WHAT WE PLAN TO COVER TODAY:

• Review of Big Six, Distinctiveness, and OT36

• Summary of Committee Work (AY 2023/24)

• Summary of Model Frameworks

• Community Forum – Summary of Data

• Next Steps
THE BIG SIX STUDENT OUTCOMES

- Effective Communication
- Information Literacy
- Ethical, Equitable, Socially Responsible Decision-Making Skills
- Effective Collaboration Skills
- Self-Discovery and Personal Development
- Flexible Thinking Skills

THE FOUR THEMES OF DISTINCTIVENESS

- Culture of Care, Access, and Community
- Civic responsibility builds from the past toward a future vision
- Local to international partnerships lead to cross-cultural learning
- Innovations to improve the world

DRAFT MODEL DEVELOPMENT

OHIO TRANSFER 36

- Ohio Articulation and Transfer Policy
- Learning Outcomes
- Ohio Transfer 36 Requirements
SUMMARY OF WORK (AY 2023/24)

ADMINISTRATIVE OVERSIGHT COMMITTEE

Committee Charge: The overarching charge of this committee is to provide recommendations to the Office of the Provost regarding all elements of the general education requirements. This includes course/program approval and assessment and overall program design and updates. It is expected that there will be an intentional relationship with EPC Undergraduate committee and AAL advisory committee. This committee will serve as a program advisory/oversight to the Kent Core program.

Key Findings:
- New academic course and program proposals (Associate Provost, Faculty Co-Chairs, Curriculum Committee)
- Assessment and evaluation (Associate Provost, Faculty Co-Chairs, Assessment Sub-Committee)
- Liaison with external partners (Associate Provost, Faculty Co-Chairs)
- Professional development support (CTL)
- Education, communication, and advocacy (Associate Provost, Faculty Co-Chairs)
This committee came together again in Spring 2024 to discuss the scope of work for the remainder of the re-envisioning process.

While the bulk of their work will entail aligning the current budget model with the final general education framework, there was an immediate need to begin discussions with other institutions who have either:

a) gone through a recent change in their general education offerings or,

b) have an existing program that contains specific elements (staffing, assessment, etc.) that appeal to our current working groups as elements that we would like to incorporate into our new program.

Several members of the committee engaged in conversations with institutions such as American University, Arizona State University, Clemson University and Ohio State University. These conversations garnered some best practices to consider as well as some of the things to avoid during the implementation process.
MODEL SPRINT TEAM

• Formed from volunteers that served during the previous academic year on either the Design, Distinctiveness, and/or Budget Subcommittees.

• Charged with creating final program frameworks.

• The committee centered their work around the following guiding principles:
  • Must represent specific connections to how students engage the Big Six Outcomes and Distinctiveness concepts.
  • Must align with the learning outcomes of the Ohio Transfer Module.
  • Consider current university requirements in the areas of writing, diversity, and experiential learning both within and outside of the model.
  • Should not extend time to graduation.
  • Should be nimble with accessible on and off ramps.
  • Consider the diversity of our students (College Credit Plus, Miliary, Non-traditional, regional campuses, commuters, etc.)
  • Should be able to be simply described to all stakeholders.
COMMUNITY FORUM – SPRING 2024

• Community Forum series that began on Wednesday, April 3, 2024, and concluded on Friday, April 19, 2024, with a total of 19 virtual sessions lasting 90-minutes each.

• The Provost sent an email in March 2024 informing the Kent State community of these sessions. We estimate over 300 participants in total and were able to collect a significant amount of feedback.

• Each session highlighted the 3 general education frameworks created by the Model Sprint Team in Fall 2023.

• At the conclusion of each model, participants were asked to pause during the session to provide feedback in an online survey.

• In addition to the model frameworks, we asked participants to provide feedback on a few critical questions about the DEI requirement, student capstone experiences, experiential learning, etc.
LEADING A LIFE OF IMPACT
LEADING A LIFE OF IMPACT

These two thematic courses will be developed by faculty to capture students’ interests, to provide a meaningful and exciting learning experience and to complement Kent State’s unique history and significant contributions to our world.

Students will develop advanced ways of thinking and seeing the world. Students are required to take **two 3 cr. courses within a thematic area**.

