

**Council on Postsecondary Education
November 6, 2009**

2011-15 Strategic Agenda Development Process

Background

The *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1) requires the Council to review its “strategic agenda” every four years and the “strategic implementation plan” every two years. The purpose of the strategic agenda is to “identify specific short-term objectives in furtherance of the long-term [HB 1] goals” that are listed in Attachment A. The current agenda covers the period 2005-10 and is called *Five Questions - One Mission: Better Lives for Kentucky’s People*. (Attachment B).

The new strategic agenda will take effect January 1, 2011, and extend until the end of 2015.

The Current Landscape

At the September meeting, the Council staff presented an information item on the strategic agenda that listed some of the changes in Kentucky’s postsecondary education landscape that may necessitate a different approach. As a reminder, the list is included below.

- New leadership, which includes the Governor, Council Chair, Council President, KDE Commissioner, Secretary of Education, Secretary of the Cabinet, and Secretary of the Economic Development Cabinet.
- New legislation, in particular Senate Bill 1 of 2009.
- A new budget and fiscal environment, which demands doing more with less and greater financial transparency.
- The publication of *Double the Numbers in 2007*, the Council’s plan for doubling the number of bachelor’s degree holders in Kentucky by the year 2020, and the development of institutional business plans.
- A 2007 postsecondary education task force report, coordinated by the Kentucky State Chamber of Commerce, calling for a recommitment to the goals of House Bill 1 and better alignment between planning documents and reform legislation.
- Work by the Council’s Developmental Education Task Force in 2007, the STEM Task Force in 2007, and the Governor’s Higher Education Work Group in 2008-09.
- The impact of the American Recovery and Reinvestment Act of 2009 (ARRA).

The Strategic Agenda Development Process

The Council staff has begun the initial phase of the strategic agenda development process. A small group of Council staff has formed to begin shaping the internal process and providing guidance on key decisions.

The initial plan is to execute the development work in three phases, as outlined below:

Phase 1: Planning & Analysis	Phase 2: Public Input	Phase 3: Finalize Agenda & Monitoring System
<i>November-February 2010</i>	<i>March-June</i>	<i>July-September</i>
<p>Key Tasks</p> <ul style="list-style-type: none"> ▪ Form work groups ▪ Develop timeline ▪ Review mission, vision, and goals ▪ Review and assess data and information (e.g., data and gap analysis, policy scans, national and international trends, best practices, SWOT analysis, etc.) ▪ Initiate conversations with constituent groups (e.g., executive and legislative leadership, campuses, K-12 and EPSB, business and community leaders, economic development) 	<p>Key Tasks</p> <ul style="list-style-type: none"> ▪ Draft initial concept for strategic agenda ▪ Identify and prioritize strategy options and draft implementation plans ▪ Circulate and review with constituent groups ▪ Review and discuss performance metrics, performance targets, and monitoring system ▪ Hold statewide forums to solicit public comment 	<p>Key Tasks</p> <ul style="list-style-type: none"> ▪ Finalize strategic agenda ▪ Finalize implementation plans ▪ Finalize performance metrics, performance targets, and monitoring system ▪ Design layout ▪ Publish and distribute new strategic agenda in fall 2010

CPE Strategic Agenda Work Group

At the November 6th meeting, Chair Patton will appoint a subset of Council members to serve on a CPE Strategic Plan Work Group. This group, along with campus leadership, will meet periodically throughout the planning process to advise the internal Council leadership staff and provide feedback.

Postsecondary Education Improvement Act of 1997 (House Bill 1)

The General Assembly declares on behalf of the people of the Commonwealth the following goals* to be achieved by the year 2020:

1. A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.
2. A major comprehensive research institution ranked nationally in the top 20 public universities at the **University of Kentucky**.
3. A premier, nationally recognized metropolitan research university at the **University of Louisville**.
4. **Regional universities**, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.
5. A **comprehensive community and technical college system** with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.
6. An efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth.

