the Senate-approved Learning Outcomes (LO). If the vetting teams decide that a course is not quite right, the course will need to be re-reviewed. Mullen said that he hoped for sufficient data by next fall for an informed decision about moving forward

with a fall 2011 implementation date for the proposed Gen Ed. The Chair added that a fair amount of faith was being requested.

Dean Blackwell said that there was a precedent for the current review of USP – the creation of the paired courses requirements involved a similar type of review process. She said it was normal for such “birthing pains” to happen every 20 years or so.

In response to a request for clarification from Grabau, the Chair said that there were seven vetting teams proposed – one for each of the four areas in LO1, and then one vetting team for each of the remaining LO.

The Chair then read the second motion from the SC:

As part of the experimental vetting process, the chair of each vetting team will be responsible for the assessment of the efficacy of their team’s interactions and processes and that recommendations for further vetting processes be developed by the seven chairs (as a group) for the Senate’s review.

The Chair agreed with Wood’s assessment that the SC was trying to get pilot data for the Senate to review, rather than pontificate on how something should be done. Data will be gathered, and faculty will work on good faith that fellow faculty are working hard. Jensen stated that one of the things that the SC felt strongly about was that even though there will be lots of faith, things do not have to be taken sight unseen; all the vetting team meetings will be fully open, so there is no sense of shadow. She said that if there were any concerns about any area, a department can send faculty attend and observe.

The Chair said that transparency would work. When a call for nominations goes out, he said senators should prod colleagues to nominate the very best of their faculty so the vetting teams have the judgment of the best individuals. When those vetting teams make recommendations the Senate will also then have faith in them, since they are colleagues.

The Chair commented that he was taking the lack of any opposition to the recommendations of the SC as affirmation that the proposed Gen Ed process was heading in the right direction. There were no questions or comments from senators.

Minutes from December 14, 2009 Senate Meeting

Vetting Teams’ Report

The Chair invited Mike Mullen, associate provost for undergraduate education, to share information on the vetting teams’ report. Mullen recalled that there was a process for nominations laid out, followed by the Senate election (after a campuswide solicitation for nominees). After the Senate vote, the SC composed the remainder of the vetting teams (VT). One outcome of the composition process was that the process was somewhat behind – the first VT meeting did not occur until November 9.

Mullen explained that the information shared during the day was based on what was agreed to be presented to the Senate, with outcomes, at this particular point. He said the Senate was being asked to grant permission to move forward with a pilot Gen Ed offering in the spring. He referred senators

to the single sheet of paper which listed a number of courses to be taught in the spring semester. He said that 60 course proposals were submitted during the previous summer; some were brand new and some were revisions of existing courses. Twenty-two of the courses were ready to be reviewed this fall. He noted that he received a final report from the VT responsible for the courses in Inquiry the Social Sciences – the VT tentatively approved all the listed Social Sciences courses. There were still a few course reviews in progress, although the expectation was that they would also be approved.

The twenty-four courses were placed in the Schedule of Classes during the fall to have them available to students during priority registration for the spring semester. Also on the handout was the USP equivalent for each course; Mullen explained that offering equivalent USP credit was the carrot to entice students into the courses.

Mullen said that there was a meeting next Friday of the VT chairs, himself and the Chair. In addition to looking at courses in relation to learning outcomes, the VT were also asked to look at the vetting process, including composition, and how it could be improved. Additional reports from the VT will come in after that meeting. Subsequent to that, the recommendations and the status of the entire 60 courses will be given to senators to review in advance of the February Senate meeting.

Regarding process, Mullen suggested that new and revised courses proposed as possible Gen Ed courses also come to the Undergraduate Council for review. He noted that members of the UC were informed that the number of spring meetings would be roughly doubled. There was also a need to reaffirm that basic structure, particularly that of syllabi, should be adhered to. Faculty members should be having discussions with their chairs and deans about resources and class sizes. There are other discussions to be had – Mullen said that Information Technology had already been asking about support systems for Gen Ed courses. Finally, Gen Ed courses should be owned by the faculty of the department, not by individual faculty. Mullen said he was happy to answer questions about the recommendations.

Swanson asked about the last bullet point, particularly “provide evidence that courses are departmentally rather than individually-owned.” Mullen opined that issue may be taken care of when the courses go through the formal approval process. For example, some courses submitted to the VT were not submitted to the faculty member’s department. Mullen said that everyone needed to talk to everyone about the courses.

Janacek asked about the next phase and how to submit courses. Mullen encouraged faculty members with an idea for a course offering to run it through their respective colleges’ approval process and then send it on to the UC and the VT. Janacek then followed up with a question about class size and who would determine it. Mullen replied that one of the overriding concerns of Gen Ed is for students to interact with the course material; there was a desire to avoid classes with 200 to 300 students. The goal was 75 to 125 students per class, with break-out sessions for smaller group work. That issue, then, leads to resource needs, so however a class is configured, there must be an opportunity for students to be engaged with material.

Lee commented on the need to look at the portfolio of class sizes and determining the capacity for launching Gen Ed. Dean Kornbluh commented that in the College of Arts and Sciences, there will be meetings with all department chairs within the next six weeks to look at the issue of numbers of seats for courses. At the end of January, there will be estimates on the numbers of seats in each area and costs. Jensen asked if other colleges were doing the same. Mullen said that they were certainly being asked to do so, saying that there was a wide representation of colleges, but that Arts and

Sciences would be the largest contributor. Jensen asked about colleges developing a resource plan and Mullen replied that he and others would work with deans to ensure everyone had a handle on resource issues.

Janacek asked a question about double-dipping. He said that his perception was that the course must satisfy Gen Ed requirements, but could also be used for a degree's major requirements if so desired by the program. Mullen agreed, but said that first and foremost the course must meet the requirements set forth in the course templates and Learning Outcomes. If those conditions are met first, then it is okay for the major to use it if it makes sense. Mullen said that his take on it flowed from Design Principle 3, which talked about Gen Ed reaching into the major. He said he would like to avoid a "pick one of these three for Gen Ed credit" types of scenarios.

The Chair noted that the next step was to approve the courses for pilot presentation during the spring. Grossman **moved** that the Senate accept the courses as listed for inclusion in the spring 2010 General Education Pilot, unless a course is subsequently not approved as meeting General Education Course Template outcomes. Anderson **seconded**.

Lesnaw noted that some of the courses were provisionally approved based on revisions, and in some cases were based on substantial revisions. She wondered who would take responsibility for ensuring that the revisions had been made. Mullen said that he would, and that he would make sure the courses returned to the VT. Lesnaw opined that it had been a wonderful process, full of great creativity. She also asked that what senators were to vote on be clarified. Mullen responded that he thought it implicit in the motion, and that some approvals were provisional. He said he would ensure that those faculty offering courses for review by the VT received comments from the VT.

Grossman **amended his motion** to add "final" before "approval." Anderson **agreed**. Wood asked Mullen to clarify that the Senate was offering temporary approval, only valid until the full vetting process was put into place. Mullen agreed, and said that if for any reason a course was not approved (even though it would be taught, since students had already enrolled in the classes listed), it will be excluded from the Gen Ed assessment process. Wood added that the approval of the Senate would allow the courses to be offered during the spring 2010 semester, and offer credit for the University Studies Program (USP).

Hayes expressed concern that if she voted to approve the 24 listed courses, she would also be condemning the approximately 40 courses that did not appear on the list. Mullen clarified that the process of reviewing courses was late in getting started, and that he alerted VT that their priority for reviewing courses should be those that were to be offered for spring. Of the 60 submitted, the ones listed for senators were ones that the faculty member said could be prepared and taught in spring 2010. In response to a follow-up question from Hayes, Mullen said that of the 60 courses submitted by faculty, only 24 courses could be taught in the spring. The remainder of the submitted courses will be reviewed in the spring for a fall pilot. Prats asked about the courses being listed as USP courses and wondered if just the descriptions were the only thing that was new. Mullen replied that the courses were being offered as special topics courses in USP, but that the courses would have to be reapproved through the typical process to give them new prefixes and numbers.

There being no further discussion, a **vote** was taken on the motion to that the Senate accept the courses as listed for inclusion in the spring 2010 General Education Pilot pending final approval of the vetting teams, unless a course is subsequently not approved as meeting General Education Course Template outcomes. The motion **passed** with none opposed.

Appendix B: Listing of Courses for Gen Ed

Below is a listing of courses that are either approved, being vetted, or proposed for Gen Ed. These are to be ready for Fall 2011. This list is not a complete accounting as we know other courses are being proposed by various colleges. These will continue to be added to during the 2010-11 academic year and beyond.

Intellectual Inquiry - Arts and Creativity:

Intro to Visual Studies	A-S 101
Three-dimensional Form	A-S 103
Drawing	A-S 130
Intro to Digital Photography	A-S 180
Intro to Digital Art, Space and Time	A-S 200
Web Design	A-S 245
Mech. Chem., and Mining Engineering	Design courses to be announced
Freshman Design in Elec Engineering	EE 1xx
Creative Writing	ENG 207
Living on the Right Side of the Brain	LA 111
Intro to Guitar	MUS 1xx
Intro to Theatre	TA 110
Creativity and the Art of Acting	TA 120
Creativity and Improv in Practice and Performance	TA 130
Intro to Dance	TA 140
Creativity 101	TA xxx

Intellectual Inquiry – Humanities:

Ancient Stories in Modern Film	CLA 100 (revised)
Greek and Roman Myth	CLA 135 (revised)
Technology, Lit and Culture	EGR 2xx
Intro to Lit	ENG 230 (revised)
Lit and Genre	ENG 231 (revised)
Lit and Place	ENG 232 (revised)
Lit and Identities	ENG 233 (revised)
Intro to Women's Lit	ENG 234 (revised)
Western Lit I	ENG 261 (revised)
Western Lit II	ENG 262 (revised)
Major Black Writers	ENG 264 (revised)
Old Testament as Lit	ENG 270 (revised)
New Testament as Lit	ENG 271 (revised)
Intro to Film	ENG 281 (revised)
French Film	FR 103 (revised)
Anatomy of a City: Paris	FR 104 (new)
Fairy Tales in European Context	GER 103 (revised)
German Film	GER 105 (new)

<i>Culture and Gender</i>	<i>GWS 1xx (new)</i>
Intro to GWS/Humanities	GWS 201 (revised)
<i>Lolita and Descendants</i>	<i>GWS 3xx (new)</i>
His Europe through Mid-17th Cent	HIS 104 (revised)
His Europe Mid 17th Cent - pres	HIS 105 (revised)
<i>How History Works</i>	<i>HIS 1xx (new)</i>
Ancient Near East/Greece	HIS 229 (revised)
Hellenic World/Rome	HIS 230 (revised)
History of Christianity	HIS 231 (new)
Intro to Philosophy	PHI 100 (revised)
Latin American Cinema I	SPA 371 (revised)
Latin American Cinema II	SPA 372 (revised)

Intellectual Inquiry - Natural, Physical and Mathematical Sciences:

