

University Committee on Academic Planning and Priorities

Undergraduate Education Domain Subcommittee

Report

March 15, 2007

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UCAPP Undergraduate Education Domain Subcommittee Charge:

Goal II of the [2006-09 Strategic] plan states: Prepare Students for Leadership in the Knowledge Economy and Global Society. Related objectives are:

1. The University will enhance interdisciplinary learning and inter-professional training.
2. The University will increase opportunities for international and multicultural educational experiences for its students.
3. The University will set and achieve six-year growth and quality targets for undergraduate, graduate, and professional enrollments.
4. The University will integrate more aggressively its teaching, research, and outreach missions.

The task of developing detailed action plans to achieve these objectives in undergraduate education falls into two groups: (a) college and department level; and (b) university level. The Undergraduate Domain Subcommittee will be responsible for looking after university-wide curricular and student life issues, academic and administrative policies, and priorities. Specifically, the Undergraduate Domain Subcommittee will:

- (i) conduct an environmental scan of CPE, SACS, and federal discussions about emerging accountability mandates in undergraduate education;
- (ii) review relevant UK reports and national best practices with regard to achieving UK's diversity goals pertaining to student recruitment and retention
- (iii) monitor the implementation of general education principles developed by the USP External Review Committee as the foundation for USP reform;
- (iv) review results from exit surveys, NSSE, and other diagnostic tests to identify areas of weakness, and recommend strategies for improvement of the undergraduate experience; **
- (v) recommend any changes in organizational structure, administrative processes, and reward and incentive policies needed to help achieve UK's goals and objectives;
- (vi) review projections for growth in enrollment and quality improvement in light of available resources and recommend changes as appropriate;
- (vii) review college plans to identify and suggest any cross-linkages that are missing, and evaluate alignment with university goals and objectives;
- (viii) evaluate adequacy of academic support, space, infrastructure, student life, and internationalization enhancement plans
- (ix) recommend changes/additions to the indicators of progress as appropriate

Memorandum from Provost Kumble Subbaswamy, Oct. 4, 2006

*** Items (i) through (iv) are to be addressed in the Subcommittee's first phase report due 3/15/07*

Preface:

The Undergraduate Education Domain Subcommittee began regular biweekly meetings in October 2006. During the past five months we have examined an array of institutional reports articulating the status of undergraduate education at the University of Kentucky. We have studied as well the national discussions about aims and outcomes of a 21st century college education and the accountability imperative for institutions of higher education.

In the course of our deliberations, the subcommittee received generous support from several University officials. Roger Sugarman and Connie Ray of the Office of Institutional Research made presentations for the subcommittee that profiled UK undergraduates and summarized the most recent retention and graduation rate data. Deborah Moore, Director of Assessment, presented an overview of national trends in the assessment of student learning outcomes and the status of UK's assessment efforts. Deborah attended most of the subcommittee meeting and provided invaluable support in the development of the assessment recommendations. Jennifer Skaggs, doctoral student in higher education, assisted the subcommittee by compiling and summarizing data in several areas of interest. She attended meetings and helped the co-chairs in planning agendas and the student focus group.

In late February Nick Phelps, student member of the subcommittee, convened a focus group of ten undergraduate students who spent two hours responding to questions about the UK undergraduate experience—academics, campus climate, co-curricular activities, positives and negatives they have experienced in all areas of the University. The focus group was moderated by Nick and one other subcommittee member attended as recorder. The group was diverse: Greek, non-Greek, in-state, out-of-state, transfer students, living on campus, living off campus, disabled, white, African American, Hispanic, freshmen through seniors. The discussion was candid and free flowing. The students were eager to share their views and, in some cases, unburden their concerns. They were able to report experiences of their peers as well as their own. The focus group was an important source of anecdotal information for the subcommittee in formulating recommendations on retention and graduation rate. A full summary of the focus group discussion is Appendix A to this report.

With support from Beth Kraemer, UK Libraries information technology librarian, the Subcommittee established a SharePoint site where all committee working documents are posted along with links to a variety of institutional and external web-based resources.

We are keenly aware of the other groups on campus working in tangential areas, e.g. the USP Reform Steering Committee, the Provost's retention study, and the Institutional Assessment Committee. It has been our intention to complement and reinforce, not to duplicate, the work of these groups. Our hope is that the corpus of recommendations from all groups examining issues related to undergraduate education will constitute a bold and progressive plan of action for the University.

The recommendations of the Undergraduate Education Subcommittee are organized under three overarching themes: instruction, assessment of student learning, and undergraduate retention and graduation rate. These themes were addressed individually but are inextricably linked in their impact on undergraduate education.

I. Enhancing and Improving Instruction and Learning

The pursuit of undergraduate excellence is an imperative for UK's Top 20 aspiration. Of the many dimensions upon which excellence is built, none is more important than instructional quality. How well we teach and manage the learning process for our students impacts retention, student engagement, graduation rates, institutional reputation, and the success of our graduates once they leave UK. Although we rightfully celebrate the presence of many talented and dedicated teachers at this University, there is still room for much improvement of undergraduate teaching across the board. In particular, the Undergraduate Domain Subcommittee believes that the University must:

- Foster an attitude toward instructional excellence that highlights reform and innovation that prepares students for careers and life-long learning.
- Recognize that a student's first semester at UK is a critical transition point and one that is strongly influenced by the quality of instruction each student receives.
- Recognize that adequate support, regular teacher development programs and opportunities, and appropriate reward structures are fundamental attributes for a culture of teaching excellence.

To address these broad objectives, we offer the following explicit recommendations:

Teacher Development

- 1.) Design and implement through TASC, a rich and meaningful teacher development program that would be required for first-year faculty. New faculty who will become part of UK's core instructional resource should have the opportunity to participate in a series of development workshops over the course of their first year at the University. We recommend implementing a program similar to that of the University of Oklahoma and other institutions that provide new faculty with knowledge and skills that will enhance their teaching success.
- 2.) Require all instructors teaching first-year students to participate in a workshop that addresses: (a) knowledge of college transition issues, and (b) an understanding of the background, experience, and limitations of our first-year students, especially first-generation college students. Provide annual refresher workshops that focus on innovative teaching strategies to be used with first-year students.
- 3.) Require colleges/departments to develop instructional mentoring programs, especially for junior faculty, graduate students, and part-time instructors.

