UK Core Summit

October 18, 2012
Thank you for your continued support of UK Core!
Agenda

- State of the Core - Ben Withers
- Oversight Committee Transition - Ruth Beattie
- Assessment Update - Heather Bush
- CELT Resources - Kathi Kern
# State of the Core
## A Brief History

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Discussions begin</td>
</tr>
<tr>
<td>March 2008</td>
<td>Design Principles approved</td>
</tr>
<tr>
<td>December 2008</td>
<td>Learning Outcomes and Curricular Framework approved</td>
</tr>
<tr>
<td>May 2009</td>
<td>Course Templates approved</td>
</tr>
<tr>
<td>May 2010</td>
<td>General Education Oversight Committee (GEOC) approved w/ 2-year charge</td>
</tr>
<tr>
<td>December 2010</td>
<td>Senate votes unanimously to begin implementation, effective Fall 2011</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>First cohort enters UK under the UK Core requirement</td>
</tr>
<tr>
<td>May 2012</td>
<td>Senate approves UK Core Education Committee (UKCEC) as a standing committee</td>
</tr>
</tbody>
</table>
State of the Core
Broad Faculty Involvement

- **Faculty teams** of 10 were created for each area to construct the course templates

- More than 100 faculty involved from across campus
State of the Core
Learning Outcomes

Students will demonstrate:

- an understanding of and ability to employ the processes of intellectual inquiry.
- competent written, oral, and visual communication skills both as producers and consumers of information.
- an understanding of and ability to employ methods of quantitative reasoning.
- an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.
## State of the Core
### By the Numbers

<table>
<thead>
<tr>
<th>UK Core Area</th>
<th># of courses approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Inquiry – Arts &amp; Creativity</td>
<td>23</td>
</tr>
<tr>
<td>Intellectual Inquiry – Humanities</td>
<td>44</td>
</tr>
<tr>
<td>Intellectual Inquiry – Social Sciences</td>
<td>14</td>
</tr>
<tr>
<td>Intellectual Inquiry – Natural/Physical/Mathematical Sciences</td>
<td>21</td>
</tr>
<tr>
<td>Composition &amp; Communication I</td>
<td>2</td>
</tr>
<tr>
<td>Composition &amp; Communication II</td>
<td>2</td>
</tr>
<tr>
<td>Quantitative Foundations</td>
<td>8</td>
</tr>
<tr>
<td>Statistical Inferential Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>Community, Culture and Citizenship in the USA</td>
<td>28</td>
</tr>
<tr>
<td>Global Dynamics</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>194</strong></td>
</tr>
</tbody>
</table>
State of the Core
By the Numbers
Fall 2012

ACR
HUM
NPM
SSC
CC1
CC2
QFO
SIR
CCC
GDY

Courses
Sections
State of the Core
Fall 2012 Course Enrollment by College

- Agriculture [2%]
- Arts & Sciences [77%]
- Communication & Information [9%]
- Design [<1%]
- Education [1%]
- Engineering [1%]
- Fine Arts [9%]
- Gatton [<1%]
- Public Health [1%]
State of the Core
Where are we now?

- Course proposals are now processed in eCATS
  - Need more Arts & Creativity, Social Science, and NPMS courses
  - Utilize UKC experimental course option
- Assessment strategies in progress
- Ensure academic advisor support
- Monitor enrollment management issues
Oversight Committee
UK Core Education Committee

- IGEOC transition (Bill Rayens as Chair)
- Standing Committee of the Senate
- 10 faculty members

Functions include:
- Approving courses
- Long-term oversight (including periodic review)
- Propose recommendations to enhance the program
- Set policies for transfer/waiver credit
Oversight Committee
UK Core Education Committee

- **UKCEC Members**
  - Ruth Beattie (chair) – Biology
  - Jonathan Allison – English
  - Heather Bush – Biostatistics
  - Patricia Cook – Social Work
  - Amy Gaffney – Communication
  - Nancy Jones – Theatre
  - Susan Larson – Hispanic Studies
  - Juliana McDonald – Anthropology
  - Jennifer Rice – Writing, Rhetoric, and Digital Media
  - David Royster - Mathematics
Assessment Update
The 7th Design Principle

• The curriculum will specify learning outcomes and the processes for both the systematic assessment of those learning outcomes and ongoing curricular improvement.

• Requires assessable assignments from all UK Core courses.

