

UAN Agenda
March 18, 2026
Close-Hipp Suite 301 Advisor Training room
Teams: Join the meeting now

Welcome and Review of minutes

- Minutes approved

Claire Robinson
Nora Dragovic

Carolina Core Updates

Charlie Pierce
LaTrice Small
Alexandra Weaver

- The Past (LaTrice Small)
- Carolina Core Timeline – 2005 – call for revisions to the general education requirements, 2007 proposal of new learning goals, 2008 committee formed, 2009 Faculty Senate adoption of learning outcomes and renamed Carolina Core in April 2012 Carolina Core website launched, and 2013 formal assessment begins of the Carolina Core
- In 2019, preparing for SACSCOC 10-year visit where you must collect work and prove the learning outcomes were being taught
- Carolina core assessment site – all the data was collected and compiled and made public
- 10 Carolina core sessions – Specialty Team representative faculty member to document work for accreditation
- Published the outcomes of the raw data about how they felt about the core

**Faculty Sentiment toward
Carolina Core and its
Assessment: A Synthesis**
University of South Carolina
Columbia and Palmetto College Campuses

Core Area: (AIU) Aesthetic Interpretation and Understanding				
Positive Comments/Strengths	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
	<ul style="list-style-type: none"> • general consensus that Aesthetic and Interpretive Understanding (AIU) courses were very important to first and second year students 	<ul style="list-style-type: none"> • Students are able to cite sources properly and know the process of developing a works cited • know how to properly use parenthetical documentation • stick to using primary sources for the purposes of meeting AIU criteria • who receive their AIU credit get a stellar course experience and skill set regardless of the how they choose to fulfil that requirement 		<ul style="list-style-type: none"> • online format allowed for better delivery of photos and videos for analysis from the students
		<ul style="list-style-type: none"> • A concern was expressed that some of the AIU rubrics were not being made aware of their crucial role in data collection before the course had started • due to the large number of graduate student teachers and adjunct professors that teach these AIU introductory level courses they may be missing the details pertaining to their role in Carolina Core assessment. 	<ul style="list-style-type: none"> • the difference between honors student submission and regular student submissions was different enough to make it challenging for raters to rate items uniformly • the subject matter differed greatly 	<ul style="list-style-type: none"> • it can be difficult to have students break out of their standard essay format • some faculty felt that online delivery may be detrimental to student learning

Core Area: (AIU) Aesthetic Interpretation and Understanding				
Action Items/Recommendations	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
		<ul style="list-style-type: none"> • The specialty team would like to... <ul style="list-style-type: none"> • propose AIU workshops similar to the CTL sessions, that occur on a somewhat routine basis look more closely at discipline specific findings and areas where instructors can improve (workshops at the discipline/department level) • conduct workshops after each AIU core review period • recruit faculty from these disciplines to participate in their specific areas of study • unify AIU course syllabi • develop some similar forms of assignments in order to make sure students are getting adequate skills and knowledge 	<ul style="list-style-type: none"> • Remove the OIRAA note, "The Carolina Core Committee should begin a broader investigation on students' ability to use and correctly cite source material, particularly focusing on which Core courses impart these skills and when students are expected to complete the requirement," from the 2019 AIU Core Report. • AIU assessment rubric should be revised to replace the word "evidence" with "source" as it is a different skill than what is described in the learning outcome • the phrase "as appropriate" be put into the AIU assessment rubric • allow students to see the specific assignment that the student would be submitting for assessment 	<ul style="list-style-type: none"> • may be worth further examination

See page 88 of this link:
https://sc.edu/about/offices_and_divisions/faculty_senate/about/news/2024/ccrc_final_report.pdf



- 2021 state of stagnation of data and stopped collecting data.
- Accreditation visit has been postponed due to pandemic in 2021

