AGENDA
2016-20 Strategic Agenda Steering Committee

Council on Postsecondary Education
Thursday, June 11, 2015
9:00 AM
Alice Lloyd College - Foster McGaw Library, 2nd Floor

1. Welcome and Opening Remarks

2. Discussion Items

4. Adjournment
   Next Meeting: August 11, 2015 1:00-4:00 p.m., CPE Offices, Frankfort

STUDENT SUCCESS POLICY FORUM

Introduction

The Student Success Forum was held on April 29, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Nineteen individuals with expertise in student success issues attended, including university provosts, enrollment managers, assessment coordinators, retention specialists, and others.

Major Themes

The need to improve student motivation, engagement and maturity. As noted in other forums, participants are finding that more and more students lack non-cognitive attributes and behaviors that lead to student success. Participants expressed dismay that many college students, even if academically prepared, lack motivation, study skills, independence, maturity, and engagement in their own academic careers. There is a need to develop critical thinking and problem-solving skills in students, perhaps through service learning, internships, independent study, capstone projects, undergraduate research, and other activities designed to increase student engagement. These engagement activities could be built into a student's graduation plan, so there is an intentional effort to enrich the undergraduate experience.

The need to improve advising at the secondary and postsecondary levels. The need for better, more individualized advising was a common refrain throughout the day. Too often student support services are driven by individual college and unit needs rather than the students' unique needs and circumstances. At-risk students may need more intensive advising services dealing not only with academic concerns, but with social, emotional, financial, and cultural matters. For example, it may be helpful to pair first-generation

Hispanic students with first-generation Hispanic advisors, and to provide opportunities for both individual and cohort-based interactions. Participants stressed that online students should be offered the same access to the entire range of advising services as traditional students (academic advising, tutoring, writing center assistance, career services, etc.), even if these services are delivered via a technology like video chat. Much more communication and coordination is needed between KCTCS and the public universities to advise students who are planning to transfer or who are good candidates for a transfer program. Also, students need help deciding on a major that matches their interests and abilities, as well as assistance if they decide to change majors. Faculty members often are reluctant to play a bigger role in counseling and advising, even though they are usually the individuals who have the most contact with students. Both faculty and staff need to see advising and coaching as part of their role and employ empathy in understanding the burdens and challenges many students face. Some participants expressed concern that the student support services campuses are currently providing are not being assessed to determine their effectiveness. At the same time, there are many research-based advising practices that have been proven effective, so campuses may not need to re-invent the wheel.

The lack of resources to implement high-impact practices and other reforms. Participants praised the Council for identifying research-based, high-impact practices (like co-requisite models of developmental education) that campuses can implement to increase student success. Unfortunately, budget constraints have made it difficult for campuses to undertake reforms. Seed money and mini-grants awarded by the Council to implement innovative practices and strategies have been very helpful in the past. More funding is needed to accelerate improvement.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on student success. Responses included:

- The University of the Mountains puts public, private, and KCTCS services under one roof to provide seamless postsecondary education opportunities for students.
- Advance Kentucky, dual credit/enrollment programs, and early college initiatives prepare more high school students for college and may reduce costs.
- The development of degree pathways, 2 + 2 programs, transfer partnerships and agreements, and resources like KnowHow2Transfer.org help students transition to baccalaureate programs.
- Most institutions have reduced the number of credits needed to graduate from a bachelor's degree program (to 120 hours).
- The 15 to Finish campaign has raised awareness of the benefits of taking 15 credit hours a semester, especially for traditional undergraduate students.
- Project Graduate has helped increase the number of adults who are coming back to college to complete a degree.
- The Council's new program review process is aimed at promoting academic quality and includes some student employment outcomes.
- The Student Success Summit has been an effective tool for bringing campus administrators and student services staff together to discuss how to improve student outcomes.
- Summer bridge programs and other initiatives that address college readiness needs before students enroll in the fall are lowering developmental education rates.
- Accelerating Opportunity has helped adult education students gain basic skills and career training and credentials simultaneously.
- Learn on Demand, Commonwealth College, and other non-traditional delivery models show

promise of attracting more adults to postsecondary education.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing student success. Responses included:

- Retention and graduation rates have been fairly flat over the last five years in Kentucky and remain below the national average despite increased efforts and focus.
- Current efforts to close graduation rate gaps among low-income and underrepresented minority students are not significantly improving performance.
- Advising and counseling needs to be strengthened at the secondary and postsecondary levels. Budget cuts have resulted in reduced staffing in key areas. Faculty members need to step up their commitment to and involvement in student advising and mentoring. Institutions need to reallocate dollars to student services.
- Outdated institutional policies and practices contribute to students' difficulty in navigating the campus bureaucracy. Institutions need to streamline, centralize, and modernize bureaucratic processes.
- While institutional transfer agreements are working, there needs to be further improvement in statewide transfer agreements.
- Institutions must work harder to accommodate adult students through credit for prior learning, competency-based instruction, and more flexible delivery models.
- College is becoming unaffordable for too many students.
- The Student Success Summit has not attracted enough participation and support from faculty members.
- Statewide and institution diversity plans are not integrated into the Strategic Agenda's objectives, strategies, and metrics.

- Campuses have not received any helpful feedback from CPE staff on academic program review.

Recommended Strategies

- Expand efforts to redesign the delivery of developmental education courses to reduce their duration and cost. This may include increasing the number of summer bridge programs, discounting tuition for developmental courses, or enrolling developmental education students in credit-bearing courses with enhanced supports.
- Increase 2-year to 4-year transfer by providing more degree pathways and student incentives. These could include discounting KCTCS tuition for transfer students and/or allowing them to enroll in a four-year institution at the KCTCS rate if they enter with an associate degree.
- Provide more individualized and cohort-based student support services for at-risk students, such as minority students, military veterans, first-generation students, low-income students, undocumented students, and others.
- Expand degree pathways, 2+2 transfer programs, and flexible degree programs for working adults, including online, competency-based programs. Embed wraparound student services into these models.
- Improve career development services on campus and expand business partnerships to provide more internships, job shadowing, and other career training opportunities.
- Strengthen efforts to recruit, train, and hire more diverse educators at the secondary and postsecondary levels.
- Create more AP, IB, dual credit/enrollment and early college experiences for students and ensure they are of uniform quality.
- Expand the Accelerating Opportunities program model to more adults to help them gain basic academic skills and career training simultaneously.
- Implement a statewide initiative aimed at attracting and retaining more high-performing

students into our colleges and universities, perhaps by increasing merit scholarships or institutional reputations.
- Implement reverse transfer programs that allow four-year undergraduate students who are planning to drop out to transfer credits to KCTCS and, if eligible, earn an associate degree.
- Increase financial aid opportunities for GED students, low-income students, adult students, middle class students who are not eligible for need-based aid, and other populations for which college is not as affordable.
- Implement an advocacy campaign to persuade the General Assembly to re-invest in higher education.

Feedback on Metrics

- The Council needs a better completion metric; the current six-year graduation rate only captures first-time, full-time undergraduate students who finish within six years and omits transfer students, part-time students, and students who take longer than six years to graduate.
- There is not enough granular data available to track student retention and progression. Retention should be tracked every year.
- The Council does a good job of tracking students who enter college with developmental education needs, but institutions would like to know what happens to these students once they enter credit-bearing coursework. How many of these students complete a degree?
- If the Council adopts a measure of academic quality, it should not be limited to national rankings or a standardized assessment like the CLA. An academic quality metric should incorporate student portfolios and other authentic assessments and might include the implementation of high-impact practices on campus.
- Consider a metric to track the success of students who enter college from high school dual credit

programs. Is dual credit improving student outcomes?

- Consider a metric to better understand the impact of credit for prior learning on student success.
- The Council used to have a metric focused on student engagement (NSSE results). Consider incorporating a new metric to measure student engagement (not necessarily quantitative data; consider qualitative data sources as well).
- When considering metrics for institutional diversity plans, think about how to promote and measure cultural competency initiatives on campus.
- Some campuses feel the Council needs a better system to validate institutional results on key performance metrics.

Appendix A: Participants

Kim Barber, CPE Committee on Equal Opportunities and Strategic Agenda Steering Committee member

Dale Billingsly, Vice Provost, Undergraduate Affairs and Enrollment Management, University of Louisville

Laurie Carter, Executive Vice President of Student Success, Eastern Kentucky University

Deborah Cox, Academic Affairs, Madisonville Community College

Mason Dyer, Vice President for External Relations and Information, Association of Independent Kentucky Colleges and Universities

Paula Jones, Program Director, Adult Education, Eastern Kentucky University

Michael Krause, Director of Student Enrollment and Engagement, Kentucky Community and Technical College System

James Mantooth, Director of Retention Services, Murray State University

Daniel McGee, Executive Director, Kentucky Center for Mathematics

Jay Morgan, Provost and Vice President of Academic Affairs, Murray State University

J. Patrick Moynahan, Vice Provost, Northern Kentucky University

Gene Palka, Associate Vice President for Student Success, Eastern Kentucky University

Jill Ratliff, Assistant Vice President of Academic Affairs, Morehead State University

Tara Rose, Director, Office of Assessment, University of Kentucky

Mike Shanks, Director, Transfer Center, University of Kentucky

Janna Vice, Provost and Vice President of Academic Affairs, Eastern Kentucky University

Kelley Wezner, Director of Institutional Assessment, Eastern Kentucky University

Peggy Whaley, Coordinator of FYE Center for Academic Success, Murray State University

Ben Withers, Associate Provost, Undergraduate Education, University of Kentucky

Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums

Student Success
April 29, 2015

Facilitation Services Provided by

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Focus Group Participants

The Student Success Focus Group was attended by a diverse group of representatives, including provosts, adult education directors, retention and graduation specialists, and program, enrollment, engagement and assessment directors.

Opening Conversation

Following the opening activity and presentation by CPE, the facilitator led the participants through a guided conversation. The questions asked and corresponding answers are as follows:

1. **From the standpoint of student success, what are the most important factors/challenges to consider when looking to the future?**

   - Completion rates of students that transfer from 2-year to 4-year

   - Retention data – breakout those that are underprepared versus prepared

   - There's a tendency to do "either/or" blaming
     o Reality is that everyone is involved

   - There's too much focus on retention and not enough on progression
     o Students move at different paces

   - Think "statewide" versus "institutional" completion rates

Morning Strategies Activity

The participants were divided into small groups, given a key question and asked to brainstorm ideas answering the question. After generating ideas, each small group was asked to share their strategies with the group-at-large.

1. **How can Kentucky increase 2-year to 4-year transfers and create more affordable pathways to a bachelor's degree?**

   - Early advising (cooperative advising 2-year and 4-year)

   - Expanding dual admission opportunities

   - Increase number of transfer hours allowed at 4-year

   - Make the Associate of Arts (AA), Associate of Science (AS) or Applied Associate of Science (AAS) degrees free (or reduced tuition)

   - More focus on degree pathways

   - Take appropriate courses at 2-year

2. **What are the biggest barriers (other than financial) that institutions face in improving graduation/completion rates?**

   *The group agreed that the most significant statewide barrier is **Underprepared Students**.*

   - Underprepared students
     - Grit
     - Lack of preparedness (math, reading, English)
     - Lack of student ownership for education
     - Student family and personal issues
     - Student motivation/values

   - Admitted into difficult programs

   - Advisement – student goals (realistic)

   - Assessment process

   - Class attendance

   - Critical thinking/problem solving

   - Early leavers with marketable skills

   - Failure to focus on student needs

   - Family support and commitment

   - Grit/Persistence

   - Have a better understanding of what success is to the student

   - Institutional lack of imagination to address barriers

   - Institutional lack of sympathy for the barriers

   - Lack of centralized services (location)

   - Lack of staffing (counseling, advisors)

   - Lack of support services/alignment of support services with students (e.g., mentoring, etc.)

