KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Implementing the Kentucky Graduate Profile

For Kentucky College & University Faculty and Administrators

Kentucky Council on Postsecondary Education

About this Guidance

Over the past five years, staff at the Kentucky Council on Postsecondary Education (CPE) have given numerous presentations about the Kentucky Graduate Profile. In addition, there have been many statewide discussions about the Graduate Profile. The purpose of this document is to summarize the discussions and aggregate information about the Kentucky Graduate Profile into one place.

At the onset, it's important to make a few points. The Graduate Profile in no way claims that disciplinary content is not important. It is the combination of content and skills that prepares students for life after college. In addition, CPE knows that faculty focus on skill development. The Graduate Profile is simply a way to make that more intentional and transparent to students.

Although the focus on workforce issues may dominate current public policy conversations, it is important to note that the skills outlined in the Kentucky Graduate Profile are the same skills that have traditionally served as the foundation for liberal arts programs. However, graduates from liberal arts programs may not articulate these skills in a way that resonates with employers. By making these Essential Skills more transparent and intentional in the curriculum, institutions can preserve the richness of liberal arts education while enhancing its relevance in today's labor market.

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Graduate Profile
Resource Repository

Contents

What is the Kentucky Graduate Profile?

The Kentucky Graduate Profile is the state's postsecondary learning framework. It is a compilation of 10 Essential Skills that research shows are integral to success in the workforce and for citizenship. It is the foundation of Kentucky's academic quality efforts.

The Kentucky Graduate Profile outlines the skills required to build a strong workforce and citizenry which, when combined with the relevant and high-quality knowledge and abilities students gain from general education and their academic programs, form the foundation for success. These 10 Essential Skills are transferable from major to major and identify what every Kentucky graduate should know, articulate, and demonstrate upon graduation.

In addition to the academic knowledge gained through the general education curriculum and in the majors, all students graduating from public postsecondary institutions in Kentucky should have multiple, intentional opportunities to develop a set of 10 Essential Skills through curricular and co-curricular offerings.

Benefits of a Learning Framework

The Kentucky Graduate Profile is a learning framework, meaning it helps faculty and staff outline how learning is designed, delivered, and assessed. It helps faculty and staff ensure that learning experiences are purposeful, consistent, and aligned with the Essential Skills.

There are numerous benefits associated with a learning framework. First, it gets people – faculty, staff, administrators, students, families, employers – talking the "same language." Specifying the skills gained through the college experience gives people a way to talk about the value of higher education. Students gain these

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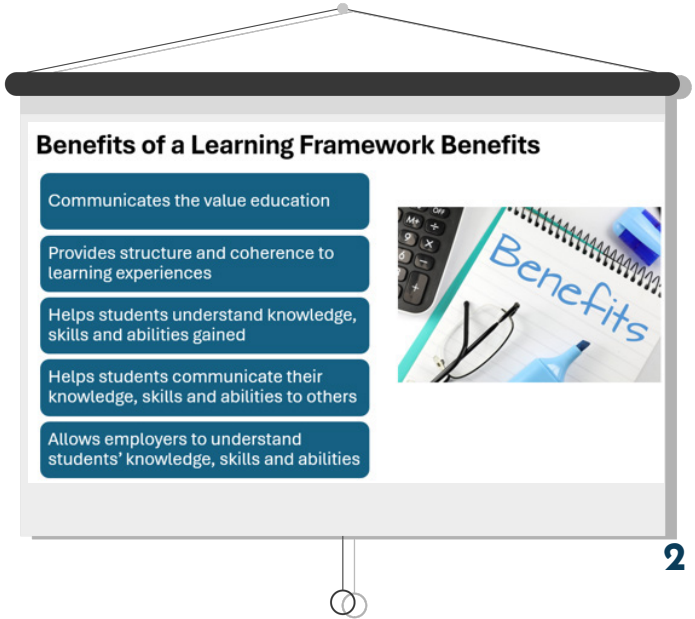
The Kentucky Graduate profile is the state's framework for postsecondary learning, designed to ensure that every student earns a high-quality, relevant degree.

10 Essential Skills that help them succeed in their first job, throughout their career, and in their personal, social, and civic lives.

Second, it provides structure and coherence to the educational experience. It helps students understand why they take the classes that they do. It demonstrates the connection between general education and the majors. It helps students see the connection among classes as well as the connection between classes and co-curricular activities with the world of work. It allows students to better understand the purpose of general education, how general education connects to their majors, and how their majors connect to life after college.

In addition, the framework helps students understand the specific knowledge, skills and abilities that they are gaining through their academic programs and co-curricular activities. It also helps them articulate those skills to employers. And it helps employers understand and appreciate what students have learned.



Guiding Principles

The Kentucky Graduate Profile is built upon a foundation of the following guiding principles. These principles have been shared in various presentations and documents dating back to the 2021 Charter for the Graduate Profile Academy.

- The Kentucky Graduate Profile espouses that all students graduating from public postsecondary institutions in Kentucky will have multiple, intentional opportunities to develop the 10 Essential Skills through the institution's curricular and co-curricular offerings. Kentucky graduates will be able to articulate and demonstrate the Essential Skills to prospective employers.

- Academic quality will be demonstrated by general education and 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.

- Academic quality, as defined in Kentucky, is achieved when every student's educational experience is coherent, engaging, and transformational. If those elements of academic quality are in place, students are well on their way to gaining the 10 Essential Skills.

- 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 the 10 Essential Skills.

[1] Kuh, George. D. 2008. High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Washington, D.C: Association of American Colleges and Universities.

Elements of Academic Quality

Since 2018, Kentucky has had a statewide definition of academic quality. This definition of quality focuses on three elements:

- Coherence refers to a curriculum that is well organized and scaffolded with a clear connection within and between general education and majors.
- Engagement means that students are interested and actively involved in the learning journey. This often refers to the high-impact practices, such as collaborative assignments, undergraduate research, and community-based learning. These practices increase engagement, and engagement increases learning.
- And a high-quality experience is transformational, meaning that it results in an increase in knowledge, skill development, and reflection and possible changes in students' perspectives about various issues.

The Kentucky Graduate Profile underlies Kentucky's definition of academic quality. It is the state's undergraduate postsecondary learning framework and a primary way to understand and evaluate academic quality. Its 10 Essential Skills serve as a foundation for the knowledge, skills, and abilities that students gain through academic programming. To learn, practice, and develop the 10 Essential Skills, the curriculum of all academic programs must be coherent and engaging to create transformational results.

To build the foundation for statewide academic quality efforts, CPE has promoted curricular coherence by providing resources related to curriculum mapping. And CPE has been promoting high impact practices for more than a decade. For instance, the inaugural Student Success Summit in 2012 featured George Kuh and research related to high impact practices. Subsequent summits and workshops have focused on first year experiences, learning communities, undergraduate research, e-portfolios, community-based learning, signature assignments, assignment design, the Degree Qualifications Profile, and QA Commons Essential Employability Qualities. CPE has engaged national experts across these areas, creating the groundwork for today's strong focus on academic quality.

What Skills are Part of the Kentucky Graduate Profile?

The 10 Essential Skills of the Kentucky Graduate Profile are grounded in research, including surveys of employer priorities and needs. These skills have been called soft skills, durable skills, and numerous other monikers. We call them Essential Skills because they are essential to success throughout life.

In short, graduates should be able to:

1. Communicate effectively;
2. Think critically to solve problems and create new ideas and solutions;
3. Apply quantitative reasoning skills to analyze and solve numerical problems;
4. Interact effectively with people;
5. Adapt to changing circumstances while leading and supporting others;
6. Perform professionally within their chosen field of study or occupation;
7. Engage in civic life to improve society;
8. Collaborate and work in teams;
9. Apply academic knowledge, skills and abilities to their chosen career; and
10. Use information for decision making.

How Does It Align with Other Frameworks?

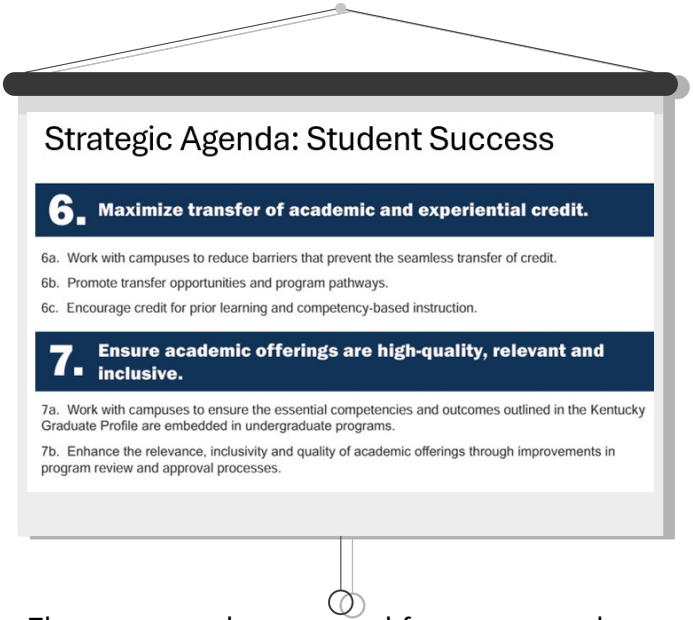
The Kentucky Graduate Profile is aligned with the state's postsecondary strategic agenda, the state's P-12 work, and other frameworks used at the national level.

