



## The Future of Undergraduate Education: The Future of Kentucky

April 9 – 10, 2018

Marriott Louisville East, Louisville, KY

Getting more students to attend college means little if they're not learning what's required to succeed in today's workforce and--even more crucially--if they don't graduate. With an economy that is more diverse and technology-based than ever, today's students will likely change careers several times over their lifetime, perhaps eventually transitioning into jobs that don't yet exist.

The 7th annual Kentucky Student Success Summit will explore the theme "The Future of Undergraduate Education, The Future of Kentucky," modeled after a similarly titled [November 2017 report from the American Academy of Arts and Sciences](#). The first day of the Summit will explore a three-part strategy to ensure Kentucky's postsecondary system is delivering on its promise of educational quality and completion:

- 1) Academic Quality: Students have high-quality learning experiences;
- 2) Equity & Inclusion: Institutions increase their overall completion rates and reduce inequities among student groups
- 3) Affordability & Access: College costs are controlled.

In recognition that Kentucky cannot reach its goal of 60% of its citizens obtaining a college degree by 2030 without reaching outside of the traditional high-school-to-college pipeline, the second day of the Summit will focus on how colleges and universities can better engage and support non-traditional adult students.

### About the Summit:

The Kentucky Student Success Summit is hosted annually by the Kentucky Council on Postsecondary Education. Usually drawing an audience of 300 – 400 administrators, faculty and staff from Kentucky public and independent colleges and universities, this statewide event provides faculty, staff and administrators an opportunity to learn from leading student success experts and to engage in stimulating discussions with colleagues from across the state.

<https://cpe.ky.gov/studentsuccess>

**2018 Kentucky Student Success Summit**  
**The Future of Undergraduate Education: The Future of Kentucky**  
**\*\*DRAFT AGENDA\*\***

**MONDAY, APRIL 9, 2018**

<b>7:30 – 8:30 am</b>	<b>REGISTRATION &amp; BREAKFAST</b>
<b>8:30 – 10:00 am</b>	<p><b>Welcome and Stage-Setting</b>  <b>Bob King</b>, <i>President, Council on Postsecondary Education</i></p> <p><b>Opening Plenary: The Future of Undergraduate Education: The Future of America</b>  <b>Michael S. McPherson</b>, <i>Co-Chair of the Commission on the Future of Undergraduate Education, former president of Macalester College and president emeritus of the Spencer Foundation</i></p> <p>What was once a challenge of quantity in American undergraduate education is increasingly a challenge of educational quality. Getting as many students as possible to attend college means little if they're not learning what they need to and -- crucially -- if they don't graduate. In a highly diverse, technical and ever-changing economy, workers can expect to change careers multiple times, perhaps eventually transitioning to jobs that don't yet exist. Simply put, "The completion of a few college courses is not a sufficient education in the 21st century."</p> <p>The American Academy of Arts and Sciences created the Commission on the Future of Undergraduate Education in 2015 to examine the current state of American undergraduate education, project the nation's short-term and long-term educational needs and offer recommendations for strengthening all aspects of undergraduate education. Over a two year period, this diverse group of college and foundation presidents, academics, and financial and other professionals sought advice from a wide range of experts and organizations, publishing several white papers on specific issues they uncovered in their research. The final report released in November 2017, "<i>The Future of Undergraduate Education: The Future of America</i>" proposes a collective, three-part "national strategy" to ensure that students have high-quality learning experiences, that institutions increase their overall completion rates and reduce inequities among student groups, and that college costs are controlled.</p>
<b>10:15 – 11:30 am</b>	<b>BREAKOUT SESSIONS I</b>
	<p><b>Essential Employability Qualities – Co-Designing a New Quality Assurance Model for Postsecondary Institutions</b> with <b>Ralph Wolf</b>, <i>President, The Quality Assurance Commons</i></p> <p>The Quality Assurance Commons is working with 27 programs to co-design a program-level certification process that assures the workforce readiness of graduates. To do so, QA Commons has developed a set of Essential Employability Qualities (EEQs) and criteria for an offsite review process. QA Commons is working with employers, students and programs to meet the pressing need to build on academic preparation with the integration of work-related learning experiences across multiple disciplines. Panelists include the founder of the QA Commons and program liaisons from two programs going through the process who can speak to the work they have done so far and the value of the process to their programs.</p>

