KY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE

January 24, 2023 – 10:00 a.m. ET
Virtual meeting: https://cpe-ky-gov.zoom.us/j/89129396618

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*Agenda was amended January 23, 2023 @ 1:00pm.

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DRAFT MINUTES
Council on Postsecondary Education

Type: Academic & Strategic Initiatives Committee
Date: November 10, 2022
Time: 10:00 a.m. ET
Location: Virtual Meeting via ZOOM webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Thursday, November 10, 2022, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar.

Committee Chair Lori Harper presided.

ATTENDENCE

Members in attendance: Kellie Ellis, Lori Harper, Karyn Hoover, and Garrison Reed.

Members not in attendance: Lucas Mentzer, Richard Nelson, and Kevin Weaver

Heather Faesy, CPE's Senior Associate for Board Relations, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the September 13, 2022, meeting were approved as distributed.

PROPOSED NEW ACADEMIC PROGRAM

Dr. Melissa Bell, CPE's Vice President of Academic Affairs and Student Success, introduced a new academic program 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 proposed program and recommended approval.

<u>Wildlife and Conservation Biology (M.S.) - CIP 03.0601 – Murray State University</u>
Presented by: Dr. Andrea Darracq, Program Coordinator & Associate Professor of
Wildlife Biology
- The 30-credit hour program builds upon the university's existing bachelor's
  program and equips students with the fundamental concepts related to wildlife
  and conservation biology; helps them develop skills in communication, ethical
  decision-making, and leadership in the field; and provides the opportunity for
  students to use their skills in real world applications of conservation related
  issues.

MOTION: Dr. Ellis moved the Committee approve the proposed program from Murray
State University and recommend approval by the full Council at its November 18,
2022, meeting. Ms. Hoover seconded the motion.

VOTE: The motion passed.

CULTURAL COMPETENCE CREDENTIAL CERTIFICATION REQUEST

Dr. Dawn Offutt, CPE's Executive Director for Diversity, Equity and Inclusion,
presented Western Kentucky University's request for approval of their Cultural
Competency Credential Certification for its staff members.

The WKU Staff Cultural Competence Certificate, an initiative of the "One WKU"
campaign, is a four-month professional development opportunity for all staff. A
maximum of 20 staff will be selected for each cohort via an application process each
semester. The certificate course will launch its inaugural cohort in January 2023.

Per the Kentucky Cultural Competency Credential Certification Process adopted at the
Council's June 25, 2021 meeting, the ASI Committee's approval serves as final; it is
not required to go before the full Council for approval at its next meeting.

MOTION: Mr. Reed moved the Committee approve the proposed Cultural
Competency Credential Certification for staff at Western Kentucky University. Dr.
Ellis seconded the motion.

VOTE: The motion passed.

REMARKS FROM CPE PRESIDENT, DR. AARON THOMPSON

Dr. Aaron Thompson, CPE's President, announced the continuing increase in Kentucky educational attainment despite declining enrollments and the pandemic. He stated Kentucky is still on track to meet its 2030 attainment goals. He also provided an update on the Higher Education Matters Community Conversations.

UPDATES ON COMMONWEALTH EDUCATION CONTINUUM

Dr. Amanda Ellis, CPE's Vice President of K-12 Policies and Programs, and Robin Hebert, Senior Fellow, provided an update on the latest work of the Commonwealth Education Continuum (CEC). The work of the CEC addresses the moral imperative that all students must have access and opportunity to earn degrees and credentials that lead to sustainable, competitive-wage careers.

Established in 2021, the Continuum is co-chaired by Kentucky Lt. Governor Jacqueline Coleman, Kentucky Council on Postsecondary Education (CPE) President Dr. Aaron Thompson, and Kentucky Commissioner of Education Dr. Jason Glass. It consists of members whose expertise ranges from early childhood to the workforce. Over the last year, the CEC has continued to seek stakeholder input and use data to address barriers and identify ways to increase transition to postsecondary.

Updates provided to the committee included a highlight of the highly successful legislative reception held on September 20, 2022, a review of the 2022 workgroups and how those evolved from the 2021 workgroups, and the actions and activities taken and/or in progress during the last year. These included:
- Establishment of the Kentucky Advising Academy
- Summer Bridge programs
- Kentucky College and Career Web Portal
- Early Postsecondary Opportunities toolkit
- Teacher workforce collaboration and recruitment strategies.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 10:50 a.m., ET.

