STRIVING FOR EXCELLENCE

Tom Sugar, President,
Complete College
America

Robert L. King,
President, CPE

Slides presented at the 2017 Governor's Conference on
Postsecondary Education Trusteeship

Kentucky Council on
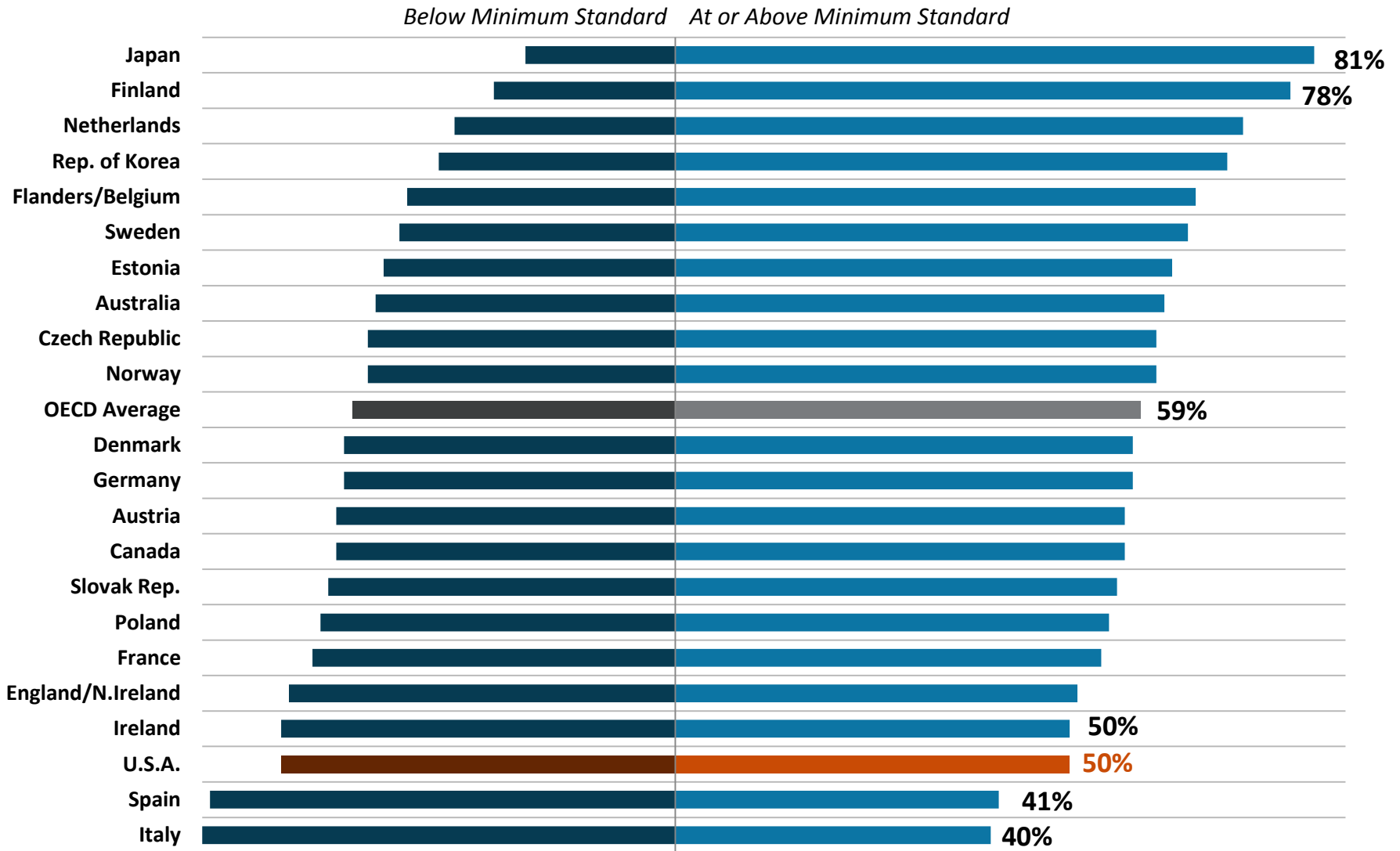Postsecondary Education

Getting Better, Faster

Presented by Robert L. King, President
Kentucky Council on Postsecondary Education