Kentucky's Postsecondary Education Strategic Agenda

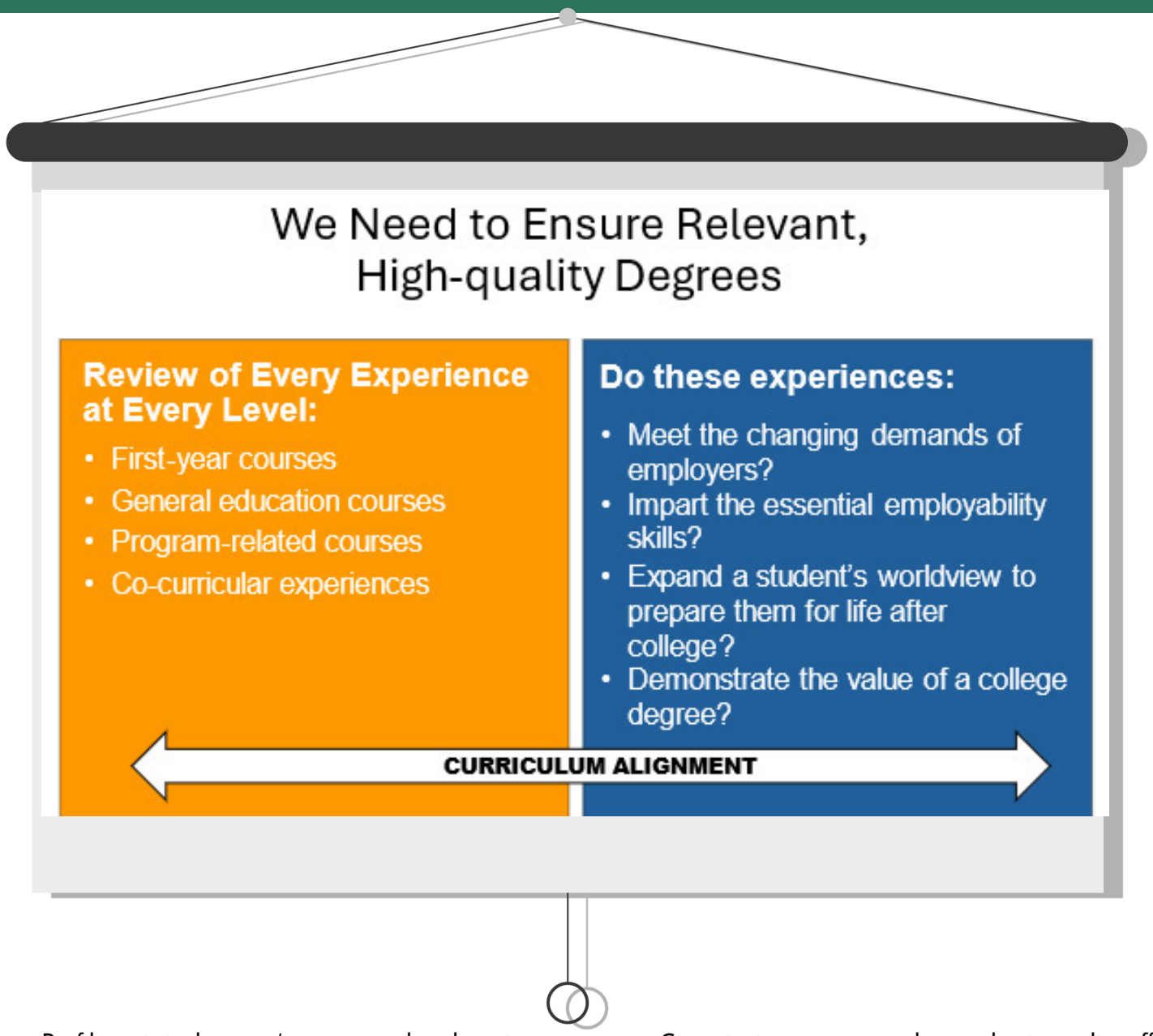
Kentucky's postsecondary education statewide strategic agenda, *Higher Education Matters: A Statewide Strategic Agenda for Kentucky Postsecondary Education 2022-2030*, is a framework for higher education planning in Kentucky. High-quality academic programming is part of the state's vision. Quality and excellence are part of the state's values.

The state's north star is the attainment goal of 60 percent of working age people with a high-quality degree or credential by 2030. The strategic agenda has five priority areas:

- Affordability
- Transitions (from high school to college and workforce to college and vice versa)
- Student Success
- Talent (workforce alignment)
- Value



There are two objectives and five strategies that focus on academic programming under the area of Student Success. Objective 6 is to maximize credit transfer and credit for prior learning. The strategies for that objective focus on removing barriers to credit transfer, promoting transfer pathways, and encouraging credit for prior learning and competency-based instruction. Underlying all this is the Statewide General Education Transfer Policy. This policy should be aligned with the Graduate



Profile as it is the state's postsecondary learning framework. Updating the transfer policy is thus an important priority moving forward.

Objective 7 is to ensure that academic programming is high-quality, relevant, and inclusive. The two strategies related to that objective are ensuring the 10 Essential Skills are embedded in all undergraduate academic programs and aligning the program approval and program review policies to the state's academic quality efforts. To that end, the program approval policy was updated in September 2025, and the process now requires documentation of the 10 Essential Skills for any proposed new undergraduate program. The program review policy will also be updated to align with the learning framework.

Given its importance to the academic quality efforts of Kentucky's postsecondary strategic agenda, the **goal of the Graduate Profile is for every graduate from a Kentucky public postsecondary institution to understand, articulate, and demonstrate the mastery of the 10 Essential Skills.**

The graphic above has been used in numerous CPE presentations, starting with the Council of Presidents' meeting on September 1, 2021. It demonstrates the importance of curricular alignment from "keystone to capstone" to ensure that students experience high-quality academic programming that builds the 10 Essential Skills and sets graduates up for success after college.

How Kentucky's Learning Frameworks Align

Kentucky Graduate Profile skills and corresponding Kentucky Portrait of a Learner outcomes

Communications	Critical and Creative Thinking	Quantitative Reasoning	Interpersonal Relations
Effective Communicator	Critical Thinker Creative Contributor	Empowered Learner Critical Thinker	Engaged Citizen Effective Communicator Productive Collaborator
Adaptability and Leadership	**Professionalism**	**Civic Engagement**	**Collaboration and Teamwork**
Empowered Learner Creative Contributor Productive Collaborator Effective Communicator	Effective Communicator Empowered Learner Productive Collaborator	Engaged Citizen	Productive Collaborator Creative Contributor
Knowledge Application	**Information Literacy**		
Empowered Learner	Effective Communicator Critical Thinker		

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Kentucky's P-12 Framework

Kentucky's P-12 learning framework is known as the Portrait of the Learner (PoL). Adopted by the Kentucky Department of Education (KDE), the PoL identifies a model set of skills that learners need before they leave school.

The Commonwealth Education Continuum (CEC) is comprised of 28 members whose expertise ranges from early childhood to the workforce.

One of the priority areas identified by the CEC was the development of a P-20 Competency Framework.

Representatives from CPE and KDE co-led a work group to align the work of the Portrait of a Learner with the Graduate Profile. The Portrait of a Learner identifies the areas of knowledge that every learner will know and be able to do demonstrate at the K-12 level, and the Graduate Profile identifies the skills every college graduate should demonstrate.

Alignment with National Frameworks

Kentucky Essential Skills	QA Commons Essential Employability Qualities	AAC&U Essential Learning Outcomes	NACE Career Competencies
Communications	Communication	Oral Communication Written Communication	Communication
Critical and Creative Thinking	Critical Thinking Creativity & Problem-Solving	Critical Thinking Creative Thinking	Critical Thinking
Quantitative Reasoning	⚠	Quantitative Literacy Problem Solving	⚠
Interpersonal Relations	Communication	Intercultural Knowledge & Competence	⚠
Leadership and Adaptability	Learning & Adaptability Motivation & Initiative	Creative Thinking	Career and Self Development
Professionalism	Professionalism & Responsibility	Foundations and Skills for Lifelong Learning	Professionalism
Civic Engagement	⚠	Civic Engagement	⚠
Teamwork	Teamwork	Teamwork	Teamwork
Applied and Integrated Learning	⚠	Integrative and Applied Learning	⚠
Information Literacy and Decision-Making	⚠	Information Literacy Inquiry and Analysis Problem Solving	Critical Thinking

National Postsecondary Learning Frameworks

When developing the Kentucky Graduate Profile, we chose to build upon existing models rather than develop an entirely new one. We relied heavily on three existing frameworks. The first is the Association of American Colleges and Universities' Essential Learning Outcomes. This framework is focused on the knowledge and skills from what AAC&U calls a liberal education, meaning a broad, skills-based education. Many colleges and universities in the state use the AAC&U VALUE rubrics to assess these skills.