Intro. to Bio Anthropology	ANT 230 (new)
Solar System	AST 191 (revised)
Human Ecology	BIO 102 (revised)
Basic Ideas of Biology	BIO 103 (revised)
Principles of Biology	BIO 148 (new, for Biology Majors)
Principles of Biology Lab	BIO 155 (new, lab for Biology majors)
Molecular Science for Citizens	CHE 101 (revised)
Chemistry for Health Professionals	CHE 103 (for nursing)
General College Chem I	CHE 105 (revised)
Intro to Entomology	ENT 110 (revised)
Earth's Physical Env.	GEO 130 (revised)
Endangered Planet	GLY 110 (revised)
Sustainable Planet	GLY 120 (revised)
Dinosaurs & Disasters	GLY 130 (revised)
Geologic Resources and Hazards of KY	GLY 180 (new)
Quantifying the Bluegrass Water Supply	GLY 185 (new)
Quantum Physics for Everyone	PHY 101 (new)
How Things Work	PHY 120 (middle school science majors)
Physics of Energy	PHY 130 (new)
General Physics	PHY 211 (rev, for Bio and other science majors)
General University Physics	PHY 231/241 (rev, primarily Engineering and Physics)
Plants, Soils, and People	PLS 104 (revised)

Intellectual Inquiry - Social Sciences:

Intro to Anthropology	ANT 101 (revised)
Intro to Archaeology	ANT 1xx (new)
Intro to Rural Sociology	CLD 102 (revised)
Introduction to Economics	ECO 101
Intro to Public Health	CPH 201 (revised)

Human Geography	GEO 172 (revised)
Masculinities	GWS 1xx (new)
Intro to GWS/Social Sciences	GWS 200 (revised)
East Asia since 1600	HIS 296 (revised)
Intro Comparative Politics	PS 210 (revised)
Cult/Politics in Third World	PS 212 (revised)
World Politics	PS 235 (revised)
Intro to Political Analysis	PS 372 (revised)
Intro to Psychology	PSY 100 (revised)
Intro to Sociology	SOC 101 (revised)
Environmental Soc	SOC 360 (revised)

Composition and Communication:

Composition and Communication I	CIS 110
Composition and Communication I	WRMD 110
Composition and Communication II	CIS 111
Composition and Communication II	WRMD 111

Quantitative Foundations:

Intro to Contemp Math	MA 111 (revised)
Calculus I	MA 113 (revised, Calc I for EN, Math, Ed, other Nat. Sci)
Elementary Calculus	MA 123 (revised, for AG (SS and Bus), B&E, BIO-BA)
Calculus for Biological Applications	MA 137 (new, for AG Science and Bio Majors)
Introductory Logic	PHI 120 (revised)

Statistical Inferential Reasoning:

Intro to Statistical Reasoning	STA 2XX
Exp Psych/Apps of Stats in Psych	PSY 215/216

US Citizenship:

Native People of North America	ANT 221 (revised)
US Cultures	ANT 3xx (new)
Femme Fatale	GWS 3xx (new)
His of US through 1865	HIS 108 (revised)
His of US since 1865	HIS 109 (revised)
Law, Citizenship, and Society	HIS 1xx (new)
American Lives	HIS 1xx (new)
Making of Modern Kentucky	HIS 1xx (new)
History of Kentucky	HIS 240 (revised)
African American History through 1865	HIS 260 (revised)
African American History since 1865	HIS 261 (revised)
Women in America	HIS 265 (new)

Great Legal Cases	HIS 2xx (new)
History of Old South	HIS 2xx (new)
Morality & Society	PHI 130 (revised)
Individual & Society	PHI 335 (revised)
American Government	PS 101 (or new PS course)
Inequalities in Society	SOC 235 (revised) or SOC 350 (new)
Civ of Spanish America	SPA 314

Global Dynamics:

Islamic Civ I	AIS 328 (revised)
Islamic Civ II	AIS 330 (revised)
Women and Islam	AIS 338 (revised)
Fund and Reform in Islam	AIS 340 (revised)
Cultural Diversity Modern World	ANT 160 (revised)
Culture, Environ., Global Issues	ANT 225 (new)
Origins - Old World Civ	ANT 241 (revised)
Origins - New World Civ	ANT 242 (revised)
Global Dream and Local Realities	ANT 311 (new)
Mid-East Cultures	ANT 352 (new)
Former Soviet Union	ANT 3xx (new)
Gender Pol. In Chin. Lit	CHI 320 (revised)
Intro to Chi. Film	CHI 321 (revised)
African and Carr. Lit & Cult.	FR 263 (revised)
Environ. and Development	GEO 131 (new)
Lands & People of Non-Western World	GEO 160 (revised)
Global Inequalities	GEO 162 (new)
Global Health	GEO 165 (new)
Global Economy	GEO 255 (new)
Turning Points: Berlin	GER 104 (revised)
German Cult Trad I	GER 263 (revised)
German Cult Trad II	GER 264 (revised)
Global Perspec of Creation and Science	GLY 131 (new)
Body in Transnational Context	GWS 2xx (new)
Asian Women	GWS 3xx (new)
Women and Global Factory	GWS 3xx (new)
War and Society to 1945	HIS 121 (new, War and Society I)
War and Society since 1945	HIS 12x (new)
His Colon Latin America I	HIS 206 (revised)
His Colon Latin America II	HIS 207 (revised)
His Atlantic World	HIS 208 (revised)
Mid-East Peoples I	HIS 247 (new)
Mid-East Peoples II	HIS 248 (new Mid-East Peoples)
History of Africa I	HIS 254 (new)

History of Africa II	HIS 255 (new)
East Asia to 1800	HIS 295 (revised)
East Asia since 1800	HIS 296 (revised)
Science and Globalization	HIS 2xx (new)
Early Middle Ages	HIS 370 (revised)
Later Middle Ages	HIS 371 (revised)
His Russia since 1825	HIS 386 (revised)
Jewish Thought & Culture I	HJS 324 (revised)
Jewish Thought & Culture II	HJS 325 (revised)
Masterpieces of Italian Lit & Cult	ITS 263 (revised)
Intro to Jap Cult to 1868	JPN 320 (revised)
Intro to Jap Cult 1868-pres	JPN 321 (revised)
Intro to Latin America	LAS 201 (revised)
World of Language	MCL 100 (new)
Words, Images, and New Media	MCL 200 (new)
Intro to Folklore and Mythology	MCL 270 (revised)
Asian Philosophy	PHI 343 (revised)
Russian Culture 900-1900	RUS 270 (revised)
Russian Cultur 1900-pres	RUS 271 (revised)
Russian Folklore	RUS 370 (revised)
Cult. Perspec. in Sustainable Agric. Globalization	SAG 201 (revised) SOC 180 (new)

Appendix C: Documents Related to Approval of Gen Ed Courses.

Vetting Teams from November 2009.

Team	Name	Affiliation	Notes
Vetting Team #1: Inquiry in the Humanities	Joyce MacDonald	AS/English	
	Laurie Henry	ED/Curr & Instr	
	<i>Ben Withers</i>	<i>FA/Art</i>	<i>CHAIR</i>
	Sarah Glassmeyer	LI/Law Library	
	Melanie Hardin-Pierce	NU	
	Brent Seales	EN/Computer Science	
Vetting Team #2: Inquiry in the Natural / Physical / Mathematical Sciences	<i>Shelly Steiner</i>	<i>AS/Biology</i>	<i>CHAIR</i>
	Rosemarie Conigliaro	ME/Clinical & Xltnl Scis	
	Dexter Speck	ME/Physiology	
	David Royster	AS/Mathematics	
	Jan Carver	LI/Science Library	
	Robert Danaher	DE/Oral Health Sciences	
Vetting Team #3: Inquiry in the Social Sciences	Phyllis Nash	ME/Behavioral Sciences	
	Tom Janoski	AS/Sociology	
	Sarah Vaughn	LI	
	Amy DiLorenzo	ME/Anesthesiology	
	Heather Erwin	ED/Kinesiology & Hlth Prom	
	<i>Steve Voss</i>	<i>AS/Political Science</i>	<i>CHAIR</i>
	Brad Carrington	LI/Education Library	
Vetting Team #4: Inquiry in Creativity & the Arts	<i>Judy Lesnaw</i>	<i>AS/Biology</i>	<i>CHAIR</i>
	Meg Shaw	LI/Fine Arts Library	
	Donna Kwon	FA/Music	
	Tom Nieman	AG/Landscape Architecture	
	Larry Holloway	EN/Electrical & Computer Engr	
	Nancy McCrary	ED/Curr & Instr	
Vetting Team #5: Comp and Comm I and Comp and Comm II	Deanna Sellnow	CIS/Communication	
	Rob Aken	LI	
	<i>Bill Endres</i>	<i>AS/English</i>	<i>CHAIR</i>
	Debbie Sharp	LI/Literacy Librarian	
	Tammy Stephenson	AG/Nutrition & Food Science	
	Susan Frazier	NU	
	Debra Witham	AG/Comm & Ldrshp Devlpmt	
Vetting Team #6: Quantitative Foundations & Statistical Inferential Reasoning	Arne Bathke	AS/Statistics	
	<i>Arnold Stromberg</i>	<i>AS/Statistics</i>	<i>CHAIR</i>
	Bob Lorch	AS/Psychology	
	Jane Joseph	ME/Anatomy & Neurobiology	
	Susan Smith	Libraries/Engineering Library	
	Craig Sargent	AS/Biology	
	Carl Lee	AS/Mathematics	
Vetting Team #7: Community, Culture and Citizenship in the US & Global Dynamics	Kaveh Tagavi	EN/Mechanical Engineering	
	Hsain Ilahiane	AS/Anthropology	
	Diana Amaya Rodriguez	NU	
	Gordon Hogg	LI/Special Collections	
	Paul Salamanca	LA	
	<i>Mike Reed</i>	<i>AG/Agricultural Economics</i>	<i>CHAIR</i>
Arnold Farr	AS/Philosophy		



**Associate Provost for
Undergraduate Education**
217 Funkhouser Building
Lexington, KY 40506-0054

November 2, 2009

859 257-3027
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www.uky.edu/ugs

MEMO

To: General Education Pilot Vetting Teams

From: Dr. Mike Mullen, Associate Provost
Dr. David Randall, Chair, Senate Council

Re: Process for vetting pilot Gen Ed Courses

First, we thank each of you for your willingness to serve in this important capacity. We look forward to the outcome of your efforts on behalf of the education of our students.

Your acceptance of this responsibility entails the evaluation of syllabi, course narratives, and other supplementary materials provided by faculty for new Gen Ed courses. You will be ensuring that these courses as developed meet the course templates and General Education Learning Outcomes developed by Senate.

These courses must include evidence of active learning and examples of assessment activities which can be extracted from each course for assessing student learning within the context of f General Education Learning Outcomes.

It is imperative that the committees meet as soon as possible to begin this work. We need to evaluate these courses, provide feedback as necessary to the faculty developers, and be assured that these courses are meeting the guidelines so that they can be offered as pilot courses in spring 2010 and fall 2010. Each committee will present their recommendations at the December 14th meeting of the Senate regarding temporary approval of several courses for spring 2010 teaching.

We ask that the chair of each committee work to schedule a meeting as soon as possible and to include both Richard Greissman and me in the invitations. One of us will attend your meeting and answer questions and provide guidance for the project.

Should you have further questions, do not hesitate to contact Mike Mullen at mike.mullen@uky.edu or 257-3027.



