# AGENDA
## Council on Postsecondary Education
Thursday, June 21, 2018
2:30 PM
CPE Offices, Conf Rm A

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The members of the Council will meet for dinner at approximately 5:30 p.m. at The Goose & Gander, 133 East Main St, Midway, KY.

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*STAY CONNECTED TO THE CPE!*

**Council Work Session - June 21, 2018**
**Council By-Laws – Suggested areas for review**

The following are specific areas of the Council By-Laws that staff suggests the Council review. This list is not all-inclusive and does not consider the addition of any sections you may choose to add.

Section 1 – Attendance of Meetings
- Consider revisions in light of increased flexibility in meeting participation via video teleconference.

Section 2 – Nominating Committee & Selection of Officers
- Take out specific references to dates of committee appointment and recommendation presentation to the Council.

Section 3 – Meetings of the Council
- Update language as stated in updated statutes/regulations.
- Remove references to "written" notices, as most are now emailed or placed in BoardBook.
- Update bullet C after passage of 2018 legislation.
- Update bullet E to reflect the updated state agency records retention schedule.

Section 5 – Compensation and Expenses of Members
- Specify compensation for meetings for in person attendance only.
- Update language as stated in updated statutes/regulations.

Section 6 – President and Staff
- Change "shall" to "may" in Section A.2. to reflect 2018 legislation.
- Change Section A.7. to reflect 2018 legislation

## I. Statement of Purpose

The bylaws provide a framework for the deliberations and actions of the Council on Postsecondary Education (CPE) in carrying out statutory duties and responsibilities. The bylaws establish rules for notification and conduct of meetings and the selection of officers.

## II. Statutory Authority

Authority for council actions comes from KRS Chapter 164 encompassing public, private nonprofit, and proprietary degree-granting postsecondary institutions. The council bylaws also conform to the requirements of KRS Chapter 61, the Kentucky Open Meetings Law.

## III. Policy

### Section 1. General Rules

#### A. Amendment of Bylaws

1. The council may amend, revoke, or adopt additional bylaws by action of eight of the voting members.

2. Notice shall be given to the members of any proposed changes or additions to the bylaws in the agenda of a regularly scheduled or special meeting of the council. All changes shall be consistent with state law and administrative regulations.

#### B. Conduct of Meetings

1. The council and all council appointed committees shall follow Robert's Rules of Order concerning motions, recognition of speakers, and order of business.

2. The chair may recognize a non-council speaker.

3. The council shall designate a parliamentarian from the membership of the council or council staff to assist the chair in interpreting the rules of order.

#### C. Policy Statements and Administrative Regulations

1. Actions taken by the council shall constitute the policy of the council until changed or superseded.

2. The council may act by adoption of policy or by administrative regulation when permitted by law.

3. The council shall promulgate administrative regulations when required by state law.

4. The policy statements of the council including all administrative regulations shall be available to the public on the council Website.

## D. Attendance at Council Meetings

1. Council members shall make a best effort to attend and participate at all regularly scheduled meetings.

2. If a council member is unable to attend and participate at a regularly scheduled or special meeting of the council, the member shall notify the chair and president of the council.

3. If a council member fails to attend three regularly scheduled council meetings during a calendar year, the chair: shall consult with the member about the reason for the absences; and may discuss the matter with the executive committee.

## Section 2.  Selection and Terms of Officers

## A. Nominating Committee

1. A nominating committee shall be appointed by the chair by November 30 for the purpose of nominating a new chair and vice chair.

2. A council member seeking council office shall not be a member of the nominating committee.

3. The recommendations of the nominating committee shall be presented to the council at a regularly scheduled or special meeting prior to January 31 of each year.

## B. Selection of Officers

1. A chair and vice chair shall be elected annually at a regularly scheduled or special meeting and shall each serve a one year term commencing February 1 and ending January 31. This provision shall become effective upon passage.

2. In the absence of the chair or in the event the chair is unable to perform, the vice chair shall perform the duties of the chair. In the absence of both the chair and vice chair or in the event the vice chair is unable to perform the duties of the chair, the council shall appoint a temporary chair.

3. In the event the chair resigns and the vice chair assumes the duties of the chair, the council may select a vice chair to complete the unexpired term of the vice chair.

4. The president shall serve as the secretary to the council and shall cause the minutes of the meetings of the council to be recorded and presented to the council.

5. The chair and vice chair are limited to three consecutive one-year terms.

### Section 3.  Meetings of the Council on Postsecondary Education

#### A.  Regular Meeting Schedule

1. The council shall set the regular meeting schedule for the next year by resolution prior to the last regularly scheduled meeting of the calendar year.

2. The regular meeting schedule shall provide that the council meet no less than quarterly but may provide for more than quarterly meetings. KRS 164.011(9)

3. The schedule and agenda of regular meetings shall be made available to the public through release to the press by written or electronic means. KRS 61.820

4. The council shall meet with the Advisory Conference of Presidents at least once each year. KRS 164.021

#### B.  Special Meetings and Emergency Special Meetings

1. A special meeting or emergency special meeting is a meeting that is not part of the regular schedule of meetings established by the council pursuant to Section 3 A.1. above.

2. The chair may call a special meeting of the council when, in the view of the chair, such a meeting is necessary. KRS164.011(9) and KRS61.823

3. The chair shall call a special meeting upon receipt of a written request from a majority of the council stating the reason for the meeting. KRS164.011(9) and KRS61.823

4. The following items are required in calling a special meeting and in the conduct of the special meeting:

5. The agenda of a special meeting shall be stated in the notification of the meeting.

   (a) Discussions and action at a special meeting shall be limited to items listed on the agenda in the notice. KRS 61.823(3)

   (b) Written notice shall be provided to every member of the council and to each media organization filing a written request to be notified. The notice shall be provided as soon as possible but shall be calculated to be received at least twenty-four hours before the special meeting. KRS61.823(4)(a)(b)

6. Emergency special meetings may be called by the chair subject to the following requirements:

   (a) The agency makes reasonable efforts to inform members of the council, the public, and the media of the date, time, and place of the meeting. KRS61.823(5)

(b) The chair shall, at the commencement of the meeting, state the reason for the emergency: the statement shall subsequently appear in the minutes of the special meeting. KRS 61.823(5)

(c) Discussion and action by the council is limited to the emergency for which the meeting was called. KRS61.823(5)

## C. Place of the Meeting

1. The council shall fix the place of meetings at the time they are scheduled. The council may change the place of meetings. KRS164.070

2. The council may hold meetings, regularly scheduled or special, by video teleconference. Meetings held by video teleconference shall conform to the notice requirements of the Open Meetings Law and Section 3 A. and B. of the council bylaws. Meetings held by video teleconference also shall conform to these requirements:

   (a) The notice of the meeting shall clearly state that the meeting is a video teleconference. KRS61.826(2)(a)

   (b) The locations of the video teleconference as well as the designation of one location as the primary location shall be contained in the notice. KRS61.826(2)(b)

   (c) Rules concerning participation, distribution of materials, and other matters that apply at the primary location shall apply to all video teleconference locations. KRS61.826(3)

## D. Notice of and Agenda for Meetings

1. Notice of all meetings, regularly scheduled and special, shall be given to members at least ten (10) days prior to the time of the meeting unless all members of the council waive notice. Waiver may be given orally or in writing. KRS164.080

2. The agenda and supporting materials for a regularly scheduled meeting shall, to the extent possible, be available to the members at least seven (7) days prior to the meeting. In the event some agenda materials are not available within the required time period, the president shall, as soon as possible, indicate in writing the reason for the delay and when the materials shall be available.

3. Notice to members shall be by mail, personal delivery, or electronic transmission such as facsimile (FAX) or e-mail.

4. The notice of a regularly scheduled or special meeting shall contain the date, time, place of the meeting, and the agenda. KRS 61.823(3)

5. Notice of and the agenda for all meetings shall be given to the Advisory Conference of Presidents. KRS 164.021

6. Special information to be presented to the council by interested parties shall be provided to the president or chair of the council seven (7) days in advance of the scheduled meeting. The chair may waive this requirement.

## E. Minutes of Meetings

1. The minutes of all meetings, regular and special, shall accurately record the deliberations of the council and all actions taken.

2. All meetings of council committees shall be recorded on audio tape, and the tape shall be permanently maintained.

3. The minutes shall be open to public inspection immediately following the next regularly scheduled meeting of the council. KRS 61.835

## F. Quorum and Council Actions

1. A quorum shall be a majority of the appointive membership of the council. KRS164.011(10)

2. A quorum shall be required to organize and conduct business. KRS164.011(11)

3. An affirmative vote of eight (8) of the appointive members shall be required to carry all propositions.  KRS164.090 and KRS164.011(11)

4. The council may consolidate multiple agenda items of a similar nature for the purpose of voting if there is no objection from a council member.

5. Before a vote is taken, the chair shall ask if any member objects to the consolidation of the items and shall specify the items to be voted upon.

6. The objection of a single member of the council shall be sufficient to require a separate vote on each item.

7. The council may, at regularly scheduled meetings, act on any subject within the powers of the council.   The council may, by an affirmative vote of eight members, add items to the agenda of a regularly scheduled meeting.

## G. Closed Sessions

1. It is the policy of the council that all meetings, regularly scheduled or special, be open to the public unless the matter under discussion meets the exceptions contained in KRS 61.810.

2. The following requirements, consistent with KRS61.815, shall be met as a condition for conducting closed sessions:

   (a) The chair shall give notice in the open meeting of the general nature of the business to be discussed in a closed session.

   (b) The chair shall state the reason for the closed session citing a specific KRS61.810 provision authorizing a closed session.

(c) The session may be closed only upon a motion made and approved by a majority of the appointive membership of the council present at the meeting.

(d) No formal action may be taken at a closed session.

(e) No matters may be discussed at a closed session other than those publicly announced prior to convening a closed session.

3. The requirements of the council for the conduct of closed sessions shall at all times meet the requirements of KRS 61.815.

## Section 4. Committees

### A. Committees--General

1. The council may create, modify, or abolish any committee, unless the committee is established by statute, upon action taken by a majority of the appointive membership.

2. The chair of the council shall appoint members to all committees unless membership is directed by statute or council policy.

3. The chair of the council shall assign specific tasks and subject matter to all committees unless action of the council directs the assignment of a task or subject matter to a committee.

4. The president shall assign staff, as appropriate, to assist committees.

5. The chair of the council shall be an ex officio, voting member of all committees.

6. All committees shall conform to the requirements of the Open Meetings Act.

### B. Executive Committee

1. Membership

   (a) The Executive Committee shall consist of the chair, vice chair, and three other council members appointed by the chair.

2. Purpose

   (a) Review all agency budget and personnel matters, provide for an annual audit of the agency, evaluate the president, and recommend annual compensation for the president.

3. Terms

   (a) The three appointed members shall serve one-year terms.

### Section 5. Compensation and Expenses of Members

#### A. General

1. For the purpose of compensation and payment of expenses to members of the council, meetings shall include all regularly scheduled and special meetings of the council; meetings of council committees; hearings; and special events where a member represents the council at the request of the chair.

2. Members of the council who reside out of state shall not be reimbursed for out-of-state travel to council meetings. KRS 164.050

#### B. Compensation of Members

1. Members of the council shall receive compensation for each meeting attended in the amount specified by KRS164.050.

#### C. Expenses of Members

1. Council members shall receive reimbursement for actual expenses incurred traveling to and attending meetings of the council as defined in Section 5 6A.1.

2. The chief state school officer shall receive reimbursement of expenses in the same manner as other expenses reimbursed through the Department of Education.

### Section 6. President and Staff

#### A. President

1. The council shall set the qualifications for the position of president. KRS164.013(1) and (3).

2. The council shall, when selecting a president, employ a search firm and conduct a national search. KRS164.013 (1)

3. The president is the chief executive officer of the council and as such makes proposals to the council for consideration, develops and directs the programs and plans established by the council, ensures compliance with federal and state law, and represents the council on numerous state, regional, and national education and planning organizations. Specific duties of the president are contained in the statutes. KRS164.013.

4. The president is responsible for employing, directing, and administering the staff.

5. The president shall make periodic reports to the council on the operation of the agency as the council shall so direct.

6. The council shall perform an evaluation of the president and shall fix the compensation and terms of the contract annually.

7. The president shall be compensated on a basis in excess of the base salary of any president of a Kentucky public university. The council annually shall review the salaries of the presidents of the public universities to assist in satisfying this requirement. KRS164.013(6).

8. The president shall have a contract for a term not to exceed five years, renewable at the pleasure of the council.

9. The president has a statutory role in the licensing of private colleges and universities and shall exercise those duties consistent with the requirements of the statutes and the direction of the council. KRS 164.945 through 164.947 and KRS164.992.

B. **Staff**

1. Staff of the council shall be employed by and be responsible to the president of the council.

2. Staff shall serve at the pleasure of the president, subject to the provisions, rules, and regulations approved by the council. The president shall develop and maintain rules and policies regulating the rights, duties, and responsibilities of employees.

3. The president shall develop and maintain an organization chart for the organization and shall ensure that all positions have written descriptions of duties and responsibilities.

