KY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE

July 13, 2021 – 10:00 AM ET
CPE Offices, 100 Airport Road, Frankfort, KY 40601 & ZOOM teleconferencing option
Livestream: https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort

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Kentucky Council on Postsecondary Education
100 Airport Road, Frankfort KY 40601
Ph: (502) 573-1555, Fax: (502) 573-1535

http://cpe.ky.gov
Twitter: @cpenews
Facebook: @KYCPE

DRAFT MINUTES
Council on Postsecondary Education

Type: Academic & Strategic Initiatives Committee
Date: June 8, 2021
Time: 10:00 a.m. ET
Location: Virtual Meeting - Committee members by ZOOM, Public viewing hosted on CPE
          YouTube Page

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Tuesday, June 8, 2021, at 10:00 a.m., ET via teleconference, per EO 2020-243. Members of the public were invited to view the meeting virtually on the CPE YouTube page.

Committee Chair Lori Harper presided.

ATTENDENCE

Members were in attendance: Colby Birkes, Lori Harper, Vidya Ravichandran, Robert Staat (*joined at 10:20 a.m.*) and Kevin Weaver.

Members not in attendance: Muhammad Babar and Lucas Mentzer.

Carrie Hodge, CPE's senior associate for Data and Advanced Analytics, provided the roll call and coordination activities. Heather Faesy, CPE's senior associate for Board Relations, recorded the meeting minutes after viewing the video replay.

APPROVAL OF THE MINUTES

The minutes of the March 23 and April 23, 2021 meetings were approved as distributed.

CULTURAL COMPETENCY CREDENTIAL CERTIFICATION PROCESS

Dr. Dawn Offutt, CPE's Director of Diversity, Equity and Inclusion, presented the Cultural Competency Credential Certification Process for approval. The competency model was based on the A4 Model of Cultural Competence, which has four categories: Awareness, Acknowledgement, Acceptance, and Action.

MOTION: Mr. Weaver moved the Committee approve the proposed Certification Process, and recommend approval by the Council at its June 25, 2021 meeting. Ms. Ravichandran seconded the motion.

VOTE: The motion passed.

2022-24 ACADEMIC READINESS INDICATORS

Dr. Amanda Ellis, CPE's Associate Vice President of K-12 Policies and Programs, presented the proposed 2022-24 Academic Readiness Indicators. The proposed indicators included the addition of ACCUPLACER, EdReady, and an unweighted, cumulative GPA of 3.0. CPE staff will continue to analyze data, over the next three years to determine the predictability of each indicator and adjust accordingly.

MOTION: Mr. Weaver moved the Committee approve the proposed 2022-24 Academic Readiness Indicators, and recommend approval by the Council at its June 25, 2021 meeting. Mr. Birkes seconded the motion.

VOTE: The motion passed.

STATEWIDE ACADEMIC PROGRAM REVIEW POLICY

Dr. Melissa Bell, CPE's Vice President of Academic Affairs and Student Success, presented the revised Statewide Academic Program Review Policy. The proposed process combines the methodology and analytical tools developed by Gray Associates over the last two years with existing institutional processes to continue the focus on institutional mission alignment, unnecessary duplication, and efficiency and integrates a greater emphasis on alignment with the statewide postsecondary strategic agenda.

MOTION: Dr. Staat moved the Committee approve the revised Statewide Academic Program Review Policy, and recommend approval by the Council at its June 25, 2021 meeting. Mr. Weaver seconded the motion.

VOTE: The motion passed.

PROPOSED NEW ACADEMIC PROGRAMS

Dr. Melissa Bell, CPE's Vice President for Academic Affairs and Student Success presented five proposed new academic programs for review and approval. KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate,

and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff reviewed the following proposed programs and recommended approval.

Northern Kentucky University

Health Administration (M.S.), CIP Code 51.0701

Presented by: David Tataw, Associate Dean, College of Health Professions
This 33 credit hour program would replace the current Masters of Science in Health Sciences and would target early and mid-careerists in medical and health services management. It features an integrated curriculum based on core competencies that drive success and aligns with accreditation standards for the Commission on Accreditation of Healthcare Management Education.

MOTION: Dr. Staat moved the Committee approve the proposed program from Northern Kentucky University, and recommend approval by the Council at its June 25, 2021 meeting. Mr. Weaver seconded the motion.

VOTE: The motion passed.

University of Kentucky

Aerospace Engineering (B.S., M.S., and PhD), CIP Code 14.0201

Presented by: Michael Renfro, Department Chair
The proposed BS degree program would provide a rigorous foundation in the fundamental principles of modern aerospace science and engineering. The program's main objective is to prepare its students for aerospace research and development in industry, government, and academia. The 30 credit hour MS program offers a thesis option (intended for full-time students) and a non-thesis option (intended for part-time, employed students). The PhD program is a research degree granted on the basis of demonstrated broad knowledge of aerospace engineering and in-depth study in a specific area leading to a dissertation reflecting original work by the doctoral candidate.

