Message from Dr. Ben Withers, Associate Provost for Undergraduate Education

Dr. Withers served as chair of the Department of Art, Director of Honors and interim Associate Provost for Undergraduate Education. He was named to the permanent position beginning February 1, 2014.

As you read through this newsletter, you will see some of the many achievements and activities facilitated by Undergraduate Education (UGE). Though I have been at UK since 2004 and participated in many UGE lead initiatives, I had little idea of the programmatic scope and potential impact of the Division of Undergraduate Education until joined the unit full-time last year. UGE serves over 2,500 students through the exploratory advising services of Undergraduate Studies; its curricular offerings serve students at all levels of academic preparation, supporting developmental education through our Academic Preparation Program as well as UK’s most academically-well prepared through Honors, Chellgren, and the Gaines Center for the Humanities. Through Undergraduate Research, continued on page 7

PHI KAPPA PHI INDUCTEES

The UK Honor Society of Phi Kappa Phi has inducted 65 new student members, along with five honorees representing UK faculty, staff, and administration. For 2013, the five inductees in the faculty, staff and alumni category are: UK Provost Christine Riordan; Dean of Libraries Terry L. Birdwhistell; Senior Diversity Advisor to the Dean of the UK College of Medicine Chester Grundy; Patterson School of Diplomacy and International Commerce Senior Professor and former director John Stempel; and College of Fine Arts Dean Michael S. Tick. Each fall, the university’s chapter inducts juniors, seniors, graduate students, professional students and faculty into the organization. Learn more online: http://www.uky.edu/academy/phi-kappa-phi

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Connect with UGE online: www.uky.edu/UGE/connect.html
The Division of Undergraduate Education welcomes the faculty and staff involved in Presentation U! – UK’s Quality Enhancement Plan (part of the requirements for our SACS-COC accreditation). This initiative will reach across the University to serve faculty, graduate students, upper-division undergraduate students, and first-year students. Please join the Presentation U! Mentor Team and the Faculty Fellows Spring 2014 cohort to learn more about assignment and rubric design, teaching multimodal communication skills, and assessing multimodal assignments across the disciplines and in your own classes.

The newest member of the Division of Undergraduate Education, the Office of Student Success, is ideally poised to lead the University’s strategic efforts to improve our retention and graduation rates. Headed by Bethany Miller, UK’s Director of Academic Retention, the Office works closely with the undergraduate colleges and with other units in the Provost’s Office, including Enrollment Management, Student Affairs, Faculty Advancement and Accreditation, and the International Center (Globalization).

Together with a new UK Retention Workgroup — and a Retention Leadership Team that includes a representative from UKIT Data Analytics — they are working on regular retention updates and strategic communications projects. A retention predictive model and the creation of a retention dashboard for the use of college administrators, faculty and staff are both in the works. Focus groups with first-time freshmen, sophomores, UK 101 instructors and peer instructors as well as with the KBook staff have been conducted and new ideas generated.

In addition to Bethany Miller, the Office of Student Success includes Vaughan Fielder (Web Project Manager) and Jessica Powers (Project Manager). The Office’s main goal is to assess historical success efforts and to create new conversations across campus.

Deanna Sellnow, the Gifford Blyton Endowed Professor and Director of the Instructional Communication and Research Division in the College of Communication and Information, has been appointed by Dr. Ben Withers to serve as the Interim Director of the PresentationU! initiative. Dr. Brandi N. Frisby is the PresentationU! Faculty Fellows coordinator. Dr. Frisby is an award-winning educator and serves as the Basic Communication Course Director in the Division of Instructional Communication and Research. Her research explores how students are engaged and learn in both face-to-face and mediated college classrooms. Her multimodal communication strengths include public speaking, interpersonal communication, group communication, and digital and social media.

OFFICE FOR
STUDENT SUCCESS

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Presentation U!
Faculty Workshops
Spring 2014

Group Communication Skills
Presented in William T. Young Library Gallery
February 27th 2-3:30 pm
Repeated on February 28th 1-2:30 pm

Digital Communication Skills
Presented in Lucille C. Little Library Room 303
March 13th 2-3:30 pm
Repeated on March 14th 1-2:30 pm

Assessing Multimodal Skills: Creating a Rubric and Grading
Presented in College of Nursing Room 213
April 10th 2-3:30 pm
Repeated on April 11th 1-2:30 pm

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Dr. Deanna Sellnow
Brandi N. Frisby

Pictorial depiction of the Office of Student Success within the University Provost’s Organizational Structure

PROVOST

Enrollment Management  Student Affairs  Undergraduate Education

COLLEGES

Campus Retention Workgroup

UNDERGRADUATE EDUCATION

Advising & Exploration  Planning & Assessment  Enhancement & Excellence

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Hopefully by now, everyone in the Undergraduate Education community has heard about NCUR, but do you know how many different events and activities it involves? Here's a little background to help you know what's up and to help us spread the word!