	<p><b>Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success</b> with <i>Tia Brown McNair, Vice President, Office of Diversity, Equity &amp; Student Success, Association of American Colleges and Universities</i></p> <p>To serve students and society well, higher education must make a pervasive commitment to equity and inclusive excellence—both preparing students for and providing them with access to high-quality learning opportunities. This session will highlight national efforts and best practices from around the country aimed toward ensuring that students of color, low-income students and other diverse populations participate in the most empowering forms of college learning. One national effort is AAC&amp;U's <i>Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success</i>, an initiative that supports thirteen institutions from diverse institutional types in the design, implementation, and assessment of campus plans to more equitably advance student learning and achievement. AAC&amp;U's recent publication, <i>A Vision For Equity</i>, features project findings and presents institutional data that show equity gaps based on the project outcomes and strategies identified towards closing those gaps.</p>
	<p><b>What Does College Affordability Really Mean?</b> with <i>Sandy Baum, Senior Fellow, Urban Institute</i></p> <p>As the Commission on the Future of Undergraduate Education report states, “no matter how high the quality of an undergraduate education in the U.S., it cannot serve its purpose if it is not financially accessible to all who can benefit.” Participants in this session will discuss what it means for college to be affordable, with a focus on the relationship between costs, prices and value. The discussion will also highlight examples of efforts by states and institutions to make college more financially accessible.</p>
	<p><b>Real Data for Real Decisions: The Power of the Kentucky Future Skills Report</b> facilitated by <i>Kate Akers, Executive Director, Kentucky Center for Education and Workforce Statistics</i></p> <p>The Kentucky Future Skills Report is an interactive report published by the Kentucky Center for Education and Workforce Statistics (KCEWS) to assist policymakers, practitioners and the public when making education and workforce decisions at both the state and regional levels. The report offers insight into what types of credentials are being awarded in Kentucky, where high school and college graduates are employed and how much they earn, and what occupations within Kentucky's workforce are projected to be the most in-demand. Panelists will share how data from this interactive report is being utilized by secondary, postsecondary and industry leaders to make critical education and workforce decisions.</p>
11:30 pm	<p><b>NETWORKING LUNCH</b></p>
12:15 – 1:30 pm	<p><b>Afternoon Plenary: Using Big Data to Close Completion Gaps</b> <i>Judy Genshaft, President, University of South Florida</i></p> <p>The University of South Florida is using big data and analytics to transform the culture of the institution and raise retention and graduation rates by leaps and bounds. In the most recent cohort, black students graduated at a rate seven points higher than white students, Hispanic students graduated at five points higher than whites. Behind all the success the institution has seen “is a fundamental value statement which is that USF believes that every student we admit will succeed.”</p>