4. The president shall develop and maintain a performance evaluation system for all employees.

Certification: Thomas D. Layzell, President

Previous Actions:

Original Approval: August 27, 1997

Amended: January 12, 1998

Amended: September 17, 2001

Amended: February 3, 2003

Amended: March 24, 2003

Amended: January 31, 2005

# Kentucky Council on Postsecondary Education

## Resolution adopted by the Council on February 2, 2018
## Financial Literacy of Kentucky's College Students

WHEREAS, education beyond high school strengthens state and regional economies, ensures a stronger workforce, and improves economic opportunity for all citizens; and

WHEREAS, according to a report from Gallup[1], "young adults cite college costs as their top financial problem, and paying for college tops the financial concerns of U.S. parents who have children younger than eighteen"; and
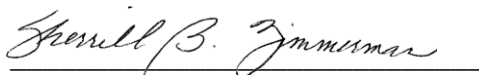
WHEREAS, a strong foundation in financial literacy, or understanding how money is made, spent, and saved in order to make informed decisions, is particularly important during the transition to and through college; and

WHEREAS, comprehensive, transparent information about college costs, financial aid, and student loans communicated regularly to students while in college can encourage them to borrow responsibly, finish a degree, and transition to a meaningful career; and

WHEREAS, several Kentucky universities have introduced or are exploring the use of annual loan letters to help provide clear information to students and families about cumulative debt, potential total payout, and potential monthly payments; and

WHEREAS, in recent years all of Kentucky's colleges and universities, in partnership with the federal government, state, and private organizations, have expanded financial literacy programs and introduced tools to provide students and families with clearer information about college costs and student debt;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education commends the campuses for the work that has been done to improve the financial literacy levels of Kentucky's college students; however, the Council urges campus leaders to implement a financial literacy program at their campus that provides a concise snapshot of students' cumulative debt, potential total payout, and potential monthly payments.  The attached template may be used to communicate this information so that this can be in place for the term beginning in January of 2019.


Sherrill Zimmerman, Chair                    Robert L. King, President

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[1] Busteed, Brandon and Stephanie Kafka, "Most Americans Say Higher Education Not Affordable," Gallup News, April 16, 2015. http://news.gallup.com/poll/182441/americans-say-higher-educationnotaffordable.aspx?g_source=affordable%20for%20all&g_medium=search&g_campaign=tiles

xxxxxxxxxx
xxxxxxxxxx
xxxxxxxxxx

Dear xxxxxx:

This is a summary of your estimated current student loan indebtedness. This information is being provided to you *before* you take on additional debt. We encourage you to make use of the academic and financial planning resources suggested here (see other side) to minimize future borrowing while you complete your degree at xxxxx.

<div align="center">

**Estimate of Your Total Education Loans:** $12,000

*See the "Important Information" section on the other side of this letter regarding all loan estimates.
</div>

## Interest Rates

> Student loan interest rates vary based on when you borrowed and the loan type. Calculations in this letter are estimated at 4.45%

## Estimated Monthly Payment – All Loans

| | |
|---|---|
| Total Education Loans: | $12,000 |
| Standard Repayment Term: | 10 years |
| Assumed Interest Rate: | 4.45% |
| | |
| Monthly Payment: | $124 |
| | |
| Cumulative Payments: | $14,889 |
| Projected Interest Paid: | $ 2,889 |

## Federal Direct Loans

> The Federal Direct Loan program provides the majority of loan funds for xxxx students. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is $xxxxxx
>
> The maximum you may borrow as a Dependent student and degree objective is $31,000 and $57,500 as an Independent student not to exceed $23,000 total in Subsidized loan.

## Other Education Loans

The estimated total of your education loans includes amounts below, based on xxxx's records about your borrowing history:

> Federal Perkins Loans:      $xxxxxxx
>
> Private Alternative Loans Certified at xxxx: $0
>
> Other Loans Certified at xxxx:    $0

## Academic & Financial Planning Resources

Loans offered for the upcoming academic year are included in the figures provided in this letter. There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you really need. Meet with your academic advisor and set a plan to expedite completing your degree, if possible. We encourage you to make use of these resources to find ways to balance your budget:

*Salt:.*https://www.saltmoney.org

You are also invited to make an appointment or drop by the Financial Aid Office to review your loan debt figures, talk about future borrowing and discuss repayment options with a counselor.

The standard 10-year repayment plan for Federal Direct Loans is one of many options. To find out about alternatives, visit this site: https://studentaid.ed.gov/repay-loans/understand/plans

To calculate payments on loans of all types; or to estimate your monthly obligation for your cumulative debt under various repayment options, visit this website: https://studentaid.gov

Loan Terms Glossary - https://studentloans.gov/myDirectLoan/glossary.action

## Important Information about These Loan Estimates

**\*IMPORTANT: Figures provided in this notice are NOT a complete and official record of your student loan debt.**
The most accurate information about your Federal student loans is available in the National Student Loan Data System (NSLDS). https://www.nslds.ed.gov
Log in using your personal information and the FSA Id you used to sign your FAFSA.

**Please read this important information about why loan totals in this letter may be incomplete or inaccurate.**

- • Students who have borrowed at multiple institutions, who have consolidated loans, had loan debt discharged or forgiven, or who have repaid a portion of their debt may find that these estimates are inaccurate.

- • State or institutional loans and private Alternative loans from other institutions are not included in these estimates.

- • Interest that accrues while you are enrolled, which must be paid first or capitalized (added to your debt), has not been projected here and therefore has not been included in these estimates.

- • The Federal Direct and Perkins Loan figures in this letter are based on the most recent information sent to The University of Louisville by NSLDS and should include loans from any institution. However, if you recently received Direct or Perkins loans at another institution, these may not have been included in the information provided by NSLDS.

- • State Teaching scholarships and Federal TEACH grants, which may be converted to loans if scholarship terms and conditions are not met by the recipient, are not included in these estimates.

- • Education loans your parent took out on your behalf, and parent loans you may have taken for your children, are not included in these estimates.

- • Loans included in this letter may have been discharged or forgiven.

| Campus | Has your campus implemented a program that regularly provides to each student borrower a concise snapshot that describes cumulative debt, potential total payout, and potential monthly payments? | Is your campus in the process of developing such a program, and if so, when will it be implemented? | If your campus is not planning on developing a program, why not? |
|---|---|---|---|
| KSU | Kentucky State University does not currently have a program in place as described in the question | Kentucky State University is currently developing a program to provide this information to student loan borrowers on a regular basis. This program will be implemented in January 2019. | N/A |
| MoSU | Because of the programming involved, we have not yet implemented the program.  However, we will meet the CPE compliance date of January 2019.  In the meantime, we are providing information to our students regarding responsible borrowing, including entrance and exit counseling, and we speak to all the FYS classes. | Yes, we are in the process, and we'll be ready to go January 2019. | N/A |
| UK | The University of Kentucky plans to send annual loan indebtedness letters to students beginning in the 2018-2019 academic year. The first mailing is planned for late Fall 2018 and will be sent to all currently enrolled loan recipients.  A template is attached, which also includes a list of additional UK resources to assist students with financial issues. | N/A | N/A |
| UofL | According to information gathered through meetings and follow up surveys with the campus financial aid directors, UofL plans to pilot loan letters in 2018 spring semester. | N/A | N/A |
| WKU | At the end of each academic year, WKU will send a summary statement to all currently enrolled borrowers that includes cumulative loan debt (to date) and estimated monthly payments based on current interest rates.  When available, private loan information will also be included. | WKU plans to send this statement by June 30, 2018 for 17/18 student loan borrowers.  The document is still in draft form with final revisions expected within the week. | N/A |
| KCTCS | Currently we do not have any type of consistent messaging to students that addresses these specific items at the individual student level.   Students do receive similar basic information that is not specific to the individual during the Exit Interview process. | KCTCS is in the discussion stages and the overall plan is to implement in the Spring 2019 term in accordance with the resolution. | N/A |

| Campus | Has your campus implemented a program that regularly provides to each student borrower a concise snapshot that describes cumulative debt, potential total payout, and potential monthly payments? | Is your campus in the process of developing such a program, and if so, when will it be implemented? | If your campus is not planning on developing a program, why not? |
|---|---|---|---|
| MuSU | At the time of exit counseling, students are provided with a financial literacy packet. An electronic version of this is provided at http://www.murraystate.edu/admissions/scholarships/free.aspx<br><br>This information includes the basics of financial literacy, links to the Federal Student Loan (FSA) Repayment Estimator and other helpful links. A link is also provided to the FSA National Student Loan Data System (NSLDS) at https://www.nslds.ed.gov/nslds/nslds_SA/. This website provides users with the most up to date and personalized information on the following:<br>• The student's federal loans, grants and aid overpayments (including cumulative debt, potential total payouts, and potential monthly payments)<br>• The student's enrollment status on record with FSA<br>• The status of the student's loans that are subject to subsidized usage limits.<br>• Complete Exit Counseling for loans and/or TEACH Grants<br>• The ability for the student to authorize a loan servicer to view their information on the NSLDS Professional Access site<br><br>As stated earlier, this information is provided at the time of exit counseling; however the University is considering how (email, postcard, US Mail, or text) and at what frequency to communicate this NSLDS website option to students in an effort to ensure they understand the full details of their federal aid.<br><br>By stressing the use of this website, the University minimizes the risk of student financial information falling into the wrong hands with paper or emailed documents. There are very strict federal requirements regarding the distribution of this type of financial information and personalized details cannot be emailed or sent in other electronic formats. The NSLDS website is accessed only with sign on credentials created by the student and minimizing the University's risk of distributing this type of data. | At this time, Murray State feel its option is the most secure and efficient tool for students to obtain updated and accurate information on all federal aid. We encourage the Council to review the NSLDS options.<br><br>At the fall 2017 FSA training conference, FSA introduced a mobile app that was marketed to be available by October 1, 2018. As part of this mobile app, a student will have an icon to choose and it will automatically show them their detailed loan information. The University will review this option when available. | See previous answer |

| Campus | Has your campus implemented a program that regularly provides to each student borrower a concise snapshot that describes cumulative debt, potential total payout, and potential monthly payments? | Is your campus in the process of developing such a program, and if so, when will it be implemented? | If your campus is not planning on developing a program, why not? |
|---|---|---|---|
| EKU | We do not currently have a letter, however, we provide students with their loan history on an annual basis through the EKU Student Portal.  We show the student's current balance in the Federal Direct Subsidized and Unsubsidized Loan programs.  This is provided through an upload through the National Student Loan Data System (NSLDS) at the beginning of each semester. | We are in the process of developing a letter, however, it may not mirror the CPE letter exactly.  I have some concerns with the letter and while I understand the importance of providing students this information in a clear and concise way, we also need to be educating students and strongly encouraging them to use www.studentloans.gov as well as directing them to their loan servicer for specific loan repayment amounts and plans.  We are in the process and will generate a letter to students each August, but I am just not sure it will mirror the letter CPE provided exactly.  I will send a copy of what we decide to use once it has been created. | N/A |

*Note – as of 6/21/18, 9:00 a.m., we did not yet receive a responses from Northern Kentucky University.

First, Last Name
Street Address
City, State  Zip Code

July 13, 2017

Dear First Name,

This letter is a personalized summary of your estimated student loan indebtedness. Please use the information below, along with the academic and financial planning resources on page two, to help minimize future borrowing while you complete your degree at the University of Kentucky.

### Your Total Estimated Education Loan Debt: $ 20000

*See the "Important Information" section on page 2 of this letter regarding loan estimates.

## Interest Rates

Student loan interest rates vary based on the type of loan and when the loan was borrowed. For the purpose of this letter we are using an estimated interest rate at 6.80%.

## Estimated Monthly Payment – All Loans

| | |
|---|---|
| Total Education Loans: | $ 20000 |
| Standard Repayment Term: | 10 years |
| Assumed Interest Rate: | 6.80% |
| Monthly Payment: | $ 231 |
| Cumulative Payments: | $ 27720 |
| Projected Interest Paid: | $ 7720 |

## Federal Stafford Loans

The Federal Stafford Loan program is available to students who file a Free Application for Federal Student Aid (FAFSA). The amount offered is based on students' grade level and financial need. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is $ 20000.

## Other Education Loans

In addition to your Federal Stafford loans, the estimated total of your education loans includes the amounts below which are based on your borrowing history at the University of Kentucky:

Federal Perkins Loans: $ 1400
Private Loans Certified at UK: $ 2500
Other Loans Certified at UK: $ 0 (Graduate PLUS and Federal Health Profession Loans)
Institutional Young Loans at UK: $ 0

**see blue.**

## Academic & Financial Planning Resources

There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you really need. Please visit the UK MoneyCATS website below for helpful information on how you can reduce your educational expenses to help minimize future loan borrowing.

*MoneyCATS:* http://www.uky.edu/financialwellness/moneycats-team

Please feel free to contact the Student Financial Aid Office to review your loan debt information and talk about future borrowing. Your financial aid counselor contact information can be found at http://www.uky.edu/financialaid/financial-aid-contact-us.

