Assistant Vice President of Undergraduate Studies
End of Year Report
2020-21

THE UNIVERSITY OF UTAH
Undergraduate Studies

07.01.2021

PREVIEW

Several activities report to the Assistant Vice President for Undergraduate Studies. These include: Office of General Education, Undergraduate Council, Major Map Initiative, BlockU Program and Curriculum Administration. The purpose of this report is to provide background, annual accomplishments and future goals for each of these activities.

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General Education

History and Background

General Education is the largest single lever that we can all pull to enhance the quality and efficacy of educational experiences for all students at the U. A little over half of the SCH generated at the U is generated in courses that carry GE or BA designations. That means that in any given semester every student is taking at least one GE or BA designated course. Ninety percent of the colleges teach courses that carry GE or BA designations. That means that a large majority of faculty are teaching courses that carry GE or BA designations, every single semester. Finally, our own data indicate that for every additional GE course a student takes in their first year of enrollment at the U, their likelihood of completing the degree within 6 years is increased by 20%, controlling for all other variables known to influence student success. These data points suggest that General Education provides a significant opportunity to have a positive impact on all undergraduate students at the University of Utah and to help many faculty develop teaching practices that help all students. Over the last five years these data points have driven all our work.
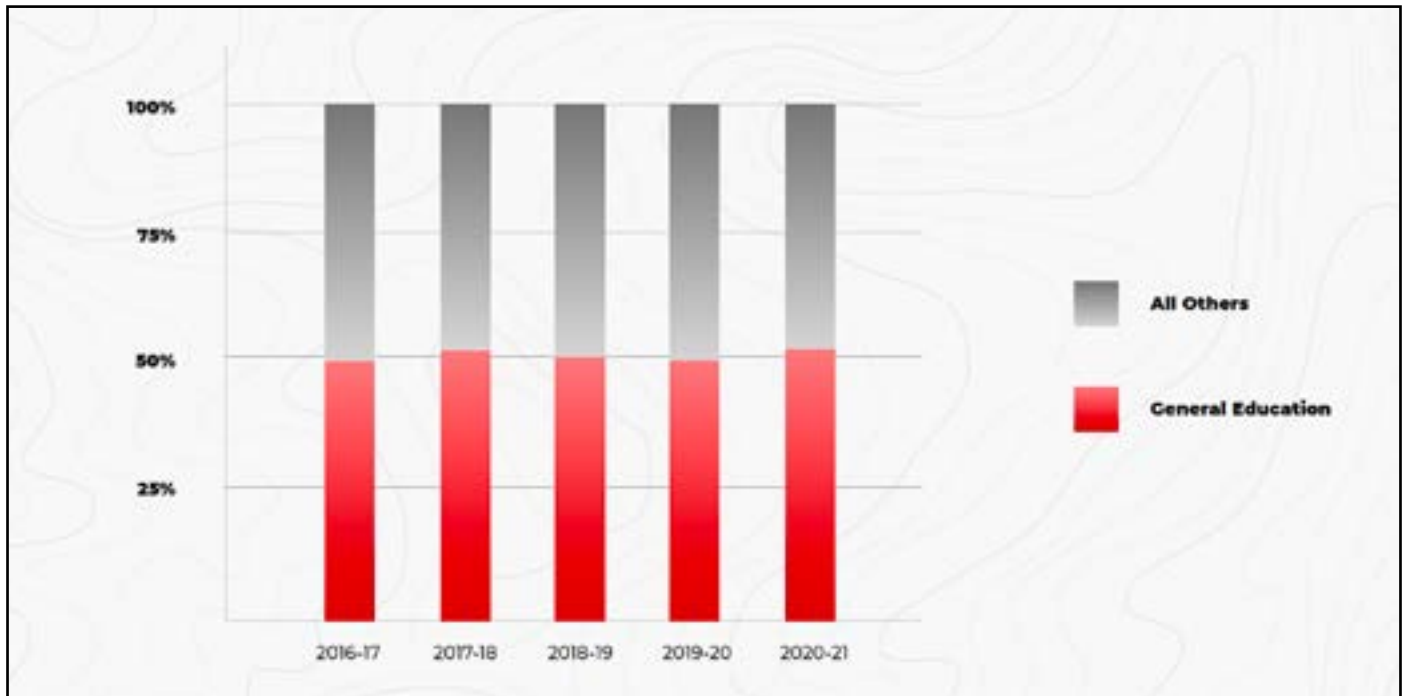
Percentage of SCH per semester for GE courses.

