

# AGENDA

Council on Postsecondary Education

**Executive Committee Meeting**

Wednesday, June 8, 2011

2:00 p.m., EDT

Blue & Co., LLC, Training Room

Lexington, Kentucky

1. Roll Call
2. Review President Evaluation Surveys
3. Adjournment

Meeting materials are available online at <http://cpe.ky.gov/committees/executive/meetings/2011/>.

## **CPE President's Plan of Work**

### **Priority Activities – August 2010 through August 2011**

- 1) Complete 2011-2015 Strategic Agenda for Postsecondary and Adult Education, establish metrics to assess performance, and coordinate implementation in partnership with campuses and providers.
- 2) Continue to enhance the Council's role as a respected and credible consensus builder, educational advisor, and policy resource for members of the General Assembly, Governor's office, and other state leaders.
- 3) Work with campus leaders to develop a funding request (operating and capital) and distribution process for 2012-14 that supports the educational missions of each institution, enhances quality and access, encourages innovation and collaboration, promotes degree production, and utilizes results from the VFA study to focus policy attention on asset preservation and space utilization.
- 4) With campus and state leaders, set tuition parameters that ensure strong links between tuition, mission, and performance, and balance the needs of campuses with the interests of students and policymakers.
- 5) Improve college readiness:
  - a. With KDE and EPSB, coordinate SB1 (2009) implementation, including alignment of K-12 and higher education academic standards, execution of remediation reduction plan, and improvements in teacher preparation and professional development.
  - b. Continue implementation of a P-20 data warehouse, and develop a research agenda and data analysis capabilities to strengthen policy development and implementation.
  - c. Engage more students in adult education programs, produce more GED graduates who are college/career ready, and transition more of those students on to postsecondary education.
- 6) Strengthen college access and student success:
  - a. Coordinate implementation of HB 160 (2010) to streamline and improve student transfer.
  - b. With campuses, complete and implement statewide diversity policy that will enhance student participation and success and promote diversity within the campus communities.
  - c. Continue work with campuses to implement recommendations of Adult Learner Taskforce.
  - d. Secure funding for new round of state GEAR UP funding.
- 7) Promote campus-based research and strategies to improve economic competitiveness:
  - a. In partnership with campuses, advance and implement funding programs to expand the state's research capacity.
  - b. Develop a communications and marketing plan that highlights current research and development efforts as well as future plans.
  - c. Reengage business community in supporting/advocating postsecondary education reform agenda.
  - d. Work with presidents, business community, and other leaders to develop strategies to increase degrees in STEM related fields, including creation of specific scholarships and other incentives to encourage degree completion.
- 8) Support innovation and efficiency:
  - a. Revise academic program approval process and program productivity review process to minimize duplication, increase quality, and encourage increased productivity.
  - b. Facilitate administrative and academic collaborations that result in greater institutional efficiencies.
  - c. Ensure the agency operates efficiently and professionally and is fully responsive to its statutory obligations and to the needs of its constituencies.
  - d. Implement new licensing regulation and fee schedule for nonpublic institutions.
  - e. Coordinate statewide initiatives and partnerships that promote collaboration and efficiency.
  - f. Promote innovative program delivery systems that limit cost increases or reduce costs, improve learning outcomes, and expand capacity.
- 9) Strengthen coordination between CPE and campus boards of trustees/regents to enhance campus accountability.



## Kentucky Council on Postsecondary Education

**Steven L. Beshear**  
Governor

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**Robert L. King**  
President

May 10, 2011

The Honorable Paul E. Patton  
Chair  
Kentucky Council on Postsecondary Education  
571-B 4 Cedar Creek Road  
Pikeville, KY 41501

Dear Governor Patton:

Please accept this letter as my report to the Council pursuant to our annual review of my performance as President. I have attempted to provide a self-assessment to be used in conjunction with the surveys you will be soliciting from our board members, staff, and elected officials. As I did last year, I will attempt to follow the format set forth in the plan of work which was submitted to the Council in August of 2010.