1:45 – 3:00 pm	<p data-bbox="418 163 706 193"><b>BREAKOUT SESSIONS II</b></p> <p data-bbox="418 214 1388 310"><b>Essential Employability Qualities: Co-Designing a New Quality Assurance Model for Postsecondary Institutions</b> with <i>Ralph Wolf, President, The Quality Assurance Commons (repeated)</i></p> <p data-bbox="418 346 1416 611">The Quality Assurance Commons is working with 27 programs to co-design a program-level certification process that assures the workforce readiness of graduates. To do so, QA Commons has developed a set of Essential Employability Qualities (EEQs) and criteria for an offsite review process. QA Commons is working with employers, students and programs to meet the pressing need to build on academic preparation with the integration of work-related learning experiences across multiple disciplines. Panelists include the founder of the QA Commons and program liaisons from two programs going through the process who can speak to the work they have done so far and the value of the process to their programs.</p> <p data-bbox="418 617 1388 714"><b>Measuring What Counts: Measuring the Impact of Assessment Practices on Underrepresented Students</b> with <i>Margaret Finders, Professor of Education and Catherine Bishop, Chief Student Success Officer, Augsburg University</i></p> <p data-bbox="418 749 1409 1182">Higher education must make the knowledge and skills needed to obtain degrees and credentials more accessible, while also maintaining a high bar for quality. Drawing from two forces that are impacting higher education —the identity crisis of changing demographics and increased pressure to systematize assessment and accountability practices —facilitators will argue that both of these national conversations are limited because higher education is not interrogating the ways in which assessment and demographics inform each other. They will maintain that the relationships between the naming of excellence versus the modalities through which excellence can be demonstrated must be reimagined. In dialogue with participants, the facilitators will share some brief scenarios in which participants will examine the two competing conversations and share ideas for improved assessment practices that define student success. Participants will gain an understanding of the role of culturally relevant assessment practices in enhancing institutional understanding of the increasingly diverse students entering higher education.</p> <p data-bbox="418 1197 1377 1266"><b>What Does College Affordability Really Mean?</b> with <i>Sandy Baum, Senior Fellow, Urban Institute (repeated)</i></p> <p data-bbox="418 1302 1409 1499">As the Commission on the Future of Undergraduate Education report states, “no matter how high the quality of an undergraduate education in the U.S., it cannot serve its purpose if it is not financially accessible to all who can benefit.” Participants in this session will discuss what it means for college to be affordable, with a focus on the relationship between costs, prices and value. The discussion will also highlight examples of efforts by states and institutions to make college more financially accessible.</p> <p data-bbox="418 1514 1380 1583"><b>Advising in Action: P-20 Perspectives on Supporting the Whole Student</b> facilitated by <i>Bruce Brooks, Council on Postsecondary Education</i></p> <p data-bbox="418 1614 1404 1843">Intrusive and ongoing advising is more critical to student success than ever before. While advisors go by a variety of titles along the education pipeline – school counselors, college coaches, mentors, academic advisors, career advisors – they all share one thing in common: an ever-expanding and evolving role in supporting students in identifying and pursuing their educational goals. This session will examine advising practices and issues across the education pipeline and explore strategies, structures, policies and barriers that influence effective advising for all students.</p>
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3:15 – 4:30 pm	BREAKOUT SESSIONS III
	<p><b>Degree Qualifications Profile: A Learning Centered Framework for What College Graduates Should Know and Be Able to Do</b> with <i>Paul Gaston, Trustees Professor Emeritus, Kent State University</i></p> <p>Today, as never before, institutions must be able to clearly and persuasively articulate the value — in terms of specific learning outcomes — that their programs add to students’ lives. Authored by four eminent scholars and honed by input from experts from all over the globe, the Degree Qualifications Profile is gaining traction on campuses throughout the nation. In fact, after nearly four years of “beta testing” at more than 400 colleges and universities in 45 states, the DQP has already proven its value as a tool for fostering and ensuring high-quality learning at the college level. Participants will hear how the DQP has made educational pathways more clear and concrete for students at all types of institutions, learn about using this tool to engage faculty members in improving courses and shaping programs of study, and consider ways to implement this tool in their respective institutions.</p>
	<p><b>Measuring What Counts: Measuring the Impact of Assessment Practices on Underrepresented Students</b> with <i>Margaret Finders, Professor of Education and Catherine Bishop, Chief Student Success Officer, Augsburg University</i></p> <p>Higher education must make the knowledge and skills needed to obtain degrees and credentials more accessible, while also maintaining a high bar for quality. Drawing from two forces that are impacting higher education —the identity crisis of changing demographics and increased pressure to systematize assessment and accountability practices —facilitators will argue that both of these national conversations are limited because higher education is not interrogating the ways in which assessment and demographics inform each other. They will maintain that the relationships between the naming of excellence versus the modalities through which excellence can be demonstrated must be reimagined. In dialogue with participants, the facilitators will share some brief scenarios in which participants will examine the two competing conversations and share ideas for improved assessment practices that define student success. Participants will gain an understanding of the role of culturally relevant assessment practices in enhancing institutional understanding of the increasingly diverse students entering higher education.</p>
	<p><b>Earn to Learn: Investing in College Success</b> with <i>Kate Hoffman, Executive Director, Earn to Learn, Inc.</i></p> <p>Earn to Learn is a collaborative effort between the Arizona Board of Regents, Arizona State University, Northern Arizona University, and the University of Arizona. <i>Earn to Learn</i><sup>®</sup> combines student savings with scholarships, financial literacy, and success coaching to help low-income Arizonans access a college education and graduate ready to enter the workforce – with little to no debt. Students enrolled save \$500 each year. These funds are matched 8:1 by universities and federal funding. Along the way, <i>Earn to Learn</i> students engage in financial education, success coaching, campus community building, and workforce readiness training. Earn to Learn now has more than 1,400 students across Arizona and has seen a freshman retention rate is 90%, with 98% of their students persisting year-to-year in pursuit of degrees.</p>