   - Number of staff and faculty to step out of conventional role

   - Outdated institutional policies

   - Preparation in content and study skills

   - Quality services for underprepared students

   - Require same services for online students

   - Reverse transfer to complete AA/AS

3. **How could student and academic support services be improved so that retention and graduation rates increase?**

   - Better assessment of strategies
   - Coordinate approaches campus-wide
   - Empower and teach students to take responsibility
   - Identify target strategies based on student needs
   - More student-centered practices
   - Re-evaluate impact of budget cuts on this area and realign

4. **How can Kentucky increase the number of non-traditional, working-age adults (including GED students and military veterans) who complete postsecondary degrees?**

   - Flexibility for these students is key
   - Focused services for GED students and veterans
   - GED scholarship to "test the water"
   - Learning Community cohorts – "I'm with the same people"
   - More online programs that offer virtual job opportunities
   - Remove the fear of transition for GED students
   - Virtual services – career development and job placement

5. **What can the state do to narrow or close achievement gaps so that underrepresented minority groups, low-income, and underprepared students graduate at a rate comparable to their more advantaged peers?**

   - Bridge from Middle School to university with family has had success
   - Charge less for remedial courses (summer bridge)
   - Evaluate courses for gaps (de-aggregate data)
   - Hiring a diverse faculty and staff to provide models
   - Mentoring that is specific to groups and their particular needs
   - Supplemental instruction

6. **What does academic quality mean to you? How do you measure it? How might academic quality be incorporated into the next strategic agenda?**

    - High-impact practices
        - Maintain CPE's academic program review, which includes academic quality measures
        - Respect and honor faculty's responsibility for curriculum
        - OPTION: Multi-State Collaborative (rather than standardized testing)
    - Post-graduate success measures
    - Program reviews for gainful employment

Afternoon Evaluation Activity

The participants were divided into small groups, assigned an Objective/Strategy, and asked to answer the following key questions. After generating answers to the questions, each small group was asked to share their ideas with the group-at-large. Through a dotting exercise, the participants were asked to prioritize the most important strategies to focus on in the next Strategic Agenda. The number of dots each idea received are denoted with (#).

After dotting, the participants were asked to develop strategies that address some of the prioritized issues by answering the following question:
> *How will we improve this issue by 2020?*

1. **From your perspective, what objectives and strategies in the current Strategic Agenda related to student success A) have worked well; B) have not worked well; and C) are missing?**

    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.

Working

- Dual admission (but expand)
- Know How 2 Transfer
- Transfer partnerships/agreements
- University of the Mountains model to replicate

Not Working

- Institutional agreements versus statewide agreements

Missing

- University and KCTCS on curriculum alignment **(4)**
- Imbed soft skills in curriculum **(1)**
- Alignment of curriculum with industry certifications
- Recognition of wildly successful students
- How do we reward and support high performing, motivated, engaged students?
- Who do we negotiate agreements with?
  - College (4-year) → Community College (2-year)

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

Working

- 15 to Finish
- Dual Credit programs
- Project Graduate
- Reduction in hours to graduate
- Scholarship incentives

Not Working

- Support services **(1)**
- Affordability

Missing

- Federal and state funding for need based aid **(6)**
- Dual credit opportunities for adult education students
  - Accelerating opportunities at KCTCS
  - Credit for prior learning

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

Working

- Collaboration between multidisciplinary groups
- Learning communities
- SACS and CPE closing the loop
- Student Success Summit

Not Working

- Funding for improvements **(2)**
- Not fully understanding/awareness of Body of Knowledge (BOK) that impacts student learning
- Student Success Summit too late in year for faculty
  o Limited funding for expenses

Missing

- More information from CPE to allow us to validate metrics **(4)**
- Statewide analysis of impact of dual credit **(1)**
- Student's specific intentions for transferring to a specific institution (UK, MSU) **(1*)**
  o *As early as possible
- Additional metrics
- More statewide data (like course completion)
- Progression data
- Statewide data not always available
- Test scores for transfer students

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

Working

- Accelerating opportunity pathways

- Kentucky Center Math (KCM) collaborating with Kentucky Adult Education (KY AE)

- New models in online learning (Commonwealth College)

Not Working

The group did not provide any responses to this category.

Missing

- Wraparound services for all online students **(5)**
  - Consider for all students
  - Library services 24-7
  - Quality Matters #7 (reference)

- Middle class adult financial aid **(4)**

- Reduction in GED funding **(1)**

- Data on common core impact on GED students

- Data/Policies on credit for prior learning

- Not fully understanding/awareness of BOK that impacts student learning

Strategies related to "Wraparound Services for All Online Students" *(See "Missing" section above.)*

- Who are online students?
  - Anyone in online or hybrid courses

- 24/7 support?
  1. ACADEMIC SUPPORT
     - Faculty Development for Teaching Online; Language; Library; Tutoring; Writing

  2. STUDENT SUPPORT
     - Advising; Counseling; Financial Aid; Student Disability Services

  3. TECHNOLOGY SUPPORT
     - ADA Compliant; Programs; Training on Course Management System

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 4.5   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.

Working

- 2-year tuition cap
- Funding for Senate Bill 1 initiatives
- Some budget cuts avoided

Not Working

- Not enough funding **(1)**

Missing

- "Bucks for Brains" type program to incentivize private giving
    - Tax credits
- Data needed to persuade legislature for increased funding
- Need more financial aid for students
- Shared procurement (discounts)
- Supporting sharing of resources across campuses

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 4.6 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.

Working

- Community College Survey of Student Engagement (CCSSE) measures and faculty survey

- CPE measures high impact practices (National Survey of Student Engagement)

- Keep it, but revise

- Strategy is research supported

Not Working

- Modify as to not imply these are the only factors of student engagement
  o Tie to institution's mission

- No defined metrics

Missing

- Funding to support high impact strategies (e.g., faculty grants for undergraduate research) **(9)**

- How do we attract high performing students? **(6)**

- Formal plan for student engagement, not only for first year students but second, third and fourth **(1)**

- Assessment of ongoing practices at institutional level <u>only</u>, but with summary/reflection update

- Consider forming metrics to encourage increase in student engagement

- NSSE not a part of high stakes reporting

Strategies related to "How do we attract high performing students?" *(See "Missing" section above.)*

- Attractive scholarships (state)

- Has Kentucky found and offered the newest and most attractive fields?
  o Improve academic quality and reputations

- Why do they go elsewhere?

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

Working

- Visible metrics

Not Working

- Efforts to close the gap **(5)**

Missing

- Need integration of diversity, state and institution plan **(3)**
- Paid internships
- Qualitative measures of cultural competency

Strategies related to "Efforts to Close the Gap" *(See "Not Working" section above.)*

- Balance of engagement with select groups with the whole
- Developmental Education restructured
- Has to start before they get to higher education
- Targeted at-risk populations/support

Introduction

The Research and Innovation Policy Forum was held on April 27, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-four individuals with expertise in research issues attended, including representatives from the Kentucky Science and Technology Corporation, vice presidents for research, university sponsored program directors, representatives from the Kentucky Consortium of Undergraduate Research, professional engineers, and others.

Major Themes

The need to revitalize Bucks for Brains. Kentucky's Endowment Match Program, commonly known as "Bucks for Brains," was established in 1998 to attract top researchers to Kentucky's public unversities. State dollars invested in the program were matched dollar-for-dollar with institutional, foundation, and philanthropic funds, which enabled universities to hire nationally competitive faculty and secure more federal research funding. Unfortunately, due to state budget reductions, there has not been an appropriation for "Bucks for Brains" since the 2008-10 biennium. The universities strongly feel that the state should reinvest in this program, both for research unversities and for comprehensive universities (through the Regional University Excellence Fund).

The need to foster a more entrepreneurial culture on campus generally and among university researchers in particular. Recruiting major employers to locate their operations in Kentucky is a big part of Kentucky's economic development strategy, but it is not the only part. Training Kentuckians to start and manage their own businesses is a viable job creation strategy as well. Entrepreneurial training should begin as early as high school through business plan competitions and other hands-on activities. In college, students should receive skills and training to develop an entrepreneurial mindset, meaning that they are innovative, able to identify business opportunities, and are not averse to risk. K-12 teachers and postsecondary faculty may need some professional development in this area—they can't be expected to train future entrepreneurs if they are not entrepreneurial themselves. Many university researchers are in a position to commercialize their research, but lack the entrepreneurial training and mindset to take a discovery to the marketplace. More should be done to help researchers develop research that could generate revenue for the university and to guide them through the commericialization process.

The need to revise promotion and tenure policies to value faculty contributions in entrepreneurship and undergraduate research. The single biggest driver of faculty behavior is the promotion and tenure policies of our universities. Understandably, faculty members are reluctant to take on obligations that are not rewarded in tenure and promotion processes, however much they contribute to student success or the welfare of the institution or state. Faculty members should get release time or reduced teaching loads for activities like supervising undergraduate research assistants or projects, commercializing research, licensing a product, or starting a company. These activities should count toward promotion and tenure, as well as publications and service.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on research, innovation and entrepreneurship. Responses included:

- The Kentucky Science and Engineering Foundation (KSEF), which invests in research and development

activities to promote new product development and commercialization, and to advance new ideas and technologies with the potential to promote economic growth.

- The Kentucky SBIR/STTR program, a KSEF initiative that funds the development of federal Phase I and Phase II proposals for Kentucky-based small business innovation research (SBIR) and small business technology transfer research (STTR). KSEF also administers a statewide SBIR/STTR matching funds program, which provides grants for additional activities complementary to federal Phase I or Phase II awards.
- The Kentucky Enterprise Fund (KEF), a state-sponsored, venture capital-like fund that invests in Kentucky-based seed and early-stage technology companies.
- Kentucky EPSCoR, which stimulates sustainable improvements in the Commonwealth's research and development capacity and advances science and engineering capabilities for discovery, innovation, and knowledge-based prosperity.
- Venture Connectors, an incorporated, non-profit organization that brings entrepreneurs and investors together in a professional but relaxed setting. The organization facilitates the expansion of business and commercial investment activities in the Kentuckiana region.
- Bucks for Brains, which, when funded, generated large investments in basic and applied research and attracted top researchers and National Science Foundation funding to the state.
- The statewide push to increase the number of STEM+H degrees.
- The Council's efforts to regularly convene chief research officers to share strategies and discuss potential collaborations.
- The University of Louisville's research/business partnership called FirstBuild. FirstBuild is a community of engineers, scientists, fabricators, designers and enthusiasts that prototype, iterate and refine existing GE products, as well as build and commercialize various new designs. At the

edge of the UofL campus, the FirstBuild Micro Factory allows students, engineers, and the larger community to co-create the next generation of smart appliances in an atmosphere of research and development.