- Developed the University Policy on Educational Program Assessment (ACAF 3.0)
 - Latrice Smalls works closely with Faculty Senate's Committee on Instructional Development (INDEV) to work on the plan for general education curriculum revisions with shared prior faculty feedback on the core with members which was presented at general faculty senate meeting.
 - During this process there was a collection of data and reports on faculty sentiment on the core.
 - Curriculum is the responsibility of the faculty. Faculty representatives from the colleges will be on the committee to make the decisions of the core.
 - In 2022-2023, Faculty Senate established a Carolina Core Review and Revision Committee (CCRRC) for reexamining the Core.
 - The CCRRC proposed a new Faculty Senate Committee on the Carolina Core (CCC)
 - The CCRRC has 21 elected members from a variety of disciplines in February 2023 - The CCRRC will conduct an external review of standards and best practices drawing on but not limited to accrediting body requirements, peer/peer aspirant institution information, research literature on best practices for general education. The CCRRC will conduct an internal review of needs and issues, drawing on but not limited to Carolina Core Assessment reports, advising practices and challenges, student body demographics and needs now expected over the next ten years, and report issues with Carolina Core with respect to student experience. This data/review stage will include engagement with various stakeholders across the university.
 - The Vice Provost for Undergraduate Studies is negotiating with the Faculty Senate on specific duties and ETA for CCC.
 - Assessment of General Education resumed in Spring 2023
 - Faculty are engaged in the assessment and general education revision with OIRAA
 - President Amiridis has made the General Education a priority
 - OIRAA is taking the lead in shaping the future of Core Assessment.
-
- The present (Alexandra Weaver)
 - Meets weekly with the Provost Office, train faculty on the goals, updated the webpage
 - Faculty meeting to discuss changing the assessment rubrics in hopes of making the assessments clearer and easier to follow
 - Assessing student performance to make it easier to understand and to make sure we are delivering on the promises that we have made to our students
 - Faculty are subject matter experts and are the raters of the courses.
 - OIRRA will deliver plans to faculty general education committee, meet with the VP weekly on general education assessment strategy, schedule, and communications with faculty, collect feedback from USC constituents, train key assessment POCs across campus on general education, and collaborate bi-weekly on progress and next steps.
 - Updated CORE website for the Office of Provost – revised the latest CORE syllabus and assessment rubrics, created a process flow diagram, audited core course syllabus repository
 - This is the most exciting webpage –

Hard Skill

Created a new OIRAA webpage for CORE assessment

- OIRAA's Carolina Core Assessment Resources Carolina Core webpage:
https://www.sc.edu/about/offices_and_divisions/institutional_research_assessment_and_analytics/assessment/carolina_core_assessment/index.php

The screenshot shows the 'Carolina Core Assessment Resources' webpage. The header includes the University of South Carolina logo and a search bar. The main content area is titled 'Carolina Core Assessment Resources' and contains several sections: 'Assessment Process', 'Assessment Schedules', 'Carolina Core Learning Outcomes', 'Assessment Rubrics', 'Data Reporting and Visualization (forthcoming)', 'Assessment Submission Options', and 'Carolina Core Approval Committee'. A sidebar on the right provides contact information for the Carolina Core Assessment, including an email address (OIRAA@ed@mailbox.sc.edu) and a phone number (803-777-0072).



- Historically gathered artifacts for all AIU courses that were taught that semester moving forward but to start with the sample to improve efficiency randomly select from courses to submit student work
- Dept chairs ask 4 faculty members to submit their student work
- Student achievements are listed on the outcome page
- Step 3 asks for all the information and completes a Carolina core survey asking for information at the end of the semester which will collect all the assignments then will be reviewed
- Will train faculty members to do the rating the assignments then do a calibration of the assessment to try to reach a consensus as much as possible
- At the end the results and send to chair and dean to close the discussion of the assessment
- Historically changes have been sent to the faculty core committee but that is going to be changed
- Submit assignments through blackboard
- The Future (Charlie Pierce)
- Committee on Carolina Core (CCC) is a new committee consisting of 24 faculty members
- Launched Fall 2025, elected members approved in September 2025, first meeting held November 2025, starting January 2026, committee meets 4 times per semester.
- CCC intends to complement the work of the Carolina Core Approval Committee (CCAC)
- The faculty members are elected – Arts and Sciences has 5 representatives and other colleges have 1 representative, 6 ex-officio members, Jenn Tilford is also a representative for the UAC
- CCC membership
 - 11 faculty members

- No more than 1 elected member from any single dean-led unit...except MCAS will have a minimum of 3 and maximum of 5 elected members; 1 will be from Palmetto College
- Ex Officio (non-voting) – Vice Provost and Dean of Undergraduate Studies, Director of Institutional Assessment in OIRAA; Executive Director of Academic Program Planning and Decision Support, Representative from UAC, Representative from AADC, Student Senate appointed undergraduate student
- Committee charge
 - Committee must collaborate on reviews of core
 - Then develop original proposals
 - Identify strengths and opportunities
 - Bottom line what are doing well
 - Develop language and processes for clearly communicating the substance and value of the core
 - Review and recommend revisions to web-based content on the Carolina Core.
- Your input and feedback is welcomed and share with Jenn Tilford or Charlie Pierce
- Contact information –
 - Charlie Pierce, Chair, piercec@cec.sc.edu
 - LaTrice Small, Director of Institutional Assessment, latrice@sc.edu
 - Alexandra Weaver, Assistant Director of General Education Assessment, alexandra.weaver@sc.edu

Civics and Humanities minor, Center for American Civic Leadership and Public Discourse
Dr. Colin Wilder

- Builds on the Reach Act of South Carolina
- Think of it as “Thomas Jefferson Library”
- Specifically covers the American founding and re-founding to learn great ideas of leadership
- How do we promote prosperity
- Minor offers looking at problems facing human societies and individuals
- Articulate and debate those ideas carefully and respectfully
- Have fliers for the minor
- If a student takes a class that is not on the list but would be in the same vein, how should that be handled? Send emails to Dr. Wilder if a student wants to take a course outside the list.
- Just launching this coming fall semester
- Is there any concern between the overlap of the Law and Society minor? Not really a lot of overlap between the two minors. This would appeal to the prelaw with a broader and more humanistic minor than the Law and Society minor. Leadership is a challenge that needs to be explored.
- No double dipping with a course in the minor and the core, major, minor, cognate. Can double dip with the Founding Documents course.
- He asked about double dipping – quick answer proposing policy revision on course sharing to clarify those rules.