- 4.) Establish a Summer Instructional Innovation program that supports faculty and graduate teaching assistants engaged in curricular and pedagogical reform efforts. Implement an annual teaching symposium during the academic year at which participants in the Summer Instructional Innovation program present their reform and innovation projects to the campus community. As a way to disseminate best teaching practices, include other presentations by faculty engaged in reform, experimentation, and innovation at this symposium
- 5.) Provide regular instructional workshops that emphasize reform and innovation especially with respect to encouraging (a) active learning pedagogy, (b) service learning, (c) information literacy and effective collaboration with library faculty, and (d) mentoring of independent student research projects. This responsibility should be assigned to TASC, with the stipulation that these workshops be focused on aspects of teaching and learning that reflect (a) innovative teaching at a research university and (b) instructional practices that impact retention and optimize learning.
- 6.) Evaluate and continue to improve the instructional orientation program for graduate teaching assistants, including the use of faculty mentors. Develop Master Teacher programs within large departments or at the college level. These programs should designate specific faculty, especially those known as outstanding teachers, as mentors to guide and influence the teaching success of graduate students and junior colleagues.
- 7.) Involve all instructors, including non-tenure track faculty and teaching assistants, in departmental deliberations regarding undergraduate instruction and curriculum reform.

Reward and Support for Excellence in Teaching

- 8.) Establish a committee or task force immediately to identify ways to enhance the degree to which successful teaching is rewarded in annual merit reviews and appropriately regarded in tenure and promotion decisions. It is especially critical to protect faculty pursuing pedagogical reform and experimentation from initial negative consequences of potential lower teacher evaluations as those changes are being instituted. By developing more comprehensive instructional assessment strategies, including the possibility of peer review, it will be possible to encourage risk taking among instructional innovators.
- 9.) Support publication of faculty experiments in pedagogical innovation and within disciplinary teaching journals as an aspect of the “scholarship of teaching.” Not only will this practice share notable efforts in teaching improvement and originality, it will also increase the University’s image and reputation as a center for promoting teaching excellence.

Collaboration in Support of Instruction and Assessment

- 10.) Focus institutional resources (e.g., TASC, *The Study*, advising, libraries) on improving instruction in large enrollment courses that continue to experience high failure and withdrawal rates.

- 11.) Reconfigure various centers and offices of undergraduate excellence, course and program assessment, and academic and teaching support so they can work in a tighter and more coordinated fashion under the supervision and authority of the Associate Provost for Undergraduate Education. Innovation without assessment risks failure to give direction to continual improvement in the undergraduate teaching mission. Assessment without reform and innovation risks institutional stasis and pedagogical stagnancy.

Advancing a Culture of Learning

- 12.) Enrich the culture of student learning by instituting Chautauqua Day, led by selected faculty, graduate students, administrative and other staff, to foster a campus-wide discussion about a notable fiction or non-fiction work from the previous two years. On this scheduled day prior to the beginning of fall semester, require attendance by all third-year students (juniors) to a colloquium where the book's author appears as well as a follow-up series of scheduled seminars facilitated by members of the campus community and with attendance limited to 15 juniors. The use of Chautauqua Day, as an event, characterizes the University and its membership as a learning community focused on new ideas, creative writings, and challenging concepts (whether from the natural sciences, social sciences or humanities).

II. Assessment of Undergraduate Student Learning Outcomes

A Top 20 university must have an effective program to assess student learning and development that:

- (1) demonstrates undergraduates' achievements in knowledge, skills, abilities and dispositions critical to success beyond the university environment with respect to general/liberal education and major specialization,
- (2) identifies institutional strengths with respect to instruction and engagement practices
- (3) defines processes to identify ways to continuously examine, improve, expand and evolve the quality of undergraduate education.

Although some may argue that assessment has been, and continues to be, driven by external forces, everyone in the University community must recognize that the long reach of state, regional and even national review agencies can no longer be deflected and a defensive posture is no longer tenable. Further, we are a self-reflecting institution that takes pride in striving toward excellence and is committed to continuous inspection and improvement. As we chart progress toward Top 20 status in the undergraduate domain, evidence of student learning is a critical dimension we are compelled to measure.

Commitment to improvement and accountability efforts in undergraduate education at UK requires clear thinking followed by systematic actions to shift from reverential and

utopian hopes to evidence-based outcomes. To this end, **we recommend that the Provost endorse the creation of a comprehensive assessment plan for undergraduate student learning outcomes.**

Specific features of the comprehensive plan should include the following:

- a. Definition and purpose A clarification of the definition, purposes, and values of assessment efforts so that the faculty and staff understand and support an assessment process that is *continuous*, aids program *improvement*, and insures *accountability* to the public and external accrediting bodies. It is critical to underscore the importance of *using assessment results* to aid in making decisions, rather than simply collecting these assessment data.
- b. Assignment of responsibilities and acceptance of accountability Recognize that a multilevel effort is needed and articulate public statements about assessment responsibilities of colleges, departments, programs, and other units, rather than retention of the conventional attitude that assessment resides in an office within central administration.
- c. Acknowledge the need for a culture shift In recognizing that the long reach of state, regional and even national review agencies can no longer be deflected and a defensive posture is no longer tenable, assessment should be recognized and treated as a positive force for institutional improvement and external accountability.
- d. Identify existing expertise Identify the many forms of expertise that exist across the campus that should be brought together and shared to address assessment needs.
- e. Identify new resources Allocate resources (i.e. professional development, tools, examples of best practices) to develop and sustain assessment expertise/coordination at the unit level with the assistance from the Office of Assessment for both the short- and long-term efforts.
- f. Develop a roadmap. Develop a roadmap of undergraduate assessment activities that provides a holistic view of priorities and an inventory of current practices that helps to direct our immediate and long-term planning and improvement efforts. (See attached Appendix B, Draft Roadmap of Undergraduate Assessment)

To accomplish the creation of a comprehensive assessment plan for undergraduate student learning outcomes, **we recommend a series of activities to be accomplished within the 2007-08 timeframe.**

1. Inventory assessment tools/practices in the major.

Using a framework provided by the Director of Assessment, charge departmental directors of undergraduate education and interdisciplinary program directors to prepare an inventory of current student learning outcome (SLO) assessment

tools/practices currently used internally to provide evidence of the quality of education in the major and student development among majors.

2. Update inventory of assessment tools/practices in general education.

At such time as a reformed general education curriculum is defined, delegate to the Associate Provost for Undergraduate Education the responsibility for charging departmental directors of undergraduate education and interdisciplinary program directors to review and update their inventory of current SLO assessment tools/practices, identifying any potential items that could be used as evidence of the learning and development with those learning outcomes defined in the scope of the newly formulated program.

3. Identify personnel responsible for assessment at unit level.

Charge deans with the responsibility of establishing a formal structure within departments and programs that designates the roles and duties of specific individuals, offices, or groups to (a) promote, implement, monitor, and disseminate assessment data and findings on an annual basis and (b) submit a record of these efforts to document progress toward achieving the UK Strategic Plan and Top 20 Business Plan annually.

4. Develop pool of resources to advance assessment practices.

Establish an annual pool of funds emanating from the Provost's Office or the Associate Provost for Undergraduate Education on which departments and programs can draw to advance their assessment agendas. The funding pool might have a tiered structure that would help to address the array of needs that exist within units on campus rather than imposing a “one size fits all” model.

