AGENDA
Council on Postsecondary Education
Tuesday, December 31, 2013
9:00 AM
Compilation of Strategic Agenda presentations & documents in 2013

STRONGER by DEGREES

A STRATEGIC AGENDA

for Kentucky Postsecondary
and Adult Education

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

2011-2015

Kentucky Postsecondary and Adult Education

■ **Research Universities:**

-University of Kentucky
-University of Louisville

★ **Comprehensive Universities:**

-Eastern Kentucky University
-Kentucky State University
-Morehead State University
-Murray State University
-Northern Kentucky University
-Western Kentucky University

▲ **The Kentucky Community and Technical College System:**

-Ashland CTC
-Big Sandy CTC
-Bluegrass CTC
-Bowling Green TC
-Elizabethtown CTC
-Gateway CTC
-Hazard CTC
-Henderson CC
-Hopkinsville CC
-Jefferson CTC
-Madisonville CC
-Maysville CTC
-Owensboro CTC
-Somerset CC
-Southeast Kentucky CTC
-West Kentucky CTC

● **The Association of Independent Kentucky Colleges and Universities:**

-Alice Lloyd College
-Asbury University
-Bellarmine University
-Berea College
-Brescia University
-Campbellsville University
-Centre College
-Georgetown College
-Kentucky Christian University
-Kentucky Wesleyan College

-Lindsey Wilson College
-Mid-Continent University
-Midway College
-Pikeville College
-Spalding University
-St. Catharine College
-Thomas More College
-Transylvania University
-Union College
-University of the Cumberlands
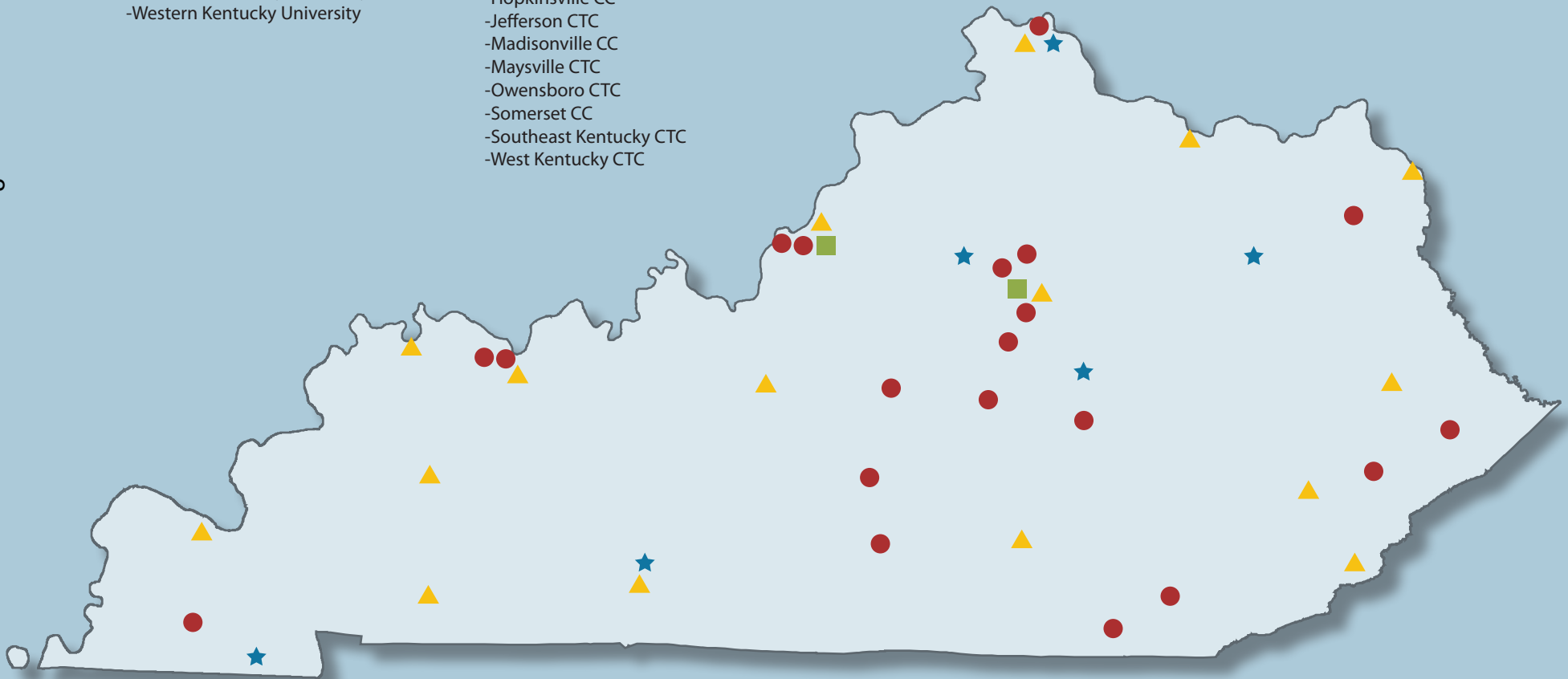
In addition to the colleges and universities listed above, the Council administers 120 adult education programs serving every county in Kentucky and reviews and licenses 45 proprietary and not-for-profit degree-granting institutions operating across the Commonwealth.

FROM THE PRESIDENT

I am pleased to introduce the 2011-2015 Strategic Agenda for Kentucky Postsecondary and Adult Education, which will guide statewide public policy priorities as we work together to fulfill the vision first articulated by Governor Paul Patton and the Kentucky General Assembly in the *Postsecondary Education Improvement Act of 1997* (House Bill 1). That legislation set out important challenges for the Commonwealth focused on elevating the standard of living of Kentuckians through postsecondary education.

Today, more than halfway to the 2020 goals in HB 1, Kentucky's colleges and universities have made impressive progress. Despite a more difficult fiscal environment than in 1997, campuses have done more with less. More people are more highly educated than at any time in Kentucky's history. Postsecondary institutions are more diverse, both in terms of enrollment and personnel. The quantity and quality of research vital to economic growth and our nation's health are world class. And the community engagement manifest at each campus is creating relationships and results that enhance quality of life and K-12 education across the Commonwealth.

This new Strategic Agenda builds on the decade of success encouraged by HB 1 and brings focus and renewed energy to our shared mission. The new Agenda is the product of hundreds of hours of work and thought from over a hundred contributors, including members of the Council on Postsecondary Education, campus presidents, chief academic and business officers, institutional research professionals, college and university faculty, as well as representatives from Kentucky's business community, the Department of Education, the Cabinets for Economic Development and Workforce Development, the Kentucky Higher Education Assistance Authority, the Education Professional Standards Board, and other organizations and state agencies.

The finished product honors the autonomy and diverse missions of the campuses. It balances the advocacy, facilitation, and communications responsibilities of the CPE with its duty to develop public policy and monitor its execution and progress. This Agenda calls on Kentucky's rich array of postsecondary campuses and adult education providers to utilize their unique capabilities to give life to the four focus areas imbedded in this document.

- First, we are committing to use our resources to support K-12 colleagues' capacity to get every youngster college- or career-ready by the time they graduate from high school.

- Second, we are committing to do all that we can to assure students persist to graduation with the knowledge and skills to succeed in their lives and livelihoods.

- Third, we recognize that our mission includes the creation of new knowledge, applying new knowledge to improve the human condition, and strengthening Kentucky's economy. Our responsibility is to be active, engaged contributors to the well-being of our communities, our schools, and the public health.

- Finally, because all institutions benefit from varying forms of public support, we will constantly strive to do all that we do as efficiently as possible.

Moving forward, campus leaders, guided by institutional strategic plans that complement this Agenda, will continue to vigorously monitor progress toward our common goals. **At the state level, a new dashboard to gauge quantitative and qualitative progress, regular status reports to the Governor and legislature, and annual campus reports to the Council will form the core of the Council's accountability structure.**

While parts of the Agenda can be implemented within existing resources and other elements will actually generate new revenue or produce savings, some will require new resources. Future budget requests will, in significant part, be guided by the elements in the Strategic Agenda, and additional energy will be focused on securing funding from philanthropic and federal sources.

The current economic conditions notwithstanding, opportunities for significant progress are emerging. Kentucky's new Strategic Agenda for Postsecondary and Adult Education encourages broad collaboration and powerful partnerships among our campuses, our adult education system, our public schools, and the Commonwealth's business, philanthropic, and political leaders. The implementation of this Agenda will forge new, effectively aligned policies, actions, and resources that will enhance the likelihood of educating more Kentuckians to the high levels necessary to compete in the global economy of the 21st Century.

Robert L. King, President
Council on Postsecondary Education

STRONGER BY DEGREES

Kentucky's postsecondary and adult education system will build upon its work over the past decade to strengthen the Commonwealth by degrees.

Kentucky believes in the transformative power of postsecondary education. This belief rests on a simple, enduring premise—a higher level of education leads to a higher quality of life, both individually and collectively. In the world's most enterprising and prosperous societies, postsecondary education is the engine of economic growth and the foundation of democracy.

The Postsecondary Education Improvement Act of 1997 (HB 1) established the Council on Postsecondary Education, which has broad statutory authority to coordinate the state's system of postsecondary education. The legislation did not change the role of the institutional governing boards, who are the primary fiduciary agents for each campus.

HB 1 was a seminal piece of legislation that established six goals for raising Kentucky's standard of living and quality of life to at least the national average by the year 2020. These goals challenge the system to accelerate degree production, modernize workforce education and training, improve the health and well-being of communities, and produce world-class research that creates jobs and powers a knowledge-based economy.

These goals are more important today than ever before. As Kentucky strives to reach the nation's level of educational attainment, the United States is losing ground to international competitors. Twenty years ago, America's young adults were the best-educated among member countries of the Organisation for Economic Cooperation and Development (OECD). In 2008, the U.S. had fallen to tenth place; now, it is tied for twelfth, behind nations as diverse as Korea, Japan, Finland, and Canada.

A 2010 study by Georgetown University's Center on Education and the Workforce predicts that by the year 2018, 54 percent of all jobs in Kentucky—over 1 million jobs—will require some level of postsecondary education or training. Currently, 32 percent of Kentuckians (25-44) have obtained at least an associate degree, compared to the national average of 39 percent.

The next generation of Kentuckians must be better educated than the one before it. The challenge is enormous, but Kentucky is achieving its goals through steady, incremental progress. **This strategic agenda calls upon Kentucky's postsecondary and adult education system to strengthen the Commonwealth by degrees.**

In carrying out this agenda, Kentucky's postsecondary and adult education system will focus on four urgent priorities—college readiness; student success; research, economic, and community development; and efficiency and innovation. Our actions will be guided by a shared purpose and common beliefs.

Kentucky's educational attainment is increasing, but still lower than the nation's
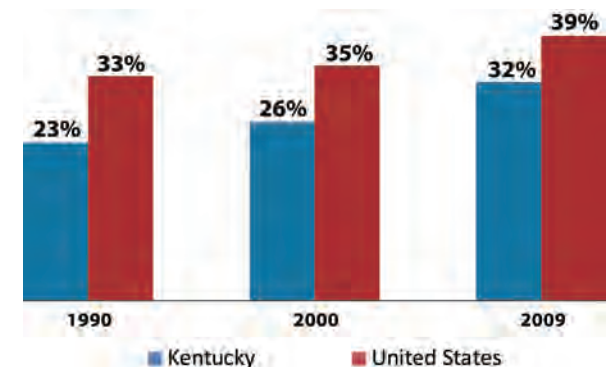
Population ages 25-44 with an associate degree or higher

Source: US Census, American Community Survey 2009 five-year estimates.

VISION:

All Kentuckians will be prepared to succeed in a global economy.

MISSION:

To deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.

VALUES:

- The highest standards of excellence in teaching, research, and public service.

- Access for all who are committed to the pursuit of higher learning.

- Cooperation, teamwork, and mutual respect for the differing missions of institutions.

- A culture of inclusion that provides equitable opportunities and celebrates diversity in people and thought.

- A postsecondary experience that prepares individuals to be informed, competent, knowledgeable, and engaged citizens and leaders.

- Prudent fiscal, intellectual, and environmental stewardship that employs resources effectively and efficiently.

- A commitment to the continuous monitoring and improvement of performance.

- Creative and innovative approaches, including the use of technology, in meeting the needs of the Commonwealth.

- Engagement with business, industry, and other community partners to improve economic vitality and quality of life.

- The promotion of education as a public good and an investment in Kentucky's future.

COLLEGE READINESS

Kentucky will be stronger by ensuring more high school graduates, GED® graduates, and working-age adults enter college prepared for credit-bearing work.

Progress

With the passage of *Senate Bill 1* in 2009, college readiness has been at the forefront of the postsecondary system's policy agenda. Collaboration between secondary and postsecondary educators has never been greater. These partnerships have contributed to significant improvements in college access and readiness.

Challenges

While progress has been significant, many Kentucky students who transition to college are not fully prepared for the rigors of postsecondary education. In 2010, 63 percent of recent high school graduates entering community and technical colleges and 27 percent entering public universities needed remediation in one or more subjects. Additionally, 90 percent of GED graduates were not ready for placement in credit-bearing courses.

Students who are not academically or financially prepared for college face greater obstacles to degree completion. Developmental education lengthens a student's time-to-degree, increases costs, and consumes institutional resources. Students need stronger academic and social supports and clear pathways to success.

The Department of Education, the Education Professional Standards Board, and Kentucky's K-12 educators are committed to creating "Next Generation" professionals and support systems to make "every child proficient and prepared for success." It is now clear that "prepared for success" means college- or career-ready.

Kentucky's postsecondary system will work hand-in-hand with K-12 and adult education providers to ensure students understand what they need to know and be able to do to succeed at the next level. Postsecondary institutions most directly affect K-12 student performance through the quality and effectiveness of the teachers they produce. Therefore, the system will focus on improving the quality of educator preparation programs and providing continuous growth and professional development opportunities for teachers and school leaders.

More students are meeting statewide college readiness standards
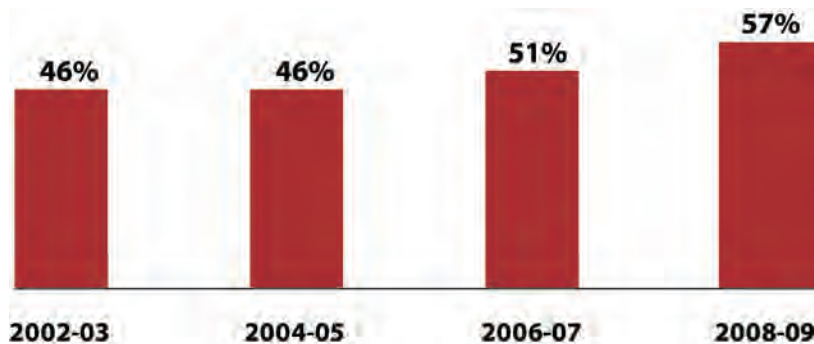
All undergraduate degree- and credential-seeking students who met statewide college readiness standards.

Source: CPE KPEDS

LEGISLATIVE MANDATES

HB 1 (1997) *states that "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky's postsecondary institutions." Goal 1 envisions a "seamless, integrated" educational system.*

SB 1 (2009) *directs the elementary, secondary, and postsecondary systems to align revised K-12 academic standards with college readiness requirements and expectations. SB 1 declares that "schools shall expect a high level of achievement of all students."*

The Adult Education Act (2000) *calls on the postsecondary and adult education system to "significantly elevate the level of education of the adults of the Commonwealth."*

COLLEGE READINESS

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Strategies:

1.1. Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by *Senate Bill 1* (2009).

1.2. Support effective intervention strategies for underprepared students prior to postsecondary admission.

1.3. Strengthen the college-going and completion culture in Kentucky.

Policy Objective 2: Increase the number of college-ready GED graduates.

Strategies:

2.1. Increase enrollment and retention in Kentucky Adult Education programs and services.

2.2. Implement initiatives to increase the number of Kentucky Adult Education students transitioning to postsecondary education.

2.3. Attract, retain, and prepare highly effective adult educators.

Policy Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

Strategies:

3.1. Ensure K-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.

3.2. Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.

PERFORMANCE METRICS

- READINESS OF KENTUCKY HIGH SCHOOL GRADUATES WHO ENTER COLLEGE
- NUMBER OF GED® GRADUATES
- NEW TEACHER EXCELLENCE

STUDENT SUCCESS

Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.

Progress

Kentucky's colleges and universities have made dramatic improvements in enrollment and degree production over the last decade. Since 2001, total enrollment has increased 25 percent, and total degrees and credentials are up 84 percent.

Challenges

While completion rates at Kentucky colleges and universities are increasing, progress must accelerate. Less than half of first-year college students (47 percent) graduate from a public university within six years. The four-year graduation rate is only 18 percent. Less than a quarter of associate degree-seeking students (23 percent) graduate from community or technical college within three years.

Additionally, average completion rates mask performance gaps among various groups of students, a greater challenge as Kentucky grows more racially and culturally diverse. Lower-income, underprepared, and underrepresented minority students succeed at lower rates. Students from metropolitan areas outperform students from rural, underserved areas. These performance gaps must be narrowed.

Kentucky's future in large part depends upon helping more students advance through the educational system and graduate in less time—working-age adults as well as recent high school graduates. Financial barriers to accessing and completing college must be reduced.

Increases in degree production and completion rates, while critical, cannot be achieved at the expense of academic quality. Kentucky's colleges and universities will continue to uphold high academic standards and empower all students to meet them.

Policy Objective 4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

Strategies:

4.1. Maximize KCTCS's role as a high quality, low-cost provider of postsecondary education and transfer opportunities encouraging college access and success.

4.2. Provide institution and student incentives to increase high-quality degree production and completion rates.

4.3. Increase the use of data, information, research, and technology to improve student learning and outcomes.

4.4. Support new pathways for adult learners to enroll and complete postsecondary degrees and credentials.

4.5. Secure adequate institutional funding to support high-quality faculty and staff, effective student and academic support services, technology enhancements, and other resources to enhance student success.

PERFORMANCE METRICS

- DEGREES & CREDENTIALS CONFERRED
- GRADUATION RATES
- GRADUATION RATE GAPS
- STATE APPROPRIATIONS FOR PUBLIC HIGHER EDUCATION
- STATE FINANCIAL AID FUNDING DEFICIT

4.6. Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.

4.7. Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

Policy Objective 5: Decrease financial barriers to college access and completion.

Strategies:

5.1. Increase funding for the state's need-based student financial aid programs and ensure they address the needs of part-time, transfer, and adult learners, as well as traditional students.

5.2. Advocate for sufficient state operating support, financial aid, and campus efficiencies to reduce pressure on tuition.

5.3. Support Pell Grants, the simplification of FAFSA, college savings programs, college work study, tax credits, and other federal aid initiatives intended to maximize student access and success.

5.4. Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to assist them.

Degrees and credentials have increased dramatically

Total Increase 84%
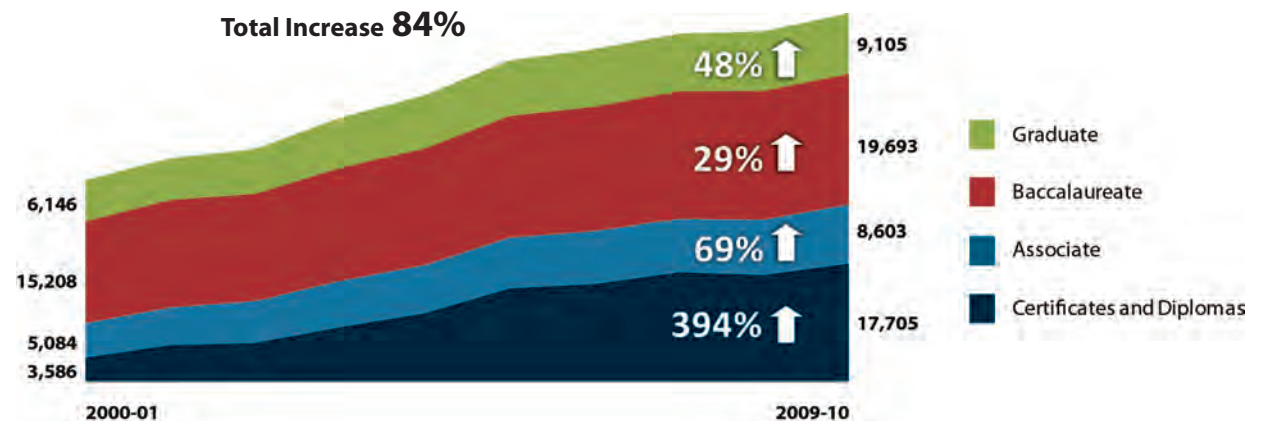
Includes only public and AIKCU independent colleges and universities
Source: CPE KPEDS

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RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Kentucky will be stronger by generating new knowledge and research investments, producing high-demand degrees, increasing the educational attainment of its workforce, and improving its communities.

Progress

Over the last decade, Kentucky's universities attracted world-renowned researchers, more than doubled their collective federal research funding, and made large investments in public service. These efforts yielded new knowledge and applied and translational research that led to new products, businesses, and jobs. The campuses also have played an active role in supporting local schools, governments, economic development efforts, and the provision of healthcare.

Kentucky public universities are attracting more external R&D funding (in millions)
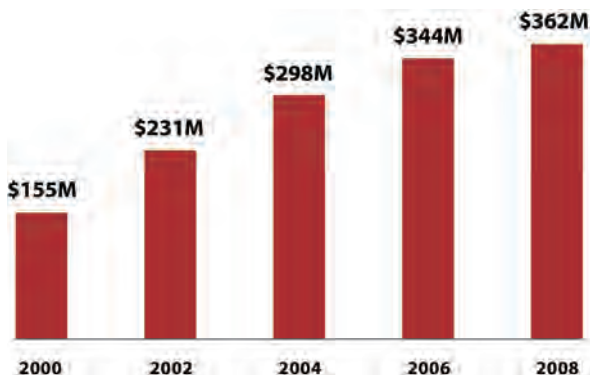
Includes state, federal, and corporate research dollars and excludes university-funded research.

Source: National Science Foundation.

Challenges

While the achievements of Kentucky's postsecondary institutions have been impressive, the economy has been slow to transform. Kentucky currently ranks:

- 45th on the New Economy Index, which measures knowledge jobs, globalization, economic dynamism, the digital economy, and innovation capacity.
- 45th in the number of science, technology, engineering, and math (STEM) degrees awarded as a share of all degrees.
- 41st on annual per capita postsecondary research and development expenditures.

As Kentucky ramps up efforts to compete effectively in the global economy, degree production must be aligned with the current and projected workforce needs of the state. More students should be engaged in undergraduate research and encouraged to pursue STEM +H (science, technology, engineering, math, and health) and other high-demand fields.

At the same time, Kentucky's postsecondary institutions will continue to advance social, artistic, cultural, and environmental progress through regional stewardship and embrace the value of the liberal arts. Postsecondary faculty and staff will educate future professionals, entrepreneurs, and citizens and upgrade the skills of current employees. An educated workforce and high quality of life will attract more educated people to the state, which in turn will lure prospective employers.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Strategies:

6.1. Support the critical role that the University of Kentucky and the University of Louisville play in the creation of new knowledge and recognize universities and faculty members for the advancement of knowledge and enlightenment.

6.2. Support collaborative research efforts that leverage university expertise, lead to research investments and commercialization in high-growth or emerging areas, and are aligned with business and industry growth.

6.3. Develop and implement a strategic communications plan that highlights campus-based research and development initiatives and the impact of this work on Kentucky's economic and community competitiveness.

6.4. Secure additional funding for research matching programs and explore new funding approaches to maximize research, *Kentucky Innovation Act* investments, and multi-campus collaborations.

6.5. Advance Kentucky's STEM+H agenda through ongoing leadership, advocacy, and collaborative efforts.

6.6. Foster an innovative, creative, and entrepreneurial culture within the postsecondary education community.

Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.

Strategies:

7.1. Strengthen and expand partnerships with business, industry, government, non-profit, and other educational entities to meet Kentucky's workforce and community needs.

7.2. Support collaborations among postsecondary education providers to serve regional needs and planning efforts to raise the educational attainment level of the Commonwealth.

7.3. Maximize the impact of postsecondary education's contribution to improving the health of Kentucky's people.
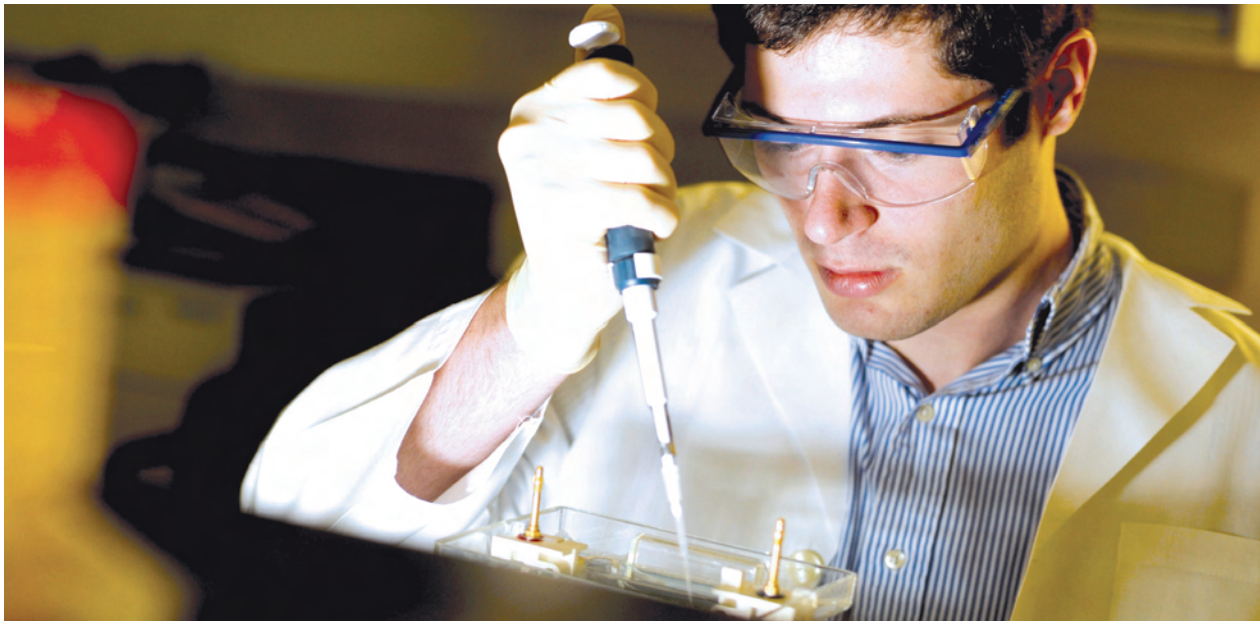
PERFORMANCE METRICS

- RESEARCH & DEVELOPMENT FUNDING
- DEGREES AND CREDENTIALS IN STEM+H FIELDS (SCIENCE, TECHNOLOGY, ENGINEERING, MATH, AND HEALTH)
- EDUCATIONAL ATTAINMENT AT THE ASSOCIATE LEVEL AND HIGHER

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EFFICIENCY & INNOVATION

Kentucky will be stronger by creating new ways of serving more postsecondary students at a high quality in a challenging resource environment.

Progress:

Kentucky's public and independent institutions more than doubled the number of degrees and credentials produced over the past ten years. This has been accomplished in a challenging resource environment where state support per student, adjusted for enrollment growth and inflation, decreased by more than $3,000 per student. A portion of that funding loss was offset by tuition paid by students and families, as well as increased financial aid.

Aggressive cost containment, cost avoidance, and reallocation strategies—including the effective use of technology, renegotiating vendor contracts, outsourcing, and many other initiatives—have produced dramatic savings to the state and enabled

postsecondary education to maintain quality and move forward on improvement efforts in a fiscally challenging environment.

Challenges:

As state revenues continue to be unpredictable and support for public services vacillates, postsecondary institutions will find ways to increase capacity and maintain quality while moderating tuition increases and containing costs. Meeting these challenges will require greater innovation and flexibility than ever before.

The "new normal," however difficult, provides a powerful incentive for continued change. Kentucky's postsecondary education institutions will continue to discover new approaches and revenue streams to improve quality and productivity. Offering academic

programs and educational services in multiple formats that accommodate different learning styles makes education work for more students and increases capacity. Postsecondary institutions will continue to streamline administrative operations, improve space utilization and the use of technology, and maximize opportunities for joint purchases and contracts.

The system is continuously monitoring progress and using data to make effective, informed decisions that promote student success. Colleges and universities that rise to the challenge of improved performance deserve incentives and rewards. Higher education funding mechanisms will be reexamined to ensure state investments are maximizing desired results.

LEGISLATIVE MANDATES

HB 1 (1997) *envisions a postsecondary system with a single point of accountability to "ensure coordination of programs and efficient use of resources."*

The Governor's Higher Education Work Group (2009) *recommended several measures to increase the postsecondary system's efficiency, productivity, and financial transparency.*

Public degree and credential production doubled while state support declined
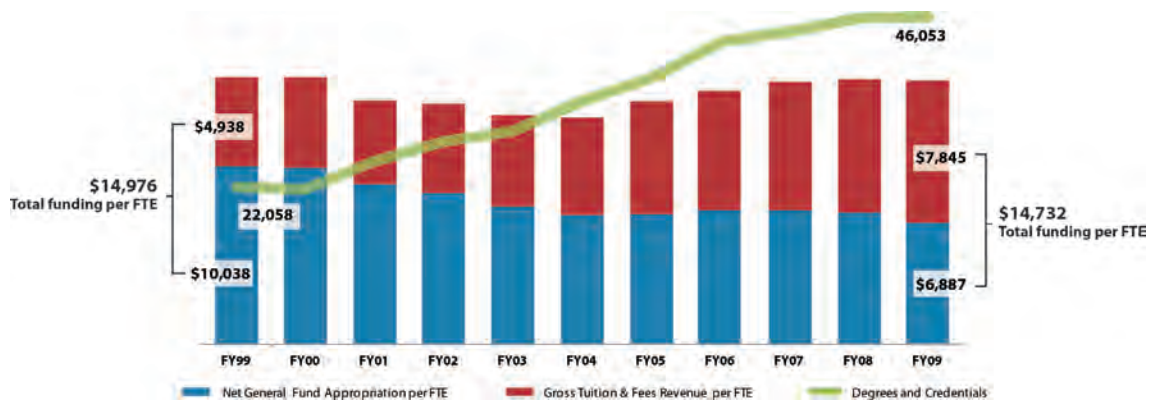
Funding amounts are adjusted for inflation.
Source: CPE KPEDS

EFFICIENCY & INNOVATION

Policy Objective 8: Increase academic productivity through program innovations.

Strategies:

8.1. Increase productivity and maximize success for both traditional and nontraditional students through course redesign and alternative methods of program delivery.

8.2. Build upon the success of Kentucky's Virtual Campus and Virtual Library to maximize the use of technology in implementing academic innovations.

8.3. Redesign approval and review processes for new and existing academic programs to ensure alignment with state needs.

Policy Objective 9: Maximize the use of postsecondary and adult education resources.

Strategies:

9.1. Effectively integrate Kentucky's independent colleges and universities into efforts to achieve greater efficiencies and expand postsecondary opportunities.

9.2. Explore options for consolidating or outsourcing pertinent operations, as well as facilitating joint purchasing and contracts.

9.3. Develop statewide policies that promote the effective and efficient use of capital facilities and infrastructure.

PERFORMANCE METRICS

- ONLINE LEARNING
- DEGREE PRODUCTIVITY RELATIVE TO EDUCATION AND RELATED EXPENDITURES

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IMPLEMENTING THE STRATEGIC AGENDA

Achieving the policy objectives and strategies outlined in the 2011-15 Strategic Agenda will make the Commonwealth grow "Stronger by Degrees." The following are critical to its successful implementation.

- **Adequate Funding.** Sustained, adequate funding in direct operating support to public postsecondary education institutions is vital to achieving statewide policy objectives and moving forward on the aggressive, long-term goals of HB 1 (1997). Increases in state funding, tuition revenue, and financial aid, as well as aggressive cost control, will be required to increase productivity and protect college access for low- and moderate-income students and families.

- **Accountability.** Accountability in higher education is a shared responsibility that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. It will take a common commitment between the Council; institutional governing boards, policy leaders, faculty, and staff; Kentucky's adult education system, students, and parents; the Governor and the General Assembly; the K-12 system; and key state agencies and stakeholders to demonstrate accountability at both the state and institution level.

- **Performance Metrics and Targets.** A select number of state and institutional performance metrics, with negotiated targets for 2015, will help guide progress on the 2011-15 Strategic Agenda, HB 1 mandates, and other reform legislation. Other data, including various leading and lagging indicators, will be monitored to gauge improvement and assist in policy development.

- **Implementation Plans.** The Council is directed by statute to draft an implementation plan that will be pursued collaboratively with institutional representatives and other key stakeholders over the next four years. This policy work is intended to complement, not supplant, the strategic plans approved by institutional governing boards that broadly align with the strategic agenda and allow postsecondary education institutions to achieve their unique missions.

- **Reporting and Benchmarking.** A new Web-based performance dashboard and improvements to the Council's accountability reports will provide easy access to the data and information needed to understand absolute and relative progress on key objectives and strategies. Council and other stakeholder meetings will allow for regular updates on progress.

- **Incentives.** As originally envisioned by HB 1, strategic trust funds and various incentive programs are crucial to stimulating increases in degree production, research activity, community outreach, and workforce development. Kentucky must continue to fund proven programs like "Bucks for Brains," Regional Stewardship, Workforce Development, Kentucky Innovation Funds, and EPSCoR, and provide new incentives directly related to improvements in degree production.

- **Balancing Quality and Quantity.** One of the key challenges is balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and educational attainment. Strengthening current programs and expanding new ones will help the system control costs, both for students and the state.

PERFORMANCE METRICS

	Statewide	Institution	Region
College Readiness	Readiness of Kentucky high school graduates who enter college		Readiness of all high school graduates in the region
	GED® graduates		College-going rate of high school graduates in the region
	New teacher excellence (top 15% nationally)	New teacher excellence (top 15% nationally)	
Student Success	Degrees and credentials conferred	Degrees and credentials conferred	
	Graduation rates (bachelor's and associate)	Graduation rates (bachelor's and associate)	
	Graduation rate gaps of low-income, underprepared, and underrepresented minority students	Graduation rate gaps of low-income, underprepared, and underrepresented minority students	
	State appropriations for public higher education	Transfer from KCTCS to four-year colleges and universities	
	State financial aid funding deficit	Net direct cost for low-income students	
Research, Economic and Community Development	Research and development funding	Research and development funding	
	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	
	Educational attainment at the associate degree level and higher, ages 25-44		Educational attainment at the associate degree level and higher in the region, ages 25-44
Efficiency and Innovation	Online learning	Online learning	
	Degree productivity relative to education and related expenditures	Credits earned by degree graduates	

For more information on this Strategic Agenda, visit cpe.ky.gov

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997* and the *Adult Education Act of 2000*. Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- monitoring and approving tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- administering adult education programs serving every county in Kentucky.

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Beth Patrick, MoSU
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Kentucky
UNBRIDLED SPIRIT

Overview and Update on
College Readiness Objectives and Strategies

In February 2011, the Council on Postsecondary Education approved "Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education" for 2011-15. Over the course of 2011 and 2012, Council staff has presented updates at each Council meeting on efforts to implement the objectives of one of the four focus areas of the agenda.

This meeting will be the second to present progress made toward the college readiness focus area. The agenda advances three main policy objectives to guide the postsecondary system's work in this area:

- Policy Objective 1 – Increase the number of college-ready Kentuckians entering postsecondary education.

- Policy Objective 2 – Increase the number of college-ready GED graduates.

- Policy Objective 3 – Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

The update will highlight collaborative initiatives underway to expand college and career readiness advising, develop intervention strategies for high school students who have not met college readiness benchmarks, align GED coursework with the common core standards, improve teacher training and faculty professional development, and other efforts to decrease the number of college students needing developmental education.

Staff preparation by Lee Nimocks

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.1: Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by Senate Bill 1 (2009).

- **The Kentucky Core Academic Standards**, the common core standards for English literacy and mathematics, **continue to act as a shared reference point for what constitutes college readiness across the K-12, adult, and higher education systems**. The Council staff convened a work team meeting to create a broad-based understanding of the progression of the English literacy and mathematics content standards from elementary to high school to postsecondary introductory coursework.

- **The Council staff convened postsecondary science and social studies work teams comprised of faculty, adult educators, and K-12 content leaders to discuss expectations of students entering credit-bearing coursework in those content areas.** These teams reviewed and reacted to released frameworks and draft standards to ensure alignment of standards and expectations. Once these content standards are adopted, online modules will be built and provided at www.kycorestandards.org to inform postsecondary faculty of the standards and their impact on college entry-level curriculum.

- The Council continues to provide information about **evidence-based college readiness programs**, bridge programming, and services supporting high school and adult students entering college underprepared for credit-bearing coursework.

- The Unified Strategy for College and Career Readiness is being implemented collaboratively at K-12 schools and postsecondary institutions. State goals are to reduce the need for remediation of recent high school graduates by 50 percent by 2014 and to increase college completion rates of students entering with remediation needs. Two recent reports indicate marked improvements in the readiness of recent Kentucky graduates. The Kentucky Department of Education indicated a readiness improvement from 34 percent of the 2010 graduates to 47.2 percent in 2012 and the Council reported a 6.2 percent decrease in the need for remediation of recent Kentucky graduates between fall 2010 and fall 2011.

Update: April 18, 2013

- The Council has supported the development of KYOTE placement exams for mathematics (college readiness and college algebra), writing, and reading. The exams were designed around the Kentucky key learning outcomes for college and career readiness and act as one of the readiness indicators used by all Kentucky public postsecondary institutions. These exams are available at no cost to any Kentucky K-12 or postsecondary institution.

Strategy 1.2: Support effective intervention strategies for underprepared students prior to postsecondary admission.

- **A college readiness module is under development** and will be available to K-12, adult, and postsecondary educators with resources and data on the progress in meeting college readiness and developmental education goals. This information will be available on the www.kycorestandards.org website by June 2013.

- **CPE staff and postsecondary faculty supported the Kentucky Department of Education in designing middle school and high school senior year course frameworks for mathematics, writing, and reading.** Students not meeting benchmark scores for readiness are required to receive intervention programming based on 8th grade ACT EXPLORE scores and 11th grade ACT scores. Students can demonstrate readiness for credit-bearing college courses in the senior year by completing transitional course or intervention programming and meeting benchmark scores on placement exams recognized by every public postsecondary institution. Kentucky is working with the Southern Regional Education Board (SREB) to develop senior year transitional courses and related curricula and assessments that will be used across states in the region.

- **Eight educational leadership networks** have been established to support the full implementation of the Kentucky Academic Content Standards. Each network includes two full-time postsecondary faculty who work with KDE leadership and school leaders to provide professional development training on the standards and related assessments for teachers and school leaders.

- In 2011, the Council received federal grant funding for **GEAR UP Kentucky 3.0 (2011-2017)**, which helps students plan for, apply to, and pay for college. The program serves 30 middle schools in 22 Kentucky counties and their corresponding high schools.

- **GEAR UP Kentucky developed a customized college readiness curriculum for middle school students** focused on developing the learning skills needed to succeed in postsecondary education. GEAR UP-2-Learn is a 20-hour curriculum per grade level that supports the development of learning skills such as goal setting, problem solving, time management, financial literacy, and more. This curriculum is currently being

delivered to 7th and 8th graders in all GUK middle schools by GUK school-based staff. **GEAR UP Kentucky also developed and is currently implementing a comprehensive student advising model** in participating schools called GEAR UP-2-Success. This data-driven advising model utilizes an early warning system to monitor student performance. The model provides individualized advising for all students while flagging students who are at risk of falling off track to graduate college-and-career ready and matching them to appropriate targeted interventions. In addition, all 8th grade students will have the opportunity to visit at least one college campus.

Strategy 1.3: Strengthen the college-going and completion culture in Kentucky.

- A **College and Career Readiness Advising Toolkit** for all middle and high school teachers was developed and implemented in 2012. The toolkit has been used extensively in the college readiness Operation Preparation initiative supported by K-12 and postsecondary education. The focus is on the skills and attitudes needed to enter college or the 21st century workplace prepared.

- **GEAR UP Kentucky** and its partners have been implementing a series of school improvement activities to support the creation of a sustainable college-going culture in participating middle and high schools. Last spring classroom walkthroughs were completed in all 52 middle and high schools including science, ELA, and math classes; this baseline data included a school self-assessment process utilizing the GUK School Performance Guide. Using the data collected, GUK 3.0 worked with schools to develop school sustainability plans targeting strategies for improvement. A series of regional two-day Transition Workshops was offered in March. The workshops promoted vertical conversations around 8th grade student preparation for high school. The workshops included the opportunity to examine EXPLORE assessment data, make connections between EXPLORE results and emerging student needs, and plan for support systems for the rising 9th grade students.

- In summer 2013, GEAR UP Kentucky 3.0 hosted a statewide **Institute for a College-Going Culture** which brought together nearly 300 college access professionals, school leaders, and postsecondary education faculty to provide a broader context for college access and readiness. The two-day conference provided sessions on a range of topics designed to clarify roles in promoting a college-going culture in Kentucky schools and clarify pathways for new or expanded collaboration.

- GEAR UP Kentucky 3.0 publishes the *GEAR UP Gazette*, a monthly insert in the Lexington Herald-Leader through a partnership with its Newspapers in Education program. The *Gazette* includes articles on a range of college readiness topics for students and parents, including the benefits of earning a college degree and how to plan, pay, and apply for college. The *Gazette* is provided in every issue of the newspaper statewide and distributed to all GEAR UP schools.

- Students are encouraged to take advantage of AP, IB, dual credit, and early college opportunities. Council staff convened a dual credit work team to **create a statewide dual credit policy and a chart standardizing the awarding of AP and CLEP credit across public postsecondary institutions**. The statewide dual credit policy will be fully implemented in fall 2013.

- **Summer bridge programming**, offered on most public postsecondary campuses, builds the needed skills and attitudes for success for students entering college not yet prepared for credit-bearing coursework. Student mentoring, proactive academic advising, and tutoring are essential student success components of these programs that have demonstrated success in closing the gaps for first-generation students and other diverse student populations.

Policy Objective 2: Increase the number of college-ready GED graduates.

Strategy 2.1: Transform adult education services and expand outreach efforts leading to higher student engagement levels.

- Due to GED® test changes to occur in January 2014, Kentucky Adult Education (KYAE) has developed a **grassroots outreach campaign** aimed at the 16,000 Kentuckians who have started but not completed GED® testing. If they do not finish by December 18, 2013, their scores will expire. KYAE has provided local adult education programs with a broad array of outreach resources and materials for communicating with and recruiting students. In addition, KYAE will release a targeted mathematics online course to assist the nearly 3,000 students who have achieved a minimum score in each content area of the test except mathematics.

- For the seventh year, **KYAE has partnered with McDonald's of Central and Southeastern Kentucky** to encourage GED® attainment with in-store promotions funded by the restaurant owners in 34 counties. With the leadership of Council member and McDonald's owner Joe Graviss, McDonald's restaurants in another 38 counties have joined the campaign.

- A KYAE instructional technologist is promoting innovations in technology by assisting adult education programs with effectively integrating technology into instruction. Assistance includes individual and small-group training on effective use of technology, multimedia, and education services and resources.

- Recognizing the ever-increasing need to prepare students for college and careers, **KYAE is developing Integrated Education and Training (IET) models** to meet student and employer needs. Based on best practices and research, IET models respond to business and industry's needs by delivering adult education in tandem with employability skills for employees to remain competitive in a global market.

- **KYAE and the Kentucky Department of Corrections are working to increase services in state correctional facilities** with waiting lists for entry into adult education programs. By increasing the number of classes, the number of inmates entering adult education programs and earning a GED® credential will grow.

Update: April 18, 2013

- As part of KYAE-sponsored professional development, adult educators in 46 counties have been trained in the **PowerPath to Education and Employment system** to focus on how individuals learn. PowerPath screens for key breakdowns in learning that result from challenges in vision and hearing, visual stress syndrome, attention, and information processing. It provides tools for identifying the underlying barriers to education and employment success.

- The **National Career Readiness Certificate (NCRC)** is a stackable credential that documents employment skills critical to workforce success. KYAE provides instruction and pays for the assessment leading to NCRC attainment for eligible students. More than 2,200 KYAE students earned an NCRC last fiscal year.

Strategy 2.2: Implement initiatives to increase the number of KYAE students advancing to postsecondary education.

- Kentucky was the first state to adopt **Common Core State Standards in adult education**. Adult educators are required to participate in three years of intensive and comprehensive professional development leading to implementation of KYAE Common Core Standards (KCCS) in English/language arts and mathematics. The KCCS professional development will build instructors' understanding of the standards taught; provide tools to translate the standards into curriculum and align student assignments to standards; and help program directors assess the extent to which instructors are teaching to the standards and using effective instruction. Adult educators are working in learning communities to identify new curricula and resources where necessary to align with elevated standards.

- **Kentucky's Accelerating Opportunity (AO) program**, a partnership of KYAE, KCTCS, and the Kentucky Education and Workforce Development Cabinet, is helping Kentuckians earn college credit and workforce credentials by integrating the delivery of basic academic and technical skills. AO will soon be offered at all 16 KCTCS colleges including adult education programs in 17 counties. Local Office of Employability and Training offices and affiliates are coordinating efforts to provide referrals to AO programs and career pathways guidance/advice to potential students.

Strategy 2.3: Attract, retain, and prepare highly effective adult educators.

- Kentucky's educational system, including adult education, has embraced college-ready, standards-based instruction, which will naturally lead to preparing students for careers and postsecondary education. KYAE is **developing adult educators' standards-based knowledge and competencies** through unpacking standards, aligning resources, identifying lead standards, building lesson plans and instructional units, and reflecting upon student learning. KYAE expects the adult educator's repertoire of instructional tools to grow resulting in the full implementation of sustainable, standards-based instruction – ultimately permitting *adult* students the same advantages to career- and college-readiness as any other student.

- To ensure high-quality, research-based professional development, KYAE and its contracted expertise of partners – Adult Education Academy, Morehead State University; Collaborative Center for Literacy Development, University of Kentucky; the National Center for Family Literacy; and Kentucky Educational Television – are executing year two of a three-year **Standards-in-Action (SIA) professional development model** and beginning to plan for future professional growth opportunities that will buttress institutionalizing standards-based instruction. Recent research indicates that successful professional development features hands-on activities that are sustained over time, collaborative, job-embedded, and reflective – all of which are included in KYAE's SIA professional development.

- Program leadership is second only to actual instruction in affecting student performance. Therefore, professional development efforts continually support growing program directions as instructional and administrative leaders by modeling and encouraging collegial collaboration, inclusive decision-making and quality working conditions.

- KYAE is designing an **enhanced data collection system** that will integrate new technologies for enhancing the data collection, reporting, and analysis capabilities at both local and state levels.

- KYAE encourages providers serving multiple counties to consider models that would employ full-time content experts who circulate as instructors among the counties.

Policy Objective 3: Increase the effectiveness of Kentucky's P-12 teachers and school leaders.

Strategy 3.1: Ensure P-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.

- The Council recently solicited applications from Kentucky public higher education institutions and P-12 school districts to develop, implement, and evaluate **model clinical teacher preparation programs**. The competition focused on two partnerships between a public university and a middle or high school, one in a large school district and another in a smaller school district. The Council will consider recommendations from a review committee at the April 2013 meeting.

Proposals were required to:
- Integrate coursework, theory, and pedagogy with practitioner knowledge.
- Reflect best practices in clinical teacher preparation.
- Be mutually beneficial to higher education institutions and P-12 schools.
- Demonstrate the attributes of clinical teacher preparation outlined in the NCATE Blue Ribbon Panel report.
- Integrate the new clinical requirements of 16 KAR 5:040.
- Demonstrate clinical teacher preparation at the middle school and secondary levels.
- Lead to systemic change in policy and practice in partnering institutions.
- Be sustainable over time.

Additionally, proposals were asked to:
- Describe the components of the clinical model, including curricular adjustments, co-planning time, co-teaching, discussion forums, etc., that will be implemented in the project.
- Describe how the clinical training site was selected and how it qualifies as an exemplary clinical site.
- Identify the number and percentages of university faculty and school-based faculty who will participate in the project. Provide evidence that the faculty leading and working in this model have the experience and expertise to do so and/or will receive the appropriate training.
- Describe the assessment system that demonstrates candidate knowledge, skills, and dispositions in a program and how that system captures and reports data for continuous improvement of candidates and P-12 student achievement.

Update: April 18, 2013

STRONGER by DEGREES
http://cpe.ky.gov/strongerbydegrees

- Describe how the institution will support faculty, instructors, and university field and clinical supervisors.
- Describe how the institution's faculty work will be acknowledged, valued, and rewarded.
- Describe the training for P-12 teachers who will serve as mentors for teacher candidates and training for the principal of the school.
- Describe the teacher candidate performance assessment and how it will be used to support a continuous improvement system at the clinical site.
- Describe how new teachers are supported and inducted into the profession in this model and how the program will dovetail with KTIP and current clinical activities.
- Describe how the clinical model can be sustained over time.
- Describe the benefits of this model for P-12 students, P-12 schools, teacher education candidates, and teacher education programs.
- Include an evaluation plan for the project that addresses how the model aligns with the NCATE Blue Ribbon Panel report and accountability structures, e.g., national and state accreditation and program standards and state regulations.
- Describe a strategy for sharing the results of the project.