The standard 10-year repayment plan for Federal Stafford Loans is one of many repayment options. Please visit website: https://studentaid.ed.gov/sa/repay-loans to view the different repayment plans and the repayment estimator. The repayment estimator allows you to determine which repayment plans you may be eligible for and to estimate your monthly obligation for your cumulative debt. You will also find the Loan Terms Glossary on this website.

## Important Information about These Loan Estimates

**\*IMPORTANT: Figures provided in this notice are NOT a complete and official record of your student loan debt.**
The most accurate information about your Federal student loans (excluding Title VII and VIII Health Profession Loans) is available in the National Student Loan Data System (NSLDS). http://www.nslds.ed.gov/nslds_SA/
Log in using your personal information and FSA ID you used to sign your FAFSA.

**Please read this important information about why loan totals in this letter may be incomplete or inaccurate.**

- Students who have borrowed at multiple institutions, have consolidated their loans, or who have repaid a portion of their debt may find that these estimates are inaccurate.

- Grad PLUS Loans, Federal Health Profession Loans, state or institutional loans and private loans from other institutions are not included in these estimates.

- Federal Health Profession Loans, institutional loans and private loans certified at UK before the 2006-07 academic year are not included in these estimates.

- Interest that accrues while you are enrolled, which must be paid first or capitalized (added to your debt), has not been projected here and therefore has not been included in these estimates.

- The Federal Stafford and Perkins Loan figures in this letter are based on the most recent information sent to the University of Kentucky by NSLDS and should include loans from any institution. However, if you recently received Stafford or Perkins loans at another institution, these may not have been included in the information provided by NSLDS.

- Federal TEACH grants may be converted to loans if grant terms and conditions are not met by the recipient. They are not included in these estimates.

- Education loans your parent took out on your behalf, and parent loans you may have taken for your children, are not included in these estimates.

Sincerely,

Office of Student Financial Aid and Scholarships
University of Kentucky

**Kentucky Council on Postsecondary Education**

### Resolution adopted by the Council on April 27, 2018
### College to Career Work Group

WHEREAS, according to the Georgetown University Center on Education and Workforce, by 2020 over 55 percent of jobs in Kentucky will require a postsecondary degree or credential; and

WHEREAS, currently only 45 percent of Kentuckians have this level of education and/or training;

WHEREAS, it will take a comprehensive approach to address the challenges Kentucky faces in meeting this expectation, including ensuring high quality programs with clear learning outcomes leading to employment or further education, creating strong alignment between postsecondary programs and employer needs, increasing work-based learning opportunities, and supporting improvements in career development programs and strategies;

NOW, THEREFORE, BE IT RESOLVED, that the College to Career Work Group is created to provide the Council with advice and recommendations ensuring Kentucky students graduate with the skills, abilities, experiences, and knowledge to navigate the path between college and career, and that the postsecondary education system is adequately responding to the changing workforce demands facing the state. The work group will be comprised of members of CPE, the employer community, students, campus leaders, and policy makers and will provide findings and recommendations to the CPE board in the spring of 2019.

_____
Sherrill Zimmerman, Chair

_____
Robert L. King, President

## Council on Postsecondary Education
## College to Career Workgroup

**Background**

At the April 29 Council on Postsecondary Education meeting, the board adopted a resolution establishing the College to Career Workgroup "to provide the Council with advice and recommendations to ensure Kentucky students graduate with the skills, abilities, experiences, and knowledge to navigate the path between college and career, and that the postsecondary system is adequately responding to the changing workforce demands facing the state." The resolution further stipulated the work group be comprised of members of CPE, the employer community, students, campus leaders, and policy makers; that it meet at least four times between July 2018 and February 2019; and that it provide findings and recommendations to the CPE board at their April 2019 meeting.

**Possible Areas of Focus**

The initial discussion with the board about the workgroup included several potential areas of focus, including:

- **Work-based learning opportunities** such as apprentices, internships, and co-ops to help close the skills gap, increase completion, and help the transition from college to career;

- **Career pathway programs** from P-12 through postsecondary education designed to prepare students for their next level of education and employment.

- **Innovative program delivery models**, including competency-based programs and other accelerated learning formats.

- **Essential skills development** (communication, information processing, critical thinking, global awareness, cultural competency, teamwork, leadership, etc.) in academic programs.

- Strategies such as **targeted workforce grants/scholarships** that create incentives for students to pursue education and training in high need areas.

- **Innovative career development and advising programs** to assure students are equipped with the knowledge to transition from academic programs into meaningful careers.

- Incentives to encourage **employer partnerships** with postsecondary providers in work-based learning programs and academic/training program development.

- Alignment of **CPE's academic program review and approval processes** with areas of workforce growth and demand.

- **Websites and other technology-based tools** that connects Kentucky employers with students for internships, job shadowing, and potential careers.

- Collaborations and partnerships between postsecondary education and **workforce/ economic development organizations** to support growth and a stronger workforce.

## Recent CPE Activity

- *Taking stock of where we are:* CPE will host a summer convening of career development staff, academic affairs officers, employer liaisons, and others to discuss efforts on their campuses related to career advising, education/workforce alignment and workforce transitions. The information gathering will be used to inform the work group about strengths and weaknesses in our current programs, and opportunities for innovation and improvement.

- *Aligning academic programs with employer needs:* CPE staff are in discussions with Quality Assurance Commons, a national organization that is proposing approaches other than traditional accreditation to assure academic programs are responsive to the changing economic and educational landscape, and are serving the needs of students and employers.  A pilot project with several campuses, and statewide professional development opportunities are being planned for the coming year. CPE's program review and approval policies have undergone significant changes and now emphasize program alignment with workforce needs and the career success of program graduates.

- *Taking advantage of new technologies:* CPE has partnered with the Cabinet for Education and Workforce Development to include college degree and skill-training requirements and information to Focus Explorer, a state website that provides

real-time information on high-demand jobs in Kentucky. Additionally CPE staff are in conversations with *Handshake*, a relatively new but widely adopted career services platform now in use at about half of Kentucky's colleges and universities to discuss state-level partnerships. Staff are also facilitating conversations with *Viridis*, another new technology platform focused on the particular career and workforce needs of community and technical college students.

- *Focusing on work-based learning opportunities:* CPE has been invited to participate in a National Governor's Association sponsored policy academy designed to expand and promote work-based learning in Kentucky. The goal of the academy is to develop a more comprehensive, collaborative strategy to expand those offerings. Last fall we hosted a meeting with state higher education and government leaders to explore the Southwestern Ohio Council for Higher Education (SOCHE) Intern Program, which serves as an external resource to support and manage employer internship programs, including management of the application process, hiring and payroll. The Council continues to evaluate other programs that expand internships and other work-based learning opportunities.

- *Working with state leaders:* CPE is a member of Chamber-led Business Education Roundtable, a group of business and advocacy leaders who have a shared goal to transform Kentucky's education and workforce systems to ensure individual, community and statewide prosperity. The group has met a number of times over the past 18 months, and is poised to release a policy statement, agenda and recommendations in support of these common goals.

- *Using data to guide our work:* Postsecondary Education Feedback Report, a KCEWS report developed in partnership with CPE, provides data to campuses, policy makers and the general public about the graduation outcomes of Kentucky students, including whether they stay in state, what general area of work they pursue, and salary information.  This summer CPE will survey Kentucky campuses about career advising and development strategies on their campuses. These data and other resources will be used to help inform the work of the CPE College to Career workgroup.

- *Seeking additional resources:*  Over the next several months, CPE will pursue one or more grant opportunities designed to help colleges and universities rethink and create new models of career advising; pilot innovative approaches to blending work and learning; and support students as they transition to and through careers.

**Discussion Items and Next Steps**

1. Work Group Membership:
   - *Council member participation*
   - *Workgroup Chair*
   - *External members*
   - *Legislative members?*

2. Work Group Timeline:
   - *Amend timeline to begin work in the fall?*
   - *Adjust/delay timeline in consideration of new CPE leadership?*

3. Prioritizing the work:
   - *Given the breadth of the topic, where does the board want to focus its attention?*
   - *What are the Council's highest priorities related to college to career transitions, skills and knowledge development, and postsecondary education's responsiveness to workforce needs?*

See the finance-related agenda items in the June 22, 2018 BoardBook. Bill Payne and Shaun McKiernan will review the recommendations and answer any questions you may have.

Additionally, discussion will be had on the initial developments on the April 27 action item regarding a "tuition study."

Council approved to conduct a study on the following four components:
1. Ability to streamline the current tuition timeline
2. Impact of uniform tuition rates at all four-year institutions
3. Impact of a four-year tuition lock for incoming freshmen
4. Implementation of an adult-learner/competency-based learning system for adults

# Kentucky Council on Postsecondary Education

**Matthew G. Bevin**
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
http://www.cpe.ky.gov

**Robert L. King**
President

TO:       Council on Postsecondary Education Members
FROM:   Bob King
DATE:    June 20, 2018

I want to take a moment to reflect on my near decade of work here at CPE. I must say at the outset that I could not have enjoyed the successes described below without the support of this board, both the current members and those who served during my tenure. You have been a remarkable group, offering keen insights, asking challenging questions, and bringing citizen-based common sense to all we do. Nor could we have achieved any of these successes without the incredible, dedicated, talented, collaborative staff we have assembled here at the Council. The state of Kentucky is blessed to have such superb public servants working daily to support the achievement of the goals first articulated in House Bill 1 (1997), as well as the array of additional demands set forth in subsequent legislation to grow the size and quality of the state's workforce.

I was reminded as we were proofing the attached FY 2018 Summary of Work document, that while we have been conditioned to accept budget cuts, CPE has actually expanded its role in higher education despite reductions to our operating budget of 55 percent, and a near 40 percent reduction in staff since 2008. While one could easily surmise that we were "overstaffed and overfunded" in the past, the truth is that we have worked hard to find the right staff, motivate and challenge them to achieve at high levels, encourage collaboration and innovation, then get out of their way and let them work their magic.

The result has been the establishment of an office that has earned the respect and cooperation of our campus presidents, provosts, business officers, and chief information officers. Campuses are regularly trying, and at times succeeding, in recruiting away our staff. They recognize the quality of people we attract, and the experience they get, which makes them very attractive candidates for much higher-paying campus positions. We have also improved our standing with our elected officials. Our work on the performance funding project, helping amend legislation to assure the reinstatement of UofL to full accreditation status, actively working with the governor and legislature to achieve a budget in 2016 during a very contentious legislative session has greatly helped improve CPE's stature among our elected officials.

Kentucky benefits from one of the strongest and most widely respected coordinating boards in the country. While this governance model has its limitations, as I will discuss below, we have worked hard to utilize as effectively as possible the levers we have to drive positive change across the higher education landscape. For example, over the past decade, we have moved from a half-time person monitoring a relatively ineffective licensure system for non-public colleges and universities, to one that is respected nationally for its oversight of institutional quality and its rigor related to public protection.

We've moved from a deregulated tuition setting process to one that fully engages our board, staff, and campuses determining pricing for our undergraduate programs that balances the needs of both our students and our institutions. We have made the achievement of low-income and minority students among the highest priorities of our work. Through a comprehensive state-level diversity policy (the first in the nation) and a performance funding model that recognizes low income and URM student progress, we are holding our campuses accountable for performance in ways that are beginning to make a difference within the campus cultures. For the first time since the higher education reforms of 1997, Kentucky has a rational model to distribute state appropriations linked to state priorities and institutional improvement.

CPE led the way for the development of a shared state-level data system, which is now the Kentucky Center for Education and Workforce Statistics (KCEWS), a nationally recognized

model in state data collaboration that is allowing analysis between sectors that was impossible even five years ago. In fact, the first executive director was a former CPE staff member.

Over the past 10 years we have completely rethought and revamped our program review and program approval process in ways that prioritize an efficient use of resources, alignment with regional employer needs, and the quality of programs. We continue to have one of the best strategic or "public" agendas in the country, with a comprehensive accountability structure that helps us monitor progress and push improvements.

Our basic adult education program has evolved from simply preparing students for a high school certification, to aggressively working with KCTCS and other training organizations to get their students on a path to a postsecondary credential and into a meaningful career. Equally important, we have an active, committed board that is making its voice and priorities heard through smart policy decisions and, where power is limited, through action-oriented resolutions, reports, and public "convenings."

While I know we can do more, I wanted to articulate the statistical progress Kentucky campuses have achieved over the past 10 years:

- Our campuses, including our private and independent institutions, have increased annual degree production by 20 percent.
- Within that number are significant increases in degrees earned by low-income students (up 50 percent), underrepresented minority students (up 94 percent), and students identifying in both categories (up 119 percent).
- For graduate and professional degrees, we have seen an overall increase in annual degree production (up 23 percent).
- Again, within that number we have seen an increase in degrees earned by low-income students (up 177 percent), degrees earned by underrepresented minority students (up 82 percent), and for students identifying in both categories (up 278 percent).

- While this progress is impressive, it is still insufficient to meet the workforce needs of the state's employers. Growth in both undergraduate degrees among adult learners, ages 25-64, was only 11 percent during this period.
- The numbers were better in the graduate degree category for this group (up 42 percent), but many of those were master's degrees earned by school teachers pursuing the higher pay levels prescribed by state law.

