KY COUNCIL ON POSTSECONDARY EDUCATION
MEETING AGENDA

Thursday, February 21, 2019 - 9:00 AM
CPE Offices, Conf. Rm A

1. **Welcome Remarks**
   Chair Sherrill Zimmerman will provide welcoming remarks and give the overview of the day. President Aaron Thompson will provide additional comments on the Council's recent work and other related matters.

2. **Prioritizing the work: Revisiting the 2016-21 Strategic Agenda and its strategies, objectives, and KPIs**   2
   Through a series of breakout groups, the Council will determine 3-4 priorities to focus on for the next year aligned with each of the Strategic Agenda priority areas, and will discuss how to monitor progress and measure success.

3. **Lunch with CPE staff members**
   All CPE staff have been invited to join the Council members for lunch and casual conversation.

4. **Making it Happen: The role of the board and individual members in achieving success**   89
   Through self-driven exercises, the Council will determine the best format for effective and efficient meetings, develop a committee structure that best supports the work priorities of the board, have a clear understanding of board's operating structure and how it interacts with CPE staff, and will know how they can contribute directly (individually and collectively) to the work of the board.

5. **Adjournment - 5:30 p.m.**
   Council members are invited to attend a dinner at 6:30 p.m. at Serafini's Restaurant, located at 243 W Broadway St, Frankfort, KY 40601.
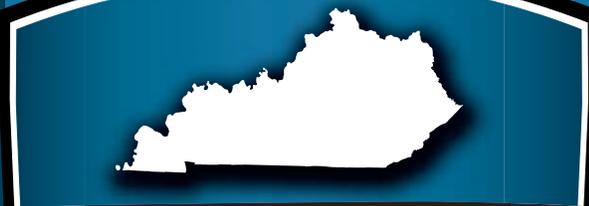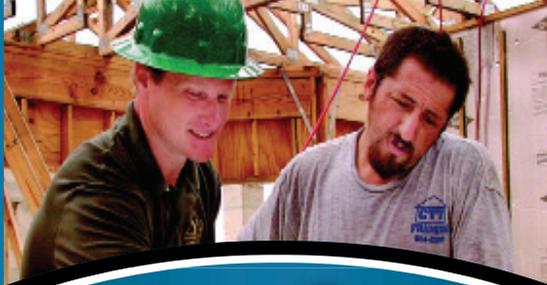
STRONGER
by degrees

A PLAN TO CREATE A MORE EDUCATED & PROSPEROUS KENTUCKY
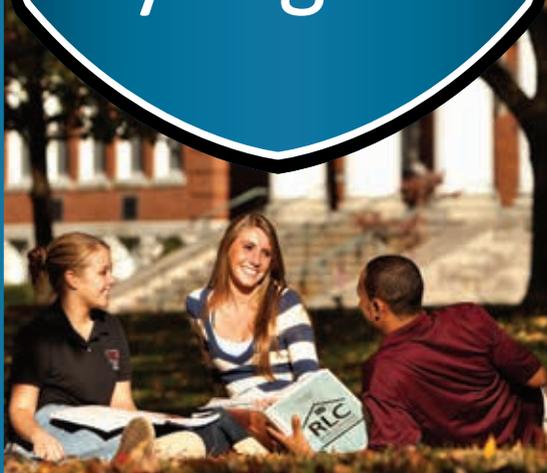
2016-2021
Strategic Agenda for Postsecondary and Adult Education

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's adult and higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, and accessible system of postsecondary education.

Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- administering adult education programs serving every county in Kentucky.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

In many respects, 2016 marks the beginning of a new day for Kentucky. We have a newly elected governor and a team of new cabinet secretaries who have pledged to work across the aisle to chart a different course for this great Commonwealth. The notion of a new day brings with it the hope and excitement that collectively we will find innovative solutions to move our state forward. It is against this backdrop that Kentucky's higher education system introduces "Stronger by Degrees," the new Strategic Agenda for Postsecondary and Adult Education that will guide postsecondary policy and practice from 2016 through 2021.

This new day, with all its promise, nevertheless reveals some persistent, endemic problems. Poverty, poor health, and an undereducated, underemployed workforce have long limited our ability to attract high-wage jobs and produce sufficient revenue to fund the essential services Kentucky needs. Our long-term capacity to address these challenges will be greatly enhanced if we can accelerate economic growth. **Increasing the education and skill levels of current and future employees is the most effective way to catalyze economic development.** That is where our postsecondary system comes into play.

At the heart of this Strategic Agenda is a goal to raise Kentucky's educational attainment level to 60 percent by the year 2030, up from its current level of 45 percent. In simple terms, this means that we need over half of Kentuckians between the ages of 25-64 to have completed vocational or technical training at the certificate or associate level, or liberal arts or professional education leading to a baccalaureate or graduate degree. Strengthening the employability and educational skills of Kentuckians is critical if we hope to move people out of poverty and into jobs that pay a decent wage.

This Agenda identifies high-level objectives, strategies, and metrics that will help us **improve college readiness and enrollment, produce more certificates and degrees aligned with workforce needs, and work closely with local communities to enhance their standard of living and quality of life.** This plan is the product of hundreds of hours of work and thought from hundreds of contributors, including members of the Council on Postsecondary Education, campus leaders, faculty members, students, state agencies, policy leaders, representatives from the business community, the Kentucky Higher Education Assistance Authority, the Education Professional Standards Board, P-12 educators and administrators, and the public at large through a series of policy forums and town hall meetings.

This agenda focuses not only on the short-term actions necessary to address our most pressing challenges, but on long-term solutions as well. There is no question that investing in public colleges and universities, and pairing their efforts with targeted economic development strategies, can expand the number of people in high-paying jobs, increase tax revenue without having to raise tax rates, improve the health of our citizens, and lower public and private expenditures on healthcare costs.

Guided by this Agenda, our postsecondary system is prepared to embrace this new day as an opportunity to build a more skilled and prosperous Commonwealth. I urge you to support us in this monumental endeavor.

Robert L. King, President
Council on Postsecondary Education

VISION:

Kentucky will experience greater prosperity and a higher quality of life through increased educational attainment, workforce readiness, research and innovation.

MISSION:

Kentucky's postsecondary system enhances the health and well-being of our citizens by preparing students to create and apply new knowledge and excel in a global economy and culture.

WE VALUE:

- Academic excellence and student success.
- Broad access to adult and higher education, both powerful tools to combat poverty.
- Inclusion, equity and diversity.
- Postsecondary education's ability to catalyze economic and community development.
- Adequate funding for postsecondary education as a critical investment in Kentucky's future.
- Collaboration and mutual respect among all postsecondary providers and partners.
- Business and community partnerships.
- Accountability, transparency, and fiscal stewardship.

STRONGER by degrees

Kentucky's postsecondary and adult education system will create greater prosperity and strengthen our economy and quality of life by degrees.

In 1997, the General Assembly adopted the *Postsecondary Education Improvement Act of 1997* (HB 1), a bold and visionary act to reform Kentucky's public system of higher education. This piece of legislation established broad goals for increasing educational attainment at all levels, and charged the Council on Postsecondary Education with coordinating the change and improvement necessary for Kentucky to raise our standard of living and quality of life to meet or exceed the national average.

Accordingly, this new Agenda advances an ambitious goal—to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate from its current level of 45% to 60% by the year 2030. Achieving this goal is critical if the Commonwealth hopes to accelerate job creation, grow the economy, and expand our tax base through the contributions of a more skilled, productive workforce. Additionally, high levels of educational attainment are correlated with better health; more informed, engaged citizens; and the kind of business and cultural endeavors that attract vibrant, creative, and entrepreneurial people to our state.

In developing this Agenda, the Council reached out to hundreds of contributors—representatives of education, business, and public and private-sector organizations from across the state—who identified both the major obstacles to overcome and the most promising strategies for success. Based on this feedback, the system will focus its work on three urgent priorities from 2016 through 2021:

> OPPORTUNITY. How can Kentucky encourage more people to take advantage of postsecondary opportunities?
>
> SUCCESS. How can Kentucky increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path?
>
> IMPACT. How can Kentucky's postsecondary system create economic growth and development and make our state more prosperous?

As we work toward our collective goals, the system will face a number of challenges: an uncertain state budget outlook, a growing and vocal demand from employers for talent, rising tuition and student debt, and the need to close achievement gaps for low-income and minority students. This Agenda is the system's road map for navigating these difficult conditions and ensuring an on-time arrival at our final destination.

Kentucky's BIG educational attainment goal

Includes adults (ages 25-64) with at least a postsecondary certificate or higher

45% in 2013
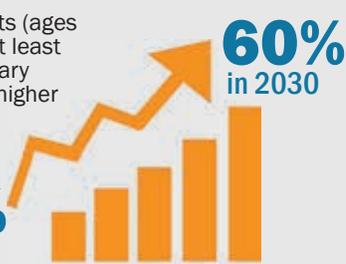
60% in 2030

The benefits associated with higher levels of educational attainment include:

- A higher per capita income and lower poverty rates.
- Accelerated job growth.
- Increased tax revenue through the contributions of a skilled, productive workforce.

Source: National Center on Higher Education Management Systems, 2015.

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OPPORTUNITY

Kentucky will be stronger by ensuring 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 that grant bachelor's degrees across the state with distinct identities and strengths. There are nationally-ranked graduate and professional 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 rates of participation.** Low-income students do not go to college at the same rate as more financially advantaged students—neither do underrepresented minority students, students from rural regions of the state, or non-traditional adult students. These participation and achievement gaps create 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.

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OPPORTUNITY

LEGISLATIVE MANDATES

HB 1 (1997) states that "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky's postsecondary institutions." Goal 1 envisions a "seamless, integrated" educational system.

SB 1 (2009) directs the elementary, secondary, and postsecondary systems to align revised K-12 academic standards with college readiness requirements and expectations. SB 1 declares that "schools shall expect a high level of achievement of all students."

The Adult Education Act (2000) calls on the postsecondary and adult education system to "significantly elevate the level of education of the adults of the Commonwealth."

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-academic factors—like grit and organizational 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 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 a larger portion 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 provide sufficient support for our colleges and universities and for state financial aid programs. Higher education must continue to 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.

OPPORTUNITY

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

Strategies:

1.1. Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported, and accommodated.

1.2. Promote inclusive excellence, which is 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 new Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion and the associated degree eligibility process.

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

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

Strategies:

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

2.2. Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities.

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

2.4. Work with KDE to ensure more students have access to high quality Advanced Placement, International Baccalaureate, and early college experiences.

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 high school and adult students who are not on track to be college-ready.

2.7. 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.

2.8. 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.

Strategies:

3.1. Work with GEAR UP KY, KDE, KHEAA, educational providers, community-based organizations and other statewide partners to improve college and career awareness through outreach initiatives.

3.2. Expand the availability of flexible, affordable, competency-based postsecondary programs, as well as strategies like employer partnerships and Project Graduate, to support working-age adults in the pursuit of job-enhancing postsecondary credentials.

3.3. Support efforts to improve postsecondary access, workforce readiness, and the technology infrastructure of rural Kentucky.

3.4. Coordinate a statewide communications strategy to raise awareness of the value and affordability of a postsecondary degree.

3.5. Expand collaborative models like the University Center of the Mountains to help provide postsecondary programs and academic support in 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.

Strategies:

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 proven strategies including Accelerating Opportunity, workforce preparation, integrated education and training, and integrated English literacy and civics.

OPPORTUNITY

OBJECTIVE 5 — **Expand financial access to postsecondary education.**

Strategies:

5.1. Maintain college affordability by advocating for sufficient state operating and financial aid support and moderating tuition increases.

5.2. Increase the number of students who complete the Free Application for Federal Student Aid (FAFSA).

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. Evaluate current state-mandated tuition waivers and associated costs and assess whether they are helping our neediest students.

Kentucky will increase college going and readiness.

### We must raise college-going rates to at least the U.S. average.

60% of KY high school graduates enroll directly in college (in-state or out-of-state) the year after graduation.
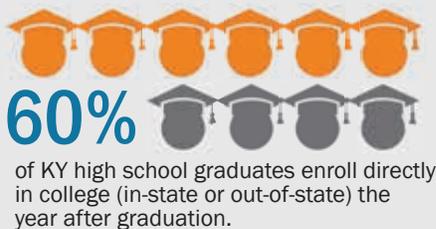
The college-going rate in the U.S. is **66%**

Source: KY Center for Education & the Workforce and the National Center for Education Statistics, 2013

We must increase college readiness so students don't have to take developmental courses.

30% of KY high school graduates who enroll directly in an in-state college or university do not meet college readiness standards in one or more subjects (English, mathematics, reading).
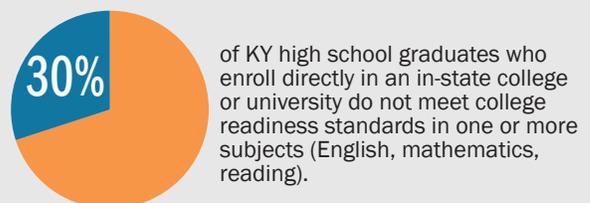
In-state freshmen not meeting college readiness standards, by sector:

56% KCTCS

25% Comprehensive Universities

8% Research Universities

Source: CPE Comprehensive Database, 2013-14

SUCCESS
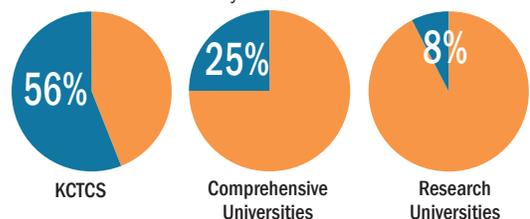
Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Kentucky's future prosperity 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 must graduate a larger percentage of them, faster, while maintaining academic quality and increasing 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 choice and take courses that do not move them closer to on-time graduation, especially if they wait too long to declare a major. Taking only 12 hours a semester, considered a full-time load at most universities 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 first-time, full-time bachelor's degree seekers enrolled in Kentucky public universities graduate within six years, and 24 percent of first-time, full-time 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 first-time, full-time students who start and finish at the same institution. This fails to account for part-time, returning, and transfer students, an increasing share of total postsecondary enrollments. To provide a more accurate picture of college completion, this strategic agenda will add a state-level measure of postsecondary completion that reflects outcomes for all of Kentucky's undergraduate students.

SUCCESS

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 possesses the education and skill levels to meet projected workforce needs, we must redouble our efforts to improve diversity and inclusiveness on college campuses, and provide academic supports that produce successful outcomes for all students.
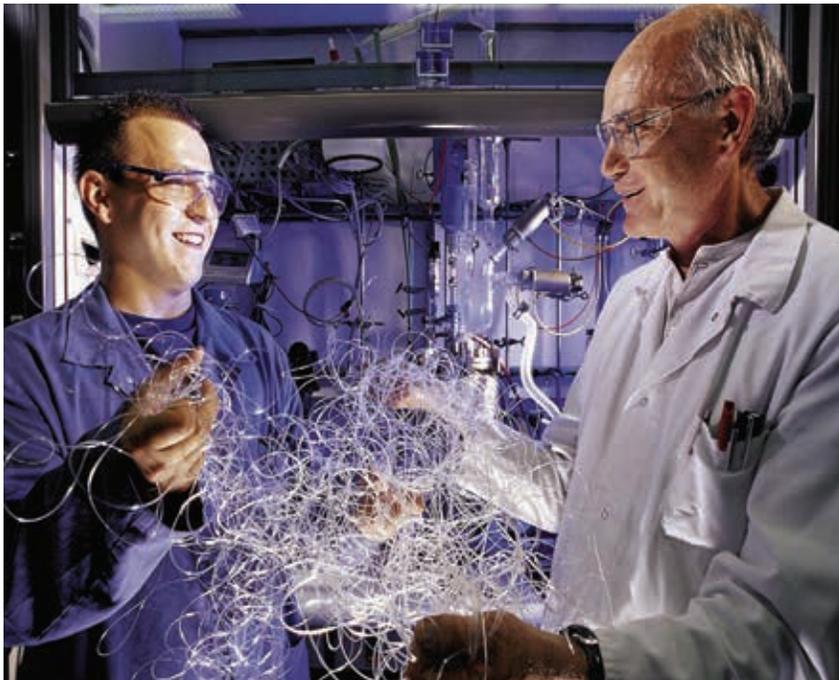
LEGISLATIVE MANDATES

Goal 6 of HB 1 (1997) addresses educational attainment, challenging Kentucky to "deliver educational services in quantities and of a quality comparable to the national average."

Goal 4 of HB 1 requires comprehensive universities to assure "statewide access to baccalaureate and master's degrees of a quality at or above the national average."

Goal 5 of HB 1 directs KCTCS to provide a pathway to bachelor's degree attainment through "a two-year course of general studies developed for transfer."

HB 160 (2010) calls for associate-level coursework at KCTCS to be accepted and credited to related bachelor's degree programs at public universities.

Second, colleges and universities must **make instruction more relevant, rigorous, and engaging.** Institutions must 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.** Kentucky should explore new approaches, such as having freshmen enroll in academic programs instead of individual courses, or giving them 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.

If our postsecondary system applies a laser-like focus on retention and graduation, we will be able to improve educational outcomes and produce the workforce Kentucky needs to thrive in the 21st century.

OBJECTIVE 6

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

Strategies:

6.1. Improve student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation.

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

6.3. Share, implement, and evaluate high-impact educational practices that accelerate persistence and completion.

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

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

6.6. Implement a new funding model with an outcomes-based component to reward institutions for increases in completion and other key metrics.

OBJECTIVE 7

Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

Strategies:

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

7.2. Increase 2-year to 4-year transfer by providing more degree pathways, completer (2+2) programs, and transfer advising.

7.3. 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.

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

SUCCESS

Promote academic excellence through improvements in teaching and learning.

Strategies:

8.1. Promote the use of authentic assessments 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 and similar measures.

8.4. 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).

8.5. Recognize the established strengths of institutions and encourage a differentiated postsecondary system in which institutions operate together as complementary parts of a whole.

Kentucky must increase completion and close gaps.

BACHELOR'S DEGREES IN 6 YEARS

49% of first-time, full-time bachelor's degree seekers graduate within 6 years

- **28%** underprepared students
- **37%** low-income students
- **36%** minority students
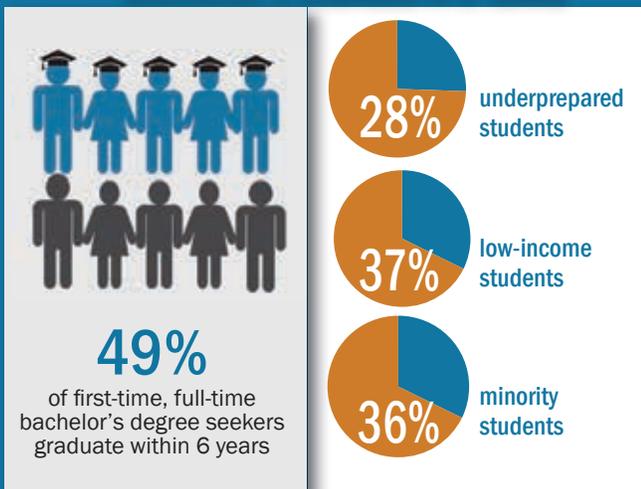
CERTIFICATES & ASSOCIATE DEGREES IN 3 YEARS

- underprepared students **21%**
- low-income students **21%**
- minority students **15%**

24% of first-time, full-time certificate and associate degree seekers graduate within 3 years
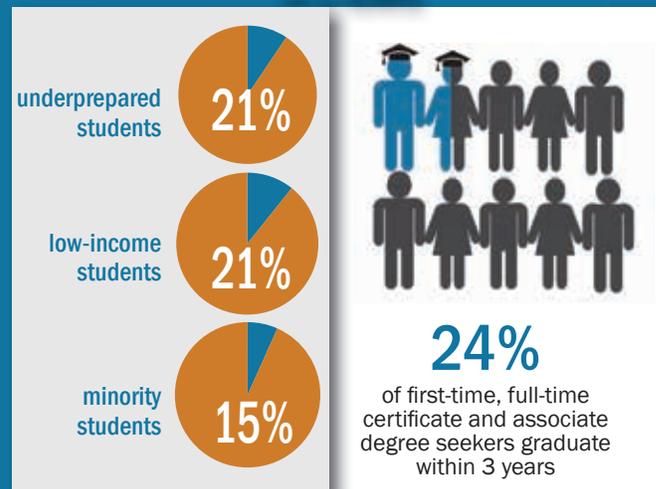
Graduation rate changes from 2011 to 2014

bachelor's	bachelor's	certificates & associate	certificates & associate
48% 2011	**49%** 2014	**24%** 2011	**24%** 2014

Source: CPE Comprehensive Database, 2013-14

IMPACT

Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.

