

# KY COUNCIL ON POSTSECONDARY EDUCATION ACADEMIC & STRATEGIC INITIATIVES COMMITTEE



January 12, 2021 - 10:00 AM

ZOOM teleconferencing for Committee members

Livestream video for public: <https://youtu.be/LNQQEBg5V-Y>

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**DRAFT MINUTES**  
Council on Postsecondary Education

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Type: Academic & Strategic Initiatives Committee  
Date: October 20, 2020  
Time: 10:00 a.m. ET  
Location: Virtual Meeting - Committee members by ZOOM, Public viewing hosted on CPE YouTube Page

**CALL TO ORDER**

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The Academic & Strategic Initiatives Committee met Tuesday, August 18, 2020, at 10:00 a.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the Committee met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: <https://youtu.be/hUojQP-9Wgk>. Committee Chair Lori Harper presided.

**ATTENDANCE**

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Members were in attendance: Colby Birkes, Benjamin Brandstetter, Lori Harper, Lucas Mentzer, Vidya Ravichandran, and Robert Staat. Council member Kevin Weaver also attended the meeting in an unofficial capacity.

Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

**APPROVAL OF THE MINUTES**

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The minutes of the August 18, 2020 meeting were approved as distributed.

**P-20 INITIATIVES AND EDUCATION CONTINUUM RESOLUTION**

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Dr. Amanda Ellis, CPE's Associate Vice President of P-20 Policies and Programs, briefed the Council on the joint collaboration and work of the CPE, the Kentucky Department of Education (KDE), and the Kentucky Education and Workforce Development Cabinet (EWDC) surrounding the work to create a cohesive pipeline between K-12, postsecondary education, and the workforce.

Dr. Ellis noted that for students to earn degrees and credentials that lead to sustainable, competitive-wage careers, it is imperative that their educational experience, from preschool through postsecondary education, provides an equitable opportunity to successfully transition to the next level. This can be done by increasing equitable access to a high- quality, diverse teacher workforce, strengthening student and family support for successful transitions, and improving awareness of opportunities to enter higher education to achieve career success.

Dr. Ellis briefed the committee about the new Commonwealth Education Continuum Advisory Committee that was formed with leaders from CPE, KDE, and EWDC as well as other P-20 state and national leaders. The committee will strive to increase equitable access of postsecondary opportunities for all Kentucky students by:

- Increasing and improving the quality and competencies of a diverse teaching workforce;
- Ensuring successful transitions throughout the educational pathway to increase postsecondary enrollment and degree attainment; and
- Increasing student and family access to and awareness of opportunities for students to achieve the necessary degree(s) and credentials to enter the workforce successfully.

Dr. Ellis also presented the resolution surrounding the Education Continuum for adoption by the Committee, and recommended it for final approval by the Council at its November 13, 2020 meeting.

President Aaron Thompson provided additional information regarding the statewide press conference planned for November, the plans for communication the committee's message, and how the Governor will play a role in its work.

Committee members discussed the difficulty of recruiting a diverse teacher workforce and how increasing tuition expenses may impact the ability to recruit teachers especially in rural communities and among low-income students.

**MOTION:** Ms. Ravichandran moved the Committee approve the proposed Education Continuum resolution, and recommend approval by the Council at its November 13, 2020 meeting. Mr. Brandstetter seconded the motion.

**VOTE:** The motion passed.

## ACADEMIC READINESS INDICATORS

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Dr. Ellis discussed the readiness indicators to be implemented for the 2021-22 academic year and the status of the development of the 2022-23 academic readiness indicators.

- Academic Year 2021-22: Circumstances surrounding the COVID-19 pandemic have made the administration of the standardized tests listed on the College Readiness Indicators more difficult, and even impossible, in some instances. Because of this unusual situation, institutions were permitted to implement their own methodologies to determine readiness and placement during the 2020-21 academic year. Due to the continuing pandemic circumstances, the same procedure was put in place for the 2021-22 academic year.
- Academic Year 2022-23: CPE staff have begun working with campus representatives on academic readiness indicators for the academic year 2022-23. Because students may continue to have difficulty taking standardized tests, CPE staff and institutions are looking at other measures of academic readiness, such as high school GPA. CPE staff will continue to analyze data, research various potential indicators, and plan to bring the proposed indicators for AY 2022-23 to the Committee at its March 23, 2021 meeting.

