University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Research and Graduate Education: Responsible for reviewing University research policies and graduation education policies and their implementation. The SRGEC is responsible for making recommendations to the University Senate regarding those policies and the priorities for them.** |
| *How the committee spent its time this past month:* | Discussing issue(s) |
| *Items completed:* | We have pending notes to send to Senate Council Chair and waiting for Lisa Cassis to send her edits |
| *Items reviewed but still under discussion:* | n/a |
| *Items left to be reviewed:* | 1 |
| *Issues other than course/program proposals being discussed:* | We are discussing the centralization of grants management |
| *If any, what topics not assigned by the SC office are being discussed?* | |
| *What would you like to say about your group's work?* | We have met with Dr. Cassis about the centralization of grants administration (GATEWAY) we will share meeting notes and comments soon. |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Academic Planning and Priorities: Charged with concern over major, broad, long-range plans and priorities. The SAPPC is responsible for recommending to the University Senate plausible academic goals for the institution, identifying major academic problems likely to be faced by the University, and developing procedures and criteria for recommending academic priorities.** |
| *How the committee spent its time this past month:* | |
| *Items completed:* | |
| *Items reviewed but still under discussion:* | |
| *Items left to be reviewed:* | |
| *Issues other than course/program proposals being discussed:* | |
| *If any, what topics not assigned by the SC office are being discussed?* | |
| *What would you like to say about your group's work?* | |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Nominating: Review and offer recommendations on: requests for faculty representatives, considering all aspects of a nominee (race, gender, ethnicity, unit affiliation, discipline, tenure status, rank, administrative position, previous service to the Senate, etc.) and the purpose of the committee for which the nominee was requested; policies to promote diverse memberships; and any other similar topic assigned to it.** |
| *How the committee spent its time this past month:* | Other |
| *Items completed:* | 1 |
| *Items reviewed but still under discussion:* | 0 |
| *Items left to be reviewed:* | 0 |
| *Issues other than course/program proposals being discussed:* | whom should we nominate for various committees? |
| *If any, what topics not assigned by the SC office are being discussed?* | |
| *What would you like to say about your group's work?* | |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Rules and Elections: Responsible for codifying and interpreting the Rules of the University Senate and can initiate changes. The SREC is also responsible for certifying faculty member eligibility in the elections of Faculty Trustees, and in elections of University Faculty representatives to the Senate, to the Senate Council, and to a Presidential Search Committee.** |
| *How the committee spent its time this past month:* | Reviewing proposals and discussing issue(s) |
| *Items completed:* | 18 |
| *Items reviewed but still under discussion:* | 12 |
| *Items left to be reviewed:* | 20 |
| *Issues other than course/program proposals being discussed:* | (1) Review and recommendations on proposed SR 1 and 3 revisions;<br>(2) GCCR requirement in case of dual majors and approval role of Undergrad Council;<br>(3) Definition of free electives versus guided electives;<br>(4) Benefit / logic of having Reading Days in |
| *If any, what topics not assigned by the SC office are being discussed?* | (1) Definition of free electives versus guided electives; (2) Benefit / logic of having Reading Days in summer session; (3) Use of repeat option for non-equivalent courses; (4) Clarification of "bulletin" versus "catalog" language in SRs; (5) Clarificatio |
| *What would you like to say about your group's work?* | As SREC Chair, I want to acknowledge the tremendous contributions by all SREC members and the particular efforts (e.g., taking minutes, framing issues for discussion) by Davy Jones, Chair, SREC Rules Subcommittee. |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Diversity and Inclusion: Charged to increase diversity among senators, in particular representation of URM; work with senior leadership to disseminate best practices for recruiting & retaining faculty of color and other underrepresented groups; and addressing other related issues.** |
| *How the committee spent its time this past month:* | |
| *Items completed:* | |
| *Items reviewed but still under discussion:* | |
| *Items left to be reviewed:* | |
| *Issues other than course/program proposals being discussed:* | |
| *If any, what topics not assigned by the SC office are being discussed?* | SACDI members, Loka Ashwood and Brittany Smalls, are interested in discussing Title IX non-compliance at our upcoming SACDI meeting. |
| *What would you like to say about your group's work?* | We are working on finding a spring meeting time that works for the most members for February-May meetings. |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Faculty Affairs: Review and recommend action on issues related to: performance reviews and standards for evaluation; promotion and tenure; employee benefits; work-life matters; recruitment and retention; issues raised by the Senate Advisory Committee on Privilege and Tenure; and any other similar topic assigned to it.** |
| *How the committee spent its time this past month:* | |
| *Items completed:* | |
| *Items reviewed but still under discussion:* | |
| *Items left to be reviewed:* | |
| *Issues other than course/program proposals being discussed:* | |
| *If any, what topics not assigned by the SC office are being discussed?* | |
| *What would you like to say about your group's work?* | Karen Skaff and I (co-chairs of SFAC) met with DeShana Collett on 1/27/23 to iron out some of the details of the SFAC committee. We have clarified our charge and are planning to meet in February with the full committee to begin work on issues related to faculty title series. |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Retroactive Withdrawal: Decides all student requests for retroactive withdrawals as provided by Senate Rules 5.1.7.5.** |
| *How the committee spent its time this past month:* | Reviewing proposals |
| *Items completed:* | 10 |
| *Items reviewed but still under discussion:* | 4 |
| *Items left to be reviewed:* | 16 |
| *Issues other than course/program proposals being discussed:* | Scholarship appeals for students who receive RWAs; documentation that might be falsfied |
| *If any, what topics not assigned by the SC office are being discussed?* | |
| *What would you like to say about your group's work?* | |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

| | |
|---|---|
| *Committee name and charge:* | **Academic Organization and Structure: Charged to review and recommend to the University Senate priorities on all proposals regarding educational units, make appropriate recommendation to the University Senate regarding educational units, and study and report to the University Senate on matters pertaining to faculty size and strength, and student enrollment.** |
| *How the committee spent its time this past month:* | |
| *Items completed:* | |
| *Items reviewed but still under discussion:* | |
| *Items left to be reviewed:* | |
| *Issues other than course/program proposals being discussed:* | |
| *If any, what topics not assigned by the SC office are being discussed?* | |
| *What would you like to say about your group's work?* | n/a |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Libraries: Charged with the responsibility for recommending to the University Senate policies to promote the educational interests of the University with respect to the Libraries, the faculty body of which is equivalent to the faculty of a college.** |
| *How the committee spent its time this past month:* | Discussing issue(s) |
| *Items completed:* | N/A |
| *Items reviewed but still under discussion:* | 1 |
| *Items left to be reviewed:* | 3 |
| *Issues other than course/program proposals being discussed:* | Open access publication and fees, predatory publishing (authorship for hire), ChatGPT3, resources available from the Libraries |
| *If any, what topics not assigned by the SC office are being discussed?* | AS stated above: open access publications and fees, predatory publishing, ChatGPT, libraries resources |
| *What would you like to say about your group's work?* | We plan to gather information about open access publication fees. |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

| | |
|---|---|
| *Committee name and charge:* | **Distance Learning and e-Learning: Responsible for identifying and monitoring issues related to distance learning (DL) and e-learning (e-L); responding to Senate concerning external regulations regarding DL and e-L; recommending strategies regarding DL and e-L; and collaborating on issues relating to DL & e-L.** |
| *How the committee spent its time this past month:* | Reviewing proposals and discussing issue(s) |
| *Items completed:* | 2 |
| *Items reviewed but still under discussion:* | 1 |
| *Items left to be reviewed:* | 1 |
| *Issues other than course/program proposals being discussed:* | This issue is related to a routine program proposal. The most recent program proposal that SCDLeL reviewed included a large bundle of courses (UK Core) which are approved for distance learning (DL). Based on this most recent program proposal review, the |
| *If any, what topics not assigned by the SC office are being discussed?* | See #9; the subject matter is UK DL Core courses. |
| *What would you like to say about your group's work?* | |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

| | |
|---|---|
| *Committee name and charge:* | **UK Core Education Committee** |
| *How the committee spent its time this past month:* | Discussing issue(s) |
| *Items completed:* | December (4), January (7) |
| *Items reviewed but still under discussion:* | December (2), January (5) |
| *Items left to be reviewed:* | 5 |
| *Issues other than course/program proposals being discussed:* | 1. UK Core Exception request/appeal procedures for education abroad courses; 2. UK Core Assessment results & revisions on the assessment process; 3. Recommendations on the campus-wide discussion on the general education program to revise the UK Core progr |
| *If any, what topics not assigned by the SC office are being discussed?* | From the five issues under Q9, only no. 4 was requested by Senate Chair to review. Other issues arose from our routine work as we perform our functions listed on SR 1.4.3.2.2. |
| *What would you like to say about your group's work?* | 1. The University Senate needs to review the 2021-2022 UK Core Assessment Results. 2. I'd like the Undergraduate Council and the UKCEC to have a joint meeting to discuss the future of the UK Core -- how we can engage the faculty to discuss revisions on our general education program. 3. I'd like to have a joint discussion with representatives from the Disability Accommodation and Compliance Committee about the DRC's request on course substitutions for UK QF and SIR Core areas. |

University Senate ACTIVITY Report for Committees & Academic Councils
2022-23 Academic Year

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|---|---|
| *Committee name and charge:* | **Graduate Council: It shall consider all proposed new courses and changes in courses which may be used for credit toward a graduate degree and consider all proposed new graduate programs and changes in graduate programs, and degree titles (for both graduate program degrees and Honorary Degrees), forwarding its transmittal to the Senate Council. In addition, it shall review all graduate programs. (These procedures are not intended to prevent a faculty member from presenting a recommendation or request directly to the Graduate Faculty.)** |
| *How the committee spent its time this past month:* | Reviewing proposals and discussing issue(s) |
| *Items completed:* | 20 |
| *Items reviewed but still under discussion:* | 1 |
| *Items left to be reviewed:* | 21 |
| *Issues other than course/program proposals being discussed:* | Policies regarding the Senate Rules on USPs and the Composition of the Graduate Council. |
| *If any, what topics not assigned by the SC office are being discussed?* | |
| *What would you like to say about your group's work?* | |

# Senate Committee on Distance Learning and eLearning (SCDLeL)

January 24, 2023

**Membership**: highlighted names were present; # prepared minutes

| Faculty Members: | Student Members: | Ex Officio Members |
|---|---|---|
| Sara Police (Chair) # | Zack Wasson | Jay Miller |
| Roger Brown | Bailey Pierce | Miranda Hines |
| Karen Clancy | | |
| Henry Dietz | | |
| Allison Gibson | | |
| Brad Lee | | |
| Akiko Takenaka | | |
| Valerio Caldesi Valeri | | |

1. Roll Call
2. Rescheduled March meeting from March 14 to **March 7**, to avoid UKY Spring Break
3. Approved Minutes for December 2022 meeting
4. Old/Ongoing Business
    a. Active Proposal Reviews
        i. Presented by Roger and Sara: SCDLeL review of **Leadership and Early Childhood and Family Policy GC**
            1. Proposer – Beth Rous
            2. Discussion around GP IDEA project; sharing courses with other universities. B. Rous has been extremely responsive and helpful in addressing SCDLeL questions. Brad Lee asked about if a course at UKY (or another uni) couldn't be taught, what happens then. GP IDEA has policies in place to address this matter. Discussion around new graduate certificate and coordination with other universities.
            3. SP moved to approve recommendation for DL.
            4. Henry Dietz seconded the motion. All in attendance were supportive.
            5. Proposal to be recommended for DL approval.
        ii. Presented by Roger and Sara: SCDLeL review of **BA/BS Criminal Justice** for online delivery
            1. Proposer – Kalea Benner
            2. Discussion around the proposal and the MS Criminal Justice. Would've been optimal to present these for approval at the same time. KB has been extremely responsive and helpful to address questions around this proposal. The predominant concern and matter of discussion was the UK Core courses approved for DL. The committee affirmed the importance of 1) confirming which UK Core courses were approved for DL and 2) the availability of said courses on a regular basis such that they are useful for students. Roger suggested asking for assurance from the Provost's office to assist supporting DL delivery of Core courses if the need arise; he also suggested a regular report to monitor sufficient availability of Core courses. M. Hines has been working with colleagues

to create an inventory of Core courses approved for DL, as well as frequency of offering.
3. SP moved to approve recommendation for DL of the proposal, and acknowledged that the UK Core piece needs more scrutiny and assurance of consistent availability for future proposers.
4. Brad Lee seconded the motion. All in attendance were supportive.
5. Proposal to be recommended for DL approval.

5. New Business
    a. SP briefly described/proposed a paired proposal reviewer process (goal to increase efficiency such that everyone is not reviewing everything all the time):
        1. Identify pair of reviewers (primary, secondary).
        2. Reviewers examine proposal and consult with each other and the proposer as needed to address questions/concerns.
        3. Reviewers report to the committee either at a regularly scheduled meeting or via email.
        4. Committee votes to recommend or not recommend online delivery.
    b. New proposal in the que –**Roger Brown and Henry Dietz** offered to review the latest proposal sent by Sheila Brothers (Sara to email Roger and Hank today (1/24/23). Proposed New Grad Cert Family Financial Therapy (online)
    c. Roger shared this link related to Course Transition Planning: https://drive.google.com/file/d/1lJN3zs6rVqLO242Zl_sEZuPTBitPzB07/view
    d. Sara described opportunities to clarify questions in the Online Delivery Form for proposers of online courses and programs.
        i. Q3b – *Describe the unit's plan to ensure instructors are trained to delivery courses in the online program.*
        ii. Q3e – *SACSCOC expects that a sufficient number of regular full-time faculty will be assigned to a program: 1) to ensure its ongoing program viability; and 2) ensure that learning experiences for online students are comparable to those of students in a residential program. Describe the number and types of instructors teaching courses in the online program. The Dean's letter of administrative feasibility for offering the program online must (at a minimum) address these two aspects.*
            1. No action items recommended for the Online Delivery Form at this time – proposals are actively coming in for our review. Please keep these questions and proposers' answer to them in mind when you are reviewing proposals this spring; perhaps a goal could be to recommend edits to this form for the fall semester.
6. Items from the Floor – none
7. Meeting adjourned about 9:20AM.
8. Next meeting scheduled for Feb. 14 at 8:30AM via Zoom.

**Action Items:**

- Sara:
    - Type minutes from today's meeting and circulate for edits.
    - Email Henry and Roger about the new proposal for review.
    - Reach out to DeShana and Jay Miller about the UK Core courses and seek support for our committee to craft a proposal/recommendation for assuring their regular availability
- Henry and Roger
    - Review the new proposal "Proposed New Grad Cert Family Financial Therapy (online)"; circulate for approval via email to the full committee when review is complete

**IT Advisory Council**
**Fall 2022 Meeting**
**Thursday, November 10th**

**In attendance:** Brian Nichols, Mark Lauersdorf, Cecilia Page, Daniel Harris, Dmitry Strakovsky, Jason McReynolds, Sally Ellingson, Sarah Dorpinghaus, Scott Bradley, Ken Calvert, Donna Lee, Jim Griffioen, Catherine Bell, Stephen Burr, Marci Adams

**Agenda & Meeting Notes:**

- Request for Approval of proposed Cybersecurity Standing Committee
    - Went over as reminder the structure of standing committees as outlined by the "Ad Hoc Committee on Committees", standing committees that were proposed to be chartered, role of standing committees, etc.…
    - Discussion on cybersecurity standing committee charter draft for review:
        - Ken Calvert asked about the process for being appointed to this committee (for purposes of recognition of service on their DOE), Brian confirmed that they would receive a letter from the CIO as an invitation (i.e., similar process utilized in inviting new IT Advisory Council Members to join) and that person could choose to accept and share the information with whoever they would like in their college/department.
        - Discussion on membership:
            - Ceclia Page, UKHC CIO, currently an ex officio member of the IT Advisory Council, inquired if representatives on the standing committees from UKHC would be ex officio members. Brian advised that any UKHC representatives on this (and other) standing committee would not be listed as ex officio members.
                - Cecilia requested that representative from UKHC for this standing committee be the UKHC CISO.
            - Jim Griffioen suggested adding VPR and/or ITS RCI representatives to the Cybersecurity Standing Committee membership
        - Jim Griffioen asked about this Standing Committee's role in interacting with other groups at UK performing similar functions (for cybersecurity specifically the only other committee mentioned was in UKHC). Suggestion to add verbiage to beginning of charter that would specify the role of this group versus task forces/other groups. Mark explained the intention of the standing committee serving as a coordination and collaboration group for all other groups that may be engaging in similar/related work (primary roles of the Standing Committees: coordination, collaboration, communication, and advice).
    - Suggestions discussed in this meeting will be rolled into the Cybersecurity charter and then considered approved
- Discussion re: proposed Data Management Standing Committee
    - Mark reiterated that this group would help to reduce duplicate work, coordinate with various other interest groups to ensure there is sharing of best practices, and collaboration

    - Sarah Dorpinhaus suggested that this group be structured similar to the IT Community of Practice
    - Suggestions for membership:
        - Sarah Dorpinghaus suggested a representative from records management (she was unsure of where that resides or who that would be but can check into it on behalf of the IT AC)
        - Cecilia Page requested that UKHC representative should be changed to UKHC Data Officer
        - Dmitry Strakovsky asked about student representatives, concerns about recruiting and retaining of student representatives, ITS (Marci Adams) agreed to assist with coordinating for student feedback when needed
        - Sally Ellingson suggested a representative from PDO
    - Jim Griffioen expressed the need to increase awareness of the IT AC and its standing committees, suggested setting up a community of practice for each standing committee, have an open channel for submitting feedback
        - ITSaboutYou@uky.edu can be used as a general mailbox to gather feedback, ITS has section in New Faculty Orientation that could promote awareness of ITAC and committees
- Suggestions for next Standing Committee to charter
    - Sarah Dorpinghaus suggested Accessibility
        - Other stakeholders: DRC, PR, CELT
        - Agreement to focus on Accessibility group next
- ITAC Membership for coming year
    - Proposal to add 1 year to all membership term limits, Mark to send each individual member what their proposed term limit and offer the opportunity to accept or reject
        - General agreement on this proposal
- Other Topics
    - none

University Senate Library Committee Meeting

December 7, 2022

Committee Attendees: Chair, Marilyn Duncan, Eric Blalock, Loka Ashwood

Guests: Stacey Greenwell, UK Libraries Coordinator of Educational Services and Ben Rawlins, UK Libraries Associate Dean for Outreach, Engagement, and Collections.

The meeting was called to order at 3:30 PM. Dr. Greenwall gave a presentation on "UK Libraries Educational Services." The library provides in-person instruction, which includes one-shot, multiple sessions and consultations. This is the most popular model. Then, they provide online instruction, either synchronous or asynchronous. They focus on learning outcomes and helping students with disciplinary knowledge, analysis, evaluation selection, and research strategy. The library also is available to help students figure out topics, needs, and active learning to help them succeed. They focus on sticky knowledge (being relevant to current moment). The library also tries to follow-up, to measure how/whether the service helped. They have Canvas courses available for further training, such as https://uk.instructure.com/enroll/HFM8FK.

The groups discussed online journals and fee structures. Eric shared that fee structures for open access are unclear, as indicated by an open access double-set of fee charges by Wiley, in the case of a publication in *Hepatology.* While Wiley first stated the charge would be $2,900 for open access, the company later billed for another $3,000 to make the article open access in print. Eric suggested surveying the faculty about the extent of publication and open access fees that they may be accruing. Eric stressed that if the committee moved forward with the survey, that also include an open comment box. A survey could help identify how much money is being spent by faculty per specific publishers, in addition to what the library pays.

Ben Rawlins shared that the library is looking at open access information to understand how much the university is paying. The library has analyzed information from 2018 to 2021, and they have pulled charges from publishers via the Scival system, which documents trends in publishing and open access information. Ben and his team identified baseline figures by pulling articles where the first author was from the University of Kentucky. Currently they estimate that these authors have independent incurred over $1.8 million in costs. The University of Kentucky ranks 63rd for research expenditures as a university, but we are not sure how we compare in terms of spending on open access fees.

Ben shared that the read & publish agreement currently is the most popular version of open access, where a publisher requires that one pay costs to publish and read. Within this agreement, UK authors can receive up to a certain number of articles open access every year. But these costs are quite high (above current subscription costs that the library pays). Another option is Subscribe to Open, where publishers try to get a certain amount of revenue, and then make those journals open access.

The Meeting adjourned at 4:30 PM.

**Minutes of the University Senate Library Meeting held on January 25, 2023**.

Attendees:
Marilyn Duncan, Chair
Ram Pakath, committee member
Eric Blalock, committee member
Sean Peffer, committee member
Doug Way, Dean of Libraries and committee member

The meeting was called to order at 1:00 PM. Several topics were discussed, as follows.

Eric Blalock suggested that we continue our investigation of fees for open access publication and proposed two strategies to gain more information on publication fees spent by UK faculty: 1) review a spreadsheet that he obtained that lists charges to publishing companies (among many other entries) and 2) sending out a brief questionnaire asking faculty "How many papers have you published in last 2 years?" "Did you pay a publishing fee?" "Was there a separate open access fee?", and including an Open Comment box. After discussion of the pros and cons of each strategy, it was decided that Eric would send the university approved spreadsheet to some of the committee members. Dean Way will ask financial administrators in his unit to review the spreadsheet to help us figure out if the information that we seek can be obtained from this document. We will discuss this again at our next meeting and then decide if we want to send out a survey.

