AGENDA
Council on Postsecondary Education
Thursday, November 12, 2015
2:30 PM
Gateway Community & Technical College, Florence, KY (Boone campus) - CAM
Building, Room B123

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*Times are approximate

OPPORTUNITY

Kentucky will ensure that postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities, and all students enter postsecondary education prepared for credit-bearing work.

Kentucky is a land of higher education opportunity. There are over 40 licensed public and independent colleges and universities across the state with distinct identities and strengths. There are nationally-ranked graduate programs producing new knowledge and cutting-edge research; community and technical colleges serving students of every age, ability and income level; and adult education programs offering underprepared adults a pathway to postsecondary education and career training. There are online programs that enable students to balance school, work and family life and move at their own pace, as well as industry-recognized certificates that allow individuals to move quickly into jobs and advance in their careers.

Unfortunately, ample opportunity to postsecondary education has not produced equal participation or outcomes. Low-income students do not go to college at the same rate as more advantaged students—neither do underrepresented minority students, students from rural regions of the state, non-traditional adult students, or male students. These participation and achievement gaps are chronic, persistent obstacles to a better life and stronger economy for Kentucky's people.

How can we help more Kentuckians access all of the higher education opportunities our state has to offer?

First, increasing college-going rates and, more urgently, closing participation gaps will require **broad outreach strategies that start earlier and occur more often**. For the past decade, Kentucky's postsecondary system has intensified partnerships with the P-12 sector to improve academic preparation and intervention strategies for high school students who fall short of college readiness standards. These collaborations will grow even stronger as we reach back into middle and elementary schools with more coordinated early college awareness activities and messages. We also will create more higher education opportunities for working-age adults to help them advance in their current careers or transition to new ones.

Kentucky's postsecondary system will work with key partners to **ramp up advising and counseling services**, so students and families understand what it takes to get into college and can plan accordingly. Supplementing school guidance counselors with near-peer college and career advisors is a research-based strategy with proven results. Partnering with community-based, civic, and religious organizations will help mobilize a larger, grassroots network of informal college mentors. And because a growing body of research suggests that non-cognitive factors—like grit, financial literacy, and organizational and study skills—may be just as important to college-going as grades and test scores, the Council will work with P-12 education

to develop and assess the behaviors, skills, attitudes, and strategies that most influence college aspirations.

As the primary providers of teacher education and training in the state, Kentucky's colleges and universities will continue to improve the quality and diversity of educator preparation programs and provide ongoing, high-quality professional development. **Recruiting a more diverse teaching force will make higher education more inviting to the full range of potential undergraduate students**. Colleges and universities also will continue work to streamline developmental education, so students can move into credit-bearing courses sooner and increase their rates of degree completion.

Finally, **maintaining college affordability is absolutely critical to increasing college access.** Significant cuts to public higher education over the last decade have shifted the majority of college costs to students and their families. Unfortunately, state financial aid resources are not keeping up with higher costs and increased demand. Kentucky must advocate for sufficient operating support for our colleges and universities, as well as for more state financial aid resources. In return, higher education will moderate tuition increases and monitor student loan debt to ensure a college credential is within the reach of any Kentuckian with the drive and desire to pursue it. If we make the right policy decisions as a state, we can help thousands of additional Kentuckians take advantage of postsecondary opportunities and unlock the benefits of a college credential.

Objective 1. Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.

1.1. Increase cultural competence among students, staff and other postsecondary professionals so that all students, staff and faculty are welcomed, valued, supported, and accommodated.

1.2. Promote inclusive excellence, the process of integrating diversity efforts into the core elements of an institution, including academic priorities, campus leadership, day-to-day operations, decision making and organizational culture.

1.3. Implement the Kentucky Public Postsecondary Education Diversity Policy and degree eligibility process.

1.4. Increase the recruitment and retention of underrepresented minority students, faculty and staff.

Objective 2. Partner with Kentucky's P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.

2.1. Secure another round of federal funding to support Kentucky's GEAR UP program.

2.2. Work with KDE, KHEAA, GEAR UP, the Kentucky College Coaches program, and other partners to expand and improve advising resources for high school students and families. Encourage higher education representatives to provide advising services to Kentucky high schools.

2.3. Work with Kentucky Rising partners and teacher preparation programs to increase the diversity and effectiveness of K-12 educators and school leaders and to provide high-quality professional development opportunities.

2.4. Create more high quality Advanced Placement, International Baccalaureate, and early college experiences, and ensure more students have access to them.

2.5. Fully implement the Dual Credit Policy for Public and Participating Postsecondary Institutions and Secondary Schools to provide all eligible high school students with at least three college-level courses in general education and three career and technical education courses in a career pathway.

2.6. Increase access to transitional courses, summer bridge programming, and other intervention strategies for students who are not on track to graduate from high school ready for college.

2.7. Redesign the delivery of developmental education to reduce its duration and cost. This may include shortening the sequence of required courses, increasing access to co-requisite models of developmental education, or implementing other practices that have been shown to increase student success.

2.8. Encourage the development of career pathways in high schools and the use of the Individual Learning Plan (ILP) by postsecondary advisors to encourage and assess students' career interests and academic strengths.

2.9. Partner with Advance KY, Project Lead the Way, and other similar programs to improve academic instruction and interest in STEM disciplines in high school.

Objective 3. Increase participation in postsecondary education, particularly among traditionally underserved populations (i.e. low-income, underrepresented minority and adult students).

3.1. Work with GEAR UP KY, K-12, KHEAA, community-based organizations and other statewide partners to improve early college awareness and readiness in middle and high school. This includes not only academic readiness, but social maturity, career readiness, and financial literacy.

3.2. Expand the availability of flexible, affordable, competency-based postsecondary programs, Project Graduate, and other innovative strategies that expand access to postsecondary education for adults.

3.3. Support Kentucky's SOAR initiative and similar efforts to improve postsecondary access, workforce readiness, and the technology infrastructure of rural Kentucky.

3.4. Coordinate a statewide awareness campaign that communicates the value and affordability of a postsecondary degree, particularly in underserved urban centers and rural areas of the state.

3.5. Expand the Kentucky College and Career Connection (Ky3C) coalition, a statewide network of college and career outreach professionals working collaboratively to enhance college access and outreach.

3.6. Expand collaborative models like the University Center of the Mountains to help provide postsecondary programs and academic support in rural, underserved areas of the state.

Objective 4. Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.

4.1. Attract, retain and prepare highly effective adult educators.

4.2. Strengthen partnerships with business and industry, workforce partner agencies, institutions of higher education, and other organizations that lead to increased student enrollment and engagement in adult education programs.

4.3. Increase the number of Kentucky Adult Education students advancing to postsecondary education and the workforce through strategies including Accelerating Opportunity, workforce preparation, integrated education and training, GED® Express, and integrated English literacy and civics.

Objective 5. Expand financial access to postsecondary education.

5.1. Advocate for sufficient state operating and financial aid support to reduce pressure on tuition and keep college affordable.

5.2. Increase efforts to simplify the FAFSA completion process and increase completion rates.

5.3. Improve the financial literacy of students and families and provide effective advising regarding the cost of college, student debt, and loan repayment options.

5.4. Simplify college cost calculators and provide more standard language and definitions across the state to make the true cost of college more transparent.

5.5. Work with the General Assembly, KHEAA and other partners to achieve compliance with existing statutes regarding the amount of lottery money that should go to state financial aid programs.

5.6. Evaluate all of the current state-mandated tuition waivers and associated costs and assess whether they should continue.

SUCCESS

Kentucky will ensure more people complete college with the skills and abilities to be productive, engaged citizens.