In the last five years, Senior Associate Vice President for Academic Affairs and Dean of Undergraduate Studies, Martha Bradley-Evans challenged the Office of Undergraduate Studies to aim for an Exceptional Educational Experience (E3) in each of our areas. Results from E3 research indicate the following: 1) our students want help navigating the university and their course of study; they want to understand the connections in their curricular experiences, 2) our students want to establish an anchor point, a sense of belonging, early in their program, 3) our students want to have an impact on the campus or in their communities while they are pursuing their degree and, 4) students want to thrive and they want to know

that we care about their thriving. Because all 32,000 undergraduate students participate in General Education, this program has tremendous potential to affect the goals of E3.

> The data suggest that, **for each additional Gen Ed course** a freshman takes during their first year, their likelihood of completing within 6 years increases **by nearly 20%**

A small bit of history is important here. Like many large research institutions, until very recently, the General Education experience had been reduced to a set of requirements, check sheets to manage those requirements, and a bloated list of courses. Currently there are over 1,000 courses that carry GE or BA requirements. Until five years ago, there was no curricular level conversation about General Education and no vision for what we hoped students would accomplish in their General Education Experiences. The AAC&U Essential Learning Outcomes were adopted for General Education without more than a 10 minute discussion in the Undergraduate Council and no additional support. Thus, we had 1,000 courses, 13 learning outcomes, no vision and minimal oversight. In addition, the institutional records for these 1,000 GE and BA courses and their learning outcomes (along with thousands of inactive GE and BA courses) were stored in a haphazard manner across several systems leading to a disorganized, often inaccurate, and nearly impossible to navigate set of records. This has put a significant burden on our office and made the task of managing our GE and BA courses in alignment with policy and accreditation requirements tremendously difficult. It has also resulted in inaccuracies in the Catalog and Schedule that directly impact departments and students. Responding to student needs as highlighted in the E3 research and the needs of our office required major systems level change. These changes have been happening for the last five years. The major changes accomplished this year are detailed below followed by the goals for 2021-22.

90%
Colleges offer/teach GE courses

General Education Accomplishments for 2020-2021:

Our first and primary goal was to identify a coherent vision for General Education that could be translated into clear and easily codified learning outcomes. Through the work of the GE Brain Trust, this visioning work was completed in 2019-20.[1] In 2020-21, we focused on refining those messages and then developing and implementing a communication plan.

Refining Messages

- Developed a new GE designation, the General Education Student Choice (GESC). Courses that carry this designation will meet the GE learning outcome, "Ability to Actualize and Contribute," located in the center of the University Learning Framework. These courses are specifically designed to be interdisciplinary, focused on contemporary big questions and employ innovative pedagogies. These courses are developed in collaboration with and partially funded by the Office of General Education. Two new GESC courses went into development this year, one in the College of Humanities and one in a partnership between Honors and the College of Mines and Earth Sciences. These courses can be used to meet any of the Intellectual Explorations requirements. Thus, a course can both attract majors and help students graduate.

- Worked through all the necessary University Systems to get this new designation approved and imbedded in the degree audit and transcript processes.

- Developed a new degree requirement worksheet that students and advisors can use to track GE experiences. This work was done in collaboration with the Academic Advising Center.

- Developed rubrics for each of the 5 General Education Learning Outcomes.

- Developed a new coherent narrative to drive General Education conversations. At its most basic level, that common narrative is the following:

  - "The Purpose of General Education is to provide students with Exceptional Educational Experiences while accomplishing the General Education Learning Outcomes. Each GE or BA designated course should address one or more of the following three curricular functions: 1) help students select/discover majors, 2) help students graduate or 3) help students develop strong understanding of and appreciation for fields outside of their major."

Implementing a Communication Plan

- Completed revisions on the General Education website. Revisions to this website began last year and were finalized this year. This revision required a shift from text based and not user friendly to one that is visually based, highly user friendly and designed effectively communicate relevant information about GE and BA courses to students, advisors and faculty.

- Ran workshops with Directors of Undergraduate Studies and Advisors all over campus. The purpose of these workshops was to begin driving a common narrative about GE campus-wide and introduce the new learning outcomes, website, degree requirement check list, and other tools.

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1   The GE Brain Trust is a group of eleven colleagues who have long term investment in the success of General Education. These mostly faculty and an advisor meet monthly to focus on large conceptual issues facing General Education.

- Developed materials including posters, digital assets, and tools, that are shared with departments and advisors, campus-wide to provide consistent branding of and messaging about GE across units.

A secondary goal of the year has been to revise the process that the faculty use to apply for GE designations and the General Education Curriculum Committee uses to review those applications. Last year we built a new process to guide the application experience and this year we refined that and built a new process for the review experience.

Refining the Application Experience

- In response to the GECC request, we revised the GE and BA application in Kuali to include additional questions and fields requiring units to provide specific assignments for learning outcome assessment and describe the ways those assignments meet the learning outcome criteria.

- Revised the application portion of the GE website to better support departments in designing courses and assignments that align with the GE learning outcomes and the goals of GE at the U.