Marilyn mentioned recommending to the Senate Council that a presentation on "Library Resources" be added to the agenda for one of the University Senate meetings. After discussion, it was decided that this was not a priority at this time.

Eric brought up predatory publishing, specifically authorship for hire offered on social media. People are offering to do the 'revise and resubmit" rewrite for a fee. We wonder if our committee or the Senate should increase awareness of this.

Eric and Ram discussed ChatGPT3 - the AI software that writes things. We considered how will this affect publications and assessment of student performance. Ram is considering whether he could have students use ChatGPT in an UG course to help improve writing quality in their Final Project Reports.

Dean Way asked if the Libraries could help the committee by presenting information or updates on specific topics. Eric expressed an interest in hearing more about data storage, to meet the upcoming compliance requirements for federal funding sources. Marilyn also would like to learn more about how Libraries overlap with IT/data management. Dean way will try to schedule a presentation on one of these topics for our February or March meeting.

A brief discussion of the Monday Senate Meeting and the proposal to change the name of the College of Education also occurred.

It was decided that the meeting dates for the rest of the semester will be planned individually for each month using a Doodle Poll conducted at the beginning of each month.

The meeting concluded at 3:00 PM.

Report from SCDLeL (composed by Sara Police, SCDLeL Chair) to describe conversation that precluded recommending approval for BA/BS Criminal Justice for online delivery.

- The BA/BS Criminal Justice program is the **first** fully online baccalaureate program requesting approval since a bundle of courses were batch-approved a couple of years ago.
- These are the current BA/BS or completer programs with fully online approval:

| Bachelor Program | College | Degree Type |
|---|---|---|
| ABSN | CON | Full Degree - Approved |
| Liberal Studies | A&S | Full Degree - Approved |
| Social Work | SW | Full Degree - Approved |
| Criminal Justice | SW | Full Degree – Approval actively in process |
| US Culture and Business Practices | A&S | Full Degree – Approval actively in process |
| Information Communication Technology | C&I | Full Degree – Approval actively in process<br>Completer Degree - Approved |
| Communication | C&I | Completer Degree - Approved |
| General Business | B&E | Completer Degree - Approved |
| Medical Laboratory Science (MLT to MLS Online Track) | HS | Specialty Program - Approved |
| Nursing (RN-BSN) | CON | Specialty Program - Approved |

- In our January meeting, SCDLeL voted to approve the BA/BS Social Work for online delivery with information from the proposer, ex-officio SCDLeL member Miranda Hines (Associate Director, Distance Learning Administration), and Sheila Brothers, that sufficient core courses were available for online delivery.
- We (SCDLeL) expect additional proposals for fully online delivery to follow, and **suggest a mechanism to affirm 1) the scope of UK Core courses which are approved for online delivery and 2) the availability of UK Core courses approved for online delivery in the short to long-term.** Some sort of agreement or MOU (or other mechanism) will be important to future proposers of fully online programs 1) to improve efficiency of program review and 2) to provide awareness of available courses for faculty, program directors and prospective students who will take courses online.
- The UK Online initiative is still fairly new, only taking off in Fall 2019 – then the pandemic – and now it becomes important to establish aspects of the initiative to enable growth and sustainability. Having a handle on the available of UK Core courses available for online delivery is an important aspect to these goals.

Prepared by sara.police@uky.edu on 1/24/23

**Senate Rules and Elections Committee**

**Minutes**

**December 8, 2022**

**Attending: Brown (Presiding), Grossman, Hoch, Jones, Michael, Soult**

**Liaison: Anschel**

**(Tagavi and Okoli were unable to attend)**

**1. Minutes**

- The SREC approved by unanimous consent the circulated minutes from November 10, 2022 (PDF) (.docx)

**2. Announcements**

- Revisions to SR 1 & 3: Roger and Davy as Chair and Vice Chair continue to assist the SC in its efforts to finalize updates / revisions to SR 1 & 3.

- SC Vice Chair: The SC Vice Chair election occurred at the December 5 Senate Council meeting following these procedures that Roger asked Sheila to post with the SC meeting agenda for reference purposes. Sandra Bastin was elected as Vice Chair-elect. Leslie Vincent will continue as SC Vice Chair through May 31, 2023, upon which time Sandra Bastin will take office.

- Certifying Academic Council Elections: In 2023, the SREC will newly assist with, oversee, and certify the results of the three academic council elections.

- Apportionment: In January, the SREC will conduct its annual apportionment calculation to divide the 94 elected faculty senator seats among the 19 colleges. Roger arranged for Sue Nokes to be notified of the date when the faculty database info will be downloaded so that she can coordinate with deans to get DOEs finalized.

- Trustee Election: Roger will share a timeline for this election at the next SREC meeting**.**

- Election Leadership: Roger is looking to train Election Subcommittee members or other SREC members on how to run one or more of these elections or carry out these election duties. Roger proposes to train this spring and hand off oversite for next year. Division of duties: 1) Academic Council elections, 2) apportionment, and 3) trustee election.

- Spring Semester Meeting Times / Dates: Roger is checking to see if folks are available to meet via Zoom and will be contacting SREC members to schedule the dates.

**3. SC Chair Election Interpretation** (SR 1.3.1.3.1)

Brown summarized the following situation and proposed an SREC stance/interpretation.

- Concern: If there is only one willing nominee who agrees to serve if elected, then finalization of the election occurs outside of an official SC meeting (i.e., with an email notifying the Senate).

    - "If there is only one nominee who agrees to serve, then the election shall be declared completed and this person shall be the Senate Council Chair-elect, and the University Senate so notified."

- Proposal: For future elections, could the SREC interpret informally (i.e., not an asterisk interpretation) that, "If there is only one nominee who agrees to serve, then [at the next Senate Council meeting] the election shall be declared completed and [at that time] this person shall be [identified as] the Senate Council Chair-elect, and the University Senate so notified."

- Rationale: This will allow the election to conclude formally at a Senate Council meeting where the results of the election can be recorded in the minutes of that meeting.

Jones moved, Hoch seconded that the SREC minutes record this intent for the future practice/implement of this aspect of the SC Chair election. The motion was **unanimously approved**.

**4. Repeat Option for Grad Students Interpretation** (SR 5.3.2.2)

Brown summarized the following situation, in which SC Chair DeShana Collett and Registrar Kim Taylor requested the SREC to formalize as an "*" interpretation a previous informal SREC interpretation provided to the Registrar.

- Concern: Can a graduate student exercise a repeat option after graduating? The rule for undergraduates (SR 5.3.2.1) specifically answers this question in the negative: "A student may exercise the repeat option at any time prior to graduation and must be enrolled at UK." This same statement does not appear in the graduate student rule.

- Here is email from SC Chair DeShana Collett and Registrar Kim Taylor (PDF)

- Here is the informal response to Registrar Taylor from the SREC Rules Subcommittee (PDF)

- Proposal: Add just below the single paragraph wording of this rule the following asterisk interpretation as such:

  *SR 5.3.2.2: "A student may repeat a graduate course and count only the second grade as part of the graduate GPA. This action will be initiated by petition of the Director of Graduate Studies to the Dean of the Graduate School, and may be used only once in a particular degree program or in postbaccalaureate status." [US: 9/14/1981]*

  * A graduate student can only exercise the repeat option at any time prior to graduation.

Grossman moved, Jones seconded approval. The proposal was friendly-amended as follows:

> *An enrolled graduate student may exercise the repeat option prior to graduation, but not afterwards.

The motion was **unanimously approved**.

The SREC also determined

- that the SREC will submit to the Senate Council a recommendation for the Senate that the above interpretation be made a 'hard rule.'

- at the occasion of the next 'omnibus' update to the Senate Rules, the SREC will assess moving the current second * interpretation of SR 5.3.1 down to SR 5.3.2.

**5. Codify SR changes from "Bulletin" to "Catalog"**

Brown summarized the following situation.

- Background: Senate action 4-11-22 (here and here)

- Clarification: Per Senate action, a "catalog" should now describe program requirements, including admission requirements, and related course descriptions. The Schedule of Classes should now describe aspects such as the time and location of courses offered each semester, session, or intersession.

- Proposal: SREC will contact the various 'specialty catalog' owners (e.g., College of Medicine) and gather information on what do they want the Senate Rules to call their corresponding document. After that, we would advise the Registrar about our website design ideas (e.g., see draft mock-up here) and then bring back to SREC a track changes proposal to codify the editorially clarified nomenclature into the SRs.

After discussion, the **SREC determined** by consensus that if a college wants to identify a specific 'local college document' to be referred to in the Senate Rules or the Registrar's web site, then the SREC will first ascertain whether the document only contains information authorized by the University Senate.

**6. Address inconsistent use of "quality points" and "grade points"**

Brown summarized the following situation.

- Background: Registrar Kim Taylor emailed (9-1-22):

    - "From my perspective, I would value the consistency of the use of the same word in both cases and in all cases where this is referenced in the senate rules. Since we use quality points on official transcripts, that would be my preference."

- Proposal: Under SREC's charge to clarify the SRs and as listed specifically below, (1) change all instances in the SRs that read "grade points" to instead read "quality points" except where "grade point" means or describes "grade point average" and (2) make other related clarifying changes.

    - There is just one such instance (see SR 5.1.1) where "grade point" would be changed to "quality point".

    - There are three instances (see SR 4.2.2.1.1, SR 6.5.1.3, and SR 10.3.1.3.10.1) where "grade point average" is meant but not worded so fully. I did not change one instance where "quality point" seemed redundant (i.e., SR 10.3.1.2.6).

    - There are 33 instances where "quality point" or "quality points" appears (e.g., see SR 5.1.1, SR 5.3.1, and SR 10.4.1).

    - Here is a track changes Word document with all the (few) changes noted above.

Grossman moved, Soult seconded, to (1) approve the above listed editorial changes and (2) task Grossman and Michael to develop, from current SR wording,, definitions for the Glossary of "Quality Point" and "Grade Point Average," and have both definitions cross-reference each other. The motion was **unanimously approved.**

**7. Creating a more user-friendly online version of the SRs**

Brown initiated continuing discussion on the following situation.

- Grossman has proposed for convenience that we render the SRs in Javascript online. Bob created a clear example of what that would look like here. Grossman provided an explanation / rationale and responded to lots of questions. Brown compiled that email info, discussion, and Q & A.

- What are the next steps?

- Who else should be consulted?

- What other questions should we ask?

SREC will ask Brian Nichols (CIO) about legacy aspects of putting the SRs in the form of Javascript. Similarly, SREC will inquire to UK Legal Counsel as to what legal considerations need to be addressed, e.g., what will be identified as 'the' official Senate Rules. The SREC discussed what kind of training/expertise will be needed by the SC Office and/or the SREC in the future if the Senate Rules exist in a Javascript format. Sustainability, ease, access (including DRC aspects) and security are aspects that need to be considered.

**8. Possible Future Agenda Items (information only)**

**Review of potential substantive edits to SRs**

- See list of substantive edits (PDF) (.docx)
- See A **track changes document** showing all edits (PDF) (.docx)
- NOTE: The potential substantive changes in the track changes document are coded with yellow highlighting.
-

**Clarify in SRs what (when?) is a student?**

- Email with Davy 9-9-22 (PDF)
- SREC needs to clarify what is a student and how does a student's status as such change to clarify, in part, when student rights and responsibilities apply.
- Need to distinguish individual's status (i.e., student or not) for the following circumstances:

1. accepted to university
2. admitted to university (e.g., person paid deposit)
3. registered for a course (i.e., person has reserved a seat a course, but the course hasn't started yet)
4. enrolled in a course (Is this the same as "registered for a course"?)
5. enrolled in a course that has started
6. not enrolled in any course that is underway but not withdrawn from the university such as in the summer
7. withdrawn from the university such that admission/readmission is required before being able to register for a course.

- For each of these purposes where in the SRs the Senate exercises authority to ascribe a privilege, right, responsibility, or requirement on a student, the SRs should clarify to which students and at what time the rule applies.

**Clarify in the SRs what does "residence" mean?**

Nowadays, it appears that the Senate Rules glossary definition of "residence" is obsolete. What does the Senate nowadays intend for "residence" to mean? Kim has in previous discussions with DeShana

and Brian (3/10/21) urged that the Senate's definition include aspects of non-credit bearing residence, which appears increasingly timely given the current discussion of 'badges' and the current SC ad hoc committee to survey the University's non-credit bearing academic landscape.

**9. The meeting then adjourned**.

**SUKCEC Agenda**

**December 9, 2022**
**2:00 – 3:00 pm**
**Zoom**
https://uky.zoom.us/j/84814759483

1. **Call to Order**

2. **Approval of minutes from November 21, 2022**

3. **Approval of agenda**

4. **Consent Agenda: Course Reviews**

   Arts & Creativity (Voro)
   - WRD 152. Writing About Food

   Global Dynamics (Kwon)
   - HJS 204. Study Abroad in Israel

   Statistical Inference Reasoning (Gebert)
   - FOR 250. Statistics & Measurements I

5. **Old Business**
   - UK Core Exception Appeal procedures/criteria for education abroad courses
   - UK Core Assessment Process (see Appendix A and B)

6. **New Business**

7. **Adjournment**

**SUKCEC Minutes**

**November 21, 2022**
**11:00 – 12:00 am**
**Zoom**
https://uky.zoom.us/j/85792740207

1. **Call to Order/Welcome to Committee and Guests**

2. **Approval of minutes from October 17, 2022**
   Motion to approve the minutes from October 17, 2022 was made by Vallade and seconded by Kwon. A vote was taken, and the motion passed with none opposed or abstained.

3. **Consent Agenda**
   After a brief discussion Voro moved to approve the following courses listed on the consent agenda and Stein seconded and five courses were moved from the original consent agenda to a discussion agenda. A vote was taken, and the motion passed with none opposed or abstained

   Arts & Creativity (Voro)
   - PLS 240. Introduction to Floral Design

   Global Dynamics (Kwon)
   - AIS 330. Islamic Civilization II
   - CLD 345. Food & Society in Asia
   - MAS 319. World Media System

   Humanities (Stein)
   - JPN 332. Aesthetics & Politics in Japanese Film
   - MCL 283. Introduction to East Asian Film

   Social Sciences (Scarduzio)
   - BSC 251. The Enemy Within: Culture & Health Behavior

   Discussion Agenda:
   WRD 152, HIS 204 and FOR 250 are not ready for a vote and work will continue by the content expert with the course proposers. No vote was taken.

   UK Core Exception Appeal Request
   A brief discussion was conducted by Kwon regarding the reasons that the course being appealed did not meet the standards for Global Dynamics for a student request on a denied core exception. She agreed with the findings of the initial reviewer Robinson to deny the appeal request. Kwon moved to uphold the denial of a Core course exception and Voro seconded. A vote was taken, and the motion passed with none opposed or abstained.
   Chair Tanaka will notify the student of the committee's decision.

   UKC Global Dynamics course request by Ryan Voogt, Lewis Honor's College
   A brief discussion occurred regarding a request for an UKC experimental core class in the Honor's College. Kwon had reviewed the course and felt it met the standards for an experimental core

class. Kwon made a motion to approve the request and Voro seconded. A vote was taken, and the motion passed with none opposed or abstained.

4. **Old Business**
   There was no old business to discuss.

5. **New Business**
   a. UK Core Exception Appeal procedures/criteria for education abroad courses (see Appendix C)
   ***Guest.*** Sue Roberts, Associate Provost for Internationalization
   A discussion regarding the process for student's transcripts who return from an UKIC course either in the U.S. or international was held. There is often a delay in paperwork being returned to UK from the participating school. The area of Global Dynamics is often a specific area of concern. A process is needed to ensure that the student, advisor, and other UKIC involved personnel have the correct information regarding what courses will fulfill a Global Dynamics course. A working group was tasked by Chair Tanaka to work on a schedule/cycle for appropriate courses, form a checklist of UK Core classes that could be used for a Global Dynamics course abroad and include language specific for the committee to use for international courses. Shanks, Kwon, Roberts and Minion will serve on the working group with the addition of one UKIC advisor.

   b. UK Core Assessment Process
   ***Guests.*** RaeAann Peason, Director of Planning & Accreditation (OSPIE); Justin Johnson, Business Analyst (OSPIE); and Nora Hatton, Director of Institutional Effectiveness (OSPIE, *ex officio* member of SUKCEC)
   Hatton, Pearson and Johnson presented a power point presentation highlighting the updates of the 2021-2022 evaluation cycle. Assessment considerations were the continued use of AEFIS software, the assessment process, the assessment cycle and degree audit data. More information will be presented at the committee's December 2022 meeting. The committee members were asked to review the power point for discussion at that time.

6. **Adjournment**
   Prior to adjournment, Chair Tanaka announced that the next meeting will be December 9, 2022 from 2-3pm via Zoom.
   The meeting was adjourned at 12:07pm.

**Absent Member:** Bird-Pollan

**Appendix A**


# 2021-2022 GENERAL EDUCATION ASSESSMENT REPORT

Office of Strategic Planning & Institutional Effectiveness

## UK CORE DESIGN AND OVERSIGHT

The University's general education program, UK Core (Core), was approved by the University Senate in May 2009 and was implemented in the Fall 2011 semester. The Core curriculum was designed to foster student achievement in four overarching learning outcomes:

I. Students will demonstrate an understanding of and ability to employ the process of intellectual inquiry (Intellectual Inquiry).

II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information (Composition & Communication).

III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning (Quantitative Reasoning).

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

These broad learning outcomes are further defined through the Outcomes and Assessment Framework (see Appendix 1). Moreover, they have been mapped to the statewide learning outcomes, as shown in Appendix 2. To fulfill the Core requirements, students must complete a minimum of 30 credit hours within specific Knowledge Areas mapped to one of the four learning outcomes. Table 1 illustrates this curricular framework.

*Table 1. UK Core Curricular Framework*

| Knowledge Area by Outcome | Credits |
|---|---|
| **I. Intellectual Inquiry** | |
| Arts & Creativity | 3 |
| Humanities | 3 |
| Social Sciences | 3 |
| Natural/Physical/Mathematical Sciences | 3 |
| **II. Composition & Communication** | |
| Composition & Communication I | 3 |
| Composition & Communication II | 3 |
| **III. Quantitative Reasoning** | |
| Quantitative Foundations | 3 |
| Statistical Inferential Reasoning | 3 |
| **IV. Citizenship** | |
| Community, Culture, & Citizenship in the USA | 3 |
| Global Dynamics | 3 |
| **Total** | **30*** |

**Some UK Core courses may exceed three credit hours, most notably for Natural/Physical/Mathematical Sciences and Quantitative Foundations.*

Students can complete courses that fulfill Core credit and pre-major or major requirements. Core-approved courses for the 2021-2022 academic year are listed online, and UK's Registrar's website provides information about their availability.

The UK Core Education Committee (UKCEC), a standing committee of the University Senate, oversees the Core. The UKCEC's primary responsibilities include the following:

I. Review and approve course proposals for inclusion in the Core.

II. Conduct ongoing reviews of courses to ensure continued alignment with the Core outcomes and assessment framework.

III. Work collaboratively with the Office of Strategic Planning & Institutional Effectiveness (OSPIE) to conduct assessment and program review of the Core.

## UK CORE ASSESSMENT PROCESS

### Cycle

Core learning outcomes are assessed in two-year cycles, with Core courses scheduled to participate in the assessment process at least once every four years. Intellectual Inquiry and Quantitative Reasoning outcomes were evaluated in 2021-22 and were previously assessed in 2018-19. Appendix 3 includes the courses scheduled for assessment this cycle.

The following Core outcomes and associated Knowledge Areas were targeted for assessment during the Fall 2021 and Spring 2022 semesters:

**I. Intellectual Inquiry**
- i. Arts & Creativity (ACR)
- ii. Humanities (HUM)
- iii. Social Sciences (SSC)
- iv. Natural, Physical, and Mathematical Sciences (NPM)

**II. Quantitative Reasoning**
- i. Quantitative Foundations (QFO)

### Artifact Collection

The assessment process relies on course-embedded assignments designed by faculty within the departments that teach the course. Course instructors identify assignments for assessment and map them to Core outcomes in the Canvas Learning Management System and AEFIS (Assessment, Evaluation, Feedback & Intervention System). Instructors provide either a single assignment or multiple assignments that collectively address all the learning outcomes. After mapping is completed, AEFIS extracts students' work from each course's mapped assignment(s) for OSPIE staff to review.

Table 2a and Table 2b summarize the course and artifact information for the 2021-22 assessment cycle. Of the courses that mapped to Core outcomes, OSPIE staff identified artifacts and assignments that were not usable for reasons including missing pages or parts of the assignment, missing instructions, group work, or inaccessible file types.

