

AGENDA
2016-20 Strategic Agenda Steering Committee
Council on Postsecondary Education
Tuesday, August 11, 2015
1:00 PM
Conference Room A

1. Welcome and Opening Remarks
 2. Discussion Items
 - a. Feedback from town hall meetings 2
 - b. Finalize policy objectives 8
 - c. Preliminary discussions on strategies and metrics for each objective 12
 - d. Timeline/Work Plan 24
 3. Other Business 25
 4. Adjournment
- Next Meeting: September 15, 2015 1:00-4:00 p.m., CPE Offices, Frankfort

TOWN HALL MEETINGS



Introduction

In July 2015, the Council on Postsecondary Education held five town hall meetings to hear public comments and feedback on a draft framework of the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Participants heard a contextual presentation from President Bob King that highlighted the progress and challenges experienced by the public postsecondary system over the last decade, followed by an update on the strategic planning process by Vice President of Policy, Planning and Operations Lee Nimocks. The rest of the evening was facilitated by the ECU Professional Facilitation Center and was designed to elicit comments from both individuals and tables working in small groups. The forums were held on the following dates and locations:

Date	Location	Attendance
July 15	Pikeville	39
July 16	Frankfort	47
July 20	Somerset	31
July 21	Murray	98
July 29	Highland Heights	79
Total		294

Biggest Challenges

The facilitators began the interactive part of each event with the prompt: “What do you feel is the biggest challenge facing postsecondary education in the next five to ten years?” In the smaller forums, participants shared their concerns via open mike sessions, while in the larger forums, participants shared via open mike and through written responses. (These half-sheets were collected by CPE staff and are paraphrased in this summary.) Participants’ responses overall were remarkably consistent, although some concerns were more pronounced in certain locations (e.g., the need for a public postsecondary institution in Pikeville, the need

for more online education in Somerset, and the need for a fair, consistent funding formula in Northern Kentucky). Financial constraints was by far the most common concern, followed closely by the low value that many Kentuckians place on postsecondary education.

Financial Constraints

- The General Assembly continues to cut higher education appropriations, and a larger portion of the pie is going to prisons, pensions and health care.
- Student affordability and college costs are a major concern.
- Rising student loan debt is a financial burden for students and a disincentive to college-going.
- State financial aid funding is not adequate. The General Assembly is not directing all lottery proceeds to state aid programs, and KEES awards are not keeping pace with rising costs.
- Kentucky lacks the will to raise more revenue through comprehensive tax reform.
- Budget cuts, increased fixed costs and deferred maintenance obligations are decreasing the financial viability of institutions.
- The use of adjuncts and part-time faculty to save money, as well as the reduction in student support services, is eroding quality.
- Attracting and retaining quality faculty has become increasingly difficult with non-competitive salary levels.

Value of Postsecondary Education

- Not enough Kentuckians value postsecondary education or feel it is relevant.
- The lack of jobs for college graduates is fueling notions that college is not worth it. College graduates are working minimum wage jobs and are not seeing a return on their investment.

- Economic stagnation, especially in rural areas of the state, is fueling the perception that college is not worth it.
- Kentucky secondary schools have not done a good enough job creating a college-going culture for all students.
- There is a lack of understanding among the general public that technical degrees/training programs count as “postsecondary education.” While it is true that not everyone needs a four-year degree, the vast majority of people need some education and training beyond high school to become part of the middle class.

College and Career Readiness

- We need to do a better job reaching out to families to educate them about the importance of sending their children to college.
- We must ensure Kentucky’s high school curriculum is rigorous (encourage STEM, AP, dual credit). Postsecondary education suffers the effects of “P-12 mediocrity.”
- We need to ensure that all students are encouraged to pursue postsecondary opportunities, even lower-achieving students.
- Students lack emotional readiness, determination, grit, motivation, and problem-solving skills that help them succeed in college.
- College advising in high school is insufficient; high school guidance counselors do not have the capacity to advise all students.
- We need to make it easier to fill out the FAFSA.
- We need to reduce the time students spend in developmental education, so they will not exhaust their aid on non-credit courses.

Postsecondary Education Advocacy

- We need to organize and mobilize alumni, students, community members, and others to advocate for increased funding for postsecondary education.
- All institutions need to stop competing over diminishing resources and band together with one common voice.

College and Career Alignment

- Colleges need to increase communication with employers to create a career-ready workforce.
- Employers need to have more skin in the game as well. Postsecondary students need access to internships, tuition reimbursement, and employer-subsidized programs.
- It is important that colleges teach soft skills as well as academic skills.
- Colleges need to teach core critical thinking and adaptability skills that will prepare students for any career, even those careers that don’t yet exist.
- Don’t underestimate the value of the liberal arts; these majors teach individuals transferable skills like communication and critical thinking.
- We must educate more Kentuckians before we can create meaningful economic development opportunities in rural areas of the state.

Teacher Preparation and Quality

- Teacher preparation programs need to be more rigorous and focus on pedagogical training much earlier in the process.
- Teachers need to learn how to accommodate diverse learning styles.
- Too many teachers leave the profession for higher-paying jobs in business and industry.
- High-performing teachers tend to teach in high-performing schools, and vice versa. This needs to change.
- Teaching is not a well-compensated or valued profession; the best and brightest go into other fields. If the United States paid teachers as well as Finland, we would attract the same level of talent.
- Too many teachers are teaching outside of their area of expertise (e.g., English teachers assigned to history courses). We need to align degree production in teacher preparation with workforce needs.

Lack of Innovation

- Kentucky needs multiple pathways to a bachelor's degree and multiple delivery formats, particularly for busy adults.
- We need to increase the number of completer degrees and articulation agreements between KCTCS and colleges and universities.
- Rural Kentuckians especially need access to affordable, quality postsecondary programs, both online and face-to-face. Broadband availability is still a concern. "Rural regions feel abandoned."
- Colleges need to be more nimble, change more quickly, and keep up with the latest technologies.
- Colleges need to be more creative in finding new revenue sources.