- The technology transfer offices and resources at the University of Louisville and the University of Kentucky.
- The creation and support of small businesses, which is gaining momentum in Kentucky.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing research, innovation and entrepreneurship. Responses included:

- There is no strategic communications and marketing plan to highlight the return on investment for university research and development.
- There is not enough collaboration and conversation with Kentucky's economic development leaders to identify and build on Kentucky's current research strengths. More should be done regionally to align research expertise with economic needs.
- There is not enough collaboration and conversation with potential investors and business and industry leaders to identify marketable research opportunities for universities. While some research is purely for research's sake, commercialization opportunities are lost due to a lack of communication between these parties.
- Faculty members are often unaware of commercialization opportunities and do not know enough about technology transfer, intellectual property rights or patent applications to move forward. Faculty members need more training and education about the process. Research faculty at comprehensive universities need

- greater access to the technology transfer resources and expertise available at UK and UofL.
- Kentucky needs to be more entrepreneurial; research faculty and economic development leaders should pursue more high-risk/high-reward strategies without fear of failure. This is the only way Kentucky will transform itself from an essentially manufacturing economy to a knowledge-based economy.
- The regional stewardship initiative spearheaded by the Council lost momentum when funding was no longer earmarked for these programs. There is a lack of clarity around the Council's role in regional stewardship, as well as its priorities.
- Universities generally are not nimble when dealing with the private sector. Universities need to streamline bureaucratic processes when dealing with business and industry.
- Students are not exposed to enough undergraduate research opportunities, internships and practical career experiences during college.

Recommended Strategies

- Create a statewide research clearinghouse that would enable investors, businesses, and industries to connect with university researchers engaged in projects with commercialization potential. This database would promote technology transfer and help university researchers connect with researchers at other institutions who are working on similar projects and ideas. It could also include venture capital opportunities for research.
- Identify subject matter experts that could advise university researchers on industry problems that need to be addressed. This may increase the marketability of research.
- Facilitate and replicate industry partnerships like UofL's FirstBuild that provide internships and opportunities for student researchers to apply their knowledge to an industry setting.

- Implement a public awareness and advocacy campaign to articulate the value of basic and applied research and convince the General Assembly that research investments are vital to Kentucky's economic growth and development. Advocates should include not only higher education institutions, but the Kentucky Manufacturers Association, the Kentucky Chamber of Commerce, and other key business and industry partners. As one participant stated, "We need to tell a more compelling story."
- Create the Kentucky D (discovery) prize, an annual competition to award a research team $1 million to pursue research aimed at solving a critical challenge or problem in Kentucky. This would shine a light on the value of research and be a great publicity tool.
- Restructure tenure and promotion policies to promote entrepreneurial and research activities among faculty.
- Require every undergraduate student to engage in research or complete a capstone project as a condition of graduation.
- Promote greater collaboration among research and comprehensive universities to provide technology transfer assistance to faculty members who lack the support of a technology transfer office. Perhaps UK and UofL could provide legal advice on intellectual property law and assist with patent applications for a percentage of future profits.
- Encourage public universities to collaborate with other institutions on similar research projects.
- Consider providing state seed money or matching grant funds for large federal grant programs or key faculty hires.

Feedback on Metrics

- The number of doctoral degrees awarded annually could be a metric to gauge Kentucky's future research capacity.
- The current metric on annual STEM+H degrees is good, but it needs to focus more narrowly on the

degrees that will truly enhance the state's research capacity and economic growth. We may want to use a measure like degrees awarded per 1,000. One participant suggested we track the employment outcomes of STEM+H graduates to determine their value in the marketplace.

- The number of peer-reviewed faculty publications could be a measure of research productivity, as well as federal research grants/funding. Consider comparing extramural research funding to benchmark states.

- In general, Kentucky should benchmark our progress against competitor states and institutions more often, and borrow and adapt strategies that have worked well in other places.

- Consider a metric to communicate the economic impact of research (e.g., number of business start-ups, company spin-offs, patent applications, patents issued, licenses to industry, and licensure revenue).

- Consider a metric that compares the state's investment in a student's undergraduate education versus the economic return to the state.

- When developing metrics, remember that both quantitiative and qualitative measures are important.

Appendix A: Participants

Ty Adams, Venture Connectors Board of Directors, Adams:Kincaid Design

Gus Benson, Sponsored Program Director, Eastern Kentucky University

Kim Carter, Executive Director, Office of Sponsored Programs, University of Kentucky

Lisa Cassis, Vice President for Research, University of Kentucky

Adam Caswell, Vice President of Public Affairs, Northern Kentucky Chamber of Commerce

Pamela Feldhoff, Kentucky Consortium of Undergraduate Research, University of Louisville

Renee Fister, Senior Presidential Advisor for Strategic Initiatives, Murray State University

Paula Fowler, Executive Director, Danville Chamber of Commerce

Mahendra Jain, Senior Vice President and KSEF Executive Director, Kentucky Science and Technology Corporation

Kris Kimel, President, Kentucky Science and Technology Corporation

Lou Lenzi, Industrial Design Director, General Electric

Angie Martin, Chief Budget Officer, University of Kentucky, & member of the CPE Strategic Agenda Steering Committee

Haley McCoy, Executive Advisor, Community and Economic Development, Kentucky Science and Technology Corporation

Dan O'Hair, Dean, College of Communication, University of Kentucky

Bill Pierce, Vice President of Research and Innovation, University of Louisville

Neville Pinto, Engineering Dean, University of Louisville

Jerry Pogatshnik, Dean of the Graduate School, Eastern Kentucky University

Jody Cofer Randall, Kentucky Consortium of Undergraduate Research, Murray State University

Robert Staat, Professor of Microbiology, University of Louisville, & member of the CPE Strategic Agenda Steering Committee and Committee on Equal Opportunities

Nathan Vanderford, Assistant Dean, Academic Development, College of Medicine, University of Kentucky

John Walz, Engineering Dean, University of Kentucky

George Ward, Executive Director, Coldstream Research Campus

Christina Whitfield, Vice Chancellor for Research and Analysis, KCTCS

Sherrill Zimmerman, CPE member and Chair, CPE Strategic Agenda Steering Committee

Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums

Research, Innovation & Entrepreneurship
April 27, 2015

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Focus Group Participants

The Research, Innovation & Entrepreneurship Focus Group was attended by a diverse group of representatives, including chief budget officers, research and graduation provosts, program directors, engineering and medical specialists, and STEM specialists.

Educational Investment

One of the participants shared the following diagram and urged the group to think about education as they would their investments. To have high rewards, you must take high risks and it is okay to fail, you just have to keep at it.
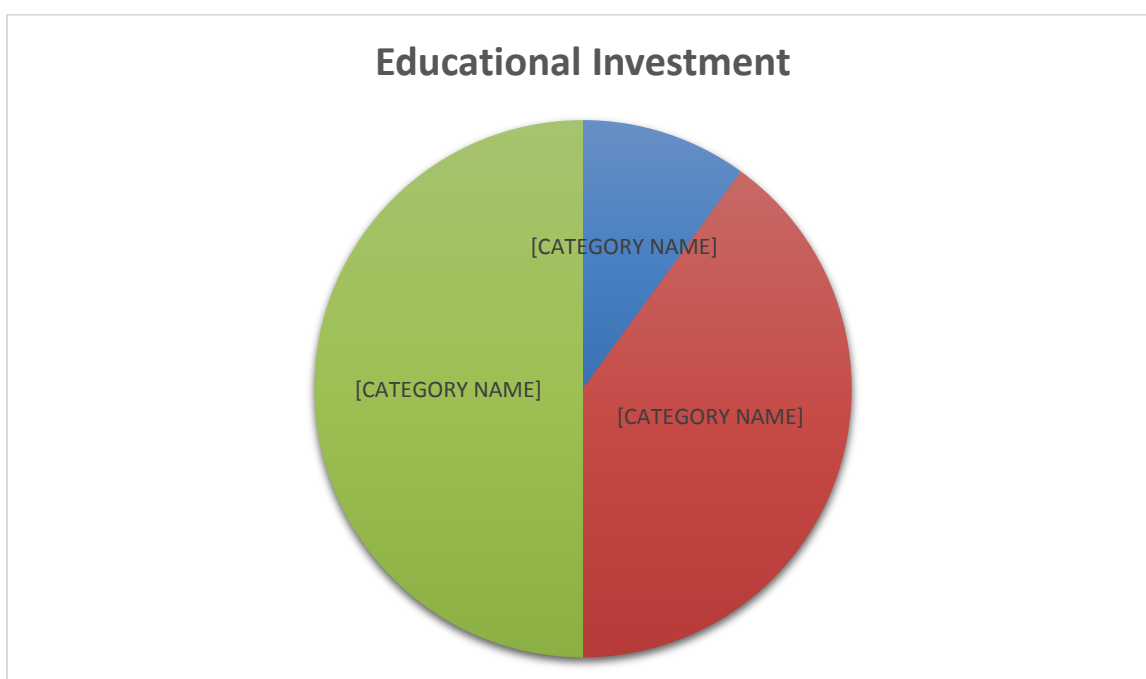
Educational Investment

[CATEGORY NAME]

[CATEGORY NAME]

[CATEGORY NAME]

Morning Strategies Activity

The participants were divided into small groups, given a key question and asked to brainstorm ideas answering the question. After generating ideas, each small group was asked to share their strategies with the group-at-large. In some instances, the group-at-large added ideas.

1. **What could the state do to help foster an entrepreneurial culture on campuses?**

   - Build the pipeline

   - Create incentive for university staff to communicate

   - Create pathway/vision/inspire

   - De-risk

   - Expand IDEA U

   - Foster K-12 → postsecondary

   - Open up university culture/rethink intellectual property

   - Reassign time (University of Kentucky and University of Louisville have entrepreneurial leave)

   - Rethink tenure

   - Reward risk-taking – there is no failure, just learning what not to do next time

   - You get what you measure/metric

2. **How can we better align postsecondary research priorities with the economic development priorities of the state?**

   1. What are economic priorities of the state?

   2. Support for collaboration research tied to economic development (regional stewardship)

   3. Collaborative centers of excellence – expand "Programs of Distinction" to cross institutions and public/private partnerships

   4. Seed grant opportunities
      - Leverage funding → key strategic area matching grants
      - Key hires – climate of state – negative impact of state climate

   5. Funding reflects priorities

   6. Needs assessment at regional levels

   7. Support for expended educational programs → targeted at needs

      ADDED:

   8. What skills will be needed in the marketplace?
      - Identify needs in high school or before

3. What barriers prevent faculty from commercializing their research? Is there anything the state could do to alleviate these barriers?

BARRIERS

How do we value entrepreneurship in tenure? Not all research lends itself to commercialization.