*Table 2a. Fall 2021 Course Participation by Core Area*

| Core Area | Number of approved Core Courses | Courses offered | Courses that mapped and had usable artifacts |
|---|---|---|---|
| **Intellectual Inquiry** | 107 | 76 | 41 (54%) |
| ACR | 24 | 18 | 13 |
| HUM | 47 | 31 | 12 |
| NPM | 19 | 14 | 6 |
| SSC | 17 | 13 | 10 |
| **Quantitative Reasoning** | 8 | 8 | 5 (63%) |
| QFO | 8 | 8 | 5 |

*Table 2b. Spring 2022 Course Participation by Core Area*

| Core Area | Number of approved Core Courses | Courses offered | Courses that mapped and had usable artifacts |
|---|---|---|---|
| **Intellectual Inquiry** | 107 | 66 | 33 (50%) |
| ACR | 24 | 16 | 8 |
| HUM | 47 | 24 | 10 |
| NPM | 19 | 15 | 6 |
| SSC | 17 | 11 | 9 |
| **Quantitative Reasoning** | 8 | 6 | 3 (50%) |
| QFO | 8 | 6 | 3 |

**Evaluators**

The UKCEC Chair recruited evaluators by sending an invitation to Associate Deans, who disseminated the message within their colleges. Interested individuals completed a survey to determine their availability for attending a pre-scheduled norming session and scoring their artifacts within a two-week period. Instructors who taught a Core course in their Knowledge Area in the past three years were prioritized. Part-time instructors and graduate students could

volunteer; however, faculty took priority.

The final evaluators were selected in consultation with the UK Core Education Committee Chair. Of those who indicated they could serve, 20 were formally invited to be a UK Core evaluator. All 20 accepted the invitation and were added to a Microsoft Teams site where they completed asynchronous training modules. The asynchronous training modules contain videos describing the assessment process and how to score artifacts using AEFIS. Evaluators also reviewed copies of the associated Core rubrics in their Teams site and submitted personal information so they could receive their $1,000 payment.

All the final evaluators held faculty roles and reflected a diverse academic background (see Table 3 for a breakdown of the colleges and departments represented). Additionally, 16 had taught a UK Core course previously, and eight had been an evaluator in an earlier assessment cycle.

*Table 3. Evaluators' College and Department Breakdown*

| Colleges Represented | Departments Represented |
|---|---|
| College of Agriculture, Food, and Environment | Community & Leadership Development<br>Landscape Architecture<br>Plant & Soil Sciences |
| College of Arts & Sciences | Anthropology<br>Earth & Environmental Sciences<br>English<br>Gender & Women's Studies<br>Hispanic Studies<br>History<br>Linguistics<br>Physics & Astronomy<br>Sociology<br>Writing, Rhetoric, & Digital Studies |
| College of Communication & Information | Department of Integrated Strategic Communication<br>School of Information Science |
| College of Engineering | Department of Mechanical & Aerospace Engineering |
| College of Fine Arts | School of Art & Visual Studies<br>School of Music* |
| The Lewis Honors College | |

**Department had two faculty evaluators*

**Process**

OSPIE scheduled five synchronous virtual norming sessions (one for each Knowledge Area) and one in-person norming session featuring attendees from each Knowledge Area. Scores generated by the evaluators were normed during the synchronous sessions to increase consistency and interrater agreement. The virtual sessions were recorded and made available for evaluators to review again if needed. After norming, evaluators were given access to their assigned artifacts and asked to complete their scoring in two weeks.

Evaluators were randomly assigned courses from the same Knowledge Area they taught and assessed a random sample of 20 artifacts from each course within AEFIS. Artifacts were drawn across available sections if multiple sections were taught, and evaluators scored all samples from a course when fewer than 20 artifacts were available. In total, each evaluator was assigned approximately 100 artifacts to score.

Student artifacts were scored using standardized rubrics. Intellectual Inquiry rubrics (see Appendix 4) contain a five-point rating scale: 0=no evidence; 1=does not meet expectations; 2=nearly meets expectations; 3=meets standard; and 4=exceeds standards. Evaluators could also respond with N/A (Not Measured) if they believed a criterion did not apply to an assignment.

Quantitative Foundations relies on two rubrics; one for math (QFOM) and non-math (QFON) courses. The math rubric uses a four-point scale to score student work: 1=benchmark; 2 and 3=milestones; and 4=capstone. Meanwhile, the non-math rubric relies on a three-point scale: 1=does not meet expectations, 2=meets expectations, and 3=exceeds expectations. Evaluators could score artifacts as N/A for both math and non-math samples. Because the two rubrics use different scales to score student performance, the results are broken out by math and non-math at the Core and Knowledge Area levels.

**2021-22 INTERRATER AGREEMENT ANALYSIS**

Within each course, 10% of artifacts were scored by two evaluators to determine interrater agreement, meaning two artifacts from each course were scored twice under the sampling method unless a class had fewer than 20 artifacts. Evaluators scored all artifacts independently and could only view their scores.

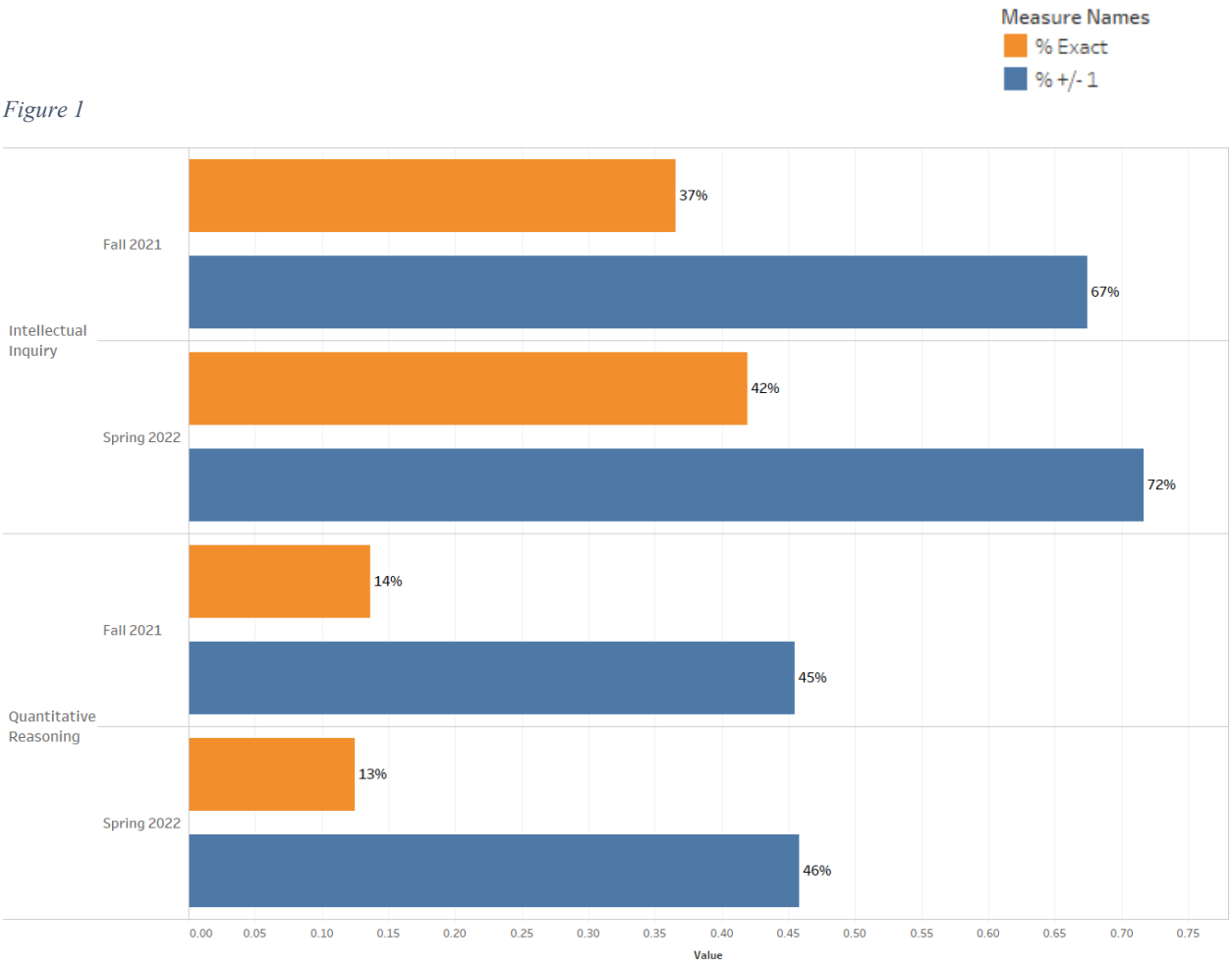
OSPIE assessed interrater agreement (IRA) by determining if two evaluators scored their overlapping artifact either the same or within one point for each Core outcome, Knowledge Area, and rubric criterion. Examining Core outcomes and Knowledge Areas provides evidence of broad trends concerning evaluator agreement, while criterion-level results reveal specific disagreements and potential outliers.

For this analysis, if both evaluators scored an artifact as N/A, they were identified as having the same score. However, if one evaluator scored N/A while the other scored 0 in Intellectual Inquiry or 1 in Quantitative Reasoning, they were not counted as within one point because of differences in measurement. The numbered scales measure students' ability to satisfy criteria. N/A indicates that the assignment did not provide an opportunity for the student to meet a

criterion, making it unwise to include on a scale for student performance. This decision resulted in 27 of the 710 scores not being labeled as 'within 1 point.'

Figure 1 illustrates IRA for the assessed Core outcomes. Across semesters, evaluator agreement remained relatively consistent within each outcome. Intellectual Inquiry saw noticeable increases in agreement from Fall to Spring, while Quantitative Reasoning remained nearly the same for both semesters. However, when comparing the two Core outcomes against each other, evaluators agreed more often in Intellectual Inquiry than Quantitative Reasoning.

*Figure 1*




Breaking out the data by Knowledge Area allows for a more granular picture (see Table 4). In two instances, evaluators 'exactly' agreed in over 50% of artifacts (Fall – NPM and Spring - SSC). However, most of the exact scores ranged from 29% - 39%, with Quantitative Foundations having the lowest exact agreement in both Fall and Spring.

In all but two cases, over 50% of evaluators scored within one point of each other. Excluding Quantitative Foundations, agreement ranged from 57% (Fall - ACR) to 85% (Spring – SSC), with several scores near or above the 70% mark. Although Quantitative Foundations evaluators' 'within one-point' agreement did not reach 50%, they came close. In Fall, 45% of evaluators scored within one-point, and Spring saw a slight improvement, with evaluators scoring within one-point 46% of the time.

*Table 4*

| Core Area | Knowledge Area | Term | Exact Score | +/- 1 Point |
|---|---|---|---|---|
| Intellectual Inquiry | 21-22 Arts and Creativity | Fall 2021 | 29% | 57% |
| | | Spring 2022 | 39% | 59% |
| | 21-22 Humanities | Fall 2021 | 37% | 73% |
| | | Spring 2022 | 37% | 77% |
| | 21-22 Natural, Physical, and Mathematical Sciences | Fall 2021 | 52% | 70% |
| | | Spring 2022 | 35% | 58% |
| | 21-22 Social Sciences | Fall 2021 | 33% | 69% |
| | | Spring 2022 | 55% | 85% |
| Quantitative Reasoning | 21-22 Quantitative Foundations | Fall 2021 | 14% | 45% |
| | | Spring 2022 | 13% | 46% |

The interrater agreement at the criteria level is presented in Table 5. In several cases, there was a sizeable gap between the exact and within one-point categories, suggesting that when evaluators disagreed, the disagreement was typically within one rubric point. This pattern was not observed for several criteria items in Quantitative Foundations, suggesting that attention needs to be given to these rubric items in the future.

*Table 5 Criteria Level Interrater Agreement*

| Term | Knowledge Area | Rubric Criteria | Exact | Within 1.0 |
|---|---|---|---|---|
| Fall 2021 | Arts and Creativity | Ethics: Reflects on and communicates the impact and effectiveness of their own creative work. | 42% | 58% |
| | | Inquiry: Defines and distinguishes approaches to creativity. | 25% | 58% |
| | | Methods/Approaches: Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others. | 29% | 54% |
| | | Problem Solving: Actively engage in the creation of an object, installation, presentation, or performance. | 21% | 58% |
| **Term** | **Knowledge Area** | **Rubric Criteria** | **Exact** | **Within 1.0** |

| | | | | |
|---|---|---|---|---|
| | | Ethics: Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts. | 52% | 78% |
| | | Evaluate: Evaluate theses and conclusions (of other scholars) based on existing knowledge, information, or evidence from credible sources. | 35% | 48% |
| Fall 2021 | Humanities | Inquiry: Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations. | 35% | 91% |
| | | Methods/Approaches: Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches. | 35% | 65% |
| | | Problem Solving: Articulate and sustain an original interpretation or argument based on sound evidence and reasoning. | 30% | 83% |

| Term | Knowledge Area | Rubric Criteria | Exact | Within 1.0 |
|---|---|---|---|---|
| Fall 2021 | Natural, Physical, and Mathematical Sciences | Ethics: Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society. | 75% | 92% |
| | | Evaluation: Select and use appropriate information to support a conclusion. | 58% | 75% |
| | | Inquiry: Define a problem and/or clearly formulate a problem statement. | 25% | 58% |
| | | Methods/Approaches: Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem. | 50% | 50% |
| | | Problem Solving: Apply fundamental principles to solve a problem or to explain observed phenomena. | 50% | 75% |

| Term | Knowledge Area | Rubric Criteria | Exact | Within 1.0 |
|---|---|---|---|---|
| Fall 2021 | Social Sciences | Ethics: Explore how a social science discipline influences society. | 47% | 59% |
| | | Evaluation: Identify and use appropriate information resources to substantiate evidence-based claims. | 29% | 82% |
| | | Inquiry: 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. | 35% | 53% |
| | | Methods/Approaches: Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge. | 12% | 65% |
| | | Problem Solving: Propose potential solutions to problems based on sound evidence and reasoning. | 41% | 88% |

| Term | Knowledge Area | Rubric Criteria | Exact | Within 1.0 |
|---|---|---|---|---|
| Fall 2021 | Quantitative Foundations (Math) | Interpretation: Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). | 17% | 33% |
| | | Representation: Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words). | 17% | 33% |
| | | Calculation | 0% | 67% |
| | | Application / Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis. | 17% | 17% |
| | | Assumptions: Ability to make and evaluate important assumptions in estimation, modeling, and data analysis. | 17% | 17% |
| | | Communication: Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized). | 17% | 83% |
| **Term** | **Knowledge Area** | **Rubric Criteria** | **Exact** | **Within 1.0** |
| Fall 2021 | Quantitative Foundations (Non-Math) | Problem Solving: Demonstrate how fundamental elements of mathematical and/or logical knowledge are applied to solve real-world problems | 25% | 75% |
| | | Evaluation: Construct or evaluate numerical, logical, or statistical arguments that are applied to real-world problems | 0% | 50% |
| **Term** | **Knowledge Area** | **Rubric Criteria** | **Exact** | **Within 1.0** |
| Spring 2022 | Arts and Creativity | Inquiry: Defines and distinguishes approaches to creativity. | 29% | 50% |
| | | Ethics: Reflects on and communicates the impact and effectiveness of their own creative work. | 36% | 50% |
| | | Methods/Approaches: Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others. | 36% | 64% |
| | | Problem Solving: Actively engage in the creation of an object, installation, presentation, or performance. | 57% | 71% |
| **Term** | **Knowledge Area** | **Rubric Criteria** | **Exact** | **Within 1.0** |
| Spring 2022 | Humanities | Ethics: Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts. | 39% | 89% |
| | | Evaluate: Evaluate theses and conclusions (of other scholars) based on existing knowledge, information, or evidence from credible sources. | 56% | 61% |

| | | | | |
|---|---|---|---|---|
| | | Inquiry: Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations. | 44% | 72% |
| | | Methods/Approaches: Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches. | 17% | 83% |
| | | Problem Solving: Articulate and sustain an original interpretation or argument based on sound evidence and reasoning. | 28% | 78% |
| **Term** | **Knowledge Area** | **Rubric Criteria** | **Exact** | **Within 1.0** |
| Spring 2022 | Natural, Physical, and Mathematical Sciences | Ethics: Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society. | 50% | 67% |
| | | Evaluation: Select and use appropriate information to support a conclusion. | 33% | 58% |
| | | Inquiry: Define a problem and/or clearly formulate a problem statement. | 33% | 50% |
| | | Methods/Approaches: Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem. | 42% | 50% |
| | | Problem Solving: Apply fundamental principles to solve a problem or to explain observed phenomena. | 17% | 67% |
| **Term** | **Knowledge Area** | **Rubric Criteria** | **Exact** | **Within 1.0** |
| Spring 2022 | Social Sciences | Ethics: Explore how a social science discipline influences society. | 63% | 81% |
| | | Evaluation: Identify and use appropriate information resources to substantiate evidence-based claims. | 56% | 94% |
| | | Inquiry: 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. | 63% | 81% |
| | | Methods/Approaches: Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge. | 50% | 81% |
| | | Problem Solving: Propose potential solutions to problems based on sound evidence and reasoning. | 44% | 88% |
| **Term** | **Knowledge Area** | **Rubric Criteria** | **Exact** | **Within 1.0** |
| Spring 2022 | Quantitative Foundations (Math) | Interpretation: Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). | 0% | 50% |
| | | Representation: Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words). | 25% | 50% |

| | | | |
|---|---|---|---|
| | Calculation | 25% | 50% |
| | Application / Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis. | 0% | 50% |
| | Assumptions: Ability to make and evaluate important assumptions in estimation, modeling, and data analysis. | 25% | 25% |
| | Communication: Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized). | 0% | 50% |

## ASSESSMENT RESULTS

Intellectual Inquiry rubrics use a five-point scale ranging from 0 (No Evidence) to 4 (Exceeds Standards). The Quantitative Foundations – Math (QFOM) rubric has a four-point scale to score student work: 1=benchmark; 2 and 3=milestones; and 4=capstone, while the Quantitative Foundations – Non-Math (QFON) rubric relies on a three-point scale: 1=does not meet expectations, 2=meets expectations, and 3=exceeds expectations. Evaluators could score rubric criteria as N/A for samples in each Knowledge Area.

### Fall 2021

Figures 2-5 show the average student score for Core Outcomes and their Knowledge Areas. The overall student performance in Intellectual Inquiry, Quantitative Reasoning (Math), and Quantitative Reasoning (Non-math) was 2.4, 3.1, and 1.9, respectively. The scores indicate that students performed, on average, at levels between 'nearly meet expectations' and 'meets expectations' in Intellectual Inquiry. Average student performance exceeded milestone 3 in Quantitative Reasoning (Math), while the non-math average approached 'meets expectations.'

*Figure 2. Student performance averages by Core outcome using a 0-4 rubric scale*

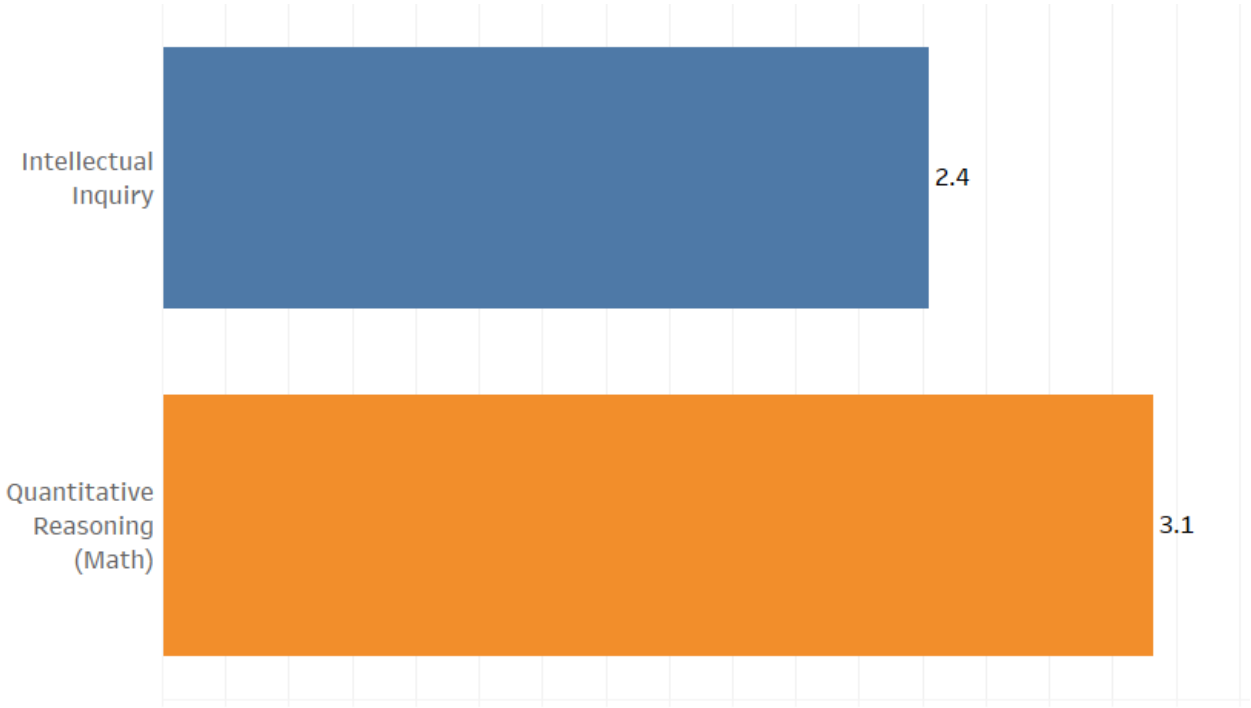



*Figure 3. Student performance average by Core outcome using a 1-3 rubric scale*


Breaking out average scores by Knowledge Areas demonstrates how performance varied. Within Intellectual Inquiry, performance averages ranged from a high of 3.2 in Natural/Physical/Mathematical Sciences to a low of 2.1 in Arts and Creativity. The means suggest that student performance fell above the 'nearly meet standard' level for the ACR, HUM, and SSC Knowledge Areas. However, for the NPM Knowledge Area, average student performance 'met the standards' in the rubric. Because Quantitative Foundations Math and Non-Math were the only knowledge area assessed within Quantitative Reasoning, the results are the same as their Core level averages. Average student performance exceeded milestone 3 in Math, and the Non-Math mean approached 'meets expectations.'