University Senate Council
Office of the Chair
203 Main Building
Lexington, Kentucky 40506-0032
Phone: (859) 257-5872

MEMORANDUM

To: Dr. Ruth Beattie
Dr. Heather Bush
Dr. Larry Grabau
Dr. Jane Jensen
Dr. Derek Lane
Dr. Roxanne Mountford
Dr. Karen Petrone
Dr. David Royster
Dr. Ben Withers
Dr. Ernie Yanarella

From: Dr. David Randall
Chair, Senate Council

Re: Appointment to Interim General Education Oversight Committee

Date: May 11, 2010

I am asking you to serve on the recently Senate-approved Interim General Education Oversight Committee (IGEOC). (Below is a complete list of the membership and voting rights.) This committee will serve as a sub-committee of the Undergraduate Council, adhere to all academic approval processes of the faculty, and will have multiple functions to include:

- Providing input and recommendations on issues that may arise as implementation of the new curriculum takes place. For example, the committee may make recommendations on interpretations of course design principles, or other questions that may arise from the faculty.
- Reviewing proposed general education courses to ensure conformity with Senate-approved course templates for each of the 10 course areas. This will be accomplished via sub-committees chaired by members of IGEOC. Final approval of courses will still reside with the University Senate.
- Working collaboratively with the offices of Undergraduate Education and Assessment to ensure that assessment of the general education program meets the needs of program review and the needs and diverse activities of faculty teaching general education courses.
- Developing recommendations for the long-term oversight of the program, including periodic course review and program assessment to ensure that the program remains true to the learning outcomes. All recommendations of the IGEOC shall be approved ultimately by Senate Council and University Senate.

- Providing regular updates on General Education to the University Senate and the campus community.

This committee will operate for a period of two years, from May 17, 2010 until May 15, 2012. The committee will meet every two weeks (less if situations warrant) during the academic year and will have some meetings during this summer to facilitate the charge as laid out above.

I look forward to working with you on the important work of making a new Gen Ed a reality for UK. The Office of Undergraduate Education will be in touch with you to arrange summer meeting times.

Voting members:

Ruth Beattie
 Heather Bush
 Larry Grabau
 Jane Jensen
 Derek Lane
 Roxanne Mountford
 Karen Petrone
 David Royster
 Ben Withers
 Ernie Yanarella

Ex Officio voting member:

Senate Council Chair

Ex Officio non-voting members:

Assistant Provost for General Education (chair)
 Associate Provost for Undergraduate Education
 Office of Assessment Representative

cc: Assistant Provost for General Education Bill Rayens
 Associate Provost for Undergraduate Education Mike Mullen
 Provost Kumble Subbaswamy
 Respective Deans
 Vice President for Institutional Research, Planning and Effectiveness Connie Ray

Proposed Interim Process for Vetting Gen Ed Proposals

What Kind of Process?

The General Education Oversight Committee (GEOC) has established a set of course review forms derived from the original course-area templates that are designed to be filled out by the faculty members submitting courses. These forms will take the place of the 2-3 page narrative that is currently required, both reducing and focusing the faculty member's work. Since there are already many proposals ready to be vetted, or nearly so, for which faculty have already completed the narrative, GEOC is reluctant to require the extra time associated with also filling out the course review forms. Hence, all Gen Ed proposals submitted prior to September 15th, 2010 can be submitted with the narrative, whereas all subsequent submissions must include the form instead of the narrative. For all pending proposals, GEOC will complete the forms as part of their review.

The proposed process is only an interim process until the Senate votes on the adoption of a new General Education program, which is slated for a vote in fall 2010. In addition, GEOC anticipates that the way in which documents can be handled at the University will become increasingly sophisticated, perhaps even in the short term, allowing for improvements to some of the details described below. However, it is imperative that we have a viable procedure for vetting proposals in place by the start of the 2010/2011 academic year.

What Happens at the College Level?

Faculty colleagues who are submitting proposals will work with their College administrators (typically one of the Associate Deans) to assemble the following documents, *in the order* listed.

1. Cover Sheet
2. Course Review Form for New Submissions (after 9/15/2010); 2-3 Page Narrative for Pending Proposals
3. Syllabus
4. Additional Forms – as needed, such as New Course forms, Course Change forms
5. Signature Routing Log – all Departmental and College level approvals should be present on the Log

This material *must be checked for completeness* at the College level. College advisory committees will do their usual tasks, checking to see if the syllabus meets University guidelines, offering opinions on whether the changes suggested are major or minor, etc. Once this packet is complete, the Associate Dean's office will combine all parts of the packet into one pdf file and post it to GEOC's Sharepoint site under the Submissions folder. This posting will trigger an automatic email to Undergraduate Education (currently to Sharon Gill) indicating that a proposal has been posted. Sharon will then double check the packet for completeness and notify the appropriate Associate Dean if there is a problem. Otherwise she will work within Sharepoint so that the appropriate Area Expert (see below), along with the GEOC Chair, will receive an automatic email notification.

To ensure sufficient time for review, revision if necessary, and final approval by the University Senate, there is a deadline for submission of course proposals to be included in the fall 2011 Bulletin. Any Gen Ed course proposal that is desired to be included in the fall 2011 Bulletin **MUST BE SUBMITTED VIA THE SHAREPOINT SITE IN TIME FOR THIS TO HAPPEN**. GEOC will continue to review proposals during the entire academic year, but there is no guarantee that courses submitted late will be reviewed and approved in time for inclusion in the 2011 Bulletin.

How is GEOC Structured?

The GEOC is comprised of a core of 10 individuals (“Area Experts”), one for each of the ten areas of the pending General Education program, along with assorted ex officio members, including the GEOC Chair and the Senate Council Chair. These individuals were all identified and charged by the Senate Council; only the 10 core members and the Senate Council Chair vote. Each Area Expert will direct the formation of a pool of faculty reviewers for that Area. This may also include a campuswide solicitation for self nominees. The faculty pool of reviewers will conduct the actual reviews for their given Area. The review process will be completely open in the sense that any UK employee with an AD or MC account will have the rights to read in-progress and completed proposals on the Sharepoint site; editing and revising rights will be limited to only certain individuals.

What Happens in GEOC?

Once the GEOC Area Expert is notified, s/he will access the proposal and identify two reviewers from the faculty pool for that Area. These two reviewers will independently review the proposal by accessing and completing a copy of the area-specific course review form. Once contacted, a reviewer will be expected to complete a thorough review of the course proposal (including assurance that the template expectations have been met) within two weeks, *provided any requests for clarification, additional information, etc., from the reviewers are responded to by the relevant faculty/Associate Dean in a timely manner*. If the two reviewers are in agreement about what should happen to the proposal, the Area Expert will then present the proposal to the larger GEOC membership for approval. If the two reviewers do not agree, the Area Expert will act as a third reviewer. In this instance, the majority opinion will be communicated to GEOC members along with a clear indication that the Area Expert was needed to break a tie. Approvals in the larger oversight committee will likely take place electronically, by lack of objection. All completed course review forms will be posted on the abovementioned Sharepoint site.

What Role Does Undergraduate Council Play?

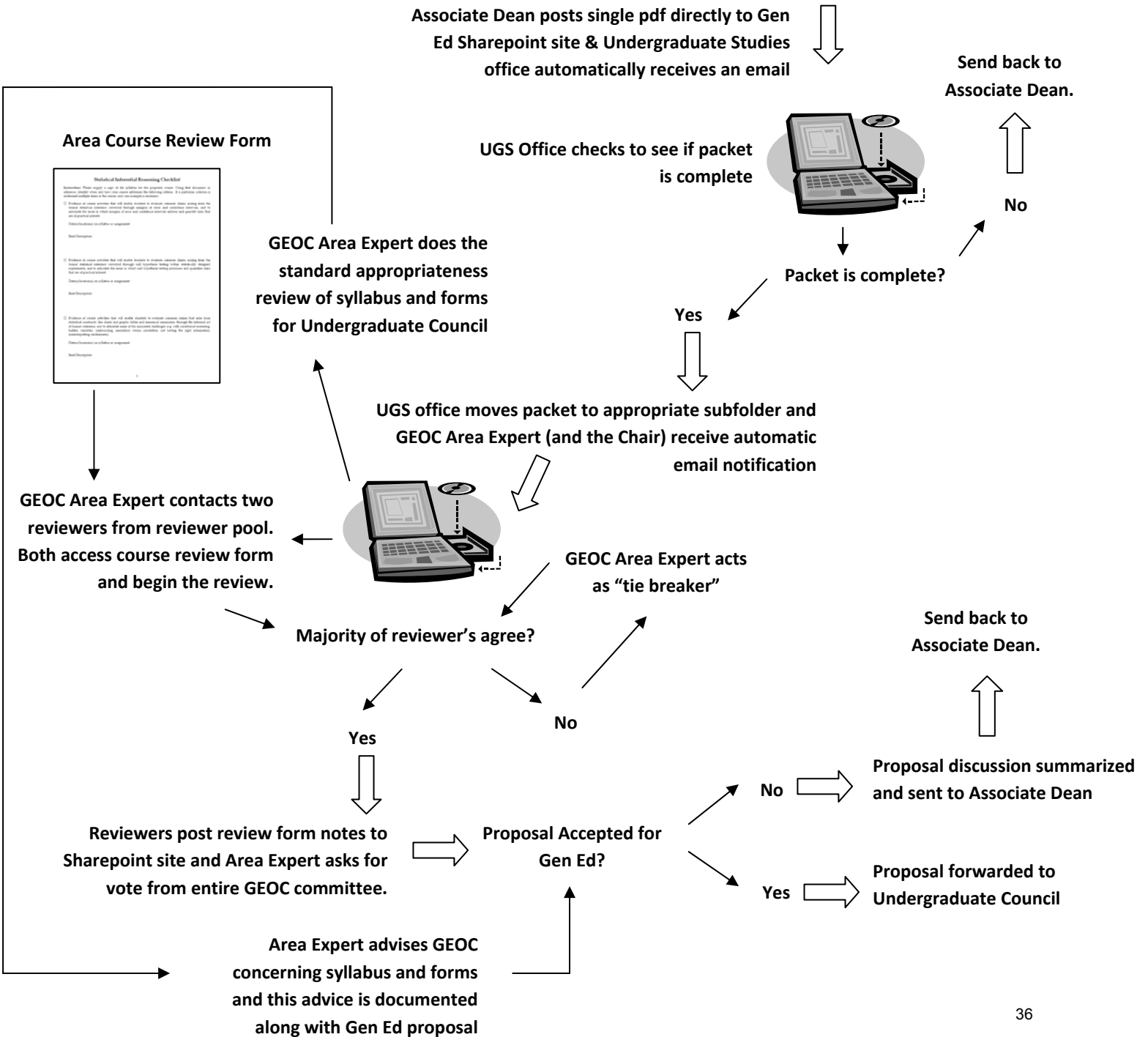
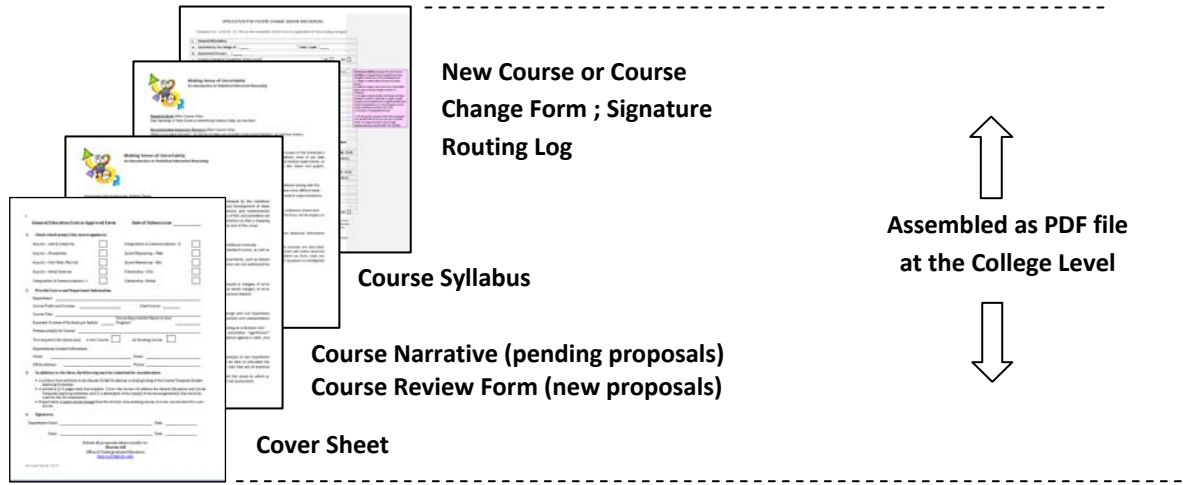
Associate Provost Mike Mullen has designated the ten GEOC Area Experts as a subcommittee of the Undergraduate Council (UC), and charged them with the review of those parts of a course submission (structure of the syllabus, appropriateness of a claimed level of change, etc.), that would traditionally be dealt with in the UC. There will be at least one voting member of GEOC who will also be a standing member of the UC and this person will be responsible for transitioning all the Gen Ed submissions to the UC, on behalf of the GEOC. At that time, the UC will have the opportunity to ask further questions, approve, or deny the proposals. After approval by the UC, the course proposals will be transmitted to the Office of the Senate Council, where final Senate Council and Senate approval will be achieved via traditional web transmittals. Gen Ed courses will be duly identified on such transmittals.