This agenda advances a long-term, ambitious goal for the state of Kentucky: by the year 2030, we want 60 percent of Kentucky adults to obtain a high-quality postsecondary degree or certificate aligned with the state's workforce needs. Currently, only 45 percent of Kentuckians have obtained this level of education, substantially lower than the current national average of 52 percent.

Achieving this goal is critical to eradicating many of the chronic social ills that plague this great Commonwealth and hinder economic growth, such as poverty, addiction, disease, incarceration, and low rates of workforce participation. Research shows that 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 enhances the state's resources to deal with these challenges.

In 2015, 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 national average, we could generate between 10 to 14 percent more in state income tax revenues, which translates to an additional $370 to $534 million annually. Beyond additional revenue, highly-educated people create additional savings from lower costs in health, unemployment, public assistance, and crime.

IMPACT

Higher education also pays in more intangible ways. Postsecondary graduates have higher rates of civic participation—they volunteer and vote more often—as well as better health and fitness levels, more involvement in their children's education, and higher rates of charitable giving. The economic and social benefits of increased educational attainment would not just boost the "golden triangle" of Louisville, Lexington, and Northern Kentucky; they would enrich every region of the state.

To make a greater impact on economic development and employment, Kentucky's postsecondary providers will continue to partner with the Workforce Development Cabinet, the Cabinet for Economic Development, and employers 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 employees 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.

LEGISLATIVE MANDATES

The KY Innovation Act (2000) calls for "a strong, entrepreneurial economy, characterized by knowledge, innovation, and speed" that can be promoted through research and high-tech enterprises.

Goal 2 of HB 1 (1997) directs UK to become "a major, comprehensive research university ranked nationally in the top 20 public universities."

Goal 3 of HB 1 directs UofL to become "a premier, nationally recognized metropolitan research university."

Goal 5 of HB 1 directs KCTCS to "develop a workforce with the skills to meet the needs of new and existing industries" and "improve the employability of citizens."
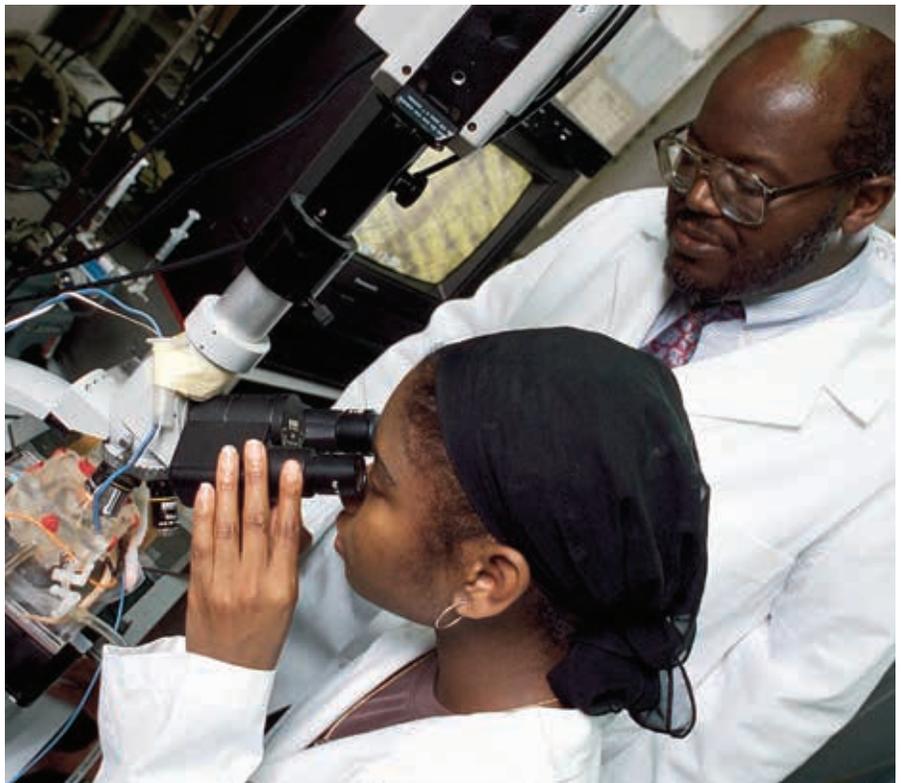
Led by our research universities, Kentucky will intensify efforts to attract federal and state research dollars, create new knowledge and scientific discoveries, and commercialize this research to create new products and solutions for the good of the Commonwealth. All of Kentucky's universities will provide applied research and professional consulting and evaluation services to solve practical problems and enrich public- and private-sector endeavors. Universities also will increase undergraduates' involvement in research to improve their 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, because these endeavors increase happiness and well-being and make Kentucky an attractive place to live and work. Public service bolsters Kentucky's communities through support of schools, local government, hospitals, and other social and cultural organizations that contribute to better health and increased quality of life.

Objective 9

Improve the career readiness and employability of postsecondary education graduates.

Strategies:

9.1. 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.

9.2. 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.

9.3. 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.

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

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

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

Objective 10

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

Strategies:

10.1. Improve public awareness of the value of basic and applied research and the impact of this work on Kentucky's economic and community competitiveness.

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

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

10.4. Increase opportunities for undergraduate students to conduct or assist in research.

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

IMPACT

OBJECTIVE 11

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

Strategies:

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

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

EDUCATION PAYS IN SO MANY WAYS

Higher rates of educational attainment are associated with:
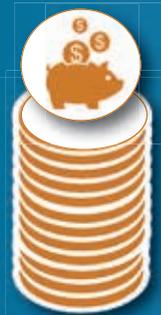
Higher employment rates, earnings & income tax revenue
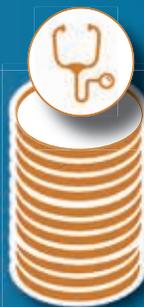
Healthier lifestyles & lower healthcare costs
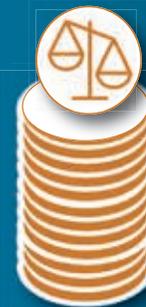
Less crime, safer communities & lower incarceration costs

College graduates are more involved in their communities.

More likely to vote

More likely to volunteer and donate to charity

More involved in their children's education

"Education Pays 2013: The Benefits of Higher Education for Individuals and Society." College Board, 2013.

STRONGER by degrees

Achieving the policy objectives and strategies outlined in this Strategic Agenda will depend upon a number of essential components:

Adequate Funding. Sustained, adequate funding in direct operating support to public postsecondary institutions is vital to making progress toward our ambitious educational attainment goal. Increases in state funding and financial aid, as well as cost controls and innovation in how we deliver postsecondary education and training, will be required to increase productivity and effectiveness while protecting access for low- and middle-income students and families.

Accountability. Accountability in higher education is a shared responsibility among the institutions and the Council on Postsecondary Education that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. A Metrics Advisory Committee, comprised of campus representatives and Council staff, met in 2015 to recommend high-level state and institution performance metrics to guide our progress through 2021. Other contextual data and indicators will be monitored throughout the life of the plan to assist with policy and program development.

Outcomes-Based Funding. Providing incentives for campuses to increase retention, completion, degree production and other priority outcomes is an important strategy to accelerate improvement. The Council worked collaboratively throughout 2015 with campus presidents, provosts, chief budget officers, institutional research directors, and members of the Council's Budget Development Work Group to develop a rational, outcomes-based funding model that would tie some of the institutions' restored state funding to the achievement of negotiated performance targets. This work will be used in discussions with the Governor's office and campus and legislative leaders to finalize an outcomes-based funding approach, which will begin in Fiscal Year 2018 (July 1, 2017 - June 30, 2018).

IMPLEMENTATION

Measures of Progress. The performance measures considered and recommended by the Metrics Advisory Committee and the Steering Committee will be finalized in conjunction with the development of an outcome-based funding model to monitor our progress toward increasing degrees and credentials, closing achievement gaps, increasing the success of underprepared students, improving academic quality, increasing educational attainment, and other collective Strategic Agenda goals.

Progress Reports. A web-based performance dashboard will provide timely access to the data and information needed to understand absolute and relative progress toward key objectives and strategies. Campuses will report to the Council annually on their progress, and other peformance reports will be produced as needed.

Campus Strategic Plans. The Strategic Agenda for Postsecondary and Adult Education is intended to complement and not supplant the strategic plans approved by institutional governing boards that allow colleges and universities to achieve their unique missions. The Council and the institutions will work together to ensure that campus strategic plans broadly align with the statewide Agenda.

STATE-LEVEL METRICS

- Percent of recent Kentucky high school graduates entering postsecondary education within the state who met statewide readiness standards
- Percent of recent Kentucky high school graduates who attend any in-state postsecondary institution the fall or spring after graduation
- Percent of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution
- Percent of Kentucky's working-age population (18-64) without a high school diploma or high school equivalency (GED®) diploma
- Number of students who earn a high school equivalency (GED®) diploma
- Number of Kentucky Adult Education students who enroll in a postsecondary institution within two years of earning a high school equivalency (GED®) diploma
- Net general fund appropriations for public postsecondary institutions (adjusted for inflation) per full-time equivalent student
- Average net price (total cost of education for a first-time, full-time undergraduate, minus any grant or scholarship aid)

INSTITUTION-LEVEL METRICS

- Outcome on annual degree eligibility review, linked to campus diversity goals
- Percent of first-time, full-time, degree-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in the subject by the end of the fall semester a year after entry

STATE-LEVEL METRICS

- Three-year and six-year graduation rates of first-time, full-time, credential-seeking students, total and disaggregated by income and race/ethnicity
- First-year to second-year retention of first-time, degree-seeking students at entry, total and disaggregated by income and race/ethnicity
- Average number of credits earned by degree-seeking graduates
- Six-year college completion rate of first-time, undergraduate, credential-seeking students who start at a Kentucky postsecondary institution

SUCCESS

INSTITUTION-LEVEL METRICS

- Three-year and six-year graduation rates of first-time, full-time, credential-seeking students, total and disaggregated by income and race/ethnicity
- First-year to second-year retention of first-time, degree-seeking students at entry, total and disaggregated by income and race/ethnicity
- Average number of credits earned by degree-seeking graduates
- Number of first-time, degree-seeking, KCTCS students who transfer to a postsecondary institution with an associate degree
- Number of first-time, KCTCS students transferring credit to a four-year postsecondary institution as a degree-seeking student
- Academic quality and excellence (campus-specific metrics tied to strategic mission and goals)

IMPACT

STATE-LEVEL METRICS

- The percent of Kentuckians ages 25-64 with a postsecondary certificate or degree
- Number of degrees and credentials conferred, by level, total and disaggregated by STEM+H, income and race/ethnicity
- Percent of associate and bachelor's degree graduates working in Kentucky or pursuing additional education a year after graduation

INSTITUTION-LEVEL METRICS

- Number of bachelor's, graduate and professional degrees conferred, by level, total and disaggregated by STEM+H, income and race/ethnicity
- Number of certificates, diplomas and associate degrees conferred, by level, total and disaggregated by STEM+H, income and race/ethnicity (KCTCS only)
- Percent of graduates who complete internships/co-ops/clinical learning experiences
- Non-credit workforce training (KCTCS only)
- Total extramural research expenditures in all fields
- Extramural research and development expenditures in all fields, less institutionally-financed research and development expenditures
- Annual updates to the Council regarding regional development activities, outreach and public service

STRONGER by degrees

The Council on Postsecondary Education staff thanks the following for their substantial contributions to the 2016-21 Strategic Agenda for Postsecondary and Adult Education.

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Kentucky
UNBRIDLED SPIRIT.

Strategic Agenda Planning Process

Activity	2014				2015												2016
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
Phase 1: Planning Process Design																	
1a. Meetings with internal CPE staff	■	■	■	■													
1b. Informal campus visits		■	■														
1c. Data/policy assessment of current state of p.s. education (NCHEMS)		■	■	■													
Phase 2: Stakeholder Meetings																	
2a. Steering Committee Meetings (monthly)						■	■	■	■	■	■	■	■				
2b. Provost Meetings (bi-monthly updates)					■		■		■								
2c. President Meetings (monthly updates)						■	■	■	■	■	■	■	■				
2d. Half-day Policy Summits (8-10) to engage external stakeholders							■	■									
Phase 3: Drafting the Plan																	
3a. Write first draft of plan									■	■							
Phase 4: Public Input																	
4a. Regional public forums											■						
4b. Soliciting feedback through website											■	■					
4c. Present draft plan at Trusteeship Conference												■					
Phase 5: Finalizing the Plan																	
5a. Incorporating public feedback into draft														■	■		
5b. Design/layout															■		
5c. Negotiate performance targets with campuses															■	■	
5d. Develop communciation/dissemination plan															■	■	
5e. Print strategic agenda documents																■	
5f. Develop performance dashboard																■	■

POLICY FORUMS
TABLE OF CONTENTS

COLLEGE ACCESS POLICY FORUM

Introduction

The College Access Forum was held on March 20, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-six individuals with expertise in college access issues attended, including representatives from the Kentucky Department of Education, GEAR UP KY, the Prichard Committee, TRIO/Upward Bound, KHEAA, Kentucky Campus Compact, Kentucky Educational Television, and university registrar and admissions offices.

Major Themes

The need for more student support, especially for at-risk populations. Participants voiced their concerns about the lack of sufficient academic, social, and financial support for students most at-risk of not completing college, both in K-12 and college settings. Specifically, there are not enough resources for returning adult students, military veterans, undocumented students, individuals with criminal backgrounds, young adults in foster care, and students without parental support, as well as low-income, underprepared, and underrepresented minority students. Much of this discussion focused on the shortcomings of K-12 guidance counselors, as administrative and assessment duties have overwhelmed their traditional college and career advising roles.

The need to begin college awareness activities much earlier in the educational process. Programs like GEAR UP Kentucky begin as early as eighth grade, but most participants felt college-going messages and activities need to begin even earlier in elementary school and during early childhood education. Families need to understand the value of postsecondary education and its return on investment in terms of income, job mobility, quality of life, and other health and wellness outcomes. Having employers reinforce these messages at their workplaces may strengthen their effectiveness.

The need for more flexible postsecondary delivery formats. While technology has enabled service providers to be more nimble, adaptable, and accessible, too many colleges and universities continue to deliver a one-size-fits-all model. For students trying to juggle work and family, there is a need for more convenient, flexible, and affordable postsecondary delivery options. Online proprietary schools capture a large segment of the non-traditional student population due to flexible scheduling and aggressive marketing campaigns; unfortunately, these schools often fail to graduate students, leaving them with high levels of student debt. Similarly, there is a need to raise awareness about multiple pathways to degree completion, including stackable credentials, 2-year to 4-year "completer" degrees, reverse transfer, career ladders, and other less-publicized routes to a postsecondary credential that may be a better fit for students interested in vocational and technical occupations.

The lack of "grit" and other non-cognitive factors that lead to college success. There was overwhelming consensus that too many students are failing to develop key attitudes and behaviors linked to student success. These include perseverance, motivation, independence, study skills, organizational skills, discipline, and what's colloquially referred to as "grit." Financial literacy is an important non-cognitive factor; too many students and families lack a basic understanding of how to finance college, including college savings strategies and techniques.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on students' ability to access a college education. Responses included:

- Legislative mandates in Senate Bill 1 (2009) that require students who are not meeting college readiness standards to receive academic interventions.
- EPAS assessments in high school and other mandated assessments of college/career readiness.
- Transparent, shared college readiness standards among K-12 and postsecondary education.
- The Kentucky College Coaches Program and similar programs that place near-peer mentors in high schools.
- GEAR UP Kentucky, which provides college awareness activities and supports from grades 8-12 to low-income Kentucky schools.
- The KEES scholarship, which has high visibility among Kentucky students and families, has motivated many lower and middle-class students to pursue in-state postsecondary opportunities.
- KHEAA's College Bowl Sunday and other outreach efforts have increased the number of FAFSA applications and general awareness of state and federal financial aid resources.
- The Kentucky Latino Education Alliance has been successful in raising academic aspirations and expectations of Hispanic students.
- Corporate educational assistance and incentives (e.g., UPS, Norton Healthcare) that increase college access for working adults, a key segment of the state's target population.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing student access. Responses included:

- Statewide communication and marketing campaigns are not coordinated, well-funded, or sustained enough to significantly impact college enrollment.
- Efforts to close achievement gaps in college access and readiness are not significantly moving the needle.
- College awareness and readiness activities often live inside the school building, but they do not significantly affect parental engagement and support.
- The state's need-based financial aid programs (CAP, KTG) are underfunded, and there is little to no financial support for adult students.
- KCTCS's open admissions policy does some students a disservice. Institutions should not admit students who have a very low probability of success.
- We are losing too many students who enroll in college but never show up for the first semester. This phenomenon is called "summer melt."
- Many of our most successful strategies, like Kentucky College Coaches and GEAR UP, are not available at every school.
- Financial aid vocabulary is difficult for many families to understand. Additionally, there is little standardization in language among federal, state, and institutional aid programs. The FAFSA is difficult to understand and complete.
- While KEES is a highly visible program, students need a better understanding of the college requirements they must meet to keep their scholarships. Perhaps the college GPA requirement should be eliminated.
- Students need better advice to determine how much student debt to incur based on their major or projected future earnings.

Recommended Strategies

- Intentionally integrate financial literacy training into the high school and college curriculum, and consider adding some financial literacy activities for parents of elementary and middle school students. Kentucky could add a component to the high school Individual Learning Plan (ILP) that addresses financial literacy.
- Increase college awareness activities in K-12 schools, which may include events like alma mater day, where teachers wear college sweatshirts and invite career professionals and recent graduates to talk about their college experiences. Ensure these opportunities are available to all students, not just students identified as high achieving.
- Coordinate a statewide college awareness campaign that builds a college-going culture in every area of the state and communicates the value of a postsecondary degree.
- Design specific outreach materials and strategies for every grade level (consider using social media and digital apps) to facilitate college planning and savings.
- Simplify college outreach and financial aid materials so they are easier to understand, and translate materials into Spanish.
- Evaluate current outreach and access strategies to determine their effectiveness, and promote research-based practices with proven results.
- Restructure the role of K-12 guidance counselors and provide more professional training and support, including use of supplemental resources like college coaches or near-peer mentors.
- Provide more immediate engagement for incoming freshmen during the summer (e.g., pre-orientation activities, social events, summer coaching sessions with near peers, social media reminders and contacts).
- Develop an intentional, systematic checklist or "roadmap" to college. This could be a digital app that provides reminders and prompts about different college readiness activities, deadlines, and requirements.
- Provide more intentional career exploration and development activities in K-12 and postsecondary education, and increase students' understanding of the kind of education and training needed for different careers. Increase employers' visibility and involvement in schools.
- Support federal efforts to simplify FAFSA completion by using prior-year tax data. This tax data would automatically populate an electronic form so parents or students would not have to enter it themselves.

Feedback on Metrics

- It would be interesting to capture how many Pell grant funds are left on the table by Kentucky students each year. A federal source estimates this figure at $40 million.
- Could we begin to capture students who go to out-of-state colleges in our college-going metric? It also would be good if our completion rate tracked students who transferred to out-of-state institutions and earned a degree elsewhere.
- Participants would like the Council to track the retention and graduation rates of developmental education students over time.
- A tool like ACT Engage, a behavioral skills assessment, could be used to measure non-cognitive student success skills and identify gaps for future interventions.
- It would be interesting to conduct a survey to determine why some college-ready high school graduates do not enroll in college, as well as the reasons for "summer melt."