A third, and significant goal of the year was to reduce the size of the GE and BA course lists. With a little over 1,000 courses that carry designations, this is a mammoth task. Our goal for this year was to design a removal process and begin implementing removals. Like moving from 13 to 5 clear and codifiable learning outcomes, this removal process will take several years.

Designing the Removal Process

Researched GE and BA course records across several systems and sources of data to identify designations to be removed. This included collecting and reconciling:

- 4 years of DARS data for each course

- records of course offering and enrollment

- cross-listing and "meets with" data

- changes in course number and code, and designations and attributes

- cross-checking courses in PeopleSoft, Kuali, and GE records

Implementing the Removal Process

- Met with Associate Deans, Chairs, Directors of Undergraduate Studies for each college and department with GE designated courses; practically speaking this means that we met with every department in every college with an undergraduate curriculum. These conversations were driven by the agenda of more deeply codifying our GE narrative and working collaboratively to remove as many designations as possible.

- At this point, by the end of the summer 250 designations will be scheduled to be removed over the upcoming academic year.

As we worked on the removal process, the importance of addressing issues surrounding GE data became even more evident. University level data used to track the curriculum is in disarray and in its current state, there is no one data source that allows us, any person managing a curriculum, to track the history or manage the functioning of that course. Thus, we have identified an emergent and critical goal that will focus our attention for several years to come. That is, we need a coherent curriculum management data source and process that includes history of courses and enrollment patterns. We began these conversations this year.

General Education Curriculum Committee

The GECC is comprised of faculty appointed from each college or school that has an undergraduate program. The group meets monthly to review new GE and BA designation applications and applications for renewals of old designations. This body also conducts GE learning outcome assessment and selects the General Education Teaching Award recipients.

- This fall the GECC reviewed eight new designation applications. Three of those applications were advanced to the Undergraduate Council for review and vote. One application was returned to faculty for revisions.

- This fall the GECC reviewed 16 five-year renewal applications. Fourteen of those applications were re-approved. Two applications were returned to faculty for revisions.

- This spring the GECC reviewed nine new designation applications. Seven of those applications were advanced to the Undergraduate Council.

- This spring the GECC reviewed seven five-year renewal applations. Six of those applications were re-approved. One application was returned to faculty for revisions.

- Managed learning outcome assessment for the lower division writing and math requirements.

General Education Goals for 2021-2022:

- Continue the process of removing designations from as many courses as possible in collaboration with Associate Deans, Chairs, Directors of Undergraduate Studies and Advisors.

- Using data, identify an "ideal" number of GE or BA designated courses that are necessary to help students meet requirements and graduate in a timely fashion.

- Continue working to refine the data infrastructure for the campus curriculum management needs.

- Structure a learning outcome assessment process for courses that carry the AI designation.

General Education Teaching Awards

Excellence in General Education: DANIELLE OLDEN

Assistant Professor Danielle Olden teaches in the History Department in the College of Humanities. She teaches courses related to Chicano/a History. This year she is being recognized with the Excellence in General Education Teaching Award for her work with HIST 1700: American History. This course meets the American Institutions (AI) General Education Requirement and is taken by hundreds of students each semester. Professor Olden has devoted considerable time to designing the course so that it meets students where they are, focuses on issues and questions that are relevant to students and uses pedagogical approaches that help all students succeed. One of her students wrote, "I loved that this course was taught opening and challenging, like a college class should be…there aren't many professors on campus that can speak freely on such topics as race, or privilege, or that I feel comfortable going to. So, thank you, for creating an open space for everyone…sometimes on this campus we don't have that space to go to our professors." One of her faculty colleagues praised Professor Olden for continuously pushing the boundaries on the content and approach of the course. On behalf of all of our students, we thank Professor Olden for her commitment to Exceptional Education Experiences in General Education.

Innovation in General Education: ANA ANTUNES

Assistant Professor (Lecturer) Ana Antunes teaches in the Gender Studies Division of the School of Social and Cultural Transformation. This award recognizes her work to make her General Education courses relevant, engaging and impactful. The committee was most impressed by her commitment to weaving community engaged learning, critical social justice and individualized attention in each of the General Education courses she teaches. The hallmark of her teaching is perhaps best exemplified by this anecdote included in Professor Hackford-Peer's letter of nomination: "This week she is taking her students to the Women's Week Keynote where Gabby Rivera, a queer Latinx writer and activist will talk about issues related to media representation for queer women of color. She has done such a good job of preparing her students to engage with Rivera that two of her students were selected to introduce Rivera at the Keynote." A student wrote: "[F]rom the beginning of our time working together, she has shown her passion for student-centered teaching, always carrying around a big box of supplies just-in-case. She employs varying experimental and collaborative pedagogical methods that involve me and the students of the class in a multitude of ways, giving us ownership over the class and allowing everyone to show their strengths and grow side-by-side." On behalf of all our students, the Office of General Education thanks Professor Antunes for her constant commitment to innovative excellence in General Education.