Kentucky's future prosperity in large part depends on more people advancing through our postsecondary education system and graduating in less time. It is not enough to simply increase the number of students going to college; we have to graduate a much larger percentage of them, faster, and increase their employment outcomes.

Research proves that for college students, time is the enemy to success. Students working long hours to offset the cost of their education may drop to part-time status, which increases their risk of not graduating. Transferring schools can delay graduation if students have to repeat courses or take additional requirements. Many students are overwhelmed by too many choices and take courses they don't really need along the way, especially if they wait too long to

declare a major. Taking only 12 hours a semester, considered a full-time load at most institutions and for financial aid eligibility, automatically extends college beyond four years, especially if the degree program exceeds 120 hours.

On average, only **49 percent of bachelor's degree seekers enrolled in Kentucky public universities graduate within six years, and 23% percent of certificate and associate degree seekers graduate within three years.** Part of the problem is the way we measure graduation rates. The federal Integrated Postsecondary Education Data System (IPEDS) only tracks students who enroll for the first-time, going full-time. This fails to account for part-time, returning, and transfer students, an increasing share of total postsecondary enrollments. For the first time, this strategic agenda will incorporate an alternate state-level measure of postsecondary completion that reflects outcomes for all of Kentucky's undergraduate students.

But there are other systemic changes that must occur to help more students achieve successful outcomes. How can we help Kentuckians finish the certificates and degrees they started and enter the career of their choice?

First, we must find a way to close completion gaps for low-income and underrepresented minority students. Doing so is both a moral and social imperative. According to the U.S. Census Bureau, by the year 2020, over half of the nation's children are expected to be part of a minority race or ethnic group. By 2060, the U.S. minority population will overtake the majority population, comprising 56 percent of all Americans. To ensure our future workforce is more educated than previous one, we will redouble our efforts to improve diversity and inclusiveness on college campuses, and provide academic supports that produce successful outcomes for all students.

Second, colleges and universities must **make instruction more relevant, rigorous, and engaging**. Institutions need to accommodate diverse learning styles and involve all students in undergraduate research, hands-on learning, study abroad programs and other practices that increase quality and engagement. Moving forward, career development, internships, and work study will be a more sustained, integral part of the undergraduate experience. And faculty members will receive ongoing training and development to ensure they are effectively incorporating new technological innovations and the most effective pedagogical practices.

Finally, we need to **improve college advising and steer students into degree programs sooner.** Some states are experimenting with models where freshmen enroll in academic programs instead of individual courses, and receive degree maps that specify which courses to take and when to take them. Kentucky will continue implementing transfer initiatives that increase degree pathways from two-year to four-year programs without loss or duplication of credit. And campuses will work harder to reach out to students who are struggling, and use tools like intrusive advising and early warning systems to identify those who are missing too much class or not making satisfactory progress.

Objective 6. Increase persistence and timely completion for all students at all levels, particularly for low-income, underprepared, and underrepresented minority students.

6.1. Improve student advising by faculty and professional advisors by focusing on effective practices and the role of advising in retention and graduation.

6.2. Share, implement, and evaluate high-impact educational practices to accelerate persistence and completion, particularly for low-income, underprepared, and underrepresented minority students.

6.3. Promote greater collaboration between academic affairs and student affairs professionals to facilitate student success and share effective practices.

6.4. Expand strategies like "15 to Finish" that encourage students to finish on time and at a lower cost.

6.5. Implement a new funding model with a performance-based component to reward institutions for increases in student persistence, progression and completion.

Objective 7. Increase the number of KCTCS students who successfully transfer to four-year institutions.

7.1. Increase two-year to four-year transfer by providing more degree pathways, completer (2+2) programs, and transfer advising that incorporates KnowHowToTransfer.org.

7.2. Implement reverse transfer programs where academic credits for coursework completed at a four-year college or university are transferred back to a community college to satisfy associate degree requirements.

7.3. Support KCTCS's role as a high-quality, low-cost provider of postsecondary education, technical training, and transfer opportunities, and a key point of access for students with multiple developmental education needs.

7.4. Encourage concurrent enrollment, advising, and completion programs between KCTCS campuses and universities to streamline transfer opportunities and ensure more timely degree completion.

Objective 8. Promote academic excellence through improvements in teaching and learning.

8.1. Promote the use of authentic assessments, such as those being developed by the Multi-State Collaborative to Advance Learning Outcomes Assessment, to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.

8.2. Provide more pedagogical training and professional development opportunities for faculty members to strengthen learning and improve student success.

8.3. Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide "Review of Existing Programs" policy, rigorous models of faculty evaluation, and other measures.

8.4. Build on the established strengths of institutions to encourage a differentiated postsecondary system in which institutions operate together as complementary parts of a whole.

IMPACT

Kentucky will strengthen our competitive advantage through innovation and research, community engagement, and a well-educated, highly-skilled citizenry prepared for life and work.

This agenda advances a long-term, ambitious goal for the state of Kentucky: **by the year 2025, we want xx percent of Kentucky adults to have a postsecondary certificate or degree.** Currently, only 44 percent of Kentuckians have attained this level of education, substantially lower than the current national average of 52 percent.

We established this goal because higher education pays, both individually and collectively. People with a postsecondary credential earn higher salaries than high school graduates, which generates greater tax revenues and enriches the state coffers. The Council on Postsecondary Education commissioned the University of Kentucky's Center for Business and Economic Research (CBER) to study the positive effects that would accrue with increased levels of educational attainment. **CBER found that if Kentucky were as well-educated as the average state, we would generate between 10 to 14 percent more in state income tax revenues, which translates into an additional $370 million to $534 million annually.**

But there are so many other ways that education pays, many of which are not immediately obvious. **Increasing the state's educational attainment would move 4,600 individuals off unemployment, save $200 million in Medicaid expenditures, reduce the costs of chronic disease by $200 million, and save $3 million in costs associated with crime**. Furthermore, 5,000 families would move off of food stamps, and over 20,000 adults would move off of Supplemental Security Income (SSI). It has been well documented that postsecondary graduates have higher rates of civic participation—they volunteer and vote more often—as well as better health outcomes, more involvement in their children's education, and higher rates of charitable giving. These economic and social benefits would not just boost the "golden triangle" of Louisville, Lexington and Northern Kentucky; CBER's research shows that these benefits would enrich every region of the state, even the most rural parts of Eastern and Western Kentucky.

In addition to increasing the state's educational attainment, Kentucky's postsecondary providers will continue to partner with economic development and workforce providers to strengthen the skills and abilities of our workforce. Through a partnership with the Kentucky Center for Education and Workforce Statistics, we will track employment outcomes of graduates and ensure our academic programs are producing the kinds of graduates needed to fill workforce shortages and attract high-wage employers to the state. We also will strengthen entrepreneurship training to give more Kentuckians the knowledge and confidence to start their own businesses and become job creators themselves.

Led by our research universities, the University of Kentucky and the University of Louisville, Kentucky will continue to compete for federal and state research dollars, create new

knowledge and scientific discoveries, and commercialize this research to create new products and solutions for the good of the Commonwealth. Kentucky's universities will provide applied research and professional consulting and evaluation services to solve practical problems and improve public and private sector endeavors. All universities will increase undergraduates' involvement in research to improve students' analytical and critical thinking skills, increase student engagement, and train future researchers and academicians.

Finally, our postsecondary system will advance social, artistic, cultural, and environmental progress through regional stewardship activities and public service. This important work strengthens Kentucky's communities through support and outreach to schools, local government, hospitals, and other social and cultural organizations that contribute to the health, well-being, and quality of life of all of our citizens.

Objective 9. Raise the level of educational attainment in the Commonwealth by awarding more postsecondary degrees and credentials.

