

AGENDA

Executive Committee

Council on Postsecondary Education

Friday, June 20, 2014

8:00 AM

Trustee Boardroom, Grant Hall, Norton Center for the Arts ~ Centre College

1. Welcoming and Roll Call
2. Discuss 2014 CPE President Evaluation Survey Responses 2
3. Other Business
4. Adjourn

President Evaluation 2014 – Survey Takers

CPE members

- | | | |
|---------------------|--------------------|---|
| 1. Glenn Denton | 7. Glenn Means | 13. Arnold Taylor |
| 2. Maryanne Elliott | 8. Pam Miller | 14. Joe Wise |
| 3. Joe Ellis | 9. Donna Moore | 15. Sherrill Zimmerman |
| 4. Dan Flanagan | 10. Marcia Ridings | 16. Terry Holliday,
Commissioner of
Education |
| 5. Joe Graviss | 11. Carolyn Ridley | |
| 6. Dennis Jackson | 12. Robert Staat | |
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Presidents

- | | | |
|--------------------------|-------------------------|----------------------------------|
| 1. Michael Benson, ECU | 5. Tim Miller, MuSU | 9. Gary Ransdell, WKU |
| 2. Michael McCall, KCTCS | 6. Geoffrey Mearns, NKU | 10. Gary Cox, AIKCU
President |
| 3. Mary Sias, KSU | 7. Eli Capilouto, UK | |
| 4. Wayne Andrews, MoSU | 8. Jim Ramsey, UofL | |
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CPE senior leadership staff

- | | | |
|------------------|---------------------|------------------|
| 1. Ron Carson | 5. Lee Nimocks | 9. Bill Payne |
| 2. Al Lind | 6. Sherron Jackson | 10. Melissa Bell |
| 3. Travis Powell | 7. Reecie Stagnolia | 11. Mary Morse |
| 4. Sue Patrick | 8. Aaron Thompson | |
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Governor's Office

1. Governor Beshear
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Legislature

Senate

1. Robert Stivers, President (S)
2. Mike Wilson, Chair, Education (S)
3. David Givens, Member, B.R. Subcommittee on Education (S)

House

1. Greg Stumbo, Speaker (H)
2. Arnold Simpson, Chair, B.R. Subcommittee on Postsecondary Education (H)
3. Derrick Graham, Co-chair, I.J. Committee on Education (H)

CPE President's Plan of Work Priority Activities – July 2013 through July 2014

1. Implement the 2011-15 Strategic Agenda for Postsecondary and Adult Education in partnership with campus leaders and adult education providers.
2. Develop a unified funding request and distribution process to be presented to the governor and legislature that supports the broad goals of the 1997 Postsecondary Education Improvement Act and the Strategic Agenda.
3. With campus and state leaders, review the Council's tuition setting policy, and set tuition parameters for the 2014-15 academic year that balance the needs of campuses with the interests of students, families, and policymakers.
4. Manage reduced General Fund appropriations for the operations of the Council through a focused prioritization of agency responsibilities, reallocation of resources, and continued development of external funding.

Specific Strategic Agenda Priorities:

College Readiness:

- a. Continue work with KDE and EPSB to coordinate SB1 (2009) implementation, including execution of remediation reduction plan, promotion of common core standards, and improvements in teacher preparation and professional development.
- b. Advocate for continued state funding during the 2014 legislative session to support SB1 implementation strategies.
- c. Use new common core standards and instructional strategies to improve teacher effectiveness and preparation for students earning a high school equivalency diploma (GED) and transitioning to college or career.
- d. Continue implementation of the new federal Gear Up grant.

Student Success:

- a. Host the 2014 CPE Student Success Conference, which will provide campus faculty and staff with practical, achievable strategies to close achievement gaps and increase student persistence and graduation.
- b. Promote evidence-based practices to close achievement gaps for underprepared, low-income, and underrepresented minorities through the work of the new Academic Quality and Persistence and Graduation committees, partnerships between EDI and individual campuses, and expanded data and information analysis.
- c. Launch *15 to Finish*, a communications strategy to encourage students to take at least 15 hours a semester or 30 hours a year to decrease time to graduation.
- d. Implement the revised General Education Transfer Policy and continue to implement initiatives to increase transfer including KnowHow2Transfer, Transfer Madness, and increased degree pathways between two and four year campuses.

- e. Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college.
- f. Strengthen the collaborative relationship between the CEO and the campuses, and support campus efforts to improve diversity consistent with campus diversity plans and the statewide diversity policy.

Research, Economic, and Community Development:

- a. Work with the campus and community leaders, and other stakeholders to prioritize and implement the recommendations of the CPE's Rural Access Work Group, which focus on improving educational attainment in Kentucky's rural regions.
- b. Work with the presidents, the business community, and other leaders to advance the state's economic development agenda and address workforce challenges in the state's target industry sectors, including healthcare and manufacturing.
- c. Continue to work with the Kentucky Center for Education and Workforce Statistics (KCEWS) and the campuses to assess the linkage between workforce supply and demand.
- d. Work with campuses to strengthen career development and entrepreneurship education.
- e. Evaluate the state's Lung Cancer Research Program, which is administered by the Council and funded through the cigarette excise tax.
- f. Develop strategies to increase degrees in STEM-H related fields, including expanding support for pipeline programs like Project Lead the Way and Advance Kentucky.