*Figure 4. Student performance averages by Knowledge Area using a 0-4 rubric scale*

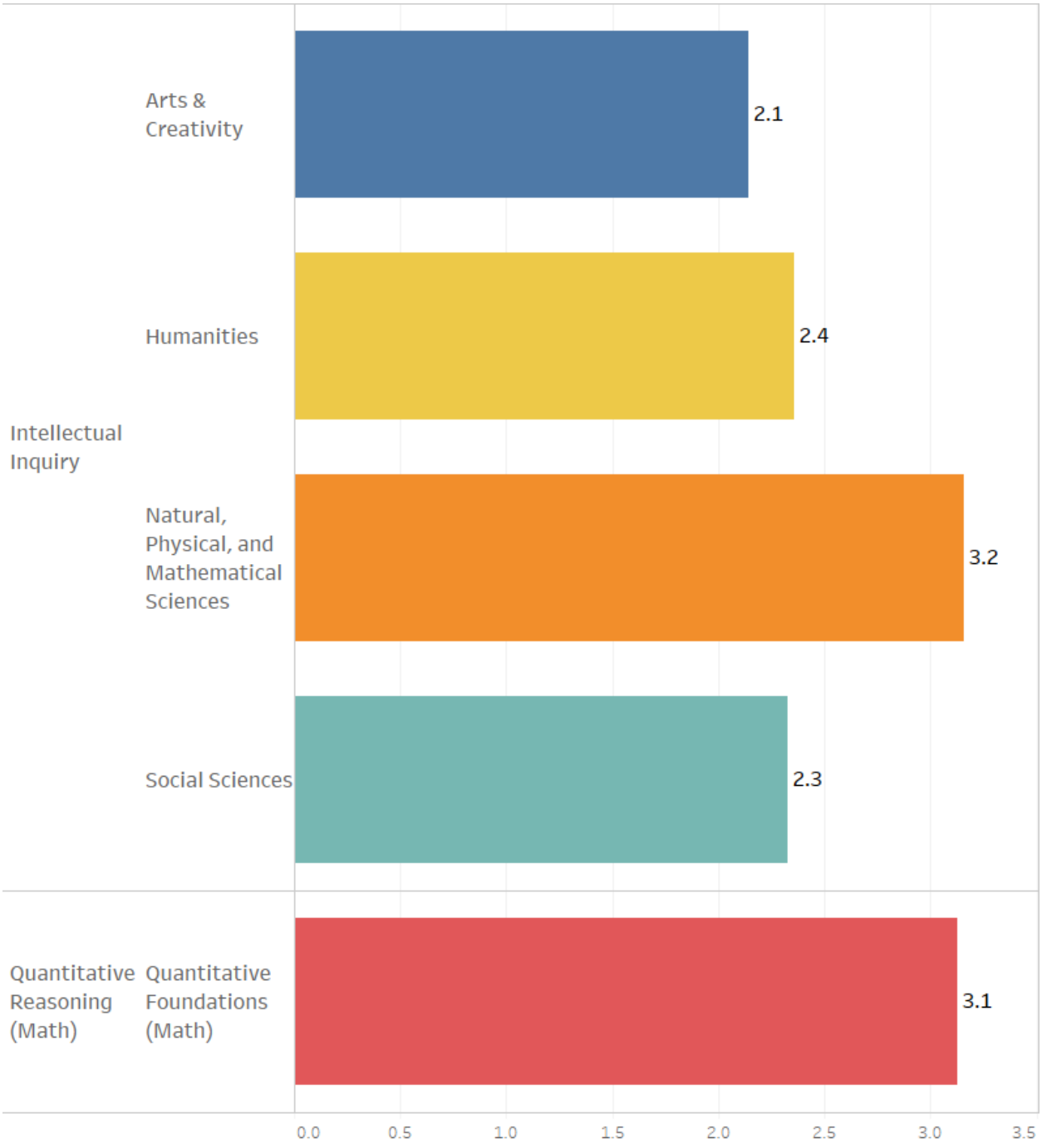
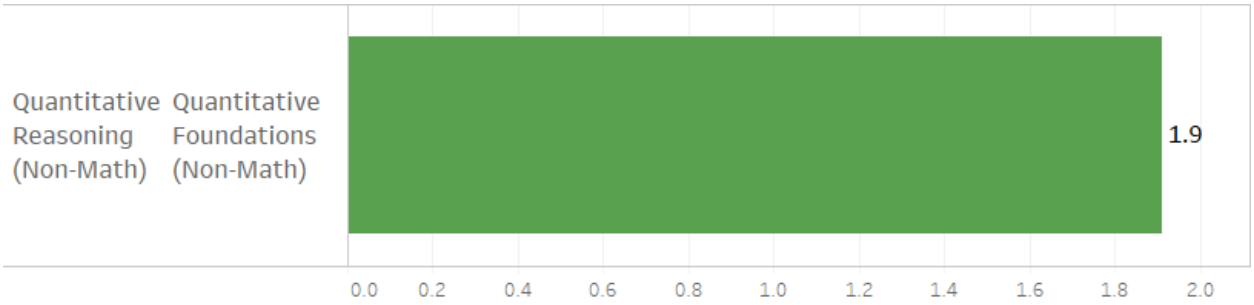


*Figure 5. Student performance average by Knowledge Area using a 1-3 rubric scale*




The rubric criteria provide better insight into students' specific strengths and weaknesses in each knowledge area (see Figures 6 and 7). Within Humanities and Natural/Physical/Mathematical Sciences, performance was relatively consistent, with scores ranging from 2.2 (Evaluate) to 2.5 (Inquiry) in Humanities and 3.0 (Inquiry) to 3.3 (Methods/Approaches) in NPM. While the remaining Knowledge Areas experienced more variability, the overall picture is positive. Of the 25 criteria, 23 had average scores of over 2.0 (nearly meets expectations). NPM and QFOM were particularly strong, with all but one criterion average meeting expectations.

*Figure 6. Criteria averages using a 0-4 rubric scale*

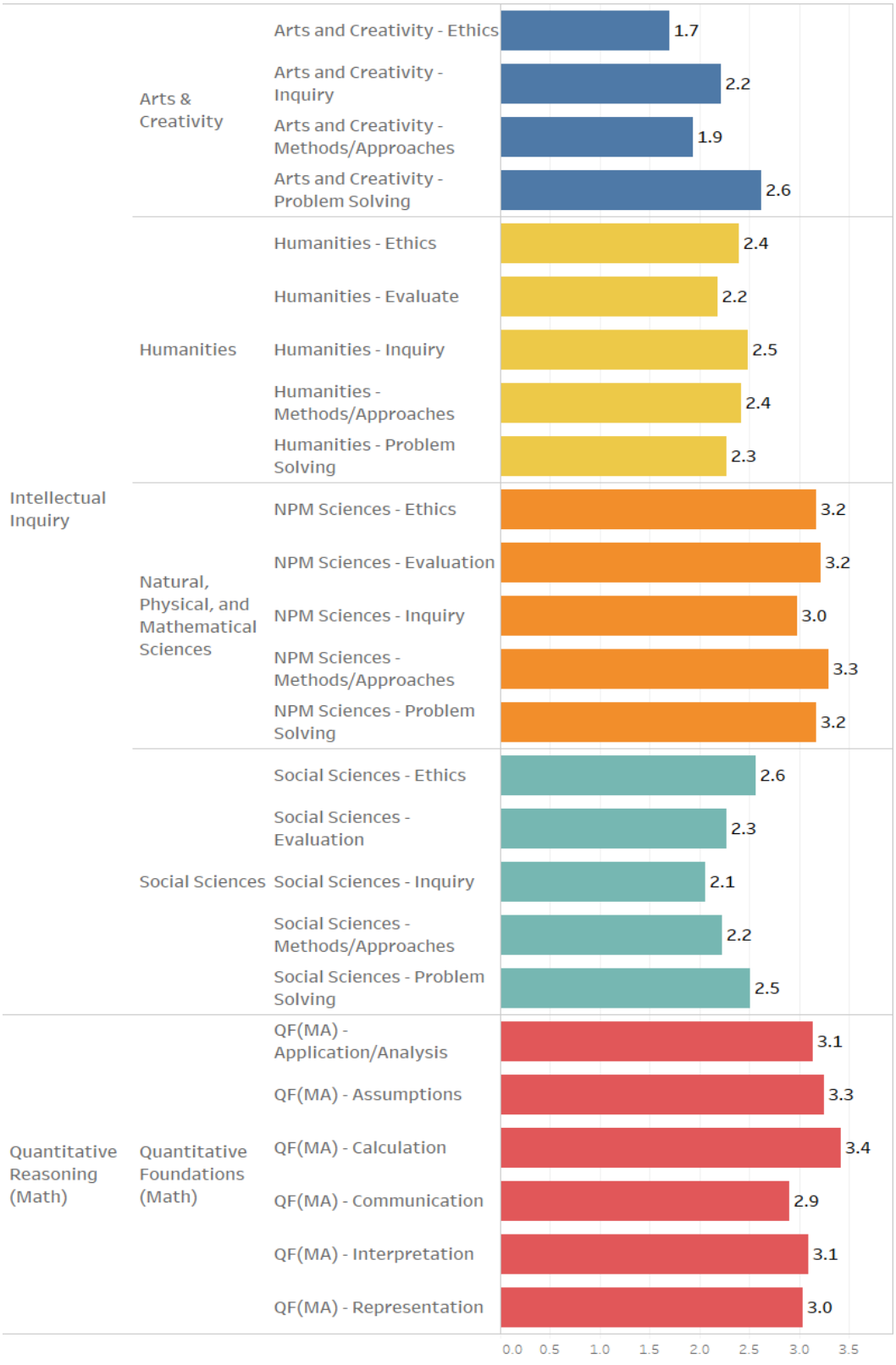
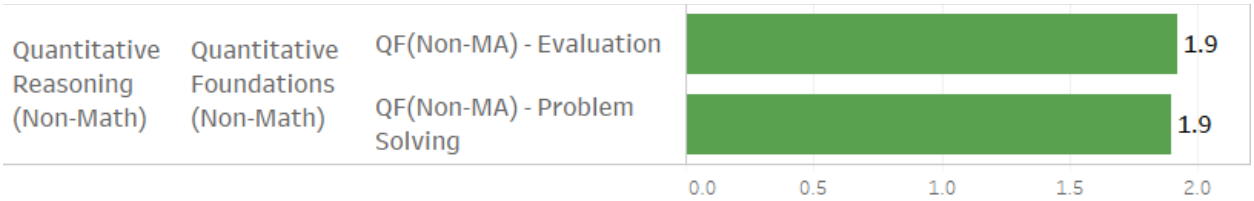


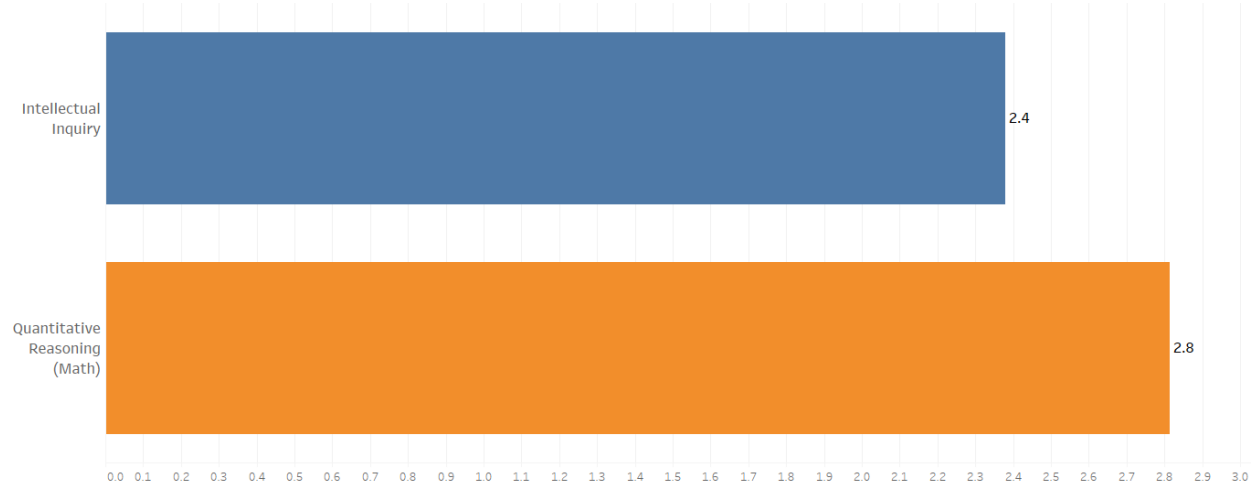
*Figure 7. Criteria average using a 1-3 rubric scale*




## Spring 2022

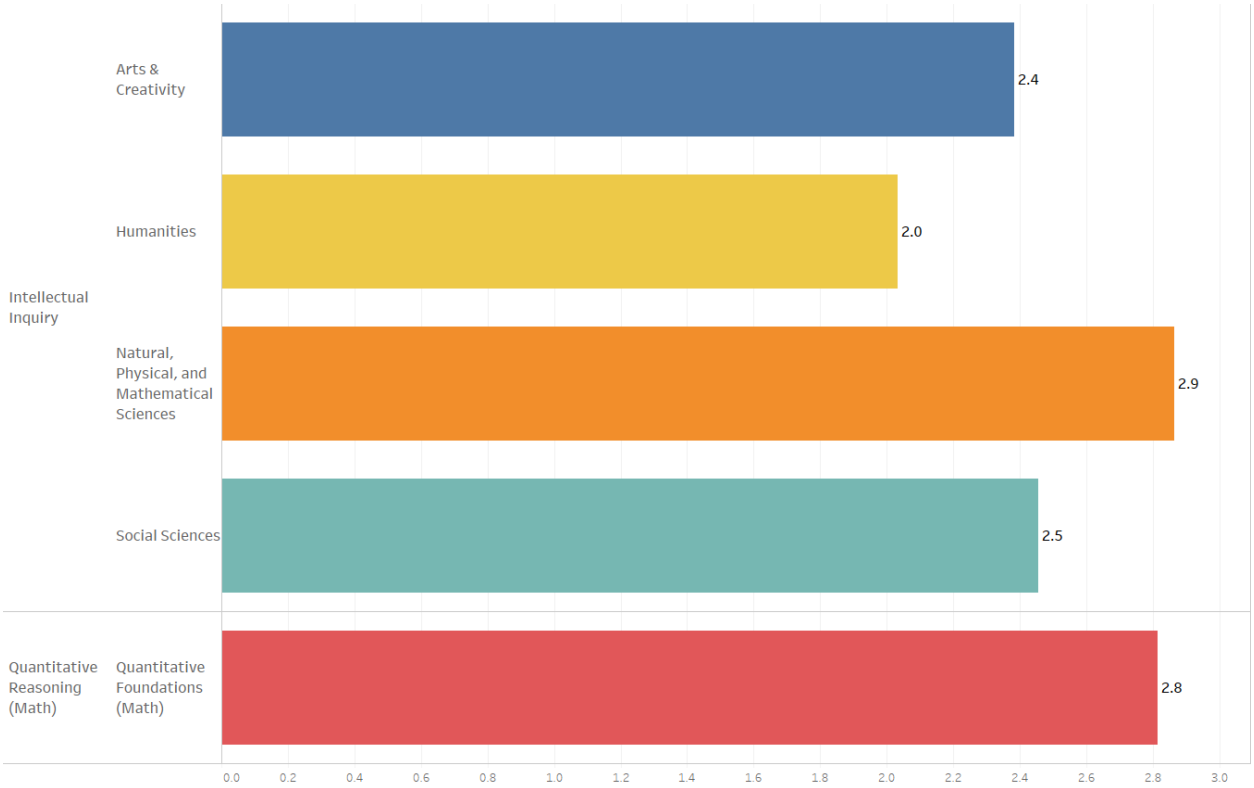
In the Spring 2022 term, the average student performance within Intellectual Inquiry remained at 2.4 (slightly above 'nearly meet standard'), and the Quantitative Reasoning (Math) average dipped to 2.8, staying near the meets standard level (see figure 8). No Quantitative Reasoning (Non-Math) artifacts were available to score in Spring 2022.

*Figure 8.*



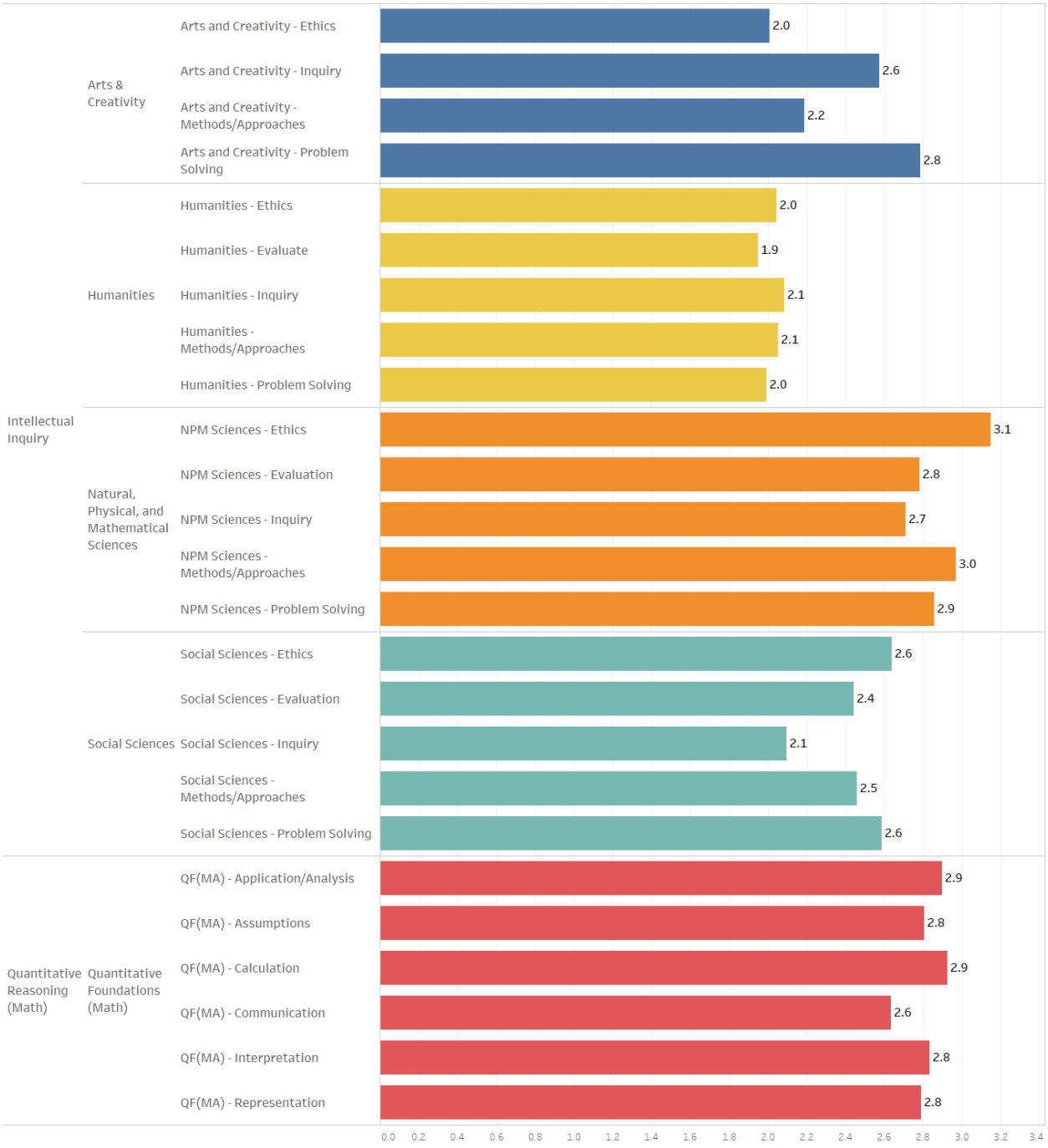

Student performance remained steady at the Knowledge Area level (see Figure 9), with averages between 2.0 (Humanities) and 2.9 (Natural/Physical/Mathematical Sciences). Averages saw little change compared to the Fall semester. No Knowledge Area saw its mean student score change by more than 0.4 in either direction from Fall to Spring. However, HUM's average score decreased by 0.4, giving it the new lowest mean, while ACR saw a 0.3 improvement. Social Sciences and Arts and Creativity were the only Knowledge Areas that improved from Fall to Spring.

*Figure 9.*




Student achievement at the criteria level (see Figure 10) remained comparable to the Fall averages, with no criteria average changing from one semester to the next more than 0.5. Additionally, nearly all criteria averages were 2.0 or higher. Only 'Evaluate – Humanities' fell below 2.0 with an average score of 1.9. Like the Fall semester, Quantitative Reasoning (Math) and Natural/Physical/Mathematical Sciences had strong average scores with means approaching or exceeding 3.0.

