Additional Information for UK University Senate on Implementation of New Gen Ed Program for Fall 2011

December 9, 2010

Motion on the Table: Approve implementation of the new General Education curriculum for Fall 2011.

At the November 8th meeting of the University Senate, an overview of General Education related to two central issues was presented. These issues are:

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 Senate expects that the process for forming a group to vet proposed gen ed courses will be approved by the Senate.

The original document provided for the November meeting is appended to this document.

Resources

As was indicated at the November 2010 meeting, the provost has set aside $5,300,000, recurring, for hiring lecturers, targeted tenure-track faculty and TA lines to facilitate offering small classroom experiences in areas that traditionally have been characterized by large lectures with little interaction, and replacing part-time and adjunct instructors.

A question was raised regarding the source of this funding. The sources of this funding were provided by the Provost and are shown in the table below.

Source	Total Permanent Funding for Personnel
Tuition Revenue Increase	4,089,000
Provost Reallocation	1,211,000
Total	5,300,000

The tuition increase represents new dollars from the rate increase in tuition, coupled with slightly higher enrollment and higher student retention, all of which contribute to increased tuition revenue. Provost reallocations are derived from administrative reallocation of current dollars towards funding General Education.

A table was also presented showing the number of students per year that are slated to be served in each of the ten areas of gen ed for fall 2011. These numbers represent where we are now, and we expect continued growth in seats over time as faculty continue to submit courses.

Approval Process

Information relative to issue two was also presented, reminding Senate that they had already approved the Interim General Education Oversight Committee on May 3, 2010, with a two-year lifetime. As appointed by the Senate Council on May 11, 2010, the IGEOC charge is:

- 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.

A question was asked about the long-term oversight of general education, inquiring about approval and oversight process. Mullen responded that the current committee was commissioned for two years and that Senate would have ultimate approval of how Gen Ed is to be administered going forward. More detail was requested on how this might work.

IGEOC developed a course review and approval process during the summer of 2010. That process was vetted by Senate Council and approved for use for one year. This process is now being used successfully to review scores of courses to ensure that they meet the intent of General Education as codified in the Senate Approved Learning Outcomes and Course Templates. IGEOC faculty members are currently fully engaged in making all curricular decisions, and in developing curricular process and policy. However, IGEOC is aware of the need for a permanent process, one created and governed by faculty. IGEOC will provide a final proposal for structure and function of a General Education Oversight Committee to Senate not later than the September 2011 meeting. This proposal will include a focus on equitable representation by faculty through election processes, much like the current Graduate and Undergraduate Councils.

Over the past year, much work has occurred at many levels to allow us to implement a new and robust General Education Program. College faculty have developed many new and revised courses to meet the learning outcomes of the curriculum. The Provost has secured

the funding to make investments in the human capital needed to make the program a reality. And, a process has been put in place by faculty and Senate, through the Interim General Education Oversight Committee, that ensure we can evaluate course proposals and develop long-term oversight to make sure that the program remains true to the vision of the Senate for a new General Education program at UK.

Note: This document (pages 3-7) was provided prior to the First Reading on November 3.

General Education Program Information for University Senate
November 3, 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 established 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

3. 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.
4. 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).

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; and 4) an overview of assessment processes.

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	$895,280
Global Dynamics	
Total Funding Allocated	$5,308,455

2. Projected 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 the 2011-2012 academic year. 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 more faculty members determine how their courses can fit into each area.

Projected General Education Seats by Area

Area	Seats
Inquiry in Arts and Creativity	4200
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

These numbers include seats in classes that have been approved and are to be submitted for approval as put forth by the Colleges. For a summary of courses that have been approved, see the Gen Ed website at http://www.uky.edu/GenEd.

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. 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.

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. 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.

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. For an overview of the activities of GEOC, please see the Gen Ed website, http://www.uky.edu/GenEd .

Number of courses currently approved or in the approval process – As of Nov. 8, 2010

	2009/10 Vetting Cycle*	2010 GEOC Vetting Cycle	
Area	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:

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. "

In order to assess the General Education Program, the Office of Assessment has developed an assessment plan that includes the following components:

1. Developing Student Learning Outcomes (SLO). The UK faculty has 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.