Appendix A: Participants

Derek Ball, Financial Aid Program Director, Kentucky Community and Technical College System

Kim Barber, CPE Committee on Equal Opportunities & Steering Committee member

Cindy Baumertt, Director, Governor's Commonwealth Institute for Parent Leadership, Prichard Committee on Academic Excellence

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April Pieper, Branch Manager, Differentiated Learning Branch, Office of Next Generation Learning, Kentucky Department of Education

Jenny Sawyer, Executive Director of Admissions, University of Louisville

Leslie Slaughter, Policy Advisor, Career & Technical Education, Kentucky Depatment of Education

DIVERSITY POLICY FORUM

Introduction

The Diversity Forum was held on March 24, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Thirty-five individuals with expertise in diversity issues attended, including members of the CPE Committee on Equal Opportunities, the Kentucky Latino Education Alliance, university EEO representatives, local representatives of the National Association for the Advancement of Colored People, minority college students, and others.

Major Themes

A commitment to diversity needs to be front and center in the Council's next strategic agenda.

Participants overwhelmingly felt that the current Strategic Agenda does not signal strongly enough the Council's commitment to diversity. The word diversity does not appear in the mission or vision statement. Some participants felt that "diversity" should become a focus area in the next plan (like "college readiness" or "student success"), while others thought diversity objectives and strategies should be interwoven throughout all of the focus areas. Participants noted that if diversity objectives and strategies are not explicitly stated in the plan or given a high enough profile, too often they become an afterthought for institutional presidents and administrators. The current objectives and metrics in institutional diversity plans are not robust enough and require only a miminal effort on the part of institutions to comply.

All educational institutions and providers in Kentucky need to become more culturally competent.

The National Center for Cultural Competence offers several definitions of "cultural competence," but perhaps the most widely accepted is "a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals that enables [them] to work effectively in cross-cultural situations." In educational settings, the National Education Association defines it as "developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching." Participants felt that, despite progress, there is much work to do in Kentucky to build more inclusive and welcoming culturally competent schools and educators. Participants shared instances where prospective minority students have had negative experiences on campus tours, or with admissions officers, registrars, financial aid officers, or other personnel who were their first point of contact. When recruiting diverse students and faculty members, we should be able to point them to relevant community and social organizations or resources, as well as provide advice on local neighborhoods, places of worship, or where to buy specific products. To remedy the situation, cultural competence needs to be part of the core curriculum for teacher preparation programs and a central component of professional development programs for current educators, school leaders, and staff.

We need to find more effective strategies for closing achievement gaps.

Participants found Kentucky's lack of progress in closing achievement gaps for underrepresented minority students somewhat discouraging. Despite many statewide and institutional inititatives, ACT scores and college graduation rates for these students are flat. Participants wondered if current programs are ineffective, or if there are other mitigating circumstances that are not being adequately addressed. Strengthening cultural competence may be a key strategy in closing these gaps.

We need to reach diverse students and families where they are. Places of worship and neighborhood or community centers are important communication channels for many minority students and families. The growth of online outreach materials and activities (like KnowHow2Go) is positive, but online resources cannot be effective if students do not have broadband access at home. If we produce informational print materials for prospective college students, we must publish them in languages other than English, and we must ensure they are written in such a way as to be easily understood by people outside of education.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on diversity. Responses included:

- The SREB Doctoral Scholars program has increased the number of diverse faculty members in Kentucky institutions.
- The CEO adopted a more inclusive definition of diversity that encompasses issues of gender and sexual orientation.
- Outreach programs like the Governor's Minority Student College Preparation Program (GMSCPP), YMCA Black Achievers, and GEAR UP have been successful in providing early intervention for at-risk students, but programs need to begin even earlier.
- The Kentucky Latino Education Alliance is having a positive impact on the aspirations and educational outcomes of Hispanic students.
- Internships and coop programs have been successful in increasing the engagement of minority students at some institutions. This translates into better student outcomes.
- Pairing minority students with minority mentors and advisers is an effective strategy. Some institutions have successfully trained alumni or community members to mentor students.
- The summer bridge programs at Kentucky State University and Morehead have helped many

minority students address their college readiness needs before they matriculate.
- Free high school dual credit programs are particularly valuable for undocumented students who want to go to college but are not eligible for many sources of financial aid.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing diversity. Responses included:

- K-12 and postsecondary education need more inclusive curricula that reflect the history and experiences of racial-ethnic minority groups. Educators should use pedagogical practices that reflect, value, and elicit diversity.
- There is lingering tension between the need to broaden notions of diversity and the fear that doing so will weaken our commitment to African-American and Hispanic students.
- The statewide diversity policy and institutional plans have not translated into improved performance on key objectives (e.g, student diversity, faculty and staff diversity, minority student outcomes).
- While student organizations to support diversity on campus are important (e.g., LGBTQ organizations), their existence does not necessarily indicate an institutional commitment to diversity, which is necessary to shift the culture and promote lasting, systemic change.
- Too often diversity initiatives are assigned to a single office or committee within the university and do not receive wide institutional support or attention. One participant stated, "Diversity committees on campus have no power. They don't have much impact because diversity is not woven into the fabric of the institution."
- The lack of diversity of KEES recipients suggests that the state's financial aid programs may need to be revised. Consider adding a need-based

component to KEES or equalizing funding between KEES and CAP/KTG.

- Although Kentucky's college readiness standards are good, care must be taken in admissions decisions to balance academic performance with the need to enroll a more diverse student population. Not all students of color should be funneled to KCTCS because of statewide college readiness standards.
- There is not enough minority parental support and involvement. How can we do a better job of educating and engaging parents sooner in the process?
- Very few of the state's college outreach materials are translated into languages other than English.
- Some counselors are not encouraging undocumented students to apply for financial aid, even though there are some institutional aid programs for which they are eligible. It is up to counselors to educate themselves about available resources and help these students navigate the process.

Recommended Strategies

- Implement programs to recruit more diverse students into education professions, as teachers, administrators, counselors/advisors, and faculty members. Find ways to increase minority participation on school Site-Based Decision Making Councils.
- Increase cultural competence in K-12 schools and college campuses for all school staff and personnnel so that all students are welcomed, valued, supported, and accommodated.
- Help teachers accommodate different learning styles and more effectively respond to the needs of diverse students.
- Develop a financial incentive model within the CPE budget to reward the hiring of minority faculty and staff.

- Increase alignment between the CPE's statewide diversity policy, institutional diversity plans, and the Strategic Agenda for Postsecondary and Adult Education.
- Increase the number and quality of academic interventions for minority students and begin them sooner than middle school. Increase mentoring, advising, and tutoring programs, and pair minority students with minority mentors whenever possible.
- Provide more counseling to at-risk students and help them develop the non-cognitive behaviors and attitudes that will lead to success.
- Implement more parental engagement strategies for underreperesented minority families.

Feedback on Metrics

- CPE needs to be clear about what racial-ethnic minority categories are included in the metrics (i.e., are Asian populations included? Native Americans?)
- Is there an appropriate metric that could be used to monitor cultural competency on campus? Consider a metric that looks at dollars or resources devoted to this.
- CPE needs to break out peformance on the metrics by race/ethnicity whenever feasible to focus more attention on achievement gaps.
- Participants would like to see diversity metrics incorporated into a postsecondary performance funding model.

Appendix A: Participants

Terry Allen, EEO Representative, University of Kentucky

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Genny Ballard, Kentucky Latino Education Alliance

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Charles Holloway, EEO Representative, Morehead State University

Erin Howard, Latino Outreach Director, Bluegrass Community and Technical College

Dennis Jackson, Chair, CPE Committee on Equal Opportunities

John Johnson, CPE Committee on Equal Opportunities

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Steve Mason, Chief of Staff, Kentucky State University

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Shambra Mulder, NAACP Education Chair for State Conference

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Mordean Taylor, EEO Representative, University of Louisville

Sherwood Thompson,EEO Representative, Eastern Kentucky University

Catherine Wallace, NAACP Education Chair for State Conference

Introduction

The Regional and Community Development Policy Forum was held on March 25, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-one individuals with expertise in regional and community development attended, including representatives from Workforce Investment Boards, campus offices of community engagement and regional stewardship, regional campus directors, Chambers of Commerce, and others.

Major Themes

The need to better align the strengths and resources of campuses with the challenges facing local regions/communities. There was conversation throughout the day about the need for more intentional communication between campuses and community and regional leaders in identifying issues and aligning appropriate resources and programs. Academic programs should be developed in partnership with regional employers to respond to current and anticipated workforce needs, and faculty tenure processes should recognize and reward this work. The group also stressed the importance of campuses helping communities understand the root causes of poverty and unemployment and determining how resources can be used to improve quality of life in a meaningful, sustainable way.

The need for better evaluation of existing programs to determine their effectiveness in meeting regional and community needs. While there is a lot of campus activity in regions to strengthen economies and improve social and educational services, there is little comprehensive evaluation of program effectiveness. The regional stewardship program has been in place since the mid-2000s, but there has been only minimal state-level evaluation of how the program

has affected university service regions. More needs to be done to evaluate programs and strategies that advance local economies. Effective strategies should be replicated and scaled up to improve statewide outcomes. Ideally, some funding would be tied to the success of university outreach activities.

The value of campus and community leadership in helping drive conversation and activity in support of regional and community development. Effective leadership can be the difference between a successful or unsuccessful regional stewardship initiative. Finding the right individual with the vision and skills to drive improvement is crucial—whether that is a faculty member, a county judge executive, or a mayor. Leadership training may be needed in some regions to develop these types of skills. If a community is able to develop a shared, long-term vision for future improvement, resources and programs can be targeted toward accomplishing these collective goals.

The need for dedicated resources for regional and community development (including greater support for regional campuses) tied to program effectiveness. The need for resources to support regional collaborations and campus work in this area is critical. There is an expectation that campuses will be catalysts in driving community and regional advancement, but there is little in the way of dedicated resources to support the time and effort it takes to build collaborations and produce a meaningful impact. Furthermore, there are hidden costs to doing this work, like legal liability protection, which are not subsidized. More resources are needed to fund program development and evaluation and to scale up programs that are proven successful. The group also discussed the need to adequately support regional campuses and community and technical college branches to help colleges penetrate large service regions.

The need for statewide policies and strategies that advance postsecondary education's role in regional and community development. The group stressed the important role of the Council in facilitating conversations about the power of campus/community partnerships to advance local economies. Statewide programs like Regional Stewardship jump-started conversations and activities around postsecondary education's role in community development. State-level goals, objectives and accountability measures focused on key priorities to advance this work. When Regional Stewardship appropriations were rolled into the base budgets of universities, the Council no longer required annual Regional Stewardship reports and pulled back on its advisory role. As a result, the statewide Regional Stewardship initiative has lost focus, visibility, and momentum.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on regional and community development. Responses included:

- The Work-Ready Communities initiative has rallied communities around improvement strategies, particularly in regard to increased educational attainment. However, there need to be more discernible incentives for communities who achieve work-ready status.
- The state has initiated several projects that show promise of reaching more non-traditional adult students, like Learn on Demand, Commonwealth College, and Project Graduate.
- The University Center of the Mountains is a good example of successful collaboration between KCTCS, public and independent postsecondary institutions.
- Dual credit/enrollment has helped encourage more high school students to pursue postsecondary programs, but these programs need more uniformity and availability across the state.

- Programs like Louisville's 55,000 Degrees have raised awareness of the importance of educational attainment and have rallied communities around a common attainment goal.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in improving regional and community development. Responses included:

- There needs to be better coordination among all university outreach efforts and better alignment of statewide, university, and community plans.
- Too often, regional and community development/outreach is a one-way street; institutions initiate programs and services but communities never approach or consult institutions about their needs. This work is often transactional instead of transformational.
- Often, the right university expert is not "at the table" in regional conversations. Universities should ensure that seats on regional councils and boards are assigned based on expertise and not position.
- Currently, the development of new academic programs is driven more by faculty strengths and interests than by workforce or community needs.
- There are not enough incentives for public and independent postsecondary institutions operating within the same region to cooperate instead of compete.
- Some university service regions are too large for institutions to make a meaningful contribution or impact in every part of the region.
- There is no outcome-based performance funding model to incentivize colleges to place more emphasis on educational attainment and outreach.
- Current faculty promotion and tenure systems do not adequately reward community service and engagement activities.
- Eastern Kentucky's federal Promise Zone designation is a great opportunity for the region,

but universities need to be fully utilized in these grants.

- Universities are not providing enough service and experiential learning opportunities and internships for students.

Recommended Strategies

- Encourage more collaborative arrangements like The University Center of the Mountains and promote dual admission and enrollment among two-year and four-year campuses.

- Encourage postsecondary education institutions to promote health and wellness in regional outreach activities, extension services, and among their faculty, staff, and students.

- Develop a broad educational attainment goal (like Louisville's 55,000 Degrees initiative) that will drive improvement and create a common understanding of the value of postsecondary education to regional and community economies.

- Create an advocacy campaign around increasing educational attainment and enlist business and community champions to help carry the message.

- Revisit the Final Recommendations of the Rural Access Work Group to guide future objectives and strategies in the area of regional and community development.

- Align the next strategic agenda for postsecondary and adult education with the agendas of the Cabinet for Economic Development, the Cabinet for Workforce Development, and other key partners engaged in regional and community development.

Feedback on Metrics

- CPE should disaggregate more data by region. This could be a powerful tool for highlighting the critical educational attainment needs of rural areas of the state.

- Ideally, there should be more metrics in the area of regional and community development, not just educational attainment. Could there be qualitative metrics that capture the kind of strategies that are occurring? Could the state measure community outreach expenditures?

- There is a lack of clarity about what the Council expects and values in the area of regional and community development. Part of this confusion stems from a lack of well-defined objectives and measures.

- There is a need to track credentials (e.g., certificates) below the associate level. These are often pathways to lucrative careers.

- The Council should develop some metrics to capture the impact universities have on statewide and regional well-being.

- Measuring employment outcomes by major actually may help communicate the value of liberal arts and general studies degrees and dispel the myth that these graduates are not employable.

- Postsecondary education could do a better job of communicating the relationship between educational attainment and health outcomes. If we raise education levels, health will improve.

Appendix A: Participants

Leah Aswill, Director, ALIVE Center for Community Partnerships

Ron Bunch, President & CEO, Bowling Green Area Chamber of Commerce

Al Cross, Director, Institute for Rural Journalism and Community Issues, University of Kentucky

Mason Dyer, Vice President for External Relations and Information, Association of Kentucky Independent Colleges and Universities

Terry Gray, Regional Campus Director – Manchester, Eastern Kentucky University

Dan Hall, Vice President for the Office of Community Engagement, University of Louisvlle

Jan Hillard, Associate Provost for Research, Graduate Studies and Regional Stewardship, Northern Kentucky University

Irma Johnson, Coordinator, Regional Stewardship, Kentucky State University

Alice Jones, Professor of Geography, CARES, Eastern Kentucky University

Dan Lavit, Assistant Dean, Regional Academic Outreach, Murray State University

J. Marshall, Executive Director, Center for Regional Engagement, Morehead State University

Pam Miller, CPE Council Member and former Mayor of Lexington

Bill Pierce, Vice President of Research and Innovation, University of Louisville

Brian Roy, Deputy Director, Kentucky Association of Counties

Kristel Smith, Director, Kentucky Innovation Network, Richmond

Diana Taylor, Taylor-Gray Associates, KY Chamber of Commerce

Brad Thomas, East Kentucky Cooperative

Gina Winchester, Executive Director of Regional Outreach, Murray State University

Joe Wind, Vice President for Government and Community Relations and Advisor to the President, Northern Kentucky University

Sara Zeigler, Dean, University Programs, Eastern Kentucky University

Sherrill Zimmerman, CPE Board Member and Strategic Agenda Steering Committee Chair

FINANCIAL BARRIERS POLICY FORUM

Introduction

The Financial Barriers Forum was held on April 7, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-five individuals with expertise in college affordability issues attended, including representatives from GEAR UP KY, the Legislative Research Commission, 55K Degrees, KHEAA, the Governor's budget office, student government, and university student financial aid and enrollment offices.

Major Themes

The need for earlier and better advising about college financing, greater transparency about college costs, and simplification of financial aid processes. This was a common refrain throughout the day and was heard from virtually all participants. Students often are unaware of the necessary steps to apply for financial aid and are not starting the process early enough. Many families are intimidated by the process and will give up before all the steps are taken. College costs are not well understood, and often there is inadequate knowledge about student loans. Despite efforts to make college costs more transparent through tools like college cost calculators, many students still struggle to understand college financing. Several people suggested that high school counselors need better training in this area.

The need for greater state investment in need-based financial aid. This was another issue that surfaced repeatedly throughout the day. Thousands of eligible students don't receive state need-based financial aid due to lack of funding. This is a particular concern for adult and part-time students, many of whom apply later in the year for financial aid. Several people mentioned that the state is not directing the statutorily required amount of lottery funding into state aid programs. Some also mentioned that students are

running out of state aid before graduating due to the costs and time associated with non-credit bearing developmental education courses. Students who take longer to graduate often run out of federal financial aid eligibility as well.

The need for an organized, comprehensive campaign about the value of postsecondary education and strategies for college-going. As in several other policy forums, a number of participants suggested that there is need for a statewide campaign to promote the value of college. The campaign should include messaging about specific strategies and processes for college admissions and financial aid applications. The Education Pays campaign from the early 2000s, as well as Go Higher and Know How to Go were mentioned as examples.

The need for a review of state mandated tuition waivers. The concern over mandated tuition waivers was a common refrain. These waivers, which are in statute, require public campuses to waive tuition for specific populations without regard to financial need, such as public postsecondary faculty members, foster children, and spouses and dependents of service members killed or injured in the line of duty. Participants expressed concern about the increase in waivers and the impact they have on campuses' ability to serve other needy students. It was suggested that all of these waivers be reviewed to determine if they are still relevant and necessary.

The need for more research and information about college-ready students who decide not to attend college, or who register but never show up. A number of participants suggested that we don't know enough about summer melt—students who register for courses but never show up, as well as the reasons academically capable students choose to forego college. Data resources like the National Student Clearinghouse could help us analyze income profiles

and other student information so we can develop more targeted strategies to address these issues.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on students' ability to overcome financial barriers to a college education. Responses included:

- CAP is need-based and caters to all kinds of students.
- KTG provides opportunities for needy students to attend private, independent colleges.
- Spalding University has a five and a half week, two-course semester that caters to adults. (alternative scheduling). The financial aid office has made this work for adults.
- The KEES program is helping traditional-age students attend college.
- The FAFSA is simpler now than it was in the past, but there is room for improvement.
- Tax credits work well for middle income students (the ones right above the Pell cutoff). Perhaps the ceiling for the tax credit should be lowered so more families could qualify.
- The University of Kentucky medical school has a fixed cost model—this model is easy to explain to students and parents.
- Four-year guarantees are working for some campuses—students are guaranteed a fixed annual cost if they finish in four years.
- Outreach workshops held by campuses, KHEAA and others are very helpful for many students.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in improving financial access to college. Responses included:

- Funding for need-based aid is insufficient. Money runs out in February and thousands of eligible students are left out.
- The KTG funding formula hasn't changed since the 1970s and needs to be modernized.

- Aid is awarded on a semester basis and is not flexible enough to address alternative delivery models or people who finish early.
- Institutions receive no funding for state-mandated tuition waiver programs, which are growing every year. For example, public postsecondary faculty members and Area Technology Center instructors are granted tuition waivers to attend any institution in Kentucky. This was passed to help many instructors gain certifications required by accrediting agencies, but the time for this measure has passed.
- There is a lack of transparency about the true cost of college once room and board, books, and other expenses are considered. More and simpler information is needed for students and families to understand their bottom line. "Net" cost is not easily understood and means different things to different people and schools. More standardization is needed.
- Effective program review strategies are needed to ensure institutions are able to sunset programs that are no longer in demand (this is a way to achieve cost savings that could be passed on to students).
- Without adequate state support, enrollment and tuition revenue declines can result in the reduction of institutional student aid and support services.
- Work-study funding needs to be increased.
- The definition of an "independent student" needs to be revisited to make it easier for them to qualify for financial aid.
- College-savings programs (529) are not realistic for all income levels.
- Pell award levels are not high enough to meet students' financial needs.
- The FAFSA verification process is not working because it is tied to tax returns. It would be helpful to be able to use prior-year tax information.
- Higher education tax credits tend to help only higher income individuals.
- We allocate aid at 12 credit hours instead of 15 hours, which may create a disincentive for some students to take the necessary number of hours to graduate in four years.