Strategy 3.2: Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.

- In November 2012, the Council on Postsecondary Education approved $895,000 in grant funding to seven projects for postsecondary institutions to offer professional development for P-12 teachers and administrators. The federally-funded **Improving Educator Quality grant program**, currently in its 11th year, awards grants to partnerships that deliver research-based training programs to P-12 teachers and administrators. A request for proposals for Year 12 will be released this spring.

- In 2010, CPE received a one-time appropriation by the Kentucky General Assembly to support activities related to SB 1 implementation and college readiness. A significant portion of these funds was awarded to create three **Partnership Academies** across the Commonwealth. They are housed at Morehead State University, Northern Kentucky University, and Western Kentucky University.
  - Each Academy serves school districts within the university's service region, with an emphasis on struggling schools.
  - The Academies work with P-12 educators to identify specific instructional and student learning needs and customize professional development plans to help teachers implement new teaching strategies based on ongoing assessment results (EPAS, ACT, KYOTE, as well as teacher-made tests).
  - In simple terms, these continuous assessment models teach the teachers how to make sense of various assessment results and tailor instruction to address their students' particular needs.

- – The Academies also communicate postsecondary expectations to school districts and adult education centers and aid in the implementation of the Common Core Standards and related assessments for placement purposes.

- Over time, the strong relationships formed between the university Academies and local schools will produce a number of benefits:
  - – More high school students will be "college-ready" upon graduation.
  - – Fewer first-year college students will need remediation.
  - – Postsecondary faculty, by working extensively with area high schools, will have a better understanding of the Common Core Standards and can ensure alignment with university developmental coursework.
  - – Colleges of education will have better information about effective teaching and assessment practices in area schools, which will inform curriculum improvements in undergraduate and graduate programs, as well as professional development offerings for in-service teachers.
  - – The entire education community—both P-12 and postsecondary education— will be empowered to take responsibility for the educational attainment of the region.

- In 2012, CPE, KDE, and JCPS agreed to invest in principal training, focusing on leaders in Kentucky's 'turn around' or low performing schools using the **National Institute for School Leaders training (NISL)** program. NISL offers a high-quality, research-based professional development program designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools. Specifically, this program will certify a preselected cohort of former principals, superintendents, and higher education faculty across the state. Once completed, the NISL candidates will work with school districts in their local areas to train principals and assistant principals specifically in low-performing schools. The NISL train-the-trainer program is a 15 month intensive training model that focuses on the following areas: leadership, strategic planning, student (customer) stakeholder, measurement and analysis, human resources, processes, and results.

STRONGER by DEGREES

Focus on College Readiness

A Presentation to the
Council on Postsecondary Education
April 18, 2013

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

FOUR AREAS OF FOCUS

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS

What are our Policy Objectives?

1) Increase the number of college-ready Kentuckians entering postsecondary education.

2) Increase the number of college-ready GED graduates.

3) Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

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4/18/13

Strategies to Improve

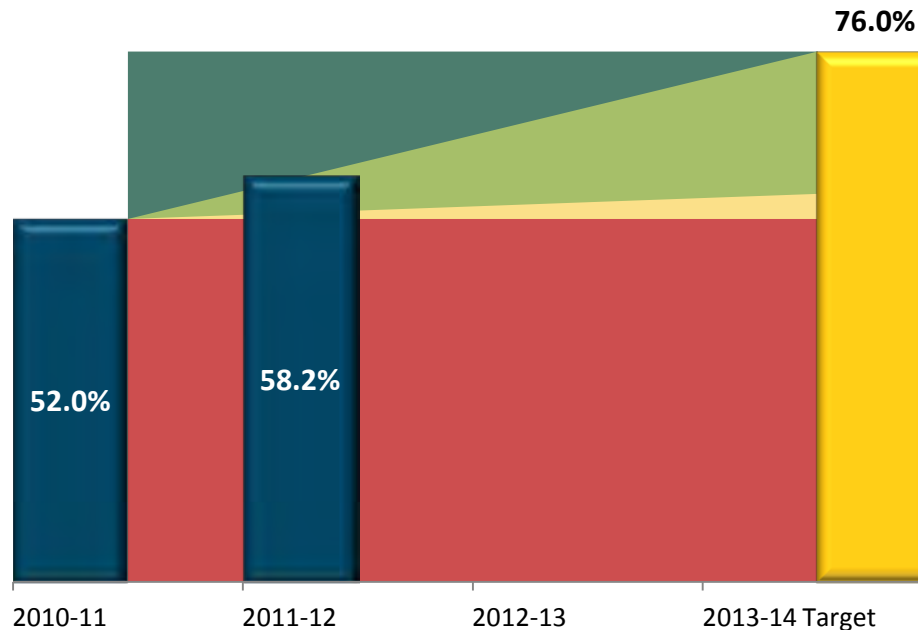**Objective 1:** Increase the number of college-ready Kentuckians entering postsecondary education.

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

College readiness of college entrants

Percent of recent Kentucky high school graduates who entered college in Kentucky and met statewide standards for readiness in English, mathematics, and reading. Source: CPE Comprehensive Database (KPEDS).
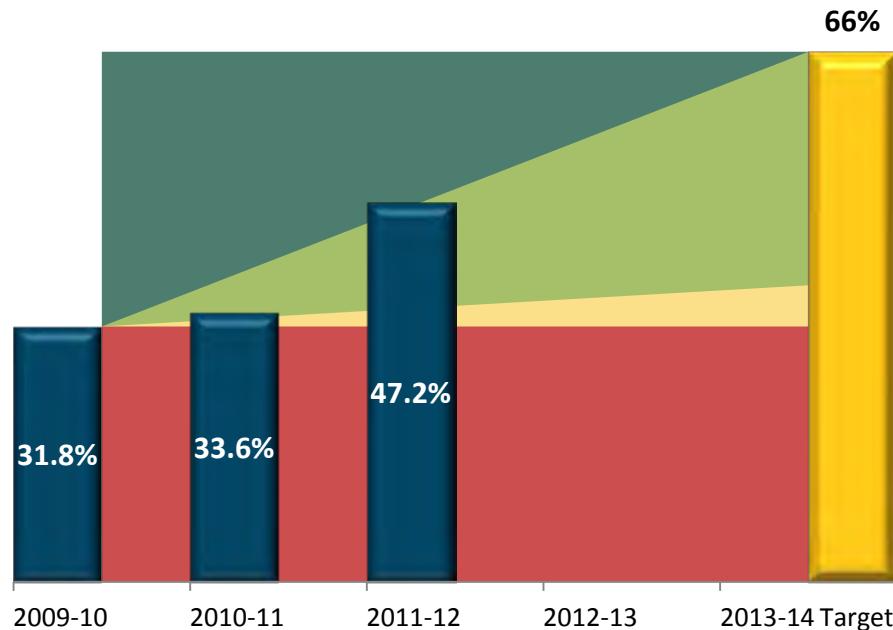
76.0%

52.0%   58.2%

2010-11   2011-12   2012-13   2013-14 Target

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Readiness of all high school graduates

Percent of recent Kentucky public high school graduates who met statewide standards for college or career readiness.

Source: Kentucky Department of Education (KDE), *High School Graduates College/Career Readiness Percentage*

				66%
31.8%	33.6%	47.2%		
2009-10	2010-11	2011-12	2012-13	2013-14 Target

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

College-going rate of high school graduates

The percent of recent graduates of Kentucky high schools who enter any public, private or proprietary college or university in Kentucky.

Source: KHEAA Kentucky Educational Excellence Scholarship (KEES) database; National Student Clearinghouse Student Tracker; CPE Comprehensive Database (KPEDS)

Update not yet available

2009-10	2010-11	2011-12	2012-13	2013-14 Target
67.6%	66.7%			72%
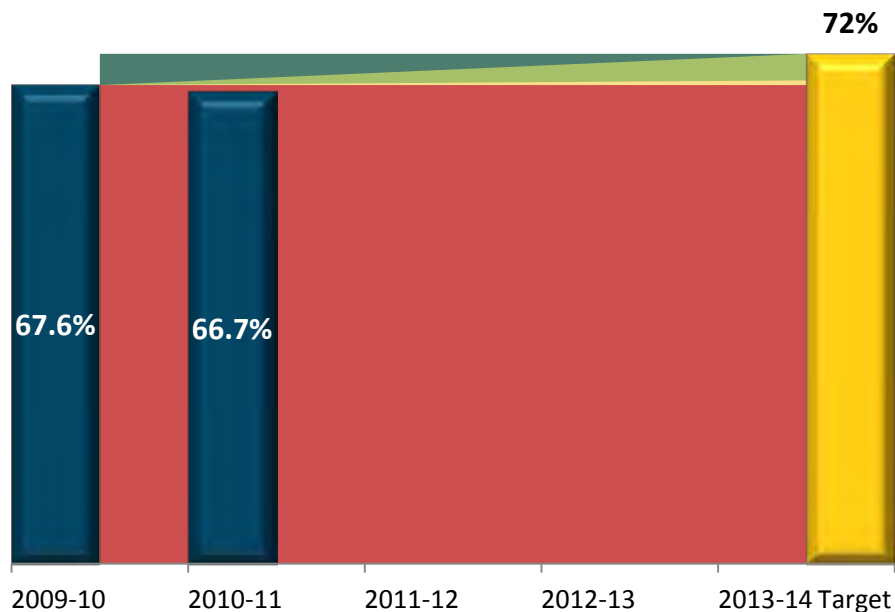
Kentucky's College and Career Readiness Success
The number of high school graduates ready for college has steadily been increasing.
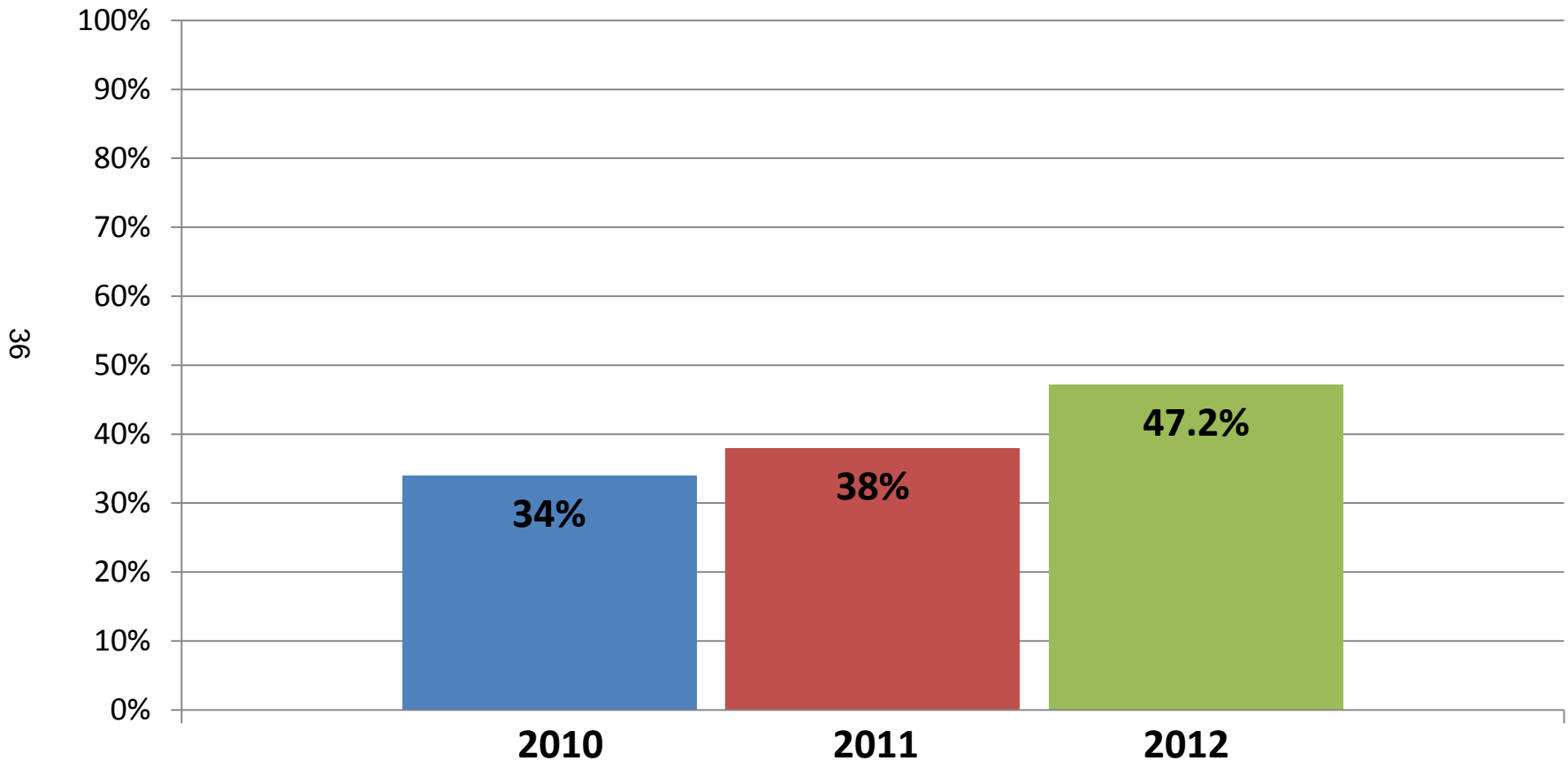
Source: Dodd, Karen. "Stocktake Summary for College and Career Readiness Delivery Plan." Kentucky Department of Education. Oct 2012.

Impressive Results from Our Partnerships

2012 Graduates who met all 3 CPE benchmarks on the ACT (Statewide 11th grade administration or any national administration from the past 4 years)	2012 Graduates who met benchmarks on COMPASS/KYOTE (includes graduates that met 2 of 3 ACT benchmarks, but met 1 benchmark from COMPASS/KYOTE)	2012 Graduates who met Career benchmarks
14,232	4,509	1,466 met the career benchmarks, but did not meet the college benchmarks. (A total of 3,413 duplicated students met the career benchmarks.)

Our goal for the 2013 senior class is to have 49% CCR. We predict that we will meet or exceed that goal.

College Readiness Increases, 2010 – 2011

Kentucky high school graduates and first-time, undergraduate undecided, degree and credential-seeking college students
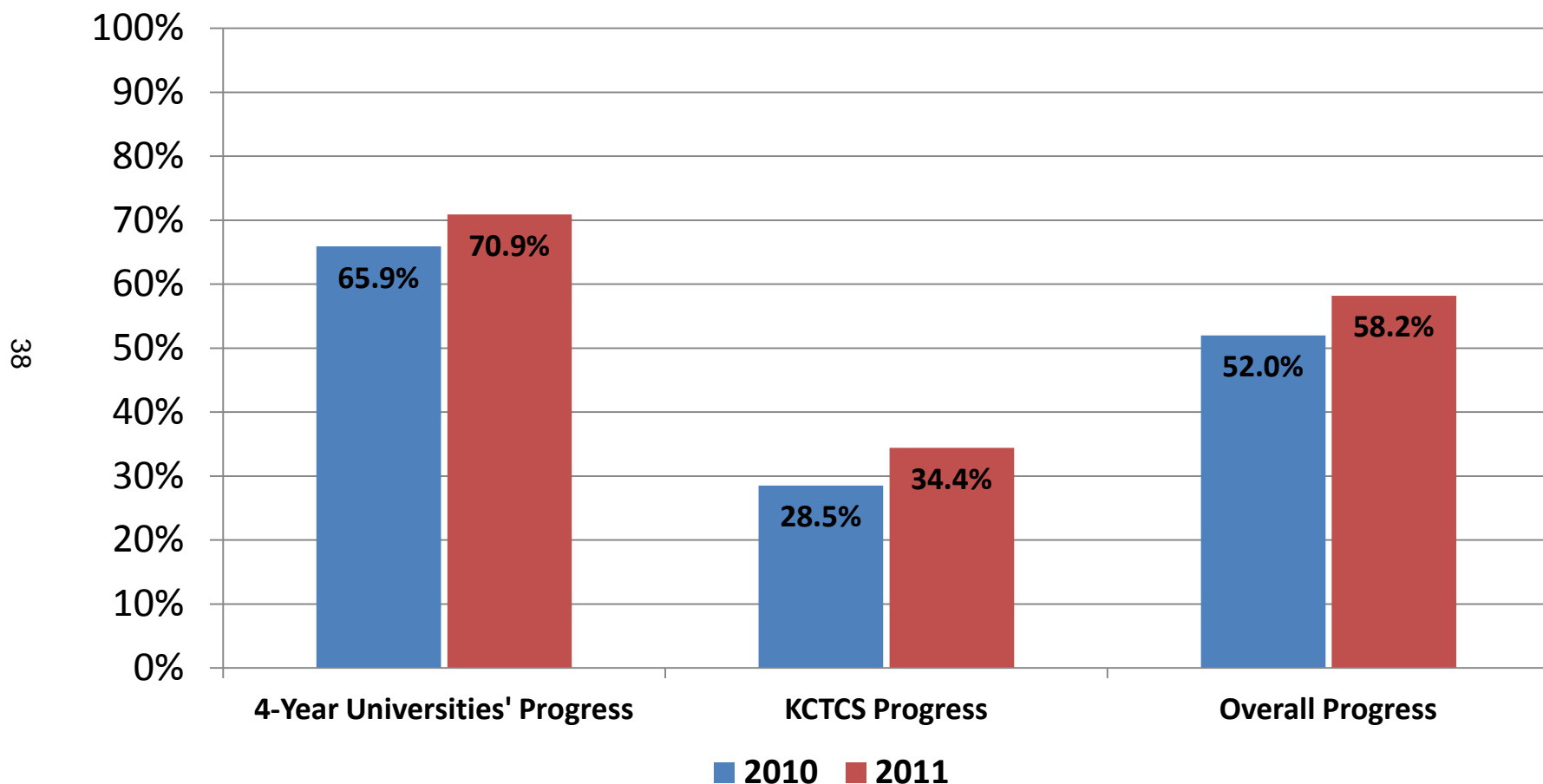
Source: Kentucky Council on Postsecondary Education Comprehensive Database System. Jan 2013.

Strategies to Improve

KYOTE Exams are Available Free and Online

- **These exams are used to determine readiness for college courses by all public K-12 and postsecondary institutions.**

- **Students meeting benchmark scores are guaranteed entrance into credit-bearing work, without need of remediation.**

- **Educators, representing all sectors, created and implemented three mathematics exams, a reading, and a writing exam. The writing exam is a student writing sample so educators developed a statewide scoring rubric, scorer training materials, and a scorer certification exam.**

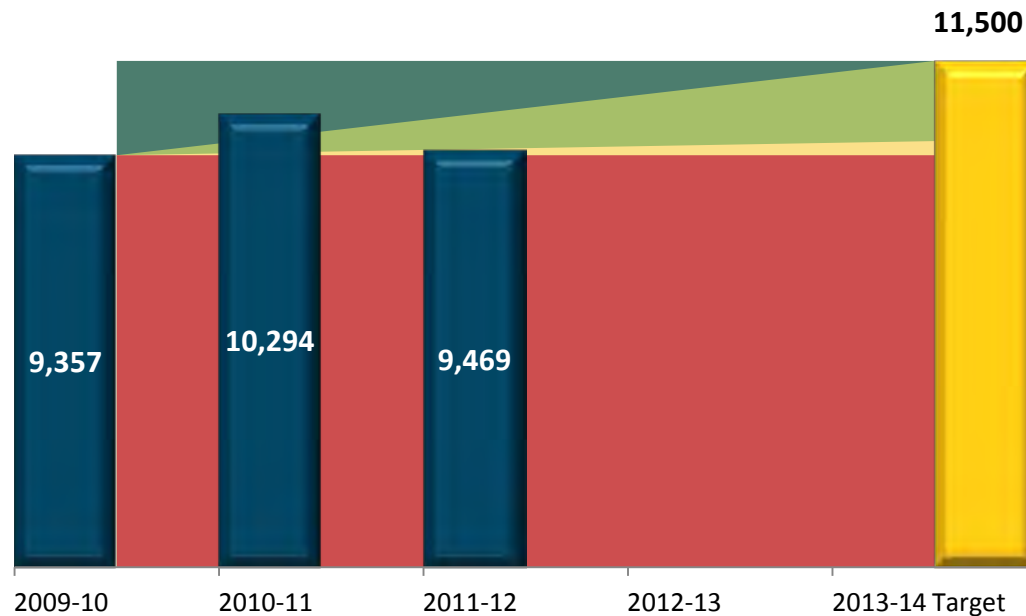# Policy Objective 2: Increase the number of college-ready GED graduates.

GED® Graduates

Annual number of GED® graduates in Kentucky.
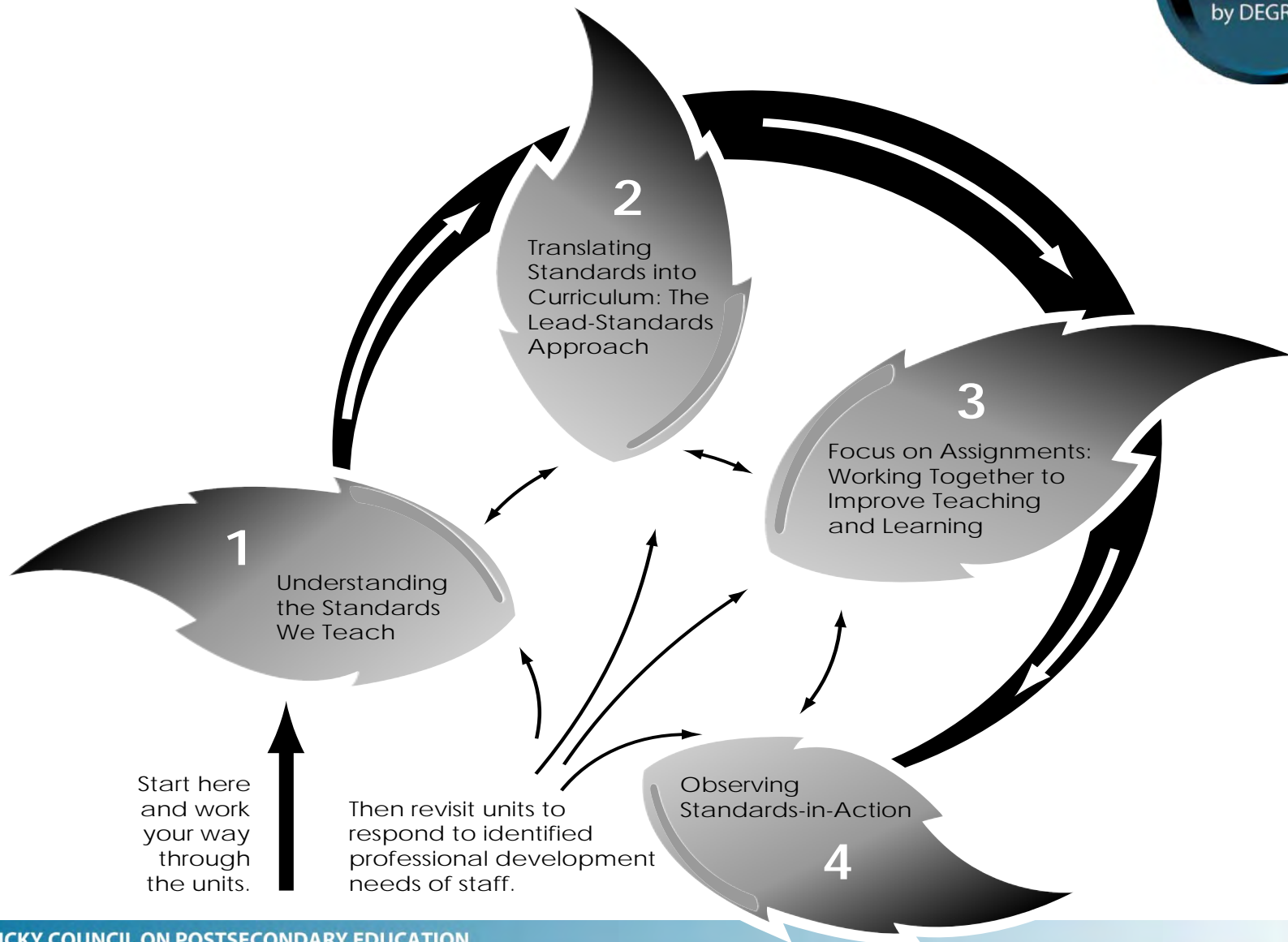Source: Adult Education Reporting and Information Database (AERIN)

Year	Value
2009-10	9,357
2010-11	10,294
2011-12	9,469
2012-13	
2013-14 Target	11,500

Strategies to Improve

Objective 2: Increase the number of college-ready GED graduates.

- Adoption of Common Core Standards (CCS).

- Continued implementation of Standards-In-Action professional development (PD) model.

- High School Equivalency assessment aligns with CCS.

- Standards-based instruction raises "the bar" in preparing students for lifelong learning and family-wage jobs.

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Common Core Standards
Standards-in-Action

2
Translating Standards into Curriculum: The Lead-Standards Approach

3
Focus on Assignments: Working Together to Improve Teaching and Learning

1
Understanding the Standards We Teach

4
Observing Standards-in-Action

Start here and work your way through the units.

Then revisit units to respond to identified professional development needs of staff.

Professional Development Partners

- Morehead State University, Academy for Adult Education.

- University of Kentucky, Collaborative Center for Literacy Development.

- Kentucky Educational Television.

- National Center for Family Literacy.

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Teacher Effectiveness

- Growing Program Directors as instructional leaders.

- Maximizing collegial collaboration.

- Providing PD experiences that:
  - Occur over time (not one time exposure)
  - Are job-embedded = skills transfer

- Include reflection and evaluation.

- Identifying students' needs for higher academic content knowledge – instructors' ability to teach it.

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Strategies to Improve

Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

Initiatives in Educator Preparation

- Clinical Sites for the Preparation of Teachers.

- National Institute for School Leadership.

Professional Development

- Improve professional development for school leaders to emphasize academic leadership.

- Involve Kentucky colleges and universities in the design and provision of research-proven, high-quality, effective professional development.

- Encourage growth of the Kentucky Partnership Academies (formerly known as Assessment Academies) and Regional Content Leadership Networks. Currently housed at three universities, the goal is to expand this network.

Systemic Change Underway

- **Teacher professional growth and evaluation system**

- **Principal professional growth and evaluation system**

  Alignment issues, integration into teacher pre-service, KTIP, implications for professional development.

- **TELL Survey**

  Data from 42,000 teachers on perceptions of working conditions will be used to address professional learning needs?

- **Learning Forward**

  How do all parts of the system come together to address and support teachers in the classroom?

Systemic Change Underway

- **Excellence for All**

  P-12 schools and KCTCS working together to demonstrate that students can move through the system more efficiently.

- **Prichard Committee Team on Teacher Effectiveness**

  All facets of the system focused on policy recommendations to improve the classroom experience for teachers and students.

- **Gates Integration Work**

  P-12 schools and universities working together to make sure that the methodologies for implementing the Core Academic Standards are integrated into pre-service and the professional growth systems.

- **Co-Teaching Training**

  Pre-service programs and P-12 schools working together to improve the clinical experiences of teachers in training.

Overview and Update on
Student Success Objectives and Strategies

In February 2011, the Council on Postsecondary Education approved "Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education" for 2011-15. Over the course of 2011 and 2012, Council staff has presented updates at each Council meeting on efforts to implement the objectives of one of the four focus areas of the agenda.

This meeting will be the third to present progress made toward the student success focus area. The agenda advances two main policy objectives to guide the postsecondary system's work in this area.

- Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for low-income, underprepared, and underrepresented minority students.

- Decrease financial barriers to college access and completion.

The update will highlight progress on strategies to increase student success and academic productivity in the areas of college readiness and access, student and academic support, and adequate postsecondary funding. These strategies will ensure that more Kentuckians complete college with the skills and abilities to be productive and engaged citizens and can meet the state's current and future workforce needs. Dr. Carl Rollins, CEO and Executive Director of the Kentucky Higher Education Assistance Authority and Student Loan Corporation, will provide information about state student financial aid trends and challenges.

Staff preparation by Lee Nimocks

2011-15 Strategic Agenda Focus on Student Success

Goal: Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive and engaged citizens.

Policy Objective 4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

Strategy 4.1: Maximize KCTCS's role as a high quality, low-cost provider of postsecondary education and transfer opportunities encouraging college access and success.

- The Council staff reorganized the Statewide Transfer Committee to better facilitate communication between CPE and the institutions.

- Degree Pathways work groups are creating semester-by-semester sample progression academic plans for numerous majors.

- The Council and KCTCS partnered with CollegeWeekLive to create a first-of-its-kind virtual event focused on helping community college students successfully transfer to four-year institutions. Over 1,600 potential transfer students attended the virtual event, where they were able to chat live with representatives from 27 different colleges and universities.

Strategy 4.2: Provide institution and student incentives to increase high-quality degree production and completion rates.

- The Council distributed $50,000 in mini-grants to campuses to address the root causes of student attrition by focusing on retention from the first year to the second year of college and persistence to graduation among students near completion.

Date: June 20, 2013

Strategy 4.3:   Increase the use of data, information, research, and technology to improve student learning and outcomes.

- The Council collaborated with Dr. Larry Abele, Provost and Executive Vice President of Academic Affairs at Florida State University, to provide Kentucky's provosts with three-year trend data for each institution's retention and completion rates. These data focused on low-income students, underrepresented minorities, and underprepared students.

- The Council is undertaking analyses of data intended to aid Kentucky's institutions in the preparation of targeted strategies and initiatives. Current analyses focus on factors of persistence and success in developmental math courses and on leading indicators of adult student degree completion.

- The P-20 Data Collaborative has been institutionalized in statute and renamed the Kentucky Center on Education and Workforce Statistics. Council staff expects greatly expanded reporting from KCEWS in the coming year on P-12 student success precursors and workforce outcomes.

- More concentrated efforts have been made to increase the use of publicly available data to supplement the current comprehensive database. The use of Census and Bureau of Labor Statistics data led to the release of CPE's first policy brief in six years, "College Still Pays," which provided insight into the relationship between education and post-graduate success. Real-time jobs data and information on degrees have provided an outlet for gap-analyses that may hold promise for aligning institutions with regional needs.

Strategy 4.4:   Support new pathways for adult learners to enroll and complete postsecondary degrees and credentials.

- The Council is facilitating discussions with KCTCS and the public universities to develop, implement, and fund a collaborative, affordable higher education delivery model that offers competency-based, online baccalaureate degree programs in high-demand fields tailored to working adults. These programs should be supplemented by high-tech, high-student success services.

Strategy 4.5:   Secure adequate institutional funding to support high-quality faculty and staff, effective student and academic support services, technology enhancements, and other resources to enhance student success.

- As of spring 2013, CPE staff is working collaboratively with college and university chief budget officers, chief academic officers, and presidents to formulate a reasonable yet aggressive postsecondary education budget request for 2014-16. Despite a potentially challenging state fiscal environment, CPE and the institutions are committed to submitting a funding request that supports continuing progress toward the attainment of Strategic Agenda and HB1 goals.

- In 2012-14, CPE presented a new, multi-year capital concept ($3 billion in capital investments over six years, or approximately 38 percent of projected need) using data from a comprehensive facilities study

to improve the balance between capital renewal and major renovation projects and new projects, and to promote stronger annual investments in existing postsecondary education infrastructure. Based on conversations to date, CPE staff anticipates using a similar approach in 2014-16.

- CPE is developing a 2014-16 Capital Plan that addresses Kentucky's information technology infrastructure needs, providing high-speed access for CPE and the postsecondary institutions to enhance student success and research.

- Although state appropriations for Kentucky's public postsecondary institutions were reduced by 15.5 percent between FY08 and FY13, strong advocacy efforts on the part of institutional presidents and the Council kept these cuts to about half the reduction experienced by many state agencies. For example, in fiscal year 2012-13, many Kentucky state agencies (including CPE) had a base reduction of 8.4 percent, while the cut to state colleges and universities was held to 6.4 percent.

- Postsecondary education spending cuts were also less severe in Kentucky than those experienced in most states, due in large part to Council and institutional advocacy efforts. According to a recent Center on Budget and Policy Priorities Report (2013), postsecondary education budgets in 26 U.S. states recorded larger per student spending cuts, between fiscal years 2008 and 2013, than did Kentucky.

Strategy 4.6:   Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.

- The Council hosted the second annual Kentucky Student Success Summit in April 2013. The theme of the summit was **Building Partnerships between Academic and Student Affairs: Creating a Holistic Approach to Student Success**, and it featured highly acclaimed experts in higher education research, such as Vincent Tinto.

- The Council will organize professional development opportunities over the next year to build on the best practices highlighted at the Kentucky Student Success Summit.

- Council staff has formed two new committees, composed of institutional representatives and other stakeholders, with responsibilities relevant to the improvement of the quality of student experiences. The Committee on Academic Quality will focus on the implementation of best practices related to the continuous improvement of student learning and the Committee on Persistence and Graduation will focus on root causes of student attrition and strategies to increase student engagement.

Strategy 4.7:   Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

- All institutions submitted their first Institutional Diversity Plan Assessment Reports spring 2013. A review team composed of Council staff evaluated the progress reported by the institutions and provided suggestions for changes and further opportunities to enact best practice. A summary of the Institutional

Diversity Plan Assessment Reports was presented to the Committee on Equal Opportunities March 25, 2013.

- Two statewide diversity support programs will take place June 2013. The 13th Annual Governor's Minority Student College Preparation Program Statewide Conference was hosted by Morehead State University. This program brought together middle school students from across the Commonwealth to enhance their knowledge of the tools needed to enroll in and graduate from a postsecondary institution. The 26th Annual Academically Proficient High School Junior and Senior Diversity Conference will be hosted by Eastern Kentucky University. This event benefits both students, who gain information about colleges and universities from across the Commonwealth, and postsecondary institutions, who are provided a forum in which to interact with many of Kentucky's brightest college-bound students.

- The Southern Regional Education Board's Doctoral Scholars Program is part of a nationwide initiative to produce more minority Ph.D.s and to encourage them to seek faculty positions. Currently, 33 SREB Doctoral Scholars are enrolled at Kentucky institutions, and 32 percent of these students are studying STEM disciplines. Kentucky has a total of 69 Scholars Program completers, 17 of whom now work in the Commonwealth. Eight program graduates have earned tenure in their faculty positions.

2011-15 Strategic Agenda Focus on Student Success

Goal: Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.

Policy Objective 5: Decrease financial barriers to college access and completion.

Strategy 5.1: Increase funding for the state's need-based student financial aid programs and ensure they address the needs of part-time, transfer, and adult students, as well as traditional students.

- Support for adequate need-based student aid continues to be a high priority for the Council. The number of students who met income eligibility criteria for CAP and/or KTG state grants in FY12 but were denied grant(s) because of insufficient program appropriations increased to over 96,000 students, a 42 percent increase from FY10. Kentucky's increase in CAP eligibility has been driven in part by the number of students qualifying under relaxed federal Pell grant eligibility regulations; nonetheless, state grant programs continue to be substantially underfunded relative to the demonstrated need of Kentuckians.

- Kentucky's colleges and universities continue to increase institutional funding for student aid to help offset increases in the cost of college. For the average low income Kentucky student, state, federal, and institutional grants and scholarships fully covered the cost of tuition, mandatory fees, and books, and contributed another $1,000 toward other educational expenses (room and board and other fees).

Strategy 5.2: Advocate for sufficient state operating support, financial aid, and campus efficiencies to reduce pressure on tuition.

- The Council's Budget Development Work Group, Council staff, and the institutions' chief budget officers have been meeting to discuss how the upcoming budget can help campuses continue to make progress toward the goals of the Strategic Agenda and House Bill 1. The slow recovery of the national and state economies following an extended recession presents a challenging environment within which the Council work group and institutional presidents and chief budget officers must develop a reasonable but aggressive budget for the 2014-16 biennium. Some background:
  - o Since 2008, inflation-adjusted General Fund support per FTE student has been reduced $2,592. Tuition increases during that time amounted to $1,389 per student. To bring the institutions back to the

Date: June 20, 2013

2008 level of total public funds (General Fund + tuition) would require an additional $200 million in General Fund support.

- o In 1999, General Fund accounted for 67 percent of total public funds (General Fund + tuition). In 2008, General Fund dropped to 50 percent of public funds. Currently, General Fund makes up 40 percent of public funds, and if the trend continues, in 2020 the General Fund portion of total public funds will be 25 percent, while tuition will make up 75 percent of total public funds.

- The Council on Postsecondary Education approved a 3 percent ceiling for tuition increases for the coming academic year for instate undergraduate students at Kentucky's public colleges and universities. This represents the smallest average tuition increase for Kentucky public institutions in 15 years. This presents a challenge for institutions which are facing cost increases such as utilities and state retirement system contributions which are out of their control. Next year's fixed cost increases are estimated at $61.4 million, while the 3 percent increase in tuition is expected to yield $31.5 million for the system.

- During the past seven years (FY07 to FY13), there has been a 51 percent increase in the number of Kentucky resident undergraduate students filing the Free Application for Federal Student Aid (FAFSA), the primary instrument used to apply for state financial aid.

Strategy 5.3:   Support Pell Grants, the simplification of FAFSA, college savings programs, college work study, tax credits, and other federal aid initiatives intended to maximize student access and success.

- GEAR UP Kentucky 3.0 (2011-17) is a six-year federal grant administered by the Council which helps students plan for, apply to, and pay for college. Now in its second year, the program serves 30 middle schools and their corresponding high schools in 22 Kentucky counties. In addition to providing direct services to students and families, the program works with school leaders to create a plan to develop and maintain a college-going culture in their schools.

- President Bob King participated on the federal American Dream 2.0 Coalition, a Gates Foundation-sponsored project, which was formed to address how financial aid can play a role in advancing college access and success. The two main concerns of the coalition were declining affordability and the increasing number of students who enter college but don't graduate. The coalition released a report, The American Dream 2.0, which outlines three key aspects of reshaping financial aid: (1) make aid simpler and more transparent, (2) spur innovations in higher education that can lower costs and meet the needs of today's students, and (3) ask institutions, states, and students to share responsibility for producing more graduates without compromising access and affordability.

Strategy 5.4:   Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to assist them.

- The GEAR UP Kentucky 3.0 program provides a college and career readiness curriculum for middle and high school students, which includes comprehensive information about financial aid options and strategies to pay for college, as well as financial literacy.

- Beginning in October 2011, all colleges were required by the U.S. Department of Education to provide a Net Price Calculator that enables students to compare the net or out-of-pocket costs between colleges. KHEAA added a section to its website on college costs that links to every Kentucky college and university Net Price Calculator. Campus representatives continue to work on better ways to communicate the true costs of attending college and the significant grant and scholarship aid that is available at the institutional, state, and federal level.

- Kentucky received another round of federal funding through the College Access Challenge Grant program to increase the number of low-income students prepared to enter and succeed in postsecondary education. It is a matching program administered by KHEAA.

- FY12 was the second year for the Kentucky College Coaches Program (KCCP), which assigned recent college graduates from AmeriCorps as near-peer mentors to low-income high schools across the Commonwealth. KCCP, a recommendation of the 2009 Governor's Higher Education Work Group, is administered by the Kentucky Campus Compact and supported through partnerships with educational providers and organizations across the state. Preliminary second year program evaluation indicates that 2012 KCCP core seniors exhibited a college going rate 15 percent above nonmentored seniors.

- The Council staff continues to facilitate state-level discussions regarding college textbooks to determine state and institutional strategies to lower costs for students. In November 2011, representatives from the public colleges and universities, the Kentucky Learning Depot, and nine publishers participated in a workshop focused on strategies to lower the cost of instructional content while raising quality and ease of use for content selected by faculty members.

- Council staff is coordinating the participation of several Kentucky institutions in a project called Mindspring. Mindspring is an initiative of postsecondary institutions in Kentucky, Arizona, California, Massachusetts, and North Carolina to implement the use of Open Education Resources across the curriculum thereby reducing textbook costs to essentially zero. Mindspring is preparing a funding request for major national foundations.

Student Success
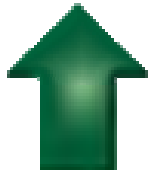## Policy Objective #4

Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

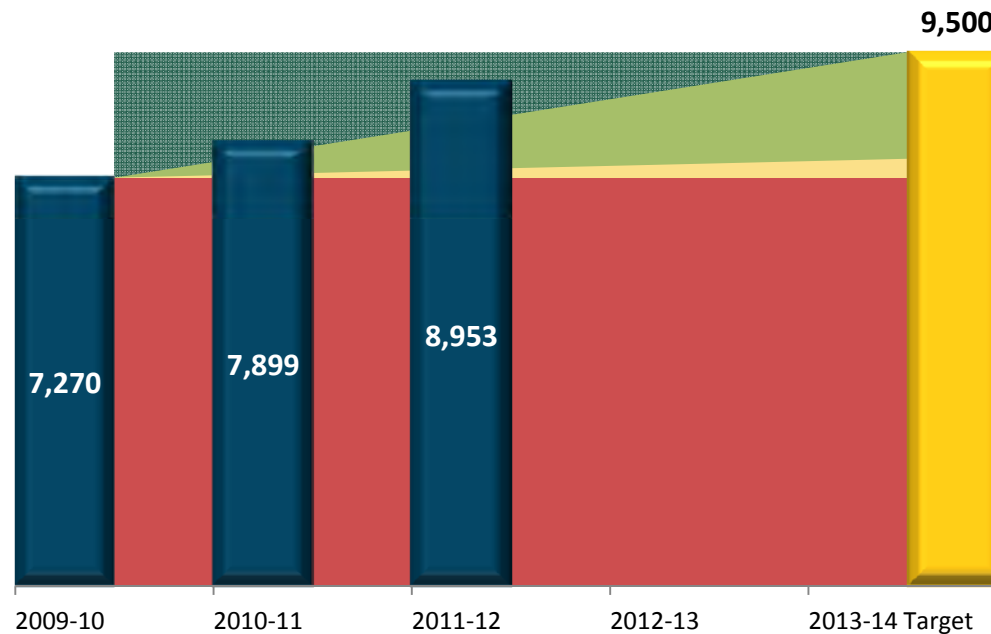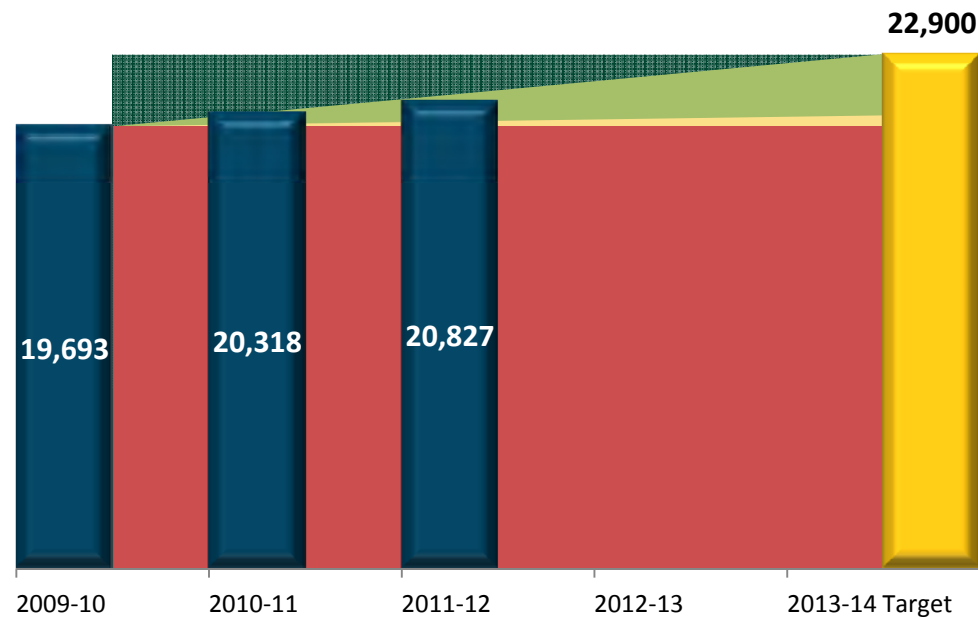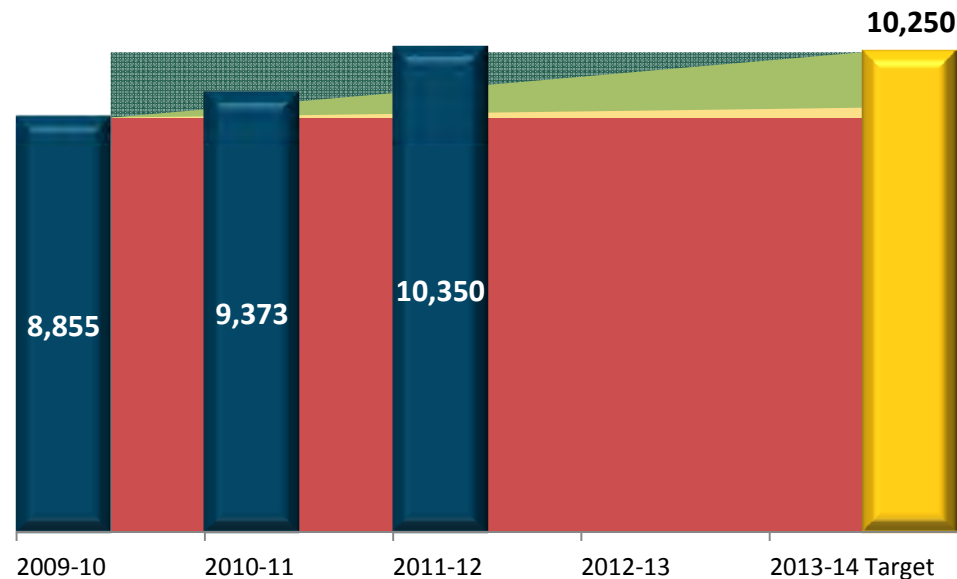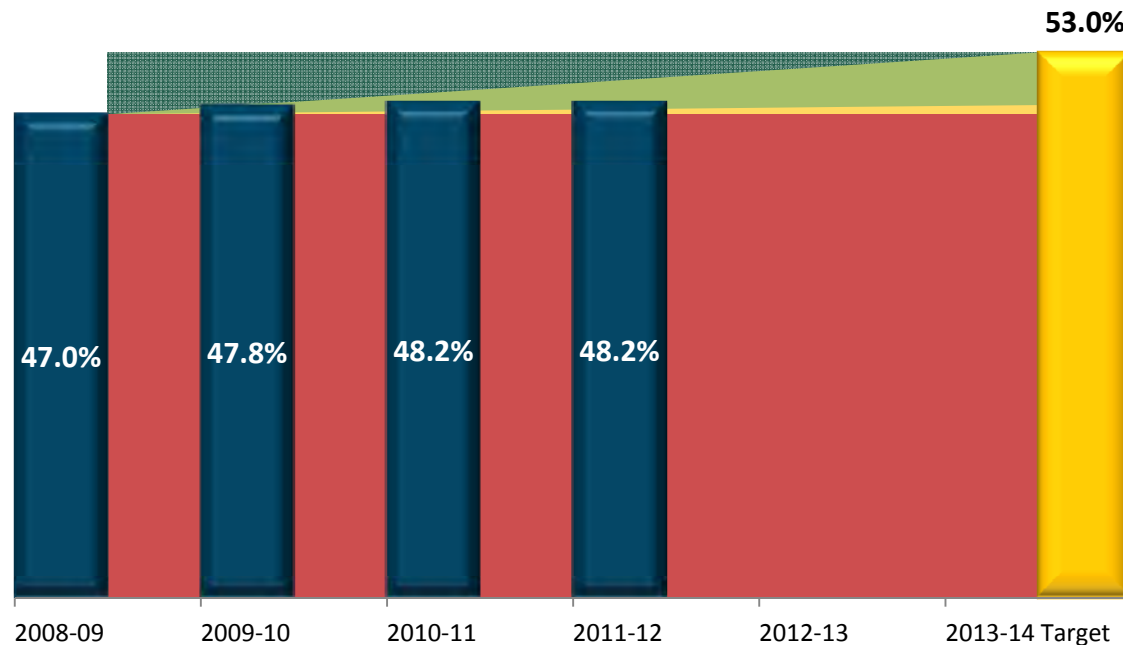**Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.**

Associate degrees conferred

Number of Associate degrees awarded at KCTCS during the academic year.
Data Source: CPE Comprehensive Database (KPEDS)

2009-10	2010-11	2011-12	2012-13	2013-14 Target
7,270	7,899	8,953		9,500

Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

Bachelor's degrees conferred

Number of Bachelor's degrees awarded at Kentucky's public universities and AIKCU independent institutions during the academic year.
Data Source: CPE Comprehensive Database (KPEDS)

	2009-10	2010-11	2011-12	2012-13	2013-14 Target
	19,693	20,318	20,827		22,900

Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

Graduate degrees conferred

Number of Masters, Specialist and Doctoral degrees awarded at Kentucky's public universities and AIKCU independent institutions during the academic year.
Data Source: CPE Comprehensive Database (KPEDS)

2009-10	2010-11	2011-12	2012-13	2013-14 Target
8,855	9,373	10,350		10,250

Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

Bachelor's degree graduation rate

Six-year graduation rate of first-time, full-time bachelor's degree seekers (IPEDS).
Data Source: CPE Comprehensive Database (KPEDS)

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 Target
47.0%	47.8%	48.2%	48.2%		53.0%

Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

Graduation rate gaps: underrepresented minorities

Gap between the graduation rate of African-American, Latino, American Indian and Hawaiian/Pacific Islander students and the graduation rate of White and Asian students (using the IPEDS six-year graduation rate).
Data Source: CPE Comprehensive Database (KPEDS)

	Baseline (2008-09)	Most Recent (2011-12)	Target	Progress: Baseline to Target	Five-Year Change (%)
Statewide	15.2	11.6	11.0	86%	NA

Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.
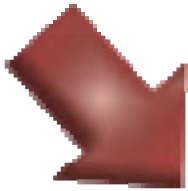
Graduation rate gaps: under-prepared

Gap between the graduation rate of students who did not meet statewide college Readiness benchmarks and those who did (using the IPEDS six-year graduation rate).
Data Source: CPE Comprehensive Database (KPEDS)

	Baseline (2008-09)	Most Recent (2011-12)	Target	Progress: Baseline to Target	Five-Year Change (%)
Statewide	25.4	25.9	18.0	0%	NA

Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.
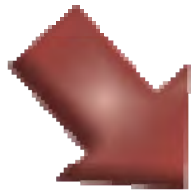
Graduation rate gaps: low-income

Gap between the graduation rate of Pell grant recipients and non-recipients (using the IPEDS six-year graduation rate).