## DATA PORTAL AND TRANSFER DASHBOARD OVERVIEW

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Mr. Travis Muncie, CPE's Director of Data, Research and Advanced Analytics, provided an overview and walk through of the new look and navigation of the updated data portal. Specifically, he showcased the newly-released Transfer dashboard and demonstrated how members of the public can easily access transfer counts, retention rates, transfers by major, and attaining GPA after graduation.

## BUILDING A STUDENT SUCCESS NETWORK: CPE'S COLLABORATION AND COMMUNICATION EFFORTS

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Ms. Stephanie Mayberry, CPE's Director of Student Success, provided an overview of the communication and collaboration efforts undertaken in 2020 in the area of student success.

- Touchbase Tuesdays – These provide a weekly forum space for discussions among the faculty and student leaders on a variety of topics, such as student engagement, diversity and inclusion during COVID-19, mental health and

COVID-19, the importance of career services during the pandemic, and balancing remote work with virtual learning.

- Faculty Advisory Network – Announced in October 2019, this is a group of 13 members from both public universities and community and technical colleges, with the purpose to convey their perspectives on state-level policies and initiatives and advise President Thompson on matters of interest to the faculty. Members will also serve as a conduit of information between CPE and their institutions.
- Student Advisory Group – Formed in July 2020, this group is make up of 22 students with representation from each of Kentucky’s 4-year public universities, and several of the 2-year KCTCS institutions to offer diverse perspectives on student concerns and policies in higher education.

## **ADJOURNMENT**

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The Academic & Strategic Initiatives Committee adjourned at 11:00 a.m., ET.

**MINUTES REVIEWED AND APPROVED BY THE COMMITTEE:** \_\_\_\_\_

**TITLE:** 2021-26 Statewide Strategic Agenda Development

**DESCRIPTION:** Staff will discussed the development plans of the next statewide strategic agenda.

**PRESENTERS:** Lee Nimocks, CPE's Chief of Staff and Vice President

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## **BACKGROUND INFORMATION**

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth by improving the education and skill levels of Kentucky's workforce. The agenda sets performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

In late 2016, CPE approved the latest statewide agenda, "Stronger by Degrees: A Plan to Create a More Educated and Prosperous Kentucky," which is effective through 2021. The agenda focuses on three major policy areas - Opportunity, Success, and Impact - and outlines statewide objectives and strategies the system will pursue to increase postsecondary participation, completion, and the impact of public colleges and universities on our workforce and economy. Additionally, to make Kentucky more competitive on the national stage, the agenda advances an overarching education goal - that 60% of Kentucky adults will have a high value postsecondary certificate or degree by 2030.

## **PLANNING PROCESS FOR 2021-26 AGENDA**

CPE has engaged the ECU Facilitation Center to help support the process with CPE's ASI Committee overseeing the overall development of the agenda. The winter/early spring will be devoted to information gathering from key constituencies, including the CPE board, presidents, provosts, chief business officers, and other campus peer groups. Input also will be solicited from campus board leadership, other state partners and agencies, parents, students, employers, faculty and other higher education stakeholders. Staff also will review key state performance data, and trends/best practices from other states. Specific policy and metrics committees with campus and board membership may also be formed to address technical needs.

The development process is anticipated to take 6-9 months, with the Council reviewing the final version for approval at its fall 2021 meeting.