Low College Completion

- Retention and completion rates must increase, especially among low-performing populations like low-income, underprepared, and underrepresented minority students.
- There is a growing disparity in the skill levels of Americans versus the citizens of other countries.
- Kentucky must address large regional disparities in educational attainment.
- We need to move to a new completion rate that accounts for transfer students, part-time students, and others not in the traditional first-time, full-time cohort.

Other Concerns

- Government intrusion and regulation, however well-intentioned, is making it harder for institutions to do their job.
- We must do more to prevent academically talented Kentuckians from leaving the state (brain drain).
- Postsecondary education is not doing enough to enroll difficult-to-reach populations.
- Kentucky needs a fair, rational funding distribution model that rewards institutions based on performance.
- Education suffers from an over-reliance on high-stakes testing and other standardized assessments.

Feedback on the Focus Areas

In general, participants supported the three focus areas—opportunity, success, and impact—and liked that the Council was proposing to talk more directly about the positive impact postsecondary education has on the state's economy, communities, health, and welfare. The facilitators asked participants to choose the focus area that most interested them, and in small groups, discuss the strengths and weaknesses of its proposed objectives, as well as strategies that could be used to implement these objectives. Each table chose a scribe to record responses on flip charts and another individual to report out. The following comments are paraphrased from all of the responses collected from flip charts and captured from oral reports. Comments are listed in no particular order (comments that were off-topic or irrelevant have not been included).

Opportunity

- We must expand higher education/P-12 partnerships. Both sectors need to work together to deliver early awareness programs that expose students to college, interventions that reduce the need for postsecondary remediation, and professional development programs for P-12 educators and faculty.
- P-12 and postsecondary educators need to align their standards and expectations so that students understand what they need to know in order to be successful in college.
- More should be done to help students and families understand how to apply for college and the many options available to finance postsecondary education (more financial literacy and early college awareness activities are needed).
- Kentucky needs to conduct a public awareness campaign about the value of postsecondary education. Remember to reach students and families through places of worship, community centers, social service agencies, employers and schools.
- Consider requiring a high school course in college-going, or making every student apply to a

postsecondary institution as a graduation requirement.

- Allow students to use KEES money to pay for dual credit courses.
- We need more college advisors and mentors for high school students; high school guidance counselors do not have the capacity to perform this function adequately. We also need to ramp up advising for postsecondary students.
- More should be done to build a college-going culture in every region of the state.
- Linking college credentials to employment opportunities is important so that students understand the relevance of furthering their education.
- Expand P-12, postsecondary, and employer partnerships.
- We need to continue working with P-12 to increase college readiness and redesign developmental education so students can enter credit-bearing courses sooner. Consider using Kentucky Adult Education programs to provide more developmental education to students, since their services are free.
- Consider identifying rural students as a target population in the metrics, like we do for low-income and underrepresented minority students. There is still an access problem in rural Kentucky.
- We need to create more pathways to a four-year degree—from adult education programs, KCTCS certificate and degree programs, and the workplace.
- There should be more opportunities for place-bound adults to pursue four-year degree programs, and more access to financial aid. Online programs need to be affordable and of a high quality and include student support services.
- Improve financial aid access for students in certificate and training programs, as well as for part-time and nontraditional students.
- Teacher preparation programs need to be restructured. We need to use clinical models and be guided by the world's best performing countries

(like Finland). We need specific, targeted, differentiated instruction in P-12 and postsecondary education to teach diverse learners.

- There needs to be a more diverse teaching force in Kentucky (P-12 and postsecondary education); perhaps that would increase diversity in our colleges and universities.
- Consider administering high school equivalency exams other than the GED, like the HSET (administered in Tennessee) or TASC.
- Replicate the success of the Falcon Academy in Hickman, Kentucky, a program offering dual credit to adult education students and to high schools with high poverty rates.

Success

- College advising and support services need to be increased. We need to help all students navigate college in less time and limit the impact of changes in major, and we especially need to advise/mentor at-risk student populations.
- We need to increase 2-year to 4-year transfers and revise the metric so that students enrolled in universities don't count as transfers if they only take three hours over the summer at a KCTCS campus.
- Colleges and universities need to do more to prevent summer melt.
- The definition of completion needs to be broader than the traditional 6-year graduation rate. We need to move to a model like the SAM metric.
- Be careful that completion goals do not have the unintended consequence of increasing selectivity and decreasing access for marginalized populations. Also, if students achieve the goal they set out to achieve, this arguably could be considered success, even if they don't complete a degree or credential.
- We need to ensure that critical thinking, literacy, writing, and computation skills are embedded in every level of postsecondary education—from certificates to graduate and professional programs. We may be overemphasizing STEM or technical

programs and underemphasizing the value of the liberal arts.

- We need to improve teaching at the college level and update teaching styles and strategies to incorporate the latest evidence-based research in teaching and learning. Are colleges adapting to today's learner? We must share best practices to ensure they are being replicated across the state.
- Pay more attention to retention from the second year to the third year, as well as from the third year to the fourth year. There is a lot of emphasis on first-year retention, but then efforts wane.
- Ensuring academic quality is important, but how do you measure this? Quantitative measures alone are not adequate.
- Consider tying some institutional rewards to job placement and employment after graduation, since this is the most important outcome for the public.
- We need to do more to foster innovation in public postsecondary education—from program delivery to teaching methods to university operations.
- Involve students in the creation of strategies to eliminate barriers or tripwires that stand in the way of college completion.