What follows are descriptions of many, although not all, of the actions, programs, policy decisions, expenditures, etc. undertaken by our office over the past 10 years that we believe have contributed to the progress cited above. As substantial as all of this is, we still need to "get better, faster," if Kentucky is to become a truly prosperous, highly competitive economic enterprise in the 21st century. The social, medical, and economic health of the Commonwealth is significantly dependent up the success of our efforts, and those of the institutions of higher education we both oversee and serve.

In no particular order, I thought a quick trip down "memory lane" would be worth a few minutes of additional reading.

1) We have done our best, in the face of biennial budget cuts, to keep our public colleges and universities affordable. We have done so through the imposition of tuition ceilings. Prior to 2009, annual average increases exceeding 11 percent were the norm. Since 2009, we have kept the annual average increase close to 4 percent. More importantly, the net cost of attendance for our students remains well below the regional averages at public comprehensive and community colleges, and we are at the regional average for research institutions.

2) In 2010, we worked closely with the legislature and campuses to draft and implement new legislation to minimize the problems faced by students seeking to transfer from KCTCS institutions to any baccalaureate campus. We developed a survey of transfer students that allowed us to understand the sources of the problems they experienced. We used those

results to fashion an array of policy responses. They included: the KnowHow2Transfer website; stronger and better informed advisors both at KCTCS and the four-year campuses; and the development of an agreed-upon set of learning outcomes for the general education requirements common to all four-year campuses and every associate degree program at KCTCS. Now, students are able to transfer without losing earned credit hours, and academic quality at the four-year institutions was not compromised in the process. Exceptions are rare.

3)  We know from our data that students being admitted to college who tested below college readiness benchmarks were graduating at half the rate of students ready to take credit-bearing courses. This led us to develop a new, deeper collaboration with K-12 education. I intentionally forged an active relationship with Kentucky's Commissioner of Education that went beyond office visits and meetings. We began a regular practice of having an informal dinner every other month, as well as sharing season basketball tickets at UK. As a result, CPE worked hand in hand with Commissioners Holliday and Pruitt to develop and adopt the Kentucky Core Academic Standards. CPE staff serve on the team that is currently determining the standardized assessments that will be used in lieu of the ACT. We are part of the working group that will define the new standards for graduation from high school. In keeping with extending this vital relationship, I spent nearly an hour and a half with Interim Commissioner Lewis at the end of May to share ideas on how CPE could support the Commissioner's role in helping improve student outcomes in the Jefferson County School District. From my communications with other state coordinating board colleagues, few, if any, have this deep of a relationship with their K-12 counterparts.

4)  Many may recall that the adoption of what were originally called "Common Core Standards" became a source of political controversy. The fact is the standards themselves are quite good. They have been internationally benchmarked to the standards in high-performing countries, and they set clear expectations of what children should know and be able to do at each level of K-12 education. Kentucky, largely through the leadership of our staff, actually arranged to have collegiate faculty and K-12 teachers comment on early

drafts of the standards. Many of our suggestions and edits made their way into the final product. As a result, we became the first state in the nation to adopt the standards. CPE then undertook an effort to develop training materials for both high school and collegiate faculty to help them understand the standards and to develop curricula to assure effective implementation. We secured grants from several foundations that allowed us to host a national conference here to share what we had done and learned with educators from the 23 states that attended. Many said, upon leaving the conference, they had developed "Kentucky envy."

5) Although I will comment further on this subject, we have seen steady improvements in graduation and retention rates at every campus. Much of the credit obviously goes to the faculty and staff on our campuses. However, the decision made here at the Council to require each president to annually present their data on these metrics (and others) in a public session kept appropriate pressure on the campuses to pay attention to key student outcomes and institutional performance. Prior to 2009, while the data was collected and published periodically, there was very little opportunity for comment or questions in any public setting. Our CPE meetings provided that forum for the first time.

6) Since 2009, we have drafted and executed two strategic agendas, each with sets of goals and metrics. We have developed two sets of diversity plans, supported and guided by the adoption of a comprehensive Diversity Policy. Thanks to the tireless work of our staff, we now have a set of targets, both for diversity goals and general academic objectives at each campus. We have campus-level plans, each of which have been developed by campus faculty and staff. The "buy in" for these latest iterations has been quite enthusiastic, and our hope is that all aspects of campus performance will get the attention they deserve. The goals and metrics in the campus diversity plans carry over to the campus and CPE strategic agendas, so there is alignment and integration of both efforts. Enhancing these efforts, CPE developed a program (ALDI) for identifying and training mid-career minority faculty members interested in moving into campus administration. The first cohort of this Institute included nearly 20 faculty members. They completed the institute

following a year of monthly programming and study, and now have a greater understanding of CPE and the work we are pursuing to improve student outcomes.

7)   After years of trying, but failing, CPE was finally able to develop a funding model that rationally distributes state funds to our campuses, recognizing differences in enrollment, mission and performance. The model, now described in statute, was principally developed by our staff. The balancing of the diverse needs and interests among the campuses was often more challenging than the mathematics and the weighting of the various factors that drive the formula. CPE has been credited by the Governor and legislative leaders with making the notion of performance-based funding a reality. I might add that the model we have adopted is among the most substantial of any in the nation. More money is at stake (70 percent of appropriations net of mandated programs is tied to actual performance), and the metrics are more precise and uniform than in any other funding model we are aware of, nationally.

8)   In 2009, I had the privilege of being one of the "founders" of the Kentucky Center for Education and Workforce Statistics (KCEWS). At the time, the project was in its infancy and supported entirely by grants. We hired some top quality people and chose a path that brought together more state agencies and state agency data than was ever thought possible. As a consequence, Kentucky now has among the most sophisticated and robust longitudinal data systems in the nation, according to U.S. Department of Education auditors who oversee these projects nationwide.

9)   The award-winning website we have built for CPE features data that has been nurtured, modernized, and made interactive. We believe this new content-rich website will serve the needs of our citizens and our universities for many years to come, whether they access it on a mobile device or desktop. Just this past week, we received uninvited praise from Perry Papka, the Prichard Committee higher education research expert. He said: "Just wanted to drop you a note.  I have been using the CPE website this morning a bit more deeply than I have recently. You all have done some incredible things to make it easier to

use and more comprehensive.  Having been using it as a primary source since 2006, I can say (from my perspective) it is much improved and more user-friendly.  So kudos to you and your team."

10)  We have grown our Project Graduate program into an award-winning, successful effort to encourage adults to come back to our institutions to complete their degrees. The program, which targets former students who have earned at least 80 credit hours, provides targeted advising and resources to help them re-enroll and complete a degree. Administrative and financial barriers that may have prevented these students from earning their degrees were reduced and/or eliminated. To date, close to 3,000 students have finally finished what they started with the help of Project Graduate. Along the way, the program was recognized nationally by the enrollment management firm, Noel Levitz, for Excellence in Retention.

11)  Our GEAR UP grant program, completed in 2017, was recognized as one the top GEAR UP programs in the nation. Our team developed and operated the program across the state for seven years. During the course of the grant, we served over 11,000 teenagers. The program starts with students in seventh grade and follows them through high school graduation and into college. The high school graduation rate for GEAR UP students during this grant reached 97 percent, while the statewide average was 90 percent. Immediate enrollment in postsecondary education by GEAR UP students exceeded the state average by 5 percentage points. FAFSA completion rates for GEAR UP students exceeded the state average by 8 percent. Knowledge of postsecondary options, financial aid and how to plan for colleges grew by over 31 percent during the GEAR UP grant.

12)  Through our research and annual participation with the national organization, Complete College America, we have learned about proven practices that increase student completion and reduce achievement gaps. We are convinced that these strategies developed by CCA partner institutions are effective, and we have begun advocating for their adoption. To that end, we brought to our annual Student Success Summit the leader of Complete College America to describe the array of strategies they have assembled. He

not only provided detailed descriptions of the various approaches, but made a compelling case to our campus leaders and faculty for their implementation in Kentucky. As a follow-up, I directed our staff to develop a CCA report card, which will be reviewed at every meeting. You will get to see which campuses are adopting the "game-changing" strategies, and whether they are being implemented on a pilot basis or to scale. Over time, you will see outcome data from these efforts and be able to compare the rates of success among campuses that have implemented these strategies with those that have not.

13)  We have managed every biennium to achieve consensus in support of our unified budget requests. In each cycle we attempted to recognize the diverse needs of our various campuses and KCTCS. Although we have been experiencing regular funding reductions, the budget requests have informed the Governor and the General Assembly regarding the larger needs of our institutions and students.

14)  You will be acting on a new policy recommendation that, for the first time in over a decade, sets minimum admission standards for all of our public campuses. This effort has been a major achievement. It has the support of all the chief academic officers and campus presidents. The policy requires that students on the margin of the minimum GPA (2.5) with an average of 2.0-2.49 can be admitted if they agree to a learning contract. The contract--proven to be an effective tool for new, inadequately prepared students--creates a clear set of expectations for the student, and a commitment by the university to provide the support resources needed to maximize the likelihood of success.

15)  We are encouraging campuses to adopt and implement our "15 to Finish" strategy, which obligates every full-time student to earn 15 credit hours each semester, or 30 credit hours in a fiscal year. Currently, the average annual number of credit hours earned across our system is 25.5 hours. At that level, it is impossible to finish in four years. The problem, we believe, can be repaired by changing advising practices across the system. Too often, advisors are encouraging first-year students to take a reduced course load, thinking this will help students "ease in" to the university experience. Taking 12 hours rather than 15

has become the norm. This unnecessarily elongates the time to degree, adding additional cost and debt to the process.

16) Many of the projects referenced in the description of our work plan for the past year are discussed above. Corequisite education will be a "game changer" for hundreds, if not thousands, of students. Expanding dual credit opportunities will provide college access to literally every high school student in the Commonwealth, regardless of whether they want to pursue career and technical education or a four-year degree. We have developed, and now deliver, training programs for regents and trustees required by a new state law for which we successfully advocated its passage. It has been uniformly well received, both the face-to-face and online versions of the program. The help we provided to the legislature in drafting the legislation necessary to clarify the rules regarding the removal of poorly performing campus board members was praised publicly by Senate President Stivers, and helped set the stage for the University of Louisville to be removed from probationary status.

Beyond all of these remarkable efforts, Kentucky still faces formidable challenges due in part to a culture of low expectations, fueled by high levels of poverty in our urban cores and in rural areas. Even our former Governor would end fairly inspiring notions offered in his speeches with the words, "…but we're a poor state." Those words were the rationale for limiting expectations. That same behavior and belief system infects too many people living in poverty, regardless of race, who have been led to believe they cannot succeed, academically or economically.

The consequence of these realities is limited academic achievement and below average college attendance rates, below average college completion rates, and significantly above average achievement gaps, particularly among underrepresented minority students. Many of these realities are established long before students get to our institutions. Our public school system still, despite KERA (now 28 years old), is not preparing many of its graduates effectively. Commissioner Lewis points out that 40 percent of graduating seniors cannot read well enough or demonstrate sufficient math skills to be employable or ready for postsecondary education.

Solving this critical problem will, in part, depend on our universities' ability to rethink and redesign their teacher education programs.

Other forces, external to Kentucky, are adding to the pressure to do more and get better faster. The steady, irreversible growth in robotics and artificial intelligence is demanding that workers have higher skills than ever. Automation is eliminating the types of jobs that require the least amount of education or training, reinforcing my recommendation for "High School Ain't Enough" as the title for our latest statewide Strategic Agenda. Many of the jobs most at risk of being automated are in manufacturing, logistics and transportation…areas today that seem so promising today.

Another external force that demands rapid improvement is the fact that other nations are now educating their citizens to much higher levels than we do in the United States and Kentucky. More effective teachers and principals, more challenging curricula--in K-12 and in higher education--much higher expectations, and bringing to an end the notion that we should settle for less because "we're a poor state" must be part of a long-term solution.

Four last points:

**First**, we need to expand the interrelationship between the education sector, the business community and state government. That is happening through a roundtable effort spearheaded by Dave Adkisson at the state's Chamber of Commerce. I am hopeful that the work of that group, of which I am a part, will provide a long-term roadmap to a greater, more sustainable level of cooperation and collaboration, one that will survive changes in political and educational leadership and is motivated by the enlightened self-interest of each sector. Employers need highly skilled, well-educated employees. Educators need support--financial, moral and political-- from the business community to have the organizational structure and resources necessary to fully educate each child. The political leadership needs business and community support to provide the tax revenue and legal frameworks necessary to make effective investments in the state's workforce that Kentucky so desperately needs.

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**Second**, persistent academic achievement gaps among minority and low-income Kentuckians have been getting worse, not better, over the last five years. This issue emerges in K-12 and continues into postsecondary education. There are successful strategies for eliminating these gaps being utilized today in various parts of the United States and across the globe. The longer we permit the inequity that these gaps create in future employability, earnings, health, and lifespans, the greater our social costs. Of greater concern is the social unrest and urban and domestic violence educational disparities engender, as well as the undeveloped talent that goes to waste. We know from our experience with Advance Kentucky that poor kids and kids of color can outperform the nation academically if provided highly-skilled teachers, a challenging curriculum, and high expectations. The results of that program disprove the notion that these students cannot learn or perform at high levels. Solving these problems will generate many more benefits than whatever costs may be incurred to improve educational outcomes for all students.

