AGENDA
Executive Committee

Council on Postsecondary Education
Friday, June 3, 2016
8:00 AM
Union College, Ramsey Center for Health & Natural Sciences, Room 110

1. Welcoming and Roll Call
2. Discuss 2016 CPE President Evaluation Survey Responses

3. Other Business
4. Adjourn

CPE President Evaluation Timeline
Evaluation Year: 2015-16

Phase One: Organization and Preliminary Preparations	
Executive Committee holds organizational meeting to discuss 2015-16 Council President Evaluation and approve evaluation timeline and survey instrument.	Meeting Scheduled: April 26, 2016 @ 8:00 a.m.
Phase Two: Evaluation Process	

SURVEYS
 	
1. April 27 - Heather will e-mail/mail out surveys on behalf of Chair Denton.
   a. Email surveys will submit automatically and remain anonymous.
   b. Mailed surveys will be directed to be returned to Blue & Co., or alternative location, in enclosed envelopes.
 	
2. Between May 9-13
   a. Heather will send reminder email to complete survey.
   b. Executive Committee members will follow up as necessary by phone with key constituents (as decided in 4/26/16 meeting)
	Survey opens: April 27, 2016
	
	Survey closes: May 18, 2016

SELF-EVALUATION: Self-evaluation by president due to CPE chair and Executive Committee.	Due: May 23, 2016
REVIEW RESULTS: Survey results compiled by CPE chair and vice chair.	Meeting will be scheduled between May 23-27, 2016
DISCUSS RESULTS: Meeting of the Executive Committee to discuss and evaluate survey responses.	Meeting Scheduled: June 3, 2016 @ 8:00 a.m.
Phase Three: Discussion and Release	
Executive Committee reports results of the evaluation to full Council (open meeting; all written documents are public records and subject to open records).	CPE Meeting: June 3, 2016
Phase Four: 2016-17 Goals and Objectives	
Proposed 2016-17 work plan approved by Council	*Tentative:* June 3, 2016 (*Date is dependent on adoption date of 2016-2021 Strategic Agenda*)

Survey Takers - President Evaluation 2016

CPE members (*E-mail*)

1. Glenn Denton
2. Maryanne Elliott
3. Joe Ellis
4. Dan Flanagan
5. Dennis Jackson
6. Pam Miller
7. Donna Moore
8. Marcia Ridings
9. Elizabeth Ruwe
10. Robert Staat
11. Sherrill Zimmerman
12. Stephen Pruitt, KDE

Presidents (*E-mail*)

1. Michael Benson, EKU
2. Jay Box, KCTCS
3. Raymond Burse, KSU
4. Wayne Andrews, MoSU
5. Robert Davies, MuSU
6. Geoffrey Mearns, NKU
7. Eli Capilouto, UK
8. Jim Ramsey, UofL
9. Gary Ransdell, WKU
10. Gary Cox, AIKCU

CPE senior leadership staff (*E-mail*)

1. Mary Allison
2. Melissa Bell
3. Rebecca Bowman
4. Ron Carson
5. Doyle Friskney
6. Jay Morgan
7. Lee Nimocks
8. Sue Patrick
9. Bill Payne
10. Travis Powell
11. Reecie Stagnolia
12. Aaron Thompson

State Policy Leaders (*E-mail*)

1. Dave Adkisson, Chamber of Commerce
2. Kris Kimel, KSTC
3. Carl Rollins, KHEAA
4. Bridgette Blom Ramsey, Prichard Committee

Governor's Administration (*Mail*)

1. Governor Bevin
2. Scott Brinkman, Secretary Exec Cabinet
3. John Chilton, State Budget Director
4. Andrew Brinkman, Education & Workforce Development Cabinet

Legislature (*Mail*)

Senate
1. Robert Stivers, President (R)
2. David Givens, President Pro Tem (R)
3. Mike Wilson, Chair, Education (R)

House
1. Greg Stumbo, Speaker of House (D)
2. Jody Richards, Speaker Pro Tem (D)
3. Arnold Simpson – Chair, Budget Review Subcommittee on Postsecondary Education (D)
4. Derrick Graham, Chair, Committee on Education (D)

Performance Evaluation - Years 2010-2016
Mr. Robert L. King, President

Average Overall Rating - Trend Data
(giving equal weight to all respondants within group)

	2010	2011	2012	2013	2014	2015	2016
General Assembly	3.4	2.3	2.8	3.7	4.0	4.6	3.56
Governor's Office Staff	3.9	3.3	3.3	3.8			4.25
Presidents	3.7	4.0	3.5	3.3	3.3	3.4	2.84
CPE Members	4.4	4.4	4.5	4.5	4.6	4.4	4.64
CPE Senior Staff	4.2	4.4	4.7	4.5	4.5	4.5	4.6
Policy Leaders	4.2	4.9	4.5	4.0		3.9	3.75

* The Governor's office staff did not respond in 2014 or 2015. Policy leaders were not surveyed in 2014.
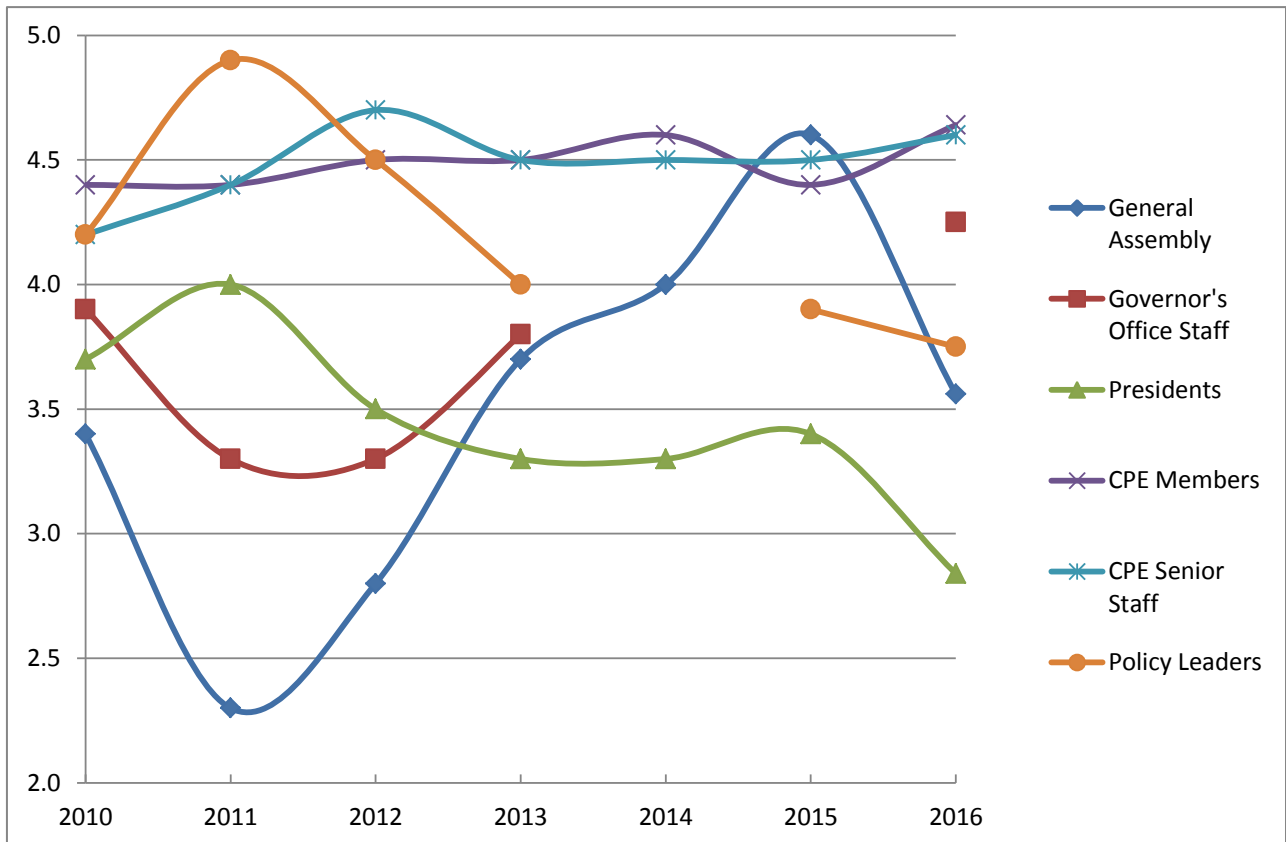
2016 CPE President Evaluation - Council Members

Response Rate: 92%
Total number surveyed - 12, Total responses - 11

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	8	3	0	0	0	4.73	11

Number	Response Date	Please comment:
1	May 11, 2016 3:04 PM	Absolutely!
2	May 2, 2016 3:38 PM	He is ahead of the curve on most issues
3	Apr 29, 2016 8:32 PM	I believe President King has improved with each year as to his understanding of the goals and, accordingly spend his time more efficiently addressing these goals.