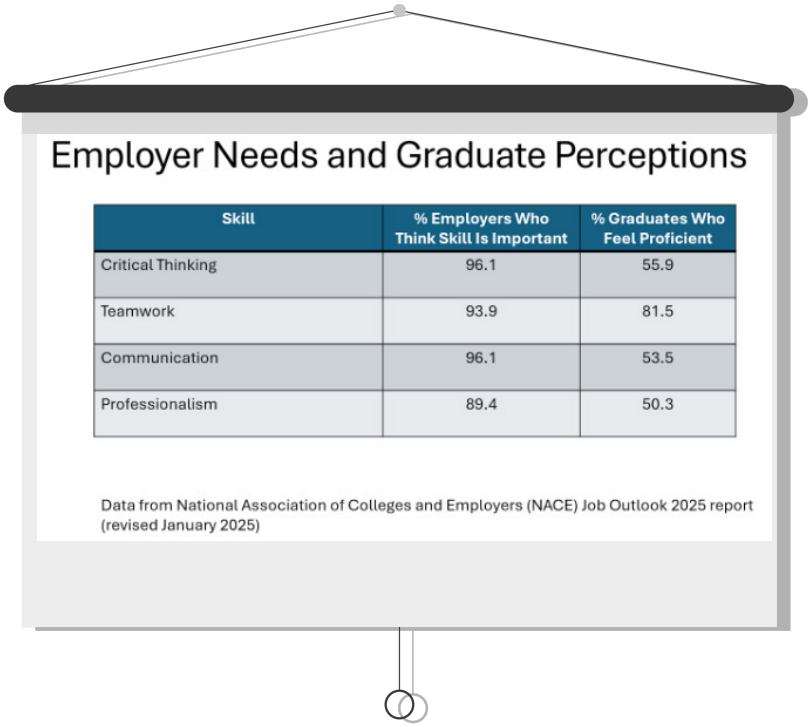
Another framework that has been used in Kentucky is from QA Commons, which stands for Quality Assurance Commons. That organization has developed a certification process for programs to demonstrate alignment with what QA Commons calls the eight Essential Employability Qualities, or EEQs.

Another framework used at the postsecondary level is the Career Competencies from NACE. Just like QA Commons, NACE has identified eight important skills. This framework is popular in student affairs fields.

The graphic above shows the crosswalk among the various postsecondary frameworks. There is quite a bit of overlap although different organizations may use different terms to describe a similar concept. But there are also gaps. For instance, QA Commons and NACE are exclusively focused on the workforce and thus have no mention of civic engagement. And NACE does not include quantitative reasoning specifically. In short, the Kentucky Graduate Profile is a more comprehensive framework that can be utilized by both liberal arts and pre-professional programs.

Why Is the Graduate Profile Important?

Numerous studies have focused on the importance of skills and career preparation to college graduates as well as employer expectations and evaluations of the skill levels of college graduates. These studies help build the rationale for the Kentucky Graduate Profile. For instance, the National Association of Colleges and Employers (NACE) has extensively documented the skills gap between college graduates and employer expectations. In the 2025 Job Outlook Report, NACE reported that employers consistently rank career readiness skills, such as those of the Kentucky Graduate Profile, as high priority. It also found gaps exist between employer priorities and graduate's perceived proficiencies in the skills outlined in the chart to the right.



Employer Needs and Graduate Perceptions

Skill	% Employers Who Think Skill Is Important	% Graduates Who Feel Proficient
Critical Thinking	96.1	55.9
Teamwork	93.9	81.5
Communication	96.1	53.5
Professionalism	89.4	50.3

Data from National Association of Colleges and Employers (NACE) Job Outlook 2025 report (revised January 2025)

Curriculum Intentionality

As the importance and relevance of higher education is under increased scrutiny, one way to show value is to focus on the skills that students develop as a result of their education. Students should understand that academic programs are not a random combination of courses but rather an intentional curriculum of general education courses that create a foundation for skills that will be mastered in their majors.

An intentional curriculum is deliberately and strategically designed to introduce students to a skill, reinforce their skill development, and create opportunities for them to master a skill before graduation. Thus, courses and assignments should be aligned with this skill progression. This intentionality ensures that skills are built throughout the curriculum and that certain skills aren't over- or under-emphasized. Students benefit when faculty and staff ensure that the Essential Skills are explicitly and clearly stated for students.

Backward Design and Scaffolding

Backward design is a curriculum planning approach in higher education that starts with the end goal of skill mastery and works backward to ensure the goal is achieved. Faculty can identify desired learning outcomes, map those outcomes to courses, determine acceptable evidence of those outcomes, and identify the assignments that will lead to skill development.

This is where scaffolding comes in—designing a sequence that gradually increases complexity and independence. Faculty offer guidance early on, and this guidance is pulled back as students gain confidence and competency.

Transparency

Transparency in curriculum design means making the purpose and expectations clear to students. Students will better understand what they are learning, why they are learning it, and what they need to do to succeed.

A curriculum map is a visual representation of courses within an academic program that shows, at a minimum, where specific skills are introduced, reinforced, and mastered. A curriculum map helps students understand how general education, major courses and, at some institutions co-curricular activities, build on and complement one another to help students gain skill mastery.

At the course level, efforts such as Transparency in Learning and Teaching (TILT) help faculty communicate the purpose and expectations within a course. Students benefit when faculty state the purpose (the "why") of an assignment, clarify the task (the "what"), and explicitly state the criteria for success (the "how well").

Curriculum intentionality, backward design, and scaffolding require conversations among faculty. It requires conversations between general education faculty and faculty in the majors. It requires conversations among faculty within and between majors. Because no one faculty member is in charge of all courses, faculty must work together to ensure students achieve mastery of the 10 Essential Skills.

Exploring the History of the Graduate Profile

While the Graduate Profile work can be divided into three phases starting in 2021, CPE's emphasis on skills dates back to 2012 and the student learning outcomes of The General Education Transfer Policy and Implementation Guidelines of 2017 focus on skills in five broad disciplinary areas.

Pre-Graduate Profile Work with QA Commons

In 2018 CPE received a grant from the Lumina Foundation to partner with QA Commons to participate in the QA Commons' Essential Employability Certification process. Academic programs were evaluated on the whether they had embedded the eight EEQs into their programs, based on the following five criteria – graduate preparation, career support services, employer engagement, student and alumni engagement, and public information (transparency of data). Thirteen of the 15 programs that were submitted by the six participating institutions in Kentucky achieved EEQ Certification.

As part of the grant project, 14 Faculty Fellows were identified to engage directly with regional and statewide employers and policy-makers. They undertook original research projects on the topic of employability on their individual campuses and provided opportunities for faculty to share their successes and challenges as they address these workforce needs.

CPE worked with QA Commons to create a diagnostic survey to help programs measure their readiness to apply for EEQ certification. This survey, known as the Employability Scan (EScan), is designed for independent self-analysis to determine whether faculty value including the employability skills in their program, and a consensus among faculty as to how well their program is preparing student for employment.

Because of the high level of overlap between the QA Commons' EEQs and the 10 Essential Skills of the Graduate Profile, faculty can also use this tool as they seek to embed the Graduate Profile into their programs. More information can be found at the online Kentucky Graduate Profile Resource Center.

Graduate Profile Phase One: Building Infrastructure (2021-2024)

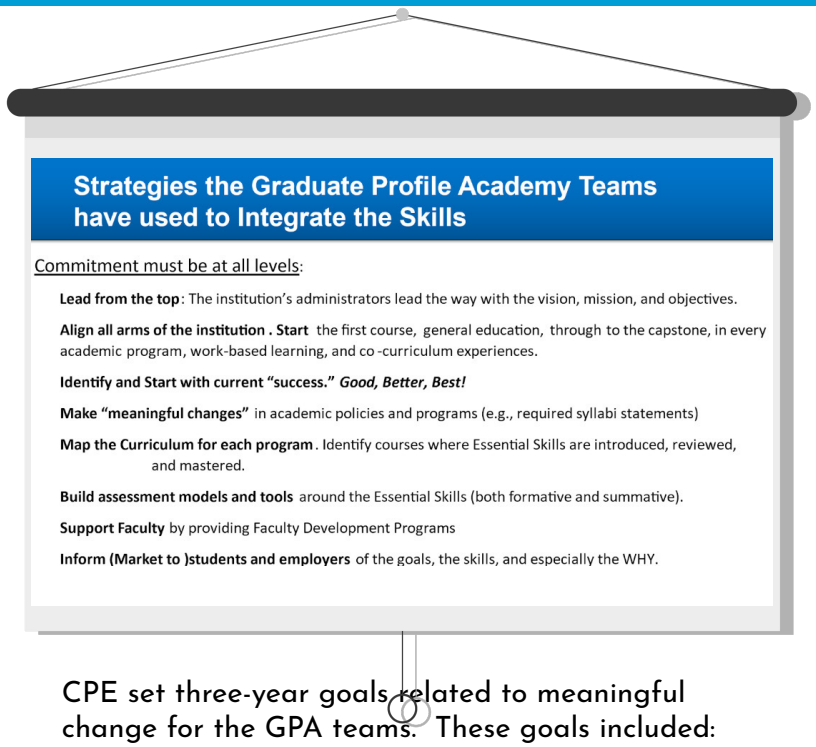
Building on the work with QA Commons, CPE and chief academic officers had numerous conversations to highlight the most important learning outcomes in higher education. These discussions culminated in what has become the Kentucky Graduate Profile, a list of 10 Essential Skills that are important no matter a student's major and no matter what they plan to do after graduation.

Graduate Profile Academy

In 2021, CPE created the Kentucky Graduate Profile Academy (GPA). As part of the GPA, each public institution created a team comprised of high-level academic administrators, faculty leaders, student affairs administrators, and other campus leaders. Each GPA team committed to reviewing its institution's academic and co-curricular programs with the support and guidance of CPE staff, data, and tools.

