

UNIVERSITY OF KENTUCKY BOARD OF TRUSTEES



Robert DiPaola, Provost and Co-Executive Vice President for Health Affairs

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AN EQUAL OPPORTUNITY UNIVERSITY

PROJECT ACCELERATE

ACCELERATE GROWTH TO DO MORE AND BE MORE FOR KENTUCKY

Work Group 2: More Readiness

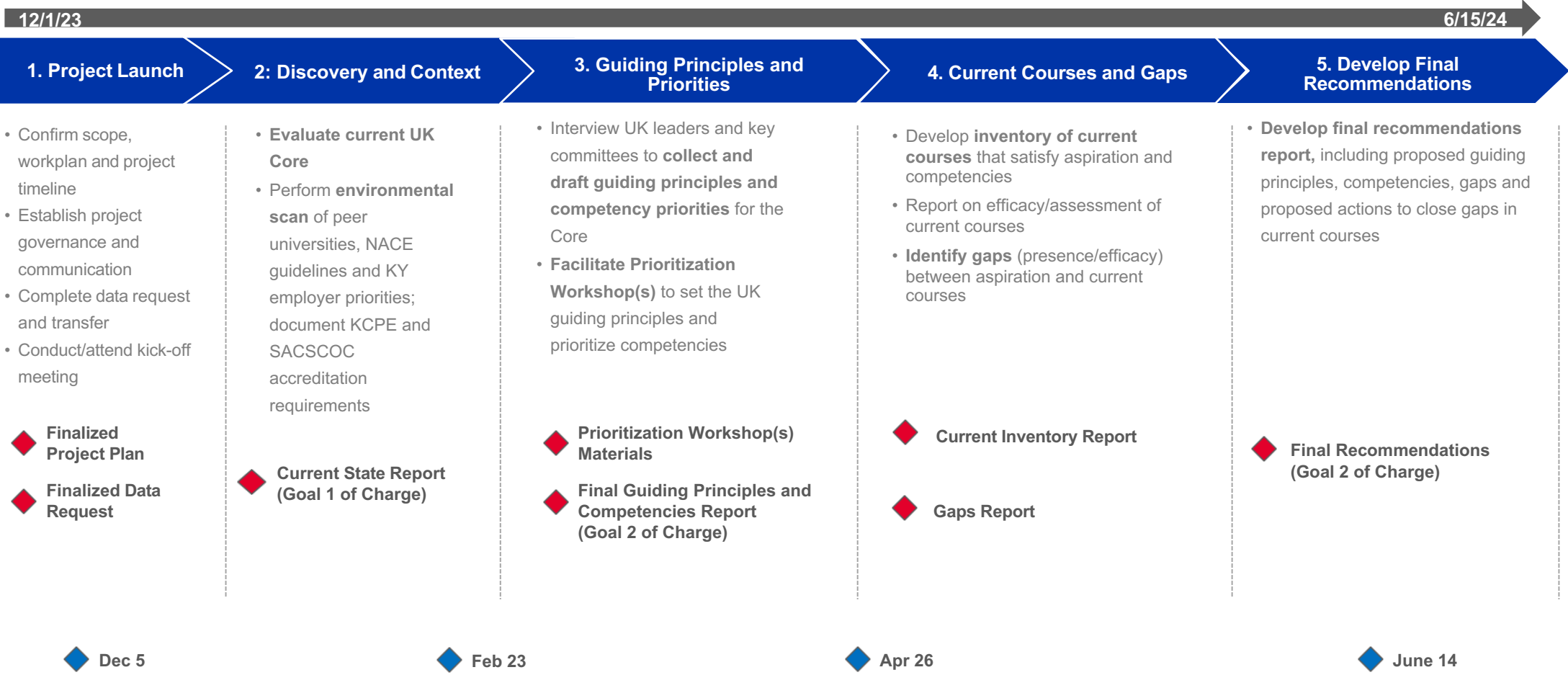
Charge per CR 1

Working in a campus-wide initiative through the institution's shared governance structure, the university will assess, evaluate and revise the institution's general education curriculum — the UK Core — with a focus on ensuring students are provided with the skills to succeed in a fast-changing and sophisticated workplace that will require technical competency but also the capacity to engage in critical thinking and constructive dialogue as our graduates must lead companies and communities in the process of forging solutions rather than divisions.

What we hope to accomplish

- Examine other institutions that demonstrate best practices with respect to core and pace of revisions on an ongoing basis.
- Goal 1: Assess current UK Core, including learning outcomes, competencies and how students navigate general education requirements.
- Goal 2: Develop recommendations around competencies and outcomes expected.