Data Source: CPE Comprehensive Database (KPEDS)

	Baseline (2008-09)	Most Recent (2011-12)	Target**	Progress: Baseline to Target	Five-Year Change (%)
Statewide	10.5	17.0	7.0	0%	**NA**

Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

Transfer from KCTCS to four-year Institutions

Number of students transferring credit from KCTCS to four-year public and independent institutions in Kentucky within the academic year.

Data Source: CPE KPEDS

				9,580
8,376	9,683	10,744		
2009-10	2010-11	2011-12	2012-13	2013-14 Target
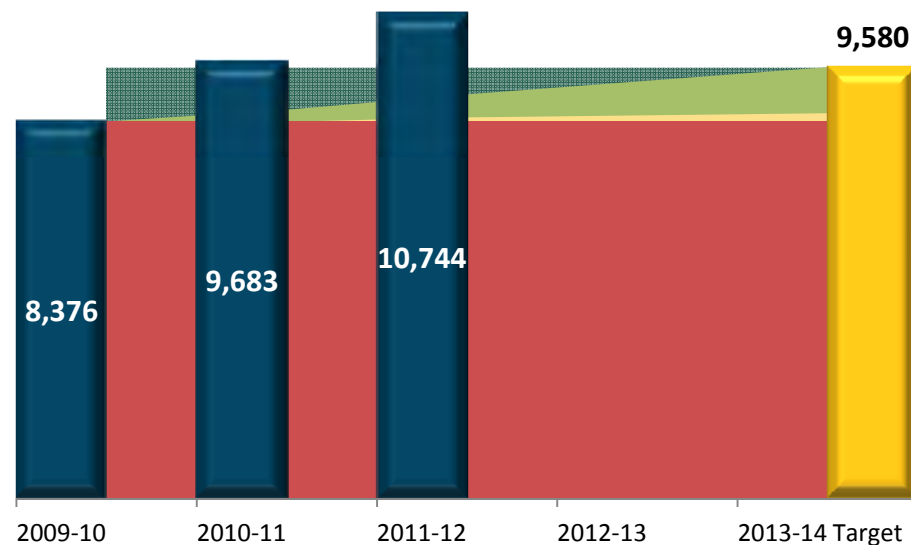
Student Success

Priorities for AY 2013-14

❖ Achievement gaps

❖ Transfer

❖ Quality assurance

Student Success
Achievement Gaps

- ❖ Kentucky Student Success Network
- ❖ Committee on Persistence and Graduation
- ❖ Developmental Education
- ❖ First-year Experiences
- ❖ Statewide Diversity Policy

Student Success
Transfer

- ❖ Statewide Transfer Committee
- ❖ Degree Pathways
- ❖ KnowHow2Transfer
- ❖ General Education Transfer Policy

Student Success

Quality Assurance

- ❖ Committee on Academic Quality
- ❖ Professional Learning Communities
- ❖ Approval of New Academic Programs
- ❖ Review of Existing Academic Programs
- ❖ Multi-State Collaborative for Learning Outcomes Assessment

Student Success

Policy Objective #4

Delivering on Student Success

Dr. Karla Hughes

Provost and Vice President for Academic Affairs

Morehead State University

Student Success

Policy Objective #5

Decrease financial barriers to college access and completion.

Strategies:

- ❖ Advocate for adequate state support for operations and student financial aid
- ❖ Support federal programs focused on college access and success
- ❖ Increase student and family understanding of college costs and availability of aid

Policy Objective 5: Decrease financial barriers to college access and completion.
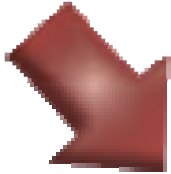
State appropriations for public higher education

Total net general fund appropriations for public postsecondary colleges and universities.
Does not include funding for state financial aid programs.
Data Source: Enacted Budgets of the Commonwealth and Budget Reduction

$1,069

$1,046

$1,024

$958

| 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 Target |
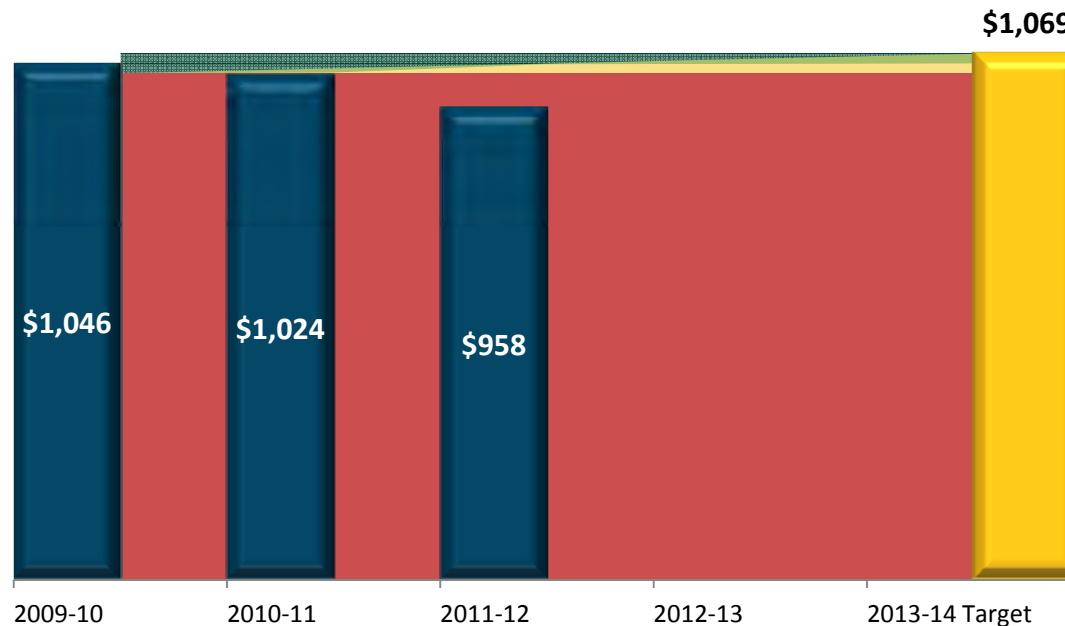
Policy Objective 5: Decrease financial barriers to college access and completion.
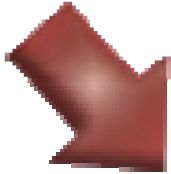
Low-income students without state grants

Annual number of qualified students who applied for state grants for low-income students, but who did not receive grants because program funds were exhausted (CAP and KTG programs).
Data Source: Kentucky Higher Education Assistance Authority (KHEAA)

2009-10	2010-11	2011-12	2012-13	2013-14 Target
68,259	90,424	96,666		34,000
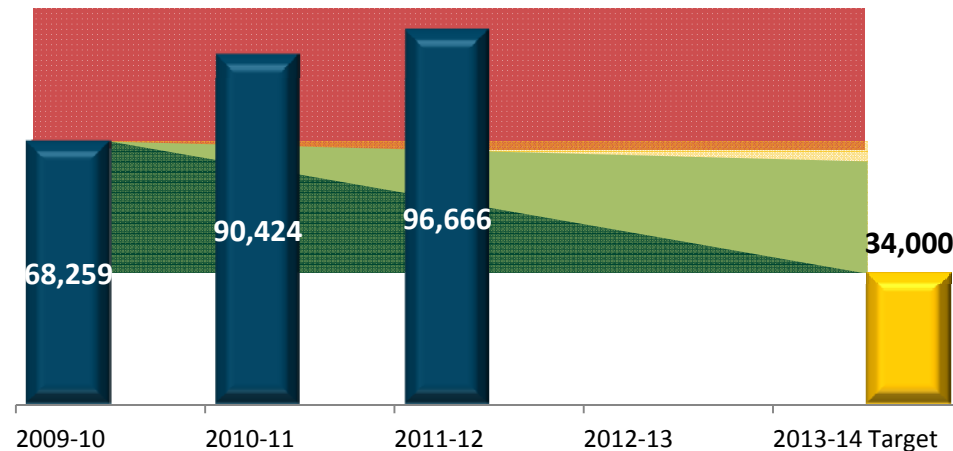
Policy Objective 5: Decrease financial barriers to college access and completion.

Support to low-income students for indirect costs

Average grant and scholarship aid received by full-time, in-state Pell grant recipients in excess of the cost of tuition, mandatory fees and books. Amounts reflect grant money available to pay indirect costs such as room and board. Loans are not included in grant calculations.

Data Source: CPE Comprehensive Database (KPEDS); NCES IPEDS

					$1,470
$1,470	$1,735	$1,622	$1,002		
2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 Target
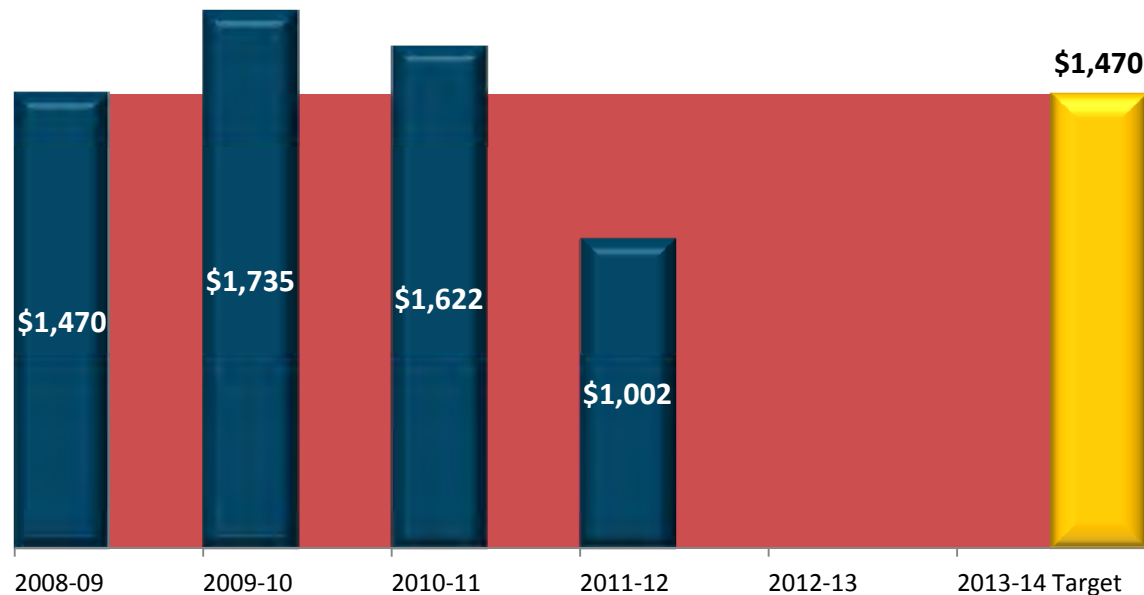
Student Success

Policy Objective #5

State Student Financial Aid Trends and Challenges

Dr. Carl Rollins

CEO and Executive Director

Kentucky Higher Education Assistance Authority and Student Loan Corporation

Student Financial Aid Funding Challenges

Presented to
Council on Postsecondary Education
June 20, 2013

Undergraduate Kentucky Resident FAFSA Completion

Legend: Undergrad FAFSAs, Pell-eligible Undergrad
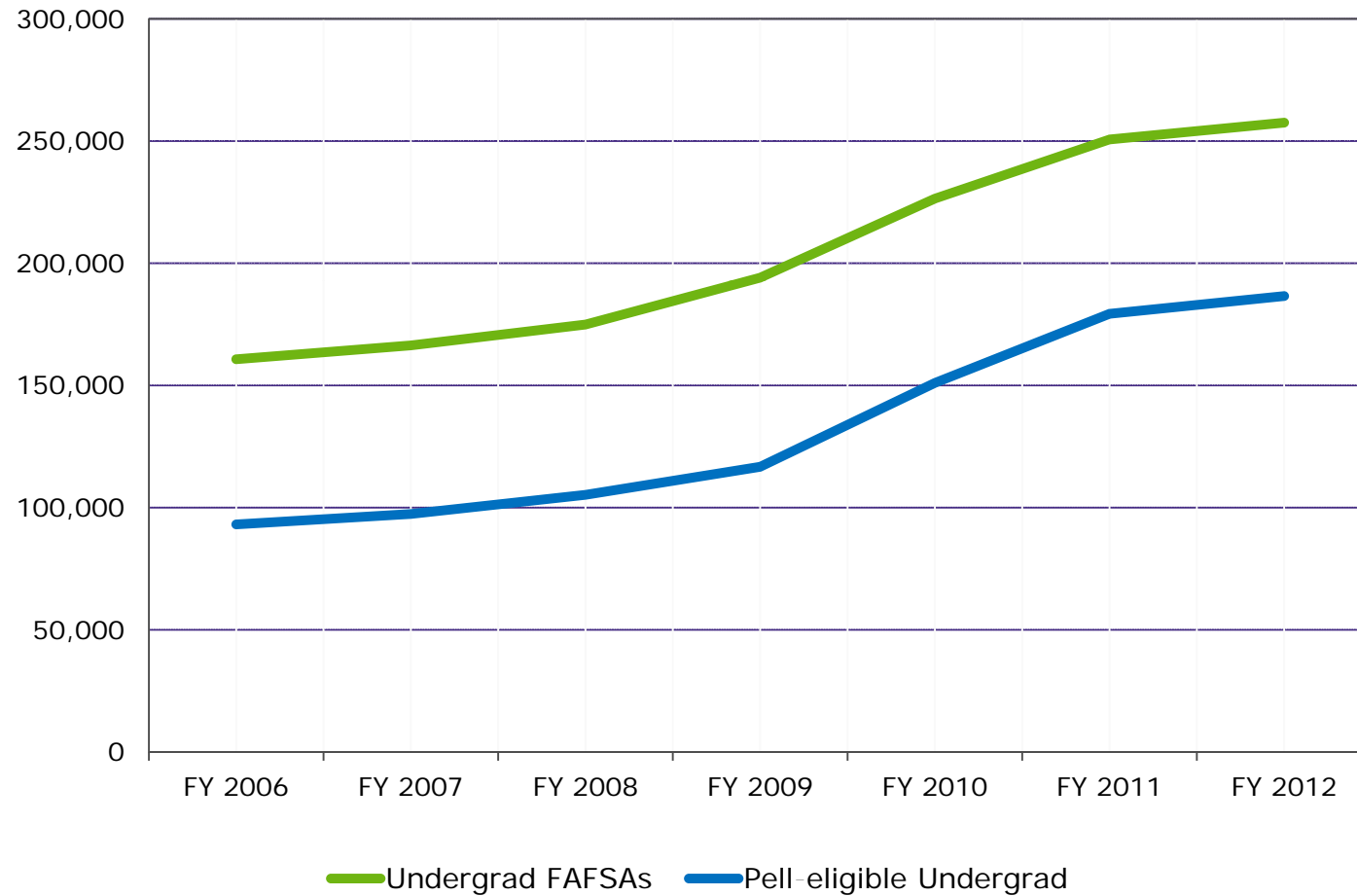
State Aid Programs—The Big Three

Kentucky's three major student financial aid programs:

College Access Program (CAP) Grant

Kentucky Tuition Grant (KTG)

Kentucky Educational Excellence Scholarship (KEES)

➤ Per KRS 154A.130, minus $3 mil for literacy initiatives, CAP and KTG are to receive 55% of net lottery proceeds, KEES to receive 45%.

KEES Disbursement History
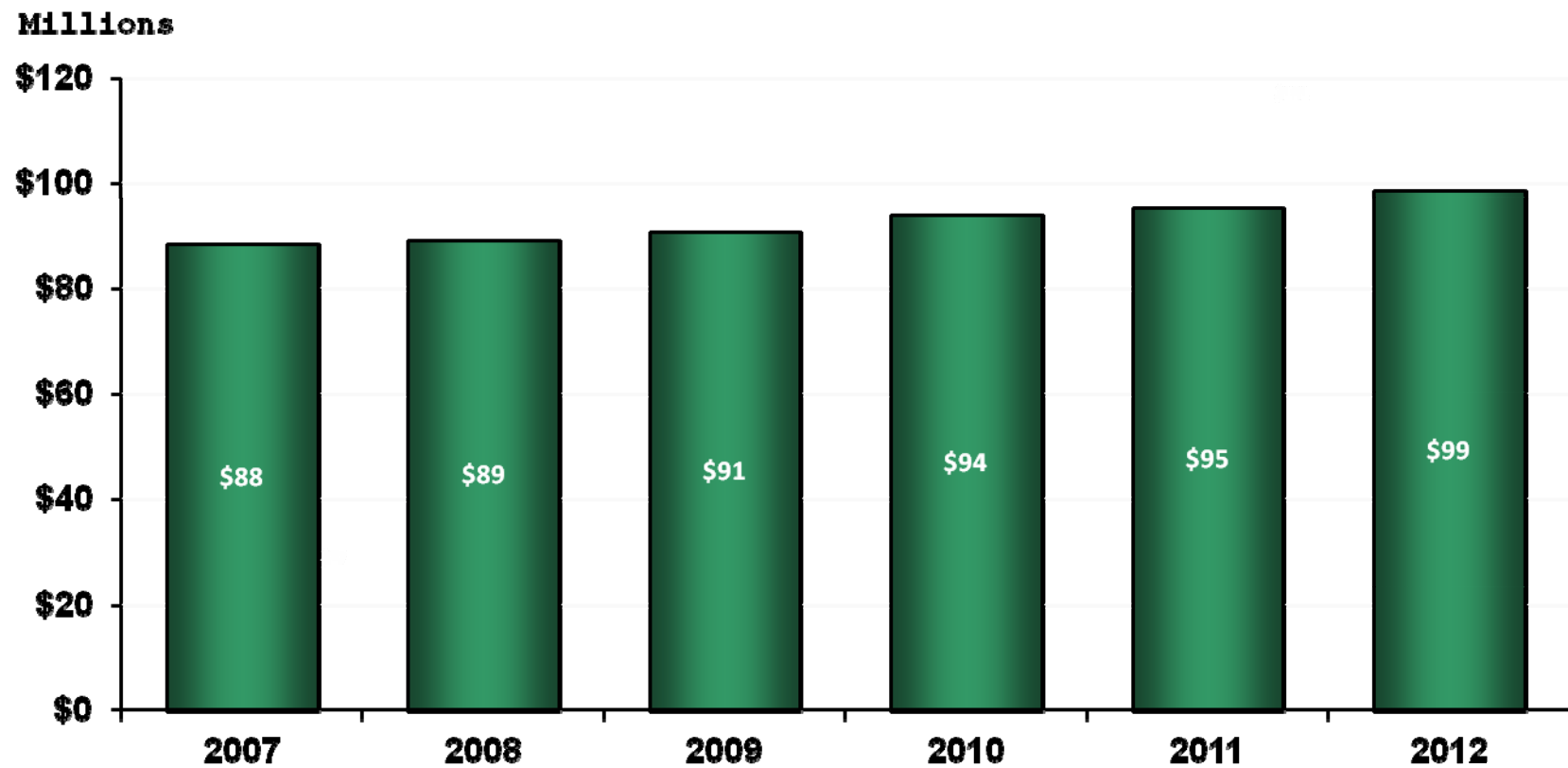
CAP & KTG Disbursement History
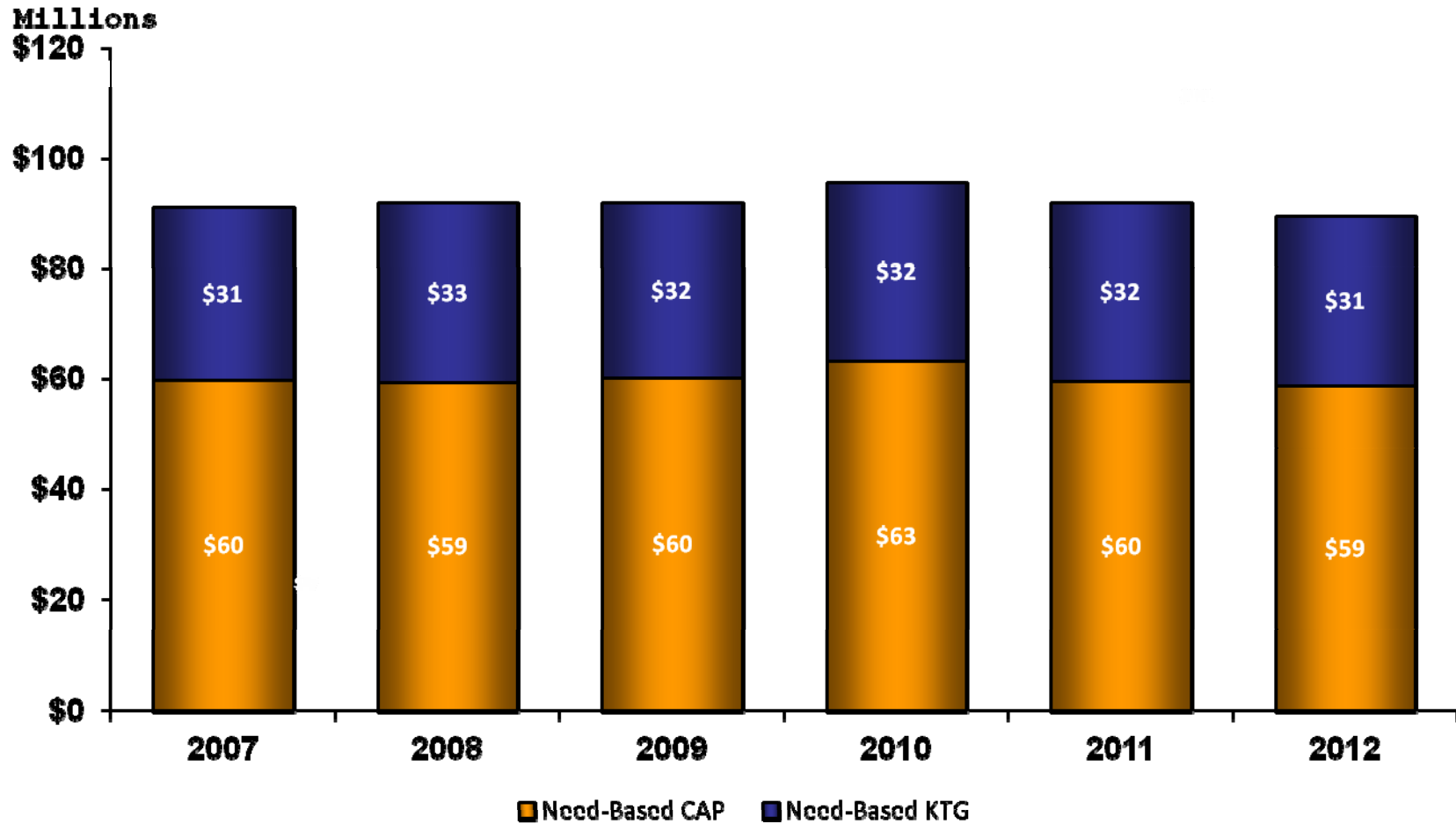
Need-Based Aid Funding (CAP & KTG)
FY 2006 - FY 2014

Millions

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Additional Unmet Need	$33	$41	$51	$40	$73	$99	$111	$123	$131
Appropriation Amount	$83	$89	$93	$93	$93	$91	$90	$90	$90

■ Additional Unmet Need

■ Difference between Statutory & Appropriation for CAP & KTG

■ Appropriation Amount
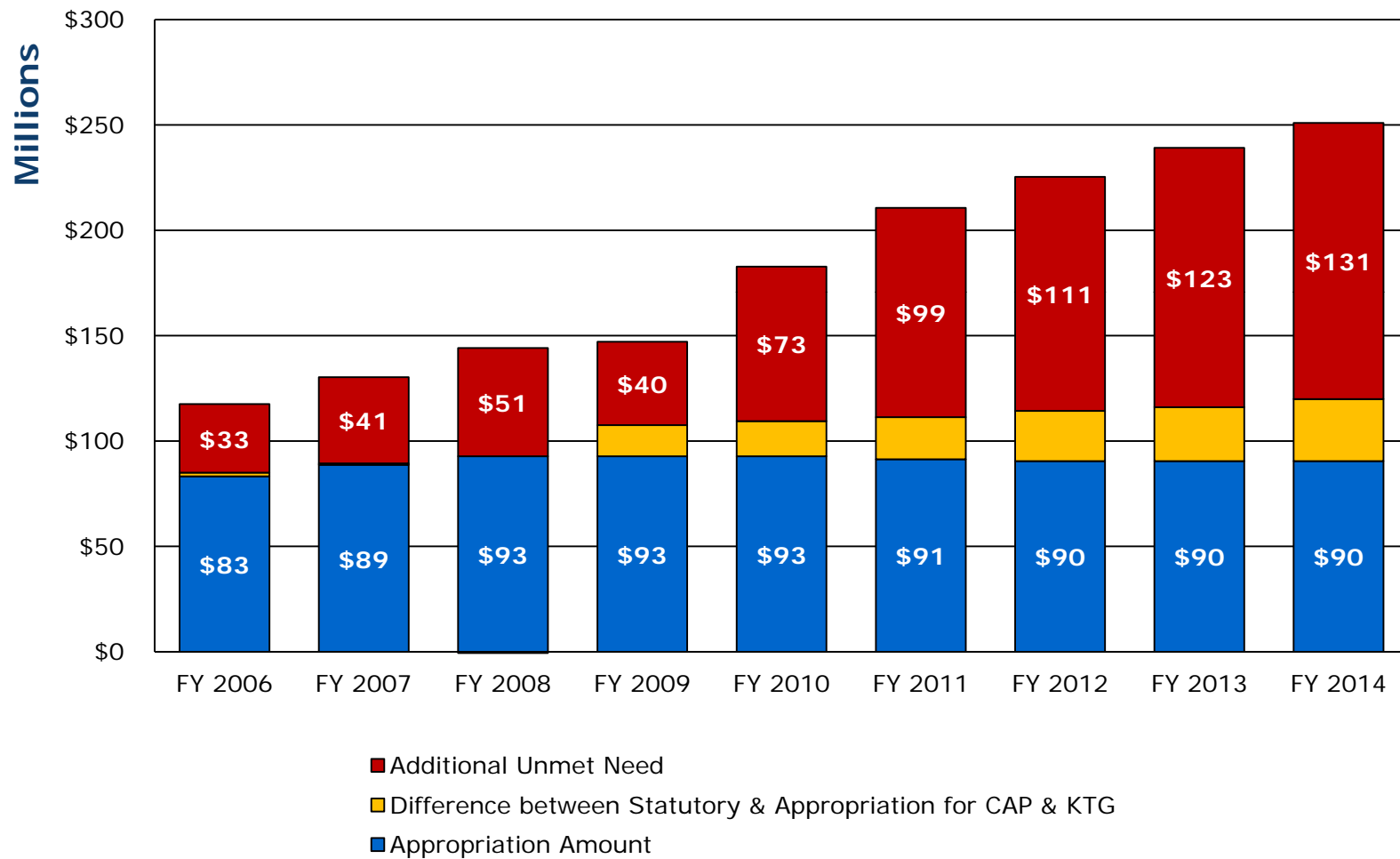
Unduplicated Students with Unmet Need FY 2007 - FY 2014
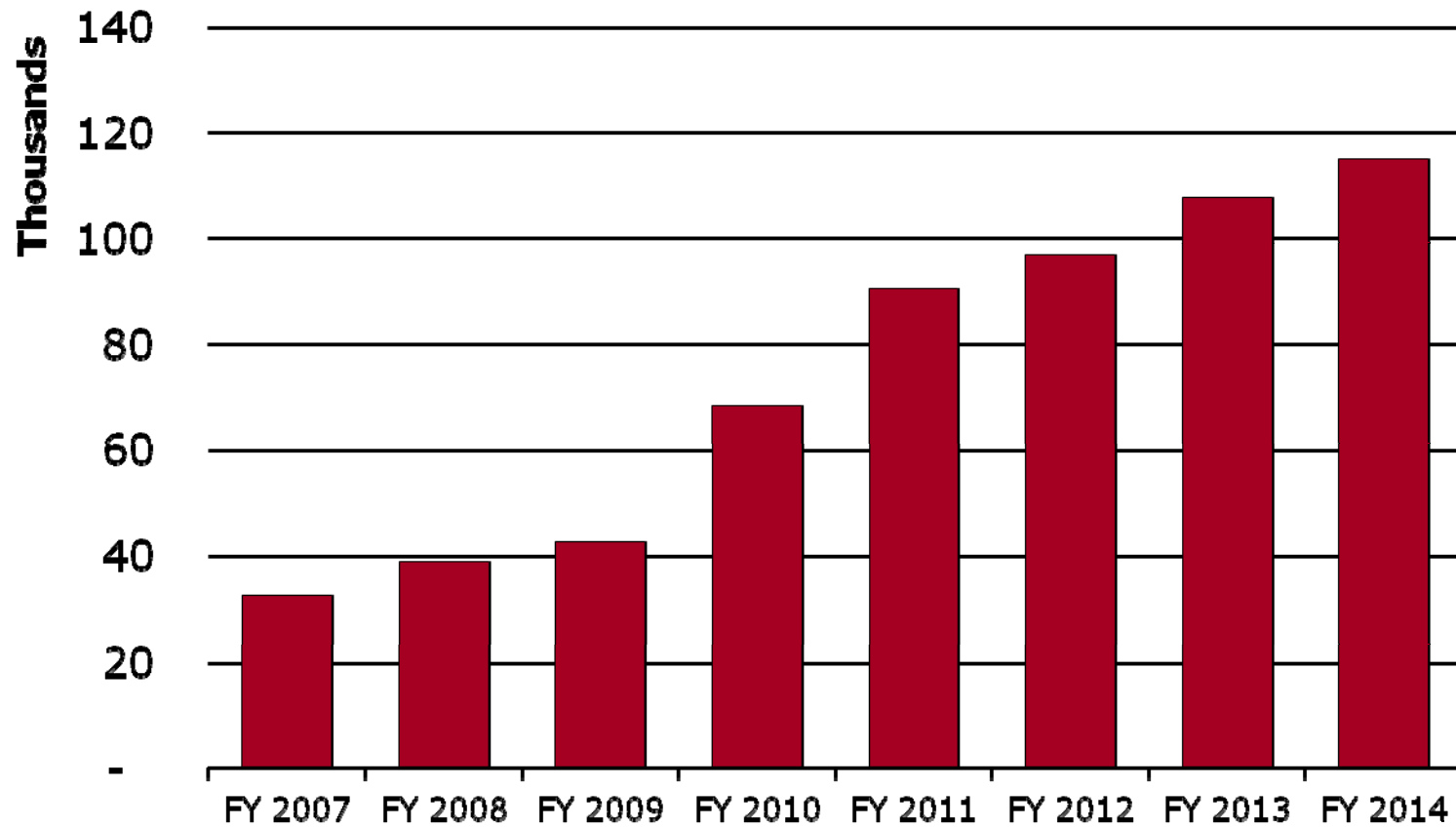
CAP and KTG Exhausted Funding Dates
FY 2009 through FY 2013
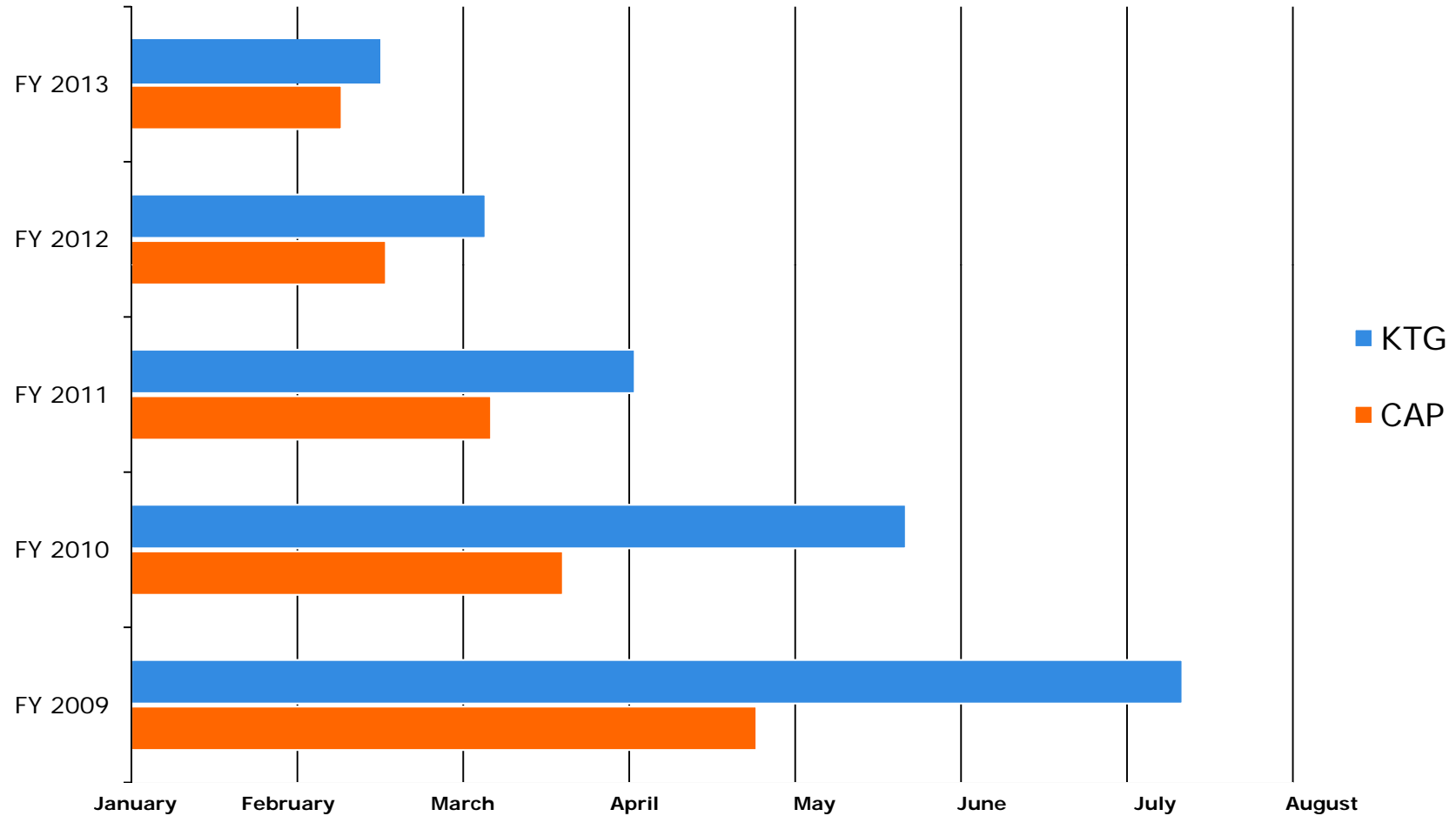
Dr. Carl P. Rollins

Executive Director/CEO

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crollins@kheaa.com

STRONGER by DEGREES

A STRATEGIC AGENDA
for Kentucky Postsecondary and Adult Education

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Focus on Student Success

Presentation to the Council on Postsecondary Education
June 20, 2013

Overview and Update on Policy Area 3:
Research, Economic, and Community Development

In February 2011, the Council on Postsecondary Education approved "Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education" for 2011-15. The Council staff will provide updates of the four focus areas of the Strategic Agenda throughout the year.

Policy Area 3, Research, Economic, and Community Development, with be the focus of discussion and review at the September Council meeting. Staff will review progress on metrics, strategies, challenges facing the campuses and Commonwealth in this area of our work.

Staff preparation by Lee Nimocks and Linda Linville

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

To compete in a global economy, postsecondary education must focus on creating a citizenry that not only has content knowledge in fields of study, but also is comprised of critical thinkers, problem solvers, and innovators. Fostering networks devoted to developing innovative and creative solutions to society's problems and transferring this knowledge by moving intellectual research into the marketplace are vital. Doing so requires a collaborative spirit with and between our institutions, the business community, and government.

For example, discoveries are taking place at our public institutions that solve global problems, from weather and climate data services in western Kentucky, space science and nano-satellite technologies in eastern Kentucky, to medical research across the Commonwealth. These endeavors educate our students, encourage their innovative thinking and are channeled into the private sector as job creation and business development. While resources are limited to provide research funding, Kentucky faces both an opportunity and a challenge. While external research and development funding has grown substantially since higher education reform, we still lag behind many of our benchmarks as well as the national average for all institutions.

PROGRESS

- Even in a severe global recession, leadership provided in collaboration with the Kentucky Science and Technology Corporation (KSTC) has incorporated Kentucky's research, technology, commercialization, entrepreneurial, and economic development efforts. Additionally, Bucks for Brains, Regional Stewardship, and Small Business Innovation Research-Small Business Technology Transfer (SBIR-STTR) have been very effective public investments.

- The Kentucky Science and Engineering Fund (KSEF) builds science and engineering capacity by proactively investing in advanced and application-oriented R&D, to strengthen innovative ideas and shape them to emerging technologies for commercialization. Commercialization investments enable university faculty in commercializing the technologies developed through R&D to create new businesses. Additional programs are designed to aid for-profit Kentucky-based companies to write competitive proposals to receive SBIR

Date: September 12, 2013

and STTR supported funds from participating federal agencies. These same companies may qualify for additional matching funds as well. This infrastructure works to realize commercial potential of R&D, offering peer review and a follow-up on developing technologies to realize their commercial potential.

- In addition to the investments of the state through these knowledge-based funded programs with our institutions and rural initiatives, are pathways to careers in science and technology. Project Lead the Way is now offering pre-engineering, as well as biomedical sciences curricula, enhanced by both the requirement and commitment of school districts and community businesses. Advance Kentucky has provided professional development for secondary teachers improving Kentucky's ACT scores particularly in math, science and language arts providing additional opportunity for dual credit and college-career ready student achievement. Initiated in 2013 is the Governor's School for Entrepreneurs. Building a pathway for young entrepreneurs, channeling their education into thinking creatively and encouraged innovative ideas may bolster the number of researchers living and working in Kentucky.

NEXT STEPS

Recent presentations before the Chamber of Commerce and the Kentucky General Assembly have helped to raise the profile of research activity at each of our public institutions. As we continue to spotlight researchers and their students, collaborative research and businesses are emerging to investigate state, national and global issues. The universities' vice presidents for research are developing meaningful metrics of R&D efforts on their campuses and within their regions. Regional Stewardship throughout the state, utilizing the knowledge base of Kentucky faculty, students, and entrepreneurs, has gained momentum even in an unstable economy. A communications plan to raise the profile of researchers, and their accomplishments, delineating how interdisciplinary sectors offer true opportunity, is under development. Building institutional partnerships while protecting intellectual property (IP) and determining how best to contain costs are being studied. Highlighting the accomplishments of faculty, entrepreneurs, and mentoring students through expanded opportunities for internships with and for Kentucky companies will foster innovation, creativity and an entrepreneurial culture both within and outside the Commonwealth. The application of original knowledge provides a way to engage the public in academic achievement, help create jobs, and grow our state's economy.

Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.

Strategy 7.1 - Strengthen and expand partnerships with business, industry, government, non-profit, and other educational entities to meet Kentucky's workforce and community needs.

- The **Kentucky College-to-Career (C2C) Study Group**, which is comprised of representatives from the CPE, campuses, and various other stakeholders, met this summer with representatives from the Kentucky Center for Education and Workforce Statistics (KCEWS) to discuss various research projects to help Kentucky more fully understand the state's education and workforce challenges and opportunities. C2C is serving as an advisory body to KCEWS as the Center develops reports and analyses that examine the linkages and gaps between workforce needs and talent development at Kentucky campuses. KCEWS also is reviewing hiring and salary trends of Kentucky college students several years after graduation.

- In addition to the projects outlined above, KCEWS, led by CPE, KDE, EPSB, KHEAA, and the KY Education and Workforce Development Cabinet, will be updating *Kentucky County Profiles*, first produced by the Council several years ago, which contain education, population, employment, and other data about each of the 120 counties, Area Development Districts, and Workforce Investment Boards. This information will help regional and community leaders better understand workforce supply and demand and inform policy decisions.

- CPE will facilitate a large **meeting of university healthcare educators** in October to discuss Kentucky's healthcare workforce issues and the looming gaps in some key areas such as nurses, primary care doctors, and mental health providers. The healthcare roundtable is being held in partnership with Audrey Haynes, Secretary of the Kentucky Cabinet for Health and Family Services, in response to a commissioned report from Deloitte and Co. about looming healthcare workforce shortages. It is anticipated that this meeting will be

Date: September 12, 2013

the first of several, and that this group of educators may evolve into a standing advisory committee to CPE and KCHFS on issues related to healthcare education in Kentucky. As a part of this effort, CPE is analyzing heath care education pipeline issues to assist in understanding whether participation in these programs is aligned with future workforce needs.

- CPE staff members have been meeting with **university engineering educators to discuss/review the engineering pipeline** and whether Kentucky's programs are producing the number of engineers in the right fields required to meet Kentucky's workforce needs. The discussions have been driven in part by Kentucky's BEAM (Bluegrass Economic Advancement Movement), a partnership led by the Mayors of Louisville and Lexington focused on growing economic development in the I-64 corridor. BEAM has identified advanced manufacturing as a growth opportunity which currently is hampered by a lack of qualified workforce, including engineering professionals.

- CPE, in partnership with the Kentucky Chamber of Commerce, is **leading discussions with a group of business and industry leaders** to review workforce needs and make recommendations for programming for the proposed adult learning collaborative (formerly known as Commonwealth College). The group is reviewing Kentucky's top 25 high demand professions as determined through analysis of Burning Glass data to help the group focus on academic programs that have relevancy and currency in Kentucky's economy. CPE staff members are working on additional analysis to map the professions to appropriate academic programs and to better understand student pipeline trends in these programs.

- Kentucky Adult Education, KCTCS, and the Kentucky Education and Workforce Development Cabinet were awarded a **$1.6 million Accelerating Opportunity grant** to support efforts to ensure more Kentuckians have the workforce skills they need. The Accelerating Opportunity pilot seeks to put adult students on track to earn a postsecondary credential by integrating the delivery of academic and technical skills. The initiative is funded by a strategic collaboration of diverse philanthropies including the Bill & Melinda Gates Foundation, the Joyce Foundation, the W.K. Kellogg Foundation, the Kresge Foundation, and the Open Society Foundations.

- KCTCS continues to be a leader in addressing Kentucky's immediate workforce needs through its **Workforce Solutions Program**, which is a one-stop-shop for Kentucky business and industry that addresses a full spectrum of workforce needs, including anytime, anyplace customized training and support services, community education, regulatory training, team leadership training and certification, and workforce assessments.

- The focus of **this year's Trusteeship Conference**, Kentucky's main college and university board development program, is on the linkages between higher education and economic development, with an emphasis on workforce/talent development. Sessions include panel discussions with Kentucky's key

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http://cpe.ky.gov/strongerbydegrees

business leaders about workforce needs and solutions, growing entrepreneurship, reworking Kentucky's career development programs to better meet the needs of today's students, regional efforts to grow the economy through a better aligned education system, and how today's data and analytics can help advance work in this area.

Strategy 7.2 - Support collaborations among postsecondary education providers to serve regional needs and planning efforts to raise the educational attainment level of the Commonwealth.

- Over the past year Council and institutional staff have been meeting to more fully develop the **adult-friendly college program** in response to the call by the General Assembly to develop a new delivery model to award bachelor's degrees in several high-demand fields. Led by the university provosts, teams have been meeting for the past six months to develop the model, which incorporates various practices that research has proven to be effective with adults: online or hybrid learning, convenient student support services, career counseling tailored to the individual's needs, credit for prior learning, flexible payment plans, and modular instruction. The provosts will finalize the plan this month for consideration by the presidents and the CPE. It is anticipated that the 2014-16 biennial request will include a proposal to help launch the effort.

- **Project Graduate**, a collaborative effort between the Council and the campuses to recruit and graduate former students who have earned 80 or more credit hours from a Kentucky institution, continues to make an impact. Since its start in 2007, more than 1,000 students have earned their degrees at public institutions through Project Graduate, nearly 2,000 students have been or are currently in the program, and it has generated $12 million in tuition revenue for participating campuses. Plans are underway to work on another marketing push for the program, probably in the spring of 2014.

- The Council's **Rural Access Work Group** met for much of the past year to explore the challenges of providing access to postsecondary education in areas of Kentucky with perennially low levels of educational attainment. Chaired by Pam Miller and comprised of university representatives and other stakeholders, the work group met from October 2012 – May 2013 to review issues related to education and economic opportunity in distressed, rural regions of Kentucky. The final report included 19 recommendations in six broad policy areas: affordability, college readiness, workforce alignment, two-to-four year partnerships, adult learners, and broadband access. Work has begun on implementing the recommendations and integrating them into the Council's broader strategic agenda.

- As a result of recommendations of the Rural Access Work Group, conversations are underway with Kentucky's Office of Broadband Outreach and Development and university **regional stewardship programs** to develop strategies to expand broadband access into more rural areas of the state. Additional information about these partnerships will be reported at future Council meetings.

STRONGER by DEGREES

A STRATEGIC AGENDA
for Kentucky Postsecondary
and Adult Education

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

Focus on Research, Economic, & Community Development

Presentation to the Council on Postsecondary Education

September 12, 2013

Stronger by Degrees

2011-15 Strategic Agenda for
Kentucky Postsecondary and Adult Education

- **Vision:** All Kentuckians will be prepared to succeed in a global economy.
- **Mission:** To deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.
- **Four focus areas:**
  - College readiness
  - Student success
  - Research, economic and community development
  - Efficiency and innovation

In order to compete in a global economy, Kentucky's postsecondary education must focus on:

Talent Creation
Creating a citizenry that not only has content knowledge in fields of study and responsive to the needs of employers, but also is comprised of critical thinkers, problem-solvers and innovators.

Knowledge creation
Fostering networks devoted to developing innovative and creative solutions to society's problems.

Knowledge transfer
Moving intellectual research into the marketplace.

Partnerships
Mobilizing business, industry, university and government resources and investments.

UK – Tekcrete Fast

U of L – Rehabilitation Research Center

- Regaining use of limbs

- Epidural stimulation of the spinal cord is a promising research therapy with the goal of helping people regain their ability to walk

Research, Economic, and Community Development

Policy Objective #6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Strategies:

6.1 - Support the critical role that the **University of Kentucky** and the **University of Louisville** play in the **creation of new knowledge** and recognize universities and faculty members for the advancement of knowledge and enlightenment.

6.2 - Support **collaborative research efforts** that leverage university expertise, lead to research investments and **commercialization** in high-growth or emerging areas, and are **aligned with business and industry growth**.

6.3 - Develop and implement a **strategic communications plan** that **highlights campus-based research and development initiatives** and the impact of this work on Kentucky's economic and community competitiveness.

6.4 - Secure additional funding for **research matching programs** and **explore new funding approaches** to maximize research, Kentucky Innovation Act investments, and multi-campus collaborations.

6.5 - Advance **Kentucky's STEM+H agenda** through ongoing **leadership**, **advocacy**, and **collaborative efforts**.

6.6 - Foster an **innovative, creative**, and **entrepreneurial culture** within the postsecondary education community.