2. Does President King work effectively with the Council members, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	9	1	1	0	0	4.73	11

Number	Response Date	Please comment:
1	May 11, 2016 3:04 PM	Very effective communicator. The monthly calls are greatly appreciated and keep me up to date with pressing issues. They also give me a chance to ask any questions I might have to seek advice on council matters.
2	May 2, 2016 3:38 PM	Keeps us very well informed
3	Apr 29, 2016 8:32 PM	President Kings makes periodic one-on-one calls to the Council members, more frequently when major issues are at stake.

2016 CPE President Evaluation - Council Members
Response Rate: 92%
Total number surveyed - 12, Total responses - 11

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	8	3	0	0	0	4.73	11

Number	Response Date	Please comment:
1	May 12, 2016 1:56 PM	Extremely well liked. Great at building rapport and seeking consensus, even if it takes a very long time. Best advocate Higher Education can have.
2	May 2, 2016 3:40 PM	Everyone I speak with has the highest regard for him
3	Apr 29, 2016 8:37 PM	I believe President King has a good working relationship with his senior staff. To the degree possible, he has increased his profile and relationships with the Members of the General Assembly, although, there may be a few holdouts. I don't have enough information to assess his relationship with the Governor but it appears they have started off on a positive note. I still believe President King should listen more and talk less in certain situations.
4	Apr 29, 2016 7:49 PM	Despite the grumblings from campus leaders and elected officials from time-to-time (a normal hazard for any CPE President), President King has built a solid, positive and professional reputation. In my opinion, this is a fact.

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	10	0	1	0	0	4.82	11

Number	Response Date	Please comment:
1	May 12, 2016 1:56 PM	Amazingly well. During this last legislative session, his response to all situations that arose was incredible. He and the staff of CPE worked tirelessly to bring about the best possible solutions for all of our campuses.
2	May 2, 2016 3:40 PM	The recent budget issue demonstrated his leadership
3	Apr 29, 2016 8:37 PM	I think he handled the budget situation in a most appropriate way.
4	Apr 29, 2016 7:49 PM	Three examples of this are the 2016 legislative session, the 2016 legislative session and the 2016 legislative session.

2016 CPE President Evaluation - Council Members

Response Rate: 92%
Total number surveyed - 12, Total responses - 11

5. The Council approved the CPE President's Plan of Work for the months of July 2015 through June 2016 at its June 12, 2015 meeting. A copy of it can be viewed here: CPE Plan of Work 2015-16. To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	3	7	1	0	0	4.18	11

Number	Response Date	Please comment:
1	Apr 29, 2016 8:37 PM	We have had to focus of some other issues which may have taken us off the Plan of Work. However, I think the time was better spent working with the budget.

2016 CPE President Evaluation - CPE Senior Leadership Staff

Response Rate: 75%
Total number surveyed - 12, Total responses - 9

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	6	2	1	0	0	4.56	9

Number	Response Date	Please comment:
1	May 1, 2016 1:33 PM	I have been at CPE for one year and continue to be impressed.

2. Does President King work effectively with the Council staff, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	7	1	1	0	0	4.67	9

Number	Response Date	Please comment:
1	May 1, 2016 1:33 PM	One of the best

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	6	3	0	0	0	4.67	9

Number	Response Date	Please comment:
1	May 10, 2016 2:34 PM	For the first time to my knowledge, the Council received budget cuts in a lesser amount than other state agencies. I think this can be directly attributed to President King's leadership and counsel he and CPE staff provided to the Governor and the General Assembly on issues of higher education, particularly related to performance funding.

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	7	1	1	0	0	4.67	9

Number	Response Date	Please comment:
1	May 1, 2016 1:33 PM	An example was the last legislative session

5. The Council approved the CPE President's Plan of Work for the months of July 2015 through June 2016 at its June 12, 2015 meeting. A copy of it can be viewed here: CPE Plan of Work 2015-16. To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	5	3	1	0	0	4.44	9

Number	Response Date	Please comment:
1	May 16, 2016 2:32 PM	President King has worked closely with Council members and senior staff, institutional presidents, the members of leadership in both the Senate and the House, and Governor Bevin and his senior leadership team. I honestly do not think anyone else could have more successfully navigated public postsecondary education in the Commonwealth through this enormously challenging period past year.
2	May 1, 2016 1:35 PM	I have been in the number of meetings were President King constantly refers to our responsibility defined in the work plan.

OVERALL RATING FOR ALL CATAGORIES   4.60

2016 CPE President Evaluation - Governor & Staff

Response Rate: 25%
Total number surveyed - 4, Total responses - 1

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	1	0	0	0	4.00	1

2. Does President King work effectively with Governor's staff, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	1	0	0	0	0	5.00	1

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board members, campus leaders, key policy leaders, and members of the General Assembly?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	1	0	0	0	4.00	1

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	1	0	0	0	4.00	1

OVERALL RATING FOR ALL CATAGORIES   4.25

2016 CPE President Evaluation - Kentucky General Assembly

Response Rate: 57%
Total number surveyed - 7, Total responses - 4

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	1	1	2	0	0	3.75	4

2. Does President King work effectively with members of th General Assembly, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	1	1	1	1	0	3.50	4

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board members, campus leaders, key policy leaders, and the Governor and his staff?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	1	1	1	1	0	3.50	4

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	1	1	1	1	0	3.50	4

OVERALL RATING FOR ALL CATAGORIES   3.56

2016 CPE President Evaluation - State Policy Leaders

Response Rate: 25%
Total number surveyed - 4, Total responses - 1

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	1	0	0	0	4.00	1

2. Does President King work effectively with key policy leaders, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	0	1	0	0	3.00	1

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board member, campus leaders, and members of the General Assembly?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	1	0	0	0	4.00	1

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	1	0	0	0	4.00	1

OVERALL RATING FOR ALL CATAGORIES   3.75

2016 CPE President Evaluation - Campus Presidents

Response Rate: 90%
Total number surveyed - 10, Total responses - 9

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1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	1	3	4	1	0	3.44	9

Number	Response Date	Please comment:
1	May 12, 2016 7:58 PM	Yes, one of Bob's strong suits is his knowledge of policy and the process of creating it, codifying it, and reforming it. I would list this as one of his strongest attributes.
2	May 10, 2016 2:46 PM	He may have an understanding of the goals; however, this has not been translated to a codified agreement of how to pursue these goals. Expectations are established and "top down" driven without an understanding, or disregard, of the nature of the individual campuses.
3	May 6, 2016 9:42 PM	Yes, Bob understands the goals of higher education and works diligently towards their achievement.
4	May 3, 2016 3:00 PM	The seminal event in the long history of our university was the passage of the Postsecondary Education Reform Act of 1997. It is what drives us every day. Over time there has been increased focus on a number of very important higher education policy initiatives. I believe Bob and the CPE staff are committed to achieving these initiatives but struggle with: (a) Understanding the stresses and pressures of the campus on a day-to-day basis;and (b) In light of a. above, in an era of budget cuts all things cannot be equally important.