* These goals were included in the Kentucky Postsecondary Education Improvement Act of 1997. Goal #6 was amended with the passage of the Kentucky Adult Education Act in 2000.

House Bill 1 also states that:

- The achievement of these goals will lead to the development of a society with a standard of living and quality of life that meets or exceeds the national average.
- The achievement of these goals will only be accomplished through increased educational attainment at all levels, and contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky's postsecondary institutions.
- The furtherance of these goals is a lawful public purpose that can best be accomplished by a comprehensive system of postsecondary education with single points of accountability that ensure the coordination of programs and efficient use of resources.

Public Agenda for Postsecondary and Adult Education 2005-2010

Mission

- Better lives for Kentucky's people

Guiding Principles

- Work together
- Be good stewards
- Close the gaps

Benefits

- Better educated Kentuckians
- Higher incomes and more high-value jobs
- Increased tax revenue
- Involved citizens
- Knowledge-based economy
- Less poverty and healthier people

Statewide Implementation Plan (How We Get to Yes)

Question 1: Are more Kentuckians ready for postsecondary education?

- Postsecondary involvement in efforts to restructure the high school curriculum and assessments.
- Smoother transitions from high school, area technology centers, and GED programs to college through closer alignment of the secondary, adult, and postsecondary systems.
- More concerted efforts to close achievement gaps and increase college going among minority, low-income, first-generation, and adult students.
- More high school students taking Advancement Placement and college-level courses.
- Strengthened guidance counseling to provide early college awareness and planning.
- More explicit information from the postsecondary community about what it takes to succeed in college and the skilled trades.
- More adults participating in adult education programs and earning GEDs.
- Better coordination among KCTCS and adult education programs to provide low- or no-cost college remediation services.
- Better preparation and training for P-12 and adult education instructors and leaders at all levels.
- Expanded efforts to recruit a diverse teaching force and to keep good teachers working and living in Kentucky.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Increased public investment in postsecondary education and financial aid for the greater economic and social good of Kentucky.
- Increased institutional productivity and efficiency to contain tuition and college costs.
- More integrated and aligned policies governing financial aid, tuition, and state appropriations aimed at reducing financial barriers for students and increasing institutional capacity to meet the educational needs of the state.
- More and better communication with prospective students and their families about financial aid opportunities and net college costs.
- Expanded grant programs and low-interest, forgivable student loans that address workforce demands and the needs of underserved populations, including GED graduates, part-time students, and transfer students.
- A re-examination of the Kentucky Educational Excellence Scholarship (KEES) program to ensure students are rewarded, not just for good grades, but also for taking rigorous courses.

Question 3: Do more Kentuckians have certificates and degrees?

- Expanded outreach efforts at the state and grassroots level that focus on underserved regions and populations to increase the number of Kentuckians who value and pursue postsecondary education.
- Accelerated efforts to help more GED graduates transition to postsecondary education.
- Expanded capacity at public and independent institutions to serve more students more effectively through course redesign, alternative methods of program delivery, and better coordination of distance education.
- Concentrated efforts across the postsecondary system to strengthen the guidance and support provided to on-campus and distance education students.
- Expanded capability of the community and technical college system to deliver a general education component, incentives and encouragement for students to transfer from a two-year to a four-year institution, and reduced time to degree.
- Increased efforts to address workforce shortages in targeted regions and in degree areas (undergraduate and graduate) that support economic development.
- Incentives and rewards linked to increased degree production.

Question 4: Are college graduates prepared for life and work in Kentucky?

- Improved undergraduate student learning so that more graduates are prepared for careers and graduate and professional programs.
- Integration of civic literacy into the curriculum and the overall college experience so that students become engaged citizens and leaders.
- Development of student learning measurements that track the postsecondary system's contribution to the educational capital of the state and make comparisons against national benchmarks and other states.