Impact

- CPE should re-establish P-16 Councils in local areas. They were a driving force in promoting collaboration among educators across the spectrum.
- Colleges should integrate more entrepreneurship training into academic programs so that students will not just be job-seekers, but job creators (e.g. art majors could learn how to market themselves and create small businesses).
- Don't assume the comprehensive universities have no role in basic research.
- There is quite a bit of overlap between basic/applied/translational research initiatives and community outreach initiatives at our universities.
- We need to promote partnerships, like the University Center of the Mountains, which

encourage cooperation instead of competition between public and private institutions.

- CPE needs to highlight each university's program(s) of strength—not every institution needs to be all things to all people.
- Encourage universities to sit down with community leaders and understand what their service region needs.
- Just persisting and completing college isn't enough; students need internships, service learning, and other applied learning opportunities.
- Career services must be improved on college campuses. Consider funding incentives for institutions to support employer partnerships and provide students with more job shadowing and internship opportunities. Use career assessments to guide students to careers and majors.
- Do we really want to align degree programs with workplace needs? It seems difficult to determine what state needs will be in the immediate future, much less in the long-term. All degrees should impart individuals with critical thinking, problem solving and basic foundational skills that transfer to a multitude of careers. We should ask universities to ensure foundational/employability skills are being taught in all academic programs.

Conclusion

At the end of each town hall meeting, facilitators asked participants to finish this sentence: "In order to be successful with this agenda, CPE, the institutions, and other stakeholders must..." Participants wrote their responses on half-sheets of paper, which are paraphrased here, in no particular order:

- Advocate for the restoration of higher education funding from the General Assembly. Be more creative in finding alternative funding sources. Use limited resources efficiently. "We can't keep fighting over a piece of pie that's always shrinking. We need a bigger pie."

- Increase communication and partnerships with institutions, local communities, P-12 education, and other key partners and stakeholders with “boots on the ground” (this means listening more, not just speaking). Increase input and participation from business and industry, as well as from students and families. Engage at the grassroots level to promote change.
- Promote cooperation instead of competition among institutions. Put territorial disputes aside and work for the common good.
- Start college outreach and awareness activities earlier.
- Implement a public awareness campaign to communicate the value of postsecondary education (not just 4-year degrees, but certificates and technical degrees as well). Demonstrate its value in terms of employment opportunities and salaries, as well as other benefits to the state of Kentucky. Stress the importance of life-long learning.
- Improve CPE’s role in disseminating information and research to inform public opinion.
- Create an outcomes-based funding model with clear objectives, including employment outcomes. Direct additional funding to partnerships to encourage collaboration on specific initiatives.
- Advocate for adequate financial aid funding at the national and state levels. Students need enough money to complete a degree, not just fund part of their education.
- Increase innovation in higher education, especially in delivery models that can reach place-bound students where they are. These need to be flexible, adaptable, and affordable.
- Be proactive, bold, strong, daring, independent and brave—don’t be afraid to upset the status quo.
- Promote culturally responsive teaching and globally competitive students. Increase diversity on campus and among P-12 teachers and postsecondary faculty and staff.
- Higher education needs to earn the public’s trust. If higher education institutions demonstrate successful outcomes, then the state will be more likely to invest in them.
- Promote research-based best practices.
- Do more to eradicate poverty and regional disparities.
- Increase expectations for all students at all levels.
- Focus more on students and counselors and less on politics and public relations.
- Improve/revamp teacher preparation programs.
- Prioritize what’s most important—not “just do it,” but rather, “what’s doable?”
- Resist one-size-fits-all solutions for the entire state. Recognize the different needs and priorities of individual regions and institutions.

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

FOCUS AREA	POLICY OBJECTIVES	
	Proposed Changes from June Mtg.	Notes
OPPORTUNITY Ensure that postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities and all students enter postsecondary education prepared for credit-bearing work.	1. Increase the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.	No change
	2. <u>Partner with Kentucky's P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.</u>	Clarified the importance of the partnership with P-12 to achieve objective, and simplified language.
	3. Increase participation in postsecondary education, particularly among traditionally underserved populations (i.e. low-income, underrepresented minority and adult students)	No change
	▼	Propose that this become a key strategy to achieve objective #2 rather than a stand-alone objective.

Deleted: Improve college and career readiness among GED graduates, high school graduates, and returning adults

Deleted: Increase the effectiveness of Kentucky's K-12 and adult educators through improvements in teacher preparation and professional development programs.

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FOCUS AREA	POLICY OBJECTIVES	
	Proposed Changes from June Mtg.	Notes
	4. <u>Increase the number of Kentucky Adult Education students earning career readiness certifications or transitioning to postsecondary education.</u>	Added objective clarifies Kentucky Adult Education students and system as distinct from postsecondary “adult” students.
	5. Increase financial access to postsecondary education	No change

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FOCUS AREA	POLICY OBJECTIVES	
	Proposed changes from June mtg.	Notes
SUCCESS Ensure more people complete college with the skills and abilities to be productive, engaged citizens.	6. <u>Increase persistence and completion for all students, particularly for low-income, underprepared and underrepresented minority students.</u>	The first three objectives were combined to reduce duplication but maintain focus on success of target populations (low-income, underprepared, adults and underrepresented minority students).
	▼	
	▼	
	7. Increase the number of students who transfer from 2-year to 4-year institutions and their timely completion of bachelor's degrees.	No change
	8. <u>Promote academic excellence through improvements in teaching and learning.</u>	This objective was suggested to ensure that the focus of our student success work was on the quality as well as quantity of degrees awarded.

Deleted: Increase the success of students entering postsecondary education with developmental education needs.

Deleted: Increase student persistence and timely completion at all levels.

Deleted: Narrow achievement gaps, particularly for GED graduates and lower-income, underprepared, underrepresented minority and adult students.