- 1) The Strategic Agenda is complete. Actual campus targets are being set as this document is being prepared. I am traveling to each of our campuses to present the agenda to each board, explain how the agenda relates to their campus strategic plans, and to respond to any questions or concerns. During the summer, I expect to present the plan to several of the interim committees of the legislature, as well as members of the media.
- 2) We have been working diligently to establish CPE as a trusted and respected advisor on higher education to the Governor, his staff, and to the legislature. I spent considerable time meeting individually this past year with each of the members of the House leadership, with many of the newly elected members of the legislature, members of the African American caucus, and various members of the Senate education and A&R committees. In addition, we were quite heavily involved in the resolution of a dispute among our campuses regarding legislation pertaining to their capacity to offer advanced practice doctoral degrees. I believe most legislators felt that CPE played a helpful role in forging the compromise that resulted in Senate Bill 130 passing unanimously in both houses and being signed by the Governor.

I expect to make additional presentations this summer to the various interim committees dealing with education on our implementation of the transfer of credit legislation enacted a year ago and the provisions of Senate Bill 1. In both instances I believe the legislature will be pleased with the progress that has been made, and will see the important role that CPE played in each of these efforts.

Despite these efforts and the success we have had, I remain concerned that there remains an undercurrent of dissatisfaction among some legislative leaders in the House that has led to questions about the role and purpose of the Council. This is compounded by ongoing misunderstanding about the agency budget. We will continue through the summer and fall to visit key legislators, make the case for why a coordinating board is critical to the operation of higher education in the state, and to respond to budgetary or other questions that impact legislative thinking about CPE.

- 3) We are just now beginning serious discussions related to the formulation of a budget request to the Governor and legislature for the upcoming biennial budget deliberations. The request will be submitted in November of this year following our efforts to forge a consensus document representing the views of our Council and each of the campus presidents. For the first time we have implemented a process in which the presidents and the campus business officers will meet together to help formulate our request. We think this will enhance the likelihood we can achieve a consensus document more quickly and be assured that all are in agreement. We are engaged in serious discussions related to the creation of a model for performance funding tied to the metrics in our Strategic Agenda. In addition, we are attempting to develop a new approach for funding capital expenditures based upon the data in the VFA study of 2007, and predicated upon a multi-year funding scheme that is balanced appropriately between new construction and deferred maintenance and renewal.
- 4) We have just completed the tuition setting process and have attempted to set levels that both meet the needs of the campuses and are sensitive to the economic realities confronting Kentucky students. Based upon reactions to the levels adopted, I think we have once again found a reasonable balance in our effort to address the competing interests described above.
- 5) Our efforts to enhance college readiness among Kentucky high school students have been the area of greatest success this past year. Our staff, enabled by some new appropriations from the General Assembly, have been blazing a path for Senate Bill 1 (and new Common Core Standards) implementation that is leading the nation. The work has, as of this writing, led to the creation of specialized training efforts, campus based implementation plans, revised teacher education programs, statewide common college placement exams, a renewed focus on elevating the effectiveness of developmental education programs, and a reference laden website loaded with materials, videos, and written explanations of Senate Bill 1, the new common core standards, and the development of new assessment tools for mathematics, reading and language arts. Our staff and I are being invited to speak at national meetings to share what we are doing and how we are driving, at scale, the implementation of the new standards. All of this is being undertaken in full collaboration with KDE, EPSB, and most recently with the Prichard Committee.

In addition, the state's P-20 Data Warehouse is now fully functioning and running quite smoothly. After a bit of a rocky start caused by our difficulty in getting KDE, CPE, and EPSB staff to work collaboratively, those issues have been resolved. The project now has a full time director (former CPE employee Charles McGrew), and is in the process of loading data from the three agencies, scrubbing the data for any discrepancies, eliminating identifying materials to comply with federal privacy laws, and beginning to produce reports that will inform all three agencies' policy making.