5. Assessment workshops and professional development

Charge the Office of Assessment with conducting a series of symposia/workshops for Colleges (e.g., Design, Engineering, Nursing, etc.) and within divisions of Colleges (e.g., natural sciences, humanities, and social sciences in Arts & Sciences and analogous divisions in Agriculture) to assist departments in developing or refining their tools/practices for assessing student learning and development in each of the majors or programs. These symposia/workshops would give first priority to meeting needs/interests of those individuals charged with assessment responsibilities at the unit-level.

6. Coordinate support for faculty development

Enlist the Teaching and Academic Support Center (TASC) to assist faculty in developing resources used by benchmark departments and programs for shaping and honing their local course-level assessment application techniques. Reconfigure

various centers and offices of undergraduate excellence and academic and teaching support so they can work to support assessment in a more coordinated fashion under the authority of the Associate Provost for Undergraduate Education.

7. Review “Assessment Day” model

Charge the Assessment Office with responsibility for developing a document that collates “Assessment Day” models used by other institutions outlining their potential costs and benefits.

8. Student voice/student pulse

Charge Offices of Assessment and Student Affairs with investigating the costs and benefits of a student voice assessment strategy comparable to the Penn State Pulse program.

Penn State Pulse is a highly successful survey strategy used to address a wide array of issues of interest to Penn State students. Students, faculty, and staff suggest topics and contribute input into the design of the questions. High participation rates, large respondent numbers, and verification that the demographics of respondents are consistent with the population suggest that the survey results are representative of the student body. <http://www.sa.psu.edu/sara/pulse.shtml>

9. Small-scale pilot baseline USP assessment projects

Design and implement at least one small scale pilot assessment project with either the Collegiate Learning Assessment or ETS’ Measure of Academic Proficiency and Progress (MAPP) with a cross section of beginning and exiting students. Such a pilot would provide information about important skills and abilities of our students under the current USP and serve as a point of comparison of outcomes resulting from the implementation of a newly reformed general education program.

III. Advancing Undergraduate Retention and the Six Year Graduation Rate

One of the critical challenges we face in becoming a Top 20 university is seriously and continuously engaging the problems associated with undergraduate retention and the graduation rate. Comparative statistics demonstrate that UK ranks at or near the bottom of its benchmarks in both retention of undergraduate students and the rate at which they graduate in six years.

Retention rates are widely viewed as an indicator of institutional effectiveness. Low retention rates suggest that an institution is struggling to meet students’ needs and expectations. For the 2004 student cohort UK’s retention rate is 79%, tied with Arizona

for last place among the benchmarks and fourteen percentage points below the median. Fourteen of our benchmarks have retention rates of over 90%.

Half of the students who fail to get a bachelor's degree drop out either during or at the end of their freshman year. Only about half of these students drop out for academic reasons. Students in good standing who leave UK cite an array of reasons such as wanting to be closer to home, financial issues, and large class size. Particularly worrisome is the fact that only a small percentage of the reasons for leaving are beyond some potential intervention by the University.

UK's retention rate has undergone minor pendulum swings since 1996. It peaked in 1999 at 80% and has hovered in the high seventies since then. In short, UK has failed to produce an even modest change for the better in this disturbing picture during the last ten years.¹

The six year undergraduate graduation rate offers another complicated picture and is an equally critical factor in measuring the effectiveness and quality of the institution. The six year graduation rate is one of the three measures of progress in undergraduate education in the Top 20 business plan. It is, at once, a measure of UK's educational effectiveness and its commitment to advancing higher education in the Commonwealth. Consider this information from the Director of Institutional Research: ²

- The graduation rate for UK's 1999 cohort is second to last among its benchmark institutions
- Six of UK's benchmarks have graduation rates that exceed our *retention* rate
- UK's graduation rate is 16 percentage points below the benchmarks' median rate (which means we have this much ground to make up to reach a top 20 position)

Retention and graduation rate are closely linked. Factors that influence students to leave the University also have a negative effect on the graduation rate of those who continue their studies here. By the same token, factors that influence students to return to UK after their freshman year tend to continue to support students academically and socially toward an appropriate completion of their degree.

In examining the issues of retention and graduation rate, the Undergraduate Domain Subcommittee looked at a wealth of data from the Office of Institutional Research along with anecdotal data provided by faculty, students, and key administrators. Input was provided by Enrollment Management, Student Affairs, and the Associate Provost for Undergraduate Education. A focus group representing a diverse array of undergraduate students was convened by the student member of the Subcommittee. This two-hour discussion yielded eighteen pages of student opinions and comments. Best practices from other institutions were identified and considered for applicability at UK.

¹ Sugarman, Roger P., An Overview of Retention and Graduation Rates at UK, January 2007.

² Ibid.

Emerging from this intensive study are recommendations and ideas for further consideration that we believe offer serious steps toward addressing improvement in the undergraduate retention and graduation rate. We see the necessity to consider the concerns of two very different student cohorts: 1) students on sound footing both academically and socially; and 2) students at risk of academic peril and/or social isolation. Students are leaving the University or failing to graduate in six years from both of these cohorts. Different approaches may be implied for these two ends of the spectrum.

It is our strong recommendation that the Provost place measures to improve the retention and graduation rate of our undergraduates at the top of the University's educational funding priorities for the coming year and those to follow.

Correcting the course of retention and graduation rate will require that the University make bold moves to set new directions for undergraduate education. UK LEAP, along with institutional assessment of student learning outcomes and the intentional steps to improve undergraduate instruction proposed in earlier recommendations from this Subcommittee, are examples of bold moves and ambitious programs. To those, we add the following recommendations.

1. Formulate a strong, universal message about the value of general education and a UK undergraduate education in general.

Key stakeholders in the University community must participate in the formulation of this message that is prominently publicized and continually reinforced in teaching, advising, and research venues. In addition, UK must consistently send a message to prospective and enrolled students about high expectations for academic performance and student engagement.

The Undergraduate Domain Subcommittee unequivocally recommends that:

- this message grow out of a widely representative body encompassing students, faculty, staff, and administrators;
- its elements be positive, coherent and consistent with the highest values, goals, and ambitions of the University of Kentucky as a research I (or research extensive) university;
- its spirit animates its policies toward improving student retention, increasing the six-year graduation rate, and promoting underserved student recruitment and gender equality;
- this message about the undergraduate mission and general education core permeates every level and forum of this institution from the opening freshman convocation and UK 101 experience to the general education

framework and the university's mission statement to the central refrains and themes that define the role of undergraduate education in its top 20 business plan and its successive strategic plans.

