

AGENDA

Strategic Agenda Workgroup

Council on Postsecondary Education

Tuesday, September 15, 2015

1:00 PM

Conference Room A

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1. Welcome and Opening Remarks
 2. Discussion Items 2
 - a. Draft Performance Metrics
 - b. Draft Strategies
 3. Updates
 - a. Student Focus Group
 - b. 2015 Governor's Conference on Postsecondary Education Trusteeship
 4. Other Business
 5. Adjournment
- Next Meeting: October 6, 2015 1:00-4:00 p.m., CPE Offices, Frankfort

2016-20 Strategic Agenda, Objectives and Performance Metrics (DRAFT -- FOR DISCUSSION PURPOSES ONLY)

Metrics currently being considered for outcomes-based funding are in blue

Priority Area	Objectives	Proposed Performance Metrics	Proposed Strategies
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. Improve 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)	a. Increase cultural competence among postsecondary professionals and promote inclusive excellence on college campuses so that all students are welcomed, valued, supported, and accommodated. b. Other strategies TBD
	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 ⁱ level) b. Performance Metric: Percent of first-time, full-time, degree-seeking undergraduates who are underprepared in English who complete a credit-bearing course in English by end of the fall semester a year after entry. (institution level) c. Performance Metric: Percent of first-time, full-time , degree-seeking undergraduates who are underprepared in mathematics who complete a credit-bearing course in mathematics or quantitative reasoning by end of the fall semester a year after entry. (institution level) ⁱⁱ	a. Secure another round of federal funding support Kentucky’s GEAR UP program. b. Work with KDE, KHEAA, GEAR UP, the Kentucky College Coaches program, and other partners to expand and improve college and career readiness advising resources for high school students and families. c. Work with <i>Kentucky Rising</i> partners and teacher preparation programs to increase the diversity and effectiveness of K-12 educators and school leaders and to provide high-quality professional development opportunities. d. Create more AP, IB, dual credit/enrollment and early college experiences and ensure more students have access to these high-quality courses and services. e. Ensure full implementation of the <i>Dual Credit Policy for Public and Participating Postsecondary Institutions and Secondary Schools</i> , to provide to all eligible students at least three courses in general education and three career and technical education courses in a regionally-appropriate career pathway. f. Encourage use of the Individual Learning Plan (ILP) by postsecondary advisors to assess students’ career interests and academic strengths. g. Partner with Advance KY and Project Lead the Way to improve academic instruction and interest in STEM disciplines.
	3. Increase participation in postsecondary education, particularly among traditionally underserved populations (i.e. low-income, underrepresented minority and adult students).	a. Performance Metric: Percent of recent Kentucky high school graduates who attend any Kentucky postsecondary institution the fall after graduation (state and regional level). i. Total students ii. Low income (free and reduced lunch) iii. Underrepresented minority b. Performance Metric: The percent of Kentuckians age 25-64 enrolled in a Kentucky postsecondary institution (state and regional level)	a. Work with GEAR UP KY, K-12, KHEAA 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. b. Expand the availability of flexible, affordable, competency-based postsecondary programs geared toward adults. c. 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. d. Coordinate a statewide awareness campaign that communicates the value of a postsecondary degree.
	4. Assist Kentucky Adult Education students attain credentials (e.g., workforce preparation, career	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)	a. Expand the availability of contextualized adult education programs that incorporate basic academic skill training with career and technical training (e.g., Accelerating Opportunity).