UNDERGRADUATE COUNCIL

The Undergraduate Council is composed of elected members representing each college and school. It makes the first level of decisions pertaining to all new or discontinued majors, minors, certificates, emphases, centers/institutes/schools, new GE and BA designation applications, and changes to names of programs/departments. This year the council completed the following approvals:

- 4 new certificates,

- 4 new majors,

- 2 new minors,

- 2 new emphasis areas,

- 5 program or department name changes

- 17 new courses to carry GE/BA designations.

MAJOR MAPS

HISTORY AND BACKGROUND

Major Maps are the first tangible product to come from the Exceptional Educational Experience (E3) and are the vehicle for bringing together the Learning Framework and E3 to build on the goals of the Plan 2 Finish initiative. What started in 2018 with paper maps across 25 majors has quickly grown into a one-stop, student-facing, digital experience that is on track to include all majors at the University by 2022.

The digital experience provides students with a framework to identify, plan, navigate and summarize their educational experience. This single tool unifies disjointed resources, tools and sources of information on campus, creating a student-centric, holistic planning guide all while directing attention to the Learning Framework.
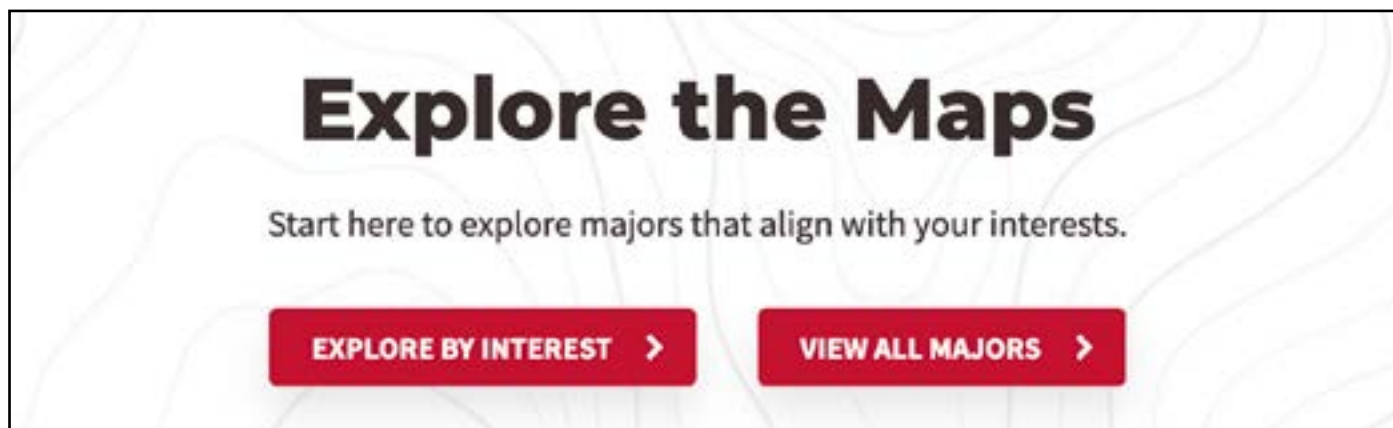
Homepage of the Major Maps website.

Major Maps are designed to:

- Support students in exploring, selecting, and planning an efficient and effective path through the major.
- Drive students to relevant co-curricular, extra-curricular and high impact practices earlier and more frequently during their college experience.
- Engage students in early career planning and help them make the connection between their degree experience and post-degree pathways.
- Provide access to critical resources such as financial aid, tutoring, counseling support, academic advising, etc.

By bringing the important experiential aspects of the college pathway together with traditional degree tracking and course requirements, Major Maps provide a complete educational view. Importantly, they support the University-wide goal of continuing the upward trajectory of graduation rates by supporting both student planning efforts and a unified vision of the University's Learning Framework. Major Maps, and the efforts involved in creating and sustaining them, have created the infrastructure needed to scale and support how colleges and departments use the Learning Framework to communicate the value of their offerings in a unified, cohesive, accessible platform.

Future phases of the Major Maps experience.

Because Major Maps function as a planning tool for the whole educational experience, they also provide a tool for ensuring that students find and engage in Deeply Engaged Learning Experiences (i.e., HIPS) early and throughout their educational program. National data indicate the value of these experiences and our own State Legislature has expressed a commitment that each student engage in at least two during their undergraduate program.

As one of the first large R1 institutions to build major maps, we knew we had to take an innovative approach to ensure we developed a tool that works for our students and our institution. From the beginning,

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we approached the project with a creative and trailblazing mindset. Student guidance and input was central to our approach from the outset and remains our most crucial source of feedback. Our students drove everything from the design, to the content of the maps, to efficient digital navigation. The project has also been guided by input from a Project Board which includes members from the Academic Advising Center, Department Advisors, Career Services, Alumni Association, University Marketing, Bennion Center, New Student Orientation, Faculty and more students. With the help of our team of editors, each Major Map is created by the College and Department that it represents.