Biostatistics (M.S.), CIP Code 26.1102

Presented by: Amanda Ellis, Assistant Professor, Biostatistics
This program aims to train students in methodological skills foundational to biostatistics and thus meet the needs of individuals who seek to work in the healthcare, government health agencies, biomedical research, or pharmaceutical industry. Students will benefit from experiential learning opportunities and formal training in the application of descriptive and inferential statistics specific to

biomedical research, clinical and translational studies, and public health and improving the health of populations.

<u>Computer Engineering Technology (B.S.), CIP Code 15.1201</u>
Presented by: Nelson Akafuah, Associate Director, Institute of Research for Technology Development
The degree prepares students to succeed in the design, implementation, integration, and support of computer-based and network systems that are critical to the success of enterprises, projects, research and development, and technical goals. It is designed as a feeder-completer program in which students earn an Associate in Applied Science (AAS) in CPT from the Bluegrass Community and Technical College (BCTC) and then a BS in CPT from the University of Kentucky (UK). In this arrangement, the UK will offer only Junior and Senior level coursework.

<u>Lean Systems Engineering Technology (B.S.), CIP Code 15.9999</u>
Presented by: Nelson Akafuah, Associate Director, Institute of Research for Technology Development
This program prepares students with advanced skills in continuous improvement processes design to improve efficiency and gives students the skills needed to improve quality output, streamline operations and reduce waste. It focuses on developing lean manufacturing skills of students, training them how to deliver advanced, competitive products that exceed customer expectations and providing them with the ability to deliver the right product to the right place at the right time. The proposed four year BS in LST is designed as a feeder-completer program in which students earn an Associate in Applied Science (AAS) in Integrated Engineering Technology (IET) from the Bluegrass Community and Technical College (BCTC), and then a BS in LST from the University of Kentucky (UK). In this arrangement, the UK will offer only Junior and Senior level coursework.
MOTION: Mr. Weaver moved the Committee approve the six proposed programs from the University of Kentucky, and recommend approval of all six by the Council at its June 25, 2021 meeting. Dr. Staat seconded the motion.

VOTE: The motion passed.

University of Louisville

<u>Computer Science (B.A.), CIP Code 11.0701</u>
Presented by: Wei Zhang, Chair, Department of Computer Engineering and Computer Science
This program was developed in response to the existing need for technical jobs throughout Kentucky and trains students to become well-equipped computer scientists but also excel in other areas of studies of interest, allow for careers that

demand broad knowledge bases. The program is designed to be eight semesters long with two co-ops (or internships) in between.

<u>Doctor of Social Work, CIP Code 44.0701</u>
Presented by: Bibhuti Sar, Professor, Kent School of Social Work
This program is a practice doctorate degree is intended to prepare social workers to assume advanced professional roles such as master practitioner, educator, administrator, policy practitioner, or leader in settings where social workers practice. It is designed to educate social workers holding a master's degree with at least two years of post-Master's experience to become future practitioner scholars in teaching and social service leadership. It is a 44-credit hour, 100% fully online degree program taught through synchronous & asynchronous models, with no on-campus residency requirements.

MOTION: Dr. Staat moved the Committee approve the two proposed programs from the University of Louisville, and recommend approval of both by the Council at its June 25, 2021 meeting. Mr. Birkes seconded the motion.

VOTE: The motion passed.

DATA, RESEARCH AND ADVANCED ANALYTIC UNIT UPDATE

Dr. David Mahan, CPE's Associate Vice President, Data, Research and Advanced Analytics, discussed the newest research brief on income disparities along racial and ethnic lines, and reviewed research that will be released in the coming months.

SUMMER BRIDGE PROGRAM GRANTS

Dr. Ellis discussed the summer bridge program grants, which were awarded to support the preparation of students for early college success. CPE approved proposals from 21 institutions and as a result $1.5 million in grant money was distributed to provide support summer opportunities for more than 1,800 high school and first-year college students across the state.

STATEWIDE STRATEGIC AGENDA DEVELOPMENT

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle.

CPE consulted with the EKU Facilitation Center to conduct an intensive qualitative study as part of the overall environmental scan. Ms. Stefanie Ashley from the EKU Facilitation Center provided an overview of the major findings from the environmental scan.

Ms. Lee Nimocks, CPE's Vice President and Chief of Staff, also presented draft vision, mission and values statements for review by the Committee, and asked for feedback before the next meeting.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at Noon, ET.

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

Kentucky Council on Postsecondary Education

2021-2030 Strategic Agenda | Environmental Scan

Qualitative Study | Executive Summary

March – May 2021

Research and reporting conducted by the Facilitation Center at EKU

Background

In preparation for developing the 2021-2030 Strategic Agenda for higher education in Kentucky, the Council on Postsecondary Education conducted an intensive qualitative study as part of their environmental scan. This included executive interviews with:

- Five (5) of Kentucky's elected and state officials
- Ten (10) of Kentucky's university and college presidents
- Fourteen (14) representatives of national organizations

These interviews were conducted via telephone and online between March 31 and May 17, 2021. The interviews ranged from 20 to 40 minutes and culminated into approximately 12 hours of interviews. Each interviewee was asked a standardized set of questions that were sent in advance of the interview.