Efficiency and Innovation:

- a. Work with campuses to finalize and launch the Kentucky Adult Higher Education Alliance, and work with state leaders to secure startup funding.
- b. Facilitate collaborations among campuses that result in greater efficiencies, improved learning outcomes, and lowered costs by coordinating institutions participation in the Mindspring open education resources adoption project.
- c. Help ensure that KyRON continues to provide adequate broadband capacity for online programs and services, research projects, resource sharing, and cloud applications. Acquire and light the fiber backbone connecting Frankfort, Louisville, Cincinnati, and Lexington. Begin to expand the KyRON infrastructure to Community Anchor Institutions.
- d. Leverage the resources of the KYVC and the KYVL to help share assets across institutions by initiating new procurements to replace the current State Master Agreements for the Voyager Library Management System and the Blackboard Learning Management System.
- e. Continue to improve CPE operational efficiencies with new information technology systems for Adult Education (Kentucky Adult Education Reporting System – KAERS) and Academic Affairs (Program Review and Data Warehouse).
- f. Collaborate with KDE and EPSB in an initiative to create a common eTranscript system for all high schools and postsecondary institutions.



Kentucky Council on Postsecondary Education

Steven L. Beshear
Governor

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Frankfort, Kentucky 40601
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<http://www.cpe.ky.gov>

Robert L. King
President

6 June 2014

Hon. Pam Miller, Chair
Kentucky Council on Postsecondary Education
1204 Capital Center Drive, Suite 320
Frankfort, KY 40601

Dear Pam:

Per our annual process of evaluating my performance, I offer this letter of self-evaluation, following closely the 2013-14 Plan of Work adopted by the Council. I will, as well, offer some overall comments at the end of the more formal responses which attempt to describe what and how we have done as an organization over the past year.

CPE President's Plan of Work Priority Activities – July 2013 through July 2014

1. Implement the 2011-15 Strategic Agenda for Postsecondary and Adult Education in partnership with campus leaders and adult education providers.

We continue to use the Strategic Agenda as the central document guiding nearly everything we do. It is widely known and understood. It serves as the basis of every presentation and program we offer. It continues to serve us and the wider education community well.

2. Develop a unified funding request and distribution process to be presented to the governor and legislature that supports the broad goals of the 1997 Postsecondary Education Improvement Act and the Strategic Agenda.

After lengthy negotiations and collaboration among our staff, our Budget Development Work Group and our campuses, we were able to present a budget proposal that, with one exception, met the needs of our campuses. Unfortunately, the General Assembly was unwilling to fund the request as presented.

3. **With campus and state leaders, review the Council’s tuition setting policy, and set tuition parameters for the 2014-15 academic year that balance the needs of campuses with the interests of students, families, and policymakers.**

This year, for the first time in many years, the Council recommended a tuition ceiling that covers a two-year period, allowing campuses and students to better plan expenditures for the upcoming biennium. The just adopted two-year annual average increase of four percent is below the annual average over the past five years, and places Kentucky tuition levels (overall) squarely in the middle of the range for public universities, nationally.

4. **Manage reduced General Fund appropriations for the operations of the Council through a focused prioritization of agency responsibilities, reallocation of resources, and continued development of external funding.**

Despite ongoing cuts to the CPE budget, our staff has done a masterful job maintaining our capacity to fulfill a growing list of responsibilities. We are, however, at a point where “doing more with less” will deteriorate into doing “less with less.” In addition, there is concern that fee and grant generated revenue earned by CPE from external sources may not be available to be spent in support of our operating budget. Without those funds, we may need to make some further cuts to staff and/or services currently provided.

Specific Strategic Agenda Priorities:

College Readiness:

- a. **Continue work with KDE and EPSB to coordinate Senate Bill 1 (2009) implementation, including execution of remediation reduction plan, promotion of common core standards, and improvements in teacher preparation and professional development.**

All of these efforts remain intact, although at more advanced stages than in previous years. The results have been the envy of the nation. Through our joint efforts, college readiness rates of graduating high school seniors have improved 17 percentage points in the past year, and over 35 percentage points since 2010. In addition, we are moving forward with our Vanguard Project to improve the quality and effectiveness of our teaching corps, and have been working with K-12 to make professional development efforts across the state more relevant and effective for classroom teachers.

- b. **Advocate for continued state funding during the 2014 legislative session to support Senate Bill 1 implementation strategies.**

While our funding proposal included new funding for enhanced SB 1 implementation, it was not funded. However, the legislature did continue SB 1 funding appropriated in past budgets which will allow us to continue funding, albeit at a level below that we believe is needed, efforts to enhance the efficacy of the new common core standards.