Through the work with the GPAs, CPE has advocated for a strong role for the provost's office as well as for the faculty, emphasized the importance and necessity of curriculum maps to the success of the Graduate Profile, and focused on the need for strong assessment strategies to ensure the skills have been incorporated and mastered.

The initial work of the GPA focused on identifying and celebrating the academic programs where these skills are already embedded, developed, articulated, and demonstrated. This allowed members to share these practices across campuses, thus increasing the collective knowledge, designs, and assessments.



CPE set three-year goals related to meaningful change for the GPA teams. These goals included:

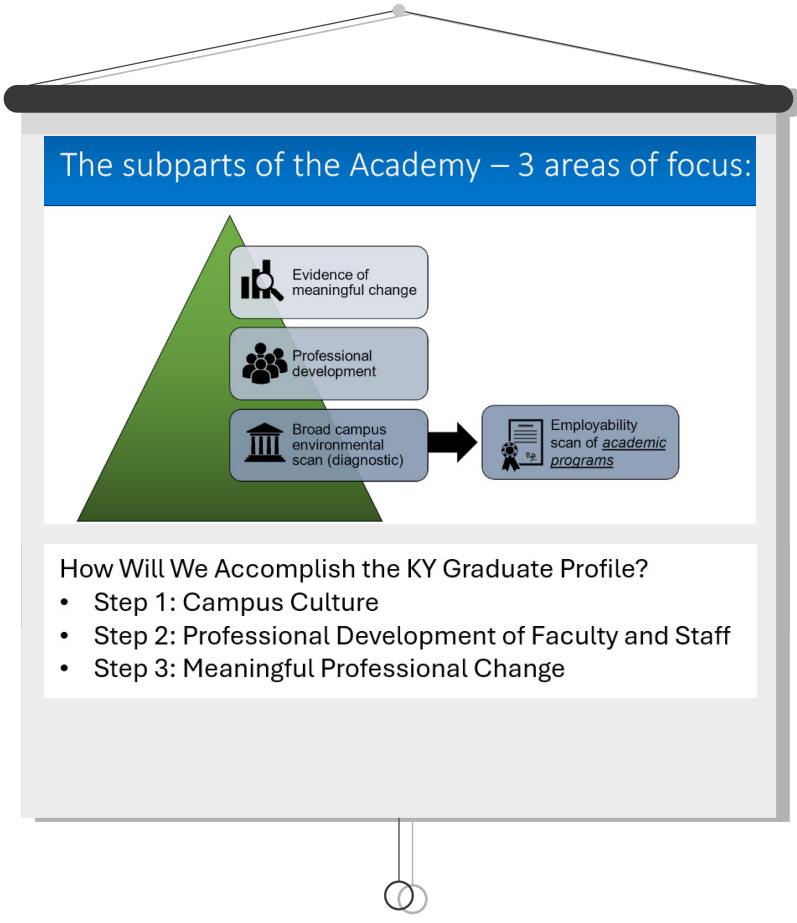
- review of the impact of skills incorporation on academic requirements, as evidenced in academic program review;
- changes in institutional policies and procedures regarding high-impact practices and work-based experiences;
- improved alignment with general education and academic majors;
- enhanced partnerships with student affairs/services, alumni, and employers;
- additional institutional support for teaching and learning; and
- increased alignment with Kentucky's workforce needs as evidenced by graduates' employability.

Teams approached this work in their own ways. Some early evidence of continuous improvement included:

- enhancing faculty development to gain faculty support that every academic program must be of high quality, relevant, and equitable for all students;
- identifying the 10 Essential Skills as the institution's SACSCOC Quality Enhancement Plan (QEP);
- mapping the curriculum, reflecting where in the 10 Essential Skills are introduced, reinforced, and mastered in each academic program;
- improving instruction, including making teaching and learning more transparent to students and teaching students metacognitively how to learn;
- communicating with students the importance the 10 Essential Skills by incorporating them into the first-year course, adding statements to the course syllabi, and making the skills visible via posters, t-shirts, icons, etc., as part of the campus culture; and
- collaborating, campus-to-campus, by attending GPA in-person meetings, the annual Student Success Summit, and the state's annual faculty development conference.

Each GPA team has focused on the question, "How will we accomplish the Graduate Profile?" These sub-factors, highlighted on the image below, has guided their work each year.

Although meaningful changes varied across the institutions, changes in syllabi policies became a common first step. Many faculty began identifying in their syllabi which of the 10 Essential Skills would be emphasized in their courses.



Professional Development

CPE provided and facilitated numerous professional development activities during this period. For instance, in February 2022, the 24 GPA teams participated in a two-day workshop with Dr. MaryAnn Winkelmess to learn how to design transparent assignments that incorporate the 10 Essential Skills. They learned the value and techniques of "TILTING" the curriculum. In 2023, Dr. Saundra McGuire led the 24 GPA teams in an explanation of the how students learn and the importance of using metacognition approach in classroom activities.

The annual Kentucky Student Success Summits and Pedagogicon Conferences during this period also provided the GPA teams opportunities to collaborate, share their accomplishments, and learn relevant ways to expand the 10 Essential Skills.

Graduate Profile Phase Two: Defining and Performance Indicators

Building on the accomplishments of the GPA teams, the next phase of this work was to identify what students will know and demonstrate if they have mastered each of the 10 Essential Skills. Teams of faculty, staff, and employers joined together to identify the knowledge associated with each skill and identify behaviors that measure each skill. K-12 partners were invited to provide the secondary school context for this work. CPE partnered with the Competency-Based Education Network (C-BEN) to facilitate this process.

The goals of this phase of work were to:

- develop shared, competency-based definitions for each of the 10 Essential Skills;
- identify measurable indicators of different levels of student mastery of each skill;
- create a toolkit of assignments and resources that faculty may choose to use when integrating and assessing these skills in their programs and courses;
- foster collaboration across disciplines and institutions; and
- build stronger partnerships between higher education institutions and employers.

In March 2024, CPE worked with institutions to create teams of faculty, staff, and employers around each of the 10 Essential Skills. Some GPA members from phase one participated in this second phase of work. Some led one of the 10 work groups centered on each of the skills. GPA team members also assisted in identifying faculty on their campuses who are subject matter experts in one of the 10 Essential Skills. And GPA team leads served as the primary points of communication about this current phase of work on their campuses.

These teams finalized definitions for each of the skills and created three levels of mastery for each skill. This work was distributed to institutions and employers for feedback, and the levels of mastery were updated. These updated levels of mastery were once again distributed to campuses and employers for feedback, and they were finalized in May 2024.

C-BEN created exemplar performance-based assessments and rubrics for each of these skills. This work was shared with each of the skills teams as well as Kentucky-based employers, and their feedback was incorporated into updated assessments. This work was finalized in December 2024.

Definitions

The following definitions of each skill were developed by the teams and distributed for feedback from faculty, staff, and employers.

Communicate effectively: Graduates will communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.

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

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

Interact effectively with people: Graduates will demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate, communicate, and work respectfully with others.

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

Perform professionally within their chosen field of study or occupation: Graduates will adhere to the code of ethics in their chosen profession and act with honesty and fairness. They will prioritize their tasks, manage their time, take initiative, and demonstrate accountability and reliability.

Engage in civic life to improve society: Graduates will engage in political, social, and other activities to address issues that benefit society.

Collaborate and work in teams: Graduates will collaborate with colleagues, become effective team members, and manage conflict.

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

Use information for decision making: Graduates will identify, evaluate, and responsibly use information needed for decision making.

Levels of Mastery

For each skill, the teams identified three levels of mastery. The baseline level is what is expected of someone just coming into postsecondary. Milestone level is the expectation after an associate degree or two years at a university. And capstone level is the expectation upon completion of a bachelor's degree. So there is a progression of learning and skills development, and this progression is the value add of postsecondary education.

The levels of mastery ensures a shared understanding among students and faculty (along with employers) about how a competence in an essential skill is demonstrated from college entry to graduation.

The levels of mastery for each skill can be found on CPE's website as well as the online Graduate Profile Resource Center.

Assessments

Using a performance-based assessment strategy aligns assessments to skills to ensure consistency and measure progress. Since each assessment is mapped to a skill and to a specific level of mastery, there is comprehensive coverage, and the appropriate evidence is gathered to show learner performance. Additionally, learner progress is better understood, which helps with data-driven analysis and program improvement. In other words, the learner-level assessment informs the program-level assessment.