- key elements of this message include: the distinctive research mission of this university and its integration into the undergraduate curriculum; this university's role in the economic and cultural development of the Commonwealth; its constant striving toward undergraduate excellence, racial, gender, and regional inclusiveness, and personal and social betterment; and its commitment to the life-long learning of all Kentucky citizens

2. Establish a University College for entering first-year or freshmen students

The focus of the University College would be to provide professional and consistent advising before the student moves into the specific college offering the major. Features of the University College would include:

- expert, personalized advice about degree requirements and course selection and usage of APEX
- a connection to campus resources – The Study, W.T. Young Library, Counseling and Testing, Education Abroad, Living/Learning Communities, etc.
- advising staff who would be a part of the enrollment process assisting with and supporting recruitment events, Merit Weekend, and the Summer Advising Conferences, thus enabling colleges to utilize their existing advising staff in upper-level and departmental advising
- a Transfer Center coordinating transfer advising and usage of APEX for all colleges and majors

The mission across the University College would be to provide outstanding advising at critical points (first-year and transfer students) while at the same time promoting and creating accountable and well-defined expectations impacting retention and graduation rates. Another option for consideration would be to evaluate the current structure of Undergraduate Studies and specifically the Central Advising and Transfer Center. While there is no one right way to approach this issue, there needs to be more accountability across all colleges for professional, well-informed, and consistent advising following “best practices” and procedures.

3. Charge academic departments to conduct degree and scheduling audits

Anecdotal evidence suggests that too many students at UK are unable to graduate in a timely fashion due to the fact that certain required courses within the major are simply not available when students need them. We recommend each department establish a committee to perform a “departmental degree audit” for each major, identifying problem areas and setting a timeline for problem-solving. Resources and data from college offices

should be made available to the committees as needed (e.g. data on course enrollment or wait listing). The degree audit should respond to the following questions:

- A. Are major requirements *as listed in the Bulletin and as advertised on departmental websites* (and on APEX) consistent with each other and up-to-date?
 - a. Does your department offer every class that is listed as a requirement for the major on a reasonable schedule, either annually or biennially?
 - b. Are there enough spaces in required courses to accommodate every student in your major during a reasonable number of semesters?
 - c. Do you monitor registration in your courses until the end of the add-drop period to make sure that your seniors are able to enroll?

- B. Given that students have reported taking 400-level courses in their major before enrolling in 200-level courses simply because the lower-level courses are over-enrolled, is there a clear path to graduation within the major (from 200 to 300 to 400 level courses)? Are students normally able to follow this path? (*Please refer to student enrollment data when considering this question.*)
 - a. Based on your most recent enrollment figures, does your department offer enough spaces in lower-level courses to satisfy student demand?
 - b. Is this “path” to graduation advertised or promoted to students within your department? Do you provide incoming majors with a blueprint for the courses they would need to take for timely graduation? Are you able to guarantee the availability of courses within this blueprint?
 - c. Do you monitor enrollment in pre-major or lower division courses to ensure that your own majors can enroll in these courses at an appropriate stage of their UK education?

- C. Do you require courses outside your department which your majors have trouble enrolling in, consequently falling behind in their progress toward graduation?

- D. Are courses within your major distributed across the weekly schedule so that students are able to fulfill several requirements for the major in a single semester?
 - a. Is there a single individual in your department who has the “long view” of course scheduling? Does he or she have the authority to change faculty schedules to ensure courses are available to students as they need them?
 - b. Do you consider students’ needs when creating course schedules and teaching assignments?
 - c. If you offer several sections of one course, are they scheduled at different times?
 - d. If you expect e.g. mainly seniors in certain courses, are these courses scheduled at different times?
 - e. Do you systematically check your proposed schedules to make sure that your own required courses don’t conflict with one another?

- E. Does your department advertise the possibility of completing requirements for the major through evening/weekend courses? If so, is this accurate?

The degree audit should involve consultation with departmental advisors and directors of undergraduate studies, and examination of all relevant evidence before responding to these questions. Once the degree audit is completed, the results, including a timeline for recommended action, should be communicated (a) within each department, (b) to the appropriate college-level administrator, and (c) to the Associate Provost for Undergraduate Education. Each level of administration should also be informed of additional resources that may be needed, or may need to be redistributed, to account for problems identified by the degree audit.

4. Strengthen and coordinate academic support for underclassmen

In addition to the previously reported Subcommittee recommendations on improving instruction, the following actions will further strengthen the academic support during the early years of undergraduate education.

- a. Require classroom teachers for freshman classes to:
 - Provide specific midterm grades to inform students of their precise standing while there is still time for improvement
 - Take attendance to reinforce the importance of class attendance and to identify students who may be at risk
 - Teachers should be encouraged to create and monitor small groups to complete some class work
- b. Develop a peer mentor/tutor program employing successful students to coach students who are struggling academically
- c. Provide “Academic Peer Assistants” on each floor in the Residence Halls whose job is solely to provide academic support and assistance similar to offerings in UK 101
- d. Increase the visibility of the Career Center and insure that students are exposed to its services early in their freshman year. Require all UK 101 classes to include a thorough orientation to the Career Center.

5. Strengthen orientation for freshmen and transfer students

All orientation activities should emphasize preparation for the University academic and social environment and the importance of getting involved in co-curricular programs and activities, especially those that complement what students are learning in class.

- b. Revamp Merit Weekend and Summer Advising Conferences to include sessions on preparing for academic challenge, the importance of engagement in co-curricular activities, and more extensive orientation to campus and Lexington

- c. Review and expand transfer student orientation to cover all of the above. Include sessions to address the special situations transfer students face in transitioning to the University.
- d. Offer a new summer program for at risk admits to provide intensive focus on preparation for college, study skills, time management, balancing studies with social life, available support services, etc.

6. Enhance UK 101 and expand the number of sections to accommodate all first year students

Many students report that their UK 101 class was highly instrumental in their acclimation to UK. Others who did not have such a strong positive UK 101 experience still feel it has the potential to be an effective tool for orientation to college life at UK and making connections in a small group. The quality of instruction in UK 101 sections is uneven and the number of sections offered is not sufficient to offer every freshman and new student at UK an opportunity to take the class. The UK 101 curriculum should be reviewed and revamped, if necessary, to address the most important factors for student success in both academic and social/cultural life. The number of sections of UK 101 should be increased to provide a seat for every student new to the University. Consideration should be given to the possibility of expanding the course to a full semester and making it graded.

7. Increase recognition and rewards for student success

This recommendation is low hanging fruit that could be significant to creating a positive feeling about UK among high achieving students and their parents who might be deciding whether to stay at UK or leave for another institution. Recognition of success affirms that the University sees students' contributions as important to the Top 20 mission. This message should be conveyed at all opportunities and in as many ways as possible. Avenues to increase student recognition could include:

- Personalized letters from the Provost and/or appropriate dean
- A reception recognizing academic achievement hosted by the Provost for students and their parents
- Broader publicity of academic achievements in local news media and to students' hometown media
- Significant expansion of the UK Ambassadors program to offer more outstanding undergraduates recognition and the opportunity to represent the University

8. Enhance campus climate and student engagement

Students have a lot to say about the campus climate and they speak passionately about things they like and find lacking. It was somewhat surprising to hear all students in the focus group say unequivocally that living on campus should be required of all freshmen. To a person, the students felt that unless a freshman/first year student has a campus living experience, they find it much more difficult to acclimate to college life. The

recommendations below emanate from strong themes reiterated by students in the recent focus group and other anecdotal situations. They are also affirmed by Office of Students Affairs as approaches to creating a climate that engages students and keeps them on campus where they can form bonds that support them both academically and socially.