# Statewide Academic Program Review

# Purpose of Program Review

Institutional Level	State Level
Continuous improvement	Continuous improvement
Alignment with institutional mission	Alignment with institutional mission and state strategic plan
Student learning/faculty research	
Viability	Efficiency
Accreditation	Unnecessary duplication

**State-level program review complements the institutional program review process.**

# Criteria for Statewide Program Review

Criteria	Measurement
Consistency with institution's mission	Faculty/administration evaluation
Alignment with statewide plan	SUCCESS. How can Kentucky increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path?
Unnecessary duplication	Multiple institutions Student and market demand in 40 <sup>th</sup> percentile or lower Low or negative contribution margin Fewer than 40 enrollees and trending downward
Efficient program delivery	Faculty/administration discussions using Gray Associate's Program Evaluation System and its Program Economics System or institutional cost data



# Statewide Program Review Process

## Phase 1

Institutional evaluation of data and recommendations for program portfolio.

Submission of report to CPE staff

## Phase 2

Review institutional recommendations and request further information if needed

Identify potential unnecessary duplication

Facilitate discussions/identify potential collaboration or recommend sunset



## Phase 1: Things to Know

Statewide process is a data-informed, not data-driven, decision process.

Data reflect a certain point in time, and not trend data.

Data must be used in context with institutional program knowledge.



Institutions look at programs as portfolios. Not all programs will be superstars.

Institutions also look at faculty research, student learning and accreditation requirements.

This was a one-time, extensive, labor-intensive process to establish a baseline statewide portfolio.



## Phase 2: Things to Know

Closing a program is the last course of action after pursuing improvement and collaborative opportunities.

Costs are best measured at the course, not program level. Closing a program may not save money.

The goal is continuous improvement and statewide portfolio optimization.



CPE looks at patterns across institutions, thus helping institutions put their programs in context.

CPE can identify statewide needs and opportunities and how each institution can contribute.

CPE can promote innovation and creativity in the program review process.

# Questions and Discussion



Twitter: CPENews and CPEPres



<http://cpe.ky.gov>



Facebook: KYCPE



**TITLE:** Commonwealth Education Continuum

**DESCRIPTION:** CPE staff will provide an update on the work occurred thus far on the Commonwealth Education Continuum.

**PRESENTER:** Amanda Ellis, CPE's Associate Vice President of P-20 Policies and Programs

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### **SUPPORTING INFORMATION**

In order for students to earn degrees and credentials that lead to sustainable, competitive-wage careers, it is important that their educational experience, from preschool through postsecondary education, provides an equitable opportunity to successfully transition to the next level.

CPE recognizes the moral imperative to strengthen the education pipeline and is committed to collaborating with the Kentucky Department of Education (KDE) and the Education Workforce and Development Cabinet (EWDC) to increase equitable access to a high- quality, diverse teacher workforce, strengthen student and family support for successful transitions, and improve awareness of opportunities to enter higher education to achieve career success.

The Commonwealth Education Continuum (CEC) was announced during a press conference on November 17, 2020 by Governor Beshear, Lt. Governor Coleman, President Thompson, and Commissioner Glass. The CPE and KBE approved the CEC resolution in December. Twenty-six members representing pre-school through the workforce were invited to serve and will be announced soon.

The first CEC meeting will take place on January 27 at 1:00 PM ET. A follow up report from the January meeting will be shared with the ASI in March.

### **Planned Postsecondary Portal**

As part of these efforts to strengthen the educational pipeline in Kentucky, CPE will be revisiting one of the board's priority projects. At the 2019 CPE retreat, board members identified the need for state-level tools to facilitate pathways between K-12 and

postsecondary education as one of their top priorities. Members were particularly interested in the development of a multifunctional on-line portal to help Kentucky students navigate the often complicated transition between secondary and postsecondary education, as well as to support non-traditional students seeking to finish programs, reskill, or shift careers.

Kentucky's planned online postsecondary portal will provide students and families with resources and information to guide them through college and career planning and prepare for and pay for college. The portal will be a one-stop-shop for middle and early high school students who are starting their college and career explorations; juniors and seniors who are beginning the application process and are narrowing their focus; students who need guidance about transferring credit from one campus to another; working adults looking for additional education to advance in their careers; and veterans seeking college credit for military service. The interactive site also will support high school counselors, college admissions officers, and academic advisors as they assist students in navigating from one level of education to another.

