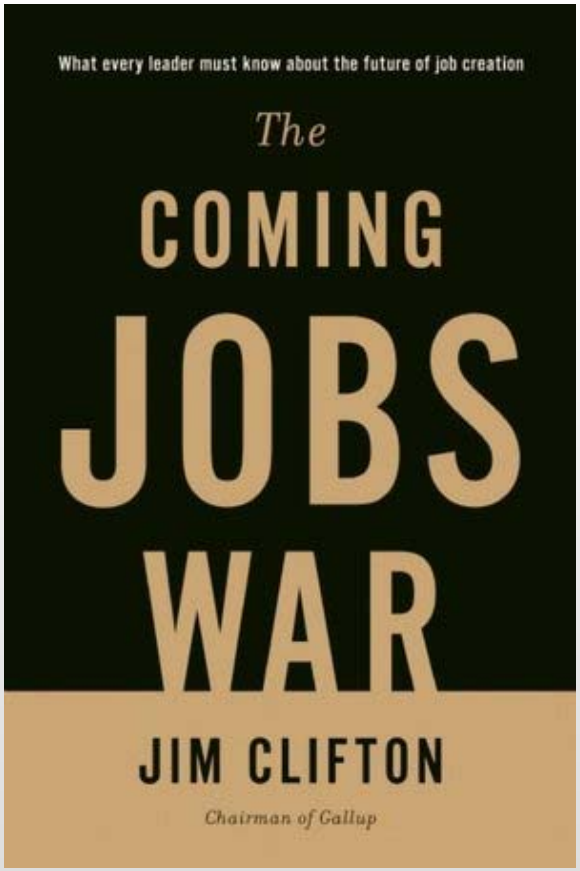
Making Kentucky
STRONGER BY DEGREES

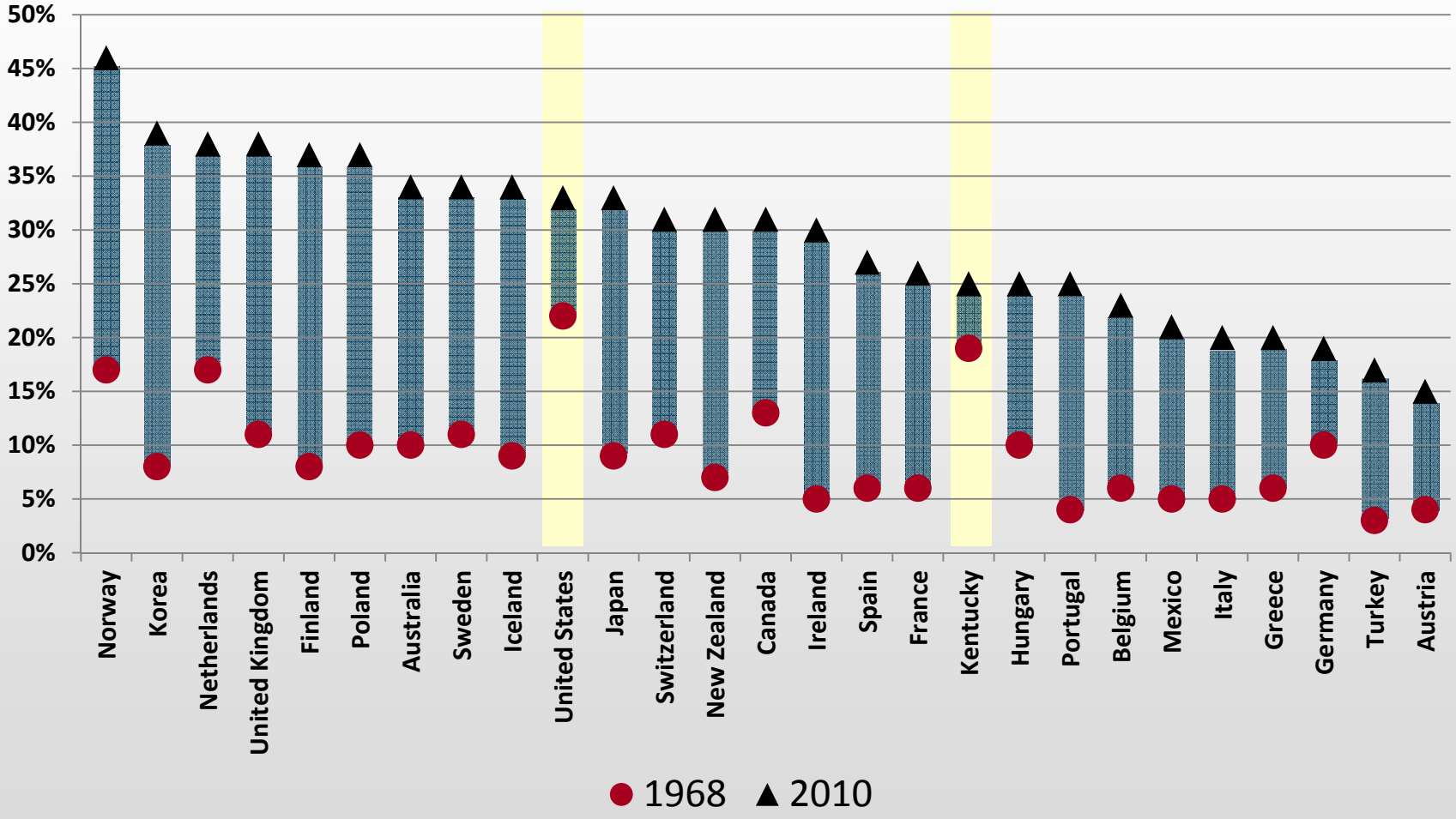
3rd Annual NKU Faculty Professional Development Conference
Presentation by Robert L. King, President
Kentucky Council on Postsecondary Education