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	readiness, high school equivalency diploma) and/or transition to postsecondary education.	<div>b. Performance Metric: Percent of working age (18-64) population without a high school diploma or its equivalent. (state and regional level)</div> <div>c. 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> <div>d. Performance Metric: Number of Kentucky Adult Education students who earn a high school equivalency diploma. (state level)</div>	<div>b. Other strategies, TBD</div>
	5. Expand financial access to postsecondary education.	<div>a. Performance Metric: Net general fund appropriations for public postsecondary institutions (adjusted for inflation) per full-time equivalent student. (state and sector level)</div> <div>b. Performance Metric: State funding for financial aid, per scholarship and grant recipient. (state level)</div> <div>c. Performance Metric: Average net price (IPEDS definition - Total cost of educationⁱⁱⁱ for a first-time, full-time undergraduate, minus any grant or scholarship aid). (sector and institution level)</div>	<div>a. Advocate for sufficient state operating support and financial aid support to reduce pressure on tuition and keep college affordable.</div> <div>b. Support federal efforts to simplify FAFSA completion by using prior prior-year tax data and the IRS data retrieval tool.</div> <div>c. Improve financial literacy education and provide more financial advising regarding a manageable level of student debt.</div> <div>d. Simplify college cost calculators and provide more standard language and definitions across the state to make the true cost of college more transparent.</div> <div>e. 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.</div> <div>f. Evaluate all of the current state mandated tuition waivers and associated costs and assess whether they should continue.</div>
<div>SUCCESS:</div> <div>Ensure more people complete college with the skills and abilities to be productive, engaged citizens.</div>	6. Increase persistence and timely completion for all students at all levels, particularly for low-income, underprepared, and underrepresented minority students.	<div>a. Performance Metric: Three year graduation rates of first-time, full-time associate degree or credential seeking undergraduate students (IPEDS methodology). (KCTCS)<div><div>i. Total Cohort</div><div>ii. Underrrepresented minority</div><div>iii. Low income</div></div></div> <div>b. Performance Metric: Six year graduation rates of first-time, full-time baccalaureate degree-seeking undergraduate students (IPEDS methodology) (Comprehensive and Research Universities)<div><div>i. Total Cohort</div><div>ii. Underrepresented minority</div><div>iii. Low income</div></div></div> <div>c. Performance Metric: First to second-year retention of first-time, full-time degree-seeking students (IPEDS definition) (state and institution level)^{iv}<div><div>i. Total Cohort</div><div>ii. Underrepresented minority</div></div></div>	<div>a. Improve student advising at the postsecondary level by focusing on effective practices and the role of advising in retention and graduation. Monitor student progress for advising and counseling purposes.</div> <div>b. Share and implement research-based best practices to accelerate persistence and completion for low-income, underprepared, and underrepresented minority students.</div> <div>c. Promote not only the employment of high-impact educational practices, but both the process and impact evaluation of these practices on various demographic subgroups.</div> <div>d. Promote greater collaboration between academic affairs and student affairs professionals to facilitate student success.</div> <div>e. Reduce the number of credits needed to graduate from an associate degree program to 60 hours and a bachelor’s degree program to 120 hours, except when prohibited by accreditation standards.</div> <div>f. Redesign the delivery of developmental education courses to reduce their duration and cost. This may include increasing the number of summer bridge programs,</div>