Staff estimates that the new portal will require at least \$500,000 in non-recurring funds to support platform and mobile application development, security, database development, accessibility, integration with other resources, and content development. Additional recurring funds are needed to support site maintenance, regular content upgrades, and additional development. For the past two state budget cycles, CPE has requested funds from the General Assembly to support the development of the state portal but we have not been successful. The General Assembly will consider a similar CPE request during the current legislative session. CPE staff will bring alternative funding strategies to the Executive Committee if legislative efforts are not successful.

### Project Scope and Deliverables

Phase 1: Secure web domain and social media accounts and begin building a basic site with searchable info based on demographics of user that links to existing websites. Create a communications calendar with weekly and monthly promotions (FASFA and college application deadlines). Launch 1.0 of the website, and build brand recognition and search engine optimization (SEO) capital through a small-scale marketing campaign.

Phase 2: Build 2.0 of the website that has a database mainframe to include logic technology (a K-12 student would see different education and grant/scholarship options than an adult learner due to dual credit and KEES options). Work with high schools, colleges, KYStats, and KHEAA to populate backend data. Gather success stories of Kentucky graduates, especially first generation and underserved students. Use success stories in advertising and social media campaigns.

Phase 3: Launch 2.0 of the website with a large-scale marketing campaign and direct outreach to schools, adult learning centers, veterans' affairs offices, parent groups, etc. Plan branded college/career events at schools and community centers. Continuous improvement of website, adding new career/college info, scholarships, success stories, etc.

**TITLE:** Cultural Competency Certification Pilot Program

**DESCRIPTION:** Staff will present the Cultural Competency Certification Framework, currently in development.

**PRESENTER:** Dawn Offutt, CPE's Director of Diversity, Equity and Inclusion

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### **BACKGROUND INFORMATION**

The Kentucky Public Postsecondary Education Policy for Diversity, Equity & Inclusion states that in order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty, and staff must become culturally competent.

Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As part of their plans for diversity, equity, and inclusion, institutions must implement initiatives designed to increase the cultural competence of students, faculty, and staff.

### **CERTIFICATION FRAMEWORK**

Based on the A4 Model of Cultural Competence, the certification has four categories:

1. Awareness (A1) – Goal: Through on-going self-reflection, individuals will develop a better understanding of who they are, become more aware of human diversity and demonstrate a respect for the dignity of others. Learning outcomes include:
  - a. To define and differentiate key terms related to diversity
  - b. To increase self-awareness by defining one's own identity and comparing/contrasting one's identity with others
  
2. Acknowledgement (A2) – Goal: Through on-going self-reflection, individuals will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they may have or have not been affected by those dynamics. Learning outcomes include:
  - a. To discuss how our identities impact those with whom we interact
  - b. To define intersectionality and explore how our identities are influenced by several cultural categories
  - c. To explore the concept of privilege and acknowledge our individual privileges

3. Acceptance (A3) – Goal: Through on-going self-reflection, individuals will demonstrate a continual openness to ideas, beliefs, and practices that challenge their own worldview and moves them to embrace a broader perspective. Learning outcomes include:
  - a. To identify one’s personal biases and how they shape one’s worldview
  - b. To explore the concept of microaggressions and how they can impact members of different cultural groups
  - c. To explore opposing views that challenge one’s assumptions and beliefs (e.g., demographics, religion, politics)
  
- Action (A4) – Goal: Through on-going self-reflection, individuals will be able to communicate in ways that indicate an acceptance of and appreciation for individuals different from themselves and recognize their own responsibility in leading and promoting equity and justice in a global society. Learning outcomes include:
  - a. To authentically express one’s individual experiences that honors self without condemning others
  - b. To effectively communicate within and across cultures to foster and sustain open dialogue and navigate difficult conversations
  - c. To develop a plan that integrates awareness, acknowledgment and acceptance into a model of action that identifies next steps for leading and promoting justice in a global society.