A global war for good jobs is coming. . . .

- 3 billion people reported to Gallup they want a job that consumes at least 30 hours per week, and by implication pays a living wage.
- Only 1.2 billion jobs in the world currently fit that description.
- As the foreign workforce becomes more educated, competition for jobs will be fierce.



Baccalaureate Attainment, 25-34 Age Cohort, 1968 and 2010



Source: Education at a Glance: 2012 OECD Indicators, U.S. Census Bureau.

In order to compete in a global economy, Kentucky's postsecondary education must focus on

The "Public Good"

Creating a citizenry that not only has content knowledge in fields of study, but also is comprised of critical thinkers, problem-solvers and innovators.

Knowledge transfer

Moving intellectual research into the marketplace.

Partnerships

Mobilizing business, industry, university and government resources and investments.

CPE's Impact on Postsecondary Ed in Kentucky

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1)

- ✓ Review and approval of new and existing academic programs at state colleges and universities
- ✓ License new and existing non-state supported programs
- ✓ Tuition
- ✓ Biennial budget request
- ✓ SB 1 (2009) implementation
- ✓ Data collection, research and analysis
- ✓ Statewide technology and eLearning services
- ✓ Statewide adult education program
- ✓ Development and implementation of a statewide strategic agenda

Stronger by Degrees

2011-15 Strategic Agenda for
Kentucky Postsecondary and Adult Education