- c. **Use new common core standards and instructional strategies to improve teacher effectiveness and preparation for students earning a high school equivalency diploma (GED) and transitioning to college or career.**

Our Adult Education unit has been the national leader in integrating common core standards into the basic adult education curriculum. Both the establishment of the new curriculum and the vital professional development resources necessary for our instructional staff have been key. This effort is well underway.

- d. **Continue implementation of the new federal Gear Up grant.**

At the beginning of this school year, the third and final group of 7th grade students began the program as our first group transitioned to high school, bringing the current total student population to 12,687 students in grades 7 – 9. GUK 3.0 has served students in 29 middle schools in 21 counties; students in 22 high schools began receiving services this school year. To support the implementation for services in the program 54 college and career advisors were employed to deliver direct services in participating schools, including mentoring, financial literacy, college visits, and support services.

Superintendents from five GUK districts participated in the National Superintendent Leadership Institute, a 10-month program, which engaged them in a learning community of senior-level discussions and experiential training focused on creating, sustaining and strengthening a college-going culture. The superintendents attended meetings in San Francisco, Orlando, and Chicago, while back in the Commonwealth GUK provided follow-up support to connect the Institute work back to GUK services and sustainability planning in their district.

Student Success:

- a. **Host the 2014 CPE Student Success Conference, which will provide campus faculty and staff with practical, achievable strategies to close achievement gaps and increase student persistence and graduation.**

The summit brings together faculty, staff, and administrators from across the Commonwealth, to learn about high-impact educational practices. More than 300 faculty, staff, and administrators attended the summit in April. The summit focused on ways to narrow achievement gaps through high-impact practices, particularly effective academic and career advising and undergraduate research.

- b. **Promote evidence-based practices to close achievement gaps for underprepared, low-income, and underrepresented minorities through the work of the new Academic Quality and Persistence and Graduation committees, partnerships between EDI and individual campuses, and expanded data and information analysis.**

Each year Council staff coordinates workshop opportunities that allow institutions to focus on ideas and plans originating from the Student Success Summit.

- In October 2013, a free full-day workshop was offered to representatives from Kentucky public universities and to representatives from KCTCS institutions. Workshops were led by nationally-known experts in first year experience, Tim Vick (university workshop) and Diane Stump and Julie McLaughlin (community college workshop).
- Planning is underway for workshops designed to follow-up on the 2014 Student Success Summit theme. Tentative plans include a workshop (or workshops) focusing on quality implementation of academic advising plans and on best practices associated with undergraduate research.
- **Professional Learning Communities**
PLCs provide faculty a means for statewide peer learning and professional development. We currently facilitate PLCs of faculty in biology, math, developmental math, and statistics.

We also convene working committees in areas critical to the implementation of the Strategic Agenda, with direct participation of faculty and key administrators.

- **Committee on Academic Quality**
This committee, comprised of institutional representatives and a CPE member, focuses on continuous improvement of student learning, the creation of a culture of assessment, and the assessment of core academic competencies.

The committee has discussed general education-related initiatives, including the Multi-State Collaborative to Advance Student Learning Outcomes Assessment and the work of the professional learning communities.

- **Committee on Persistence and Graduation**
This committee discusses best practices that help students persist from semester to semester and ultimately graduate by focusing on the root causes of student attrition. The committee has been focusing on assessment and improvement of academic advising. Topics for future consideration include support for transfer and commuter students, virtual advising, interacting among faculty and professional advisors, interaction between academic advising and career coaching, and advising underprepared students.
- **Faculty Development Work Group**
The work group is charged with advancing best practices and innovations in faculty development; planning and implementing an annual conference; serving as a source of information dissemination on higher education initiatives; and supporting the Kentucky Journal of Excellence in College Teaching and Learning. The group recently hosted a conference called "The Kentucky Pedagogicon: Practicing Scholarly and Creative Teaching"

on May 16, 2014, at ECU. The opening plenary was devoted to a CPE presentation on student-centered pedagogy.

Institutional Grants for Targeted Student Success Initiatives

This "mini-grant" (RFP released in 2012) focused on the creation and implementation of specific strategies to increase persistence or graduation rates for near completers (students who accumulated at least 75 percent of the credit hours needed for degree completion).

Elizabethtown CTC, Gateway CTC, Henderson CC, Hopkinsville CC, and WKU received awards totaling over \$15,000 for a second round of funding.

Kentucky Student Success Network

The KSSN is a voluntary support structure that provides opportunities for campuses to implement their strategic plans. Current members include ECU, JCTC, KSU, and MoSU. Members meet quarterly with facilitators from EDI to participate in exercises focused on implementing strategies to close achievement gaps. EDI also works with individual schools in the network.

The network met in October 2013 to focus on gap-closing strategies and EDI will facilitate a statewide workshop in June focused on data-driven strategies to close achievement gaps.

- c. **Launch *15 to Finish*, a communications strategy to encourage students to take at least 15 hours a semester or 30 hours a year to decrease time to graduation.**

This campaign was launched at a statewide press event attended by the Lt. Governor, legislators, and representatives of each of our public universities. The effort has been widely embraced on our campuses and will change advising strategies, course selection patterns and, in time, shorten the time to graduation. We will be monitoring the implementation and success of the program as it gets up and running this fall.