- a. Strengthen RAs or train other specially identified students as peer mentors. RAs can be a major contributor to the socialization and orientation of new students but many are over taxed with too many students and/or have been insufficiently prepared to mentor.
- b. Expand the number of living/learning communities. These are repeatedly praised by students as great opportunities to make friends in a cohesive environment.
- c. Increase the number of healthy eating choices and better publicize them in all campus locations. Students increasingly seek healthy food choices and frankly resent the University's apparent lack of attention about this concern.
- d. Create student interest groups (based on home town/region, hobbies, community projects, etc.) Although some students feel it is important to branch out and not remain tightly connected to friends from home, others see opportunities to connect with others from their town or region a plus. All seem to like the general idea of interest groups of some type.
- e. Address the north campus/south campus divide. Students would like to see more linkage between the north and south campus dormitories. New gathering spaces that are centrally located and attract all students are needed.
- f. Strengthen connections to downtown Lexington. The campus town scene is lacking at UK. Students want to see more interaction between the University and the city, including more restaurants, clubs and shopping within walking distance of campus.
- g. Offer a hotline for students who need to talk to someone immediately. Faculty on the Subcommittee report seeing students who are in crisis yet have not, for various reasons, sought help from any of the campus support services. They would more likely call a help line where they could remain anonymous while discussing their problems. The help line staff would be equipped to assess the severity of the situation and take expedient action, which could range from obtaining immediate attention from a health care or counseling service to advising the student of what steps they could take to get assistance.
- h. Establish a student survey tool, comparable to Penn State Pulse which was described in the Subcommittee's recommendations for Assessment of Undergraduate Student Learning Outcomes. (See <http://www.sa.psu.edu/sara/pulse.shtml>) The Pulse is a high response, high profile survey tool which is used to gather student opinions on a wide range of topics. Results are published on the Pulse website. It has created institutional credibility with students who observe the University seeking their input and changes resulting from that input.

9. Create incentives for students to return to UK

Costs of higher education clearly impact student decisions to enroll as well as to remain at UK. We have not previously considered the possibility that we could stimulate retention through some creative program that also promotes academic success. For example, we could create a tuition discount or mini-scholarship for students who earn a particular GPA in their first year and return for their second year. The value of the incentive does not need to be very high; it is more a matter of psychology—a recognition and reward. Such a plan could inspire students to greater academic success during the fall semester and parents would be more inclined to encourage their students. It could also make students more likely to stay at UK, especially those who are doing well but are tempted to transfer in part because of a financial incentive associated with transfer (e.g., lower tuition at other schools). Other possible incentives could be meal cards, early registration, textbook allowance, etc.

10. Create and hire a Director of Retention Initiatives reporting to the Associate Provost for Undergraduate Education.

This position will guide the development, implementation, and on-going revision of a strategic plan for improving retention. The Director will chair a Retention Committee consisting of members representing each undergraduate college (assistant deans or advisors) and appropriate academic support units in Undergraduate Education, units in Student Affairs, representatives from the Libraries and the Office of Institutional Research. This committee will recommend new initiatives to the Provost, evaluate and summarize success of ongoing initiatives, and present an annual report outlining progress in improving retention and graduate rates.

Appendix A

UCAPP Undergraduate Domain student focus group Feb. 28, 2007

10 students participated. There were 9 Kentuckians and 1 student from Los Angeles, CA.. Kentucky towns represented were West Liberty, Fisherville (Louisville suburb), Owensboro, Louisville, Richmond, Crestwood, Bardstown, Lexington. A few of the Kentucky students had lived out of state for some part of their life. There were 4 women and 6 men. There were 2 freshmen, 1 sophomore, 3 juniors, 4 seniors. At least 3 were transfer students. There were three African American, one Hispanic, six white, and one disabled student.

First year experience:

1. **Think about your first experiences as a UK student—from the time you were accepted through the first semester. What strong positive or negative memories do you have of that time?**

A transfer student (from West Point): came to UK at 21 and still here 1 ½ years later. Was very excited but found it difficult to transfer credits from his engineering program at West Point. He found this very frustrating and, after a year, ended up switching majors. He considered UK his first real (typical?) college experience. He found people here were extremely friendly and feels the student body make-up is a positive.

Another student transferred from a smaller university, “Division I-AA” and UK accepted all his credits. Should be the opposite, don’t you think?

The student from CA said UK did not do a good job of letting him know what it would be like here between time he was accepted and actually came to campus. He thus had to rely on his stereotypes of Kentucky which were “horses and white people.” Came from inner-city high school of 3000 students most Hispanic and African – American. Came because Dad is alum. Parents divorced when I was 11 – didn’t have much contact with my dad, didn’t get into the schools I wanted to. Everyone [at UK] was receptive. UK was his 2d choice of schools but he was still happy to be coming here. He felt orientation was not good. Said he didn’t even know where the Complex Commons was for the first week.

Another student expressed that it was good to live on campus (in dorm) for the first year. UK does a good job of setting up activities and letting people know what’s out there.

Problem with TA’s teaching most freshman classes—other schools don’t necessarily have this. Difficult to know what profs wanted.

Campus life good. UK does a good job of advertising events for students (this student lived on south campus and liked it there) Transferred from U of L after 1st yr. which is really a commuter school and didn’t do well with student activities [African-American]

Merit weekend: Great to register early and get first choice of classes (no 8 a.m.)but was not given campus tour and thus didn’t feel oriented to campus.

Living in a living/learning community a great opportunity. She lives with international students and loves this experience.

Student was raised in a university community and knew what to expect. Had taken a few years off. Already knew professors and administrators. He got involved with the Kernel early on and met a lot of people and made contacts that way. Has never lived on campus [African American and wheelchair bound]

Being involved in an organization was very beneficial.

2. How did you become familiar with the UK campus? How did you become familiar with Lexington?

Had been to UK campus several times while in high school for state contests/events. From Louisville (African-American), thought UK did a very good job of hosting these high school events; always gave tours.

Student's high school marching band came to UK campus but her best experience in learning about campus was here RA. Would have been lost without her. She lived on north campus and found it more secluded, harder to live there and feel connected. RA has remained a close contact even after leaving that dorm.

Front desk lady at dorm was a big help in finding places. Student felt lost after orientation. Merit Weekend is very impersonal. (This was a different student than the first reference to Merit Weekend above.) Helped to come for rush week.