In addition, 11 focus groups were conducted between April and May 2021. Nearly 150 people participated in these focus groups, ranging from university faculty, staff, administrators and students to workforce representatives. For some of the focus groups, specific topics were discussed by diverse groups. These topics included:

- College Affordability
- Diversity, Equity, and Inclusion
- Education to Work
- Engaging the Adult Learner
- P-12 Partnerships

In addition, specific groups were convened to reflect on the last strategic agenda and identify focus areas for the 2021-2030 Strategic Agenda. Specific groups included:

- Campus Advisory Committee
- Chief Academic Officers
- Chief Business Officers
- CPE Senior Leadership Team
- Faculty
- Students

A complete list of participants and the executive summaries from the executive interviews can be found in the Appendix. More detailed reports for the executive interviews and focus groups are also available.

Executive Summary

Overarching Themes

While the questions varied between the groups, there were four overarching themes that emerged from every group.

1. It came out in many forms (i.e., affordability, perceived affordability, access, cost, tuition, ancillary costs), but the affordability of higher education was identified as a primary concern from the focus groups and almost every individual interview.

2. Kentucky is focused on the right areas for success and those areas are not likely to change between now and 2030. However, Kentucky needs to be more aggressive in targeted areas, especially those areas where evidence-based practices have proven successful (e.g., early enrollment programs).

3. Recruitment clearly needs to be a state focus to achieve its goal of 60 percent of Kentuckians with a high-quality degree or credential by 2030. There were three distinctions that emerged from that sentiment that were threaded throughout the focus groups and interviews:

    i. The importance of reaching students at an earlier age (i.e., before their senior year) to identify postsecondary and financing options.
    ii. Tied to reaching students earlier, is the point made numerous times that higher education cannot achieve the 60 x 30 goal alone and must strengthen partnerships with P-12.
    iii. Kentucky will not reach the 60x30 goal without greater recruitment and retention of adult, low-income, and minority students, and the state has not had a lot of success in recruitment of these populations.

4. The recent pandemic and social justice movements have shed a bright light on existing inequities within the state and higher education is taking notice. The theme of equity was prevalent throughout many topics of discussions. The inequities identified varied (e.g., racial, income, digital divide), but it is clear there are opportunity inequities both impacting higher education and within higher education that are top of mind for many who were part of these discussions.

Kentucky's 60 x 30 Goal

There was general agreement the quantifiable goal of 60 percent of Kentuckians with a high-quality degree or credential by 2030 is good for Kentucky and its residents. Some of the national organizations interviewed believed it may be too low or slow (i.e., 80% x 2030 or 60% x 2025), while university and college presidents raised concerns regarding the state's ability to hit the goal, especially given recent enrollment declines, impacts of the pandemic, and decreasing FAFSA completion rates.

One participant articulated what several alluded to regarding the importance of communication and messaging in higher education:

Attainment is not always the answer to a lot of the problems we are trying to solve. Attainment in what and for what? What does the attainment goal mean? Who are the faces behind attainment? It is not just numbers, but how many lives changed and how? How many opportunities were given, and what were the results of those opportunities (e.g., intergenerational wealth or regions changed)?

Barriers

The top five barriers to postsecondary education are listed below. Affordability clearly emerged as the greatest barrier to postsecondary education. The additional barriers stood out as the most concerning barriers by the vast majority of participants but are not prioritized. Based on the interviews with the national organizations, these barriers are not unique to Kentucky and are nationwide concerns.

1. **Affordability**

- College Readiness
    - Academic readiness
    - Lack of belief and encouragement

- Complexities for Adult Learners

- Opportunity Inequities
    - Digital divide
    - Diversity, equity, and inclusion
    - Income inequities

- Persistent questions about the value of higher education

2021 – 2030 Areas of Focus

Many participants were asked to reflect on the 2016-2020 strategic agenda for postsecondary education. Based on the responses, Kentucky was focused on the right issues for their 2016-2021 agenda and the focus areas have not changed thinking forward to 2030, even with the impact of the COVID-10 pandemic. What has changed is the need to be more aggressive and innovative in how those goals are met.

Many of those interviewed from national organizations also mentioned their concern that with the recent influx of one-time, federal relief money, institutions will be tempted to back fill and go back to pre-pandemic practices and policies. However, several believe the most successful institutions will be those that use those funds for new, innovative approaches.

Six broad areas emerged from the discussions as key focus areas through 2030, each with several sub-topics that were highlighted by numerous groups. The topic of diversity, equity, and inclusion could have been a separate focus area however, it was truly interwoven throughout each of the six focus areas and therefore has been presented in that integrated manner.