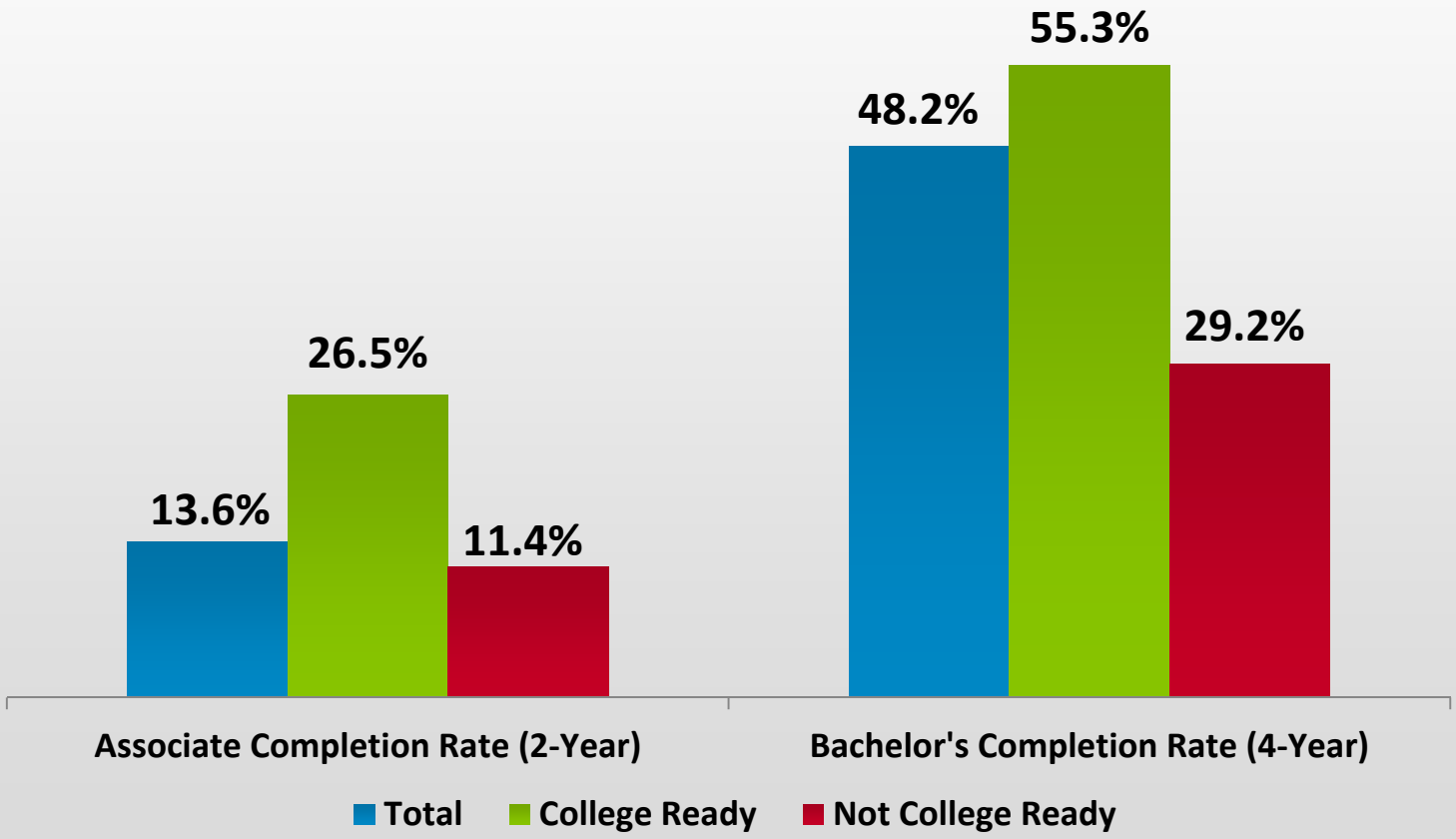
- **Vision:** All Kentuckians will be prepared to succeed in a global economy.
- **Mission:** To deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.
- **Four focus areas:**
  - College readiness
  - Student success
  - Research, economic and community development
  - Efficiency and innovation

Current Challenge Areas

Our students need to be fully college and career ready in order for Kentucky's communities to compete successfully in the global economy.

Those who are underprepared graduate at half the rate than those who are college-ready.

System completion rates of full-time, first-time associate and baccalaureate students who entered a Kentucky public or independent university and completed a degree at any in-state public or independent institution, by college readiness at entry.



Source: CPE Comprehensive Database

Increasing college readiness of traditional and non-traditional students

- Established new ACT scores defining what constitutes “readiness.”
- Adopted the Common Core Standards to align K-12 curriculum to collegiate expectations.
- Developed common learning outcomes and readiness indicators using ACT, SAT, Compass and KYOTE.
- Continually working to keep strong the collaboration between K-12, postsecondary, government and other partners.

Research shows that the quality of teachers and principals has the greatest influence on improving student performance.

Beginning teachers need more preparation.