**WHAT IS NCUR?** The National Conferences on Undergraduate Research (NCUR) was established in 1987 and is a conference dedicated to promoting undergraduate research, scholarship, and creativity across all academic disciplines. Unlike meetings of academic professional organizations, this gathering of young scholars welcomes presenters from all institutions of higher learning – both national and international - and from all corners of the academic curriculum. Through this annual conference, NCUR creates a unique environment for the celebration and promotion of undergraduate student achievement, provides models of exemplary research and scholarship, and helps to improve the state of undergraduate education.

NCUR has an abiding commitment to diversity. The NCUR planning committee has worked diligently to ensure the participation of under-represented students and to assist in the development of networks and support structures among those students. NCUR and host sites have worked together to ensure a strong minority presence at the conference. We believe in the value of diverse dialogue for learning and for excellence. This type of diversity fosters an infectious spread of excitement for research by participants and others.

**REDIRECTION OF CLASSES**
The UK Senate approved the redirection of classes for NCUR 2014, meaning that all students should be released from classes on April 3 and 4, and given the opportunity to attend NCUR, if at all possible. They could be given some type of assignment to demonstrate participation, which can be as simple as just volunteering to help, or attending a poster or talk.

**REGISTRATION**
All UK students accepted to present their research at NCUR 2014 must register. All UK faculty, staff and non-presenting students: you are welcome to attend conference events free of charge. There is no need to register. However, this does not include access to meal tickets or ticketed events.

**PRESENTATIONS.** The foundation of the conference consists of poster, oral and fine arts presentations by undergraduate students. These will take place in the Singletary Center, Fine Arts Bldg., Memorial Coliseu, the Whitehall Classroom Bldg. and other classroom facilities. In addition to these presentations, there will be learning opportunities for administrators, faculty, staff and mentors as well.

**PLenary Sessions.** There will be four major Plenary Sessions, the guest speakers of whom are all prominent Kentuckians: Dr. Pearse Lyons, Kris Kimel, Nikky Finney, and Dr. Ernest Bailey.

**Graduate School Fair/Career Gallery.** Running throughout the conference will be the opportunity to meet representatives from graduate schools across the country (including those from UK).

**Excursions.** Four excursions are available to all participants on Saturday afternoon, April 5. All are ticketed events and require purchase with registration; first come first served until maximums are reached:
1) Horses, Hooch and History
2) Kentucky Horse Park with horseback riding
3) Red River Gorge Zip Line
4) A Day at the Races – Keeneland

**Big Events.** Thursday evening will be the KY Proud Dinner at the Lexington Center Bluegrass Ballroom, featuring plenary speaker Kris Kimel, who will talk about creativity and innovation for the future. This dinner will feature KY Proud foods from local sources, and will provide interaction time with KY Proud personnel. Student musical artists will provide entertainment. Friday evening will be the “CAT (Cuisine Around Town) Crawl and Concert”. All NCUR participating students will have access to discounts from local restaurants in the surrounding university area. Following dinner, transportation will be available to go to the Grand Reserve for a concert by “Sundy Best”, one of Lexington’s premiere up-and-coming musical artists.

**Open Houses.** All across the UK Campus, faculty, staff and students will open their doors for demonstrations and activities to inform the public of their academic achievements and endeavors. Shuttle service will be provided to each event.

**Student Interest Sessions.** There will be four informative information sessions for students covering: “The Graduate School Application Process”, “Speed Networking (meet other students)”, “A Successful Transition from College to the Workplace”, and “A Panel Discussion with American Physiology Society Professionals.”