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Performance Metrics

Degrees and credentials in STEM+H Fields
(science, technology, engineering, math, and health)

Research & Development Funding

STEM+H Degrees Conferred by Sector and University
System Totals
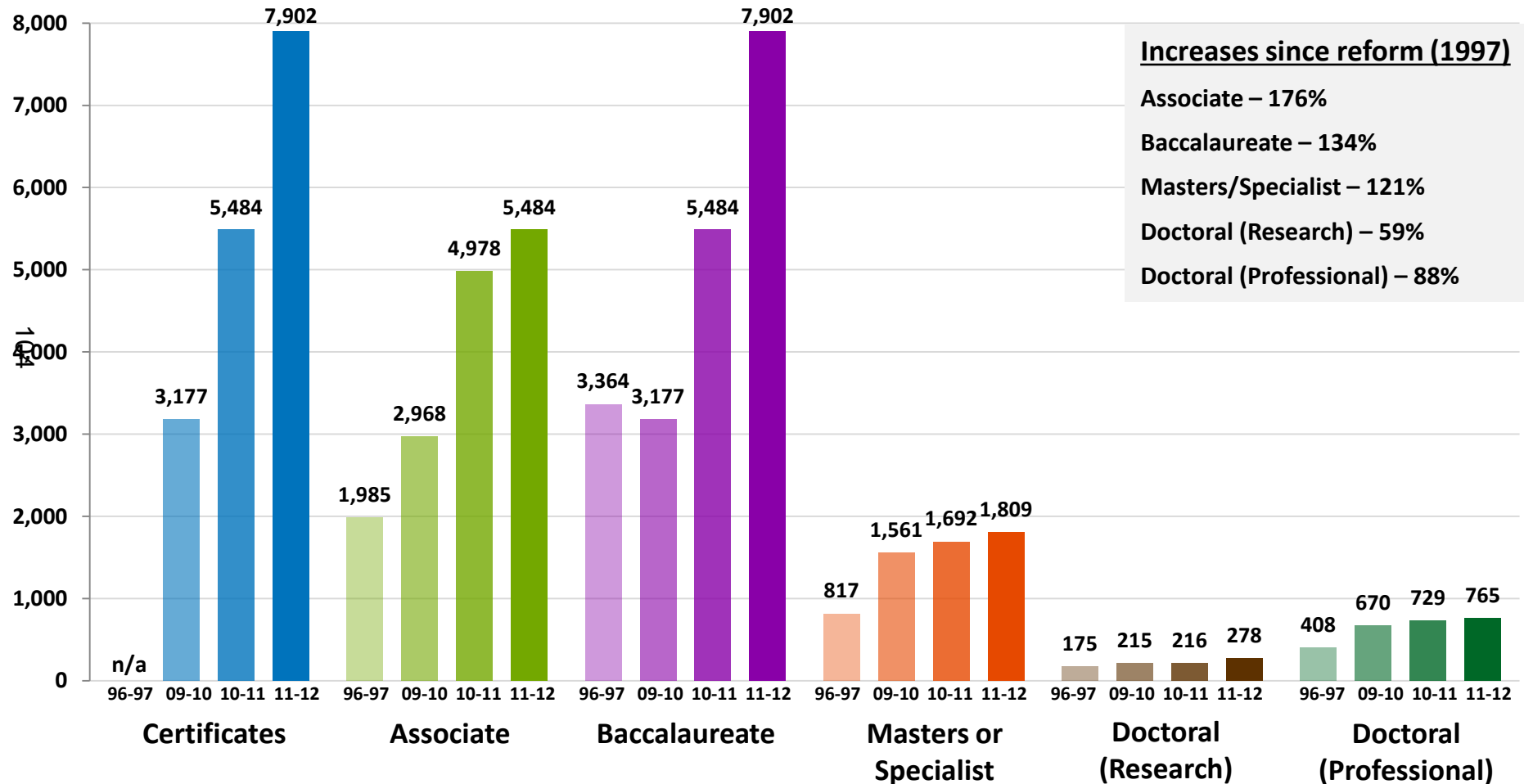## (2009-2012)

All Institutions
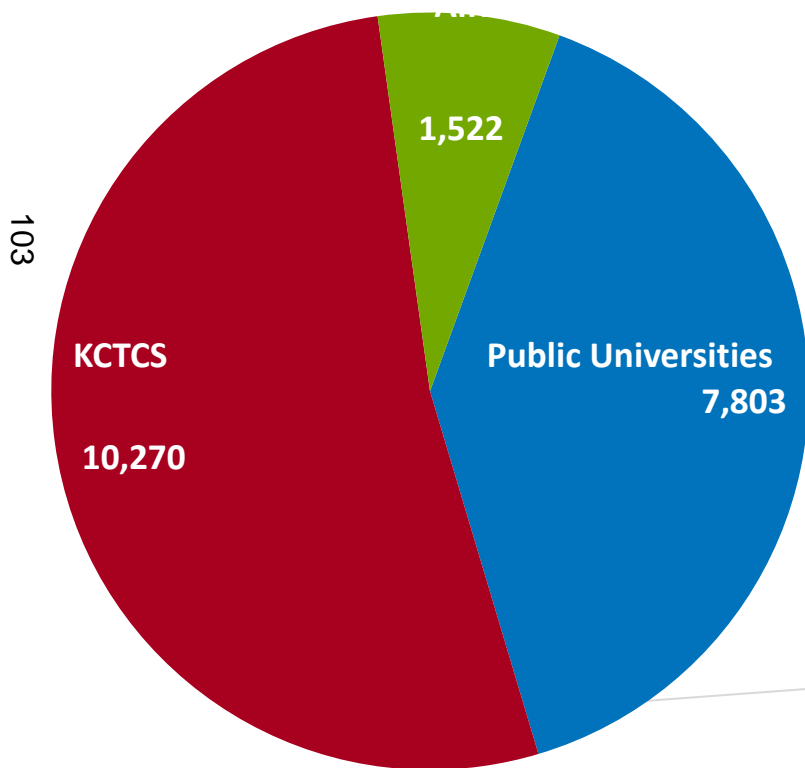
Subset: Public Universities

Source: CPE KPEDS.

All — 1,522

KCTCS — 10,270

Public Universities — 7,803

WKU 15%
EKU 10%
KSU 2%
MoSU 5%
MuSU 9%
NKU 9%
UK 29%
UofL 21%

STEM+H Degrees Are Rising

System Totals
(1996-97, 2009-2012)

Increases since reform (1997)

Associate – 176%

Baccalaureate – 134%

Masters/Specialist – 121%

Doctoral (Research) – 59%

Doctoral (Professional) – 88%

Source: CPE KPEDS. Note: CIP codes used to identify the STEM fields changed twice during period of interest.
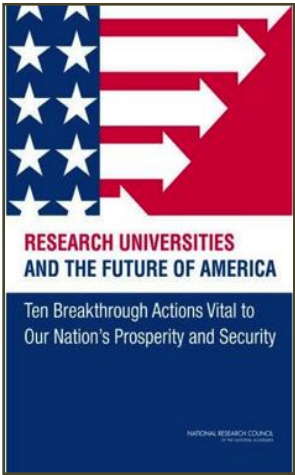
- Today, the primary source of new knowledge is at our research universities

- 35% of the federal R&D budget goes to 25 schools

- 24 universities share 42% of overall US *research output*

- Some of our biggest foreign customers – China and India - are increasingly investing in their own competitiveness

  - *Especially in their research universities*

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Externally-funded Research and Development (1998-2011)
(in millions of dollars)
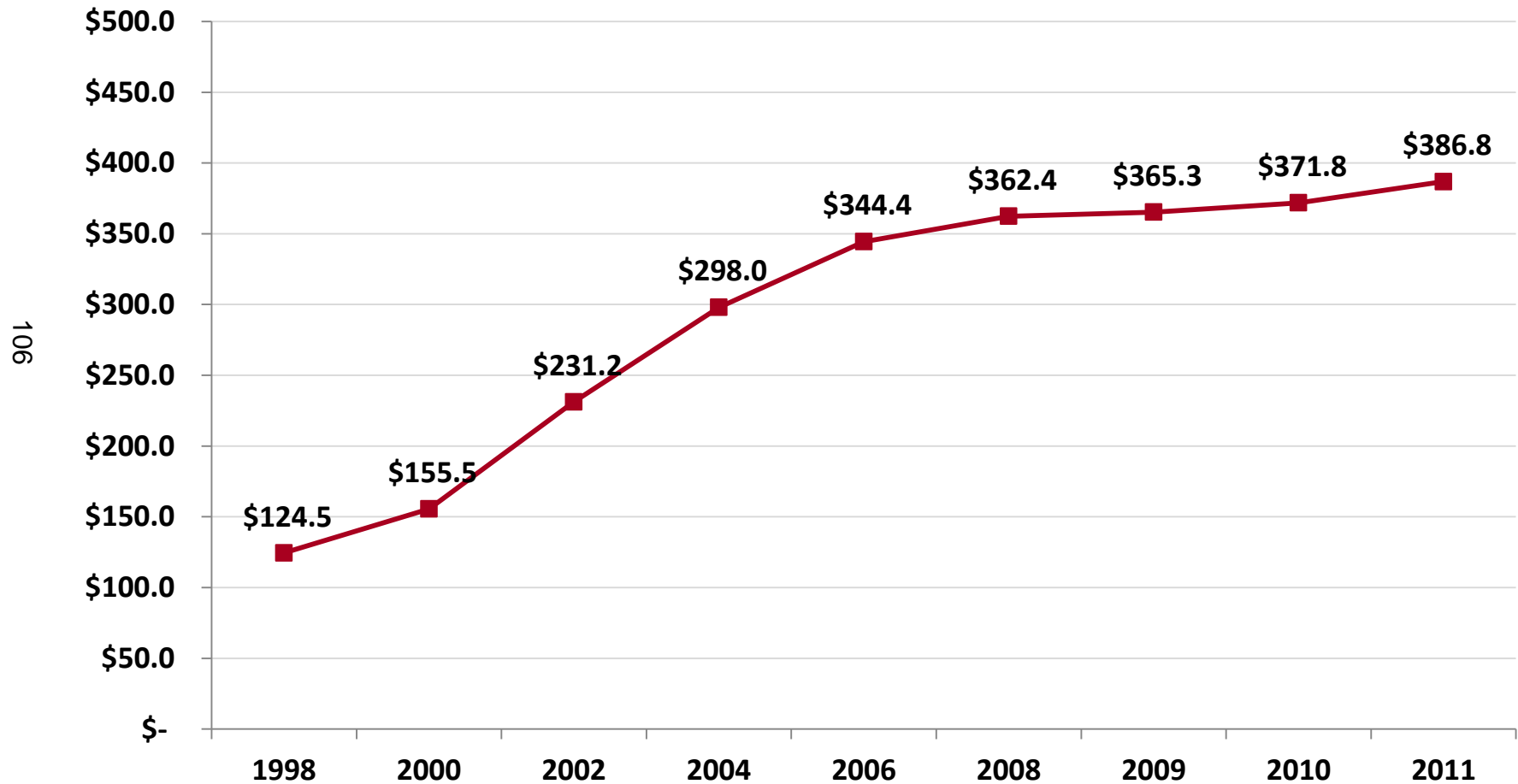
Source: CPE KPEDS.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Externally-funded Research and Development (2008-2011)

(in millions of dollars)

■ UK   ■ UofL   ■ Comprehensives

- 2008-09: 365.7m
- 2009-10: 371.8m
- 2010-11: 386.8m
- Target: 455m
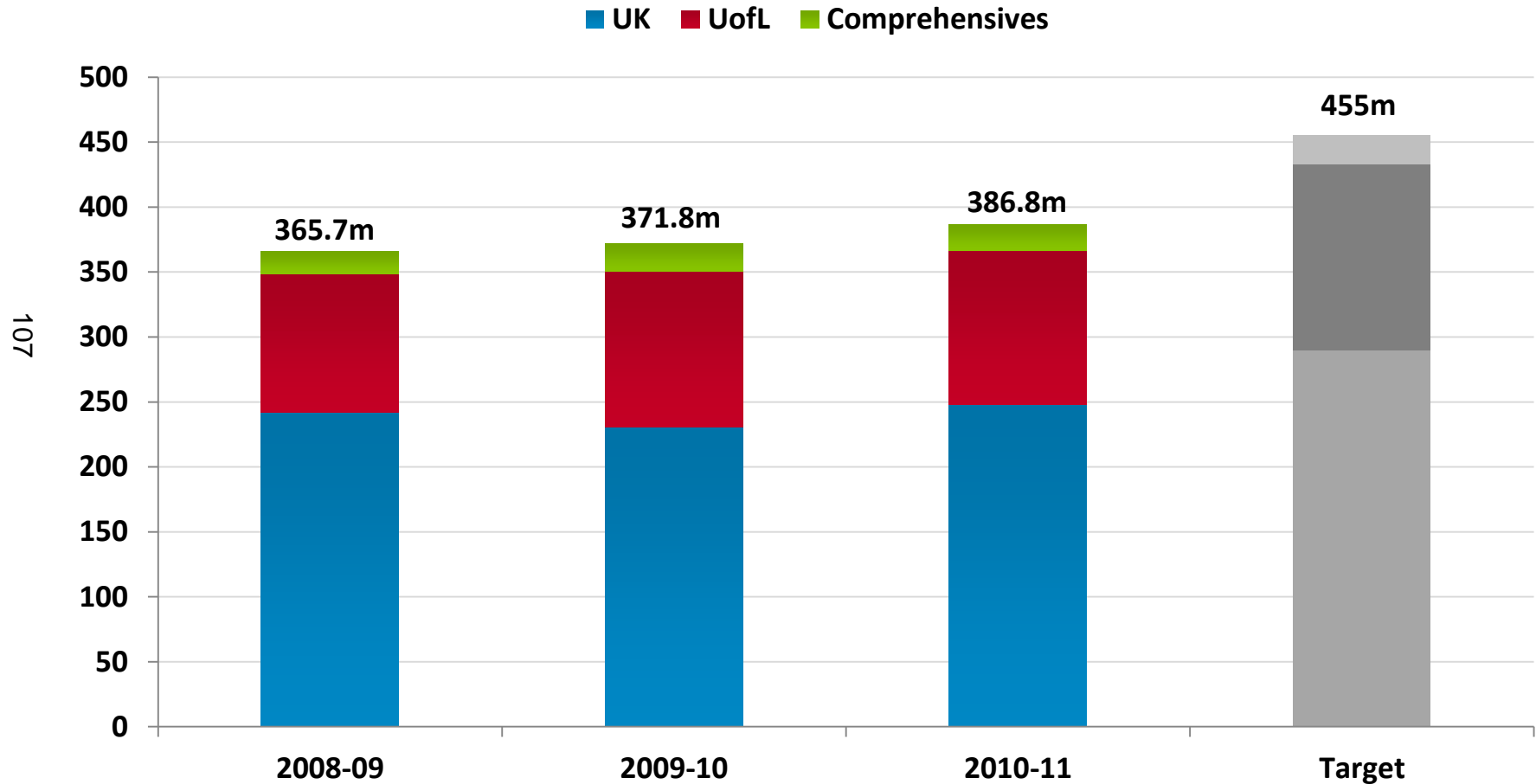
University of Kentucky and CPE Benchmark Institution Median
Federally Financed Research and Development Expenditures for Science and Engineering
Fiscal Years 1997 and 2011
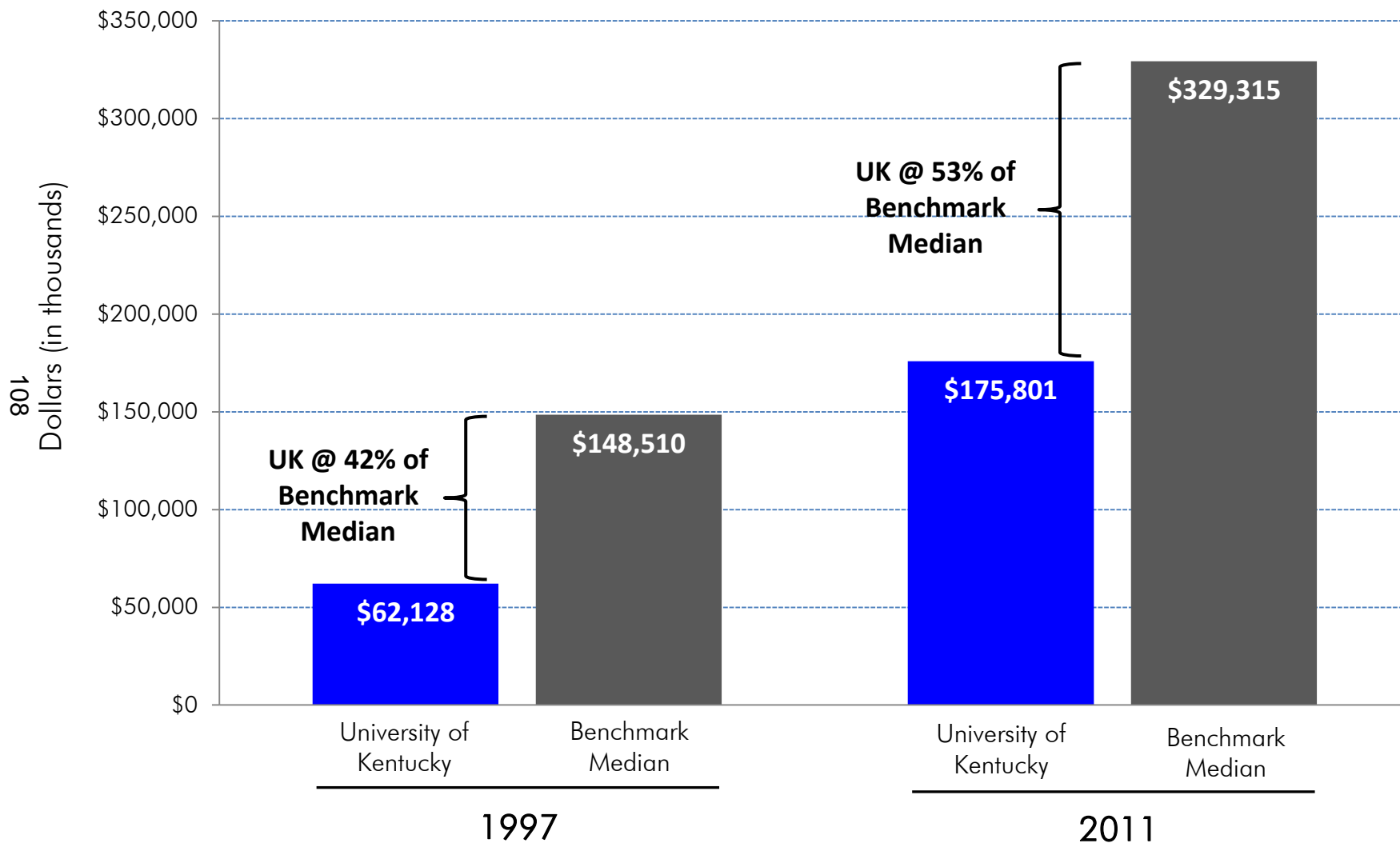
Source: National Science Foundation (NSF), WebCASPAR Database System.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

University of Louisville and CPE Benchmark Institution Median
Federally Financed Research and Development Expenditures for Science and Engineering
Fiscal Years 1997 and 2011

Dollars (in thousands)

UofL @ 63%
of Benchmark
Median

$134,178

$84,557

UofL @ 27%
of Benchmark
Median

$49,345

$13,521

University of Louisville | Benchmark Median | University of Louisville | Benchmark Median

1997 | 2011

Source: National Science Foundation (NSF), WebCASPAR Database System.

What level of financial support?
Four Rounds of Funding

Fiscal Year	State Support	Private Match	Combined Total
1999	$110 M	$110 M	$220 M
2001	$120 M	$120 M	$240 M
2004	$120 M	$120 M	$240 M
2009	$60 M	$60 M	$120 M
Total	$410 M	$410 M	$820 M

Note: Of $410 M in total state appropriations for this program, UK and UofL received $350 M. This table reflects figures for state and private funds when fully matched. As of June 30, 2013, there was $875,000 in state funds remaining to be matched.

Rise in Endowed Positions
Kentucky Public Research Universities
Fiscal Years 1998-2012

Endowed Positions

■ 1998 ■ 2012

Chart values: 1998 = 102, 2012 = 553
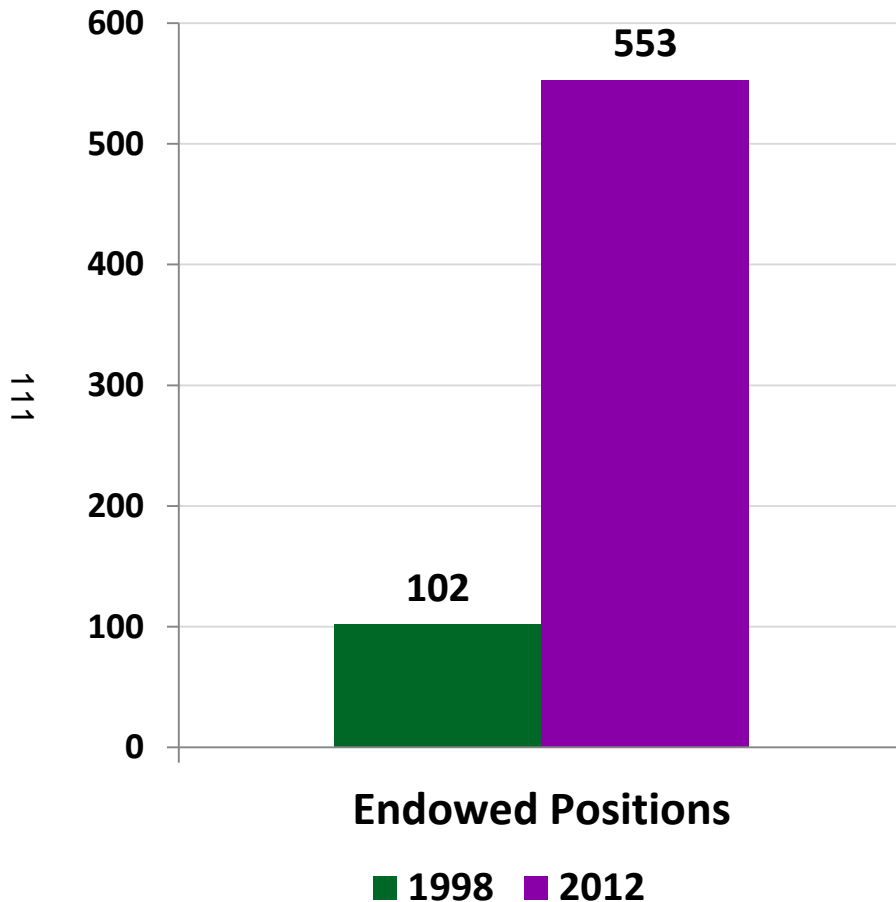
Areas (Select List)

- Endocrinology
- Ophthalmology
- Pharmaceutical Science
- Chemical Engineering
- Hematology
- Pediatrics
- Forestry
- Veterinary Science
- Neurology

- Aging
- Psychology
- Plant and Soil Sciences
- Cancer
- Electrical Engineering
- Biophysics
- Nursing
- Cardiology
- Tobacco Research

What outcomes have been achieved?
Fiscal Years 1998 – 2012 (UK & UofL Only)

- Over $409 million in private gifts generated.

- Endowment values grew by $1.06 billion or 198%.

- Externally funded R&D grew by $246.2 million or 209%.

- Federally funded R&D grew from $75.8 million to $249.7 million, or by 229%.

- Endowed positions grew by 451 or 442%.

The To Do List:
Solving the World's Great Problems

Building a More Innovative, Entrepreneurial Culture

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Kris Kimel

President

Kentucky Science and Technology Corporation

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Entrepreneurial / Innovation

Knowledge → Ideas → R&D → Imagination → Talent Development → Entrepreneurship → Innovation → Capital → Execution → Knowledge

Eco-System

KSTC

KENTUCKY
SCIENCE & TECHNOLOGY
CORPORATION
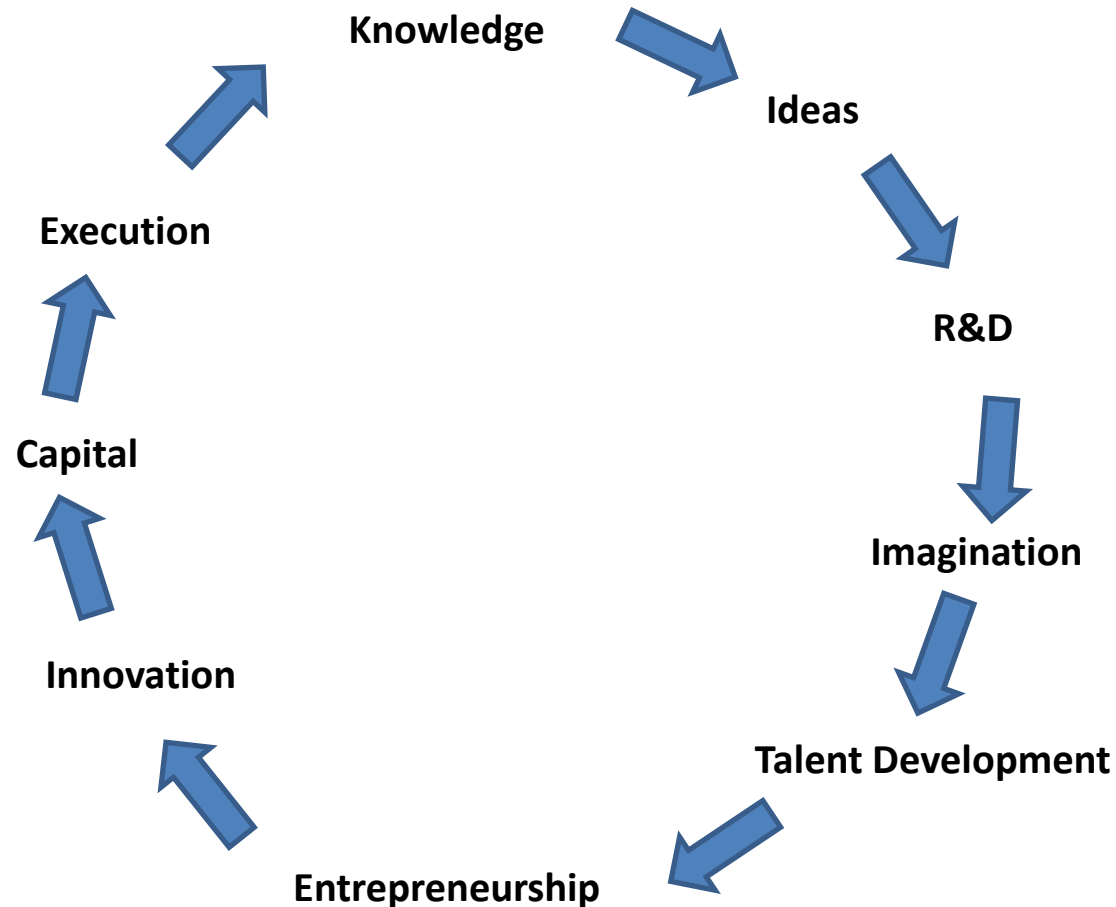
Economic Development / Growth Portfolio

KSTC

KENTUCKY
SCIENCE & TECHNOLOGY
CORPORATION
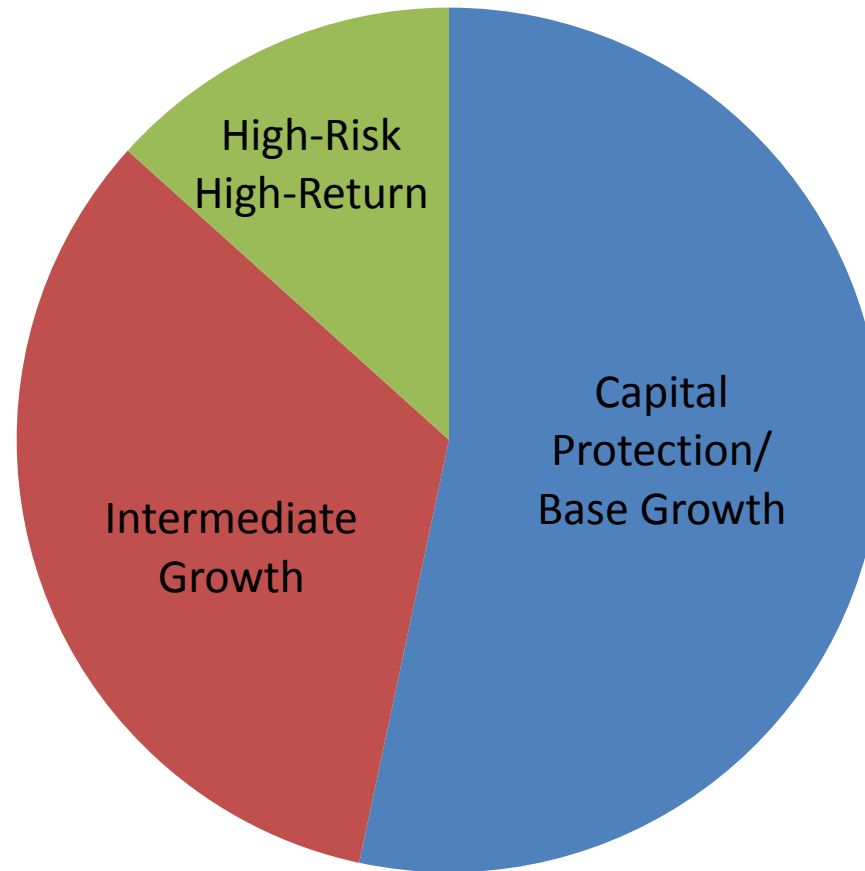
Entrepreneurial Impact
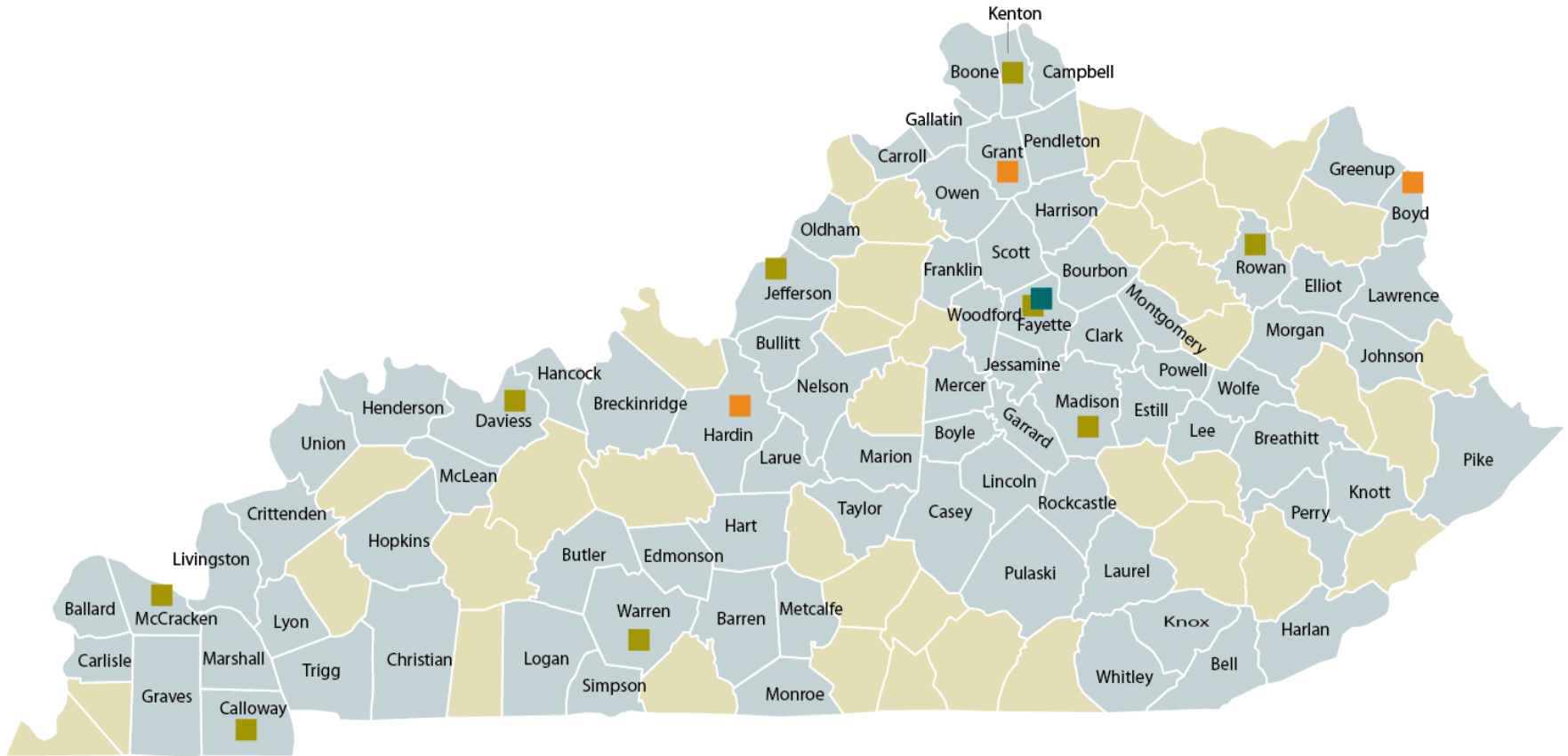
Regional Office | Statewide ICC Headquarters | Satellite Office

KSTC

KENTUCKY
SCIENCE & TECHNOLOGY
CORPORATION

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

One Program At-A-Glance

- KSEF R&D Excellence Awards
- KCF – Commercialization
- SBIR/STTR Phase Zero/Double Zero
- KY SBIR/STTR Matching

$313,453,306 IN FOLLOW ON FUNDING

$ 64,441,946 ORIGINAL INVESTMENT

ROI 7:4

ROI 26:1

ROI ~6:1

KY SBIR Matching

KSEF RDE

KCF

Phase Zero Double Zero

ROI 15:1

67 KSEF/KCF Awardees Patented Technological Innovations.

45 KSEF/KCF Awardees Formed New businesses.

16 Young Investigator Awards Received by KSEF Awardees, 15 NSF Career Awards, and one DOD.

2424 Peer Reviewed Manuscripts and Book Chapters Published.

1650 Young Scientists and Engineers Trained by Awardees.

118
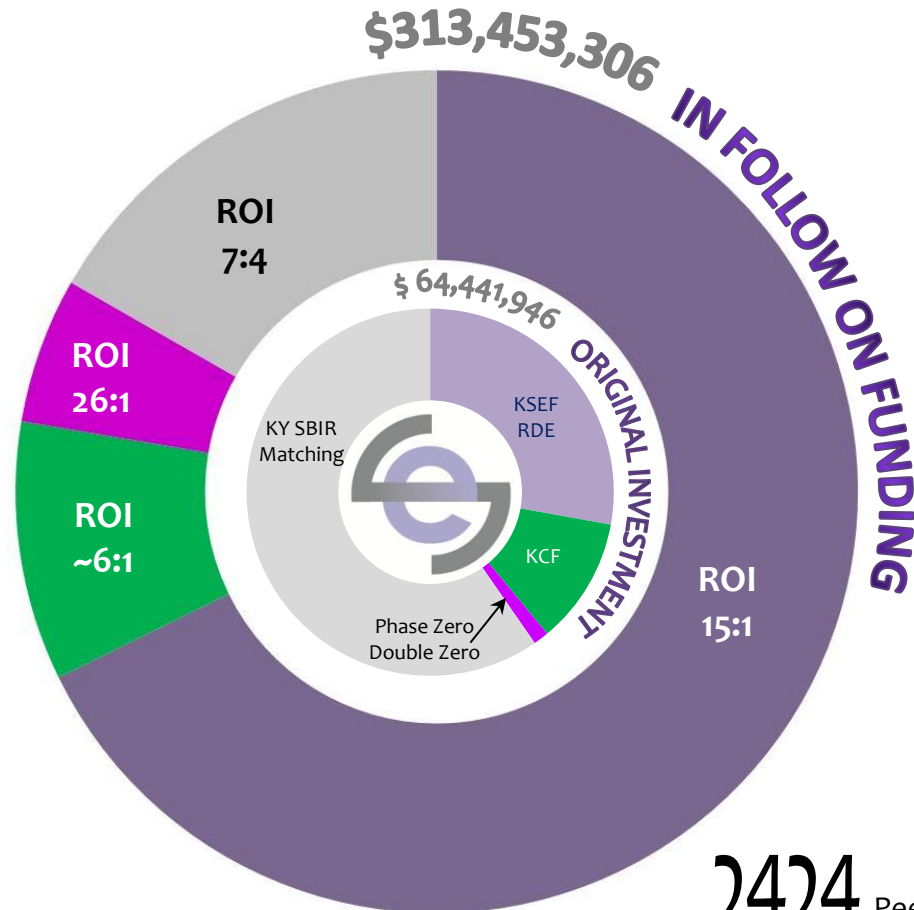
Per Capita Personal Income as a Percentage of the U.S. Average, 1969-2011, Kentucky and Selected States
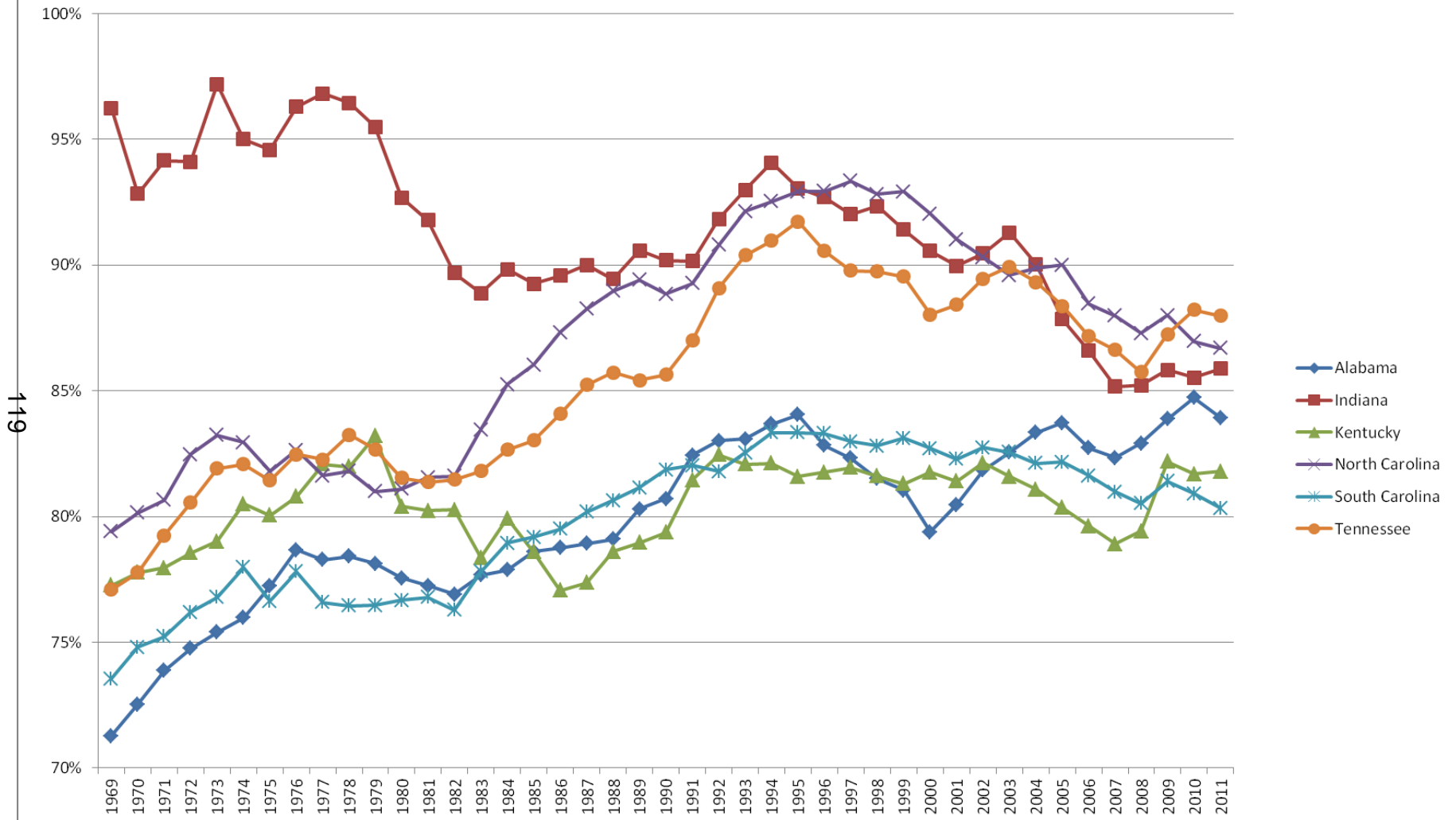
Source: Center for Business and Economic Research, University of Kentucky, analysis of data from the U.S. Bureau of Economic Analysis.

Per Capita Personal Income as a Percentage of the U.S. Average, 1969-2011

Legend:
- Birmingham-Hoover, AL (Metropolitan Statistical Area)
- Boulder, CO (Metropolitan Statistical Area)
- Durham-Chapel Hill, NC (Metropolitan Statistical Area)
- Indianapolis-Carmel, IN (Metropolitan Statistical Area)
- Lexington-Fayette, KY (Metropolitan Statistical Area)
- Louisville-Jefferson County, KY-IN (Metropolitan Statistical Area)
- Madison, WI (Metropolitan Statistical Area)
- Nashville-Davidson-Murfreesboro-Franklin, TN (Metropolitan Statistical Area)
- Raleigh-Cary, NC (Metropolitan Statistical Area)

Source: Center for Business and Economic Research, University of Kentucky, analysis of data from the U.S. Bureau of Economic Analysis.

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

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The Good News

*Fast Company Magazine
2013 The United States of Innovation

Where we are:
- 21st in Innovation
- 5th in Percent Growth in Entrepreneurial Activity
- 2nd in Percent Growth in Startups Per Million Residents

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SCIENCE & TECHNOLOGY
CORPORATION

Research, Economic and Community Development

Policy Objective #7

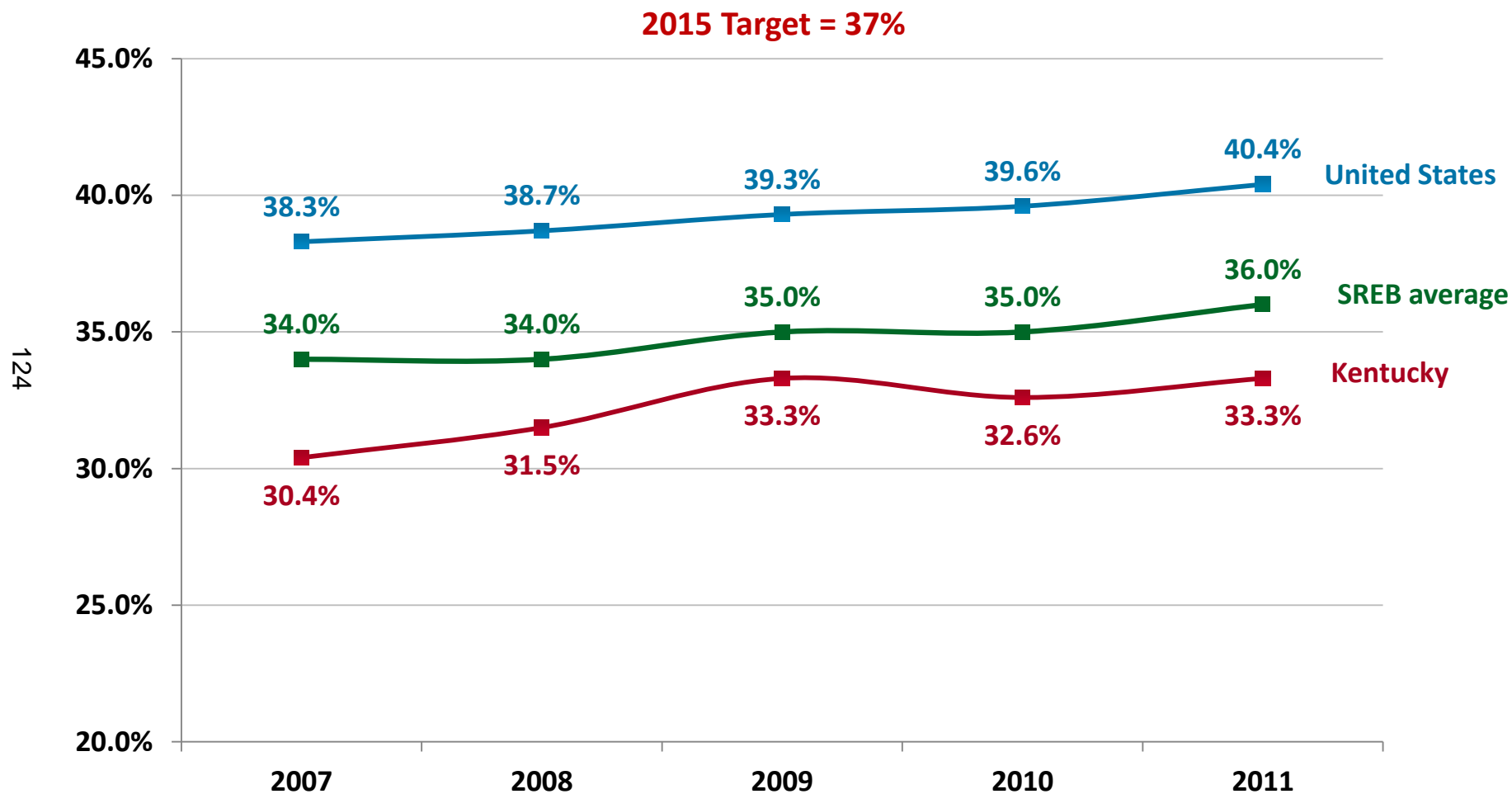*Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.*

Strategy 7.1 - Strengthen and expand partnerships with business, industry, government, non-profit, and other educational entities to meet Kentucky's workforce and community needs.

Strategy 7.2 - Support collaborations among postsecondary education providers to serve regional needs and planning efforts to raise the educational attainment level of the Commonwealth.

Performance Metric

Educational Attainment at the Associates Degree and Higher

Percentage of Adults (25 to 44) with an Associates Degree or Higher

2015 Target = 37%

Source: American Community Survey

Percentage of Adults (25 to 44) with an Associates Degree or Higher
(2011)

	28.2 to 35.5%
	35.6 to 39.9%
	40.0 to 45.8%
	45.9 to 53.7%

US Average = 40.4%

Source: American Community Survey.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Percentage of Adults (25 to 44) with an
Associates Degree or Higher by University Geographic Area of Responsibility
(2010-2011)

Overall Target for Kentucky = 37%

	KSU			MoSu			UK			UofL			NKU			EKU			WKU			MuSU		
	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11
%	32%	33%	34%	23%	23%	23%	41%	42%	42%	40%	40%	41%	37%	38%	39%	22%	23%	18%	27%	26%	27%	28%	28%	29%
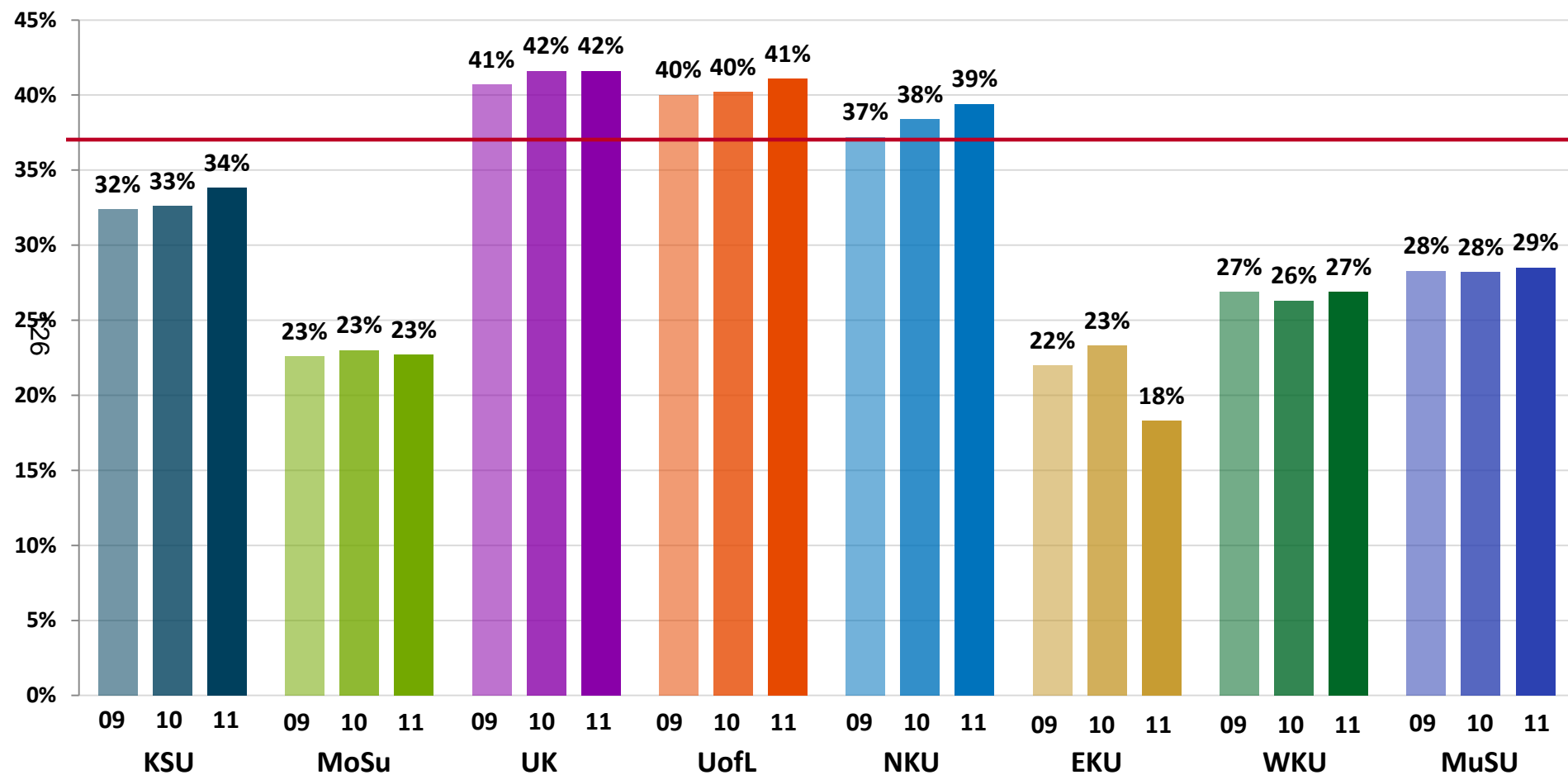
Why is this important?