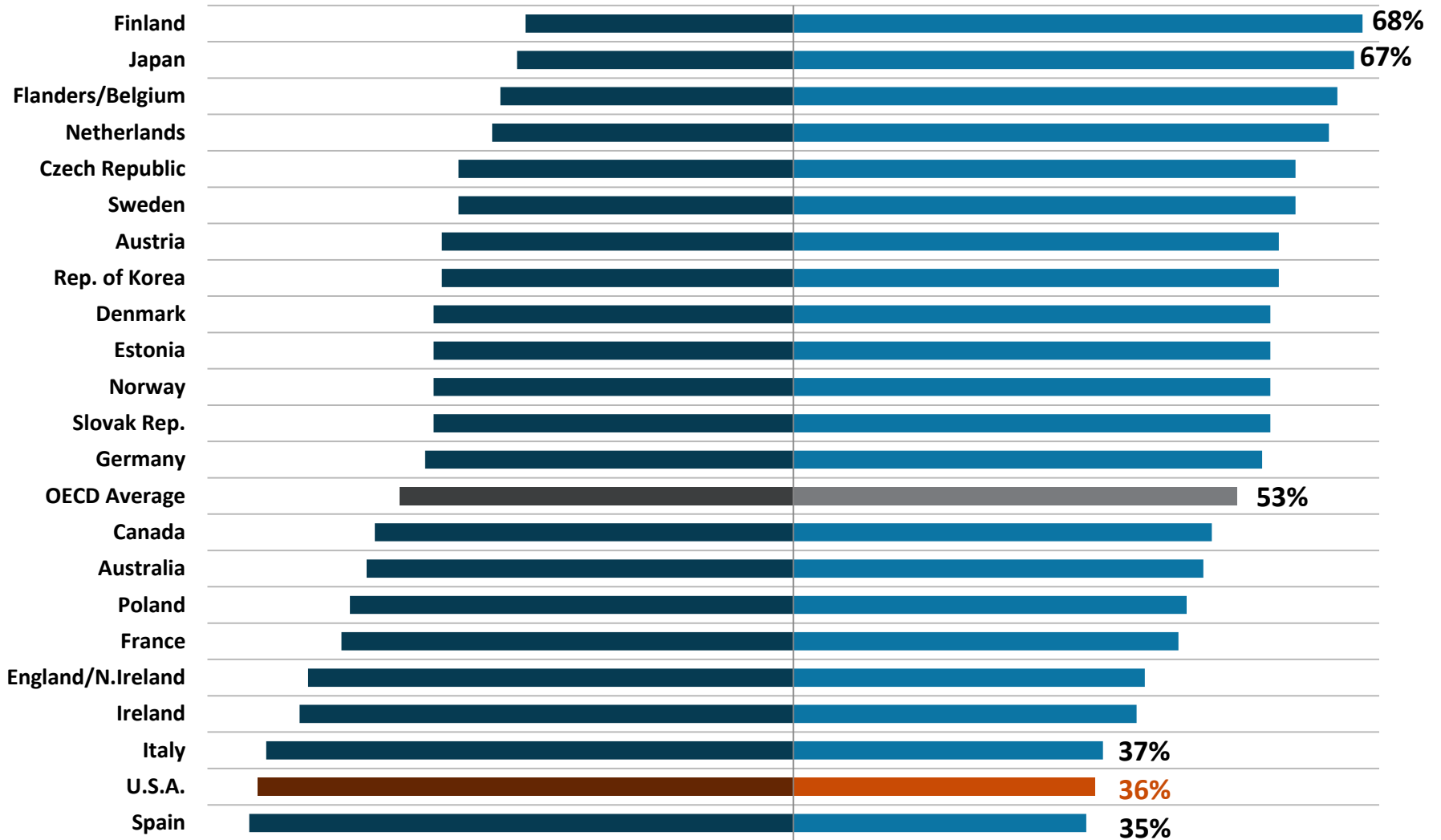Kentucky is making progress, but not fast enough.

International Comparison: Literacy Skills Performance of Adults (Age 16-34)

Below Minimum Standard   *At or Above Minimum Standard*

Country	At or Above Minimum Standard
Japan	81%
Finland	78%
Netherlands	
Rep. of Korea	
Flanders/Belgium	
Sweden	
Estonia	
Australia	
Czech Republic	
Norway	
OECD Average	59%
Denmark	
Germany	
Austria	
Canada	
Slovak Rep.	
Poland	
France	
England/N.Ireland	
Ireland	50%
U.S.A.	50%
Spain	41%
Italy	40%

Source: America's Skills Challenge: Millennials and the Future. 2014. Educational Testing Service.

# International Comparison: Numeracy Skills Performance of Adults (Age 16-34)

Below Minimum Standard *At or Above Minimum Standard*

Country	At or Above Minimum Standard
Finland	68%
Japan	67%
Flanders/Belgium	
Netherlands	
Czech Republic	
Sweden	
Austria	
Rep. of Korea	
Denmark	
Estonia	
Norway	
Slovak Rep.	
Germany	
OECD Average	53%
Canada	
Australia	
Poland	
France	
England/N.Ireland	
Ireland	
Italy	37%
U.S.A.	36%
Spain	35%

Source: America's Skills Challenge: Millennials and the Future. 2014. Educational Testing Service.

5

International Comparison: Problem-Solving Skills Performance of Adults (Age 16-34)

Below Minimum Standard   At or Above Minimum Standard

Country	At or Above Minimum Standard
Finland	68%
Japan	67%
Sweden	
Netherlands	
Norway	
Denmark	
Flanders/Belgium	
Rep. of Korea	
Czech Republic	
Australia	
Austria	
Germany	
OECD Average	56%
Canada	
Estonia	
England/N.Ireland	
Ireland	
Slovak Rep.	46%
Poland	45%
U.S.A.	44%

Source: America's Skills Challenge: Millennials and the Future. 2014. Educational Testing Service.