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

FOCUS AREA	POLICY OBJECTIVES	
	Proposed changes from June Mtg.	Notes
IMPACT Strengthen the Commonwealth through innovation and research, improving communities, increasing the educational attainment of citizens, and producing a well-educated, highly-skilled citizenry prepared for life and work.	9. Increase the level of educational attainment <u>in the Commonwealth</u> and the number of degrees and credentials awarded.	Clarifying language
	10. <u>Increase the</u> alignment between degrees and credentials awarded and the state's economic priorities.	Clarifying language
	11. Increase basic, applied and translational research to create new knowledge, <u>accelerate innovation</u> and <u>promote</u> economic growth.	"Entrepreneurial campus culture" is not clear. It was suggested that that focus on entrepreneurship be included in the strategies that support this objective.
	12. <u>Expand</u> regional <u>partnerships, outreach</u> and public service <u>that improve the quality of life in Kentucky communities</u> .	Language in objective was reversed to focus on the work of the postsecondary system.

Deleted: Strengthen

Deleted: and foster a more entrepreneurial campus culture

Deleted: Increase the quality of life in Kentucky communities through

Deleted: stewardship

FOCUS AREA	OBJECTIVES AND STRATEGIES	
	OBJECTIVES	SUGGESTED STRATEGIES FROM TOWN HALLS AND POLICY FORUMS
<div>➡</div> <div>OPPORTUNITY</div> <div>Ensure that postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities and all students enter postsecondary education prepared for credit-bearing work.</div>	Increase the diversity and inclusiveness of Kentucky’s campuses through the statewide diversity planning process and related initiatives.	<ul style="list-style-type: none">• Work with GEAR UP KY, K-12 and other statewide partners to improve early college awareness and readiness in middle and high school. This includes not only academic readiness, but social maturity, career readiness, and financial literacy. Secure another round of federal funding support Kentucky’s Gear Up program.• Provide flexible, affordable, competency-based postsecondary programs geared toward adults.• Expand Project Graduate, an effort to re-enroll adults with at least 80 hours of credit toward a bachelor’s degree, or 30 hours of credit toward an associate degree.• Coordinate a statewide awareness campaign that communicates the value of a postsecondary degree.• Recruit more diverse students into teacher preparation programs.• Work with Kentucky Rising partners to incorporate clinical models into teacher preparation programs and increase the effectiveness of K-12 educators.• Create more AP, IB, dual credit/enrollment and early college experiences for students, and ensure they are of uniform quality and accessibility.• Expand the availability of contextualized adult education programs that incorporate basic academic skill training with career and technical training (e.g., Accelerating Opportunity).
	Partner with Kentucky’s P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.	
	Increase participation in postsecondary education, particularly among traditionally underserved populations (i.e. low-income, underrepresented minority and adult students)	
	Increase the number of Kentucky Adult Education students earning career readiness certifications or transitioning to postsecondary education.	

FOCUS AREA	OBJECTIVES AND STRATEGIES	
	OBJECTIVES	SUGGESTED STRATEGIES FROM TOWN HALLS AND POLICY FORUMS
	Increase financial access to postsecondary education	<ul style="list-style-type: none">• Advocate for sufficient state operating support and financial aid support to reduce pressure on tuition and keep college affordable.• Support federal efforts to simplify FAFSA completion by using prior-year tax data. This tax data would automatically populate an electronic form so parents or students would not have to enter it themselves.• Improve financial literacy and transparency about the true cost of college once financial aid is awarded and room and board, books, and other expenses are considered. Simplify college cost calculators and provide more standard language and definitions across the state. Improve advising for students and families regarding student debt.• Work with the General Assembly, KHEAA and other partners to achieve compliance with existing statutes regarding the amount of lottery money that should go to state financial aid programs.• Evaluate all of the current state mandated tuition waivers and associated costs and assess whether they should continue.

FOCUS AREA	OBJECTIVES AND STRATEGIES	
	OBJECTIVES	SUGGESTED STRATEGIES FROM TOWN HALLS AND POLICY FORUMS
<div>SUCCESS</div> <div>Ensure more people complete college with the skills and abilities to be productive, engaged citizens.</div>	Increase persistence and completion for all students, particularly for low-income, underprepared and underrepresented minority students.	<ul style="list-style-type: none">• Reduce the number of credits needed to graduate from a bachelor’s degree program to 120 hours, except when prohibited by accreditation standards.• Increase cultural competence on college campuses among faculty, staff and students so that all students are welcomed, valued, supported, and accommodated.• 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.• Expand the 15 to Finish Campaign, which encourages full-time undergraduate students to take 15 credit hours a semester to finish on time and with less expense.• Improve student advising at the postsecondary level through additional resources, increasing the role of faculty in advising, or other research-based best practices.• Increase 2-year to 4-year transfer by providing more degree pathways, completer (2+2) programs, and transfer advising that incorporates KnowHowToTransfer.org.• 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.• 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.• Implement research-based best practices to accelerate persistence and completion for low-income, underprepared, and underrepresented minority students.
	Increase the number of students who transfer from 2-year to 4-year institutions and their timely completion of bachelor’s degrees.	
	Promote academic excellence through improvements in teaching and learning.	

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FOCUS AREA	OBJECTIVES AND STRATEGIES	
	OBJECTIVES	SUGGESTED STRATEGIES FROM TOWN HALLS AND POLICY FORUMS
		<ul style="list-style-type: none">• Implement a new funding model with a performance-based component to reward institutions for increases in persistence and completion.• Provide more pedagogical training and professional development opportunities for faculty members.