Difference in Beginning Teacher PD: Need vs. Receipt

Professional Development Area	% Indicating a Need in 2013
Differentiating instruction	72.4
Special education (Disabilities)	65.5
Closing the achievement gap	69.6
Special education (Gifted/Talented)	62.6
Reading strategies	54.6
Methods of teaching	49.8
Student assessment	52.1
Classroom management techniques	51.3
Integrating technology into instruction	50.8
Your content area	40.4
English language learners	43.6

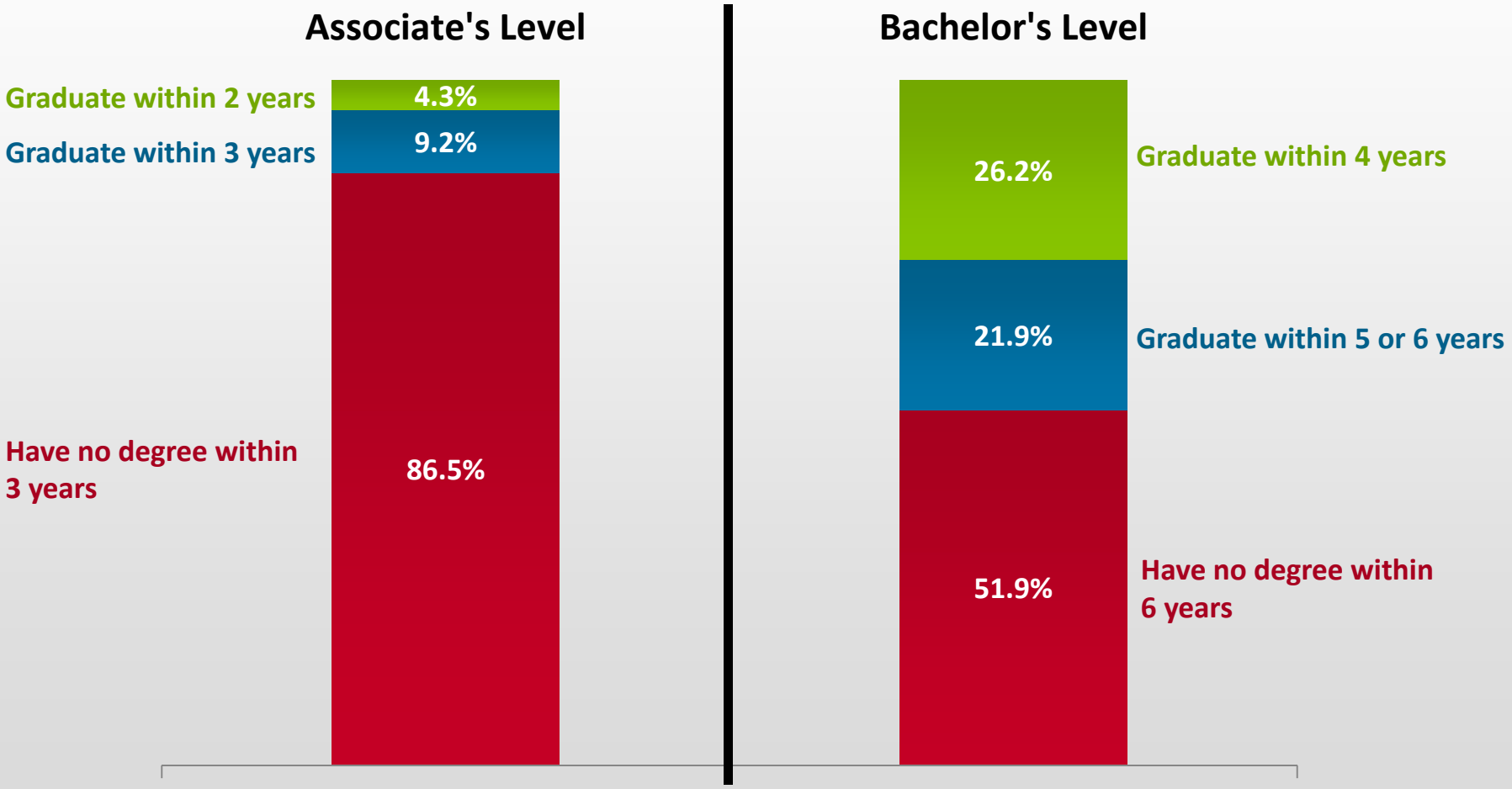
Source: 2013 TELL Kentucky: Creating Supportive School Conditions for Enhancing Teacher Effectiveness.
Data extract: Beginning Teachers (1-3 Years).