*Figure 10.*




## DISCUSSION

The 2021-2022 Core assessment results provided valuable insight into student achievement. Students performed between the levels ‘nearly meets expectations’ and ‘meets standards’ in Intellectual Inquiry across semesters. Within Quantitative Reasoning (Math), average student performance was at or slightly above the ‘Milestones’ level, while the Quantitative Reasoning (Non-Math) average nearly reached the level of ‘Meets Expectations.’

The Core assessment results and process present growth opportunities to further expand student achievement. Particular attention should be paid to assignment alignment with Core outcomes. In total, 12.5% of evaluators' scores were N/A. Ideally, mapped assignments should align with all the related Core outcomes; however, the sizable percentage of N/As suggests that assignments could be better aligned.

Interrater agreement is another area where improvements can be made. Quantitative Reasoning's exact and within one-point agreement lagged far behind that of Intellectual Inquiry. And while several Knowledge Areas had strong levels of agreement, more can be done to produce greater consistency across Core outcomes and semesters. Specifically, UKCEC members can review the rubrics to ensure that the criteria are clear for future evaluators.

In response to the concerns described above, OSPIE, in collaboration with the UKCEC, will implement a strategy to assist faculty with mapping assignments that align with all the related Core outcomes. As a result, student samples from better-aligned assignments should more clearly demonstrate Core outcomes and elicit higher-quality data regarding student performance.

Additionally, OSPIE will review evaluators' feedback from the post-assessment survey. The survey asked for constructive feedback on artifact quality, norming sessions, the overall process, and Core rubrics. The comments could provide beneficial information concerning how we might increase alignment and improve interrater agreement.

After submitting this report, OSPIE will create dashboards that visualize each department's 2021-2022 assessment results and ask that departments review the assessment result to determine how the assessment results can be used to improve students' performance. Moreover, colleges and departments can review how previous changes might have affected their results and create an action plan for future assessment cycles, ultimately helping them close the loop.

**APPENDIX 1**

## Learning Outcomes of General Education

**(Approved by the University Senate December 8, 2008)**

**I.** ***Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.*** **[12 credit hours]**

Outcomes and Assessment Framework

Students will be able to identify multiple dimensions of a good question;[1] 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.

**II.** ***Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.*** **[6 credit hours]**

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]

**III.** ***Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.*** **[6 credit hours]**

Outcomes and Assessment Framework

Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical

[1] i.e., interesting, analytical, problematic, complex, important, genuine, researchable...

[2] This proposal assumes the continuation of the Graduation Writing Requirement currently in place.

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.

**IV.** ***Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual[3] world.*** **[6 credit hours]**

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.[4]

[3] Current University of Kentucky entrance requirements include 2 years of second-language study in high school; this knowledge requirement should be assessed upon students' entrance to the University, as a prerequisite for the fulfillment of Learning Outcome IV.
[4] This proposal recognizes also that such issues will be addressed throughout the students' course of study, building effectively upon the foundation of the General Education Core curriculum.

## APPENDIX 2

*Table 6 Map of UK Core Outcomes to Kentucky Statewide Learning Outcomes*

| UK Core Outcome Category | Statewide Learning Outcome Category | Rationale |
|---|---|---|
| Intellectual Inquiry | Arts & Humanities<br>Natural Sciences<br>Social and Behavioral Sciences | Intellectual Inquiry courses establish a foundation for critical and thoughtful approaches to solving problems and promoting intellectual development in the following areas: Arts & Creativity, Humanities, Natural/Physical/Mathematical Sciences, and Social Sciences. This outcome area promotes the development of evidence-based thinkers: students capable of understanding what critical argument demands and what it offers as a way of understanding ourselves, others, and the world around us. |
| Composition & Communication | Written & Oral Communication | Both outcomes address communicating in a variety of forms and contexts with an emphasis on information literacy and critical analysis. |
| Citizenship | Social & Behavioral Sciences | The UK Core and statewide outcomes overlap in asking students to analyze problems pertinent to human experience. The UK Core area outcome is particularly focused on historical and cultural differences arising from a variety of human dynamics and experiences. This is one of two UK Core area outcomes that map to the statewide outcome. |
| Quantitative Reasoning | Quantitative Reasoning | Quantitative Reasoning courses cover areas of Quantitative Foundations and Statistical Inferential Reasoning. Through these courses, students interpret, illustrate, and analyze information in mathematical and statistical forms. |

## APPENDIX 3

*Table 7 Courses scheduled for assessment 2021-22 cycle*

| Core Outcome | Knowledge Area | Class | Class Title |
|---|---|---|---|
| Intellectual Inquiry | Arts & Creativity | BAE 402 | BIOSYSTEMS ENGINEERING DESIGN I |
| | | BAE 403 | BIOSYSTEMS ENGINEERING DESIGN II |
| | | CME 455 | CHEM ENGIN PRODUCT AND PROCESS DESIGN I |
| | | DST 200 | DIGITAL LITERACY |
| | | EGR 101 | ENGINEERING EXPLORATION I |
| | | EGR 103 | ENGINEERING EXPLORATION II |
| | | EGR 215 | INTRO TO PRAC OF EGR TRANSFER STUDENTS |
| | | ENG 107 | INTRODUCTION TO CREATIVE WRITING |
| | | ENG 130 | LITERARY ENCOUNTERS |
| | | ENG 168 | JAZZ AND DEMOCRACY |
| | | ENG 180 | GREAT MOVIES: (SR) |
| | | HON 252 | HONORS ARTS & CREATIVITY: (SR) |
| | | LIN 200 | HOW TO CREATE YOUR OWN LANGUAGE |
| | | MCL 312 | THE ART OF ADAPTATION |
| | | ME 411 | ME CAPSTONE DESIGN I |
| | | MNG 592 | MINE DESIGN PROJECT II |
| | | PHI 193 | CIRCUS AND PHILOSOPHY |
| | | PHI 393 | PHIL OF FILM |
| | | PLS 240 | INTRODUCTION TO FLORAL DESIGN |
| | | TA 110 | THEATRE: AN INTRODUCTION |
| | | TA 120 | CREATIVITY & ART OF ACTING |
| | | TA 150 | CRTVTY & THE ART OF DESIGN & PRODUCTION |
| | | TAD 140 | INTRODUCTION TO DANCE |
| | | WRD 307 | WRITING COMICS |
| | Humanities | AAS 253 | HISTORY OF PRE-COLONIAL AFRICA |
| | | AAS 264 | INTRODUCTION TO BLACK WRITERS |
| | | AIS 228 | ISLAMIC CIVILIZATION |
| | | CHI 330 | INTRO TO CHINESE CULTURE PRE-MOD TO 1840 |
| | | CHI 331 | INTRO TO CHINESE CULTURE 1840 TO PRESENT |
| | | CLA 135 | GREEK/ROMAN MYTHOLOGY |
| | | CLA 229 | ANCNT NEAR EAST/GRECE DTH ALEX THE GREAT |
| | | CLA 230 | HELLENISTIC WRLD/ROME DTH OF CONSTANTINE |
| | | ENG 142 | GLOBAL SHAKESPEARE |
| | | ENG 191 | LITERATURE AND THE ARTS OF CITIZENSHIP |
| | | ENG 230 | INTRO TO LIT: (SR) |

| | | | |
|---|---|---|---|
| | | ENG 260 | INTRODUCTION TO BLACK WRITERS |
| | | ENG 280 | INTRODUCTION TO FILM |
| | | ENG 290 | INTRODUCTION TO WOMEN'S LITERATURE |
| | | FR 103 | FRENCH CINEMA |
| | | GER 103 | FAIRY TALES IN EUROPEAN CONTEXT |
| | | GER 305 | GERMAN FILM TODAY |
| | | GWS 201 | GENDER AND POPULAR CULTURE |
| | | GWS 309 | HEALTH, HISTORY, AND HUMAN DIVERSITY |
| | | HIS 104 | HIS EUR THRU MID-17 CENT |
| | | HIS 105 | HIS EUR MID 17 CENT-PRES |
| | | HIS 108 | HISTORY OF THE U.S. THRU 1876 |
| | | HIS 109 | HISTORY OF THE U.S. SINCE 1877 |
| | | HIS 112 | THE MAKING OF MODERN KENTUCKY |
| | | HIS 121 | WAR AND SOCIETY, 1914-1945 |
| | | HIS 202 | HIST BRIT PEOPLE TO REST |
| | | HIS 229 | ANCNT NEAR EAST/GRECE DTH ALEX THE GREAT |
| | | HIS 230 | HELLENISTIC WRLD/ROME DTH OF CONSTANTINE |
| | | HIS 253 | HISTORY OF PRE-COLONIAL AFRICA |
| | | HIS 296 | EAST ASIA SINCE 1600 |
| | | HIS 328 | REPRESENTING THE HOLOCAUST |
| | | HJS 110 | INTRO TO THE OLD TESTAMENT/HEBREW BIBLE |
| | | HJS 328 | REPRESENTING THE HOLOCAUST |
| | | HON 151 | HONORS HUMANITIES: (SUBTITLE REQUIRED) |
| | | MCL 135 | VAMPIRES: EVOLUTION OF A SEXY MONSTER |
| | | MCL 270 | INTRO TO FOLKLORE AND MYTHOLOGY |
| | | MCL 328 | REPRESENTING THE HOLOCAUST |
| | | MCL 343 | GLOBAL HORROR |
| | | RUS 275 | RUSSIAN FILM |
| | | RUS 371 | RUSSIAN CULTURE 900-1900 |
| | | RUS 372 | RUSSIAN CULTURE 1900- PRESENT |
| | | SPA 330 | SPANISH AND GLOBALIZATION |
| | | SPA 371 | LATIN AMERICAN CINEMA (SR) |
| | | SPA 372 | SPANISH CINEMA (SR) |
| | | TA 385 | WORLD THEATRE I |
| | | TA 386 | WORLD THEATRE II |
| | | UKC 117 | HUM INQUIRY: SR |
| | Natural, Physical, Mathematical Sciences | ANT 105 | HUMAN ORIGINS |
| | | AST 191 | THE SOLAR SYSTEM |
| | | BIO 102 | HUMAN ECOLOGY |
| | | BIO 103 | BASIC IDEAS OF BIOLOGY |

| | | | |
|---|---|---|---|
| | | CHE 103 | CHEMISTRY FOR HEALTH PROFESSIONALS |
| | | EES 110 | ENDANGERED PLANET INTR TO ENVRNMNTL GEOL |
| | | EES 120 | SUSTAINABLE PLANET GLY OF NAT RESOURCES |
| | | EES 150 | EARTHQUAKES AND VOLCANOES |
| | | EES 170 | BLUE PLANET: INTRO TO OCEANOGRAPHY |
| | | EES 180 | GEOLOGY OF THE NATIONAL PARKS |
| | | EES 190 | A CLIMATE FOR CHANGE |
| | | HON 152 | HONORS STEM: (SUBTITLE REQUIRED) |
| | | MI 120 | MICROBES AND SOCIETY |
| | | PHY 130 | SCIENCE AND TECHNOLOGY FOR THE FUTURE |
| | | PHY 211 | GENERAL PHYSICS |
| | | PHY 231 | GENERAL UNIVERSITY PHYSICS |
| | | PHY 241 | GENERAL UNIVERSITY PHYSICS LABORATORY |
| | | PLS 104 | PLANTS, SOILS, & PEOPLE: SCIENCE PERSPEC |
| | | UKC 120 | NS INQUIRY: SR |
| | Social Sciences | AEC 110 | CURRENT ISSUES IN AGRICULTURAL ECONOMICS |
| | | AIS 430 | ISLAM IN AMERICA |
| | | BSC 251 | CULTURE AND HEALTH BEHAVIOR |
| | | ECO 101 | CONTEMPORARY ECO ISSUES |
| | | EGR 120 | TECHNOLOGY: BLESSING OR CURSE |
| | | GEO 210 | HOW INTERNET WORKS: DIG. PLACES & PEOPLE |
| | | GWS 200 | SEX AND POWER |
| | | HON 251 | HONORS SOC SCI: (SUBTITLE REQUIRED) |
| | | KHP 230 | HUMAN HEALTH & WELLNESS |
| | | MCL 135 | VAMPIRES: EVOLUTION OF A SEXY MONSTER |
| | | MCL 270 | INTRO TO FOLKLORE AND MYTHOLOGY |
| | | PCE 201 | INTRODUCTION TO PEACE STUDIES |
| | | PPL 201 | INTRODUCTION TO PUBLIC POLICY |
| | | PS 230 | INTRO TO INTERNAT'L RELATIONS |
| | | PSY 120 | THE SCIENCE OF HAPPINESS |
| | | PSY 160 | HUMAN SEXUALITY |
| | | SOC 101 | INTRO TO SOCIOLOGY |
| Quantitative Reasoning | Quantitative Foundations | FOR 200 | BASICS OF GEOSPATIAL TECHNOLOGY |
| | | GEO 310 | DATA EXPLORATIONS AND APPLICATIONS |
| | | MA 109 | COLLEGE ALGEBRA |
| | | MA 111 | INTRO TO CONTEMP MATH |
| | | MA 113 | CALCULUS I |
| | | MA 123 | ELEM CALC & ITS APPLICS |
| | | MA 137 | CALCULUS I (LIFE SCI) |
| | | PHI 120 | AN INTRODUCTION TO LOGIC |

**APPENDIX 4**

## Revised UK Core Intellectual Inquiry Rubrics

**UK Core Learning Outcome 1.** Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.

**Outcomes and Assessment Framework.** Students will:

(a) 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 (***Inquiring***);

(b) 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 (***Methods/Approaches***);

(c) evaluate theses and conclusions in light of credible evidence (***Evaluation***);

(d) explore the ethical implications of differing approaches, methodologies or conclusions (***Ethics***); and

(e) develop potential solutions to problems based on sound evidence and reasoning (***Problem Solving/Engagement***).

## *Inquiry in Arts & Creativity*

| Points | 4 | 3 | 2 | 1 | 0 | NA |
|---|---|---|---|---|---|---|
| **Criteria** | **Exceed standard** | **Meet standard** | **Nearly meet standard** | **Does not meet standard** | **No evidence** | **Not measured** |
| **1. Define and distinguishes approaches to creativity.** | Identifies, defines, and distinguishes multiple complex approaches to creativity within a specific field. | Identifies, defines, and distinguishes most complex approaches to creativity within a specific field. | Identifies, defines, and distinguishes some complex approaches to creativity within a specific field. | Identifies, defines, and distinguishes one complex approaches to creativity within a specific field. | Cannot identify, define, or distinguish any approaches to creativity within the field. | Not measured |
| **2. Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others.** | A thorough analysis, interpretation, and critique of peer work that demonstrates thoughtful and consideration of the creative work utilizing field specific methods and techniques. | The analysis, interpretation, and critique of peer work demonstrates thoughtful and consideration of the creative work using appropriate field specific methods and techniques but may be missing 1-2 elements. | The analysis, interpretation, and critique of peer work is adequate and uses appropriate field specific methods and techniques but may be missing key elements. | The analysis, interpretation, and critique of peer work is vague and/or does not use appropriate field specific methods and techniques. | Little or no attempt is made to analyze, interpret, or critique peer work. | Not measured |
| **3. Reflects on and communicates the impact and effectiveness of their own creative work.** | Demonstrates an open ability to self-appraise their own creative work by discussing both successes and challenges related to the creative process. | Demonstrates an open ability to self-appraise their own creative work by discussing some successes and challenges related to the creative process. | Begins to self-appraise their own creative work but has difficulty identifying both success and challenges related to the creative process. | Self-appraisal of their own creative work lacks meaningful reflection and depth. | Self-appraisal is superficial. | Not measured |
| **4. Actively engage in the creation of an object, installation, presentation, or performance** | Successfully implements field-specific methods and techniques for the creation of a creative work. | Implements field-specific methods and techniques for the creation of a creative work. | Implements some field-specific methods and techniques for the creation of a creative work but may need further refinement and development. | Is able to Implement at least one field-specific methods or techniques for the creation of a creative work but needs further refinement and development. | Is unable to create a field specific creative work. | Not measured |

## *Inquiry in the Humanities*

| Points | 4 | 3 | 2 | 1 | 0 | NA |
|---|---|---|---|---|---|---|
| **Criteria** | **Exceed standard** | **Meet standard** | **Nearly meet standard** | **Does not meet standard** | **No evidence** | **Not measured** |
| **1. Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations.** | Effectively defines or identifies a creative, focused, and manageable open-ended question or topic that addresses potentially significant yet previously less-explored aspects.<br><br>Question/topic to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Defines or identifies a focused and manageable open-ended question or topic that appropriately addresses relevant aspects.<br><br>Question/topic to be considered critically is stated, described, and clarified. | Defines or identifies a question or topic that while manageable, is too narrowly focused or is in some way incomplete (leaves out relevant aspects, parts are missing,). | Has difficulty defining a question or topic; identifies a question or topic that is far too general and wide-ranging to be explored or evaluated; or question/topic is stated unclearly or not at all. | ASSIGNMENT PROMPT itself does not define or identity a question for exploration, or the question developed is a yes/no question, or the question leads only to a basic factual response. | Not measured |
| **2. Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches.** | Is able to identify evidence and relations among parts to build a deep/analytical understanding of text that extends outward, working towards building knowledge or insight within and across texts and disciplines.<br><br>Identifies multiple approaches or points of view that are supported by presented evidence, and evidence is synthesized to: (a) reveal insightful patterns, differences, or similarities, exploring multiple points of view, issues, or problems; and/or (b) evaluate approaches for | Is able to identity evidence and relations among parts or aspects of a text and is able to consider how these contribute to an analytical understanding of the text<br><br>Identifies multiple approaches or points of view, but not all are supported by evidence presented. Effectively synthesizes evidence to support the varying approaches or points or view being analyzed<br><br>Evidence is used to: (a) reveal important | Is able to identify evidence and relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, and is able to consider how these contribute to a basic, superficial understanding of the text as a whole.<br><br>Identifies an approach or point of view during analysis that applies within a specific context and supports it with evidence. | Is able to identify evidence such as various aspects of a text (e.g., content, structure, or relations among ideas, symbolism) but only uses evidence to respond to questions posed in assigned tasks.<br><br>Identifies one or more approaches or points of view during analysis that do not apply within a specific context and/or that are not supported by evidence.<br><br>Lists evidence, but it is | Does not identify evidence from within a text or identification is superficial and not used to contribute to any form of analysis.<br><br>Does not attempt to explore a point of view during analysis.<br><br>Evidence presented is unrelated to text or analysis. | Not measured |

| | | | | | | |
|---|---|---|---|---|---|---|
| | relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines. | patterns, differences, or similarities; and/or (b) identify approaches for relating ideas, structure, or other textual features, to support a deep understanding of the text as a whole. | | unorganized and does not effectively support the analysis | | |
| **3. Evaluate theses and conclusions (of other scholars) based on existing knowledge, information, or evidence from credible sources** | Synthesizes in-depth evaluation of theses and conclusions from other scholars representing various points of view.<br><br>Demonstrates skillful use of high-quality, credible, evidence from credible sources to support evaluation. | Presents in-depth evaluation of theses and conclusions from other scholars representing various points of view.<br><br>Demonstrates consistent use of evidence from credible sources to support evaluation. | Presents cursory evaluation of theses and conclusions from other scholars representing limited points of view.<br><br>Demonstrates an attempt to use evidence from credible sources to support evaluation. | Presents some scholarship without identifying relevance of scholarship in any way, or theses and conclusions from irrelevant scholars representing unrelated points of view.<br><br>Evidence cited lacks credibility and/or has questionable credibility but it presented authoritatively without support for credibility. | Does not refer to the work of other scholars (when expected to as part of the assignment) | Not measured |
| **4. Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts.** | All elements of the Critical Framework are skillfully analyzed for historical, contextual, or ethical implications.<br><br>Analysis demonstrates the reasons behind the use of the particular Framework while also articulating an understanding of a range of potential interpretative strategies/ frameworks that could apply in the available contexts and how they may reveal differing historical, contextual, or ethical implications. | Critical elements of the approach, methodology or argument are appropriately analyzed; however, more subtle elements are ignored or unaccounted for.<br><br>Analysis demonstrates the reasons behind the use of the particular Framework while also acknowledging that at least one other potential interpretative strategies/ frameworks could apply in the available contexts. | Analysis is centered in Critical Framework but critical elements of the Critical Framework are missing, incorrect, or unfocused during analysis.<br><br>Analysis provides evidence for the value of using the framework within the contexts available. | Analysis demonstrates a misunderstanding of the approach, methodology or arguments [Critical Framework]<br><br>Analysis does not provide information to understand why the Critical Framework was chosen or is appropriate within the particular contexts available (the text, the analysis, the course, etc.). | *Assignment* does not invite analysis or comparison of various approaches, methodologies or arguments | Not measured |

| | | | | | | |
|---|---|---|---|---|---|---|
| **5. Articulate and sustain an original interpretation or argument based on sound evidence and reasoning.** | [In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and multiple ethical, logical, and cultural dimensions of the topic.<br><br>Builds argument throughout text with each section of analysis providing evidence that supports original interpretation.<br><br>Explores competing interpretations and evaluates original interpretation within larger disciplinary conversation. | [In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and some ethical, logical, and/or cultural dimensions of the topic.<br><br>Builds argument throughout text with each section of analysis providing evidence that supports original interpretation.<br><br>Explores competing interpretations but may not evaluate original interpretation and competing interpretation. | [In the course of written analysis of a text or texts,] Proposes one original interpretation or argument that is "off the shelf " rather than individually designed to address the specific contextual factors of the topic.<br><br>Builds argument throughout text but some evidence presented may not support primary argument.<br><br>Does not explore competing interpretations. | [In the course of written analysis of a text or texts,] Proposes an original interpretation or argument that is difficult to evaluate because it is vague or only indirectly addresses the topic.<br><br>Written analysis strays from primary argument in irrelevant directions. | Does not attempt to articulate an interpresentation or argument. | Not measured |