2016 CPE President Evaluation - Campus Presidents

Response Rate: 90%
Total number surveyed - 10, Total responses - 9

2. Does President King work effectively with the presidents of Kentucky's postsecondary institutions, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	3	1	2	3	2.44	9

Number	Response Date	Please comment:
1	May 12, 2016 7:58 PM	As we all know, this was a difficult legislative session. Bob is in the very unenviable position of reporting to the Governor while trying to work with the rest of us! Given this predicament, he must straddle multiple worlds and, while he does this masterfully at most times, there are others where it has proven much more challenging. Given the acrimony around the performance-based funding discussions (but more particularly as it related to equity funding), Bob had a tough time keeping the peace and the dialogues focused and civil. Again, I would not want his job for anything, but it IS his job to try and wrangle the presidents and get some coalescence around key issues and policies. Only 2 schools came away with much and that has created some real antipathy against these institutions and to a lesser extent the CPE. I am being blunt here because that is the only way Bob can address this head-on and try and rebuild the trust among the Presidents. Bob has always been straight with me and we work well together, but I know some of my colleagues do not feel the same.
2	May 11, 2016 2:29 AM	As a president, I have lost some faith in President King after this year's legislative session. I understand he is in a very difficult position with a new governor. But he delivered to the Governor a "draft" letter from the institutional presidents before the presidents had signed off on it. In fact, the presidents made it very clear that we wanted to talk with the House Leadership to discuss the letter before it was presented to the Governor. Unfortunately, President King went ahead and sent the letter in and our revised letter (after talking with the House Leadership) was never allowed to go forward. This caused severe backlash from our local representatives which could have been avoided.
3	May 10, 2016 2:46 PM	The environment is political in nature and is based on "who can get votes" and/or bang the table the loudest and longest. Discussions are not held equally among all and therefore information in not equally distributed.
4	May 9, 2016 12:55 AM	Our meetings are generally polite. Bob and his staff share information on the topics at hand. We're told of how the CPE staff have worked with the campus staffs and that things are good to go. However, upon questioning we frequently find that things are [not] all that well developed. Communication is a real issue. Whatever collegial, professional relationship we as a group of presidents had with with Bob was greatly diminished during the budget discussions. Bob shared confidential information with the Governor that we as a group of presidents (and he) agreed would not be shared unless we all agreed to do so.

5	May 6, 2016 9:42 PM	Yes. Bob is professional and collegial. I personally have no concerns in this regard, but there are inevitable tensions from time to time surrounding any given campus and or political issue. Bob typically handles them well and fairly.
6	May 3, 2016 3:00 PM	Bob works hard to develop a collegial, professional environment – not always the easiest thing to do.
7	Apr 30, 2016 3:48 PM	Communication is dis-jointed, selective, not comprehensive and not uniform--some of determined it is a strategy of "divide and conquer." Goals and priorities are set by political agendas and who can "deliver the vote."

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, CPE staff, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	2	3	4	0	2.78	9

Number	Response Date	Please comment:
1	May 12, 2016 8:03 PM	Bob must argue on behalf of higher education writ large and he does that well. I have heard, however, that he and his staff need to be more visible on the Hill during the session. Perhaps the attention he and members of his staff give to national boards and assignments outside Kentucky needs to be addressed.
2	May 11, 2016 2:32 AM	I'm almost certain he has with the first three groups listed. But I'm just as certain that he had damaged his relationship with many members of the General Assembly.
3	May 10, 2016 2:53 PM	To my knowledge, President King has established some positive relationships; however, I have received numerous comments that his comments, meetings and other engagements with the members of the general assembly are [not] effective or conducive for the universities and community college during the last legislative session.
4	May 9, 2016 1:03 AM	The most telling evidence is that neither the Governor nor key members of his staff reached out to Bob during budget development or for quite some time afterwards. There are a few legislators that have regard for Bob and the CPE. But the number if very few.
5	May 6, 2016 9:49 PM	Yes, generally. Certainly with CPE members and staff. As far as I can feel he is off to a good start with the new Governor. Relations with leaders in the Senate and House, however, vary depending on who has a ax to grind related to a given issue.

| 6 | May 3, 2016 3:03 PM | The Governor is new. I know Bob had not had the opportunity to meet with the Governor post-election until late in the budget process. Also, without question, there are members and leaders in the General Assembly that question the effectiveness of the CPE. |
| 7 | Apr 30, 2016 3:52 PM | He has established a working relationships with some legislators; however, I know that many are dissatisfied with the approach and have commented of him not working on the behalf of the presidents. |

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	2	3	4	0	2.78	9

Number	Response Date	Please comment:
1	May 12, 2016 8:03 PM	Yes and no. Again, hearkening back to my answer to question #2: Bob was very good at managing the Council of Presidents at times but not so much at others. I think his practice of calling us individually -- or coming to our campuses for one on one meetings -- can be a double-edged sword. It's effective with some but others would rather have the full, robust debate with everyone in the room.
2	May 11, 2016 2:32 AM	Lack of advocacy for the needs of postsecondary education funding in this past legislative session will put us behind for years.
3	May 10, 2016 2:53 PM	In regards to the budgeting process, he did not provide leadership for the entire sector.
4	May 9, 2016 1:03 AM	Yes and no. He is basically is survival mode with a new Governor and he's trying to establish himself as useful/necessary. I do think he and his team can be helpful with performance funding.
5	May 6, 2016 9:49 PM	Yes, generally speaking. Bob was put in a difficult position (like all of us) as the legislative budget process ran its course during the recently completed legislative session. The Governor, the House and the Senate all took conflicting positions related to cuts to higher education. As Bob reports to the Governor, he may have gotten out in front of the Presidents in supporting the position which the Governor was trying to force on the House.
6	Apr 30, 2016 3:52 PM	This was an extremely trying session. However, words of advice were presented early and often with regards to the mixed messages being delivered to legislators; the likelihood of "no new funding" and these were disregarded. Furthermore, legislative efforts by the CPE were not in line with the expectations nor direction expected by the majority of the presidents.

2016 CPE President Evaluation - Campus Presidents

Response Rate: 90%
Total number surveyed - 10, Total responses - 9

5. The Council approved the CPE President's Plan of Work for the months of July 2015 through June 2016 at its June 12, 2015 meeting. A copy of it can be viewed here: CPE Plan of Work 2015-16. To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	1	4	2	0	2.86	7

		answered question	7
		skipped question	2

Number	Response Date	Please comment:
1	May 10, 2016 2:54 PM	I think that some of the items on this list has been achieved, but they have not been done in a collaborative and collegial manner.
2	May 6, 2016 9:52 PM	Yes, as best he could given the unexpected position taken by the new Governor.
3	May 3, 2016 3:05 PM	I'm not sure all the presidents completely know the objectives and priorities set by the CPE for Bob. Recommunicating directly to the presidents might be helpful.
4	Apr 29, 2016 6:09 PM	Has a tendency to get too involved in how campuses operate instead of focusing on results and, if results of campus goal attainment are poor, then get more involved in asking why and what campus will do to improve.

2016 CPE President Evaluation - Campus Presidents

Response Rate: 90%
Total number surveyed - 10, Total responses - 9

6. Do you view President King as an ally and advocate for the entire system of postsecondary education? Is he effective in that role and has he treated you and your institution fair?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average	Response Count
	0	3	1	1	2	2.71	7

					answered question	7
					skipped question	2

Number	Response Date	Please comment:
1	May 12, 2016 8:07 PM	Yes, Bob is a very experienced and respected leader and he represents higher ed very well. His op-ed from a few months ago before the session launched was one of the best polemics on higher ed funding and our relevance that I have read. And I told him so. Yes, he has treated us fairly as well. He has a knowledgeable and capable staff (some might argue that it is too large) who is always responsive to our needs and with whom we work very well. That said, he needs to pay attention to the dynamic among the presidents and really work on building that consensus which was very elusive during the past session! As I said, I wouldn't take his job for all the bourbon at Maker's Mark!
2	May 10, 2016 2:54 PM	Dr. King has not represented the totality of postsecondary education well and fairly. He has developed a style of that is not inclusive and not based on the overall success for the spectrum of postsecondary education.
3	May 9, 2016 1:14 AM	He is an ally but he clearly advocated strongly for two institutions, at the expense of others regarding equity funding. This left a very sour taste in the mouths of all presidents with the exception of two.
4	May 6, 2016 9:52 PM	Yes. Bob treats the institutions fairly, even when he disagrees with an institutional position. He is generally and [sic] advocate, but is sometimes constrained by the reporting relationship to the Governor. His public positions are constructive and helpful.

OVERALL RATING FOR ALL CATAGORIES   2.84

Kentucky Council on Postsecondary Education

Matthew G. Bevin
Governor

Robert L. King
President

May 27, 2016

Glenn Denton, Chair
Kentucky Council on Postsecondary Education
Denton Law Firm, PLLC
P.O. Box 969
Paducah, KY 42002-0969

Dear Glenn:

In keeping with our practice, I am submitting for your review, and that of the members of the Council, my annual report. It is my hope that this will provide a basis upon which to evaluate our work, and my leadership of the CPE staff. As you will see, I have followed the format of linking activities to the work plan that was agreed to in 2015 for the current fiscal year (ending June 30). While the report is quite lengthy, it attempts to capture the breadth of the work we do, and to provide both context and, some limited quantitative measures of our impact on educational outcomes for Kentuckians.

In my report last year, I stated the following:

> Many of the programs and/or activities to which I will allude, and their specific metrics, are not contained below because the Council has been able to observe the progress being achieved at each of our institutions through the regular campus reports provided at each of our meetings. While nearly all our institutions are demonstrating measurable improvement in many of the areas we have defined in our strategic agenda, the pace of improvement has been negatively impacted by the near decade long erosion of state financial support, in part, and by our inability to change campus culture as rapidly as we need to.