- **Building for Success**
  - Math, Stats, Logic (3)
  - Communication (6), including at least one course in College Writing

- **Understanding Ourselves and Others**
  - Social and Behavioral Sciences (6) from 2 disciplines

- **Understanding the Natural World**
  - Natural Sciences (6) from 2 disciplines
  - 1 lab

- **Appreciating our History and Culture**
  - Arts and Humanities (6)

- **Diversity Equity and Inclusion**
  - DEI course using learning outcomes from Ohio transfer module guide (3)

- **Complex Problems**
  - Capstone Course 1 (3 hrs.)
  - New Thematic Course

- **Complex Problems**
  - Capstone Course 2 (3 hrs.)
  - New Thematic Course

Students will explore complex problems facing society today, engage in analyzing the problem, and posing solutions to it. These courses will fit within an OT 36 bucket (e.g. natural sciences, humanities, etc.) but will be taught using an interdisciplinary lens. Each course will explicitly require students to reflect on how they engage with the problem using skills, knowledge and dispositions learned throughout the Kent Core.
LEADING A LIFE OF IMPACT

Building for Success
Appreciating our History and Culture
Understanding the Natural World
Understanding Ourselves and Others
Diversity Equity Inclusion
Capstone Thematic Courses

Math, Stats, Logic (3) Communication (6), including at least one course in College Writing
Arts and Humanities (6)
Natural Sciences (6) from 2 disciplines 1 lab
Social and Behavioral Sciences (6) from 2 disciplines
DEI course using Learning outcomes from Ohio transfer module guide (3)
Each capstone course satisfies an OT36 “bucket” using learning outcomes from OH transfer guide (6)

Courses that are part of the prescribed OT36 transfer module
Courses that are part of the “other” OT36 category
LEADING A LIFE OF IMPACT

Q1: What is your general impression of this model?

- Most commonly responses indicated that this model did not feel like it was much of a change from our existing Core.
- Conversely, there were several respondents indicated that they really liked the changes it presents to the Core.
- Many respondents did not dislike the model but had concerns about how it will impact students – specially CCP students.

Q2: What are some elements of the model that you like the most?

- Several respondents indicated their appreciation for the way this model connects to “real world” problem-solving, stating that this is an element needed by students.
- Many respondents indicated their delight in the capstone element of this framework.
- There were several responses that indicated a high level of satisfaction with the way this model elevates the DEI requirement.

Q3: What are some elements of the model that you would suggest changing?

- Most respondents indicated their concern with the possibility of changing the second writing requirement and expressed their feelings about the need to keep it the way that it is now.
- In contrast to those who were in support of elevating the DEI requirement, many respondents indicated that this is an element of the model that they would propose to eliminate.
- Some respondents indicated that they would like to hear more information about this strategy so that they can make more informed suggestions about its elements.
CILICK PATHWAYS

REENVISIONING
THE KENT CORE
Clusters of 3 courses centered on academically/socially relevant themes that satisfy the OT36

For Example:
New and Exciting

- Links Core to real life and/or major, making it more relevant and meaningful
- Threads concepts through multiple courses and disciplines
-Explicitly emphasizes distinctive qualities of Kent State
- Centers student choice
Q1: What is your general impression of this model?

• Most were concerned over how confusing the model and for that reason concern was expressed about whether the students would be able to understand the model.

• In addition to the respondents who liked the model but found it to be confusing, there were a comparable number who liked it as is.

• Many participants expressed their interest in the amount of student choice that this model offers.

Q2: What are some elements of the model that you like the most?

• Several responses indicated a draw to the interdisciplinary feel of this model.

• Along the same line as the interest in the interdisciplinary approach, respondents indicated they were interested in the “cluster” approach.

• Many called attention to the way that this model highlights and embraces the distinctiveness of Kent State, specifically the Culture of Care aspect.

Q3: What are some elements of the model that you would suggest changing?

• Like those who initially said the model was too confusing, this theme continued with the addition of people indicating that to accurately make suggestions on changes, they would like more information on the model.

• Many expressed concerns about tampering with the current 6-hour writing requirement. There is a general feeling that changing, more specifically reducing, this requirement will be an injustice to the student learning experience.

• Many expressed concerns about the proposal to elevate DEI to a stand-alone requirement. There was a common interest to modify the approach to have DEI interwoven into the course content instead.
PYRAMID PLUS
Level 1: Career and Life Skills (15)

Level 2: Our Connected Worlds (12)

Level 3: Specified Themes (6)

Level 4: Disciplinary Specific Big Questions – Problem Solving (3)

Portfolio

Students acquire skills and earn micro-credentials throughout the pyramid

- AI & big data
- Resource management & operations
- Resilience, flexibility & agility
- Teamwork
- Critical thinking
- Data literacy & digital communication
- Oral communication
- Analytical thinking

92% of 18-22 year old agreed that having a micro-credential embedded in their degree program would make them more interested in finishing a degree.