## **TYPES OF CREDENTIALS THAT MAY BE OFFERED**

Micro-credentials are currently in development. There will a set minimum standard to begin the program, and students can opt to “stack” credentials by completing them in order, or “cluster” credentials by choosing the credentials to earn after completing the minimum standard.

## **NEXT STEPS**

- Finalize the Cultural Competence Certification Proposal Process for institutions
- Develop Rubric for Proposal Assessment
- Flesh out professional development/certification for faculty and staff

**TITLE:** Data and Research Agenda & 2021 Data Campus Briefings

**DESCRIPTION:** CPE staff will present an update on CPE's Data, Research and Advanced Analytics for the spring of 2021 and describe the plan for the annual campus data briefings on January 28-29, 2021.

**PRESENTERS:** David Mahan, Ph.D., Associate Vice President, Data, Research and Advanced Analytics

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### **UPDATE → CPE RESEARCH AGENDA – HIGHLIGHTS FOR SPRING 2021**

#### January/February 2021

- KY Strategic Agenda Progress Report (final assessment 2016-21)<sup>2,4</sup>
- Presidents presentation of campus scorecards to CPE<sup>4</sup>
- CPE/EMSI Kentucky education/teacher preparation sector analysis<sup>1</sup>
- KY 60x30 rebrand, evaluation and establishment of additional targets<sup>3,4</sup>
- CPE/UK Martin School assessment of sub-associate credentials (report #1)<sup>1,2,3</sup>
- Dual credit evaluation report 2.0, KCTCS<sup>1</sup>

#### March/April 2021

- 'Students Right to Know Act', information portal, due July 2021 (per HB 419 April 2020)<sup>4</sup>
- Dual credit evaluation report 3.0 with KYSTATS, high school pathways<sup>2,3,4</sup>
- ROI 2.0 with KYSTATS (metrics by campus, geography, demographic)<sup>2,3,4</sup>
- CPE/UK Martin School assessment of sub-associate credentials (report #2)<sup>1,2,3</sup>

#### May/June/July/August 2021

- CPE/UK Martin School assessment of sub-associate credentials (report #3,4,5)<sup>1,2,3</sup>
- KY CPE annual guidelines meeting for IR directors and their staff
- Lumina quant./qual. Research of workforce outcomes for disadvantaged students using data sources KAPOR, EMSI/CAEL, Gay Associates<sup>1,3</sup>

#### In consideration

- Rollout of machine learning student success evaluations with UK 'LEADS' modeling. Student success modeling using micro grants, UK, WKU unmet need strategy with UK Institutional Research Office, CPE intern<sup>1</sup>

- Survey and research KY online delivery offerings comparing KY to other states<sup>2,4</sup>  
NCSARA and KPEDS assessment of quantity of online students<sup>3</sup>
- Evaluation of KEES, CAP, KTG with KYSTATS, KHEAA<sup>1</sup>

Notes.

*Research manuscript<sup>1</sup>, White paper<sup>2</sup>, Research brief<sup>3</sup>,  
Data update/interactive dashboard CPE Data Center<sup>4</sup>*

## **ANNUAL DATA BRIEFINGS – JANUARY 28-29, 2021**

Kentucky’s public university and KCTCS presidents has been invited to present information to the CPE board during the January 28-29, 2021 meeting about campus progress on Strategic Agenda performance measures. These presentations are an important part of the accountability process, and a valuable opportunity for CPE members to ask questions and learn more about activities, progress, and challenges on your campuses.

University presentations are limited to 30 minutes each (KCTCS is limited to 60 minutes) to share highlights from the campus scorecards and answer questions. No Power Points are used. Institution level scorecards (prepared by the CPE) are used to facilitate the discussion. Each President will spend about 15 – 20 minutes on a high level overview, allowing the rest of the time for Q&A.