**Third**, we need to encourage the investment in academic programs at each campus designed to elevate the stature and quality in key disciplines chosen by the campuses that best fit their region and mission. Our campuses need to become preferred destinations for high performing students because they offer the very best programs of study in selected disciplines attractive to those students. Of particular importance is the utilization of the research capacity at UofL and UK. I have often discussed the model, first developed by the National Academies of Science, in which focused collaboration among selected universities, private industry and state government is used to create engines of economic growth. I strongly believe Kentucky could benefit from the utilization of this model. It would require selecting key industries, already resident within the state, that have promising technologies, and a high need for leading-edge research. In turn, the universities would identify key faculty, research capabilities and space sufficient to house efforts funded jointly by state government and the interested industries to pursue the technology. Such a set of efforts would provide direct support to resident companies, attract other employers that could benefit from the research, as well as high quality researchers and students interested in the disciplines at the core of the research. As an example, Alltech does extensive research in food-related science, from animal feed to brewing beer, and distilling bourbon to new uses of

algae. Are there other companies that have similar research interests? What are the capabilities in these areas at UK? Could we bring to the university top researchers in these disciplines and top Ph.D. students? Creating these vibrant partnerships for collaborative research will create jobs, and bring talented people to Kentucky if we are prepared to think more broadly about the capabilities that reside at our institutions, and the sensible investment of state funds to facilitate these efforts.

**Fourth**, as proud as I am of the work we have done at CPE, recounted in detail above, I remain concerned that we need to improve our capacity to attract and graduate more students, from traditional-aged high school graduates to working-age adults. To do this, I believe the structure of public higher education governance in Kentucky should be reconsidered. As many of you know, I have worked in both a governing board model and coordinating board model, which is what we have in Kentucky. While any model has its natural strengths and weaknesses, I am convinced that the governing board model, done properly, has more capacity to drive positive change at a more rapid pace. The principal difference is the managerial control over campus leadership—their employment and their compensation. Managerial control does not mean micro-managing. It does mean tying ongoing employment and compensation to a dispassionate, professional, comprehensive and objective assessment of campus performance.

I can say, without equivocation, that many of the troubles at the University of Louisville would have been stopped or prevented in their entirety had a governing board been in place, rather than a local board that felt captive to the directions of its president. I can say, as well, that the steady erosion of the financial and academic standing at Kentucky State University would have been significantly reduced and reversed had a single, system-based governing board been in place. There, the campus president brazenly kept vital data from the board, ignored board directives, and led the campus on a ten-year path that resulted in the loss of 25 percent of its enrollment, stark racial divisions within the faculty, and a precarious financial situation that threatened the very existence of the institution.

This recommendation is not the product of theoretical ideas in a textbook.  Rather, it is a practical, real-life reaction to events that happened over my time here. I understand that many of our presidents, boards, faculty and staff would resist such a change. They enjoy the autonomy they now have. Done properly, the majority of that autonomy would remain intact. High-performing presidents would have little to fear. For those who are unable to drive improvement in a reasonable period of time, or who demonstrate a lack of judgment on critical issues of public importance, a single system governing board would be far less likely to tolerate poor performance.

The data we currently have demonstrate that some of our campuses are working very effectively to drive improvement. Others, however, are taking their time. They are content to try small pilots, but are hesitant to enact substantial change.

While we believe the performance funding model will add new financial incentives to improve student outcomes, in my experience campus leadership is often the most effective lever of improvement. Selecting the right leaders, evaluating campus performance objectively, and linking the results to the ongoing employment and compensation of the campus leader is the most powerful driver of positive change. Having worked with and overseen the performance of over 100 college and university campuses, I am convinced beyond any doubt that effective campus leadership is critical to student success.

> **What the single system governing board can do that local campus boards so often do not do is provide that dispassionate, professional, objective assessment of campus performance that is critical to long-term success.**

Pursuing a course toward a single governing board will not be easy. The politics of such a change would be difficult, but in my judgment, worth the effort. Quality control would be unified in a new system office. In addition, certain efficiencies could be realized in the consolidation of legal services, construction management, financial management, and a common college application system. Current local governing boards could be converted to local advisory boards

with some limited powers. Other services may be targets for consolidation as needs and capabilities are developed. Doing all of this would be complicated and would take a great deal of planning. The politics would be fierce, as it is natural that preserving the status quo is always preferable to change for those immediately affected. But our data tell us we are simply not getting the results our state needs, at a pace commensurate with the requirements of the state's economy.

Obviously, less complex alternatives exist. The simplest would be to require that a CPE evaluation of campus performance be included in every board review of presidential performance. Another approach would be to have mandatory CPE participation in the selection of campus presidents. Both ideas would provide to the current local governing boards an independent, professional, and dispassionate viewpoint predicated on campus performance, as well as state and national comparative data, without changing the larger governance structure.

I know this piece is far longer than I intended, but the effort and accomplishments over the past ten years, indeed, even over the last two years, of our staff and this board deserve the time and descriptions set forth above. I hope that my last suggestions are seen only as that, suggestions. Items to be discussed, considered seriously, and, hopefully, received in the spirit they are offered, from one who has developed a deep love and respect for the Council and the people of this great Commonwealth.

Thank you for giving me the honor of serving as the Council's president for these past ten years.

# REVIEW OF WORK – 2017-18 FISCAL YEAR

In keeping with our annual practice, the following is a detailed description of what was done to fulfill the obligations set forth in our 2017-2018 Plan of Work.

## Cross-Cutting Priorities

1. **Distribute $42.9 million FY18 General Fund appropriation to the postsecondary institutions using the new performance funding model, which was adopted by the General Assembly in 2017. Work with campuses to ensure data used in the model is reported accurately and the model works as designed.**

   Council staff recommended distribution of, and the Office of the State Budget Director distributed, $42.9 million in fiscal year 2017-18 based on performance criteria contained in the new funding model. Campus officials worked with CPE data collection and finance unit staff to submit and validate data used in the model. This effort consumed close to six months of sustained effort by our staff, and resulted in the coordinated development of regulations by CPE to compliment the legislative action taken by the General Assembly in 2017.

2. **Develop 2018-20 budget request in partnership with campus leaders to adequately fund institutional operations and provide funding deemed necessary for trust funds, special initiatives, capital projects, and the Council's agency operations and pass-through programs.**

   At the November 3, 2017 meeting, the Council approved a biennial budget recommendation for the public postsecondary institutions that included operating funds requests of $886.9 million in base funding, $36.5 million for performance funding, and $53.5 million for special initiatives (i.e., $47.2 million to cover KERS cost increases, $5.9 million for a competitive workforce initiative, and $0.3 for KSU's land grant program match). The Council's recommendation also included a request for $600 million in state

bond funds, which would be matched by the institutions, to support asset preservation projects at university and KCTCS campuses. Finally, the Council approved an agency budget request that contained $2.1 million in additional operating funds, $2.3 million in new initiatives (i.e., $2.0 million for an adult learner initiative, $0.3 million for a military student initiative) and $7.0 million in capital projects to support the new initiatives and a $1.0 million enhancement to the Kentucky Regional Optical Network. Like each of the budget requests in the past, the creativity, patience and professionalism of our staff brought together in a single request the support of our campuses, despite very diverse campus needs and priorities.

3. **Continue implementation of the 2016-2021 Strategic Agenda for Postsecondary and Adult Education and fully develop the state's higher education accountability system, which includes annual campus performance presentations, an interactive data dashboard, and an annual accountability report.**

In the first part of the fiscal year we focused on target setting for the strategic agenda metrics, as well as the metrics included in the campus diversity plans. CPE staff met multiple times with key leadership staff from each of the public institutions and KCTCS to negotiate 2020 targets that were ambitious, achievable and fair. Each campus presented an annual report to the CPE board, and the board and staff discussed ways to provide more focus and uniformity to the reports in the upcoming year. A comprehensive "Stronger by Degrees Progress Report" was published to highlight statewide and institutional progress in each of the three focus areas: Opportunity, Success and Impact. As part of this effort, we have made significant progress toward a fully functional, interactive performance data dashboard on the CPE website. Currently, users can search data related to degrees, enrollment, enrollment and graduation counts by major, graduation rates, retention rates, and the academic program inventory. CPE staff will continue to build out this interactive section of the website and will conduct a midpoint review of the strategic agenda in the upcoming year to determine if any adjustments are needed. Work on strategy implementation continued across the agency and postsecondary system, and is reflected in the various updates below.

4. **Fully implement the new board orientation program (HB 15, 2016) with the roll out of the new online training modules and the biennial Trusteeship Conference, which will be held September 11-12, 2017. Develop and deliver additional continuing education opportunities for board members as needed.**

   CPE staff worked with the Kentucky Virtual Campus and Pearson, a leader in online course development, to launch an interactive, web-based training program to give board members more flexibility in completing the annual training requirement (HB 15). The online course consists of two modules; the first outlines the role of the CPE and its major powers and duties, and the second dives into the roles and responsibilities of governing boards.

   Additionally, a day-long training session is held annually for newly-appointed CPE board members and public trustees and regents, either as a stand-alone event or, as in 2017, in conjunction with the Council's Trusteeship Conference. This year's training at the Louisville Marriott East was attended by 51 board members (23 who were newly appointed), who were also able to benefit from other conference offerings. The 2018 board training will be held in October at the Council on Postsecondary Education offices, and planning for that event is underway.

   Finally, the Council held an optional standalone training session for CPE members on a variety of topics including program review and program approval, the budget request process, the tuition setting process, performance funding, and other finance areas.

5. **Continue advocacy and communication efforts to promote the value of postsecondary education and the need for investment with the Governor's office, General Assembly and the general public. Maintain a strong working relationship with the governor, his administration and key legislative leaders to advance common goals.**

A significant amount of time has been spent strengthening CPE's relationships with the Governor, his administration and key legislative leaders to advance state goals. I have met regularly with Governor Bevin's staff on a host of budget and legislative issues leading up to and during the 2018 session. In particular, Council staff worked with governor's staff and legislative leaders to facilitate the passage of HB 592 and SB 151 - "statutory relief" items identified by the campus presidents as providing both financial savings and administrative flexibility for their campuses. Statutory changes were made in the areas of tuition waivers, capital projects, leasing, campus crime reporting, insurance purchasing, and video teleconferencing in public meetings.

In addition to the Governor and his staff, the Council staff worked with the following legislative leaders: House Speaker Pro Tem David Osborne, Senate President Robert Stivers, Senate Majority Floor Leader Damon Thayer, Senate President Pro Tem Jimmy Higdon, Senate Education Committee Chair Max Wise, House Education Committee Chair Bam Carney, Senate A&R Committee Chair Chris McDaniel, and House A&R Committee Chair Steve Rudy.

Bills passed during the 2018 legislative session that impact higher education and the citizens of the Commonwealth include pension reform, tax reform, and a required financial literacy course before high school graduation.

Council staff continued to strengthen communications to a range of audiences by developing high-quality content aligned with strategic priorities. This was accomplished using the CPE website, Policy Insight blog, and the Council's social media channels, as well as more traditional channels such as news releases, presentations and media interviews. This spring, staff developed a Communications Toolkit with a section devoted to the return on investment of higher education, which included sample speeches and highlights of the Council's key priorities.

Also, I was pleased to finish out my community and technical college visits last fall where I engaged with campus leadership, business leaders, faculty and staff, and students.

6. **Work with the governor, legislative leaders, Council members, and campus representatives to develop a cost-sharing approach to address a multi-billion dollar backlog of capital maintenance and renewal needs at Kentucky's public universities and KCTCS institutions. The approach will be presented as part of the 2018-20 budget recommendation in November 2017.**

CPE staff worked with members of the Council's Budget Development Work Group, campus presidents and CBOs, and political leadership and their staffs to develop a cost-sharing approach to begin to address a need for asset preservation and renovation of postsecondary institution Education and General facilities that is estimated to exceed $7.0 billion. The approach called for a partnership between the state, postsecondary institutions, and students and families to begin to systematically address asset preservation needs at each campus over a long-term time horizon.

Staff presented, and the Council approved, a request to the Governor and General Assembly for $600 million in state bonds funds as part of the Council's 2018-20 biennial budget recommendation. If authorized, these funds would have been matched dollar-for-dollar from a combination of institutional funds and tuition and fee revenue.

Staff also worked with members of the Council's Tuition Development Work Group and campus officials to modify the Council's Tuition and Mandatory Fee Policy to allow exemptions from Council approved tuition and fee ceilings for newly created "asset preservation fees", when such fees have been approved by an institution's governing board and support expenditures for asset preservation and renovation projects. Although funding supporting this approach was included in the Governor's proposed budget and in the Senate adopted budget (i.e., $300 million in state bonds), it was not included in the final enacted budget. Council staff and the postsecondary institutions are exploring the possibility of updating the 2007 VFA study to use during the development of the Council's 2020-22 biennial budget recommendation.