FOCUS AREA	OBJECTIVES AND STRATEGIES	
	OBJECTIVES	SUGGESTED STRATEGIES FROM TOWN HALLS AND POLICY FORUMS
<div>16</div> <div>IMPACT</div> <div>Strengthen the Commonwealth through innovation and research, improving communities, increasing the educational attainment of citizens, and producing a well-educated, highly-skilled citizenry prepared for life and work.</div>	Increase the level of educational attainment in the Commonwealth and the number of degrees and credentials awarded.	<ul style="list-style-type: none">• Develop an overarching educational attainment goal to drive improvement and create a common understanding of the value of postsecondary education to state, regional and local economies. Enlist business and community champions to help carry the message.• Create a statewide research clearinghouse to enable investors, businesses, and industries to connect with university researchers engaged in projects with commercialization potential.• Implement a public awareness campaign and annual research award to articulate the value of basic and applied research, and the impact of this work on Kentucky’s economic and community competitiveness.• Promote collaborative research efforts among universities to leverage faculty expertise, and expand commercialization and technology transfer.• Secure additional funding for research and innovation through the Endowment Match Trust Fund (Bucks for Brains) or other funding approaches.• Work with the employer community, foundations, and the state to provide “work and learn” opportunities in all academic programs, including experiential or project-based learning, co-ops, internships, externships and clinical experiences.• Improve career planning through earlier advising, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training in all disciplines. Make career development a priority for campus administrations and a key strategy for student success.• Create incentives to encourage faculty to engage with employers and develop a better understanding of the business environment.• Better align academic programs with workforce needs through regular, meaningful employer input,
	Increase the alignment between degrees and credentials awarded and the state’s economic priorities.	
	Increase basic, applied and translational research to create new knowledge, accelerate innovation and promote economic growth.	
	Expand regional partnerships, outreach and public service that improve the quality of life and health in Kentucky communities.	

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FOCUS AREA	OBJECTIVES AND STRATEGIES	
	OBJECTIVES	SUGGESTED STRATEGIES FROM TOWN HALLS AND POLICY FORUMS
		<p>use of business intelligence tools to identify current and emerging workforce demands, and stackable credentials that can lead to additional education/training.</p> <ul style="list-style-type: none">• Support postsecondary programs and services that enhance the health of Kentucky citizens through regional outreach activities, extension services, and academic and professional healthcare programs.• Strengthen communication and planning between higher education and regional/community leaders to identify issues and align resources and programs to address pressing challenges.

Priority Area	Draft Objectives	Proposed Performance Metrics ⁱ , Contextual Metrics ⁱⁱ and Reports ⁱⁱⁱ
OPPORTUNITY <i>Ensure that postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities and all students enter postsecondary education prepared for credit-bearing work.</i>	1. Increase the diversity and inclusiveness of Kentucky’s campuses through the statewide diversity planning process and related initiatives.	a. Performance Metric: This objective is designed to align statewide diversity planning and evaluation with the broader strategic agenda. Institutions track and report on a number of performance metrics through the diversity planning process to maintain eligibility to offer new degree programs. Performance on Objective 1 would be indicated by the positive or negative outcome on an institution’s degree eligibility review. (institution level)
	2. Partner with Kentucky’s P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.	a. Performance Metric: Percent of recent Kentucky high school graduates entering postsecondary education in Kentucky who meet statewide readiness standards (state and regional level) b. Contextual Metric: Percent of all recent Kentucky high school graduates who meet statewide readiness standards. (state and regional level) c. Performance Metric: Percent of entering, degree-seeking undergraduates who are underprepared in English and who complete a credit-bearing course in English within an academic year. (institution level) d. Performance Metric: Percent of entering, degree-seeking undergraduates who are underprepared in mathematics and who complete a credit-bearing course in mathematics or quantitative reasoning within an academic year. (institution level) e. Contextual Metric: Percent of recent Kentucky high school graduates who earned postsecondary credit through dual credit programs. (state and regional level) f. Contextual Metric. The median number of dual credit hours earned by Kentucky high school graduates. (state and regional level) <div><div>i.</div><div>Career and Technical Education (CTE) credit hours</div><div>ii.</div><div>General Education credit hours</div></div> g. Report: presented annually to the Council about educator preparation and professional development offered by Kentucky’s postsecondary institutions. The report, drafted by CPE staff in consultation with campus officials, the Kentucky Center for Education and Workforce Statistics, the Kentucky Department of Education, and the Professional Standards Board, will include key information related to teacher preparation including, for example, demographic information of entering cohorts, licensure information, degrees produced by program area, employment outcomes,

Priority Area	Draft Objectives	Proposed Performance Metrics ⁱ , Contextual Metrics ⁱⁱ and Reports ⁱⁱⁱ
		percent of per-service teachers completing clinical model programs, first year teaching experiences as measured by the TELL survey, and highlights of program innovations and effective practices.
	3. Increase participation in postsecondary education, particularly among traditionally underserved populations (i.e. low-income, underrepresented minority and adult students).	<div>a. Performance Metric: Percent of recent Kentucky high school graduates who attend any Kentucky postsecondary institution the fall after graduation (state and regional level).<div>i. Low income (free and reduced lunch)</div><div>ii. Underrepresented minority</div></div> <div>b. Performance Metric: The percent of Kentuckians age 25-64 with no postsecondary credential or degree enrolled in a Kentucky postsecondary institution (state and regional level)</div> <div>c. Contextual Metric: Fall enrollment, by level (institution level)<div>i. Low income (Pell)</div><div>ii. Underrepresented minority</div></div>
	4. Increase the number of Kentucky Adult Education students earning career readiness certifications or transitioning to postsecondary education.	<div>a. Performance Metric: Percent of Kentucky Adult Education students who enroll in a Kentucky postsecondary education institution within two years of obtaining a high school equivalency diploma (state level)</div> <div>b. Performance Metric: Percent of Kentucky Adult Education students who earn a National Career Readiness Certificate within a year of obtaining a high school equivalency diploma (state level)</div>
	5. Increase financial access to postsecondary education.	<div>a. Performance Metric: Net general fund appropriations for public postsecondary institutions (adjusted for inflation). Does not include state financial aid (state and sector level)</div> <div>b. Performance Metric: Currently reviewing the following options:<div>i. Average unmet need – The gap between gross need (cost of attendance minus expected family contribution) and all available support provided by a student’s total financial aid package, by income quartile (sector and institution level)</div></div>