- d. **Implement the revised General Education Transfer Policy and continue to implement initiatives to increase transfer including KnowHow2Transfer, Transfer Madness, and increased degree pathways between two and four year campuses.**

With the education of campus staff and faculty on the General Education Transfer Agreement, many of the issues related to the transfer of general education credits have been resolved. Except for isolated exceptions, the policy is being implemented as intended and without question. When incidents do occur, they are resolved quickly.

Over the past year, the KnowHow2Transfer website has undergone a significant structural change. The development of an interface to allow institutions to enter and maintain degree pathways was the centerpiece of the initiative. Currently, institutions can develop degree pathways for associate of arts and associate of science completers. A free entry form that will allow for additional configurations currently is being tested and should be in production this summer.

We have approximately 100 pathways in the approval process and anticipate many more this summer. The Statewide Transfer Committee met in the fall to work on issues related to the Transfer Equivalency System. Schedules were developed for submission of catalogs, the updating of general education degree tags, and the updating of course equivalencies. The committee elected to meet on an ad-hoc basis, requesting that transfer data be available at the next meeting.

In March, the CPE, KCTCS, the public universities, and most of the AIKCU institutions partnered to host the 2nd Annual Transfer Madness. This event was attended by over 1200 high school and community college students who were interested in transferring to a four-year institution.

e. Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college.

While we have had little success securing more funding for KHEAA, we have recently begun an effort, initiated by CPE, to better coordinate efforts undertaken by CPE, KHEAA and KDE to encourage college attendance by graduating high school seniors and to better educate students and their families about financial aid issues and opportunities beginning in middle school.

f. Strengthen the collaborative relationship between the CEO and the campuses, and support campus efforts to improve diversity consistent with campus diversity plans and the statewide diversity policy.

Key actions this past year include:

- Adding a Focus on Diversity at each CEO meeting to highlight distinct initiatives & programs at the public institutions (undergrad/grad initiatives, multicultural programs, special services – LGBTQ/Veterans/international, partnerships with K-12).
- Supporting additional diversity in the public universities/KCTCS boards of regents/trustees when openings become available.
- Providing input/feedback/endorsement of supporting the public postsecondary institutions' assistance with institutional waiver requests
- Advancing a recommendation to expand the statewide definition of diversity to recognize gender identity and presentation.
- Partnering with CPE through activities like the annual student success summits to address closing the achievement gaps, and improving degree completion of underrepresented student populations.

Research, Economic, and Community Development:

a. Work with the campus and community leaders, and other stakeholders to prioritize and implement the recommendations of the CPE's Rural Access Work Group, which focus on improving educational attainment in Kentucky's rural regions.

We are actively participating in SOAR initiative launched by the Governor and Congressman Rogers to improve per capita income and relieve poverty and unemployment in eastern Kentucky. Several of the recommendations in our rural access report are receiving active consideration and are helping guide

discussions both in the SOAR region and across the Commonwealth. In addition, we have met with key legislators to alert them to the recommendations and have included various elements in our budget request.

- b. Work with the presidents, the business community, and other leaders to advance the state's economic development agenda and address workforce challenges in the state's target industry sectors, including healthcare and manufacturing.**

We have begun to strengthen and deepen our relationships with the business community. In March, our presidents and senior staff met at the State Chamber of Commerce headquarters for our monthly presidents' meeting, and used the venue to engage chamber leadership in a discussion about how the two sectors can work more closely together. Our efforts to secure funding for Commonwealth College led to Dave Adkisson, Chamber president, testifying before the legislature in support of the proposal. Some additional ideas are emerging that we hope will further enhance this relationship, although all would acknowledge we have significantly more to do.

- c. Continue to work with the Kentucky Center for Education and Workforce Statistics (KCEWS) and the campuses to assess the linkage between workforce supply and demand.**

I serve on the board of directors of KCEWS and participate actively in those responsibilities. We do work closely at the staff level and will find as KCEWS develops the value of working collaboratively with the new office.

- d. Work with campuses to strengthen career development and entrepreneurship education.**

CPE is working with the Cabinet for Health and Family Services to address growing healthcare provider shortages in the state. A 2013 health capacity report indicated Kentucky falls quite short of meeting the state's need for healthcare providers. CPE is working with representatives of the healthcare industry and our healthcare educators to determine where gaps may be filled by MDs and RNs, as well as extended providers including nurse practitioners and physician's assistants. Kentucky recently was named one of seven states that will participate in a National Governor's Association policy academy to develop strategies and effective practices to address this state and national need.

We are initiating discussions with campus representatives and partner agencies to discuss entrepreneurship education programs and support services on our college campuses. This was a recommendation of CPE's Rural Access Work Group, and CPE's Strategic Agenda.