6
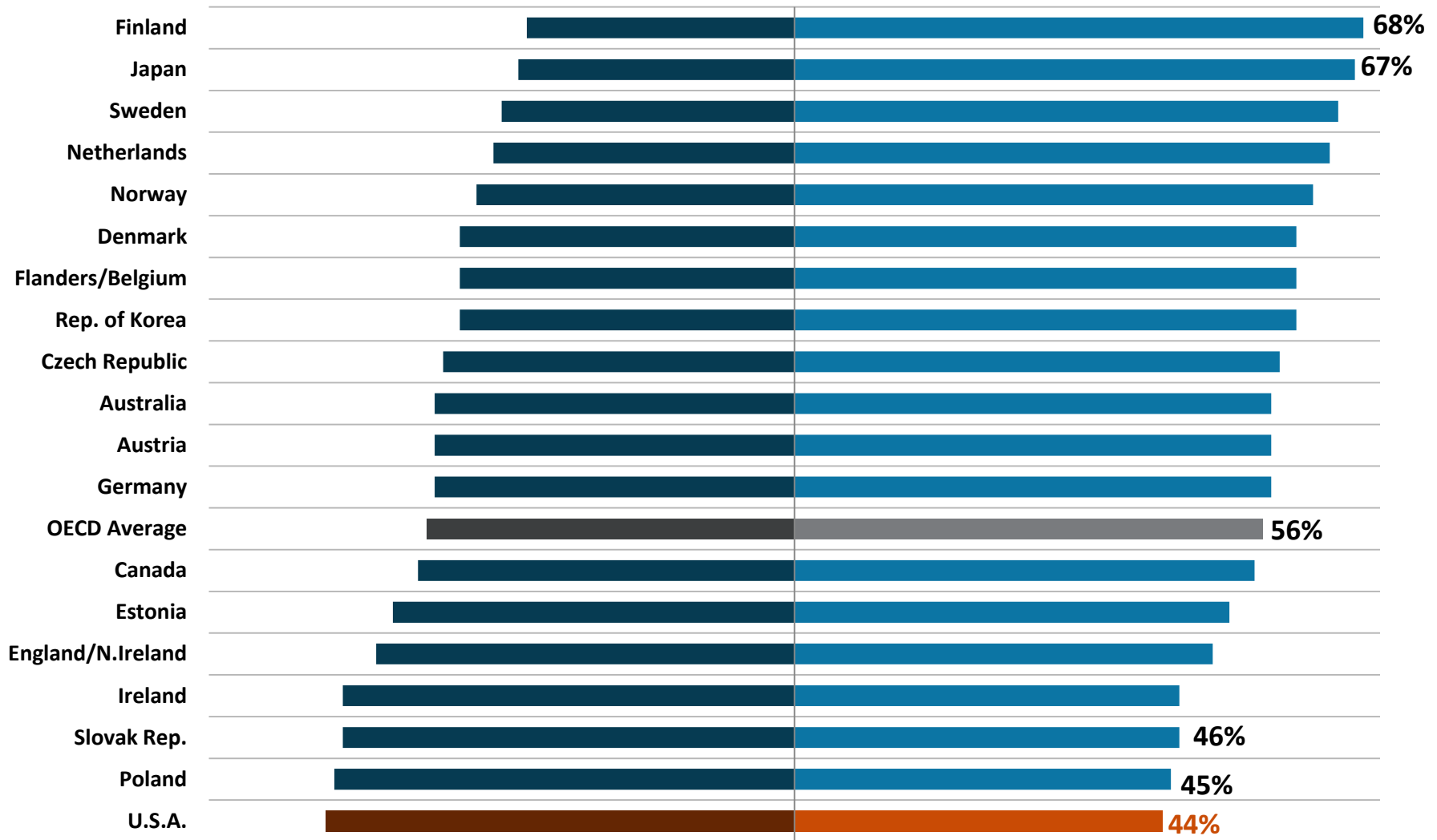
Economic Development is Talent Development

- The name of the game is **workforce quality.**

- Kentucky's current workforce participation rate is **57.6%,** compared to the U.S. average of **62.7%.** We are the **fourth lowest** state.

- Our current educational attainment is **45%,** compared to the U.S. average of **53%.** The goal is to reach **60% by the year 2030**.

How can we accelerate improvement?

Increase the College-Going Rate

KY

54% + 5% = 59%

In State   Out of State

US

69%
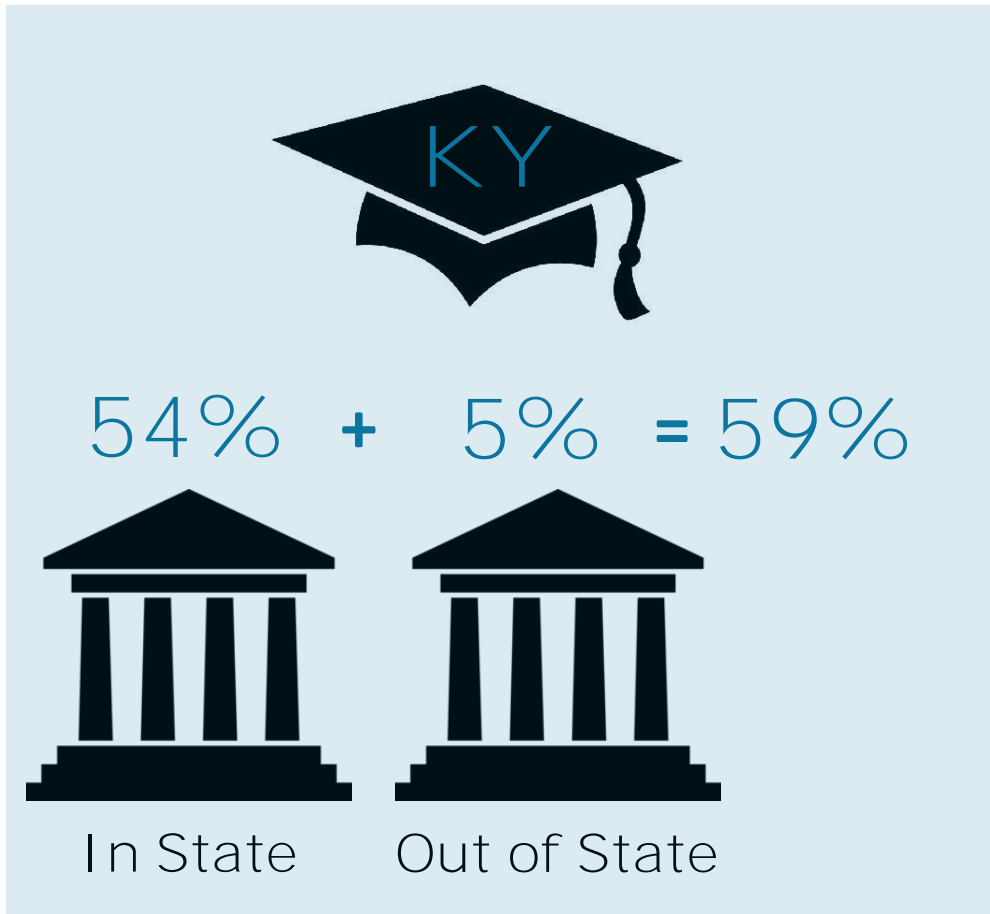
Source: Kentucky Center on Education & Workforce Statistics