Improving teacher preparation and professional Development

- Develop an aggressive marketing campaign to recruit high-performing students into teaching. Elevate selectivity.
- Redesign teacher training:
  - Elementary educators need deep content, especially in numeracy and literacy.
  - Middle and high school educators need content-specific pedagogy.
- Engage the whole university, not just the schools of education.
- Increase clinical experiences.
- Add a full year of residency at a "teaching hospital" school (earning a Master's degree).

Our future in large part depends upon Kentucky's students advancing through the system in less time and with a quality education.

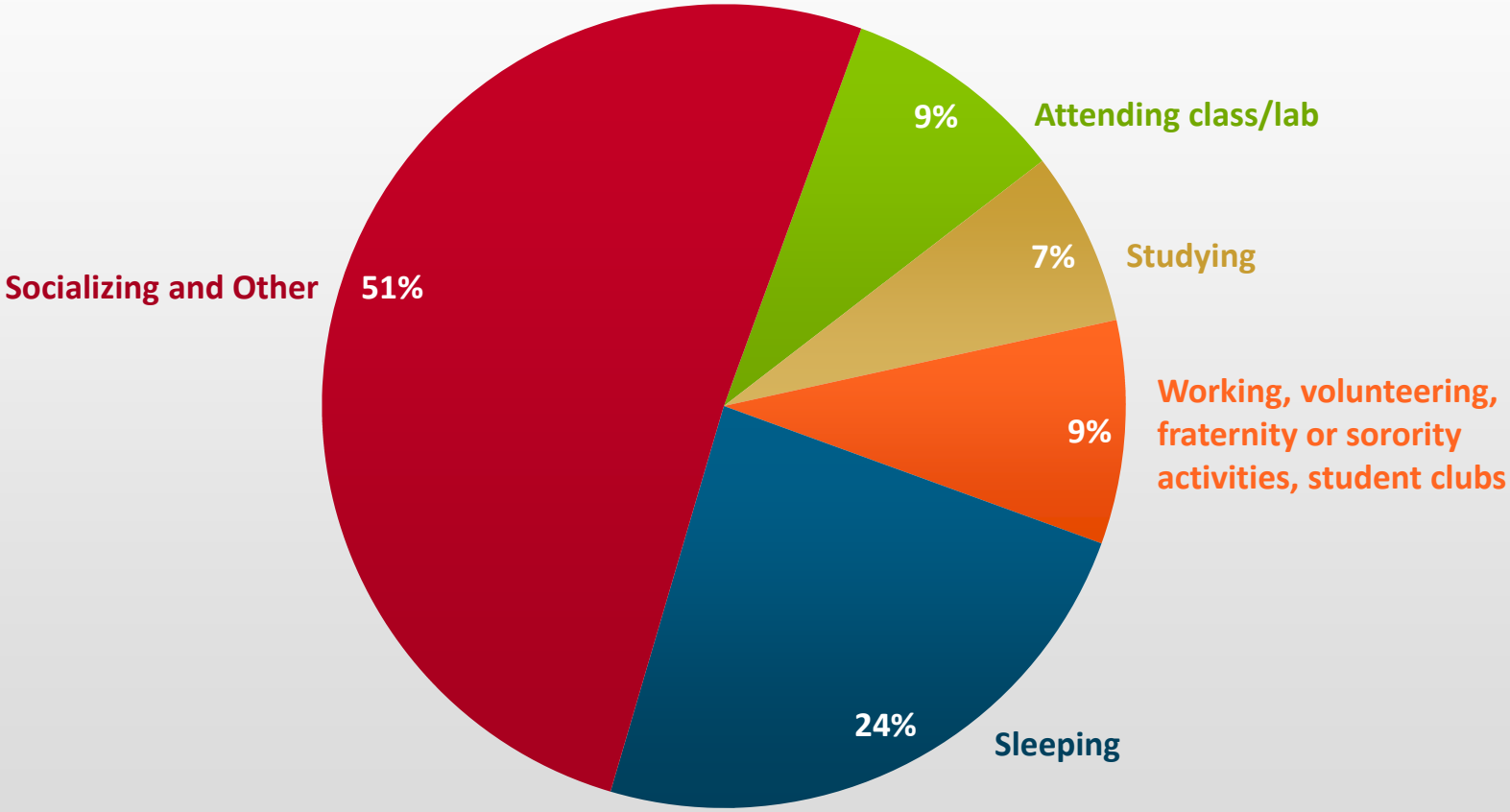
A disproportionate amount of our students do not graduate in a timely manner, or not at all.