- Affordability
    - Broader and deeper awareness of financial aid options
    - Financial support for ancillary costs (e.g., books, food, housing)
    - Guidance/Support on completing financial aid forms and financial/debt management
    - Institutional balancing act of keeping tuition affordable, while state support declines
    - Preparation for free two-year college

- Industry and Workforce Partnerships
  - Aligning workforce needs and higher education offerings to be prepared for current and future careers
  - Addressing significant workplace trends, especially around technology (e.g., automation artificial intelligence, working remotely)
  - Balancing the pendulum between technical certificates and four-year degrees
  - Growing interest and need for on-the-job learning and experience (e.g., internships, apprenticeships) and embedded credentials

- P-12 Partnerships
  - Academic readiness
  - Financial access/information
  - Opportunity inequities
  - Recruitment

- Recruitment
  - Adult learners
    - Innovative policies and practices that meet their complex needs
  - Encouraging potential students, when they may not be getting encouragement at home or school
  - Out-of-state students
  - Underrepresented, minority students

- Success
  - A student's return on investment should not be a gamble
  - Fast funding options
  - Leveraging technology benefits
  - Student-centered experiences that support the students being admitted
    - Appreciation and understanding of "working learners" and inequities (i.e., dispelling the belief that if they worked harder, they would achieve)
  - Wrap-around support services (e.g., mental health, food banks)

- Value of Higher Education
  - The value of higher education continues to rise
  - The perceived value of higher education continues to be questioned
    - For low-income and minority students, the question of value has never been in question
  - The value varies depending on the credential, industry and successful completion

Potential Strategies

After identifying focus areas, participants were asked about successful strategies to address the concerns. A variety of ideas were shared and below is a selection related to the key themes.

Affordability

- A New York college system has the Accelerated Study in Associate Programs (ASAP), which has been highly effective in getting community college students through to completion more quickly

- A multi-faceted approach is needed, including policies, CPE and at the institutions

- Assist with connecting students to state benefits (e.g., SNAP)

- Continued encouragement of FAFSA completion and explore ways it can be required

- Greater focus on need-based aid

- Increase fast funding options

- Workforce partnerships (e.g., tuition-match, take class at work)

Diversity, Equity, and Inclusion

- Diversity, equity and inclusion must be fully integrated into the campuses and not just a checklist. It also has to go beyond that:
  - Issues are larger than cultural competence and courageous conversations need to happen around anti-racism.
  - Transitioning from a culturally competent higher education environment doesn't always match the business or community culture graduates go into.

- Policies and data must be reviewed to ensure practices aren't exacerbating inequity issues (and they should be reviewed by a diverse group). Who is taking advantage of dual credit? Once students of color get to college, do they have the support they need? Do all students of color feel included? Who is using the wrap around services? Curriculum reviews?

- The belief gap is real, in both students and those advising them. Diverse advisers are needed in the high schools and diverse faculty and other supporters are needed at the college level.

Industry and Workforce Partnerships

- A state position dedicated to aligning opportunities and making workforce connections. Louisiana is an example.

- Adults who choose higher growth/wage industries can get their education paid for in Indiana.

- Align state regions based on economic, workforce and higher education variables (e.g., Region 1 includes x counties and is the same in terms of economic development, workforce development and higher education). Tennessee is an example of this.

- Arizona's strategy around reskilling and recovery, which strategically connects workforce and the community college system

- Embedded certificates, such as Wisconsin's Community and Technical College System

- Identify the right balance of technical certificates and four-year degrees for Kentucky?

- Increase practical, hands-on experiences for students, along with faculty/industry collaboration

- Leverage research capabilities at the university level to support local industries (e.g., technology and automobile manufacturing)

- Oklahoma's Promise Scholarship is a good example of an initiative that has kept students employed in their state and is similar to Kentucky's Gear Up, but has financing attached to it.

- Strike a balance between high standards and expectations and increasing accessibility

- Using direct research, Indiana makes the connection between majors and workforce outcomes in their states. They develop a report showing the students who come out of a program, what they do in the job market in their state, and what they make.

P-12 Partnerships

- Expanded, equitable, early college enrollment programs

- Friction free career pathways

- Leverage the Every Student Succeeds Act that includes report cards for high schools and opt in for college-going and completion rates.

Recruitment

- Holistic changes to be more amenable to adult learners

- Increase focus on recruiting low income and minority students.

- Indiana's You Can Go Back initiative, which is one portal aligned across institutions to let adult learners know what is available to them

- Statewide recruitment efforts, especially for adult learners and out-of-state students

- Streamline credit for prior learning for adults, including workplace and military experience

- The messenger matters (e.g., messages are more powerful coming from people the potential students know and respect, or people that look like them or had similar experiences)

- Try it before you buy it options for adult learners (i.e., they don't have a Dual Credit option)

Success

- Audit policies to find those not designed for today and are inadvertently making racial inequities worse
  - Explore policies and practices to ensure students of color get into pathways that lead to high-wage work

- Explore co-requisite models of developmental education, so students can go directly into credit bearing courses and more quickly begin courses of interest to them

- Streamline the processes and acceptance for transfer credits; Articulation agreements that are robust in practice, not just theory

- Tennessee's High Impact Practices Taxonomy Project, which codes experiences with evidence-based practices across the state

- The advising and mentoring strategies incorporated with the Tennessee Promise program

Value of Higher Education

- Consumers most value programs of student connected directly to a career.

- Highlight what the pandemic exposed regarding value, which was those with a bachelor's degree had more resiliency through the pandemic and those with even some postsecondary education were better off than those without.