## *Inquiry in the Natural, Physical, and Mathematical Sciences*

| Points | 4 | 3 | 2 | 1 | 0 | NA |
|---|---|---|---|---|---|---|
| **Criteria** | **Exceed standard** | **Meet standard** | **Nearly meet standard** | **Does not meet standard** | **No evidence** | **Not measured** |
| **1. Define a problem and/or clearly formulate a problem statement.** | Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. | Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. | Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is poorly written or superficial. | Demonstrates a limited ability in identifying a problem statement or related contextual factors | Inadequate/insufficient/does not attempt | Not measured |
| **2. Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem.** | The experimental methodology was carried out correctly and resulted in the collection of useful data. | The experimental methodology was attempted and largely successful. Technical difficulties may have compromised a small subset of the data. | The experimental methodology was attempted but largely unsuccessful. Several technical issues compromised a large subset of the data. | Demonstrates a limited ability to understand or implement experimental methodology. Collected data is not useful. | Inadequate/insufficient/does not attempt | Not measured |
| **3. Select and use appropriate information to support a conclusion.** | States a well written conclusion that is a logical extrapolation from the inquiry findings. | Conclusion appears to be correct, or nearly correct, but language is not crisp or clear enough to be certain. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. | Inadequate/insufficient/does not attempt | Not measured |
| **4. Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society.** | The principles behind the discovery are correctly and clearly summarized. The evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects. | The explanation of the principles behind the discovery are incomplete but the evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects. | The explanation of the principles behind the discovery and the implications for society are incomplete. | Explanation of the principles behind the discovery are incorrect or incomplete. The discussion on impacts to society is superficial. | Inadequate/insufficient/does not attempt | Not measured |

| | | | | | | |
|---|---|---|---|---|---|---|
| **5. Apply fundamental principles to solve a problem or to explain observed phenomena.** | Correctly identifies and applies the appropriate natural laws and/or principles needed to solve a problem or explain an observation. | Correctly identifies the appropriate natural laws and/or principles needed to solve a problem or explain an observation, but application is incomplete or partially incorrect. | Identifies an incomplete set of principles needed to solve a problem or explain an observation. | Unable to identify the appropriate natural laws and/or principles needed to solve a problem or explain an observation. | Inadequate/insufficient/does not attempt | Not measured |

## *Inquiry in the Social Sciences*

| Points | 4 | 3 | 2 | 1 | 0 | NA |
|---|---|---|---|---|---|---|
| **Criteria** | **Exceed standard** | **Meet standard** | **Nearly meet standard** | **Does not meet standard** | **No evidence** | **Not measured** |
| **1. 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.** | Employ a well-formulated question based on solid understanding of conceptual and methodological approaches to social science inquiry and an effective research strategy to critically analyze or carefully evaluate a social phenomenon. | Identify a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as an effective research strategy to evaluate or analyze some elements of a social phenomenon. | Identifies a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as different research strategies; fail to evaluate or analyze a social phenomenon | Acknowledges a question, various conceptual and methodological approaches to social science inquiry, and different research strategies; fail to explain the relationship among these three elements of social science inquiry. | Acknowledges a question, various conceptual and methodological approaches to social science inquiry, or different research strategies; fail to link the relationship among these three elements. | Not measured. |
| **2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge** | Explains how different methods of a social science discipline raise a different set of ethical challenges and how these challenges can be addressed in social science inquiry. | Identifies at least two methods of a social science discipline and unique ethical issues facing social science inquiry; explains broadly the relationship between methods of a social science inquiry and ethics of social science inquiry. | Identifies at least one method of a social science discipline and unique ethical issues facing social science inquiry; recognize the relationship between the methods and ethics of social science inquiry; does not explain the relationship between the two. | Identifies either at least one method of a social science discipline or ethical challenges in social science inquiry; suggests that they may be a relationship between different methods of a social science discipline and ethics of social science inquiry. | Acknowledges that there are methodological and ethical challenges in social science inquiry; fail to identify a method of a social science discipline or ethics of social science inquiry; and fail to recognize the relationship between the two. | Not measured. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **3. Identify and use appropriate information resources to substantiate evidence- based claims.** | Reaches to conclusions in social inquiry based on the careful analysis of empirical evidence with a well-organized set of coherent arguments and appropriate citations of the information resources employed. | Reaches to conclusions in social science inquiry based on the analysis of sufficient empirical evidence with clearly articulated arguments and appropriate citations of the information resources employed. | Reaches to conclusions in social inquiry based on the analysis of sufficient empirical evidence with stated positions (not arguments) and appropriate citations of the information resources employed. | Reaches to conclusions in social inquiry based on the analysis of some empirical evidence with some stated positions and appropriate citations of the information resources employed. | Reaches to conclusions in social inquiry with stated position, but without adequate analysis of empirical data or appropriate citations of the information resources employed. | Not measured. |
| **4. Explore how a social science discipline influences society.** | Critically analyze or evaluate how a social science discipline simultaneously influences and is influences by society. | Explains how a social science discipline influences a society. | Acknowledges that a social science discipline influences every elements of society. | Recognize that a social science discipline may influence society in some areas, but not other areas. | Fails to recognize the impact of a social science discipline on any parts of society. | Not measured. |
| **5. Propose potential solutions to problems based on sound evidence and reasoning** | Propose well thought-out, practical (or realistic) solutions to multiple issues/problems, covered in the course, based on careful analysis of empirical evidence and reasoning grounded in theories/concepts of a social science discipline | Propose potential solutions to at least one issue/problem, covered in the course, based on empirical evidence and reasoning grounded in theories/concepts of a social science discipline. | Explore a potential solution to at least one issue/problem, covered in the course using evidence and reasoning. The quality of evidence and reasoning is uneven. | Recognize there are potential solutions. But the proposed solution(s) are not based on sound evidence/reasoning or do not match with the evidence/reasoning presented. | Fails to recognize the need of evidence or reasoning to generate a solution to an issue/problem. Fails to recognize a possibility of generating potential solutions to an issue/problem covered in the course. | Not measured. |

**Appendix B**

# UK CORE Assessment

Strategic Planning and Institutional Effectiveness



## AGENDA ITEMS

**Updates on**

### 2021-2022 Assessment Cycle

- CPE Report
- Department Reports
- Survey Results

### Assessment Considerations

- Software (AEFIS) Updates
- Assessment Process
- Degree Audit Data
- Outcome Alignment

Updates on

# 2021-2022 Assessment Cycle

CPE Report

Departmental Reports

Core Participation/Survey Results



## REPORTS

- Compliance Certification (September 8th)
- Statewide General Education Report (October 31st)
- Department Reports (December 2)

# CORE PARTICIPATION 2021-22



## FALL 2021 CORE COURSE PARTICIPATION

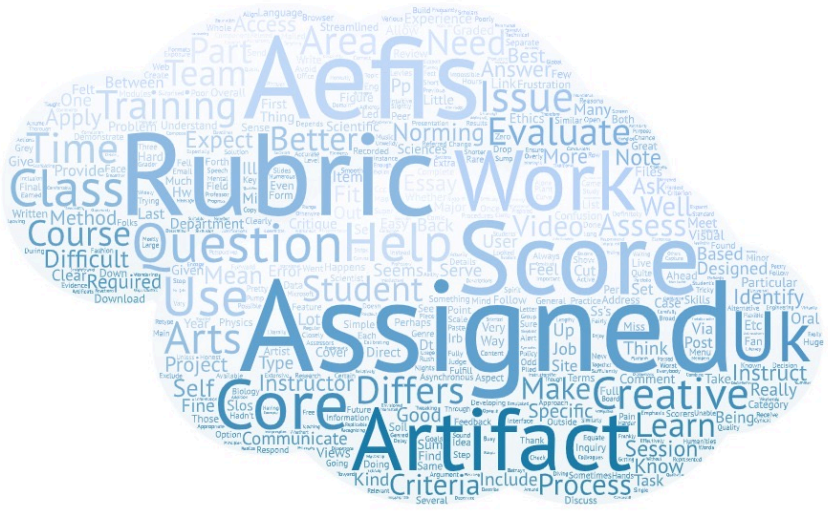
| Core Area | Number of approved Core Courses | Courses offered | Courses that mapped and had usable artifacts |
|---|---|---|---|
| **Intellectual Inquiry** | **107** | **76** | **41 (54%)** |
| ACR | 24 | 18 | 13 (72%) |
| HUM | 47 | 31 | 12 (39%) |
| NPM | 19 | 14 | 6 (43%) |
| SSC | 17 | 13 | 10 (77%) |
| **Quantitative Reasoning** | **8** | **8** | **5 (63%)** |
| QFO | 8 | 8 | 5 (63%) |

# SPRING 2022
# CORE COURSE PARTICIPATION

| Core Area | Number of approved Core Courses | Courses offered | Courses that mapped and had usable artifacts |
|---|---|---|---|
| **Intellectual Inquiry** | **107** | **66** | **33 (50%)** |
| ACR | 24 | 16 | 8 (50%) |
| HUM | 47 | 24 | 10 (42%) |
| NPM | 19 | 15 | 6 (40%) |
| SSC | 17 | 11 | 9 (82%) |
| **Quantitative Reasoning** | **8** | **6** | **3 (50%)** |
| QFO | 8 | 6 | 3 (50%) |



# SURVEY RESULTS: COMMENTS



# SURVEY RESULTS: RUBRICS

> The rubric seemed to be easy to follow once you had an idea of the different levels and what was being looked for in each rubric. However, some of the professors' instructions were not available for viewing so it was not always clear if a student had been asked to do a certain task (i.e., identify a question for study)!

> I found the rubric confusing, honestly. I had some issues recognizing the differences between different criteria. I also think the rubric works best for standard essays that make an argument or interpretation.



# SURVEY RESULTS: ASSIGNMENTS

> Make the assignment directions clearly fit the rubric. I almost feel like one assignment in the class just needs to be based completely on the rubric. Otherwise, there is a lot of grey area where the student's work is meeting the criteria.

**Dissonance between CORE expectations and assignments.**

# SURVEY RESULTS: OVERALL

> Thanks for allowing me to serve! I did my best, but definitely see some problems with the overall process. You folks have your work cut out for you trying to make sense of these data.
> I wish you the best!



# UK CORE EVALUATOR FEEDBACK SURVEY RESULTS

**Training**
Comments regarding training were generally positive including terms such as **helpful**, **responsive**, **flexible**, and **supportive**.

Issues regarding training included (by number of instances cited):

- AEFIS
- Work was more complicated (process) than expected
- MS Teams

**Process**
Comments regarding process were very mixed including terms such as **clunky**, **grey area**, **needs tweaking**, and **easy to follow**.

Issues regarding process included (by number of instances cited):

- Rubric language was difficult to apply
- Artifacts were incomplete or poorly designed
- Alignment of courses/content designated for specific outcomes
- Poor student writing or performance
- Professors' instructions incomplete or missing
- Use of AEFIS
- Mid-term timing of artifact review
- Data integrity concerns

## Assessment Considerations

- Software (AEFIS) Updates
- Assessment Process
- Degree Audit Data
- Outcome Alignment



# SOFTWARE (AEFIS) UPDATES

# ASSESSMENT SOFTWARE

*UK's contract with AEFIS may be ending. We are researching alternatives that meet needs for effectively assessing UK CORE.*

## Identified UK CORE Needs

### Artifacts

- Able to review artifacts
- Able to extract artifacts from Canvas LMS

### Mapping

- Able to link artifacts with rubrics
- Able to map artifacts to specific outcomes

### Reviewers & Reviewing

- Able to have multiple reviewers of one artifact
- Able to manage reviewers within system
- Able to manage scoring

### Anonymous & Randomized

- Automatically randomized sample for reviewers (sampling is done at the course level and across course selections)
- Ensure students are not provided scores
- External reviewers must be anonymous to students and instructors
- Students must not be able to access the ratings (only aggregate data)

### Reporting

Able to generate reports of outcomes at the course, program, or institutional level

### Usability

- Interface must have high usability for reviewers
- Must be highly usable for administrators



# ASSESSMENT PROCESS

# UK CORE ASSESSMENT

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

### 2 ASSESSING
Artifacts are collected from Core area courses and assessed by trained evaluators

### 3 REPORTING
Results are analyzed and reported to UKCEC and departments along with faculty evaluators' feedback

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



# ASSESSMENT CYCLE

| FIVE YEAR PLAN | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|---|---|
| **PLANNING** | • Composition + Communication<br>• Citizenship | • Intellectual Inquiry<br>• SIR<br>•QF | • Composition + Communication<br>• SIR<br>•QF<br>• Citizenship | • Intellectual Inquiry | • Composition + Communication<br>• SIR<br>•QF<br>• Citizenship | | |
| **ASSESSING** | | • Composition + Communication<br>• Citizenship | • Intellectual Inquiry<br>• SIR<br>•QF | • Composition + Communication<br>• SIR<br>•QF<br>• Citizenship | • Intellectual Inquiry | • Composition + Communication<br>• SIR<br>•QF<br>• Citizenship | |
| **REPORTING** | | | • Composition + Communication<br>• Citizenship | • Intellectual Inquiry<br>• SIR<br>•QF | • Composition + Communication<br>• SIR<br>•QF<br>• Citizenship | • Intellectual Inquiry | • Composition + Communication<br>• SIR<br>•QF<br>• Citizenship |
| **IMPLEMENTING IMPROVEMENTS** | | | | • Composition + Communication<br>• Citizenship | • Intellectual Inquiry<br>• SIR<br>•QF | • Composition + Communication<br>• SIR<br>•QF<br>• Citizenship | • Intellectual Inquiry |

# ASSESSMENT CYCLE DASHBOARD

*Screenshot of Dashboard on OSPIE website (coming soon)*

Users can filter by course, CORE outcome, knowledge area, and/or academic year.

## UK Core Course Assessment Schedule

| Course | Core Outcome | Knowledge Area |
|---|---|---|
| All | All | All |

| Academic Year |
|---|
| All |

| Course | Core Outcome | Knowledge Area | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|
| A-E 120 | Intellectual Inquiry | Arts and Creativity | | ● | |
| A-H 101 | Intellectual Inquiry | Humanities | | ● | |
| A-H 105 | Intellectual Inquiry | Humanities | | ● | |
| A-H 106 | Intellectual Inquiry | Humanities | | ● | |
| A-H 304 | Citizenship | Global Dynamics | ● | | ● |
| A-H 311 | Citizenship | Global Dynamics | ● | | ● |
| A-H 334 | Intellectual Inquiry | Humanities | | ● | |
| A-H 360 | Citizenship | Community, Culture, and Citizenship in the USA | ● | | ● |
| A-S 102 | Intellectual Inquiry | Arts and Creativity | | ● | |
| A-S 103 | Intellectual Inquiry | Arts and Creativity | | ● | |
| A-S 130 | Intellectual Inquiry | Arts and Creativity | | ● | |

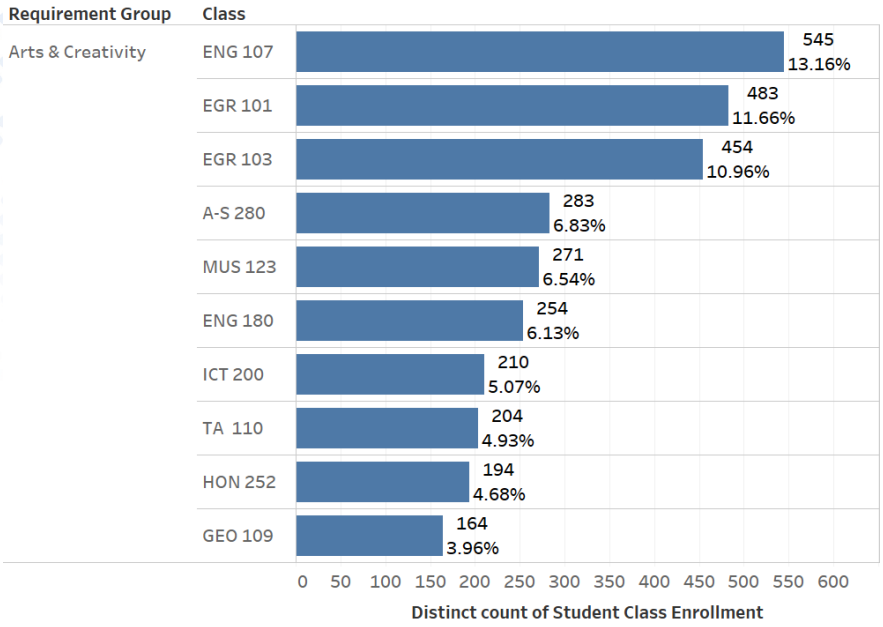


# DEGREE AUDIT DATA

# DEGREE AUDIT DATA

*Example Data From AY2021*

10 most taken courses to satisfy ACR requirement for students who earned bachelor degree in AY 2021

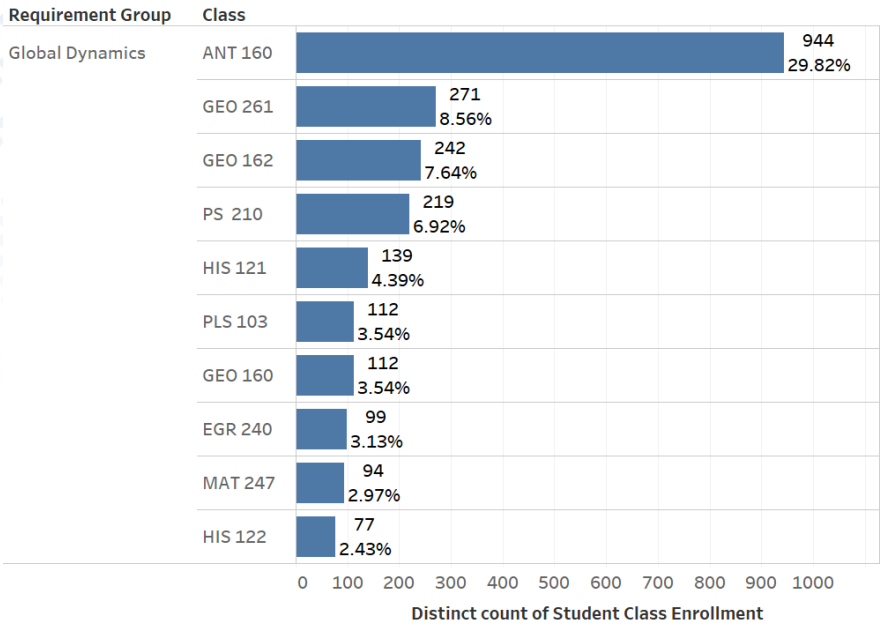





# DEGREE AUDIT DATA

*Example Data From AY2021*

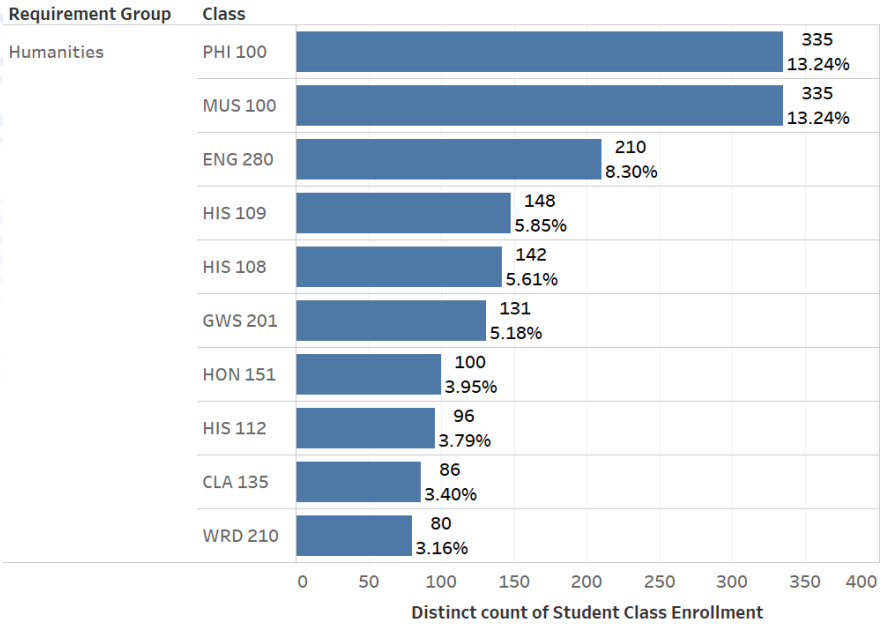
10 most taken courses to satisfy GDY requirement for students who earned bachelor degree in AY 2021



# DEGREE AUDIT DATA

*Example Data From AY2021*

10 most taken courses to satisfy HUM requirement for students who earned bachelor degree in AY 2021