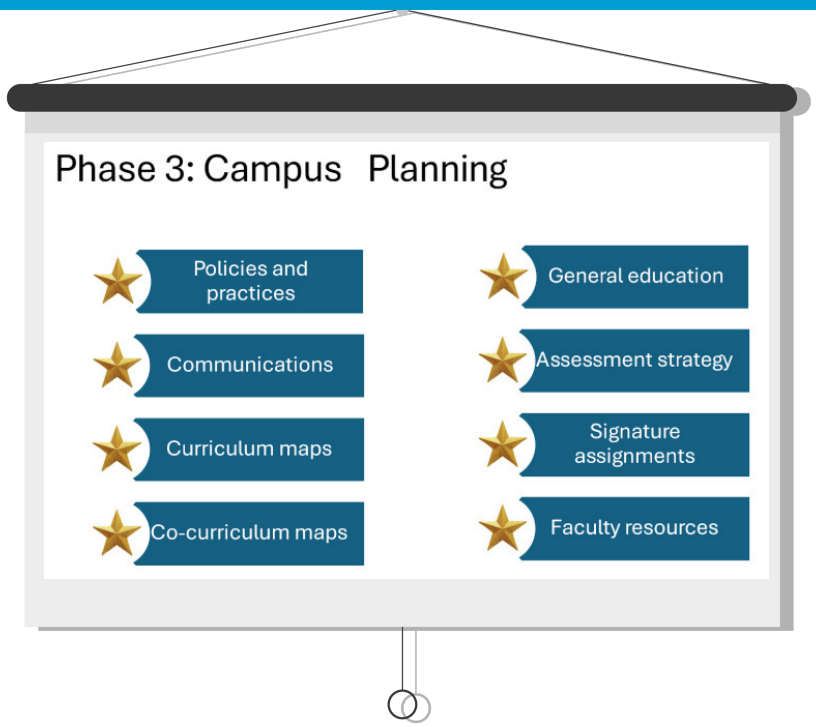
C-BEN created performance assessments for each of the 10 Essential Skills at the milestone and capstone levels. These assessments serve as illustrative models and are not required to be incorporated into the curriculum. Rather, they offer a template for faculty to envision how robust and authentic performance-based assessments can be designed. More information about these assessments can be found on the online Graduate Profile Resource Center.

Professional Development

CPE continued to provide professional development opportunities during this second phase. In 2024, CPE contracted with best-selling author Stephen M.R. Covey to convene a session with the GPA teams. He encouraged leadership and collaboration in support of K-12 and postsecondary education.

In 2024 and 2025, there were Graduate Profile Symposia as part of pre-conference activities related to the annual Pedagogicon conference.

In 2025, during the annual Student Success Summit, Dr. Carol Geary Schneider, Interim Director, Civic Learning and Democracy Education (CLDE) Coalition and the CLDE Multi-State Collaborative (MSC) updated the GPA teams regarding the civic engagement emphasis nationwide. Also as part of that Student Success Summit, Dr. Angela Christy, director of Georgia State's SACSCOC QEP, discussed how to prepare students to transition from "College to Career." She focused on the parallel between Georgia State's work to ensure that every student is prepared for employment and the Kentucky Graduate Profile's focus on a high-quality and relevant degree for every student.



Phase Three: Wide-Scale Implementation

During this phase, institutions are developing strategies to increase the scope and scale of their Graduate Profile activities while CPE is focused on aligning state policies with the 10 Essential Skills.

Institutional Activities

In the summer of 2025, institutions planned for the growth and develop of the Graduate Profile at their institutions. The slide above shows the areas that each institution should address to achieve wide-scale implementation.

Campuses were provided planning grants to:

- revise or create policies and practices to help ensure that every student is equipped with the 10 Essential Skills, regardless the major;
- develop communications strategies to ensure that all faculty, staff, and students understand the 10 Essential Skills;
- create curriculum maps for each academic program and co-curricular activity;
- include the 10 Essential Skills throughout general education and majors;
- develop an assessment strategy to evaluate students' ability to demonstrate the skills that they have gained, including signature assignments to assess milestone and capstone levels of mastery of each of the 10 Essential Skills; and
- ensure resources for faculty to help embed the 10 Essential Skills into their courses and programs.

Statewide Activities

While faculty, staff, and administrators focus on embedding the Graduate Profile throughout the educational activities at their institutions, CPE is focused on revising statewide policies and providing professional development opportunities to faculty and staff.

State Policy

There are at least three statewide policies that should be aligned with the Graduate Profile. Those are program approval, review of existing programs, and general education transfer.

CPE revised the statewide new academic program approval policy and processes in September 2024. New program proposals should demonstrate an alignment with the Kentucky Graduate Profile and show how high impact practices will be incorporated into the new program.

The program review policy has not yet been revised. However, given its direct relationship to academic quality, the policy should ultimately align with the state's postsecondary education framework.

Another statewide policy that must be addressed is the general education transfer policy. The current policy is focused on student learning outcomes in five disciplinary areas, but there is an opportunity to more closely align it with the skills of the Kentucky Graduate Profile.

Professional Development & Resources

In addition to statewide policy, CPE is focused on providing faculty development opportunities and resources focused on embedding skills in the curriculum.

Faculty Development Offerings

CPE has created a series of virtual and face-to-face professional development offerings, ranging from five-minute videos to interviews with faculty experts to webinars to in-person workshops focused on specific pedagogical approaches that align with the Graduate Profile.

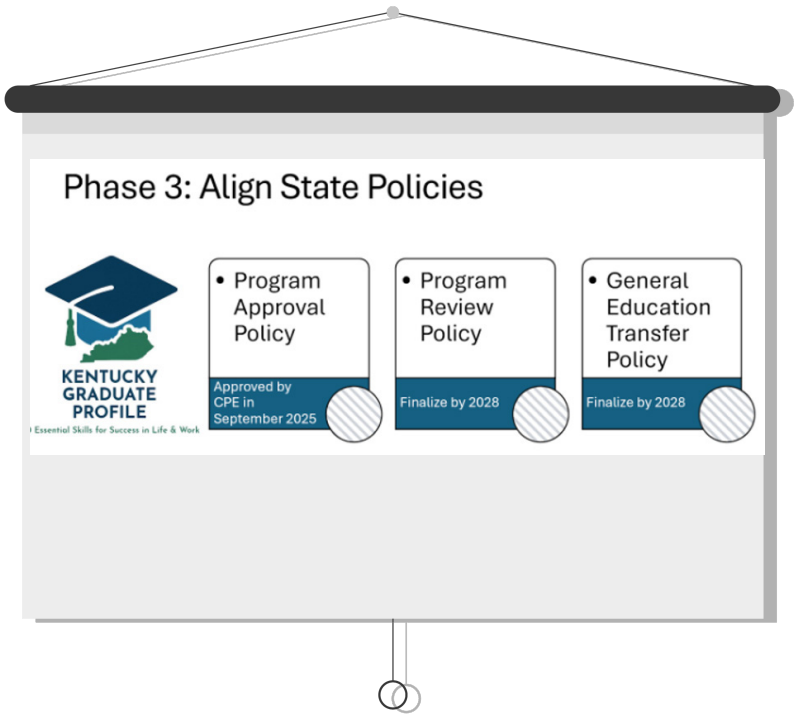
In addition, CPE has created the online Graduate Profile Resource Center and has identified several Graduate Profile Scholars, who are faculty and staff at public institutions who have volunteered to identify and curate resources as well as write background papers related to each of the 10 Essential Skills.

Kentucky Faculty Advisory Network

The Faculty Advisory Network, whose membership comes from both public universities and community and technical colleges, provides valuable insight to CPE's president on state-level priorities. The group shares information from their faculty perspectives and provides valuable insight on state-level priorities. Members also serve as a conduit of information between CPE and their institutions. The Graduate Profile has been a topic of several of these regular meetings over the past five years.

Kentucky Faculty Leadership Academy

The Faculty Leadership Academy is a year-long series for full-time faculty from public postsecondary institutions who have demonstrated the potential for academic leadership and are seeking to further develop these skills. The goal is to help participants gain a deeper understanding of how faculty leaders promote academic quality, as well as their institution's role within Kentucky's higher education landscape. The Graduate Profile is major part of this annual curriculum.



Graduate Profile Institute

CPE plans to sponsor an annual institute to help faculty and staff integrate the skills into their curricula. Topics will focus on embedding skills into the curriculum. This Graduate Profile Institute, will bring together faculty across disciplines and focus on how how to embed skills in programs, how to teach them, and how to assess student learning.

Strategies for Embedding and Assessing the 10 Essential Skills

There is no one right way to incorporate the Graduate Profile into the curriculum. But below is a summary of strategies that are useful in curricular design and redesign efforts.

It is important to note that no one faculty member can do this alone. Faculty in the majors must work with general education faculty to ensure skill development from the first year to the last year of a student's educational experience. Faculty and staff can work together to ensure connections among academic and co-curricular learning experiences.

In addition to partnerships within the postsecondary institution, it is beneficial to involve stakeholders in curricular redesign efforts. Representatives from employers and civic and governmental organizations can serve on advisory boards to provide input into the knowledge and skills that graduates need. They can also be useful collaborators in the curriculum mapping process and can suggest signature assignments that validate 10 Essential Skills and align with workforce and civic demands. These stakeholders can also serve as capstone project evaluators, bringing real-world expertise to the process. They can provide feedback on skill mastery and alignment with workforce and civic needs. They can also be the conduit to numerous other work-based learning opportunities.

1. Create a curriculum map/conduct an eScan and use backward design and scaffolding to address any skills gaps.

A skills-based curriculum map is a planning tool that shows where and how specific skills are intentionally taught, reinforced, and mastered across a program of study. Instead of focusing only on course content or topics, it highlights the progression of the 10 Essential Skills.

The curriculum map can show where Essential Skills are missing, underdeveloped, or inconsistently reinforced across a program of study. Faculty can re-evaluate the program design to ensure that students have the ability to practice and master the 10 Essential Skills. They can identify courses that may need to be added, removed or redesigned.

EScan is a tool that complements curriculum mapping. This self-diagnostic survey, developed by CPE and QA Commons, helps faculty evaluate how well skills are incorporated in the curriculum and allows faculty to better understand how skills are intentionally embedded into the curriculum.