Major Maps Accomplishments for 2020-2021:

Over the 2020-21 year, we grew the number of majors represented on the Major Maps site, putting us on track to have 75% of majors at the University complete by the end of summer. We also made significant headway in improving the digital Major Map experience for students. Continuing with our commitment to keep the student experience at the center of our project, all updates and improvements made this year were done in response to direct student feedback, along with a thorough review of website analytics.

- Added 26 additional major maps

- Implemented a new, easier to navigate design.

- Added hyperlinks and direct links to social media feeds throughout the maps allowing students to access resources without leaving the site.

- Added new content to each Major Map:

  o High level factoids for each major (class size, years to completion, etc.)

  o More detailed career information using data from the Career and Professional Development Center.

  o Better aligned access to Academic Advising

- Improved the 'Explore by Interests' option on the website by incorporating new Interest Categories that were vetted and approved by each department on campus.[1]

- Updated New Student Orientation module to introduce new students to Major Maps

Major Maps Goals for 2021-2022:

As the project continues to grow, our goals include completing maps for all majors on campus, adding maps for transfer students and continuing to build out the digital Major Maps experience.

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[1]   In partnership with University Marketing and Communication and the Academic Advising office, we took the lead in updating the interest categories for majors which are used by all three units. This project included changing the outdated categories to better align with current student interests and majors available at the University. We then created a survey that went out to each department on campus and allowed them to align their major(s) with the appropriate interest categories from their perspective. The finalized list of categories and respective majors was input in our Kauli Curriculum Management system so it can be easily accessed by multiple units and the content will stay consistent across systems as changes are made in the future.

In the coming years, we aim to connect the content of the Major Maps with other relevant data sources on campus and present it to students in a profile connected to their UNID, allowing students to incorporate data form multiple resources as they plan their unique major experience.

Our specific goals for next year include the following:

- Complete maps for all undergraduate majors on campus.
- Pilot transfer maps with Psychology and the Business School in partnership with Salt Lake Community College.
- Integrate student dashboard within the digital Major Maps experience
- Enhance mobile experience.
- Develop infrastructure that supports the project long-term including tools for updating and editing.
- Create additional "touch points" for Major Maps including integration with Admissions materials and direct student messaging at the time of major declaration.
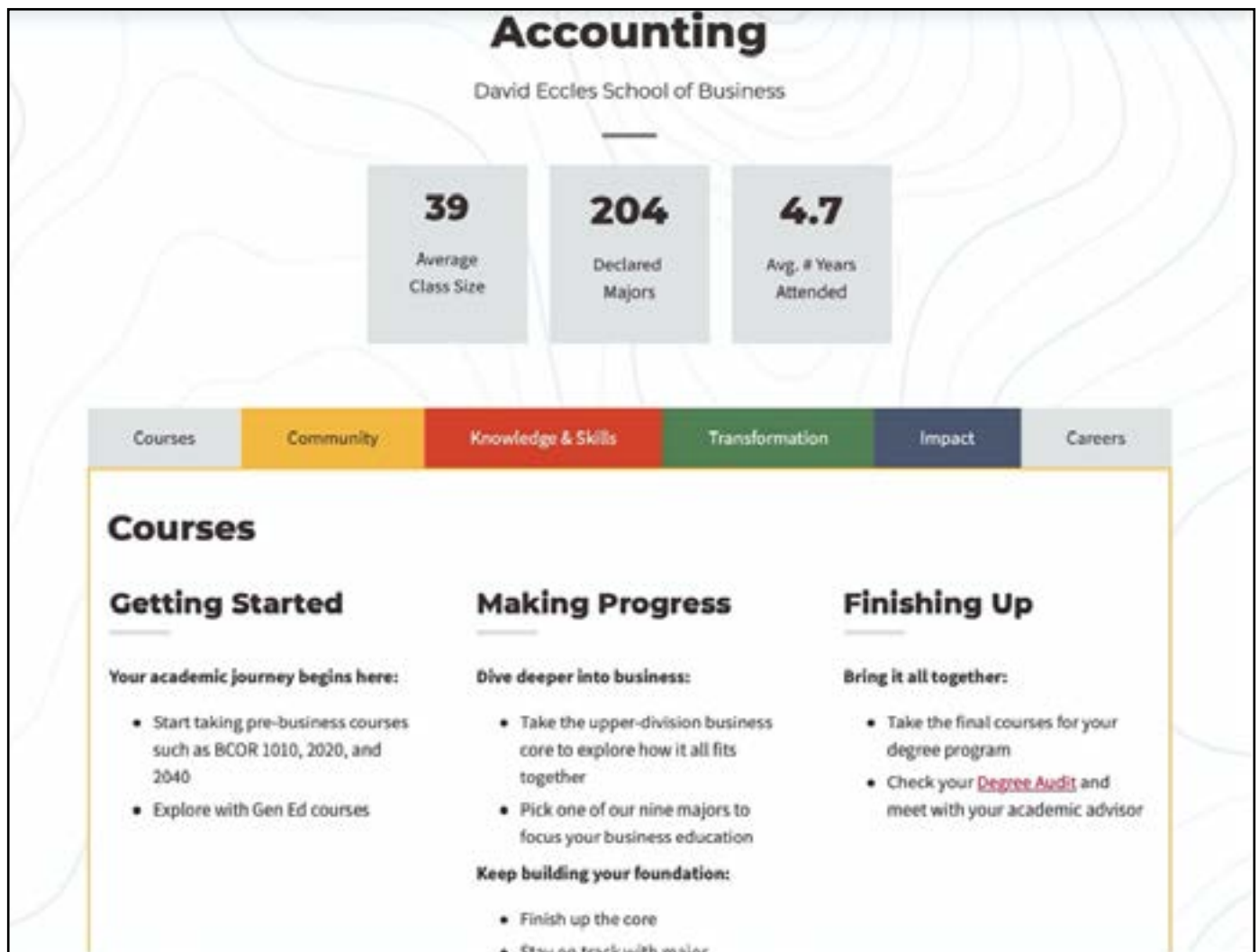
Screenshot of a digital Major Map.