> By that, I specifically mean that we (CPE and our institutional leaders) need to communicate more effectively to faculty and staff that it is our obligation: 1) not just to encourage students to enroll, but to graduate them; and 2) not just to "teach," but to do all we can to assure that our students are actually 'learning.'

> In addition, while significant resources are being devoted to addressing the needs of first generation, low income and underrepresented minority students, our results demonstrate that we are either not doing enough, or not doing the right things to improve outcomes for these students. We are also seeing in the data, and from many of the recently held focus groups being conducted as part of the

development of our next strategic agenda, that we need to pay greater attention to our advising efforts, in every respect: academic, financial, career, and emotional. In a recently completed analysis, we shared with our campus presidents the fact that retention data that every campus demonstrates that we have not been able to change, or markedly improve the patterns of retention in ten years at literally every campus.

Most of these observations remain true. While we continued to see some modest progress, much of our time and energy was spent trying to achieve consensus around a budget proposal, a performance funding approach, and the development of an advocacy effort that engaged the entirety of the higher education community—campus leaders, students, faculty, and their respective boards, as well as the State Chamber, the Prichard Committee and others.

In short, we succeeded in a process sense: we were able, despite deep divisions among the presidents, to get all to sign the cover letter accompanying the budget request; we were able to develop a well thought through, unique method of distributing funds tied to key performance indicators linked directly to metrics in our emerging strategic agenda; and we were able to organize student government leaders, presidents, and board members around a set of advocacy elements, and garner specific support from the Chamber and Prichard Committee, as well as editorial support from multiple newspapers across the state for renewed investment in higher education. But all was for naught. The new administration, in its efforts to address the complex and financially debilitating impacts of the public employee pension system and recent Medicaid expansion, argued that solving these challenges required further cuts to higher education funding.

As a consequence, we again were compelled by circumstance to play defense, and directed much of our energies to minimizing the proposed 9% cut included in the Executive and Senate budget proposals. Throughout the spring, CPE was repeatedly called on to provide information and to convene the presidents for difficult, but direct discussions with elected leaders to achieve a budget agreement. In the end, we were able to secure a reduction in the proposed cuts by nearly 60% overall. But we take little solace from the final compromise in the budget. Despite tuition increases CPE approved in April, campuses will still need to engage in cuts to programs, faculty and staff. While some of this may be welcome, the larger environment for higher education is of concern. Our faculty function in a national market place, and competition for their services is intense. As Kentucky continues to cut funding while other states are renewing their investments in their postsecondary institutions, we risk losing high quality faculty and researchers to institutions better positioned to offer attractive compensation and support packages to our core educational resource.

In the midst of these challenges, we were also able to devote an enormous amount of time to developing a new six year strategic agenda that will become the center piece of our work going forward. While a new performance funding model will need to be developed with participation from the General Assembly and Governor's office, as directed in the new budget, the metrics utilized will necessarily be aligned with the new Agenda. In addition, we developed a new policy on Diversity, Equity, and Inclusion, which, in turn, will direct the campuses to enhance their efforts to assure that persistent achievement gaps are reduced or eliminated, that enrollment and employment on our campuses reflect the diversity in Kentucky's general population, and that the climate on our campuses is welcoming and supportive of all law abiding people, and points of view.

Budget challenges notwithstanding, much of our attention over the next six year period will be devoted to better and more effectively address those issues our research and focus groups suggest are critical to student success: campus culture, finance, advising, and closing achievement gaps. The strategies to drive improvement in each of these areas will continue to be the intense work we will undertake over the next several years as we move to implement the new strategic agenda and work with the new administration and General Assembly

What follows is a detailed description of what was done to fulfill the obligations set forth in our 2015-2016 Plan of Work:

Priority Activities

1. Finalize mechanisms for the distribution of state General Fund appropriations for institutional operations. Develop a unified funding request for postsecondary education for consideration by the governor and legislature for the 2016-18 biennium building off the above work.

   On November 13, 2015, the Council approved a 2016-18 budget recommendation that was unanimously endorsed by all institution presidents. The 2016-18 request, which was the culmination of over a year of discussion and deliberation, asked for the preservation of the 2015-16 General Fund base, as well as restoration of one-half of the state funding cuts imposed since 2007-08. Specifically, the requested increase in state appropriations consisted of:

   - $43.4 million in 2016-17 and $86.7 million in 2017-18 to support a new performance funding approach that provides financial incentives for institutions to accelerate improvement on key student success measures.
   - $6.0 million in 2016-17 and $12.0 million in 2017-18 to establish or expand Centers for Research Excellence at the UK and the UofL.
   - $7.9 million in 2016-17 and $15.8 million in 2017-18 to address disparities in state support among institutions in the comprehensive sector.
   - $2.7 million in 2016-17 and $1.8 million in 2017-18 to support student recruitment and retention activities at KSU.
   - $2.7 million in 2016-17 and $2.7 million in 2017-18 to provide a sufficient amount of state funds to meet federal matching requirements for KSU's land grant program.
   - $1.8 million in 2016-17 and $3.5 million in 2017-18 to support lower tuition and fee increases at KCTCS institutions in the upcoming biennium.

   The unified funding request was sent to the governor and legislature for consideration. Unfortunately, the majority of the request was not funded. The final budget included funding for the KSU land grant match and partial equity funding for NKU and WKU. However, overall state funding for postsecondary education was reduced by 3.9 percent from enacted 2015-16 to 2016-17 and 3.1 percent from enacted 2015-16 to 2017-18. The 2017-18 appropriation includes $43 million (5 percent of total funding) to be allocated through a performance funding model.

2. Establish a strong working relationship with the new governor and his administration, expand time spent with the legislature and its leaders, and facilitate communication between the administration, General Assembly and postsecondary education providers.

   The past six to nine months has been very productive in terms of building critical relationships with the new administration and working to advance the goals of the postsecondary system in the legislature.

   Working through former CPE student member under Governor Fletcher and now Commissioner of Agriculture, Ryan Quarles, I arranged an early meeting between gubernatorial candidate Matt Bevin and institutional presidents, and also arranged for candidate Bevin to address the trustees and regents at the biennial Trusteeship Conference. Since the Inauguration in early December, I have been in close, regular communication with Governor Bevin, the secretary of the Executive Cabinet, the Governor's senior policy advisor, the chief of staff, the state budget director, and the secretary of the Kentucky Education and Workforce Development Cabinet (KEWDC).

   I was very proactive in maintaining regular communications with the President of the Senate, the Senate President Pro Tem, the chair of the Senate A&R Committee, and the chair of the Senate Education Committee throughout the 2016 Legislative Session. On the House side, I have been in regular communication with the

Speaker of the House, the House Speaker Pro Tem, the chair of the House A&R Committee and chair of the House A&R Committee's Subcommittee on Postsecondary Education, and the chair of the House Education Committee. Throughout the session, our staff responded to requests for additional information and did everything we possibly could to solidify the new relationships.

During the latter part of the legislative session, I facilitated numerous conference calls and meetings between and among Governor Bevin's senior staff, legislative leaders, and institutional presidents on a variety of issues, budgetary and otherwise.

3. Finish implementation of the 2011-15 Strategic Agenda for Postsecondary and Adult Education in partnership with campus leaders and adult education providers, and launch the 2016-2020 agenda in January 2016. Work with campuses to finalize the accountability system and establish institutional and state-level performance targets.

The development of the 2016-2021 Strategic Agenda was a central project for the agency during 2015-16. Our goal was to launch the new plan in February of 2016, but continuing discussion and uncertainty regarding the performance funding model and associated performance metrics have led to delays in finalizing the accountability structure for the agenda.

The development of the agenda, which will be considered by the Council at its June 2016 meeting, has been the result of over a year of work and numerous contributors, including the Strategic Agenda Steering Committee, CPE members and staff, institutional planners, provosts, campus presidents, chief business officers, representatives from the business community, KDE, and other agencies and organizations. This agenda highlights three key policy areas that will demand sustained attention over the next six years if Kentucky is to make significant progress toward the goals and vision articulated in the 1997 reform legislation. They are opportunity, success and impact.

The proposed agenda also includes updated mission, vision and value statements for postsecondary and adult education, as well as statewide objectives and strategies to guide work in each of the three areas of focus. The performance measures for the agenda will remain in draft form until final decisions are made regarding the outcomes-based funding model this fall.

