Greetings from the Division of Undergraduate Education! The start of the New Year and new semester provide an opportunity to reflect on how hard work in the past will make it possible to achieve ambitious goals for the future.

Over the last eighteen months, we have worked diligently through administrative restructuring and personnel changes to improve our responsiveness and potential to enable our many campus partners. Undergraduate Studies and the Stuckert Career Center are working more closely than ever to support exploratory and pre-professional students through the development of new programs such as ExploreBlue that facilitate student discovery of the connections between academic majors and career trajectories.

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Dr. Jane Jensen has recently accepted the position of Assistant Provost for Transformative Learning in Undergraduate Education. As Assistant Provost, she will work with the Associate Provost for Undergraduate Education and senior campus leadership to set the strategic direction for Transformative Learning and to ensure its units meet their goals and metrics. Jensen brings substantial experience in higher education policy and practice to her new role. A tenured member of the EPE faculty in the College of Education, her research interests include qualitative research methodology as applied to the studies of post-secondary education and development in rural North America.
ADVISING & CAREERS

ACTIVITY SUMMARY FROM UNDERGRADUATE STUDIES & THE STUCKERT CAREER CENTER

Both Undergraduate Studies & the Stuckert Career Center have made a number of strides so far this academic year, including:

- Integrated career and academic exploratory advising supported by unit restructuring and collaborative career and academic advising (e.g., dedicated career advisor with office hours at US, UK 101-2 credits-includes career exploration, UK 150- includes career advisor contact and assessments).

- Academic advising now includes the development of proactive Academic Success Plans the first semester and longitudinal student self-assessment of meta-cognitive, motivational, developmental, and social factors to guide advising and effort boosting planning discussions.

- Joint ongoing exploratory major and career and pre-professional workshops/seminar series for prospective and current students created (e.g., exploreBLUE, U Kinda Wanna) in collaboration with campus partners.

- Expanding students served (graduate and professional students) and offering more continuity and increased services available via career center drop-in hours (e.g., drop-in dedicated career advisor, change in process, GAs).

- Leading campus-wide advising discussion and intervention planning, including career ladders.

- Enhancing collaborative partnerships to improve/extend student services (e.g., Graduate School, Enrollment Management/Transfer Center are shared pilot positions; Gatton College and Engineering, employer contacts and career fairs, established UK Career Professionals Network)

FROM DR. WITHERS

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Transformative Learning, which pulls together the resources of Academic Enhancement and Presentation UI, has supported student success through enhanced partnerships focusing on tutoring, and course placement, and pedagogical innovation in Graduation Composition and Communication courses. The Office of Retention and Student Success continues to provide campus leadership to support retention efforts in each college and to develop new approaches and tools fostering student success.

The Newsletter can only summarize a few of the key activities within the Division. We hope that by sharing this information with our partners across campus, we will encourage you to reach out to learn more about how we can work together in the future. I feel very fortunate to work with colleagues in UGE who are so willing to share their expertise and so passionate about the success of students in all colleges and majors.

WHAT'S NEW IN HONORS?

The UK Honors Program is about to undergo a major change, thanks to the single largest donation in UK history of $23M by Tom and Jan Lewis, of Phoenix, AZ. In a Press Release in Oct 2015, it was announced that UK’s Honors Program will be transitioning to an Honors College, to include the current residence halls of Central II, Lyman T. Johnson and Haggin, as well as the addition of a new building, the Lewis Honors College. Other changes will include the addition of 2 endowed professorships dedicated to Honors, increased staff and faculty, and extensive career counseling services. Ground-breaking for the new building is slated for May 2016 and will open Fall 2017.