7. **Close out Kentucky's third GEAR UP grant, which concluded on September 25, 2017, and complete a comprehensive program evaluation. If a fourth round of federal GEAR UP funds are awarded to Kentucky, we will begin the school selection process, build resource infrastructure, and finalize external partnerships.**

   The program ended all services on September 25, 2017 and a final impact federal report was submitted in mid-December. The CPE is submitting a new GEAR UP proposal in the 2018 competition, and if funded, will begin recruiting staff and selecting partner schools in the fall of 2018.

8. **Reengage KY3C (College and Career Connection) Coalition partners and expand the work of the organization under the direction of new staff leadership. Promote the adoption of College and Career Readiness advising standards, as well as the development of training resources and hiring guidelines as proposed by KY3C and the Kentucky Advising Task Force.**

   The Kentucky College and Career Connection Coalition (KY3C) appointed a full-time coordinator to lead its work in 2017-2018.  Ky3C reconvened regular meetings and communications throughout the year and created a visible presence at statewide events. Ky3C doubled its membership over the last year, adding members from charter partners (KDE, KHEAA, CPE, and KYAE), adult education centers, non-profits, state government agencies, schools, and businesses across the state.  In addition, Ky3C partnered with the Kentucky College and Career Coaches Association to extend outreach efforts, share resources, and begin implementation of training and advising standards.  On a national level, Ky3C was a member of the National College Access Network and a participant in the FAFSA Collective Impact Professional Learning Community (organized by the Colorado Department of Higher Education).  Ky3C also hosted a visit with Arizona's College Access Network Director to discuss best practices, training methods, membership structure, and resources.

Although Ky3C had an increasing membership and re-energized focus over the last year, funding did not have the same outcome.  The Ky3C Coordinator and Board of Directors researched a variety of grants, special projects, and financial models.  The board voted to not levy a membership fee, as the majority of Ky3C members belong to organizations that could not cover such fees.  An extensive research of grants and funding sources showed that money was not available, was only for non-profits, or for specific projects that did not match Ky3C's purpose and goals.  With state budget cuts and the loss of the GEAR UP grant, funding is not available beyond the 2017-2018 program year to cover Ky3C.  Charter partners and member organizations were offered an opportunity to lead Ky3C, but agencies and organizations are also facing cuts and cannot monetarily support the coalition.  Ultimately, it has been decided that Ky3C work will come to an end as of June 30, 2018.

Ky3C had a successful impact over the last few years and brought together a variety of individuals across the state to network, partner, and collaborate on special projects.  A white paper, *A P-20 Systemic Approach to Solving the School Counselor Crisis in Kentucky,* by the Kentucky Advising Task Force on Student Success was created through the work of Ky3C.  Many colleagues and organizations were brought together to encourage student voice, share college access and success stories and resources, and impact students, parents, and professionals across Kentucky.  Ky3C's mission will carry on through continued partnerships, networking, and communications among its members beyond the work of the coalition.

9. **Provide ongoing, personalized technical assistance to local providers to ensure adult education's compliance with the Workforce Innovation and Opportunity Act (WIOA). Provide professional development to align local programs and services with federal requirements for adult educators to provide contextualized academic instruction using essential employability skills.**

Since 2016, targeted technical assistance to ensure WIOA compliance has been provided to local adult education directors and staff. This ongoing technical assistance has included multiple convenings of local adult education directors to discuss WIOA compliance related to data quality and reporting as well as to provide WIOA updates from the Office of Career, Technical, and Adult Education (OCTAE). Additionally, all adult education field staff have participated in regional WIOA Technical Assistance trainings. A new effort is being considered in which a collaboration among KYAE, the Workforce Investment Board Career Centers, KCTCS, the Labor Cabinet Internship programs and the Area Technology Centers would be developed to more efficiently and effectively get under-educated, working age adults trained and into the workforce. Our staff is leading that effort.

10. **Continue to build partnerships and enhance collaborations with local workforce boards, employers, training entities, KCTCS and occupational associations to provide adult education services focusing on preparing our students for college and careers through contextualized, integrated career pathway models.**

Kentucky Skills U has worked closely with the Kentucky Community & Technical College System (KCTCS) to design and implement Accelerating Opportunity Kentucky (AOKY) and AOKY Fast Track. AOKY and AOKY Fast Track are contextualized, integrated, dual-enrollment career pathways through which students receive technical training while earning their GED diplomas. AOKY Fast Track pathway is employer-initiated and the training is based on an industry-related credential. Students who complete this pathway are often interviewed for the employer's training-specific job openings.

Currently, KY Skills U is working with KCTCS to develop what is tentatively being called the "OnRamp" project. As part of this initiative, local KY Skills U programs will align foundational adult education classes to entry-level KCTCS technical classes that lead to certifications in Kentucky's top five career sectors. In this model, a participant's final foundational adult education class will be contextualized with the first KCTCS technical class in the participant's chosen pathway; these two classes will have shared learning

objectives. This co-enrolled class will serve as a bridge from secondary to postsecondary education and will result in a short-term certificate or will lead to a short-term certificate upon completion of one or two additional classes.

Kentucky Skills U's partnerships with occupational associations continue to develop and grow, on both state and local levels. One particularly strong partnership has been with the Kentucky Association of Manufacturers (KAM) who have championed KY Skills U through promotion in KAM publications and the opportunity to present information about services and highlight student successes at its state conference. Another successful partnership has been with Area Health Education Centers, who at a local level, provided funding for 15 students from four counties to participate in a pilot in which they were co-enrolled in an SRNA preparation course and contextualized adult education instruction. All ten students who took the SRNA certification exam passed.

Additionally, many local Skills U providers have established pathways with local postsecondary education and training providers. An example of this is the partnership between the Campbell County Skills U program and the Brighton Center, which offers participants the opportunity to build foundational skills and earn GED diplomas while earning medical coding and office technology certificates.

11. **Develop high quality data-driven professional development models that build capacity for improving KYAE student outcomes.**

As Kentucky's adult educators implement the federal WIOA, the time is right to move from professional development to professional learning. This transition is time-intensive, but the outcomes will have long-term impact on local providers and, most important, the students they serve as well as the communities where these individuals live and work. KY Skills U will achieve this transition through the implementation of Professional Learning Communities (PLC) at the local provider level. Through these PLCs, facilitated by well-trained coaches, local staff will utilize student demographic and performance data to drive

decisions to facilitate the transition of students to postsecondary education/training and employment with a living wage.

During FY18-19, all PLCs will focus on engagement and persistence. Improved persistence and engagement should lead to more completions, more GED graduates, and higher numbers of students transitioning to postsecondary, training and careers. Since all PLCs are focusing on the same problem of practice, there will be a compendium of templates, processes, strategies, etc., that can be adopted by any provider in the state. In future years, local PLCs will select a problem of practice identified through data, and use that experience to provide professional learning aimed at achieving improved student outcomes.

In addition to PLC efforts, KY Skills U will continue to provide high-quality, online professional development courses developed by expert practitioners that align with topics of the greatest relevance to Kentuckians. The courses will utilize a blend of learning media and include opportunities for each practitioner to apply the content to their daily responsibilities in the program.

12. **Continue to work with the campuses and other stakeholders to ensure alignment between K-12 and postsecondary standards and assessments. Review college readiness indicators and the Council's admission regulations to ensure high school graduates are prepared for success in postsecondary credit-bearing courses.**

Campus representatives worked with CPE staff to update the college readiness indicators in February of 2018.  Beginning 2018-19, all public postsecondary institutions in Kentucky will use the new indicators of readiness as measures of college academic readiness. Upon admission to a public postsecondary institutions, students scoring at or above the established scores or grades will not be required to complete developmental coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements. This policy calls for the implementation of corequisite instructional models for admitted students who are testing "underprepared." The models will be

implemented at scale, and replace most of the largely ineffective developmental education courses that produced no earned credit hours for students, or any improved understanding of the material being studied.

Specific score indicators can be found at [http://cpe.ky.gov/policies/collegereadiness.html](http://cpe.ky.gov/policies/collegereadiness.html).

13. **Work with the campuses, KDE and EPSB to improve teacher quality through review of and improvements to teacher preparation programs. Redesign teacher leader master's programs to ensure more high school teachers receive high-level training for dual credit instruction.**

In an effort to promote and expand dual credit offerings, CPE has been working with KDE and the campuses to increase the number of high school teachers eligible to provide instruction as part-time postsecondary faculty members.

High school teachers may not have the necessary qualifications to teach at the postsecondary level.  One way to address this is to infuse discipline-specific content into teacher leader master's degrees.  CPE provided grant funding for public institutions that were willing to modify their programs in order to increase the discipline-specific (e.g. mathematics, history, biology, etc.) content.

Six institutions submitted letters of intent and were granted $10,000 each to develop two concentrations within their teacher leader master's programs that would include 18 credit hours in discipline-specific content.  These modified programs will be offered starting in the 2018-19 academic year.  Secondary teachers who complete these programs will be qualified to teach dual credit courses at their high schools, provided they are approved as a part-time faculty member and meet all accreditation guidelines.

14. **Approve campus diversity plans in September 2017, and monitor/assist campuses with the implementation of strategies and initiatives.**

Campus diversity plans were presented to the Council at the November 2017 meeting. At that time, we requested that approval be delayed to give campuses more time to adjust targets that were deemed insufficient.  CPE staff met with representatives from Murray, Morehead, WKU, and UK and renegotiated several of their targets. All plans were again presented to the Council at the February 2018 meeting and were approved.

Staff in Academic Affairs have met with campuses collectively and individually to support the implementation of their strategies, including attending faculty "lunch-and-learns," campus  staff meetings, and reviewing draft documents. Year one draft reports are due to Academic Affairs in December 2018.

15. **Work with campuses, state policymakers, and others to reduce financial barriers to college through continued advocacy for state financial aid programs, development of new financial aid programs, promotion of institutional aid policies that target low-income students, improved financial literacy and transparency related to college costs, and research/analysis related to affordability and student debt.**

CPE convened campus financial aid officers for the first time in recent years to discuss financial literacy efforts underway on Kentucky's public campuses.  A follow-up survey provided detailed data that became the basis of a summary report on efforts at the state and national level, including effective practices in the areas of peer mentoring, financial wellness centers, on-line tools, and targeted micro grants to help students make ends meet when finances are particularly tight.

The Council was particularly interested in a strategy currently in development at the University of Kentucky and the University of Louisville to improve transparency about student loans. The Council passed a resolution encouraging all campuses to implement a similar "student loan letter" program by January of 2019 to help remind students of the total amount borrowed up to that point; the potential total payout amount; potential monthly payments; and the percent of the amount available to them by the federal government.

The aid officers and other campuses representatives also were called together to learn about Earn to Learn, a shared responsibility financial aid model that encourages saving money while in high school and those savings are matched multiple times over by institution and government resources to help support college costs.  Earn to Learn is an Arizona-based model seeking to develop a broader footprint through a national demonstration project.  The CEO of Earn to Learn joined several hundred Kentucky Higher Education representatives at the spring 2018 Student Success Conference and shared their model with academic leaders and advisors. We remain in conversations with the program and interested campuses as the national project ramps up.

CPE continues to work with the Education and Workforce Development Cabinet and the Kentucky Higher Education Assistance Authority to review/implement Kentucky's dual credit and work ready scholarship programs.

- The dual credit program, which launched in 2016, has made a significant impact in the number and percent of high school students earning dual credit and potentially accelerating their time to degree in college. The scholarship allows every Kentucky high school graduate to earn credit for two college courses, at **no cost to the student**. Between 2014-15 and 2016-17 student enrollment in dual credit courses increased 70 percent.

- The work ready program is a last dollar scholarship program that currently provides funds for up to 32 credit hours in designated credential offerings tied to defined workforce needs. The program helps support students through many career-based certificate programs. Our hope is that if funds were available, funding through the completion of an associate-level program could be made available.  We will continue to work with the Cabinet and KHEAA to ensure more students with financial need have access to adequate postsecondary funding.

16. **Review the Council's tuition-setting policy and set tuition parameters for the 2017-18 academic year that balance the needs of campuses with the interests of students, families, and policymakers.**

Staff met multiple times with members of the Council's Tuition Development Work Group to review and modify the Tuition and Mandatory Fee Policy. During this review, a renewed focus on addressing asset preservation and renovation needs at state-owned facilities led to the creation of an Asset Preservation Fee Exception Policy, which will allow institutions to seek an exemption from a Council-approved tuition and mandatory fee ceiling, provided the fee is approved by an institution's governing board and it supports asset preservation and renovation of instruction-related facilities.

At the April meeting, the Council adopted a two-year ceiling for resident undergraduate rates that limits the amount of increase at universities to 6.0 percent over two years, and no more than 4.0 percent in any one year, and limits the amount of increase at KCTCS institutions to $12.$^{00}$ per-credit-hour over two years, and no more than $8.$^{00}$ per-credit-hour in any one year. As in years past, we try to balance the needs and concerns of our students and their families with the array of needs on our campuses. Functioning in a national marketplace for talent, we have to offer competitive salaries and benefits, and provide important technological and laboratory resources in order to attract top quality faculty and researchers to our institutions. So long as the state support continues to be reduced, tuition becomes the principal financial resource for our campuses.