- Attendance at outreach workshops tends to be low.
- The required federal net price calculators do not work and are not helpful for students. There is little consistency in these tools among schools.

Recommended Strategies

- Increase funding for state need-based aid programs.
- Achieve compliance with existing statutes regarding the amount of lottery money that should go to state aid programs.
- Implement an organized, focused communication campaign to provide early college information and outreach to students and families. KHEAA and CPE might lead this effort.
- Raise awareness of the value of higher education. Institutions should work together to educate students, not compete against each other.
- Develop better financial literacy programs and information about wise borrowing.
- Improve training for guidance counselors or other near-peer mentors about college access strategies and financial aid.
- Evaluate mandated tuition waivers and associated costs and justify the continuation of each program.
- Institutions should freely discuss how they are using institutional aid with each other to increase transparency and the sharing of best practices.

- Explore the development of a free community college program like that in Tennessee. The effect on the comprehensive campuses would need to be considered, as would the cost and impact on KCTCS.
- Revise statutes and regulations to ensure part-time and adults students qualify for aid and increase grant funding for these students.
- Develop a better definition of "unmet need."
- Increase opportunities for students to get college credit while in high school to help reduce college costs.
- Support federal efforts to simplify FAFSA completion by using prior-year tax data. This tax data would automatically populate an electronic form so parents or students would not have to enter it themselves.
- Target financial aid programs and education efforts for students and families with the biggest challenges, such as undocumented students, first-generation students, students from economically depressed areas of the state, and middle class students who are just over the income threshold for Pell grant eligibility and other need-based programs.

Feedback on Metrics

- CPE should look at net price for each income quartile—this is a better metric for affordability and one that CPE used in the past.
- The "eligible but did not receive aid" metric is too broad. It includes everyone who filled out a FAFSA but should only include those who applied and were accepted to a school.

Appendix A: Participants

Jamie Bland, Financial Aid Program Coordinator, Kentucky Community and Technical College System

Ben Boggs, Legislative Research Commission

Duane Bonifer, Director of Public Relations, Lindsey Wilson College

Gary Cox, President, Association of Independent Kentucky Colleges and Universities

Fred Dietz, Executive Director of Enrollment Management, Murray State University

Bryan Erslan, Eastern Kentucky University

Ted Franzeim, Kentucky Higher Education Assistance Authority

Erin Klarer, VP Government Relations, Kentucky Higher Education Assistance Authority

Charliese Lewis, GEAR UP KY

Kathy Marshall, Office of State Budget Director

Angie Martin, Chief Budget Officer, University of Kentucky and Strategic Agenda Steering Committee member

Lilly Massa-McKinley, Sr. Director, Project Management, 55,000 Degrees

Michelle Meek, Bluegrass Community and Technical College System

Brett Morris, Director of Admissions, Eastern Kentucky University

Sandy Neel, Student Financial Aid Director, University of Louisville

Victoria Owens, Director of Financial Aid, Kentucky State University

Beth Patrick, Chief Budget Officer, Morehead State University

Tiffany Quinlan, KCTCS student regent (Hazard Community and Technical College)

Carl Rollins, Executive Director, Kentucky Higher Education Assistance Authority

Breana Smith, Student Government Association President, Kentucky State University

Ashley Spalding, Research and Policy Associate, Kentucky Center for Economic Policy

Leah Stewart, Director of Financial Aid and Scholarships, Northern Kentucky University

Arnold Taylor, Committee on Equal Opportunities and Strategic Agenda Steering Committee member

Denise Trusty, Financial Aid Director, Morehead State University

Nimmi Wiggins, Student Financial Aid and Scholarships Director, University of Kentucky

ACADEMIC READINESS POLICY FORUM

Introduction

The Academic Readiness Forum was held on April 9, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-nine individuals with expertise in academic readiness issues attended, including university provosts, academic outreach professionals, college advising and enrollment directors, adult education professionals, assessment coordinators, dual credit specialists, and others.

Major Themes

The need to improve core academic instruction in K-12 schools. The academic success of college students in large part depends on the preparation they receive in high school. More work needs to be done to align classroom instruction and assessments with Kentucky's Core Academic Standards and ensure teaching is student-centered, project-based, and relevant to students' lives. The current use of standardized assessments encourages too many teachers to teach to the test—authentic assessments of student learning would be preferable. Interestingly, some of the most innovative instruction is occurring in mandated interventions for students who do not test college-ready; this is the kind of individualized, high-quality teaching that all students should be receiving on a regular basis. Consider using videos to help model good teaching, as well as ongoing, high-quality, standaridized professional development offerings and one-on-one coaching that builds content knowledge and pedagogical skills. There are too many scatter-shot, one-day professional development activities that are inconsistent in quality. Career pathways are needed to attract and retain good teachers. Teacher preparation programs also need to improve the quality of their

graduates and provide more rigor and practical experiences earlier in the major.

The need to address non-cognitive factors that lead to college success. As noted in other forums, participants are finding that more and more students lack non-cognitive attributes and behaviors that lead to student success. Various surveys of student engagement show that high school and college students typically spend less than ten percent of their time studying outside of class, either due to a lack of study skills or academic rigor or both. Students tend to be less independent and lack self-efficacy, motivation, tenacity, leadership, problem-solving, cooperation, and organizational skills—skills that contribute not only to academic success but future career success. These skills must be assessed and addressed in the K-12 curriculum. The mandated Individual Learning Plan (ILP) might be a good vehicle for guiding the "soft skills" development of each student.

The need to improve counseling and advising at the secondary and postsecondary levels. Participants explored a range of shortcomings related to advising, from the administrative burdens K-12 guidance counselors face to the lack of academic and career advising at the college level. Guidance counselors can be extremely effective in helping build academic, social, and emotional skills, but they are saddled with too many disciplinary and assessment duties. The role and training of guidance counselors need to be revamped. Regarding postsecondary advising, many students wait too long to declare a major and do not develop an intentional, four-year plan to minimize time-to-degree and maximize undergraduate career development opportunities. There especially needs to be more advising around alternative degree pathways for students who are interested in vocational or technical careers and for students who begin at KCTCS and transfer to a four-year institution. High school dual

credit/enrollment programs with KCTCS have been successful in encouraging higher rates of college-going among students who may not see themselves as college material. However, high school dual credit teachers need to employ a more rigorous teaching style that more closely mimics a college environment.

The need to increase success rates for developmental education students. Research shows that students who are placed in traditional developmental education course sequences have dramatically lower rates of retention and completion. The Council has promoted new remediation models, such as placing developmental students in regular credit-bearing courses with enhanced academic supports, that are beginning to produce better outcomes for these students. However, not all faculty members and administrators are convinced their developmental education programs should be redesigned. More needs to be done to move developmental education redesign from the margins to the mainstream.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on the academic readiness of students. Responses included:

For K-12 and postsecondary education:

- Postsecondary and secondary collaboration on college readiness standards and intervention strategies.
- Mandated intervention programming in high school for students who do not test college-ready on the ACT, which includes high school transition courses in math, English and reading.
- Alignment among K-12, adult education, and teacher preparation programs around the Kentucky Core Academic Standards.
- The development of degree pathways and 2 + 2 programs that help more students transition to baccalaureate programs.

- Summer bridge programs and other initiatives that address college readiness needs before students enroll in the fall.
- The involvement of CPE and postsecondary faculty in creating and delivering professional development focused on Senate Bill 1.
- Advance Kentucky, dual credit/enrollment programs, and early college initiatives that prepare more high school students for college—not just high-achieving students, but students who may not have set their sights on postsecondary education.
- TRIO and GEAR UP Kentucky, which provide college awareness activities and supports from grades 8-12 to low-income students. Consider adding similar services for elementary school students.

For adult education:

- The move from open-entry, open-exit to managed enrollment for Adult Basic Education/GED programs.
- Accelerated GED programs for students with high scores on the GED pre-test.
- Contextualized adult education programs that incorporate basic academic skill training with career and technical training (e.g., Accelerating Opportunity).
- Adult Education's adoption of the Kentucky Core Academic Standards, which has increased collaboration between Kentucky Adult Education, KDE, and CPE.
- Kentucky Adult Education is providing more robust professional development opportunities for both full- and part-time instructors.
- Kentucky Adult Education has provided good distance learning tools for local programs and students.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing academic readiness. Responses included:

For K-12 and postsecondary education:

- Individual Learning Plans (ILPs) need to be more robust in high school to monitor academic and non-cognitive skill development, as well as career readiness and exploration. If ILPs were incorporated into college admissions decisions, they might gain more weight.
- Current efforts to close college readiness achievement gaps among low-income and underrepresented minority students are not significantly moving the needle. Intervention services for at-risk, rural, or inner-city students are more often unavailable or ineffective.
- More needs to be done to align high school curricula and assessments to the Kentucky Core Academic Standards. Also, postsecondary institutions should review their programs to see how well they align with the Kentucky Core Academic Standards.
- Advising and counseling needs to be strengthened at the secondary and postsecondary levels. There is not enough parental, business and community support in schools.
- The CPE needs a permanent, full-time director assigned to college readiness initiatives.

For adult education:

- The new GED is more rigorous, so individuals are afraid to take the test. Instructors are focused more on moving students to a passing score (150) than an honors score (170).
- Adult education needs more training and resources to deal with students' significant learning disabilities and non-academic barriers to enrollment (e.g., childcare, work, transportation, addiction, homelessness, etc.).
- Many adult education instructors do not have strong enough content knowledge to prepare students for successful transitions to postsecondary education.

- Although adult education distance learning tools are available, many students lack broadband connectivity.
- Adult education marketing efforts need to be expanded to students and employers.

Recommended Strategies

- Expand efforts to redesign the delivery of developmental education courses.
- Mandate postsecondary involvement in the development of high school transition programs and maintain secondary and postsecondary collaborations and partnerships.
- Consider using a co-requisite developmental education model at the high school level to show struggling students that they can be successful in college with the right academic supports.
- Use student data and predictive analytics to inform the development and implementation of transition and intervention programming for K-12 students.
- Create more AP, IB, dual credit/enrollment and early college experiences for students, and ensure they are of uniform quality.
- Expand degree pathways, 2+2 transfer programs, and flexible degree programs for working adults.
- Expand the Accelerating Opportunities program model to more adults to help them gain basic academic skills and career training simultaneously.
- Increase the number of K-12 guidance counselors and provide more resources and support, including use of near peer, community, and career mentors. Use counselors to facilitate the development of "soft skills" and to identify students for intervention programming.
- Increase postsecondary education's presence and involvement in K-12 schools through near-peer mentoring, college fairs, student speakers, career fairs, and other outreach activities.

Require college students to mentor high school students as part of a service requirement.

- Make better use of social media and digital technology to help students plan for college.

Feedback on Metrics

- Kentucky adult education needs a key metric to focus on transitions from GED programs to postsecondary education. The GED metric also needs to be revised.
- Participants would like to see more data on the educational outcomes (retention and graduation) of students in developmental education courses. They also would like to know how many developmental eduation students pass gatekeeper courses.
- Tracking student achievement by region would emphasize the large gaps between rural and metropolitan regions of the state and highlight

areas where the college-going culture needs to be strengthened.

- Kentucky needs a better metric to evaluate teacher effectiveness in both K-12 and adult education settings.

Appendix A: Participants

Kim Barber, CPE Committee on Equal Opportunities and Strategic Agenda Steering Committee member

Geoff Bailey, Executive Director, REACH

Sandy Bolster, Director, Basic Mathematics Program, Berea College

Gayle Box, Kentucky Adult Education

Dale Brown, Director of College and School Relations, Western Kentucky University

Dan Connell, Kentucky Association of Educational Opportunity Program Personnel (TRiO Ky) and Assistant Vice President for Adult Education and College Access, Morehead State University

Mason Dyer, Vice President for External Relations and Information, Association of Independent Kentucky Colleges and Universities

Donna Elder, National Center for Family Learning

Johnny Fleming, Mathematics Faculty, University of Pikeville

Dawn Hanzel, Director, Adult Literacy Education, Collaborative Center for Literacy Development

Randolph Hollingsworth, Assistant Provost, Undergraduate Education, University of Kentucky

George Hruby, Executive Director, Collaborative Center for Literacy Development

Sharon Hunter, Director, Strategic Enrollment Management, Western Kentucky University

Daniel McGee, Executive Director, Kentucky Center for Mathematics

Patrick Moynahan, Vice Provost, Northern Kentucky University

Shirley Nelson, University of Pikeville

Amy Patterson, Office of Next Generation Learning, Kentucky Department of Education

April Pieper, Branch Manager, Differentiated Learning, Office of Next Generation Learning, Kentucky Department of Education

Pamela Petty, Director, Western Kentucky University Center for Literacy

Eve Profitt, Director, P20 Innovation, University of Kentucky

Mike Rosenberg, Gateway Community and Technical College

Benton Shirey, Director, University Advising , Eastern Kentucky University

Jennifer Stansbury-Koenig, Kentucky Partnership Academy Director, Northern Kentucky University

Lisa Stephenson, Dual Credit Director, West Kentucky Community and Technical College

Daniel Super, KY Partnership Academy Director, Western Kentucky University

Mary Gwen Wheeler, Executive Director, Louisville's 55,000 Degrees

Diane Williams, Director, Learning Assistance Programs, Northern Kentucky University

Kathy Williams, Director, Academic Readiness & Testing, Eastern Kentucky University

Ben Withers, Associate Provost, Undergraduate Education, University of Kentucky

RESEARCH & INNOVATION FORUM

Introduction

The Research and Innovation Policy Forum was held on April 27, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-four individuals with expertise in research issues attended, including representatives from the Kentucky Science and Technology Corporation, vice presidents for research, university sponsored program directors, representatives from the Kentucky Consortium of Undergraduate Research, professional engineers, and others.

Major Themes

The need to revitalize Bucks for Brains. Kentucky's Endowment Match Program, commonly known as "Bucks for Brains," was established in 1998 to attract top researchers to Kentucky's public unversities. State dollars invested in the program were matched dollar-for-dollar with institutional, foundation, and philanthropic funds, which enabled universities to hire nationally competitive faculty and secure more federal research funding. Unfortunately, due to state budget reductions, there has not been an appropriation for "Bucks for Brains" since the 2008-10 biennium. The universities strongly feel that the state should reinvest in this program, both for research unversities and for comprehensive universities (through the Regional University Excellence Fund).

The need to foster a more entrepreneurial culture on campus generally and among university researchers in particular. Recruiting major employers to locate their operations in Kentucky is a big part of Kentucky's economic development strategy, but it is not the only part. Training Kentuckians to start and manage their own businesses is a viable job creation strategy as well. Entrepreneurial training should begin as early as high school through business plan competitions and other hands-on activities. In college, students should receive skills and training to develop an entrepreneurial mindset, meaning that they are innovative, able to identify business opportunities, and are not averse to risk. K-12 teachers and postsecondary faculty may need some professional development in this area—they can't be expected to train future entrepreneurs if they are not entrepreneurial themselves. Many university researchers are in a position to commercialize their research, but lack the entrepreneurial training and mindset to take a discovery to the marketplace. More should be done to help researchers develop research that could generate revenue for the university and to guide them through the commericialization process.

The need to revise promotion and tenure policies to value faculty contributions in entrepreneurship and undergraduate research. The single biggest driver of faculty behavior is the promotion and tenure policies of our universities. Understandably, faculty members are reluctant to take on obligations that are not rewarded in tenure and promotion processes, however much they contribute to student success or the welfare of the institution or state. Faculty members should get release time or reduced teaching loads for activities like supervising undergraduate research assistants or projects, commercializing research, licensing a product, or starting a company. These activities should count toward promotion and tenure, as well as publications and service.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on research, innovation and entrepreneurship. Responses included:

- The Kentucky Science and Engineering Foundation (KSEF), which invests in research and development

activities to promote new product development and commercialization, and to advance new ideas and technologies with the potential to promote economic growth.

- The Kentucky SBIR/STTR program, a KSEF initiative that funds the development of federal Phase I and Phase II proposals for Kentucky-based small business innovation research (SBIR) and small business technology transfer research (STTR). KSEF also administers a statewide SBIR/STTR matching funds program, which provides grants for additional activities complementary to federal Phase I or Phase II awards.
- The Kentucky Enterprise Fund (KEF), a state-sponsored, venture capital-like fund that invests in Kentucky-based seed and early-stage technology companies.
- Kentucky EPSCoR, which stimulates sustainable improvements in the Commonwealth's research and development capacity and advances science and engineering capabilities for discovery, innovation, and knowledge-based prosperity.
- Venture Connectors, an incorporated, non-profit organization that brings entrepreneurs and investors together in a professional but relaxed setting. The organization facilitates the expansion of business and commercial investment activities in the Kentuckiana region.
- Bucks for Brains, which, when funded, generated large investments in basic and applied research and attracted top researchers and National Science Foundation funding to the state.
- The statewide push to increase the number of STEM+H degrees.
- The Council's efforts to regularly convene chief research officers to share strategies and discuss potential collaborations.
- The University of Louisville's research/business partnership called FirstBuild. FirstBuild is a community of engineers, scientists, fabricators, designers and enthusiasts that prototype, iterate and refine existing GE products, as well as build and commercialize various new designs. At the edge of the UofL campus, the FirstBuild Micro Factory allows students, engineers, and the larger community to co-create the next generation of smart appliances in an atmosphere of research and development.

- The technology transfer offices and resources at the University of Louisville and the University of Kentucky.
- The creation and support of small businesses, which is gaining momentum in Kentucky.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing research, innovation and entrepreneurship. Responses included:

- There is no strategic communications and marketing plan to highlight the return on investment for university research and development.
- There is not enough collaboration and conversation with Kentucky's economic development leaders to identify and build on Kentucky's current research strengths. More should be done regionally to align research expertise with economic needs.
- There is not enough collaboration and conversation with potential investors and business and industry leaders to identify marketable research opportunities for universities. While some research is purely for research's sake, commercialization opportunities are lost due to a lack of communication between these parties.
- Faculty members are often unaware of commercialization opportunities and do not know enough about technology transfer, intellectual property rights or patent applications to move forward. Faculty members need more training and education about the process. Research faculty at comprehensive universities need

greater access to the technology transfer resources and expertise available at UK and UofL.

- Kentucky needs to be more entrepreneurial; research faculty and economic development leaders should pursue more high-risk/high-reward strategies without fear of failure. This is the only way Kentucky will transform itself from an essentially manufacturing economy to a knowledge-based economy.

- The regional stewardship initiative spearheaded by the Council lost momentum when funding was no longer earmarked for these programs. There is a lack of clarity around the Council's role in regional stewardship, as well as its priorities.

- Universities generally are not nimble when dealing with the private sector. Universities need to streamline bureaucratic processes when dealing with business and industry.

- Students are not exposed to enough undergraduate research opportunities, internships and practical career experiences during college.

Recommended Strategies

- Create a statewide research clearinghouse that would enable investors, businesses, and industries to connect with university researchers engaged in projects with commercialization potential. This database would promote technology transfer and help university researchers connect with researchers at other institutions who are working on similar projects and ideas. It could also include venture capital opportunities for research.

- Identify subject matter experts that could advise university researchers on industry problems that need to be addressed. This may increase the marketability of research.

- Facilitate and replicate industry partnerships like UofL's FirstBuild that provide internships and opportunities for student researchers to apply their knowledge to an industry setting.

- Implement a public awareness and advocacy campaign to articulate the value of basic and applied research and convince the General Assembly that research investments are vital to Kentucky's economic growth and development. Advocates should include not only higher education institutions, but the Kentucky Manufacturers Association, the Kentucky Chamber of Commerce, and other key business and industry partners. As one participant stated, "We need to tell a more compelling story."