9.1. Promote an overarching state educational attainment goal to drive improvement.

9.2. Create a common understanding of the value of postsecondary education to state, regional and local economies. Enlist business and community champions to help carry and promote the message.

9.3. Work with KCTCS to develop a mechanism for capturing certificate holders in the state's educational attainment statistics.

Objective 10. Improve the career readiness of postsecondary education graduates.

10.1. Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly-articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training.

10.2. Survey higher education alumni and Kentucky employers to assess the career readiness of Kentucky graduates, and identify needed skills and competencies for current and future employment opportunities.

10.3. Prepare Kentucky postsecondary students for 21st century challenges by strengthening essential learning outcomes as articulated in the Association of American Colleges and Universities' LEAP initiative (Liberal Education and America's Promise).

10.4. Work with the employer community, foundations, and state agencies to provide "work and learn" opportunities, including experiential or project-based learning, co-ops, internships, externships, and clinical experiences.

10.5. Promote regular, meaningful employer involvement in the development and evaluation of postsecondary programs that are relevant to their business or industry.

10.6. Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education and training.

10.7. Advance Kentucky's STEM and health agendas through ongoing leadership, advocacy, and collaboration.

Objective 11. Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.

11.1. Develop and implement a public awareness campaign to articulate the value of basic and applied research and the impact of this work on Kentucky's economic and community competitiveness.

11.2. Expand commercialization and technology transfer and promote collaborative research efforts among universities to leverage faculty expertise.

11.3. Advocate for additional funding for research and innovation through the Endowment Match Trust Fund (Bucks for Brains) or other funding approaches.

11.4. Increase opportunities for undergraduate students to participate in research.

11.5. Foster a more innovative, creative, and entrepreneurial culture within the postsecondary community.

Objective 12. Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

12.1. Support postsecondary education's efforts to enhance the health of Kentucky citizens through regional outreach activities, extension services, and academic and professional healthcare programs.

12.2. Strengthen communication and planning between higher education and regional and community leaders to identify priorities and challenges and align resources and programs to address them.

2016-20 Strategic Agenda, Objectives and Performance Metrics** (DRAFT -- FOR DISCUSSION PURPOSES ONLY)

Metrics currently being considered for outcomes-based funding are in blue.

Proposed Performance Metrics	State	Region	Research	Comp	AIKCU	KCTCS	EKU	KSU	MoSU	MuSU	NKU	WKU	UofL	UK
1.a. This objective is designed to align statewide diversity planning and evaluation with the broader strategic agenda. Institutions track and report on a number of performance metrics through the diversity planning process to maintain eligibility to offer new degree programs. Performance on Objective 1 would be indicated by the positive or negative outcome on an institution's degree eligibility review.						X	X	X	X	X	X	X	X	X
2.a. Percent of recent Kentucky high school graduates entering postsecondary education in Kentucky who meet statewide readiness standards	X	X												
2.b. Percent of first-time, full-time, degree-seeking undergraduates who are underprepared in English who complete a credit-bearing course in English by end of the fall semester a year after entry.						X	X	X	X	X	X	X	X	X
2.c. Percent of first-time, full-time , degree-seeking undergraduates who are underprepared in mathematics who complete a credit-bearing course in mathematics or quantitative reasoning by end of the fall semester a year after entry.						X	X	X	X	X	X	X	X	X
3.a. Percent of recent Kentucky high school graduates who attend any Kentucky postsecondary institution the fall after graduation														
i. Total students	X	X												
ii. Low income (free and reduced lunch)	X													
iii. Underrepresented minority	X													
3.b. The percent of Kentuckians age 25-64 enrolled in a Kentucky postsecondary institution.	X	X												

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4.a. Percent of Kentucky working-age population (18-64) without a high school diploma or its equivalent who earn a National College Readiness Certificate.	X													
4.b. Percent of Kentucky working age (18-64) population without a high school diploma or its equivalent who earn a high school equivalency diploma (GED).	X													
4.c. Number of Kentucky Adult Education students who enroll in a postsecondary institution within two years of earning a high school equivalency (GED) diploma.	X													
5.a. Net general fund appropriations for public postsecondary institutions (adjusted for inflation) per full-time equivalent student.	X		X	X		X								
5.b. State funding for financial aid, per scholarship and grant recipient.	X													
5.c. Average net price (IPEDS definition - Total cost of education for a first-time, full-time undergraduate, minus any grant or scholarship aid).	X		X	X		X	X	X	X	X	X	X	X	X
5.d. Percent of Kentucky high school seniors who complete the FAFSA	X	X												
6.a. Three year graduation rates of first-time, full-time associate degree and credential seeking undergraduate students (race at entry, Pell at entry)														
i. Total Cohort						X								

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Metrics currently being considered for outcomes-based funding are in blue.

Proposed Performance Metrics	State	Region	Research	Comp	AIKCU	KCTCS	EKU	KSU	MoSU	MuSU	NKU	WKU	UofL	UK
ii. Underrpresented minority						X								
iii. Low income						X								
6.b. Six year graduation rates of first-time, full-time baccalaureate degree-seeking undergraduate students (race at entry, Pell at entry)														
i. Total Cohort	X				X		X	X	X	X	X	X	X	X
ii. Underrepresented minority	X						X	X	X	X	X	X	X	X
iii. Low income	X						X	X	X	X	X	X	X	X
6.c. Four year campuses: First to second-year retention of first-time, full-time bachelor's degree-seeking students. Two year campuses: first to second year retention of first-time, full- and part-time, degree- and credential-seeking students (race at entry; Pell at entry)														
i. Total Cohort	X				X	X	X	X	X	X	X	X	X	X
ii. Underrepresented minority	X						X	X	X	X	X	X	X	X
Iii. Low income	X						X	X	X	X	X	X	X	X
6.d. Average number of credits earned by bachelor degree graduates at four-year institutions and associate's degree graduates at KCTCS	X					X	X	X	X	X	X	X	X	X

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6.e. Student progression														
i. Number of full- and part-time undergraduate students who complete 60 hours in a given year	X						X	X	X	X	X	X	X	
a. URM	X						X	X	X	X	X	X	X	
b. Low Income	X						X	X	X	X	X	X	X	
ii. Number of full- and part-time undergraduate students who complete 90 hours in a given year	X						X	X	X	X	X	X	X	
a. URM	X						X	X	X	X	X	X	X	
b. Low Income	X						X	X	X	X	X	X	X	
iii. Number of full-time undergraduate students who complete 30 or more credit hours in any one year.	X													X
a. URM	X													X
b. Low Income	X													X
6.f. Six-year college completion rate of all students who start at a Kentucky postsecondary institution regardless of where they graduate	X													
7.a. Number of first-time, degree-seeking KCTCS students						X								

Proposed Performance Metrics	State	Region	Research	Comp	AIKCU	KCTCS	EKU	KSU	MoSU	MuSU	NKU	WKU	UofL	UK
who transfer to a public or independent four-year postsecondary institution with an Associate's degree.														
7.b. Number of first time KCTCS students transferring credit to a public or independent four-year postsecondary institution as a degree-seeking student.						X								
8.a. Each campus will identify a measure of academic quality from from the list below that reflects a high impact educational practice.														
i. Study Abroad/Study Away										X				X
ii. Service Learning									X					
iii. Undergraduate Research and Creative Works							X	X			X	X	X	
iv. Value Added Certificates and/or Other CTE/Workforce Certificates						X								
8.b. Each campus will identify a measure of academic excellence/quality educational outcomes.								TBD		TBD				
i. Passage rates on licensure and certification exams						X								
ii. Number of peer-reviewed faculty publications														X