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4		<div>iii. Low income</div> <div>d. Performance Metric: Average number of credits earned by bachelor degree graduates at four-year institutions and associate’s degree graduates at KCTCS (state and institution level)</div> <div>e. Performance Metric: Student progression, disaggregated minority status and income (institution level)^v<div>i. Number of student who complete 60 to 89 hours and 90+ hours <u>or</u></div><div>ii. Number of students after their freshman year who complete 30 or more credit hours in any one year.</div></div>	<p>shortening the sequence of required courses, or promoting co-requisite models of developmental education, where students are enrolled in credit-bearing courses with enhanced academic supports.</p> <div>g. Expand the <i>15 to Finish</i> Campaign, which encourages full-time undergraduate students to take 15 credit hours a semester or 30 hours a year to finish on time and at a lower cost.</div> <div>h. Implement a new funding model with a performance-based component to reward institutions for increases in student persistence, progression and completion.</div>
	7. Increase the number of KCTCS students who successfully transfer to 4-year institutions.	<div>a. Performance Metric: Number of first-time, degree-seeking KCTCS students who transfer to a public or independent four-year postsecondary institution with an Associate’s degree. (KCTCS)</div> <div>b. Performance Metric: Number of first time KCTCS students transferring credit hours to a public or independent four-year postsecondary institution within the academic year as a degree-seeking student. (KCTCS)</div>	<div>a. Increase 2-year to 4-year transfer by providing more degree pathways, completer (2+2) programs, and transfer advising that incorporates KnowHowToTransfer.org.</div> <div>b. Implement reverse transfer programs where academic credits for coursework completed at a four-year college or university are transferred back to a community college to satisfy associate degree requirements.</div>
	8. Promote academic excellence through improvements in teaching and learning.	<div>a. Performance Metric: Each campus will identify 2-3 measures of academic quality from an agreed on list that advance the broader goals and mission of the institution (institution level). Possible metrics under consideration by the provosts:^{vi}<div><div>i. Passage rates on licensure and certification examinations</div><div>ii. Maintenance of passage rates and maintenance of graduation rates for professional programs</div><div>iii. Number of regionally/nationally or discipline-specific accredited academic programs</div><div>iv. Number of students who study abroad</div><div>v. Number of student who participate in service learning</div><div>vi. Number of students who engage in undergraduate research projects.</div><div>vii. Percent of total E&G expenditures expended on instruction/research, etc.</div><div>viii. Faculty-to-student ratios or students served both major and non-major per faculty FTE</div><div>ix. Percent of graduates gaining academic credit for applied learning experiences (internships, co-ops, etc.)</div><div>x. Number of hours of training the faculty body has in each year related to pedagogical development via an institutions faculty development center</div><div>xi. Performance of students on institutional assessments (general education and major areas)</div><div>xii. Faculty instructional cost per student FTE</div><div>xiii. Average ACT/SAT of incoming students</div></div></div>	<div>a. Promote the use of authentic assessment techniques, such as the Multi-State Collaborative to Advance Learning Outcomes Assessment, to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.</div> <div>b. Provide more pedagogical training and professional development opportunities for faculty members.</div> <div>c. Facilitate faculty members’ understanding of their role in student success, with special emphasis on pedagogical training, mentoring, and undergraduate research.</div> <div>d. Promote continuous improvement of academic programming through the implementation of the statewide Review of Existing Programs policy.</div> <div>e. Build on the established strengths of institutions to encourage a differentiated postsecondary system in which institutions operate together as complementary parts of a whole.</div>

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		<div><div>xiv.</div>Number of faculty peer reviewed publications</div> <div><div>xv.</div>Percent of graduating seniors who also obtain an honors college/program completion certificate/diploma</div> <div><div>xvi.</div>Percent of graduate students (masters level) who complete a thesis</div> <div><div>xvii.</div>Percent of graduates who also complete one or more “value-added” certificates in an area of expertise</div> <div><div>xviii.</div>Accountability in distance learning courses – (percent of online courses using software to validate student identity via camera, fingerprint, or other type of advanced identification process)</div> <div><div>xix.</div>Participation in the Multi-state Collaborative for the Advancement of Learning Outcomes Assessment</div> <div></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>	9. Raise the level of educational attainment in the Commonwealth by awarding more postsecondary degrees and credentials.	<div>a. Performance Metric: The percent of Kentuckians age 25-64 with a postsecondary certificate or degree. (state and region level)</div> <div>b. Performance Metric: Number of degrees and credentials conferred, by level. (state and institution level)<div><div>i.</div>Total</div><div><div>ii.</div>URM</div><div><div>iii.</div>Low income (undergraduate students only)</div></div> <div></div>	<div>a. Develop an overarching educational attainment goal for the state 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.</div> <div>b. Work with KCTCS to develop a mechanism for capturing certificate holders in the state’s educational attainment statistics.</div>
	10. Increase the alignment between degrees and credentials awarded and state/regional priorities, and improve the career readiness of postsecondary education graduates.	<div>a. Performance Metric: High demand degrees and credentials conferred, by level. (sector and institution level)<div><div>i.</div>STEM</div><div><div>ii.</div>Health</div></div> <div>b. Performance Metric: Non-credit workforce training (KCTCS)</div>	<div>a. Make career development a priority for campus administrations and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training.</div> <div>b. Work with the employer community, foundations, and state agencies to provide “work and learn” opportunities in all academic programs, including experiential or project-based learning, co-ops, internships, externships and clinical experiences.</div> <div>c. Create incentives to encourage faculty to engage with employers and develop a better understanding of the current business environment.</div> <div>d. Promote regular, meaningful employer involvement in postsecondary programs, use of business intelligence tools to identify current and emerging workforce demands, and stackable credentials that can lead to additional education/training.</div>
	11. Increase basic, applied and translational research to create new knowledge, accelerate innovation and promote economic growth.	<div>a. Performance Metric: Total annual extramural research expenditures: federal, state/local, industry, non-profit, and other (research universities)</div> <div>b. Possible Performance Metrics:<div><div>i.</div>Patent and licensing royalties</div><div><div>ii.</div>New company start-ups</div><div><div>iii.</div>Research expenditure rankings</div><div><div>iv.</div>Research expenditures market share</div></div>	<div>a. Create a statewide research clearinghouse to enable investors, businesses, and industries to connect with university researchers engaged in projects with commercialization potential.</div> <div>b. Develop and implement a public awareness campaign to articulate the value of basic and applied research, and the impact of this work on Kentucky’s economic and community competitiveness.</div> <div>c. Promote collaborative research efforts among universities to leverage faculty expertise, and expand commercialization and technology transfer.</div>