What Happens When a Proposal is Not Approved?

If the problem is at the GEOC level, the GEOC Chair will inform the appropriate Associate Dean. If the problem is at the Undergraduate Council level, that office will contact the appropriate Associate Dean. Any rejection at the Office of the Senate Council will be communicated from that office.

What Happens after Final Approval?

The submitting faculty member and Associate Dean will be contacted by the Office of the Senate Council when the proposal has received final approval.



General Education Course Approval Cover Sheet

Date of Submission / /

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|--------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department:

Course Prefix and Number:

Credit hours:

Course Title:

Expected # of Students per Calendar Yr:

Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course?

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name:

Email:

Office Address:

Phone:

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: _____ Date: _____

Dean: _____ Date: _____

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
Inquiry in the Social Sciences**

Reviewer Recommendation

Accept Revisions Needed

Course: _____

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Brief Description:

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Brief Description:

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Brief Description:

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Brief Description:

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

[Redacted]

Brief Description:

[Redacted]

Reviewer's Comments

[Redacted]

Pending Senate Review

Appendix D: Assessment Plan Draft

This section provides the assessment plan as articulated by the Office of Assessment. The plan is not final and is part of on-going discussions with GEOC regarding the assessment of General Education at UK.

University of Kentucky General Education Assessment Plan

1. Introduction

1.1 The mission of the Office of Assessment is to provide university-wide support for assessment of student learning, planning, and continuous improvement activities at the course, program, and institutional levels, and to develop and sustain across the university community a culture of assessment. To carry out this mission, the Office of Assessment systematically collects and analyzes information related to student learning from the various academic programs and support units. It is also responsible for disseminating assessment results and gathering feedback on these results from the university community.

2. General education Student Learning Outcomes

2.1. Learning Outcomes by Program (Senate approved Learning Outcomes)

2.1.1. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.

Outcomes and Assessment Framework: Students will be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning.

Curricular Framework Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

2.1.2. Student will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.

Outcomes and Assessment Framework: Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts. Curricular Framework Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

2.1.3. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.

Outcomes and Assessment Framework: Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption. Curricular Framework Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

2.1.4. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

Outcomes and Assessment Framework: Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Curricular Framework Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

2.2. General Education Curriculum Maps

2.2.1. The attached Curriculum Map details the General Education Courses as articulated in fall 2009. As courses and curriculum change with approval and full implementation of General Education Reform, the curriculum map will change. Please see Appendix A – General Education Learning Outcomes Matrix.

3. Assessment Methods and Measures**3.1. Curriculum-Embedded Methods/Measures**

- 3.1.1. Artifacts will be gathered using the Blackboard (Bb) Outcomes system. For all General Education courses, an assessable artifact is submitted via Blackboard's assignment function. Upon approval of General Education courses, assessable assignments (as identified by the course designer through the course syllabus) are noted by the Office of Assessment, which uses the information to identify the assignment and the date of completion within the Bb Outcomes system. This information is then used by the Bb Outcomes system to harvest and archive artifacts for assessment purposes.
- 4.1.2 When harvested, each artifact is stripped of identifiers and coded for future use by the Bb Outcomes system. The code preserves demographics and indicates the primary and secondary rubrics, outcomes the artifact addresses
- 4.1.3 One or two General Education Outcomes are assessed each fall. A

random, stratified sample of artifacts are harvested using an automated system within Blackboard. Artifacts are “packaged” in groups of 10 to be assessed by normed evaluators. Each sampled artifact is submitted to blind review a minimum of two times (i.e., at least two different evaluators). A third evaluator is used in cases where the two evaluations are more than 1 point apart.

- 4.1.4 At this time, artifacts are subjected to holistic scoring using the AAC&U VALUE rubrics, except in the case of Written Communication. The rubrics used in each are listed in the General Education Assessment Cycle Matrix (Appendix B).

3.2. Standardized Instruments and Indirect Measures

- 3.2.1. Currently the Office of Assessment administers, analyzes, and disseminates results from the Collegiate Assessment of Academic Proficiency (CAAP) and the Collegiate Learning Assessment (CLA) to acquire institutional-level general education data, which UK uses to compare its performance with its peers through the Voluntary System of Accountability, and for planning and budgeting.
- 3.2.1.1. In 2009-2010, UK administered both the CAAP Mathematics and the Critical Thinking Modules. As long as funding continues to be secured for these instruments, the Office of Assessment will continue to administer these tests and disseminate the results for use in institutional planning and budgeting.
- 3.2.1.2. UK is currently in the last leg of a longitudinal CLA which began in fall 2007. CLA measures Critical Thinking, Analytic Reasoning, Problem-solving, and Written Communication. The final administration will occur in Spring 2011.
- 3.2.1.2.1. If funding can be secured, the Office of Assessment will embark on a longitudinal CLA (institutional level) study of Gen Ed Reform beginning in fall 2011.
- 3.2.2. Office of Assessment obtains and disseminates for analysis (in combination with direct assessment data) Institutional Research data, enrollment data, and/or other appropriate types of institutional data drawn from the University’s client information system (SAP).

4. Data Collection

4.1. Data Collection Process/Procedures

- 4.1.1. Evaluation of artifacts is conducted in a completely online, automated environment using UK’s customized Bb Outcomes module. Evaluators review and score artifacts within Bb, using specially-developed evaluator dashboards and conventional, well-tested performance-based assessment and validity processes and procedures.
- 4.1.2. The Office of Assessment tracks artifact scores (first, second and if applicable, third), evaluator inter-rater reliability, date of evaluation, rubrics used, etc.
- 4.1.3. Data gathered through Bb Outcomes during assessment is delivered automatically to Business Objects, which generates reports designed by Office of Assessment and other constituencies for use in planning and budgeting improvements in student learning at the institutional and program levels.

4.2. Data Report Process/Procedures

- 4.2.1. Reports will be drawn through Business Objects for the first year. In subsequent years reports will be automated through the Bb Outcomes system. When the Bb reporting system is implemented, reports will be available at the college and department level for use in planning and budgeting improvements in student learning at all levels.

5. Data Analysis**5.1. Unit Assessment Cycle**

5.1.1. The Office of Assessment has developed a 10-year (2011 to 2020) General Education Assessment cycle. Academic year 2010 is a pilot year for reformed General Education.

5.2. Data Analysis Process/Procedures

5.2.1. Data will be analyzed by the Office in the spring of each assessment year. Results will be forwarded to the Provost, VP of Institutional Research, Planning, and Effectiveness, the Associate Provost for Undergraduate Education, the General Education Oversight Committee, as well as, the University Assessment Council.

5.3. Data Analysis Report Process/Procedures

5.3.1. The Provost, VP of Institutional Research, Planning, and Effectiveness, and the Associate Provost for Undergraduate Education will determine how results relate to their Program Reviews and Strategic Plan.

6. Using Assessment Data for Continuous Improvement**6.1. Improvement Action Formulation and Implementation Process/Procedures**

6.1.1. Result data is distributed to the constituencies listed above for review and analysis. An annual meeting will be held no later than April of each year, with the intention of creating an annual improvement action plan.

6.2. Improvement Action Report Process/Procedures

6.2.1. Improvements will be decided at the annual meeting and a designee will be assigned to submit the report to the Office of Assessment by May 31st of each year.

Appendix E: Teacher and Course Evaluations for Spring 2010

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = USP 120 002L1 SOC SCI:TRUE NORTH:FIND INTERNAL COMPASS
 INSTRUCTOR EVALUATED = Ruth Adams

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	4	66.7	A	3	50.0
Sophomore	1	16.7	B	2	33.3
Junior	1	16.7	C	1	16.7
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	2	33.3
Studies Program	2	33.3	2 hours	0	0.0
Required by my major	0	0.0	3 hours	2	33.3
Other (e.g. elective)	4	66.7	4 - 5 hours	1	16.7
			6 - 7 hours	1	16.7
			8 or more hours	0	0.0

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		

SECTION B - COURSE ITEMS

1. Outlined course material and grading	7	0.0	0.0	14.3	85.7	3.9	.
2. Textbook contributed to understandin	5	0.0	0.0	60.0	40.0	3.4	.
3. Suppl read & assign helped understan	7	0.0	0.0	14.3	85.7	3.9	.
4. Exams reflected what was taught	6	0.0	0.0	16.7	83.3	3.8	.
5. Grading was fair and consistent	7	0.0	0.0	28.6	71.4	3.7	.
6. Assignments were distributed evenly	7	0.0	0.0	14.3	85.7	3.9	.
7. Graded assignments returned promptly	7	0.0	0.0	14.3	85.7	3.9	.
8. Graded assignments included comments	7	0.0	0.0	14.3	85.7	3.9	.

SECTION C - INSTRUCTOR ITEMS

9. Presented material effectively	7	0.0	0.0	14.3	85.7	3.9	.
10. Had good knowledge of subject matte	7	0.0	0.0	28.6	71.4	3.7	.
11. Was available for consultation	7	0.0	0.0	14.3	85.7	3.9	.
12. Satisfact answered class questions	7	0.0	0.0	14.3	85.7	3.9	.
13. Stimulated interest of the subject	7	0.0	0.0	14.3	85.7	3.9	.
14. Encouraged class participation	7	0.0	0.0	14.3	85.7	3.9	.