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Proposed Performance Metrics	State	Region	Research	Comp	AIKCU	KCTCS	EKU	KSU	MoSU	MuSU	NKU	WKU	UofL	UK
iii. Average ACT/SAT									X					
iv. Masters Degrees with Theses												X		
v. Faculty Development/Training							X				X		X	
9.a. The percent of Kentuckians age 25-64 with a postsecondary certificate or degree.	X	X												
9.b. Number of degrees and credentials conferred, by level (race at time of degree; Pell at any time from 2005-06 on)														
i. Certificates	X					X								
a. URM Certificates	X					X								
b. Low Income Certificates	X					X								
ii. Diplomas	X					X								
a. URM Diplomas	X					X								
b. Low Income Diplomas	X					X								
iii. Total Associate	X					X								

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2016-20 Strategic Agenda, Objectives and Performance Metrics** (DRAFT -- FOR DISCUSSION PURPOSES ONLY)

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Proposed Performance Metrics	State	Region	Research	Comp	AIKCU	KCTCS	EKU	KSU	MoSU	MuSU	NKU	WKU	UofL	UK
a. URM Associate	X					X								
b. Low Income Associate	X					X								
iv. Total Baccalaureate	X				X		X	X	X	X	X	X	X	X
a. URM Baccalaureate	X				X		X	X	X	X	X	X	X	X
b. Low Income Baccalaureate	X				X		X	X	X	X	X	X	X	X
v. Total Graduate and Professional	X				X		X	X	X	X	X	X[1]	X	X
a. URM Graduate and Professional	X				X		X	X	X	X	X	X	X	X
10.a. STEM+H degrees and credentials conferred.	X				X	X	X	X	X	X	X	X	X	X
10.b. Non-credit workforce training						X								
10.c. Percent of graduates who complete internships and/or co-ops	X						X	X	X	X	X	X	X	X
10.d. Percent of associate and baccalaureate degree graduates working in Kentucky or pursuing additional education a year after graduation.	X					X								
11.a. Research expenditures[2]														

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[1] WKU's institution-specific metric for the outcomes based funding model is doctoral degrees conferred.

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Metrics currently being considered for outcomes-based funding are in blue.

Proposed Performance Metrics	State	Region	Research	Comp	AIKCU	KCTCS	EKU	KSU	MoSU	MuSU	NKU	WKU	UofL	UK
i. Total Research Expenditures in all fields (Source: HERD Survey)			X									X	X	X
ii. Extramural Research and Development in all Fields (Less Institutionally Financed Research and Development Expenditures. Source: HERD Survey)			X									X	X	X
11.b. Clinical Trial Revenue													X	
12.a. Institutions' annual performance presentations to the Council will include information highlighting regional development activities, outreach and public service that have a demonstrated, quantifiable impact, address regional priorities, and engage community partners such as businesses, government or non-profits.					X	X	X	X	X	X	X	X	X	X
12.b. Healthcare-related metric (TBD)														X

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**Detailed definitions for all the metrics are being are being finalized in partnership the campus Institutional Research offices. A technical guide will be available in December.

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[2] The comprehensive institutions are permitted to set targets for and report on the research expenditure metric for the strategic agenda accountability system, but it is not mandatory.

Postsecondary Education Performance Presentation
Kentucky State University

In February 2011, the Council on Postsecondary Education approved *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education*. Kentucky State University staff will provide updates on their progress for the four focus areas of the Strategic Agenda.

Staff preparation by Heather Bingham

STRONGER by DEGREES

Kentucky State University

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Raymond M. Burse

November 12, 2015

Kentucky Council on Postsecondary Education

INSTITUTIONAL PROFILE
Kentucky State University

July 1, 2014

"Let's Get it Started"

INSTITUTIONAL PROFILE
Kentucky State University

June 2014 Expectation
KSU needs a few repairs

June 2014 Reality
KSU is in total disarray

INSTITUTIONAL PROFILE
Kentucky State University
2014-2015

TRANSFORMATION	
Why at this time? Why now?	
Graduation Rates	18% (2009 Cohort now 23%)
Retention Rates	44.3% (2013-14 to 2014-15)
Broken Processes	Can not collect money from enrolled students
Finance Structure	Structural imbalance

INSTITUTIONAL PROFILE
Kentucky State University

INSTITUTIONAL PROFILE
Kentucky State University

2014-2015

Hand to Hand combat … brute force
Fighting wildfires ………. Admissions, Registrar, Banner,
                    Facilities, Advising, University Bulletin

No time to change foundation and structure
Fixing as we go.

INSTITUTIONAL PROFILE
Kentucky State University
2014-2015

INSTITUTIONAL PROFILE
Kentucky State University
2014-2015

THE WALL STREET JOURNAL.

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http://www.wsj.com/articles/the-watchdogs-of-college-education-rarely-bite-1434594602

U.S. | EDUCATION

The Watchdogs of College Education Rarely Bite

Accreditors keep hundreds of schools with low graduation rates or high loan defaults alive

Rachel Williams dropped out of Kentucky State University after piling up about $34,000 in federally backed loans. *PHOTO: TAYLOR GLASCOCK FOR THE WALL STREET JOURNAL*

By ANDREA FULLER and DOUGLAS BELKIN
June 17, 2015 10:30 p.m. ET

Most colleges can't keep their doors open without an accreditor's seal of approval, which is needed to get students access to federal loans and grants. But accreditors hardly ever kick out the worst-performing colleges and lack uniform standards for assessing graduation rates and loan defaults.

INSTITUTIONAL PROFILE
Kentucky State University

New Org Structure
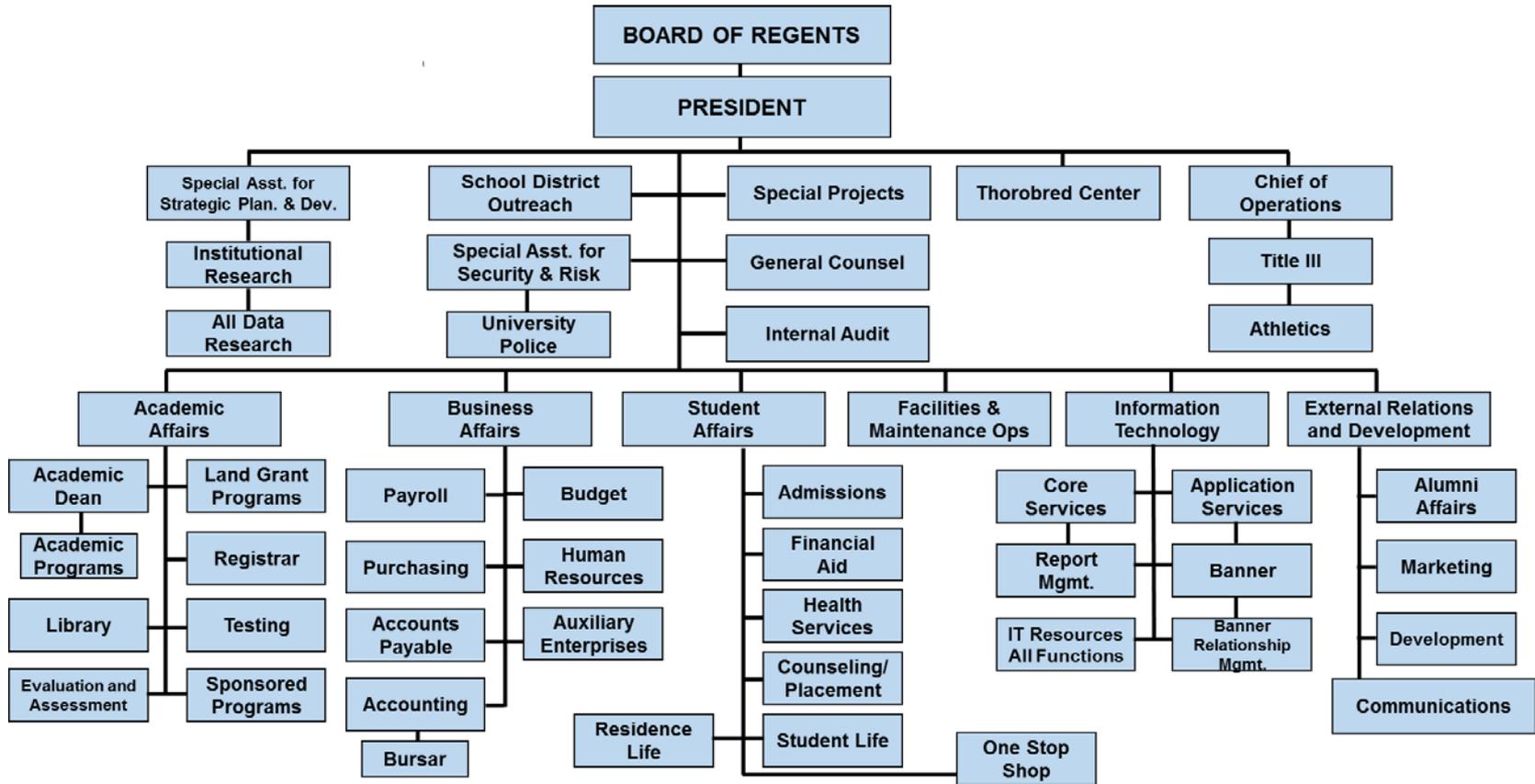
INSTITUTIONAL PROFILE
Kentucky State University

