

**PROGRAM REVIEW IMPLEMENTATION PLAN  
ANNUAL PROGRESS REPORT  
GEN 100 2020-2021**

**Recommendation 1. Clarify the purpose of GEN 100.**

Instructors and students need clarity about the purpose of GEN 100. The course should maintain its current status as both a UK Core US Citizenship course and a required first-year CAFE course. Such clarification should:

- a. Align course goals and student learning objectives,
- b. Evaluate content overlap with other first-year courses such as ABT 101, AEC 110, SAG 210, UK 101, WRD 110/111, CIS 110/111, etc.,
- c. Involve input and review by constituent faculty, including CAFE Directors of Undergraduate Studies (DUS's), and students that fully represent the diversity valued by the college,
- d. Consider the needs of diverse student groups within the intended audience of GEN 100, including students from different CAFE majors, exploratory/undeclared students in the college, common market students, and non-CAFE majors, and
- e. Communicate the purpose and value of GEN 100 to students and academic stakeholders, including DUS's, Academic Coordinators, Department Chairs, and College and University recruiters.

**Assessment method:** Based on recommendations from the program review, GEN 100 was revised and subsequently approved by the UK Senate during the Spring 2020 semester. SLOs were revised to better align with course goals. Course content was expanded to include material from experts across the college. Course content was modified to intentionally include diversity, equity, and inclusion topics. Assessment of these revisions were provided by the UK Core assessment team. This latest information along with ongoing efforts to solicit GEN 100 instructor feedback will be used for further improvements.

**Results:** A GEN 100 Steering Committee was formed to help guide the revisions associated with GEN 100. This committee provides insights and recommendations. Instructors provide feedback which is incorporated into the course. Regarding communication with academic stakeholders, Associate Dean Agouridis met with Chairs and program directors to discuss the revisions to GEN 100 and to answer questions. Students receive communications on the value of GEN 100 via the course's Canvas shell,

**Analysis of results and reflection:** After two Fall semesters and two Spring semesters teaching the revised curriculum, including one cycle of UK Core review, Associate Dean Agouridis is leading an effort to re-evaluate all aspects of the course for continuous improvement. Anecdotal feedback from instructors is positive though minor adjustments are warranted. One of the GEN 100 instructors (Savannah Robin) is assisting Associate Dean Agouridis in this in-depth review.

**Ongoing improvement actions:** Following this latest round of edits, the GEN 100 section on the CAFE Academics SharePoint site will be updated to enhance communication with instructors.

**Recommendation 2. Create consistency across GEN 100 sections.**

Student experiences across GEN 100 sections should be consistent with respect to course learning objectives, assignments, grading, and co-curricular opportunities (e.g., field trips). These common elements should be reflected on GEN 100 course syllabi.

**Assessment method:** All GEN 100 instructors are provided the same syllabi, curriculum, and Canvas shell. Associate Dean Agouridis and the college's instructional designer, Deloris Foxworth, maintain the master Canvas shell for GEN 100. This shell is pushed out to all individual GEN 100 sections meaning course content is identical across all sections. This method also permits real-time adjustments across all sections simultaneously, if needed. Instructors do have an individual page to post class-specific items.

**Results:** Consistency has been created across GEN 100 sections. Instructors are free to create their own in-class activities thereby creating opportunities for individuality in teaching methods.

**Analysis of results and reflection:** Creating the Canvas template, syllabus, and curricular materials ensures a high level of consistency across all GEN 100 sections.

**Ongoing improvement actions:** Associate Dean Agouridis is leading an effort to re-evaluate all aspects of the course for continuous improvement with an implementation goal of Fall 2022.

### **Recommendation 3. Clarify major aspects of the peer mentor program.**

A clearer vision is needed for the role of GEN 100 peer mentors and how their engagement activities advance the course purpose, goals, and objectives. Guidelines and support are needed to make these roles and responsibilities clearer to peer mentors and their instructors, and enhance accountability.

**Assessment method:** Associate Dean Agouridis consulted with the Associate Provost for Undergraduate Education and Human Resources regarding UK policies associated with undergraduate instructional assistants. Associate Dean Agouridis also obtained a syllabus from ASC 333, which is a course that prepares peer mentors in Animal Sciences. The GEN 100 budget was also evaluated.

**Results:** With the current GEN 100 budget and projected costs to increase instructor stipends (Recommendation 7), the most viable option to create a GEN 100 peer mentor program is via a 300-level course. Savannah Robin is leading an effort to develop a framework for a GEN 100 peer mentor program to pilot Fall 2022.