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

ACADEMIC & STRATEGIC INITIATIVES COMMITTEE   **ACTION ITEM**
KY COUNCIL ON POSTSECONDARY EDUCATION   January 24, 2023

TITLE: KCTCS Academic Program Review

RECOMMENDATION: Staff recommends the Committee approve the proposed
process for reviewing academic programs at Kentucky
Community and Technical College institutions, and
recommended approval by the full Council at its January 27,
2023 meeting.

PRESENTERS: Melissa Bell, Vice President of Academic Excellence and Student
Success

STATUTORY AUTHORITY

KRS 164.020 (16) outlines four criteria for statewide academic program review to
determine:

- Consistency with the institution's mission.
- Alignment with the state's strategic postsecondary agenda and implementation
  plan.
- Elimination of unnecessary duplication of programs within and among
  institutions.
- Efforts to create cooperative programs with other institutions through traditional
  means, or by use of distance learning technology and electronic resources, to
  achieve effective and efficient program delivery.

OVERVIEW OF ACADEMIC PROGRAM REVIEW

The academic program review process is a key responsibility of state coordinating
boards like the Council on Postsecondary Education (CPE). The process ensures that
academic programs are consistent with state priorities and that public resources are
used efficiently for the greater good of the Commonwealth.

Purpose of Program Review
There are two types of program review – institutional and statewide. The statewide
process is designed to complement and enhance, not supplant, institutional-level
program reviews.

Institutional program reviews serve several purposes. They are undertaken to promote continuous improvement. Because there are limited resources, programs must fit with the institution's mission and strategic direction and must be economically viable. Institutional program reviews also focus on academic quality issues, specifically attainment of student learning outcomes as well as distinction of faculty research. And institutional program reviews must meet all the requirements of both institutional and programmatic accreditation.

There is some overlap in purpose between institutional and statewide review. Both focus on continuous improvement and alignment with mission and strategic direction. While institutional review focuses on the viability of individual programs, statewide review looks at efficiency from a broader perspective.

ACADEMIC PROGRAM REVIEW - UNIVERSITIES

In 2019, CPE contracted with Gray Associates to work with universities to review all baccalaureate programs. Through an intensive process that included extensive data analysis and intra-institutional conversations, institutional teams evaluated all undergraduate programs and identified programs to Start, Sunset, Fix/Grow or Sustain.

Upon completion of this process, in June 2021 CPE approved a statewide academic program review policy for universities that consists of consists of three major components: 1) Annual reports summarizing institutional review efforts; 2) Statewide data analysis focused on efficiency criteria; and 3) Efforts to scale up implementation of the statewide postsecondary education strategic agenda.

ACADEMIC PROGRAM REVIEW - KCTCS

Since funding was not available for KCTCS programs to undertake the same baseline process that the universities underwent, CPE worked with KCTCS leaders to develop a statewide program review process focused on the following elements: 1) centrality to institutional mission and statewide goals, 2) academic quality, 3) student success, 4) program outcomes and impact.

The proposed process incorporates elements of the statewide process used for universities without using a vendor and outlines the role of the KCTCS System Office in program review.

Statewide Academic Program Review for KCTCS

Approved by Council: _____

Effective Date: _____

Overview

The academic program review process is a key responsibility of state coordinating boards like the Council on Postsecondary Education (CPE). The process ensures that academic programs are consistent with state priorities and that public resources are used efficiently for the greater good of the Commonwealth.

In Kentucky, CPE's program review authority is outlined in KRS 164.020 (16) which states that CPE can:

> *Eliminate, in its discretion, existing programs or make any changes in existing academic programs at the state's postsecondary educational institutions, taking into consideration these criteria: (a) Consistency with the institution's mission and the strategic agenda; (b) Alignment with the priorities in the strategic implementation plan for achieving the strategic agenda; (c) Elimination of unnecessary duplication of programs within and among institutions; and (d) Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.*

Purpose of Program Review

There are two types of program review – institutional and statewide. The statewide process is designed to complement and enhance, not supplant, institutional-level program reviews.

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There is some overlap in purpose between institutional and statewide review. Both focus on continuous improvement and alignment with mission and strategic direction. While institutional review focuses on the viability of individual programs, statewide review looks at efficiency from a broader perspective.