Faculty can utilize backward design and scaffolding to plan courses that build upon one another to ensure that students can gradually increase their skill levels and achieve mastery by the end of the program.

2. Determine how high impact practices (HIPs) are incorporated into the curriculum.

Requiring one or more HIPs at the program level ensures that all students benefit from these experiences that have been shown to improve engagement and learning. These are excellent tools to engage students in the 10 Essential Skills. Requiring HIPs also signals to employers that academic programs are focused on engaging students in deep and active learning scenarios that prepare students for the world of work.

Of course, these HIPs must be implemented with fidelity, meaning that they must be rigorous, involve student engagement over an extended period of time, allow for frequent peer and faculty interaction, include opportunities for reflection, and involve authentic assessment.

Two particularly useful HIPs are capstone projects and internships. Capstones allow students to integrate knowledge and skills from general education, their majors and their co-curricular experiences through a research paper, project, portfolio, or other means. Internships allow students to apply multiple skills in a work setting.

3. Determine how skills will be assessed and create program-specific signature assignments.

Once faculty have determined that the Essential Skills are adequately addressed in the curriculum, they must determine how to evaluate students. That is, they must answer "How do we know the students have mastered these 10 Essential Skills?"

Signature assignments are directly related to one or more Essential Skills. They are authentic assessments, meaning they require knowledge and skill application in a real-world setting. Capstone projects are a great way to assess multiple skills at the same time.

4. Incorporate work-based learning throughout the curriculum.

Work-based learning is more than internships. It involves a wide variety of activities that can be incorporated into the curriculum. It includes career awareness activities, such as career research, career assessments, and industry speakers. It also includes career exploration activities, such as job shadowing, company tours, and simulations. Other areas of work-based learning are career preparation, which includes internships, service learning and cooperative education, and career experience, which includes registered apprenticeships and on-the-job training programs. A combination of these activities will build skills and help prepare students for employment.

5. Focus on skills at the course level.

Once faculty map Essential Skills across specific programs, they can implement backward design and scaffolding at the course level. This means identifying what students should know and be able to do by the end of the course then planning lectures, readings, active learning experiences, and assignments to scaffold towards that desired end result.

Once assignments and learning experiences have been designed and scaffolded, faculty can clearly explain the purpose, tasks, and criteria for success in completion of each assignment. This helps students understand how and why each assignment builds their skill levels.

Timeline

2018-21

CPE partnered with Quality Assurance Commons (QA Commons), supported by a Lumina Grant.

The Employability Scan (EScan) was developed in 2020.

By April 2020, 13 Kentucky academic programs received EEQ certification.

Upon reviewing the eight EEQs and the existing national frameworks, CPE worked with chief academic officers to identify the 10 Essential Skills of the Kentucky Graduate Profile.

CPE President Thompson presented Graduate Profile concept to the Council of Presidents.

Council of Chief Academic Officers retreat focused on Graduate Profile. Dr. Angela Christy of Georgia State University and Dr Jillian Kinzie of the National Survey of Student Engagement (NSSE) addressed the need for colleges and universities to close the employability skills gap for college graduates.

University CAOs and four KCTCS institutions identified a four-member Graduate Profile Academy (GPA) team to represent their respective institutions and to implement the Graduate Profile Charter.

CPE provided funding to each of the Academy Teams for a three-year launch of the 10 Essential Skills throughout their academic programs.

Dr. Janna Vice of CPE convened the first GPA teams in-person. President Aaron Thompson and Dr. Melissa Bell of CPE, along with UK's Provost Robert Dipalo, spoke to the GPA teams regarding the importance of the Graduate Profile.

2022

GPA teams (a) conducted an environmental scan on their respective campus to determine where the employability-skill gaps existed, (b) identified the programs already closing gaps, and (c) designed an impact project for their focus/effort to bring about meaningful change by 2024.

16 KCTCS institutions joined the Kentucky Graduate Profile Academy. They began the same three-year process as the other institutions. CPE provided funding to each of these 16 KCTCS institutions.

Promotion of the 10 Essential Skills was included in the state's postsecondary educations strategic agenda, solidifying the importance of this framework.

The GPA teams completed environmental scans to identify the extent to which the 10 Essential Skills were already embedded in academic programming. Outcomes varied across the institutions. However, civic engagement was reported as being the least visibility on most campuses.

2023

Based on their environmental scans, institutions identified an "impact project" that would help close the employability gap between the skills graduates have and the skills the workforce needs.

CPE began offering professional development related to the Graduate Profile across the state.

All 24 GPA Teams met at the annual Pedagogicon Conference where they reported on their Impact Projects.

Teams heard from Dr. Tim Renick of the National Institute for Student Success regarding Georgia State University's approach to increasing success for all students.

Timeline

2024

Each GPA team identified "meaningful changes" that had occurred either directly or indirectly from their work to implement the Graduate Profile.

Examples of meaningful changes that Academy Teams' reported:

- Making changes in their institution's syllabus policy, informing students about the 10 Essential Skills
- Adding the Graduate Profile discussion in first year courses
- Incorporating 10 Essential Skills in General Education
- Including the Graduate Profile in orientation for new faculty
- Including the Graduate Profile in part-time faculty orientation
- Reporting regularly to deans, vice presidents, and other administrators.

Teams of faculty, staff, and employers gathered for face-to-face meetings at CPE offices and virtually to define the 10 Essential Skills and develop indicators of mastery.

Skill definitions and levels of mastery were shared with institutions and employers for feedback.

Public feedback was integrated into draft indicators of mastery for each skill via virtual meetings of each of the skills teams.

Another public comment period was held to gather feedback on the updated indicators of mastery.

Indicators of mastery for each skill were finalized.

C-BEN created summative, performance-based assessments for each of the 10 Essential Skills to serve as examples for faculty and staff, solicited feedback from skills teams on each of these assessments and updated assessments based on team feedback. They also solicited feedback from Kentucky employers on each assessment. Assessments were updated and finalized, integrating employer feedback.

2025

Each of the 24 Academy Teams reported their current programs at the 2025 Pedagogicon Conference. Provost Tim Todd, Murray State University, reported how Murray's project had focused on improving advising and how the institution earned EEQ CERT for at least one academic program in each College.

CPE provided funding opportunity to help institutions incorporate the 10 Essential Skills into their general education programs over the summer.

CPE provided funding opportunity to help institutions create videos about the Kentucky Graduate Profile that would educate faculty, staff, students, families, legislators, employers, and the general public.

CPE provided funding for each institution to create a three-year plan to scale up implementation of the Graduate Profile activities on their campuses.

Institutions submitted implementation plans.

Council of Chief Academic Officers retreat focused on how to achieve wide-scale implementation.

KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Kentucky Graduate Profile

Assignment Suggestions for the 10 Essential Skills

Kentucky Council on Postsecondary Education

KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Civic Engagement

Outcome: Graduates will engage in political, social, and other activities to address issues that benefit society.

Automotive Technology Students organize and run a community event offering free vehicle inspections.

Related Skills

Communications Students moderate a panel on a civic topic, ensuring balanced and respectful discourse.

Related Skills

Construction Management Students plan a construction or renovation project for a nonprofit or public space.

Related Skills

Culinary Arts Students collaborate with local food banks to plan and prepare nutritious meals.

Related Skills

Education Students create lesson plans that teach civic responsibility to younger learners.

Related Skills

English Students write and submit opinion pieces on civic issues to local newspapers or blogs.

Related Skills

History Students document oral histories or underrepresented narratives in their community.

Related Skills

Information Technology Students design a digital tool to address a civic issue like accessing public services.

Related Skills

Literature Students organize and lead a book discussion in a local library or community center.

Related Skills

Nursing Students develop and deliver health education workshops in community centers.

Related Skills

Political Science Students research a civic issue and write a persuasive brief advocating for policy change.

Related Skills

Sociology Students conduct interviews in a community to identify social challenges and solutions.

Related Skills

Skill Key

- Adaptability and leadership
- Civic engagement
- Critical and creative thinking
- Interpersonal relations
- Professionalism
- Communication
- Collaboration and teamwork
- Information literacy
- Knowledge application
- Quantitative reasoning

KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Collaboration & Teamwork

Outcome: Graduates will collaborate with colleagues, become effective team members, and manage conflict.

Automotive Technology Students work together to diagnose and repair a vehicle issue within a time limit.

Related Skills

Culinary Arts Kitchen teams plan and execute a multi-course meal, rotating leadership and prep roles.

Related Skills

Engineering Students work in teams to design, build, and present a functional prototype.

Related Skills

English Small groups analyze a novel or play and co-author a thematic essay or presentation.

Related Skills

Health Sciences Students from different health fields collaborate to create a pamphlet about an issue.

Related Skills

History Students collaborate to research, script, and produce a documentary on a historical event.

Related Skills

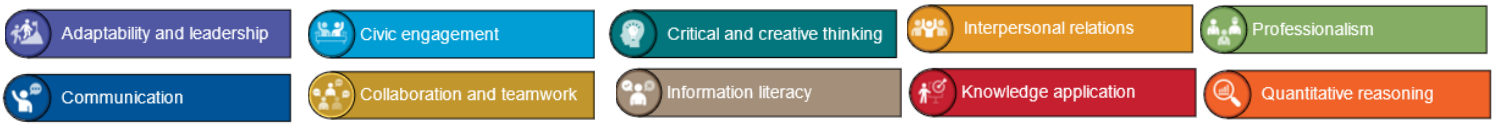
Information Technology Teams configure a mock network infrastructure, assigning roles to teammates.