BlockU Program

History and Background

Block U started in Fall 2013, joining LEAP as a first-year academic learning community designed and administered in Undergraduate Studies. Block U was developed by Dr. Ann Darling and aligned with Dr. Watkin's priority to improve graduation rates by focusing on student engagement and support. Dr. Darling's experience in general education and her deep knowledge of the needs of first year students informed the design of the program, and influence it today.

In the first year of the program, six blocks were offered: Medical Humanities, Entrepreneurship, Privacy and Surveillance, Art and Advocacy, Water and Sustainabilty, and Global Citizenship. In subsequent years, 5-6 blocks have been offered each year, with the exception of 2020-21 in which students enrolled in 4 blocks taught in a hybrid format. Medical Humanities and Global Citizenship are still offered, and have been joined by topics such as Families and Health, Da Vinci- Science and Society, Work, Wellness and the Great Outdoors, among others.

Description

BlockU is a two-semester program for first-year students. Students register for a block of classes aligned with a theme, including the BlockU class (the learning community experience), two general education intellectual exploration courses, and math and writing courses to equal 15 credits each semester. The first semester is focused on content related to the BlockU class, and the second semester is focused on group projects based on the learning that took place in the Fall. At the end of spring semester, the Block U Symposium provides an opportunity for students to showcase their projects, and be rewarded for their accomplishments. Projects range from community engagement programs. to introductory science research, to large-scale displays, and even theatrical productions.

Faculty Instructors

BlockU faculty are topic area specialists, passionate about teaching first year students, and interested in developing an inclusive and engaging learning environment. They are recruited to teach when a new BlockU topic is introduced, and typically are faculty members in the College that is related to the topic. For example, the Families and Health instructor is in the College of Social and Behavioral Science, the Da Vinci instructor is in the College of Science, the Medical Humanities instructor is from the College of Humanities, and the Work, Wellness and the Great Outdoors instructor is in the College of Health. Faculty are hired on a year-long contractual basis, either as class buy-out or with additional compensation.

Peer Advisors, Librarians, Student Success Advocates

In addition to the faculty instructor, each block is assigned a student success advocate, a librarian, and a peer advisor who took the class as a first-year student. The librarian provides information about each of the library services. The librarian also serves as a resource for the spring semester projects, aids students in learning how to evaluate data, and works with them to plan a presentation for the spring symposium. The role of the student success advocate is to work with students in each block, either in class or through a separate meeting to provide information on campus resources, time management, career planning, and emotional support to help students navigate the university experience. Finally, peer advisors are key to the BlockU program. Peer advisors attend class and share advice and experience with students. They help students form a community of friends, remind students of upcoming assignments and events, and coordinate social activities for the students. Faculty, staff and the director meet each semester to share ideas, identify assessment tools, and plan the spring symposium

Students at a BlockU event.

Choosing Associated General Education Classes

When a new block is designed, general education courses are chosen that complement the topic. Courses are reviewed by the instructor, program manager and director, including the course descriptions and student feedback data. Students are given 2-3 choices of classes in each Intellectual Exploration category. An example of the course layout for a block is shown at: https://blocku.utah.edu/food-culture-ecology.php. Upon completion of the BlockU program, students receive a BlockU certificate, with acknowledgement on their University of Utah transcript.