In short, institutional program review is an intensive, micro-level evaluation of programs while statewide review focuses on the macro view, looking across institutional reviews for data patterns, outliers, and opportunities for efficiencies. The combination of these two levels of evaluation – institutional and statewide – provide a thorough framework for academic program review in Kentucky.

KCTCS Academic Program Review Process

For KCTCS programs undergoing the statewide program review process, CPE will analyze enrollment trends, degree/credential production trends, and market data through Gray Associates to identify any programs with:

- Low enrollment, defined as fewer than 10 students;
- Declining enrollment for the previous four years;
- Declining number of degrees or credentials conferred for the previous four years;
- Low regional student demand, defined as 40th percentile or lower according to Gray Associates data;
- Low regional market demand defined as 40th percentile or lower according to Gray Associates data.

The KCTCS System Office will review each institution's self-assessment and communicate directly with each institution regarding recommendations and/or concerns. More specifically, the KCTCS System Office will work with each institution to recommend whether a program should be classified as grow, sustain, fix, or sunset based on the following definitions:

- Grow – a program with high student and/or demand and/or an area of emerging growth.
- Sustain – a program that is performing well and the outlook is positive.
- Fix – a previously strong program that can be turned around.
- Sunset – small or specialized programs with unfavorable student/market demand and limited growth potential.

While all programs must undergo review and a summary of results evaluated by CPE, programs meeting any of the conditions outlined above (low enrollment, declining enrollment, declining degree/credential production, low student demand, or low market demand) must submit a program improvement plan to the KCTCS system office that proposes efforts to address each area that does not meet these defined standards. KCTCS system office staff will evaluate program improvement plans and summarize these plans for CPE staff. A program that meets any of these criteria but is recommended to sunset does not need to submit a program improvement plan.

The KCTCS System Office will provide CPE with an executive summary containing the following information:

- Recommendation (grow, sustain, fix, or sunset) for the program offered at each institution;
- Description of the strengths and/or opportunities of the program compared to the other similar programs offered across the KCTCS institutions.
- Description of the weakness and/or threats of program compared to the other similar programs offered across the KCTCS institutions.

- Description of the variations (e.g., similarities and/or differences in strengths/opportunities and weaknesses/threats) across institutions offering each program; and
- Any program improvement plans.

CPE staff will evaluate these reports, work with institutions if any information is missing or any questions arise, and determine next steps, if any. Staff will provide a summary report to the Academic and Strategic Initiatives Committee as well as the full Council.

For AY 2022-23, the KCTCS System Office will choose programs in one CIP code to pilot this process. The executive summary is due to CPE on December 31, 2023.   In addition, by this date the KCTCS System Office will identify programs to be evaluated in AY 2023-24 (25% of all KCTCS offerings), those to be evaluated in AY 2024-25 (another 25% of all KCTCS offerings), those to be evaluated in AY 2025-26 (another 25% of all KCTCS offerings), and those to be evaluated in AY 2026-27 (all remaining programs).

The above statewide program review process will be followed for each set of academic programs identified by the KCTCS system office to undergo the review process in each academic year. By the end of four years, all KCTCS programs will have undergone this statewide process.

Reports from the KCTCS system office are due annually by July 15th. CPE will review the summary as well as all program improvement plans and provide feedback to the KCTCS System Office.

TITLE: Affordable Learning KY: An Initiative of the Kentucky Virtual Library

DESCRIPTION: Staff will provide the Committee with an overview of the work of the Kentucky Virtual Library and discuss how its work is helping make postsecondary education more affordable for its students.

PRESENTER: Ilona Burdette, CPE's Executive Director of KYVL

SUPPORTING INFORMATION

The Kentucky Virtual Library (KYVL) is a statewide, multi-type consortium of 350 members, including Kentucky academic libraries, public libraries, public school districts, private K-12 schools, hospitals, and more. All of Kentucky's public colleges and universities participate, along with all private AIKCU-affiliated institutions and some nonaffiliated academics. In cooperation with the Kentucky Department for Libraries and Archives (KDLA), KYVL resources are also available to state government employees.

KYVL's mission is to provide all Kentuckians a common foundation of high-quality resources, and support in their use, to enhance lifelong learning, working and living. Primary KYVL services and resources include a core collection of research and skill-building databases serving learners of all ages; a library-to-library courier service to support resource sharing among public and academic libraries; and the Kentucky Digital Library (KDL) platform for sharing digital archival collections. Affordable Learning KY began to take shape in the fall of 2020.

