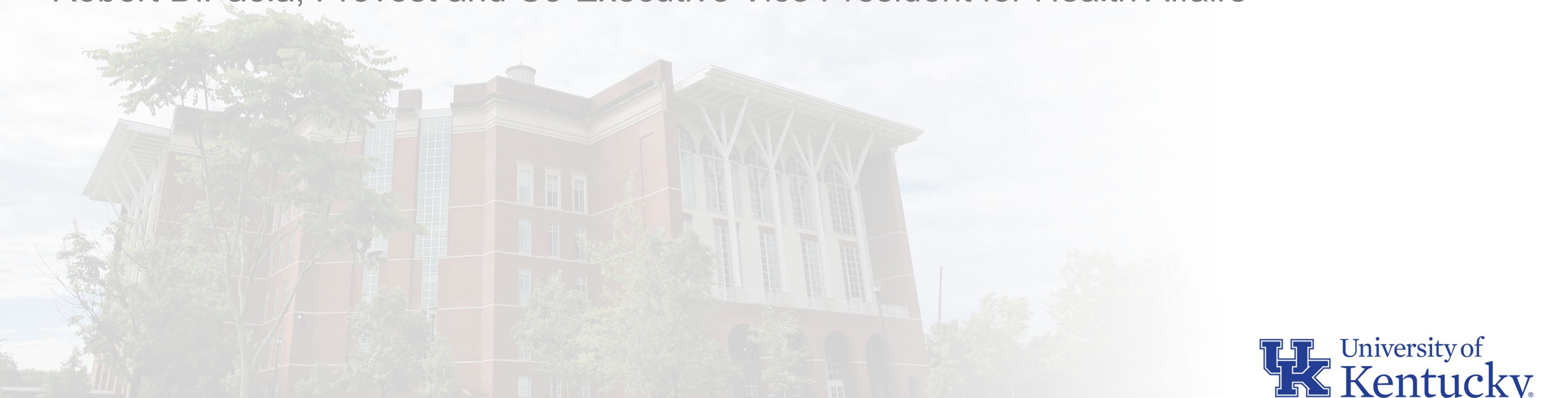


UNIVERSITY OF KENTUCKY BOARD OF TRUSTEES

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



PROJECT ACCELERATE

ACCELERATE GROWTH TO DO MORE AND BE MORE FOR KENTUCKY

Work Group 2: More Readiness

Activity since February 2024 Board of Trustees meeting

1

PROJECT MANAGEMENT

- Established project governance
- Met weekly with project management team
- Met bi-weekly with Co-Facilitators and Work Group
- Provided opportunities for Work Group to share input via email, surveys, one-on-one meetings and deliverable feedback

3

PRINCIPLES AND PRIORITIES

- Conducted in-person workshop to set the UK design principles
- Conducted virtual workshops to prioritize future competencies
- Finalized design principles for the UK Core

2

CURRENT STATE

- Evaluated current UK Core through 55 constituent interviews and data analysis
- Performed environmental scan through peer benchmarking and employer interviews
- Developed Current State Report and validated and finalized with Work Group

4

INITIAL RECOMMENDATIONS

- Developed initial recommendations
- Vetted and validated initial recommendations with Work Group
- Discussed opportunities for future curricular frameworks and competencies with Work Group

Current State: UK Core Opportunities



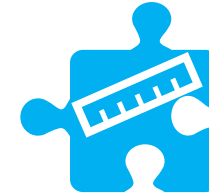
CURRICULAR FRAMEWORK AND COMPETENCIES

- UK Core curriculum should be more connected to major curriculum
- UK uses a basic menu style and should emphasize few high-impact practices
- Competency area titles should be more intuitive
- There are too many student learning outcomes (SLOs)
- Students desire topics that connect to the workforce landscape



STUDENT EXPERIENCE

- Students desire practical skills
- Prescriptive majors limit student choice in UK Core
- Students feel UK Core is a barrier to some majors
- Some fear there is an inconsistent experience for transfer students



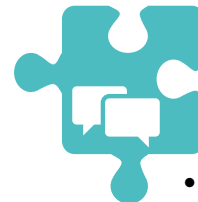
ASSESSMENT

- Mapping artifacts is challenging and time-consuming
- Student input should be included
- Course-level feedback is not always available to faculty
- UK trained evaluators should have subject matter expertise in curricular area



PROGRAM OVERSIGHT AND ADMINISTRATION

- There should be more administrative oversight for items like marketing, communication and assessment
- There should be an FTE administrator to oversee the UK Core



COMMUNICATION AND MESSAGING

- There are limited people resources for the day-to-day operations
- Documents should be updated and consistent
- Communications plan should be put in place
- Training should be increased for instructors and staff

WORK GROUP 2: MORE READINESS

Employers' key observations*

Employers felt that that UK graduates were adequately prepared for the workforce. However, when speaking more broadly, they noted recent changes in new employees:

EXPECTATIONS

What recent graduates want in the workforce is not necessarily the reality.

