

## **ANNUAL REPORT**

University Standing Committee: Council on Undergraduate Education

Academic Year Covered by Report: 2022-2023

Date Report Submitted: 26 May 2023

Report Submitted by: Darby Orcutt

Number of Times Committee Met: 14 out of 14 virtual meetings met as scheduled

Link to Minutes: [2022-2023 CUE Minutes](#)

## **SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE**

The following tables reflect actions taken by the Council on Undergraduate Education (CUE) in the 2021-22 year. CUE met via Zoom fourteen (14) times for 1-2 hours per session, total during the 2021-22 academic year. Meetings slightly exceeded the 3:00pm adjourning time on:

- September 2, 2022
- November 11, 2022

The committee had appropriate representation with 17 voting members to carry out its charge with the following roster:

- 1 voting member from each College and 2 from the colleges UC, CALS, CHASS, COS.
- 2 voting members (1 each) representing the Chair's position (Libraries), and Faculty Senate.
- 1 voting student member representing the Student Senate.
- Ex-officio non-voting members from Registration and Records, Office of International Affairs, Office of Assessment and Accreditation, and DASA

Other business included:

- Erin McKenney was elected as Chair for 2023-2024. (*Served as interim chair October 14 and 28, 2022, Nominated December 9, 2022*)
- Quorum was established at 10 members. (*September 2, 2022*)
- Reestablished the Zoom standards for voting yes/ no abstain using vote in participants tab. (*September 2, 2022*)
- Robert's Rules procedures for amending a motion continued to be applied, clarifying the approval process/discussion for all involved, and allowing for fair discussion and dissent when an amendment to an action is proposed. (*September 2, 2022*)
- Throughout the academic year we noticed an increase in attendance and punctuality, which some members directly attributed to having meetings electronically.
- Presentation by David Tully and Will Cross from libraries Open Resources (*November 11, 2022*)
- Presentation from Kaitlyn Mittan from OAA - Kaitlyn provided information about the two QEPs from OAA: Packways for All and Transfer Student Success Center. Kaitlyn also discussed the workflow for assessment of academic programs as well as upcoming reaffirmation milestones. (*February 17, 2023*)

The membership and its quorum (minimum of 10 voting members established at the *September 2, 2023* meeting) worked diligently each meeting period. In the **2022-23** academic year, a total of **113** actions were considered and processed including **96** permanent offerings and **17** Honors and Special Topic offerings.

For clarity, cross-listed courses and offerings are considered as separate actions. **Table 1.1** indicates a breakdown of these actions.

**Table 1.1**

<b>ACTION</b>	<b>CUE 2022- 2023</b>
Existing Course for GEP Review	4+16+3+8+2+13+4+2+11+3+2+7+2+1= <b>78</b>
New Course New to GEP	<b>New Courses</b> 1+2+1+1+3+1+1+1+4+2= <b>17</b>
Honors & other Special Topics Offerings	<b>HON (4) + Special Topics 1st Offering</b> 1+1+1+1+1+1+1+1+2+3= <b>13</b>
Repeat Honors & Special Topics Offerings (not going to meeting but notifications)	<b>1 (HESF 110)</b>
Courses Dropping GEP/ Dropped Courses	<b>1 GEP Removed</b>
<b>Total Course Actions</b>	<b>113</b>

**SUMMARY OF RECOMMENDATIONS:**

**Summary of Discussions/Activities:**

- **Google Doc Usage:** In Spring 2023, OUCCAS moved to providing google doc links for agendas and minutes. This enabled viewers to all share the same, up-to-date document, to see when changes were last made, and to quickly and easily make minutes corrections where needed. These links are downloaded to PDF or word documents and re-uploaded at the end of the year to provide a static snapshot for archiving.
- **Meeting Deadline, Structure, Frequency Cost/Benefit Analysis:** In Spring 2023, OUCCAS underwent its External Program Review, which included a session for UCCC and CUE members (both voting and non-voting) to share feedback with the team. One of the recommendations of the review team after its sessions was to perform a cost-benefit analysis of the number and scheduling of committee meetings and deadlines with the possibility of moving to less frequent meetings in less busy times and also simplifying the deadline structure. OUCCAS has begun this analysis, discussed it with College Liaisons and some Assistant/Associate Deans of Academic Affairs, and with the Chair and Chair Elect, and brought initial questions to CUE on *April 28, 2023*. The practice of moving actions to future agendas if the agenda is light and will not affect student enrollment (per the guidance of the Chair) will be brought back into consideration. Additionally, OUCCAS will present some possible meeting date schema to UCCC and CUE in the Fall to discuss whether a lighter meeting schedule is even possible and will continue the conversation with a plan to sufficiently

future-date any changes in order to work with college and department date-setting.

