

# UK Core Education Committee Report to University Senate Council

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## SUKCEC's Current Work

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UK Core Assessment

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UK Core Exception Procedures for  
Education Abroad (EA) Courses

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Course Substitution Policy for Students  
with Math Learning Disabilities (MLD)

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SUKCEC Composition (SR 1.4.3.3.1)

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QEP/TEK

The background features a complex network diagram with numerous nodes and connecting lines. The nodes are represented by small circles in various shades of teal, black, and light blue. The lines are thin and grey, creating a dense web of connections. A light purple dashed grid is overlaid on the network. The bottom portion of the image is a solid teal gradient that curves upwards from the left side.

# UK Core Assessment

Issue Area 1.

UK Core Assessment:

# 1. 2021-2022 Assessment Results

## Intellectual Inquiries

- Arts & Creativity (A&C)
- Humanities (HUM)
- Natural, Physical, and Mathematical Sciences (NPM)
- Social Sciences (SS)

## Quantitative Foundations

- Math (MQF)
- Non-Math (NQF)

UK Core Assessment:

## 1. 2021-2022 Assessment Results

- **Improved, yet low, participation rate.** Participation rates improved from the 202–2021 round (around 50-55%)
- **Poor results.** Overall means suggest that only NPM, QF (both MQF and NQF) meet “**standards.**”
- **Misalignments.** Artifacts (i.e., assignments) do not align well with Core area Student Learning Outcomes (SLOs).

## UK Core Assessment:

# 2. Revised Assessment Procedure

### PLANNING

1 Opportunity to review past assessment data, evaluate the outcomes, verify alignment between curriculum, assignments, and Core objectives

### IMPLEMENTATION IMPROVEMENTS

4 Assessment reports are used to inform faculty development efforts, revise assignments, improve the assessment process, and make curriculum modifications

2

### ASSESSING

Artifacts are collected from each Core area course and assessed by trained evaluators

3

### REPORTING

Results are analyzed and reported to UKCEC and departments along with faculty evaluators' feedback.

Improved alignments  
between **artifacts** and **SLOs**

UK Core Assessment:

## 3. Campuswide Discussion on the UK Core

- **Misalignments between the Core Program SLOs and Core area SLOs.** Are our SLOs overly ambitious for the General Education Program? Can we simplify SLOs?
- **Curriculum drift.** How do we prevent Core courses from drifting off from the initial proposed course design? How do we train changing instructors?
- **Infusing new, emerging values.** How do we incorporate changing values (e.g., DEI) and respond to new knowledge/skill needs (e.g., AI) into the UK Core program?

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# UK Core Exception Requests

Issue Area 2.



## UK Core Exception for EA Courses

# 1. Revised Procedure

- **Two step procedures.** *Pre-departure* and *post-return* steps to allow students to submit necessary documentations (e.g., intent to satisfy an UK Core area, syllabus, assignment)
- **Clearly articulated timeline.** The deadlines of when students and advisors need to submit the required documents need to be clearly communicated to students, academic advisors, and EA advisors.

# UK Core Exception for EA Courses

## 2. Tracking EA Courses

- **Database of EA courses approved for UK Core areas.** EA Office will maintain the historical data of which EA courses have been approved to satisfy UK Core requirements.

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# Course Substitution Requests

Issue Area 3.

# Course Substitution Request by DRC

## Two Dimensions to the Policy

- 1. **Courses.** Which substitution courses to be used to satisfy Quantitative Foundation (QF) and Statistical Inference Reasoning (SIR) requirements?
- 2. **Process.** What process to be used to approve course substitution requests

## Course Substitution Request by DRC:

### 1. Courses

- **Beyond math courses.** Unlike other institutions, we offer non-math QF courses, including *PHI 120: The Art of Thinking. An Introduction to Logic.*
- **UK Core's SLO 3.** "*Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]*"

Course Substitution Request by DRC:

## What Student's Degree Audit Says...

- *Quantitative Foundations (DRC). Per Disability Resource Center (DRC) approval, this requirement can be satisfied by completing either PHI 100, PHI 130, or FAM 25*

# Course Substitution Request by DRC:

## 1. Decision Making Authority

University Name	Decision Making Body
Arkansas State University	A-State Course Substitution Committee
Louisiana State University	Committee
Mississippi State University	College/School
Texas A&M University	Department
University of Alabama	Office of Academic Affairs
University of Arizona	DRC & advisor
University of Arkansas	College/Department
University of Florida	Course Substitution Committee
University of Georgia	Department/Committee
University of Mississippi	Committee
University of Missouri	Department
University of Tennessee	Course Substitution Committee

Out of 12 institutions, 6 uses a "Committee", 4 uses academic unit, and 2 uses non-academic unit (e.g., DRC).

We could not find any information about the course substitution policy for Auburn University and University of South Carolina.