- KSU is committed to transformation.

- "In All Things Excellence" is KSU's new theme.

- Enrollment Fall 2015 – 1,586 (down 16% from 1,895 in Fall 2014) with all the students being engaged and financially viable.

- Retention rate for 2014-2015 – 60.2%. This is KSU's highest rate in 10 years and is a 38% increase from the previous year.

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INSTITUTIONAL PROFILE
Kentucky State University

- KSU is focusing to recruit service area students, and meet the needs of Kentucky businesses

- Hired an Academic and School District Outreach director to build new and strengthen existing community ties

- Hired Business and Community Outreach director to align with workforce development needs and further community involvement

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INSTITUTIONAL PROFILE
Kentucky State University

- KSU restructured to provide a personalized student-centered advising model that delivers overall effectiveness

- Academic administration streamlined from multiple Deans of Colleges to a single Dean of the University

- KSU is actively recruiting top-notch and diverse faculty and department chairs to bolster quality and increase diversity

- KSU successfully transitioned to a SACSCOC Level V institution to offer Doctor of Nursing Practice (DNP)

INSTITUTIONAL PROFILE
Kentucky State University

- Re-invigorated the State Government Employee Programs
  - ➢ enhanced tuition incentives
  - ➢ surveyed participants to better align courses to needs

- KSU began enforcing minimum admissions requirements of 2.5 GPA and 18 ACT composite

- Aquaculture remains a premier rated national and international program

- Committed to restoring and enhancing Nursing, Teacher Ed, and Public Administration programs

KSU STRATEGIC PLAN 2020

March 2015

- Culture Change

- Data on Past Performance is Eye Opening

- Forming a Team

- Wearing the Big Hat

- Focusing on the Common Goal

Strategic Planning

- Phase One · Where are we now?
- Phase Two · Where are we going?
- Phase Three · How did we get there?
- Phase Four · Are we on track?

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INSTITUTIONAL PROFILE
Kentucky State University

KSU STRATEGIC PLAN 2020

April 2015

- Cross-function team formed with >20 faculty and staff enthusiasts
- Purposeful lag of CPE Strategic Plan for goal alignment

October 2015

- ✓ Mission – Embraces our heritage and learns from past
- ✓ Vision – Aligns with Community, State, Business and Global imperatives
- ❑ Institutional Effectiveness Model and Competitive Benchmarking are in-process

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2011-15 STRATEGIC AGENDA
Four Focus Areas

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS
Kentucky State University

Performance Metric	Baseline*	2010-11*	2011-12*	2012-13**	2013-14	Target	Progress: Baseline to Target	
New Teacher Excellence	4.4%	9.2%	8.4%	5.6%	<5%	--	--	--

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

** *Change for 2012-13 data: Percent of teaching program graduates scoring in the top 25 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.*

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http://dataportal.cpe.ky.gov/dashboard.shtm

COLLEGE READINESS
Kentucky State University

Declines are due to programmatic ineffectiveness (TeacherEd)

To combat and reverse this decline, KSU is engaged in these best practices:

- Leadership change with New Acting Chair

- Restructuring program to include high-quality engaged faculty to ensure a rigorous curriculum that prepares 21st century learners for the study and practice of education across all levels

- Comprehensive adoption of best practices in advising and retention strategies, as well as preparation for national exam

COLLEGE READINESS
Kentucky State University

- The Commonwealth continues to struggle with achievement gaps throughout the state

- Additional state support will allow KSU to create a premier Teacher Ed program focusing on closing achievement gaps through cultural competency

- KSU is working to expand and create new programs to help existing teachers develop their cultural competency and will continue expanding these programs

COLLEGE READINESS
Kentucky State University

Four Endowed Chairs

Chair in Humanities

Chair in Mathematics and Sciences

Chair in Business

Chair in Education

STUDENT SUCCESS
Kentucky State University

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Degrees and Credentials (Total)	304	328	346	301	370	320	100%	⭐ Met Target
Bachelor's Degrees	213	226	229	206	272	232	100%	⭐ Met Target
Master's Degrees	54	44	64	50	49	63	0%	🔻 Losing Ground

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STUDENT SUCCESS
Kentucky State University

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Bachelor's Graduation Rate	22.7%	21%	13.1%	18.4%	20.1%	26.4%	0%	
Low Income	22.2%	21.4%	12.1%	17.4%	19.7%	--	--	--
Non Low Income	38.2%	49%	41.8%	18.6%	20.7%	--	--	--
Underprepared	17.6%	20.6%	11.8%	17.3%	15.2%	--	--	--
Prepared	31%	39.3%	39.3%	21.1%	39.6%	--	--	--
Underrepresented Minority	24.4%	22.1%	12.6%	18.2%	21.2%	--	--	--
Non-Underrepresented Minority	18.6%	26.9%	15.1%	18.8%	14.6%	--	--	--

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STUDENT SUCCESS
Kentucky State University

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Transfers from KCTCS	110	125	125	147	127	115	100%	⭐ Met Target
Grants to low-income students in excess of direct costs*	$31	$0	$898	$886	$1,888	$30	100%	⭐ Met Target

*Average grant and scholarship aid received by full-time, in-state Pell grant recipients in excess of tuition, mandatory fees and book costs. Amounts reflect money to help pay indirect costs like room and board and transportation.