SECTION D - LEARNING OUTCOMES

15. Learned respect different viewpoint	7	0.0	0.0	0.0	100.0	4.0	.
16. Inc my abil to analyze & evaluate	7	0.0	0.0	28.6	71.4	3.7	.
17. Course helped abil to solve problem	7	0.0	0.0	42.9	57.1	3.6	.
18. Gained undrstnd of concepts & prin.	7	0.0	0.0	28.6	71.4	3.7	.
19. Course stimulated me to read furthe	7	0.0	0.0	28.6	71.4	3.7	.

	N	% Poor		% Excellent		Mean	SD
		(1)	(2)	(3)	(4)		

SECTION E - SUMMARY ITEMS

20. Overall value of the course	7	0.0	0.0	14.3	85.7	3.9	.
21. Overall quality of teaching	7	0.0	0.0	14.3	85.7	3.9	.

UNIVERSITY OF KENTUCKY PROVOST AREA

Page 2

Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = USP 120 002L1 SOC SCI:TRUE NORTH:FIND INTERNAL COMPASS

INSTRUCTOR EVALUATED = Ruth Adams

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	1	0.0	0.0	0.0	100.0	4.0	.
23. Saw how discipline relates to other	2	0.0	0.0	50.0	50.0	3.5	.
24. Writing assign helps understand sub	2	0.0	0.0	50.0	50.0	3.5	.
25. Cross-Cult/understand other culture	1	0.0	0.0	0.0	100.0	4.0	.
26. Cross-Discipline/ links were eviden	1	0.0	0.0	0.0	100.0	4.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	1	0.0	0.0	0.0	100.0	4.0	.
28. Guided student report preparation	1	0.0	0.0	0.0	100.0	4.0	.
29. Students free to express opinions	1	0.0	0.0	0.0	100.0	4.0	.
30. Discussions broadened my knowledge	1	0.0	0.0	0.0	100.0	4.0	.
31. Developed abil to conduct research	1	0.0	0.0	0.0	100.0	4.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	1	0.0	0.0	0.0	100.0	4.0	.
33. Amount of work appropriate	1	0.0	0.0	0.0	100.0	4.0	.
34. Instructor explained expectations	1	0.0	0.0	0.0	100.0	4.0	.
35. Instructor helped with my problems	1	0.0	0.0	0.0	100.0	4.0	.
36. Lab equipment use satis explained	1	0.0	0.0	0.0	100.0	4.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 7

Number of forms scanned = 7

Number of forms with at least one student response = 7

Percent completed = 100.0 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = USP 120 003L1 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY
 INSTRUCTOR EVALUATED = Ruth Adams

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	3	37.5	A	4	57.1
Sophomore	4	50.0	B	2	28.6
Junior	0	0.0	C	0	0.0
Senior	1	12.5	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	1	14.3

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	1	14.3
Studies Program	3	37.5	2 hours	2	28.6
Required by my major	0	0.0	3 hours	2	28.6
Other (e.g. elective)	5	62.5	4 - 5 hours	2	28.6
			6 - 7 hours	0	0.0
			8 or more hours	0	0.0

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	7	0.0	0.0	42.9	57.1	3.6	.
2. Textbook contributed to understandin	7	0.0	57.1	42.9	0.0	2.4	.
3. Suppl read & assign helped understan	7	0.0	28.6	28.6	42.9	3.1	.
4. Exams reflected what was taught	4	0.0	0.0	100.0	0.0	3.0	.
5. Grading was fair and consistent	8	0.0	0.0	37.5	62.5	3.6	.
6. Assignments were distributed evenly	8	0.0	0.0	37.5	62.5	3.6	.
7. Graded assignments returned promptly	8	0.0	0.0	87.5	12.5	3.1	.
8. Graded assignments included comments	8	0.0	12.5	50.0	37.5	3.3	.
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	8	0.0	50.0	37.5	12.5	2.6	.
10. Had good knowledge of subject matte	8	0.0	0.0	37.5	62.5	3.6	.
11. Was available for consultation	7	0.0	0.0	57.1	42.9	3.4	.
12. Satisfact answered class questions	8	0.0	0.0	62.5	37.5	3.4	.
13. Stimulated interest of the subject	8	0.0	12.5	37.5	50.0	3.4	.
14. Encouraged class participation	8	0.0	0.0	50.0	50.0	3.5	.
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	8	0.0	0.0	37.5	62.5	3.6	.
16. Inc my abil to analyze & evaluate	8	0.0	0.0	25.0	75.0	3.8	.
17. Course helped abil to solve problem	7	0.0	0.0	42.9	57.1	3.6	.
18. Gained undrstnd of concepts & prin.	8	0.0	0.0	25.0	75.0	3.8	.
19. Course stimulated me to read furthe	8	0.0	0.0	37.5	62.5	3.6	.
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	8	0.0	12.5	25.0	62.5	3.5	.
21. Overall quality of teaching	8	0.0	25.0	50.0	25.0	3.0	.

UNIVERSITY OF KENTUCKY PROVOST AREA

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = USP 120 003L1 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY

INSTRUCTOR EVALUATED = Ruth Adams

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Strongly Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	4	0.0	0.0	50.0	50.0	3.5	.
23. Saw how discipline relates to other	5	0.0	20.0	40.0	40.0	3.2	.
24. Writing assign helps understand sub	4	0.0	0.0	75.0	25.0	3.3	.
25. Cross-Cult/understand other culture	2	0.0	0.0	100.0	0.0	3.0	.
26. Cross-Discipline/ links were eviden	2	0.0	0.0	100.0	0.0	3.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	1	0.0	0.0	0.0	100.0	4.0	.
28. Guided student report preparation	1	0.0	0.0	0.0	100.0	4.0	.
29. Students free to express opinions	1	0.0	0.0	100.0	0.0	3.0	.
30. Discussions broadened my knowledge	1	0.0	0.0	100.0	0.0	3.0	.
31. Developed abil to conduct research	1	0.0	0.0	0.0	100.0	4.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	1	0.0	0.0	100.0	0.0	3.0	.
33. Amount of work appropriate	1	0.0	0.0	100.0	0.0	3.0	.
34. Instructor explained expectations	1	0.0	0.0	0.0	100.0	4.0	.
35. Instructor helped with my problems	1	0.0	0.0	0.0	100.0	4.0	.
36. Lab equipment use satis explained	1	0.0	0.0	0.0	100.0	4.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 12

Number of forms scanned = 12

Number of forms with at least one student response = 8

Percent completed = 66.7 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = USP 120 004L1 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY
 INSTRUCTOR EVALUATED = Ruth Adams

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	4	66.7	A	6	100.0
Sophomore	1	16.7	B	0	0.0
Junior	1	16.7	C	0	0.0
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	1	16.7
Studies Program	4	66.7	2 hours	2	33.3
Required by my major	1	16.7	3 hours	1	16.7
Other (e.g. elective)	1	16.7	4 - 5 hours	1	16.7
			6 - 7 hours	1	16.7
			8 or more hours	0	0.0

	N	% Strongly Disagree (1)	% Disagree (2)	% Agree (3)	% Strongly Agree (4)	Mean	SD
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	6	0.0	16.7	33.3	50.0	3.3	.
2. Textbook contributed to understandin	6	16.7	33.3	50.0	0.0	2.3	.
3. Suppl read & assign helped understan	6	0.0	33.3	16.7	50.0	3.2	.
4. Exams reflected what was taught	6	0.0	33.3	33.3	33.3	3.0	.
5. Grading was fair and consistent	6	0.0	0.0	50.0	50.0	3.5	.
6. Assignments were distributed evenly	6	0.0	33.3	33.3	33.3	3.0	.
7. Graded assignments returned promptly	6	0.0	16.7	33.3	50.0	3.3	.
8. Graded assignments included comments	6	0.0	16.7	33.3	50.0	3.3	.

SECTION C - INSTRUCTOR ITEMS

9. Presented material effectively	6	0.0	16.7	33.3	50.0	3.3	.
10. Had good knowledge of subject matte	6	0.0	0.0	50.0	50.0	3.5	.
11. Was available for consultation	6	0.0	0.0	66.7	33.3	3.3	.
12. Satisfact answered class questions	6	0.0	0.0	50.0	50.0	3.5	.
13. Stimulated interest of the subject	6	0.0	33.3	16.7	50.0	3.2	.
14. Encouraged class participation	6	0.0	0.0	66.7	33.3	3.3	.

SECTION D - LEARNING OUTCOMES

15. Learned respect different viewpoint	6	0.0	0.0	50.0	50.0	3.5	.
16. Inc my abil to analyze & evaluate	6	0.0	16.7	33.3	50.0	3.3	.
17. Course helped abil to solve problem	5	0.0	40.0	20.0	40.0	3.0	.
18. Gained undrstnd of concepts & prin.	6	0.0	16.7	33.3	50.0	3.3	.
19. Course stimulated me to read furthe	6	0.0	16.7	50.0	33.3	3.2	.

	N	% Poor (1)	% Fair (2)	% Good (3)	% Excellent (4)	Mean	SD
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	6	16.7	16.7	0.0	66.7	3.2	.
21. Overall quality of teaching	6	16.7	16.7	16.7	50.0	3.0	.

UNIVERSITY OF KENTUCKY PROVOST AREA

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = USP 120 004L1 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY

INSTRUCTOR EVALUATED = Ruth Adams

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	3	0.0	66.7	33.3	0.0	2.3	.
23. Saw how discipline relates to other	5	0.0	20.0	40.0	40.0	3.2	.
24. Writing assign helps understand sub	5	0.0	20.0	40.0	40.0	3.2	.
25. Cross-Cult/understand other culture	3	0.0	33.3	33.3	33.3	3.0	.
26. Cross-Discipline/ links were eviden	3	0.0	33.3	33.3	33.3	3.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	1	0.0	100.0	0.0	0.0	2.0	.
28. Guided student report preparation	0	0.0	0.0	0.0	0.0	0.0	.
29. Students free to express opinions	1	0.0	0.0	100.0	0.0	3.0	.
30. Discussions broadened my knowledge	1	0.0	100.0	0.0	0.0	2.0	.
31. Developed abil to conduct research	1	0.0	100.0	0.0	0.0	2.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	3	0.0	0.0	66.7	33.3	3.3	.
33. Amount of work appropriate	3	0.0	0.0	66.7	33.3	3.3	.
34. Instructor explained expectations	3	0.0	0.0	66.7	33.3	3.3	.
35. Instructor helped with my problems	3	0.0	0.0	66.7	33.3	3.3	.
36. Lab equipment use satis explained	3	0.0	0.0	66.7	33.3	3.3	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 8

Number of forms scanned = 8

Number of forms with at least one student response = 6

Percent completed = 75.0 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = USP 120 002L2 SOC SCI:TRUE NORTH:FIND INTERNAL COMPASS
 INSTRUCTOR EVALUATED = Doyle, Kally

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	4	57.1	A	3	50.0
Sophomore	2	28.6	B	2	33.3
Junior	1	14.3	C	1	16.7
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	0	0.0
Studies Program	3	42.9	2 hours	2	33.3
Required by my major	0	0.0	3 hours	1	16.7
Other (e.g. elective)	4	57.1	4 - 5 hours	2	33.3
			6 - 7 hours	1	16.7
			8 or more hours	0	0.0

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	7	0.0	0.0	28.6	71.4	3.7	.
2. Textbook contributed to understandin	7	0.0	14.3	42.9	42.9	3.3	.
3. Suppl read & assign helped understan	7	0.0	0.0	28.6	71.4	3.7	.
4. Exams reflected what was taught	6	16.7	0.0	16.7	66.7	3.3	.
5. Grading was fair and consistent	7	0.0	14.3	14.3	71.4	3.6	.
6. Assignments were distributed evenly	7	0.0	14.3	14.3	71.4	3.6	.
7. Graded assignments returned promptly	7	0.0	0.0	28.6	71.4	3.7	.
8. Graded assignments included comments	7	0.0	0.0	28.6	71.4	3.7	.