Sorority rush (recruitment) week helped get student oriented. Her Gamma Chi leader (these are the student peers that works with small groups of rushees) was great. Her group bonded and is still in contact.

Some RA's "blow." [Discussion followed about how some are great and others totally useless as help in learning the ropes.]

Another student had been coming to campus since he was 8 years old for various football and basketball games (parents had season tickets)

Younger sister was already here and she showed new transfer student around. Came as transfer with 90 hours and she set his schedule. Orientation for transfers was very short and didn't really orient him at all.

Transferred to UK at spring semester (and lived off campus); felt very lost. Without friends here it would have been awful.

3. What changed for you after your first year at UK? (looking for things like moving off campus, joining an organization, declaring or changing major, either struggling or improving academically, etc.)

Knew the campus better, felt more at home, made friends, got involved. During 1st year went home every weekend.

Once you know the ropes, things get exponentially better.

Overall things got better, as in knowing way around, but actually felt less comfortable and more like a number in classroom.

Still feel uncomfortable in class and has not as yet ever visited professors offices

His first college was Communications (journalism) and profs had a very open office policy and were accessible; now [in College of Social Work] a lot of the profs are not on campus and not available. Many are not full time. Office hours are restricted. Even though it is a small college it does not feel connected, personal.

Things became more comfortable and intimate after finishing gen ed requirements and getting into major

4. How did you make your first semester schedule?

[transfer from West Point] Was and is still bitter about the hassle with transferring mechanical engineering credits. Was told he would have to retake 9 engineering courses—there was a lot of confusion—her tried to stick it out in engineering but was put into 100 level courses when he had taken 300 level courses already at his former school. Ultimately had to switch majors.

How did you make your first semester schedule? continued

Summer advising counselor was helpful in choosing schedule; focused on “what I would like to do” and not just getting enough credits to make a schedule. I still remember her name. She wanted to know what we were interested in.

Was undeclared; Used schedule book and did it herself.

Took advisor’s advice 1st year and then went to department head as well and A&S advisor for advice related to major. He knows more about major than A&S advisor.

5. How would you feel about a more structured 1st year in which you were given a schedule including the required courses?

[We didn’t ask this in the discussion as it was covered in the questionnaire on ideas for improving retention/grad rate.]

Academic experience:

1. Think about your experiences in the classroom. Describe one positive and one negative experience. (No specific instructor names, please)

1.1. Did either of these experiences have lasting impact on you?

+ most teachers remember my name

+ and – with TA’s. One TA in a small class was very good, very accessible and helpful. Another math TA had the attitude that students should already know the material and made it very uncomfortable to ask for help

- difficult to understand why some profs make 100 level courses harder than 500 level

- could not understand a foreign speaking prof. [not a TA but a new prof that had just come to the US]

- grade inflation—when whole class is doing so poorly that prof just raises all the grades [multiple comments about grades that should have been C’s ending up as B’s. Students didn’t like this even when it clearly benefited them gradewise for the class.]

****WHEN ASKED ABOUT GRADE INFLATION BECAUSE OF EVERYONE IN CLASS DOING POORLY – 9 out of 10 students raised their hands that they had experienced it.****

I got a test back that had an awful number on it and when I went to talk to the professor, he said don’t worry about it because it’s a “high C”. But I couldn’t understand with the number on the test. Why do they test so hard, just to curve up?

On Blackboard it said I got a “C” but on webUK it was a “B” and nothing was said about it

****IT SEEMED A LOT OF STUDENTS WERE NODDING IN AGREEMENT AT THIS POINT****

2. How do you choose your course schedule each semester?

2.1. Where do you go for advice?

Goes to head of Classics Dept. (his major) and the dept head tells him what to take. Does this rather than use his A&S advisor.

Talk to friends, look for easiest teachers, look at online websites where professors are rated by students. [a show of hands indicated that about half the group use these websites regularly]

Website (rateyourprofessor.com) is the only think I use.

How do you choose your course schedule each semester? Continued

Uses APEX system; helps you understand what you need to do to complete your degree. It is great but a lot students don't know about it. Advisors have so many students and I am only a number. They only schedule 10 minute meetings to advise.

Is in a small college and can figure out what profs to take and who not to take. His advisor, who is a prof in the graduate school, has no clue about undergrad requirements and spent less than 5 minutes with him.

Follows a plan done earlier

APEX is great. Helps you plan out what you need to graduate. It's better than an advisor. [this was a different student from the one who made the positive comment about APEX above]

If considering a major change, APEX can tell you exactly what you need. [yet another voice on APEX]

Director of Biology has a list of courses needed for each major and minor posted by her door. This really helps.

2. Statistics show that only 58% of UK students graduate in 6 years. (to reach Top 20 we would have to raise that to over 70%). What do you think is the main reason students don't graduate on time?

Couldn't afford to go more than 5 years

If you "wallow around" without direction and change majors, slows progress

[more related to retention] Has friends that couldn't take the "party life" at UK. He transferred in and had to focus.

Outside factors—family, financial—working a lot of hours and pressures to pay tuition bills [a show of hands indicated that 9 of the 10 participants have a least a part time job; 1 of those holds a full time job. Of the 9 with jobs, 4 work on campus. "Campus is a great place to find jobs."]

Worked more hours before she transferred to UK but found that wasn't possible here [due to school work]

Being uncertain about what you want to do. Had no idea what she wanted to do but got lucky and fell into it. Need a way to get more career counseling early on and have it more accessible, perhaps through UK 101. UK 101 should be required.

[the West Point transfer] At former college you couldn't declare major until after the gen ed requirements were completed (3rd semester). Every major had a graduation plan/contract. UK says they have graduation contracts but he has never known anyone that actually followed one.

Freshmen may not understand the workload required for major [may not take enough hours]because of apathy or just not knowing. APEX can really show how much is required for the major.

Personal experience:

1. **How do you spend the majority of your time?** *Choices could be: Studying, organizational activities, personal activities, working at a job, etc.*
 - 1.1 **Are you comfortable with the way you balance your time?**
 - 1.2 **How has the balance changed since you have been at UK?**

#1 studying, #2 work—that's about all she has time for

How do you spend the majority of your time? *continued*

#1 playing/social, academics are 3rd/4th

#1 studying—increasingly harder to get homework done; 1st semester more time socializing

#1 organizations and things like shadowing at Cardinal Hill Hospital, #2 social, #3 studying Mainly have 100 level classes—3 tests and done and just crams for those.

#1 extracurriculars/social, #2 study –[rationale is] as a senior, he now needs things other than grades to build his resume and gain experience in his chosen field

Has a full boat but balances God, family, school, and social life. I'm involved in student government and hope to be involved more next year. I'm in a fraternity and have 15 hr/wk job downtown

#1 study, #2 extracurriculars, #3 student government, #4 job

50-50 School and social (including organizations)

School, work, and extracurricular are balanced

Social, then studying (maybe less socializing than earlier years)

2. **Would you consider leaving UK?**
 - 2.1 **If so, what would be the reasons?**
 - 2.2 **If not, what makes you want to stay?**

No, don't want to start over socially

No, A to Z I love it all!