Enroll More Adults

2015 high school graduates

44K

1.3M adults without a college degree

766K high school/GED
510K some college, no degree
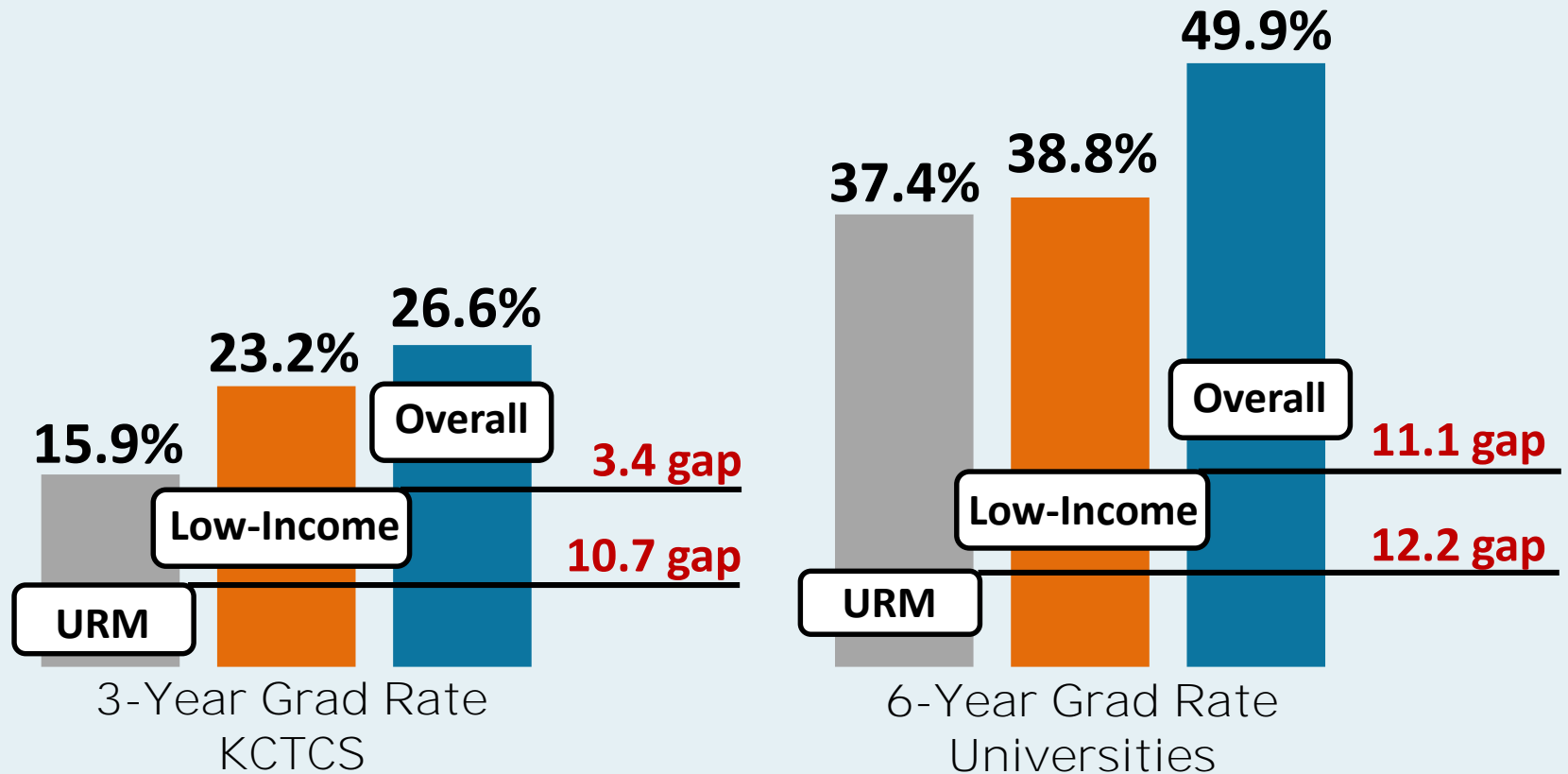
Source: American Community Survey, 1-Year Estimate, 2015