During the 2021-22 academic year, KYVL supported:
- 67 million database searches.
- 84 thousand items transported by courier.
- 1.2 million items indexed in or accessible through KDL.

KYVL's operates on a total annual budget of roughly $4.5 million. For F21-22, 55% percent of revenues came from member fees, with additional funding from CPE (34%) and KDLA (11%). F21-22 expenditures included database licensing (85%), courier fees (8%), technology / systems (3%), and staffing and other expenses (5%). Annual savings for member institutions are estimated at over $20 million statewide.

KYVL has two full-time staff members and a well-established committee structure of representing library constituencies and member institutions. A summary of current committee membership in KYVL work groups conveys a sense of the broad engagement of Kentucky academic institutions in the work of KYVL.

Work Group	Public University and KCTCS Membership
Affordable Learning	Co-chairs EKU & WKU; KSU, MoSU, MuSU, NKU, UK, UL, Big Sandy CTC, Bluegrass CTC, Gateway CTC
Alliance	KYSU, Owensboro CC, UK, UL
Collections	EKU, WKU, UofL, Bluegrass CTC, Gateway CTC, Maysville CC
Funding	MuSU, Southcentral KY CTC, Jefferson CTC
Kentucky Digital Library	*Mostly public libraries, small academics*
Information Literacy	Co-chair SKYCTC, Gateway CTC, Maysville CC
Leadership Team	MoSU – David Gregory Jefferson CTC – Sheree Williams

KYVL launched in November of 1999.

KENTUCKY VIRTUAL LIBRARY

ABOUT KYVL

- CPE-supported statewide **partnership** of 350 libraries and institutions.

- Its **mission** is to provide all Kentuckians a **common** foundation of high-quality **resources**, and **support** in their use, to enhance lifelong learning, working and living.

- **Higher ed**, **K12**, state employees, general public.

KYVL primary services include:

- **Databases** for all Kentuckians
- **Courier** for resource sharing
- **Kentucky Digital Library**

- *Affordable Learning*

Annual budget - $4.5 million
$1.5 million support from CPE

- **67 million** database searches
- **84,000** items transported via courier
- **1.2 million** items in KDL
- **$20 million** annual savings

kyvl.org

affordable learning KY

A **collaboration** of Kentucky campuses facilitating efforts to expand availability and use of **low-cost** / **no-cost high-quality** educational resources for the Commonwealth of **Kentucky**, with an initial focus on **undergraduate** higher education.

kyvl.org/affordablelearningky

Affordable Learning Strategies

- **Library** materials (**KYVL** databases)
- Commercial textbook deals
- Open Educational Resources (**OER**)
  - **Public domain**
  - **Free use and re-purposing**

Background

Fall 2020	Ad hoc DOE OER grant group
Jan. 2021	Affordable Learning **Exploratory** Task Force
May 2021	*Recommendations*
July 2021	Affordable Learning Steering Committee and iOER team
May 2022	*Recommendations*

"

The task force concludes that **statewide initiative** *provides the greatest likelihood of improving affordability and increasing opportunity for all Kentucky students.*

"

The task force concludes that a successful project will require a full-time **project coordinator** *and* **funding**.

Steering Committee Highlights, 21-22

- AAC&U **Institute on OER**
- **Open Ed Week** Lunch & Learns
- **Open Education Network** membership and Train the Trainer workshop
- Developed working **mission** statement

Affordable Learning Ky. promotes **student success** and fosters **educational equity** by supporting the adoption, adaptation, and creation of **affordable and open educational resources** in the Commonwealth and by sharing best **open educational practices** with Kentucky educators.

Affordability

Transitions

Success

Equity

Talent

Value

HIGHER EDUCATION *Matters*

A Statewide Strategic Agenda for Kentucky Postsecondary Education

2022-2030

CPE

State of Higher Education

President Aaron Thompson
Kentucky Council on Postsecondary Education

Featuring Panelists:

Ashli Watts
Kentucky Chamber
of Commerce

Bob Jackson
Murray State
University

Jason Glass
Kentucky Department
of Education

Aliya Cannon
Northern Kentucky
University

Eastern Kentucky University

- $50k in faculty Open Textbook incentive grants
- Saving EKU students $200k annually
- OEN Manifold Pilot

Gateway CTC

- **OER in 25 online courses** since 2018
- Library Director earned **Certificate of OER Librarianship** through OEN

Kentucky Christian University

- After attending Open Ed Week, professors in **8 courses** planned to switch to OER textbooks in Fall 2022.
- Library director completed the 10-week online **Creative Commons certificate** course.