"BlockU has really opened my eyes to all the resources that are available to freshmen. These resources have helped me participate in my classes better and communicate with teachers and peers."

Administration

BlockU is under Ann Darling, Assistant Vice President of Undergraduate Studies, General Education and Learning Outcomes Assessment. Julie Metos (Director), and Jasmine Harris (Program Manager) have been with BlockU for one year. Jasmine is responsible for coordinating the peer advisors, course scheduling, instructor contracts, social events, and orientation. She also serves as Program Manager for Step2theU. Prior to 2020, Beth Krensky (Art and Architecture) served as Director and Andrea Haag served as Program Manager for 2 and 8 years, respectively. Prior to Dr. Krensky, Dr. Darling served as the Director.

Pandemic Adjustments

BlockU enrollment was down to 73 students in 2020-21. BlockU was conducted as an online program during the first 9 months of the pandemic, and opened up to a hybrid model as 2021 progressed and students were able to participate in projects and activities in the outdoors. By spring 2021, students were able to start a garden at a homeless center, perform scientific experiments outdoors, and produce an interactive display in the Marriott Library. Instructors rose to the occasion and were able to create strong learning communities via Zoom, however, the consensus among instructors and students is that BlockU is best suited for an in-person learning environment.

Assessment

Metrics on Block U are available on the UGS Dashboard, where they are compared to students in other learning communities, and All Other Students. The strengths of Block U are retention and graduation rates, as shown below. The proportion of Block U students that declare a major by the end of their first-year is also assessed, and has increased over time, with 63% of Block U students declaring a major by the end of their first year of university. Finally, Marissa Diener, Mark St. Andre and Julie Metos prepared a white paper on learning communities at the University of Utah, which highlights the overall benefits of learning communities, and the growing array of options for University of Utah students. The white paper will be available during leadership transition.

All Years of Program	BlockU Students (%)	All Other Students
Fall to Fall Retention	92.6	75.1
4-Year Graduation	42.6	41.4
6-Year Graduation	75.7	57.2

Strengths/Challenges/Opportunities

The strengths of Block U are its small class sizes, engaged faculty instructors, and wrap around support services. These strengths result in high fall to fall retention and graduation rates. Block U creates a supportive environment that helps students succeed in their first year of college. Further, it offers opportunity for leadership as a peer mentor or summer orientation leader.

One of the challenges of Block U is enrollment. It is challenging to grow Block U for a few reasons: 1) marketing the program to incoming students – we have been unable to convince administration to allow us to contact students prior to orientation, therefore orientation is the only time available to share the program benefits with new students, 2) while our marketing materials have improved, Block U is challenging to explain briefly, and 3) there are now 18+ learning communities on campus, making it hard to differentiate Block U for students. Opportunities exist to better coordinate Block U with major requirements and major maps, so that Block U is seamless with popular majors, and is not viewed as something "extra." Finally, opportunities to engage faculty and sustain their involvement over many years as Block U instructors may help grow and mature the program.

BlockU Goals for 2021-2022:

- Increase enrollment in Block U by 5% over 2020-21
- Explore new block with Geology Department
- Successfully onboard 2 new Block U instructors
- Align Block U with 3 highly subscribed majors

STEP2THEU PROGRAM

HISTORY AND BACKGROUND

History

Step2theU began in the summer of 2017, after being proposed by the principal of Alta High School. Step2TheU is a partnership with Alta High School, located in Sandy, Utah as part of the Canyons School District, that allows current juniors in high school to apply for and participate in an early college experience by taking a structured set of classes for 30 semester hours between summer after junior year through summer after senior year of high school. José Hernandez Zamudio is the Program Manager for Step2 the U, which is administratively located in Undergraduate Studies, under the direction of Jasmine Harris and Julie Metos. Administrative details of Step2theU are found at: https://ugs.utah.edu/step2theu/

Benefits

- Opportunity to take university classes from university professors

- Access general education classes in a class size and single cohort of 35 students

- Save approximately $15-20,000 in tuition and other associated college fees

- Reduce the amount of time in university studies (up to a year and a half)

- Graduate with a bachelor's degree in 2 ½ years

- Attend Step2TheU unique campus activities (i.e., athletic events, specialized campus tours, tutoring, department tours, etc.)

Faculty Instructors

Step2theU faculty are topic area specialists, passionate about teaching, and interested in developing an inclusive and engaging learning environment. They are recruited to teach and typically are faculty members in the department that is related to the topic. Faculty are hired on a three-month contractual basis from June to August with additional compensation for teaching.

Enrollment/Demographics

The diversity and backgrounds of those students who apply and accepted into Step2TheU is varied. We have students who are considered traditionally underrepresented, undocumented students, as well as non-traditional college preparatory students (students taking few Advanced Placement and / or Concurrent Enrollment courses).