Did consider leaving but decided I had invested too much at UK to transfer

Yes, ready to experience different university, more diversity. This student said she likes change and is also ready to get away from UK

Yes, like new places and would go if I had a chance [but not really dissatisfied with UK]

If left, it would be for a place that had a college town with more energy—like Cambridge is to Harvard. Would like to see the town more interchangeable with UK

3. **Do you have friends that have left UK and, if so, do you know why they left?**

Had friends that left. They wanted to be closer to home and/or found UK too big and impersonal.

People who didn't get involved left. She doesn't hang out with anyone that I planned to (from high school). Lucky that I didn't have to room with anyone from home. If you don't get involved in some extracurricular activity, you are "just a student" and not committed to UK. Then, it is cheaper to go elsewhere.

A student who left after one semester because he did not feel challenged and did not feel UK would contribute to his success after college. He took AP classes in high school and did not feel challenged at UK.

A student who left because of problems with academic administration [transfer credits in engineering]

4. Do you have friends that have left UK and, if so, do you know why they left? continued

Left because of "culture shock" coming to UK/Lexington from upstate NY/near NYC

Couldn't handle UK—that is, couldn't balance social life and academics

UK needs a way to keep students "accountable"—that is, track how they are doing academically, realizes this is hard at a large university.

[from the student from Richmond, KY] About half her class went to UK, the other half to ECU. Many at UK just couldn't get away from the high school life—went home all the time. ECU students kept talking about how easy their classes were so many of the UK students decided to go back to ECU.

A roommate will be leaving because she has juvenile diabetes and has to transfer somewhere she can eat a healthier diet. She first moved off campus but now plans to leave UK altogether. [point made that UK food services do not serve healthy food]

Friend left for financial reasons; can't come up with the tuition increase. Tuition increase has definitely make a big difference in financial strain.

UK doesn't offer as many scholarships and some other schools do. She could have gone to Morehead, had my tuition paid and used my KEES money for spending money. That's what several of her friends did.

[this from one of the students in the group who was open about having financial difficulties] She had a grant but even though it had been awarded in fall it didn't come through until spring semester. Financial Aid blamed this on IRIS glitch. She was barely able to cover the tuition for fall.

Tuition is high but relative to other states (Ohio) our out of state tuition is lower than in state tuition. Many out of state students come to UK because our out of state tuition is lower than their state's in state tuition.

When tuition shot up about 2 years ago, had a couple of friends who couldn't cover it

5. What do you like most about UK right now? 5. What do you like least about UK right now?

Likes new major (English), love the professors and they talk to us outside of class; does not like that UK hasn't helped give her direction on what the future holds with her degree. [When asked about using the Career Center, she said she hadn't but probably should. Another student said that she got a great introduction to the Career Center through UK 101. Career Center is good for freshmen should be even better for seniors.

Likes friends, has been able to branch out and make friends outside her hometown. Being Greek helped this.

Doesn't like that in one current large sized class, prof takes attendance everyday and it takes 15 minutes of class time and is boring [asked if she objected to taking attendance in general and she said no but this example was boring and took too much time]

Likes opportunities to get involved. Has become more involved than her thought he would have after transferring to UK. "There are opportunities for every single person at UK and this makes UK unique." [yes, this is a quote]

Dislikes the disconnect between UK and the community (Lexington), Dislikes that UK and Lexington war over petty issues. Dislikes that the campus and town are geographically divided. Need more interesting places within walking distance of campus.

5. What do you like most about UK right now? 5. What do you like least about UK right now?

Likes that the academic environment at UK is improving; there is a spirit of doing more than just being a place to get a degree.

Dislikes the lack of connection between the city and the campus. UK is diverse; Lexington is not.

Likes UK's opportunities in all facets—social, extracurricular, academic (tons of majors)

Doesn't like that UK basketball team has not won a championship in the 4 years he has been here.

Should make tickets [basketball and football] easier to get; need more student tickets for basketball—if not sitting in e-Rupption Zone, there's no student atmosphere at all

Other schools make sure that if students come, they can get a ticket

reading in advance about the UK student ticket lottery system gives a reason not to come to UK

Likes lottery; likes camping out for tickets

6. Would you recommend UK to a friend?

Poll: 8 of 10 would recommend UK to a friend

7. What would be good incentives for you to participate in a volunteer study? (e.g. money, prizes, food, recognition, other perks)

[there was initial confusion about this question and first answers had to do with co-curricular volunteer work]

Give credits

Have it built in through UK 101

UK could require volunteering

Give tickets to UK games

Give excused absence from class

8. How is the best way to communicate with you? other students? (UK e-mail, other e-mail, listservs, bulletin boards, social networks—MySpace, Facebook, etc.)

[transfer from West Point] at former school had an Outlook system(through DOD) where you could reach everyone—like an enhanced directory

Channel important information through professors to announce in class

Channel 50—more students need to know about this; message boards there are good.

Channel 50 will soon be broadcast in dining halls.

The open discussion session was followed by a paper questionnaire. Results below:

Ideas to improve undergraduate retention and graduation rates at UK

Please indicate for each idea whether you think it is a great idea, has possibilities; or is a dumb idea.

1. A summer pre-orientation week for students who apply to UK with borderline admission requirements (ACT and h.s. GPA). The week would cover skills on preparing for college academics, study skills, awareness of support services for students, etc.

Great idea! 6 **Has possibilities** 2 **Dumb idea** 2

comments: *good idea but only if free; the ACT is a horrible assessment, great students fail all the time, this is what a required UK 101 would do; has possibilities—you can never really prepare; definitely a good idea, even for students who are barely thinking of college; should be optional)*

2. Redesign and strengthen UK 101. Make it a requirement for all freshmen. Make it full semester and graded.

Great idea! 4 **Has possibilities** 4 **Dumb idea** 2

Comments: *not full semester or graded, make peer instructors more personal with students, career tests in UK 101; requirement is good, full semester is not; possible but the less required classes the more chance to pursue your academic goals (ie., double major in 4 years); should be pass/fail but required; should be mandatory but pass/fail*

3. Give freshmen a predefined course schedule to include their USP requirements and minimal choice of electives.

Great idea! 4 **Has possibilities** 2 **Dumb idea** 4

Comments: *Just for one semester?; electives help you choose what you want to do with life; has possibilities as long as there is still much variety;*

4. Require freshmen to live on campus. (*studies show that retention is higher at colleges that do this*)

Great idea! 7 **Has possibilities** 3 **Dumb idea** 0

Comments: *It has changed my life; would create more involvement and improve retention rate; sometimes finances don't allow living on campus; lots of schools do this; better to live on campus but not very realistic; make south campus bigger and place everyone there*

5. Establish a system that allows students additional avenues to raise their GPA (extra work, retakes, rewrites)

Great idea! 7 **Has possibilities** 3 **Dumb idea** 0

Comments: *I would love this as long as people don't abuse it; the local school system has a program called Plato which is something like this; beware of opportunists; students may take advantage; good but don't hold a student's hand—state doesn't make a student come to college*

6. Financial incentive to come back to UK each year. Returning students in good academic standing get tuition breaks based on GPA or get significant reductions on textbook costs

Great idea! 10 **Has possibilities** 0 **Dumb idea** 0

Comments: *Wonderful!!!*

7. More recognition for academic achievements. Deans and/or Provost write letters, press releases for hometown newspapers, publish honor roll more widely, Provost reception for academic recognition.