Source: CPE Comprehensive Database. (KCTCS Fall 2008 GRS cohort, Four-Year Fall 2005 GRS cohort)

Academic engagement must increase.

How students use their time (based on 168 hours, a full week)



Source: Academically Adrift: Limited Learning on College Campuses, by Richard Arum and Josipa Roksa, p. 97.

Persisting does not ensure quality learning.

Faculty Demands in Reading/Writing Survey Results

- **83% of freshmen** and **51% of seniors** had not written a paper longer than 20 pages in the current academic year.
- *Even in the top 10% of schools* - **33% of seniors** had not written a paper longer than 20 pages in their final year.
- **30% of college students** had not taken a course in the previous semester that required 40 or more pages of reading per week.

Source: Academically Adrift: Limited Learning on College Campuses, by Richard Arum and Josipa Roksa, p. 71.

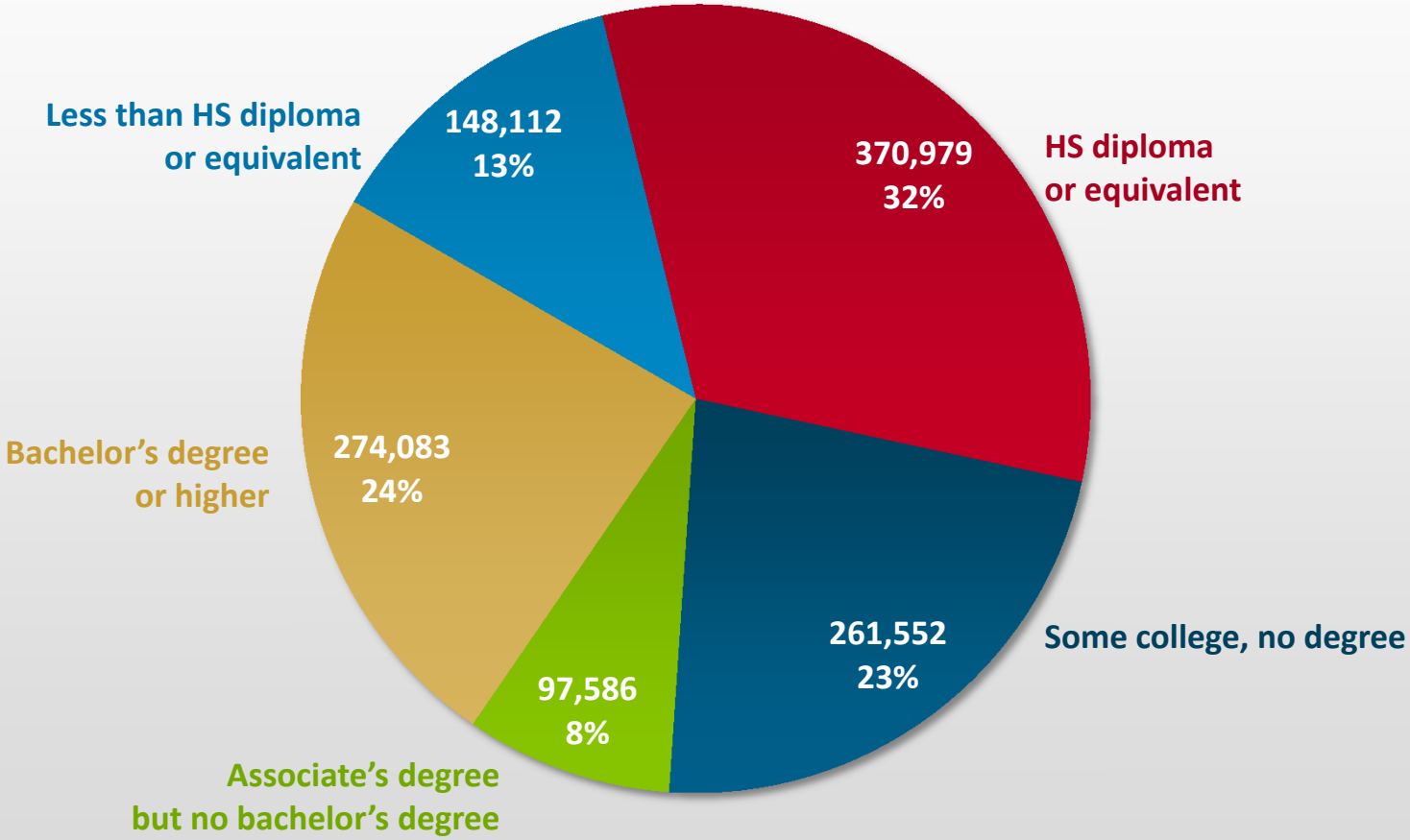
Strengthening Student Persistence and Escalating Graduation Rates