**Big Events.**
THE NEW BUDGET MODEL: WHERE DOES UNDERGRADUATE EDUCATION FIT?

Along with all other units on campus, Undergraduate Education is learning more about its role in new values-based budget model. The new model recognizes the important role that Undergraduate Education plays in Academic Support, as a campus partner for all undergraduate colleges in promoting student success. The primary impact of the changes in budgeting policies and procedures will be to make UGE’s programs and units more transparently accountable. Performance metrics and benchmarks will become an important way that we demonstrate our contribution.

As an Academic Support unit, the Division of Undergraduate Education does not directly receive an allocation of tuition revenues for courses taught via DSP, EXP, HON, HMN, UKC, UK – or for students affiliated with Undergraduate Studies. However, the model increases the relative value of a student credit hour associated with UGE-related courses, especially incentivizing the colleges to offer their faculty to teach in the Honors Program or to mentor students choosing to enroll in EXP courses. The student credit hours (SCHs) generated from the HON courses will count for six times the value of a regular SCH – the incentive is meant to replace the potential for the faculty in any department to teach large introductory courses that produce several times the SCH of a 20-student HON seminar.

The Division of Undergraduate Education’s units fit within the new framework under “Academic Support.” The colleges will pay to fund the net general fund expenses of the academic support units based on their percentage share of total earned student credit hours at the University. For example, if a college is 10% of total earned SCHs at the University, they would be allocated 10% of the net general fund expenses of the academic support units. It also means that all the colleges will support directly student academic enrichment and career development in all undergraduate majors and all colleges achieve academically and locate opportunities for life after UK. In addition, UGE is a university-wide service unit, one that facilitates curriculum development in all undergraduate colleges. No other unit on campus can help colleges drive campus-wide improvements in retention, graduation rates, and student success as can UGE.

This means the Division of Undergraduate Education will work together across units in a fully transparent and accountable mode, readily offering up how these new expenses for the colleges have resulted in a particular strategic goal the colleges have identified as important. Overall, the state appropriations for the colleges incentivize not only funded research efforts but also recruitment/retention of Kentucky students and the completion of degrees by Kentucky students. This means not just improving the retention and graduation rates of our native cohorts, but also producing degrees from students who transfer in to UK.

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According to a growing body of research, students’ demographic characteristics affect their academic preparedness levels – not their performance in college remediation. Some colleges foster collaborations with feeder high schools and address curricular alignment to specific degree programs (e.g., “Math Transition” courses in high school for seniors who applied for a college STEM major) and to offer dual credit programs. Other successful intervention models include Early College in middle school; “pre-college” catchup or “bridge” programs; expanded opportunities for assessment (e.g., the UK Math Department offers the KEMTP diagnostic test for high schoolers); and, college-level for-credit classes offered with support for selected students. Success in developmental courses should not be measured by course pass rates, but by pass rates in college gateway courses. Kentucky institutions are reviewing these issues through a “Core to College” grant with the Rockefeller Philanthropy Advisors to support college readiness initiatives.

At UK, any student may choose to enroll in the Academic Preparation Program course offerings managed by UGE’s Academic Enhancement. However, the state regulations require that UK place first time degree-seeking students into specifically designed learning experiences to meet their academic needs in the three academic content areas that indicate college readiness: English/Writing, Reading Comprehension (in social sciences primarily), and Mathematics. See more on this at “College Readiness Indicators,” Kentucky Council on Post-secondary Education – http://tinyurl.com/ohwaaye

### UK Developmental and Supplemental Instruction Courses to Support Students Needing to Reach College Readiness Standards

<table>
<thead>
<tr>
<th>MATH</th>
<th>UK090 (Math Prep Workshop)</th>
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<tbody>
<tr>
<td>ENGLISH/WRITING</td>
<td>UK100 (Writing Workshop); A&amp;S 100 (ESL Writing Workshop)</td>
</tr>
<tr>
<td>READING</td>
<td>UK100 (Reading Workshop); A&amp;S100 (ESL Reading Workshop) together with ANT101 (Intro to Anthropology)</td>
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In Fall 2012 UK faculty and staff worked with a total of 505 first-year students who were admitted with a deficiency in college readiness standards (as defined in the Kentucky regulations):

- Reading ACT<20 – 441 students
- Math ACT<19 – 417 students
- English ACT<18 – 138 students

This group got by in their first Fall at UK - the mean for their first UK GPA was 2.59. However, historically at UK, students who are admitted with these ACT subscores graduate at much lower rates than students whose scores show they are college ready by their first year here (e.g., 6 year graduation rates of 42% compared to 59% for the whole cohort).