### **January 28, 2021 – Day 1 (all times are ET)**

1:00-1:30 p.m.	CPE Statewide Data Briefing
1:30-2:00 p.m.	Kentucky State University Data Briefing
2:00-2:30 p.m.	Eastern Kentucky University Data Briefing
2:30-2:45 p.m.	<i>BREAK</i>
2:45-3:15 p.m.	Murray State University Data Briefing
3:15-3:45 p.m.	Morehead State University Data Briefing
3:45-4:15 p.m.	Western Kentucky University Data Briefing

### **January 29, 2021 – Day 2 (all times are ET)**

9:00-9:30 a.m.	Northern Kentucky University Data Briefing
9:30-10:00 a.m.	University of Louisville Data Briefing
10:00-10:30 a.m.	University of Kentucky Data Briefing
10:30-10:45 a.m.	<i>BREAK</i>
10:45-11:30 a.m.	KCTCS Data Briefing
11:30 a.m.	Debrief and Adjournment

## CPE Key Performance Indicators (KPIs) Overview Updated January 2021

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### Graduation Rate

- **Why is this measure important?** This measures the rate at which entering freshmen who attend full-time graduate within 150 percent of program length. This, in part, is a measure of the efficiency with which students' complete college and of how well students are persisting to a degree. A high value on this measure benefits a state in two important ways: 1) it leads to higher degree production and a better educated citizenry, and 2) the postsecondary pipeline is functioning better - students are moving through the pipeline at higher rates allowing more room for others to enter. This statistic does not account for transfers across institutions or part time students at time of entry.
  
- **What is the technical definition?** First-time, full-time credential-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a credential within six years (bachelor's degree) or three years (associate degree or certificate) from institution of entry, total and disaggregated by low-income and under-represented minority status. In terms of understanding which academic years this measure covers, a cohort is created in the fall/summer and tracked the specified period. i.e. the public universities create a student cohort beginning in summer/fall of 2014 which is tracked through the summer 2020 (6 years) and reported as the 2019-20 6-year graduation rate (150% of time for a bachelor's degree program). The 2-year public institutions create a cohort in the summer/fall 2014 and track through the summer of 2020 reported as the 2019-20 3-year graduation rate (150% of time for an association degree program).
  
- **How do we compare with national and regional performance?** According to the National Center for Education Statistics, the average bachelor's graduation rate for public universities is 60% and the average rate for states in Southern Regional Education Board (SREB) is 57%. The national average for 2-year public institutions is 25% and for SREB is 22%.
  
- **Key questions to consider:**
  - Are campuses making significant progress towards their targets? If so, what strategies have they employed? If not, what are the barriers?
  - Are campuses closing gaps between overall graduation rates and low-income, underrepresented minority student rates?

## **Completion Rate**

- **Why is this measure important?** Unlike graduation rates, which only count graduations from the institution where the students begin their studies, completion rates provide a more holistic measure of student success. This measure captures the college completion of students at any public/private university or college within the Commonwealth, regardless of where they began their program. Like graduation rates, strong performance on this measure benefits the state by leading to higher degree production and improved educational levels across the state. Unlike graduation rates, this statistic does account for transfers across institutions.
- **What is the technical definition?** First-time, full-time credential-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a credential at any time from a Kentucky public/private university or college in 6 years for a bachelor's degree and within three years for an associate degree or certificate. Note, campuses were not asked to set targets for this metric. National comparison benchmarks are included in the state-wide scorecard.
- **Key questions to consider:**
  - Are completion rates improving? If so, what strategies have they employed? If not, what are the barriers?
  - Are completion rates significantly different than graduation rates? If so, what is the cause?

## **First to Second Year Retention Rate**

- **Why is this measure important?** Students are more likely to drop out of postsecondary education during the first year than any other time. If a state can implement policies that help to increase retention rates either within institutions or through transfer, the likelihood of students persisting to graduation is far greater.
- **What is the technical definition?** Percentage of first-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who return to the same institution to continue their studies the following fall, total and disaggregated by low-income and underrepresented minority status. For the 2-year public institutions, students who successfully complete a credential in the first year but do not return in the second year are counted as retained.
- **How do we compare with national and regional performance?** According to the National Center for Education Statistics, the national average retention rate for public universities is 81.2% and for 2-year public institutions is 61.9%.