Priority Area	Draft Objectives	Proposed Performance Metrics ⁱ , Contextual Metrics ⁱⁱ and Reports ⁱⁱⁱ
		<div><div>ii. Net price for low and moderate income students - Total cost of education for a first-time, full-time undergraduate, minus any grant or scholarship aid for the two lowest income quartiles (sector and institution level)</div><div>c. Performance Metric: Median student loan debt of bachelor’s degree graduates (institution level)</div><div>d. Contextual Metric: Three-year cohort default rate for federal student loans for completers and non-completers (institution level)</div></div>
<div><div>SUCCESS:</div><div>Ensure more people complete college with the skills and abilities to be productive, engaged citizens.</div></div>	<div>6. Increase persistence and completion for all students, particularly for low-income, underprepared, and underrepresented minority students.</div>	<div><div>a. Performance Metric: Three and six year graduation rates of first-time, full-time degree-seeking undergraduate students (IPEDS methodology) (state and institution level)<div><div>i. Low income (Pell)</div><div>ii. Underrepresented minority</div><div>iii. Underprepared</div></div></div><div>b. Performance Metric: First to second-year retention of first-time, full-time degree-seeking students (state and institution level)<div><div>i. Low income (Pell)</div><div>ii. Underrepresented minority</div><div>iii. Underprepared</div></div></div><div>c. Performance Metric: Average number of credits earned by bachelor degree graduates at four-year institution and associate’s degree graduates at KCTCS (state and institution level)</div><div>d. Contextual Metric: Student persistence, disaggregated by income, minority status, and preparation level (institution level)<div><div>i. Second to third persistence of first-time, full-time degree-seeking students</div><div>ii. Third to fourth-year persistence of first-time, full-time degree-seeking students</div></div></div><div>e. Contextual Metric: Student progression, disaggregated by income, minority status, and preparation level (institution level)</div></div>

Priority Area	Draft Objectives	Proposed Performance Metrics ⁱ , Contextual Metrics ⁱⁱ and Reports ⁱⁱⁱ
		<p>level)</p> <ul style="list-style-type: none">i. Percent of first-time, full-time, degree-seeking freshman earning 30 or more credit hours in their first year;ii. Percent of first-time, full-time, degree-seeking freshman earning 60 or more credit hours by the end of their second year;iii. Percent of first-time, full-time, degree-seeking freshman earning 90 or more credit hours by the end of their third year. <p>f. Contextual Metric: Percent of full-time undergraduate students beginning at a Kentucky postsecondary institution who graduate from their home campus or any Kentucky postsecondary institution within six years for a bachelor’s degree program or three years for an associate degree program (state and institution level)</p>
	7. Increase the number of students who transfer from 2-year to 4-year institutions and complete degrees.	<ul style="list-style-type: none">a. Performance Metric: Number of native KCTCS students transferring credit hours to a public or independent postsecondary institution in Kentucky within the academic year as a degree seeking student. (institution level)b. Contextual Metric: Percent of KCTCS students who transfer to a Kentucky four-year public or independent college or university with an associate degree (state level)
	8. Promote academic excellence through improvements in teaching and learning.	<ul style="list-style-type: none">a. Performance Metric: Institutions, in consultation with CPE, will identify 2-3 measures of academic quality that advance the broader goals and mission of the institution as identified in each campus strategic plan. (institution level)
IMPACT <i>Strengthen the Commonwealth through innovation and research, improving communities, increasing the educational</i>	9. Increase the level of educational attainment in the Commonwealth, and the number of degrees and credentials awarded.	<ul style="list-style-type: none">a. Performance Metric: The percent of Kentuckians age 25-64 with a postsecondary certificate or degree. (state and region level)b. Performance Metric: Total number of degrees and credentials conferred, by level. (state and institution level)c. Contextual Metric: Number of degrees and credentials conferred, by level and by demographic status: (state and institution level)<ul style="list-style-type: none">i. Pellii. Underrepresented minority

Priority Area	Draft Objectives	Proposed Performance Metrics ⁱ , Contextual Metrics ⁱⁱ and Reports ⁱⁱⁱ
attainment of citizens, and producing a well-educated, highly-skilled citizenry prepared for life and work.		<div>iii. Underprepared</div> <div>iv. Adult (age 25 or older) at time of entry</div>
	10. Increase the alignment between degrees and credentials awarded and the state’s workforce needs.	<div>a. Performance Metric: STEM degrees and credentials conferred, by level. (sector and institution level)</div> <div>b. Peformance Metric: Other degrees and credentials in high-demand occupational areas identified by organziations including the Kentucky Education and Workforce Cabinet, the Economic Development Cabinet, and the Council on Postsecondary Education.</div> <div>c. Report presented to the Council annually about the workforce outcomes of Kentucky graduates. The report, drafted by CPE staff in consultation with the Kentucky Center for Education and Workforce Statistics and campus officials, will include data about employment outcomes and salary levels or graduates 3, 5 and 10 years out. The report will provide workforce supply/demand information. It also will highlight campus strategies and effective practices to improve career development services, internships and other applied learning oppoportunities, and student transitions from college to the workplace.</div>
	11. Increase basic, applied and translational research to create new knowledge, accelerate innovation and promote economic growth.	<div>a. Performance Metric: Total annual research expenditures: federal, state/local, industry, non-profit, institutional and other (from Higher Education Research and Development Survey) (state and institution level – no KCTCS)</div> <div>b. Contextual Metric: Percent of master’s degree candidates completing a thesis in an academic year (institution level, comprehensive universities only)</div> <div>c. Other Metrics – (TBD)</div>