• Similar to what we are asking of degree programs
Assessment Update
2011-2012 Academic Year

- Fall 2010 & Spring 2011 collection
  - Citizenship (Global Dynamics & U.S)
  - Composition & Communication
  - Assignments evaluated October/November 2011

- Fall 2011 collection
  - Inquiry (ACR, HUM, SSC, NPM)
  - Quantitative Reasoning (QFO & SIR)
  - Assignments evaluated May 2012
## Assessment Update

### Overall Score Results

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Overall Score Mean</th>
<th>sd</th>
<th>% at 2 or better</th>
<th>% inter-rater agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>298</td>
<td>2.50</td>
<td>0.96</td>
<td>84.6</td>
<td>73.7</td>
</tr>
<tr>
<td>Composition &amp; Communication</td>
<td>458</td>
<td>2.55</td>
<td>0.94</td>
<td>87.8</td>
<td>79.5</td>
</tr>
<tr>
<td>Arts &amp; Creativity</td>
<td>103</td>
<td>2.19</td>
<td>1.12</td>
<td>72.8</td>
<td>77.8</td>
</tr>
<tr>
<td>Humanities</td>
<td>257</td>
<td>2.26</td>
<td>1.02</td>
<td>76.7</td>
<td>80.0</td>
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<tr>
<td>NPMS</td>
<td>263</td>
<td>0.43</td>
<td>0.79</td>
<td>13.7</td>
<td>83.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>175</td>
<td>1.56</td>
<td>0.85</td>
<td>48.0</td>
<td>84.6</td>
</tr>
<tr>
<td>Quantitative Foundations</td>
<td>112</td>
<td>2.52</td>
<td>1.07</td>
<td>81.3</td>
<td>100</td>
</tr>
<tr>
<td>Statistical Inferential Reasoning</td>
<td>168</td>
<td>2.36</td>
<td>0.95</td>
<td>80.4</td>
<td>100</td>
</tr>
</tbody>
</table>
Assessment Update
Citizenship
n=298

Overall Score (2.50)
Assessment Update
Composition & Communication
n=458

Overall Score (2.55)
Assessment Update
Inquiry - Arts & Creativity
n=103

- Identify dimensions of a good question (2.52)
- Theses and conclusions (2.04)
- Ethical Implications (1.99)
- Develop potential solutions (2.36)
- Overall Score (2.19)
Assessment Update
Inquiry – Humanities
n = 258

- Identify dimensions of a good question (2.33)
- Explore answers to questions (2.13)
- Theses and conclusions (2.25)
- Ethical Implications (1.95)
- Develop potential solutions (2.22)
- Overall Score (2.26)
Assessment Update
Inquiry – NPMS
n=263

- Identify dimensions of a good question (0.69)
- Theses and conclusions (0.68)
- Explore alternative approaches (0.26)
- Overall Score (0.43)
Assessment Update
Inquiry – Social Sciences
n=175

- Identify dimensions of a good question (1.77)
- Multiple and complex answers to questions/ issues/ problems (1.72)
- Theses and conclusions (1.37)
- Ethical implications (1.14)
- Develop solutions to problems (1.30)
Assessment Update
Quantitative Foundations

n=112

- Apply knowledge to real world problems (2.70)
- Appraise the efficacy of arguments (2.36)
- Overall Score (2.52)
Assessment Update
Statistical Inferential Reasoning
n=168

- Apply knowledge to real-world problems (2.46)
- Explain everyday uncertainty by statistical science (2.31)
- Appraise the efficacy of statistical arguments (2.35)
- Overall Score (2.36)
Assessment Update
What We Knew/Learned

- **Evaluation rubrics** must be available to faculty before semester
- Importance of assignment prompt
- Difficulty with rubric terminology
  - Inquiry areas ("Ethical Implications")
  - NPMS
  - Citizenship
Assessment Update
Assessment Plan - Revised

• Collect from every course, every semester
• Assess each outcome, every two years
• Stratified sample for evaluation (10% from each semester)
• Evaluation each May including paid faculty evaluators
<table>
<thead>
<tr>
<th>Assessment Date</th>
<th>Outcomes Assessed</th>
<th>Collection Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>Communication Citizenship (U.S. &amp; Global)</td>
<td>Spring 2012, Fall 2012</td>
</tr>
<tr>
<td>May 2014</td>
<td>Inquiry Quantitative Reasoning</td>
<td>Fall 2012, Winter 2012, Spring 2013, Summer 2013, Fall 2013</td>
</tr>
</tbody>
</table>
Assessment Update
Closing the Loop

• Communication of results
  – How do we get this info back to the Colleges?

• Utilizing the UK Core website
  – www.uky.edu/UKCore
Questions/Discussion