ADMISSIONS: Honors has a record-breaking application pool so far this year. To date, we have 3,962 applications, which includes our pathway programs Global Scholars=271; Scholars in Engineering and Management=420; Social Enterprise=75; and new this year, Scholars in Nursing=162. With the Fall 2015 cohort’s average ACT of 32.9 and 3.9 unweighted high school GPA, the new students will have big shoes to fill!
One of the greatest accomplishments of the Committee on Student Success has been increasing student success communication and partnership between the Academic Colleges and Academic Service Areas. Along with the Student Success Intervention Team, we have created a collaborative network of communication, outreach, and intervention that is making positive change, particularly with Target Success students. Given our successes, there are however three areas in which better collaboration can occur:

- **Academic Recovery**: Creating a standardized or consistent program across colleges that facilitate academic recovery during a student’s first semester. It is envisioned the program would include courses and/or seminars on study skills, major/career exploration, academic planning, etc.; as well as multiple contacts/checkpoints with an advisor and/or mentor during the semester. The program would also provide selective colleges tools/protocols for helping students transition from one major to another (particularly those students whose academic performance will not allow them to continue in a selective major).

- **Withdrawing Students (partial or full withdrawals)**: Increasing communication and outreach at various points during the withdrawal process (when dropping below full-time, when withdrawing from all but one course, when withdrawing from the last course). It is preferable notifications be automatically generated based on triggers in the data system. Direct student outreach at the point of dropping from 12 to 9 credit hours, as well as when dropping from all but one course will provide students information regarding consequences of withdrawals and may encourage reenrollment.

- **Students facing Financial Challenges**: Financial challenges (increasing unmet need, inability to pay, late application of financial aid, book voucher issues, late fees, payment plans, etc.) continue to be a major point of attrition and an ever increasing problem. Additionally, addressing and/or resolving student financial challenges are extremely challenging and time-sensitive: individual meetings must occur to discover specific student needs, and the time from identification to resolution is often lengthy and complex. EM, UGE, Academic Colleges, and UKAT might consider a collaborative effort to discuss/address recurring issues and how to best automate processes, notifications, recovery, and/or resolution.

**CREATION OF THE BLUEPRINT**

A formalized and intentional first year experience created collaboratively through the Committee on Student Success and implemented this fall. Creation and implementation of The Blueprint is one of several recommendations the FYE sub-committee suggested to increase success during the first year. Two additional recommendations have already been completed (updating KWeek schedule to reflect best practices and compliment current research; and creation of a FYE Advisory Group). The other recommendations have yet

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**ACADEMIC EARLY ALERT**

Significant improvements in the participation and outreach of Early Alerts continues. Since last year, participation has doubled and academic colleges report increasing efforts by both advisors and faculty to reach out to students receiving early alerts. However, neither the early alert system or the reporting tools are perfect, although the campus is moving to improve both. A new early alert system (to be housed in the Advising Hub) has been created and will soon be piloted. Additionally, UKAT is currently working to offer/report self-service Early Alert data via Tableau. Knowing that the first six weeks of the semester are critical to student performance, recovery, and retention, it is important these projects be given priority for campus-wide implementation by Fall 2016.

**GRADUATION REVIEW**

The percentage of Fall 2010 cohort students graduating by Summer 2016 will comprise this year’s six-year graduation rate; therefore, it is important we examine how many F10 cohort students (that have not yet graduated) are on track to degree completion by Summer 2016. Associate Deans have received a list of F10 cohort students that are currently enrolled, have earned at least 90 credit hours, and have not graduated. Academic Colleges will be reviewing the status of the students, reaching out to ensure/promote graduation by Summer 2016. This is the third year we have conducted this formalized review, and it is proving very helpful in determining and raising our final six-year graduation rate. For example, after last year’s fall review we estimated the six-year graduation rate to be 61.1%. To date, the six-year rate is 61.3%: this process was influential in not only meeting our estimation, but also increasing it by 0.2%. Currently, 58.9% of the Fall 2010 cohort have graduated. There are 256 F10 cohort students to review for possible graduation. To report the highest six-year graduation rate in UK history, 141 of the 256 must graduate (which represents a little over half of the students, and based on prior year performance is very attainable).
LEARNING SUCCESS

ACTIVITY SUMMARY FROM TRANSFORMATIVE LEARNING

Transformative Learning continues to undergo organizational changes and growth. The new unit now includes five core programs:

- Peer-to-Peer Tutoring (PTP) in high demand courses
- Academic Success Programming (includes individual consultations, group workshops, and credit-bearing study skills courses for academic success and/or recovery initiatives)
- Academic Preparation Programming (Placement testing, developmental education in math, reading, and writing to meet CPE requirements for college readiness)
- Presentation U! (UK Multimodal Communication QEP which includes faculty curricular support, consultations on the development of course assignments, and peer tutoring)
- Certified Non-Profit Professional program (provides undergraduate certification in social enterprise leadership through coursework and internship opportunities)