17. **Facilitate Kentucky's membership in the State Authorization Reciprocity Agreement (SARA), a nationwide initiative that makes distance education courses more accessible to students across state lines and makes it easier for states to regulate and institutions to participate in interstate distance education.**

SARA is an agreement among member states, districts and territories that establishes comparable national standards for offering postsecondary distance education courses and programs in other member states. SARA is overseen by the National Council for State

Authorization Reciprocity Agreements (NC-SARA) and Kentucky's participation is through the Southern Regional Education Board (SREB). Kentucky's application to join SARA was approved effective December 1, 2016.

Kentucky institutions seeking approval to participate in SARA must meet the following eligibility requirements:

- Be a public institution created by Kentucky statute or licensed to operate in Kentucky as an in-state institution.
- Be accredited as a degree-granting institution of higher education by an accreditor recognized by the U.S. Department of Education.
- If a private institution, possess a documented composite score of at least 1.5 out of 3.0 on the U.S. Department of Education financial stability scale.

Institutions not satisfying all three of the above conditions are not eligible to apply to SARA membership.

To date, CPE has approved 42 Kentucky institutions as SARA institutions. CPE will apply to SREB to renew its state membership for another two years, and CPE should be notified of that decision in the fall.

**Priority Area 2 – Success**

18. **Continue to promote and support corequisite models of developmental education and bring these models to scale.**

See the response for #24.

19. **Implement a comprehensive set of strategies to support and encourage adults who want to go to or return to college, including but not limited to the promotion of competency-based and other programs for place/time-bound students, targeted financial aid, and better outreach and completion strategies like Project Graduate.**

Kentucky's education attainment goal has brought a renewed focus on the need to re-enroll and graduate former students through the Project Graduate program, the Council's adult completer program for those who left college with 80 or more credit hours. Last fall, Project Graduate advisors at each public university participated in an outreach effort to recruit former students through direct mail, emails, phone calls and social media promotions. The Council launched a new website (www.projectgraduate.com) to highlight each campus program and coordinated a social media campaign.  More than 2,500 adult stop-outs have graduated through the program. Launched in 2007, the completion program features adult student advisors on each campus who provide high-touch services and numerous incentives that vary by campus. Project Graduate won the 2012 Noel-Levitz Retention Award for Excellence.

Efforts to expand competency-based programs (CBE) in Kentucky continues. CBE is particularly attractive and helpful for adult students balancing the competing demands of work, school and family.  Council staff have met with Western Governor's University representatives to determine the viability of developing a partnership and meeting the funding needs required.  CPE staff are working with individual Kentucky campuses to encourage the development of on-line competency-based program in areas aligned with workforce demand.

Council staff were invited to participate in several national conversations/convenings this year hosted by the Education Commission of the States, Complete College America, Lumina and others who are working to expand opportunities for adult learners. As a result, CCA was invited to Kentucky for the Student Success Summit this spring to share their new game changer strategy, "A Better Deal for Returning Adults" and facilitate a panel of experts on this topic with the audience of nearly 400 academic advisors, faculty, and higher education leaders.  CPE will be applying for a Lumina grant this summer to help focus and advance our work in this area.

20. **Continue to promote proven student success practices through conferences, professional learning communities, research and analysis, and program evaluation.**

**Seek new funding and/or redirect existing funds to support effective student success strategies on campuses.**

CPE organized and participated in a number of events in the last year.  Here are a few of the highlights:

- The 2018 Rural College Access and Success Summit was held at the Hilton Lexington Downtown on May 13-15, 2018.  It focused on ensuring that rural youth have the opportunity to successfully transition from high school to college and to career. Co-hosted by CPE, this first-ever national event brought together teachers, principals, superintendents, legislators, higher education leaders and non-profit organizations to share best practices and highlight the unique challenges of increasing educational opportunity in rural America.

- This year's Pedagogicon supported by CPE and hosted at Eastern Kentucky University on May 19, 2019, focused on the theme "Innovations in Teaching and Learning."  Featured keynote speaker Dr. Melody Bowden of University of Central Florida offered insights about balancing strategic planning and creative models with the increasing expectations and needs of students, faculty, employers, and the state and federal government, in a time of dwindling resources.

- CPE hosted its seventh annual Kentucky Student Success Summit on April 9-10, 2018 in Louisville with a record audience of 400 attendees from Kentucky's postsecondary institutions and partner organizations. The theme of this year's Summit was "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. Through plenary and breakout sessions, participants explored priority areas for action identified in the report: academic quality; diversity, equity and inclusion; and affordability and access. Keynote speakers on the first day of the summit included Dr. Michael S. McPherson, co-chair of the Commission on the Future of Undergraduate Education and the president emeritus of the Spencer

Foundation; and President Judy Genshaft, as well as Paul Dosal, Vice President for Student Success, both of the University of South Florida. The second day of the summit focused on strategies for colleges and universities to better engage and support non-traditional adult students and featured Sarah Ancel, Senior Vice President of Complete College America.

- The 2018 Transfer Summit, an ongoing collaborative effort between KCTCS and CPE, was held on February 23, 2018 at the KCTCS system office. The one-day event was themed "Transfer: Back to Basics" and brought together representatives of Kentucky's colleges and universities to explore campus trends, information sharing and common challenges. With a focus on developing systemic solutions for assisting students through the transfer process, emerging topics discussed included statewide resources, course applicability, and advising.

- CPE sponsored a free faculty workshop in January 2018 aimed at improving student learning in the area of written communication, an essential skill needed for today's workforce. The workshop focused on assignment design, and each campus team was encouraged to share this professional learning opportunity with others. Funds for the workshop were provided by a faculty collaborative grant from the Association of American Colleges and Universities.

21. **Fully implement CPE's guiding principles related to the transfer of military credits to two-year or four-year degree programs, and track the success of these students.**

Recognizing that college-level learning can occur outside the classroom, all of Kentucky's postsecondary institutions have implemented policies related to credit for prior learning. Credit for military training and occupational experience is a specific type of credit for prior learning and may, depending on institutional policy, be awarded through the evaluation of the Joint Services Transcript, by the assessment of a student portfolio, or by attainment of certain scores on a DSST or CLEP exam.

In 2016-17, CPE worked with campuses to collaboratively develop the Guiding Principles for Awarding Military Credit, and those have since been implemented. Over the last year, focus has been on documenting the level of adoption at each of Kentucky's campuses. Data Services has established data flags for students who identify as active, retired, and veteran service members as well as their families as part of the recommended and required data sets. A three-phase development model has been adopted and an initial online support resource will be rolled out as the Alpha Phase.

22. **Work with KCTCS and the public universities to evaluate current degree pathways between two-year and four-year programs, monitor transfer activity, and strengthen outreach to students about transfer opportunities.**

The third annual Transfer Summit was held at the KCTCS systems office early in 2018. Participants explored common issues, best practices and available resources. A volunteer steering committee with representatives from 2- and 4-year institutions was established to guide future resource and policy developments. That committee met in April and began to map out the Transfer/admission/military process across the Commonwealth. A second meeting is scheduled for late June to begin establishing definitions and service standards related to the Transfer process. An internal review process has been initiated to assess the current technology platform against current and future requirements necessary to fully support transfer as well as military credit assessment.
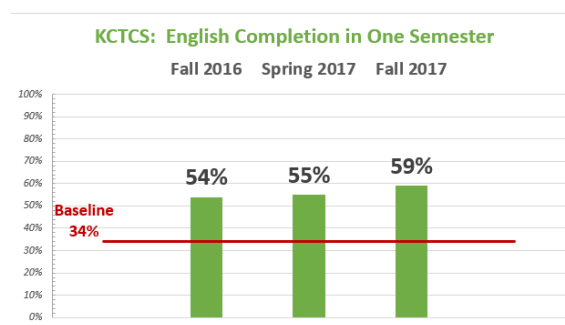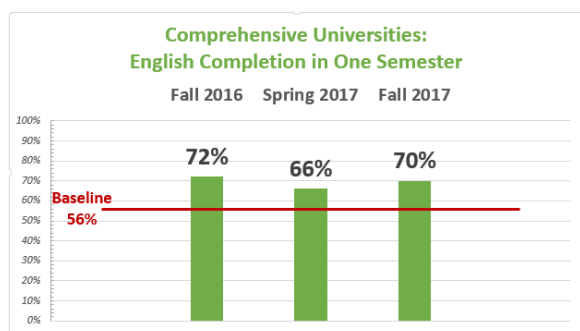
23. **Review the Kentucky Virtual Campus to determine if changes are needed to better meet the needs and priorities of the postsecondary community and Kentucky students. As part of this effort, review the Council's various online student outreach channels (KnowHow2GoKY, KYVC, and KnowHow2Transfer) to determine if consolidations should occur.**
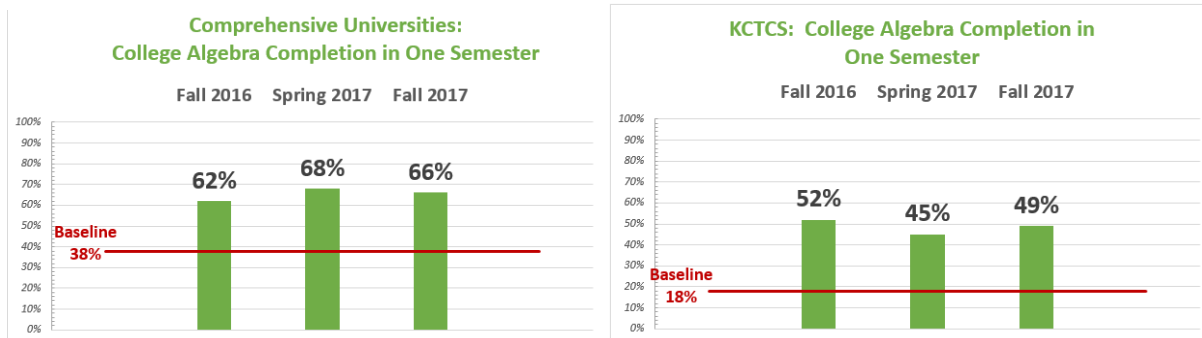
CPE staff are currently reviewing all existing CPE student-facing sites. Initial thoughts are leaning towards the building of a student-focused site which would offer a centralized catalog of all programs and courses KY institutions have to offer, along with workforce

information on each of the programs listing types of jobs available, salary information, career path, including videos such as the "Day of a Nurse" etc. This will allow students to make effective decisions as to why he or she should go into one program versus another. The site would also offer credit transfer information including military education credit transfer to KY institutions. The vision is to offer multiple services to students on a centralized site/portal and build various integrations to connect data statistics from CPE, the workforce cabinet, and institutional catalogs. The site would utilize existing KYVC's system functionalities for cost effectiveness.

24. **Pursue state, federal and foundation funding to incentivize access to and completion of gateway coursework in the first academic year of enrollment.**

Over the past two years, CPE funded and supported the development of mathematics corequisite programs at Kentucky's six public comprehensive universities and KCTCS through a combination of state funds and grant funds from James G. Brown Foundation. The following charts show the impact of these efforts to date. As you can see below, the use of corequisite education has significantly increased the number of students able to move on successfully to next level, credit bearing courses. Instead of taking non-credit courses in developmental education models over two, three or four semesters, and having success rates designated by the "baseline" numbers below, the corequisite model is improving outcomes in both math and English courses, doubling and tripling the number of students succeeding in college algebra, and doing this in a single semester.



Comprehensive Universities: English Completion in One Semester — Fall 2016: 72%, Spring 2017: 66%, Fall 2017: 70%, Baseline 56%



KCTCS: English Completion in One Semester — Fall 2016: 54%, Spring 2017: 55%, Fall 2017: 59%, Baseline 34%

**Comprehensive Universities: College Algebra Completion in One Semester**
Fall 2016  Spring 2017  Fall 2017
62%  68%  66%
Baseline 38%

**KCTCS: College Algebra Completion in One Semester**
Fall 2016  Spring 2017  Fall 2017
52%  45%  49%
Baseline 18%

25. **Working with education partners, undertake a detailed evaluation of dual credit in Kentucky, including the impact of dual credit on future college success, student access and costs related to dual credit coursework, and recent regulatory and legislative changes to incentivize high school teachers to be credentialed to teach dual credit coursework.**

The Dual Credit Advisory Council (DCAC) meets quarterly to discuss statewide dual credit efforts as they relate to the guiding principles of the advisory council.  We have held two meetings this calendar year, the first of which focused on access. CPE introduced the development of a data dashboard that houses and visualizes disaggregated dual credit data. The dashboard is expected to be fully functional by the end of summer 2018. The second meeting of the year included updates on the dual credit dashboard and data pertaining to the dual credit scholarship program administered by KHEAA including the awards offered, scholarship courses by subject area and grades reported. The next meeting will take place in early fall. There is no doubt the new scholarship and new attention to dual credit is having an impact on enrollment. They are up substantially. The challenge is assuring the availability of qualified faculty, equipment, and courses in every high school in the state.