- e. Evaluate the state's Lung Cancer Research Program, which is administered by the Council and funded through the cigarette excise tax.**

The Kentucky Lung Cancer Research Program has existed since 2001 when UK and UofL began to receive funds from a portion of the Tobacco Master Settlement Agreement (MSA) to states. The Board, which is administered by CPE, has contracted with SciMed Consultants to review the program and results are due to the Governance Board on June 25. This review is being conducted

at the request of the KLCRP Governance Board.

- f. **Develop strategies to increase degrees in STEM-H related fields, including expanding support for pipeline programs like Project Lead the Way and Advance Kentucky.**

We know that growing a workforce with an ample supply of people well trained in these disciplines is critical to the state's economic future. To that end, we have been supportive of efforts in K-12 to build the "pipeline" of students interested in pursuing these fields of study, and assuring that they enter our institutions with the foundational knowledge necessary to succeed in these demanding disciplines. In fact, it was our direct discussions with the Governor that encouraged additional funding for Advance KY, one of the most successful programs in the nation supporting minority and low income kids pursuing advanced placement (AP) courses while in high school. In addition, we have twice proposed performance funding models that provide enhanced funding for campuses that graduate students in these disciplines.

Efficiency and Innovation:

- a. **Work with campuses to finalize and launch the Kentucky Adult Higher Education Alliance (KAHEA), and work with state leaders to secure startup funding.**

KAHEA (now Commonwealth College) did not receive requested funding in the recent legislative session, despite support from the Governor's office and the House. Despite the lack of state support, three institutions (KSU, UofL and WKU) have committed their own funds to move forward and develop degrees in an online competency-based format for working adults. Building the KCTCS Learn on Demand program and with the limited assistance of a Bill and Melinda Gates Foundation grant, the first degrees in this innovative new format will be available in 2015.

- b. **Facilitate collaborations among campuses that result in greater efficiencies, improved learning outcomes, and lowered costs by coordinating institutions participation in the Mindspring open education resources adoption project.**

The multi-state Mindspring initiative could not find a funding source.

- c. **Help ensure that KyRON continues to provide adequate broadband capacity for online programs and services, research projects, resource sharing, and cloud applications. Acquire and light the fiber backbone connecting Frankfort, Louisville, Cincinnati, and Lexington. Begin to expand the KyRON infrastructure to Community Anchor Institutions.**

KyRON awarded a contract for the first state-owned fiber network in Kentucky. The four-node network will connect Lexington, Frankfort, Louisville, and Cincinnati at speeds ten times faster than the current leased network. Governor Beshear and Congressman Rogers will follow the KyRON example and build a 3,000 mile Next Generation Network to promote economic development and to support state government operations. This \$100m project will be funded with state, federal, and private funds. It is based on university and KCTCS expertise and locations.

- d. Leverage the resources of the KYVC and the KYVL to help share assets across institutions by initiating new procurements to replace the current State Master Agreements for the Voyager Library Management System and the Blackboard Learning Management System.

A contract to replace the Voyager library system was negotiated and funds were requested in the FY2014-16 budget request. However, funds were not appropriated and the institutions are unable to supply their own funding. The path forward is unclear at this point in time.

- e. Continue to improve CPE operational efficiencies with new information technology systems for Adult Education (Kentucky Adult Education Reporting System – KAERS) and Academic Affairs (Program Review and Data Warehouse).

During fiscal year 2014, various IT systems were introduced and existing systems were enhanced to help improve CPE operational efficiencies. They include:

- **Kentucky's Academic Program Inventory is now available to internal users via Webl.** Webl provides a web-based query, reporting and analysis tool for users to be self-sufficient in creating custom reports for relevant information to answer business questions.
- **Kentucky Adult Education Reporting System (KAERS) was launched this fall.** This system will improve information management and reporting for KYAE locations, staff, students, and administrators. The system also introduced a portal for each adult education learner and staff that allows them to monitor real-time academic progress, view schedules and access various KYAE services. Kentucky is the first state to offer portal services for adult educator students and staff.
- **The CPE Program Review system was launched in the fall.** This system assists CPE and institutional staff with managing periodic review of institutional programs via a web-based application. The system allows institutional staff to identify and review programs and recommend changes to program status. It adds automation and simplification to what was formerly a complex paper and email based process.
- **An abbreviated annual licensure application implemented earlier this year.** The abbreviated application minimizes licensure requirements in even numbered years thereby reducing efforts for institutions and CPE.
- **A major upgrade to the existing GED application system was implemented earlier this year to accommodate the new GED test.** The new system has resulted in significant savings for KYAE. Because electronic documents can be provided by email or FAX the same day they are requested, the need for UPS service to deliver paper documents was immediately reduced as was the staff time needed to process requests. The eTranscript option resulted in a 70% decrease in monthly UPS charges and also a decrease in regular postage charges.