- **Key questions to consider:**
  - Are campuses making significant progress towards their targets? If so, what strategies have they employed? If not, what are the barriers?
  - Are campuses closing gaps between overall retention rates and low-income, underrepresented minority student rates?

### **Credentials Awarded**

- **Why is this measure important?** Like graduation and completion rates, this measure captures the overall performance of institutions getting students to the finish line and completing their programs of study. The number of credentials awarded is closely related to enrollment. However, the number degrees awarded can be increased by more high school students transitioning to college and by university strategies to improve retention and time to degree. Improved performance on this measure contributes to increased educational attainment, a stronger workforce, and improved opportunity for Kentucky citizens.
- **What is the technical definition?** Yearly production calculated by counting total number of credentials conferred (which is a duplicated student headcount) from July 1st to June 30th.
- **Key questions to consider:**
  - Are campuses making significant progress towards their targets? If so, what strategies have they used? If not, what are the barriers?
  - Is production growth equal to or exceeding 1.7% average annual growth rate (AAGR), which is the projected AAGR needed for state level progress towards the KY attainment goal (60% of KY residents will have a postsecondary credential by year 2030).
  - Are underrepresented minority and low-income yearly degree counts keeping pace with overall degree growth?

### **Undergraduate Enrollment**

- **Why is this measure important?** Enrollment is a critical measure for each institution because it determines program demand and affordability within its service region and beyond. The measure is assessed by disaggregating first-time and adult students, which reflects high school graduates' interest in an institution and degree program, as well as adults' interest in pursuing additional workforce preparation. Enrollment numbers create the student pipeline for degree production, which contributes to increased KY educational attainment, a stronger workforce, and improved opportunity for Kentucky citizens.

- **What is the technical definition?** An unduplicated undergraduate headcount on fall census day, disaggregated by underrepresented minority, adult, and first-time students. Note, campuses were not asked to set targets for this metric.
- **Key questions to consider:**
  - Are enrollment trends for each campus similar to state level trends?
  - What factors influence first-time and adult enrollment?
  - Are underrepresented minority counts following overall enrollment trends?

### **Average Number of Credit Hours at Graduation**

- **Why is this measure important?** This measure is an efficiency assessment for degree completion. Increasing time and credit hours to complete any degree creates a higher risk for dropping out and adds to the overall costs to students and families. Campuses are making efforts to reduce students' credit hours completed but not used toward required curriculum. Examples of these credits include remedial coursework, transfer credit hours not accepted for major, and credit hours not used toward degree completion after change of major.
- **What is the technical definition?** Average credit hours earned by bachelor's degree graduates at four-year KY institutions and associate degree graduates at two-year KY colleges in KCTCS. Note, 120 academic credit hours are required for completion of a bachelor's degree and 60 hours for an associate degree.
- **Key questions to consider:**
  - Are campuses making significant progress towards their targets? If so, what strategies have they used? If not, what are the barriers?
  - Are averages trending downward closer to 120 and 69, which shows progress in decreasing unneeded credit hours and expenses?
  - For possible discussion (not presented on campus scorecards), do barriers vary by KY campus in terms of specific populations (for example transfer students) or specific academic programs?

### **Average Net Price**

- **Why is this measure important?** Average Net Price is the most commonly used measure of affordability because it is standardized to calculate costs per student on every college campus. Net Price is often compared to "sticker price," a number that does not take into account the grants and scholarships students receive that offset the total cost. The metric provides an overarching 'view' to be monitored, analyzed and addressed accordingly.

- **What is the technical definition?** The total cost of education for a first-time, full-time undergraduate student, minus any grant or scholarship aid. Average institutional net price is generated by subtracting the average amount of federal, state/local government, or institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average for room and board and other expenses. This is a federal government metric.
- **How do we compare with national and regional performance?** The national and the Southern Regional Education Board (SREB) average net price for four-year public colleges and universities was \$14,200 in 2016-17. The national average net price for two-year public colleges and universities was \$7,200 in 2016-17 and was \$6,900 for the SREB. Note, campuses were not asked to set targets for this metric.
- **Key questions to consider:**
  - While price is increasing on most campuses, do averages remain below national and SREB benchmarks?
  - Do trends in average net price vary by students' family income? (For possible discussion, but note this question does not contain data on campus scorecards. The federal system groups students by yearly family income: \$0-30K, \$30-48K, \$48-75K, \$75-\$110K, \$110K or higher).