4. Partner with campuses and other stakeholders on a broad-based effort to communicate the importance and economic value of adequately financed postsecondary education.

The Council ramped up efforts to communicate the importance and economic value of adequately financed postsecondary education beginning with the five town hall meetings for the strategic agenda, all of which saw a large turnout. Communications continued with a Council-commissioned economic impact study by UK's Center of Business and Economic Research, available at http://cpe.ky.gov/info/cber.htm, followed by Council approval of the budget request in November and regular outreach throughout the legislative session. Staff sought out one-on-one meetings with legislators, routinely presented to legislative committees, and responded to legislative and media requests.

Advance publicity in each of the five town hall meeting locations and in-depth interviews for print, radio and TV made the case that more investment was critical for postsecondary education. Campuses participated in promoting the town hall meetings through their own news announcements, photos and social media. All news stories were extremely positive, and in many cases, appeared as lead stories, accompanied by supporting editorials. Media interviews for the economic impact study and the budget request also resulted in numerous positive radio, TV and print stories. Social media outreach included infographics, *EdTalks* interviews at http://insight.councilonpostsecondaryeducation.org, as well as numerous videos available at http://bit.ly/1WBHrRB.

Another successful component of the advocacy work included a robust, student-led effort organized by the Board of Student Body Presidents and supported by this office. Emails and visits to legislators, op-eds and student events elevated the student voice. Council staff facilitated the student outreach in the beginning by convening the group and developing unifying messages and materials that campuses and students customized, available here: http://cpe.ky.gov/restorethecuts.

Specific Strategic Agenda Priorities

College Access and Readiness:

a. Lead postsecondary education's involvement in Kentucky Rising, a statewide strategic plan to develop a highly skilled, globally aware, and globally competent workforce.

   We continued collaboration with Stephen Pruitt, Kentucky Commissioner of Education, Jimmy Adams, Executive Director of the Education Professional Standards Board, and a wide audience of business and industry leaders from the Commonwealth to develop a systematic approach to the state's broader education agenda. We spent several months working with Marc Tucker and his team from the National Center on Education and the Economy to develop a gap analysis that identified key areas of need in our education system. The gap analysis has been used to jumpstart the initiative with universities and lawmakers throughout the state. I continue to meet with members of career and technical education, teacher preparation, early childhood education, and educational leadership groups to provide an understanding of the initiative and advance this important work.

b. Facilitate full implementation of standards-based instruction, leading to greater Kentucky Adult Education (KYAE) teacher effectiveness and improved college and career-readiness outcomes for students.

   KYAE's programs continue to implement College and Career Ready Standards-based instruction, leading to greater instructor effectiveness and improved college and career readiness outcomes for students. This standards-based instruction and integration of digital literacy align with the content and format of the fifth edition of the GED® test used to award Kentucky's High School Equivalency Diploma. Together, these provide adult education students the same opportunities for college and career readiness as graduating high school seniors. This is part of a larger effort to create a seamless system that allows students to move from adult education to earning their high school equivalency diplomas to transitioning to postsecondary education and/or living wage jobs, and to ultimately contributing to the economic vitality of the Commonwealth.

c. Building on KYAE's Employability Pilot, launch a statewide initiative to ensure that all programs provide instruction that is contextualized with the KYAE Employability Standards. These efforts will provide students an opportunity to learn, practice, and develop confidence in demonstrating employability skills, and they align with the Workforce Innovation and Opportunity Act (WIOA) requirements to offer workforce preparation.

   KYAE provided regional train-the-trainer sessions for all programs and offered online professional development to equip instructors to integrate the KYAE Employability Standards with academic instruction. In addition, KYAE provided access to the Worldwide Interactive Network suite of career readiness products to adult education programs statewide. Through this online resource, students can prepare for and earn the Kentucky Essential Skills Certificate and the National Career Readiness Certificate.

d. Explore integrated education and training models, including career pathways in the medical and manufacturing fields. Launch pilots in several local programs with the support through the Office of Career, Technical and Adult Education's (OCTAE) technical assistance grant (*Moving Pathways Forward*).

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This past year, KYAE successfully launched a State Registered Nurse Aide (SRNA) pilot in partnership with the South Central Area Health Education Center. Students in four counties completed a facilitated online course while concurrently working toward a GED® diploma and SRNA certificate. Instructors developed contextualized academic units of instruction aligning with SRNA course content. Students were mentored by course facilitators and adult education instructors and received financial assistance to cover the costs of achieving the SRNA Certificate. After the successful completion of the SRNA assessment in June, students will be connected with local long-term care facility representatives for possible employment.

e. Create awareness of and build sustainability for Accelerating Opportunity Kentucky (AOKY), an integrated education and training model partnership between KYAE, the Kentucky Community & Technical College System (KCTCS) and the Kentucky Education and Workforce Development Cabinet (KEWDC).

KYAE continues to work diligently with KCTCS and the KEWDC to create awareness and build sustainability for Accelerating Opportunity Kentucky. These partners recognize that it is crucial to have the support of civic and business leaders to sustain the Accelerating Opportunity initiative. With funding provided by Jobs for the Future, KYAE has led development of a multiple-month advertising campaign targeting business and civic leaders located where Accelerating Opportunity programs exist. The advertising campaign includes a variety of media to reach these individuals, including outer market radio, public radio, newspaper, business publications and digital media networks.

f. Continue implementation of Kentucky's third Gear Up grant, assess program effectiveness and better integrate Gear Up's work into the agency's broad college access and readiness efforts. Explore the possibility of linking resources among the participating agencies and organizations to provide academic, career and financial aid counselling to potential traditional age and adult college students.

The third and final GEAR UP cohort transitioned into high school in the fall of 2015, bringing the current total population in the state program to 12,584 students (grades 9–11). The GEAR UP-2-College & Career program was supported by individualized advising and delivered success skills, financial literacy and college knowledge instruction for all cohorts. The team led a very successful GEAR UP Kentucky Summer Academy hosted on three university campuses:
  - GEAR UP's Parent Services focused on local implementation and increasing awareness and access to newly developed online resources for GEAR UP parents, guardians, and community mentors.
  - The School Improvement Services focus for the past year was the first-ever *GEAR UP Kentucky School Counseling & Advising Institute* in October 2015 and expanded with the *GEAR UP Visions Leadership Program* in January 2016.

Integration of GEAR UP work and resources with the overall agency goals and priorities continued as GEAR UP joined the majority of council staff on the third floor, and took a supporting role in both the development of the state's Strategic Agenda and long-range planning for the Council. GEAR UP and Academic Affairs worked collaboratively to establish the Kentucky Advising Task Force for Student Success: a broad, multi-agency effort to establish learning standards and student competencies for college and career readiness.

g. Expand the CPE-led Kentucky College Access and Readiness Outreach Coalition, made up of access and readiness practitioners, educational agencies and institutions, community organizations, and business representatives that share a common mission to improve college access and readiness.

The ongoing facilitation and coordination of the Kentucky College and Career Connection Coalition resulted in expanded partnerships, new student-developed outreach tools, and messages to promote college affordability statewide. The KnowHow2Pay campaign served as the backdrop for a new partnership with the Prichard Committee, bringing students and student perspectives to ongoing college access and affordability efforts.

Student Success:

a. Host the annual Kentucky Student Success Conference, which provides campus faculty and staff with practical, achievable strategies to close achievement gaps and increase student persistence and graduation.

The fifth annual Kentucky Student Success Summit in April brought together 284 attendees representing each Kentucky public university, 12 KCTCS institutions and its system office, 7 private institutions and 7 organizations and agencies. The theme of the summit, "Student Success Game Changers: Practical and Proven Strategies for Elevating Your Student Success Game," referred to an increased focus on implementation of pragmatic, evidence-based strategies for improving student engagement, retention and persistence. The agenda included plenary addresses by Dr. Elizabeth Capaldi Phillips, Provost *Emerita* at Arizona State University; Dr. Freeman Hrabowski, President of University of Maryland-Baltimore County; Tori Murden McClure, President of Spalding University; and Dr. Vince Kellen, Senior Vice Provost of Analytics & Technology at UK. Concurrent sessions explored best practices in supporting adult learners, developing signature assignments, implementing meta-majors, and creating an inclusive environment for students.

b. Promote the redesign of developmental education to focus on accelerated learning models leading to successful completion of credit-bearing courses.