- North Carolina has done a good job of getting everyone to coalesce around the value and importance of higher education. It's not just one sector carrying the baton, but a state initiative with involvement from the legislature, government and private/public institutions.

- Stackable credentials

- Work towards depoliticizing higher education

Metrics

Some interviewees and focus groups were asked about metrics the state uses for success. There were four potential metrics identified as missing.

- Adult learners

- Clear, defined metric around affordability (e.g., top line tuition in relation to regional per capita income)

- Innovation

- Under-prepared students

The Role of a Coordinating Body

Some interviewees were asked about strategies of other coordinating bodies and the topic organically emerged in other interviews. It was clear that Kentucky is a national leader, especially as it relates to data and data infrastructure, as well as, the leadership of Dr. Aaron Thompson and the CPE team. Common themes identified for the role of a coordinating body included:

- Celebrate and promote innovation, including hosting Think Tanks for relevant and challenging topics (e.g., If higher education is facing an enrollment cliff, what does that look like when it's played out to the workforce? How can higher education diversify funding? How can we reliably ensure students have no/limited interruption of learning in the future?)

- Convener: Pulling together the state to sing from the same song book (e.g., higher education, chambers of commerce, employers, pastors)

- Coordinated messaging that college is affordable and how you do it

- Develop collaborative, streamlined approaches, so the universities can be more nimble (e.g., reporting)
  - Centralized place for adult/out-of-state students to explore their options, programs and how to pay

Appendix: Executive Interview Summaries

Elected Officials

The Value of Higher Education

There was unanimous agreement by those interviewed that higher education is valuable to Kentucky and its residents. For residents, the specific values mentioned were increased wages and improved quality of life. The value to the state is as a workforce development tool, by providing a better workforce for business and industry.

The value of higher education is shifting. One change identified is the value shifting away from four-year degrees to technical training and certificates. Within four-year colleges and universities, two distinct value shifts also emerged. The first is greater value in the STEM fields and the second is about employability of the current workforce. Employability includes positioning the workforce so technological advances won't replace them and retraining for second careers.

Ways to enhance the actual or perceived value of higher education centered around reaching the audiences earlier, from students to legislators. For students, it was reaching out to them early in high school (i.e., freshman, sophomore) with better career education and continually reinforcing their opportunities through encouragement (that they may not be getting at home) and from local leaders with lived experiences of how higher education improved their lives. For legislators, it was reaching out to new members with demonstrated returns and benefits of higher education.

Barriers

Participants identified two barriers: 1) cost and 2) lack of preparation. Cost includes tuition, lack of understanding the financial options and navigating the financial aid systems, and ancillary costs (e.g., childcare). The lack of preparation diverged into several points, including literacy rates and lack of encouragement from schools and families.

Supporting Kentucky's Goals

Better alignment is needed between higher education and industry for Kentucky to have a properly trained, healthy workforce for the jobs of today and in the future. It was mentioned that for future jobs, particularly related to technology, a greater focus was needed on university research. One participant also noted striking a balance between high standards and expectations and increasing equitable accessibility (e.g., affordability).

Pandemic

A positive impact of the pandemic was learning how to deliver educational services remotely and asynchronously. This leveraging of technology was not just in higher education, but in every industry, which fast-tracked automation. One area where Kentucky will see this impact is in auto manufacturing and it will be critical for the workforce, and those educating the workforce, to keep pace.

National Organizations

More than half of the respondents identified trends in the following four areas.

Affordability: The growing cost of higher education was identified as concerning, but respondents also included potential solutions, such as alternative financing mechanisms, potential comprehensive financial aid reform and free tuition at two-year institutions.

Aligning Workforce Needs and Higher Education Offerings: Defining and aligning the current and future workforce needs with what is offered from postsecondary institutions, including credentials. This includes stackable and short-term credentials once thought of as only offered by technical colleges or the workforce development arms of four-year institutions. Balancing the pendulum between technical certificates and four-year degrees is also going to be critical.

Alternative Providers and External Involvement: Shift the focus of online platforms and industry giants (e.g., Amazon) as competitors to potential partners. Identify those that are providing quality education and explore potential partnerships, hybrids, or how those credentials can be counted towards a degree.

Diversity, Equity and Inclusion: Important conversations have been occurring around diversity and equity, which has brought racial inequities in higher education to the forefront. Some gains were made with students of color, but the pandemic was a big setback for this population; their decrease in enrollment was greater than other students. Equity concerns also exist with the focus on skill-based certificates and two-year degrees as people of color are encouraged in that direction.

The majority of respondents believe the value of higher education continues to increase, but conversely, public erosion of confidence also continues to increase, leading to a decrease in perceived value. Additionally, the value varies, based on the credential, the industry, and successful completion, as well as, your race and income levels.

Almost every person interviewed mentioned affordability or the perceived affordability as one of the greatest barriers. Complexities for adult learners was the second most highly mentioned barrier.

A wide variety of successful initiatives were identified, with the most centering around alignment with the workforce, equity, leveraging data and student success.