- **CPE launched Phase I of the Kentucky Postsecondary Education Database System (KPEDS) warehouse and Web1 project, which will improve efficiencies, simplify reporting, and improve our data collection processes.** The warehouse also houses licensure institutions' summary level data, program inventory information, facilities, and Minger data (campus crime data). In addition, external data sources such as Delta Costs are loaded in the KPEDS Warehouse.
 - **CPE's Academic Program Modifications system was launched in April,** completing the suite of program management systems from notification of intended programs, proposal/creation of new programs, review of existing programs and modification of existing programs. Institutional users will identify and modify programs which CPE staff will review for approval or rejection.
- f. **Collaborate with KDE and EPSB in an initiative to create a common eTranscript system for all high schools and postsecondary institutions.**

This effort was recently implemented and it will enhance both the speed at which high school transcripts can move between high schools and our colleges and universities, and it will reduce errors that often occur when hard copies had to be moved between educational providers. It also will lower the cost of this annual set of expenses for students and our institutions.

As you can see, both the scope of our work and the depth of the various challenges tend to be far more substantial than most people understand. It gets done, despite funding constraints, because we are blessed with a highly talented, and highly motivated staff, and a group of vice presidents who inspire their individual teams to work at the high levels that produce the results reported above. I am most fortunate to have each and every one of them.

Beyond the Work Plan, other activities should not go unmentioned.

We amended our licensure regulations this year to require all providers we license, including for-profit institutions, to abide by the same faculty requirements as SACS accredited institutions.

We are in the early stages of our development of a funding distribution model. It will be a complex and potentially difficult process. Several of our campuses want to preserve the current method based on historic shares, which conflicts directly with those that want to link funding in a meaningful way to mission and performance. We have established the process, and as of this writing, have brought colleagues in from several states that have implemented various approaches to funding to help set the stage for meaningful discussions that we hope will lead to a consensus around a new model.

We also have initiated an effort to mount a marketing campaign in advance of the 2016 session to improve the likelihood of securing some additional funding for our institutions. While the campuses would have to fund whatever effort may be undertaken, we have provided significant research to the presidents on probable activities and costs to facilitate a meaningful discussion around these ideas.

We were directly involved in helping manage the unfortunate demise of Mid-Continent University, working closely with the U.S. Department of Education and the state attorney general. Through our efforts, the closure of the campus went as smoothly as could be hoped for, assuring that affected students would suffer a minimum of disruption in their educational plans.

We have also been working closely with the board chair at Kentucky State University to assist in their transition to a new president.

I continue to work on the never ending challenge of keeping legislators and the Governor apprised of our purpose, our work, our challenges, and our needs in higher education. While there are some days I feel we have made great progress on one issue or another, there are others that keep reminding me I need to do better and do more to effectively advocate for higher education and for CPE.

Finally, I want to compliment the Council. I am most appreciative of the support you have shown me and our staff. We continue to ask each of you to do more and to give more of your time and talent, and each of you, when asked, never say "no." I am incredibly grateful for the confidence you have in me, and will hope to perform in ways that continue to be worthy of your ongoing trust.

Respectfully submitted,

A handwritten signature in blue ink, appearing to be 'RLK' with a stylized flourish.

Robert L. King
President

Council on Postsecondary Education 2014 Presidential Evaluation

Summary of the methodology

Survey forms were mailed to:

- The Governor;
- 6 leaders of the General Assembly involved with Postsecondary and Adult Education policy development;
- 8 university presidents, the president of KCTCS, the president of the Kentucky Association of Independent Kentucky Colleges and Universities;
- 16 members of the Council on Postsecondary Education; and
- 11 senior members of the staff of the Council on Postsecondary Education.

The individuals requested to evaluate President King's performance were supplied with a plain white envelope and a postage paid heavy brown envelope addressed to Blue & Co., LLC, the Council's independent certified public accounting agency, 250 West Main Street, Suite 2900, Lexington, KY, 40507.

The evaluators were advised that all submissions would be open records of the Council and they did not need to sign the submission. They were invited but not required to add comments about each individual question.

The evaluators were instructed to place the evaluation in the white envelope and seal it, then place the white envelope in the brown envelope and mail it to Blue & Co., LLC, the Council's independent certified public accounting agency, 250 West Main Street, Suite 2900, Lexington, KY, 40507.

On June 2, 2014, members of the Council's Executive Committee met at the offices of Blue & Co., LLC, and opened the submission and recorded the results.

Scoring system

5	4	3	2	1
Exceptional	Exceeds Expectations	Meets Expectations	Improvement Needed	Unsatisfactory

Executive summary of results

Average rating by 8 members of the General Assembly	4.2
Average rating by 0 members of the Governor's Office staff	N/A
Average rating by 6 university, college, or community and technical college presidents	3.3
Average rating by 15 members of the Council on Postsecondary Education	4.6
Average rating by 9 senior members of the Council on Postsecondary Education staff	4.5
Average overall rating giving equal weight to all 5 groups	4.1

General Assembly

Number of Respondents 4

Number of requests for evaluation, 6

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4		Average
Response	3	5	5	4		4.3

Comments 1 Policymaking legislators have a short-term focus. Ongoing education reform requires Dr. King's patient progress toward long-term goals to be continually translated into "short-term" wins, understandable by legislators.

(2) Does President King work effectively with the members of the General Assembly, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4		Average
Response	2	5	5	4		4.0

Comments 1 As stated above, the challenge of balancing the competing interests of the university presidents, the larger vision of postsecondary education improvement, the challenge of limited resources and the General Assembly's short-term focus is daunting.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff and other key policy leaders?