Over the past year the Council has led statewide efforts to reform developmental education in an effort to improve educational opportunity and success for students entering our campuses underprepared for college-level work. Data analyses reveal that the current prerequisite remediation model has not been effective in supporting students in the completion of college-level gateway courses. A corequisite model that allows students access to credit-bearing, gateway courses has demonstrated promising results in other states and in Kentucky, though pilot programs supported through Council. Council funds have been used to support multi-semester projects in mathematics at all comprehensive universities and KCTCS. One comprehensive campus is receiving Council funding to pilot a corequisite program in English. The Council also is providing statewide professional learning opportunities for faculty and staff to assist them in the implementation of the corequisite programs. Participating campuses will submit impact assessments that will help create a platform for discussion about effective practices related to these new methods of serving underprepared students. The Council recently received a $326,000 grant from James Graham Brown Foundation to support and expand statewide implementation of the corequisite model, and we will work closely with the campuses on program development and assessment.

c. Develop statewide strategies in areas such as academic advising to improve student persistence and graduation. Research best practices, promote them through policy papers and workshops, and support learning communities among advisers.

Leaders from two institutions with nationally recognized advising practices were invited to Kentucky to discuss their efforts and lessons learned. Dr. Timothy Renick, Vice Provost and Vice President of Enrollment Management and Student Success of Georgia State University, spoke to the Council of Chief Academic Officers and teams of leaders from each public university and the KCTCS office in July 2015. In April 2016, Dr. Elizabeth Capaldi Phillips, Provost *Emerita* of Arizona State University, spoke to the attendees of the Kentucky Student Success Summit. Both speakers provided information regarding the specific steps their institutions took to implement advising practices that better served their students, increased their engagement, and helped them persist to graduation.

d. Implement the Council's revised dual credit policy and the recommendations of the Dual Credit Advisory Council to broaden access and improve quality of Kentucky's dual credit offerings.

Improving the educational attainment of Kentucky's students by promoting dual credit opportunities has received much attention during the past year. At the request of the co-chairs of the General Assembly's education committees, a dual credit work team met to design a dual credit policy that promoted access to quality dual credit coursework at affordable costs to students. In June 2015, a revised dual credit policy, addressing both career and technical education and general education programming, was adopted by the Council. A key principle of the new policy is that all eligible high school students have access to a minimum of three general education and three career and technical education courses in a career pathway. A Dual Credit Advisory Council was established to oversee the implementation of the policy, create and maintain an assessment process, and create a funding model for dual credit programming. The policy and implementation process are now used as national dual credit and dual enrollment models.

During the recent legislative session, there was growing interest in dual credit as a key strategy for strengthening workforce development. The Council worked closely with the new KEWDC Secretary, KCTCS, KHEAA and the Commissioner of Education to craft a workable dual credit scholarship program that would expand access early college opportunities, particularly for lower-income students. While the language defining the program parameters was vetoed, scholarship funding was appropriated for the coming biennium. While the funding mechanism will be somewhat different from that recommended in the policy, the plan should expand dual credit opportunities for high school students across the State.

e. Work with institutions to review and revise the current college algebra requirements and promote alternative quantitative reasoning pathways within appropriate programs.

A set of guiding principles for development education reform was designed by a statewide work team and was an informational item for the Council in June 2015. The principles included the need to review mathematics pathways and consider the addition of new statistics and career and technical education quantitative reasoning pathways to the current mathematics general education and college algebra pathways. The discussions on the need for additional mathematics pathways began in fall of 2015 and will continue throughout summer and fall of 2016.

f. Improve achievement and student success for underprepared, low-income, and underrepresented minorities through the work of the Academic Quality and Persistence and Graduation committees, faculty professional learning communities, and expanded data and information analysis.

The last meeting of the Committee on Persistence and Graduation was in July 2014. We have since decided to focus on ad hoc, topic-oriented committees rather than standing committees. Much of the work on achievement gaps has been to focus on improving opportunities for underprepared students through the creation of new developmental education models like corequisite education.

CPE received a small grant from the Association of American Colleges and Universities for the Faculty Collaboratives, to support faculty participation, collaboration and leadership in nationally significant initiatives. The immediate goal is to build faculty interest in and capacity to apply the Degree Qualifications Profile (DQP), General Education Maps and Markers (GEMs), and Valid Assessment of Learning in Undergraduate Education (VALUE) to general education programs and to incorporate and advance knowledge of the links between engaged learning practices and improved student persistence and learning. The second goal is to build ongoing capacity within and across state systems to directly connect faculty teaching and learning practices to increased student success. As part of the grant, CPE has selected two Faculty Fellows (one at BCTC and one at WKU) to lead the work.

g. Focus on efforts to reduce time to degree, including broader implementation of *15 to Finish*, a communications strategy to encourage students to earn at least 15 hours a semester or 30 hours a year.

The Council's *15 to Finish* communications campaign encouraged students to earn 15 credit hours a semester or 30 hours a year. After nearly a two-year run on television and radio, the public service announcements ended in April 2016, with an estimated value in total placements of $5.4 million. More than half of that amount ran this fiscal year. The TV and radio ads, plus the parent and student resources, are available at http://15tofinishky.org/. Several campuses have developed their own programs promoting quicker time to degree by completing 15 credits a semester. Accelerating time and reducing credits to degree also is a focus in the new strategic agenda. Several strategies and proposed metrics highlight the importance of encouraging students to take a full schedule if possible and graduate in a timely manner.

h. Continue implementation of initiatives to increase transfer and reverse transfer, including KnowHow2Transfer, Transfer Madness, and additional degree pathways between two and four year campuses.

The Council continued its focus on increasing transfer and smoothing the process by initiating a yearlong transfer initiative. On January 29, 2016, the CPE hosted a meeting of the public university and KCTCS provosts, transfer center directors, registrars, and other leadership closely involved with student transfer. The y-daylong event included time for each university to meet with representatives from the KCTCS institutions from which it receives a significant number of transfer students, as well as time for colleagues to gather in peer meetings. Discussions focused on current obstacles to student transfer, course and program alignment, revision of existing transfer agreements, possible new transfer and reverse transfer agreements, KnowHow2Tranfer.org, and the development of degree pathways. These discussions have continued during regional meetings hosted by the public universities and the KCTCS system office. The initiative will culminate in late November with the creation of online repositories of transfer agreements, additional degree pathways and an effort to raise awareness and usefulness of KnowHow2Transfer.org.

i. Work with campuses, the Kentucky Higher Education Assistance Authority, state policymakers, and others to reduce financial barriers to college through continued advocacy for state financial aid programs, moderated tuition increases, and support for institutional aid policies that support low income Kentuckians.

The Council worked closely with KCTCS, KHEAA, KDE, and KEWDC on student-centered strategies to improve access to postsecondary education, including the development of a dual credit scholarship strategy that would create a more balanced approached to sharing the cost of providing dual credit opportunities and a "last dollar" scholarship program for students pursuing certificate and associate-level career and technical programs.

The Council's budget request also included a strong recommendation for adequate funding of the state's need-based financial aid programs, and in partnership with KHEAA, GEAR UP, and student leaders, we advocated that all lottery proceeds be directed to student aid, per the directive in the statute.

The tuition recommendation this year attempted to balance the needs of the campuses with the needs of students. While the increase was more than any of us would have liked, our analysis indicated that Kentucky's low-income students continued to benefit from strong grant support from state, federal and institutional sources. Under the leadership of our GEAR UP program, we worked closely with the Prichard Committee's Student Voice Team to increase outreach to students about the importance of filling out the FAFSA form to access student aid. A series of student-produced PSAs (video and audio) were developed and distributed statewide to encourage more students to fill out the FAFSA as a first step in their college planning process. The Council's *15 to Finish* campaign was another communications and outreach strategy to encourage students to finish on time, and consequently lower the total cost of education.

j. Support campus efforts to improve diversity consistent with the strategic agenda, campus diversity plans and the statewide diversity policy. Work with the CEO, policy makers and others to communicate the focus and significance of Kentucky's postsecondary education diversity policy.

Over the past year, Council staff has continued to engage campus representatives and members of the CEO in developing a new diversity policy and framework for evaluating progress toward meeting equal educational opportunity goals for purposes of determining eligibility to offer new degree programs per KRS 164.020(19). On May 16, 2016, the CEO unanimously approved the new policy and framework developed by CPE staff. This recommendation will be taken to the June 3, 2016, meeting of the Council for final adoption.

Institutions have continued to provide updates on campus progress on their diversity plans developed in accordance with the current diversity policy at CEO meetings held quarterly throughout the year. New degree program eligibility was evaluated this past year in accordance with the current process and all institutions were eligible to offer new degree programs.

