The Role and Implementation of the Kentucky Graduate Profile Academy

Effective Date: October 2021

Contents

This **Charter** (a) explains the framework for the Kentucky Graduate Profile (b) describes the implementation of the Kentucky Graduate Profile Academy, and (c) extends an invitation for Kentucky post-secondary institutions to becomes members of the Academy.

Rationale and Framework

As the country responds to the 21st Century's economic challenges, and particularly to the COVID pandemic, research consistently shows that the value of higher education and of the college degree is undergoing unprecedented scrutiny. Reports from business leaders including Chambers of Commerce and from individual companies such as IBM, Google, and Walmart— even from higher education advocates—appear in daily headlines that disparage the credibility of "college."

This public scrutiny has also given rise to increased competition by companies and third-party vendors offering technical, short-term certificates and badges. These offerings, which suggest alternatives to a college education, can have significant financial impact on our institutions

Although these 21st-Century Skills have many labels (e.g., professional skills, durable skills, soft skills, essential employability qualities, essential learning outcomes), for the purpose of the Kentucky Graduate Profile, these skills will be referred to as "Essential Skills." Research indicates these qualities, although highly valued by educators and employers alike are often lacking in new college graduates.

The Kentucky Graduate Profile is a collaborative statewide plan among Kentucky's public post-secondary institutions, focused on enhancing the academic quality and relevance of all academic programs. This plan will focus on 10 Essential Skills identified by higher education organizations and workforce professionals as learning outcomes that *all* graduates need for success in their chosen fields of study.

The work of the Kentucky Graduate Profile will focus on closing preparedness gaps in 21st-Century skills. (The complete Kentucky Graduate Profile and Essential Skills Framework is available at the end of this document.)

Academy Description

The KY Graduate Profile Academy is the initial launch of Kentucky's statewide goal for embedding the 21st-Century essential skills into all academic postsecondary programs for all Kentucky graduates.

The Academy will build a campus-to-campus collaborative learning environment, aimed at equitable student-success outcomes—achieved through relevant work-based and experiential-academic requirements. Academy participants will have the opportunity to hear the perspectives of leaders at other institutions and to develop an innovative, practical approach that will improve outcomes, impress employers, and prepare students to adapt and grow in their professions.

The initial work of the Academy will be to identify and celebrate the academic programs where essential skills are already embedded, developed, articulated, and demonstrated on participating campuses—allowing members to share these practices across campuses

(increasing the collective knowledge, designs, and assessments). The ultimate goal of the Academy is to support programs' efforts in ensuring all graduates have equitable opportunities to demonstrate the 10 Essential Skills.

Focus

The Academy will have three major areas of focus:

Campus Culture (presence and influence of the 10 Essential Skills), highlighting

- A crosswalk with the new Kentucky 2022-2030 Strategic Agenda

- Evidence of Essential Skills' Influence on Academic Programs and Campus Culture

- Presence of the Essential Skills in Academic and Co-Curricular Programs

- The use of available CPE tools and data, for example

    a. The EScan in Selected Programs

    b. Cultural Competence Certification (e.g., Evidence of demonstrating the Cultural Competence Skill)

Professional Development of Faculty and Staff (aimed at curricular and co-curricular requirements and expectations for students)

- Campus-to-campus sharing of emerging institutional practices

- National trends influencing academic quality, relevance, and equity

- Scholarship opportunities reaching beyond Kentucky
  (Teaching/Learning, Application, Integration, Discovery—as described by Boyer)

Meaningful Change (evidence of continuous improvement as Kentucky establishes the KY Graduate Profile), highlighting

- Impact on academic requirements, as evidenced in academic program review

- Changes in institutional policies and procedures regarding work-based experiences

- Improved alignment with General Education and Academic Programs

- Increased partnerships with Student Services, Alumni, and Employers

- Increased institutional support for Teaching and Learning – Graduates' Employability

Support

CPE will provide $25,000 as a one-time grant per institution for up to 12 institutions for participating in the Graduate Profile Academy. The purpose of the grant is to support the institution's work toward developing the KY Graduate Profile.

Total number of participants will be 36 (3 campus leaders from 12 campuses, participating for 3 years). The inaugural class of the Academy will begin with the 8 four-year institutions along with 4 KCTCS campuses.