- Sponsor an Annual Student Success Summit that showcases high-impact educational practices and other methods used to increase persistence and graduation.
- Coordinate targeted workshop opportunities that allow institutions to focus on ideas and plans originating from the Student Success Summit.
- Facilitate the Kentucky Student Success Network that provides opportunities for campuses to implement their strategic plans. Current members include
  - Eastern Kentucky University
  - Kentucky State University
  - Jefferson Community and Technical College
  - Morehead State University
- Participate in the Multi-State Collaborative to Advance Student Learning Outcomes Assessment that creates a model of learning outcomes assessment providing campuses with a means of formative assessment and allow for segmental and cross-state comparisons.

Improving the quality of life in Kentucky is impossible without raising the education of adults who are already in the workforce.

Over half of Kentucky's working age population lacks a college degree.

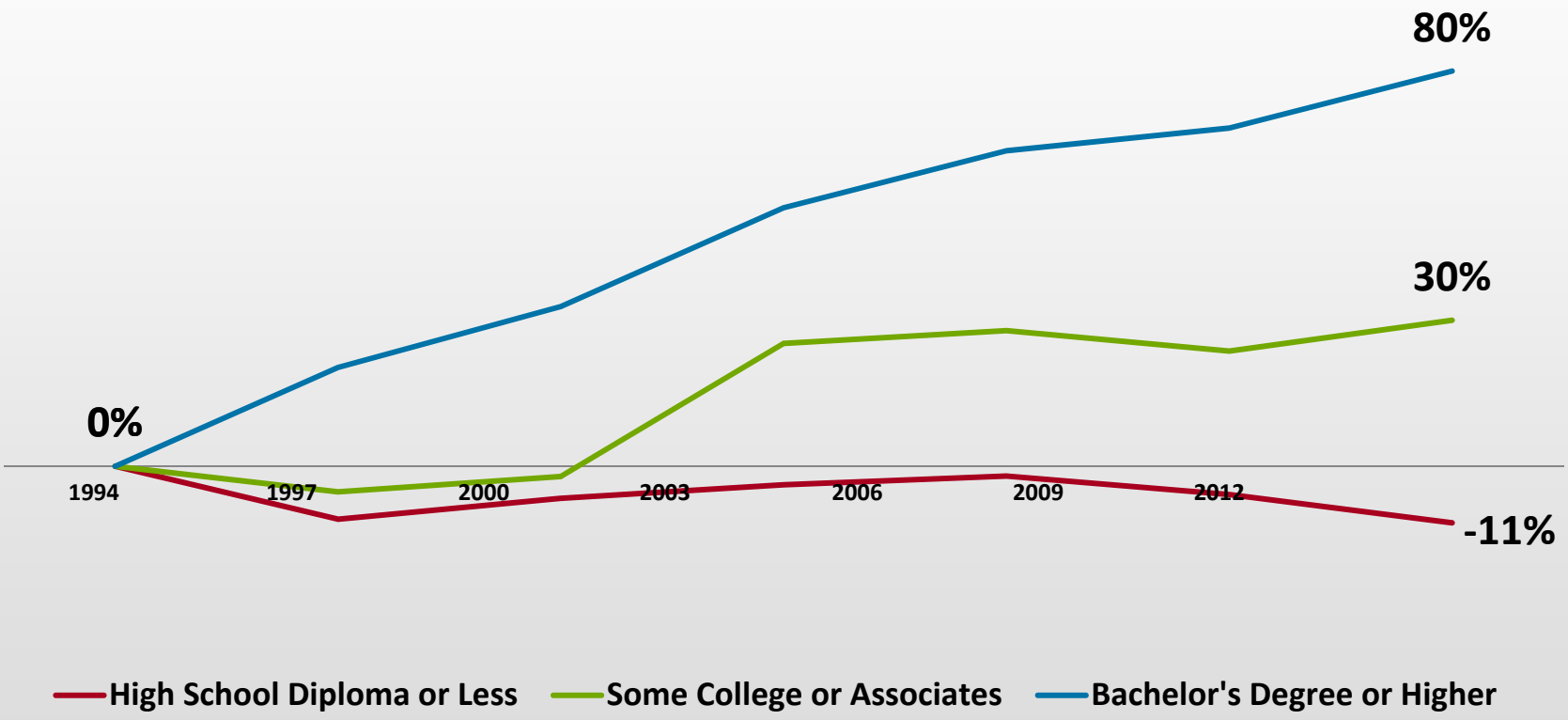
Education Levels of Kentucky Adults (25-44 years old)