Kentucky is focused on the right issues but will need to be aggressive to meet their goals. Additionally, Kentucky is a national leader in two regards: 1) their data and data infrastructure and 2) the leadership of Dr. Thompson and the CPE team.

University and College Presidents

There was unanimous agreement by the Presidents that the 2016-2021 strategic agenda met the needs of Kentucky and higher education.

No priorities were identified as missing, but nine topics were identified as needing more focus/detail or were unsuccessful. The topics mentioned most frequently were: 1) P-12 Partnerships, 2) Adult Learners, 3) Transfers, and 4) Underserved Populations.

In addition, several suggestions were made to improve the agenda, which primarily included refining the number of strategies and more clearly defining responsibilities between CPE and the institutions.

Broadly, the Strategic Agenda aligned with campus plans, and there were no areas of misalignment identified. Some presidents noted: 1) prioritizing may be different at the campus level, 2) not all aspects fully applied to them, and 3) how they achieve the goals and objectives may be different.

The group identified ten metrics that need to be revisited, including diversity, which was identified by two presidents and two missing metrics, innovation, and underprepared students. Several presidents also commented on performance-based funding and the need to do a collaborative review with the institutions.

Broad categories emerged as areas of focus in the next Strategic Agenda, and the top four areas were: 1) Affordability/Financial Access, 2) Recruitment, 3) Collaborative, Streamlined Approach, and 4) Technology.

Appendix: Participants

Executive Interviews

Elected and State Officials

Jacqueline Coleman
Lieutenant Governor

Jason Glass
Commissioner of Education

Regina Huff
Representative

Robert Stivers
Senate President

James Tipton
Representative

National Organizations

Jeremy Anderson
Education Commission of the States

Rob Anderson
State Higher Education Executive Officers Association

Thomas Brock
Community College Research Center

Alex Chough
National Council for Community and Education Partnerships

Michael Collins
Jobs for the Future

Kim Cook
National College Attainment Network

Matt Gandal
Education Strategy Group

Debra Humphreys
Lumina Foundation

Rebecca Martin
National Association of System Heads

Stephen Pruitt
Southern Regional Education Board

Yolanda Watson Spiva
Complete College America

Henry Stoever
Association for Governing Boards

Belle Wheelan
Southern Association of Colleges and Schools

Amanda Winters
National Governors Association

University and College Presidents

Neeli Bendapudi
President | University of Louisville

Christopher Brown
President | Kentucky State University

Tim Caboni
President | Western Kentucky University

Eli Capilouto
President | University of Kentucky

Paul Czarapata
Interim President | Kentucky College & Technical System

Robert Jackson
President | Murray State University

David McFaddin
President | Eastern Kentucky University

Jay Morgan
President | Morehead State University

OJ Oleka
President | Association of Independent Kentucky Colleges and Universities

Ashish Vaidya
President | Northern Kentucky University

Focus Groups

Rosz Akins	Kim Drummond	Chris Jensen	Darryl Peal
Sarah Ancel	Kim Drummond	Felecia Johnson	Robert Pervine
Courtney Andrews	Jackie Dudley	Faye Jones	Jerry Pogatshnik
Deborah Aparicio	Cami Duffy	Logan Justice	Kristi Putnam
Elizabeth Baker	Mason Dyer	Shauna King-Simms	Missy Ross
LaShawn Barber	Larry Ferguson	Jaqueline Korengal	Lisa Rudzinski
Maria Bella	Wayne Fielder	Dallas Kratzer	Greg Russell
Matt Bergman	Wayne Fielder	Brendan LeHane	Amy Samples
Matt Berry	Renee Fister	Mel Letteer	Jenny Sawyer
Colby Birkes	Mary Fister-Tucker	Sarah Levy	Beverly Schneller
Angela Black	Jim Flynn	Teresa Lindgren	Beverly Schneller
Brigitte Blom Ramsey	Wendell Followell	John Lyons	Scott Secamiglio
Bruce Brooks	Tim Forde	Michael Marshall	Robert Staat
Bruce Brooks	Jennifer Fraker	Tom Martin	Cheryl Stevens
Rochelle Brown	Jennifer Fraker	Stephanie Mayberry	Abigail Stewart
Bonita Brown	Kristina Gamble	Haley McCoy	Bridgett Strickler
Leslie Brown	Victoria Garcia	Shaun McKiernan	Ella Strong
Leslie Brown	Natalie Gibson	Shaun McKiernan	Jen Timmerman
Ilona Burdette	Jessica Gibson	Shannon Means	Tim Todd
Eddie Campbell	Amy Glasscock	Eyouel Mekonnen	Janna Vice
David Carpenter	Bob Goldstein	Luke Mentzer	Reneau Waggoner
Priya Chandrashekhar	Lori Gonzalez	LaKisha Miller	Annie Weber
Penny Christian	Rick Graycerek	Bethany Miller	Gregory Wieland
Doug Cleary	Ryan Green	Shambra Mulder	Jennifer Wies
Roger Cleveland	Mary Gwen Wheeler	Ebony Muldrow	Emily Wiley
Buddy Combs	Amanda Hale	Travis Muncie	Beth Willey
Sara Conwell	Rob Hale	Travis Muncie	Kris Williams
Scott Cook	Mike Hales	Abdou Ndoye	Kris Williams
Laurie Couch	Robert Hayes	Amy Neal	Ralph Wolff
Lisa Cox	Tuesdi Helbig	Laura Negron	Lu Young
Alicia Crouch	Larry Holloway	Aaron Nethery	Noah Young
Tonya Crum	David Horseman	Don Offutt	Melissa Young
Paul Czarapata	David Horseman	Dawn Offutt	Melissa Young
Cody Davidson	Gene Hutchins	Dawn Offutt	Sara Ziegler
Beth Davisson	Ashley Ireland	Perry Papka	
Kim Dolan	Tiffany Jackson	Sue Patrick	