Adult (25-64) Enrollment is Declining

58,077

48,949

35,321

29,995

18,093

15,012

4,663

3,942

Fall 2005   Fall 2011   Fall 2016

KCTCS   Public Univ.   AIKCU
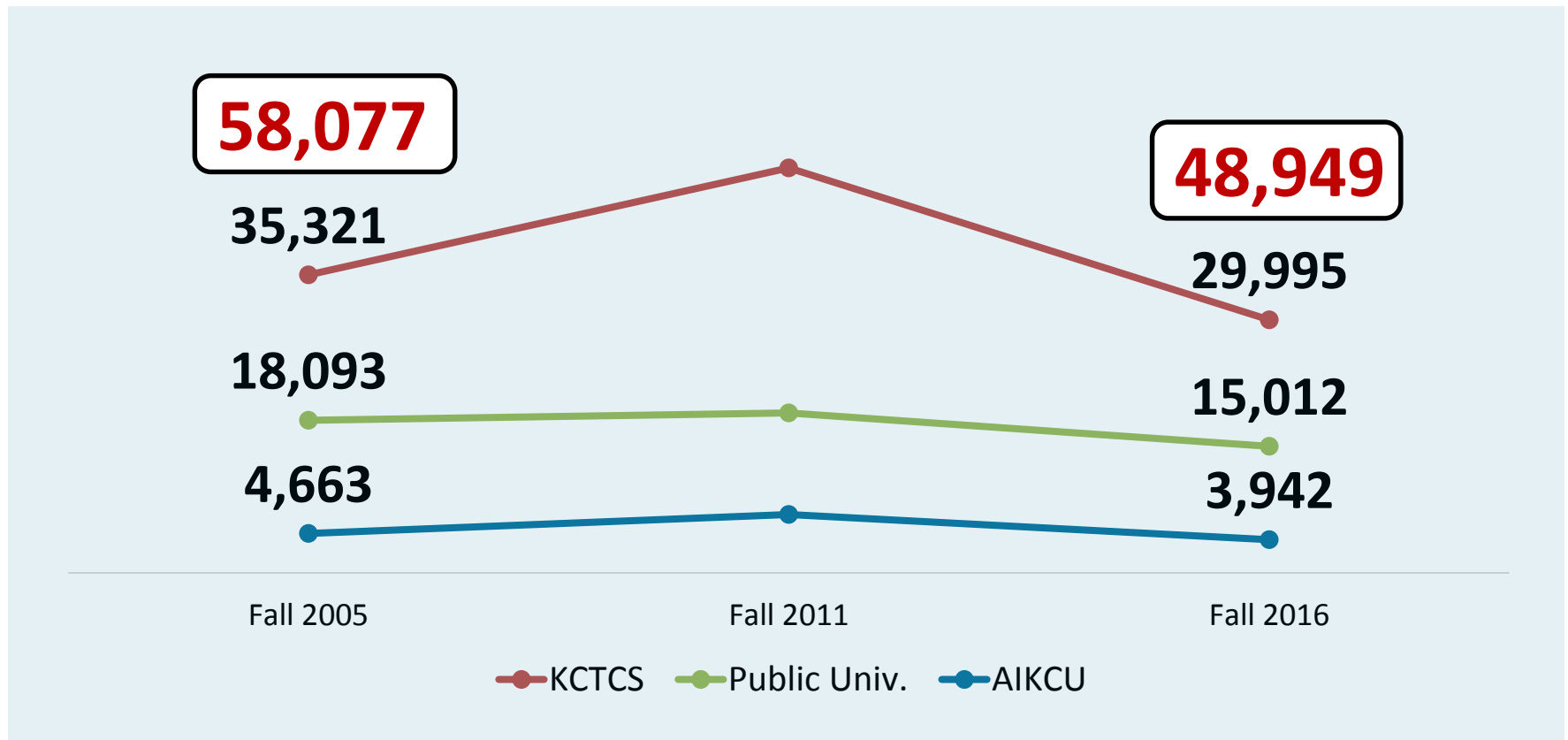
Source: Kentucky Postsecondary Education Database System, 2017