**Analysis of results and reflection:** The GEN 100 peer mentor program should provide participating students with leadership opportunities while assisting instructors and helping build community within GEN 100 sections.

**Ongoing improvement actions:** A framework for the GEN 100 peer mentor program will be presented to the GEN 100 Steering Committee for comment.

### **Recommendation 4. Train and support GEN 100 instructors.**

GEN 100 instructors need improved training opportunities and resources to be more effective, including:

- a. More robust coaching and timely resources for teaching, engaging, and mentoring first-year students,
- b. A toolbox of relevant content and course materials, and

- c. A multi-media instructional guide developed with relevant GEN 100 content that draws on expertise across the college.

**Assessment method:** GEN 100 instructors are provided with a common Canvas shell, syllabi, and curriculum. The GEN 100 Steering Committee was consulted regarding a training plan for Fall 2021.

**Results:** GEN 100 instructors received two half-day training, one on the Canvas template and University policies instructors will likely encounter (e.g., plagiarism, excused absences) while the other focused on demonstrations of in-class teaching activities for a variety of modules. An instructor resources page was also added to the Canvas template. This page includes sample discussion questions and details for in-class activities.

**Analysis of results and reflection:** Instructors had positive views of the training sessions and requested additional examples.

**Ongoing improvement actions:** Following an evaluation of the instructor feedback survey (was submitted to Fall 2021 instructors) and an in-depth evaluation of the course content, Savannah Robin will lead an effort to increase instructor training resources (e.g., short videos, kits). Additional training sessions will occur prior to Fall 2022.

#### **Recommendation 5. Develop a program assessment plan for GEN 100.**

The plan should incorporate perspectives of instructors, students, alumni, and department stakeholders. The plan should generally assess on a regular basis if GEN 100 attains its stated purpose, goals, and objectives. The plan should specifically document and assess how GEN 100:

- a. Meets the program goals and course learning objectives,
- b. Contributes to program-level student learning outcomes of undergraduate degree programs in the college, and
- c. Supports general performance metrics like student achievement, satisfaction, retention, and time-to-degree.

**Assessment method:** The UK Core assessment team evaluated GEN 100 in Fall 2020. Associate Dean Agouridis recently received a report of the assessment. The next evaluation is schedule for AY 22-23.

**Results:** Based on the UK Core assessment, adjustments will be made to the artifacts used in the assessment.

**Analysis of results and reflection:** Additional efforts are needed to assess the ability of GEN 100 to meet this recommendation. GEN 100 covers a wide variety of topics via tracks thus offering a high level of inclusivity of the college's undergraduate degree programs. The ability of these GEN 100 revisions to increase retention and time-to-degree will not be know for a few more years and will be difficult to separate from other department/program-, college- and university-level efforts. TCE scores can serve as a proxy regarding student satisfaction, the caveat being response rates for sections can be low.

**Ongoing improvement actions:** Review the UK Core assessment for Fall 2022 when available. Begin to review TCE scores.

**Recommendation 6. Reorganize managerial oversight of GEN 100.**

To improve the program's managerial effectiveness and accountability, CAFE administrators should create a course steering committee or other similar body to handle some of the operational and course planning functions called for in the five recommendations above and to adapt, as needed, the roles and responsibilities of the two course coordinators.

**Assessment method:** A GEN 100 Steering Committee was created. Managerial responsibility lies with Associate Dean Agouridis. Roles and responsibilities of the prior coordinators were revised to include only teaching of GEN 100.

**Results:** Recommendation was met.

**Analysis of results and reflection:** The GEN 100 Steering Committee provides useful advice and guidance.

**Ongoing improvement actions:** Continued consultation with the GEN 100 Steering Committee.

**Recommendation 7. Elevate GEN 100 instruction as an activity.**

Currently, most GEN 100 instructors are compensated modestly (\$4,000 per section) on an overload basis. Administrators should integrate GEN 100 instruction as a regular, reviewable activity within the distribution of effort (DOE) system to institutionalize and prioritize faculty involvement across all CAFE departments.

**Assessment method:** The GEN 100 budget was evaluated for opportunities to increase stipends to attract and retain high quality instructors.

**Results:** Currently, it appears a modest increase in the Fall 2022 stipends is possible.

**Analysis of results and reflection:** Several GEN 100 instructors are staff. Because of teaching (and research and/or extension) demands within their own academic programs, faculty are more hesitant to teach GEN 100.

**Ongoing improvement actions:** Encouragement of departments to have faculty participate in GEN 100, particularly those with room in their DOEs, will take more thought. To maintain Recommendation 5, it is important that careful consideration goes into who is teaching GEN 100.