- 75 1st year students
- 60 2nd year students
- 57 students received the Step2theU certificate of completion for Summer 2020
- 155 students have participated in Step2theU

Strengths/Challenges/Opportunities

The strengths of Step2theU are its small class sizes, engaged faculty instructors, and wrap around supports. One of the challenges Step2theU is more funding for administration and supplies will be needed to expand our program into other schools, especially in areas like West Valley and Kearns. In the next 5 years, we hope in be in at least 1 other school (Kearns High School or Granger High School), so that more students can participate. Transportation would be another issue for students to access our program.

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Curriculum Administration

History and Background

The Office of Curriculum Administration (https://curriculum.utah.edu/) operates to support university curriculum through technology, training, and automated processes. Our goals are to publish accurate data for students, faculty, and staff and develop efficient and user-friendly processes to support university curriculum and policies. There are 4 full-time employees and 1 part-time student position supporting this office. There are many functions housed within our office, including the following:

- Submission and tracking of new degree proposals through university, Utah State Board of Regents, and NWCCU approval processes (Regent Policy: R401, Policy 6-500). This includes collecting comments for the Chief Academic Offices (CAO) for their meeting about other Utah institution proposals from university departments/colleges on behalf of Dean of UGS.

- Process and review changes to course and program changes within each program (Kuali CM/Catalog/Build software)

- Publish curricular and descriptive changes to the General Catalog.

- Encode and publish program changes to the degree audit system (CollegeSource: uAchieve software) and review state-mandated transfer audit tool (AcademyOne)

- Support Committee Chair (Assistant VP UGS, Ann Darling) in managing the Curriculum Policy Review Board (CPRB) agenda (Policy 6-003).

- Course and program fee reviews for new fee and 3-year reviews of existing fees with Special Course Fee Review Committee (SFRC), sub-committee of CPRB (Policy 6-406)

- Supporting other university areas with Kuali data collection and integration (general education, learning outcomes, informatics, website data, etc.)

- Bachelor of University Studies (BUS) advising and support working with faculty advisor (Jim Agutter, https://ugs.utah.edu/bus/). This program typically has 20-30 students. There were 10 graduates for 2020-2021.

- State authorization and professional licensure disclosures (https://stateauthorization.utah.edu/)

Curriculum Accomplishments for 2020-2021:

- Created the federally-mandated make-available licensure disclosure webpages (at https://stateauthorization.utah.edu/disclosures/)

- AcademyOne review and maintenance

- Hosted Kuali virtual in-services and individual trainings

- Upgraded CollegeSource to newest version

- Published the 2021-2022 General Catalog (at https://catalog.utah.edu)
- Launched the licensure disclosure delivery project, an IST Priority 1 collaboration between the Registrar, Continuing Education, Business Intelligence, and our office

CURRICULUM GOALS FOR 2021-2022:

- Complete automated licensure disclosure project

- Upgrade Kuali to newest version

- Develop training materials for staff and faculty

- Improve the advisor experience for entering exceptions into the degree audit.

- Prerequisite enforcement project completed

Additional definitions of software products used:

- Kuali Curriculum Management (CM) – Cloud-based software used to submit course and program curricular changes by departments/programs for approval through a workflow and into the General Catalog. (Similar products might be Curriculog or Courseleaf)

- Kuali Catalog – Cloud-based software used to publish the General Catalog using data from CM (Similar products might be Acalog or Courseleaf)

- Kuali Build – Cloud-based software that is a office license (not currently enterprise license) for all other curriculum related forms with a workflow. This includes the approval of new degrees, state authorization data collection, general education review, course fee review, parts of the learning outcomes assessment process and a few others.

- College Source/uAchieve – This is the university degree audit system. Our office maintains the encoding for the degree rules that have been submitted and approved through Kuali and entered into uAchieve. This information is consumed by students and the Registrar's office. The Registrar's Office closely partners with us on this since they are our biggest consumers of this data because it is used for undergraduate degree clearance and student athlete eligibility reviews. This product has had other names including DARS and My Degree Dashboard. We have been working over the last few years to call it the "degree audit." After surveying students, staff and faculty this name helped students best understand what the product is intended to do.

- AcademyOne – This is intended to be a transfer guide for students in the Utah System of Higher Education (USHE). It is mostly a duplicate of the curriculum in uAchieve and the university transfer tool (Transferology – Registrars product that includes hundreds of schools, not just USHE). This was a project was started by the new Utah Board of Higher Education Commissioner to replace a previously defunct Utah Transfer Guides tool. Students from the Utah system can view how their transfer credit might apply to the degree requirements at another Utah institution. This system isn't as robust as uAchieve and cannot be used as a graduation tool. We do not house this tool but our office reviews all the rules they have created or duplicated from our catalog and sends back edits that they then publish within their product.

General Education

BLOCK

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