In Kentucky and the Nation, Education Still Pays

Average Earnings by Education Level in Kentucky

Elapsed Time: 5 Years

2002: Less than H.S. $24,564 | H.S. or Equivalent $29,100 | Some College or Assoc. $34,032 | Baccalaureate or Higher $51,576

2007: Less than H.S. $28,764 | H.S. or Equivalent $34,128 | Some College or Assoc. $39,864 | Baccalaureate or Higher $60,924

2009: Less than H.S. $29,148 | H.S. or Equivalent $34,524 | Some College or Assoc. $40,284 | Baccalaureate or Higher $60,732

2011: Less than H.S. $31,476 | H.S. or Equivalent $36,936 | Some College or Assoc. $42,612 | Baccalaureate or Higher $63,240

■ Less than H.S.   ■ H.S. or Equivalent   ■ Some College or Assoc.   ■ Baccalaureate or Higher

128

College Graduates are Much Less Likely to be Unemployed (2010)

15.5% 14.9%

10.0% 10.3%

8.4% 8.4%

4.8% 4.7%

Less than a high school diploma

High school graduates, no college

Some college or associate's degree

Bachelors degree and higher

■ Unemployment Rate Kentucky ■ Unemployment Rate United States

129
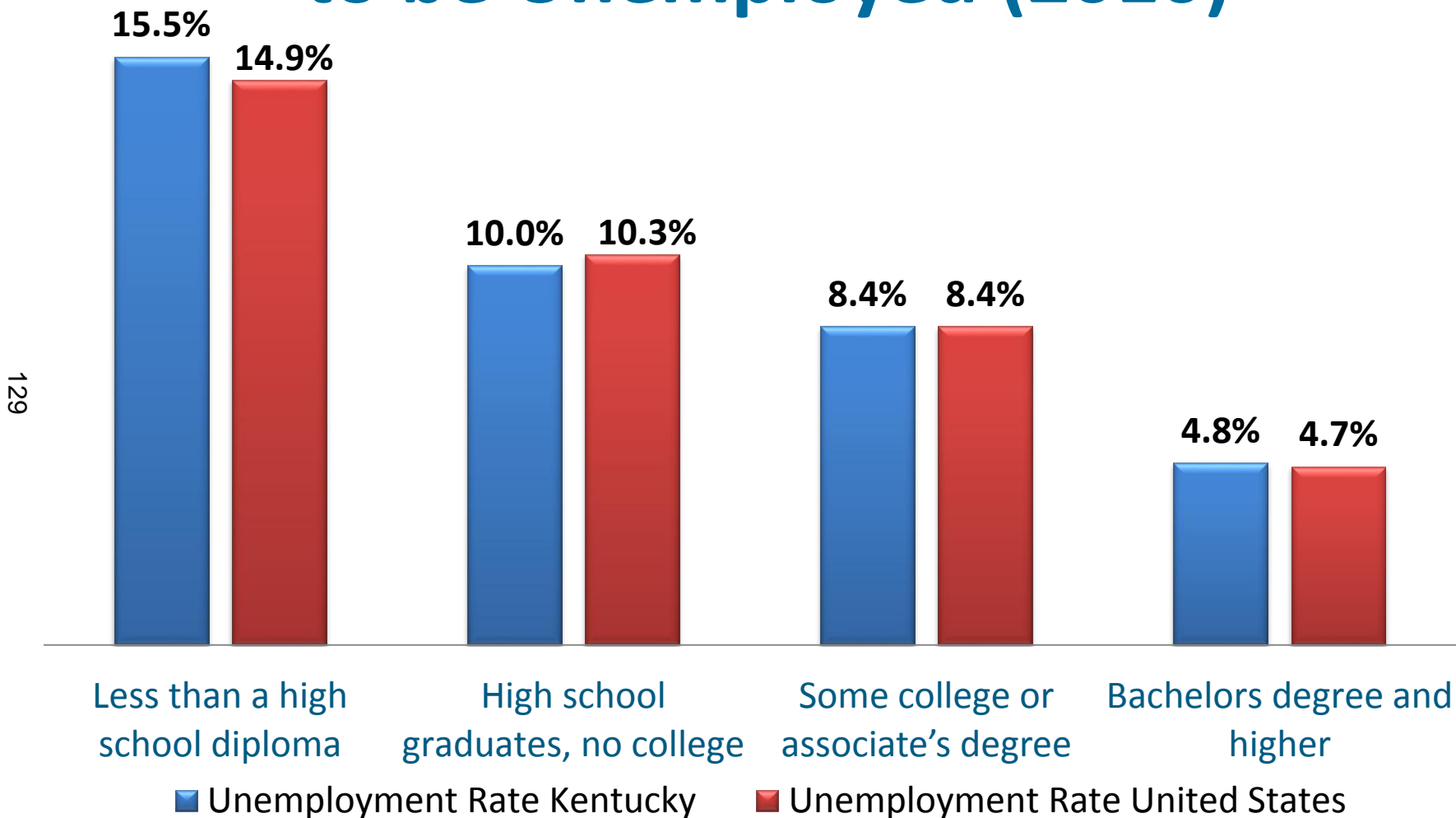
Poverty and Unemployment Rates by University Areas of Geographic Responsibility

130

Percent of Residents Living in Poverty / Unemployment Rate

University	Percent of Residents Living in Poverty	Unemployment Rate
US	13.8	9.6
KY	17.7	10.5
EKU	25.4	11.7
KSU	13.2	9.4
MoSU	23.9	11.7
MuSU	16.8	10.1
NKU	11.6	10.5
UK	16.6	9.3
UofL	14.5	10.5
WKU	17.9	10.5
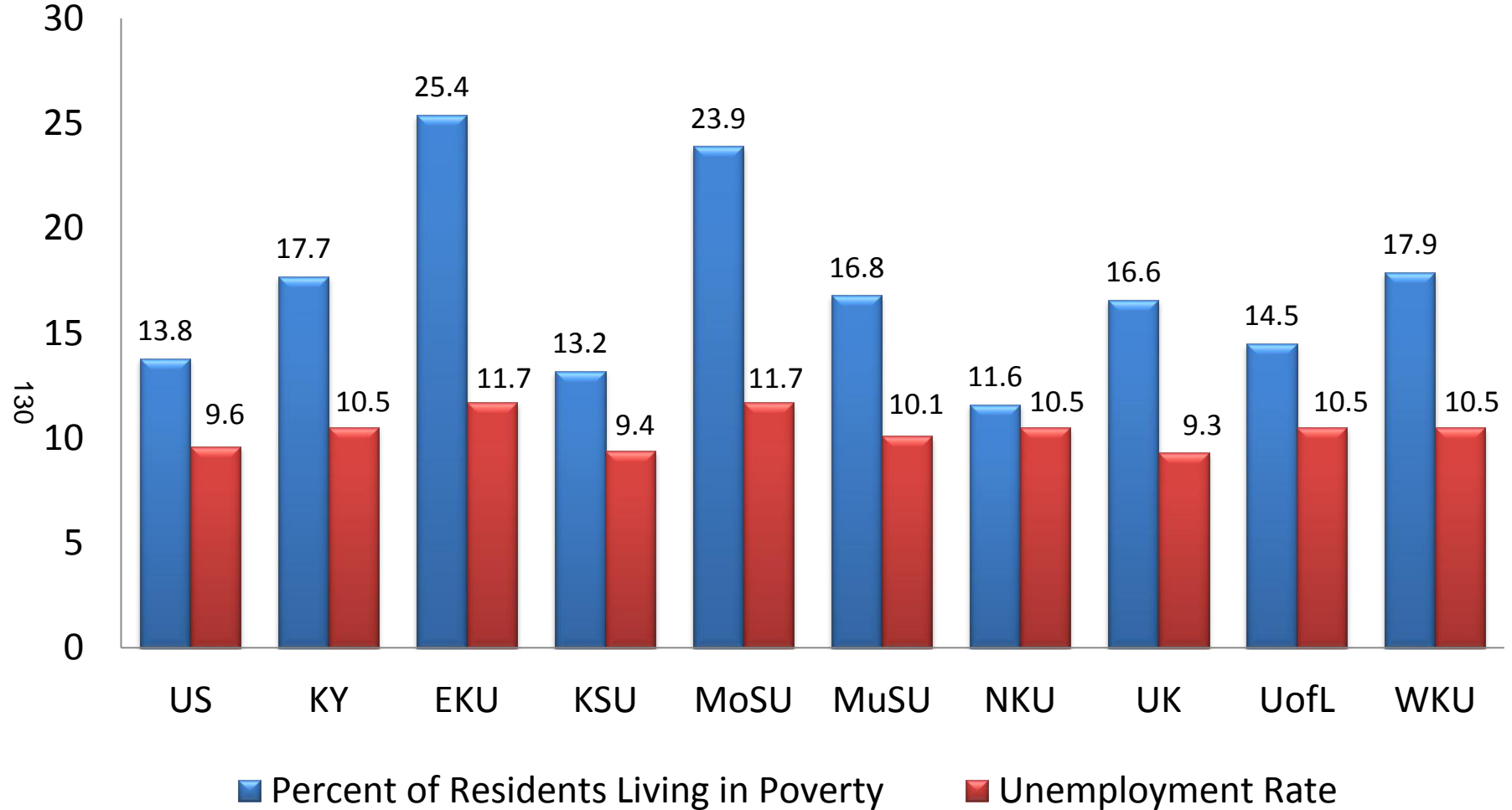
Source, P-20 Data Collaborative, County Fact Book

Effects of Recession, by Education Level
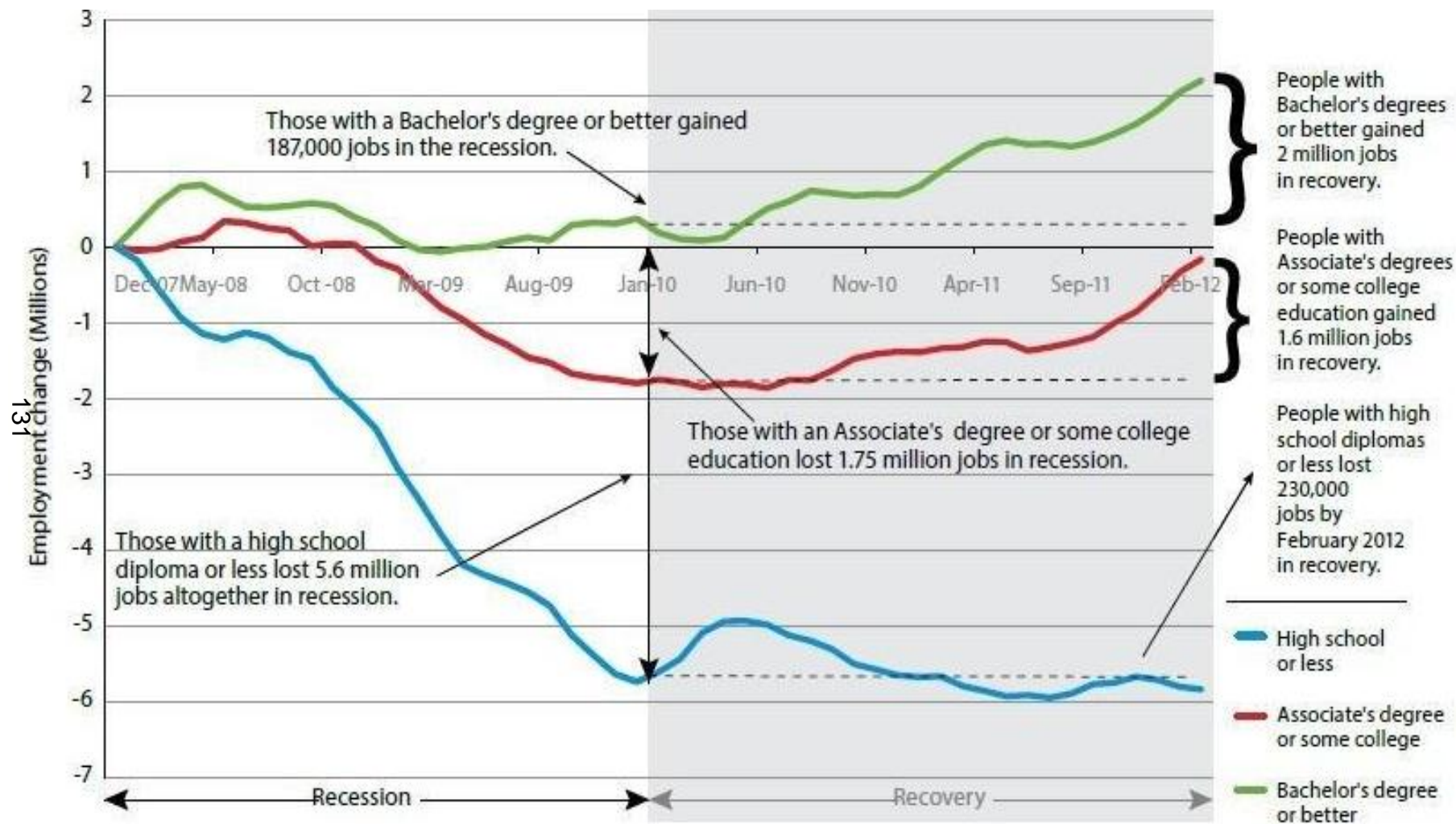
The College Advantage: Weathering the Economic Storm, Georgetown University Center on Education and the Workforce

What Are We Doing?

- Policy focus on regional issues and challenges

- Increased attention to workforce needs and workforce/education alignment issues

- Emphasis on data research and analysis to drive policy decisions and communications

- Focus on entrepreneurial education and opportunity

- Continued efforts to reach out to non-traditional learners, underrepresented students, at-risk youth, and college drop-outs and stop-outs.

STRONGER by DEGREES

A STRATEGIC AGENDA
for Kentucky Postsecondary
and Adult Education

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

Focus on Research, Economic, & Community Development
Presentation to the Council on Postsecondary Education
September 12, 2013

Overview and Update on Efficiency and Innovation Objectives and Strategies

In February 2011, the Council on Postsecondary Education approved "Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education" for 2011-15. The Council staff will provide updates of the four focus areas of the Strategic Agenda throughout the year.

Council staff will present progress made toward the Efficiency and Innovation focus area. The Strategic Agenda includes two policy objectives to guide the postsecondary system's work in this area.

- Policy Objective 8 – Increase academic productivity through program innovations.

- Policy Objective 9 – Maximize the use of postsecondary and adult education resources.

Council staff will provide information on performance metrics for this focus area and will update Council members on current and proposed state level strategies to make progress on these objectives.

The update on Policy Objective 8 will focus on disruptive technologies that hold the promise of simultaneously improving learning outcomes and expanding access to larger numbers of students, while reducing institution and student costs. Presenters include Dr. Jay Box, Chancellor, Kentucky Community and Technical College System and Mr. Allen Lind, CPE's Vice President of Technology and eLearning. Dr. Box will discuss the successes being realized with the KCTCS Learn on Demand program and Mr. Lind will profile the continuing demand growth at all institutions for online classes and programs.

The update for Policy Objective 9 will highlight the progress toward the number of degrees awarded per $100,000.

Staff preparation by Allen Lind and Bill Payne

Policy Objective 8: Increase academic productivity through program innovations

Strategy 8.1. Increase productivity and maximize success for both traditional and nontraditional students through course redesign and alternative methods of program delivery.

- The groundwork has been laid for a FY14-16 budget request ($1.2 million one-time and $2.4 million recurring) for the adult learner initiative, otherwise known as Commonwealth College. The Commonwealth College is a collaborative effort by all nine public institutions to implement adult-friendly high-demand programs using innovative policies and delivery methods to better serve Kentucky's adult population seeking a bachelor's degree. Based on the highly successful KCTCS Learn on Demand delivery model, through flexible, self-paced, modularized, competency-based programs, Commonwealth College learners will be afforded an opportunity to accelerate completion resulting in savings of time and financial resources.

- The Kentucky Virtual Campus (KYVC) funds faculty and staff professional development in support of course redesign and other course delivery innovations at the National Center for Academic Transformation, the Sloan Consortium, and the Quality Matters Project.

- With funding from the Bill and Melinda Gates Foundation, the Kentucky Community and Technical College System (KCTCS) is implementing an alternative teaching and learning model, Direct2Degree, evolved from the current Learn on Demand model designed for working adults. In addition to anytime enrollment, self-paced learning, competency-based modules, and credit for prior learning, Direct2Degree will offer a single file pathway of learning modules and a subscription based tuition system that motivates students to save money by completing assignments quickly.

- KYVC is working as a member of the Bill and Melinda Gates Foundation Personalized Learning Network to discover leading edge technologies that will highly individualize a student's learning experience, reducing the time-on-task to achieve desired learning outcomes.

Date: November 7, 2013

STRONGER by DEGREES
http://cpe.ky.gov/strongerbydegrees
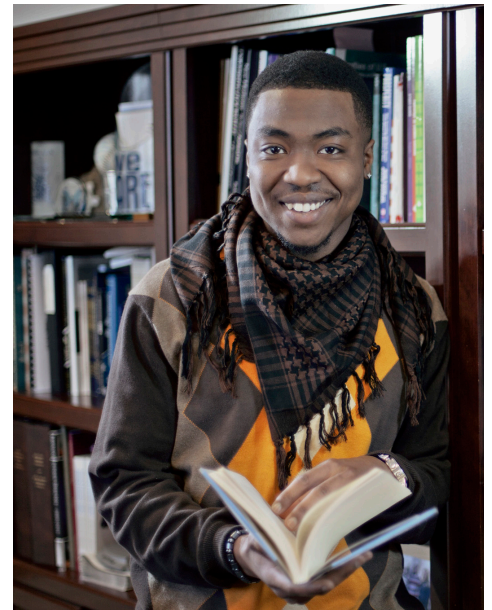
- The Council is working with regional and national groups to finalize and implement a reciprocal agreement whereby Kentucky institutions can more easily be authorized to enroll online students from other states.

Strategy 8.2. Build upon the success of Kentucky's Virtual Campus and Virtual Library to maximize the use of technology in implementing academic innovations.

- The Council and several institutions have committed to participate in the Mindspring Project along with institutions from California, North Carolina, and Massachusetts. Mindspring is a collaborative process based on the highly successful Kaleidoscope initiative funded by the Bill and Melinda Gates Foundation that allows faculty to customize their course content, delivers course materials to every student on the first day of class, and reduces student textbook costs to essentially zero.

- The Kentucky Virtual Campus renewed the statewide contract for the Blackboard software used by most institutions for online and traditional courses. This provides a high quality, consistent virtual classroom experience for students and instructors while saving over $5 million.

- The Kentucky Virtual Library (KYVL) provides electronic materials to 400 member libraries at one tenth the cost of individual purchases. KYVL manages the contracts for software and hosting used by libraries for their operations. KYVL manages the delivery service for statewide interlibrary loan items.

- The Learning Depot, managed by the KYVL, provides a digital repository for the contribution and reuse of high quality electronic class materials.

- KYVC4K12 provides a web based catalog of online courses for middle and high school students.

- The Kentucky Regional Optical Network (KyRON), a consortial operation based at the Council, provides high speed Internet to over 100 campus and branch locations. It connects Kentucky's P-20 education community to the national and international research and education community via Internet2. KyRON enables UK and UofL to qualify for major federal research grants.   A first for Kentucky, KyRON has acquired dark fiber connections from Lexington to Frankfort to Louisville to Cincinnati and back to Lexington. This fiber backbone will allow increased speeds and reduced costs. KyRON enables the institutions to implement cost saving applications like cloud computing. KyRON plans to extend its offerings beyond postsecondary education to other community anchor institutions like schools, libraries, museums, healthcare, public safety, and local and state government agencies. We are in active discussions with the Commonwealth Office of Technology to examine potential public/private partnerships that would significantly increase the availability of the fiber optics that are required for the businesses and jobs of the 21st Century.

- KYVC manages the statewide contract with ESRI for Geographical Information System (GIS) software. The license allows all state agencies and both academic and administrative use at all P-20 education institutions.

- KYVC continues to provide a website and helpdesk to all students seeking information about online classes and programs in Kentucky. It is anticipated that the KYVC software will be used by the Commonwealth College.

- KYVC continues to offer a platform for organizations to offer their professional development classes.

Strategy 8.3. Redesign approval and review processes for new and existing academic programs to ensure alignment with state needs.

- The Council has developed a new Academic Program Review and Approval Process and a web application to automate its operation. The Kentucky Postsecondary Program Proposal System (KPPPS) allows Kentucky public postsecondary institutions to communicate and solicit review of proposed new academic programs with other Kentucky public postsecondary institutions. The system provides ease of use through an automated notification and workflow process which is managed by Council administrators. It offers transparency of the process to all public postsecondary institutions. All academic programs are available to the public on a searchable web site.

Policy Objective 9: Maximize the use of postsecondary and adult education resources

Strategy 9.1. Effectively integrate Kentucky's independent colleges and universities into efforts to achieve greater efficiencies and expand postsecondary opportunities.

- Kentucky's independent colleges are key partners in Kentucky's efforts to achieve the goals of House Bill 1, improve educational opportunity, and increase educational attainment at all levels. The president of the Association of Independent Kentucky Colleges and Universities (AIKCU) is a member of Kentucky's Advisory Conference of Presidents, and AIKCU staff members and independent college representatives regularly participate in planning and policy related discussions hosted by the Council.

- The independent colleges and universities present performance information annually to the Council, and for many years, AIKCU members have voluntarily provided unit record data to the Council for integration into the state's comprehensive postsecondary data system. This participation has provided Kentucky with a much more comprehensive understanding of postsecondary performance within the state.

- All independent colleges and universities (for-profit, baccalaureate degree granting, and nonprofit) are licensed by the Council and all new programs are submitted for Council approval.

- Kentucky undergraduates attending independent colleges and universities are eligible for both need-based grants and KEES scholarships. The Kentucky Tuition Grant, established in the 1970s, is solely for Kentucky students with demonstrated financial need attending independent colleges accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), or those that have been approved through a SACS-like review conducted by the Council. The grant program is designed to help equalize tuition between the public and private sectors and expand postsecondary choice and opportunity for Kentuckians.

- Many of Kentucky's independent colleges and universities are located in rural regions of the state far from any public university campus. The presence of these campuses in these areas allows greater access to

Date: November 7, 2013
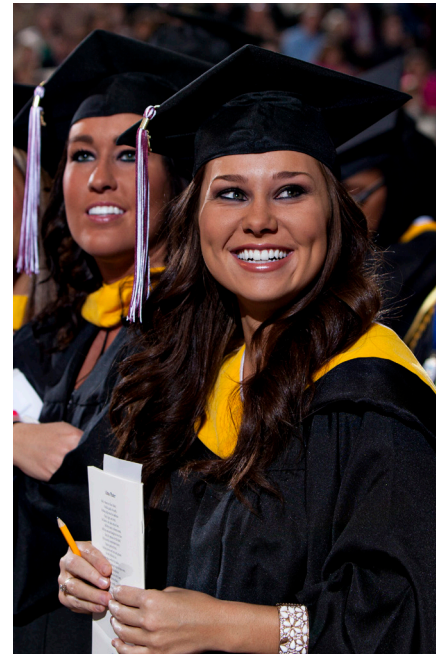
postsecondary education for students who may be place bound or who are interested in a smaller campus environment.

- Kentucky's independent colleges and universities participate in a range of programs and services hosted or managed by the Council, including the Kentucky Virtual Library, SB 1 (college readiness)-related initiatives, transfer programs, teacher quality activities, and others.

Strategy 9.2. Explore options for consolidating or outsourcing pertinent operations, as well as facilitating joint purchasing and contracts.

There are a range of cost containment practices to improve efficiency of business practices that are being undertaken by campus chief budget officers and chief information officers, the Distance Learning Steering Team, the Kentucky Educational Purchasing Cooperative, public institution chief business officers, and the Kentucky Higher Education Risk Managers.

The Council on Postsecondary Education and Kentucky's public colleges and universities are committed to increasing productivity and efficiency and identifying proper metrics to measure and communicate progress in this area. A work group comprised of Council staff and campus chief budget officers have developed an annual report that will quantify the impact of cost savings and efficiency strategies implemented by higher education institutions in a uniform way.

- Reducing energy consumption related to the Beverage and Snack Vending Machines by upgrading the machines to include motion sensors and LED lighting, de-lamping, or setting to standby mode. Campuses may consider upgrading beverage machines which will also allow reducing the number of machines on campus without interrupting customer service and beverage quality to the campus community. (Implemented by UofL)

- Institutions sponsor a variety of sustainability events (including films, tours, workshops, conferences, lectures, fairs) throughout the year to raise awareness and get the community involved in changing campus culture to reduce environmental impact and energy waste.

- Colleges and universities are implementing, through purchasing policy, requirements that advocate buying Energy Star or other similarly rated appliances and equipment.

- Campuses have established policies to implement overnight and holiday shutdown procedures so energy is not expended when the campus is not occupied. For example, overnight shutdowns include lighting, computers, unutilized equipment, and HVAC systems.

- Institutions have developed a series of campuswide energy conservation suggestions called "Green Tips," which are distributed periodically to suggest ways that members of the campus community can modify their behavior to reduce their personal energy consumption.

- One campus is gradually replacing gasoline-powered mowers with less polluting and more efficient propane-powered mowers. (Implemented by NKU)

- Institutions are evaluating net zero energy facilities that combine technology and on-site renewable sources (e.g., solar, natural lighting technologies).

- Campuses are exploring the value of programs made available by the Commonwealth of Kentucky, such as Commonwealth Energy Management and Control System (CEMCS), an energy management and control software system that focuses on utilities cost reduction.

- Some institutions are exploring increased use of wellness and health management programs to reduce insurance costs and time away from work.

- Some colleges and universities are considering strategically realigning resources among academic programs and administrative restructuring to create savings.

Strategy 9.3. Develop statewide policies that promote the effective and efficient use of capital facilities and infrastructure.

All Kentucky institutions outsource selected non-core functions or operate non-core functions as self-supporting enterprises to improve service, cost savings, and resource decisions on campus. Below are examples of strategies that one or more campuses have implemented to reduce costs, accommodate increased student enrollment or staff numbers, or provide increased access to existing programs or services.

- **Kentucky LEED Standards:** Experts recommend the use of Leadership in Energy and Environmental Design (LEED) standards for construction and renovation, and for recommissioning buildings at construction completion to ensure that anticipated and intended savings are realized. The General Assembly has enacted legislation to implement High Performance Building Standards. To date, institutions having buildings designated as LEED Silver or above include EKU, KCTCS, MoSU, MuSU, NKU, UK, UofL, and WKU. Consideration is being given to recommissioning existing buildings at some reasonable interval. Over time building efficiency declines and it is possible to achieve an improvement in efficiency of 10 percent or more through recommissioning.

- **Energy Use/Savings (ESCOs):** All Kentucky postsecondary institutions currently have energy performance contracts to secure immediate and long-term savings and upgrades. These programs invest in energy savings to reduce long-term operating costs, while implementing programs that encourage faculty, staff, and students to reduce energy consumption.

- **Financing Capital Facilities:** Institutions are increasingly looking to public-private partnerships to provide modern student housing. While this strategy has been used by postsecondary institutions for nearly two decades, it is a relatively new strategy for Kentucky institutions. This strategy allows an institution to preserve critical debt capacity for other capital project needs.

Four Areas of Focus

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

Efficiency & Innovation

Policy Objectives

- **Policy Objective 8:** Increase academic productivity through program innovations.

- **Policy Objective 9:** Maximize the use of postsecondary and adult education resources.
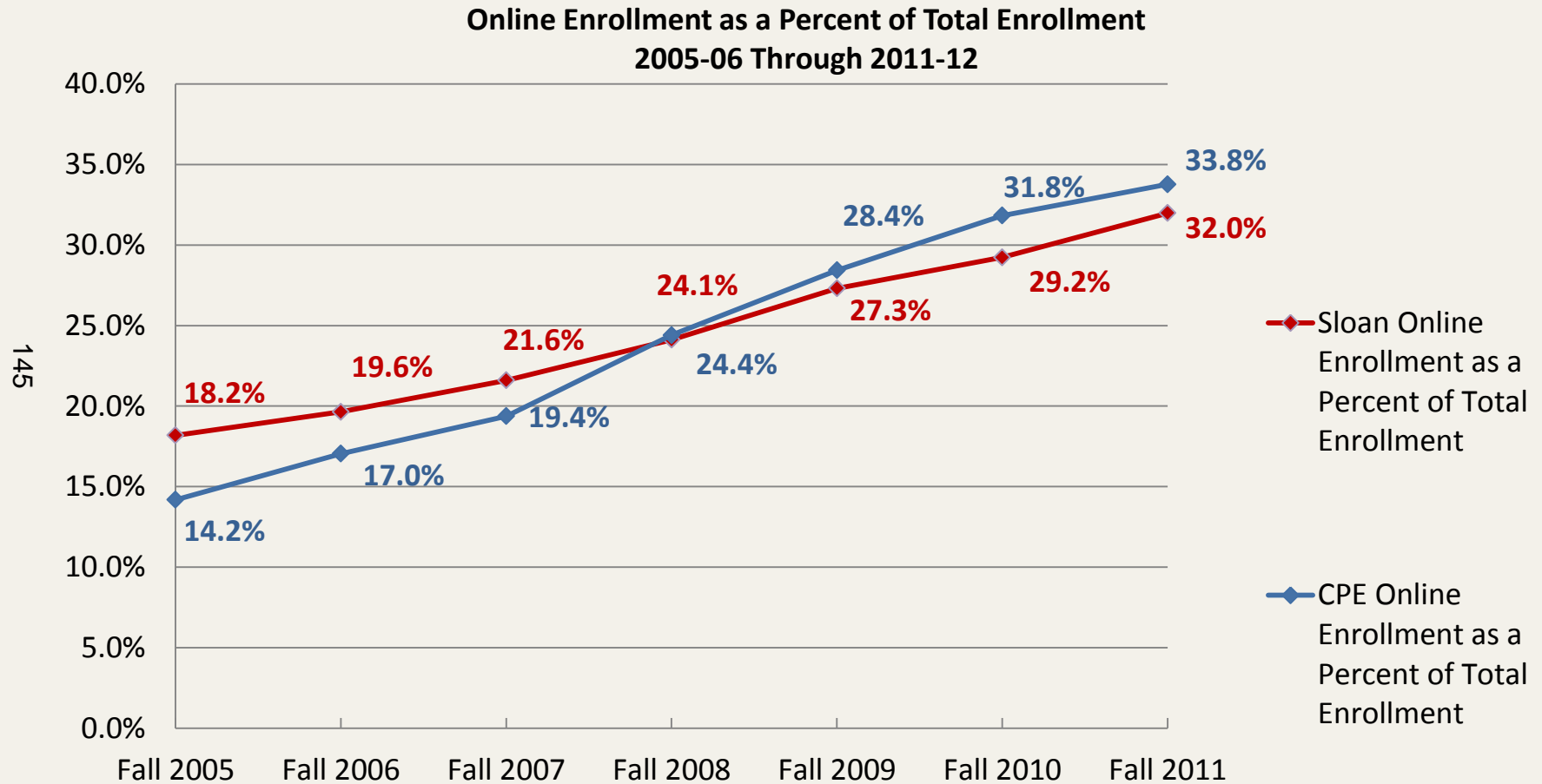
Dashboard

Efficiency & Innovation

Policy Objective 8: Increase academic productivity through program innovations.

Strategies:

8.1. Increase productivity and maximize success for both traditional and nontraditional students through course redesign and alternative methods of program delivery.

8.2. Build upon the success of Kentucky's Virtual Campus and Virtual Library to maximize the use of technology in implementing academic innovations.

8.3. Redesign approval and review processes for new and existing academic programs to ensure alignment with state needs.

Growth of Online Learning Nationally
Students Taking at Least One Online Course

Online Enrollment as a Percent of Total Enrollment
2005-06 Through 2011-12

Sloan Online Enrollment as a Percent of Total Enrollment:
- Fall 2005: 18.2%
- Fall 2006: 19.6%
- Fall 2007: 21.6%
- Fall 2008: 24.1%
- Fall 2009: 27.3%
- Fall 2010: 29.2%
- Fall 2011: 32.0%

CPE Online Enrollment as a Percent of Total Enrollment:
- Fall 2005: 14.2%
- Fall 2006: 17.0%
- Fall 2007: 19.4%
- Fall 2008: 24.4%
- Fall 2009: 28.4%
- Fall 2010: 31.8%
- Fall 2011: 33.8%

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Statewide Online Learning Credit Hours
2005-06 through 2011-12
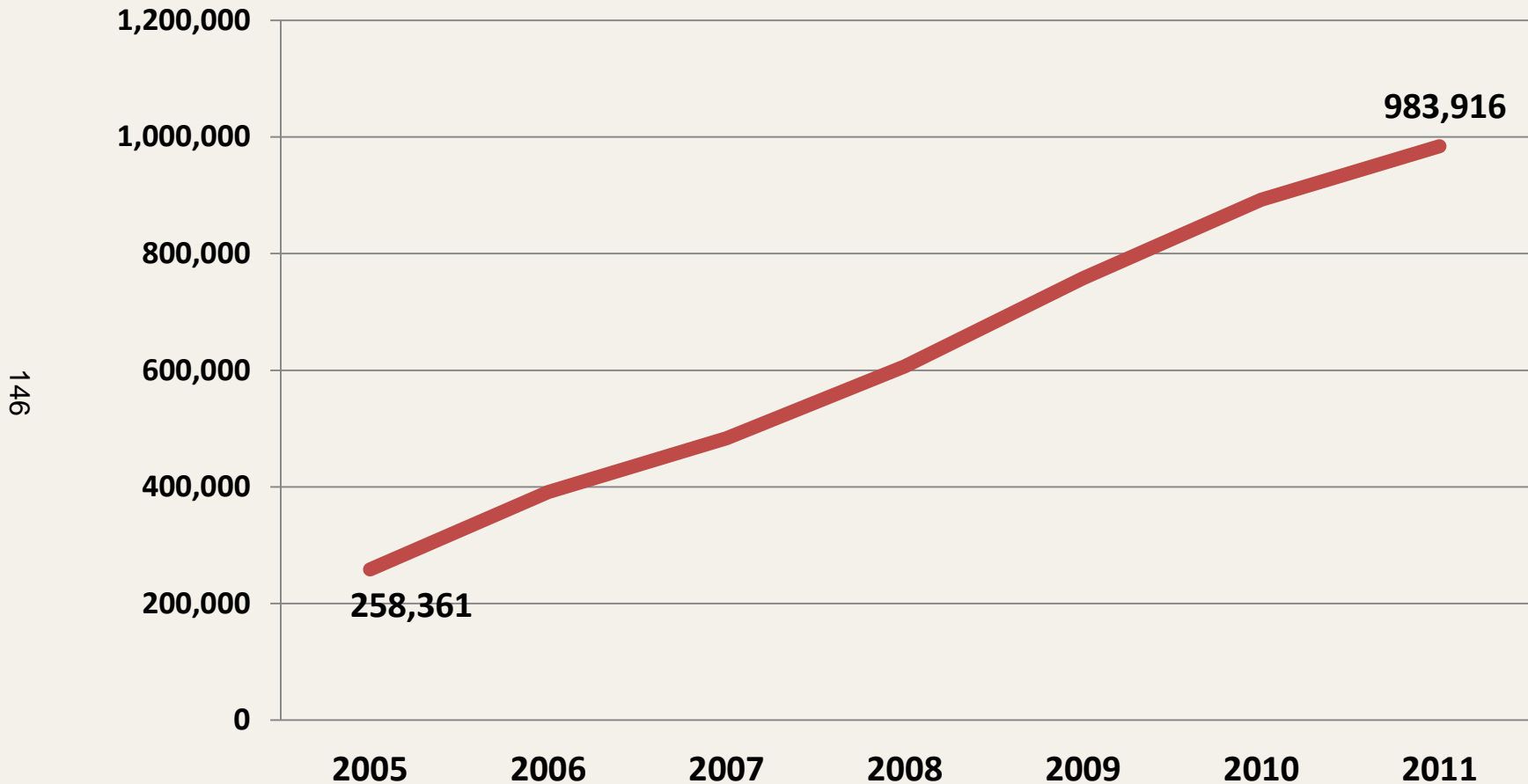
Online Learning Credit Hours as a Percent of All Credit Hours

2005-06 through 2011-12
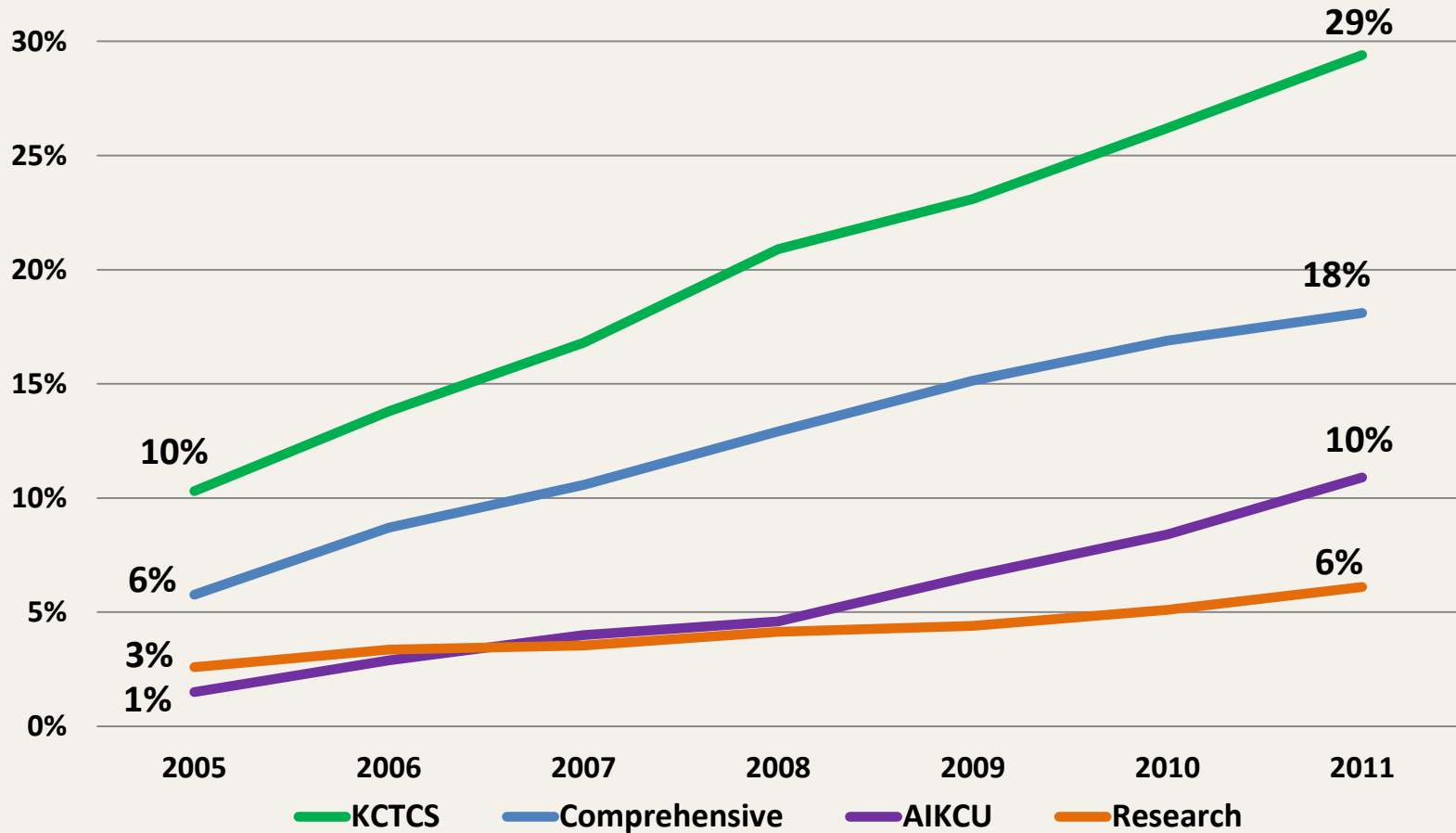
Percent of Students by Course-Taking Pattern
2005-06 through 2011-2012

Postsecondary Distance Learning Students as Percentages of All Postsecondary Students

Academic Year 2010-11

Legend:
- 0.0% - 34.9%
- 35.0% - 44.9%
- 45.0% - 62.9%
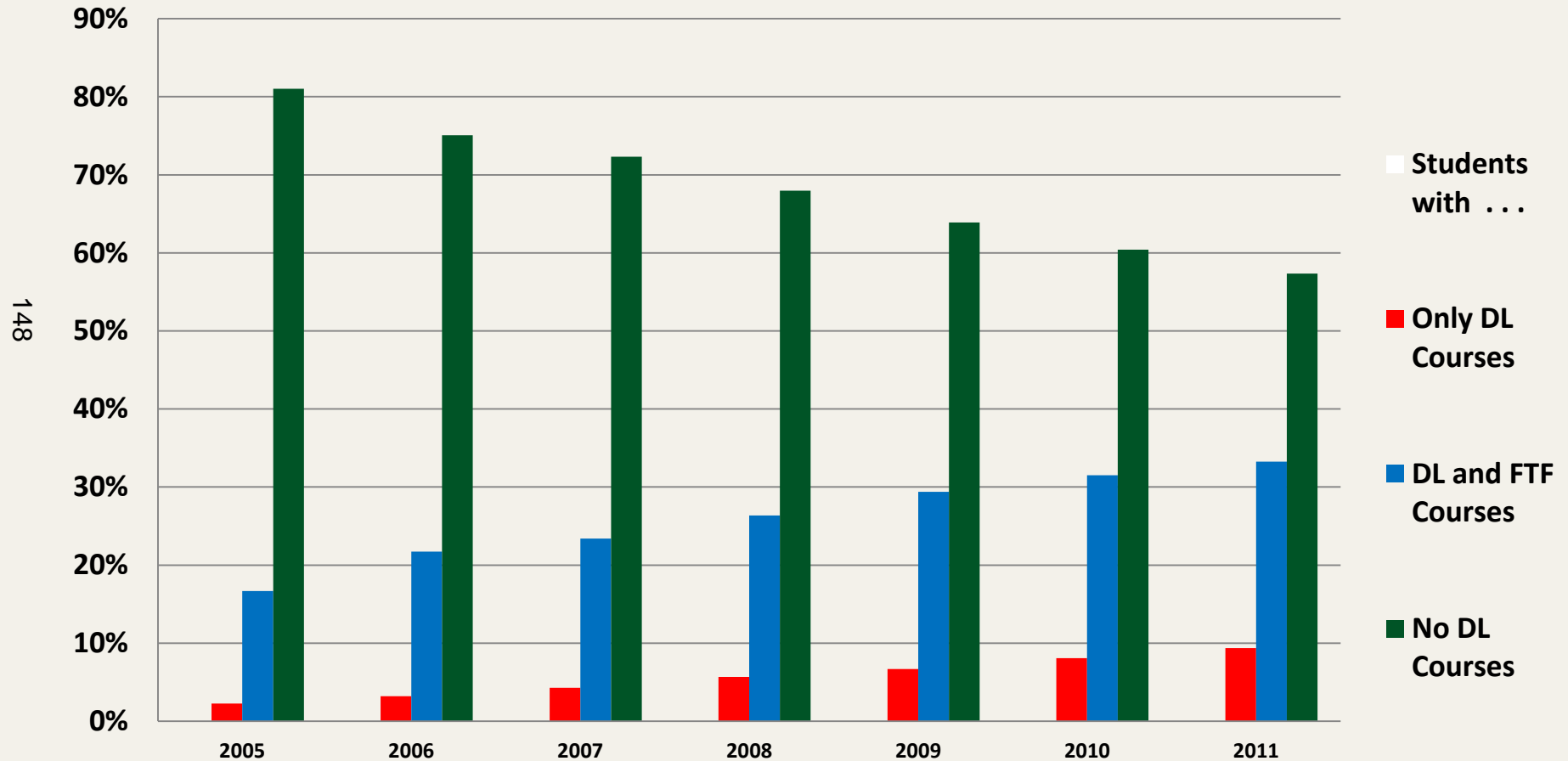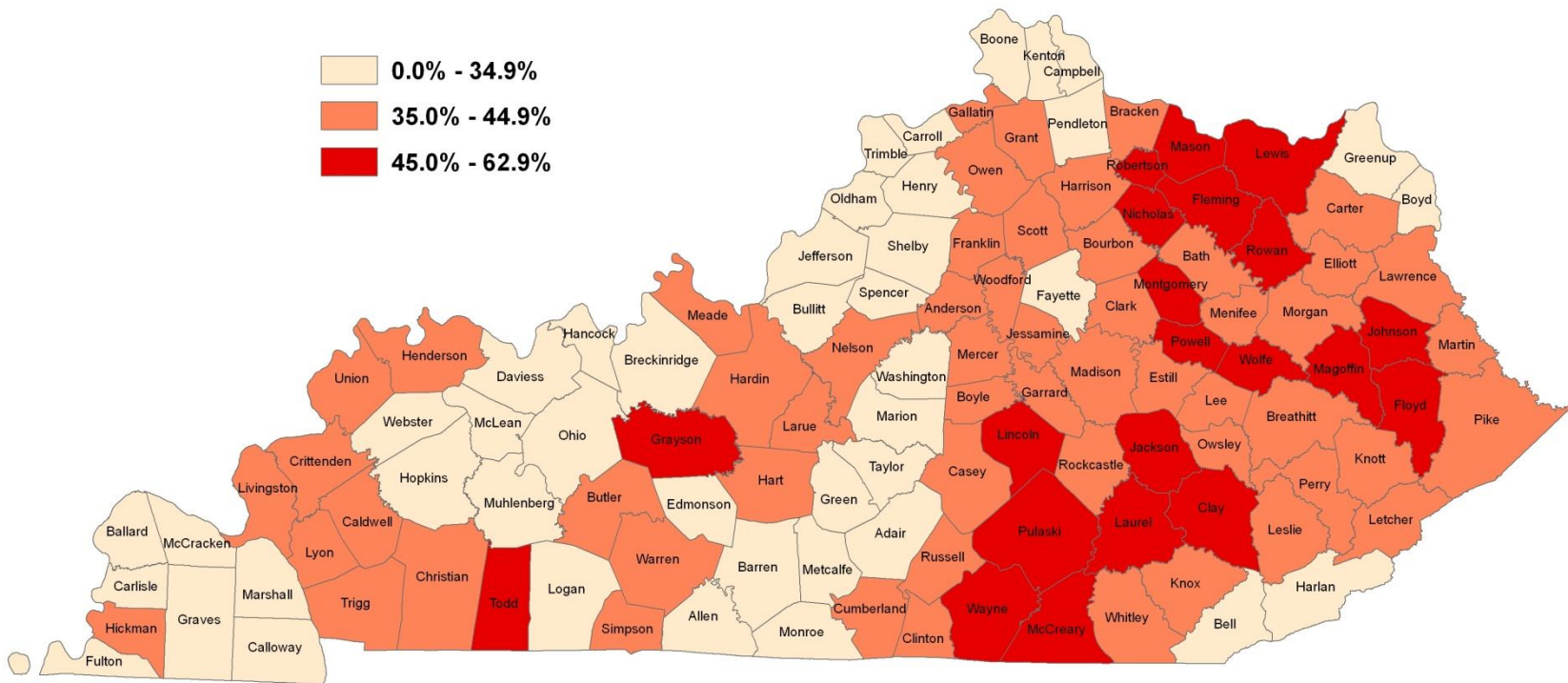
101,449 distance learning students in Kentucky.
35.2% of all Kentucky postsecondary students.

Source: Council on Postsecondary Education Comprehensive Database

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

July 28, 2011 - mw

Barriers To Wide-spread Adoption

From 2002 to 2012 academic leaders have reported little change in faculty acceptance of the value and legitimacy of online education.
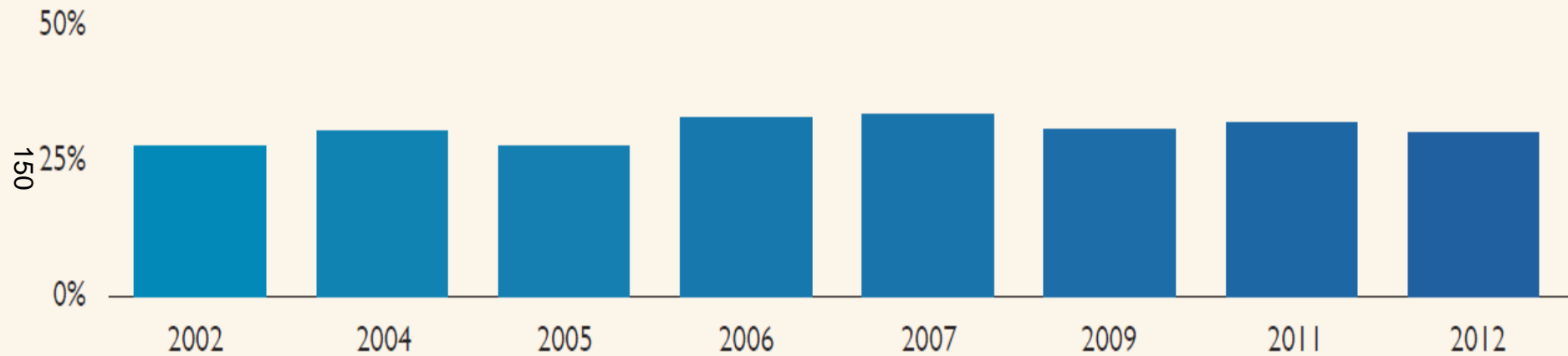
Based on responses from over 2,800 Chief Academic Officers (CAOs) and academic leaders

Changing Course: Ten Years Of Tracking Online Education In The United States
Survey by I. Elaine Allen and Jeff Seaman, Babson Survey Research Group

Online Learning in Kentucky

- **2nd** among SREB states in percent of instruction delivered online for public 2-year campuses; **7th** for undergraduate instruction at public 4-year institutions

- Sixty-five percent of students graduating 2010-2011 took at least one online class

- On average, these graduates took 4 online courses during their college career

- Taking online courses has been shown to improve time-to-degree

- Completion rates for online classes are similar to that of traditional classes

- CPE licenses forty-eight out-of-state institutions which offer 1,108 online degrees enrolling thousands of Kentucky students.