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

Priority Area	Draft Objectives	Proposed Performance Metrics ⁱ , Contextual Metrics ⁱⁱ and Reports ⁱⁱⁱ
	12. Expand regional partnerships, outreach and public service that improve the quality of life in Kentucky communities.	a. Institutions’ annual performance presentations to the Council will include information highlighting regional development activities, outreach and public service that have a demonstrated impact, address regional priorities, and engage community partners such as businesses, government or non-profits. (institution level)

ⁱ **Performance Metrics**, for the purposes of the Kentucky’s state accountability and reporting system, are measures for which five-year performance targets have been set. These metrics may be calculated at the state, regional, sector or institution level and progress will be highlighted in annual institutional performance presentations and state accountability reports.

ⁱⁱ **Contextual Metrics** provide additional information to help monitor progress toward the objective. Performance targets will not be set for these metrics. However, they will be tracked and reported on an ad hoc basis and through the accountability dashboard.

ⁱⁱⁱ **Reports** provide a broad overview of progress on a particular objective. They may include both quantitative and qualitative information, as well as recommendations for improvement. Performance targets are not set for the information provided in the reports. They are presented to the Council annually.

**Council on Postsecondary Education
2016-20 Strategic Agenda Planning Process**

UPDATED - August 6, 2015

Fall 2015, Key Meetings Dates	Group	Location	Proposed Topics	
Aug 11 Tues	1:00 PM - 4:00 PM	Steering Committee with Provosts	CPE offices	finalize objectives; preliminary discussion on metrics and strategies; discuss public town hall meetings
Aug 14 Friday	1:00 PM - 4:00 PM	Metrics Advisory Committee, Mtg. #3	CPE offices	Finalize metrics recommendations for policy area 1; review metrics for policy areas 2 & 3
Aug 27 Thurs	1:00 PM - 4:00 PM	Metrics Advisory Committee, Mtg. #4	CPE Offices	Finalize metrics recommendations for policy areas 2 & 3
Aug 30 Tues	11:00 AM	Education Deans	CPE Offices	Discuss Strategic Agenda and metrics/report related to teacher quality and effectiveness
Sept 2 Wed	11:00 AM	Presidents	CPE Offices	Strategic Agenda update; metrics discussion related to performance funding
Sept 15 Tues	1:00 PM - 4:00 PM	Steering Committee	CPE Offices	Continued discussion and evaluation, metrics and strategies
Sept 28-29	Mon-Tues	Trusteeship Conference	Lexington	Present Strategic Agenda framework and objectives
Sept 29 Wed	1:00 PM	CPE Meeting	Lexington	Strategic Agenda update; review framework, and draft metrics/strategies
Oct 6 Tues	1:00 PM	Steering Committee	CPE Offices	Finalize metrics and strategies; review theme and preliminary narrative for the Strategic Agenda
Oct 7 Wed	11:00 AM	Presidents	CPE Offices	Strategic Agenda update; review framework, and draft metrics/strategies/theme
Early Nov	Proposed Mtg.	Steering Committee	CPE Offices	Review/adopt draft Strategic Agenda
Nov 4 Wed	11:00 AM	Presidents	CPE Offices	Review draft Strategic Agenda and accountability structure
Nov 13 Fri	9:00 AM	CPE Meeting	Gateway Community and Technical College	Review draft Strategic Agenda
Feb, 2016		CPE Retreat and Meeting	TBD	Approve Final Strategic Agenda; public launch

2015 Governor’s Conference on Postsecondary Education Trusteeship

“A Vision for the Future, A Plan for the Present”

September 28-29, 2015

Marriott Griffin Gate Resort and Spa ~ Lexington, Kentucky

Monday, Sept. 28	7:00-9:00 a.m.	CONFERENCE REGISTRATION Visit the registration desk for conference information, materials, and answers to general questions.
	9:00-10:15 a.m.	Welcome Glenn Denton, Council Chair Conference Overview Robert King, President, Council on Postsecondary Education Keynote Speaker Dr. Jose Bowen (confirmed) José Antonio Bowen is President of Goucher College and author of <i>Teaching Naked: How Moving Technology out of Your College Classroom will Improve Student Learning</i> , which won the Ness Award for Best Book on Higher Education (2013) from the American Association of Colleges and Universities. Bowen will discuss forces that will transform higher education in the future, and how technology can be harnessed to improve student engagement and success.
	10:15-11:55 a.m.	The Future of Governance: Creating Consequential Boards Keynote Speaker Dr. William E. “Brit” Kirwan (confirmed) William E. Kirwan, former president and chancellor of the University of Maryland, is a nationally recognized authority on critical issues shaping the higher education landscape. Dr. Kirwan will discuss “ <i>Consequential Boards: Adding Value Where it Matters Most</i> ,” a report of the National Commission on College and University Board Governance. This report discusses the multiple risks facing higher education today and the changes in governance needed to address them. Effective boards must be at forefront of these changes because their fiduciary role requires them to focus on strategic long-term issues and the intersection of internal and public interests. Dr. Kirwin will outline seven recommendations in support of the distinct role only boards can play in improving institutional value through more effective governance. Moderator: Aaron Thompson, Executive Vice President, Council on Postsecondary Education Responding Panelists: <ul style="list-style-type: none">• Research university board member• Regional university board member – Karen Bearden-KSU (confirmed)• Community & technical college board member• Independent college board member