SECTION C - INSTRUCTOR ITEMS

9. Presented material effectively	7	0.0	0.0	28.6	71.4	3.7	.
10. Had good knowledge of subject matte	7	0.0	0.0	42.9	57.1	3.6	.
11. Was available for consultation	7	14.3	0.0	14.3	71.4	3.4	.
12. Satisfact answered class questions	7	14.3	0.0	14.3	71.4	3.4	.
13. Stimulated interest of the subject	7	14.3	0.0	14.3	71.4	3.4	.
14. Encouraged class participation	7	0.0	14.3	14.3	71.4	3.6	.

SECTION D - LEARNING OUTCOMES

15. Learned respect different viewpoint	7	0.0	0.0	14.3	85.7	3.9	.
16. Inc my abil to analyze & evaluate	7	0.0	0.0	0.0	100.0	4.0	.
17. Course helped abil to solve problem	6	0.0	0.0	16.7	83.3	3.8	.
18. Gained undrstnd of concepts & prin.	7	14.3	0.0	0.0	85.7	3.6	.
19. Course stimulated me to read furthe	7	14.3	0.0	14.3	71.4	3.4	.

	N	% Poor		% Excellent		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	7	0.0	14.3	14.3	71.4	3.6	.
21. Overall quality of teaching	7	14.3	0.0	0.0	85.7	3.6	.

UNIVERSITY OF KENTUCKY PROVOST AREA

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = USP 120 002L2 SOC SCI:TRUE NORTH:FIND INTERNAL COMPASS

INSTRUCTOR EVALUATED = Doyle, Kally

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Strongly Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	2	0.0	50.0	0.0	50.0	3.0	.
23. Saw how discipline relates to other	3	0.0	33.3	0.0	66.7	3.3	.
24. Writing assign helps understand sub	3	0.0	33.3	0.0	66.7	3.3	.
25. Cross-Cult/understand other culture	1	0.0	0.0	0.0	100.0	4.0	.
26. Cross-Discipline/ links were eviden	1	0.0	0.0	0.0	100.0	4.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	1	0.0	0.0	0.0	100.0	4.0	.
28. Guided student report preparation	1	0.0	0.0	0.0	100.0	4.0	.
29. Students free to express opinions	1	0.0	0.0	0.0	100.0	4.0	.
30. Discussions broadened my knowledge	1	0.0	0.0	0.0	100.0	4.0	.
31. Developed abil to conduct research	1	0.0	0.0	0.0	100.0	4.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	1	0.0	0.0	0.0	100.0	4.0	.
33. Amount of work appropriate	1	0.0	0.0	0.0	100.0	4.0	.
34. Instructor explained expectations	1	0.0	0.0	0.0	100.0	4.0	.
35. Instructor helped with my problems	1	0.0	0.0	0.0	100.0	4.0	.
36. Lab equipment use satis explained	1	0.0	0.0	0.0	100.0	4.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 7

Number of forms scanned = 7

Number of forms with at least one student response = 7

Percent completed = 100.0 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = UK 100 002L1 University Study
 INSTRUCTOR EVALUATED = Jonathan Golding

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	19	45.2	A	29	69.0
Sophomore	9	21.4	B	10	23.8
Junior	3	7.1	C	1	2.4
Senior	11	26.2	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	2	4.8

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	11	26.2
Studies Program	11	26.8	2 hours	24	57.1
Required by my major	0	0.0	3 hours	6	14.3
Other (e.g. elective)	30	73.2	4 - 5 hours	1	2.4
			6 - 7 hours	0	0.0
			8 or more hours	0	0.0

	N	% Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	46	0.0	0.0	15.2	84.8	3.8	0.36
2. Textbook contributed to understandin	41	0.0	0.0	29.3	70.7	3.7	0.46
3. Suppl read & assign helped understan	46	0.0	2.2	17.4	80.4	3.8	0.47
4. Exams reflected what was taught	46	0.0	0.0	23.9	76.1	3.8	0.43
5. Grading was fair and consistent	46	0.0	6.5	13.0	80.4	3.7	0.57
6. Assignments were distributed evenly	46	0.0	0.0	30.4	69.6	3.7	0.47
7. Graded assignments returned promptly	46	0.0	6.5	17.4	76.1	3.7	0.59
8. Graded assignments included comments	46	0.0	6.5	19.6	73.9	3.7	0.60
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	46	0.0	0.0	15.2	84.8	3.8	0.36
10. Had good knowledge of subject matte	46	0.0	0.0	13.0	87.0	3.9	0.34
11. Was available for consultation	46	0.0	0.0	19.6	80.4	3.8	0.40
12. Satisfact answered class questions	46	0.0	0.0	19.6	80.4	3.8	0.40
13. Stimulated interest of the subject	46	0.0	0.0	17.4	82.6	3.8	0.38
14. Encouraged class participation	46	0.0	0.0	8.7	91.3	3.9	0.28
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	44	0.0	0.0	29.5	70.5	3.7	0.46
16. Inc my abil to analyze & evaluate	44	0.0	0.0	31.8	68.2	3.7	0.47
17. Course helped abil to solve problem	44	0.0	2.3	31.8	65.9	3.6	0.53
18. Gained undrstnd of concepts & prin.	46	0.0	0.0	32.6	67.4	3.7	0.47
19. Course stimulated me to read furthe	46	2.2	6.5	32.6	58.7	3.5	0.72
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	46	0.0	0.0	23.9	76.1	3.8	0.43
21. Overall quality of teaching	46	0.0	0.0	15.2	84.8	3.8	0.36

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = UK 100 002L1 University Study

INSTRUCTOR EVALUATED = Jonathan Golding

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	36	0.0	0.0	33.3	66.7	3.7	0.48
23. Saw how discipline relates to other	36	0.0	0.0	38.9	61.1	3.6	0.49
24. Writing assign helps understand sub	35	0.0	0.0	34.3	65.7	3.7	0.48
25. Cross-Cult/understand other culture	18	0.0	16.7	38.9	44.4	3.3	0.75
26. Cross-Discipline/ links were eviden	16	0.0	6.3	43.8	50.0	3.4	0.63
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	2	0.0	0.0	50.0	50.0	3.5	.
28. Guided student report preparation	2	0.0	0.0	50.0	50.0	3.5	.
29. Students free to express opinions	2	0.0	0.0	50.0	50.0	3.5	.
30. Discussions broadened my knowledge	2	0.0	0.0	50.0	50.0	3.5	.
31. Developed abil to conduct research	2	0.0	0.0	50.0	50.0	3.5	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	2	0.0	0.0	50.0	50.0	3.5	.
33. Amount of work appropriate	2	0.0	0.0	100.0	0.0	3.0	.
34. Instructor explained expectations	2	0.0	0.0	50.0	50.0	3.5	.
35. Instructor helped with my problems	2	0.0	0.0	50.0	50.0	3.5	.
36. Lab equipment use satis explained	1	0.0	0.0	0.0	100.0	4.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = at least 54

Number of forms scanned = 54

Number of forms with at least one student response = 46

Percent completed = 85.2 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = DSP 120 401L1 HUM:AM GREEN:LITERARY ROOTS EOCENTRISM
 INSTRUCTOR EVALUATED = Grubbs, Morris

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	4	100.0	A	2	50.0
Sophomore	0	0.0	B	2	50.0
Junior	0	0.0	C	0	0.0
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	0	0.0
Studies Program	2	50.0	2 hours	4	100.0
Required by my major	0	0.0	3 hours	0	0.0
Other (e.g. elective)	2	50.0	4 - 5 hours	0	0.0
			6 - 7 hours	0	0.0
			8 or more hours	0	0.0

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	4	0.0	0.0	75.0	25.0	3.3	.
2. Textbook contributed to understandin	3	0.0	0.0	0.0	100.0	4.0	.
3. Suppl read & assign helped understan	4	0.0	0.0	50.0	50.0	3.5	.
4. Exams reflected what was taught	4	0.0	0.0	50.0	50.0	3.5	.
5. Grading was fair and consistent	4	0.0	0.0	25.0	75.0	3.8	.
6. Assignments were distributed evenly	4	0.0	0.0	50.0	50.0	3.5	.
7. Graded assignments returned promptly	4	0.0	0.0	25.0	75.0	3.8	.
8. Graded assignments included comments	4	0.0	0.0	25.0	75.0	3.8	.
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	4	0.0	0.0	75.0	25.0	3.3	.
10. Had good knowledge of subject matte	4	0.0	0.0	25.0	75.0	3.8	.
11. Was available for consultation	4	0.0	0.0	50.0	50.0	3.5	.
12. Satisfact answered class questions	4	0.0	0.0	50.0	50.0	3.5	.
13. Stimulated interest of the subject	4	0.0	25.0	25.0	50.0	3.3	.
14. Encouraged class participation	4	0.0	0.0	25.0	75.0	3.8	.
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	4	0.0	0.0	50.0	50.0	3.5	.
16. Inc my abil to analyze & evaluate	4	0.0	25.0	75.0	0.0	2.8	.
17. Course helped abil to solve problem	3	33.3	33.3	33.3	0.0	2.0	.
18. Gained undrstnd of concepts & prin.	4	0.0	0.0	50.0	50.0	3.5	.
19. Course stimulated me to read furthe	4	0.0	25.0	50.0	25.0	3.0	.
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	4	0.0	0.0	75.0	25.0	3.3	.
21. Overall quality of teaching	4	0.0	0.0	50.0	50.0	3.5	.