Our Adult Education work continues to be viewed as a model in the nation. Reecie Stagnolia is regularly sought by national conference sponsors to share the progress and approaches being undertaken here. We are seeing improving success rates for our GED programs, and increasing numbers of GED grads going on to some postsecondary education. Our program has been selected to pilot an effort to elevate the content and rigor of our courses so that they parallel the learning outcomes now expected from implementation of the new Common Core Standards.

Our challenge, however, remains the rate at which we are getting adults who have not earned a high school diploma to enroll in our programs. Some of this is a function of resources available to promote participation, and some is a reflection of lingering cultural attitudes about education in general, particularly among our lowest income residents.

- 6) *Transfer:* We continue to lead the efforts across the state regarding student transfer. Our chief academic officers working group has enacted the elements of the Kentucky Transfer Action Plan. This plan has mapped out the process of assuring that learning outcomes expected at our baccalaureate campuses for 100 and 200 level general education courses are uniform across the state. Correspondingly, KCTCS has implemented a process to assure that all of their 100 and 200 level general education courses now meet those expectations, especially in terms of course content, quality, and rigor. The next step is to extend this set of actions to prerequisite courses for specific majors.

In addition, each of our baccalaureate campuses are expanding advising and recruitment efforts at KCTCS campuses, recognizing the quality and value of having KCTCS students attend their institutions. Every KCTCS campus now has a transfer center and is elevating the quality and quantity of advising resources to support students intending to or thinking about transfer.

CPE has continued our efforts to develop a software system that will allow KCTCS students (or students attending one baccalaureate campus desiring to transfer to another) to be able to specifically determine what would be required of them to assure that when they transfer, they can do so with minimal loss of credit. Our hope is to be able to provide students a “map” that would tell them exactly what courses they need to take and what grades they need to earn in order to assure complete transfer of credit when they move from their current campus to any public baccalaureate campus in Kentucky. Our hope is to have the system up and running during the upcoming academic year.

In addition, we continue to survey students who have transferred to better understand what problems, if any, they encountered. We use the data to improve those elements that may be complicating or impairing full transfer of previously earned course credits. We will have the results of our second year of survey by the June meeting of CPE and will be able to compare these results to those we secured last year—the baseline for our analysis. All of these actions are being undertaken to ease the transferability of students and course credits and should over time eliminate barriers that in the past have hampered efforts to increase educational attainment in the Commonwealth.

*CPE Diversity Policy:* We were able this year to establish a new CPE Diversity Policy, and craft and secure campus support for new regulations that are now going through the legislative approval process. In addition, we are in the process of reviewing campus diversity plans, which will be presented to the CEO for comment, and then to the CPE for approval. If the submitted plans are deficient in any way (in terms of addressing the elements described in the new regulations), the campuses will have opportunities to revise and resubmit.

These new plans, in conjunction with our new Strategic Agenda, will allow us to monitor progress toward each campus’ identified goals regarding diversity. We will require each campus to report on an annual basis regarding progress and, if necessary, will be in a position to offer recommendations for improvement if a campus is not achieving the levels of progress defined in their individual plans.

In simplest terms, we expect our campuses, with respect to their student body and their workforce, to look like the communities they serve. And, we expect achievement gaps that exist among various groups of students to be reduced and over time eliminated.

*Adult Learning Initiatives:* Our Adult Learner Task Force was created a few years ago to explore how we might better serve adults enrolled in college or who may have earned some college credits but never earned a degree. One initiative that evolved out of the Task Force deliberations was Project Graduate, which was designed to identify adults who had earned at least 90 credit hours and encourage them to come back to finish their degrees. We will host a program this summer to present several different adult-focused learning models being utilized across the nation. Our goal is to provide a modest amount of

funding based on a competitive process to one or more campuses to support the development and implementation of a model that will improve educational services to adults in their regions.