Interviewers/Facilitators

Stefanie Ashley & Sarah Gilbert
Facilitation Center at Eastern Kentucky University

Environmental Scan

- 29 Executive Interviews (state and national)

- 5 Topic-Specific Discussion Groups

- 6 Focus Group Discussions

- Board and Committee Discussions

- Extensive review of state and national data

Major Themes

- **College Affordability:** a primary concern from the focus groups and almost every individual interview

- **Student Success**: on right path but more aggressive and targeted interventions needed

- **Recruitment/Enrollment**: earlier outreach to K-12 students; stronger partnership with P-12 system; adult learner outreach and recruitment

- **Equity**: like affordability, a key theme in most discussions. Broad definition of equity – racial, financial, age-related, digital, etc.

60x30 Goal

- Some interviewed thought 60x30 was **too conservative**, while others thought it was **too ambitious**.

- Overall, there is **broad support for a quantifiable goal** of Kentuckians with a high-quality degree or credential by 2030.

- Better articulation needed about **why the goal is important** and what impact it will have on KY and individuals.

- **More nuanced analysis** needed looking at regions and specific population demographics.

Major Barriers

o **College Affordability:** Affordability clearly emerged as the greatest barrier to postsecondary education

o **College Readiness**: Academic, social, emotional (lack of belief and encouragement), informational

o **Complexities for adult learners:** information gaps, challenges balancing education and life responsibilities

o **Opportunity Inequities**: Income/wealth, background (i.e. first gen), race/ethnicity, access to digital resources

o **Value Question**: Public Skepticism about Value of Higher Education, ROI

Greater emphasis needed in the following areas:

- Diversity, equity, inclusion (overarching)
- College affordability
- Industry and workforce partnerships
- P-12 partnerships
- Recruitment/enrollment
- Adult Learners
- Student success
- Demonstrating the value of higher education

TITLE: Approval of the Vision, Mission and Values Statements

RECOMMENDATION: Staff recommends that the Academic and Strategic Initiatives Committee approve the proposed vision, mission, and values statements.

PRESENTERS: Lee Nimocks, Vice President and Chief of Staff

BACKGROUND INFORMATION

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth by improving the education and skill levels of Kentucky's workforce. The agenda sets performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

VISION, MISSION AND VALUE STATEMENTS

The vision, mission and value statements are foundational to set the tone of the next statewide strategic agenda. Draft statements were presented at the June 8 ASI meeting, and have been reviewed by CPE staff and the Campus Advisory Committee.

Staff recommend the ASI Committee approve the following statements for Kentucky Higher Education:

Vision: Kentucky will be a national leader in building a strong, sustainable and equitable economy through increased educational attainment and affordable, high-quality postsecondary programs.

Mission: Kentucky's postsecondary system prepares students to be lifelong learners and excel in a diverse, knowledge-based economy. Postsecondary education drives innovation, enhances public health and wellbeing, breaks the cycle of generational poverty and improves quality of life.

Values:
- Inclusion, equity and diversity
- Quality and excellence
- Affordability and accessibility
- Innovation

- Business & community partnerships
- Transparency and accountability
- Institutional Collaboration
- Comprehensive student support

Mission, Vision, Values

KY Higher Education Vision

CURRENT:

Kentucky will experience greater prosperity and a higher quality of life through increased educational attainment, workforce readiness, research, and innovation.

PROPOSED:

Kentucky will be a national leader in building a strong, sustainable and equitable economy through increased educational attainment and affordable, high-quality postsecondary programs.

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KY Higher Education Mission

CURRENT:

Kentucky's postsecondary system enhances the health and well-being of our citizens by preparing students to create and apply new knowledge and excel in a global economy and culture.

PROPOSED:

Kentucky's postsecondary system prepares students to be lifelong learners and excel in a diverse, knowledge-based economy. Postsecondary education drives innovation, enhances public health and wellbeing, breaks the cycle of generational poverty and improves quality of life.

KY Higher Education Value Statements

CURRENT:

- Academic excellence and student success
- Broad access to adult and higher education, both powerful tools to combat poverty
- Inclusion, equity, and diversity
- Postsecondary education's ability to catalyze economic and community development.
- Adequate funding for postsecondary education as a critical investment in Kentucky's future.
- Collaboration and mutual respect among all postsecondary providers and partners.
- Business and community partnerships
- Accountability, transparency, and fiscal stewardship.