	<p><b>Advising in Action: P-20 Perspectives on Supporting the Whole Student</b> <i>facilitated by Bruce Brooks, Council on Postsecondary Education</i></p> <p>Intrusive and ongoing advising is more critical to student success than ever before. While advisors go by a variety of titles along the education pipeline – school counselors, college coaches, mentors, academic advisors, career advisors – they all share one thing in common: an ever-expanding and evolving role in supporting students in identifying and pursuing their educational goals. This discussion panel session will examine advising practices and issues across the education pipeline and explore strategies, structures, policies and barriers that influence effective advising for all students.</p>
4:30 – 5:30 pm	NETWORKING RECEPTION

## TUESDAY, APRIL 10, 2018: Engaging and Supporting Adult Learners

7:30 – 8:45 am	<b>BUFFET BREAKFAST</b>
9 – 9:30 am	<p><b>A Better Deal for Returning Adults</b>  <i>Sarah Ancel, Vice President for the Alliance and Policy, Complete College America</i></p> <p>Kentucky's goal to increase the number of its citizens with a postsecondary credential to 60 percent by 2030 cannot be met unless significantly more adults and other nontraditional students return to higher education. Unfortunately, these students have been asked to choose between making life-altering sacrifices to attend full time or attending part time with greater long-term costs and a much lower chance of ever graduating. These students need A Better Deal — assurances that they can progress to their degree faster with accelerated courses, year-round enrollment, and schedules that work with their lives. They need a head start through an embedded process that awards college credit for previous learning and a dedicated coach to help them when life gets in the way.</p>
9:30 – 10:30 am	<p><b>Digging Deeper: Four Key Strategies for Supporting Returning Adults on Campus</b>  <i>Panel discussion facilitated by Sarah Ancel</i></p> <p>Panelists will discuss the redesign of systems that offer accelerated courses, year-round enrollment and predictable schedules. Additionally, experts will discuss awarding credit for prior learning and experience, and additional support to help students navigate the system.</p> <ul style="list-style-type: none"> <li>- <b>Scott Campbell</b>, Vice President for Higher Education, Council for Adult and Experiential Learning</li> <li>- <b>Bridgett Strickler</b>, Director of Network Engagement, The Graduate Network</li> <li>- <b>Matt Bergman</b>, Assistant Professor and Program Director in the College of Education and Human Development, University of Louisville</li> <li>- <b>Jessica Gibson</b>, Assistant Executive Director for Adult Learner Initiatives, Tennessee Higher Education Commission</li> </ul>
10:30 am	<b>15 MINUTE BREAK</b>
10:45 – 11:05 am	<p><b>Alli Bell, Director, HCM Strategists and Completion College Consortium</b></p> <p>The Completion College Consortium is a select group of public, non-profit, and regionally accredited colleges and universities committed to serving adult college students who want to complete their college degrees. These partnering institutions share a common mission to make a college education possible for anyone by offering flexible scheduling, college credit for life experience, affordable tuition options, and by guiding students every step of the way to graduation.</p>
11:05 – 11:45	<b>Returning Adult Student Panel</b> <i>facilitated by Alli Bell</i>
11:45 am	<b>Closing remarks &amp; challenge</b> <i>with Aaron Thompson, Executive Vice President and Chief Academic Officer, Council on Postsecondary Education</i>
12:00 pm	<b>LUNCH</b>