Related Skills

Political Science Students form parties, draft bills, and negotiate legislature in a simulated government setting.

Related Skills

Skill Key



KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Critical & Creative Thinking

Outcome: Graduates will think critically by evaluating assumptions and assessing information to make informed conclusions. They will also think creatively by combining ideas in original ways or developing new ways of addressing issues.

Agricultural Science Students propose farming methods for different types of environments.

Related Skills

Arts Students choose famous artwork and reinterpret it using a different medium or cultural lens.

Related Skills

Astronomy Students plan a fictional space mission, identifying goals and potential challenges.

Related Skills

Aviation Students create a plan for passenger flow, safety, and comfort in airport design.

Related Skills

Biology Students invent a fictional organism adapted to a specific environment and explain its features.

Related Skills

Business Students develop a business idea that challenges traditional industry norms.

Related Skills

Chemistry Students imagine a new element or compound, describe its properties, and theorize its uses.

Related Skills

Computer Science Students create a model software that solves a problem using emerging technology.

Related Skills

Cyber Security Students invent a cyberattack scenario and propose a defense plan.

Related Skills

Education Students create a game that teaches a concept from any subject.

Related Skills

Emergency Management Students develop a response strategy for a fictional natural or human-made disaster.

Related Skills

Geography Students design a city layout that balances environmental, economic, and social needs.

Related Skills

Skill Key

Adaptability and leadership | Civic engagement | Critical and creative thinking | Interpersonal relations | Professionalism

Communication | Collaboration and teamwork | Information literacy | Knowledge application | Quantitative reasoning

KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Critical & Creative Thinking

Outcome: Graduates will think critically by evaluating assumptions and assessing information to make informed conclusions. They will also think creatively by combining ideas in original ways or developing new ways of addressing issues.

Graphic Design Students design a digital image to communicate a public policy topic and share with peers.

Related Skills

History Students reimagine the outcome of a famous legal case and explore its societal impact.

Related Skills

Literature Students write a new ending to a novel or play and justify how it changes the themes.

Related Skills

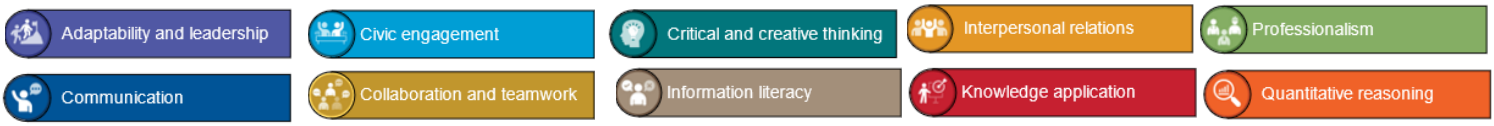
Psychology Students create and justify an experiment to test a psychological theory or phenomenon.

Related Skills

Sociology Students identify a social issue and propose a reform plan with predicted outcomes.

Related Skills

Skill Key



KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Information Literacy & Decision-Making

Outcome: Graduates will identify, evaluate, and responsibly use information needed for decision making.

Automotive Technology Students compare repair manuals to determine the most accurate, cost-effective solution.

Related Skills

Business Administration Students analyze industry reports and consumer data to recommend an expansion plan.

Related Skills

Communications Students analyze news coverage of a public issue and propose a non-profit communication strategy.

Related Skills

Computer Science Students research frameworks, libraries, and platforms to recommend a tech stack client project.

Related Skills

Education Students evaluate and recommend educational materials for accuracy and relevance.

Related Skills

Engineering Students compare materials for a project based on cost, durability, and sustainability.

Related Skills

Health Sciences Students review clinical guidelines and research to choose the patient best care plan.

Related Skills

History Students analyze primary and secondary sources to construct a historical narrative.

Related Skills

Information Technology Students research business threats, evaluate security, and recommend a non-profit protection strategy.

Related Skills

Political Science Students research a current issue, evaluate sources, and write a policy recommendation.

Related Skills

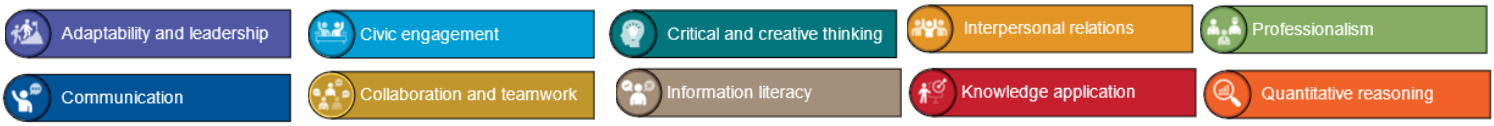
Psychology Students compare two interventions using research and recommend one for a case study.

Related Skills

Sociology Students assess media coverage of a social issue and analyze its influence on public policy.

Related Skills

Skill Key



KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Communications

Outcome: Graduates will communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.

Agricultural Science Students write a bulletin or flyer to educate farmers on a new technique or policy.

Related Skills

Biology Students build a concept map of a biological system and explain it verbally.

Related Skills

Business Students present a 60–90 second pitch for a business idea.

Related Skills

Chemistry Students write a formal lab report and then exchange it with peers for critique.

Related Skills

Computer Science Students write user-friendly documentation for a software tool or app.

Related Skills

Education Students create a lesson plan and teach a short segment to peers.

Related Skills

Engineering Students pitch a technical solution to a real-world problem.

Related Skills

English Students record a podcast episode analyzing a novel, poem, or play.

Related Skills

Environmental Science Students design and present a campaign (poster, video, or social media plan) on an issue.

Related Skills

Geography Students design and present an infographic on an issue.

Related Skills

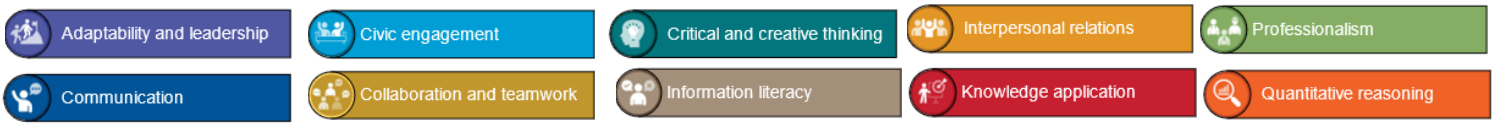
Health Sciences Students simulate a patient-provider interaction.

Related Skills

History Students assume roles from a historical event and reenact debates or trials.

Related Skills

Skill Key



KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Communications

Outcome: Graduates will communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.

Marketing Students analyze and present the communication strategies of a non-profit brand or influencer.

Related Skills

Math Students create a short video explaining a complex concept (e.g., derivatives or probability).

Related Skills

Music Students write and deliver spoken introductions to their musical performance.

Related Skills

Political Science Students research a policy issue and present arguments in a structured debate or pitch.

Related Skills

Pre-Law Students write a legal brief and argue a case in a simulated court setting.

Related Skills

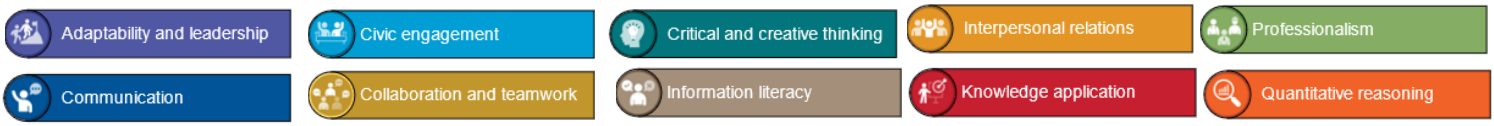
Theater Students select, write, or interpret a monologue and perform it.

Related Skills

Visual Arts Students write a statement explaining the intent, process, and meaning behind their artwork.

Related Skills

Skill Key



KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Adaptability & Leadership

Outcome: Graduates will accept change and find effective ways to work and thrive in different settings. They will motivate others in the pursuit of a common goal and coach others in the pursuit of this goal.

Agricultural Science Students develop responses to a simulated crisis.

Related Skills

Business In a simulated startup, students rotate through leadership roles as market conditions change.

Related Skills

Computer Science Students work in rotating roles during a simulated agile sprint with evolving client demands.

Related Skills

Education Students take over a peer's lesson plan mid-way and adapt and lead the class to completion.

Related Skills

Engineering Teams are given a malfunctioning prototype and must quickly redesign it under new constraints.

Related Skills

Environmental Science Students lead a team to develop a response plan for a simulated environmental disaster.

Related Skills

Health Sciences Students from different fields collaborate in a patient care simulation, with rotating leadership roles.

Related Skills

History Students role-play historical leaders responding to a crisis, with new information introduced mid-debate.

Related Skills

Math Students take turns leading a session where they teach and troubleshoot problems with peers.

Related Skills

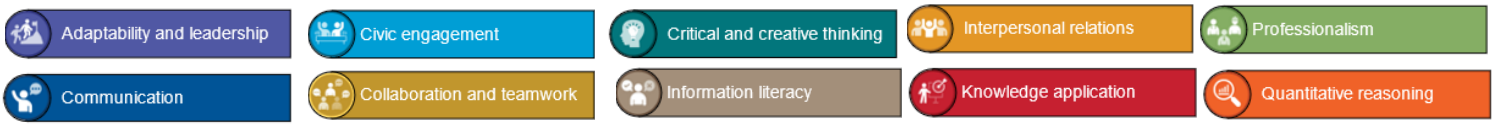
Sociology Students partner with a local organization, adjusting plans based on real-world feedback.