The CEO hosted a Statewide Diversity Summit in November 2015, that included student and superintendent panels, and workshop speakers from the SREB Doctoral Scholars Program, Stony Brook University, University of North Carolina-Charlotte, and Texas A&M University- Kingsville. Approximately 150 administrators representing each of the 8 universities and 16 KCTCS schools participated in the daylong event.

k. Focus on the continuous improvement of student learning and academic quality through efforts such as Kentucky's participation in the Multi-State Collaborative to Advance Student Learning Outcomes Assessment.

Four institutions participated in the pilot year of the Multi-State Collaborative (MSC) – UK, NKU, and two community colleges. We are now in the demonstration year. The Council will host a retreat for provosts and other academic leaders and one of the topics will be whether campuses are willing to evaluate general education programs through an MSC-type process. As part of the Student Success Summit, Natasha Jankowski of the National Institute of Learning Outcomes Assessments (NILOA) provided an overview of signature assignments, another strategy to improve student learning and academic quality. NILOA will do follow-up workshops for those campuses who are interested.

<u>Research, Economic, and Community Development:</u>

a. Recognize and support the role of universities and faculty in creating and advancing knowledge and economic development in high-growth or emerging areas aligned with Kentucky's business, industry, and regional priorities.

The staff member overseeing much of this work transitioned out of the Council in the fall of 2015, and current staff will be meeting with academic leadership and the institutional research leads to determine next steps in terms of the agency's work in the area. Despite the staff turnover, the Council has worked closely with the Lung Cancer Research Governance Board and the institutions to strengthen the administration and oversight of the lung and ovarian cancer research initiatives, and other cancer-based funding match programs. These programs provide essential funding to advance cancer research at both UK and UofL.

The Council also has been working closely with the Equine Trust Advisory Committees to strengthen the administration of the pass-through funding that supports equine programs at several of our universities. The funding helps link the important academic program at Kentucky universities to a vital Kentucky industry. Additionally, the Council coordinated introductory meetings with MoSU, UK, UofL, and EKU to discuss Exomedicine and established a steering committee to explore ways universities can move forward in this emerging STEM field.

b. Work with campuses and other stakeholders to develop communications strategies highlighting campus-based research and development initiatives and the impact of this work on Kentucky's economic competitiveness.

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Council staff is working with the University Programs of Distinction (established at the comprehensive universities through the 1997 higher education reform legislation) to help develop a communication strategy to enhance the uniqueness and stature of these programs. We'll be evaluating possible marketing strategies that may be employed in coming academic year.

c. Collaborate with universities, industry, and communities to foster an innovative, creative, and entrepreneurial culture within the postsecondary education community.

While recent staff attrition has limited the Council's work in this area, we had the opportunity to jointly coordinate and host a very successful higher education entrepreneurship conference with EKU in the fall of 2015. *Kentucky E3: Education and Entrepreneurship as Economic Engines* brought together nationally-recognized leaders in the fields of education, business, entrepreneurship and technology to discuss a range of ideas and initiatives, including social enterprise in higher education, acquiring and use of capital funding, fostering start up communities, identifying emerging markets, and preparing a 21st century workforce. Our hope is that this will be one of the first of many state-level discussions about how we can harness the power of higher education to advance innovation and prosperity in the Commonwealth.

d. Partnering with the Kentucky Science and Technology Corporation (KSTC), develop a comprehensive innovation strategy that brings together business, government, education, and KSTC programs, contributing to the creation of entrepreneurial companies, jobs and the international competitiveness of Kentucky's economy.

KSTC is one of the Council's key partner organizations. We work closely with KSTC to advance a comprehensive innovation strategy for Kentucky that builds on the strengths of our colleges and universities in the areas of research and technology transfer. The Council administers pass-through funding to the organization and works closely with KSTC leadership on strategy development and implementation of several programs, including IdeaFestival, a nationally recognized multi-day convening that focuses on innovation, entrepreneurial activities, and job growth. In addition, we are initiating regular meetings between KSTC and our campus chief academic and research officers in an attempt to link the organization's work with campus-based research and innovation.

e. Provide guidance and support to the Governance Board for Lung Cancer Research and the Cancer Research Trust.

Council staff continues efforts to coordinate and facilitate quarterly meetings of the Kentucky Lung Cancer Research Governance Board. Work has been done over the past year to help standardize and simplify the financial reporting format and develop programmatic responsibilities timelines. In addition, the Council issued a Request for Proposal and awarded a contract on behalf of Board to review the program and assess the economic impact return. The resulting study showed a significant return on the Commonwealth's investment in this program. At the direction of the board, CPE provided this information to all legislators and other policy leaders. Additional materials are being developed to highlight current research activities, and a joint UK/UofL lung cancer symposium is being planned for the fall.

f. Advance Kentucky's STEM+H agenda through ongoing leadership, advocacy, and collaborative efforts with the Cabinet for Health and Family Services, health, engineering and other STEM-related campus programs, Project Lead The Way, Advance Kentucky, STEMx, and other statewide efforts.

During the 2015-2016 academic year, the Council worked with public colleges and universities to review and approve over 38 new academic programs in STEM+H or Career and Technical Education. The Council also continued support of programs such as Project Lead the Way and Advance Kentucky, designed to expand the pipeline of STEM-ready students who matriculate into postsecondary education. We also are working with

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campuses on innovative programs, such as one at MoSU, to train graduate level K-12 teachers in STEM areas while they also are working toward National Board certification.

g. Strengthen partnerships with the Education and Workforce Development Cabinet, the Economic Development Cabinet and other agencies and organizations to align graduation outcomes of Kentucky postsecondary students with the business and economic development needs of the state.

The Council has established a close working relationship with the KEWDC and other state agencies and organizations on comprehensive planning and coordination of workforce and economic development strategies. CPE participates in a cross-agency team supported by the National Governor's Association that includes the KDE, the Kentucky Economic Development Cabinet, the Kentucky Chamber of Commerce, the Kentucky Labor Cabinet, and others to share information and better align economic development and workforce strategies. As a member of the Kentucky Workforce Innovation Board, CPE and KYAE are involved in state strategies to improve access to education and training aligned with workforce needs. A recent example of this work is a partnership between CPE and KEWDC to develop Focus Explorer, an interactive, online tool for students and other to explore careers and identify potential employers. CPE is a founding member of the Kentucky Center for Education and Workforce Statistics (KCEWS), and works closely with KCEWS staff on grants development, research and data analysis and reports, like the Postsecondary Feedback Report series that provide detailed information about the workforce outcome of Kentucky's college graduates. CPE is also working to establish relationships with local workforce investment board leaders to better understand and respond to regional workforce and economic development needs.

h. Continue to grow Commonwealth College in order to respond to the needs of working adults, and to address workforce challenges in the state's target industry sectors. Leverage the resources of Virtual Library to help support Commonwealth College and share education and information assets across institutions.

Interest in Commonwealth College has grown in the past year. Four public universities are in the process of delivering or developing competency-based education or similar programs that allow working adults to pursue a degree at their own pace or accelerate the pace to degree. WKU is currently enrolling students in Advanced Manufacturing, and soon the UofL will enroll students in Organizational Leadership & Learning with a concentration in Healthcare Leadership; MoSU in an RN to BSN program, and KSU in Information Technology. Each program targets industry sectors identified as high need occupations. CPE included a budget recommendation in for capital and start-up costs for Commonwealth College in its recent budget request, as it did in the previous budget session. Unfortunately, the program was not funded. Staff will be evaluating our role in Commonwealth College and how the agency can be most effective in advancing this and other innovative strategies to help improve access to postsecondary education for working adults.

Agency Operations:

a. Continue to manage reduced General Fund appropriations for the operations of the Council through a prioritization of agency responsibilities, reallocation of resources, and development of external funding.

The Governor's 2016-18 recommended budget included 9 percent General Fund budget reductions in 2016-17 that would continue into 2017-18, and it included a current year (2015-16) 4.5 percent budget reduction for most state agencies, including CPE. Ultimately, CPE was exempted from the current year cut, and the overall General Fund budget cut to CPE in each year of the upcoming biennium was reduced from 9 to 4.5 percent in the enacted budget.

During the budget process, budget bill language was added, but ultimately removed, which required CPE to fund a specific number of Contract Spaces (veterinary medicine and optometry spaces for Kentucky residents). This budget bill language would have required deeper cuts to all areas of the Council's budget. Once the

budget was final, Council staff negotiated with SREB and the veterinary schools to maintain the same number of students in 2016-17, while paying the 2015-16 per-student price. We are hopeful that the optometry schools will waive their price increase for Kentucky next year as well.