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = DSP 120 401L1 HUM:AM GREEN:LITERARY ROOTS EOCENTRISM

INSTRUCTOR EVALUATED = Grubbs, Morris

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	1	0.0	0.0	100.0	0.0	3.0	.
23. Saw how discipline relates to other	2	0.0	0.0	100.0	0.0	3.0	.
24. Writing assign helps understand sub	2	0.0	0.0	100.0	0.0	3.0	.
25. Cross-Cult/understand other culture	2	50.0	0.0	50.0	0.0	2.0	.
26. Cross-Discipline/ links were eviden	1	0.0	0.0	100.0	0.0	3.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	4	0.0	0.0	50.0	50.0	3.5	.
28. Guided student report preparation	4	0.0	25.0	25.0	50.0	3.3	.
29. Students free to express opinions	4	0.0	0.0	25.0	75.0	3.8	.
30. Discussions broadened my knowledge	4	0.0	0.0	75.0	25.0	3.3	.
31. Developed abil to conduct research	4	0.0	25.0	75.0	0.0	2.8	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	0	0.0	0.0	0.0	0.0	0.0	.
33. Amount of work appropriate	0	0.0	0.0	0.0	0.0	0.0	.
34. Instructor explained expectations	0	0.0	0.0	0.0	0.0	0.0	.
35. Instructor helped with my problems	0	0.0	0.0	0.0	0.0	0.0	.
36. Lab equipment use satis explained	0	0.0	0.0	0.0	0.0	0.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 5

Number of forms scanned = 4

Number of forms with at least one student response = 4

Percent completed = 80.0 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = USP 120 006L1 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY
 INSTRUCTOR EVALUATED = Martha Kay Hahn Henton

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	7	63.6	A	10	90.9
Sophomore	4	36.4	B	1	9.1
Junior	0	0.0	C	0	0.0
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	8	72.7
Studies Program	7	63.6	2 hours	2	18.2
Required by my major	0	0.0	3 hours	0	0.0
Other (e.g. elective)	4	36.4	4 - 5 hours	1	9.1
			6 - 7 hours	0	0.0
			8 or more hours	0	0.0

	N	% Strongly		% Agree		Mean	SD
		Disagree (1)	Disagree (2)	Agree (3)	Agree (4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	14	0.0	0.0	42.9	57.1	3.6	0.51
2. Textbook contributed to understandin	13	7.7	46.2	23.1	23.1	2.6	0.96
3. Suppl read & assign helped understan	14	7.1	7.1	50.0	35.7	3.1	0.86
4. Exams reflected what was taught	9	11.1	0.0	44.4	44.4	3.2	.
5. Grading was fair and consistent	14	0.0	0.0	50.0	50.0	3.5	0.52
6. Assignments were distributed evenly	14	0.0	7.1	35.7	57.1	3.5	0.65
7. Graded assignments returned promptly	14	0.0	0.0	42.9	57.1	3.6	0.51
8. Graded assignments included comments	14	0.0	0.0	35.7	64.3	3.6	0.50
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	14	0.0	7.1	35.7	57.1	3.5	0.65
10. Had good knowledge of subject matte	14	0.0	0.0	35.7	64.3	3.6	0.50
11. Was available for consultation	14	0.0	0.0	50.0	50.0	3.5	0.52
12. Satisfact answered class questions	14	0.0	0.0	57.1	42.9	3.4	0.51
13. Stimulated interest of the subject	14	0.0	7.1	42.9	50.0	3.4	0.65
14. Encouraged class participation	14	0.0	0.0	35.7	64.3	3.6	0.50
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	14	0.0	0.0	64.3	35.7	3.4	0.50
16. Inc my abil to analyze & evaluate	14	0.0	0.0	57.1	42.9	3.4	0.51
17. Course helped abil to solve problem	14	7.1	0.0	42.9	50.0	3.4	0.84
18. Gained undrstnd of concepts & prin.	14	0.0	7.1	35.7	57.1	3.5	0.65
19. Course stimulated me to read furthe	14	0.0	7.1	64.3	28.6	3.2	0.58
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	14	0.0	0.0	42.9	57.1	3.6	0.51
21. Overall quality of teaching	14	0.0	0.0	35.7	64.3	3.6	0.50

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = USP 120 006L1 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY

INSTRUCTOR EVALUATED = Martha Kay Hahn Henton

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Strongly Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	10	10.0	20.0	50.0	20.0	2.8	0.92
23. Saw how discipline relates to other	13	7.7	0.0	53.8	38.5	3.2	0.83
24. Writing assign helps understand sub	13	7.7	23.1	30.8	38.5	3.0	1.00
25. Cross-Cult/understand other culture	4	25.0	25.0	25.0	25.0	2.5	.
26. Cross-Discipline/ links were eviden	4	25.0	25.0	25.0	25.0	2.5	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	1	0.0	0.0	0.0	100.0	4.0	.
28. Guided student report preparation	1	0.0	0.0	0.0	100.0	4.0	.
29. Students free to express opinions	1	0.0	0.0	0.0	100.0	4.0	.
30. Discussions broadened my knowledge	1	0.0	0.0	100.0	0.0	3.0	.
31. Developed abil to conduct research	1	0.0	0.0	100.0	0.0	3.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	1	0.0	0.0	0.0	100.0	4.0	.
33. Amount of work appropriate	1	0.0	0.0	0.0	100.0	4.0	.
34. Instructor explained expectations	1	0.0	0.0	100.0	0.0	3.0	.
35. Instructor helped with my problems	1	0.0	0.0	0.0	100.0	4.0	.
36. Lab equipment use satis explained	1	0.0	0.0	100.0	0.0	3.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 18

Number of forms scanned = 18

Number of forms with at least one student response = 14

Percent completed = 77.8 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = USP 120 003L2 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY
 INSTRUCTOR EVALUATED = Malcom, Kally

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	5	62.5	A	6	75.0
Sophomore	3	37.5	B	2	25.0
Junior	0	0.0	C	0	0.0
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	0	0.0
Studies Program	2	25.0	2 hours	2	25.0
Required by my major	0	0.0	3 hours	3	37.5
Other (e.g. elective)	6	75.0	4 - 5 hours	3	37.5
			6 - 7 hours	0	0.0
			8 or more hours	0	0.0

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	8	0.0	0.0	50.0	50.0	3.5	.
2. Textbook contributed to understandin	7	28.6	14.3	42.9	14.3	2.4	.
3. Suppl read & assign helped understan	8	0.0	12.5	12.5	75.0	3.6	.
4. Exams reflected what was taught	8	0.0	0.0	50.0	50.0	3.5	.
5. Grading was fair and consistent	8	0.0	0.0	25.0	75.0	3.8	.
6. Assignments were distributed evenly	8	0.0	0.0	25.0	75.0	3.8	.
7. Graded assignments returned promptly	8	0.0	0.0	25.0	75.0	3.8	.
8. Graded assignments included comments	8	0.0	0.0	12.5	87.5	3.9	.
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	8	0.0	0.0	50.0	50.0	3.5	.
10. Had good knowledge of subject matte	8	0.0	0.0	25.0	75.0	3.8	.
11. Was available for consultation	8	0.0	0.0	62.5	37.5	3.4	.
12. Satisfact answered class questions	8	0.0	0.0	25.0	75.0	3.8	.
13. Stimulated interest of the subject	8	0.0	0.0	12.5	87.5	3.9	.
14. Encouraged class participation	8	0.0	0.0	0.0	100.0	4.0	.
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	8	0.0	0.0	25.0	75.0	3.8	.
16. Inc my abil to analyze & evaluate	8	0.0	0.0	37.5	62.5	3.6	.
17. Course helped abil to solve problem	6	0.0	0.0	50.0	50.0	3.5	.
18. Gained undrstnd of concepts & prin.	8	0.0	0.0	25.0	75.0	3.8	.
19. Course stimulated me to read furthe	8	0.0	0.0	25.0	75.0	3.8	.
	N	% Poor		% Excellent		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	8	0.0	0.0	25.0	75.0	3.8	.
21. Overall quality of teaching	8	12.5	0.0	12.5	75.0	3.5	.

UNIVERSITY OF KENTUCKY PROVOST AREA

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = USP 120 003L2 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY

INSTRUCTOR EVALUATED = Malcom, Kally

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	3	0.0	0.0	33.3	66.7	3.7	.
23. Saw how discipline relates to other	8	0.0	12.5	62.5	25.0	3.1	.
24. Writing assign helps understand sub	8	0.0	12.5	25.0	62.5	3.5	.
25. Cross-Cult/understand other culture	4	0.0	50.0	0.0	50.0	3.0	.
26. Cross-Discipline/ links were eviden	3	0.0	33.3	33.3	33.3	3.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	0	0.0	0.0	0.0	0.0	0.0	.
28. Guided student report preparation	0	0.0	0.0	0.0	0.0	0.0	.
29. Students free to express opinions	0	0.0	0.0	0.0	0.0	0.0	.
30. Discussions broadened my knowledge	0	0.0	0.0	0.0	0.0	0.0	.
31. Developed abil to conduct research	0	0.0	0.0	0.0	0.0	0.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	2	0.0	0.0	50.0	50.0	3.5	.
33. Amount of work appropriate	2	0.0	50.0	0.0	50.0	3.0	.
34. Instructor explained expectations	2	0.0	0.0	50.0	50.0	3.5	.
35. Instructor helped with my problems	2	0.0	0.0	0.0	100.0	4.0	.
36. Lab equipment use satis explained	2	0.0	0.0	0.0	100.0	4.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 12

Number of forms scanned = 9

Number of forms with at least one student response = 8

Percent completed = 66.7 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = USP 120 004L2 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY
 INSTRUCTOR EVALUATED = Malcom, Kally

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	5	71.4	A	7	100.0
Sophomore	1	14.3	B	0	0.0
Junior	1	14.3	C	0	0.0
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	0	0.0
Studies Program	4	66.7	2 hours	1	14.3
Required by my major	2	33.3	3 hours	3	42.9
Other (e.g. elective)	0	0.0	4 - 5 hours	2	28.6
			6 - 7 hours	1	14.3
			8 or more hours	0	0.0

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	7	0.0	0.0	71.4	28.6	3.3	.
2. Textbook contributed to understandin	7	14.3	57.1	14.3	14.3	2.3	.
3. Suppl read & assign helped understan	7	0.0	0.0	57.1	42.9	3.4	.
4. Exams reflected what was taught	6	0.0	16.7	50.0	33.3	3.2	.
5. Grading was fair and consistent	7	0.0	0.0	57.1	42.9	3.4	.
6. Assignments were distributed evenly	7	0.0	0.0	57.1	42.9	3.4	.
7. Graded assignments returned promptly	7	0.0	0.0	57.1	42.9	3.4	.
8. Graded assignments included comments	7	0.0	0.0	71.4	28.6	3.3	.
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	7	0.0	14.3	57.1	28.6	3.1	.
10. Had good knowledge of subject matte	7	0.0	0.0	71.4	28.6	3.3	.
11. Was available for consultation	7	0.0	0.0	85.7	14.3	3.1	.
12. Satisfact answered class questions	7	0.0	0.0	71.4	28.6	3.3	.
13. Stimulated interest of the subject	7	0.0	0.0	71.4	28.6	3.3	.
14. Encouraged class participation	7	0.0	0.0	57.1	42.9	3.4	.
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	7	0.0	0.0	57.1	42.9	3.4	.
16. Inc my abil to analyze & evaluate	7	0.0	0.0	71.4	28.6	3.3	.
17. Course helped abil to solve problem	7	0.0	28.6	42.9	28.6	3.0	.
18. Gained undrstnd of concepts & prin.	7	0.0	0.0	71.4	28.6	3.3	.
19. Course stimulated me to read furthe	7	0.0	28.6	42.9	28.6	3.0	.
	N	% Poor		% Excellent		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	7	0.0	0.0	71.4	28.6	3.3	.
21. Overall quality of teaching	7	0.0	14.3	42.9	42.9	3.3	.