1. Faculty unaware – public domain, funding sources

2. Time constraints

3. Infrastructure (losing funding), especially comprehensives

4. Funding resources – know how, marketing

5. Proprietary issues

6. Faculty time

ALLEVIATE THE BARRIERS

1. Clearinghouse for the state
   - Bridges to firms and investors
   - Common projects across institutions – combine ideas
   - How to… instructions
   - Infrastructure (losing funding) would help to combine resources
   - Investors (who, what, when, why)

2. Collaborations between comprehensives and research institutions

3. Fund innovative collaborations (e.g., KSTC)

4. Make faculty aware of avenues to move ideas forward and keep protected

5. Training during graduate school

   ADDED:

   - Education may have their cart before the horse… In business, someone _wants_ the product first and production allows intellect to "see the light of day"

4. **How can we engage more undergraduate students in applied or basic research?**

- Alter reward structure for faculty by incentivizing undergraduate research
    - Funding
    - Promotion and Tenure

- Involve business community in undergraduate internships and research learning

- Tie money to student

- Tie undergraduate research with student success plan
    - Capstone for every major

    ADDED:

- Recognition of faculty that take on internships and research with students – How? Funding?
    - High schools have research component to work with colleges

- Start in high school to develop passion for research and how it relates to careers

5. **What data should we be collecting statewide to gauge our progress in research and innovation?**

1. TEACH
    - PhD graduates, STEM-H degrees

2. DISCOVERY
    - Federal research funding
    - Transformational ideas
    - **ADDED:** Publications

3. APPLICATION
    - Company spin-offs/attraction
    - Impact on public good
    - Licensed technology and revenue

Afternoon Evaluation Activity

The participants were divided into small groups, assigned an Objective/Strategy, and asked to answer the following key questions. After generating answers to the questions, each small group was asked to share their ideas with the group-at-large. Through a dotting exercise, the participants were asked to prioritize the most important strategies to focus on in the next Strategic Agenda. The number of dots each idea received are denoted with (#).

1. **From your perspective, what objectives and strategies in the current Strategic Agenda related to research, innovation and entrepreneurship A) have worked well; B) have not worked well; and C) should be kept, edited or deleted?**

2. **What are some value added initiatives for this area?**

3. **Are there other measures/metrics that could be used to capture progress in this area?**

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

> Strategy 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.

Working

- Bucks for Brains and KSEF
- Recognizing research in Strategic Agenda
- SBIR-STTR's state match

Not Working

- No new funding for Bucks for Brains **(2)**
- No national academy members (one at UK)

Keep, Edit or Delete

- Acknowledge UK and U of L's research roles
- Include all public institutions

Value Added Initiatives

- State to facilitate industry partnerships **(8)**
- More funding
- Research awards for faculty
- State to facilitate tech transfer clearinghouse

Measures

- Degrees awarded (per 1,000)
- Intellectual property development
- Publications
- Research grants
- Return on investment

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

Strategy 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.

Working

- NSF EPSCoR
- SBIR-STTR matching program

Not Working

- Bucks for Brains (no new funding) **(9)**
- Revenue strategy **(4)**

Keep, Edit or Delete

- Define "collaborative"
- Who defines "high-growth and emerging areas"?

Value Added Initiatives

- Design and create the dPRIZE (Discover Prize) **(4)**
  - Nice way to wrap up a story -- $1 million as prize
- Invest in talent-attraction **(2)**
- Educational experiences in industry **(1)**

Measures

The group did not provide any responses to this category.

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

Strategy 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.

Working

- Nothing, NONE

Not Working

- No owner **(2)**

Keep, Edit or Delete

- Branding
  - Like Kentucky Proud – engage at local level
- Initiate, coordinate and market plan

Value Added Initiatives

- Connection to business, K-12, community and other campuses **(5)**

Measures

- Number of statewide conferences **(1)**
- Press/social media
- Public awareness

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

Strategy 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.

Working

- Bucks for Brains
- SBIR matching grants
- Research infrastructure investments

Not Working

- Not telling the right story/don't know the story **(4)**

Keep, Edit or Delete

- Keep, but edit… clearly identify who is responsible for what

Value Added Initiatives

- Matching funds for all federal research grants **(3)**

Measures

- Benchmarking federal research expenditures

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

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

Working

- Coordinated effort to increase STEM degrees
- Increase in STEM degrees

Not Working

- Better preparation from K-12 **(1)**
- Retention of students

Keep, Edit or Delete

- Define "agenda" or change to "programs" or "initiatives"

Value Added Initiatives

- Need more and better internships and research opportunities **(2)**
- Funding incentives for targeted STEM-H programs **(1)**
- Attract new STEM-H companies
- Increase diversity

Measures

- Employment of individuals in STEM-H areas
- Increase number of graduates of STEM-H degrees

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

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

Working

- Chief research officers meeting regularly
- I.P.R. (U of L)
- IDEA U
- Kentucky Enterprise fund
- Tech Transfer Intellectual Properties Offices at UK and U of L
- U of L First Build

Not Working

- Collecting benchmarks and what's working well in other areas **(2)**
- Not utilizing investors **(2)**
- Tech transfer offices (don't have at other universities and not as robust at UK) **(2)**
- Companies don't appreciate research in education

Keep, Edit or Delete

- Keep, but edit… broaden audience or add "**starting** within the postsecondary…"

Value Added Initiatives

- Add element for entrepreneurship for tenure **(1)**
- "Launch It Programs" nucleus program **(1)**

Measures

- Investment
- License revenue
- Transfers

Parking Lot

Items identified at the meeting, but due to time constraints could not be addressed, were placed in the parking lot for future reference.

- "Nimblemity" – Tom Martin
- "Research Productivity" – Bob King

Debrief

The facilitator closed the meeting by asking the participants to answer a series of questions. Their responses are as follows:

1. **What worked in regards to today's meeting?**

- A more engaged conversation and facilitation of the meeting helped in inviting ideas that hopefully will help CPE in developing the strategy
- Brainstorming among the groups was great
- Collaboration with entrepreneurs and educators
- Discussion at table; Ability to add to ideas of other tables
- Easy/Open environment; Non-judgmental; Liked group work/report structure; Great facilitator
- Fast paced, focused, collaborative, well organized – great forum
- Good facilitation, moved along smartly
- Good introductory presentation; Good discussion
- Great dialogue and pacing – not too long/short; The dynamic moderator
- Great meeting
- Group dynamics were good
- Mixing the tables with people that didn't know each other; General strategic plan format
- Process
- The diverse view points in the room were a great value
- Tom's presentation was excellent, insightful and thought-provoking; Large group discussions were good

2. **What would you change? What would have made the day better?**

- Another presentation or longer presentation initially with room for discussion may have been a bit more helpful

- Covered a lot of ground – maybe focus a bit more

- Eliminate some strategies – too many

- I would like to be able to put more than one dot on the best idea

- It would have been helpful to have an abridged version of "Stronger by Degree" implementation to-date. Many in the room were unaware of what has been done. NOTE: Not a good sign the information is rolling down as CPE might hope.

- More background information prior to meeting

- More information on metrics, etc. from the current strategic plan

- Research institution can rally state support through CPE

- Solicit table volunteer based on specific question to ensure there are some experts in that topic at the table

- Would like to change up groups

3. **What final thoughts and/or lingering questions do you have?**

- How to mobilize for more money?

- Marketing strategies (maybe that's the next step)? NOTE: "Stronger by Degrees" sounds like incremental improvement rather than 0 to 1 – doesn't market research!

- Seems like if CPE puts out such an agenda, then they need a way to really drive change via funding, etc.

- Share the results/outcomes of today's session with the participants

- State support for research – state cannot expect return without investment for research growth

- We're not telling the right story (diminishing investment)

- What are the next steps around synthesizing this information into another five years? What is the Strategic Agenda's role and authority? Seems to be a mixed bag on what it actually is… advisory, enforceable, etc.

- What are the next steps? I know you are affecting a strategy for the next few years, but will there be intentional steps for more conversation between postsecondary education and the business community (and others)? Who will work to bring postsecondary education, KAM, state chambers, etc. together to advocate collectively to educators on the need for re-prioritizing Kentucky funding streams – and getting the "same story" out there?

- What is CPE's real role in the process?

- Where do we start? Who will own the strategies to effect change?

- Who does CPE want to work with? How can we help?

REGIONAL DEVELOPMENT POLICY FORUM

Introduction

The Regional and Community Development Policy Forum was held on March 25, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-one individuals with expertise in regional and community development attended, including representatives from Workforce Investment Boards, campus offices of community engagement and regional stewardship, regional campus directors, Chambers of Commerce, and others.

Major Themes

The need to better align the strengths and resources of campuses with the challenges facing local regions/communities. There was conversation throughout the day about the need for more intentional communication between campuses and community and regional leaders in identifying issues and aligning appropriate resources and programs. Academic programs should be developed in partnership with regional employers to respond to current and anticipated workforce needs, and faculty tenure processes should recognize and reward this work. The group also stressed the importance of campuses helping communities understand the root causes of poverty and unemployment and determining how resources can be used to improve quality of life in a meaningful, sustainable way.

The need for better evaluation of existing programs to determine their effectiveness in meeting regional and community needs. While there is a lot of campus activity in regions to strengthen economies and improve social and educational services, there is little comprehensive evaluation of program effectiveness. The regional stewardship program has been in place since the mid-2000s, but there has been only minimal state-level evaluation of how the program

has affected university service regions. More needs to be done to evaluate programs and strategies that advance local economies. Effective strategies should be replicated and scaled up to improve statewide outcomes. Ideally, some funding would be tied to the success of university outreach activities.

The value of campus and community leadership in helping drive conversation and activity in support of regional and community development. Effective leadership can be the difference between a successful or unsuccessful regional stewardship initiative. Finding the right individual with the vision and skills to drive improvement is crucial—whether that is a faculty member, a county judge executive, or a mayor. Leadership training may be needed in some regions to develop these types of skills. If a community is able to develop a shared, long-term vision for future improvement, resources and programs can be targeted toward accomplishing these collective goals.

The need for dedicated resources for regional and community development (including greater support for regional campuses) tied to program effectiveness. The need for resources to support regional collaborations and campus work in this area is critical. There is an expectation that campuses will be catalysts in driving community and regional advancement, but there is little in the way of dedicated resources to support the time and effort it takes to build collaborations and produce a meaningful impact. Furthermore, there are hidden costs to doing this work, like legal liability protection, which are not subsidized. More resources are needed to fund program development and evaluation and to scale up programs that are proven successful. The group also discussed the need to adequately support regional campuses and community and technical college branches to help colleges penetrate large service regions.

The need for statewide policies and strategies that advance postsecondary education's role in regional and community development. The group stressed the important role of the Council in facilitating conversations about the power of campus/community partnerships to advance local economies. Statewide programs like Regional Stewardship jump-started conversations and activities around postsecondary education's role in community development. State-level goals, objectives and accountability measures focused on key priorities to advance this work. When Regional Stewardship appropriations were rolled into the base budgets of universities, the Council no longer required annual Regional Stewardship reports and pulled back on its advisory role. As a result, the statewide Regional Stewardship initiative has lost focus, visibility, and momentum.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on regional and community development. Responses included:

- The Work-Ready Communities initiative has rallied communities around improvement strategies, particularly in regard to increased educational attainment. However, there need to be more discernible incentives for communities who achieve work-ready status.
- The state has initiated several projects that show promise of reaching more non-traditional adult students, like Learn on Demand, Commonwealth College, and Project Graduate.
- The University Center of the Mountains is a good example of successful collaboration between KCTCS, public and independent postsecondary institutions.
- Dual credit/enrollment has helped encourage more high school students to pursue postsecondary programs, but these programs need more uniformity and availability across the state.