Structure

- ✓ **Campus Participants**: A 3-member "team of experts" comprised of a faculty member, staff member, and an administrator (Voices of influence)

- ✓ **Participation with the Academy**: 7 meetings (one per month, per academic year)

- ✓ **Length of the Cohort**: Three academic years—allowing time to identify meaningful changes

- ✓ **Inaugural 2021 Class:** November 2021– May 2022

- ✓ **Campus Commitment:** Participation begins by identifying the 3-member campus team and an alternate

Tentative Schedule for 2021-2022

Highlighting major areas of focus

Late October 2021	Institutions identify their 3-member team (faculty, staff, & administrator)	A Team of Experts whose current roles support academic quality, professional development, and student success.
November 2021	Onboarding the Academy In-person, if possible. (Care will be taken to guard the health and well-being of participants.)	Topic: Orientation and Planning for 2021-2022 Discuss: Alignment of the Graduate Profile and CPE's new Strategic Agenda Describe and Assign: The Campus Environmental Scan; Introduce: CPE's Tools (e.g., Employability Scan and Cultural Competence Certification)
December 2021	Webinar	Teams: Report initial progress from the campus environmental scan; Teams: Discuss potential area(s) of campus focus regarding essential skills and professional faculty/staff development

January 2022	In-person	Teams: Share Emerging and Promising Practices on Each Campus Teams: Identify a potential campus impact project(s) supported by findings from environmental scan and teams' presentations to the Academy
February 2022	Webinar	Teams: Describe a campus impact projects (both short-term and long-term) regarding essential skills and professional development of faculty and staff
March 2022	In-person	Teams: Report on the design, timeline, anticipated outcomes of the campus impact projects Discuss: Meaningful changes anticipated and/or underway
April 2022	In-person	Teams: Attend the KY Student Success Summit and possibly participate, depending on the final agenda
May 2021	Webinar	Teams: Evaluate progress, current and future needs, and plan for Academy, Year 2, 2022-2023, and beyond.

Agenda for 2022-23 and 2023-24 will be a collaborative decision by the Academy members, focused on outcomes of the first year, national trends and resources, campuses' individual and joint concerns/needs, and the report-out of annual meaningful changes.
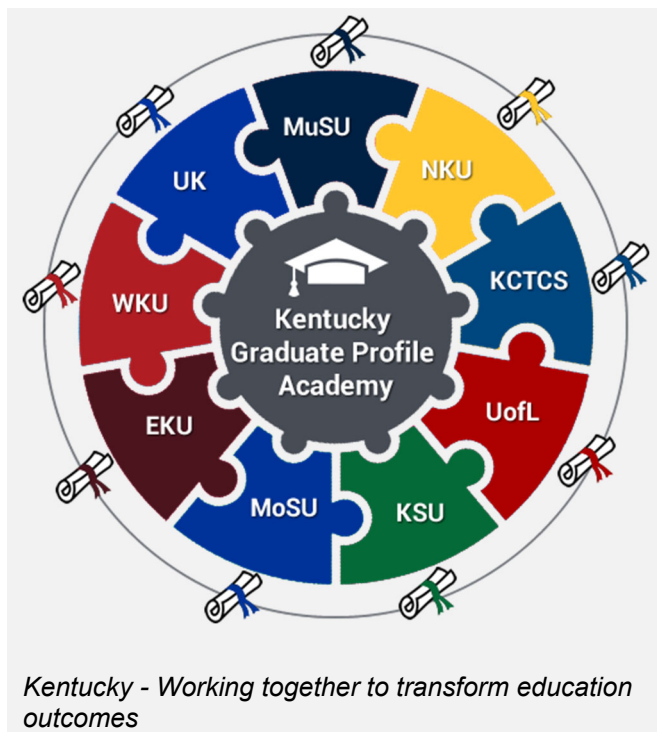
Institution Participants

The Academy will be a statewide collaborative across 12 Kentucky postsecondary public institutions—8 four-year and 4 KCTCS institutions.

The 2021-2023 cohort of "Academy Fellows" will consist of each institution naming a 3-member *team of experts* whose campus roles are currently focused on academic quality, professional development, and student success. The teams will meet 7 times during the academic year with all the work aimed at transforming education outcomes toward the Kentucky Graduate Profile.

The Academy's three areas of focus will be campus culture, professional development of faculty and staff, and meaningful changes leading toward academic transformation.

The first Academy cohort will be identified

Kentucky - Working together to transform education outcomes

in October 2021 and will continue through May 2024. Each institution will receive $25,000 as a one-time grant to support the campus' 3-year participation.

Expectations for Campus Representatives

The institution agrees that the 3-member team will do the following:

- Participate in statewide meetings of the **Academy**, beginning November 2021.

- Share with Academy members the emerging, promising practices and trends, occurring on their campus regarding essential skills and student employability.

- Report key Academy outcomes with campus administrators, faculty, and staff.

- Design a campus impact project to enhance the institutions' emphasis on essential skills and provide professional development for faculty and staff regarding employability of graduates.