*GEAR UP:* At the other end of the spectrum, GEAR UP Kentucky, the federally funded program that provides a range of services and support for lower income and underrepresented middle and high school students, is finishing the final year of its second six year grant. We are preparing a proposal for a new cycle of funding for submission next month. We anticipate hearing back from the Federal Department of Education on a third round of GEAR UP funding in early fall.

*Research:* The new Strategic Agenda focuses directly on the importance of basic, applied and translational research, with particular recognition of the leadership role the University of Kentucky and the University of Louisville play in building a strong R&D infrastructure. Bucks for Brains has been a tremendous success, but the changing fiscal environment necessitates innovative approaches in the way the state partners with and supports the institutions. We are exploring a new matching mechanism to help stimulate the securing of new research grants. We also have proposed a recognition program for faculty who earn new grants and use those funds to make new discoveries that impact their field of study and improve the quality of life, the environment, health, manufacturing, or create new products that create jobs for Kentuckians. We will keep working on these ideas and others as we move forward in the upcoming year. The Kentucky Science and Technology Corporation plays an integral role stimulating campus research through CPE supported initiatives such as the Research and Development Excellence Fund, Kentucky Space LLC, and EPSCoR, which has helped build a statewide infrastructure in Kentucky to promote national research competitiveness. One of my goals for the next year is to strengthen our partnership with KSTC and build on their expertise as we work to implement our Strategic Agenda objectives related to research and entrepreneurship.

*Business Community Partnerships:* We have continued to grow our relationships with the business community. I actively participate with the Board of Directors of the State Chamber of Commerce, attend corporate events with the State's major employers, and speak to local Rotary organizations and other similar service clubs to which local business leaders belong. During those talks, I reinforce the importance of education to their success, and implore them to be attentive to educational issues in their communities.

In addition, I regularly inquire of employers whether they hire our graduates. If not, why not? And if so, are they satisfied with their level of preparation. From Alltech, to Toyota, to Lexmark, to General Cable, I am gathering data that I share with the presidents and chief academic officers so we can collectively better serve the employers in our state. We hope to develop a survey instrument to more fully explore these issues across the entire spectrum of employers in Kentucky in partnership with the State Chamber of Commerce. While we are in the very preliminary stages of discussions, there does seem to be an interest on the part of the Chamber to assist in this effort.

We are actively supporting the expansion of Project Lead the Way and AdvanceKentucky programs that are now being implemented in a number of middle and high schools across the state to encourage students to take more STEM related courses, to participate in advanced placement courses, and to take the advanced placement exams. The programs have been successful where implemented but now need to be taken to scale. Commissioner Holliday and I are encouraging the legislature to provide the funding necessary in the upcoming biennial budget deliberations to expand these programs. Students who participate will get to our campuses more confident of their capacity to succeed in these courses and, we hope, inspired to continue their studies in these disciplines.

- 7) The Council may recall that two years ago we presented a report describing the efforts and decisions made regarding program productivity. As a result of that effort, various courses were closed at campuses, others were consolidated, and still others were modified from serving as free standing majors to becoming

courses only offered in support of other more substantial majors in higher demand by students. The program review process is being overhauled to make it more rigorous and, we hope, even more successful in helping campuses weed out course offerings that have outlived their utility or appeal to students.

In addition, we are enhancing our course approval processes to encourage the campuses to be more rigorous in their analysis of whether to add new programs. Our evaluations going forward will call for greater scrutiny of the market needs and the costs of offering the programs, and will assure that the quality of instruction and faculty are at levels appropriate to the expectations of the related occupation or profession and of our students.

We also are providing to our campuses access to the latest developments from around the globe on how to most efficiently and cost effectively deliver instruction. Solutions range from growing reliance on technology, use of different faculty and graduate assistants, team teaching, and new services related to textbooks elevating student learning and lowering out-of-pocket costs.