# Course Substitution Request by DRC

## 2. Decision-Making Process

### (a) Course Substitution Committee

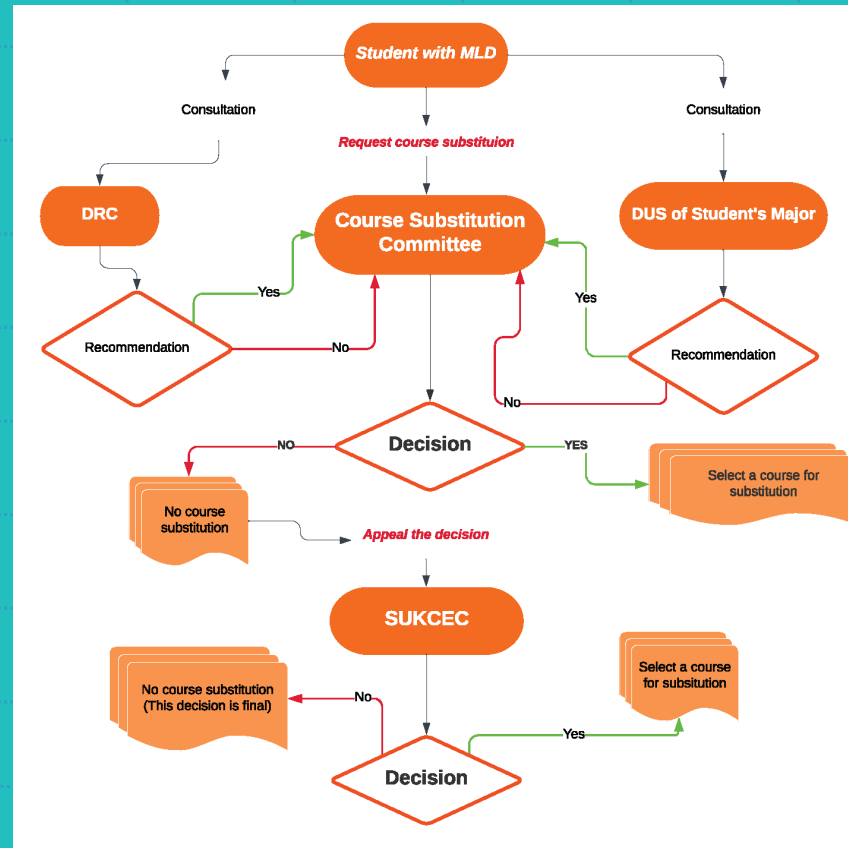
as a SUKCEC subcommittee:

- DRC
- Math department rep
- Stat department rep
- Another faculty rep

### (b) SUKCEC as an appeal body

### (c) DRC & DUS as advisory

### (d) DUS/College Dean signs off on the final course substitution





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# SUKCEC Composition

Issue Area 4.



## SUKCEC Composition

# 1. Current SR 1.4.3.3.1.

### 12 Voting Members

- One from A&S College for Comp & Comm;
- One from CI College for Comp & Comm;
- One from A&C Intellectual Inquiry;
- One from HUM Intellectual Inquiry;
- One from NPM Intellectual Inquiry;
- One from SS Intellectual Inquiry;
- One from CCC Citizenship;
- One from GDY Citizenship;
- One from SIR; and
- One from QF
- Two students

### 5 Ex-Officio Members

- Office of Assessment
- Enrollment Management 
- Student and Academic Life 
- University Libraries
- Center for the Enhancement of Learning and Teaching

**The Registrar's  
Office?**

## SUKECE Composition

# 2. Discussion Points

- Which support units are essential to be included in this committee?
- The committee needs to maintain an appropriate balance between voting and non-voting members; and
- Each member should come from a distinctive area of service, e.g., Enrollment Management and Student & Academic Life are both under the VP for Student Success.

SUKECE Composition

## 3. Proposed Composition

- Unit performing UK Core assessment,
- Unit maintaining the student records,
- Unit supporting faculty to enhance their UK Core course instruction, and
- Unit supporting academic advising



# QEP/TEK

Issue Area 5.

QEP/TEK

## 1. “What is it?”

- SUKCEC had Susan Cantrell to give a presentation about QEP/TEK.

QEP/TEK

## 2. Discussion Items in March

- Can TEK 200 and TEK 300 be embedded in the UK Core program?
- If so, which Core area?

# SUKCEC's Asks to the Senate

Proposals will be forthcoming  
around April/May...

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**UK Core Assessment.** To develop a mechanism to facilitate campuswide discussion on the future of the UK Core Program

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**UK Core Exception.** To revise the procedure and communicate better.

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**Course Substitution.** To establish and communicate a clear educational policy on course substitution.

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**SUKCEC Composition.** To revise the language of SR 1.4.3.3.1.





Thank you!

Any questions, please contact: Keiko Tanaka at [ktanaka@uky.edu](mailto:ktanaka@uky.edu) or (859) 351-9252.