- Programs like Louisville's 55,000 Degrees have raised awareness of the importance of educational attainment and have rallied communities around a common attainment goal.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in improving regional and community development. Responses included:

- There needs to be better coordination among all university outreach efforts and better alignment of statewide, university, and community plans.
- Too often, regional and community development/outreach is a one-way street; institutions initiate programs and services but communities never approach or consult institutions about their needs. This work is often transactional instead of transformational.
- Often, the right university expert is not "at the table" in regional conversations. Universities should ensure that seats on regional councils and boards are assigned based on expertise and not position.
- Currently, the development of new academic programs is driven more by faculty strengths and interests than by workforce or community needs.
- There are not enough incentives for public and independent postsecondary institutions operating within the same region to cooperate instead of compete.
- Some university service regions are too large for institutions to make a meaningful contribution or impact in every part of the region.
- There is no outcome-based performance funding model to incentivize colleges to place more emphasis on educational attainment and outreach.
- Current faculty promotion and tenure systems do not adequately reward community service and engagement activities.
- Eastern Kentucky's federal Promise Zone designation is a great opportunity for the region,

but universities need to be fully utilized in these grants.

- Universities are not providing enough service and experiential learning opportunities and internships for students.

Recommended Strategies

- Encourage more collaborative arrangements like The University Center of the Mountains and promote dual admission and enrollment among two-year and four-year campuses.

- Encourage postsecondary education institutions to promote health and wellness in regional outreach activities, extension services, and among their faculty, staff, and students.

- Develop a broad educational attainment goal (like Louisville's 55,000 Degrees initiative) that will drive improvement and create a common understanding of the value of postsecondary education to regional and community economies.

- Create an advocacy campaign around increasing educational attainment and enlist business and community champions to help carry the message.

- Revisit the Final Recommendations of the Rural Access Work Group to guide future objectives and strategies in the area of regional and community development.

- Align the next strategic agenda for postsecondary and adult education with the agendas of the Cabinet for Economic Development, the Cabinet for Workforce Development, and other key partners engaged in regional and community development.

Feedback on Metrics

- CPE should disaggregate more data by region. This could be a powerful tool for highlighting the critical educational attainment needs of rural areas of the state.

- Ideally, there should be more metrics in the area of regional and community development, not just educational attainment. Could there be qualitative metrics that capture the kind of strategies that are occurring? Could the state measure community outreach expenditures?

- There is a lack of clarity about what the Council expects and values in the area of regional and community development. Part of this confusion stems from a lack of well-defined objectives and measures.

- There is a need to track credentials (e.g., certificates) below the associate level. These are often pathways to lucrative careers.

- The Council should develop some metrics to capture the impact universities have on statewide and regional well-being.

- Measuring employment outcomes by major actually may help communicate the value of liberal arts and general studies degrees and dispel the myth that these graduates are not employable.

- Postsecondary education could do a better job of communicating the relationship between educational attainment and health outcomes. If we raise education levels, health will improve.

Appendix A: Participants

Leah Aswill, Director, ALIVE Center for Community Partnerships

Ron Bunch, President & CEO, Bowling Green Area Chamber of Commerce

Al Cross, Director, Institute for Rural Journalism and Community Issues, University of Kentucky

Mason Dyer, Vice President for External Relations and Information, Association of Kentucky Independent Colleges and Universities

Terry Gray, Regional Campus Director – Manchester, Eastern Kentucky University

Dan Hall, Vice President for the Office of Community Engagement, University of Louisvlle

Jan Hillard, Associate Provost for Research, Graduate Studies and Regional Stewardship, Northern Kentucky University

Irma Johnson, Coordinator, Regional Stewardship, Kentucky State University

Alice Jones, Professor of Geography, CARES, Eastern Kentucky University

Dan Lavit, Assistant Dean, Regional Academic Outreach, Murray State University

J. Marshall, Executive Director, Center for Regional Engagement, Morehead State University

Pam Miller, CPE Council Member and former Mayor of Lexington

Bill Pierce, Vice President of Research and Innovation, University of Louisville

Brian Roy, Deputy Director, Kentucky Association of Counties

Kristel Smith, Director, Kentucky Innovation Network, Richmond

Diana Taylor, Taylor-Gray Associates, KY Chamber of Commerce

Brad Thomas, East Kentucky Cooperative

Gina Winchester, Executive Director of Regional Outreach, Murray State University

Joe Wind, Vice President for Government and Community Relations and Advisor to the President, Northern Kentucky University

Sara Zeigler, Dean, University Programs, Eastern Kentucky University

Sherrill Zimmerman, CPE Board Member and Strategic Agenda Steering Committee Chair

Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums

Regional & Community Development
March 25, 2015

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Focus Group Participants

The Regional & Community Development Focus Group was attended by a diverse group of representatives from university regional stewardship and outreach initiatives, Louisville's 55k Initiative, Northern Kentucky's Vision 2015, the Kentucky Chamber of Commerce, the Kentucky Workforce Investment Board, the Kentucky Innovation Network, and others.

Opening Conversation

Following the presentation by CPE, the facilitator led the participants through a guided conversation. The responses are as follows:

1. **As regional stewards, what does regional and community development mean to you?**

   - Academic strengths of the University brought to bear in clear and direct pathways to regional needs

   - Aspirational; Deliberate collaboration between postsecondary institutions and employers (organizations) to meet skills needs; Deliberate collaboration between postsecondary institutions and P-12 on the academic pipeline – beginning with early childhood; Joint postsecondary/civic/business planning on vision and strategies to achieve it

   - Bringing academic expertise of faculty to regional and community partners; Understanding root causes of poverty and unemployment in order to effect solutions; Determining how resources can be used to improve quality of life in a meaningful and sustainable way – not just spending to maintain status quo or to produce degrees without jobs or improvements in life, health, etc.

   - Catalyst for positive change; Developing workforce appropriate for region; Practical applications of university's intellectual/social capacity

   - Identifying and pooling of resources available which are beyond normal boundaries that can serve to collectively solve numerous problems that might be environmental, financial or educational.

   - Increasing educational attainment through integrated approach to enhance economic, health and social status of community/region.

   - Investing resources into initiatives to improve quality of life for citizens throughout a service region. For WKU, the priority areas include economic development, education, health and nurturing communities.

   - Investments that reflect the needs of our communities and citizens, not merely the needs of institutions. More specifically, credential production that matches Kentucky's regional business strategies.

   - Linking university students with faculty and resources to service area communities to improve economies and quality of life and provide educational experience for our students

   - Linking university resources to community needs including relevant academic programming, expertise and research that assist in community development

- Matching talent supply with demand in real time; Increasing pace of change within 2- and 4-year institutions to closer match private sector (demand) expectations; Leading clearly stating the need and challenges, then communicating the good and bad of how it's going – visible, accountable leadership; Sharing best practices within sectors across the system efficiently (avoiding turf and silos); Connected to K-12 and private sector

- Providing the educational needs that support jobs in the region; Facilitate partnerships that meet needs in the region; Provide data and research to support growth

- Putting the technological and human capacities of the University to work in addressing pressing challenges with region

- Regional and community development should involve participation of business, local government and university/community college individuals working together to improve the community.

- Regional stewardship means creating economic vitality in the region. That vitality includes: 1) Prosperity; 2) Health; 3) Educational attainment; 4) Job opportunity; 5) Workforce preparedness; and 6) Quality of life (housing/community)

- Stewards of the region keep current on regional and local data to be in a position to be an effective, responsible actor; in a state with too many small counties, be a promoter of regional collaboration and a confronter of traditional mindsets that discourage it; help varied, often competing interests, prioritize what proposed actions would be most effective; and look for opportunities for service research and engagement – be proactive.

- To identify strengths/weaknesses; Set goals for building our strengths and improving weaknesses; Development of long range planning – "What do we want to be in 10 years?"

- Utilizing and leveraging academic and financial resources of colleges and universities to assist P-12 schools, non-profit agencies, and governmental agencies with programming that benefits goals of educational attainment and economic improvement in regional area.

2. **From the standpoint of improving regional and community development, what are the most important factors/challenges to consider when looking to the future?**

- Academic strengths and how they relate to different areas

- Disaggregate data – differences between urban and rural

- Disconnect between "home" institution and regional values and needs – how to hold institutions accountable
  - Rural Access Workgroup – How to give those initiatives teeth?

- Geographic logistics – large/remote regions

- How do we determine what programs are offered?

- Important for communities to define their exemplar

- Inherit institutional barriers to getting experts involved

- Institutional and local businesses and governments to talk about what they need

- Lack definition in state investments
  - Clarity of community talent needs
  - Need clarity from broad group

- Leaders are needed in each county (like spark plugs!)

- Measures – what we measure is critical
  - You are what you measure

- Relationship building

- Relationship with P-12 in regions – change in culture

- Shift in degree attainment from "home" versus where they move

- Understanding all the partners and who the partners could be

- Understanding how the funding works – may conflict with regional needs/interests

- Understanding of reciprocal nature of community engagement
  - Helps and is valuable to the institution – incorporate student learning
  - Not a one-way street

Morning Evaluation Activity

*The participants were divided into small groups, assigned an Objective/Strategy, and asked to answer the following key questions. After generating answers to the questions, each small group was asked to share their ideas with the group-at-large. Through a dotting exercise, the participants were asked to prioritize the most critical issues. The number of dots each idea received are denoted with **(#)**.*

1. **From your perspective, what objectives, strategies and tactics in the current Strategic Agenda related to regional and community development A) have worked well; B) have not worked well; and C) should be kept, edited, or deleted?**

2. **Are there other measures/metrics that could be used to capture progress in this area?**

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.

Working

- Kentucky Innovation Network and SBDC

- Partnership funding for staffing and expansion of initiative (some working)
  - Financial incentives work against some projects (also a challenge)

- Work-ready communities (especially rural areas)

Not Working

- Money and mandates must match **(8)**
- Academic institutional barriers (e.g., P&T, revenue needs) **(7)**
- Actual area (geography) of area of geographic responsibility
- Lack of incentives for work-ready community work
- Local workforce boards

Keep, Edit or Delete

- Align statewide regional and university strategic plans – there are too many conflicting plans **(3)**
- "Relationship" metric just counts contacts rather than underlying value/impact – "qualitative" **(3)**
- Statewide group to integrate/align plans **(2)**

Measures

- Are we measuring engagement in ways that matter to universities? (institutional culture)
- Community engagement
- CPE needs to insist – "need to measure initiatives"
- Measures are too superficial
- Measures do not capture diversity of challenges facing communities

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

> 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.

