

**PROGRAM REVIEW IMPLEMENTATION PLAN
ANNUAL PROGRESS REPORT
AFE 100 (GEN 100) 2021-2022**

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 in a dedicated module and throughout modules across the semester. Regular assessments are provided by the UK Core assessment team, with the results of the Fall 2020 assessment used to re-evaluate the position project. This latest information along with ongoing efforts to solicit AFE 100 instructor feedback (monthly during the Fall and Spring semesters and through a survey following AY 21-22) were used for further improvements.

Results: An AFE 100 Steering Committee was formed to help guide the revisions associated with AFE 100. This committee provides insights and recommendations. Instructors provide feedback which is incorporated into the course. Regarding communication with academic stakeholders, Senior 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. **Recommendation was met.**

Analysis of results and reflection: After two Fall semesters and two Spring semesters teaching the revised curriculum, including one cycle of UK Core review, Senior Associate Dean Agouridis and Dr. Savannah Robin led an effort to re-evaluate all aspects of the course for continuous improvement. Based on this review, additional modules were added (e.g., Farm Bill) along with in-class opportunities for track reflections.

Ongoing improvement actions: In striving for continuous improvement, course materials are modified, as needed, based on instructor, student, and UK Core (if available) feedback. Modifications occur during the summer months. The CAFE Academics SharePoint site was updated to enhance communication with instructors and chairs. Communication with instructors occurs via email and a dedicated AFE 100 Teams channel. Senior Associate Dean Agouridis provided an update

Chairs and Directors at a monthly meeting. College recruiters are apprised of the AFE 100 curriculum.

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: Annually, all AFE 100 instructors are provided the same syllabi, curriculum, and Canvas shell. The college's instructional designer, Deloris Foxworth, maintain the master Canvas shell for AFE 100 with input from Senior Associate Dean Agouridis and Dr. Savannah Robin. This shell is pushed out to all individual AFE 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 pages to post class-specific items.

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

Recommendation was met.

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

Ongoing improvement actions: Dr. Savannah Robin, in collaboration with Senior Associate Dean Agouridis led an effort to re-evaluate all aspects of the course for continuous improvement. This effort was completed in August 2022 and implemented during the Fall 2022 semester. Dr. Robin will annually lead such an effort to continuously improve the course.

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: Dr. Savannah Robin and Derek Miller (CAFE's Living Learning Program Academic Coordinator), in collaboration with Senior Associate Dean Agouridis developed a peer instructor course. This course (AFE 330 Peer Instructor for AFE 100) is seeking UK Senate approval as a new course.

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 was via a 300-level course. The course was piloted as GEN 300 during the Fall 2022 semester with five peer instructors. **Recommendation was met.**

Analysis of results and reflection: The AFE 100 peer mentor program should provide participating students with leadership opportunities while assisting instructors and helping build community within AFE 100 sections. Initial results indicate the pilot was successful on these fronts.

Ongoing improvement actions: The pilot will be expanded to include additional students with the goal of doubling its size. Peer instructor feedback will be used to improve both AFE 330 as well as AFE 100.

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: AFE 100 instructors are provided with a common Canvas shell, syllabi, and curriculum. The AFE 100 Steering Committee was consulted regarding a training plan for Fall 2022 (this plan was based off the Fall 2021 training plan which the committee helped design). Training was led by Dr. Savannah Robin.

Results: AFE 100 instructors received training on the Canvas template, University policies instructors will likely encounter (e.g., plagiarism, excused absences), and demonstrations of in-class teaching activities for a variety of modules. Dr. Savannah Robin created a detailed document (over 80 pages) outlining options for in-class activities for each module. The AFE 100 pages within the CAFE Academics SharePoint site were expanded to include details on all training aspects.

Recommendation was met.

Analysis of results and reflection: Instructors had positive views of the training sessions and requested additional examples. Dr. Savannah Robin has also provided individual consultations on course material as has Deloris Foxworth for Canvas questions.

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 led an effort to increase instructor training resources (e.g., short videos, kits). Additional training sessions occurred prior to Fall 2022. Prior to the Fall 2023 training session, additional instructor feedback will be sought.

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. Senior Associate Dean Agouridis received a report of the assessment which was used to redesign the position project into a series of essays. The next evaluation is schedule for AY 22-23.

Results: Based on the UK Core assessment, adjustments were made to the artifacts used in the assessment, namely transforming the position project into a collection of essays. **Ongoing.**

Analysis of results and reflection: Additional efforts are needed to assess the ability of AFE 100 to

meet this recommendation. AFE 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 AFE 100 revisions to increase retention and time-to-degree will not be known 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. Continue to review TCE scores. Seek input from Fall 2022 peer instructors.

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: The AFE 100 Steering Committee was created. Managerial responsibility lies with Dr. Savannah Robin and Senior Associate Dean Agouridis. Roles and responsibilities of the prior coordinators were revised to include only teaching of AFE 100 for Fall 2022.

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 AFE 100 budget was evaluated for opportunities to increase stipends to attract and retain high quality instructors.

Results: A modest increase in the AFE 100 stipends to \$4,200 per section was possible. Efforts are continuing to determine if additional increases are possible within the current budget of the Center for Student Success. **Ongoing.**

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

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