a. Develop an overarching educational attainment goal for the state 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.

b. Work with KCTCS to develop a mechanism for capturing certificate holders in the state’s educational attainment statistics.

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			<div>d. Secure additional funding for research and innovation through the Endowment Match Trust Fund (Bucks for Brains) or other funding approaches.</div> <div>e. Increase opportunities for undergraduate students to participate in research.</div> <div>f. Foster an innovative, creative, and entrepreneurial culture within the postsecondary community.</div> <div>g. Advance Kentucky’s STEM agenda through ongoing leadership, advocacy, and collaboration.</div>
	12. Expand regional partnerships, outreach and public service that improve the health and quality of life in Kentucky communities.	a. No specific performance measures. However, institutions’ annual performance presentations to the Council will include information highlighting regional development activities, outreach and public service that have a demonstrated, quantifiable impact, address regional priorities, and engage community partners such as businesses, government or non-profits. (institution level) ^{vii}	<div>a. Support postsecondary programs and services that enhance the health of Kentucky citizens through regional outreach activities, extension services, and academic and professional healthcare programs.</div> <div>b. Strengthen communication and planning between higher education and regional/community leaders to identify priorities and align resources and programs to address them.</div>

ⁱ Regions are defined by Kentucky’s University Areas of Geographic Responsibility. See <http://dataportal.cpe.ky.gov/hsfr/areasofgeographicresponsibility.shtm>.

ⁱⁱ Performance metrics 2.a. and 2.b. currently are being considered only for KCTCS for purposes of the funding model; however, these metrics will be used both for KCTCS and the universities in the strategic agenda accountability system (annual reports to the Council, annual state accountability report, etc).

ⁱⁱⁱ The Metrics Advisory Committee suggested developing a common methodology for determining Total Cost of Attendance.

^{iv} Per the IPEDS retention rate definition for two year institutions, both full and part-time students will be included in the retention rates for KCTCS.

^v Performance metric 6.d. (progression metric) currently is being considered only for the universities for the purposes of the funding model; however, this metric will be used both for KCTCS and the universities in the strategic agenda accountability system.

^{vi} This list of possible quality metrics is a starting point for conversation with the Provosts and other campus officials. Discussions regarding these metrics will take place over the next several weeks.

^{vii} Funding model discussions with the three sectors (KCTCS, Comprehensive Universities, and Research Universities) are currently are underway. Final decisions regarding the funding model metrics will be reflected in the final list of Strategic Agenda metrics.