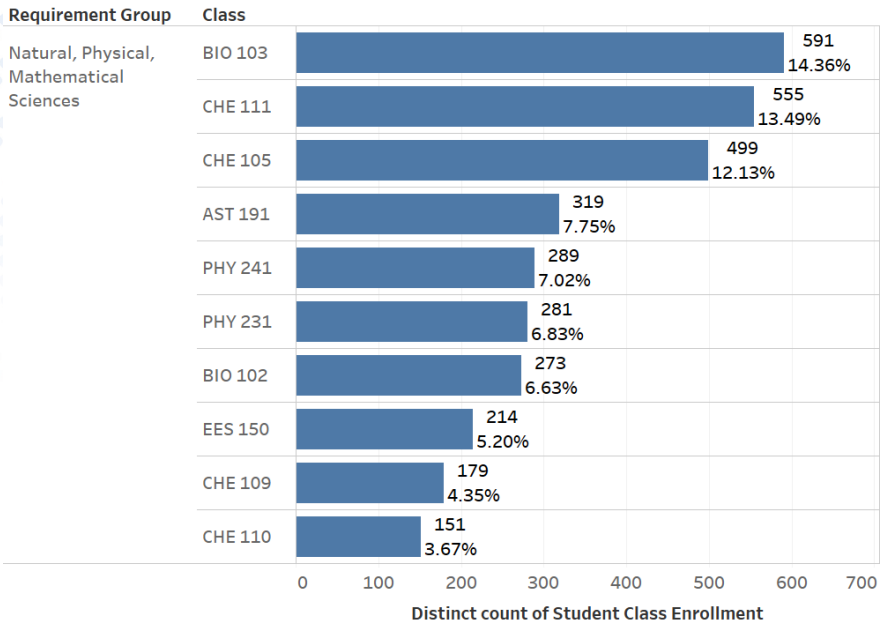





# DEGREE AUDIT DATA

*Example Data From AY2021*

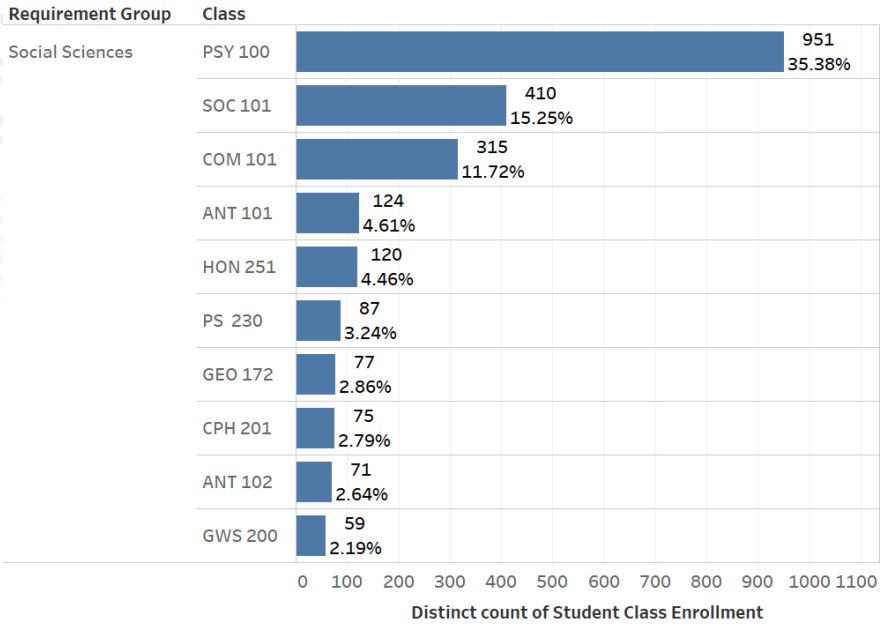
10 most taken courses to satisfy NPM requirement for students who earned bachelor degree in AY 2021



# DEGREE AUDIT DATA

*Example Data From AY2021*

10 most taken courses to satisfy SSC requirement for students who earned bachelor degree in AY 2021

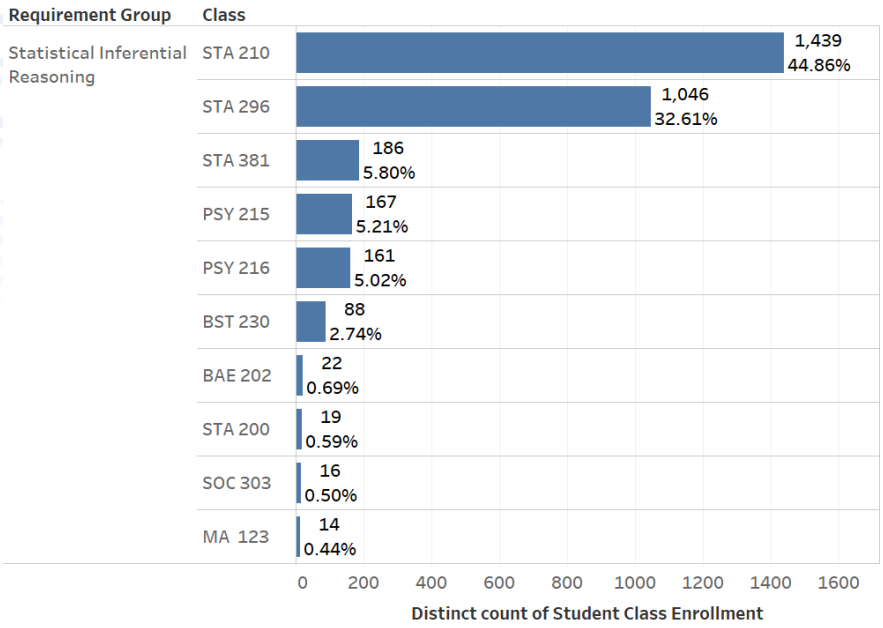





# DEGREE AUDIT DATA

*Example Data From AY2021*

10 most taken courses to satisfy SIR requirement for students who earned bachelor degree in AY 2021



# DEGREE AUDIT DATA

*Data Summary*

## Enrollment by Core Area

| | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| Core Area | Top 10 courses | Total Enrollment | Percentage | Top 10 courses | Total Enrollment | Percentage | Top 10 courses | Total Enrollment | Percentage |
| ACR | 2,266 | 3,828 | 59.20% | 2,497 | 3,799 | 65.73% | 3,064 | 4,145 | 73.92% |
| CCC | 2,322 | 3,091 | 75.12% | 2,158 | 2,844 | 75.88% | 2,064 | 2,843 | 72.60% |
| CC1 | 3,632 | 3,654 | 99.40% | 3,452 | 3,463 | 99.68% | 3,498 | 3,516 | 99.49% |
| CC2 | 3,903 | 3,909 | 99.85% | 3,519 | 3,534 | 99.58% | 3,533 | 3,560 | 99.24% |
| GDY | 2,387 | 3,387 | 70.48% | 2,318 | 3,140 | 73.82% | 2,310 | 3,170 | 72.87% |
| HUM | 1,966 | 3,240 | 60.68% | 1,618 | 2,480 | 65.24% | 1,663 | 2,533 | 65.65% |
| NPM | 2,933 | 3,865 | 75.89% | 3,021 | 3,766 | 80.22% | 3,353 | 4,118 | 81.42% |
| QFO | 2,796 | 2,808 | 99.57% | 2,544 | 2,546 | 99.92% | 2,516 | 2,518 | 99.92% |
| SSC | 2,392 | 3,259 | 73.40% | 2,268 | 2,631 | 86.20% | 2,290 | 2,690 | 85.13% |
| SIR | 3,364 | 3,456 | 97.34% | 3,106 | 3,171 | 97.95% | 3,162 | 3,213 | 98.41% |



# BENEFITS OF FOCUSED ASSESSMENT

- Focuses time and energy on courses where positive changes may impact the most students
- Fosters efficiency and effectiveness of artifact review by evaluators
- Less opportunity for human error in vetting assignments and for bias in reviewing artifacts

# OUTCOME ALIGNMENT



## OUTCOME ALIGNMENT

COMPARING NEW CORE COURSE REQUIREMENTS AND REVISED RUBRIC LANGUAGE

Curriculog vs Revised Rubric Lang.xlsx

*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**.

# ALIGNMENT BETWEEN CORE OUTCOMES, RUBRIC, ARTIFACTS

## Intellectual Inquiry: Arts & Creativity

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 1. Defines and distinguishes approaches to creativity | Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course. |
| | 2. Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others. | Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools. |



## Intellectual Inquiry: Arts & Creativity

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 3. Reflects on and communicates the impact and effectiveness of their own creative work | The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work. |
| | 4. Actively engage in the creation of an object, installation, presentation, or performance | An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative. |

# ALIGNMENT BETWEEN CORE OUTCOMES, RUBRIC, ARTIFACTS

## Intellectual Inquiry: Humanities

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 1. Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations. | |
| | 2. Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches. | Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.<br><br>Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein |



## Intellectual Inquiry: Humanities

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 3. Evaluate theses and conclusions (of other scholars) based on existing knowledge, information, or evidence from credible sources | Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research). |
| | 4. Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts. | |
| | 5.Articulate and sustain an original interpretation or argument based on sound evidence and reasoning. | An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment. |

# ALIGNMENT BETWEEN CORE OUTCOMES, RUBRIC, ARTIFACTS

## Intellectual Inquiry: Social Sciences

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 1. 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 | 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. |
| | 2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge | Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge |



## Intellectual Inquiry: Social Sciences

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 3. Identify and use appropriate information resources to substantiate evidence based claims. | Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims. |
| | 4. Explore how a social science discipline influences society. | Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society. |
| | 5.Propose potential solutions to problems based on sound evidence and reasoning | |

# ALIGNMENT BETWEEN CORE OUTCOMES, RUBRIC, ARTIFACTS

## Intellectual Inquiry: Natural/Mathematical/Physical Sciences

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 1. Define a problem and/or clearly formulate a problem statement. | A hands-on student project is required. This project enables students to demonstrate their ability to conduct a scientific project using scientific methods that include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies. |
| | 2. Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem. | |



## Intellectual Inquiry: Natural/Mathematical/Physical Sciences

| Core Outcomes | Rubric | New Program Proposal/Artifacts |
|---|---|---|
| Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry | 3. Select and use appropriate information to support a conclusion. | Course activities that demonstrate the integration of information literacy into the course. |
| | 4. Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society. | Course activities that enable students to demonstrate an understanding of the fundamental principles in a branch of science. |
| | 5. Apply fundamental principles to solve a problem or to explain observed phenomena. | Course activities that enable students to demonstrate the application of fundamental principles to interpret and make predictions in that branch of science. |

# CONSIDERATIONS



## CONSIDERATIONS

- Endorse a planning period to support faculty as they prepare to assess the next cycle of Core courses
- Consider focusing assessment artifact review on courses most frequently taken to satisfy Core requirements
- Create a work group to evaluate assessment software alternatives and successful implementation of that assessment system
- Address alignment issues between
  - assignments ⇔ rubrics
  - courses ⇔ outcomes

**THANKS TO OSPIE TEAM:**

**RAEANNE PEARSON**
**JUSTIN JOHNSON**
**KATHRYN CRAWFORD**
**NORA HATTON**

- One member from the area of Quantitative Foundations.

The SUKCEC Chair shall invite five ex-officio, nonvoting members to join the committee, from the following areas:

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

### 1.4.3.3.2 Functions

[US: 11/13/2017; 5/2/2022]

The UK Core Education Committee shall exercise the following functions:

1. It shall recommend to the Senate Council procedures and guidelines for designing and submitting course proposals for implementing the program.
2. It shall recommend to the Senate Council policies by which courses may receive UK Core designation.
3. If called upon by Senate to do, it shall also broadly communicate these policies to all undergraduate colleges. (see SR 9.19)
4. It shall recommend to the Senate Council all courses which are proposed to the University Senate to fulfill the program requirements.
5. It shall maintain long-term oversight of the program, including periodic course review and program assessment to ensure that the program fulfills the learning outcomes.
6. It shall recommend to the Senate Council the deletion of courses (or pairs of courses) from the program that no longer seem appropriate to the program, and recommend to colleges or departments, through the Chair, such changes concerning teaching and content as it deems necessary or appropriate.
7. It shall continue to work to enhance the program and assert the program's centrality to the undergraduate curriculum through involvement in university-wide planning and policy discussions related to the program.
8. Upon the recommendation of the Undergraduate Council or upon its own initiative, it shall develop and propose changes to the Undergraduate Council in the structure of the program or in the requirements necessary to complete the program for approval and recommendation to the Senate Council and University Senate.
9. It shall report individual cases of temporary waivers of or temporary substitutions for program requirements to the Undergraduate Council.

10. It shall set policies for the granting of credit to transfer students for courses taken which are equivalent to those in the program and it shall communicate these policies to all undergraduate colleges (SR 9.19) on campus.

## 1.4.3.3.3 Waivers

All waivers of or substitutions for program requirements for particular categories of students, if approved by the Committee, shall be submitted to the Senate Council for its approval by the Senate. The Senate Council's approval of temporary waivers of or substitutions for program requirements for particular categories of students shall be final.

# Observations from 2021-22 UK Core Assessment Findings

| Core Outcome | Knowledge Area | Sample Size | Mean Rubric Score |
|---|---|---|---|
| Intellectual Inquiry | | n = 1,283 | 2.4 |
| | Social Science | n = 325 | 2.4 |
| | Natural & Physical Sciences, Math | n = 224 | 3.05 |
| | Humanities | n = 427 | 2.2 |
| | Arts & Creativity | n = 307 | 2.25 |
| Quantitative Reasoning | | n = 124 | --* |
| | Quantitative Foundations: Math | n = 98 | 3.03 |
| | Quantitative Foundations: Non-Math | n = 26 | 1.98 |

** Quantitative Foundations artifacts are scored with two rubrics that use different scales. There is, therefore, no aggregate score.*

Intellectual Inquiry Breakdown

Criteria #1 (Ethics) was 2.45/4.
Criteria #2 (Evaluate) was 2.47*/4.
Criteria #3 (Inquiry) was 2.42/4.
Criteria #4 (Methods) was 2.45/4.
Criteria #5 (Problem Solving) was 2.62/4.

***Arts & Creativity rubric does not include Evaluate as a criterion, therefore, the mean only represents scores for Social Science, Humanities, and Natural & Physical Sciences and Math.*

Quantitative Reasoning: Quantitative Foundations Breakdown

| Math | Non-Math |
|---|---|
| Criteria #1 (Interpretation) was 3.0/4. | Criteria #1 (Problem-Solving) was 1.95/3. |
| Criteria #2 (Representation) was 2.87/4. | Criteria #2 (Evaluation) was 1.95/3. |
| Criteria #3 (Calculation) was 3.23/4. | |
| Criteria #4 (Application) was 3.13/4. | |
| Criteria #5 (Assumptions) was 3.0/4. | |
| Criteria #6 (Communication) was 2.93/4. | |

## Questions to consider:

- Do faculty find the number of artifacts to be a sufficient representation that they are willing to use the data for decision making?
    - How might faculty use this Core data to reinforce data collected from within the department (triangulation)?
    - If faculty do not see the samples as representative for decision making, what could the CEC and OSPIE do to provide appropriate data for decision making?
- Does the department believe students should perform equally well on all criteria, or are students expected to perform better, on average, in some criteria versus others?
- Does the department see alignment between the assignments submitted and the rubric used for scoring?

**Subject:** Re: Senate UK Core Education Committee's Working Group on Exceptions for Learning Disability
**Date:** Tuesday, January 24, 2023 at 3:45:29 PM Eastern Standard Time
**From:** Nguyen, Nicholas D.
**To:** Tanaka, Keiko
**CC:** Bird-Pollan, Stefan E.

Dear Keiko,

As I mentioned, I am unable to attend these meetings since I teach during them. I would like to offer my opinions on the three substitution courses in the context of the evaluation rubrics here:

MA:
https://www.uky.edu/ukcore/sites/www.uky.edu.ukcore/files/QuantitativeLiteracy.pdf

non-MA:
https://www.uky.edu/ukcore/sites/www.uky.edu.ukcore/files/QFO_Sep2014.pdf

My main concern is that since these courses were not necessarily designed to be core courses, they may not have assignments designed to align to the rubrics.

FAM 251:

The GEOC minutes mention that this course was used to substitute for MA 109 (College Algebra), so I decided to analyze the syllabus against the QF MA rubric instead of the non-MA rubric.

I can see that students would have to be able to interpret information in mathematical forms, such as balance sheets, tax tables, and stock market charts, during the course. The projects appear to offer students the opportunity to produce their own financial statements and budgets (as part of the projects), so they would be taking information and data from their lives and habits and representing that data in tables.

The syllabus mentions that students would have to compute financial ratios and projected monthly amounts for savings in the student learning outcomes. I would assume that students would have also need to do calculations with interest rates when working with credit cards and mortgages. They would then need to apply and analyze their representations and calculations to make decisions like how to prepare for retirement or how to handle credit card debt or which mortgage to choose or many other important choices that would be faced in real life.

I am not sure if students will have an opportunity to discuss assumptions - perhaps during risk management and insurance and the associated project?

Speaking of the projects, while I cannot tell from the syllabus alone how substantive the projects are, they would provide an opportunity for students to communicate their ideas and decisions based on the financial statements and other calculations they may have done.

Overall, while I am not going to instantly recommend that FAM 251 be a core course, I am quite comfortable with it being a substitution for a math course for core requirements. Although the level of

mathematics is much lower than MA 109 (although I wonder how it compares to MA 111 - Intro to Contemporary Math), students who take FAM 251 would learn to develop competency and comfort in working with numerical and financial data and draw conclusions that would impact their lives.

PHI 100 and PHI 130:

For context, my understanding of PHI 120, the QF core course that PHI 100 and PHI 130 have substituted for, is that in PHI 120, students will learn about mathematical logic and the structure of logical arguments. The usage of truth tables and formulas and the associated symbols and notation makes the course feel much closer to a math course than PHI 100 and PHI 130. Still, I used the non-MA QF rubric as a frame of reference when analyzing the syllabi for PHI 100 and PHI 130.

Although the PHI 100 syllabus states that students should be able to "identify reasoning for the positions in the readings... evaluate and compare different reasons for the same position, or different positions based on the same reasons," I do not see any emphasis or mention of fundamental elements or quantitative constructs of logic that PHI 120 covers. Another issue is that the course is already used to satisfy a different core requirement, Inquiry - Humanities. Would a student taking PHI 100 as a substitute for PHI 120 be able to use this one course for two requirements?

As for PHI 130, again, although students will need to discuss philosophical arguments and apply them to real-world ethical issues, it does not appear they would do so in a quantitative way using logical constructs as seen in PHI 120.

Overall, I am much more hesitant to support the usage of PHI 100 and PHI 130 as substitutes for PHI 120. Since philosophy is not my area of expertise though, I am willing to hear opinions from others on these two courses.

Nicholas

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**From:** Tanaka, Keiko <ktanaka@email.uky.edu>
**Sent:** Tuesday, January 17, 2023 2:57 PM
**To:** Bird-Pollan, Stefan E. <stefanbirdpollan@uky.edu>; Gebert, Mark A. <mark.gebert@uky.edu>; Wilhelm, Ronald J. <ron.wilhelm@uky.edu>; Nguyen, Nicholas D. <nicholas.nguyen@uky.edu>; Bailey, Avery <Avery.Bailey@uky.edu>
**Subject:** Senate UK Core Education Committee's Working Group on Exceptions for Learning Disability

Dear Colleagues:

I am formally appointing you to be on the SUKCEC Working Group on Exceptions for Learning Disability. Stefan Bird-Pollan from Philosophy Department (SUKCEC US Citizenship area) has graciously agreed to chair this working group.

The charges of your working group are as follow:

1. Review the DRC's request for course substitutions in the UK Core areas of Quantitative Foundation (QF) and Statistical Inference Reasoning (SIR) by:
    a. Reviewing the syllabi of the three courses requested for course substitutions (FAM 251, PHI 100,

PHI 130), and
    b. Maybe reviewing other courses approved in the area of QF (CS 261. Social Networks: Methods & Tools; EES 151. Quantitative Planet; EES 155. Earthquakes & Quantitative Reasoning; EES 185. Quantifying the Bluegrass Water Supply; FOR 200. Basics of Geospatial Technology; GEO 310. Data Explorations & Applications in Everyday Life) to determine if any of them maybe more appropriate for students with learning disabilities;
2. Recommend the formal procedures for approving DRC's requests for course substitutions for student with disabilities by reviewing the documents concerning the matter (see Minutes of GEO March 9, 2012; my email conversations with Bill Rayens from Statistics Department as well as DeShanna Collet)
    a. Think about what documents besides the syllabus we need to determine which courses can be used for substitutions, e.g., clinical justifications? Pedagogical justifications?
3. Recommend creative, long-term approaches to providing general education to students with learning disabilities that meets Student Learning Outcomes of the UK Core program by reviewing best practice examples of other universities with math education for students with disabilities – I am going to identify scholars on or off-campus who specialize in this area

I do not expect the work to be fully completed by the end of this semester, particularly the charge no. 3. However, I'd like to begin more productive conversations to identify a long-term approach to inclusive math/statistics education that guarantees everyone, regardless of their abilities, to acquire basic numerical and computational skills.

At our first monthly meeting next Wednesday, January 25, we will have David Beach and probably Leisa Pickering as guests to talk about this request. If you wish to hear from Bill Rayens, I can invite him too. Please let me know who else I should invite to the meeting.

Hopefully, by January 25, you have completed reviewing the syllabi of these three courses so that you can ask questions. I don't think we will have enough time to go into discussion. After the meeting, I'd like the working group to start deliberations. I will assist you with identifying documents, communicating with people outside the committee, etc.

Thank you very much for your assistance on this matter.