74% of Gen Z members said they want to learn skills that would prepare them for future jobs.

68% of employers would prefer to hire a college graduate who has a micro-credential.

72% of employers look at skills rather than degrees in hiring.

Level 1 classes equip students with skills to succeed in degree pathways and career. CCP & associate degree students start here.

Level 2 classes help students see the interconnectedness of disciplines as they engage with the world.

Level 3 connected theme classes allow students to pursue their passions and interests and provide opportunities for faculty to develop innovative multidisciplinary courses relevant to solving real-world problems.

Level 4 classes address big questions and explore solutions through disciplinary lenses. The big questions can be an extension of Level 3 themes or can stand-alone, allowing for creative and flexible course development.

Portfolio

- Analytical thinking
- Oral communication
- Data literacy & digital communication
- Critical thinking
- Teamwork
- Resource management & operations
- Resilience, flexibility & agility
- AI & big data
- Analytical thinking

Students acquire skills and earn micro-credentials throughout the pyramid.
## Pyramid Plus OT36

**Example themes and courses - Levels 3 & 4**

**Level 1: Career and Life Skills (15)**
- Math/Stats/Logic
- English
- Social & Behavioral Sciences
- Arts & Humanities
- Any requirement to meet OT24

**Level 2: Our Connected Worlds (12)**
- Natural and Physical World (3)
- Constructed Worlds (3)
- Worlds of Culture and the Arts (3)
- Communication for Academia and Life (3)
- Second Writing Course

**Level 3: Specified Themes (6)**
- Natural Sciences
- Social and Behavioral Sciences
- Art and Humanities
- Media, Power & Culture

**Level 4: Disciplinary Specific Big Questions – Problem Solving (3)**
- Disciplinary Course Big Question
- Problem Solving (3)
- How do we use new technology to support democracy?

**Thematic Course 1**
- Technology & Society (3)
- Ethics, AI & Society
- Chemistry in our World

**Thematic Course 2**
- Technology & Society (3)
- Physics in Entertainment History & Future in International Weapons Law

**Disciplinary Course**
- Big Question
- Problem Solving (3)

**Big Question**
- Problem Solving (3)
- How do we use new technology to support democracy?
Q1: What is your general impression of this model?

- Many participants indicated that their first impression of the model was that they “like” it or “love” it. The one difference in the data is that there were also several who referred to this model as their “favorite”.
- Many participants indicated they liked the focus on life and career skills in this model stating that this is a great addition to the Core.
- Unlike the other models, this one had several negative first impressions. It was described as the least liked model, restrictive, burdensome for students, and the least meaningful of all the models presented.

Q2: What are some elements of the model that you like the most?

- There was a general feel of appreciation for the offering of micro credentials and badges for students to earn along the natural path of their education.
- There was a general feeling of appreciation for a skills-based learning approach.
- Participants felt that the way this model has a foundation and builds additional levels of learning was appealing and would be appealing to students.

Q3: What are some elements of the model that you would suggest changing?

- Like other concerns about elevating the DEI requirement, participants expressed the same level of concern for this model.
- Again, there was a thematic feeling of confusion and the need for additional information on the model before participants felt comfortable making any suggested changes.
GENERAL FINDINGS

• Connected thematic courses (interdisciplinary feel)
• Incorporating KSU Distinctiveness categories
• Student reflection component (i.e., portfolio, bookend and/or capstone course(s), course level reflection, etc.)
• Appropriate levels of student choice
• Pre-requisites where foundational knowledge is imperative
• Mixed opinions regarding the elevation of the diversity component
• General support for the six-hour writing requirement
RECOMMENDED
NEXT STEPS

• **August/September 2024:**
  • Utilizing the feedback from the community forums, develop a draft final program design with the Kent Core Model Sprint Team that can be shared with the appropriate university constituents.

• **Fall 2024:**
  • Conduct college-wide conversations with students, faculty, and staff regarding the newly designed framework to identify any potential concerns.
  • Create a budget and sustainability plan for the draft new program.
  • Faculty Senate approval of final curricular framework.
  • Establish a new Kent Core curriculum oversight committee that is representative of the entire university and will oversee all functions of this curriculum.
  • Work with the Teaching and Learning Center to identify the relevant faculty professional development support necessary for the new curriculum.

• **Academic Year 2024-25:**
  • The new curriculum oversight committee will work with the current University Requirements Curriculum Committee to develop a transition plan for course approval and assessment.
QUESTIONS?

Use the QR code below to leave feedback on today's presentation.
THANK YOU!