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

STUDENT SUCCESS
Kentucky State University

- Recruitment and retention are a primary focus of the transformation plan for Kentucky State University

- An enrollment management consultant (Scannell & Kurz) has been engaged to help KSU develop a new enrollment management plan

- Academic consultant, Karla Hughes, retained and has begun top-down Academic review for structure and effectiveness

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STUDENT SUCCESS
Kentucky State University

- Additional state funding is needed for a number of recruitment and retention initiatives.

  o Enhanced academic advising and contact system.

  o Warning and probation program.

  o Enhanced academic support for courses with a DFW rate of 30% or higher.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Kentucky State University

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Externally-Funded Research and Development (in thousands)	$5,189	$4,553	$6,794	$5,558	$5,662	$5,189	100%	⭐
STEM+H Degrees	80	82	126	114	113	115	94%	⬆ On Track

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Kentucky State University

- Land Grant Match funding is an ongoing issue for KSU
- Currently matched at 50%
- Match deficit of $3,371,000 in FY 2016
- Additional state match funds will allow significant increases in both research and public service activities
  - Nine new research professorships in agricultural research
  - Six additional small farm extension agents to be deployed in SOAR, Promise Zone and urban areas in Kentucky

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Kentucky State University

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Kentucky State University

Small Scale Farm Grant Program
All Applications Approved
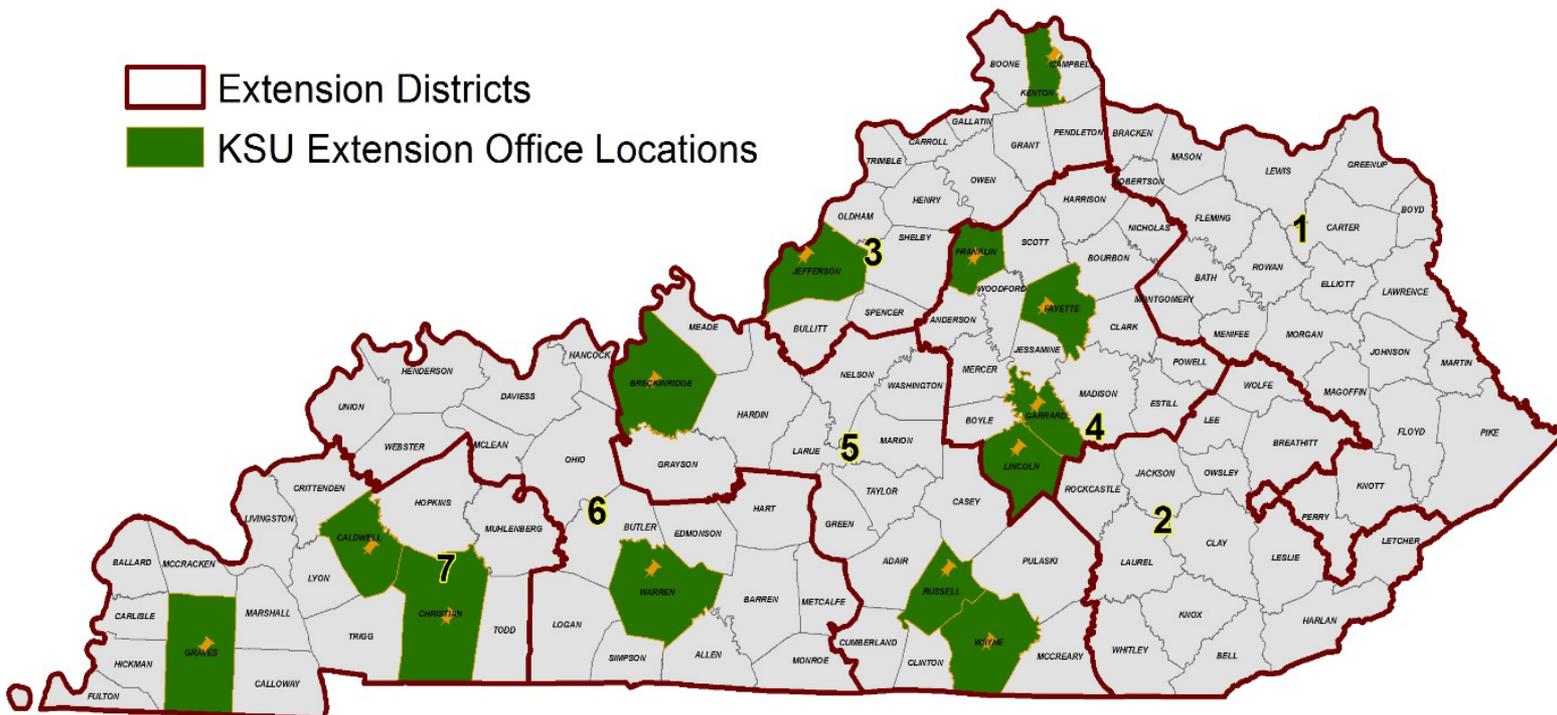
EFFICIENCY AND INNOVATION
Kentucky State University

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Online Learning (Percent of all credit earned through online learning)	12.6%	15.4%	19.5%	21.6%	23.1%	15.6%	100%	⭐
Credits Earned By Degree Graduates*	148	143.8	143.2	146.3	140.3	130	--	--

*Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning. From baseline year through 2011-12, this metric measured credits "attempted". In 2012, the Council voted to change the metric to measure credits "earned", and this went into effect for academic year 2012-13 .

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EFFICIENCY AND INNOVATION
Kentucky State University

- KSU is in the beginning stages of implementing a new Enterprise Resource Planning system from Oracle
- Oracle delivers integrated reporting capabilities, dashboards, visualizations and analytics which will provide the information needed to make decisions and achieve goals for success
- Business processes will be streamlined and reengineered to industry best practice standards
- KSU is building a sustainable training system that ensures employees remain proficient on the new system

EFFICIENCY AND INNOVATION
Kentucky State University

The Opportunity

- Improving Data Quality
- Streamlined Process thru reengineering
- Decisions Based Data Analytics

Student	Academic Institution	Employer
• Improved Student Engagement • Improved Learning Outcome • Career Success & Pathways • Intervention & Remediation	• Improved Student Retention • Maximize Student Success • Resource Optimization • Business Intelligence & Reporting • Curriculum Audit	• Informed Hiring Decisions • Improved Employee Retention & Engagement • Maximize Employee ROI • Reduce Training Costs

EFFICIENCY AND INNOVATION
Kentucky State University

Summary…..

- KSU is putting structure in place to deliver better organization, better student progress monitoring, better customer service and overall effectiveness

STRONGER by DEGREES

Kentucky State University

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Raymond M. Burse

November 12, 2015

Kentucky Council on Postsecondary Education

Institutional Progress Update
Kentucky Community & Technical College System

In February 2011, the Council on Postsecondary Education approved *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education*. Kentucky Community and Technical College System president, Jay Box, will provide a final update on their progress on the four focus areas of the Strategic Agenda.

