

**University Core Curriculum Committee
Annual Report 2017–2018**

I. Charge to the UCCC

The committee is charged with:

1. Overseeing the composition of the core curriculum;
2. Certifying (and re-certifying) courses and experiential learning activities nominated for inclusion as part of the KU Core;
3. Monitoring the achievement of learning outcomes through these courses and activities; and
4. Reviewing and recommending proposals for certificate programs (e.g., GAP, REP, SLP);
5. Envisioning innovative ways to meet learning outcomes.

II. Representation

The committee includes one voting representative from each of the five divisions of the College of Liberal Arts and Sciences and one from each of the professional schools with undergraduate programs. The faculty representatives on the 2017-2018 committee included:

Name	Representing	Term
Anton Rosenthal	CLAS—Humanities Division	2015–2018
Elizabeth Esch	CLAS—International & Interdisciplinary Division	2017–2020
Chris Fischer	CLAS—Natural Sciences & Mathematics Division	2015–2018
Dorothy Pennington	CLAS—School of the Arts	2016–2019
Rachel Krause	CLAS—Social & Behavioral Sciences Division	2016–2019
Hui Cai	School of Architecture, Design, & Planning	2016–2019
Allen Ford	School of Business	2017-2020
Susan King	School of Education	2017–2020
Ken Demarest	School of Engineering	2016–2019
Mike Williams	School of Journalism and Mass Communications	2015–2018
Colin Roust	School of Music	2017–2020
Michael Wang	School of Pharmacy	2016–2019
Terry Koenig (Chair)	School of Social Welfare	2015–2018

Student representation on the 2017–2018 committee included:

Name	Representing	Term
Daniel Lee	Student Senate	2017-2018
Camila Ordonez (spring)	Student Senate	2017-2018
Alex Nolte	Student Senate	2017-2018

Ex-officio, non-voting members on the 2017–2018 committee included the following.

Name	Representing	Term
Jill Becker	Libraries	2017–2018
Norb Belz	Medical Center	2017–2018
DeAngela Burns-Wallace	Undergraduate Studies	No end date
Holly Scheirman	KU Core Coordinator	No end date

III. The Composition of the Core Curriculum: Recertifications, Nominations, and Student Petitions

A. Recertification for Goals

During 2017–2018, the committee reviewed the recertification reports for courses meeting Goals 3N (Natural Sciences) and Goal 4.1 (Culture and Diversity – United States). The number of courses reviewed were:

Goal 3N: 52 courses
Goal 4.1: 78 courses

The final decisions on these courses represented the following categories: recertify, recertify with comments, or decertify. If a course was recertified with comments, the department was provided with specific feedback on concerns that the committee would like to see addressed during the next round of recertification. In only a few instances was a course decertified by the committee and this decision was based on a determination that—even after a request for additional information—the recertification report did not adequately demonstrate that the course met the learning objectives of the goal. All decertification decisions, regardless of the reason, will take effect Fall 2019, giving time for the department to appeal and for curricular impact to be assessed. The number of courses that fell into each category were:

Recertify: 93 courses
Recertify with comments: 20 courses
Decertify (request of department): 4 courses

Decertify (by determination of the committee): 2 course
Not taught (hiatus): 11 courses

Courses that were identified by the department as not being taught for an extended period of time were put into a hiatus status until the courses are brought back into circulation. These courses were not decertified. It was requested that the departments notify the UCCC of when the courses are brought back into circulation in order to be fully re-instated.

B. Student Petitions

During 2017–2018, the committee received 117 student petitions. These petitions were reviewed first by the KU Core Coordinator to ensure that all required documents were included. They were next reviewed by the UCCC Chair who either denied based on inappropriateness for the learning objectives of the goal or advanced to the full committee for consideration. The decisions on those petitions were:

Inappropriate for the Goal (UCCC Chair): 35 petitions
Denied (full committee): 25 petitions
Approved (full committee): 57 petitions

UCCC created a subcommittee to review student petitions submitted during the summer 2018 when the UCCC does not conduct regular meetings. This subcommittee considered 8 petitions, of which 7 were approved and 1 was denied.