PROPOSED:

- Inclusion, equity and diversity
- Quality and excellence
- Affordability and accessibility
- Innovation
- Business and community partnerships
- Transparency and accountability
- Institutional Collaboration
- Comprehensive student support

Building the Framework

Agenda Structure

➢ **Cross Cutting Priorities:** Overarching goals or themes that are woven into each of the strategic goals and throughout the agenda.

    ➢ **Strategic Goals:** High-level goals that translate the mission, vision and values into something more actionable.

        ➢ **Objectives:** Measure the success of strategic goals and the overall agenda. Specific metrics and performance targets align with each of the objectives.

            ➢ **State-level Strategies:** How the agenda will be executed at the state level, and how CPE will work to make progress on each of the objectives.

            ➢ **Campus-Level Strategies:** How the agenda will be executed by the campuses.

                ➢ **Tactics or Action Steps:** Milestones or key deliverables for the strategies.

Proposed Cross Cutting Priorities

- **Attainment:** Increasing the percent of Kentuckians with a high-quality postsecondary credential has been a **foundational priority** for since the early 2000s. In 2016 CPE adopted **Kentucky's 60x30 goal** to increase attainment from from its current level of 49% to 60% by the year 2030. Increasing educational attainment. Achieving this goal will **accelerate job creation** and grow the economy through the contributions of a more **skilled, productive workforce**. Also, higher levels of educational attainment are correlated with **better health**; more informed, engaged citizens; and the kind of culture that attracts **vibrant, creative, and entrepreneurial people** to our state.

Equity: This priority is about ensuring **ALL citizens** have access to higher education opportunities and the tools to progress and complete their programs prepared for life and work. Kentucky must **close opportunity and success gaps** for students who have historically been left behind. CPE's focus on equity is articulated through many of our policies focusing specifically on **low income and underrepresented minority students**. But our equity focus includes students from all demographics: working learners, parents veterans, students with disabilities, LGBTQ learners, students in rural communities, and others. All students must have an **equal opportunity** to learn and thrive.

Draft Strategic Goals

Affordability: Ensure postsecondary education is affordable for all Kentuckians.

Success: Ensure more students successfully transition to college, progress, and earn quality degrees and credentials.

Talent: Educate a globally competitive workforce and increase research and innovation to fuel job creation and economic growth.

Value: Improve public understanding that postsecondary education is the key to greater opportunity and economic growth.

Affordability

Alignment with key policy and program areas

- Early College/Dual Credit

- Financial Aid

- Net cost

- Outreach and advising

- Student Debt

- Accelerated/efficient program pathways

- Tuition and fees

- Time to Degree

- Credit for Prior Learning

Goal Statement: *Make postsecondary education affordable for all Kentuckians.*

Rationale: *College affordability was identified as the key barrier to student access and success in college in the environmental scan and in most state and national research. Often the affordability barrier is about lack of guidance and information, fear of any student debt, and misunderstandings about college costs. Finances are cited as the primary cause of dropping out or not pursuing postsecondary education opportunities.*

Success

Alignment with key policy and program areas

- College Readiness
- P-12 to College Transitions
- DEI policy/programming
- Performance funding
- Adult learners/life-long learning
- Effective Advising
- Student Engagement/High Impact Practices
- Academic Quality
- Innovative Program Delivery
- Transfer

Goal Statement: Ensure more students successfully transition to college, progress, and earn quality degrees and credentials.

Rationale: *Kentucky's future depends on a well-educated citizenry. In large part, this depends on helping more students advance through the educational system and graduate on time. While rates are improving, just over half of full-time public university students graduate within 6 years and just half of high school graduates transition on to college. These challenges are compounded when considering enrollment and graduation of minority, lower income, adult and underprepared students.*

Talent

Alignment with key policy and program areas

- Program alignment with workforce needs

- Career advising, mentoring, support

- Entrepreneurship and business support

- State and regional economic development

- Research and tech transfer

Goal Statement: *Educate a globally competitive workforce and increase research and innovation to fuel job creation and economic growth.*

Rationale: *Higher education is a catalyst for economic, social and civic growth. The positive impact depends not only on the talent of graduates, but the talent of campus leaders, teachers, and researchers. It is this talent that drives change and improvement in communities and regions, and it supports Kentucky's broader economic and workforce priorities.*

Value

Alignment with key policy and program areas

- Data and research

- Higher Education Matters campaign

- Strategic communications

- Social media

- Effective outreach to students and parents

- Engagement of state, regional and community decisionmakers.

Goal Statement: *Improve public understanding that postsecondary education is the key to greater opportunity and economic growth.*

Rationale: *In an era of reduced public spending, increasing college costs, and skepticism about the value and ROI of college, greater focus and intentionality is needed to demonstrate why higher education matters. The postsecondary community and supporters must engage more strongly with elected leaders, students and families, and business and community partners about the value of higher education.*

Discussion

Review the draft Cross Cutting Priorities and Strategic Goals

1. Are these the right goals and priorities?

2. What are we missing?

3. Are they aligned with the right policy issues?