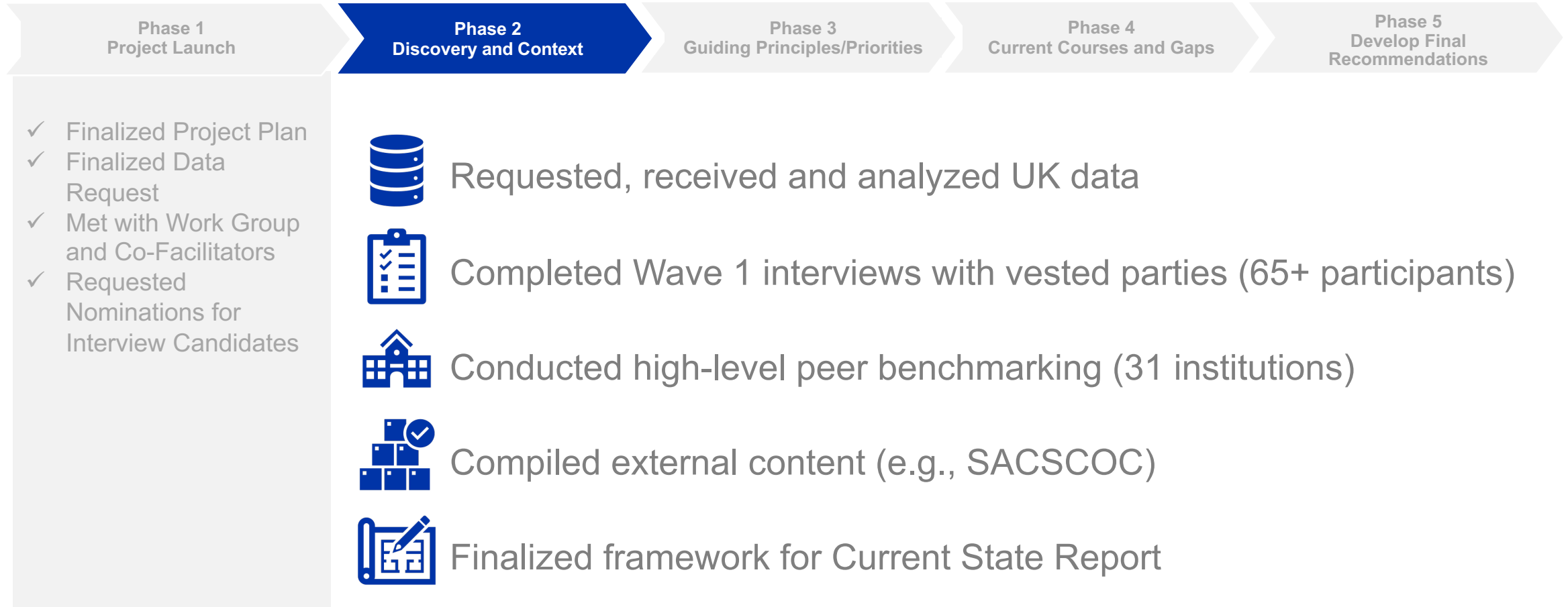
Project plan overview



◆ Board of Trustees Meeting ◆ Key Deliverables

WORK GROUP 2: MORE READINESS

Activity since December 2023 Board of Trustees meeting



WORK GROUP 2: MORE READINESS

Innovative thinking to prepare students to lead lives of meaning and purpose

- “He who has a *why* to live for can bear with almost any *how*.” – Viktor Frankl
- “Those without a *why* fall apart when the storm hits. They begin to suffer from that feeling of moral emptiness that Emile Durkheim called ‘anomie.’”
- “When you are raised in a culture without ethical structure, you become internally fragile.”
- Brooks, *The Atlantic*, (2023), 14 August 2023



The Atlantic

HOW AMERICA GOT MEAN

In a culture devoid of moral education, generations are growing up in a morally inarticulate, self-referential world.