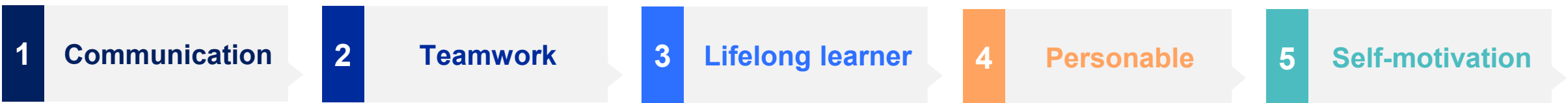
MOTIVATION

Recent graduates want to be rewarded for completed tasks. They are typically less willing to perform tasks outside of the job description.

EXPERIENCES

Recent graduates believe they deserve certain experiences or only want to do work they enjoy.

Employers identified the most desirable skills and attributes and indicated that recent graduates could use additional growth in these areas:



*Perspectives of six employers interviewed for this effort.

Peer benchmarking key observations

Based on research and interviews, peers face similar challenges as UK.

Assessment processes can be time-intensive and burdensome, resulting in inefficiencies and confusion around how to utilize results.

Students, like instructors, are balancing many priorities and often do not consider the importance or purpose of the institution's general education program.

Many instructors are passionate about general education, but they have significant teaching and research expectations, making it difficult to train them on the general education program.

However, in some areas, peers have solutions for some of UK's challenges.

Each of the peer institutions have at least one FTE who manages the administration of their general education program.

Curricular frameworks at several peer institutions were clearly structured and often included innovative requirements, such as capstone courses and experiential learning.



WORK GROUP 2: MORE READINESS

Future state of UK Core

There are opportunities to strengthen the UK Core. The Work Group created design principles and initial recommendations that will help move UK towards a general education program that is more innovative, cohesive and effective.

DESIGN PRINCIPLES

- “North Stars” determined by the Work Group that encompass the what and why for each of the categories.

INITIAL RECOMMENDATIONS

- Practical ideas that UK can take to begin implementing measures that will enhance the UK Core.



Initial recommendations

1 CURRICULAR FRAMEWORK AND COMPETENCIES

The 10 current competency areas are foundational for a student's broad liberal arts education and will remain a part of the UK Core; however, a revision of titles should be considered to assist students' understanding of learning areas. In addition, the UK Core should include innovative concepts (e.g., integrated badging or high-impact practices) like peer institutions, condense and streamline student learning outcomes (SLOs) and incorporate relevant skills that are desired in the UK Core (e.g., human skills, productive discourse, ethics, etc.).

2 STUDENT EXPERIENCE

To support students' navigation of the UK Core, a process for mapping courses to skills should be developed. Further, to improve students' understanding of UK Core, SLOs should be on the syllabi for all UK Core courses.

3 ASSESSMENT

The UK Core assessment process should be simplified and enhanced to more effectively measure SLOs and instruction. This may include increasing interrater agreement in scoring, incorporating students' understanding of the learning outcomes and improving the feedback loop for faculty.

Initial recommendations

4 PROGRAM OVERSIGHT

The UK Core curriculum should be overseen by a faculty committee. Implementation of this should be expedited, so the committee can use their expertise to provide curricular guidance for the future of the UK Core. Further, a student advisory committee should be established to provide programmatic input on the UK Core from the student experience.

5 ADMINISTRATION

The UK Core should be located in an administrative unit with a Director level or higher for strategic management and programmatic oversight of the UK Core. This role should be appropriately resourced and supported.

6 COMMUNICATION AND MESSAGING

The value and purpose of the UK Core needs to be communicated to constituents (e.g., faculty, staff, advisors, students). A robust communication plan specific to each targeted party should be developed and implemented. This should include establishing a sustainable brand for the UK Core, creating and implementing targeted training, and developing an informative website that supports constituents' needs.

QUESTIONS