We are convening groups of our campus professionals to expand their capacity to problem solve and to save dollars. We have discovered all too often that these multi-disciplinary discussions do not happen on campus, or do not happen frequently enough. Our efforts are helping change these behaviors and, in the process, encourage better results in an array of areas of interest. Examples include provision of employee health insurance, course re-design, and purchasing of energy.

The Council has undergone a fairly substantial reorganization this past year. We believe that the reorganization will better align functions internally, producing better and more comprehensive policies and practices across all of our responsibilities. Most significantly, we brought our adult basic education operation into our Academic Affairs Unit, ending what we saw as a rather unhealthy isolation of our basic adult education programs and staff. We are already seeing more thoughtful and integrated actions that should continue to elevate the quality of our GED programs. We have been selected to be one in a handful of states that will integrate the new Common Core Standards into our GED curriculum. This would not have been as likely without the realignment and the direct interaction between Kentucky Adult Education staff and our staff responsible for Senate Bill 1 implementation.

We were able this year to persuade the legislature to permit us to elevate licensing fees, facilitating our ability to better meet the growing volume of licensure work. The expansion of private, independent, and proprietary providers in Kentucky has been substantial, both in terms of the number of institutions and in the array of programs they seek to offer. Our one staff member assigned to this critically important area was being completely overwhelmed by the sheer volume of new work. New fee revenue has allowed us to hire an additional Ph.D.-level staff member to perform site visits and review campus programs. In addition, the legislature has been considering amending the current statute governing the licensure of proprietary schools. If they eventually adopt the proposed legislation, which would add those proprietary schools that offer associates degrees to our list of licensees, CPE would be given even greater responsibilities than we currently have in this important area.

Consistent with our new Strategic Agenda, we will continue efforts to work with the campuses on finding new ways to deliver instruction, administer campuses, and purchase goods and services in ways that reduce costs, and enhance student success. We are actively participating with the Education Delivery Institute, led by Sir Michael Barber, to improve our capacity to implement the changes defined in our Strategic Agenda. We are hopeful that his model will be embraced on the campuses as we move forward with implementation of the agenda.

We have also agreed to participate in the National Governor's Association-approved Complete College America program. It aligns quite closely with our Strategic Agenda, has the support of Governor Beshear

and campus presidents, and will allow us to keep student success at the forefront of all our efforts. It will also allow us to compete for some new grant funding that can help us address some of the more difficult challenges as we move forward.

- 8) Finally, as I noted above, I have begun a round of visits to each of the campus boards of regents to share the new Strategic Agenda, build relationships, and discuss with them how each campus' individual mission and plan fits into the larger statewide agenda. To date, the visits have been well received, and I am hopeful that over time we will see continued improvement in campus performance, consistent with the goals in the Strategic Agenda. I am encouraged by the level of interest, the content of the questions, and the tangible commitment these boards have to the success of their students. They are anxious to know how their campus is doing and will, I believe, serve as valuable partners in efforts to elevate the performance of all campuses. I have been sharing this same message with our KCTCS campus advisory boards as well.

To conclude, this past year has been remarkably productive. I cannot give enough thanks or credit to our staff members who have done a superb job in every aspect of our work. The Strategic Agenda will, I believe, mark an important moment in the history of CPE and for higher education in Kentucky. Our commitment to K-12 is unique and, if properly and effectively executed, will significantly elevate the extent to which Kentuckians are educated at high levels. Kentucky's increasing focus on student success and the elimination of achievement gaps among all our students represents a change in the culture of higher education, and one that will lead to more positive outcomes for all students.

The progress we are making in transfer, in aggressively controlling costs, and in going after the adult market with high quality, cost sensitive, and focused programming will greatly enhance our larger objective of getting more people more highly educated.

I am delighted by our progress and hope the Council is as well. Please let me know if there are any areas of our work that I have neglected to address that is of interest to this evaluation process. I look forward to your thoughts and those of the people who have been asked to comment.

Respectfully submitted,



Robert L. King  
President