Source: U.S. Census Bureau, 2006-10 American Community Survey Five-Year Estimates, based on total working age population: 1,152,312.

More Education for All = More Jobs, More Income

Job Growth in Kentucky by Education Level



Source: Kentucky Council on Postsecondary Education. Estimate using Current Population Survey (CPS) data (1994-2012). Employment includes those classified as Employed-at work. Each year is an average of Jan., Apr., and Aug. data.

Targeting Adult Learners

- Involve all Kentucky public universities and KCTCS with strong employer involvement.
- Provide convenient degree options including flexible, online degrees with options such as modularized and competency-based courses, credit for prior learning; online support services.
- Offer students options to take courses from multiple institutions; common pricing.

It is imperative that Kentucky become a state known not for its "cheap labor," but for its educated workforce.

THE GAME | By Dennis K. Berman

Daddy, Could You Tell Me What a Truck Driver Was?

And then one day, man went the way of the mule.

Some 5.7 million Americans are licensed as professional drivers, steering the country's vast fleets of delivery vans, UPS trucks and tractor-trailers.

Over the next two decades, the driving will slowly be taken on by the machines themselves. Drones. Robots. Autonomous trucks. It's already happening in a barren stretch in Australia, where **Caterpillar** Inc. will have 45 self-directed, 240-ton mining trucks maneuvering at an iron-ore mine.

Most of the hubbub around autonomous technology has focused on passenger vehicles, notably **Google**'s promotional wonder, the Google Car. **Ford Motor** Co. Chairman Bill Ford Jr. says self-driving cars will hit roads by 2025. But commercial uses are where the real money and action lie: rewiring a massive part of the U.S. economy while removing tens of billions in costs from a commercial fleet that today numbers 253 million trucks.

Ubiquitous, autonomous trucks are "close to inevitable," says Ted Scott, director of engineering and safety policy for the **American Trucking Associations**. "We are going to have a driverless truck because there will be money in it," adds James Barrett, president of 105-rig **Road Scholar Transport** Inc. in Scranton, Pa.

Economic theory holds that such basic changes will, over time, improve standards of living by making us more productive and less wasteful. An idle truck with a sleeping driver is, after all, just a depreciating asset.

But watching a half-decade of lagging U.S. employment, it's hard not to feel a swell of fear for those 5.7 million people, a last bastion of decent blue-collar pay.

A world without truck drivers may eventually be a better one. But for whom?

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Caterpillar

Caterpillar will have 45 self-directed trucks at a mine in Australia.

Source: Wall Street Journal. 24 July 2013: Marketplace. Print.

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