Working

- Dual-credit
- Immediate student intervention
- Learn on Demand and Commonwealth College Collaboration
- Project Graduate
- Regional centers (institutional collaborations)
- Retention efforts
- Service learning and internships

- Success in transfer (2- to 4-year)

Not Working

- Outcome based budgeting – current budgeted base fund for postsecondary do not connect with clear educational attainment goals or institutional collaboration **(6)**
- No support for the working poor **(5)**
- Rising tuition **(4)**
- How do we know if something isn't working? **(3)**
  - CPE
  - SACS
- Policies that cater to traditional students **(3)**
- Funding – funding model, program development, net tuition **(2)**
- Hidden costs of outreach **(1)**
- How we track and measure educational attainment beyond 2- and 4-year degrees **(1)**
- Lack of CAP funds **(1)**
- Reaching working adults effectively **(1)**
- Rural regional centers aren't funded because they don't produce mass graduates **(1)**
- What is service? **(1)**
- Credit for prior learning
- Promise zones
- "15 to Finish" only applicable to some students
- Dual credit needs to be uniformly implemented across the state

Measures

- Are we producing degrees that impact community needs or what "we" think they need?
- Measure degrees/credentials to match job market/needs
- Need to measure General Studies degree into job readiness or job skills
- Too long to evaluate?
  - Myspace
  - Snapchat

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

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

Working

- Translational research
- Extension services has embraced the concept of improving health
- Collaborations outreach – wellness and prevention

Not Working

- Aligning workforce training with regional workforce needs **(3)**
- Elevation of educational attainment not seen as a strategy to improve health **(1)**

Keep, Edit or Delete (Additional Strategies)

- Encourage institutions to promote wellness in their regions **(2)**
- Expand utilization of technology to better serve rural Kentucky **(1)**
- Teacher preparation should include wellness strategies **(1)**
- Review the past exclusion of taking physical education and health back into curriculum

Measures

- Define what CPE means when it "states" health in Strategy 7.3
- Relationship between graduates by occupation and healthcare needs
- Tract the health status of people in the region

Afternoon Strategies Activity

The participants were divided into small groups, given a key question and/or prioritized "Not Working" issue, and asked to develop strategies that address the key question and/or improve what's not working. After generating ideas, each small group was asked to share their strategies with the group-at-large.

1. **What role should campuses play in regional and community development?**

    - Kentucky's higher education institutions should play a catalytic role in fostering regional and community development, differentiated by the strengths of each institution and the needs of the communities; where possible, aligned with research interests and student learning opportunities; supported by appropriate incentives and P&T policies; through activities undertaken regularly and evaluated with a focus on outcomes.

    - To facilitate collaboration among key community sectors:
        - ✓ Education
        - ✓ Business
        - ✓ Government
        - ✓ Philanthropy

        to improve the economy, quality of life and the health of the service region.

*In addition to Key Question #1, these strategies also apply to the **Academic Institutional Barriers** issue, which is located under the "Not Working" section of Strategy 7.1.*

2. **How can we better communicate the value of postsecondary education's role in regional and community development to all Kentuckians?**

    - Clarity of overall state goals that connect the dots with local initiatives and opportunities

    - Economic development needs to be at the table with postsecondary education

    - Communicate value through clarity of goals and strategies developed in partnerships

    - Create champions out of these stakeholders

3. **Share strategies you've used to collaborate with local government, community organizations and businesses to bring positive regional change.**

    - Process:
        A) A leader (business, political or educational) assembles a diverse group of community stakeholders
        B) Group assesses needs and adopts collaborative goals
        C) Group will be ready to proactively address issues as they arise
        D) Empower grassroots movements

4. Are there specific problems common across regions that would benefit from statewide policies and strategies?

- State must appropriate funds to support CPE strategic priorities in this area – work only sustainable if supported (ear marked or line item)

- Enhance academic completion options for working adults that align with employer needs:
  - ✓ Flexible schedules (online hybrid)
  - ✓ Short time to completion (fast track)
  - ✓ Structured experiential workforce component (internships, service learning)
  - ✓ Strong support services (advising, technical support)

- Use workforce/local business partnerships to provide paid co-op/internship/apprenticeship experiences that also generate credit

In addition to Key Question #4, these strategies also apply to the following issues listed under the "Not Working" sections of Strategies 7.1 and 7.2:

- ***Money and Mandates Must Match*** *(7.1)*
- ***No Support for the Working Poor*** *(7.2)*
- ***Rising Tuition*** *(7.2)*

5. What is the ideal role the Council and/or state government should play in supporting regional and community development initiatives?

Quote from small group: "Quit talking about institutions and talk about people, communities and outcomes."

- Ideal CPE Role:
  - ✓ Facilitate above statement
  - ✓ Guide investments to support
  - ✓ Outcome based model that address above

*In addition to Key Question #5, this strategy also applies to the **Outcome Based Budgeting** issue, which is located under the "Not Working" section of Strategy 7.2.*

Regional and Community Development Defined

The participants were asked to individually answer the following question:

As regional stewards, what does regional and community development mean to you?

Strategic Agenda's Influence

The participants were asked to individually answer the following question:

How has the Strategic Agenda influenced the behaviors of your organization? If not, why?

- Dan Lavit: Certainly. Some more than others, but several of the policy objectives have been institutionalized. Decreasing financial barriers (Policy Objective 5) is the most difficult but would have the most influence on many of the others.

- Faculty Member: 1) Yes, emphasis on work skills over liberal education goals; and 2) No, I'm not encouraged or asked to participate in engagement as part of my job.

- It hasn't been obvious, but yes, our institution incorporates pieces of the CPE Strategic Agenda (and metrics) into our own strategic plan. It is emphasized through individual work plans and internal assessments.

- Pam Miller: It has made us at CPE much more focused on College Readiness & Student Success and has inspired collaboration between secondary schools and universities.

- The Strategic Agenda has affected my organization. There needs to be more of a collaborative vision now, with money that follows the measures. Ensure that the money reaches the people who are doing the work in the regions. While the work is being done, success brings on expanded responsibilities, so the money to staff and implement programs must reach the regional offices, whether state, university or federal funds.

- While by design it has structured a common goals that assists with program objectives, but when funds are not in place to meet the demands of the region, it is more difficult for smaller institutions to meet the needs of outlying regions

- Yes and no. Yes: 1) Created and protected regional stewardship infrastructure; and 2) Sent message to departments/units that working with communities is important. No: 1) Did not fundamentally shift institution mission, values or day-to-day work in most areas; 2) Seen as add-on or lip service; and 3) Seems overwhelming to have "geographic responsibility" for some of the most troubled counties in the nation.

- Yes and no. Yes: 1) More pressure and expectations from stakeholders for us to deliver; 2) Searching for creative delivery methods to make postsecondary available to all who want; and 3) Teaching us to think proactively vs. reactively. No: Lack of accountability for areas that don't want (i.e., programs in the Eastern Kentucky region).

- Yes, as the University struggled with budget cuts many decisions about funding were tied to the Strategic Agenda. Also, as the University now goes through its own strategic planning process with new leadership, many of the strategies are being looked at and incorporated.

- Yes, it has been the focus of the CPE for the past five years. We have obtained metrics from all areas that have helped us determine what's working and what's not. It's been a road map that will be continued with many suggestions and ideas to guide it for the next five years.

- Yes, the University's strategic priorities are reflective of the aspirational goals of Stronger by Degrees. Annual reports to trustees, CPE and the general community fosters accountability.

- Yes, we have developed several iterations of strategic plans over 18 years and are aligned with the state plan.

Action Plan

The participants identified the following key next steps for moving forward:

- CPE put together comprehensive report on impact/results of council recommendations on local collaborations and report back to Council

Debrief

The facilitator closed the meeting by asking the participants to answer a series of questions. Their responses are as follows:

1. **What worked in regards to today's meeting?**

   - Facilitating the session – Stefanie & Karen rock ☺

   - Greater focus on metrics and role of institutions in overall state attainment of goals and accountability

   - Having Mr. King's presentation to hear first-hand

   - I liked small group arrangement and ample time allotted for classroom; ½ sheet pages for written comments; Great facilitators

   - I liked working in groups to brainstorm ideas so that everyone got a chance to give input; Very well facilitated

   - Information sent ahead of time; Group activities; Networking; Adequately staffed; Strong facilitation

   - Setup, group work, narrowing of tasks; Lunch (always helps to be fed); Kept group from allowing a few voices to dominate; Good job getting full participation

   - Specific questions and small group report-outs

   - Table groupings and facilitation was good

   - Teamwork allowed for lots of great collaboration; Great mix of stakeholders; Good pacing – I didn't get tired

   - You kept on going and I never got bored

2. **What would you change? What would have made the day better?**

- Could use a few more breaks to just get up and clear mind

- I didn't have enough time to review the materials that were emailed to us prior to coming to the session

- Mix up group so folks are working with people in different roles; Bob King not "reframing" as much from CPE perspective – inhibits ideas from others

- More local or grassroots leaders to share!

- Not so great a focus of metrics on community and regional development

- Some ambiguity as to purpose and what will be done with results

- This session would have worked better if more of the stakeholders were included (e.g., business/industry, community college reps and local government)

3. **What lingering questions do you have?**

- How are the resources distributed? Evenly across organizations?

- How can we follow-up on the Workforce Readiness measures?

- Is higher education economic development?
  - Align strategic plans and initiatives

Introduction

A policy forum focused on workforce issues was held on May 4, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-three educators and government officials with expertise in workforce issues attended, including representatives from the Labor Cabinet, the Education and Workforce Cabinet, the Economic Development Cabinet, campus career and development offices and other college leaders, the Center for Economic Policy, and the Kentucky Center for Education and Workforce Statistics. Additional conversations will be held with employers to gather feedback.

Major Themes

Greater communication and shared strategies are needed between the higher education and business communities. This was a prominent theme and came up in virtually every conversation throughout the day. While many participants agreed that there are efforts (some very successful) to bring the employer voice to campus, most agreed that more needs to be done to create a meaningful and sustained dialogue between employers and educators about workforce needs, skills development, and ways to work more closely to achieve common goals. Participants suggested that regional and state-level conversations between educators and employers were needed, as well as campus-based discussions.

College graduates need interpersonal and life skills as well as academic training to be successful in the workplace. While academic programs and job-specific training are essential for certain careers, the group stressed the importance of other skills and qualities critical to workplace success, including leadership, teamwork, critical thinking, problem solving, foundational skills (reading, writing, math and

technology), cultural competence, flexibility, self-management, entrepreneurial and innovative thinking, integrity, empathy, and ethical behavior. While the group noted that campuses cannot be expected to instill all of these skills and qualities in their students, there are opportunities to develop them through a variety of campus programs and activities, including service learning programs, internships and co-ops, and more intentional advising about the importance of these skills in the workplace.

Experiential or project-based learning should be built into all higher education programs to help prepare students for the workplace. This recommendation repeatedly surfaced as an essential strategy for improving career readiness and helping students transition from the classroom to the workplace. The group stressed not only the importance of internships, clinical activities, co-ops and other workplace learning opportunities, but hands-on and applied learning through team activities, undergraduate research, and classroom and community-based projects. Participants noted that experiential learning was particularly important in humanities disciplines where it has not traditionally been part of the curriculum. Related to this, participants suggested that professional development was needed to help faculty incorporate more applied learning opportunities into the curriculum and build relationships with employers.

Career planning/advising should begin earlier for students, and should play a more central role for campuses. While the group agreed that the purpose of higher education was not solely to prepare students for careers, there was general consensus that more can and should be done to help students navigate the transition from postsecondary education to the workplace, including earlier career planning for students and a more holistic approach on campus to career services. As one participant noted, being liberally educated **and** well prepared to enter the workforce are not

diametrically opposed. Several people suggested that campuses needed to be more intentional about career development activities, and that they should be interwoven throughout the curricula and academic advising activities.

Campuses should modify programs and delivery options to respond to the needs of adult learners and changing campus demographics.

Forum participants agreed that evolving workforce needs and changing campus demographics provide opportunities for campuses to rethink some of their programs and the ways they are delivered. Adult students—who often are balancing family, work and school commitments—can benefit from non-traditional academic options like competency-based programs linked to specific workforce demands that allow them to advance at their own pace and in their own environment. The group noted that quality certifications often are a benefit to employers and could supplement traditional academic programs. Certificate programs are particularly beneficial when they are stackable (can be applied to further credentials) and are developed in partnership with the employer community.