- Create the Kentucky D (discovery) prize, an annual competition to award a research team $1 million to pursue research aimed at solving a critical challenge or problem in Kentucky. This would shine a light on the value of research and be a great publicity tool.

- Restructure tenure and promotion policies to promote entrepreneurial and research activities among faculty.

- Require every undergraduate student to engage in research or complete a capstone project as a condition of graduation.

- Promote greater collaboration among research and comprehensive universities to provide technology transfer assistance to faculty members who lack the support of a technology transfer office. Perhaps UK and UofL could provide legal advice on intellectual property law and assist with patent applications for a percentage of future profits.

- Encourage public universities to collaborate with other institutions on similar research projects.

- Consider providing state seed money or matching grant funds for large federal grant programs or key faculty hires.

Feedback on Metrics

- The number of doctoral degrees awarded annually could be a metric to gauge Kentucky's future research capacity.

- The current metric on annual STEM+H degrees is good, but it needs to focus more narrowly on the

degrees that will truly enhance the state's research capacity and economic growth. We may want to use a measure like degrees awarded per 1,000. One participant suggested we track the employment outcomes of STEM+H graduates to determine their value in the marketplace.

- The number of peer-reviewed faculty publications could be a measure of research productivity, as well as federal research grants/funding. Consider comparing extramural research funding to benchmark states.

- In general, Kentucky should benchmark our progress against competitor states and institutions more often, and borrow and adapt strategies that have worked well in other places.

- Consider a metric to communicate the economic impact of research (e.g., number of business start-ups, company spin-offs, patent applications, patents issued, licenses to industry, and licensure revenue).

- Consider a metric that compares the state's investment in a student's undergraduate education versus the economic return to the state.

- When developing metrics, remember that both quantitiative and qualitative measures are important.

Kentucky Council on Postsecondary Education   4

Appendix A: Participants

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Gus Benson, Sponsored Program Director, Eastern Kentucky University

Kim Carter, Executive Director, Office of Sponsored Programs, University of Kentucky

Lisa Cassis, Vice President for Research, University of Kentucky

Adam Caswell, Vice President of Public Affairs, Northern Kentucky Chamber of Commerce

Pamela Feldhoff, Kentucky Consortium of Undergraduate Research, University of Louisville

Renee Fister, Senior Presidential Advisor for Strategic Initiatives, Murray State University

Paula Fowler, Executive Director, Danville Chamber of Commerce

Mahendra Jain, Senior Vice President and KSEF Executive Director, Kentucky Science and Technology Corporation

Kris Kimel, President, Kentucky Science and Technology Corporation

Lou Lenzi, Industrial Design Director, General Electric

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Christina Whitfield, Vice Chancellor for Research and Analysis, KCTCS

Sherrill Zimmerman, CPE member and Chair, CPE Strategic Agenda Steering Committee

STUDENT SUCCESS POLICY FORUM

Introduction

The Student Success Forum was held on April 29, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Nineteen individuals with expertise in student success issues attended, including university provosts, enrollment managers, assessment coordinators, retention specialists, and others.

Major Themes

The need to improve student motivation, engagement and maturity. As noted in other forums, participants are finding that more and more students lack non-cognitive attributes and behaviors that lead to student success. Participants expressed dismay that many college students, even if academically prepared, lack motivation, study skills, independence, maturity, and engagement in their own academic careers. There is a need to develop critical thinking and problem-solving skills in students, perhaps through service learning, internships, independent study, capstone projects, undergraduate research, and other activities designed to increase student engagement. These engagement activities could be built into a student's graduation plan, so there is an intentional effort to enrich the undergraduate experience.

The need to improve advising at the secondary and postsecondary levels. The need for better, more individualized advising was a common refrain throughout the day. Too often student support services are driven by individual college and unit needs rather than the students' unique needs and circumstances. At-risk students may need more intensive advising services dealing not only with academic concerns, but with social, emotional, financial, and cultural matters. For example, it may be helpful to pair first-generation Hispanic students with first-generation Hispanic advisors, and to provide opportunities for both individual and cohort-based interactions. Participants stressed that online students should be offered the same access to the entire range of advising services as traditional students (academic advising, tutoring, writing center assistance, career services, etc.), even if these services are delivered via a technology like video chat. Much more communication and coordination is needed between KCTCS and the public universities to advise students who are planning to transfer or who are good candidates for a transfer program. Also, students need help deciding on a major that matches their interests and abilities, as well as assistance if they decide to change majors. Faculty members often are reluctant to play a bigger role in counseling and advising, even though they are usually the individuals who have the most contact with students. Both faculty and staff need to see advising and coaching as part of their role and employ empathy in understanding the burdens and challenges many students face. Some participants expressed concern that the student support services campuses are currently providing are not being assessed to determine their effectiveness. At the same time, there are many research-based advising practices that have been proven effective, so campuses may not need to re-invent the wheel.

The lack of resources to implement high-impact practices and other reforms. Participants praised the Council for identifying research-based, high-impact practices (like co-requisite models of developmental education) that campuses can implement to increase student success. Unfortunately, budget constraints have made it difficult for campuses to undertake reforms. Seed money and mini-grants awarded by the Council to implement innovative practices and strategies have been very helpful in the past. More funding is needed to accelerate improvement.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on student success. Responses included:

- The University of the Mountains puts public, private, and KCTCS services under one roof to provide seamless postsecondary education opportunities for students.
- Advance Kentucky, dual credit/enrollment programs, and early college initiatives prepare more high school students for college and may reduce costs.
- The development of degree pathways, 2 + 2 programs, transfer partnerships and agreements, and resources like KnowHow2Transfer.org help students transition to baccalaureate programs.
- Most institutions have reduced the number of credits needed to graduate from a bachelor's degree program (to 120 hours).
- The 15 to Finish campaign has raised awareness of the benefits of taking 15 credit hours a semester, especially for traditional undergraduate students.
- Project Graduate has helped increase the number of adults who are coming back to college to complete a degree.
- The Council's new program review process is aimed at promoting academic quality and includes some student employment outcomes.
- The Student Success Summit has been an effective tool for bringing campus administrators and student services staff together to discuss how to improve student outcomes.
- Summer bridge programs and other initiatives that address college readiness needs before students enroll in the fall are lowering developmental education rates.
- Accelerating Opportunity has helped adult education students gain basic skills and career training and credentials simultaneously.
- Learn on Demand, Commonwealth College, and other non-traditional delivery models show promise of attracting more adults to postsecondary education.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing student success. Responses included:

- Retention and graduation rates have been fairly flat over the last five years in Kentucky and remain below the national average despite increased efforts and focus.
- Current efforts to close graduation rate gaps among low-income and underrepresented minority students are not significantly improving performance.
- Advising and counseling needs to be strengthened at the secondary and postsecondary levels. Budget cuts have resulted in reduced staffing in key areas. Faculty members need to step up their commitment to and involvement in student advising and mentoring. Institutions need to reallocate dollars to student services.
- Outdated institutional policies and practices contribute to students' difficulty in navigating the campus bureaucracy. Institutions need to streamline, centralize, and modernize bureaucratic processes.
- While institutional transfer agreements are working, there needs to be further improvement in statewide transfer agreements.
- Institutions must work harder to accommodate adult students through credit for prior learning, competency-based instruction, and more flexible delivery models.
- College is becoming unaffordable for too many students.
- The Student Success Summit has not attracted enough participation and support from faculty members.
- Statewide and institution diversity plans are not integrated into the Strategic Agenda's objectives, strategies, and metrics.

- Campuses have not received any helpful feedback from CPE staff on academic program review.

Recommended Strategies

- Expand efforts to redesign the delivery of developmental education courses to reduce their duration and cost. This may include increasing the number of summer bridge programs, discounting tuition for developmental courses, or enrolling developmental education students in credit-bearing courses with enhanced supports.
- Increase 2-year to 4-year transfer by providing more degree pathways and student incentives. These could include discounting KCTCS tuition for transfer students and/or allowing them to enroll in a four-year institution at the KCTCS rate if they enter with an associate degree.
- Provide more individualized and cohort-based student support services for at-risk students, such as minority students, military veterans, first-generation students, low-income students, undocumented students, and others.
- Expand degree pathways, 2+2 transfer programs, and flexible degree programs for working adults, including online, competency-based programs. Embed wraparound student services into these models.
- Improve career development services on campus and expand business partnerships to provide more internships, job shadowing, and other career training opportunities.
- Strengthen efforts to recruit, train, and hire more diverse educators at the secondary and postsecondary levels.
- Create more AP, IB, dual credit/enrollment and early college experiences for students and ensure they are of uniform quality.
- Expand the Accelerating Opportunities program model to more adults to help them gain basic academic skills and career training simultaneously.
- Implement a statewide initiative aimed at attracting and retaining more high-performing

students into our colleges and universities, perhaps by increasing merit scholarships or institutional reputations.
- Implement reverse transfer programs that allow four-year undergraduate students who are planning to drop out to transfer credits to KCTCS and, if eligible, earn an associate degree.
- Increase financial aid opportunities for GED students, low-income students, adult students, middle class students who are not eligible for need-based aid, and other populations for which college is not as affordable.
- Implement an advocacy campaign to persuade the General Assembly to re-invest in higher education.

Feedback on Metrics

- The Council needs a better completion metric; the current six-year graduation rate only captures first-time, full-time undergraduate students who finish within six years and omits transfer students, part-time students, and students who take longer than six years to graduate.
- There is not enough granular data available to track student retention and progression. Retention should be tracked every year.
- The Council does a good job of tracking students who enter college with developmental education needs, but institutions would like to know what happens to these students once they enter credit-bearing coursework. How many of these students complete a degree?
- If the Council adopts a measure of academic quality, it should not be limited to national rankings or a standardized assessment like the CLA. An academic quality metric should incorporate student portfolios and other authentic assessments and might include the implementation of high-impact practices on campus.
- Consider a metric to track the success of students who enter college from high school dual credit

programs. Is dual credit improving student outcomes?

- Consider a metric to better understand the impact of credit for prior learning on student success.
- The Council used to have a metric focused on student engagement (NSSE results). Consider incorporating a new metric to measure student engagement (not necessarily quantitative data; consider qualitative data sources as well).
- When considering metrics for institutional diversity plans, think about how to promote and measure cultural competency initiatives on campus.
- Some campuses feel the Council needs a better system to validate institutional results on key performance metrics.

Appendix A: Participants

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Ben Withers, Associate Provost, Undergraduate Education, University of Kentucky

Introduction

A policy forum focused on workforce issues was held on May 4, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-three educators and government officials with expertise in workforce issues attended, including representatives from the Labor Cabinet, the Education and Workforce Cabinet, the Economic Development Cabinet, campus career and development offices and other college leaders, the Center for Economic Policy, and the Kentucky Center for Education and Workforce Statistics. Additional conversations will be held with employers to gather feedback.

Major Themes

Greater communication and shared strategies are needed between the higher education and business communities. This was a prominent theme and came up in virtually every conversation throughout the day. While many participants agreed that there are efforts (some very successful) to bring the employer voice to campus, most agreed that more needs to be done to create a meaningful and sustained dialogue between employers and educators about workforce needs, skills development, and ways to work more closely to achieve common goals. Participants suggested that regional and state-level conversations between educators and employers were needed, as well as campus-based discussions.

College graduates need interpersonal and life skills as well as academic training to be successful in the workplace. While academic programs and job-specific training are essential for certain careers, the group stressed the importance of other skills and qualities critical to workplace success, including leadership, teamwork, critical thinking, problem solving, foundational skills (reading, writing, math and

technology), cultural competence, flexibility, self-management, entrepreneurial and innovative thinking, integrity, empathy, and ethical behavior. While the group noted that campuses cannot be expected to instill all of these skills and qualities in their students, there are opportunities to develop them through a variety of campus programs and activities, including service learning programs, internships and co-ops, and more intentional advising about the importance of these skills in the workplace.

Experiential or project-based learning should be built into all higher education programs to help prepare students for the workplace. This recommendation repeatedly surfaced as an essential strategy for improving career readiness and helping students transition from the classroom to the workplace. The group stressed not only the importance of internships, clinical activities, co-ops and other workplace learning opportunities, but hands-on and applied learning through team activities, undergraduate research, and classroom and community-based projects. Participants noted that experiential learning was particularly important in humanities disciplines where it has not traditionally been part of the curriculum. Related to this, participants suggested that professional development was needed to help faculty incorporate more applied learning opportunities into the curriculum and build relationships with employers.

Career planning/advising should begin earlier for students, and should play a more central role for campuses. While the group agreed that the purpose of higher education was not solely to prepare students for careers, there was general consensus that more can and should be done to help students navigate the transition from postsecondary education to the workplace, including earlier career planning for students and a more holistic approach on campus to career services. As one participant noted, being liberally educated **and** well prepared to enter the workforce are not

diametrically opposed. Several people suggested that campuses needed to be more intentional about career development activities, and that they should be interwoven throughout the curricula and academic advising activities.

Campuses should modify programs and delivery options to respond to the needs of adult learners and changing campus demographics.

Forum participants agreed that evolving workforce needs and changing campus demographics provide opportunities for campuses to rethink some of their programs and the ways they are delivered. Adult students—who often are balancing family, work and school commitments—can benefit from non-traditional academic options like competency-based programs linked to specific workforce demands that allow them to advance at their own pace and in their own environment. The group noted that quality certifications often are a benefit to employers and could supplement traditional academic programs. Certificate programs are particularly beneficial when they are stackable (can be applied to further credentials) and are developed in partnership with the employer community.

Issues and Recommendations

Participants were asked to respond to several broad questions to help identify key issues, challenges and recommendations for further consideration.

How can employers help students prepare for the workforce?

- Provide more co-ops, internships and externships. Paid internships are particularly valuable for students.
- Offer time and expertise to campus leaders through service on advisory boards or through regular meetings to identify and help develop needed programs and career pathways.
- Provide regular feedback to campuses about program quality and the career readiness of recent graduates.

- Work with career services offices to connect with students through recruitment fairs and campus-based interviews.
- Participate in regional and state-level discussions and planning sessions to improve the talent pipeline.
- Serve (or encourage employees to serve) as mentors to help students develop their skills and knowledge about specific careers.
- Engage with faculty to help build their understanding of specific workplace needs and skill sets.

How can campuses help students better prepare for the workforce?

- Create incentives for faculty to engage in the career development of students, develop relationships with employers and participate in externships.
- Provide more dual credit opportunities in high school leading to stackable credentials needed in the workplace.
- Be more intentional and systematic with students about career planning early in their programs, and continue that conversation throughout their time in postsecondary education (e.g., four-year plans, clearly articulated career pathways).
- Provide experiential/applied learning opportunities across the curriculum.
- Use tools like Focus Explorer (a tool the Workforce Cabinet is developing) to match skills to jobs and students with employers.
- Participate in state and regional conversations to develop sector-based strategies and industry partnerships.
- Where appropriate, develop competency-based programs aligned with workforce needs and recognize credit for prior learning.
- Strengthen career development offices and link their work to the larger goals and objectives of the campus.
- Establish meaningful employer advisory boards to gather regular input and engage employers in program development and evaluation.
- Develop specific strategies for adult students who need specific and early career advising.

What are the barriers for campuses and employers in implementing these strategies?

- Employers often are hesitant to take on interns due to cost and investment of time.
- "The illusion of inclusion." Employers are invited the table but sometimes postsecondary education is not responsive to their input.
- There sometimes is a perception that it is difficult to get interns and co-op students, especially for smaller employers, or employers simply are not aware of opportunities.
- Campus silos that inhibit communication with employers and the development of broad strategies to improve career services for students. There is not a holistic approach to career development on some campuses.
- Lack of resources, time and personnel.
- Tenure and reward policies discourage faculty from engaging with employers and taking on extra responsibilities in this area.
- The average Kentuckian (and employer) is intimidated by the university system. Even lack of parking on campus can be a barrier to employer engagement.
- Campuses often do not recognize that lack of student confidence is a barrier to their success. All students need more advising and hand-holding. Universities should bring a whole team of supporters together to help students.
- Many faculty members have never left the education environment. They do not understand the business environment.

How can postsecondary education better align degree production with workforce needs?

- Review the state's economic development priorities and assess program alignment (healthcare, business services, energy, transportation, and advanced manufacturing).
- Gather employer input through ongoing industry sector conversations and strategy development.
- Use business intelligence tools (Burning Glass, etc.) with students and faculty that identify current and emerging workforce demands.
- Support industry-recognized credentials and certificates
- Develop/improve relationships with local workforce investment boards.
- Invest in career advising tools linked to current market demands.
- Pair liberal-arts degrees with training/certifications (i.e. psychology degree with mediation certification).
- Making sure credentials are stackable and can lead to further education/training.
- Help students understand the financial realities of career choices. One participant noted that some postsecondary certification programs lead to jobs that don't pay a living wage.
- Help students understand the changing nature of the workforce. One participant noted that half of all jobs soon will be 1099s (contract workers). Students need to be prepared to market themselves in this environment.

How can postsecondary education improve the career development function of campuses?

- Make this a priority of the campus administration and a key strategy for student success.
- Career development needs to be a shared responsibility across campus.
- Invest more resources in career development.
- Incorporate career development across the curriculum.
- Communicate often with professional associations to understand workplace needs.
- Develop a career development plan for students their freshman year and monitor regularly.

How can we better communicate the value of humanities/liberal arts degrees to employers and help these students market themselves?

- Several participants noted that many employers want more well-rounded individuals rather than specific majors.
- Higher education should include more internships and project-based learning into liberal arts degrees to increase their value and visibility. Students could talk about these experiences on resumes and in interviews.
- Engage alumni who graduated with liberal arts degrees to help mentor students about career opportunities.
- National data show that many liberal arts majors are entrepreneurs. Campuses should consider paring liberal arts training with entrepreneurship skills.
- Make it easier for students to double major or build in career emphases or certifications to pair with liberal arts degrees.

How can we measure employment outcomes or employer satisfaction? Should these be included as metrics in the next strategic agenda?

- There was a lot of discussion about developing effective, usable metrics in this policy area. Participants noted that there a national dialogue going on right now about this issue, which recognizes the complexity of measures in this area.

- Among the questions that arose were: Do you measure any employment? Employment in specific fields? What about students working out-of-state? How do we gather these data without broad interstate agreements?
- It was suggested that the new strategic agenda include a charge to develop appropriate employment measures rather than include a less-than-satisfactory metric. There was a general consensus that the country is in the early days of developing these metrics.
- Kentucky has the capacity through KCEWS to get employment outcomes through wage and UI data; however, there is no consensus on using these data to develop a performance metric.
- Employer surveys/satisfaction is a harder nut to crack. Sometimes employers fear being critical of institutions.
- There was a question about measuring the number or percent of students who have an applied learning experience (internships, etc.). Some noted that the metric would have to be very broad in its definition because many different types of experiential learning could be captured. It also would be very hard to measure and track.
- Several participants recommended reviewing surveys from the NACE (National Association of Colleges and Employers) survey—statewide participation.

Appendix A: Participants

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Report of Student Focus Forum

On September 2, Lee, Aaron, and I traveled to the University of Louisville to conduct a focus group with 12 diverse UofL students at various stages of their college career.

2 freshmen	6 from Louisville, the rest from KY
4 sophomores	4 Pell grant recipients
3 juniors	
3 seniors	

After briefly explaining who we were and the purpose of the strategic agenda, we divided the group into 3 tables—opportunity, success and impact. I moderated the table on opportunity, asking questions about their college application and decision making process. Aaron moderated success, and talked about their progress to a degree. Lee moderated impact, and focused on their career plans after college. After 20 minutes, the students rotated to the next table, so that all of them had an opportunity to talk about each focus area.

Here are some of the things we learned.

Opportunity:
- Most students said their parents motivated them to go to college. This was true even of first-generation college students, who said their parents wanted better for them, or that they didn't want to end up like their parents.
- When asked who provided the most help and support through the application process, generally teachers, peers, siblings and guidance counselors were most helpful. One student hired a professional counselor to help her navigate the application process to give her the individual support her counselor couldn't provide. Several students said they probably wouldn't be in college if the UofL admissions counselor hadn't recruited them.
- Students' experiences with guidance counselors were mixed. Some had excellent counselors who gave them one-on-one instruction and support; most said their counselors were good about providing resources and information, like posting deadlines and financial aid newsletters, but when it came to actually applying, Google was their best friend. There was a feeling that counselors helped high achieving students with college more than anyone else.
- A few went on college visits with their high school, but most had parents take them on their own. Students said they would have applied to more schools, but the application fees were a barrier.