Respondent	1	2	3	4		Average
Response	4	4	5	4		4.3

Comments 1 I believe his reputation is solid and his professionalism without question. Past history of CPE leadership leaves a lingering perception that he occasionally must overcome.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4		Average
Response	2	5	5	5		4.3

Comments 1 Communicating the valuable role of sound education policy to lawmakers needs constant improvement by all leaders in the education arena. CPE and Dr. King are no exception.

Over-all evaluation by the members of the Legislature	4.2
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Governor

Number of Respondents 0

Number of requests for evaluation 1

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform and has he translated that understanding into progress and achievement?

Respondent 1 Average
Response No response

Comments

(2) Does President King work effectively with the Governor and his staff, maintaining good communication and a collegial, professional environment?

Respondent 1 Average
Response No response

Comments

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, members of the General Assembly, and other key policy leaders?

Respondent 1 Average
Response No response

Comments

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent 1 Average
Response No response

Comments

Over-all evaluation by Governor's Office Staff **N/A**

Presidents

Number of requests for evaluation, 10

Number of Respondents 6

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	5	6	Average
Response	3	3	3	4	4	5	3.7

- Comments
- 1 Understanding yes. Progress and achievement hampered by lack of executive branch and legislative support
 - 2 I checked "meets expectations" because I believe that higher education in Kentucky continues to make progress. While most of that is due to the faculty, staff, and administration of our respective colleges and universities, it does also occur through the coordination provided by Bob King and the Council. However, there is limited progress with the higher education budget, and in advocating for higher education with state government. We were able to get capital projects in the 2014-16 biennial budget, but an unexpected cut and the failure to devote any serious attention to the funding model were both disappointing.
 - 6 Bob excels in this area.

(2) Does President King work effectively with the presidents of Kentucky's postsecondary institutions, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	5	6	Average
Response	2	4	2	4	5	4	3.5

- Comments
- 1 Communication is limited and topical. Does not have a strong working relationship with the presidents. Bob's agenda does not necessarily align with the presidents. He appears frustrated with his role.
 - 2 Bob continues to communicate well with the Presidents and works in a collegial professional manner. For the most part, Bob is generally unbiased.
 - 4 Bob always strives to keep us informed and makes every effort to elicit our input.
 - 6 An area of improvement. A challenging expectation as CPE and campus presidents have different policy objectives at times.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Respondent	1	2	3	4	5	6	Average
Response	3	2	1	2	4	3	2.5

- Comments
- 1 Relationships with CPE and staff appear good. Not sure about Governor and staff. Bob does not appear to have much influence with them. Relationships with members of the General Assembly are poor to non-existent. I don't think he works at it very seriously.
 - 2 Bob has established a positive professional reputation with the Governor and General Assembly. It's just that CPE efforts have been ineffective in achieving desired outcomes. The last two models were dismissed by both the Governor and the General Assembly and an innovative capital projects pooled approach was also dismissed by the Governor and General Assembly. Thus my "Needs Improvement" score to this particular question.
 - 4 While Bob knows the state and its key players, I believe CPE needs to do a better job - with Bob as the lead - in communicating a more concise and clearer message to key policy makers as K-12 did during this past session.
 - 6 Yes, but probably could do more personally. To do more would mean shifting priorities in other areas, however.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	5	6	Average
Response	3	4	2	3	4	3	3.2

- Comments
- 2 Bob serves in an exceedingly difficult, politically charged position where the unexpected is the norm. It is difficult to coordinate eight universities and a community and technical college system and advocate for the needs of each institution. Bob is the most effective at doing so of the five CPE presidents with whom I have worked over the last 17 years. He keeps his cool when tension mounts and maintains an even keel in the midst of multiple pressures.
 - 6 Yes, reductions in staff makes this difficult at times because Bob's ability to respond ad hoc often requires staff assistance.

(5) Has President King advanced the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work- July 2013 through July 2014)?

Respondent	1	2	3	4	5	6	Average
Response	3	4	3	3	4	4	3.5

- Comments
- 1 CPE Staff has arranged the agenda pretty well all things considered. Best success this year was the tuition setting process. Good interaction with CPE members, presidents and staff.
 - 2 For the most part, Bob has led CPE efforts (staff and Council) in effective coordination with the campuses to make progress on most of the college readiness, student success, economic development, and efficiency/innovation initiatives. As stated earlier, the one glaring exception this past year was a complex funding model which was quickly shelved when the Governor announced another budget cut to higher education. Hopefully, that can be remedied with a new Governor and a performance-based funding model going forward.
 - 4 College Readiness - Yes. Student Success - needs work. Research development - yes. Efficiency and Innovation - needs work.
 - 6 It appears to be the case. CPE members are in a better position to respond.

(6) Do you view President King as an ally and advocate for the entire system of postsecondary education? Is he effective in that role and has he treated you and your institution fair?