- American with Disabilities Act as Amended (ADAAA) defines a person with a disability as “a person who has a physical or mental impairment that substantially limits one or more major life activities.”
 - Learning disability (reading, writing, math related), ADD/ADH, Autism Spectrum Disorder, Visual and hearing impairments, physical impairments, mental health, etc.
 - Not all students with disabilities are registered with our office
- 3 most common –
 - ADD/ADHD (36%)
 - Mental health (29%)
 - Health related (16%)
- 3 most common accommodations –
 - extra test time,
 - use of technology for notetaking
 - May leave classroom/step out
- Can take test in their test center -must take the test on the same day as their test is originally scheduled
- Faculty will get a letter concerning the student and then can do a testing agreement for the proctoring the exam
- Same day and time as the rest of the class, attendance the exam and the final
- Proctored over 200 exams last year
- Students must set up the testing process beforehand
- Notetaking – a lot of professors do not allow media in the classroom for these students can bring in laptops to record the class notes and they can use those voice recordings to study late
- Assignment extension and attendance modification – student must let the professor know at the beginning of the semester for the accommodations. Cannot retroactively apply the accommodation
- Not all students get early registration. It is a case-by-case basis for early registration.
- Criteria have changed – to work around a medication schedule or the medication wears off and cannot take classes
- Registration process –
 - Complete online application on SDRC website
 - Student submits appropriate documentation to the SDRC
 - After review of application and documentation, student will be notified and will need to schedule a 1-on-1 meeting with their coordinator
 - Students and coordinators will discuss accommodations and SDRC policies, procedures, and our online portal. This step is REQUIRED.
 - The registration process can take 2-3 weeks to complete once completed application and documentation is received
 - Students can register at any point in the semester

- The student is registered until they graduate USC once they meet with their coordinator.
- Examples of Accommodations
 - Alternative testing – extended time, provide quiet, distraction free space, step away to access the restroom, food, drink, or take medication
 - Notetaking assistance
 - Use of laptop for in-class assignments/exams
 - Alternative format – text to speech or speech to text, braille, large font
 - Preferential seating
 - Ability to step out of the classroom
- Examples of Modifications
 - Foreign language substitutions – Pass/Fail or course substitutions, depends on approved accommodations and history of attempts, having the foreign language placement must be done by sophomore/junior year
 - Reduced Credit Load- lessens the number of credit hours attempted during a specific semester, still eligible for financial aid and scholarships, requested on a semesterly basis, students fill this out for any number of credits under 15 per semester.
- Reduced Credit Load is sent to Financial Aid – Cindy Peachy receives those letters
- For incoming students, when do they register with your office? Register before they take the exams so they can have accommodation set up for the tests.
- Contact information –
 - Phone – 8037776142
 - Email – sadrc@mailbox.sc.edu
 - Student referral form – www.sc.edu/disabilityresourcecenter
 - Complete a Virtual Drop-In form located on our main website page

Ethics of A.I.

Professor Michael Stoeltzner

- Challenges
- Debate has become more debate about humanities will die.
- On the other hand, there are other problems explainable AI and with all these things we know whether somebody which cause social bias
- AI Ethics is to develop their own personal attitude
- Learning outcomes – very interdisciplinary class
- Ethics tells you to understand the consequences of making an ethical decision and which ethical approach
- Practical part is students should play with the tools
- General lesson about Chat GPT: kissing up to the user
- Temptation and risks of cheating 90% change B+/A and 10% change of getting in trouble and embarrassment
- Crisis or trust? Trust is a matter of practice
 - Student's use of AI has become more deliberate and reflected as some experimented with the new tool
 - Chat GPT does not perform persuasive speech
 - Professors can use it for grading or even recommendation letters
 - Certain information and skills are taken for granted.

- One way to show this was to ask students to do an assignment and have Chat GPT to grade it and then have Chat GPT write the paper and have Chat GPT to grade it
- Some answers based on USC Honors Code –
 - In some cultures, reuse of other words or ideas is considered a form of respect or tradition
 - Honor code claims intent is not required for a violation
 - At the undergraduate level, students are not producing genuinely original ideas but synthesizing others' work
 - If students do not have intellectual rights to their work, then punishing someone for reusing another student's assignment can be inconsistent
 - Plagiarism detection tools create false positives
 - Knowledge is built collectively, and strict attributes are often unnecessary.

Announcements

Adjourn