26. **Work with campus leaders, the business community, state agencies, and other leaders to advance Kentucky's workforce and economic development agendas through information sharing and aligning strategies and goals.**

I have made this area of work a priority over the past year and have worked closely with other agency heads and state leaders to help advance this larger state agenda around economic and workforce development. I represent postsecondary education on the Chamber-led Business Education Roundtable, a group of business and advocacy leaders who have a shared goal to transform Kentucky's education and workforce systems to ensure individual, community and statewide prosperity by preparing students to become successful, productive and responsible adults.  The group has met a number of times over the past 18 months, and is poised to release a policy statement, agenda and recommendations in support of these common goals. I anticipate this document will serve as a framing device for a set of proposals across the business, education and government sectors to help align and advance this work.

Aaron Thompson was tapped by the Governor's office to serve as the postsecondary education representative on the state's Kentucky's newly reconstituted Workforce Innovation Board.  This board serves as a key advising organization to the Governor on matters relating to career and technical education, regional workforce priorities, and improving middle skill opportunities for Kentucky citizens.  It is also the governing body for federal WIOA funds supporting our regional workforce investment boards (KWIBS) and local career centers.

27. **Work with the campuses and other state and national partners to analyze and communicate workforce supply/demand and graduation outcomes to support CPE's academic program review process, assist career development professionals and Kentucky employers, and inform prospective students and families.**

The ninth objective of the 2016-2021 Strategic Agenda for Postsecondary and Adult Education is to "improve the career readiness and employability of postsecondary education graduates." Measuring progress for this objective includes several metrics focused on workforce demand, preparation of students to meet this demand and placement of Kentucky postsecondary graduates. Of the many metrics being monitored, one specifically looks at the percent of associate or baccalaureate degree graduates working in Kentucky or pursuing additional education one year after graduation. This metric provides an indication of the overarching trend. For planning and budgeting purposes, CPE partners with the Kentucky Center for Workforce and Education Statistics to produce more detailed reports to determine workforce needs by general or specific occupation code and job placement disaggregated by KY college or university, and a graduate's major studied and credential earned.

28. **Work with employers, foundations, and state leaders to expand "work and learn" opportunities, including internships, co-ops, experiential or project-based learning, and clinical experiences.**

Last fall we hosted a meeting with state higher education and government leaders to explore the Southwestern Ohio Council for Higher Education (SOCHE) Intern Program, which serves as an external resource to support and manage employer internship programs, including management of the application process, hiring and payroll. This meeting was part of an exploratory process that we hope will lead to increasing the number of paid internships available to students. Based on a feedback survey that was distributed to meeting participants, there is interest in such a program, but concerns about the viability without a significant anchor business to help drive the initiative. The Council is continuing to evaluate other programs that expand internships and other work-based learning opportunities for students.

CPE staff have been invited to participate in a National Governor's Association sponsored policy academy designed to expand and promote work-based learning in Kentucky. The Kentucky Department of Education is leading the effort, with input from the Chamber of

Commerce, the Education and Workforce Cabinet, and others. The goal of the academy is to better understand the variety of assets available to Kentucky residents related to work-based learning, and develop a more comprehensive, collaborative strategy to expand those offerings.  The policy academy is scheduled to run through the end of this coming fiscal year.

29. **Work with campus leaders to improve career development for Kentucky students through earlier advising efforts, career pathways and degree maps, and tools that help match students with the necessary skills and employers.**

CPE staff worked with the Education and Workforce Development Cabinet to include college degree and skill-training requirements to *Focus Explorer*, a website that provides real-time information on high-demand jobs in Kentucky. This resource helps college and career advisors assist students with the following: salaries, hiring trends and employers for the careers a student is seeking; the additional skills training or educational credentials the student should pursue; and the degree or certificate program the student should enroll in to qualify for those positions.  The Council will be hosting a meeting this summer with campus representatives with responsibilities in the areas of career advising to discuss the usability of this site, and whether other statewide options would be preferable.

CPE has begun conversations with QA Commons, a national organization that is proposing approaches other than traditional accreditation to assure academic program quality. The group is particularly interested in ways to assess whether programs are responding to the changing landscape of higher and postsecondary education and are serving the needs of students and employers.  A pilot project with several campuses, and statewide professional development opportunities are being planned for the coming year.

30. **Review the Kentucky Science and Technology Corporation (KSTC) programs supported by CPE pass-through funding and CPE's management of these funds. Partner with KSTC to help create entrepreneurial companies, jobs and a more competitive economy.**

For many years, the Council provided partnership and support to KSTC on three overarching programs:

- Kentucky Science & Engineering Foundation (KSEF), which invests in people and their ideas, promotes research and new technologies, develops intellectual property, integrates research and education, and develops collaborative projects. CPE provided $1.4M in pass-through funding in FY 2017-18.
- Kentucky Experimental Program to Stimulate Competitive Research (KY EPSCoR), which enhances the research and innovation capacity of universities and colleges by leveraging strategic investments in human capital and physical infrastructures in order to excel in federal R&D funding competitiveness. CPE provided almost $1.3M in pass-through funding in FY 2017-18.
- Kentucky Enterprise Fund (KEF) for Rural Innovation & Commercialization, which was created under the Kentucky Innovation Act (2000) to build successful technology-based companies in Kentucky, outside of Jefferson and Fayette counties, by providing pre-seed and seed-stage funding. It only invests in Kentucky-based companies with less than 150 employees, and investment requires at least an equal amount in matching private investment. CPE provided just over $2M in pass-through funding in FY 2017-18.

The 2018-20 Executive Branch Budget (HB 200) moved all funding and responsibility related to KSTC to the Cabinet to Economic Development. This occurred during the final stages of the budget process and was not the request of CPE staff. We are disappointed to end our long-standing relationship with KSTC, but are committed to assisting with the transition to the Cabinet for Economic Development and stand ready to partner with KSTC in any way we can to help further their mission.

31. **Provide guidance and support to the Governance Board for Lung Cancer Research, the Cancer Research Trust, the Equine Advisory Committee and other external partner groups that CPE funds and administers.**

Regular meetings were held throughout the year by the respective oversight groups and appropriate actions were taken to allocate funds in accordance with applicable law. A proper accounting of these funds was made, and funds were distributed through CPE contracts.

In the 2018-20 Executive Branch Budget (HB 200), no funding was provided to the Lung Cancer Research Fund, which is managed by the Kentucky Lung Cancer Research Program board. However, the General Assembly appropriated $7,000,000 in fiscal year 2019 and $6,686,500 in fiscal year 2020 for "cancer research and screening," to be split equally between the University of Kentucky and University of Louisville. While dedicated to a broader purpose and no longer distributed through the Kentucky Lung Cancer Research Program, this represents an increase of $3,093,900 in fiscal year 2019 and $2,310,400 in fiscal year 2020.

## General Agency Operations Priorities

32. **Manage current and anticipated reductions to General Fund appropriations for the operations of the Council through a focused prioritization of agency responsibilities, reallocation of resources, and continued acquisition of external funding.**

The Council's agency budget for 2017-18 included set-asides to help manage any potential budget cuts, and staff worked with Council members and the state budget office to strategically apply a mid-year budget cut which was imposed, with some areas cut deeper than others to minimize the impact on students, institutions, and critical initiatives, and to minimize the impact on agency staff and its ability to continue to make progress toward achieving the goals of HB 1 and the Strategic Agenda. Where possible, one-time funds were used to further minimize the impact of cuts on agency staff and programs.

In 2017-18, funds from GEAR-UP, CPE Operations, Kentucky Adult Education, KHEAA and the Kentucky Department of Education were used to support a Kentucky College/Career Connections Coalition (KyC3) initiative, which sought to create a network among Kentucky's college- and career-readiness officials. As mentioned above, that effort will be suspended due to budget cuts and time constraints on remaining staff. A grant from the James Brown Foundation has been used to support expansion of corequisite programming on Kentucky campuses.  CPE staff is currently writing a new $3.5 million per year GEAR UP grant to advance the goals of the Strategic Agenda in the areas of outreach and opportunity.

33. **Make recommendations to state policy leaders regarding Kentucky's Contract Spaces Program.**

CPE staff met with constituents and legislative leaders regarding the future of the Contract Spaces Program throughout the year and discussed various options for program administration to obtain the greatest return on investment and, in the case of the veterinary program, how the program might be best targeted to meet the needs of large animal veterinary services. As a result of those conversations, the 2018-20 Executive Branch Budget (HB 200) created two working groups, one for veterinary medicine and one for optometry, to study the effects of establishing a forgivable loan program for students and the projected return of graduates to practice in Kentucky, particularly in the area of large animals for veterinary graduates. These work groups consist of leaders from education, related professions and industry, and the General Assembly. CPE staff has reached out to all workgroup members and are in the process of scheduling meetings.

34. **Ensure the successful migration of the current postsecondary networks (KyRON and KPEN) to the new Kentucky Wired network established by the Governor's Office.**

CPE staff have met with the university Chief Information Officers to coordinate the migration of data and services from the KPEN and KyRon networks to the Kentucky Wired

network.   The Kentucky Wired personnel and each public university Information Department staff have planned and executed the construction of the Kentucky Wired statewide network supernodes on each campus. CPE is a member of the Kentucky Wired Advisory Committee participating in establishing guidelines and best practices. During the coming year, CPE will plan and coordinate the migration to the new network and decommission the KPEN and KyRon networks.

35. **Continue enhancements and maintenance of information technology systems for Adult Education (KYAE Reporting Systems, GED® Transcript Request System), for Academic Affairs (Program Approval, Program Review, Program Modifications, Licensure), and for the Data and Information Unit (KPEDS, KPEDS data warehouse, KPEDS reporting tool).**

The KYAE and postsecondary data systems have and are going through major enhancements over the past year. KAERS, the adult education reporting system, was enhanced to include mandatory federal WIOA (Workforce Investment Opportunity Act) requirements. Various reports are built for KYAE administrators and field staff to make informed decisions, measure WIOA outcomes, and provide services based on the outcomes. The system will also be enhanced to integrate with state system of food stamp/Medicaid recipients without a GED or high school diploma.

The KPEDS system (the postsecondary data and information system) is undergoing enhancements to streamline and simplify the way institutional staff review/validate strategic agenda metrics. Currently this task is performed manually between the CPE information unit and institutional IR staff multiple times a year. New enhancements will save significant staff time and accelerate Council's data and reporting operation, thereby assisting with effective higher education policymaking.

In addition, CPE's information technology department has made major strides in "cleaning" legacy data. It has also enhanced the system so that new data entering the CPE data warehouse is clean. This has allowed CPE to build Tableau visualization for various

interactive reports in areas like student success, college readiness, transfer and performance funding.

36. **Transfer Council operational control of technology infrastructure services into the Commonwealth Office of Technology to promote effective and efficient management of state government operations and resources (Executive Order 2012-880).**

CPE's technology infrastructure migration to COT's data center, which is near completion, has been a complicated and labor-intensive process. It started with Desktop support migration, followed by file system storage, SharePoint, and Office 365. Two items still in progress include application servers and Virtual Desktops migration. CPE IT estimates this task will be finished by the end of fall 2018, provided adequate COT cooperation.

37. **Develop and implement a strategic communications plan for the agency in consultation with our units and campus partners.**

Council staff completed the research and discovery phase for the agency communications plan, as well as guiding documentation and new creative concepts for a refreshed logo and tagline. Due to competing staff projects and my impending retirement, staff thought it best to revisit these efforts after a new president is on board so he/she can shape the final product. Additionally, plans to promote the 2030 educational attainment goal, as well as the Council's diversity efforts, are underway.

38. **Work with Kentucky State University to fulfill the requirements of HB 303 (2016) to submit a report to the General Assembly by December 1, 2017, outlining progress on the university's statutorily mandated management and improvement plan.**

CPE staff worked with KSU president Christopher Brown and his administration to ensure that the report was submitted in a timely manner and that it contained an assessment of progress made toward the goals outlined in the December 2016 Management and Improvement Plan. The update showed that KSU is making progress toward their goals,

although many of the specific targets in the original report are for fiscal year 2017-18 and will not be evaluated until December 2018.

39. **Review the institutional licensure process and regulation to determine if revisions should be made to increase student protection in the event of school closure, help identify schools in financial distress, and require annual training in the administration of federal Title IV funding for institutions participating in the program.**

CPE currently licenses 98 institutions, 36 in-state and 62 out-of-state, with 2,407 programs licensed by CPE. CPE staff surveyed its licensed institutions regarding how student transcripts are maintained, either in paper or electronic form or both, and continues the process to determine if CPE should propose changes in how it regulates this area. Requirements related to maintaining adequately trained staff to administer federal Title IV funds and measures to better protect student interests in the event of school closure remain under consideration, although a second survey we administered suggests that licensed institution staff receive regular training on Title IV administration. CPE staff has scheduled a meeting with AIKCU President Gary Cox and his staff to discuss the results of both surveys. In addition, CPE staff will survey other SHEEOs regarding their agency records retention schedule—in particular how long to keep licensure records after a school does not renew its license—to see if CPE's schedule regarding licensure records needs to be revised.