Staff preparation by Heather Bingham

INSTITUTIONAL PROFILE
KCTCS

Academic Year 2014-2015
116,614 students enrolled

- **12,965 dual enrollment/dual credit students**
- **91,286 enrolled in at least one on-line course**
- **63% part-time**
- **55% female**
- **89% received financial aid (Fall 2014)**
- **28.5 average age**
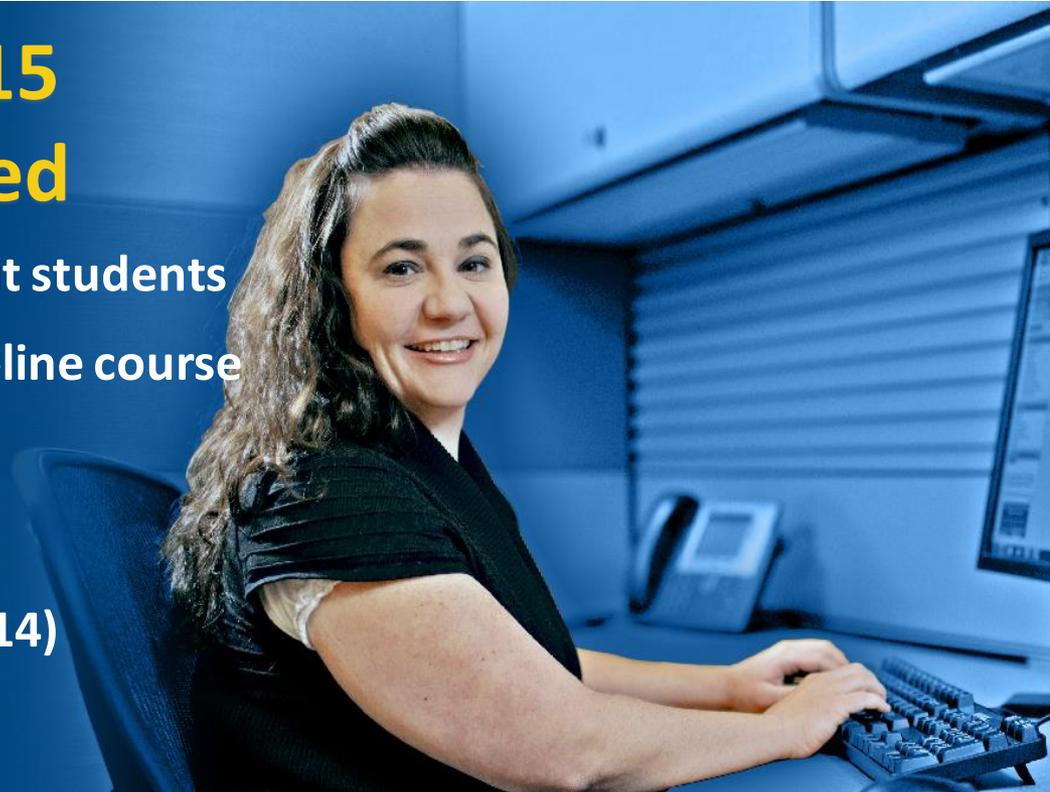
2011-15 STRATEGIC AGENDA
Four Focus Areas

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS
KCTCS

Performance Metric	Baseline*	2010-11*	2011-12*	2012-13**	2013-14	Target	Progress: Baseline to Target
New Teacher Excellence	Teacher preparation programs are only offered at the bachelor's degree level, not at KCTCS.						

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

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COLLEGE READINESS
KCTCS

2014-2015 Academic Year

- 12,965 high school students in dual credit

- 59% of first-time students tested into at least one developmental education area

- Operated 50 adult education centers serving 11,285 adults

- 1,499 students served through Accelerating Opportunity since inception

STUDENT SUCCESS
KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Degrees and Credentials (Total)	24,838	27,813	28,544	28,469	31,715	25,084	100%	⭐ Met Target
Associate Degrees	7,270	7,899	8,953	8,875	9,580	9,500	100%	⭐ Met Target
Diplomas	1,938	2,385	2,276	2,187	2,264	2,200	100%	⭐ Met Target
Certificates	15,630	17,529	17,315	17,407	19,871	--	--	--

STUDENT SUCCESS
KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Associate Graduation Rate	12.6%	13.6%	13.1%	12.8%	13.8%	14.8%	55%	⬆ On Track
Low Income	10.8%	10.9%	11.7%	10.4%	10.7%	--	--	--
Non Low Income	13.9%	16.7%	15.5%	18.2%	20.9%	--	--	--
Underprepared	7.5%	11.3%	8.9%	8.6%	9.5%	--	--	--
Prepared	22.8%	26.3%	23.7%	24.4%	28.2%	--	--	--
Underrepresented Minority	7.2%	7.3%	7.7%	6.8%	6.7%	--	--	--
Non-Underrepresented Minority	13%	14.1%	13.7%	13.5%	15%	--	--	--

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STUDENT SUCCESS
KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Transfers to Four-Year Colleges and Universities	8,376	9,683	12,492	12,046	12,383	9,580	100%	⭐ Met Target
Grants to low-income students in excess of direct costs*	$2,025	$2,736	$1,989	$2,305	$2,400	$2,025	100%	⭐ Met Target

Average grant and scholarship aid received by full-time, in-state Pell grant recipients in excess of tuition, mandatory fees and book costs. Amounts reflect money to help pay indirect costs like room and board and transportation.

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STUDENT SUCCESS KCTCS

KCTCS CREDENTIALS AWARDED SINCE 2000
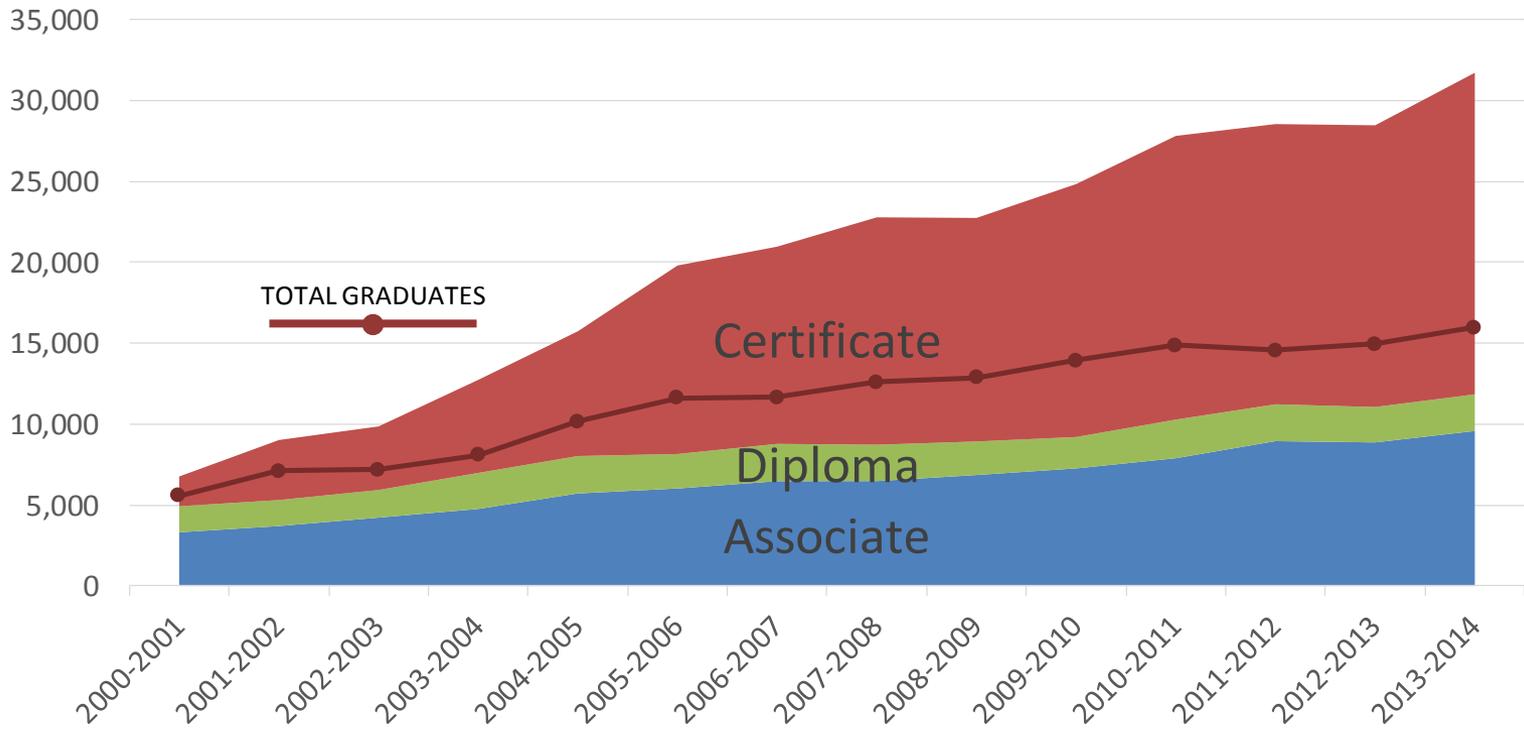
Source: Official data as reported to CPE.
Definition: Annual count of associate degrees awarded.