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Greater emphasis on the role of postsecondary institutions as “stewards of place” that partner with business, civic, and P-12 communities to solve local, regional, and state problems.
- Stronger relationships with economic development partners to develop, attract, and keep jobs that will enable Kentucky to compete in the global economy and retain and recruit more college-educated workers.
- Expanded research capacity directed at the state’s priority research and economic development areas.
- Greater efforts to attract more research dollars to Kentucky.
- The transfer of research and technology to applications that lead to economic growth, job creation, and improved quality of life.
- More adults earning workforce education certificates through expanded marketing to employers and employees.
- Better coordination of workforce training activities and resources across state cabinets and agencies.
- Larger numbers of college graduates remaining in Kentucky to work and contributing to the economic and social well-being of the state.

Institution Strategic Plans

University of Kentucky (2009-14)

- http://www.uky.edu/Provost/strategic_planning/plan.htm

University of Louisville (2009-20)

- <http://louisville.edu/president/2020plan/>

Eastern Kentucky University (2006-10)

- <http://www.oie.eku.edu/spc/>

Kentucky State University (2008-13)

- <http://www.kysu.edu/NR/rdonlyres/6153B377-5E4B-4B94-95B1-31B5A3FE7881/0/StrategicPlanweb08.pdf>

Morehead State University (2006-10)

- <http://www.moreheadstate.edu/aspire/>

Murray State University

- http://www.murraystate.edu/president/comprehensive_plan.pdf

Northern Kentucky University (2007-12)

- <http://www.nku.edu/about/plan.php>

Western Kentucky University (2008-12)

- <http://www.wku.edu/strategicplan.pdf>

Kentucky Community and Technical College System (2006-10)

- <http://legacy.kctcs.edu/organization/strategicplanning/>

Kentucky's Key State and Institution Performance Indicators Designed to Track Progress on the Public Agenda 2005-10

STATE INDICATORS

INSTITUTION INDICATORS

Question 1: Are more Kentuckians ready for postsecondary education?

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| <ul style="list-style-type: none"> ▪ K-12 student achievement (average ACT) ▪ High school students scoring a three or higher on Advanced Placement exams ▪ Incoming Kentucky high school graduates not requiring remediation in mathematics and English (percent) ▪ Kentuckians earning GEDs | <ul style="list-style-type: none"> ▪ K-12 teacher preparation (EPSB Quality Performance Index)
[Note: Indicator under revision by EPSB] |
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Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Kentuckians' ability to pay for college
- Low-income Kentuckians' ability to pay for college
- State investment in need-based financial aid
- Student loan debt

Question 3: Do more Kentuckians have certificates and degrees?

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| <ul style="list-style-type: none"> ▪ Ninth-graders' chance for college by age 19 ▪ College-going rate of GED graduates ▪ Undergraduate enrollment ▪ Graduate enrollment ▪ Degrees and other credentials awarded ▪ Degrees and other credentials awarded to racial-ethnic minorities | <ul style="list-style-type: none"> ▪ Undergraduate enrollment ▪ Graduate enrollment ▪ Students transferring to KY's four-year institutions from KCTCS ▪ Six-year graduation rate ▪ Degrees and other credentials awarded ▪ Degrees and other credentials awarded to racial-ethnic minorities ▪ Persistence rate (KCTCS) ▪ Associate degrees and other credentials awarded (KCTCS) ▪ Associate degrees and other credentials awarded to racial-ethnic minorities (KCTCS) |
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Question 4: Are college graduates prepared for life and work in Kentucky?

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| <ul style="list-style-type: none"> ▪ Performance of college graduates on statewide learning assessments ▪ Performance of college graduates on licensure/graduate school entrance exams | <ul style="list-style-type: none"> ▪ Student engagement in the undergraduate learning experience ▪ Civic participation of students |
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Question 5: Are Kentucky's people, communities, and economy benefiting?

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| <ul style="list-style-type: none"> ▪ Research and development per capita ▪ College graduates remaining in Kentucky to live and work ▪ Degree and other credential production in focus fields ▪ Workforce training and assessment | <ul style="list-style-type: none"> ▪ Extramural research and development funding (Research and Comprehensives) ▪ Business start-ups (Research) ▪ Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups ▪ Faculty/staff community involvement as extensions of their university roles |
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