Related Skills

Theater Students take turns directing a scene, managing actors, and adapting to challenges.

Related Skills

Skill Key



KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Professionalism

Outcome: Graduates will adhere to the code of ethics in their profession and act with honesty and fairness. They will prioritize their tasks, manage their time, take initiative, and be accountable and reliable.

Agricultural Sciences Students design a seasonal crop rotation plan balancing yield, sustainability, and labor.

Related Skills

Business Students role-play as members of a corporate ethics board reviewing controversial decisions.

Related Skills

Computer Science Students analyze real-world tech dilemmas and propose ethical solutions.

Related Skills

Education Students design a lesson plan for a substitute teacher with limited prep time and resources.

Related Skills

Engineering Students manage a mock project with deadlines, budget constraints, and shifting priorities.

Related Skills

Environmental Science Students form groups to audit an organization's environmental practices and recommend improvements.

Related Skills

Health Sciences Students rank patient care tasks based on urgency, ethics, and resource availability.

Related Skills

Library Sciences Students evaluate ethical dilemmas in handling sensitive historical documents or patron data.

Related Skills

Math Students complete a multi-phase analysis project with staggered deadlines and deliverables.

Related Skills

Public Administration Students create a plan for a new public policy, considering stakeholder ethics and deadlines.

Related Skills

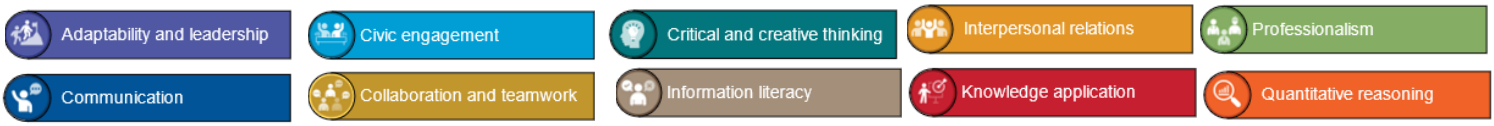
Sociology Students design a social advocacy campaign and evaluate its ethical implications.

Related Skills

Space Science Students design a space mission timeline and address ethical concerns.

Related Skills

Skill Key



KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Interpersonal Relations

Outcome: Graduates will demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate, communicate, and work respectfully with others.

Art Students co-create a large-scale artwork, negotiating style, theme, and execution.

Related Skills

Biology Students collect data in the field and compile a joint analysis.

Related Skills

Business Groups develop and present a marketing strategy for a local nonprofit.

Related Skills

Chemistry Students work in pairs or small groups to conduct a complex experiment and write a lab report.

Related Skills

Computer Science Students alternate roles as while coding a shared project.

Related Skills

Education Pairs of students design and deliver a lesson together.

Related Skills

Engineering Groups design a prototype and present it to peers or professionals.

Related Skills

Environmental Science Student teams investigate a local environmental issue and engage with stakeholders.

Related Skills

Health Sciences Students from different disciplines collaborate to develop a treatment plan for a patient.

Related Skills

Information Technology Students simulate tech support scenarios with clients and troubleshoot collaboratively.

Related Skills

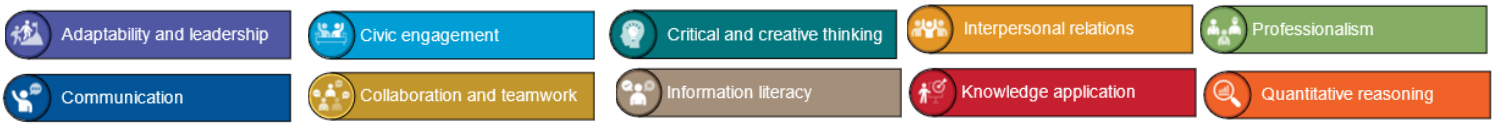
Marketing Teams produce a podcast episode, assigning roles like host, editor, and researcher.

Related Skills

Math Teams tackle multi-step math problems or puzzles and present their solutions.

Related Skills

Skill Key



Assignments for Interpersonal Relations

Outcome: Graduates will demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate, communicate, and work respectfully with others.

Physics Students rotate roles (e.g., data recorder, analyst) during a physics simulation.

Related Skills

Psychology Students simulate counseling sessions, practicing empathy, active listening, and emotional support.

Related Skills

Sociology Students partner with a local organization to address a social issue.

Related Skills

Statistics Students exchange statistical reports and provide constructive feedback.

Related Skills

Theater Students rehearse and perform a scene that requires high levels of coordination.

Related Skills

Skill Key

Adaptability and leadership | Civic engagement | Critical and creative thinking | Interpersonal relations | Professionalism

Communication | Collaboration and teamwork | Information literacy | Knowledge application | Quantitative reasoning

KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Knowledge Application

Outcome: Graduates will articulate and apply the theoretical content of their academic preparation with relevant knowledge and abilities essential to their chosen careers.

Automotive Technology Students explain a vehicle issue diagnosis using combustion theory or electrical systems principles.

Related Skills

Biology Students design an experiment grounded in cell biology principles to investigate a health question.

Related Skills

Business Administration Students apply theories to analyze a real company's/nonprofit's strategy.

Related Skills

Communications Students apply communication theories to develop a response plan for a public relations crisis.

Related Skills

Computer Science Students document the phases of a software project using theoretical models.

Related Skills

Criminal Justice Students apply criminological theories to create a community-based initiative.

Related Skills

Education Students create a lesson plan that applies learning theories to classroom practice.

Related Skills

Engineering Students create a technical design and justify it using materials science, engineering or mechanics principles.

Related Skills

Graphic Design Students apply design theory to create a cohesive brand package for a local nonprofit.

Related Skills

Health Sciences Students develop a patient care strategy using theoretical models of health behavior and clinical guidelines.

Related Skills

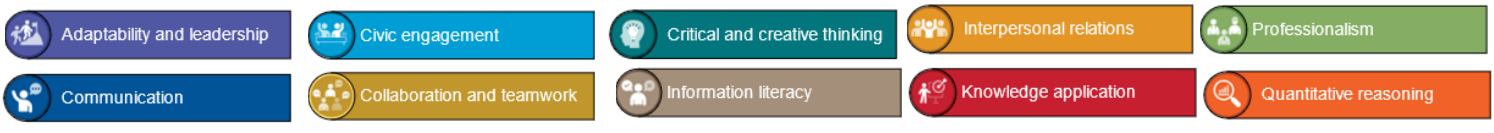
Information Technology Students design an IT infrastructure and explain how it reflects theoretical models such as cloud computing.

Related Skills

Literature Students analyze a text using different theories.

Related Skills

Skill Key



Assignments for Knowledge Application

Outcome: Graduates will articulate and apply the theoretical content of their academic preparation with relevant knowledge and abilities essential to their chosen careers.

Nursing Students apply nursing theories and research to propose a care improvement strategy.

Related Skills

Nutritional Sciences Students design a menu based on dietary guidelines and nutritional science.

Related Skills

Political Science Students apply political theory to evaluate a current policy, proposing reforms.

Related Skills

Psychology Students design a mental health intervention based on a particular theory or theories.

Related Skills

Sociology Students apply sociological theories to design a program addressing a social issue.

Related Skills

Skill Key

Adaptability and leadership | Civic engagement | Critical and creative thinking | Interpersonal relations | Professionalism

Communication | Collaboration and teamwork | Information literacy | Knowledge application | Quantitative reasoning

KENTUCKY GRADUATE PROFILE

10 Essential Skills for Success in Life & Work

Assignments for Quantitative Reasoning

Outcome: Graduates will hone their ability to provide solutions guided by data and choose the best methodologies for arriving at informed conclusions.

Biology Students collect data on reaction rates under different conditions and graph results.

Related Skills

Business Students interpret balance sheets to assess company/nonprofit performance and present results.

Related Skills

Chemistry Students perform chemical reactions and calculate concentrations and present findings.

Related Skills

Communications Students design and analyze a survey measuring media influence on public opinion for a nonprofit.

Related Skills

Criminal Justice Students analyze crime statistics and correlate with policy changes and present results.

Related Skills

Economics Students evaluate and present the economic viability of a policy using quantitative models.

Related Skills

Education Students analyze standardized test data to identify learning gaps and propose interventions.

Related Skills

Engineering Students calculate forces, stress, and material tolerances in a structural design and present results.

Related Skills

History Students create a timeline of historical events and analyze patterns.

Related Skills

Literature Students use basic text analysis tools to quantify word usage and tone in a literary work.

Related Skills

Mathematics Students solve multi-step problems involving budgeting, scaling or optimization and present their results.

Related Skills

Pre-Law Students examine sentencing data across cases to identify patterns and present findings.

Related Skills

Statistics Students conduct a survey, analyze results using statistical tools, and present findings.

Related Skills

Skill Key

- Adaptability and leadership
- Civic engagement
- Critical and creative thinking
- Interpersonal relations
- Professionalism
- Communication
- Collaboration and teamwork
- Information literacy
- Knowledge application
- Quantitative reasoning