Great idea! 9 **Has possibilities** 0 **Dumb idea** 1

Comment: *parents would like this too and more people would like UK; awesome!;*

8. Create interest groups for students based on things like home county, state or region of the country—or special interests like certain hobbies.

Great idea! 7 **Has possibilities** 1 **Dumb idea** 2

Comments: *better to make diverse ideas for freshmen cell groups where they can meet more people from new places [rated this as dumb idea but probably related to homogeographic groups]; make people branch out!*

9. Prohibit cars on campus for freshmen. (*studies show that this can be a factor in students staying on campus and becoming more connected to the University*)

Great idea! 2 **Has possibilities** 3 **Dumb idea** 4

Comments: *freshmen couldn't get around town without cars; students that are far from home may need a car; dumb idea unless things are more accessible off campus; sometimes people need to drive; what if you have a job off campus or need to travel home?*

10. Strengthen advising at UK, some ideas. . . Help students schedule based on their strengths and weaknesses, require more frequent meetings between advisors and students, use more full time tutors (not teaching faculty)

Great idea! 9 **Has possibilities** 0 **Dumb idea** 0

Comments: *have upperclassmen advise; great!; emphasize APEX!;*

11. Tap successful students to become peer tutors or mentors for freshmen or students who are struggling.

Great idea! 7 **Has possibilities** 2 **Dumb idea** 0

Comments: *must have incentives; if the students want to do the job; could match them up—wish I would have had a mentor; allows involvement—a challenge*

12. Discourage freshmen from choosin a major and provide more guidance for undecided students in choosing a major (e.g. understanding implications of different careers)

Great idea! 4 **Has possibilities** 3 **Dumb idea** 2

Comments: *some people just need direction; don't have students declare until soph year or x amount of credits reached; steer those who do choose early more efficiently; pressure freshmen to at least decide a major field of interest*

13. Require faculty to provide specific midterm grade and academic feedback.

Great idea! 9 **Has possibilities** 0 **Dumb idea** 0

Comments: *great idea, I hate the **** system now;*

14. Expand UK Ambassadors program to involve more students.

Great idea! 8 **Has possibilities** _____ 1 **Dumb idea** 0

Comments: *I liked when they came to my town; I always really wanted to do it but they don't really make students aware of it;*

15. Establish a strong, universal message clarifying the value of undergraduate education at UK that is reiterated and understood by students, faculty and administrators. Include clear understanding of the general studies requirements (USP) and how that supports and folds into the student's major.

Great idea! 9 **Has possibilities** _____ 0 **Dumb idea** 0

Comments: *none . Someone underlined "how that supports and folds into the student's major."*

Appendix B

Roadmap of Undergraduate Assessment (*draft, January 2, 2007*)

Areas/Group/ Issue	Outcome(s)	Potential Tool(s)	Current Status
Achievement in the Major	<ul style="list-style-type: none"> • Content Knowledge 	<ul style="list-style-type: none"> • National/Local Comprehensive Exams 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Use of content knowledge to solve real problems in discipline (analysis, PS, integration, etc.) 	<ul style="list-style-type: none"> • CLA; Capstone Course Experiences; Internships/ Co-ops Service-learning; Course-embedded activities 	<ul style="list-style-type: none"> • Pilot with CLA in 2004; Experiences but little/no assessment data to show impact
	<ul style="list-style-type: none"> • Perceived gains in learning and abilities 	<ul style="list-style-type: none"> • NSSE, Student Surveys, course evaluation 	<ul style="list-style-type: none"> • NSSE-results limited to institution-level analysis
	<ul style="list-style-type: none"> • Student satisfaction 	<ul style="list-style-type: none"> • Senior Survey 	<ul style="list-style-type: none"> • IR administers on cycle
Achievement in General Education	<ul style="list-style-type: none"> • Knowledge about inquiry methods of various broad domains 	<ul style="list-style-type: none"> • National/local Comprehensive Exams, course embedded assignments rated using one or more rating scales 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Essential skills in info literacy, quantitative reasoning, oral and written communication 	<ul style="list-style-type: none"> • Exams, course embedded writing or speaking assignments rated using one or more rating scales 	<ul style="list-style-type: none"> • Freshman writing and WID assessments
	<ul style="list-style-type: none"> • Citizenship abilities <ul style="list-style-type: none"> ...Ethics ...Personal Finance ...American culture ...Global Issues 	<ul style="list-style-type: none"> • Exams or surveys; course embedded exercises 	<ul style="list-style-type: none"> • <i>Wabash Study</i>
	<ul style="list-style-type: none"> • Perceived gains learning 	<ul style="list-style-type: none"> • Course evaluations 	<ul style="list-style-type: none"> • IR administers
	<ul style="list-style-type: none"> • Student satisfaction 	<ul style="list-style-type: none"> • Course evaluations 	<ul style="list-style-type: none"> • IR administers

Special Populations of Interest	<ul style="list-style-type: none"> • Access, successful transitions, achievement 	•	•
<ul style="list-style-type: none"> ...off campus ...transfer ...athletes ...high-risk groups ...entering & exiting students 			
Quality of Campus Learning Environment	<ul style="list-style-type: none"> • Perceptions about available cultural and co-curricular activities • Classroom environment 	<ul style="list-style-type: none"> • NSSE, CIRP, Student Climate survey • Teacher Course Evaluations 	<ul style="list-style-type: none"> • Student Affairs assessments • IR surveys and reports
Information about Enrollment and Retention	<ul style="list-style-type: none"> • Reasons for attending • Fall to fall and Fall to spring 	<ul style="list-style-type: none"> • Institutional record analyses 	<ul style="list-style-type: none"> • IR reports • Enrollment management reports
Information about students' knowledge, skills aptitudes, values, and achievements of : <ul style="list-style-type: none"> ...entering/prospective ... exiting/graduating 	<ul style="list-style-type: none"> • Reasons for attending • Attributes that contribute to diversity of student body 	<ul style="list-style-type: none"> • CIRP, NSSE • UK freshman and senior surveys • Admissions application 	<ul style="list-style-type: none"> • <i>Wabash Study</i> • IR