C. Course Nominations

During 2017–2018, the committee received 65 nominations for individual courses. The actions taken on course nominations were one of three options: approve, reject, or request for more information. In the case of a rejection, departments have the option of appealing the decision, a process that involves working with the UCCC Chair to craft a statement of appeal. The number of courses that fell into each category were:

Individual courses
Approved: 51 courses
Rejected: 12 courses
Request for more information: 1courses
Approved after appeal: 1 courses
Rejected after appeal: 0 courses

IV. 2018 Haufler KU Core Innovation Award

The Christopher Haufler KU Core Innovation Award, funded by the Office of the Provost, honors the creative and forward-thinking work of academic departments in developing or transforming outstanding Core courses, assessing the KU Core learning outcomes, and disseminating the assessments as models of excellent teaching and learning. The 2018 Award was presented to the Department of Classics for their course, Classics 148: Greek and Roman Mythology. Their submission and former award winners can be found on the KU Core website at kucore.ku.edu/haufler-award.

V. State of the KU Core

The Core Curriculum continues to provide opportunities for greater learning success for all KU undergraduates through its design and general implementation. The Core is intended to provide students the opportunity to acquire the skills and knowledge that will serve as the foundation for continued learning and life-long intellectual growth.

The structure and procedures established during the Core launch in 2013 – though successful – remain basically unchanged. During the years since launch, the UCCC conducted its required review of original core courses, examined and accepted many additional courses for completion of appropriate Core Goals, and considered hundreds of student petitions for relief of unique educational circumstances.

During this same time, the Kansas Board of Regents Transfer and Articulation Council (TAAC) policy made it possible for a growing number of students to seamlessly transfer to KU credits from any KBOR university, college or technical school. These courses are approved by subject faculty from each school before inclusion in the TAAC list, but the impact of the increased number of 1st and 2nd year transfer credits on KU students' Core completion is just starting to be understood.

A. Next Steps for Core Improvement

UCCC through its regular review of Core assessments, surveys of faculty, student comments and course evaluations, and the continuing experience of the committee members have revealed several areas to be addressed in the coming year. Some of the areas under consideration include:

- Strategic categorization of course subjects to better fit broader goal objectives
- Simplified language and consistent measurement specifications for learning objectives across all goals
- Identification of goals needing additional course offerings and making educational units aware of this need and opportunity

- Clarification of course submission and review requirements, including UCCC expectations for regular assessment of Core courses

B. Procedural Changes

Given technical and contractual shifts by the University, the KU Core Coordinator created new forms for student petitions and recertifications using Qualtrics. The appearance of the forms changed, but no content was altered.

The 2018-2019 year will be a trial-run of these forms in Qualtrics and will determine if a new system is needed moving forward.

VI. Recommendations for the 2018-2019 Committee

A. Communication, outreach, and feedback

To broadly increase understanding of updates to the Core Goals and ways to satisfy Goal expectations, UCCC will implement a program of information sessions to be offered to groups during the fall 2018 term.

Important objectives for these meetings will include:

- Increase the variety of course content opportunities within each Core Goal by encouraging academic units to explore additions to the Core from their curriculum
- Encourage more faculty to suggest courses
- Learn what UCCC can do make the course approval process more efficient and related assessment expectations more effective.

Since the inception of the KU Core, the organization and role of the UCCC have raised points of contention and confusion among members of the KU Faculty Senate and the faculty at large. To improve the information the UCCC chair (a faculty member chosen from the eligible faculty members of UCCC) will seek the opportunity to address the full University Senate (when co-meeting with the Faculty Senate) and to the Student Senate at one of their scheduled meetings to present a report which will include:

- An overview of the UCCC mission, structure of its membership, and regular activities
- A personal invitation to attend any of the scheduled UCCC open meetings during AY2019

In addition, the UCCC chair will offer to provide to the Senates a regular update about UCCC actions and suggestions for how to work with UCCC members to assure effective faculty and student input on Core Curriculum matters.

B. Explore Core Goal Language Modifications and Overall Structure Consistency

To make the Core easier to understand and to better serve as a foundation for student success, the UCCC will continue its review of the Core Goals and related expectations, with attention to the simplicity of the language of each goal and the clarity of its standards to be met.

Potential outcomes of this UCCC effort may include:

- Revision of the definition for each goal.
 - This may include minor intra-goal changes in content description and organization, but not substantive Core restructuring.
- Improved clarity and consistency of language defining learning outcomes expected to satisfy each goal
- Simplified description of options available for meeting goal expectation(s).

The committee will engage the broader campus community by creating various feedback opportunities as outlined above.

C. Continue to Consider the Role of Student Representatives

Up until this past year, the Student Senate struggled to find representatives who were able to consistently attend committee meetings given their frequency and time of day. This year, we had more consistent student representation and active involvement on our committee. Because UCCC policy requires that 20% of the committee be student representatives, we want to continue to find ways to strengthen students active participation on the committee.

Respectfully submitted by,

Terry L. Koenig

Chair, University Core Curriculum Committee 2017–2018