University of Pikeville

- Adopted **OER** (nearly) **campuswide** for undergraduates over the **summer of 2020.**

University of Louisville

- **OER website** - library.louisville.edu/oer
- Librarian completed OEN's **Certificate in OER Librarianship** program.
- Identified at least **17 courses** that are using OER.

Western Kentucky University

- **$31k** in Affordable Textbook incentive grants to 19 faculty since 2020.
- To date, these grants have **saved 1,785 students an estimated $239,000**.
- Hired an **Open Educational Resources Librarian** to promote affordable textbook alternatives.
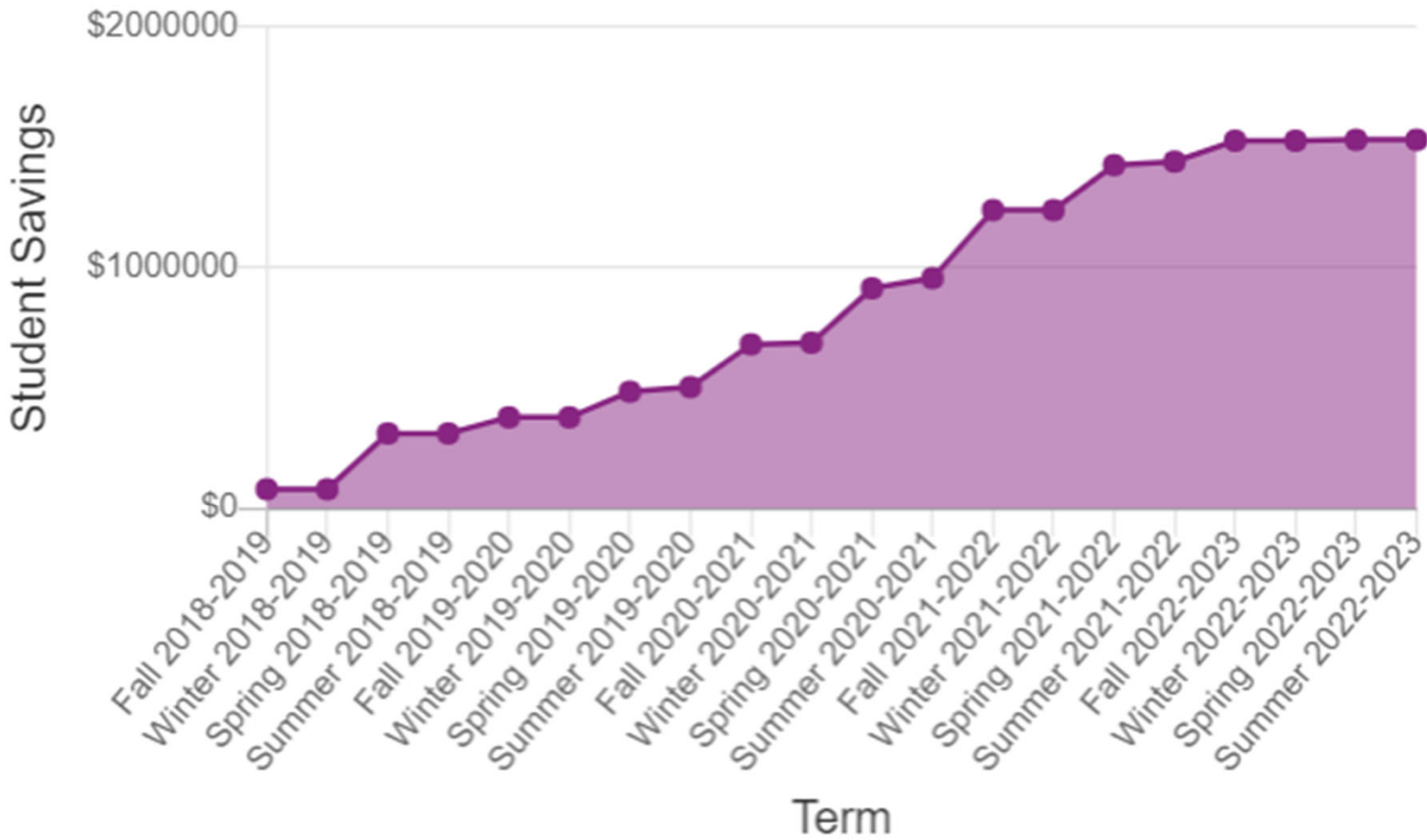
Current Projects, 22-23