Close Achievement Gaps

3-Year Grad Rate KCTCS

- URM: 15.9%
- Low-Income: 23.2%
- Overall: 26.6%
- 3.4 gap
- 10.7 gap

6-Year Grad Rate Universities

- URM: 37.4%
- Low-Income: 38.8%
- Overall: 49.9%
- 11.1 gap
- 12.2 gap

Source: Kentucky Postsecondary Education Data System, 2015-16

Increase Degree Production
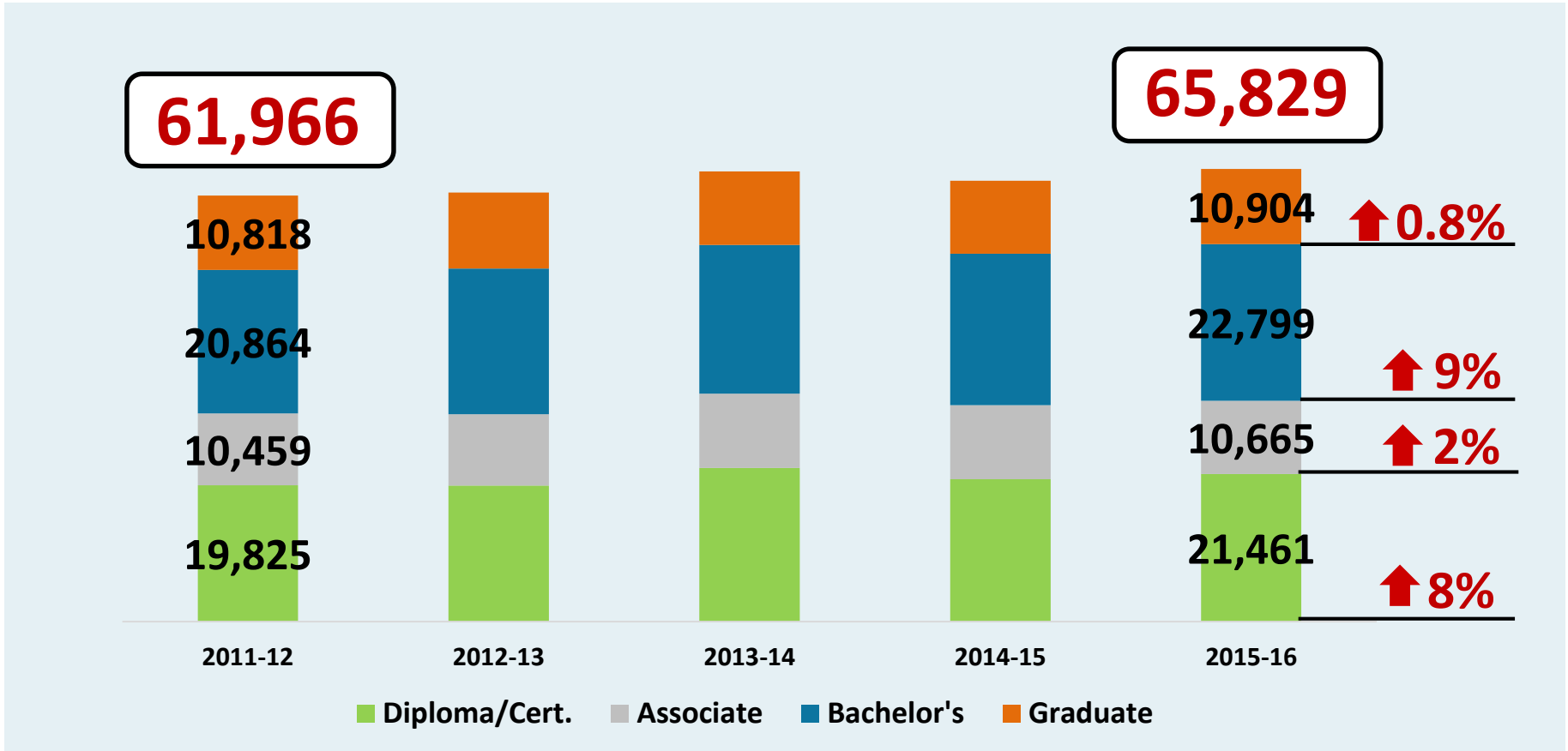
Source: Kentucky Postsecondary Education Data System

What are we doing?

The Strategic Agenda Guides Our Work

- A plan for Kentucky's postsecondary and adult education systems

- Outlines objectives and strategies in 3 areas of focus

- Identifies metrics and targets to gauge progress toward goals

STRONGER
by degrees

A PLAN TO CREATE A MORE EDUCATED & PROSPEROUS KENTUCKY

2016-2021
Strategic Agenda for Postsecondary and Adult Education
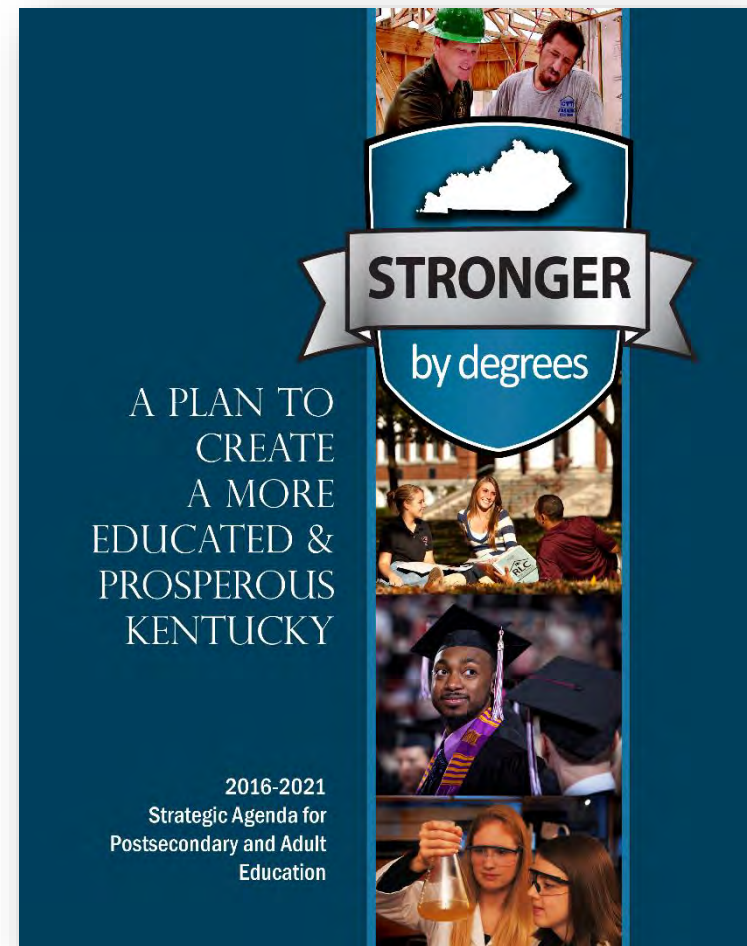
Three Focus Areas of Strategic Agenda

OPPORTUNITY

How can Kentucky encourage more people to take advantage of post-secondary opportunities?