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STRONGER by DEGREES

A STRATEGIC AGENDA
for Kentucky Postsecondary
and Adult Education

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

Focus on Efficiency and Innovation
Presentation to the Council on Postsecondary Education
November 7, 2013

STRONGER by DEGREES

Eastern Kentucky University

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Dr. Michael T. Benson, President

November 7, 2013

Kentucky Council on
Postsecondary Education

INSTITUTIONAL PROFILE
Eastern Kentucky University

Fall 2012 Headcount: 15,968

FTE: 13,269

EKU STUDENT PROFILE:

- ➢ Female (56%)
- ➢ Full-Time (74.6%)
- ➢ White (83.7%)
- ➢ KY Resident (84.1%)
- ➢ Degree Seeking (96.2%)
- ➢ Age 18-24 (67.7%)

INSTITUTIONAL PROFILE
Eastern Kentucky University

Full-Time Bachelors Seeking/Undecided
New Freshmen
6 Year Graduation Rate
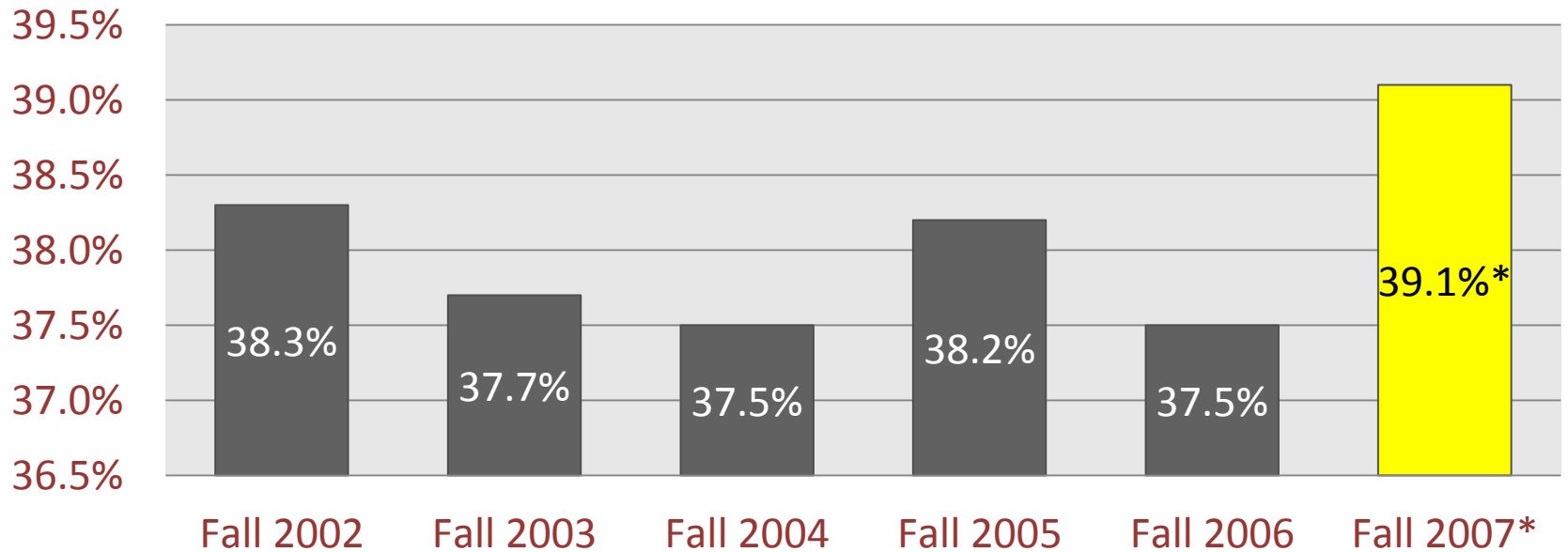
Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007*
38.3%	37.7%	37.5%	38.2%	37.5%	39.1%*

*Based upon unofficial Fall 2013 data

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INSTITUTIONAL PROFILE
Eastern Kentucky University

**Full-Time Bachelors Seeking/Undecided
New Freshmen
5 Year Graduation Rate**

Fall 2003	30.7%
Fall 2004	32.1%
Fall 2005	33.1%
Fall 2006	31.9%
Fall 2007	32.9%
Fall 2008*	36.2%*

*Based upon unofficial Fall 2013 data

INSTITUTIONAL PROFILE
Eastern Kentucky University

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**Full-Time Bachelors Seeking/Undecided
New Freshmen
4 Year Graduation Rate**

Fall 2004	Fall 2005	Fall 2006	Fall 2007*	Fall 2008*	Fall 2009*
13.8%	16.5%	15.6%	17.5%	19.7%	23.5%*
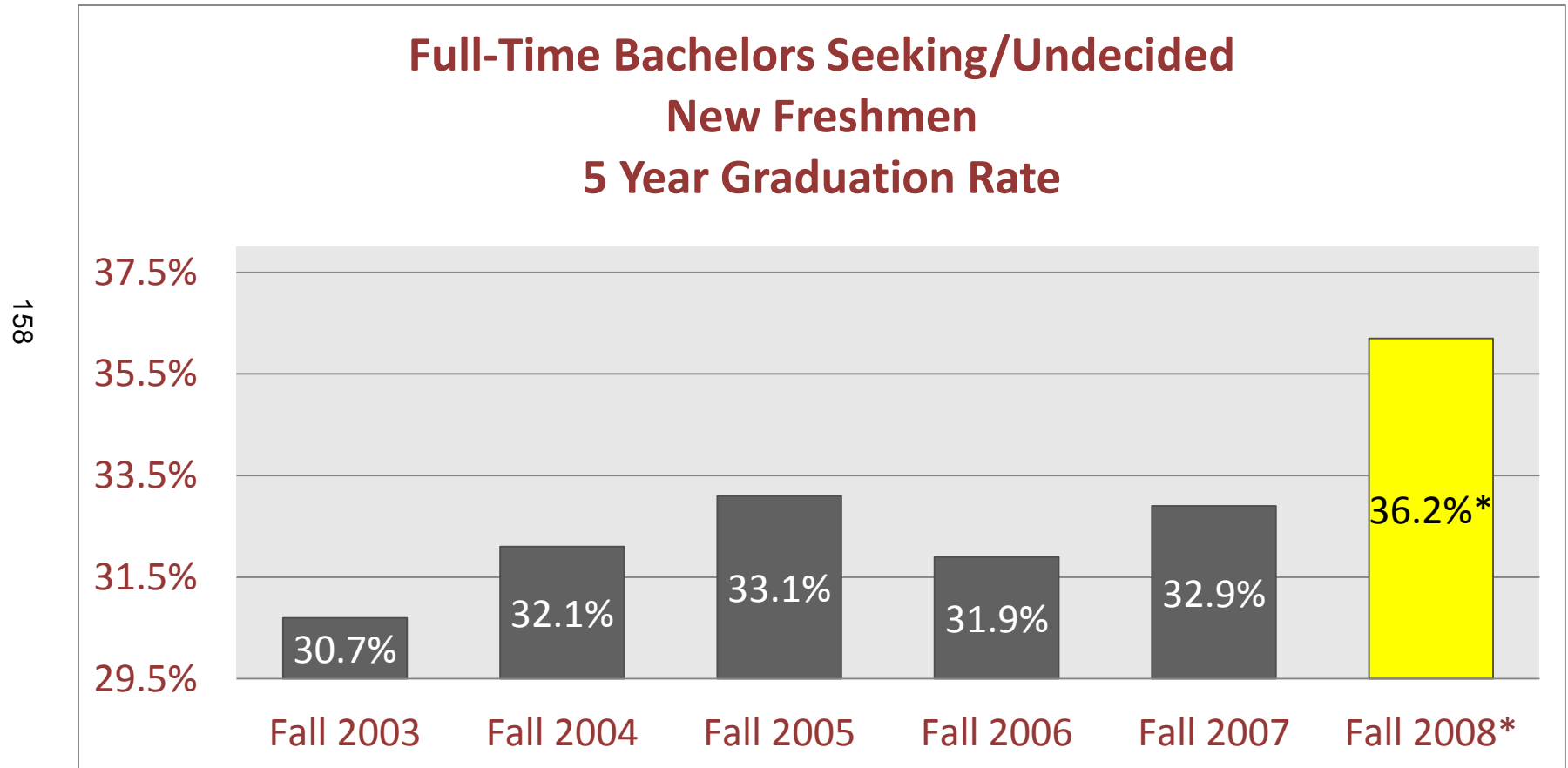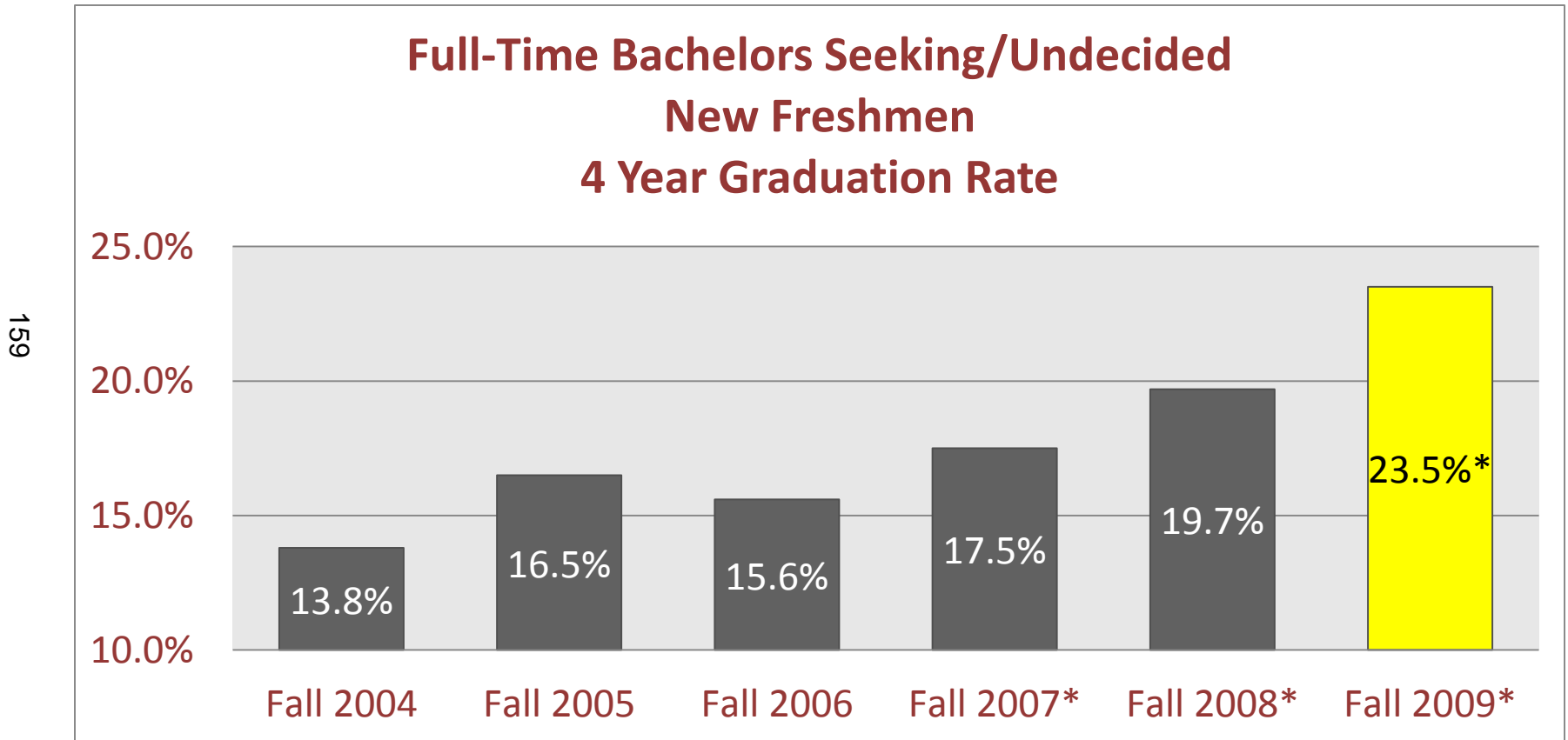
*Based upon unofficial Fall 2013 data

INSTITUTIONAL PROFILE
Eastern Kentucky University

New First-Time Freshmen Continuing to Second Fall Term
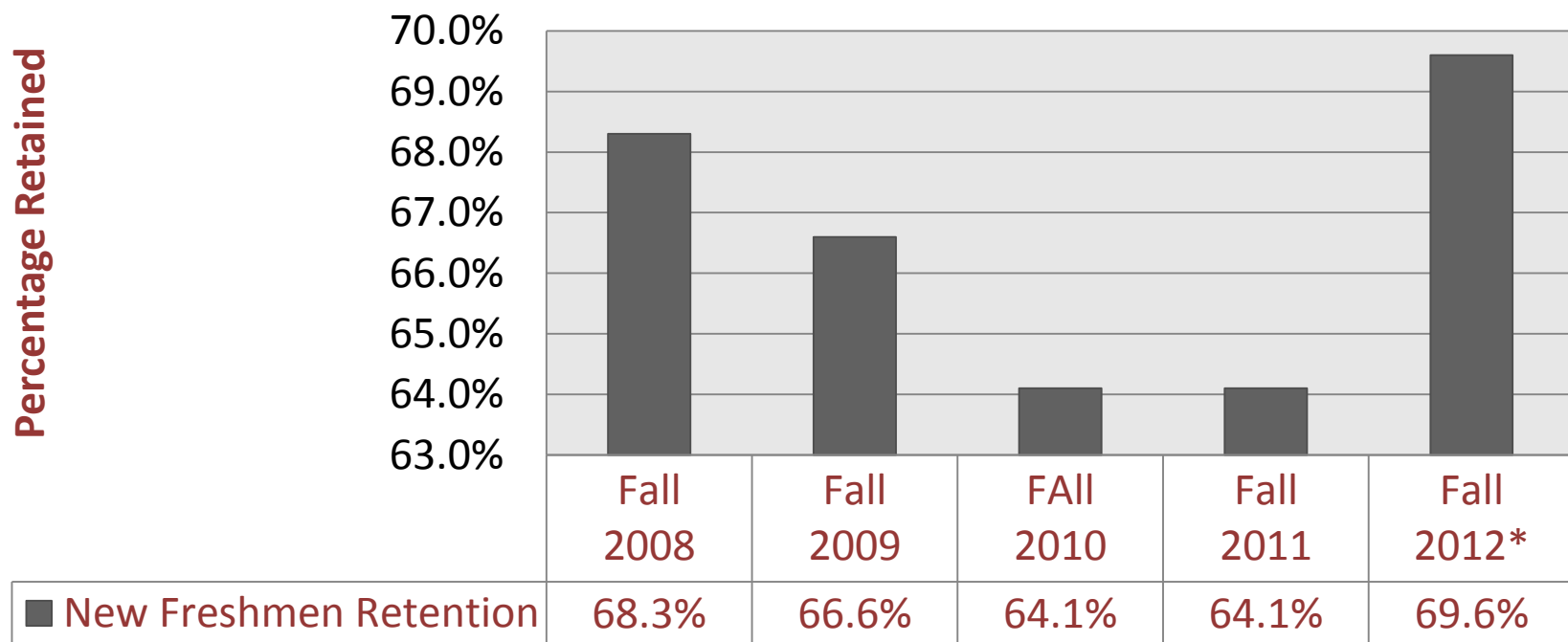
New Freshmen Retention	Fall 2008	Fall 2009	FAll 2010	Fall 2011	Fall 2012*
	68.3%	66.6%	64.1%	64.1%	69.6%

Percentage Retained (y-axis)

*Based upon unofficial Fall 2013 data

INSTITUTIONAL PROFILE
Eastern Kentucky University

Regional Campus freshman retention rate is 77% (2012-2013)

Enrollment of New Freshmen from Kentucky is up 10.8%

New KY Merit Scholarship recipients up 24%

New KY Excellence Scholarships up 100%

*Based on Fall 2013 preliminary enrollment data

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INSTITUTIONAL PROFILE
Eastern Kentucky University

Increased Quality

Average High School GPA
New First-Time Freshmen

High School GPA

	Fall 2009	Fall 2010	FAll 2011	Fall 2012	Fall 2013*
■ HS GPA	3.11	3.08	3.11	3.19	3.20

*Based on Fall 2013 preliminary enrollment data

INSTITUTIONAL PROFILE
Eastern Kentucky University

Increased Quality

**Average ACT Composite
New First-Time Freshmen**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013*
ACT	21.3	21.1	21.4	21.7	21.8

*Based on Fall 2013 preliminary enrollment data

INSTITUTIONAL PROFILE
Eastern Kentucky University

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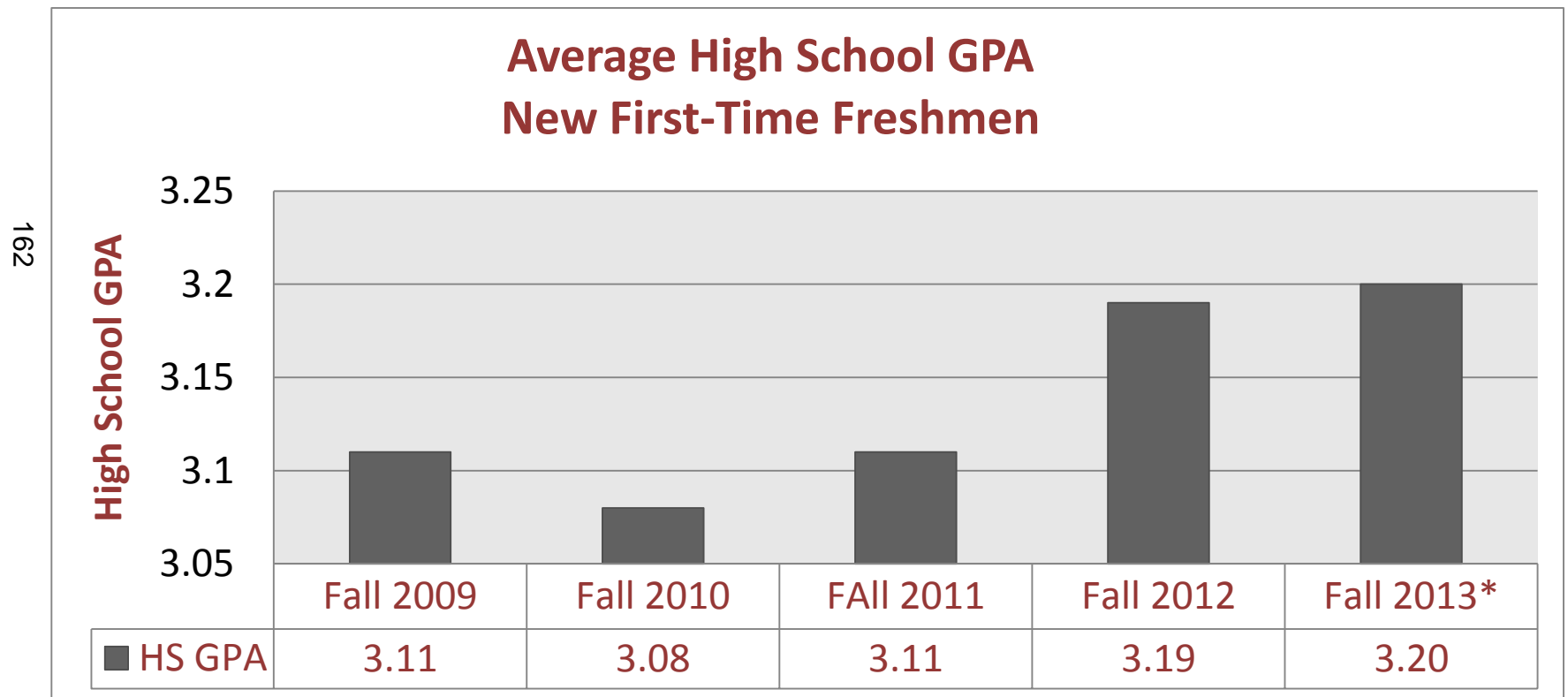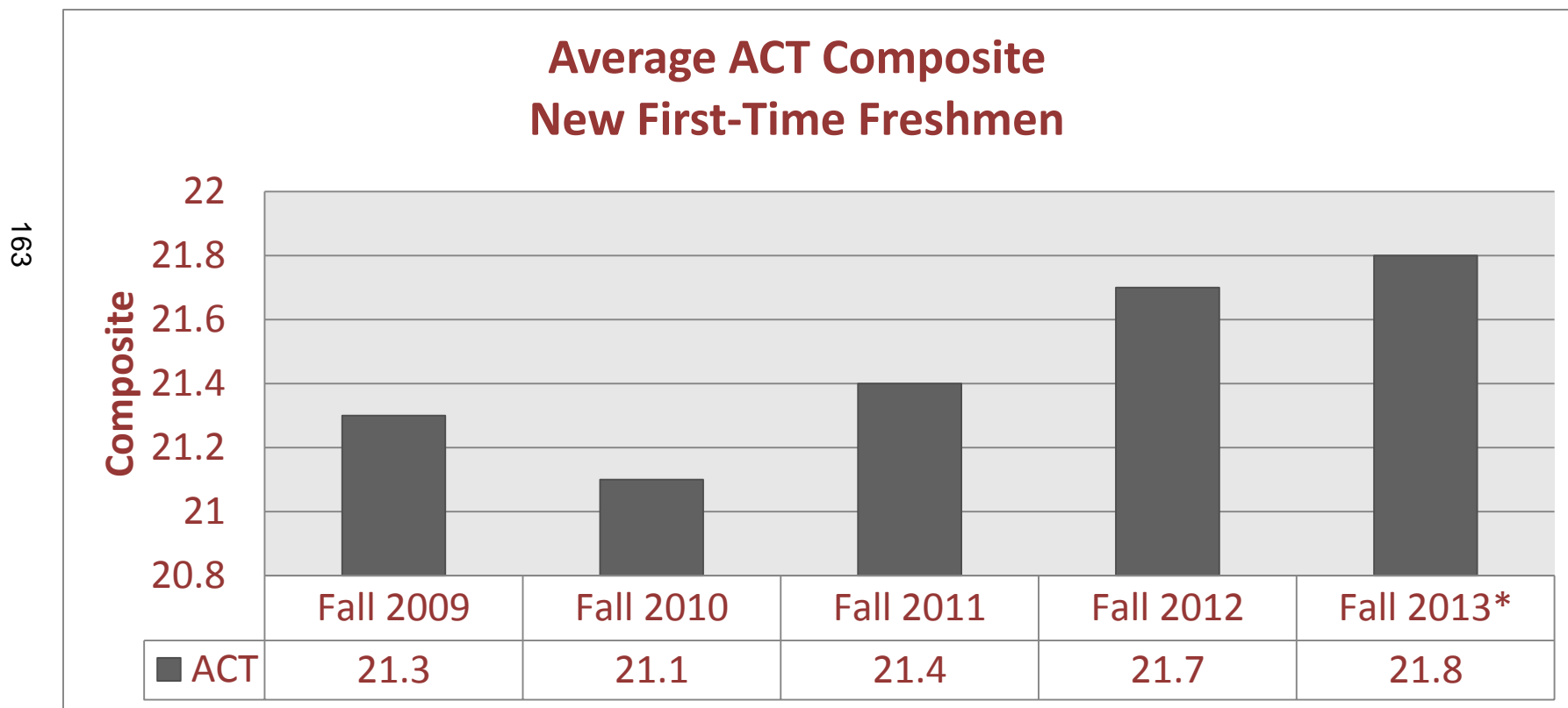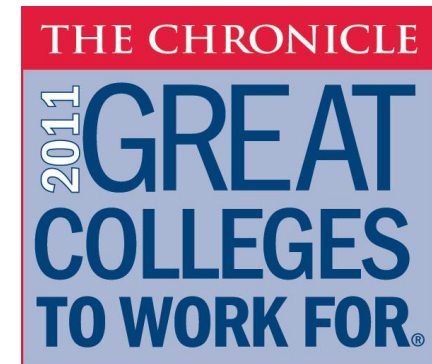
INSTITUTIONAL PROFILE
Eastern Kentucky University

Veterans Programming

Voted No. 1 "Best for Vets" by Military Times EDGE magazine

1,300 military veterans enrolled at EKU

Congressman Andy Barr at
EKU Welcome Back Veterans Picnic

Chosen as one of three commencement addresses by First Lady Michelle Obama because of focus on U.S. Veterans

Eastern Kentucky University

INSTITUTIONAL PROFILE
Eastern Kentucky University

Black or African American

Total Enrolled

	Black or African American
■ Fall 2012	875
■ Fall 2013	905

Latino

Total Enrolled

	Latino
■ Fall 2012	276
■ Fall 2013	295
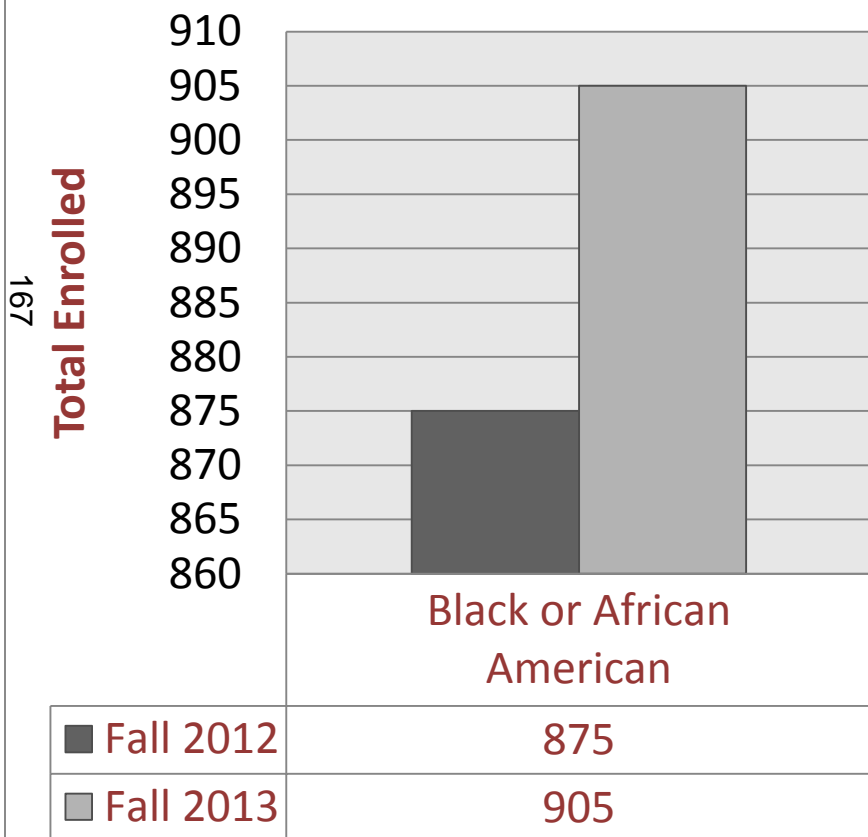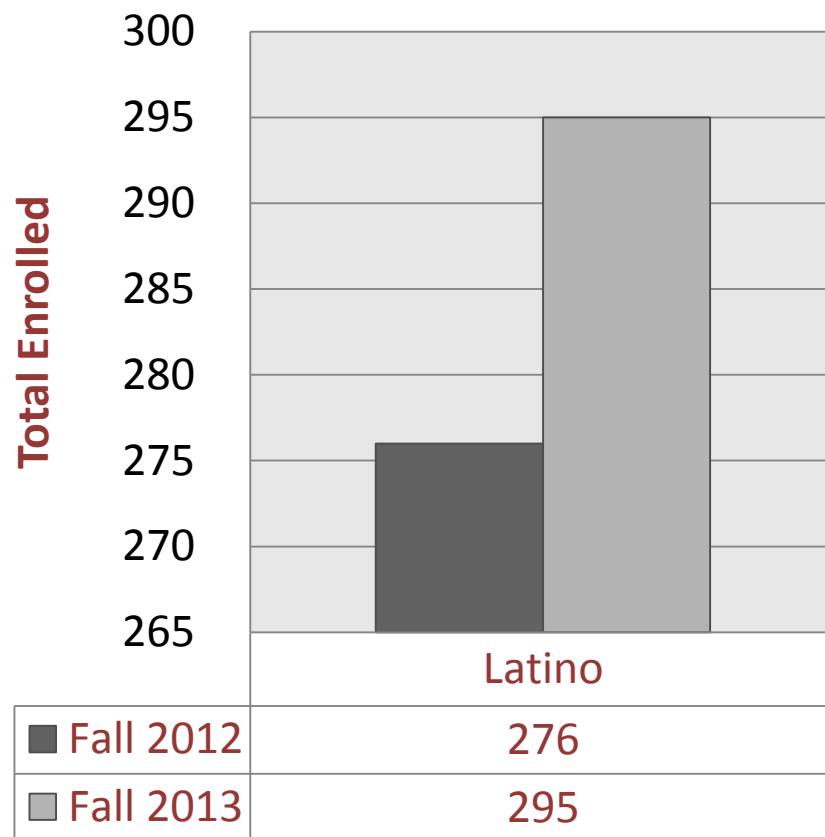
INSTITUTIONAL PROFILE
Eastern Kentucky University

Niche Programs

Animal Studies*

> ➤ First Animal Studies program in nation

Aviation*

> ➤ Only university-based program in nation to offer the new 1,000 hour Airline Transport Pilot certificate plus 100 hours of multi-engine time in commercial pilot certificate training.

Insurance*

> ➤ Both a B.B.A. and a B.S.

Interpreter Training

> ➤ One of only nine baccalaureate degree programs nationally accredited by the Commission on Collegiate Interpreter Education.

PGA/PGM*

> ➤ One of only 19 in the nation

*offered only at EKU in Kentucky

INSTITUTIONAL PROFILE
Eastern Kentucky University

Doctoral Programs at EKU

Educational Doctorate Program (Ed.D.)
➢ Department of Educational Leadership & Policy Studies

Doctor of Nursing Practice (DNP)
➢ Department of Baccalaureate and Graduate Nursing

Doctor of Occupational Therapy (OTD)
➢ Department of Occupational Therapy

Eastern Kentucky University

Program of Distinction – College of Justice & Safety

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8 of EKU's top 10 programs enrolling out-of-state students are in the College of Justice and Safety

INSTITUTIONAL PROFILE
Eastern Kentucky University

Program of Distinction – College of Justice & Safety

School of Justice Studies

Safety, Security & Emergency Management

Center for Social Intelligence & Leadership

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2011-15 STRATEGIC AGENDA
Four Focus Areas

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS
Eastern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	14.6%	14.7%	25%	1%	→	-13%

Percentage of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

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COLLEGE READINESS
Eastern Kentucky University

EKU Middle College

- ➢ First partnership between a local school district and a 4-year institution in KY
- ➢ Assist academically capable, at-risk high school Jr/Sr

EKU Dual Credit

- ➢ Designed for high school Jr/Sr (EKU's Service Region)
- ➢ MOAs with participating school districts for 38 schools
- ➢ 446 students participating in Fall 2013

Math & English Transition Courses

- ➢ From 2010-11 to 2012-13
  - ➢ 56% decrease in number of students enrolled in Developmental Math
  - ➢ 58% decrease in number of students enrolled in Developmental English

- ➢ Strong indication of positive effects for EKU of the Regional College Readiness Transitions Initiative

COLLEGE READINESS
Eastern Kentucky University

Regional Extension Agents
- ➢ 6 agents, 214 schools, 50,000 students

Compliance with Senate Bill 1
- ➢ Curriculum Alignment for Retention & Transition at Eastern (CARTE) using Professional Learning Communities

"SEEing Science in Appalachia"
- ➢ $200,000 grant from the National Science Foundation to establish program linking EKU Honors students and Madison Middle students.
- ➢ Benefits of EKU's 1st interdisciplinary General Education science course will extend into the local community through the course's field, lab, and service-learning projects.

Home School Partnership
- ➢ Department of Chemistry and Wellspring Academy established a partnership that allows home-schooled students of high school age throughout the region to utilize laboratories in the New Science Building.

STUDENT SUCCESS
Eastern Kentucky University

Performance Metric	Baseline	2010-11	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Degrees and Credentials (Total)	3,053	3,101	3,228	3,525	37%		12%
Bachelor's Degrees	2,125	2,135	2,259	2,500	36%		14%
Master's Degrees	705	700	742	775	53%		8%
Doctoral Degrees— Professional Practice	1	4	9	30	28%		NA
Bachelor's Graduation Rate	37.7%	38.1%	37.5%	45.0%	0%		-7%
Bachelor's Graduation Rate—Low Income	27.0%	26%	28.6%	NA	NA	NA	NA
Bachelor's Graduation Rate —Underprepared	23.4%	22%	21.1%	NA	NA	NA	NA

Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

STUDENT SUCCESS
Eastern Kentucky University

Performance Metric	Baseline	2010-11	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Bachelor's Graduation Rate—Underrepresented Minority	28.2%	26.7%	23.4%	NA	NA	NA	NA
Transfers from KCTCS	832	718	1,318	1,000	100%	⭐	NA
Net Direct Cost	-$886	-$390	-$446	-$1,125	0%	🔻	NA

Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

STUDENT SUCCESS
Eastern Kentucky University

Diversity Initiatives

➢ Established Latino Student Success Center
➢ Enlisted Latino Student Outreach Specialist

Eastern Kentucky University

Diversity Initiatives

➢ Dedicated Coordinator of the Freshmen African-American Male Mentoring Program

➢ Increased funding for diversity scholarships

➢ Tracking achievement gap by program

➢ Tracking opportunities for diverse students by program

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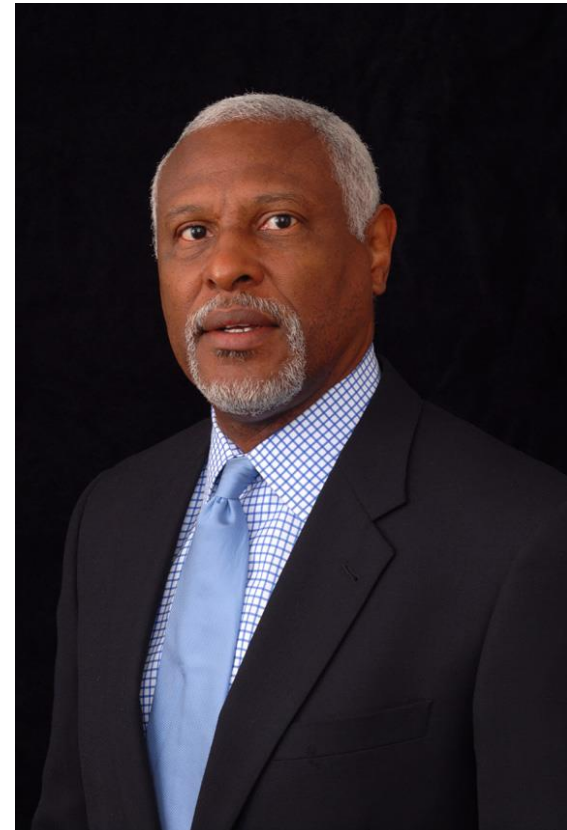
STUDENT SUCCESS
Eastern Kentucky University

Student-Athletes NCAA Graduation Success Rate (GSR)

EKU graduated 81% of student-athletes entering 2003-2006 on scholarship.

All men's sports and 4 of 7 women's teams exceeded GSR average compared to Football Championship Subdivision (FCS) institutions

5 sports had highest GSR in Kentucky
  ➢ Men's cross country/track, golf, soccer and tennis; women's tennis

4 sports achieved perfect scores of 100%
  ➢ Men's golf, soccer, and tennis; women's tennis

STUDENT SUCCESS
Eastern Kentucky University

Academic Practices Aimed at Student Success

Established campus-wide Tutoring Program
➢ Trained over 100 student tutors
➢ Pursuing certification of program

Student Success Collaborative
➢ A new advising platform that identifies curriculum success markers & milestones

Assurance of Learning Program
➢ Student learning outcomes aligned starting with first year course and general education and now in 93% of academic programs.
  ➢ Critical Thinking
  ➢ Creative Thinking
  ➢ Communication

STUDENT SUCCESS
Eastern Kentucky University

Academic Practices Aimed at Student Success (continued)

Student Success Coaches

- ➢ 292 1st time freshman Commuters
- ➢ Coaches are volunteer senior administrators, directors, and staff
- ➢ College Student Inventory predictors indicate risk factors
- ➢ 63.7% retention rate in 2012 program
- ➢ Coaches meet with 5-10 students weekly

Graduation Roundup

- ➢ Targeted over 2,000 students with 90+ hours earned to have graduation plans finalized
- ➢ Enhanced policies around graduation to mandate individual pathway reviews at 90 hours
- ➢ On track to have record high 4 year graduation rate

STUDENT SUCCESS
Eastern Kentucky University

Academic Practices Aimed at Student Success (continued)

4th Week Progress Report
- ➢ 86% of instructors provided reports
- ➢ 85% of 090-200 level course instructors provided reports

First-Day Attendance Check-in

Mid-Year Recovery
- ➢ Special intervention for freshmen earning poor mid-term grades

Redesigned developmental math into modules resulting in significantly increased completion and success rates

STUDENT SUCCESS
Eastern Kentucky University

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Externally-Funded Research and Development (in Thousands)	$905	$2,829	$1,500	100%	⭐	100+%
STEM+H Degrees	791	780	875	0%	🔻	-2%

Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Full-time STEM-H Director

 "Soar to New Heights"

 ➢ STEM-H summer camp for gifted and talented middle school students

Award-Winning NASA Downlink

➢ EKU was one of only six downlink sites nationwide where middle school students were able to converse with the Space Station astronauts.

➢ 160 gifted and talented in science and/or mathematics middle school students from 46 area schools participated.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Office of Undergraduate Research

EKU Students' Research Accepted to Present at:

➢ 2013 Undergraduate Presentation Showcase

➢ 2013 State Posters-at-the-Capitol

➢ 2013 National Conference for Undergraduate Research

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RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Nationally Recognized Honors Program

- ➢ More EKU students present at the annual meetings of the National Collegiate Honors Council and the Southern Regional Honors Council than any other university in the entire nation.

- ➢ All Honors Scholars prepare and present an Honors Thesis (example titles below)

  - ➢ "Has Welfare Reform Helped Eastern Kentucky? The Effect of TANF on Income, Poverty and Unemployment in Eastern Kentucky"

  - ➢ "Approximating the Distance Traveled by Shrapnel in Suicide Bombings"

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Examples of Research Related to Academic Programs

Biological Field Station
> $300,000 grant for Lilley Cornett Woods -- a 554-acre old-growth forest in Letcher County funded by National Science Foundation (NSF)

TerpTube: An Accessible Online Portfolio for Deaf Mentors and Sign Language Interpreters
> $199,982 grant funded by U. S. Department of Education

Deaf Blind Equipment Distribution Program
> $144,451 grant funded by the Federal Communications Commission

PREPaRE: Preparing Related Services Personnel for Rural Employment
> $240,139 grant to Occupational Therapy funded by U. S. Department of Education

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Center for Renewable & Alternative Fuel Technologies (CRAFT)

Center for Education Research in Appalachia (CERA)

Center for Economic Development entrepreneurship and Technology (CEDET)

Elkhorn City Project
- ➢ EKU students and faculty assisting with obtaining "Trail Town" designation
- ➢ "Alternative spring break" Spring 2014 during which students will help with trail maintenance and other town projects
- ➢ Students developing skills in community master planning, planning interpretive services, developing business plans, and personal communication and networking

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Bluegrass Community Health Center (2 Lexington locations)

➢ Cared for 7,922 patients in 21,900 visits during 2012. Also providing:

➢ Flu vaccines for farm workers

➢ Physicals for homeless women entering substance abuse treatment

➢ Health screenings for refugees. 818 screenings in the first 6 months of 2013

➢ KY Health Benefit Exchange assistance and education to 5000 uninsured patients

Public Health Nursing Students are ready for the free farmworker flu vaccine clinic at which over 150 farm workers were vaccinated.

EFFICIENCY AND INNOVATION
Eastern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	15.1%	16.9%	20%	37%	↗	99%
Credits Earned By Degree Graduates	144	141.4	136	32%	↑	-2%

Online learning measures the percentage of completed student credit hours delivered through distance learning.

Credits earned by degree graduates includes all bachelor's degree graduates during the year.

Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

EFFICIENCY AND INNOVATION
Eastern Kentucky University

Reallocation Task Force

- ➢ Identified $19.7 million for reallocation through:
    - ➢ Cost savings
    - ➢ Reduction in personnel
    - ➢ Consideration of other revenue sources
    - ➢ Comprehensive internal academic program review

SCH/FTE Analysis

- ➢ Departmental examination of student credit hours (SCH) produced per faculty full-time equivalent (FTE)

University-wide degree planning software continues to result in decreasing credits earned by graduates

Re-visioning the role of Regional Campuses to serve adult learners

Online Education at EKU

Significant increase in online learning opportunities
- ➢ 20 complete online programs at associate, baccalaureate, master's, and doctoral levels

No. 10 ranking for *U.S. News* 2013 "Best Online Programs"

No. 1 ranking for *U.S. News* 2013 "Best Online Programs for Veterans" for the online education master's program

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Eastern Kentucky University

STRONGER by DEGREES

Eastern Kentucky University

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Dr. Michael T. Benson, President

November 7, 2013

Kentucky Council on Postsecondary Education

STRONGER by DEGREES

Institutional Progress Update

Presentation to the Council on Postsecondary Education by President Mary Evans Sias, PhD.

November 7, 2013

Profile of Kentucky State University

- Kentucky State University is one of 105 HBCU's in the nation, and the only HBCU in Kentucky.

- In the Fall 2013:
  - Total enrollment is 2,533
  - First-time Freshmen increased by 35% from previous year.
  - 56% of the students are from Kentucky
  - 56% are African-American
  - 59% are female
  - 94% are undergraduates
  - 76% are traditional students

KSU – In a Page

KSU in the HEADLINES

Triumph or tribulations, nothing stops grads

KSU makes U.S. News rankings
University ranked 26th among historically black universities nationwide

Many say SUPPORT from Kentucky State University is boost they need

Clean water for hundreds in Haiti thanks to **WATERSTEP**, Kentucky State University project

Colleagues remember historian's KNOWLEDGE, kindness: KSU's Dr. Anne Butler

Old library renovations under way

Utilities donate $500K to KSU for scholarships

KSU grad never left HOME
He's attended 52 consecutive homecoming games

New option for child care
KSU center to open

KSU launches local **PARTNERSHIP**
President pledges more community involvement

Swarms coming to Frankfort
Bee enthusiast events at KSU Friday, Saturday

STUDENTS get down to business
KSU camp introduces them to entrepreneurship

KSU fish farmers aim to TRANSFORM old wastewater plant
$599k grant will kick-start 3-year project

A well-conducted career
After 55 years, KSU music giant Carl Smith set to retire

Democratic strategist, Donna Brazile, weighs in on Romney video

KSU baseball team named All-Academic **CHAMPION**

East Main pedway in WORKS
State-funded pedestrian bridge could be complete by 2014

PRAISE for KSU collaboration
Budding partnerships are good for all of the community

KSU GRADUATE named chief justice of Okla. Supreme Court

Business certainly is fishy, but it's also **INNOVATIVE**
DECOMMISSIONED PARTS OF WINCHESTER SEWAGE PLANT USED FOR AQUACULTURE

Dance Theatre tonight at KSU

KSU designs detailed plan to improve

KSU pontoon boat finished

Fed officials talk taxes at KSU
INTEREST RATES SHOULD STAY LOW

U.S. poet laureate to speak at KSU
Enjoy 'An Evening of George Gershwin' Thursday at KSU

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Student Life

Game Day in Frankfort

Student Life
Freshman Pinning Ceremony

KSU Thorobred Aquatic Vessel

Nursing Pinning Ceremony

Rosenwald Center For Families and Children

Dedication of Dr. Henry Cheaney Plaza

Alltech/KSU Research Alliance

Alltech/KSU Research Alliance

COLLEGE READINESS
Kentucky State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
New Teacher Excellence (Top 15% Nationally)	4.4%	8.4%	25%	19%	↗	2%

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

COLLEGE READINESS
Kentucky State University

KSU Initiatives

- **AgDiscovery** – Two-week residential program for students between the ages 14 and 17 from limited resource communities who have expressed an interest in animal science and veterinary medicine careers.

- **Summer Transportation Institute (STI)** – Four-week residential program allows students to explore today's top transportation industries. STI is designed to increase awareness of transportation (land, water, air) career opportunities at the secondary education level in order to encourage students to choose a career in this field.

COLLEGE READINESS
Kentucky State University

KSU Initiatives

- **Youth Entrepreneurship Program (YEP) –** One-week residential program for students grades 10-12. Students learn how to start their own businesses. They meet with entrepreneurs and learn the benefits of strong financial systems to support achievement of their business goals.

- **Pathways and Access to Careers in Technology (PACT) –** One-week residential program for students grades 6-8. PACT utilizes a Problem-Based Learning (PBL) curriculum which fosters critical and creative thinking in group and individual projects.

COLLEGE READINESS
Kentucky State University

KSU Initiatives

- **Research and Extension Apprenticeship Program (REAP) –** Five-week residential program that introduces students grades 9 - 12 to more advanced technology and application of knowledge through research and extension projects, life sciences and many other areas of study.

- **National Youth Science Day -** Fourth through eighth graders join millions of youth across the nation to become scientists for a day.

- **EnvironMentors –** Year-round program is part of a national college access initiative that prepares high school students from under represented backgrounds for college degree programs in environmental science.

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STUDENT SUCCESS
Kentucky State University

Performance Metric	Baseline	2010-11	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Degrees and Credentials (Total)	304	328	346	320	100+%	⭐	19%
Bachelor's Degrees	213	226	229	232	84%	⬆	19%
Master's Degrees	54	44	64	63	100+%	⭐	36%
Bachelor's Graduation Rate	22.7%	21%	13.1%	26.4%	0%	⬊	-33%
Bachelor's Graduation Rate—Low Income	22.2%	21.4%	12.1%	NA	NA	NA	NA
Bachelor's Graduation Rate—Underprepared	17.6%	20.6%	11.8%	NA	NA	NA	NA

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

STUDENT SUCCESS
Kentucky State University

Performance Metric	Baseline	2010-11	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Bachelor's Graduation Rate — Underrepresented Minority	24.4%	22.1%	12.6%	NA	NA	NA	NA
Transfers from KCTCS	110	113	125	115	100+%	⭐	NA
Net Direct Cost	-$31	$92	-$898	-$30	100%	⭐	NA

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

STUDENT SUCCESS
Kentucky State University

- The University seeks to impact change in retention rates and student success in the following high impact areas:
  - Pre-registration Campaigns to Impact Persistence.
  - Acquisition.
  - Targeted mid-term interventions.
  - Individualized Advising & Support to Students with 100 or more hours.
  - Policy Revision for Students on Academic Probation.

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RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Kentucky State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Externally-Funded Research and Development (in Thousands)	$5,189	$4,553	$5,189	0%		36.3%
STEM+H Degrees	80	126	115	100+%		22%

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

Research, Economic & Community Development

The College of Agriculture, Food Science, and Sustainable Systems (CAFSSS) conducts research in the areas of agriculture production that addresses the need for food security and food safety; as well as its correlations to the environment while incorporating external climate variability and technological changes.

Cutting-edge Research

The Division of Aquaculture, KSU's program of distinction, continue to conduct relevant research needed by the communities, including: aquaponics – a food production system that combines conventional aquaculture with hydroponics (cultivating plants in water) and using alternative production system such as reclaimed waste water facilities (RWF) as potential hatchery and production sites.

Other advance research include but not limited to developing pesticides using natural products; creating a devise detect parasites in bee colonies; the study of organic production in a high-tunnel system to extend production days.

Engaging Extension – building stronger communities

Through CAFSSS Land Grant Programs, approximately 100 citizens participated monthly to learn about new practices or approach to improve their farm income level or family well-being through "The Third Thursday Thing". This program covers a wide variety of topics ranging from organic agriculture, paw-paw production, aquaculture, food nutrition, family well-being, and other related subject matters. This community engagement effort was selected as a recipient of the 2013 U.S. Department of Agriculture (USDA) Secretary's Honor Award in the category of *enhancing the economic vitality and quality of life in rural America* - awarded by the USDA Secretary Thomas Vilsack.