- IMLS **Peer Review** grant application
- **Open Ed Week** Lunch & Learn
- **Data dashboard**
- **Student survey**

Student Savings

TOTAL: $1,532,293.00

Students Impacted

TOTAL: 15340
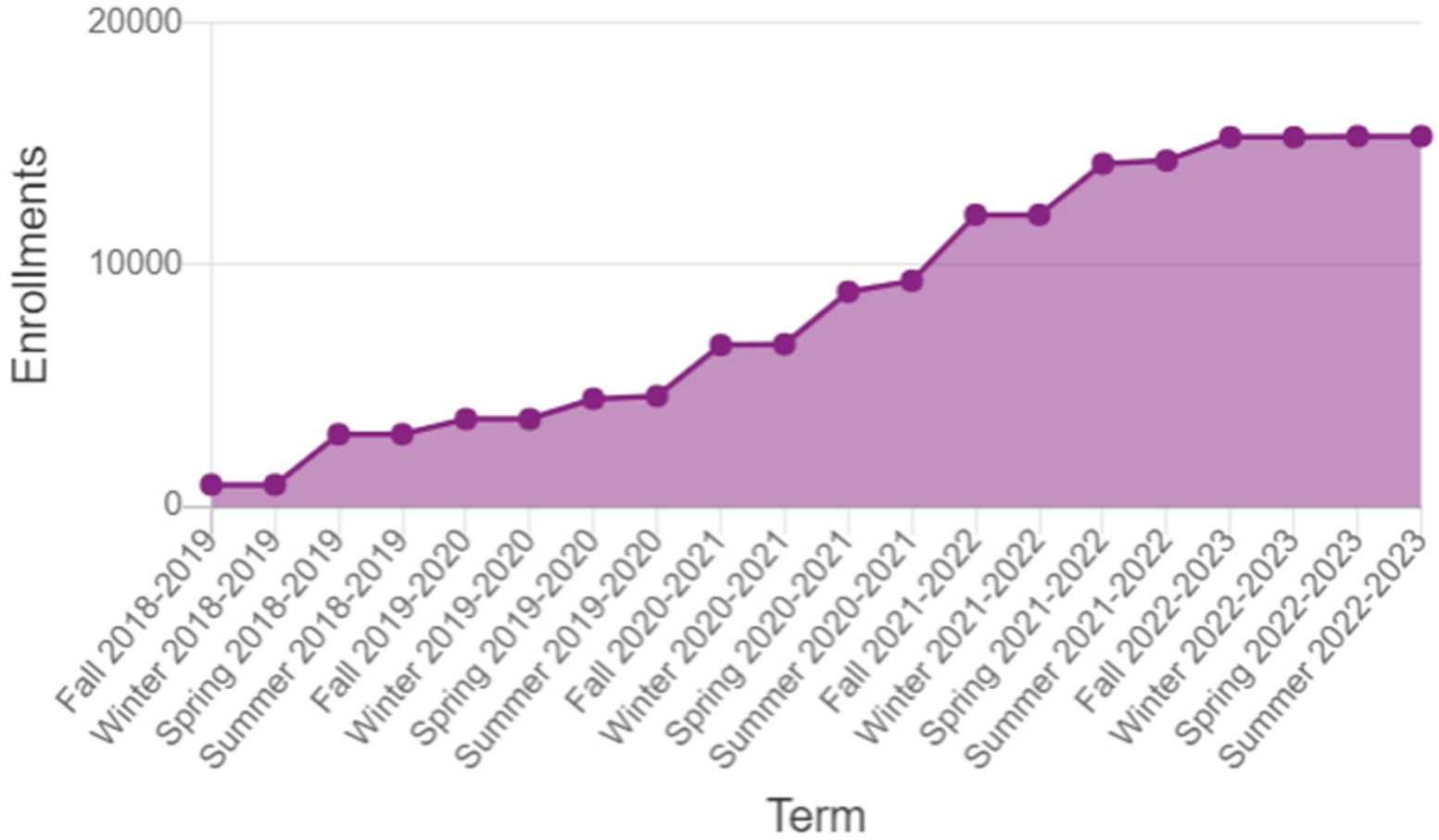
IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS

The high cost of textbooks is negatively impacting students' academic progress.
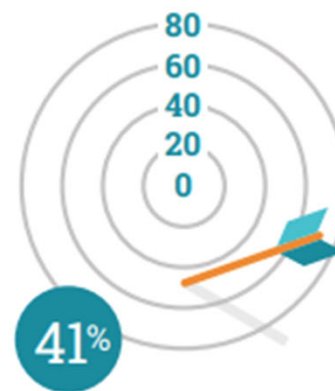
How are they coping?*

64% Don't buy required books

43% Take fewer courses

41% Don't register for a course

23% Drop a course course

"

Statewide initiative...

Sustainability

kyvl.org/affordablelearningky

TITLE: Statewide Transfer Strategy

DESCRIPTION: Staff will discuss the drafted statewide transfer strategy, which was designed eliminate process barriers and facilitate student transfer.

PRESENTERS: Melissa Bell, Ph.D., CPE's Vice President of Academic Excellence and Student Success

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BACKGROUND INFORMATION

The Kentucky Student Success Collaborative (KYSCC) developed the Kentucky Student Success Framework (connect the path, chart the path, continue the path, and complete the path) to provide a coherent, comprehensive, and holistic approach to improving degree completion, closing equity gaps, and strengthening career transitions for students. Transfer is a priority in the Connect the Path area of the framework.

SUPPORTING INFORMATION

KYSSC, working with Sova Solutions, facilitated a discussion with KCTCS and university transfer specialists on priorities, best practices, and persistent challenges for student transfer to inform statewide transfer strategy development and implementation. Twenty campuses attended this discussion. In addition, Sova helped facilitate a discussion among chief academic officers and other academic leaders around transfer.

Building on national best practices and these state-level discussions, the KYSCC has created a draft statewide transfer strategy that will be officially unveiled at the Kentucky Student Success Summit in February 2023. The purpose of the strategy is to highlight improvements specifically in transfer, credit mobility, and recognition of learning that will facilitate degree completion and ultimately help Kentucky reach its 60 by 30 attainment goal—to have 60 percent of our working-age population with a degree or credential by the year 2030.

Kentucky's Moment
A Statewide Vision for Transfer Student Success

Kentucky's educational North Star is the 60 by 30 attainment goal—to have 60 percent of our working-age population with a degree or credential by the year 2030. This goal, developed through extensive data analysis, focuses on cultivating a highly skilled workforce to keep the state's economy thriving. Promoting and facilitating the seamless transfer of students and credits among institutions is an essential piece of the attainment puzzle. Transfer has always been a major element of the work of the Kentucky Council on Postsecondary Education (CPE). Improving transfer is one of the objectives in the statewide postsecondary education strategic agenda, and it is a primary statutory duty. For Kentucky to prosper in the future, a statewide effort focused on credit mobility and recognition of learning must be prioritized by all. While this document outlines a strategy for pursuing systematic improvements specifically in transfer, credit mobility, and recognition of learning, these issues are intrinsically connected to CPE's broader strategic agenda: affordability, transitions, success, talent, and value are all impacted by efforts to improve transfer, credit mobility and recognition of learning.

As with the broader statewide postsecondary education strategic agenda, every piece of this transfer strategy was developed through an equity lens. The National Association of System Heads (NASH) Equity Action Framework and the Kentucky Student Success Collaborative Equity by Design process will serve as foundational resources for CPE as we seek to make progress on the strategic objectives and priorities outlined here. CPE agrees with NASH that "equity is measurable and should be attended to along the student success continuum, ensuring access to and completion of quality education programs across student populations, disaggregated whenever possible by protected status including race/ethnicity, religion, income, gender, gender identity, ability, first-generation, and veteran status." We must pursue progress on the strategic objectives and priorities outlined here with a clear-eyed focus on operationalizing our commitment to equity.

CPE would like to thank the many stakeholders, including transfer specialists, advisors, presidents, associate provosts and provosts whose thoughtful input served as the groundwork for this strategy.

