

Reaching for the Moon: Revising the Core

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University of Pikeville

The University of Pikeville is the leading higher education institution of Central Appalachia. Founded in 1889, UPIKE remains steadfast in our commitment to preparing students for the future while creating intellectual, cultural and economic opportunities for Appalachia. Maintaining our commitment to Christian principles, UPIKE recognizes the infinite worth of each person, respecting a variety of religious expressions.

- ▶ **Academic Programs** Students may choose, at the undergraduate level, from 3 associate degree programs and 26 baccalaureate degree programs; and at the graduate level, two master's programs, and two professional programs.
- ▶ **Faculty** Two-thirds (66 percent) of the 61 full-time undergraduate faculty members hold terminal degrees and the student-to-faculty ratio is 14:1. All of the 22 full-time medical school and all of the 17 full-time optometry school faculty have terminal degrees.
- ▶ **Students** Total enrollment is over 2,250 students (2,258) from 43 states/territories and 13 countries; including approximately 1,400 undergraduate students, 70 master's/graduate certificate students, and 788 professional doctoral students.

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FINDING YOUR PLACE

UPIKE announces innovative general education experience
VISIT WWW.UPIKE.EDU TO LEARN MORE



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Mapping a Course for the Ship

Understanding place begins with

- ▶ Personal Place [an understanding of self and one's role in school and community]
- ▶ Place in the physical and natural world
- ▶ Place in history
- ▶ Place in the cultural and global world

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Getting the Faculty on the Ship

Philosophy required a reframed core curriculum to be adopted

- ▶ Rationale
- ▶ Timeline
- ▶ Process
- ▶ Transition (from 52-62 hours to 36 hours)

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Key Stakeholders

- ▶ Students
- ▶ Faculty Chair
- ▶ GE Committee Chair
- ▶ Collaboration with our campus influencers
- ▶ Deans, Division Chairs and other academic leaders
- ▶ Enrollment Management Staff



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Historical Context: Assessing the Core at UPIKE

The concept of using classroom artifacts to assess general education outcomes was not new

- ▶ However none were encouraged when assessment plan was developed by administration in 1998
- ▶ Faculty Committee took charge of the curriculum with change in administration in 2009
- ▶ IE staff suggested using artifacts annually when results were presented to the Committee
- ▶ The adoption of new framework was the perfect time to try a new assessment method

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The Faculty are on the Ship...Now what?

Faculty will deliberately use institution-wide rubrics on the course management system that allow for assessing general education competencies

- ▶ March 2019: Committee working on approving courses for fall term that will comply with the new framework
- ▶ June 2019: Google Sheet with corresponding AAUP VALUE Rubrics shared with Committee
- ▶ October 2019: Committee finished revising rubrics to be used by UPIKE faculty; Rubrics imported into Canvas [course management system]
- ▶ November 2019: Rubrics pilot-tested by Committee-screened faculty to check for "bugs"

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Why Rubrics?

Focus is on enhancing current general education assessment practices

- ▶ Keeping direct and indirect methods that serve multiple purposes (e.g., COM-225, NSSE, SDTLA)
- ▶ Intentionally replacing standardized exams that were ineffective for Committee to determine where improvements in curriculum should be made
- ▶ While SLOs didn't change, any new method had to help determine the effectiveness of student understanding "place" within the framework

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Example Place: Engaging Our World

The goal for the course is integrative learning. In the Engaging our Word course students will move from finding their place to engaging their world. The course could accomplish this goal in several ways: interdisciplinary collaboration, experiential learning, or a focus on world issues and problems. The course should be 300-400 level.

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Example Place: Engaging Our World

First needed to select the AAUP VALUE Rubric(s) to share with Faculty Committee for its consideration for use in courses in this part of the framework.

- ▶ Integrative Learning
- ▶ Creative Thinking
- ▶ Problem Solving

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Example Place: Engaging Our World

Original Integrative Learning VALUE Rubric

Capstone	Milestone	Benchmark
Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.
		Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.

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Example Place: Engaging Our World

UPIKE Adopted Integrative Learning Rubric

Exceeds Expectation	Meets Expectation	Emerging	Developing
Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.

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Example Place: Engaging Our World

Approved courses:

BUS 330 Behavior in Organizations	REL 387 Religion and Popular Culture
COM 305 Mass Media in Society	REL 389 Religion and Nature
COM 325 Political Communication	SOC 342 Drugs and Society
PLS 496 Washington Center	SOC 405 Social Stratification
PSY 375 Psychology of Gender	SOC 411 Sociology of Mental Disorders
REL 370 Healthcare Ethics	SOC 412 Sociology of Health and Illness
REL 383 Religion and Science	

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Keys to Success: It's a Team-Effort

Faculty Committee:

- ▶ Defines SLOs
- ▶ Approves Courses accepted in the Core
- ▶ Determines rubric content and methodology

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Keys to Success: It's a Team-Effort

Instructors

- ▶ Determine which artifacts to assess
- ▶ Early adopters bring stragglers along

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Keys to Success: It's a Team-Effort

IE staff

- ▶ Provides implementation support
- ▶ Creates easy-to-use handouts
- ▶ Works with Instructional Technology to set up rubrics on CMS
- ▶ Aggregates data annually for Committee to analyze for them to determine achievement of student learning outcomes [8.2b]

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Have More Questions on:

Assessment Implementation	Faculty Buy-in	Philosophical Framework
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