The Peer-to-Peer Tutoring Program continues to be the oldest and most recognizable service offered by "The Study". As we reached the end of the Fall 2015 semester, the PTP had seen a reasonable increase in student access. The PTP experienced a 3.86% increase in student access, with just under 15,000 tutoring sessions occurring throughout the 16 weeks of classes. This growth contributes to the department, division, and university goals by expanding student-responsive, student-led academic support through peer tutoring.

Presentation U! has enrolled over 100 Faculty Fellows and is also seeing regular increases in student access to tutoring. A full implementation analysis of the QEP proposal is underway and initial results indicate that the program has been effectively installed as planned; however, increased integration with the UK Core C&C and Graduation Composition & Communication Requirement (GCCCR) assessment plans is recommended to provide an efficient and sustainable mechanism for measuring learning outcomes and demonstrating a positive impact on UK undergraduate education.

UK has now fully implemented ALEKS for math placement and as a course management tool for developmental math instruction. This has been successful thus far and evaluation plans are in place to determine the impact on student success in subsequent math courses. Increased collaboration with the College of Education and WRD has also begun to improve interventions in College Reading and Writing.

AE is reviewing its academic support programming. A variable-credit course, UK100 Foundations of Academic Success, was piloted during the second eight weeks of this semester to offer students in academic difficulty an option to replace course credits they have dropped and improve their academic strategies. Given the high demand and success of the pilot, UK100 will be offered in Spring 2016 semester. A Study Hall program was also piloted this semester in collaboration with PSY 100 faculty and students. This program was an attempt to explore a different model of providing support to students in social science and humanities classes that are outside of the current PTP tutoring model. The Study Hall pilot is currently being reviewed for Spring 2016.

CURRICULUM

ACTIVITY SUMMARY: UNDERGRADUATE COUNCIL & UKCEC

UK CORE EDUCATION COMMITTEE
Revised proposal vetting process internal to the UKCEC to improve review consistency, continuity of process, and timeliness.

UNDERGRADUATE COUNCIL
Undergraduate Council is working with GC, SC, APAC to develop consistent review guidelines across committees and additional guides for faculty developing proposals for submission.
The Gaines Center and the College of Arts and Sciences are cosponsoring a series of events on the broad theme of “Violence and the Human Condition” throughout 2015-2016. The first event, a set of workshops on “Political Violence and the Human Condition: Issues of Measurement and Methodology,” co-planned by the Departments of Political Science and Sociology and the Quantitative Initiative of Policy and Social Research, was held in May 2015. The “Intersections of Violence in Latin America” Symposium, organized by the Latin American, Caribbean, and Latino Studies Program took place in late September, and the “Bodies of Evidence: Transnational Dimensions of Violence” symposium, coordinated by the Department of Gender and Women’s Studies and featuring presentations by several experts on gender and race equality, took place in October. Additional events are scheduled for the spring, including the Gaines Center’s Bale Boone Symposium, a three-day event featuring talks by leading scholars on “Europe Today and the Problem of Violence” (February 17-19, 2016, all in the WT Young Library Auditorium).

A great highlight from the end of the last academic year was a late-May trip to China with the rising senior class of Gaines fellows. We met with students, faculty, and administrators at five different Chinese universities (in Shanghai, Beijing, and Qufu) and visited many fascinating cultural sites, taking a cruise on the Huangpu River in Shanghai, climbing the sacred Mt. Tai and walking on the Great Wall, and touring San Kong (the mansion, cemetery, and temple dedicated to Confucius) and the Forbidden City. This was a truly unforgettable experience for all involved. We made many new friends, formed the sort of tight bond that can only come from travelling together, and took a crash course in global citizenship. This trip was made possible by the UK Confucius Institute and its wonderful director, Dr. Huajing Maske. We concluded the trip with a visit to the Confucius Institute headquarters in Beijing, where we were able to express our gratitude to Hanban Director General Xu Lin.