DRAFT AGENDA – as of July 31, 2015

12:00-1:30 p.m.	LUNCH Introduction: TBD Presenter: Governor Steve Beshear (confirmed) Presentation of Oak and Acorn Awards			
1:45-2:45 p.m.	CONCURRENT BREAKOUT SESSIONS			
	MEETING FISCAL CHALLENGES Brit Kirwin <i>Chancellor, University System of Maryland</i> (confirmed) After a decade of state higher education budget cuts, institutions are under increased pressure to secure new revenue sources while keeping tuition affordable. Dr. Kirwin will discuss strategies for board members to manage fiscal challenges, including suggestions for becoming more effective advocates of postsecondary education with lawmakers, philanthropists, and the public. Intro/Moderator: Lee Nimocks	CRITICAL LEGAL ISSUES FOR BOARDS Nancy E. Tribbensee <i>Sr. VP for Academic, Legal & External Affairs, Arizona Board of Regents</i> (confirmed) The myriad legal issues facing colleges and universities have made it to the boardroom. As laws change and regulations increase, boards need to know the right questions to ask about fiduciary responsibilities, liability issues, sexual misconduct, student safety and other hot topics. Intro/Moderator: Travis Powell Panelists: <ul style="list-style-type: none">• Bill Thro, UK General Counsel (confirmed)• Jane Fitzpatrick, MoSU General Counsel (confirmed)	BUILDING AN INCLUSIVE CAMPUS Tia Brown McNair <i>Sr. Director for Student Success, Office of Diversity, Equity, and Student Success, AAC&U</i> (confirmed) Boards have a responsibility to ensure their campus climate is inclusive, supportive, and helps all students thrive both academically and socially. McNair, a nationally recognized expert on “inclusive excellence,” will share experiences and best practices from around the nation. Intro/Moderator: Aaron Thompson	STUDENT PANEL W/PRICHARD COMMITTEE

DRAFT AGENDA – as of July 31, 2015

2:45-3:00 p.m.	BREAK			
3:00-4:00 p.m.	CONCURRENT BREAKOUT SESSIONS – REPEAT			
	MEETING FISCAL CHALLENGES	CRITICAL LEGAL ISSUES FOR BOARDS	BUILDING AN INCLUSIVE CAMPUS	STUDENT PANEL W/PRICHARD COMMITTEE
4:00-5:15 p.m.	<p>HIGHER EDUCATION OUTLOOK: A DISCUSSION WITH KEY POLICY LEADERS</p> <p>Fiscal challenges and constraints, college access and affordability, increased regulatory scrutiny—these are just a few of the issues at the forefront of national higher education policy discussions. In this interactive session, Kentucky legislative leaders will discuss what higher education issues will take center stage during the General Assembly’s 2016 budget session.</p> <p>Introduction: Robert L. King, President, CPE</p> <p>Moderator: Al Cross (confirmed), <i>Director, University of Kentucky Institute for Rural Journalism, former Courier Journal reporter</i></p> <p>Panelists: Senator David Givens, <i>President Pro Tem</i> (confirmed) Representative Greg Stumbo, <i>Speaker of the House</i> (previously confirmed, now inviting representative for his behalf) <i>(Invited 6/15/15, reminder sent 7/13/15)</i> <i>Senator Ray Jones, Minority Floor Leader</i> <i>Representative Jeff Hoover, Minority Floor Leader</i></p>			
5:15-7:00 p.m.	<p>NETWORKING RECEPTION</p> <p>Enjoy an opportunity to interact and network with your peers at the reception. Heavy hors d’oeuvres and cash bar.</p> <p>ENTERTAINMENT – TBD</p>			
7:00-7:45	<p>UNDERWATER DREAMS (optional)</p> <p>Join us for a special screening of the film <i>Underwater Dreams</i>, the true story of how the sons of undocumented Mexican immigrants learned how to build an underwater robot from Home Depot parts, and defeat engineering powerhouse MIT in the process. The film was screened the 2015 annual GEAR UP Conference, hosted by the NCCEP.</p>			

DRAFT AGENDA – as of July 31, 2015

Tuesday, Sept. 29	6:30-7:15 a.m.	Walking Group Get your juices flowing for the second day of the conference by joining the morning walking group. Meet in the main lobby at 6:30 a.m. for a guided walk around a small portion of Lexington’s famous Legacy Trail, located across Newtown Pike and the Marriott Griffin Gate. (Cancelled if rains.) Venue: The Legacy Trail is a 12-mile walking, biking, interpretive trail and public art venue. The Trail begins in the East End of downtown Lexington at the Issac Murphy Memorial Art Garden and runs to the Kentucky Horse Park.		
	7:30 a.m.	CONFERENCE INFORMATION TABLE OPENS Visit the registration desk for conference information, materials, and answers to general questions.		
	7:30-8:45 a.m.	BOARD CHAIR BREAKFAST	PRESIDENTS’ BREAKFAST	NETWORKING BREAKFAST (all other conference participants)
	9:00-10:00 a.m.	STRATEGIC AGENDAS & WHY THEY MATTER Introduction: Aaron Thompson, Executive Vice President, Council on Postsecondary Education Presenter: Ranjit Sidhu Ranjit Sidhu is the president and CEO of the National Council for Community and Education Partnerships (NCCEP). He will explain the critical importance of raising America’s educational attainment, and will discuss how effective strategic plans can drive both educational and economic improvement.		
	10:00-11:30 a.m.	THE 2016-20 STRATEGIC AGENDA A draft of the 2016-20 CPE Strategic Agenda will be revealed. President Bob King will overview the planning process and will discuss the components of the new plan and professional facilitators will gather input from the trustees and regents.		
	11:30-1:00 p.m.	LUNCH The gubernatorial candidates have been invited to share their ideas for improving Kentucky’s educational attainment and quality of life. Introductions: TBD <ul style="list-style-type: none"> • Jack Conway (confirmed) • Matt Bevin (confirmed) 		

Tuesday, September 29 - Following the Trusteeship Conference

1:30-3:30 p.m. CPE Business Meeting