UNIVERSITY OF KENTUCKY
BOARD OF TRUSTEES

Robert DiPaola, Provost and Co-Executive Vice President for Health Affairs
DeShana Collett, Chair, University Senate Council and Professor, College of Health Sciences
PROJECT ACCELERATE
ACCELERATE GROWTH TO DO MORE AND BE MORE FOR KENTUCKY

Work Group 2: More Readiness
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

<table>
<thead>
<tr>
<th>Project Phase</th>
<th>Key Activities</th>
<th>Key Deliverables</th>
<th>Board Meetings</th>
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</table>
| **1. Project Launch** | • Confirm scope, workplan and project timeline  
• Establish project governance and communication  
• Complete data request and transfer  
• Conduct/attend kick-off meeting | **Finalized Project Plan**  
**Finalized Data Request** | **Dec 5** |
| **2: Discovery and Context** | • Evaluate current UK Core  
• Perform environmental scan of peer universities, NACE guidelines and KY employer priorities; document KCPE and SACSCOC accreditation requirements | **Prioritization Workshop(s) Materials**  
**Current State Report (Goal 1 of Charge)** | **Feb 23** |
| **3. Guiding Principles and Priorities** | • Interview UK leaders and key committees to collect and draft guiding principles and competency priorities for the Core  
• Facilitate Prioritization Workshop(s) to set the UK guiding principles and prioritize competencies | **Current Inventory Report**  
**Final Guiding Principles and Competencies Report (Goal 2 of Charge)** | **Apr 26** |
| **4. Current Courses and Gaps** | • Develop inventory of current courses that satisfy aspiration and competencies  
• Report on efficacy/assessment of current courses  
• Identify gaps (presence/efficacy) between aspiration and current courses | **Gaps Report** | **June 14** |
| **5. Develop Final Recommendations** | • Develop final recommendations report, including proposed guiding principles, competencies, gaps and proposed actions to close gaps in current courses | **Final Recommendations (Goal 2 of Charge)** |
Activity since December 2023 Board of Trustees meeting

- Finalized Project Plan
- Finalized Data Request
- Met with Work Group and Co-Facilitators
- Requested Nominations for Interview Candidates

**Phase 2: Discovery and Context**

- Requested, received and analyzed UK data
- Completed Wave 1 interviews with vested parties (65+ participants)
- Conducted high-level peer benchmarking (31 institutions)
- Compiled external content (e.g., SACSCOC)
- Finalized framework for Current State Report
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
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
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.)
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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

**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?

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.
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**
- University of Alabama
- University of Arkansas
- Auburn University
- University of Florida
- University of Georgia
- Louisiana State University
- University of Mississippi
- 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
- Eastern Kentucky University
- Kentucky State University
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Louisville
- Western Kentucky University

**KY Public Institutions**
- University of Arizona
- University of Minnesota – Twin Cities
- The Ohio State University
- Rutgers University
- West Virginia University
- University of Wisconsin – Madison
- 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
- Centre College

*Established schools in Agriculture, Engineering, Medicine and Pharmacy on a single, contiguous campus
## Peer benchmarking: Part 2 process

### Areas of Focus

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<tr>
<th>Content</th>
<th>Communication</th>
<th>Management</th>
<th>History</th>
<th>Student Navigation</th>
<th>Challenges</th>
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<tr>
<td>Curriculum, competencies and student learning outcomes</td>
<td>Program brand</td>
<td>Accreditation</td>
<td>Development</td>
<td>Course options</td>
<td>Lessons learned</td>
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<tr>
<td>Connection to student majors</td>
<td>Education about program and requirements to vested parties</td>
<td>Course assessments</td>
<td>Program change over time</td>
<td>Transfer/dual enrollment student experiences</td>
<td>Student/faculty experience</td>
</tr>
<tr>
<td>Influence of future employer needs</td>
<td>Curriculum</td>
<td>General administration</td>
<td>Response to higher education trends and workforce needs</td>
<td>Assessment of student outcomes</td>
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</tr>
</tbody>
</table>

- 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.

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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.

KEY QUESTIONS

1. LEARNING OUTCOMES
   • Are learning outcomes reflective of the foundational KSAs students need to be successful?
   • Are there too many or too few competencies?

2. ASSESSMENT
   • 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?

3. UK CORE CURRICULUM ALIGNMENT WITH OUTCOMES
   • 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?

4. STUDENTS’ NAVIGATION OF 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?

5. BUDGET MODEL
   • How do the budget models support student achievement in the UK Core competencies and learning outcomes?

6. HIGHER ED TRENDS ASSESSMENT
   • 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?
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Next steps | Goals for April 2024 Board of Trustees Meeting

Phase 1: Project Launch
- Finalized Project Plan
- Finalized Data Request
- Met with Work Group and Co-Facilitators
- Requested Nominations for Interview Candidates

Phase 2: Discovery and Context
- Completed Wave 1 Vested Parties Interview Sessions
- Completed Data Analysis
- Completed Peer Institution Benchmarking
- Documented NACE Guidelines, CPE/SACSCOC Accreditation Requirements and KY Employer Priorities
- Finalized Current State Report

Phase 3: Guiding Principles/Priorities
- Wave 2 Vested Parties Interviews
- Conducted Prioritization Workshops
- Drafted Guiding Principles and Competency Report

Phase 4: Current Courses and Gaps

Phase 5: Develop Final Recommendations