K

P.S. I am also attaching a PDF copy of my email of January 10, 2023 to David Beach and Leisa Pickering about the DRC's request for course substitutions.

Dr. Keiko Tanaka (田中敬子)
Professor of Rural Sociology
Director of Undergraduate Studies in Community & Leadership Development
Chair of the University Senate UK Core Education Committee
Department of Community & Leadership Development
College of Agriculture, Food & Environment
University of Kentucky
507 Garrigus Building
Lexington, KY 40546-0215
Cell: (859) 351-9252
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TO: University Senate UK Core Education Committee (SUKCEC)

FROM: Dr. David Beach, Director of Disability Resource Center
Dr. Leisa Pickering, Learning Disorders Consultant

DATE: 23 January 2023

RE: Responses to Questions for SUKCEC Meeting

1. **Why does the DRC need to request two additional PHI courses be used as course substitutions for QF?**

   **Can students with documented learning disabilities take PHI 120, rather then requesting course substitution?**

**Eligibility.** Students registering with the Disability Resource Center are required to provide documentation supporting a diagnosis which significantly impacts their academic performance. Students requesting a course substitution in areas of Math, Statistics, or Foreign Language are required to have a current comprehensive Psycho-Educational Evaluation Report with clinical data demonstrating significant functional limitations and meeting Diagnostic and Statistical Manual of Mental Disorders (DSM-5) diagnosis criteria. These students meet with the Learning Disorders Consultant in the DRC for an interview covering the student's history in these areas of study, previous courses, level of tutoring and educational support services, previous accommodations, current major field of study and degree ambitions, etc., to determine if the student is eligible for course substitutions. This determination is completed by a Certified School Psychologist with a PhD in School Psychology and extensive experience conducting psychological evaluations in K-12 (Fayette County) and was completing her Ph.D. in School Psychology.

Students with Specific Learning Disorders in areas of math have individualized profiles in their cognitive and achievement evaluation results. They may demonstrate significant deficits on tasks such as processing numerical information, sequencing numbers, memory for rules and arithmetic facts, applying appropriate operations to solve a problem, calculating accurately, processing speed with math, working memory, math abstract reasoning, visual/spatial problem solving, concept formation. Some students may struggle with basic calculations but have great abstract mathematical reasoning. Some may have good basic calculation skills but get lost in mathematical conceptual reasoning. Others may struggle in all areas of math. Eligibility for course substitutions is determined on an individual, case-by-case basis.

2. **Other QF Courses - Courses outside of the Math Department which have been approved to fulfill Quantitative Foundations (QF) requirements.**

The fact that quantitative reasoning and data analysis courses are outside of the Math Department does not make them appropriate as exceptions to be substituted for traditional Algebra and Calculus courses. These courses all require calculation and/or math reasoning skills.

These courses are available as options for the students with Math Learning Disorders and may be appropriate for some, depending on their areas of deficits and their field of study. However, if a student has been determined eligible for math/statistics course substitutions, alternative courses which do not require math reasoning or calculation skills need to be available as options.

The Americans with Disabilities Act (ADA) and Section 504 of Rehabilitation Act state that 'a [University] shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate against a qualified disabled student.' Further, "Modifications may include… substitution of specific courses required for the completion of degree requirements…". However, 'Academic requirements the [University] can demonstrate are essential to the program of instruction… will not be regarded as discriminatory.'

As a policy, a course substitution must not be an essential component of the student's program of study. Any course substitution must maintain the integrity of the student's degree requirements. Whether a course is required for a degree program is determined by the College.

Examples of two students with Math Learning Disorders:

- One is majoring in Chemistry with the degree requirement to complete Calculus and, therefore, would not be eligible for a math course substitution. This student would need to use tutoring and study strategies to get through the math requirement or consider changing majors.

- The second student is majoring in History with ambitions to go to Law School and is not required to complete a math course to fulfill the degree program. In this case, it would be reasonable for the student to have a math course substitution to fulfill the CORE General Education requirements.

3. **Average number of cases per semester.** This number fluctuates from semester to semester. Overall, course substitutions of Foreign Language tend to outnumber course substitutions of Math and Statistics, with the total number averaging around 30 to 40 students per academic year. Some students need all three areas substituted. Some Foreign Language course substitutions are for graduation requirements, some are for college requirements (i.e., Arts & Sciences, Communication).

**4. Pedagogical/clinical justifications.**

This initial Course Substitution Committee determined that substitutions for math, logic, and statistics should require reasoning that did not involve math calculations or abstract mathematical concepts. This led to the approval of PHI 100, which is an Introduction to Philosophy, and PHI 130, Morality and Society. In addition, there was the thought that students should have an option for a life skills approach to a concrete, literal everyday applied math for adults. This led to the approval of FAM 251, Personal and Family Finance. As Chair of the Committee, Dr. Louis Swift supported these courses and they have remained the approved substitution courses for Math Learning Disorders at the University of Kentucky.

**Request to Update Approved Courses for Substitution.**

Over the past 30 years there may be duplicate courses (similar courses across different departments) or new courses that could be considered as reasonable substitution courses for students with learning disorders. We are requesting a review and update of courses that could be approved as substitutions for *Quantitative Foundations* and *Statistical Inferential Reasoning* for students with Specific Learning Disorders in math. Foreign Language requirements are currently substituted with courses listed in *Global Dynamics* – courses with a cultural or diversity theme. This list appears to be frequently updated and current.

**Subject:** RE: UK Core Exception Requests by DRC
**Date:** Monday, January 16, 2023 at 10:27:50 AM Eastern Standard Time
**From:** Rayens, William S.
**To:** Tanaka, Keiko
**Attachments:** image001.jpg

Good Morning!

Yes, the timeline is starting to melt into history. As you know, I'm sure, the original organizers of the UKCORE (before it was named) were Rich Greissman, Ernie Yanarella, and, notably, Susan Carvalho. During that time (pre 2010) I was a worker bee, assigned to this or that committee. I also accompanied the group (along with Derek Lane, others) to Miami of Ohio in 2008 to look at their Miami Plan). I believe it was after Susan took over the larger formation enterprise, I was asked to chair (co-chair?) a committee that that ended up drafting the language meant to govern the SIR category. I also led the committee that named the CORE though that got suppressed since a couple of my superiors wanted credit for that 😊 since it was a more visible outcome.

In that 2012 document I was functioning as Assistant Provost for General Education (under Mike Mullen) and one of my duties was to chair GEOC. The logic of the statistics substitution at the time was the following:

1. The DRC had determined once upon a time on their own (we trust them) that courses like PHI 120, FAM 251 would be allowed instead of STA 200. This was before the CORE.
2. STA 200 (soon to be replaced by STA 210) became a part of the CORE
3. Therefore the substitution should be allowed to continue

For good or bad, as you can see from the minutes, the DRC was not asked to make a disability learning case to GEOC. I just remember well 2012 the DRC (now retired director) making the point that the family finance in FAM 251 the students he worked with could handle, but they couldn't handle the conceptual complexity (not a mathematical issue) surrounding STA 200. Looks like GEOC simply allowed what had gone before to continue.

Perhaps the way sociologists are primarily sociologists, we are not disability experts and unfortunately we don't have anyone in the department with that kind of expertise. That'd be more likely to be in psych or edu probably, maybe?

I guess my personal opinion is this. If we agree as a public university to serve everyone, even those who may not be able to meet a set of baseline standards (such as the CORE), then the task becomes one of finding paths around and through. That only starts to worry me when the number of people being placed on those paths grows substantially. I think the appropriateness of these paths has not really been studied. Rather, experts working with students have just noted that the practical or the tactile or whatever might be easier for certain individuals to deal with then something that has a conceptual context that has to be grasped. So a course that teaches kids about how to write checks and do simple interest calculations might be easier than one at the same "level" that tries to teach about how markets work. In the end neither really do anything with statistical reasoning. So if statistical reasoning is really important for functioning in the world as we know it (as GEOC and the Senate felt back in 2012), then we are still missing that connection.

Cheers,

Bill

**From:** Tanaka, Keiko <ktanaka@email.uky.edu>
**Sent:** Monday, January 16, 2023 9:21 AM
**To:** Rayens, William S. <rayens@uky.edu>
**Subject:** Re: UK Core Exception Requests by DRC

Bill: Thank you so much for your response! I was hoping that you will help me fill in the historical aspect of this. I saw the SUKCEC (Senate UK Core Education Committee) meeting minute (at the time, committee was called "Interim General Education Oversight Committee) of March 9, 2012, where this matter was discussed. You were an Ex Officio member of the committee then.

I have asked David Beach and Leisa Pickering from DRC to answer several questions concerning the selection of these courses, particularly both clinical/pedagogical justifications for the selection of these PHI and FAM courses, and the number of students who request exceptions for QF (quantitative foundation) and SIF (statistical inference reasoning) cores. Based on the minutes of March 9, 2012, the four courses used as QF and SIR substitutions (PHI 100, PHI 130, FAM 251) have not changed despite the fact that there are many more options available in these areas.

Mark Gebert from your department is currently the member of the SUKCEC, representing as the expert of SIR Core area. Through him, I'd like to engage the Statistics Department into the conversations about how to best serve students with document math disability. If there is anyone in your department who is familiar with how other universities and colleges address this issue, I'd like to talk to him/her/them.

I am not at all convinced that having students with math disability take these PHI and FAM courses will do any good…

I will keep you and your department in the loop on this matter! Thank you again.

K

Dr. Keiko Tanaka (田中敬子)
Professor of Rural Sociology
Director of Undergraduate Studies in Community & Leadership Development
Chair of the University Senate UK Core Education Committee
Department of Community & Leadership Development
College of Agriculture, Food & Environment
University of Kentucky
507 Garrigus Building
Lexington, KY 40546-0215
Cell: (859) 351-9252
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**From:** Rayens, William S. <rayens@uky.edu>
**Date:** Friday, January 13, 2023 at 3:23 PM
**To:** Tanaka, Keiko <ktanaka@email.uky.edu>

**Subject:** RE: UK Core Exception Requests by DRC

Thanks! No worries. Yes, I know those courses. I like how clearly you posed your question:

Will these three substitution courses enable students with learning disabilities to "demonstrate an understanding of and ability to employ methods of quantitative reasoning" by "(a) demonstrate[ing] how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain[ing] 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"?

The answer to that question is 'no'. There is no *statistical* inferential reasoning in PHI 100, PHI 130, or FAM 251. I chaired that original committee that set these guidelines and what the entire UK CORE architects were worried about at the time was what they wanted to call "slippage," or gradual deviations from the original intent of a program. There might be a way here to included courses such as the three you listed without having that happen, but we might have to repose the question that the Senate would want to consider. That is, if there are elements of statistical reasoning and/or quantitative literacy, as outlined by the original UK CORE architects, that are recognized as unusually or unfairly difficult to a student with a particular documented learning disability, then what other courses, with other outcomes, might be acceptable for those students?"

If someone posed that question to me, then I'd say UK probably needs to do what they need to do to serve the needs of our DRC students. I would try to build a berm between those concessions and the original intent of the CORE though.

Cheers,

Bill

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**From:** Tanaka, Keiko <ktanaka@email.uky.edu>
**Sent:** Friday, January 13, 2023 3:13 PM
**To:** Rayens, William S. <rayens@uky.edu>
**Subject:** Re: UK Core Exception Requests by DRC

Sorry about that. This has been happening often lately...

K

# Course Substitution due to Specific Learning Disorde

1. Meet with Dr. Leisa Pickering to review your psychological evalua
2. If approved, Dr. Pickering will send a recommendation to the Univ Senate, Registrar, College Dean, Academic Advisor, and the stude
3. Recommendations are usually sent once per semester.
4. The University Senate will approve of the course substitution and an email with the approved substitution courses.

## Key Points:

- Course substitutions are made to fulfill **areas of CORE General Ed requirements**:
  - VII. Quantitative Foundations (Math)
  - VIII. Statistical Inferential Reasoning (Statistics)
  - Foreign Language – Graduation Requirement
- **Course substitutions cannot be made for Major Degree requirem** (i.e., Engineering major will not allow math course substitutions).
- Accommodations cannot change the curriculum of your degree pr
- Students who are eligible for course substitutions may also be elig exemptions from placement exams and APP courses.
- If students have questions, they may email Dr. Leisa Pickering (leisa.pickering@uky.edu).

## Approved Substitution Courses:

- Math and/or Statistics courses may be substituted by one of the f
  - PHI 100 Introduction to Philosophy: Knowledge and Re
  - PHI 130 Introduction to Philosophy: Morality and Socie
  - FAM 251 Personal and Family Finance

- Foreign Language – Graduation Requirement courses may be subs
  - X. Global Dynamics area of CORE General Education (Students choose one substitution course for each required language course.)

Dr. Keiko Tanaka (田中敬子)
Professor of Sociology and Director of Undergraduate Studies in Community & Leadership Development
Department of Community & Leadership Development
College of Agriculture, Food and Environment; and
Department of Sociology
College of Arts and Sciences
University of Kentucky
Ph: (859) 257-7574
Cell: (859) 351-9252

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**From:** Rayens, William S. <rayens@uky.edu>
**Sent:** Friday, January 13, 2023 3:06 PM
**To:** Tanaka, Keiko <ktanaka@email.uky.edu>
**Subject:** RE: UK Core Exception Requests by DRC

Hi Keiko – Was the attachment not included perhaps?

Cheers,

Bill

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**From:** Tanaka, Keiko <ktanaka@email.uky.edu>
**Sent:** Tuesday, January 10, 2023 7:15 AM
**To:** Perry, Peter <pperr0@uky.edu>; Corso, Alberto <alberto.corso@uky.edu>; Nguyen, Nicholas D. <nicholas.nguyen@uky.edu>; Rayens, William S. <rayens@uky.edu>; Pittard, Melissa Q. <melissa.pittard@uky.edu>; Gebert, Mark A. <mark.gebert@uky.edu>
**Subject:** UK Core Exception Requests by DRC

Dear Colleagues:

Hope you had a wonderful, relaxing winter break!

I am writing as the Chair of the University Senate UK Core Education Committee (SUKCEC), in which Nicholas Nguyen and Mark Gebert are voting members. The Disability Resource Center regularly grants UK Core substitutions to those students with documented learning disorders. Unlike other UK Core exception requests, however, the SUKCEC has not been requested to review any substitution requests. Under DeShana Collett's leadership, the University Senate is going to establish a formal procedure where the SUKCEC will review a list of courses that DRC requests to be used for UK Core substitutions.

As seen on the attachment, DRC lists two Philosophy (PHI) and Family Sciences (FAM) courses to be used to have been used to substitute Mathematics (MA) and Statistics (STA) courses in order to fulfil the Intellectually Inquiry: Quantitative Foundations and Statistical Inference & Reasoning requirements**. I'd like to hear your thoughts on the appropriateness of these PHI and FAM courses to be used for MA and STA replacements.** Of course, there are many non-MA and non-STA courses that are approved to satisfy the UK Core Quantitative

Foundations and Statistical Inference & Reasoning requirements, including *PHI 120. The Art of Thinking: An Introduction to Logic*.

When the SUKCEC receive a Core exception request, we ask whether the substitution course meets student learning outcomes of the particular UK Core area, which the course is used to fulfill the requirement. The questions I'd like pose to you and your department are:

1. Will these three substitution courses enable students with learning disabilities to "demonstrate an understanding of and ability to employ methods of quantitative reasoning" by "(a) demonstrate[ing] how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain[ing] 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"? (https://www.uky.edu/ukcore/Learning_Outcomes)
2. Do you have any suggestions/recommendations how we as the University should provide mathematical/statistical inference education to students with documented learning disabilities?

Thank you for your assistance.

K

Dr. Keiko Tanaka (田中敬子)
Professor of Rural Sociology
Director of Undergraduate Studies in Community & Leadership Development
Chair of the University Senate UK Core Education Committee
Department of Community & Leadership Development
College of Agriculture, Food & Environment
University of Kentucky
507 Garrigus Building
Lexington, KY 40546-0215
Cell: (859) 351-9252
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# Interim General Education Oversight Committee
# Minutes from March 9th, 2012

## Room 228 Student Center, 10 a.m. – Noon.

| Members Present: | Ex Officios Present: | Guests Present: |
|---|---|---|
| Jonathan Allison | Bill Rayens | Jacob Karnes |
| Ruth Beattie | Mike Shanks | Leisa Pickering |
| Susan Larson | Debra Sharp | Leah Simpson |
| Juliana McDonald | | |
| Jennifer Rice | | |
| David Royster | | |
| Ben Withers | | |

1. The January 24th minutes were approved without modification

2. Rayens welcomed new member Professor Amy Gaffney (Instructional Communication), Area Expert in C&C II, and brought the new Gen Ed website, designed by Chris Thuringer, to the attention of the Committee

3. Dr. Leisa Pickering and Director Jacob Karnes discussed course substitutions in USP and the UK Core for students with documented disabilities. They presented the following proposal for selective substitution of courses for the Foundations and Statistical Inferential Reasoning areas of the Core and this proposal was endorsed unanimously by IGEOC members present:

   *At the University of Kentucky, course substitutions have been approved case-by-case for the past 30 years or so. This has been an on-going practice between the Office of Undergraduate Education and Disability Resource Center, primarily focused on the University Studies Program requirements for math, inference-logic, and foreign language.*

   *Students registered with the Disability Resource Center who have documented disabilities impacting their learning of math have received course substitutions for one or more of the following courses: College Algebra (MA 109), Logic (PHI 120), and Statistics (STA 200) (depending on their major requirements). The courses that have been substituted have been Family Finance (FAM 251) to substitute for MA 109, and Introduction to Philosophy (PHI 100) and Ethics (PHI 130) to substitute for PHI 120 and STA 200. Students with a relevant documented disability could substitute foreign language requirements with cross cultural courses.*

   *Now, with the UK Core Requirements, we are proposing a policy for students with documented disabilities impacting their learning of math to have an exception track for fulfilling the Quantitative Foundations and Statistical Inferential Reasoning requirements. Depending on their major requirements (which must be completed or appealed to the Dean*

*of the College for substitution consideration), qualified students would be given an exception to take two of the three courses - PHI 100, PHI 130, or FAM 251 to fulfill the two courses required within Quantitative Foundations and Statistical Inferential Reasoning of the UK Core Program*.

4. The Committee approved an adaptation of the current approval process for a UKC designation.

    a) Current Process: requires a) course approval form, b) course review form, and c) syllabus and a 48 hour window during which IGEOC members can look at the request and advice Associate Provost Mullen

    b) Rationale for Change: after observing the current process in action for almost a year, Associate Provost Mullen has noted that the construction of an entire syllabus for an experimental course, many months before that course is taught, has proven to be a disincentive to faculty for creating new Core courses.

    c) Suggested New Process: IGEOC voting members unanimously approved allowing Associate Provost Mullen to approve the courses (to be taught a maximum of two times with a UKC tag) without the 48 hour review window for IGEOC and with whatever documents he deemed useful to making his decision. The Committee asked only that those documents provide that the faculty member had given substantive thought to the appropriate template area outcomes and how those might be mapped to the proposed course.

    So that the integrity of the temporary approval process might be maintained, IGEOC requires that the approval process outlined be approved on a year-to-year basis. It is anticipated that renewal of the process would be automatic, but having a yearly expiration would allow IGEOC to intervene if the process were being abused or found to be ineffective in any way. To help facilitate this renewal decision IGEOC would like to see, prior to the renewal, an accounting of how many of the UKC courses actually were placed in the formal approval pipeline over the previous cycle. If this process is working the way it is intended to work, then a majority of experimental UKC tags should be in the pipeline for full approval prior to the two-semester expiration of those UKC permissions.

    IGEOC also strongly suggests, but does not require the Associate Provost for Undergraduate Education to consult with the appropriate Area Expert on any experimental courses that s/he might have questions about, prior to approving the temporary UKC designation. It would also be ideal if during the time a course is first being taught with a UKC tag the faculty instructor would contact the appropriate Area Expert for dialogue and advice if helpful.

5. The Committee discussed the revised C&C rubric and based on an emailed suggestion from new member Dr. Gaffney, voted that the words “when appropriate” should be added to each competency level where a citation of sources is mentioned. The Committee agreed that Leah Simpson would be in charge of making those changes and approved the rubric subject to said alterations.

6. Although it was not an agenda item, the Committee discussed an email from a member of the science faculty at UK regarding a journal that is important to a Core course but on the list of those to

be cut. Deb Sharp, from Libraries, noted it was simply a matter of ever-shrinking budgets and that candidate lists had been circulated, and presumably reviewed, by all Chairs. IGEOC asked Rayens to draft an email to Senate Council Chair Dr. Hollie Swanson, to be sent to the Senate Council Subcommittee on Libraries. The following text was approved for submission:

*Dear Professor Swanson:*

*The Interim General Education Oversight Committee would like to encourage the Senate Subcommittee on Libraries to consider the importance to the Core of journals and other library resources when constructing lists of such resources to be cut. The Committee recognizes that budgets are tight and decisions have to be made in order to stay within those budgets, and are simply asking that the criterion of "Importance to the Core" become one of screening criterion.*

7. Rayens was asked to have a discussion of HON courses on the agenda for the next meeting. Rayens was also asked to have a discussion of Holistic versus Analytic rubrics on the next agenda. Leah Simpson was asked to come prepared to discuss the differences and the strengths and weaknesses of each.

8. Meeting was adjourned at 11:45.