- **Double Barreled Outcomes:** Doubled barreled outcomes have been a topic of discussion previously. In 2021-2022 Assessment brought a presentation that clarified that if a double barreled outcome is in alignment with the strongest verb covering the other verb (as in - a higher-level verb follows naturally from a lower-level verb and the higher level is assessed), a double barreled outcome is acceptable; however if the verbs do not align the outcome should be separated for best clarity and measurability. This year, early in the Fall semester (*September 16, 2022*) the discussion arose anew with the framing from Assessment in mind. A few times in the academic year, courses came forward with outcomes with two verbs, and members either confirmed that the two verbs were related and at least the higher-level verb was reflected in the measurement, or they made suggestions to the initiating faculty in alignment with the aforementioned framing. (*February 3, 2023, March 3, 2023, October 14, 2022*)
- **All Reviewed Information Is Contained in the CIM Record:** Per the update in in the syllabus regulation a few years ago, syllabi are no longer coming forward for inclusion in CUE review. As a result, members rely on what is entered by initiating faculty into the CIM for Courses form. Members discussed that much of the information in syllabi is subject to change - what is in the CIM record should show the design of the course and therefore the alignment of each offering with the requested GEP category objectives. Measures listed under outcomes may apply to every course offering, or they may be an example of how the outcome would be measured -- it just needs to be clear in CIM. (*September 2, 2022*)
- **Named Software/Resources in CIM Record:** Members suggested that initiators leave off the brand names of specific software used in coursework except in cases where the software or resource is the focus of the coursework itself. For example, rather than using “Blackboard,” instead write “online forum” or similar.
- **USDEI Perspective:** In the final year before the USDEI GEP structure goes live for students matriculating Fall 2023 and later, CUE continued to carefully review courses coming forward for inclusion in this new list. A point of primary discussion this year was ensuring that course outcomes covered not only the personal identity and interpersonal connections to USDEI topics, but also that the outcomes would engage students in the examination of systematic structures. While the USD Co-Requisite allowed courses to focus on personal or systematic connections, in their discussions establishing the USDEI requirement, connecting students' identities and experiences to wider and systematic structures was highlighted. The review this year continued that dedication. (*September 2, 2022, October 14, 2022, March 3, 2023*)
- **Measures:** The field in CIM Courses under the GEP section reads “Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.” This has resulted in some course actions describing measures in great detail, but not including an example, describing the type of measure with a detailed example, or including both detailed explanation of a measure as well as a detailed example. Throughout the 23-24 year, members

debated whether it might be necessary to require a detailed measure description in addition to an example or perhaps whether examples should be required, with the intent to have enough information in the course action to be able to fully understand the nature of the measurement method and its place in the context of the course and its relation to the outcome listed. No specific alteration in requirements came from this discussion, but members agreed that the need was centered on being able to see the alignment. If an action cannot show the alignment clearly enough, CUE would return the action with specific questions. *(September 2, 2022, report September 16, 2022, November 11, 2022, March 31, 2023, April 28, 2023)*

- **Verbs, Verb Levels, and Bloom’s vs Revised Blooms:** In the course of their review, members examine the level of verb present in the GEP objective with the level of the verb used in the aligned student learning outcome. This led to a discussion of the benefits of the use of Bloom’s Taxonomy versus the Revised Bloom’s Taxonomy, as well as some disciplinary uses of the terms (“interpretation” may come after “analysis” in some CHASS courses, for example), as well as that the use of a verb is a part of an outcome and the verb alone does not operate in a vacuum. As a result of these discussions, OUCCAS connected with Office of Assessment and Accreditation and Office of Faculty Excellence and the latter two are in the process of discussing and developing a resource that can be shared both with CUE and with campus on these topics - hopefully available Fall 2023. *(September 2, 2022, September 16, 2022, September 30, 2022, October 14, 2022, November 11, 2022, February 3, 2023)*
- **Repeat Special Topics GEP Process:** Based on campus feedback, OUCCAS set out to establish a new, shared process for requesting, reviewing, and scheduling a second or third offering of a Special Topics GEP course that was previously reviewed and approved by CUE. This process includes faculty ownership and oversight of curriculum and administrative procedures and will allow/support requests in any semester, including Summer. OUCCAS worked on this process with associate deans of academic affairs, the CUE Chair, the Senior Associate Dean of University College, and the University Honors program. They presented the process for feedback to CUE and, after folding in the feedback, [the process](#) and its related [form](#) went live Spring 2023. *(September 30, 2022)*
- **Spelled-Out Terminology:** In a few actions throughout the semester, discipline-specific terminology was used in the CIM for Courses action that led to members not being able to accurately interpret outcome/measure alignment with GEP objectives. Members discussed both the need for clarify in what is entered into the CIM form, but also that giving this sort of feedback can be frustrating for initiating faculty whose students taking the course would be familiar with the term. In these cases, having the initiator or someone from the discipline present to be able to explain the terms was extremely helpful. *(September 30, 2022)*
- **USD vs USDEI:** Starting Fall 2023, new students’ degree audits will be looking for USDEI courses. Currently-enrolled students’ audits will still look for USD co-requisite courses. Courses that fall under the USDEI category will also (1) receive a USD designation as well as a USDEI designation when entered into the catalog (2) show as both USD and USDEI in student degree audits, and (3) show as both USD and USDEI when searched for in the enrollment wizard or university catalog. As a result, the question arose of when it would make sense for those actions with a Fall 2023 effective

date and later to maintain the USD category information in CIM for Courses when joining or remaining on the more-stringent requirement's list will confer USD categorization (as including that information or changing it necessitates CUE review when it otherwise would not be needed for USD). OUCCAS and the Chair and Chair Elect are working to develop a quick help sheet to bring to CUE in Fall 2023 to clarify this instance. *(December 9, 2022)*

- **Collaborative Suggested Practices Document:** From the suggestion of the CUE Chair-Elect, OUCCAS opened up two "Suggested Practices" document, which will serve as an in-progress, collaborative catch-all for questions, issues, and discussions about suggestions and requirements. This document is shared among all current CUE and UCCC members to add information throughout the 2023-2024 year. OUCCAS will go behind and add context and links to requirements or past precedence if they exist. At the end of the year, these documents will be formatted and split off for publication on the OUCCAS website and in a shareable format for proposing faculty, departments, colleges, and current and future UCCC and CUE members to reference. This document should enable greater clarity in expectation versus requirement and provide greater context and foundation for future discussions. *(April 14, 2023)*

**Recommendation for Revision of Charge and/or Membership Configuration (if applicable):**

None