Another project, "Enhancing agricultural opportunities for small scale farmers" has supported 60 individuals from about 60 counties, consisting 25 identified Appalachian Regional Commission counties.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT Kentucky State University

- The Office of Regional Stewardship hosts over 800 middle and high school students each year for an event called Operation Preparation that is designed to assist high school students with college and workforce preparation and training through one on one advising.

- KSU operates a national afterschool program sponsored by the U.S. Office of Public Health and Science/ Office of Minority Health, the Youth Empowerment Project (YEP). The goal of YEP is to provide African American and Hispanic youth in grades three through twelve with afterschool intervention and opportunities to promote and enhance academic, career and healthy lifestyle choices. African American and Hispanic youth targeted for this project are those youth who are at-risk of being involved in committing or being the target of perpetrators of violent, abusive, or other unhealthy behaviors.

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EFFICIENCY AND INNOVATION
Kentucky State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Online Learning (Percent of all credit earned through online learning)	12.6%	19.5%	15.6%	100+%	⭐	100+%
Credits Earned By Degree Graduates	148	143.2	130	27%	⬆	-2%

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

EFFICIENCY AND INNOVATION
Kentucky State University

KSU Initiatives

- Early Alert System – Allows for intrusive academic support and retention programming, degree tracking and completion.
  - Technology Based
  - Spring 2014 implementation date.

- Thorobred Parent Network – Formalized communications between the university and parents/guardians of KSU students.

EFFICIENCY AND INNOVATION
Kentucky State University

AASCU Innovations Exchange
Your Source for Innovations
in Public Higher Education

Green 2 Gold

- KSU's Green 2 Gold Work Program was established primarily to assist students who have structural financial deficits each semester.

- This university-sponsored program differs from traditional financial aid work programs, such as Federal Work Study in that students may work off campus at governmental or non profit organizations.

- In addition to the direct financial benefits of the program, students gain many personal intangibles that will enhance their success rate when they enter the job market.

- The value-added benefits include resume training, job performance counseling, internship opportunities and potential permanent employment.

http://www.aascu.org/programs/ie/SubmissionDetails.aspx?id=3900

KSU AT A Glance

Fall 2013 Enrollment	
Total Enrollment	2,533 ↑
Undergraduate	2,370 ↑
Graduate	163 ↓
Full-Time	1,887 ↓
Part-Time	646 ↑
Female	1,493 ↑
Male	1,040 ↓
Black, Non Hispanic	1,412 ↑
White, Non Hispanic	667 ↑
Other Races	454 ↓
Resident	1,501 ↑
Non Resident	1,032 ↓
Freshmen	848 ↑
Sophomores	404 ↓
Juniors	368 ↓
Seniors	511 ↑
Master's	154 ↓
Non Degree	248 ↑
Age 24 and younger	1,914 ↑
Age 25 and older	612 ↓

KSU AT A Glance

Fall 2013 Undergraduate Admission

Total Applied	7,365	↑
Total Admitted	2,923	↑
Total Enrolled	950	↑

Fall 2013 Student Characteristics

Percent Live In Dorms	31%	↓
Percent Offered Aid	76%	↓
Retention Rate	47%	↑
Graduation Rate	16%	↑

Fall 2013 First-Time Enrollment

First-Time Freshmen	537	↑
First-Time Transfer	173	↓
Average ACT Comp	18	↑
Average SAT Total	805	↑

2012-2013 Unduplicated Enrollment

Total 12 month Enrollment	3,506	↓
Undergraduate	3,235	↑
Graduate	271	↓

2012-2013 Degrees Awarded

Total Degrees	301	↓
Associate	45	↓
Bachelor	206	↓
Master's	50	↓

Fall 2012 Employee

Total Employee	626	↓
Faculty	178	↓
Instructional Faculty	182	↑
Staff	448	↓
Full-Time	536	↑
Part-Time	90	↓
Female	316	↓
Male	310	↓
Black, Non Hispanic	299	↑
White, Non Hispanic	260	↓
Other Races	67	↓
Tenured Faculty	85	↑
Tenure Track Faculty	59	↑
Non Tenured Faculty	72	↑

Kentucky State University

The Most Diverse in the Commonwealth

STRONGER by DEGREES

Institutional Progress Update

Presentation to the Council on Postsecondary Education by President Mary Evans Sias, PhD.

November 7, 2013

STRONGER by DEGREES

Morehead State University

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Dr. Wayne D. Andrews

September 12, 2013

Kentucky Council on
Postsecondary Education

INSTITUTIONAL PROFILE
Morehead State University

Fall 2012 Headcount: 11,172
FTE: 7,537

MSU UG STUDENT PROFILE:

- *Female (61.4%)*
- *Full-Time (60.6%)*
- *Commutes to Campus (70.8%)*
- *White (91.2%)*
- *Age 18-21 (67.5%)*
- *KY Resident (89.4%)*
- *Baccalaureate-Seeking (66.8%)*
- *4.6 years - Average time to degree**
- *$12, 464.66 –Average student debt at graduation ***

2011-15 STRATEGIC AGENDA
Four Focus Areas

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS
Morehead State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	12.1%	10.3%	17%	0%		-16%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

Icons do not represent a global evaluation of institutional status on an indicator; they indicate change from baseline to targeted value only. Targets set through negotiation between CPE and institution. For more information on metrics, including definitions, visit: http://dataportal.cpe.ky.gov/dashboard.shtm

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

COLLEGE READINESS
Morehead State University

New Teacher Excellence
- Raised Teacher Education Program admission standards
- Advising Center has created a series of workshops and materials to assist students with PRAXIS preparation

Early College
- Fall 2012 - 1,630 high school students were in ECP
  - 694 additional students were in transitional courses
- Fall 2013 – 2,000 high school students in ECP (prelim.)

STUDENT SUCCESS
Morehead State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Degrees and Credentials (Total)	1,452	1,737	1,743	98%	⬆	8%
Bachelor's Degrees	926	1,115	1,100	100+%	⭐	4%
Master's Degrees	368	456	450	100+%	⭐	12%
Doctoral Degrees—Professional Practice	0	0	43	0%	➡	NA
Bachelor's Graduation Rate	40.1%	42.7%	43.0%	90%	⬆	5%
Bachelor's Graduation Rate—Low Income Low Income/Moderate-High Income Grad Rate	6.4 ppt 40.0%/46.4%	15.1 ppt 33.3%/48.4%	13.5	100+%	⬇	NA
Bachelor's Graduation Rate Gap—Underprepared Underprepared/Prepared Grad Rate	22.9 ppt 29.2%/52.1%	26.8 ppt 27.7%/54.5%	16.8 ppt	0%	⬇	NA

STUDENT SUCCESS
Morehead State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Bachelor's Graduation Rate Gap—Underrepresented Minority URM/Non-URM Grad Rate	11.3 ppt 29.4%/40.7%	10.5 ppt 32.8/43.2%	9.1 ppt	36%	↗	NA
Transfers from KCTCS	1,068	1,196	1,030	100+%	⭐	NA
Net Direct Cost	-$1,590	-$299	-$1,500	0%	↘	NA

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Average Net Tuition* Paid by Full-Time Resident Undergraduates in Fall 2012

234

Dependent Resident Students (3,198 Total):
- Lowest Income Quartile ($11,218 Average Income): -$1,212
- Second Income Quartile ($39,129 Average Income): -$549
- Third Income Quartile ($70,166 Average Income): $842
- Highest Income Quartile ($125,633 Average Income): $1,062

Independent Resident Students (1,191 Total):
- Lowest Income Quartile ($0 Average Income): -$129
- Second Income Quartile ($5,075 Average Income): $213
- Third Income Quartile ($15,439 Average Income): $855
- Highest Income Quartile ($47,287 Average Income): $1,670

No Income Information Available / Unknown Income (559 Total): $870

All Full-Time Undergraduate Residents (4,948 Total):
- Average Gross Tuition Billed: $3,753
- Average Net Tuition Paid: $279

*Net tuition is calculated by subtracting all need- and merit-based grants, scholarships and waivers from federal, state, institutional and other sources. Income quartiles rank student in the sector within their dependency category by family income reported on the FAFSA, and divides them into four equal-sized groups based on their income rank. Student loan or work study awards are not included in the calculation of net tuition. Gross tuition is the amount billed to a student's account based on 2012-13 tuition rates and actual student credit hours enrolled prior to application of any student financial aid awards.

STUDENT SUCCESS
Morehead State University

Special Initiatives to <u>Close the Gaps</u>:

❑ **Much More 2 Me (MM2M)** – a mentoring program that fosters an inclusive community of female students at MSU.

- 2012-13 – 53 students participated with a fall-to fall retention rate of 93.8%

❑ **Dedicated to Retention, Education and Academic Success (DREAMS)** - a mentoring program to help first-year students make a successful transition to college and progress towards their dreams.

- 2012-13 - 117 students (43 mentors) participated with a fall-to-fall retention rate of 75%

STUDENT SUCCESS
Morehead State University

Other New Initiatives:

❑ **Developed the Early Graduate School Program**

- A new program that provides undergraduate students the opportunity to enroll in a limited number of graduate course hours.
- Provides a venue for undergraduate students to give graduate school a trial run.

❑ **Doctoral Program Graduates First Class**

- 22 students have graduated with a Doctorate in Educational Leadership.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Morehead State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Externally-Funded Research and Development (in Thousands)	$1,313	$1,804	$2,360	47%	↗	72.6%
STEM+H Degrees	332	414	400	100+%	⭐	34%

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Morehead State University

❏ The 8th Annual Celebration of Student Scholarship was held in 2013.

- 196 presentations that demonstrated the research and creative endeavors of 285 students and their 132 faculty mentors.
- Awards for student presentations of special merit, judged by a panel of 108 faculty /staff judges on the basis of perceived scholarly impact & overall quality of presentation.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Morehead State University

- ❏ A continuation of the Kentucky Biomedical Research Infrastructure Network (KBRIN) has been funded for $273,969 by the National Institutes of Health for 2013-2014.

    - As a result of recent KBRIN support, MSU has made tremendous progress in developing biomedical research capacity.
        - MSU has a molecular core facility, two new microscopy suites, and a renovated neuroscience research lab;
        - 11 faculty members have received INBRE support for their research projects, which has resulted in **8 R15 NIH grants** since 2001.

    - Over the past five years, **74 students have participated** in KBRIN supported biomedical research training at MSU.

EFFICIENCY AND INNOVATION
Morehead State University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	25.4%	28.5%	27%	100+%	⭐	88%
Credits Earned By Degree Graduates	145	145.1	130	0%	➡️	-1%

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

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EFFICIENCY AND INNOVATION
Morehead State University

- ❑ 42 academic programs increased SCH/FTE production from 2011-12 to 2012-13
- ❑ Online Course Building Boot Camp for MSU Faculty
  - To discuss best practices in online education and provide assistance to faculty in building online courses
  - 27 faculty members that participated had a course approved using The Quality Matters 21 Essential Standards by the end of the week
- ❑ $9.3 million Energy Savings Performance Contract with Siemens
  - $775,000 + annually in energy savings

STRONGER by DEGREES

Morehead State University

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Institutional Progress Update

Presentation to the Council on Postsecondary Education by Dr. Wayne D. Andrews

September 12, 2013

STRONGER by DEGREES

MURRAY STATE UNIVERSITY

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Dr. Tim Miller, Interim President

November 7, 2013

Kentucky Council on Postsecondary Education

INSTITUTIONAL PROFILE

- Best College for 23 consecutive years – 8th among the top public regional universities in the South; 14th ranked public university in the nation - *U.S. News & World Report*

- Top College for five consecutive years and one of "America's Top 100 Best Buy" colleges for the fourth consecutive year -*Forbes*

- "2014 Military Friendly School" honoring the top 20 percent of all colleges, universities and trade schools doing the most to embrace America's student veterans - *G.I. Jobs Magazine*

- "2013 Great Colleges to Work For" designation specifically recognizes MSU for "Professional/Career Development Programs," "Respect and Appreciation," and "Teaching Environment." -*The Chronicle of Higher Education*

INSTITUTIONAL PROFILE

- Employees: 4356 total (1398 full-time Faculty & Staff; 2549 students)
  - 82% of full-time instructional faculty earned highest degrees in their field
- Enrollment: 10832 (82% undergraduate – 8891; 18% graduate – 1941)
  - 69% KY residents; 24.5% Non-residents; 6.5% International
  - Of 2646 Non-resident students – 33% from Tennessee; 28% from Illinois; 14% from Missouri; 11% from Indiana; 14% from other states
  - 60% female; 40% male; 7% African American
  - Student body represents 45 states, 48 foreign countries, 96 KY counties
  - Undergraduate student/faculty ratio: 15:1
- Academics:
  - 167 accredited degree programs (includes all tracks of degrees)
  - 65 Bachelor's programs
  - 39 Master's and Specialist programs
  - 2 Doctoral programs
  - Four extended campuses in Henderson, Hopkinsville, Madisonville , & Paducah
- Student Life:
  - Second-lowest tuition among Kentucky public regionals
  - Eight Residential Colleges - the first public university with a successful, comprehensive residential college program

2011-15 STRATEGIC AGENDA

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
New Teacher Excellence (Top 15% Nationally)	15.7%	15.6%	18%	0%	→	17%

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

- New Dean, College of Education
- Teacher Preparation
  - New online preparation course
  - Praxis PLT preparation book provided for students
  - More rigorous admission examination for teacher education

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

STUDENT SUCCESS

Performance Metric	Baseline (2008-09)	2010-11	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Degrees and Credentials (Total)	2,185	2217	2,278	2,272	100+%	⭐	7%
Bachelor's Degrees	1,535	1,552	1,530	1,596	0%	🔻	-1%
Master's Degrees	638	647	732	680	100+%	⭐	29%
Bachelor's Graduation Rate	49.6%	53%	53.9%	53.0%	100+%	⭐	-4%
Bachelor's Graduation Rate—Low Income	39.3%	38.2%	44.2%	NA	NA	NA	NA
Bachelor's Graduation Rate Gap—Underprepared	35.5%	36.0%	43.7%	NA	NA	NA	NA

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

STUDENT SUCCESS

Performance Metric	Baseline (2008-09)	2010-11	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Bachelor's Graduation Rate —Underrepresented Minority	37.6%	36.8%	46.1%	NA	NA	NA	NA
Transfers from KCTCS	956	935	1,045	1,013	100+%	⭐	NA
Net Direct Cost	-$1,224	-1,266	-$585	-$1,312	0%	🔻	NA

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

MURRAY STATE UNIVERSITY

STUDENT SUCCESS

- Retention Timeline (MAPWorks – Retention Commission)
- Enrollment Management Committee – *Racer Roundup* initiative – new School Visit Master Calendar
- Comprehensive Residential College Program
- Job Placement Taskforce
- New *Excellence & Racer Promise scholarships* (partially funded by MSU Foundation)
- SET's James Graham Brown Foundation Grant ($450,000 toward internships)
- *Racer/Thoroughbred Academies* – dual credit programs
- WKMS Youth Radio Project
- New Murray Calloway Transit *Racer Route* funding collaboration

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RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Externally-Funded Research and Development (in Thousands)	$618	$2,638	$1,454	100%	⭐	
STEM+H Degrees	636	744	687	100+%	⭐	41%

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

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- Watershed Studies Institute
- Toxicologist Dr. Gupta at Breathitt Veterinary Clinic
- Economic Development Summit
- Town & Gown Initiatives
- MSU Faculty & Staff received 108 Awards totaling over $6.5 million (increase of 7 awards and over $858,000 over previous fiscal year)
- K12CONNECT - Office of Regional Outreach
- Successful Comprehensive Campaign – reached extended goal of $71.73 million

EFFICIENCY & INNOVATION

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)*
Online Learning (Percent of all credit earned through online learning)	9.6%	13.8%	11.6%	100+%	⭐	89%
Credits Earned By Degree Graduates	140	142	138.0	0%	🔻	1%

*Note: The Five-year change represents change in the metric that occurred between 2006-07 and 2010-11.

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

EFFICIENCY & INNOVATION

- MBA/MPA Online Programs
- Online revenue sharing with academic units
- New EdD degree in P-20 and Community Leadership – College of Education
- 15 to Finish Efforts – MSU representatives on CPE's Core Team and Campus Rep Team

STRONGER by DEGREES

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Dr. Tim Miller, Interim President

November 7, 2013

Institutional Progress Update

Presentation to the Council on Postsecondary Education

Geoffrey S. Mearns, President – June 20, 2013

Northern Kentucky University Institutional Profile

	1997	2012	Change
Enrollment	11,785	15,660	33%
Degrees/Credentials Conferred	1,640	2,880	76%
Endowment	$12.3M	$81.5M	563%
Grants/Contracts	$3.4M	$7.4M	118%
Faculty/Staff	1,550	2,121	37%
Average Class Size	23	25	2
Student Faculty Ratio	16:1	18:1	2
Bachelors Programs	51	68	17
Masters Programs/Certificates	7	23	16
Professional Doctorates	0	2	2
Juris Doctorate	1	1	-

College Readiness
Northern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	18.2%	15.9%	22%	0%		-22%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

→ **This metric is changing next year to "percent scoring in top 25% on content and pedagogy." NKU has the highest percentage among the comprehensive KY universities on both new measures and exceeds the state average.**

NKU

Teacher Preparation Northern Kentucky University

- ✓ Higher admission standards for teaching programs at NKU
- ✓ KY Core Content Standards (Common Core) integrated into courses to prepare educators
- ✓ All programs have advisory panels to assess program outcomes and recommend improvements
- ✓ Program faculty meet regularly to review outcomes assessment & recommend program/curricular changes
- ✓ Piloted new co-teaching model in clinical experience
- ✓ All teacher prep programs have integrated field and clinical experience supervised by tenure-track faculty

NKU

College Readiness
Northern Kentucky University

- ✓ Kentucky Center for Mathematics (KCM)

- ✓ KYOTE

- ✓ Writing Project

- ✓ Center for Educator Excellence

- ✓ School-Based Scholars

- ✓ Transitional Course Development

NKU

Entering the NKU Pipeline: Freshmen Profile

	2005	2012
Fall Freshmen Applicants	3,712	7,064
Regular Admit Enrollments	1,025	1,412
First-time Freshmen Class	1,760	2,055
Scholarship Applicants – ACT Score of 23 or Higher	417	907
Scholarship Applicants – ACT Score of 29 or Higher	39	205
Average ACT	20.8	22.7

NKU

Student Success
Northern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Degrees and Credentials (Total)	2,788	2,880	3,096	30%	↗	17%
Bachelor's Degrees	1,988	1,980	2,168	0%	→	22%
Master's Degrees	461	493	526	49%	↗	25%
Doctoral Degrees—Professional Practice	144	168	198	44%	↗	19%
Bachelor's Graduation Rate	31.7%	37.1%	41%	58%	↗	16%
Bachelor's Graduation Rate—Low Income Low Income/Moderate-High Income Grad Rate	14 ppt 21% / 35%	11.3 ppt 28.3% / 39.6%	11.3	100%	★	NA
Bachelor's Graduation Rate Gap—Underprepared Underprepared/Prepared Grad Rate	29.3 ppt 17.3% / 46.6%	25.8 ppt 21.6% / 47.4%	17.9	31%	↗	NA

Student Success
Northern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Bachelor's Graduation Rate Gap— Underrepresented Minority URM/Non-URM Grad Rate	19.9 ppt 13.2% / 33.1%	10.1 ppt 28.1% / 38.1%	15.0 ppt	100%	⭐	NA
Transfers from KCTCS	379	449	486	65%	⬆️	NA
Net Direct Cost	$24`	$916	-$100	0%	↘️	NA

NKU

Student Success
Northern Kentucky University

- ✓ Student Success Center (integration of advising, career counseling, and other key support offices)
- ✓ New academic advising model with intrusive advising
- ✓ Online syllabus bank – requested by SGA to assist students with planning courses appropriately
- ✓ Roadmaps for four-year degree plans
- ✓ Gateway Community & Technical College partnership, *"Pathways to Degree Completion"*
- ✓ Program for Adult-Centered Education (PACE)
- ✓ Technology-based solutions to support student success (MAP Works pilot, mobile applications, student portal)
- ✓ Longitudinal Assessment of Student Networking (LASN)

NKU

Student Success Center

Major renovations completed

✓ Norse Advising Center

✓ Career Services

✓ IT Student Support

✓ Meeting spaces

✓ Atrium skylight

Student Success
Northern Kentucky University

Plans for 2013-14:

- ✓ Career Exploration Program – guide students to selection of major by 3rd semester
- ✓ Expansion of mid-term grade policy – earlier feedback will help students be successful in their courses
- ✓ Addition of five full-time lecturer positions to teach general education courses
- ✓ Veterans Services Station
- ✓ Transfer Student Center

NKU

Research, Economic, & Community Development
Northern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Externally-Funded Research and Development (in Thousands)	$1,346	$1,704	$1,743	90%	⬆	20%
STEM+H Degrees	707	738	757	62%	⬆	12%

Research, Economic, & Community Development
Northern Kentucky University

- ✓ SOAR (NSF grant) – Scholarships, Opportunities, Achievements, & Results for STEM majors
- ✓ Project FORCE (NSF grant) – to increase the recruitment, retention, & graduation of STEM majors
- ✓ New position to assist Principal Investigators (PIs) with grant activity
- ✓ Center for Applied Informatics
- ✓ Public Engagement
  - ➤ Example: Project 505
- ✓ Undergraduate research
  - ➤ Example: Cecile Marczinski, psychological sciences

Efficiency And Innovation Northern Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	9.5%	13.9%	15%	80%	⬆	334%
Credits Earned By Degree Graduates	142	141.3	135	10%	↗	-1%

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

Efficiency And Innovation Northern Kentucky University

✓ General education requirements reduced from 52 to 37 credits

✓ Expanding Dual Credit (School-Based Scholars) offerings

✓ Alternative methods for nontraditional students to earn credits (credit by exam, assessment of a portfolio of work experience, credit by American Council on Education)

✓ The proportion of entering students who bring Advanced Placement or School-Based Scholar credits with them has grown from 14% to 21% in four years

✓ Undergraduate Degree Audit

✓ Enhanced technology support: self-service, advising, online payments

NKU

Institutional Progress Update

Presentation to the Council on Postsecondary Education

Geoffrey S. Mearns, President – June 20, 2013

STRONGER by DEGREES

University of Kentucky Institutional Progress Report

President Eli Capilouto
February 8, 2013

Institutional Profile

Education

- Largest, most diverse and best prepared class in university history.
- 71 National Merit Scholars
- WSJ National Biz Quiz and Alltech Innovation Competition

Research

- Approximately $247.7 million in extramural research expenditures in FY 2011
- More than $372 million in total research expenditures in FY 2011
- Markey Cancer Center invited for NCI designation review

Service

- UK HealthCare named top hospital in Kentucky
- First heart-lung block transplant in the state in 15 years and one of 27 nationwide
- Maintaining our commitment as Kentucky's land grant university

2011-15 Strategic Agenda

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

College Readiness

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	23.7%	21.9%	30%		0%	-8%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams. The metric is based on a three-year average.

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College Readiness

What we have done

- Created a one-stop-shop for prospective students
- The Academic Preparation Program has been expanded to any student who needs remedial support in math, reading and writing.
- New bridge programs are offered to freshmen, including a residential FastTrack for Calculus and Science.
- High impact strategies are created for the most vulnerable students transitioning to UK, especially First-Generation Initiatives, Robinson Scholars, Student Support Services, CARES, and student organizations such as CATalyst.
- The revised general education curriculum (UK Core) was designed to smooth students' transition from high school to a research university and to establish foundations for advanced learning.
- K Week, a highly acclaimed introductory experience for all students, is intended to introduce high school graduates to a college environment.

What we are doing

- The STEAM Academy, a partnership with the Fayette County Schools, will create an urban public school in 2013 offering personalized instruction, internships, and dual/college credit opportunities to ensure students will graduate college and be ready for a career.
- Collecting the first round of data tied to UK Core outcome measures
- Strategy to move highly successful UK 101 course to two credit hours
- College of Education and P20 Lab are engaged with school districts in Central Kentucky

Student Success

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Degrees and Credentials (Total)	5,466	6,000	6,240	⬆	69%	6%
Bachelor's Degrees	3,521	3,735	4,000	↗	45%	3%
Master's Degrees	1,211	1,231	1,450	↗	8%	-10%
Doctoral Degrees—Research	265	322	300	⭐	100%+	10%
Doctoral Degrees—Professional Practice	469	566	490	⭐	100%+	57%
Bachelor's Graduation Rate	59.5%	57.6%	61.0%	↘	0%	-6%
Graduation Rate—Low Income* Low Income/Moderate-High Income Rate	7.5 ppt 56.6%/64.1%	17.7ppt 42.7%/60.4%	5.3 ppt	↘	0%	Not Available
Graduation Rate Gap—Underprepared* Underprep./Prep. Rate	19.9 ppt 41.8%/61.7%	21.5ppt 38.9%/60.5%	21.5 ppt	↘	0%	Not Available

* Note: based on preliminary calculations.

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Student Success

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Graduation Rate Gap—Underrepresented Minority* URM/Non-URM Grad Rate	16.0 ppt 44.5%/60.5%	8.4 ppt 50.0%/58.4%	11.2 ppt	⭐	100%	Not Available
Transfers from KCTCS*	1,829	1,981	1,920	⭐	100%+	Not Available
Net Direct Cost*	-$1,178	-$334	-$1,180	🔻	0%	Not Available

* Note: based on preliminary calculations.

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http://dataportal.cpe.ky.gov/dashboard.shtm

Student Success

1st to 2nd and 1st to 3rd Year Retention for the 2000-2010 cohorts

1st to 2nd: 2000: 77.7, 2001: 79.3, 2002: 77.1, 2003: 78.4, 2004: 78.9, 2005: 77.8, 2006: 76.4, 2007: 81, 2008: 80.3, 2009: 81.8, 2010: 81.5

1st to 3rd: 2000: 70.8, 2001: 72.5, 2002: 68.2, 2003: 70.2, 2004: 70.4, 2005: 68.9, 2006: 68.4, 2007: 71.1, 2008: 71, 2009: 71.9

(Y-axis: Percentage; X-axis: Cohort Year)
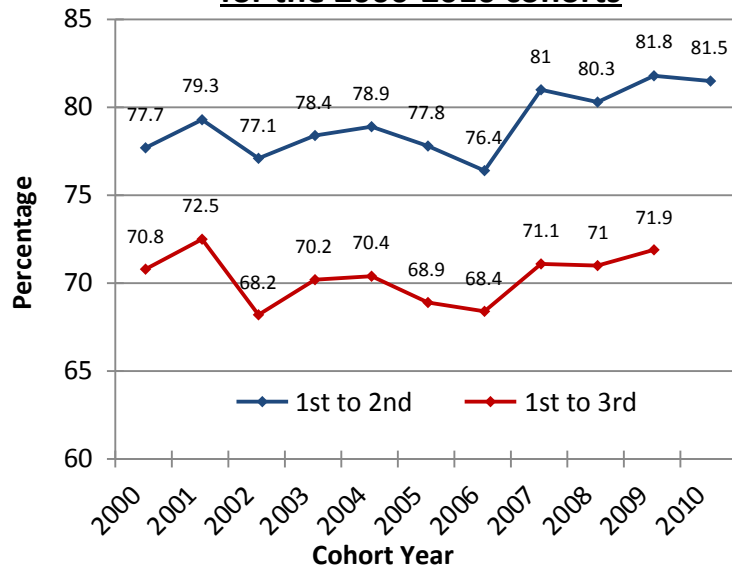
Six-Year Overall Graduation Rate

96-97: 57.7, 97-98: 61.1, 98-99: 59.6, 99-00: 59.8, 00-01: 59.1, 01-02: 61.4, 02-03: 57.7, 03-04: 59.6, 04-05: 58.2, 05-06: 59

(Y-axis: Percentage; X-axis: Fall Cohort)
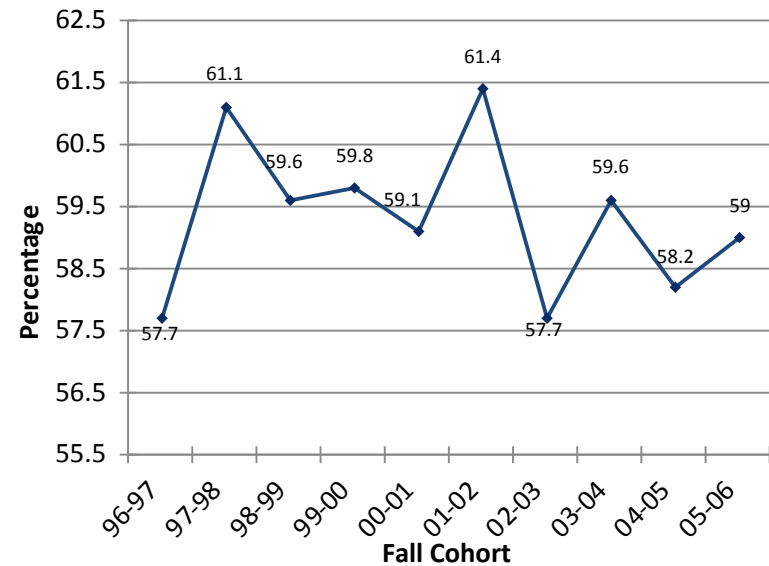
Areas for Improvement?
Selected themes from the Sophomore Attrition Survey

| Academic Advising | Major Selection | Access to Competitive Majors | Course Availability | Difficulty with Courses |

Areas for Improvement?
Selected themes from the Graduating Senior Survey

| Changed Major/Lost Credit | Work Conflicted w/ Class | Course Availability | Family Conflict | Tuition and Cost |

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Student Success

Strategies

- Senior Vice Provost for Student Success
- Student Success integrated into Provost's Council on Metrics
- Expansion of several critical programs:
  - Honors program
  - Living-Learning communities
  - Peer-to-peer tutoring
  - Newly created and fully staffed transfer office
  - Dual-Enrollment/Dual-Credit
- Maintaining our commitment to affordability
- Reorganizing International Affairs Office to support students and faculty
- National Council on Undergraduate Research at UK in 2014

Kentucky Students Receiving Grants or Scholarships
Fall 2011

Fall 2011 chart — Average Tuition & Fees: $4,558; Average Aid Awarded: $3,468; difference $1,090. Aid breakdown: Private – 5%, State 27%, Federal 22%, UK Gifts & Endow 13%, UK Scholarships 33%.

Fall 2006

Fall 2006 chart — Average Tuition & Fees: $3,251; Average Aid Awarded: $2,397; difference $854. Aid breakdown: Private – 6%, State 41%, Federal 17%, UK Gifts & Endow 18%, UK Scholarships 18%.
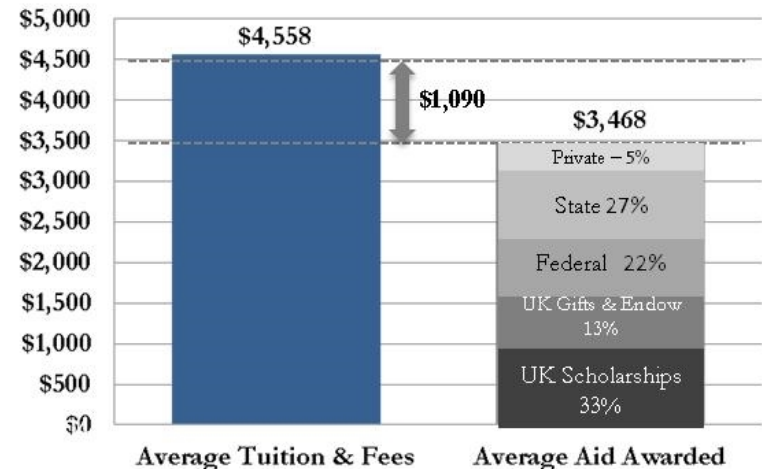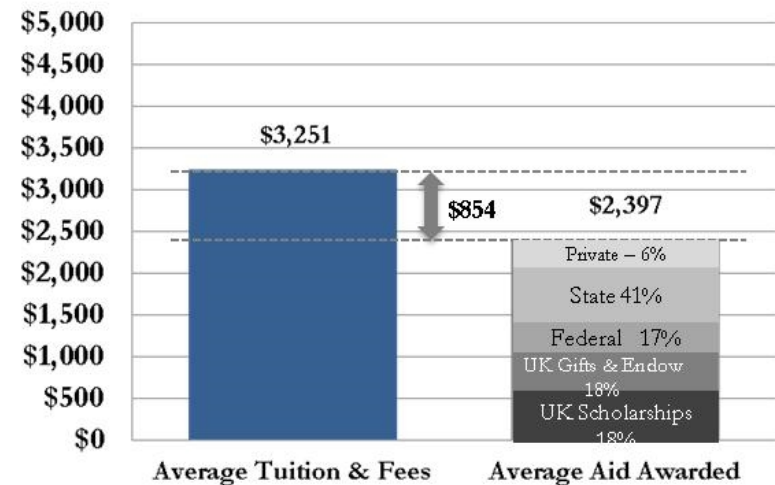
Student Success

Public/Private Partnership with EdR to revitalize campus residence halls

- Students living on campus in interactive communities persist and graduate at higher rates

- 100 percent equity brought by EdR allows us to focus our resources to rebuild academic and research spaces

Wildcat Lodge Site - Martin Luther King Blvd. Perspective

Haggin Site Phase I & II - Huguelet Drive Perspective

Cooperstown Building E - Woodland Avenue & Cooperstown Perspective

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Research, Economic, & Community Development

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Externally-Funded Research and Development (in Thousands)	$241,700	$247,745	$290,000	↗	13%	10%
STEM+H Degrees*	1,979	2,222	2,356	↑	64%	13%

* Note: based on preliminary calculations.

Research, Economic, & Community Development

Extramural R&D Expenditures, FY11
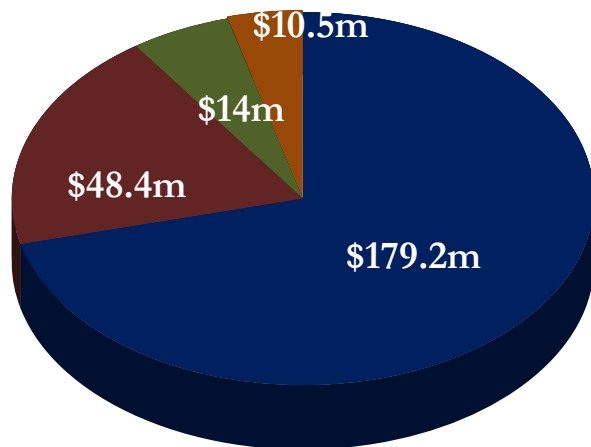
- Federal Government
- State and Local Governments
- Industry
- Non-profit organizations

$179.2m — $48.4m — $14m — $10.5m

NSF Survey of R&D Expenditures, UK
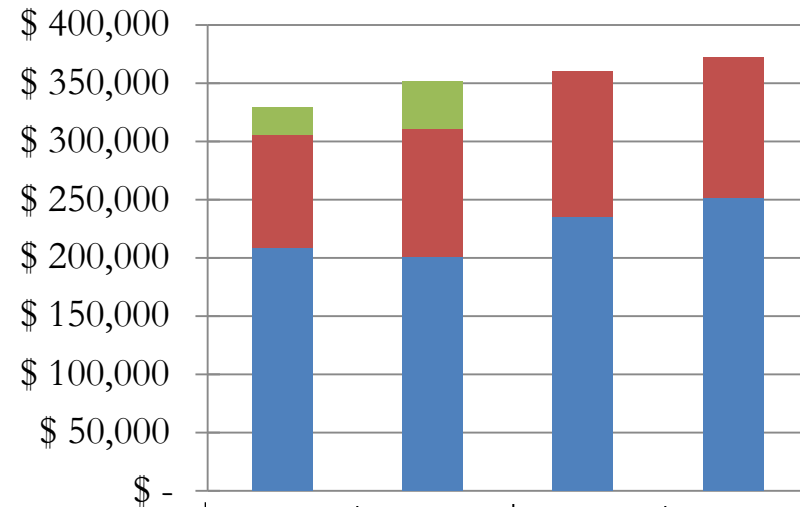
	FY08	FY09	FY10	FY11
Extramural R&D Expenditures	208,969	201,218	235,275	252,049
Institutional R&D Expenditures	97,103	110,271	124,669	120,883
All other sources*	23,282	40,454		
Total All Fund Sources	**329,354**	**351,943**	**359,944**	**372,932**

*NSF changed the reporting mechanism on grants, clinical trials and imputed F&A

Research, Economic, & Community Development

Research Success Stories

- CAER Research Laboratory

- Chandler Medical Center

- Center for Clinical Translational Sciences

- Biopharmaceutical Complex

- Markey Cancer Center

- Economic Development
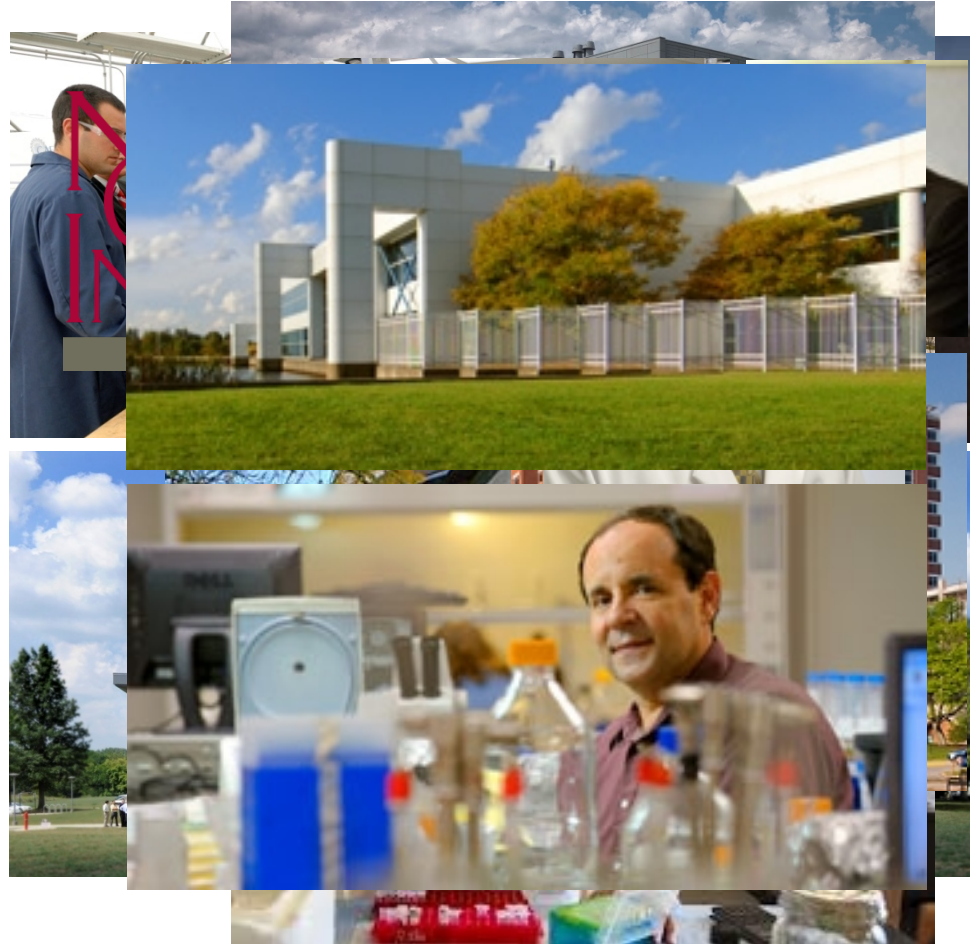
Efficiency and Innovation

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)*	4%	Not Available	6%		6%	Not Available
Credits Earned By Degree Graduates*	139	Not Available	132			Not Available

Notes:

Online learning measures the percent of completed student credit hours delivered through distance learning.

Credits earned by degree graduates includes all bachelor's degree recipients during the year.

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Efficiency and Innovation

- Development of a values-based financial model that better aligns our revenues and expenses as we strive to meet our mission.

- Partnering with a private company that provides 100% of the equity and financing to ensure that we maintain the university's debt capacity to help finance critical building needs.

- Improving the UK Core by standardizing the general education curriculum.

- Aggressive pursuit of blended courses and flipped classroom models.

- Integrating technology-rich content into the delivery of education and the research process against the backdrop of a constantly changing learning environment.

Efficiency and Innovation

Creative partnership to ensure our future

Gatton College

- Capacity for planned enrollment/teaching growth
- Community and student study spaces to facilitate collaborative learning.
- 500 seat auditorium.
- Modern classrooms with at least 20 large-capacity instructional spaces
- Conference Center
- Executive MBA center
- LEED Silver/Gold Project.

Commonwealth & Nutter Training Center

- Improved training space for student-athletes
- Spectator improvements
- Multi-purpose recruiting room, home team facilities
- 16 – 20 private suites
- 2,000 new club seats
- New press facilities
- New full service kitchen
- Maintain/slightly reduce seating capacity

Academic Science

- Interdisciplinary science teaching labs/classrooms.
- Contemporary teaching and collaborative learning space.
- Student commons, group and individual study rooms.
- Utilized for introductory science courses so students learn the commonalities of multiple disciplines.
- Shelled research space

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STRONGER by DEGREES

University of Kentucky Institutional Progress Report

President Eli Capilouto
February 8, 2013

University of Louisville Progress Update 2012-13

Campaign reaches $750 million mark!

- President James R. Ramsey sends his regrets as he continues his work on the Capital Campaign

- A bold campaign to raise an unprecedented **$1 Billion** in private support by 2014 to fund:
    - Academic Support, Student Scholarships & Programs
    - Fund for UofL
    - Excellence in Faculty Teaching & Research
    - Athletic Prominence

STRONGER by DEGREES

CHARTING OUR COURSE
The Campaign for Kentucky's Premier Metropolitan Research University

University of Louisville Progress Update 2012-13

Changing Landscape for Funding IHE

Total Public Funding the past 15 yrs.

71%
State Appropriation
61%
29%
39%
Tuition & Fees Revenue

Net State Appropriations versus Foundation Funding

Net State Apprpriation, $141,194,758

Foundation Funding, $141,835,700
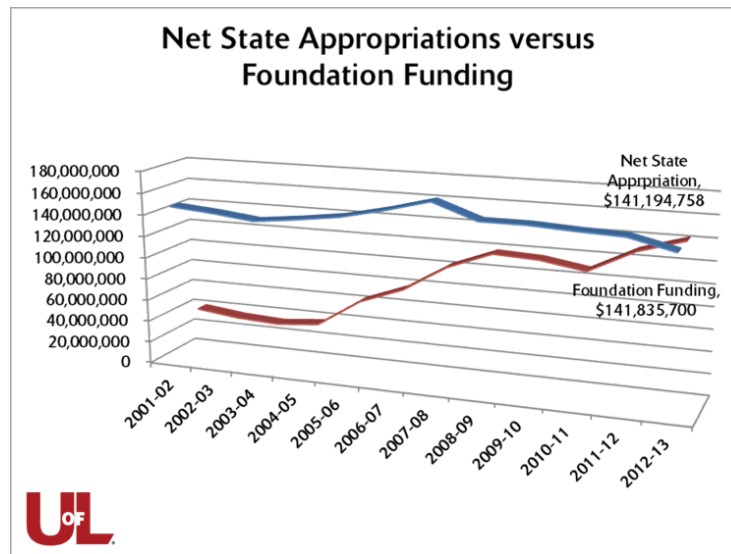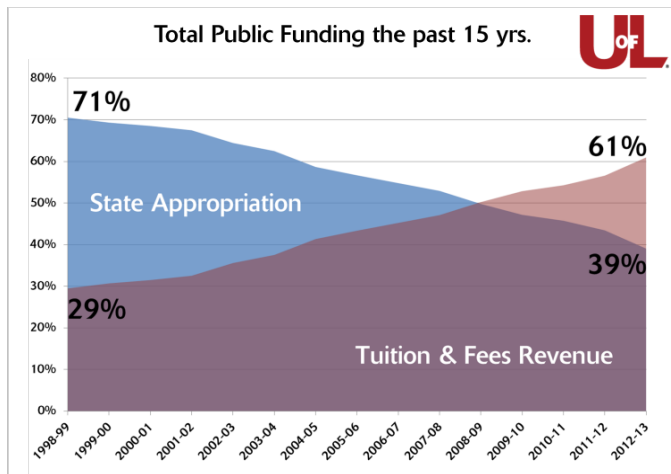
- **Continued reduction of State Appropriations in funding Institutions of Higher Education;**

- **Asked to do more (accountability, production, accessibility), with LESS;**

- **Spending more time finding ways to be creative, rather than …**

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Seven Strategies for Success

1. Manage costs – $112M savings/efficiencies to date

2. Underperforming assets (i.e. Shelby Campus, Reynolds Loft, etc.)

3. Increase value from intellectual property (commitment to Nucleus/Metacyte/commercialization)

4. Private partnerships (use of other's balance sheet—new housing/food/real estate partnerships)

5. Fundraising (plan Capital Campaign)

6. Be creative (TIFs)
   - HSC
     - 2007 approved
     - 2012 approved
   - Belknap
     - 2012 approved
   - Shelby Hurst – planning

7. Increase clinical income

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UNIVERSITY OF LOUISVILLE.

(Live Link)

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University of Louisville Progress Update 2011-12

Institutional Profile

Facts & Figures

Name: University of Louisville

Mission: Kentucky's premier, nationally recognized metropolitan research university

Established: 1798

President: James R. Ramsey, Ph.D.

Student Body: 22,293 (Fall 2012)

Faculty and Staff: 6,901 (excluding instruction/research assistants)

Alumni: More than 130,000 residing in the United States and around the world

Operating Budget: $1.2 billion including $163.8 million from the Commonwealth of Kentucky

Endowment: $721.1 million (FY 2012)

Federal Funding: $77.7 million

Athletic Conference: Big East

Mascot: Cardinal

Enrollment by Race/Ethnicity (Fall 2012)

- Non-Resident Alien: **5.2%**
- Black: **10.4%**
- American Indian/Alaska Native: **0.1%**
- Asian: **3.4%**
- Hispanic: **3.2%**
- White: **74.7%**
- Unknown: **0.3%**
- Two or More Races: **2.6%**
- Native Hawaiian/Other Pacific Islander: **0.1%**
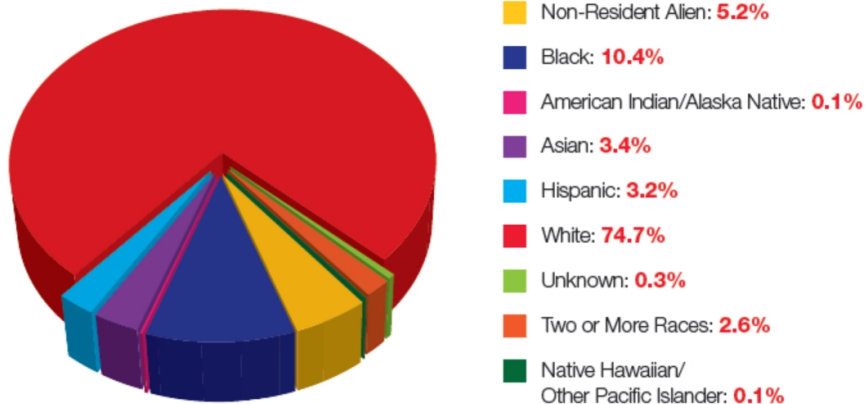
Student Enrollment (Fall 2012)

Total: 22,293

Full-Time: 16,963

Part-Time: 5,330

Female: 11,503

Male: 10,790

Full-Time Equivalent*: 18,487

Graduation Rate Survey (GRS) Cohort:** 2,645

* As defined by the Kentucky Council on Postsecondary Education

**Indicates all first-time, full-time, baccalaureate degree-seeking students entering Summer/Fall 2012

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University of Louisville Progress Update 2011-12

Extraordinary Achievements

	1998 Reporting Year	2002 Reporting Year	2012 Reporting Year*
Average ACT score of all entering freshmen *(fall semester)*	21.4	23.2	25.0
6-year graduation rate	30.1%	33.0%	52.1%
Baccalaureate degrees awarded	1,734	1,849	2,702
1st year to 2nd year retention *(African American students—GRS cohort)*[1]	73.6%	78.2%	82.3%[2]
Number of students living on campus *(fall semester)*	1,725	2,363	4,734[3]
Doctoral degrees awarded	76	90	188
Startup companies *(cumulative)*	1	6	49
Patents *(cumulative)* Applications filed	151	259	1,346
Formal patents issued	55	72	228
License option agreements *(cumulative)*	17	30	142
Research expenditures	$39.1M	$80.9M	$196.4M
Endowed chairs and professorships	35	87	150
Endowment	$317.0M	$478.9M	$721.1M

* 2012 data are considered preliminary pending final audit and reconciliation.
[1] Based on the 1998, 2002, and 2011 entering freshmen cohorts retained through the following fall.
[2] Effective fall 2010, designation includes ethnicity/race of "two or more races" one of which must be African American.
[3] No longer includes University Park Apartments which was sold by UofL Foundation; Bellamy property has 30% occupancy by non-UofL students. Final figures confirmed by the Director of Housing and Residence Life.