- The biggest tripwires along the way were the ACT and the FAFSA, esp. for those students without much parental help. A majority of students said that they didn't realize how important the ACT was until it was too late to prepare for it. FAFSA verification was a huge stressor for the students who were selected to go through the process. Students wished they'd had more information about all the difference scholarships that were available.
- Most students said they felt academically prepared for college, but that they could have used better math instruction.
- Financial literacy was a huge concern among this group. Any loan obligation, even one we would consider modest, terrified them.
- They did not feel college was affordable overall, and resented having to pay hidden fees-- parking fees, health fees, recreation fees, lab fees, and dining fees on top of tuition.

Success
- There is a need for better advising in college. Students said they ended up taking classes they didn't need.
- Some of the classes are too big.
- Some students had switched majors and would not be graduating in four years. Several sophomores in the group had not yet declared a major. Several students wished they had more time to explore.
- Most students felt they lacked good study skills, time management, and money management. They didn't have to study in high school.
- Students who came in with dual credit or AP credit found that very helpful.

Impact
- Students need earlier advising about career development.
- At least at UofL, some colleges have strong career development centers, while others, particularly in Arts and Sciences, are less effective.
- Some suggested that career development be a required part of the curriculum for all students. Make it part of orientation, but continue it throughout the degree program.
- Students, particularly in Arts and Sciences, really have to have a lot of initiative to go after internships, coops and other applied learning.
- Students don't always know what's available to them.
- Students need help developing soft skills (networking, speaking, dress/behavior, etc). Campus jobs help with this.

- Students discussed the need for better advising in general – importance of graduating in four years, planning, getting on a career pathway early.
- There needs to be tangible work experience for every student.

What advice would you give high school students to help them get the most out of their college experience?

- For high achievers, realize that the prestige of an institution is often not worth the resulting student debt. I STILL wish I had better financial literacy. Money shouldn't be the deciding factor in one's college decision, but everyone should understand all the implications.
- Be open-minded, remind yourself true diversity is of the mind and made of experiences and our backgrounds. Try something new every day. Don't hold yourself back—you have the world to gain. I wish I hadn't been so scared to be myself. The right people always find one another. Meet people you never would have and get to know their stories.
- Networking is the key to being prepared for life after college. Make the most of your experience and get involved. It's okay to know your major prior to college or early on but keep an open mind because things can change. I wish I would've known earlier about the importance of work experience and internships.
- Research what grades and scores you need to get into the university of your dreams. Think realistically about price, location, and programs early on (freshman year of college) so you aren't stuck your senior year. Go to a place that feels like home yet feels foreign. You need to be comfortable but you also need to challenge yourself. Do what you love, not what your parents, friends, or other family wants. It's your life that you'll live with every day, not theirs. Athletics doesn't always equal college. Utilize academics and extracurriculars.
- The best advice I could give you is to go to all of your classes. When you miss a class, it turns into a habit. I wish I would've known more about the stress that college can bring.
- Be sure to build networks of friends, people you can trust. Do not be afraid to talk to people. Make sure you know why you're here. Do not go to college unless you know you NEED the degree.
- Seek help on scholarships and financial aid as soon as you start applying to schools. It's just as important as getting in. I wish I'd known about more community-based programs to help you with those kinds of things.

- Explore all majors! You never know what you are going to like. Go to resources that will help you (REACH, writing center). I wish I would have known about all of the scholarships I could have applied for.
- Don't be afraid to explore your passions, share your feelings and concerns with advisors, ask questions, and make a friend in every class. Learn about financial literacy/endeavors and time management.
- Study, study, study! Great study habits now will pay off in college. Do your best. Definitely look for scholarships. Go to the undergraduate admissions office and ask about scholarships. Go to class! It will help and you will learn how to be a better student. Use your resources. Go to REACH. Get involved. Try to find a job on campus. If you just apply yourself, you 'll be surprised by what you can achieve. Do not waste time pursuing a major you don't like, even if you feel pressured to.
- I would tell a high school student not to be afraid to interact with different people. It is good to interact with others who are different so that you can gain knowledge about diversity. This will allow growth in your communication and give you networking options. I wish that I knew more about interdependence.

Introduction

In July 2015, the Council on Postsecondary Education held five town hall meetings to hear public comments and feedback on a draft framework of the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Participants heard a contextual presentation from President Bob King that highlighted the progress and challenges experienced by the public postsecondary system over the last decade, followed by an update on the strategic planning process by Vice President of Policy, Planning and Operations Lee Nimocks. The rest of the evening was facilitated by the EKU Professional Facilitation Center and was designed to elicit comments from both individuals and tables working in small groups. The forums were held on the following dates and locations:

Date	Location	Attendance
July 15	Pikeville	39
July 16	Frankfort	47
July 20	Somerset	31
July 21	Murray	98
July 29	Highland Heights	79
Total		**294**

Biggest Challenges

The facilitators began the interactive part of each event with the prompt: "What do you feel is the biggest challenge facing postsecondary education in the next five to ten years?" In the smaller forums, participants shared their concerns via open mike sessions, while in the larger forums, participants shared via open mike and through written responses. (These half-sheets were collected by CPE staff and are paraphrased in this summary.) Participants' responses overall were remarkably consistent, although some concerns were more pronounced in certain locations (e.g., the need for a public postsecondary institution in Pikeville, the need

for more online education in Somerset, and the need for a fair, consistent funding formula in Northern Kentucky). Financial constraints was by far the most common concern, followed closely by the low value that many Kentuckians place on postsecondary education.

Financial Constraints

- The General Assembly continues to cut higher education appropriations, and a larger portion of the pie is going to prisons, pensions and health care.
- Student affordability and college costs are a major concern.
- Rising student loan debt is a financial burden for students and a disincentive to college-going.
- State financial aid funding is not adequate. The General Assembly is not directing all lottery proceeds to state aid programs, and KEES awards are not keeping pace with rising costs.
- Kentucky lacks the will to raise more revenue through comprehensive tax reform.
- Budget cuts, increased fixed costs and deferred maintenance obligations are decreasing the financial viability of institutions.
- The use of adjuncts and part-time faculty to save money, as well as the reduction in student support services, is eroding quality.
- Attracting and retaining quality faculty has become increasingly difficult with non-competitive salary levels.

Value of Postsecondary Education

- Not enough Kentuckians value postsecondary education or feel it is relevant.
- The lack of jobs for college graduates is fueling notions that college is not worth it. College graduates are working minimum wage jobs and are not seeing a return on their investment.

- Economic stagnation, especially in rural areas of the state, is fueling the perception that college is not worth it.
- Kentucky secondary schools have not done a good enough job creating a college-going culture for all students.
- There is a lack of understanding among the general public that technical degrees/training programs count as "postsecondary education." While it is true that not everyone needs a four-year degree, the vast majority of people need some education and training beyond high school to become part of the middle class.

College and Career Readiness
- We need to do a better job reaching out to families to educate them about the importance of sending their children to college.
- We must ensure Kentucky's high school curriculum is rigorous (encourage STEM, AP, dual credit). Postsecondary education suffers the effects of "P-12 mediocrity."
- We need to ensure that all students are encouraged to pursue postsecondary opportunities, even lower-achieving students.
- Students lack emotional readiness, determination, grit, motivation, and problem-solving skills that help them succeed in college.
- College advising in high school is insufficient; high school guidance counselors do not have the capacity to advise all students.
- We need to make it easier to fill out the FAFSA.
- We need to reduce the time students spend in developmental education, so they will not exhaust their aid on non-credit courses.

Postsecondary Education Advocacy
- We need to organize and mobilize alumni, students, community members, and others to advocate for increased funding for postsecondary education.
- All institutions need to stop competing over diminishing resources and band together with one common voice.

College and Career Alignment
- Colleges need to increase communication with employers to create a career-ready workforce.
- Employers need to have more skin in the game as well. Postsecondary students need access to internships, tuition reimbursement, and employer-subsidized programs.
- It is important that colleges teach soft skills as well as academic skills.
- Colleges need to teach core critical thinking and adaptability skills that will prepare students for any career, even those careers that don't yet exist.
- Don't underestimate the value of the liberal arts; these majors teach individuals transferable skills like communication and critical thinking.
- We must educate more Kentuckians before we can create meaningful economic development opportunities in rural areas of the state.

Teacher Preparation and Quality
- Teacher preparation programs need to be more rigorous and focus on pedagogical training much earlier in the process.
- Teachers need to learn how to accommodate diverse learning styles.
- Too many teachers leave the profession for higher-paying jobs in business and industry.
- High-performing teachers tend to teach in high-performing schools, and vice versa. This needs to change.
- Teaching is not a well-compensated or valued profession; the best and brightest go into other fields. If the United States paid teachers as well as Finland, we would attract the same level of talent.
- Too many teachers are teaching outside of their area of expertise (e.g., English teachers assigned to history courses). We need to align degree production in teacher preparation with workforce needs.

Lack of Innovation

- Kentucky needs multiple pathways to a bachelor's degree and multiple delivery formats, particularly for busy adults.
- We need to increase the number of completer degrees and articulation agreements between KCTCS and colleges and universities.
- Rural Kentuckians especially need access to affordable, quality postsecondary programs, both online and face-to-face. Broadband availability is still a concern. "Rural regions feel abandoned."
- Colleges need to be more nimble, change more quickly, and keep up with the latest technologies.
- Colleges need to be more creative in finding new revenue sources.

Low College Completion

- Retention and completion rates must increase, especially among low-performing populations like low-income, underprepared, and underrepresented minority students.
- There is a growing disparity in the skill levels of Americans versus the citizens of other countries.
- Kentucky must address large regional disparities in educational attainment.
- We need to move to a new completion rate that accounts for transfer students, part-time students, and others not in the traditional first-time, full-time cohort.

Other Concerns

- Government intrusion and regulation, however well-intentioned, is making it harder for institutions to do their job.
- We must do more to prevent academically talented Kentuckians from leaving the state (brain drain).
- Postsecondary education is not doing enough to enroll difficult-to-reach populations.
- Kentucky needs a fair, rational funding distribution model that rewards institutions based on performance.
- Education suffers from an over-reliance on high-stakes testing and other standardized assessments.

Feedback on the Focus Areas

In general, participants supported the three focus areas—opportunity, success, and impact—and liked that the Council was proposing to talk more directly about the positive impact postsecondary education has on the state's economy, communities, health, and welfare. The facilitators asked participants to choose the focus area that most interested them, and in small groups, discuss the strengths and weaknesses of its proposed objectives, as well as strategies that could be used to implement these objectives. Each table chose a scribe to record responses on flip charts and another individual to report out. The following comments are paraphrased from all of the responses collected from flip charts and captured from oral reports. Comments are listed in no particular order (comments that were off-topic or irrelevant have not been included).

Opportunity

- We must expand higher education/P-12 partnerships. Both sectors need to work together to deliver early awareness programs that expose students to college, interventions that reduce the need for postsecondary remediation, and professional development programs for P-12 educators and faculty.
- P-12 and postsecondary educators need to align their standards and expectations so that students understand what they need to know in order to be successful in college.
- More should be done to help students and families understand how to apply for college and the many options available to finance postsecondary education (more financial literacy and early college awareness activities are needed).
- Kentucky needs to conduct a public awareness campaign about the value of postsecondary education. Remember to reach students and families through places of worship, community centers, social service agencies, employers and schools.
- Consider requiring a high school course in college-going, or making every student apply to a

- postsecondary institution as a graduation requirement.
- Allow students to use KEES money to pay for dual credit courses.
- We need more college advisors and mentors for high school students; high school guidance counselors do not have the capacity to perform this function adequately. We also need to ramp up advising for postsecondary students.
- More should be done to build a college-going culture in every region of the state.
- Linking college credentials to employment opportunities is important so that students understand the relevance of furthering their education.
- Expand P-12, postsecondary, and employer partnerships.
- We need to continue working with P-12 to increase college readiness and redesign developmental education so students can enter credit-bearing courses sooner. Consider using Kentucky Adult Education programs to provide more developmental education to students, since their services are free.
- Consider identifying rural students as a target population in the metrics, like we do for low-income and underrepresented minority students. There is still an access problem in rural Kentucky.
- We need to create more pathways to a four-year degree—from adult education programs, KCTCS certificate and degree programs, and the workplace.
- There should be more opportunities for place-bound adults to pursue four-year degree programs, and more access to financial aid. Online programs need to be affordable and of a high quality and include student support services.
- Improve financial aid access for students in certificate and training programs, as well as for part-time and nontraditional students.
- Teacher preparation programs need to be restructured. We need to use clinical models and be guided by the world's best performing countries

(like Finland). We need specific, targeted, differentiated instruction in P-12 and postsecondary education to teach diverse learners.
- There needs to be a more diverse teaching force in Kentucky (P-12 and postsecondary education); perhaps that would increase diversity in our colleges and universities.
- Consider administering high school equivalency exams other than the GED, like the HISET (administered in Tennessee) or TASC.
- Replicate the success of the Falcon Academy in Hickman, Kentucky, a program offering dual credit to adult education students and to high schools with high poverty rates.

Success

- College advising and support services need to be increased. We need to help all students navigate college in less time and limit the impact of changes in major, and we especially need to advise/mentor at-risk student populations.
- We need to increase 2-year to 4-year transfers and revise the metric so that students enrolled in universities don't count as transfers if they only take three hours over the summer at a KCTCS campus.
- Colleges and universities need to do more to prevent summer melt.
- The definition of completion needs to be broader than the traditional 6-year graduation rate. We need to move to a model like the SAM metric.
- Be careful that completion goals do not have the unintended consequence of increasing selectivity and decreasing access for marginalized populations. Also, if students achieve the goal they set out to achieve, this arguably could be considered success, even if they don't complete a degree or credential.
- We need to ensure that critical thinking, literacy, writing, and computation skills are embedded in every level of postsecondary education—from certificates to graduate and professional programs. We may be overemphasizing STEM or technical

programs and underemphasizing the value of the liberal arts.

- We need to improve teaching at the college level and update teaching styles and strategies to incorporate the latest evidence-based research in teaching and learning. Are colleges adapting to today's learner? We must share best practices to ensure they are being replicated across the state.
- Pay more attention to retention from the second year to the third year, as well as from the third year to the fourth year. There is a lot of emphasis on first-year retention, but then efforts wane.
- Ensuring academic quality is important, but how do you measure this? Quantitative measures alone are not adequate.
- Consider tying some institutional rewards to job placement and employment after graduation, since this is the most important outcome for the public.
- We need to do more to foster innovation in public postsecondary education—from program delivery to teaching methods to university operations.
- Involve students in the creation of strategies to eliminate barriers or tripwires that stand in the way of college completion.

Impact

- CPE should re-establish P-16 Councils in local areas. They were a driving force in promoting collaboration among educators across the spectrum.
- Colleges should integrate more entrepreneurship training into academic programs so that students will not just be job-seekers, but job creators (e.g. art majors could learn how to market themselves and create small businesses).
- Don't assume the comprehensive universities have no role in basic research.
- There is quite a bit of overlap between basic/applied/translational research initiatives and community outreach initiatives at our universities.
- We need to promote partnerships, like the University Center of the Mountains, which

encourage cooperation instead of competition between public and private institutions.

- CPE needs to highlight each university's program(s) of strength—not every institution needs to be all things to all people.
- Encourage universities to sit down with community leaders and understand what their service region needs.
- Just persisting and completing college isn't enough; students need internships, service learning, and other applied learning opportunities.
- Career services must be improved on college campuses. Consider funding incentives for institutions to support employer partnerships and provide students with more job shadowing and internship opportunities. Use career assessments to guide students to careers and majors.
- Do we really want to align degree programs with workplace needs? It seems difficult to determine what state needs will be in the immediate future, much less in the long-term. All degrees should impart individuals with critical thinking, problem solving and basic foundational skills that transfer to a multitude of careers. We should ask universities to ensure foundational/employability skills are being taught in all academic programs.

Conclusion

At the end of each town hall meeting, facilitators asked participants to finish this sentence: "In order to be successful with this agenda, CPE, the institutions, and other stakeholders must…" Participants wrote their responses on half-sheets of paper, which are paraphrased here, in no particular order:

- Advocate for the restoration of higher education funding from the General Assembly. Be more creative in finding alternative funding sources. Use limited resources efficiently. "We can't keep fighting over a piece of pie that's always shrinking. We need a bigger pie."

- Increase communication and partnerships with institutions, local communities, P-12 education, and other key partners and stakeholders with" boots on the ground" (this means listening more, not just speaking). Increase input and participation from business and industry, as well as from students and families. Engage at the grassroots level to promote change.
- Promote cooperation instead of competition among institutions. Put territorial disputes aside and work for the common good.
- Start college outreach and awareness activities earlier.
- Implement a public awareness campaign to communicate the value of postsecondary education (not just 4-year degrees, but certificates and technical degrees as well). Demonstrate its value in terms of employment opportunities and salaries, as well as other benefits to the state of Kentucky. Stress the importance of life-long learning.
- Improve CPE's role in disseminating information and research to inform public opinion.
- Create an outcomes-based funding model with clear objectives, including employment outcomes. Direct additional funding to partnerships to encourage collaboration on specific initiatives.
- Advocate for adequate financial aid funding at the national and state levels. Students need enough money to complete a degree, not just fund part of their education.
- Increase innovation in higher education, especially in delivery models that can reach place-bound students where they are. These need to be flexible, adaptable, and affordable.
- Be proactive, bold, strong, daring, independent and brave—don't be afraid to upset the status quo.
- Promote culturally responsive teaching and globally competitive students. Increase diversity on campus and among P-12 teachers and postsecondary faculty and staff.
- Higher education needs to earn the public's trust. If higher education institutions demonstrate successful outcomes, then the state will be more likely to invest in them.
- Promote research-based best practices.
- Do more to eradicate poverty and regional disparities.
- Increase expectations for all students at all levels.
- Focus more on students and counselors and less on politics and public relations.
- Improve/revamp teacher preparation programs.
- Prioritize what's most important—not "just do it," but rather, "what's doable?"
- Resist one-size-fits-all solutions for the entire state. Recognize the different needs and priorities of individual regions and institutions.