Throughout the legislative budget process, staff developed plans for implementing reductions and communicated the potential consequences of reductions with key legislators, the state budget office, Council members, and other stakeholders. Council staff is still developing its plan to address cuts in the upcoming biennium, which will include reductions in travel and other discretionary costs. Most areas of the agency will receive a 5.03% cut since a portion of the Contract Spaces mandate was unfunded. (Budget bill language requires the same funding for Contract Spaces in each year of the upcoming biennium as the state provided in the current year.) While the cuts are less severe than originally anticipated, a 5% cut is a significant reduction for this agency, which has seen a nearly 40% loss in general fund support since the recession.

Beginning in fiscal year 2015-16, KYAE developed a partnership with the Kentucky Department of Community Based Services to implement a SNAP (Supplemental Nutrition Assistance Program) pilot project grant to increase employment and earnings in the rural Promise Zone of Eastern Kentucky. This three-year, $2.1 million grant furthers the state's adult education goals and provides additional resources to eight adult education providers. It also provides federal indirect funds to cover CPE's administrative overhead costs.

KYAE was sub-recipient of a U.S. Department of Education grant to support local adult education providers in further integrating employability skills in their instruction to help students transition to work or improve workplace performance.

Council staff assisted KDE and KCEWS in securing continuation funding from the U.S. Department of Education's Institute of Educational Sciences for the Kentucky Longitudinal Data System. The four-year, $7 million grant will enhance Kentucky's ability to track employment outcomes for college graduates. CPE receives $125,000 per year from the grant to support one research position and related professional development activities.

CPE secured a $326,000 grant from the James Graham Brown Foundation to support the implementation of co-requisite models of developmental education at KCTCS and university campuses. The majority of this funding ($300,000) will be awarded to institutions through a competitive RFP process; CPE will retain $26,000 to help defray overhead and administrative costs.

b. Improve CPE operations by enhancing various information technology applications and systems for the agency and launching a major upgrade of the CPE's primary data warehousing and reporting system (KPEDS).

The upgraded version of the Council's primary data warehousing and reporting system, KPEDS, has been renamed KPEDS-NG, or "Next Generation." This new system was three years in development, and launched for initial use for the 2015 summer enrollment data submission. The upgraded system is more user-friendly, and allows institutions to validate the data submitted in a more efficient manner. The implementation of KPEDS-NG will have completed a full cycle of data collection at the end of the 2016 summer semester.

c. Host the biannual Governor's Conference on Trusteeship in September 2015.

The Governor's Conference on Postsecondary Education Trusteeship was held on September 28-29, 2015 at the Marriott Griffin Gate Resort & Spa in Lexington, Kentucky. It drew over 200 attendees, including board members, faculty, and staff from each of the nine public institutions and staff leadership from eight of the AIKCU-affiliated colleges. The theme of the conference was *A Plan for the Present, a Vision for the Future*, which reflected the dual nature of any successful planning enterprise to establish short-term objectives and strategies to respond to present situations while also considering if those actions will lead to achievement of

long-term collective goals.

Keynote speakers included visionary education experts Jose Antonio Bowen, President of Goucher College and author of *Teaching Naked*, and Ranjit Sidhu, President and CEO of the National Council for Community and Education Partnerships. Additional sessions featured speakers Brit Kirwan, Chancellor Emeritus at the University System at Maryland, Tia McNair, Associate Vice President of Diversity, Equity, and Student Success at AAC&U, and Al Cross, Director at the UK's Institute for Rural Journalism, among others. The conference featured a legislative panel the afternoon of the first day with a member from each caucus, and an information session on the second day by both gubernatorial candidates, discussing higher education and their ideas for strengthening educational opportunity and student success.

d. Launch the new content management system for the CPE website, which will improve the design and usability of the agency's primary online communications tool.

Set to launch in summer 2016, the Council is working with NKU's Center for Applied Informatics to develop new websites for both the Council and KYAE. Designed by students with best practices in mind, the new websites will be industry standard and will enhance communications objectives to achieve an engaging, mobile-friendly and dynamic user-friendly experiences. Council staff is currently developing the content for the new site. The Council's work with NKU has included comprehensive reviews of SHEEO and adult education agency websites, detailed planning of objectives, audiences and messaging, a "best keywords" analysis for search engines and navigation study, and designs implemented in the Council's new content management system, OmniUpdate.

e. Improve the agency's capacity to provide data, research and analysis on a range of policy issues affecting postsecondary and adult education.

With the implementation of the new data collection system, KPEDS-NG, we are able to increase data quality and strengthen the agency's postsecondary integrity, and provide more reliable data for use by stakeholders. The formerly lengthy and cumbersome process of validating data with the campuses and correcting data errors has been streamlined. BETA testing involved several volunteers from the institutions, and their feedback was used to make final adjustments to the upgraded system. Minor adjustments to the system are being implemented as needed. We are also continuing to upgrade the technical skills of our staff to increase our capacity to provide complex data and reports as needed by our constituents and better support the campuses as they prepare data submissions to the federal government.

We also expanded our capacity in the area of policy analysis and research by streamlining and standardizing processes and research output, developing partnerships with outside research organizations, improving access to data, software, and analytical tools, and upgrading skills and competencies of data management and analysis staff. Areas of research included student debt at Kentucky's public universities, postsecondary education completion, review and analysis of Promise Scholarship Programs, occupational supply and demand analysis in the education sector. and student loan default and repayment, among others. We collaborated with the Center for Business and Economic Research at UK on five policy briefs on socio-economic benefits of postsecondary education, with NCHEMS on modelling educational attainment and employment outcomes in Kentucky, and with KCEWS on the continued development of the state longitudinal data system.

f. Strengthen the agency's education accountability structure through an enhanced reporting and performance dashboard system.

This project is in process. Staff has updated the current performance dashboard, but the status of the new strategic agenda performance metrics are still under consideration due to the continued development of the state's performance funding system. The Council has suspended institutional performance reports until the

new metrics are finalized. In the meantime, conversations with the campuses and other partner organizations continue regarding new metrics for inclusion in the new agenda, the new diversity planning and evaluation, and the performance funding model. All metrics will be finalized this fall.

g.   Develop and implement an agency staff training plan regarding financial stewardship (budgeting, procurement, financial and performance reporting) and employer growth and development.

During the fall of 2015, all employees were trained by the Council's legal, administrative, and budget staff in the area of fiscal stewardship and its correlation to their daily responsibilities. Various coaching and meetings were held throughout the year to provide further supervisory and individual growth.

h.   Coordinate the inclusion of Kentucky's higher education networks (KPEN & K-RON) into the Next Generation Network project directed by the Office of the Governor to support research, access to academic resources, economic development and healthcare in the State of Kentucky.

The Council funded and coordinated an upgrade of the KyRON network for the state public universities, a project that provides all public universities with a 10-fold increase in high-speed access to Internet2. The Council also funded the upgrade of the Internet2 connection to 100 gigabits, allowing Kentucky universities to access research, healthcare and academic resources, matching the efforts of the leading national research universities.

To conclude, it is often difficult to imagine the breadth of activities undertaken by the CPE, and the remarkable staff we have. While this report is quite lengthy, it does provide to each of you an opportunity to see, in one space, most, but not all, of what we do every day. For example, the work we do around licensure, and over this past year, the fiscal troubles at KSU, and more recently US Department of Education concerns at one of our independent colleges, don't show up in our strategic agenda, but consume hours and expertise that our staff provides to assure students receive the education they seek.

Our interaction with legislators, the governor's office, KDE, KHEAA and the EPSB also demand staff, preparation time, hearing testimony, and often lengthy reviews of legislation and budget proposals. And, of course the planning and execution of our CPE meetings, retreats, conferences and summits all require the attention to detail and organization that assure the events, attendees, speakers, directions, accommodations, travel and reimbursements appear effortless.

As I have stated before, I feel blessed to be able to work with the remarkable people of CPE who serve the state and our students so well, and usually without notoriety or fanfare. I feel the same way about each member of the Council. You have provided for the professional staff the support, guidance, direction and challenges that exemplify the highest level of voluntary citizen service to the people of Kentucky. For all of that I am most grateful.

Finally, I must close on a note of some concern and disappointment: the legislature once again added language to the budget prohibiting the Council from meeting its obligations to me regarding compensation as set forth in my employment contract. This reference is simply to express my objection in order to preserve whatever rights I may have to address the situation.

Respectfully submitted,

Robert L. King
President