

**PROGRAM REVIEW IMPLEMENTATION PLAN
ANNUAL PROGRESS REPORT
AFE 100 (GEN 100) 2022-2023**

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 were used for further improvements. Instructors receive monthly check-ins with the AFE coordinator, and an instructor feedback survey is administered following the fall semesters (this is the semester with the largest number of AFE 100 sections). Results from the feedback surveys are used to continuously improve the course.

Results: An AFE 100 Steering Committee was formed to help guide the revisions associated with AFE 100. This committee provides insights and recommendations annually. Instructors provide feedback at monthly check-in meetings and through an anonymized survey; feedback is incorporated into the course. Regarding communication with academic stakeholders, Senior Associate Dean Agouridis met with Chairs and program directors, following the program review, to discuss the revisions to GEN 100 and to answer questions. An AFE 100 SharePoint site, which is accessible by all Martin-Gatton CAFE faculty and staff, contains detailed information on the course. Students receive communications on the purpose and value of AFE 100 via the course's Canvas shell, AFE 100 instructors, and AFE 100 peer instructors. **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. The position project was modified based on feedback from the

most recent UK Core assessment. An additional on-campus tour was added with the opening of new facilities associated with the James B. Beam Institute.

Ongoing improvement actions: In striving for continuous improvement, course materials are modified, as needed, based on instructor, peer instructor, student, and UK Core (if available) feedback. Due to the complexity of the course structure, most modifications occur during the summer months; however, minor modifications can be made during the semester. The Martin-Gatton 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 provides updates, as needed, via the Chairs and Directors monthly meetings. College recruiters and student ambassadors 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, maintains 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 individual pages, which they can customize, to post class-specific items. As additional modules have been created, some opportunities do exist for instructors to pick between two modules to cover a specific topic (e.g., topic of environmental sustainability can be covered by either the *Environmental Impacts of Ag & Sustainability* OR *Waste of Fashion & Sustainability*).

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. Instructors are also free to customize some aspects of the course's Canvas shell. **Recommendation was met.**

Analysis of results and reflection: Creating the Canvas template, syllabi, 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, annually re-evaluates all aspects of the course for continuous improvement. A major effort was completed in August 2022 and implemented during the Fall 2022 semester. Dr. Robin annually leads such efforts to continuously improve the course. Dr. Robin collaborates with the college's instructional designer, Deloris Foxworth, on continuous improvement actions associated with the course's Canvas shell.

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 (Martin-Gatton 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) received UK Senate approval as a new course. Dr. Robin and the college's Living Learning Program Academic Coordinator (now Becca Dobbs) will continue to teach this course as part of their DOE and MJRs, respectively.

Results: With the current AFE 100 budget and projected costs to increase instructor stipends (Recommendation 7), the most viable option to create an AFE 100 peer instructor program was via a 300-level course. The course was piloted as GEN 300 during the Fall 2022 semester with five peer instructors. The UK Senate approved AFE 330 Peer Instructor for AFE 100 as a new course for Fall 2023. Because of the interest by students to continue serving as peer instructors for additional semesters, efforts are underway to pilot an advanced peer instructor course during the Spring 2024 semester. **Recommendation was met.**

Analysis of results and reflection: The AFE 100 peer instructor program should provide participating students with leadership opportunities while assisting instructors and helping build community within AFE 100 sections. Initial results indicate AFE 330 is successful on these fronts.

Ongoing improvement actions: Efforts are ongoing to continue expanding the peer instructor program with the goal of having a peer instructor for all sections of AFE 100. Peer instructor feedback is 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 the training plan for Fall 2023 (this plan was based off the Fall 2021 and Fall 2022 training plans which the committee helped design). The training sessions are led by Dr. Savannah Robin. Training resources are maintained on the AFE 100 Teams and SharePoint sites.

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. This document is updated annually. The AFE 100 pages within the Martin-Gatton CAFE Academics SharePoint site and the AFE 100 Teams site are updated annually. **Recommendation was met.**

Analysis of results and reflection: Instructors had positive views of the annual training sessions and requested additional examples. Instructors are encouraged to share techniques during the trainings, monthly check-ins, and via the AFE 100 Teams site. 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 was sought and incorporated into the training and training materials.

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 UK Core evaluation was scheduled for AY 22-23; however, an assessment report is not yet available. AFE 100 instructors receive training specific to the issuance of academic alerts and CSI reporting. Additional wellbeing resources were added to the course Canvas shell. Rates of ABCP and DEFW are monitored annually for the Fall and Spring sections.

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. Rates of ABC have risen since F20, following COVID and course modifications. Rates of ABC are lower for Spring semesters, which are dedicated to transfer students and those that did not pass AFE 100 during the prior semester, as compared to Fall semesters. **Recommendation met.**

Analysis of results and reflection: 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 are difficult to separate from other department/program-, college- and university-level efforts. ABC rates have continued to increase for Fall sections; however, rates for Spring sections are notably lower indicating students in these sections likely need additional resources focused on executive functioning tasks. An on-campus field trip focused on Integrated Coaching was incorporated earlier in the semester for all AFE 100 sections.

Ongoing improvement actions: Review the UK Core assessment for Fall 2022 when available. Continue to review ABC/DEW rates. Increase opportunities to promote executive functioning skills throughout the course. Continue to seek input from AFE 100 instructors and 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 with no instructional responsibilities to AFE 100 for following semesters.

Results: **Recommendation was met.**

Analysis of results and reflection: The AFE 100 Steering Committee provides useful advice and guidance as do AFE 100 instructors and peer instructors.

Ongoing improvement actions: Continued consultation with the AFE 100 Steering Committee, AFE 100 instructors, and AFE 100 peer instructors.

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 PTI rates to \$4,200 per section was possible for Fall 2022 and Spring 2023. For Fall 2023 and Spring 2023, the PTI rate was increased to \$4,500. Without a budget increase, further sustained PTI rate increases are unlikely. AFE 100 instructional responsibilities were added to DOEs and MJRs where possible for new faculty and staff hires associated in some way with the Center for Student Success. **Recommendation met.**

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. Addition of AFE 100 instructional responsibilities to new hires associated with the Center for Student Success, when feasible. To maintain Recommendation 5, it is important that careful consideration goes into who teaches AFE 100.