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BRANDON NESBITT	NKU
BRANDY DAVIS	KY STATE UNIVERSITY
BRENT SCHANDING	STATE JOURNAL
BRIAN VANHORN	MUSU
CALVIN LINDELL	MOSU
CARL PRESTFELDT	MUSU
CAROLINE ATKINS	MUSU

CASEY HENDERSON	HICKMAN CO SCHOOLS
CATHY ELIAS	CALLOWAY/LIVINGSTON ADULT EDUCATION
CHARLENE HARRIS	BOARD--SOMERSET CC
CHOONG-NAM KANG	MUSU
CHRIS CHAPMAN	LOWCIN LLC?
CHRIS REEVES	BEECHWOOD HIGH SCHOOL
CHRISTIAN BARNES	STUDENT GOVERNMENT-MUSU
CHRISTINA WHITFIELD	KCTCS
CINDY CLOUSE	SOMERSET CC
CINDY REED	NKU
CURTIS CREAGH	KY STATE UNIVERSITY
DAN GRONECK	US BANK
DAN KEMP	MUSU
DANIEL VIEHMANN	OLDHAM CO PUBLIC SCHOOLS
DAVE ADKISSON	KY CHAMBER OF COMMERCE
DAVID BARNETT	UPIKE
DAVID BURDETTE	MUSU
DAVID EATON	MUSU
DAVID JOHNS	UNION COLLEGE
DAVID JOHNSON	ALICE LLOYD COLLEGE
DAVID SCOTT	KHEAA
DAVID SILVERSTEIN	UK
DAVID WHALEY	MUSU
DEAN ADAMS	LINDSEY WILSON COLLEGE
DEBBIE BATTEIGER	MURRAY LEDGER & TIMES
DEBBIE BUZZELLI	UPIKE
DENESE ATKINSON	BIG SANDY CTC
DENNIS JACKSON	CPE
DENNIS REPENNING	NKU
DERRICK GRAHAM	STATE REPRESENTATIVE
DIANE KELLEY	HARDIN CO ADULT EDUCATION
DIANE WILLIAMS	NKU
DIANNE OWEN	FULTON COUNTY SCHOOLS
DINOD MELGOZA	SGA--SOMERSET CC
DIONNA MCDONALD	KY STATE UNIVERSITY
DMITRY SUSPITSYN	CPE
DON CHAMBERLAIN	MUSU
DON MOSS	BOARD--SOMERSET CC
DON ROBERTSON	MUSU
DONALD EGAN	UPIKE
DONNA MCCLURE	STAFF--SENATOR MITCH MCCONNELL
DONNIE AKERS	UPIKE
DONNIE WINCHESTER	USED CAR DEALER
DONNY HOLLAND	TRANSCRAFT
DORIS SAUNDERS	MUSU
DORIS SHAW	NKU
DOUGLAS LANGE	UPIKE
DUANE BONIFER	LINDSEY WILSON COLLEGE
DWAYNE GREEN	GEORGETOWN COLLEGE
ED THOME	MUSU
EDITH LOVITT	PUASKI COUNTY EXTENSION - FSC AGENT
ELAINE WILSON	SOMERSET CC
ELIZABETH COLE	BIG SANDY CTC
EMILY RICHARDSON	UPIKE

ERIN KLARER	KHEAA
ERIN WHEELER	KY STATE UNIVERSITY
FRANK BRAUN	NKU
GAIL CREEKMORE	EKU
GARY COX	AIKCU
GARY DAWSON	HOPKINSVILLE CCC
GAYLE & Bob Royea	MISD
GAYLE HILLEKE	KENTUCKY CAMPUS COMPACT
GEOFFREY MEARNS	NKU
GEORGE R GALLIAN	EKU
GERRY MUNKA	MUSU
GINA WINCHESTER	MUSU
GLENN DENTON	CPE
GREG RUSH	KY STATE UNIVERSITY
GRU ZOU	MUSU
H. KEITH SPEARS	CAMPBELLSVILLE UNIVERSITY
HILMA PRATHER	
HOWARD ROBERTS	UPIKE
HUNT HELM	BELLARMINE UNIVERSITY
IDNA CORBETT	NKU
JACK MORELAND	SOUTHBANK PARTNERS
JACK ROSE	MAYOR-CITY OF MURRAY
JAMES MCGUFFEE	NKU
JANE BENSON	MUSU
JANET JOHNSON	ALICE LLOYD COLLEGE
JANET SLAYDEN	WKEC - CARLISLE ADULT EDUCATION
JANICE ROSE	RETIRED
JAY MORGAN	CPE
JEAN ROSENBURG	PRICHARD COMMITTEE
JEANETTA AMORIN	HOME SCHOOL TEACHER
JEFF GROOB	GATEWAY COLLEGE
JEFF OSBOURNE	MUSU
JEFFREY HAMPTON	RETIRED TEACHER - COVINGTON
JENNIFER MIRACLE	KCTCS
JENNIFER WALKER	PURCHASE ADD
JENNIFER YOUNG	MUSU
JENNY MERTLE	NEWPORT CENTRAL CATHOLIC HIGH SCHOOL
JERRY POGATSHNIK	EKU
JESSICA EVANS	MUSU
JILL RATLIFF	MOSU
JO MARSHALL	SOMERSET CC
JOANN SCHWARTZ	KFTC - KENTUCKIANS FOR THE COMMONWEALTH
JOANNE RAINEY	KY STATE UNIVERSITY
JOE DEBELLA	MUSU
JOE ELLIS	CPE
JOE GALLENSTEIN	KFTC - KENTUCKIANS FOR THE COMMONWEALTH
JOE GRAVISS	CPE
JOE MONTGOMERY	USDA
JOEL D FORD	CONNER HIGH SCHOOL
JOHN CROFTON	MUSU
JOHN LUCAS	NKU FOUNDATION
JOHN ROSENBERG	EAST KY SCIENCE CENTER, PRESTONSBURG
JOHN SHORT	STATE REPRESENTATIVE
JOHN YOUNG	MUSU

JONATHAN BASKIN	MUSU
JOSH RHODES	JEFFERSON CO PUBLIC SCHOOLS
JOSH WISE	CITY OF FLORENCE
JOY HUMPHREYS	MUSU
JUDY VANCY BRADLEY	UPIKE
JUNE VANDER MOLEN	CALLOWAY/LIVINGSTON ADULT EDUCATION
JUSTIN DUNCAN	NKU
KAREN BEARDEN	KYSU - BOARD OF REGENTS
KAREN MEYERS	NKU FOUNDATION
KAREN WELCH	NEW LIFE
KARI PATRICK	SHELBY CO SCHOOLS
KATE LOCHTE	WKMS-MSU
KATE WARE	MIDWAY UNIVERSITY
KATHERINE FRANK	NKU
KATHLEEN MARSHALL	GOV OFFICE FOR POLICY & MANAGEMENT
KATHLEEN ROBERTS	NKU
KATHY WALLS	WKEC - ADULT EDUCATION
KATIE HERSCHEDE	NKU
KAY COMBS	BLUEGRASS CTC
KEITH RITCHIE	KHEAA
KEITH ROACH	SUMMIT UNIVERSITY
KELLI HALL	BIG SANDY CTC
KELLY WEZNER	MUSU
KEN WINTERS	
KENNY IMES	STATE REPRESENTATIVE
KIM BARBER	CEO-CPE
KIM SCRANAGE	NKU
KIMBERLY REYNOLDS	HEAD START
KIP HOTTMAN	OLDHAM CO PUBLIC SCHOOLS
LANITA WILSON	CHRISTIAN CO CHAMBER
LAURA LOHR	MUSU
LAUREN GABBARD	KFTC - KENTUCKIANS FOR THE COMMONWEALTH
LEE NIMOCKS	CPE
LEIGH WILSON-SPEARS	GMSCPP--SOMERSET CC
LESLIE MOYER	KY DEPT OF EDUCATION
LINDA DUNATOV	UPIKE
LOIS MCWHORTER	KCTCS
LORI MCMILLIN	NKU
MADHURA KULKARNI	NKU
MANDI MONGOMERY	PULASKI CO SCHOOLS
MARCIA M RIDINGS	CPE
MARCY DOWNES	MUSU
MARGO DELLICARPINI	MOSU
MARIA BUSH	NONPROFIT/COMMUNITY
MARK WELCH	MUSU
MARTIN JACOBS	MUSU
MARY LESLEY HUNDLEY	MUSU
MARY SIMPSON	UPIKE
MARY T. FIELDS	KY STATE UNIVERSITY
MAUREEN DOYLE	NKU
MAX MAXWELL	KY STATE UNIVERSITY
MEG SIDLE	UPIKE
MELINDA IMPELLIZZER	KY STATE UNIVERSITY
MICHAEL BELL	TRANSYLVANIA UNIVERSITY

MICHAEL PACHEW	UPIKE
MICHAEL WHISMAN	KCTCS
MIKE MORGAN	MUSU
MIKE MUSCARELLA	BAPTIST HEALTH
MIKE RUTLEDGE	NKY TRIBUNE
MISUE SRODA	MUSU
MYRA ELLIOTT	BIG SANDY CTC
NANCY CADE	UPIKE
NICHOLAS JOHNS	INDIANA UNIVERSITY
PALLY LUSK PAGE	NKY EDUCATION COUNCIL
PAT MAYNAHAN	NKU
PATRICK KELLY	NCHEMS
PAUL GREEN	KY VALLEY EDUCATION COOPERATIVE
PAUL PATTON	UPIKE
PAUL SCHWARTZ	KFTC - KENTUCKIANS FOR THE COMMONWEALTH
PAULA DEHNE	KY WESLEYAN UNIVERSITY
PHIL SCHOOLEY	MUSU
PHILIP BRASHEAR	KCTCS
RANAE DUNCAN	MUSU
RANDY ROBERTS	BIG SANDY CTC
REECIE STAGNOLIA	CPE
RENEE FISTER	MUSU
RENEE WATSON	UPIKE
RHONDA CHINN	KY STATE UNIVERSITY
RICH BOEHNE	EW SCRIPPS COMPANY
RM BOKENO	MUSU
ROB CANNING	WKMS-MSU
ROGER MCNEIL	MOSU
ROGER PETERMAN	DINSMORE & SHOHL
RON CARSON	CPE
RON DALEY	HAZARD CTC
ROYA ATTARA	UPIKE
RYAN ALESSI	MUSU
RYAN PADGETT	NKU
SALLY SRODA	MUSU
SAM SMITH	STATE JOURNAL
SAMANTHA PALMER	AMERICAN NATIONAL UNIVERSITY
SARA JACKSON	CERKL
SARA MILLER	MUSU
SARA PHILLIPS	HOPKINSVILLE CCC
SG CARTHELL	MUSU
SHANE ROGERS	SCOTT HIGH SCHOOL
SHARON GREEN	MUSU
SHAUNA MULLINS	MUSU
SHAWN REYNOLDS	INDEPENDENCE BANK
SHAWN SMEE	MUSU
SHERI HAMILTON	JEFFERSON CO PUBLIC SCHOOLS
SHERRILL ZIMMERMAN	CPE
SHERRON JACKSON	CPE
SHIRLEY DUANE	CONNER HIGH SCHOOL
SHIRLEY HENDERSON	PULASKI ADULT EDUCATION
SLONE CANSLER	MUSU
STEVE COBB	MUSU
STEVE PENDERY	CCFC

STEVEN BISHOP	PLANTE MORAN
SUE PATRICK	CPE
SUSAN HOPKINS	KHEAA
SUSAN JACKSON	WEST KY EDUCATION COOPERATIVE - ADULT EDUCATION
SUSAN ROSE	UNIVERSITY OF THE CUMBERLANDS
TAMARA O'CALLAGHAN	NKU
TANLEE WASSON	EKU
TED BROWN	MUSU
TED THIEDE	MUSU
TENA PAYNE	WEST KY CTC
TERESA BETTS	MUSU
TERESA LOCKHART	UPIKE
THADDEUS WALLS	KFTC - KENTUCKIANS FOR THE COMMONWEALTH
TIFFANY GRUEN	COVINGTON INDEPENDENT SCHOOLS
TIMOTHY GRILLS	STUDENT--KCTCS
TINA WHALEY	BLUEGRASS CTC
TOM HESS	UPIKE
TONY HONEYCUTT	SOMERSET CC
TRACI BYRD	MUSU
TRACY CASCADA	SOMERSET CC
TRESSA ROSS	MUSU
TYE MORTENSEN	NKU
TYRA HENDERSON	WEST KY CTC
VENUS EVANS	SGA--SOMERSET CC
VERNELL BENNETT	KY STATE UNIVERSITY
VICKI BERLING	NKU
VICKI NATALE	NKU
VICTOR RAJ	MUSU
VIRGINIA FOX	NKU
WENDELL THOMAS	KY STATE UNIVERSITY
WHITNEY KESSINGER	NKU
WIL SCHRODER	DINSMORE & SHOHL
ZACH HART	NKU
ZB SMETANA	MUSU

The 10 Habits of Highly Effective Boards

TAKEAWAYS

There are 10 characteristics and habits of boards that meet the test of strategic governance. Highly effective boards:

1 Create a culture of inclusion.

2 Uphold basic fiduciary principles.

3 Cultivate a healthy relationship with the president.

4 Select an effective board chair.

5 Establish an effective governance committee.

6 Delegate appropriate decision-making authority to committees.

7 Consider strategic risk factors.

8 Provide appropriate oversight of academic quality.

9 Develop a renewed commitment to shared governance.

10 Focus on accountability.

BY RICHARD D. LEGON

MOST BOARDS OF COLLEGES AND UNIVERSITIES DON'T reach their fullest potential for effective governance. In fact, many may suffer from boardroom dysfunctions that might not be fully apparent. Yet now, more than ever, boards need to strive toward a higher level of performance. Today's challenges and expectations demand nothing less.

Policy makers, corporate leaders, accreditors, and others are asking much more of higher education and increasingly questioning its quality, efficiency, and effectiveness. They are at the ready to offer advice, comments, and critiques; leverage their influence; and expand their oversight in order to ensure that higher education institutions are achieving their missions and meeting their public purposes. Calls for increased accountability demand a greater degree of transparency, trust, and independence—as well as a boldness that only comes from a smarter and more focused level of engagement by boards and true collaboration with college and university administrators. Getting governance right calls for boards to hit their own "refresh" button as they adapt to changing expectations.

Boards are made up of successful leaders, mostly from outside the academy, who need to respect the culture of the institution they serve. At the same time, they must also recognize that the pace of change requires a new level of fiduciary engagement. In an environment of constant challenges, boards must move to "strategic governance"—which means, primarily, forming a far more robust partnership with institutional leaders.

In fact, the success of any college or university ultimately depends on an effective working relationship between the board and the president. Unfortunately, that relationship has grown strained at too many institutions. In a number of conversations recently, I've sensed the increased pressures of leadership and the related tensions that often result between chief executive officers and their governing bodies. Whether in the traditional areas of board oversight or in other, more expansive aspects of board engagement, we at the Association of Governing Boards see boards asking more questions and presidents wondering whether the line between policy and administration has become so frayed that it has largely disappeared.

Voluntary boards can't and shouldn't be trying to man-

age the complex structures and issues of higher education. At the same time, however, presidents and chancellors shouldn't be seeking to limit board involvement in the strategic challenges confronting their institutions. The stakes for higher education today are too high, and boards, which hold ultimate authority, should expect to be full partners.

The truth is that presidents can't succeed in a vacuum, and visionary leadership requires support as well as a sense of partnership—between the board and the president, and with the participation of faculty members and other key stakeholders—to meet institutional goals. Higher education is grappling with some fundamental shifts that require new, entrepreneurial thinking. How that plays out in the boardroom requires a willingness on the part of boards to take, and administrators to welcome, a fresh look at how governance is implemented.

The men and women who serve on a college, university, or system governing boards would do well to recognize that they must collaborate with and support campus administrators in order for their institution to achieve its mission and succeed. For their part, presidents and chancellors, who depend on board support, must recognize that we are in a moment (one that is unlikely to change any time soon) when board members will assert their thoughts and expectations. A new standard of board engagement—reflected through broader awareness, curiosity, imagination, and input—will enable boards to meet the realities of reduced state support for public institutions, tuition and other revenue challenges at all institutions, and new and disruptive approaches to delivering an academic program. Boards will be better positioned to consider and assess risk. And, they will come to understand that their most essential value during these times of change may be as the story tellers of their institution's mission, value, and impact.

The goal is to make this higher level of board engagement work—for the students who expect our institutions to

meet their needs, for policy makers who want to be sure that the public's investment in higher education is providing collective societal benefits, and for others among our stakeholder groups who care about the product that we offer.

The Art of Getting Governance Right

High performance should be the goal of the governing bodies of all institutions and systems. So, how can boards become more effective? AGB's National Commission on College and University Board Governance, under the leadership of former Governor Philip N. Bredesen (D-TN), is working to ensure that boards have the capacity and awareness to meet their responsibilities in an era that often calls for answers to challenging problems. We will share the commission's recommendations this fall.

In the meantime, based on my experience of more than 30 years working with boards and their institutions, I'd like to share a list of 10 characteristics and habits that I believe meet the test of strategic governance through high performance. High-performing boards:

1. Create a Culture of Inclusion

The importance of board culture shouldn't be overlooked by boards committed to making a difference. Highly effective boards have a culture of engagement built upon a commitment to inquiry—knowing that it is better to ask the hard questions within the structure of the board's meetings than to publicly critique board decisions after the fact. Establishing a culture within the board that facilitates the kind of strategic consideration and decisions so essential for the times requires that all important issues be put on the table and that all board members become aware of those issues. Such a culture relies upon a structure that encourages smart engagement—based on dashboards, metrics, and other meaningful data that inform decisions and provide transparency—especially between the board and the administration.

Strategic governance works best when boards understand the business of higher education and the stakes involved. That

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requires a commitment to what matters most: the priorities of the business model in an environment where revenue and expense decisions are increasingly uncertain, strategies for teaching and learning are changing quickly, and the public's trust in higher education is eroding and must be reclaimed.

2. Uphold Basic Fiduciary Principles

The legal expectations of the duties of care, loyalty, and obedience are the essentials of board responsibility. Board members should be aware of what each principle requires of them as individual trustees as well as part of the board as a whole, and how those principles relate to the hard work of serving on a governing body of a college or university. Those basic principles should, along with more specific institutional issues and priorities, frame the board's orientation program. They reinforce that the board is accountable for the reputation and independence of the institution it serves.

The principles call upon boards to recognize that they hold ultimate authority and should act both independently and prudently in making policy decisions and meeting their responsibilities. Board members should be informed about, and focus their actions on, what is in the best interests of their college or university. The institution and its mission and needs—not the interests of any other party and especially not a board member's personal interests—should inform the decisions of the full board.

Certainly, individuals who are appointed or elected to boards of public institutions have a responsibility to meet state interests and broader statewide agendas; serving the public interest is always an element of a board's fiduciary responsibility. However, loyalty and commitment to institutional priorities and interests should remain paramount.

The fundamental fiduciary principles also serve to remind board members that the parameters of their voluntary commitment are not unlike the decision-making standards of corporate law: Members should not presume any individual authority to make policy decisions. Asking the hard questions, demonstrating periodic skepticism when merited, and even expressing strong and dissenting views are all appropriate and welcome elements of board-member engagement. Yet the board acting as a whole must make the final decisions and meet its fiduciary responsibility to hold the institution in trust. Boards should enforce a process of principled discipline when one of their members presumes a level of personal authority to which fiduciary authority does not extend.

3. Cultivate a Healthy Relationship with the President

Today, we need boards and presidents to work actively to establish a strong working relationship—again, perhaps the most fundamental element of achieving a higher level of board performance. Strategic governance is about the board as a "thought partner" with the chief executive.

Many presidents, however overwhelmed by the nature of today's expectations, express concerns that their board is less a partner and more a hindrance. Yet, policy makers and an increasingly skeptical public are demanding that presidents be inclusive in addressing today's difficult challenges. I go back to my opening comments: Successful institutional leaders are those who meaningfully involve their governing body so that it is in the best position to offer full support, help frame bold decisions, and then advocate on the institution's behalf with the public.

That said, boards that are most effective understand the scope and the limits of their responsibilities. Thomas Jefferson referred to board members of his beloved University of Virginia as "visitors." His was a healthy reminder that board members must be smart in balancing their interest, engagement, and authority—their role in oversight and policy setting—with a clear understanding that the actual management of the institution should be left to its top administrators.

Effective boards, while strategically engaged, will look to the CEO to set a course and establish a vision. Ultimately the objective of strategic governance is to achieve a level of mutual objectives, but effective boards must put a high degree of trust in the leadership they selected with the expectation that strategic goals will be achieved.

It is a balancing act: Boards should enhance engagement in the areas where they must participate and be accountable for overall outcomes, while also supporting strong presidential leadership.

4. Select an Effective Board Chair

Board chairs are selected for a variety of reasons: stature, trust, leadership skills, external connections, length of service, gubernatorial influence, personal philanthropy, and others. But such criteria may not be what's needed in this era of constant change. A high-performing board requires a leader who can support and facilitate a model of strategic governance, develop an essential and candid relationship with the chief executive officer, have the respect of his or her board colleagues, understand and respect academic culture, and ensure that the full board is focused on issues that matter.

The board chair and president must have a relationship that allows for candor yet is also mutually supportive. The specific

traits of a board chair of a highly effective board include:

- A sense of partnership with the chief executive;
- Experience leading voluntary boards of complex organizations;
- An understanding of the challenges and opportunities facing the institution;
- A willingness to focus the board and its members on issues that matter rather than those that are neither the province of the board nor necessarily the most important strategic challenges;
- A familiarity with the interests of the institution's internal and external stakeholders, and the ability to represent the board to those groups; and
- A readiness to be the voice of the board as both an advocate and a storyteller to key external constituents, in coordination with institutional leadership.