Teaching personal initiative

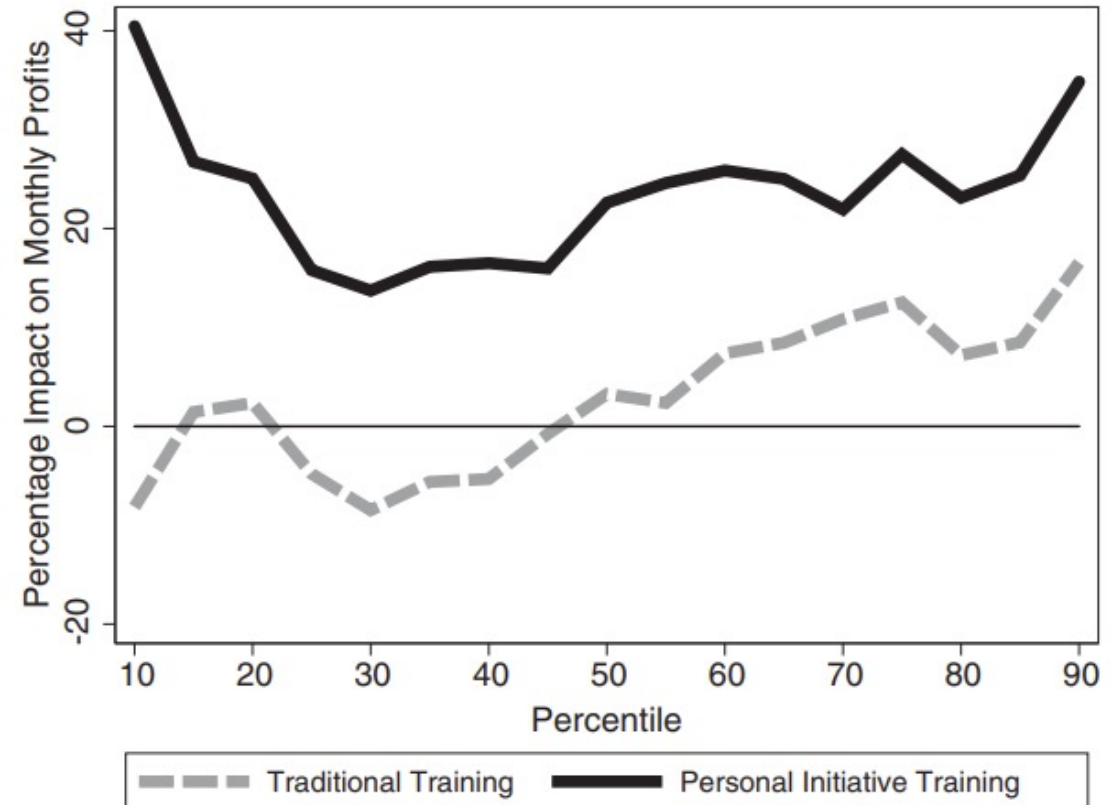
- A study compared teaching basic financial and marketing practices versus a psychology-based personal initiative training approach, which teaches a proactive mindset and focuses on entrepreneurial behaviors and could have more success.
- Results showed that personal initiative training increased firm profits by 30%, compared with a statistically insignificant 11% for traditional training.
- Campos *et al.*, *Science* 357, 1287-1290 (2017), 22 September 2017

RESEARCH

ECONOMICS

Teaching personal initiative beats traditional training in boosting small business in West Africa

Francisco Campos,^{1*} Michael Frese,^{2,3*} Markus Goldstein,^{1*} Leonardo Iacovone,^{1*} Hillary C. Johnson,^{1*} David McKenzie,^{1*†} Mona Mensmann^{3*}



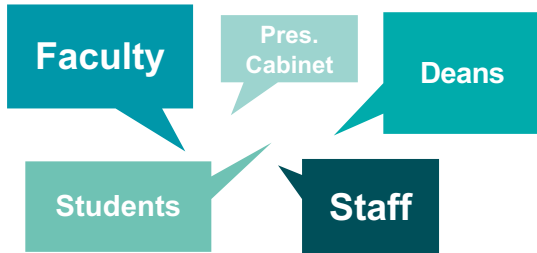
Engagement with Vested Parties

Goal: to collect history, context, opinions and views on UK Core, as well as to encourage engagement, transparency and communication with the university community.

ENGAGEMENT WITH VESTED PARTIES

65+

Vested parties interviewed through 39 sessions



6

Work Group meetings conducted in 10 weeks

- 15+ individuals dedicated to Work Group meetings and pre- and post-meeting assignments
- Discuss topics related to interviews, benchmarking, data analysis, current state report

We have engaged a wide breadth of vested parties in order to collect **additional viewpoints**, uncover **additional resources** and **foster inclusivity** regarding the Charge Phase I assessment questions.

INTERVIEW QUESTIONS



Assess Current Core [Phase 1 Charge]

- UK Core composition
- Administration, operations and assessment of UK Core
- Student experience with UK Core



Improving UK Core [Phase 2 Charge]

- Interviewees' perceptions of success for UK Core
- Interviewee goals for UK student advising, course alignment, etc. beyond UK Core



Candidate-Specific Questions

- Ask questions around interviewee's area of expertise to understand nuances of their experiences (e.g., Registrar, Career Services, etc.)




Data collection

Goal: to collect history, context and quantitative data to develop a holistic understanding of the structure and operations of UK Core.

DATA COLLECTION

30+

Data sources gathered and analyzed through data requests

-  Historical data and reports
-  Student enrollment data
-  Survey responses

35+

Core documents, reports and assessments reviewed



After receiving the output of a detailed data request related to the Core, we began analyzing the data in order to **inform our response** to Charge Phase I assessment questions **alongside benchmarking**.

DATA ANALYSIS

The data analysis supported answering the following questions from the Charge.



Structure of Core

- What is the number of options within a core competency? How have these changed over time?
- Who teaches UK Core? How have these changed over time?