STUDENT SUCCESS
KCTCS

In 2013-14

- 85% of first-time takers passed licensure and certifications examinations, compared to a 77% national average.

- 3,626 students graduated in high wage, high demand programs.

STUDENT SUCCESS KCTCS

MEDIAN WAGES FIVE YEARS AFTER COMPLETION

Median Annual Wages of Working Adults with Just a High School Diploma
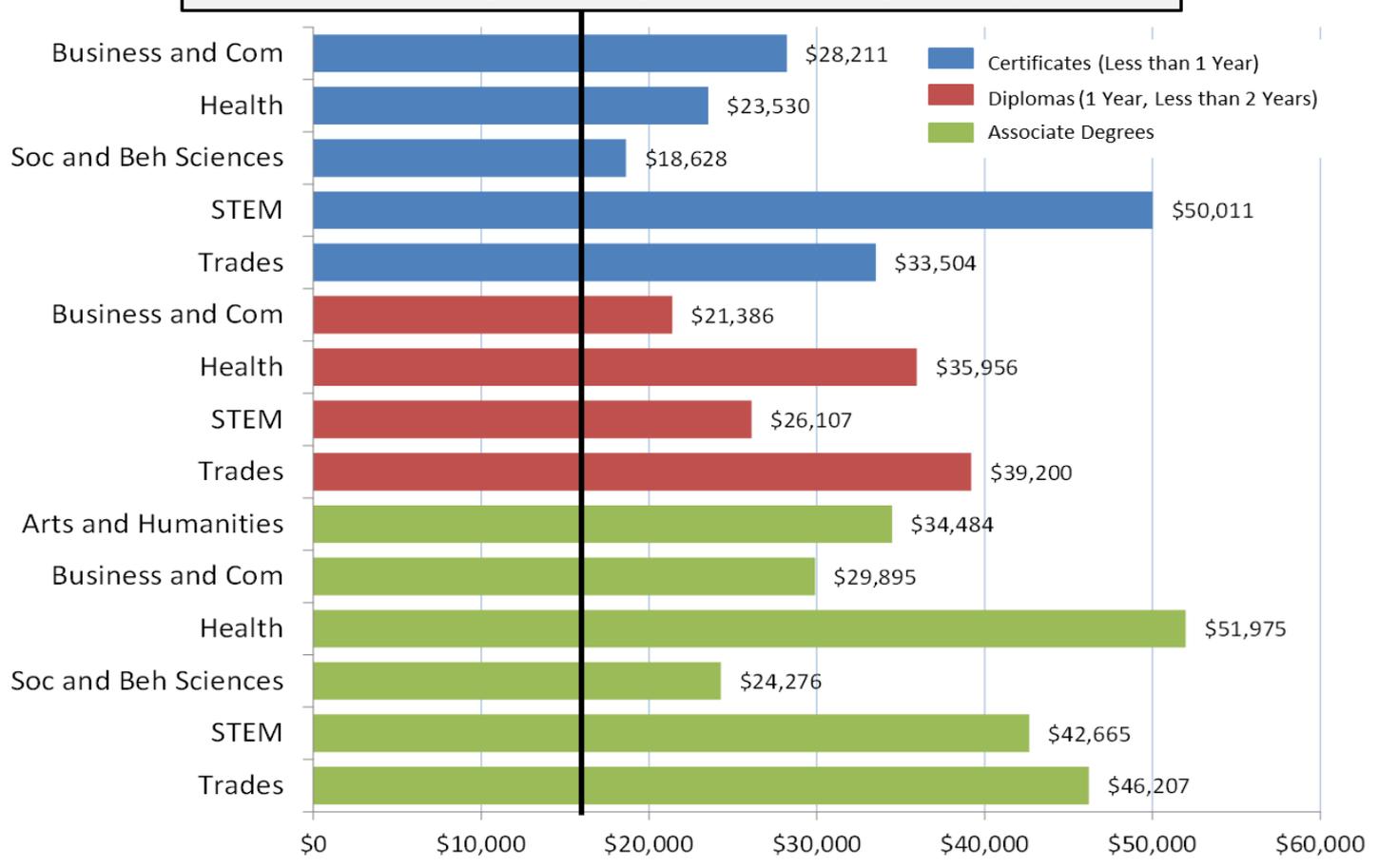
Certificates (Less than 1 Year)
- Business and Com: $28,211
- Health: $23,530
- Soc and Beh Sciences: $18,628
- STEM: $50,011
- Trades: $33,504

Diplomas (1 Year, Less than 2 Years)
- Business and Com: $21,386
- Health: $35,956
- STEM: $26,107
- Trades: $39,200

Associate Degrees
- Arts and Humanities: $34,484
- Business and Com: $29,895
- Health: $51,975
- Soc and Beh Sciences: $24,276
- STEM: $42,665
- Trades: $46,207

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
STEM+H Degrees and Credentials	9,275	10,480	10,270	10,501	11,406	10,004	100%	⭐

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
KCTCS

In 2014

KCTCS workforce training served 5,573 companies and trained 49,089 individuals
- **19,502 non-credit**
- **29,587 credit**

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
KCTCS

KCTCS-TRAINS

Training Type	Definition	KCTCS-TRAINS
Relocated Business/Industry or Expansion of Current Business/Industry	Companies creating new jobs	100%
Incumbent Worker Occupational Specific Training	Occupational specific skills upgrade training for existing employees	50%/50%
New Program Development	Development of new programs aligned to the local labor market workforce needs	Start-up Grants

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
KCTCS

KCTCS-TRAINS

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Average Trainee Wage	$22.82	$23.52	$23.27	$24.82	$26.05	$24.95	$24.18	$25.22	$25.14	$28.13
Number of Projects	76	130	167	144	162	160	165	166	189	120

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
KCTCS

- **Partnership between KCTCS, employers, and high schools**
- **Work and learn model**
- **8 KYFAME chapters thus far**
- **150+ employers statewide**
- **Expanding from manufacturing to other industry sectors**
  - **Information Technology;**
  - **Healthcare;**
  - **Finance;**
  - **Business;**
  - **Engineering**

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
KCTCS

KENTUCKY SKILLS NETWORK

Kentucky UNBRIDLED SPIRIT — Cabinet for Economic Development	Kentucky Career Center — Career Training Employer	KCTCS — HIGHER EDUCATION BEGINS HERE	LABOR CABINET Kentucky
The Cabinet for Economic Development is the primary state agency in Kentucky responsible for encouraging job creation and retention, and new investment in the state.	Focus|Career™ is a tool for unemployed workers or employees looking for a new career opportunity and provides both a professional resume builder and a path to job registration.	KCTCS is the Kentucky Skills Network's primary provider of workforce education, delivering stateweide programs and services that address the needs of both businesses and workers.	The Labor Cabinet's mission is to administer Kentucky's workplace standards and workers compensation laws through education, mediation, adjudication and enforcement.

EFFICIENCY AND INNOVATION
KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	2013-14	Target	Progress: Baseline to Target	
Online Learning (Percent of all credit earned through online learning)	22.7%	25.8%	29.0%	32.9%	32.5%	25.0%	100%	⭐
Credits Earned By Degree Graduates*	93.0	93.6	93.3	91.1	91.4	--	--	--

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

EFFICIENCY AND INNOVATION KCTCS

Program Alignment Tool (PAT)

- Online tool to:

    - inform decisions about resource allocation

    - assess the strength of academic programs in terms of labor market outcomes for graduates

    - assess the local economy's need for programs not currently offered by the college.

Thank You.

QUESTIONS?