5. Establish a Strong Governance Committee

As state and federal policy makers, accreditors, and external critics shine a spotlight on board governance and accountability, it is essential that boards own the oversight of their own performance. Today's board committee structures require an active governance committee that oversees effective board governance, whether at a private institution, public institution, or system.

While boards of public institutions are likely to have less direct influence on new board appointments, they, like their private-institution peers, should delegate oversight of board effectiveness to a governance committee. No other board committee is as essential to overall board structure and accountability as this one. And, the selection of the governance committee's chair should be no less important than the selection of the chair of the board. Done correctly, the governance committee can have an enormous impact on strategic governance and improve board performance significantly.

High performance should be the goal of the governing bodies of all institutions and systems. So, how can boards become more effective?

Boards must monitor their own overall performance and take seriously the behavior and ethics of their members. High-performing boards ensure that institutional policies about trustee responsibilities, ethical behavior, and conflicts of interest are current and enforced. An active governance committee should monitor and act upon any lapses.

Related to the work of the governance committee is a focus on building the board that is needed to meet an institution's current priorities. Boards that can influence board appointments (mostly those at independent institutions) should focus on breadth of expertise and commitment among the people being considered to serve on the board. Carefully and intentionally building a board profile with a mix of skills and expertise, and developing future board leadership from among respected and knowledgeable board members, can make a significant difference to a board's ability to achieve a higher level of performance.

Public and private boards should be sure that their makeup addresses the full breadth of expertise necessary to contribute to the strategic issues confronting institutions. Including men and women on the board who understand the business of the academy should be a priority.

6. Delegate Appropriate Decision-Making Authority to Committees

Boards that engage in strategic governance allocate a span of policy-making authority to standing committees while enabling the full board to focus on more strategic issues. Boards should trust that committees will do important work and have a substantial ability to present action decisions and recommendations that are fully vetted.

Committee agendas should focus on issues that matter to the strategic direction of the institution; committee meetings that are repetitive and committees with overly restricted authority invite limited engagement and interest. Rather than structure committee meetings merely to receive staff reports, administrators and committee chairs should work together to frame strategic agendas.

How often should the full board meet? Enough meetings should be scheduled to adequately address the business of the institution and the board, and to meet public expectations. Boards of independent institutions that meet fewer than four times each year plus a periodic retreat are likely going to underperform. Boards of public institutions that meet almost monthly may be overdoing their oversight responsibility and ultimately diminishing their effectiveness, while limiting the capacity of the administration to lead with confidence. It should also be noted that substituting executive committee meetings for full board meetings as a pro forma process, while perhaps facilitating decision making, will send signals that will lead to limited interest and engagement among board members. It is also less likely to lead to the level of performance and collaboration that is essential for today's expectations for board accountability.

7. Consider Strategic Risk Factors

Effective boards should look at key challenges through the prism of "risk." Enterprise risk management (ERM), a common business practice used by many board members in their day jobs, facilitates a smart model of decision making for boards. The process of assessing risk factors and making policy decisions based upon them allows boards to ask questions and make choices in collaboration with senior administrators in line with the level of risk tolerance that the institution might have concerning a specific initiative. That can include anything from investing in change by accepting the upside of a bold initiative to mitigating threats or avoiding some initiatives that might run too high a risk to the business model.

8. Provide Appropriate Oversight of Academic Quality

In *Making the Grade: How Boards Can Ensure Academic Quality* (AGB Press, 2nd Edition, 2012), Peter T. Ewell says

that a board's oversight of the academic quality and outcomes of an insitution is as important as oversight of its fiscal conditions. AGB board chair Jim Geringer often reminds boards that they are responsible for ensuring that their students have learned what they were promised they'd learn upon admission. Their statements highlight the

The quality of our academic programs also mandates that boards understand and engage with academic administrators and faculty members in more meaningful discussions. This isn't about boards substituting their authority for that of faculty members in designing academic programs or courses. Rather, it is a recognition that boards need to understand the essential purpose of the institutions that they oversee.

9. Develop a Renewed Commitment to Shared Governance

Bold change requires a sense of teamwork and collaboration, and high-performing boards need to recognize that their authority for strategic decision making is a multi-stakeholder process. Boards that choose to act precipitously or presume a top-down management style in making decisions will likely reap only counterproductive results.

AGB's advocacy of "integral leadership" as a means for collaborative decision making emphasizes the basic tenets of shared governance. There is a long and often contentious history about how best to engage all parties in institutional strategies, especially boards and faculty members. Today, those challenges of collaboration are compounded by a changing faculty makeup (for instance, the growing number of adjuncts) and that faculty's commitment to institutional governance.

The need for an inclusive process to factor in all the implications of fiscal, academic, and human-resource challenges is apparent. Effective boards will, along with senior administrators, seek to establish meaningful methods of engagement and recognize the importance of collaboration with each other and the faculty.

10. Focus on Accountability

Ultimately, highly effective boards recognize that they are accountable for higher education's most fundamental principles: institutional autonomy and independence,

the protection of academic freedom, and service to a public purpose. Governmental efforts to increase oversight through institutional ratings and major changes to accreditation, while designed to address essential concerns about cost and value, must not infringe upon these most essential values of higher education. How well boards meet their own responsibility to be accountable will significantly influence American higher education's future. Ours is a unique model of institutional policy setting; it depends upon boards and their individual members being fully aware of the stakes associated with being accountable and demonstrating a strong commitment to protecting the inherent principles that define their work.

These are uncertain times for higher education. While we in the United States have the world's most outstanding and varied higher education system, calls for significant change abound. Responding to those calls will require a new level of collaboration, inclusive of presidential vision, faculty participation, and focused board engagement. Whether a board moves to a higher level of strategic governance will require new understandings, with presidents who are open and willing to partner with their boards, and with boards that demonstrate they comprehend the task ahead.

How we do governance is getting a lot of attention. We need to work together to get it right. ■

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fact that, as colleges and universities face challenges and questions about how best to deliver upon the promise of higher education, boards must recognize their ultimate responsibility for ensuring a high-quality learning experience for students.

As a result, boards must become as aware of issues that define quality and educational outcomes as they are about fiscal concerns. Strategic academic affairs committees that call for and analyze metrics about quality and outcomes will help boards engage in an area that they have avoided too often.

Kentucky Council on Postsecondary Education
Key Duties and Responsibilities

The Council on Postsecondary Education is charged with guiding the reform efforts envisioned by state policy leaders in the Kentucky Postsecondary Education Improvement Act of 1997. The Council has multiple responsibilities to ensure a well-coordinated and efficient postsecondary and adult education system. Among its many responsibilities, the Council:

- Develops and implements a strategic agenda and accountability system for the postsecondary and adult education that includes measures of educational attainment, effectiveness, and efficiency.

- Produces and submits a biennial budget request for adequate public funding of postsecondary education.

- Monitors and determines tuition rates and admission criteria at public postsecondary institutions.

- Defines and approves all academic programs at public institutions.

- Licenses non-public postsecondary institutions to operate in the state.

- Coordinates statewide efforts to improve college readiness, access to postsecondary education, and student success, including statewide transfer agreements, adult learner initiatives, KY GEAR UP, and postsecondary work related to SB1 (2009) implementation (college and career readiness legislation).

- Administers Kentucky's Virtual Library, used by all postsecondary, public and K-12 libraries.

- Ensures the coordination and connectivity of technology among public institutions.

- Collects and analyzes comprehensive data about postsecondary education performance.

The listing below provides a more comprehensive overview of statutory duties and responsibilities assigned to the Council.

Postsecondary Education Coordination

- Approve minimum qualification for college admissions - *KRS 164.020(8)*

- Define and approve all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions - *KRS 164.020(15)*

- Eliminate existing programs or make any changes in existing academic programs at the state's postsecondary educational institutions *KRS 164.020(16)*

- Establish course credit, transfer, and degree components, including a statewide course classification and transfer system to help ensure transferability of credit - *KRS 164.020(14), KRS 164.2951*

- Ensure an integrated, cooperative postsecondary system - *KRS 164.020(5)*

- Serve as primary advocate and advisor on matters related to postsecondary and adult education with Governor and General Assembly - *KRS 164.013(4)*

- Create and manage advisory groups of campus representatives - *KRS 164.020(32)*

- Receive reports and updates from campuses on the performance of their duties- *KRS 164.020(12)*

- Implement/manage various funding programs as required by statutory or budget language (i.e. Regional Stewardship, College Level Learning Assessment)

- Manage Kentucky participation in the SREB Academic Common Market

- Make recommendations to the Governor regarding creation of new public universities - *KRS 164.020(18)*

- Coordinate conferences and professional development around issues of student success and diversity

- Serve as the portal agency for Kentucky colleges and universities seeking to participate in the national State Authorization Reciprocity Agreement (SARA), which authorizes member institutions to offer distance education courses in member states – *KRS 164.540(3)*

Planning, Research and Accountability

- Develop and implement strategic agenda and strategic implementation plan for postsecondary and adult education - *KRS 164.020(1), (2), KRS 164.0203*

- Review, revise and approve institutional missions - *KRS 164.020(4)*

- Prepare accountability and status reports for Governor and Legislature- *KRS 164.020(3), (30)*

- Develop planning documents required by federal legislation. The council shall for all purposes of federal legislation relating to planning be considered the "single state agency" - KRS 164.020(7), KRS 158.840(5)

- Conduct research on performance and to determine needs of postsecondary education and adult education in Kentucky- *KRS 164.020(6)*

- Develop a system of public accountability, monitor performance, evaluate effectiveness of institutions- *KRS 164.020(3), KRS 164.095*

- Maintain comprehensive database of postsecondary student data- *KRS 164.095*

Finance, Budget and Tuition

- Develop and manage strategic investment and incentive funding programs, including "Bucks for Brains"   - *KRS 164.7911-.7927*

- Develop and advance a unified postsecondary and adult education funding recommendation to Governor and General Assembly - *KRS 164.020(9), (10)*

- Determine annual tuition levels for all public postsecondary institutions - *KRS 164.020(8)*

- Manage tuition reciprocity agreements for Kentucky residents with border states

- Manage Kentucky participation in the Contract Spaces program (Veterinary Science and Optometry)

- Review and approve all capital projects for postsecondary education, establish capital priorities, and develop biennial recommendation - *KRS 164.020(11)*

- Maintain comprehensive database of capital projects and conduct capital studies and space utilization analyses as required

- Develop and maintain financial reporting system for public postsecondary institutions - *KRS 164.020(26)*

- Implement a comprehensive funding model for the allocation of general fund appropriations to public postsecondary institutions – *KRS 164.092*

Diversity and Equal Opportunity

- Develop state equal opportunity plan for minority students, and monitor implementation and progress through the Council's Committee on Equal Opportunities - *KRS 164.020(19)*

- Set equal educational opportunity goals for public postsecondary institutions and postpone academic program approval if goals are not met - *KRS 164.020(19)*

- Manage Governor's Minority Student College Preparation program and KY's participation in the SREB Doctoral Scholars Program

Private Colleges

- License private postsecondary education institutions to operate in the state, and monitor ongoing compliance with state regulations - *KRS 164.945, 164.922*

- Review and facilitate resolution of private college student complaints

- Perform a Southern Association of Colleges and Schools-like accreditation review of out-of-state campuses seeking eligibility to participate in the Kentucky tuition grant program - *KRS 164.785(7)*

- Ensure maximum cooperation and limited duplication between public and private systems - *KRS 164.020(13), (31)*

P-20 Partnerships and Teacher Quality

- Develop and lead implementation of a unified strategy to improve college readiness and improve college completion rates, in partnership with the Kentucky Department of Education (KDE)- *KRS 164.020(35)*

- Coordinate all postsecondary work surrounding Senate Bill 1 (2009) to revise academic content standards in K-12 education - *KRS 164.302 (1),(2), 164.020(35)*

- Develop guidelines and regulations for awarding dual credit and Advanced Placement - *KRS 164.098,13*

- Approve all teacher education programs that comply with standards set by the Education Professional Standards Board (EPSB). KRS 164.020(21)

- Administer federal Improving Educator Quality grant program

- Coordinate federal and state programs to assure student achievement in reading and mathematics (i.e. Center for Math Achievement, Collaborative Center for Literacy Development) - *KRS 164.525, KRS 158.840(5)*

- Coordinate educational leadership program redesign, in partnership with EPSB – *initiated by HJR14, 2006*

- Develop teacher education admissions standards, in partnership with EPSB

- Coordinate teacher professional development redesign, in partnership with KDE, to align with new Senate Bill 1 (2009) readiness standards. - *KRS 164.020(36)*

- Coordinate and facilitate work of local P-16 councils - *KRS 164.033*

- Administer Kentucky's federal GEAR UP program, with direct outreach and support services to lower income middle and high schools students

- Manage Kentucky's participation in the "Know How To Go" college readiness campaign

Technology Support and Coordination

- Develop and implement statewide technology plan to ensure coordination and connectivity of technology among campuses - *KRS 164.020(20)*

- Collect and maintain student level, finance, and facilities data from Kentucky's postsecondary institutions

- Partner with the Office for Education and Workforce Statistics in activities supporting the Kentucky Longitudinal Data System. *KRS 164.020(37) and KRS 151B.131-.134*

- Coordinate and facilitate Kentucky postsecondary involvement in state and national technology initiatives (KyRON, Internet 2, Connect Kentucky, Commonwealth Tech Council, Distance Learning Advisory Committee, etc) - *KRS 164.020(20), KRS 164.800*

- Manage joint purchasing technology agreements

- Develop and manage the Kentucky Virtual Campus (and on-line academic programs for K-12 students, Adult Education providers, and teacher educators) - *KRS 164.800*

- Manage the Kentucky Virtual Library. Membership includes all postsecondary and K-12 school, public libraries and private colleges (includes KY digital library, statewide, interlibrary loan program, and virtual library databases) - *KRS 164.800*

Educating Adult Kentuckians

- Administer Kentucky's adult education program - *KRS 164.023*

- Manage state and federal funds, award grants/contracts, provide adult education services in all 120 counties - *KRS 164.0234*

- Administer KY's high school equivalency diploma program - *KRS 164.0064*

- Maintain information and accountability systems to monitor student success and program performance - *KRS 164.0234*

- Develop and implement State Plan for Adult Education - *KRS 164.020(34), KRS 164.023*

- Communicate/market value of a KY high school equivalency diploma and literacy programs for adults - *KRS 164.020(34)*

- Develop, review, and implement learning standards and professional development for 900+ adult educators - *KRS 164.0234*

- Lead policy development in the areas of adult basic education and adults returning to college - *KRS 164.020(34)*

- Facilitate partnership with CCLD, KDE, KCTCS, Workforce Investment Board, and other organizations - *KRS 164.035*

- Coordinate Kentucky's "Project Graduate" program – located on all public and several private college campuses – to encourage adults to return to college and complete degrees

Other key duties

- Promulgate regulations as required by statute - *KRS 164.020(29)*

- Implement statewide faculty development program – *budget language*

- Provide annual report to LRC on AIDS education on Kentucky public campuses - *KRS 164.020(24), KRS 164.351*

- Develop and maintain state repository for alternative format textbooks for disabled students - *KRS 164.477*

- Coordinate annual reporting and institutional compliance with the campus safety (Minger) act - *KRS 164.948-.9495*

- Maintain information regarding designated receiver of student records for closed institutions and respond to student requests - *KRS 164.020(23)*

- Review and approve sites for interpreter training programs for deaf and hard of hearing students - *KRS 164.478-.4785*

- Administer Equine Revolving Trust Fund and staff advisory committee - *KRS 138.510*

- Contract with state university to operate State Autism Training Center; receive/evaluate annual report - *KRS 164.9811*

- Develop a comprehensive orientation and education program for members of KCTCS and university boards comprising six hours of instruction delivered in person and electronically - *KRS 164.020(25)*

- Investigate and make non-binding recommendations to the Governor regarding the removal of individual institutional board members and full institutional boards for cause – *KRS 164.020(38)*

- Respond to postsecondary education-related information requests from the legislature, governor, media and other organizations, and to consumer complaints/questions that have not been resolved by the attending campus

CPE Committees & Work Groups

The Council works as a committee of the whole, however there are a variety of ad hoc committees and work groups that respond to priorities in the state's strategic agenda for postsecondary education. Below are the active sub-committees of the Council, as of January 2019.

Committees of the Council	Description/Scope of Work	No. of meetings	Membership & Terms	Current Membership (as of 1/31/19)
Executive Committee	Review all agency budget and personnel matters, provide for an annual audit of the agency, serve as the CPE President Evaluation Committee and oversee the annual evaluation of the president, and perform other activities assigned by the Council.	4-5 times/ year 1 hour meeting	5 members: Council chair, vice chair, & 3 other members One-year term	For Feb 2018-Jan 2019 1. Sherrill Zimmerman (chair) 2. Ben Brandstetter (vice chair) 3. Donna Moore 4. Lucas Mentzer 5. Kristi Nelson
Nominating Committee	Nominate a chair and vice chair for the following calendar year.	1 time/ year 1 hour meeting	3 members One-year term	For Jan-Feb 2019 1. Donna Moore (chair) 2. Kristi Nelson 3. Lucas Mentzer
Tuition Development Work Group (TDWG)	Reviews the tuition-setting process, develops a tuition setting timeline, and makes recommendations regarding tuition and mandatory fee ceilings for the upcoming academic year(s).	3-4 times/ year 2-3 hour meetings	5 CPE members (student & faculty members, and 3 citizen members) One-year term	For Academic Year 2018-20 1. Carol Wright (chair) 2. Ben Brandstetter 3. Robert Staat (faculty) 4. Sebastian Torres (student) 5. Kim Halbauer 6. Sherrill Zimmerman
Budget Development Work Group (BDWG)	Discusses and analyzes information related to the long-term fiscal needs of the public postsecondary system and to work on operating and capital recommendations for the next budget cycle; Reviews the sources and uses of funds within the system, assesses opportunities for additional cost containment and efficiency gains, and reviews how the system can better align General Funds, tuition revenue, and financial aid to help move the system aggressively forward on its reform goals.	Meets 5-6 times on odd years 2-3 hour meetings	5 CPE members (student member, faculty member, and 3 citizen members) Two-year term	For Fiscal Year 2018-20 1. Ben Brandstetter (chair) 2. Ron Beal 3. Carol Wright 4. Lucas Mentzer 5. Sebastian Torres (student) 6. Robert Staat (faculty)
Retreat Committee	Meets to plan the annual retreat	Meet 1-2 times, as needed	Varies – between 3-5 members	For 2019 Retreat 1. Sherrill Zimmerman 2. Ben Brandstetter 3. Kim Halbauer 4. Ron Beal 5. Robert Staat

CPE Committees & Work Groups

There are additional committees and boards that require CPE membership/appointments. CPE representation is required per statute and/or executive order.

Committee with Council Representation	Description/Scope of Work	No. of meetings	CPE Membership & Terms	Current CPE Membership (as of 1/31/19)
Committee on Equal Opportunities (CEO)	Advises the Council on strategies for achieving the equal opportunity and institutional performance objectives; Oversees the Commonwealth's equal opportunities plans for postsecondary education and reviews institutional progress in accordance with 200 KAR 2:060; Reviews and makes recommendations for equal opportunities policy improvements.	5-6 times/ year 3-4 hour meetings	4 CPE Members (student & faculty members, and 2 citizen members Current Membership Terms: Jan 2017-Dec 2020	1. Shawn Reynolds (chair) 2. Vidya Ravichandran 3. Robert Staat (faculty) 4. Sebastian Torres (student)
Kentucky Authority for Educational Television (KET)	The KET board supports the mission and work of the Authority by managing and soliciting funds and contributions that support local productions, services, and the acquisition of PBS and other programs.	4 times/ year	CPE elects 2 representatives: 1 representative for UK & 1 representative for state universities Term length of CPE representatives set by CPE chair	1. Donna Moore (representing UK) – term expires 6/30/18 2. Lucas Mentzer (representing state universities) – term expires 11/30/21

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