SUCCESS

How can Kentucky increase degree and certificate completion, fill workforce shortages and guide more graduates to a career path?

IMPACT

How can **Kentucky's** postsecondary system create economic growth and development and make our state more prosperous?
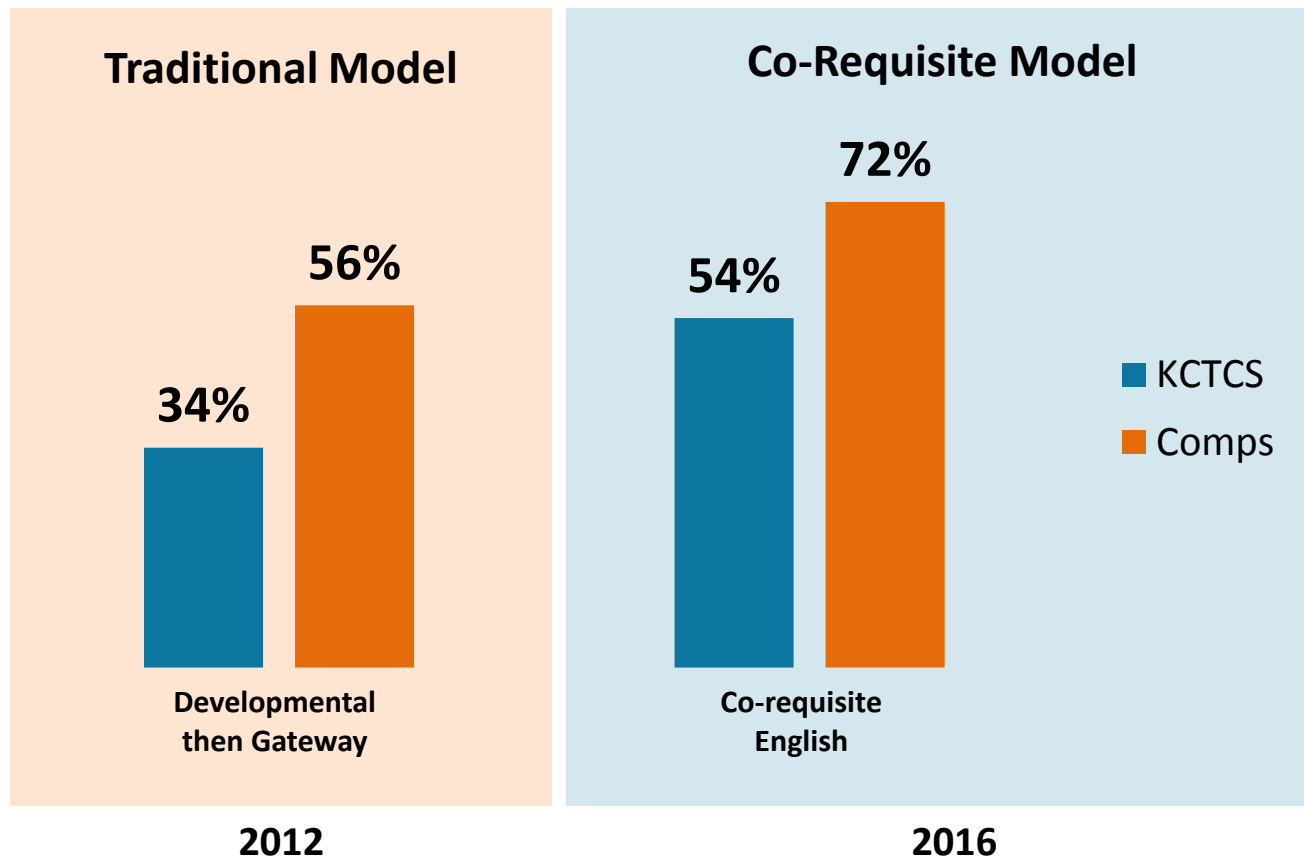
Reform Developmental Education