University of Louisville Progress Update 2011-12

Extraordinary Achievements

	1998 reporting year	2002 reporting year	2012 reporting year*
Freshman ACT score (avg.)	21.4	23.2	25.0
6-year graduation rate	30.1%	33.0%	52.1%
Baccalaureate degrees awarded	1,734	1,849	2,702
Number of students living on campus	1,725	2,363	4,734[1]
Doctoral degrees awarded	76	90	188
Research expenditures	$39.1M	$80.9M	$196.4M
Endowed chairs & professorships	35	87	150

UNIVERSITY OF **LOUISVILLE.**

*2012 data are considered preliminary pending final audit and reconciliation.
1 No longer includes University Park Apartments which was sold by UofL Foundation; Bellamy property has 30% occupancy by non-UofL students.

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University of Louisville Progress Update 2011-12

The 2020 Plan: Making It Happen

2011-15 Strategic Agenda: Four Focus Areas

Student Success

College Readiness

Efficiency and Innovation

Research, Economic, and Community Development

Student Success

University of Louisville Progress Update 2011-12

Total Degrees Conferred

Performance Metric	Baseline	Most Recent	Target	Progress Icon	Five-year Change (%)
Degrees & Credentials (Total)	4,534	4,897	4,787	⭐	9%
Bachelor's	2,550	2,702	2,769	⬆	16%
Master's	1,310	1,439	1,370	⭐	3%
Doctoral – Prof. Practice	347	361	385	⬆	4%
Doctoral – Research	163	188	191	⬆	39%

*UofL continues to make great progress in meeting the challenge of **The 2020 Plan** for increasing the number of bachelorette and doctoral degrees awarded.*

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University of Louisville Progress Update 2011-12

Graduation Rates & other metrics

Performance Metric	Baseline	Most Recent	Target	Progress Icon	Five-year Change (%)
Bachelor's Graduation Rate	**48.4%**	**52.1%**	**53.9%**	⬆	**n/a**
Low Income Rate Gap *Low Income/Moderate-High Income Grad Rate*	**12.4 ppt** *47.1%/59.5%*	**14.3 ppt** *40.5%/54.8%*	**12.0 ppt**	⬊	**n/a**
Underprepared Rate Gap *Underprepared/Prepared Grad Rate*	**18.6 ppt** *34.6%/53.2%*	**15.8 ppt** *38.8%/54.6%*	**12.6 ppt**	⬈	**n/a**
Underrepresented Minority Rate Gap *URM/Non-URM Grad Rate*	**11.7 ppt** *38.0%/49.7%*	**9.7 ppt** *43.8%/53.5%*	**4.8 ppt**	⬈	**n/a**
Transfers from KCTCS	**861**	**1073**	**989**	⭐	**n/a**
Net Direct Cost	**-$2,792**	**n/a**	**-$2,104**	**n/a**	**n/a**

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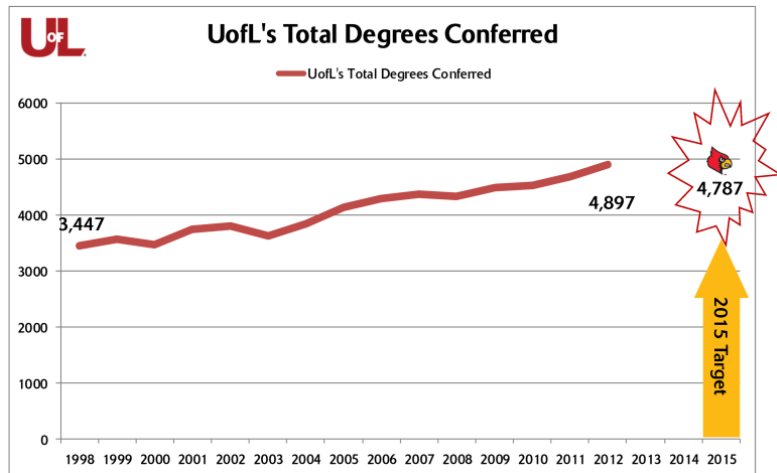
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University of Louisville Progress Update 2011-12

Degrees and Gradation Rates since 1998

UofL's Total Degrees Conferred

UofL's 6 yr Graduation Rate

- The University of Louisville continues to confer more degrees annually at the undergraduate, graduate, and professional levels
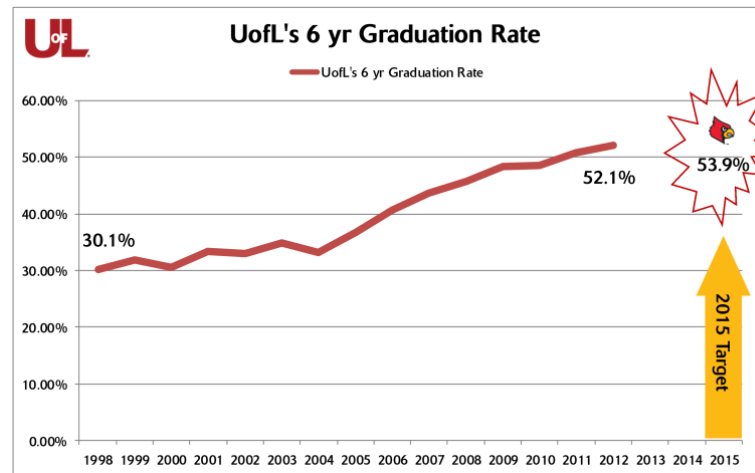
- The University of Louisville's graduation rate has increased in each of the last **eight** years, from 33.2% in 2004 to 52.1% in 2012 reporting year

University of Louisville Progress Update 2011-12

Institutional Effectiveness Strategies for Student Success

- **Persistence to Graduation Committee**
  - Year-long American Association of Collegiate Registrars and Admissions Officers (AACRAO) consultancy is developing a long-term persistence plan concentrating upon Association of American Colleges & Universities/Liberal Education & America's Promise (AAC&U/LEAP) high-impact practices and improved advising
- **Flight Plan**
  - "Out-in-four" plans are in place for 2011, 2012, & 2013 cohorts; students not meeting plan milestones work with advisors to develop alternate routes to graduation over five or six years, depending on circumstances
  - Intrusive support through direct contact and online modules assists drop-out/stop-out students in their return to college work

University of Louisville Progress Update 2011-12

Assessing Student Success

Direct Assessment for Student Success
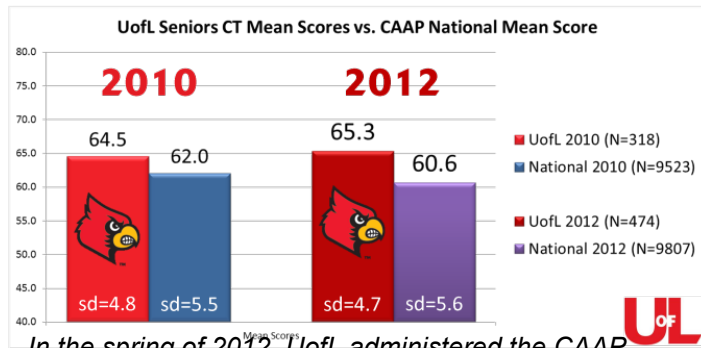
In the spring of 2012, UofL administered the CAAP Critical Thinking module to seniors. 2012 seniors scores significantly higher than seniors assessed in the spring of 2010.

- **Collegiate Assessment for Academic Proficiency**
  - Critical Thinking Test
  - Critical Writing Essay
- **General Education Assessment**

Indirect Assessment for Student Success
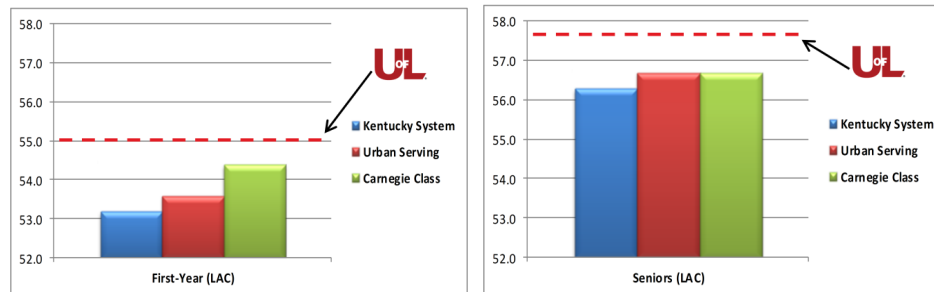
In the spring of 2012, UofL administered the National Survey of Student Engagement to first-year students and seniors. Above are the results for the benchmark Level of Academic Challenge. UofL continues to make statistically significant improvement on this benchmark over the past four administrations of the NSSE.

- **Surveys of Student Engagements**
  - National Survey of Student Engagement (NSSE)
  - Faculty Survey of Student Engagement (FSSE)

College Readiness

University of Louisville Progress Update 2011-12

College Readiness

Performance Metric	Baseline	Most Recent	Target	Progress Icon	Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	25.1%	25.3%	27.0%	⬆	28%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

Allison Hunt, a 2002 graduate of the College of Education and Human Development's (CEHD) Master of Arts in Teaching (MAT) program and teacher at duPont Manual High School, was named the 2013 Kentucky High School Teacher of the Year.

College Readiness

- UofL has had the **highest percentage** of graduates scoring in the top 15% on praxis II PLT exam ***the last four years*** (3-yr smoothed averages) compared to other KY regional and doctoral institutions of higher education

- UofL's percentage this past year was **8.6 percentage points higher** than the 2011-12 three year statewide smoothed average
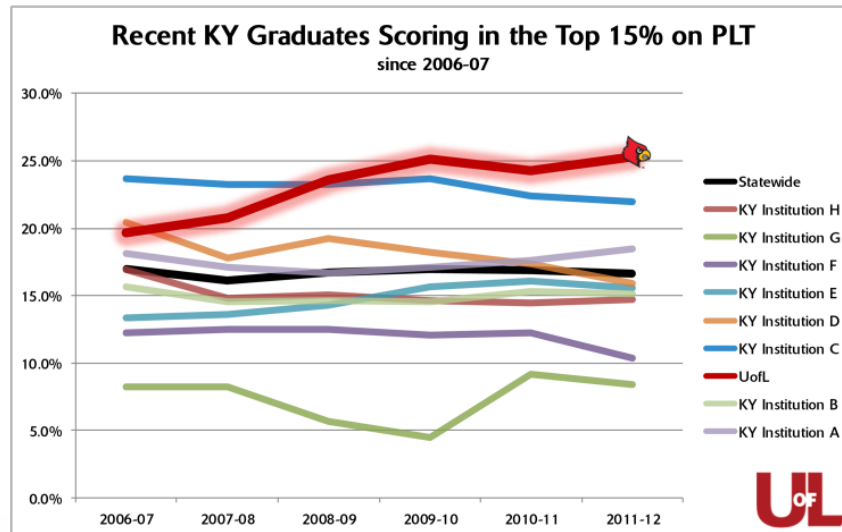
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Recent KY Graduates Scoring in the Top 15% on PLT since 2006-07

Efficiency and Innovation

University of Louisville Progress Update 2011-12

Efficiency and Innovation

Performance Metric	Baseline	Most Recent	Target	Progress Icon	Five-year Change (%)
Credits Attempted by Degree Graduates	140	n/a	136	n/a	n/a
Online Learning (Percent of all credit earned through online learning)	5%	n/a	7%	n/a	n/a

Credits earned by degree graduates includes all Bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

Strategic initiatives for addressing metrics in Efficiency & Innovation:
- Implementing Flight plan
- Re-evaluate programs in Arts & Sciences and Music to reduce excessive hours required to obtain a bachelorette degree

Cost Saving Efforts

Stewardship, Cost Reduction and Efficiency Efforts

(dollars recurring unless noted)

Initiative		Total
Reengineer Business Processes[1]	$	4,975,378
Financial and Budgetary Initiatives[2]	$	32,207,739
Utilize Private Sector Partnerships[3]	$	43,368,000
Refinance Long-term Debt	$	3,767,457
Improve Physical Facilities Management	$	382,000
Restructure Employee Benefits	$	8,761,353
Streamline Information Technology Efforts[4]	$	13,816,664
Sustainability Initatives and Reduction of Carbon Footprint	$	7,495,940
	$	114,774,531

[1] $3,090,014 in one-time saving and the remaining $1,865,364 in recurring savings

[2] $3,453,194 in one-time saving and the remaining $30,669,310 in recurring savings

[3] $3,050,000 in one-time saving and the remaining $40,318,000 in recurring savings

[4] $5,100,000 in one-time saving and the remaining $8,716,664 in recurring savings

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21st Century University Initiative

We have made great progress … but we cannot continue to do the same things we've been doing and still achieve greatness.

- What has changed?
  - Face a much different fiscal environment
  - Changed external views of higher education
  - Increased demands on the Academy
  - Question surrounding the "Delivery Model"
- Assess our current environment
  - Conduct SWOT sessions with several key stakeholders
  - Held town hall meetings
  - Received comments from more than 650 faculty, staff, students, and external stakeholders
  - Reviewed data and feedback

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21st Century University Initiative

- Thematic results from the assessment
    - Educational delivery
    - Academic and research priorities
    - Financial health
    - Culture of Excellence
- Form committees/teams to take the lead in addressing the four thematic areas
    - Each team will use the comments to gain insight into our current environment and will seek to develop paths for leveraging our strengths, pursuing our best opportunities, and overcoming our greatest challenges and threats.
- Important to understand the initiative works in conjunction/supporting **The 2020 Plan: Making It Happen**

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Research, Economic, & Community Development

University of Louisville Progress Update 2011-12

Research, Economic, & Community Development

Performance Metric	Baseline	Most Recent	Target	Progress Icon	Five-year Change (%)
Externally-Funded Research & Development (in thousands)	$106,961	$119,601 (2010-11)	$142,800		18%
Degrees & Credentials in STEM+H Fields	1,357	1620	1,580	⭐	32%

Externally-funded research and development includes all sources of science and engineering R&D funding other than institutional sources such as endowments. STEM+H includes certificates and degrees at all levels in the Science, Technology, Engineering, Mathematics and Health fields.

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LOUISVILLE.EDU

University of Louisville Progress Update 2011-12

Bucks for Brains: Changing Lives. Changing KY.

University of Louisville's Bucks for Brains program has resulted in:

A net economic impact of **$840.6 million** for Kentucky*

An increase in earnings of **$290.4 million** for Kentucky*

An employment gain of over **1,500 in FY 2011** for Kentucky*

An increase in tax revenue of **$19 million** for Kentucky*

An increase in tax revenue of **$3.6 million** for Louisville*

*Cumulative data from FY1999 to FY2011
Source: Menoj Shanker, Meech & Shankar, LLC

- UofL's Bucks for Brains program is designed to create new jobs, generate new economic activity and improve the lives of KY citizens, and we are meeting that goal
- UofL is achieving outstanding results by producing a net economic impact of over $840.6 million for the commonwealth of Kentucky
- UofL's faculty, from bioengineering to Asian studies to spinal cord research, have been instrumental in driving this outstanding economic growth for the region

Research

- **Dr. Susan Harkema**'s primary research aim is to understand neural mechanisms responsible for human locomotion and the level of plasticity after neurologic injury. Harkema's "loco-motor training" which teaches the spinal cord how to walk and control other motor functions through repetitive motion was featured on Good Morning America (March, 2012).

- **Dr. Karen Kayser**'s research has been translated into clinical interventions, such as the Partners in Coping Program (PICP), psychosocial intervention to assist couples coping with a breast cancer diagnosis. Kayser is currently working on a demonstration project evaluating the feasibility and effectiveness of a distress screening and management protocol for cancer patients.

- **Dr. Guillermo Rougier**'s research involves the early evolution of mammals. Rougier and his team have discovered the first known mammalian skull from the Late Cretaceous period in South Africa. For the past four years, most of his research projects were directed towards solving the interrelationships of very primitive groups of mammals, only distantly related to living forms.
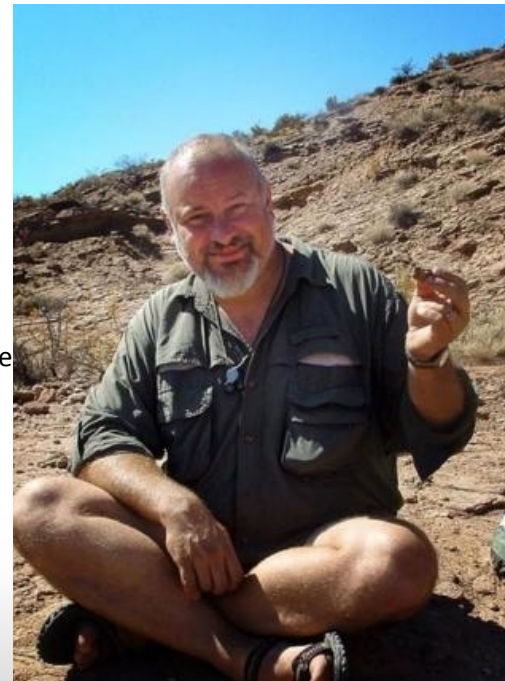
University of Louisville Progress Update 2011-12

Community Development/Engagement

- **Signature Partnership** – celebrating 5 years of service to our community, the Signature Partnership is focused on creating, enhancing and launching programs designed to eliminate or reduce disparities that West Louisville residents experience in education, health, economic development and social services

- **Every 1 Reads** – a bold community-wide effort to have every child in Jefferson County Public Schools reading at or above grade level

- **College Readiness Programs** – KHEAA, GoHigherKY, KnowHow2Go, and 55,000 Degrees Program

- **Sustainability Initiatives** – UofL continues to take the lead in sustainability efforts, recently receiving a Sterling Planet award for finishing in the top ten of the 2012 Campus Conservation Nationals. Belknap Campus fuel use dropped 48 percent while electricity and water use dropped 27 and 31 percent respectively, from their annual usage since 2009.

University of Louisville Progress Update 2011-12

Investing in the future

Over the last decade, UofL has invested nearly **$1.6 billion** in new development on campus and throughout the community, including more than **$299 million** in exciting new projects currently underway.

- **ShelbyHurst Campus**, 600 N. Hurstbourne, was completed last year and is 100 percent occupied
- **Nucleus Innovation Park**, a nine acre research park in downtown Louisville is scheduled to open in May 2013
- New $37.5 million **Student Recreation Center** opens in October 2013
- Formulating plans for **new student housing** on Crittenden Drive
- Progress being made in the development of the **Belknap Engineering and Applied Sciences Research Park**
- Additional buildings on **ShelbyHurst Campus**, 700 N. Hurstbourne, is currently under development

University of Louisville Progress Update 2011-12

It's Happening Here.

STRONGER by DEGREES

Western Kentucky University

Institutional Progress Update

Presentation to the Council on Postsecondary Education by Gary Ransdell, President

April 18, 2013

Kentucky Council on Postsecondary Education

INSTITUTIONAL PROFILE
Western Kentucky University

Current profile & percentage increase since 1998

- Fall 2012 total enrollment   21,124   ⬆ 42%
- International enrollment   769   ⬆ 636%
- Underrepresented minorities   3,901   ⬆ 180%
- Adult learners   3,509   24%
- Honors College enrollment   1,248   ⬆
- 2011-12 total degrees   4,022   ⬆ 57%
  - Baccalaureate degrees   2,657   ⬆ 55%
  - Master's degrees   973   84%
- 2011-12 National Scholarship recipients   21

2011-15 STRATEGIC AGENDA
Four Focus Areas

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS
Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	14.5%	15.1%	17%	24%	↗	-.4%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

COLLEGE READINESS
Western Kentucky University

- WKU produces more graduates scoring in the top 15% than any other public institution in KY

- In the last five years alone, 1,864 WKU students have scored in the top 15%, an average of 373 per year

- 200 students are currently enrolled in the SKyTeach Program, which recruits and prepares outstanding students for careers in math and science education

- The Gatton Academy was named America's Best High School by Newsweek magazine
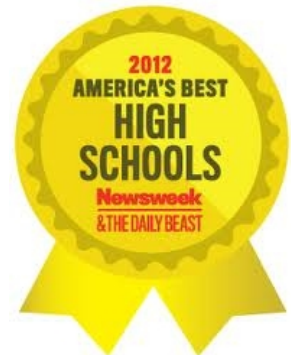
STUDENT SUCCESS
Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Degrees and Credentials (Total)	3,906	4,022	4,325	28%	↗	13%
Bachelor's Degrees	2,676	2,657	2,950	0%	→	12%
Master's Degrees	858	973	930	160%	★	18%
Doctoral Degrees— Professional Practice	0	20	50	40%	↗	NA
Bachelor's Graduation Rate	49.5%	49.6%	50.5%	10%	→	0%
Bachelor's Graduation Rate—Low Income Low Income/Moderate-High Income Grad Rate	11.6 ppt 41.6%/53.2%	16.0 ppt 37.4%/53.4%	12.0 ppt	0%	↘	NA
Bachelor's Graduation Rate Gap— Underprepared Underprepared/Prepared Grad Rate	16.8 ppt 39.5%/56.3%	23.1 ppt 33.2%/56.3%	10.0 ppt	0%	↘	NA

STUDENT SUCCESS
Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Bachelor's Graduation Rate Gap—Underrepresented Minority URM/Non-URM Grad Rate	7.3 ppt 43.0%/50.3%	15.2 ppt 35.4%/50.6%	6.0 ppt	0%		NA
Transfers from KCTCS	1,115	1,455	1,225	310%		NA
Net Direct Cost	-$102	$988	-$102	0%		NA

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STUDENT SUCCESS
Western Kentucky University

- WKU student diversity is 15.0%, twice the percentage in our AGR, and has increased 140% in the last five years

- WKU graduates more URM, UP and LI students than any other comprehensive institution, with the second-highest absolute graduation rate in each group

- Last year, 1,707 (64%) of our graduates fell into at least one group

- While gaps remain a challenge, they are improved over last year

- WKU receives more first-time transfers from KCTCS than any other public university, 19% of the statewide total

- First-time transfers have increased 7.4% since 2010

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Externally-Funded Research and Development (in Thousands)	$7,629	$6,961	$10,000	0%	⬇️	-14.2%
STEM+H Degrees	900	1,148	1,100	124%	⭐	53%

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Western Kentucky University

- WKU's level of R&D funding is approximately equal to that of the other comprehensive institutions combined

- 316 undergraduate and master's students authored presentations during our 2013 REACH Week activities

- WKU produces more STEM+H graduates than any other comprehensive at all degree levels

- Collaboration with The Medical Center has led to a new health sciences complex housing our nursing and DPT programs beginning in fall 2013

EFFICIENCY AND INNOVATION
Western Kentucky University

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	16.8%	19.6%	19%	127%	⭐	94%
Credits Earned By Degree Graduates	139	139.9	137	0%	🔻	-1%

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

EFFICIENCY AND INNOVATION
Western Kentucky University

- WKU offers 54 programs 100% online, including 10 baccalaureate and 21 master's programs

- Last year, 7,088 (34%) of WKU students took at least one online course

- Fall 2012 enrollment among our three regional campuses was 5,223, accounting for nearly 25% of our total enrollment

- WKU graduates' average earned credits to degree is the lowest among all public 4-year institutions in KY

STRONGER by DEGREES

Western Kentucky University

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Institutional Progress Update

Presentation to the Council on Postsecondary Education by Gary Ransdell, President

April 18, 2013

Kentucky Council on Postsecondary Education

INSTITUTIONAL PROFILE
KCTCS

In fall 2012, KCTCS enrolled 96,914 students, **48.6% of undergraduates** enrolled at a Kentucky public postsecondary institution. Of those:

- 9,917 dual enrollment/dual credit students
- 56,640 students enrolled in on-line courses
- 60% part-time
- 56% female
- 89% receive financial aid
- 48% aged 25+

2011-15 STRATEGIC AGENDA
Four Focus Areas

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

COLLEGE READINESS
KCTCS

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target	Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	Teacher preparation programs are only offered at the bachelor's degree level, not at KCTCS.				

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

COLLEGE READINESS
KCTCS

Dual Credit

- Nearly 10,000 dual credit/dual enrollment students, fall 2012
- 60 percent general education, 40 percent career/technical
- 4 institutions with Early/Middle College programs
- NACEP accreditation will ensure quality, consistency, and rigor
- Statewide MOU with KDE and OCTE offers consistent tuition rate for high school students

COLLEGE READINESS
KCTCS

Transformation Topic: Dual Credit

- Develop a consistent, statewide program of dual credit, using the National Association of Concurrent Enrollment Programs (NACEP) standards as a framework.

COLLEGE READINESS
KCTCS

Adult Education

- KCTCS holds 49 adult education provider contracts
- Complete College America - $1 million grant to provide transitional developmental education
- Accelerating Opportunity – KCTCS/KYAE/OET partnership eligible for $1.6 million grant

STUDENT SUCCESS
KCTCS

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Degrees and Credentials (Total)	24,838	28,544	25,084	100+%	⭐	36%
Associate Degrees	7,270	8,953	9,500	75%	⬆	38%
Associate Graduation Rate	12.6%	13.1%	14.8%	23%	⬈	NA
Associate Graduation Rate Gap – Low Income Low income / Moderate-high Income Grad Rate	3.1 ppt 10.8% /13.9%	3.8 ppt 11.7%/15.5%	2.1 ppt	0%	⬋	NA
Associate Graduation Rate Gap – Underprepared Underprepared/ Prepared grad rate	15.3 ppt 7.5% / 22.8%	14.8 ppt 8.9%/23.7%	2.1 ppt	4%	➡	NA
Associate Graduation Rate Gap – Underrepresented Minority URM/Non- URM Grad Rate	15.3 ppt 7.5% / 22.8%	6.0 ppt 7.7%/13.7%	2.1 ppt	70%	⬆	NA

STUDENT SUCCESS
KCTCS

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Transfers to Four-Year Colleges and Universities	8,376	12,428	9,580	100+%	⭐	NA
Net Direct Cost	-$2,025	-$1,989	-$2,025	0%	↘	NA

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

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Transformation Topic:
Developmental Education

- Develop and implement an alternative model for the delivery of developmental/transitions education in reading, writing, and math, which is modularized, self-paced, competency-driven, and computer-assisted/lab-based.

Developmental Education

New Horizons Developmental Education
College Showcase of Best Practices:

- Acceleration strategies for mathematics
- Acceleration strategies for reading and English
- Supplemental strategies
- Avoidance strategies

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STUDENT SUCCESS

Transformation Topic: Financial Aid

- Establish unified financial aid standards at all KCTCS colleges based on industry-wide best practices.

Transformation Topic: Job Placement/ Career Development

- Provide comprehensive career development and job placement services to engage students in their educational pursuits from pre-enrollment to post-graduation.

STUDENT SUCCESS

Transformation Topic: Transfer

- Develop a holistic/integrated approach to transfer by developing coherent structures and integrated processes in the design and delivery of instructional and student services utilizing the Foundations of Excellence Transfer Focus.

- Utilize a comprehensive approach to developing partnerships and agreements with four-year institutions by creating pathways for students completing associate degrees to transfer to baccalaureate degree programs.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
KCTCS

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
STEM+H Degrees	9,275	10,270	10,004	100+%	⭐	43%

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT KCTCS

- In 2010-11, KCTCS awarded 3,089 credentials in programs leading to high wage, high demand occupations.
- In 2011-12, 84% of KCTCS students passed professional licensure/certification exams on the first attempt, exceeding the national/state average.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT KCTCS

Workforce Training FY 2012

- 6,204 companies served
- 61,929 individuals trained
  - 22, 284 non-credit
  - 39,645 credit

EFFICIENCY AND INNOVATION
KCTCS

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	22.7%	29.0%	25.0%	100+%	⭐	100+%
Credits Attempted By Degree Graduates	93	93.3	81	0%	➡️	0%

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

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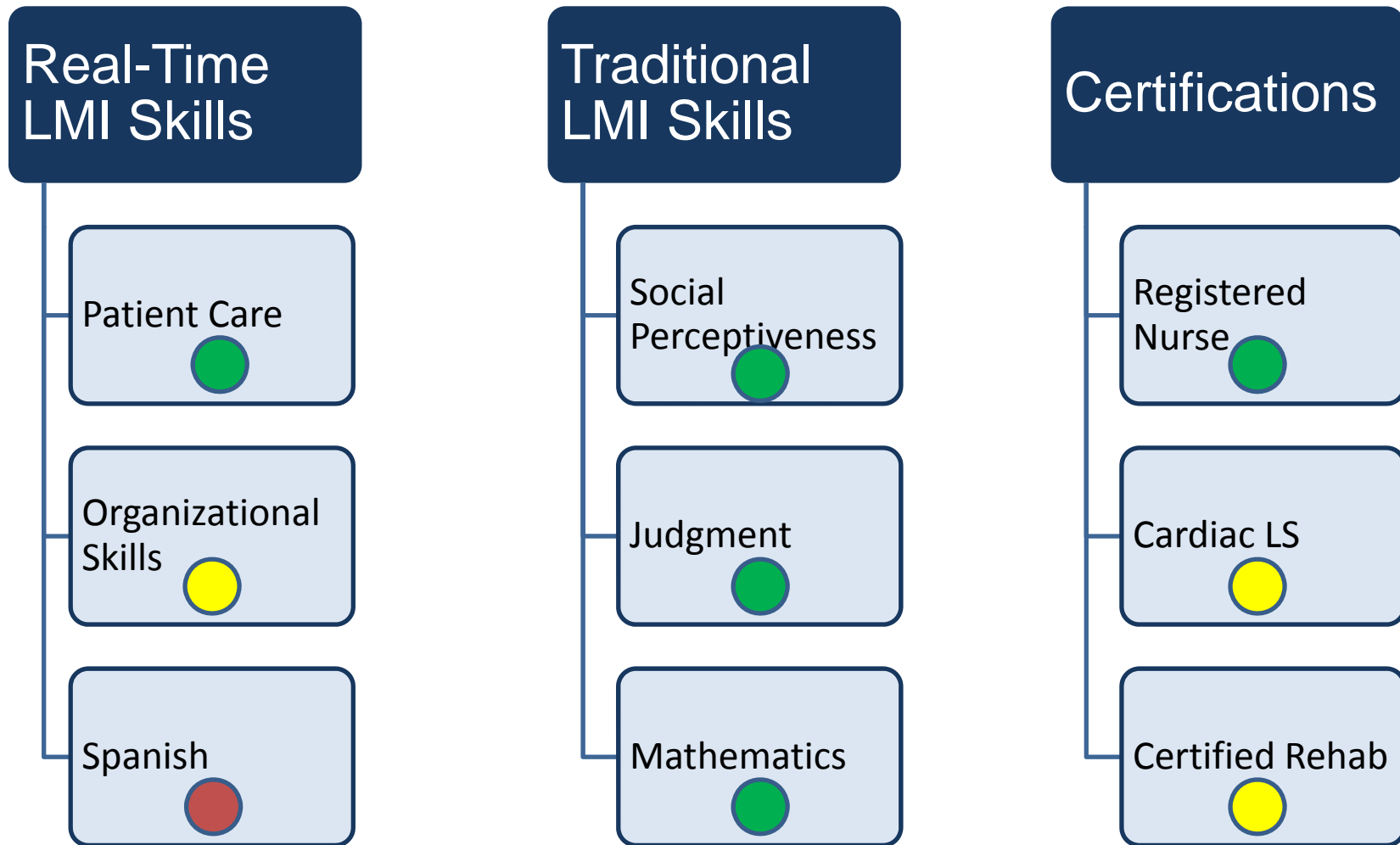**KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION**

EFFICIENCY AND INNOVATION

Transformation Topic: Curriculum Review

- Create a technical program development and review process supported by research, development, and analysis.
- Create a standardized, rapid-response curriculum and program approval development process.

Dynamic Skills Audit (DSA)
Skills Matrix Development

Real-Time LMI Skills

- Patient Care 🟢
- Organizational Skills 🟡
- Spanish 🔴

Traditional LMI Skills

- Social Perceptiveness 🟢
- Judgment 🟢
- Mathematics 🟢

Certifications

- Registered Nurse 🟢
- Cardiac LS 🟡
- Certified Rehab 🟡

DSA Sample Labor Market Assessment

Program of Study	DEMAND: Traditional LMI						DEMAND: Real-time LMI	
	2011 Jobs	2008 Jobs	2018 Jobs	10 Yr % Change	Projected Annual Openings	2011 Median Annual Wage	2011 Job Postings	2012 Job Postings
Registered Nurse (29-1111)[1]	2,440	2,163	2,634	21.78%	83	$54,401	300	337

SUPPLY: College & Employment Indicators				ANALYSIS / ASSESSMENT		
2010-11 No. of Students by Program [3]	2010-11 Graduates by Program (KCTCS)	2010-11 All Completions [4]	Job Placement / Entered Employment [5]	Ratio of 2011 Employed to 2011 Job Postings [6]	Ratio of All Completions to Projected Annual Openings [7]	Projected Annual Openings Minus 2010-11 Completions [8]
160	65	81	82.1%	8:1	1:1	2

EFFICIENCY AND INNOVATION

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- Direct to Degree (D2D) will allow KCTCS students to complete Associate degrees online, via a modularized subscription-based program

STRONGER by DEGREES

AIKCU

Institutional Progress Update

Presentation to the Council on Postsecondary Education
by Gary S. Cox, President

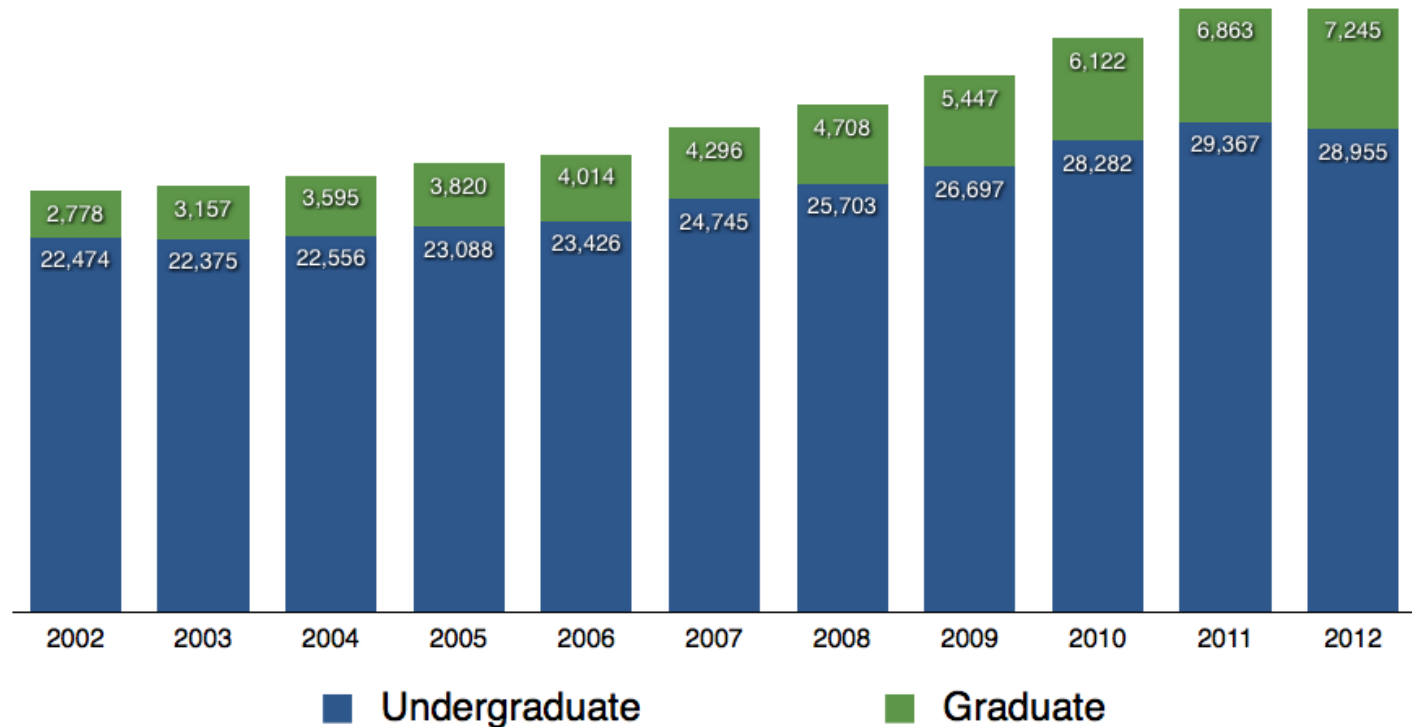**April 18, 2013**

Kentucky Council on
Postsecondary Education

INSTITUTIONAL PROFILE AIKCU

- 20 diverse institutions
- Tuition driven: Only 3/20 institutions with endowments more than $70 million at end of FY11
- 36,200 total students (Fall 2012)
- Enrollments range from 574 to 4,297
- Adult students make up 25% of UG enrollment

AIKCU Total Fall Enrollment, 2002-2012

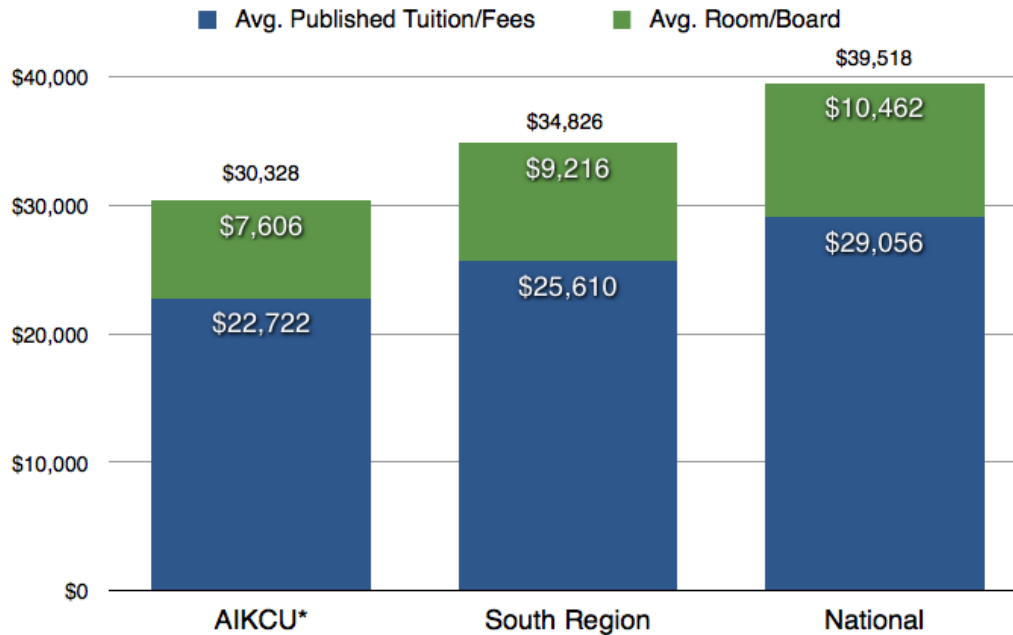| Year	Undergraduate	Graduate
2002	22,474	2,778
2003	22,375	3,157
2004	22,556	3,595
2005	23,088	3,820
2006	23,426	4,014
2007	24,745	4,296
2008	25,703	4,708
2009	26,697	5,447
2010	28,282	6,122
2011	29,367	6,863
2012	28,955	7,245

■ Undergraduate   ■ Graduate

74% of undergrads are Kentucky residents, representing all 120 counties
(Nearly 8,000 come from other states/countries, at cost of $0 to the Commonwealth)

Source: CPE Comprehensive Database

2012-13 average published tuition and room/board at private, nonprofit four-year colleges and universities

Legend:
- ■ Avg. Published Tuition/Fees
- ■ Avg. Room/Board

	AIKCU*	South Region	National
Total	$30,328	$34,826	$39,518
Avg. Room/Board	$7,606	$9,216	$10,462
Avg. Published Tuition/Fees	$22,722	$25,610	$29,056

Average AIKCU published tuition and fees are 28% lower than national nonprofit private college average; AIKCU average total cost (tuition + room/board) is 30% less.

*AIKCU average does not include Berea College or Alice Lloyd College, both of which are work colleges that publish tuition costs but guarantee qualifying students receive full tuition scholarships. (Factoring in BC and ALC drops the AIKCU average by approximately $700.)

Sources: AIKCU tuition survey; College Board *Trends in College Pricing 2012.*

STRONGER by DEGREES

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INSTITUTIONAL PROFILE AIKCU

- Average tuition/fees 30% less than national private college average (excluding Berea and Alice Lloyd)
- Tuition increases last year averaged 4.4%
- *Nearly all students* receive financial aid
- 50% of all UG students receive Pell Grants
  - Institutional Pell enrollment ranges from 17-85%
  - Median campus = 54%
- <5% of state higher education spending – all directly to students in the form of financial aid. AIKCU students receive $56 million/yr. in state aid (CAP, KTG, KEES)
- Institutions provide more than $200 million annually in institutional aid, most of it need-based

2011-15 STRATEGIC AGENDA
Four Focus Areas

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS
AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
New Teacher Excellence (Top 15% Nationally)	17.1%	18.5%	21%	36%	⬆	2%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

COLLEGE READINESS
AIKCU

- Evolving teacher preparation programs
  - Traditional programs changing to meet new EPSB standards
  - Centre College now partnering with Peabody School at Vanderbilt
- Working with districts on Common Core implementation
- Expanding dual credit, other deep partnerships with P-12 districts, for example:
  - Bellarmine/Eminence "School on FIRE"
  - Washington Co./St. Catharine Commander College
  - Lindsey Wilson Energy Technology Career Academy
  - Spalding/Maupin Elementary
  - Thomas More STEM Initiative
  - Campbellsville University – dual credit with 21 high schools

STUDENT SUCCESS
AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Degrees and Credentials (Total)	6,581	7,927	8,000	31%	⬆	37%
Bachelor's Degrees	4,159	4,620	5,600	32%	⬈	19%
Master's Degrees	1,724	2,408	2,200	100%	⬆	83%
Doctoral Degrees—All Types	74	178	200	54%	⬆	18%
Bachelor's Graduation Rate	50.8%	50.4%	55%	0%	⬊	5%

Significant variation in graduation rates depending on mission, students served:
- 6-yr. rates range from <20% to 82%
- Median campus graduation rate = 44.2

Time to degree matters:
- 38% of first-time, full-time students graduate in 4 years
- Among those who successfully complete (the 51%), 75% do so in 4 years

Total degrees awarded by nonprofit, private Kentucky colleges and universities: 2002-03 to 2011-12
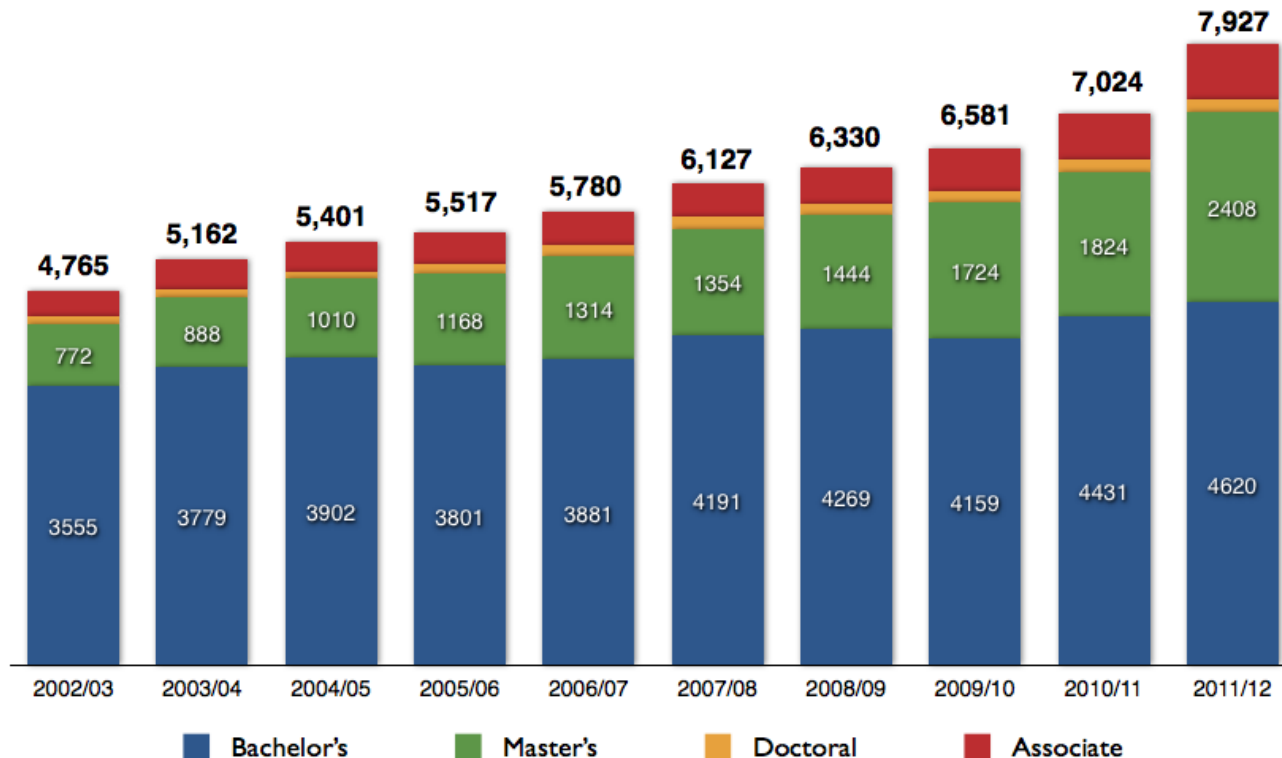
Total degrees awarded by AIKCU members increased 13% from 2010-11 to 2011-12, and 66% over 10 years. Since 2002-03 annual bachelor's degrees increased by 30% and master's degrees by 212%.

Source: CPE Comprehensive Database

STUDENT SUCCESS
AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Bachelor's Graduation Rate Gap —Underrepresented Minority URM/Non-URM Grad Rate	15.0 ppt 35.6%/50.6%	19.3 ppt 33.9%/53.1%	10.0 ppt	0%		NA
Transfers from KCTCS	1,276	2,620	1,800	100%		

Icons do not represent a global evaluation of institutional status on an indicator; they indicate change from baseline to targeted value only. Targets set through negotiation between CPE and institution. For more information on metrics, including definitions, visit: http://dataportal.cpe.ky.gov/dashboard.shtm

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

STUDENT SUCCESS AIKCU

- Campuses focused on transitions and retention to improve degree completion
- Great relationships between our members and KCTCS
  - On many KCTCS campuses, University Center of the Mountains
  - Adult centers in partnership with nearby KCTCS campuses: McKee, Radcliff, Somerset, etc.
  - Recent agreements with more traditionally residential campuses like Georgetown and Berea
- 16 AIKCU members participated in Transfer Madness
- Finding a way for AIKCU members to affordably participate in KnowHow2Transfer.org could further improve transfer numbers

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
STEM+H Degrees	1,249	1,522	1,500	100%	⬆	36%

Science and math are critical components of strong liberal arts education:; AIKCU members consistently produce high percentages of bachelor's degrees in math, computer science, life and physical sciences

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT AIKCU

Just a few examples:

- Union College – renovating old Knox Co. hospital to house nursing school

- UPIKE-KYCOM among top 5 schools for rural medicine

  - 700 graduates since 2001

  - 60 percent serving Appalachia

- Univ. of the Cumberlands PA program meeting healthcare needs of region, boosting STEM undergraduate enrollment

- Mid-Continent partnering with employers to develop adult student cohorts in communities throughout KY

EFFICIENCY AND INNOVATION
AIKCU

Performance Metric	Baseline	Most Recent	Target	Progress: Baseline to Target		Five-year Change (%)
Online Learning (Percent of all credit earned through online learning)	6.6%	10.9%	8.0%	100%	⬆	100+%
Credits Earned By Degree Graduates	137	137.3	137	0%	⬂	0%

Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

EFFICIENCY AND INNOVATION AIKCU

New academic programs in response to workforce needs, like:

- Brescia – 1st fully-online social work degree completion program
- Lindsey Wilson - School for Professional Counseling
- Asbury - MA in communication arts
- St. Catharine College - sustainable farming, health careers
- Transylvania - neuroscience
- Many more

Percentage of total credit hours completed online at nonprofit, private Kentucky colleges and universities

Year	Percentage
2005	1.5
2006	2.9
2007	4
2008	4.6
2009	6.6
2010	8.4
2011	10.9
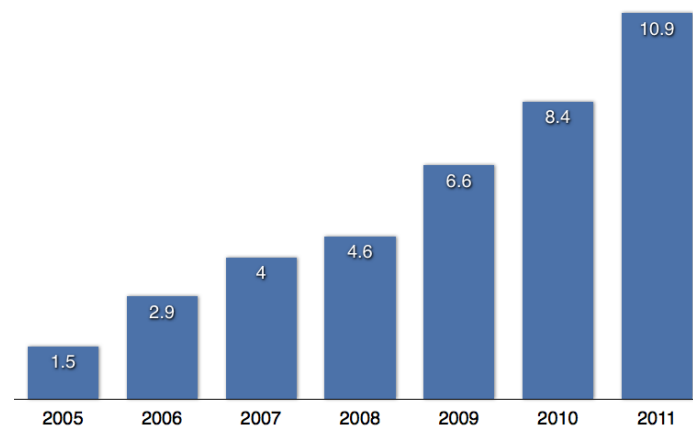
Source: CPE Comprehensive Database.

AIKCU's Office of Business Services fosters collaboration to help institutions reduce and manage purchasing and administrative costs

- Nearly 40 business partnerships
- AIKCU Benefits Alliance