### **Progress of Underprepared Students in Math and English**

- **Why is this measure important?** Students entering Kentucky institutions not qualifying as college ready (“under-prepared”) are among the highest risk students for dropping out. These students are more likely to be minority, low-income or first-generation college student. Campuses have developed innovative programs, support systems and alternative pathways for underprepared students. This metrics assesses the effectiveness of these efforts and resource allocations.
- **What is the technical definition?** Percentage of first-time, full-time, credential-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in that subject by the end of the fall semester a year after entry. Denominator: First-time, full-time undergraduate degree and credential-seeking students who were underprepared in English or Math (statewide college readiness standards incorporate all entrance exams used in the admissions process and all placement exams taken on campus) at entry (summer/fall semester). Numerator: the number who successfully completed at least one non-developmental course during the summer, fall, spring, or following summer /fall semester in English or Math. Successful

course completion is defined as having a CPE standardized grade of A, B, C, D or P. There is no comparable national or regional data on this measure.

- **Key questions to consider:**

- In the academic year 2016-17, KY public institutions began implementing a co-requisite model of developmental education to replace traditional remediation pathways for underprepared students. How is this strategy helping campuses beginning to trend higher on this measure?
- More Kentucky students are testing “college-ready.” Has this changed the way campuses are providing support to their shrinking underprepared populations? Are they implementing more focused support systems?

### ***Appendix: Description of Student Populations***

Underrepresented Minority Student (URM): Black, American Indian or Alaskan Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and two or more races.

Low-Income Student (LI): A student who received a Pell grant during any time during his/her first year of undergraduate studies.

Adult Student: Working age student, 25-64 years of age.

First-Time Student: A student is to be identified as a first-time student if she has graduated from high school and has not previously earned credits in the degree level for which he/she is enrolled unless the credits were earned before graduation from high school.



# 2016-21 STATEWIDE STRATEGIC AGENDA FOR POSTSECONDARY EDUCATION



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

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

Objective 3. Increase participation in postsecondary education, particularly among traditionally underserved populations.

Objective 4. This objective, regarding Kentucky Adult Education, was removed in the revision of June 2019

Objective 5. Expand financial access to postsecondary education.



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

Objective 7. Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

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



Objective 9. Improve the career readiness and employability of postsecondary education graduates.

Objective 10. Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.

Objective 11. Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

## STATE-LEVEL METRICS

- 
- Percent of recent Kentucky high school graduates entering postsecondary education within the state who met statewide readiness standards
  - Percent of recent Kentucky high school graduates who attend any in-state postsecondary institution the fall or spring after graduation
  - Percent of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution
  - Net general fund appropriations for public postsecondary institutions (adjusted for inflation) per full-time equivalent student
  - Average net price (total cost of education for a first-time, full-time undergraduate, minus any grant or scholarship aid)

## INSTITUTION-LEVEL METRICS

- Outcome on annual degree eligibility review, linked to campus diversity goals
- Percent of first-time, full-time, degree-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in the subject by the end of the fall semester a year after entry
- Enrollment of credential-seeking students, total and disaggregated by income, race/ethnicity, and age.

## STATE-LEVEL METRICS

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

## INSTITUTION-LEVEL METRICS

- Three-year and six-year graduation rates of first-time, full-time, credential-seeking students, total and disaggregated by income, and race/ethnicity.
- First-year to second-year retention of first-time, degree-seeking students at entry, total and disaggregated by income, and race/ethnicity.
- Average and median number of credits earned by degree-seeking graduates
- Number of first-time, degree-seeking, KCTCS students who transfer to a postsecondary institution with an associate degree

## STATE-LEVEL METRICS

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

## INSTITUTION-LEVEL METRICS

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