Issues and Recommendations

Participants were asked to respond to several broad questions to help identify key issues, challenges and recommendations for further consideration.

How can employers help students prepare for the workforce?

- Provide more co-ops, internships and externships. Paid internships are particularly valuable for students.
- Offer time and expertise to campus leaders through service on advisory boards or through regular meetings to identify and help develop needed programs and career pathways.
- Provide regular feedback to campuses about program quality and the career readiness of recent graduates.

- Work with career services offices to connect with students through recruitment fairs and campus-based interviews.
- Participate in regional and state-level discussions and planning sessions to improve the talent pipeline.
- Serve (or encourage employees to serve) as mentors to help students develop their skills and knowledge about specific careers.
- Engage with faculty to help build their understanding of specific workplace needs and skill sets.

How can campuses help students better prepare for the workforce?

- Create incentives for faculty to engage in the career development of students, develop relationships with employers and participate in externships.
- Provide more dual credit opportunities in high school leading to stackable credentials needed in the workplace.
- Be more intentional and systematic with students about career planning early in their programs, and continue that conversation throughout their time in postsecondary education (e.g., four-year plans, clearly articulated career pathways).
- Provide experiential/applied learning opportunities across the curriculum.
- Use tools like Focus Explorer (a tool the Workforce Cabinet is developing) to match skills to jobs and students with employers.
- Participate in state and regional conversations to develop sector-based strategies and industry partnerships.
- Where appropriate, develop competency-based programs aligned with workforce needs and recognize credit for prior learning.
- Strengthen career development offices and link their work to the larger goals and objectives of the campus.
- Establish meaningful employer advisory boards to gather regular input and engage employers in program development and evaluation.
- Develop specific strategies for adult students who need specific and early career advising.

What are the barriers for campuses and employers in implementing these strategies?

- Employers often are hesitant to take on interns due to cost and investment of time.

- "The illusion of inclusion." Employers are invited the table but sometimes postsecondary education is not responsive to their input.

- There sometimes is a perception that it is difficult to get interns and co-op students, especially for smaller employers, or employers simply are not aware of opportunities.

- Campus silos that inhibit communication with employers and the development of broad strategies to improve career services for students. There is not a holistic approach to career development on some campuses.

- Lack of resources, time and personnel.

- Tenure and reward policies discourage faculty from engaging with employers and taking on extra responsibilities in this area.

- The average Kentuckian (and employer) is intimidated by the university system. Even lack of parking on campus can be a barrier to employer engagement.

- Campuses often do not recognize that lack of student confidence is a barrier to their success. All students need more advising and hand-holding. Universities should bring a whole team of supporters together to help students.

- Many faculty members have never left the education environment. They do not understand the business environment.

How can postsecondary education better align degree production with workforce needs?

- Review the state's economic development priorities and assess program alignment (healthcare, business services, energy, transportation, and advanced manufacturing).

- Gather employer input through ongoing industry sector conversations and strategy development.

- Use business intelligence tools (Burning Glass, etc.) with students and faculty that identify current and emerging workforce demands.

- Support industry-recognized credentials and certificates

- Develop/improve relationships with local workforce investment boards.

- Invest in career advising tools linked to current market demands.

- Pair liberal-arts degrees with training/certifications (i.e. psychology degree with mediation certification).

- Making sure credentials are stackable and can lead to further education/training.

- Help students understand the financial realities of career choices. One participant noted that some postsecondary certification programs lead to jobs that don't pay a living wage.

- Help students understand the changing nature of the workforce. One participant noted that half of all jobs soon will be 1099s (contract workers). Students need to be prepared to market themselves in this environment.

How can postsecondary education improve the career development function of campuses?

- Make this a priority of the campus administration and a key strategy for student success.

- Career development needs to be a shared responsibility across campus.

- Invest more resources in career development.

- Incorporate career development across the curriculum.

- Communicate often with professional associations to understand workplace needs.

- Develop a career development plan for students their freshman year and monitor regularly.

How can we better communicate the value of humanities/liberal arts degrees to employers and help these students market themselves?

- Several participants noted that many employers want more well-rounded individuals rather than specific majors.
- Higher education should include more internships and project-based learning into liberal arts degrees to increase their value and visibility. Students could talk about these experiences on resumes and in interviews.
- Engage alumni who graduated with liberal arts degrees to help mentor students about career opportunities.
- National data show that many liberal arts majors are entrepreneurs. Campuses should consider paring liberal arts training with entrepreneurship skills.
- Make it easier for students to double major or build in career emphases or certifications to pair with liberal arts degrees.

How can we measure employment outcomes or employer satisfaction? Should these be included as metrics in the next strategic agenda?

- There was a lot of discussion about developing effective, usable metrics in this policy area. Participants noted that there a national dialogue going on right now about this issue, which recognizes the complexity of measures in this area.

- Among the questions that arose were: Do you measure any employment? Employment in specific fields? What about students working out-of-state? How do we gather these data without broad interstate agreements?
- It was suggested that the new strategic agenda include a charge to develop appropriate employment measures rather than include a less-than-satisfactory metric. There was a general consensus that the country is in the early days of developing these metrics.
- Kentucky has the capacity through KCEWS to get employment outcomes through wage and UI data; however, there is no consensus on using these data to develop a performance metric.
- Employer surveys/satisfaction is a harder nut to crack. Sometimes employers fear being critical of institutions.
- There was a question about measuring the number or percent of students who have an applied learning experience (internships, etc.). Some noted that the metric would have to be very broad in its definition because many different types of experiential learning could be captured. It also would be very hard to measure and track.
- Several participants recommended reviewing surveys from the NACE (National Association of Colleges and Employers) survey—statewide participation.

Appendix A: Participants

Kate Akers, Interim Director, Kentucky Center on Workforce and Education Statistics

Karen Badger, Associate Professor, Director of Undergraduate Studies, Associate Dean for Student and Academic Affairs, University of Kentucky

Josh Benton, Executive Director, Bluegrass State Skills Corporation

Christopher Bollinger, Director, Center for Business and Economic Research, University of Kentucky

Beth Brinly, Deputy Secretary, Kentucky Cabinet for Education and Workforce Development

Ron Crouch, Director of Research Statistics, Office of Employment and Training

Robert Curry, Executive Director, Work Ready Communities

Virginia Denny, Director, Training and Organizational Development, Delphi Center, University of Louisville

Mike Donta, Deputy Commissioner, Department of Workplace Standards, KY Labor Cabinet

Larry Ferguson, Vice Chancellor for Economic Development, Kentucky Community and Technical College System

Bill Froude, Director, Career Services, Northern Kentucky University

Bob Goldstein, Vice Provost, Institutional Effectiveness & Analytics, University of Louisville

Janet Harrah, Senior Director, Center for Economic Analysis & Development, Northern Kentucky University

Julia Hawkins, Director of Career Services, Morehead State University

Bob Jackson, President, Murray State University Foundation

Brad Kissell, Director, Adult Learner Services, Western Kentucky University

Darryl McGaha, Cumberlands Workforce Investment Board

Gladys Miller, Director, Center for Career and Co-op Education, Eastern Kentucky University

Manoj Shanker, Economist, Office of Employment and Training

Ashley Spalding, Research & Policy Associate, Kentucky Center for Economic Policy

Tim Todd, Dean, College of Business, Murray State University

Mary Gwen Wheeler, Executive Director, 55,000 Degrees

Sherrill Zimmerman, Chair, CPE Strategic Agenda Steering Committee and CPE Board Member

Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums

Postsecondary Education and the Workforce
May 4, 2015

Facilitation Services Provided by

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Focus Group Participants

The Postsecondary Education and the Workforce Focus Group was attended by a diverse group of participants representing institutional career and co-op services, adult learner services, workforce investment boards, the Education and Workforce Development Cabinet, economic analysis and development, employment training, workplace standards, and regional business research.

Opening Conversation

Following the opening activity and presentation by CPE, the facilitator led the participants through a guided conversation. The questions asked and corresponding responses are as follows:

1. **From the standpoint of postsecondary education, what are the most important factors/challenges to consider when looking to the future?**

   - Broad skills for a changing future

   - Certificate programs may have a lot of potential – another way to demonstrate value

   - Difficult for employers to define what their needs will be in the future

   - Dual credit (experiential learning – paid internships) and credit for prior learning will be more important in the future
     - Co-op/Internships built into programs as credit

   - Employers expect some experience – theory to practice

   - Employers need a mix of soft and hard skills (applied learning)

   - Expectations of parents and students are not realistic
     - What college and work-ready really mean

   - Need kids coming to higher education who are willing and ready to learn
     - Math and reading are important for all fields

   - Population is changing
     - Post-traditional student
     - Understanding and adapting to different needs of a changing population

   - Regular and consistent input from employers distributed to postsecondary institutions and incorporated into curriculum

   - Spend resources on jobs that will be jobs in the future

   - Student debt and unmet financial need

   - Student diversity – pathways to learning is different

   - Student financial aid packages are structured for traditional students – needs to also include structure for non-traditional students

Morning Key Questions

The participants were divided into small groups, given a key question and asked to brainstorm ideas answering the question. After generating ideas, each small group was asked to share their strategies with the group-at-large.

1. **What workplace/employability skills are universal to all majors?**

CHARACTER

- Citizenship
- Empathy
- Initiative
- Integrity
- Work ethic (show up/prepared)

COMMUNICATION

- Listening
- Verbal
- Written

FOUNDATIONAL

- Financial literacy
- Reading, writing, arithmetic
- Technology (social media)

PERSONAL & PROFESSIONAL BEHAVIORS

- Cultural diversity and sensitivity
- Drug free
- Flexibility, adaptability and dependability
- Networking and social skills
- Professional etiquette
- Project and time management (organizational skills)
- Self-awareness/self-management

TEAM BUILDING

- Getting along with others
- Interpersonal skills
- Leadership skills
- Team building
- Teamwork

- Ability to learn (knowing how, willingness to learn)

- Creativity and innovation – entrepreneurial

- Critical thinking (analytical, creativity, problem-solving)

- Independent learning

- Strategic thinking (vision and detail)

2. **What is the role of postsecondary institutions (2-year and 4-year) in helping students gain these skills?**

- Basic research conducted at universities/colleges can expand economies
  - Involving students

- Be engaged with employers on these skills
  - Listening to employers
  - What are they seeing?

- Continuing education

- Create the right environment in and out of the classroom
  - Merge/Integrate these **in the classroom**:
    - Applied learning
    - Cooperative Education – faculty make connections to these skills
  - Merge/Integrate these **out of the classroom**:
    - Expectations
    - Involvement in campus life
    - Student handbook

- Is our role to connect and share resources for other organizations/agencies to assist with these?
  - Collaboration among colleges and universities for state advancement

- Not to re-teach P-12 curriculum

- Service learning – bridge to the community
  - Conceptualized and strategic
  - Listening to community

- Should postsecondary education play a role in helping students to gain all of these skills? Are we all things to all people?

Afternoon Key Questions

The participants were divided into small groups, given a key question and asked to brainstorm ideas answering the question. After generating ideas, each small group was asked to share their strategies with the group-at-large.

1a. How can employers play a bigger role in ensuring college students are preparing themselves for the workforce?