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = USP 120 004L2 HUMANITIES: INTRO/PHOTOGRAPHIC LITERACY

INSTRUCTOR EVALUATED = Malcom, Kally

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Strongly Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	4	0.0	25.0	50.0	25.0	3.0	.
23. Saw how discipline relates to other	5	0.0	0.0	80.0	20.0	3.2	.
24. Writing assign helps understand sub	5	0.0	0.0	80.0	20.0	3.2	.
25. Cross-Cult/understand other culture	4	0.0	25.0	50.0	25.0	3.0	.
26. Cross-Discipline/ links were eviden	4	0.0	25.0	50.0	25.0	3.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	1	0.0	0.0	100.0	0.0	3.0	.
28. Guided student report preparation	1	0.0	0.0	100.0	0.0	3.0	.
29. Students free to express opinions	1	0.0	0.0	100.0	0.0	3.0	.
30. Discussions broadened my knowledge	1	0.0	0.0	100.0	0.0	3.0	.
31. Developed abil to conduct research	1	0.0	0.0	100.0	0.0	3.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	5	0.0	0.0	80.0	20.0	3.2	.
33. Amount of work appropriate	5	0.0	20.0	60.0	20.0	3.0	.
34. Instructor explained expectations	5	0.0	0.0	80.0	20.0	3.2	.
35. Instructor helped with my problems	5	0.0	0.0	80.0	20.0	3.2	.
36. Lab equipment use satis explained	5	0.0	0.0	80.0	20.0	3.2	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 8

Number of forms scanned = 8

Number of forms with at least one student response = 7

Percent completed = 87.5 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = DSP 110 002L1 SOC SCI:TRUE NORTH:FIND INTERNAL COMPASS
 INSTRUCTOR EVALUATED = Morlen, Kris

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	4	80.0	A	2	40.0
Sophomore	1	20.0	B	3	60.0
Junior	0	0.0	C	0	0.0
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	4	80.0
Studies Program	0	0.0	2 hours	0	0.0
Required by my major	2	40.0	3 hours	1	20.0
Other (e.g. elective)	3	60.0	4 - 5 hours	0	0.0
			6 - 7 hours	0	0.0
			8 or more hours	0	0.0

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	5	0.0	0.0	40.0	60.0	3.6	.
2. Textbook contributed to understandin	5	0.0	0.0	60.0	40.0	3.4	.
3. Suppl read & assign helped understan	5	0.0	0.0	60.0	40.0	3.4	.
4. Exams reflected what was taught	5	0.0	0.0	40.0	60.0	3.6	.
5. Grading was fair and consistent	5	0.0	0.0	60.0	40.0	3.4	.
6. Assignments were distributed evenly	5	0.0	0.0	40.0	60.0	3.6	.
7. Graded assignments returned promptly	5	0.0	0.0	60.0	40.0	3.4	.
8. Graded assignments included comments	5	0.0	0.0	60.0	40.0	3.4	.
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	5	0.0	0.0	40.0	60.0	3.6	.
10. Had good knowledge of subject matte	5	0.0	0.0	20.0	80.0	3.8	.
11. Was available for consultation	5	0.0	0.0	40.0	60.0	3.6	.
12. Satisfact answered class questions	4	0.0	0.0	25.0	75.0	3.8	.
13. Stimulated interest of the subject	5	0.0	0.0	40.0	60.0	3.6	.
14. Encouraged class participation	5	0.0	0.0	60.0	40.0	3.4	.
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	5	0.0	0.0	60.0	40.0	3.4	.
16. Inc my abil to analyze & evaluate	5	0.0	0.0	60.0	40.0	3.4	.
17. Course helped abil to solve problem	5	0.0	0.0	40.0	60.0	3.6	.
18. Gained undrstnd of concepts & prin.	5	0.0	0.0	60.0	40.0	3.4	.
19. Course stimulated me to read furthe	5	0.0	0.0	60.0	40.0	3.4	.
	N	% Poor		% Excellent		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	5	0.0	0.0	20.0	80.0	3.8	.
21. Overall quality of teaching	5	0.0	0.0	0.0	100.0	4.0	.

UNIVERSITY OF KENTUCKY PROVOST AREA

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = DSP 110 002L1 SOC SCI:TRUE NORTH:FIND INTERNAL COMPASS

INSTRUCTOR EVALUATED = Morlen, Kris

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	0	0.0	0.0	0.0	0.0	0.0	.
23. Saw how discipline relates to other	0	0.0	0.0	0.0	0.0	0.0	.
24. Writing assign helps understand sub	0	0.0	0.0	0.0	0.0	0.0	.
25. Cross-Cult/understand other culture	0	0.0	0.0	0.0	0.0	0.0	.
26. Cross-Discipline/ links were eviden	0	0.0	0.0	0.0	0.0	0.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	0	0.0	0.0	0.0	0.0	0.0	.
28. Guided student report preparation	0	0.0	0.0	0.0	0.0	0.0	.
29. Students free to express opinions	0	0.0	0.0	0.0	0.0	0.0	.
30. Discussions broadened my knowledge	0	0.0	0.0	0.0	0.0	0.0	.
31. Developed abil to conduct research	0	0.0	0.0	0.0	0.0	0.0	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	0	0.0	0.0	0.0	0.0	0.0	.
33. Amount of work appropriate	0	0.0	0.0	0.0	0.0	0.0	.
34. Instructor explained expectations	0	0.0	0.0	0.0	0.0	0.0	.
35. Instructor helped with my problems	0	0.0	0.0	0.0	0.0	0.0	.
36. Lab equipment use satis explained	0	0.0	0.0	0.0	0.0	0.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 10

Number of forms scanned = 5

Number of forms with at least one student response = 5

Percent completed = 50.0 %

 * WARNING: THE RESPONSE RATE FOR THIS CLASS WAS LESS THAN 66.7%. *
 * Research shows that results may not be valid if more than a third *
 * of the class is absent or does not respond. *

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110

UNIVERSITY OF KENTUCKY PROVOST AREA
 Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS
 COLLEGE = UNDERGRADUATE STUDY DEPARTMENT = Chellgren Center
 COURSE = DSP 110 003L1 SOC SCI: JOURNALISM AND DEMOCRACY
 INSTRUCTOR EVALUATED = Ryan, Leland

SECTION A - STUDENT INFORMATION

Classification	Number	Percent	Expected grade	Number	Percent
Freshman	7	100.0	A	7	100.0
Sophomore	0	0.0	B	0	0.0
Junior	0	0.0	C	0	0.0
Senior	0	0.0	D	0	0.0
Graduate	0	0.0	E/Fail	0	0.0
Professional	0	0.0	I	0	0.0
Other	0	0.0	Pass or Audit	0	0.0

Reason for taking course	Number	Percent	Hrs/week spent	Number	Percent
Required by University			1 hour or less	0	0.0
Studies Program	0	0.0	2 hours	2	28.6
Required by my major	0	0.0	3 hours	5	71.4
Other (e.g. elective)	7	100.0	4 - 5 hours	0	0.0
			6 - 7 hours	0	0.0
			8 or more hours	0	0.0

	N	% Strongly Disagree (1)	% Disagree (2)	% Agree (3)	% Strongly Agree (4)	Mean	SD
SECTION B - COURSE ITEMS							
1. Outlined course material and grading	7	0.0	0.0	42.9	57.1	3.6	.
2. Textbook contributed to understandin	4	0.0	0.0	75.0	25.0	3.3	.
3. Suppl read & assign helped understan	7	0.0	0.0	28.6	71.4	3.7	.
4. Exams reflected what was taught	2	0.0	0.0	0.0	100.0	4.0	.
5. Grading was fair and consistent	7	0.0	0.0	0.0	100.0	4.0	.
6. Assignments were distributed evenly	7	0.0	0.0	57.1	42.9	3.4	.
7. Graded assignments returned promptly	5	0.0	0.0	80.0	20.0	3.2	.
8. Graded assignments included comments	6	0.0	0.0	100.0	0.0	3.0	.
SECTION C - INSTRUCTOR ITEMS							
9. Presented material effectively	7	0.0	0.0	14.3	85.7	3.9	.
10. Had good knowledge of subject matte	7	0.0	0.0	0.0	100.0	4.0	.
11. Was available for consultation	7	0.0	0.0	57.1	42.9	3.4	.
12. Satisfact answered class questions	7	0.0	0.0	14.3	85.7	3.9	.
13. Stimulated interest of the subject	7	0.0	0.0	28.6	71.4	3.7	.
14. Encouraged class participation	7	0.0	0.0	14.3	85.7	3.9	.
SECTION D - LEARNING OUTCOMES							
15. Learned respect different viewpoint	7	0.0	0.0	57.1	42.9	3.4	.
16. Inc my abil to analyze & evaluate	7	0.0	0.0	42.9	57.1	3.6	.
17. Course helped abil to solve problem	5	0.0	0.0	60.0	40.0	3.4	.
18. Gained undrstnd of concepts & prin.	7	0.0	0.0	28.6	71.4	3.7	.
19. Course stimulated me to read furthe	7	0.0	0.0	42.9	57.1	3.6	.
SECTION E - SUMMARY ITEMS							
20. Overall value of the course	7	0.0	0.0	0.0	100.0	4.0	.
21. Overall quality of teaching	7	0.0	0.0	0.0	100.0	4.0	.

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Spring 2010 PAPER TEACHER AND COURSE EVALUATION RESULTS

COLLEGE = UNDERGRADUATE STUDY

DEPARTMENT = Chellgren Center

COURSE = DSP 110 003L1 SOC SCI:JOURNALISM AND DEMOCRACY

INSTRUCTOR EVALUATED = Ryan, Leland

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% Strongly Disagree		% Agree		Mean	SD
		(1)	(2)	(3)	(4)		
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY							
22. USSC/ understand scientific inquiry	0	0.0	0.0	0.0	0.0	0.0	.
23. Saw how discipline relates to other	0	0.0	0.0	0.0	0.0	0.0	.
24. Writing assign helps understand sub	0	0.0	0.0	0.0	0.0	0.0	.
25. Cross-Cult/understand other culture	0	0.0	0.0	0.0	0.0	0.0	.
26. Cross-Discipline/ links were eviden	0	0.0	0.0	0.0	0.0	0.0	.
SECTION G - GRADUATE SEMINARS ONLY							
27. Feedback on oral presentations	7	0.0	0.0	57.1	42.9	3.4	.
28. Guided student report preparation	7	0.0	0.0	42.9	57.1	3.6	.
29. Students free to express opinions	7	0.0	0.0	0.0	100.0	4.0	.
30. Discussions broadened my knowledge	7	0.0	0.0	0.0	100.0	4.0	.
31. Developed abil to conduct research	7	0.0	0.0	57.1	42.9	3.4	.
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY							
32. Clarified lecture material	0	0.0	0.0	0.0	0.0	0.0	.
33. Amount of work appropriate	0	0.0	0.0	0.0	0.0	0.0	.
34. Instructor explained expectations	0	0.0	0.0	0.0	0.0	0.0	.
35. Instructor helped with my problems	0	0.0	0.0	0.0	0.0	0.0	.
36. Lab equipment use satis explained	0	0.0	0.0	0.0	0.0	0.0	.

N	% answering item					Mean	SD
	(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS

*** No Optional Questions were answered ***

Number of forms preslugged = 7

Number of forms scanned = 7

Number of forms with at least one student response = 7

Percent completed = 100.0 %

For help with interpretation of the results, refer to your copy of "STUDENT RATINGS OF TEACHING - INTERPRETATION GUIDELINES AND OBSERVATIONS." If a copy is not attached, see your department chairperson. An electronic copy is also available at UK web page www.uky.edu/IR/dsi/tce/tce7016.html. For additional help please contact Institutional Research at 7-4110