Student Enrollment

- When do students take UK Core?
- Are there gaps in time in fulfilling Core?
- What is the distribution of enrollments across courses and majors? How have these changed over time?



Dual Credit and Transfer Credit

- How many students and which dual credit courses are completed before enrolling in UK Core?
- How does dual credit affect UK Core?

WORK GROUP 2: MORE READINESS

Peer benchmarking: Part 1

Part 1 Process

- ✓ Aligned on 31 peer institutions and institutional groupings with the More Readiness Work Group to conduct a high-level scan of their core curricula
- ✓ Researched publicly available data on institutions' websites related to each of the institutions' core curricula

Part 1 Focus Areas

- Core curriculum key focus areas
- Core curriculum key goals, objectives and/or competencies (i.e., student learning outcomes)
- Core curriculum credit hour requirements
- Innovative general education programs
- University dual credit and transfer credit policies

SEC Peers

- | | |
|---|--|
| <ul style="list-style-type: none"> • University of Alabama • University of Arkansas • Auburn University • University of Florida • University of Georgia • Louisiana State University • University of Mississippi | <ul style="list-style-type: none"> • Mississippi State University • University of Missouri • University of South Carolina • University of Tennessee • Texas A&M University • Vanderbilt University |
|---|--|

Contiguous Campus Peers*

- University of Arizona
- University of Minnesota – Twin Cities
- The Ohio State University
- Rutgers University
- West Virginia University
- University of Wisconsin – Madison

KY Public Institutions

- Eastern Kentucky University
- Kentucky State University
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Louisville
- Western Kentucky University

General Ed Peers

- Virginia Tech
- University of Northern Idaho
- Clemson University
- Miami University

KY Private Institution

- Centre College

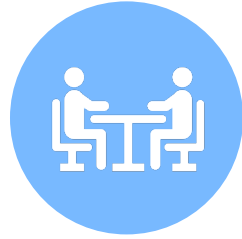
*Established schools in Agriculture, Engineering, Medicine and Pharmacy on a single, contiguous campus

WORK GROUP 2: MORE READINESS

Peer benchmarking: Part 2 process



Use publicly available information, when possible, to gather data



Conduct individual 45-minute interview with someone who oversees general education program at each institution



Begin data collection/analysis now. Interviews to be completed by early March.

Areas of Focus

Content

- Curriculum, competencies and student learning outcomes
- Connection to student majors
- Influence of future employer needs

Communication

- Program brand
- Education about program and requirements to vested parties

Management

- Accreditation
- Course assessments
- Curriculum
- General administration

History

- Development
- Program change over time
- Response to higher education trends and workforce needs

Student Navigation

- Course options
- Transfer/dual enrollment student experiences
- Assessment of student outcomes

Challenges

- Lessons learned
- Student/faculty experience

The Current State Report



The purpose of the Current State Report is to understand the UK Core as it is **today**, including competencies, courses, assessment process, student enrollment and the broader trends surrounding the UK Core.

THE CHARGE (Goal 1): ASSESS UK CORE

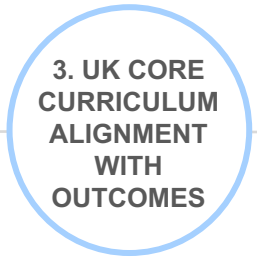
KEY QUESTIONS



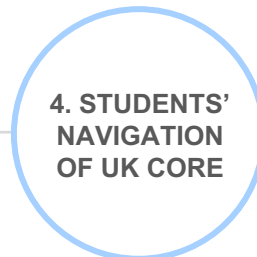
- Are learning outcomes reflective of the foundational KSAs students need to be successful?
- Are there too many or too few competencies?



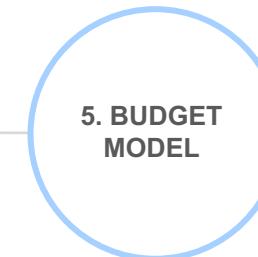
- What methods are used to assess UK Core?
- What are the results and how are they used to improve learning outcomes?
- How has the quality of teaching been assessed?



- How do students make decisions about UK core options?
- When do students take UK Core?
- What is the distribution of enrollments across courses and majors?
- How does dual credit affect UK Core?



- What are the options for fulfilling a competency or learning outcome?
- How is consistency in learning outcomes balanced across multiple instructors and courses?
- Who teaches UK Core?



- How do the budget models support student achievement in the UK Core competencies and learning outcomes?



- How does UK fare when benchmarking UK Core with peer and aspirational institutions?
- Are there competencies, learning outcomes or assessment strategies UK should consider implementing?
- Are there similar challenges across institutions with core?

WORK GROUP 2: MORE READINESS

Next steps | Goals for April 2024 Board of Trustees Meeting



QUESTIONS