GROUP #1

- Engage in the classroom – high school and postsecondary
- Engage with advisory boards
- Provide paid opportunities – internships and co-ops

GROUP #2

- Advisory role
- Being engaged in workforce conversations
- Guaranteeing jobs
- Offer more co-ops, internships, integrated work and learning
- Paid internships

GROUP #3

- Be open to indirect student placement – transferable skills
- Give input and feedback for market-based careers
- Help build project-based learning opportunities
- Organize by sectors to provide input
- Support co-ops, paid internships and externships
- Work with placement and Career Services

GROUP #4

- Experiential education
  - Mentor
  - Pay
  - Provide internships
  - Virtual internships
- Support project-based learning

1b. What barriers are preventing employers from doing these things now?

- Burnout of interns (some)
- "Illusion of Inclusion"
  - o Don't have deep conversations
  - o Just come and are not sure investment is truly wanted
- Must use input
- Not sure of value or return/immediate payoff – other employers help sell
- Offices are hard to get to on campus
- Perceive internship/university process as being difficult
- Perception that universities are "snooty"
- Risk factor in investment of time for interns

2a. What specific actions can higher education take to more effectively ensure college students are better prepared for the workforce?

GROUP #1

- Engaging the adult learner during the enrollment period on career and educational goals
- Exploring and confirming major/career choice early
  - o Articulate the pathway
  - o Closing the loop
- Guiding/Advising/Valuing co-curriculum all four years, as well as, explaining the connection with skills/knowledge and relating it to career and specific professions

GROUP #2

- Better recruitment efforts
- Incentivize engagement and commitment to students by faculty
- More "early college" experiences
- More affordable/accessible

GROUP #3

- Encourage professor externships
- Evaluate offerings in state and regional sectors
- Flexibility in offerings and approaches for employed students
- Listen in on sector and industry partnerships
- Recognition of competency-based and alternatives for prior learning
- Strengthen Career Services
- Use Focus Explorer in advising/career exploration

- Ask graduate "career output" questions

- Ask what they need, then don't get defensive

- Bring in guest speakers (employers)

- Create dialogue between faculty and employers

- Establish advisory boards at the departmental level

2b. What barriers are preventing higher education from doing these things now?

- Don't bring "team" approach to support adult learners

- Historically haven't always recognized employers

- Internal awareness across the campus is lacking – doesn't come from top down

- Lack of student confidence – when they build confidence they will be successful independently

- Many faculty only know academia

- Marketing issues – employers aren't aware of opportunities

- Resources lacking (personnel)

- Silo thinking

3. How can we better align degree production with workforce needs?

- Business intelligence tools – Burning Glass, CADR, EMSI

- Career pathway development

- Continuing education for real-time demands

- Gather employer input through sector/industry partnership

- Knowing the viable careers and paying a family sustaining wage
  - Number of 1099's vs. full-time growing

- Modular/Chunking stackable credentials

- Relationship with local workforce development boards
  - Serve on boards
  - Eligible training provider list
  - Career advising/Focus Explorer

- Support industry recognized credentials to complement degrees

- Tie into sector strategies work and update process

4a. How could we measure employment outcomes or employer satisfaction?

- How would we compare data nationally? Currently can't share data

- Internal employer surveys

- Measure employment status the first full quarter after graduation and the next three quarters

- National Association of Colleges and Employers is a good resource for data and surveys

- Percentage of students with applied learning experience
  - Has potential; Concerns and possible solutions are:
    - Must keep broad
      - Communication and technical skills
    - What about adult students already employed?
      - Special projects with current employer
    - Each state has different requirements if working in another state
      - Must keep updated list of requirements, but it's possible
    - Hard to locate applied learning opportunities for some majors
      - Think broadly about complementary opportunities

- QEP focused on experiential education

4b. Should these be included as metrics in the next strategic agenda?

- Employer satisfaction is difficult to measure

- Measuring it proves its importance at a higher level, which is needed

- Might be premature

5. How can we better communicate the value of humanities/liberal arts degrees to employers and help these students market themselves?

- Create "What I Can Do With 'X' Degree" lists by alumni

- Emphasize critical thinking skills inherent in these areas

- Emphasize the importance of "well rounded" individuals

- Help universities to encourage/allow academic crossover

- Higher education departments need to include project-based learning so that the departments can market humanities/liberal arts skills

- Let it be known a majority of entrepreneurs come from these areas

6. **How can we improve the career development function of campuses?**

- Academic department join professional associations

- Academic department take shared responsibility for career development
    - Alumni/Employer panels
    - Suggesting co-curricular

- Administrative buy-in and resources

- Build career development into curriculum

- Campus-wide effort – beyond Career Services

- Require learning of job search skills (e.g., résumé, interview, etc.)

- Research marketplace in relationship to career/career development

- Robust website for career development and job search (all students)

- What are the requirements of the career beyond degree?

2016-20 Strategic Agenda
Working Mission, Vision and Value Statements

Mission

To prepare students to excel in a global culture, create and apply new knowledge, and advance the Commonwealth's social, economic and civic health and well-being.

Vision

Kentucky will experience a higher standard of living and quality of life through increased educational attainment, research and innovation.

Values
- A culture of inclusion that provides equitable opportunities and embraces diversity
- A commitment to academic excellence and student success
- The value of postsecondary and adult education as critical investments in Kentucky's future
- The role of postsecondary and adult education as powerful tools to end poverty
- Access for all who are committed to the pursuit of postsecondary and adult education
- Collaboration and mutual respect among all postsecondary providers and education partners
- The power of business and community partnerships to advance the work of postsecondary and adult education
- A culture of accountability, transparency, and fiscal stewardship

Strategic Agenda Framework

The following draft framework reflects feedback and conversations from the April 16 and May 12 Strategic Agenda Steering Committee meetings, as well as input from campus representatives, senior CPE staff, and policy forum participants.

For consideration at the June Steering Committee meeting:
- **Review of high-level themes, issues and recommendations from the policy forums on Workforce Preparation, Research and Innovation, Regional and Community Development, and Student Success**
- **Proposed objectives in each of the priority policy areas**

As of June 10, 2015 - Revised

2016-20 Strategic Agenda Framework (DRAFT -- FOR DISCUSSION PURPOSES ONLY)

Priority Area	Priority Area Description	Alignment with Key Policy Issues	PROPOSED Objectives (measurable and tangible)
ACCESS (OR READINESS): *Kentucky will be stronger by ensuring that postsecondary education is broadly accessible to all citizens, students have the support and resources they need to pursue postsecondary opportunities, and all students enter college prepared for credit-bearing work.*	To meet the need for educated citizens and skilled employees in an increasingly competitive global environment, Kentucky must bring populations that traditionally have not pursued a degree or credential into the postsecondary pipeline. Barriers to postsecondary access are not limited to the lack of academic preparation. Financial limitations, lack of social or family support, insufficient guidance, navigating complex admission and financial aid processes, limited pathways from one level of postsecondary education to the next, and life responsibilities that inhibit students' ability to attend class can limit access to postsecondary education. Kentucky must pursue more collaborative and creative strategies and delivery models to engage and support all students in accessing a quality postsecondary experience.	• Early Outreach and Advising • Educator Quality and Effectiveness • Affordability • Campus Diversity • Innovative Program Delivery (i.e. competency-based and online education) • Adult Basic Education	• Improve college and career readiness among GED graduates, high school graduates, and returning adults. • Increase the effectiveness of Kentucky's K-12 and adult educators through improvements in teacher preparation and professional development programs. • Increase participation in postsecondary education, particularly among traditionally underserved populations (i.e. GED, low-income, underprepared, underrepresented minority and adult students) • Increase financial access to postsecondary education • Increase the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.

Priority Area	Priority Area Description	Alignment with Key Policy Issues	PROPOSED Objectives (measurable and tangible)
SUCCESS: *Kentucky will be stronger by ensuring more people complete college with the skills and abilities to be productive, engaged citizens.*	Kentucky's future depends on a well-educated citizenry. In large part, this depends on helping more students (working-age and traditional-age) advance through the educational system and graduate in less time. The first step is improving college and career readiness, which requires increased attention to educator effectiveness, improvements in developmental education, and basic adult education that prepares students not only for the GED, but for success in postsecondary education. Once in college, students need more advising, support, and engagement to help overcome barriers that lead to attrition. While degree production and completion rates are improving, fewer than half of full-time public university students graduate within six years, and less than a quarter of KCTCS students earn an associate degree within 3 years. Both percentages are well below the national average. These challenges are compounded when looking at the success rates of under-represented minority, lower income and underprepared students. We must do more to provide equitable education outcomes for all of our students.	• Developmental Education • Early College/Dual Credit • Transfer • College Completion • Achievement Gaps • Student Engagement • Academic Quality	• Increase the success of students entering postsecondary education with developmental education needs. • Increase student persistence and timely completion at all levels. • Narrow achievement gaps, particularly for GED graduates and lower-income, underprepared, underrepresented minority and adult students. • Increase the number of students transferring from 2-year to 4-year institutions and their timely completion of bachelor's degrees.

Priority Area	Priority Area Description	Alignment with Key Policy Issues	PROPOSED Objectives (measurable and tangible)
IMPACT *Kentucky will be stronger by generating new knowledge and research, improving its communities, increasing the educational attainment of its citizens, and producing a well-educated, highly-skilled workforce.*	Kentucky's colleges and universities are catalysts for economic, social and civic growth in their regions and throughout the state. College graduates are the backbone of Kentucky's workforce, and with the faculty and staff of these institutions, they provide the intellectual, entrepreneurial and creative capital necessary for a strong and vibrant economy and culture. The positive impact of postsecondary education on the lives of Kentuckians depends not only on the number and quality of graduates, but on the connection of programs and services to the state's economic and workforce priorities, the effect of research and innovation on the economy, and the leadership and involvement of campuses in driving change and improvement in their regions.	• Research and Innovation • Talent Pipeline Development • Regional Stewardship • Educational Attainment • Entrepreneurship and Business Support • Return on investment	• Increase basic, applied and translational research and foster a more entrepreneurial campus culture to create new knowledge and economic growth. • Increase the quality of life in Kentucky communities through regional stewardship and public service. • Increase the level of educational attainment and the number of degrees and credentials awarded to strengthen Kentucky's workforce and communities. • Strengthen alignment between degree and credential production and the state's economic priorities.

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STATEWIDE
TOWN HALL MEETINGS

Let your voice be heard!

The Council on Postsecondary Education is developing a statewide strategic agenda that will guide the work of Kentucky's public colleges and universities and adult education programs from 2016-2020. We are seeking your input on high-level issues like:

• Increasing enrollment in postsecondary and adult education.
• Ensuring more high school and GED graduates are ready for college.
• Producing more college degrees and credentials.
• Aligning degree programs to workforce needs.
• Growing the economies of Kentucky's regions and communities.

| **JULY 15**
6-8 p.m.

University of Pikeville | **JULY 16**
6-8 p.m.

Kentucky State University | **JULY 20**
6-8 p.m.

Somerset Community & Technical College | **JULY 21**
6-8 p.m.

Murray State University | **JULY 29**
6-8 p.m.

Northern Kentucky University |

These meetings are open to the public.

**For more information, call 502.573.1555, ext. 256
or visit cpe.ky.gov/planning/2016-20+Strategic+Agenda.htm**