Respondent	1	2	3	4	5	6	Average
Response	3	4	1	4	5	4	3.5

- Comments
- 1 He is an advocate but results would show not very effective. Messages too complex and not impactful. For example, P-12's message this year was "restore funding to 2008 funds..." Ours was don't cut our budget. He rarely communicates with me outside of our monthly meetings. Don't know who he talks with.
 - 2 Bob is an ally for higher education and advocates for the entire collection of institutions. He has treated me and WKU fairly and objectively. Bob is always quick to receive a call whether it be a call for help, advice, or a suggestion for CPE to consider. I also know I can trust Bob with confidential or sensitive information and receive objective council on public or private matters. I consider Bob King to be a friend and trusted colleague. Having said that, we have important work to do going forward especially in the creation of a new funding model that results in budgetary gains when the General Assembly convenes in 2016.
 - 4 Yes - Bob has always been fair and accommodating.
 - 6 Yes, it is not reasonable to expect 100% agreement. However, Bob communicates well and is open to discussing differences.

CPE Members

Number of requests for evaluation, 16

Number of Respondents

15

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	5	5	4	3	5	4	5	5	5	5	5	5	5	4.7

- Comments
- 10 He has a very clear understanding but is hindered by the fiscal realities impaired by other branches of government.
 - 11 Continues to align priorities and actions to these goals, and focuses on what progress/achievement means to various groups - board, staff, institutions, etc. Tailors his message with a clear understanding.
 - 14 I think President King has a wealth of knowledge about postsecondary education and a very clear understanding of our goals which has allowed him to lead the CPE in an exemplary fashion.

(2) Does President King work effectively with the CPE members, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	5	4	5	4	5	4	5	5	5	4	5	5	5	4.7

- Comments
- 1 Excellent communication. I appreciate the monthly phone calls and updates.
 - 5 Regular phone calls with CPE members allow us to stay abreast between meetings. His manner is always collegial and professional.
 - 7 I really like the monthly calls. He explains the issues in more detail. This helps me to gain a better understanding of those issues.
 - 8 My only criticism of Bob is that his comments are sometimes too long and he sometimes repeats what a staff member just told us.
 - 10 Very well done!
 - 11 President King shows exceptional communication skills - holds a broad set of opinions and perspectives of others in complex situations, and effectively collaborates to create new solutions.
 - 13 Great job.
 - 14 I appreciate the monthly calls that President King has with the individuals members so we can further discuss our ideas and suggestions. Very helpful.
 - 15 As brilliant as Bob is, he still takes up valuable, scarce time by talking too long.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	4	5	4	4	5	5	4	5	4	5	4	4	5	5	4.5

- Comments
- 1 Yes. He is a person of integrity, has a wealth of knowledge, and is well respected in educational and political circles.
 - 5 His relationship with Commissioner Holliday has served us well, both at the state and national levels.
 - 9 Bob balances the competing interests of the stakeholders with skill and patience, and keeps moving the ball forward.
 - 10 My knowledge is limited but he keeps us informed of this discussions with this group.
 - 11 Absolutely.
 - 14 I am particularly impressed with the relationship that President King has developed with the campus leaders enabling us to gain consensus on many controversial issues.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	4	5	4	3	5	4	5	5	5	4	4	5	5	4.5
Comments	<p>1 He's an amazing consensus builder, and meets situations head on, especially controversial ones.</p> <p>5 Budget cuts to CPE is an example of the way the calmly deals with setbacks.</p> <p>10 Handled push and shove of budgets very well</p>															

(5) Has President King advanced the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work- July 2013 through July 2014)?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	4	4	5	3	5	3	5	5	5	4	4	5	5	4.5
Comments	<p>11 President King is exceptional leader and an asset for the state.</p> <p>14 I still would like to make the objectives more quantifiable, but overall, I think President King is doing an outstanding job and we are lucky to have him!</p> <p>15 Please stay focused on accomplishing the strategic objectives in the strategic plan.</p>															

Over-all evaluation by CPE Members	4.6
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CPE senior leadership staff

Number of requests for evaluation, 11

Number of Respondents

9

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	5	6	7	8	9		Average
Response	4	5	3	5	5	4	5	5	5		4.6

Comments

(2) Does President King work effectively with the Council staff, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	5	6	7	8	9		Average
Response	5	5	3	5	5	4	5	5	5		4.7

Comments 8 Excellent leader

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Respondent	1	2	3	4	5	6	7	8	9		Average
Response	4	5	4	5	4	5	5	4	4		4.4

Comments 5 While he has made gallant efforts, more needs to be happen with workforce and economic development.
 8 Bob has done a very good job, but more can still be done with legislators.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	5	6	7	8	9		Average
Response	5	5	3	5	4	4	5	4	4		4.3

Comments

(5) Has President King advanced the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work- July 2013 through July 2014)?

Respondent	1	2	3	4	5	6	7	8	9		Average
Response	4	5	3	5	5	4	5	5	4		4.4

Comments 6 Lack of requested resources prevented some objectives from being met.

Over-all evaluation by CPE senior leadership staff	4.5
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