Developmental students completing a math gateway course within 2 years.
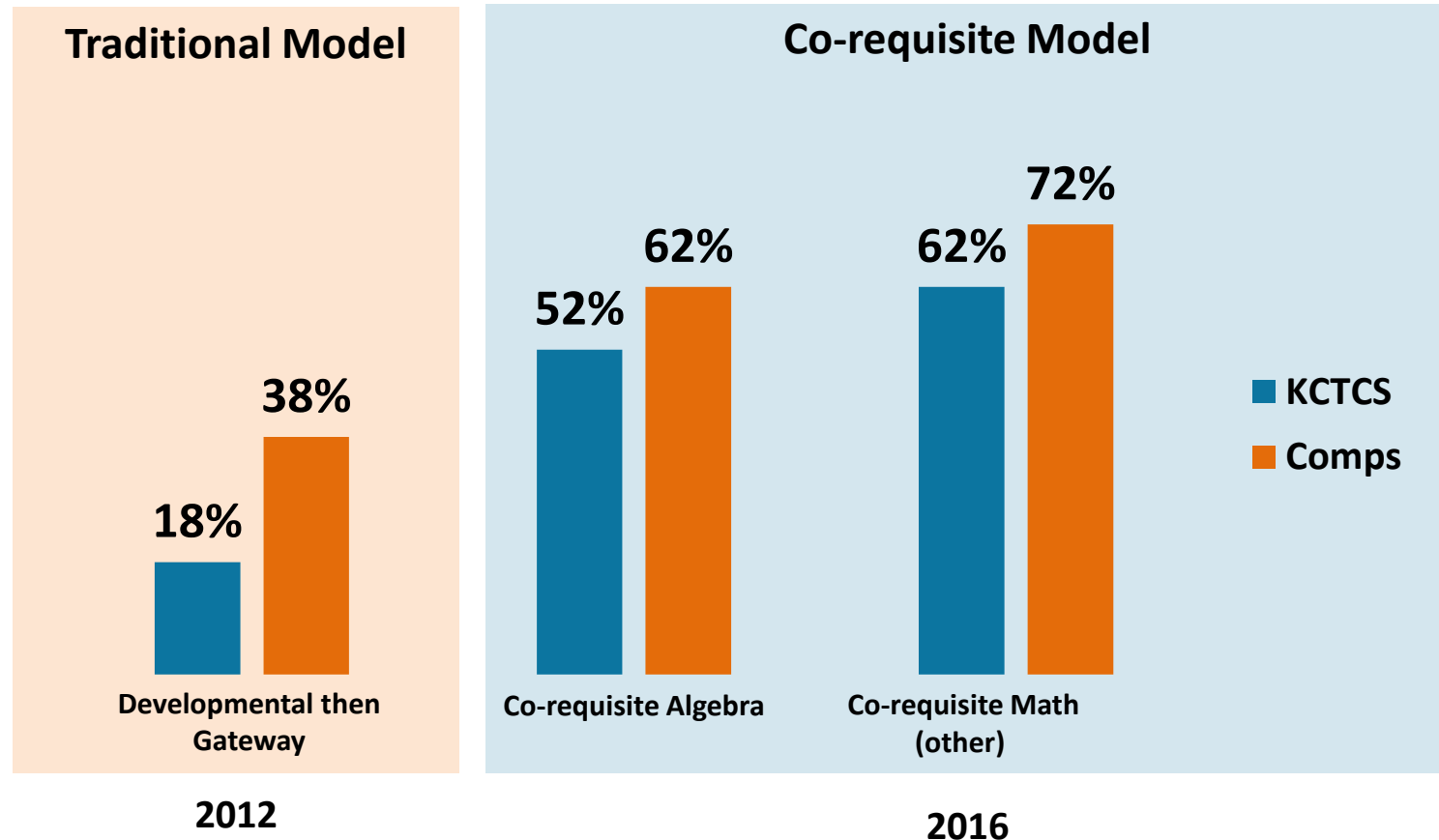
Reform Developmental Education

Developmental students completing an English gateway course within 1-2 years.

- About **80%** of freshmen who complete 30 hours in their first year graduate within 6 years, compared to **37%** who do not.

- **75%** of KY freshmen earn less than 30 hours in their first year.

- Each public four-year university has identified a 15 to Finish contact.

- Activities vary by campus.

Multi-State Collaborative

- Effort by AAC&U and SHEEO to improve teaching and learning by providing meaningful data on students' written communication, quantitative reasoning, and critical thinking skills
- Not a standardized test—uses common rubrics applied by teams of faculty to students' authentic college work
- Kentucky is one of 13 states participating (NKU, UK and BCTC).

High-Impact Strategies from UT Austin

- **From Gatekeeper to Coach**: "Everyone is capable of earning an A."
- **Learning Communities for All**: Groups of 20-30 students paired with advisers who meet weekly
- **Predictive Analytics**: Early-alert systems that target interventions for at-risk students
- **Degree Pathways:** Course maps to narrow students' choices
- **Connecting College to Career**: Internships, work study, experiential learning
- **Financial Incentives to Complete**: Redirecting student aid to help students near the finish line

Condition for Change: Performance Funding

Previous Distribution Method

- State appropriations distributed based on share of funding received the prior year

- Incremental budgeting approach applied base plus (or base minus) methodology

- Failed to recognize changes in:
  - ✓ Enrollment
  - ✓ Program mix
  - ✓ Student progression and degree completion

- No link between state goals for postsecondary education and funding

Features of New Funding Model

- All public 4-year institutions are in a common performance pool & compete against each other.

- At first, safeguards maintain equal footing for research and comprehensive sectors.

- All KCTCS institutions are in a separate performance pool.

- Both models include an adjustment to minimize the impact on smaller universities and two-year colleges with declining enrollment.

- Both models employ hold-harmless and stop-loss provisions early on.

Funding Model Distribution

DISTRIBUTION OF ALLOCABLE FUNDING

35% Student Success
Based on
- Degrees and credentials awarded
- Degrees per 100 full-time enrollments
- STEM+H degrees
- Degrees earned by minority and low-income students
- Student progression

35% Course Completion
Based on each institution's share of sector total student credit hours earned, weighted to account for cost differences by degree level and academic discipline.

10% Maintenance & Operations
Based on each institution's share of square footage dedicated to student learning.

10% Institutional Support
Based on each institution's share of sector total instruction and student services spending.

10% Academic Support
Based on each institution's share of sector total full-time enrollment.

How the Funding Model Will Work

FY 18 Distribute Performance Fund → FY 19 Hold-Harmless Provision → FY 20 1% Stop-Loss Safeguard → FY 21 2% Stop-Loss Safeguard → Work Group Meets to Review Model