- Identify national emerging trends in higher education regarding student employability and workforce expectations and how they could support the goals of the Kentucky Graduate Profile.

- Identify and report meaningful changes occurring in academic program requirements as well as co-curricular opportunities that ensure the high quality and relevance identified by the Kentucky Graduate Profile.

- Take advantage of the Academy's platform to produce scholarly work, highlighting the campus' and/or Kentucky's success in preparing graduates for employability.

Academy Leadership and Contact Information

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The Kentucky Graduate Profile and Essential Skills

High-impact practices, breadth & depth of learning, active and applied learning experiences, work-based learning.

According to extensive research, these learning experiences contribute to college graduates' preparation by developing the essential skills all graduates need for a meaningful career and personal success.

The Kentucky Graduate Profile and Academic Quality
The **Kentucky Graduate Profile** espouses that *all* students graduating from public postsecondary institutions in Kentucky will have had multiple, intentional opportunities to develop their abilities through the institution's curriculum and co-curricular offerings. Kentucky graduates will be able to articulate *and* demonstrate these essential skills to prospective employers.

 Academic quality will be demonstrated by general education and the academic programs' partnering to ensure the curricula are relevant, intentional, and scaffolded to provide opportunities for *all* students—not only to be introduced to these essential concepts—but to build upon them over the course of their college careers.

In addition, experiences outside the classroom, such as participation in student groups and experiential learning activities, also contribute to a holistic, integrated educational experience that leads to the attainment of these essential skills.

Kentucky's statewide definition of academic quality[1] is "the measurable degree to which an educational experience is coherent, engaging, and transformational for all learners." There are three major elements to this definition:

- A coherent educational experience is well organized and scaffolded with a clear connection between general education and majors.
- Engaging learning opportunities intentionally address student interest, facilitate active involvement, and motivate students to pursue their academic and professional goals.
- Transformational refers to positive change in knowledge, skills and perspectives.

Working with both campus faculty and staff, as well as students and employers, CPE has compiled a list of essential skills that students need to be successful after graduation. While these outcomes are common across institutions, each institution provides a unique experience, and each student has a unique experience within the same institution.

The Essential Skills
The following learning outcomes are considered essential to the success of students in higher education. While this list is not inclusive of all the skills that employers value, the list represents

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[1] CPE staff worked with several campus constituency groups, including the general education chairs, teaching and learning center directors, and chief academic officers, to compile their ideas, combined with research, into this definition.

the most frequently identified qualities supported by research and advocated by the Association of American Colleges and Universities (AAC&U), the Quality Assurance (QA) Commons, and the National Association of Colleges and Employers (NACE), among others.

1. **Communicate effectively.**
   Graduates will develop their ability to communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. They will learn to express their thoughts coherently in writing, orally, and in formal presentations.

2. **Think critically in order to solve problems and create new ideas and solutions.**
   Graduates will develop their ability to think critically by evaluating assumptions and assessing information to make informed conclusions. They will also learn to think creatively by combining ideas in original ways or developing new ways of addressing issues.

3. **Apply quantitative reasoning skills to analyze and solve numerical problems.**
   Graduates will hone their ability to provide solutions guided by data and choosing the best methodologies for arriving at informed conclusions.

4. **Interact effectively with people from diverse backgrounds.**
   Graduates will reflect on their own cultural identities, appreciate cultural and intellectual differences, and effectively interact with people from diverse backgrounds. They will have multiple opportunities to collaborate, communicate and work respectfully with people with different perspectives, ideas and cultural beliefs.

5. **Adapt to changing circumstances while leading and supporting others.**
   Graduates will have learned how to accept change and find effective ways to work and thrive in different settings. They will learn to motivate others in the pursuit of a common goal and to coach others in the pursuit of this goal.

6. **Perform professionally within their chosen field of study or occupation.**
   Graduates will have learned the importance of adhering to the code of ethics in their chosen profession and acting with honesty and fairness. They will have many opportunities to prioritize their tasks, manage their time, take initiative, and demonstrate accountability and reliability.

7. **Engage in civic life to improve society.**
   Graduate will, throughout their college careers, learn from opportunities to engage in political, social and other activities to address issues that benefit society.

8. **Collaborate and work in teams.**
   Graduates will have had numerous opportunities to collaborate with colleagues, become effective team members, and manage conflict.

9. **Apply academic knowledge, skills, and abilities to their chosen career.**
   Graduates will be able to articulate and apply the theoretical content of their academic preparation with relevant knowledge and abilities essential to their chosen career.

10. **Use information for decision making.**
    *Graduates will be able to i*dentify, evaluate, and responsibly use information needed for decision making.