INSERT:

- Key data points about KY's future (CPE/KYSSC to decide which 3-4 data points to include)
- Powerful pull quote from the right person (CPE/KYSSC to determine)

Building on Unique Strengths

For the past decade, through legislation and policy, CPE has worked to create the conditions for better and more equitable outcomes for transfer students in Kentucky. The building blocks now in place include:

- A statewide general education core of 30 credit hours accepted for transfer at any public institution built around learning outcomes rather than courses;

- Guidelines and guiding principles for awarding college credit for learning acquired outside of a college classroom, including college-level knowledge acquired in high school, the workplace, and through military service;

- State policy requiring institutions to notify CPE of any changes that could potentially affect transferability of credits;

- Extensive program-based pathways work to allow baccalaureate-seeking students to begin their education at one of Kentucky's community and technical colleges;

- Common course numbering for the sixteen community and technical colleges

In addition to the well-established convening power of the CPE, the Kentucky Student Success Collaborative is poised to serve as an accelerator of improvement. By providing access to national experts, networked peer learning opportunities, and technical assistance, the Collaborative is positioned to support accelerated progress.

Transfer Strategy Aligned to CPE Strategy & KY Pathways

While transfer is one of the three student success objectives in the "Statewide Strategic Agenda for Kentucky Postsecondary Education 2022-2030," it also is a way to make college more affordable for many Kentuckians. By smoothing students' transitions

between institutions, we can help more students reach their education goals and experience the value of higher education.

Transfer is integral to the success of the state's broader strategy and should be viewed through the lens of the Kentucky Student Success Framework which expands the traditionally narrow view of transfer to include the entire student learning journey.

[Insert Graphics on CPE strategy, KY Pathways]

3 Strategic Objectives Grounded in Core Values

Our strategic objectives are the enduring, foundational priorities and long-term guideposts for statewide transfer improvement efforts. These objectives aim directly at the state's educational North Star goal, and their pursuit must be understood as integral to our success in achieving this goal.

1. We will center students' needs above all else in the pursuit of scalable improvements in transfer, credit mobility, and recognition of learning across Kentucky.

2. We will prioritize efforts related to strengthening institutional collaboration in service to better and more equitable outcomes for students who attend multiple institutions, and who acquire learning in a variety of settings, on their way to a credential.

3. We will focus on removing obstacles to seamless transfer and credit mobility for Kentuckians, and our efforts will be aimed at maximizing the applicability of credits toward students' programs of study.

2023-2026 Strategic Priorities Aligned to Objectives

Visible commitment to nearer-term priorities is integral and indispensable to the long-term success and value of any strategy. The strategic priorities outlined here are designed to inform and guide concrete, near-term improvement efforts aligned to the strategic objectives. The strategic priorities were chosen because they speak to the most important work currently underway, they reflect the current state of national evidence

about promising policies and practices, or they were raised as significant areas of near-term opportunity by a cross-section of vital internal stakeholders including institutional leaders and practitioners.

1. Centering Student Needs

We will launch, monitor, refine, and continuously improve a student-facing **transfer website** to help students map out how to complete any program in the state. Serving as an informal degree audit tool, the website will empower students to make informed decisions and plan effectively for the completion of a credential. The website will also have an institutional-facing component to support faculty collaboration for creating seamless pathways and to equip advisors to provide accurate information to students.

We will support institutions in creating **student journey maps** that show how transfer students are faring and where they are encountering barriers to seamless transfer and maximum applicability of transfer credits. By helping institutions take clear-eyed stock of the impact of their policies and practices on transfer students, we will make visible the equity implications of transfer improvement efforts and foster the courageous leadership required for success.

We will build on and utilize our substantial **data** infrastructure to make student experience, progression, and outcomes transparent to institutional leaders at every level, including state-level actors and equity-minded advocates of our North Star attainment goal. In addition to ensuring the availability and effective use of finely disaggregated quantitative data, we will evaluate credit mobility patterns across the state and make this information available on an annual basis. In addition, we will build the statewide infrastructure for producing and using rich qualitative data about student experience, progression, and outcomes.

2. Building on Institutional Collaborations

We will leverage and expand our work on creating "**improvement communities**" to strengthen bilateral, regional, and statewide pathways work and to cultivate a critical mass of champions at every level capable of tackling the most persistent problems of practice impacting transfer students. By adopting improvement science methodologies

and improved strategies, we will help institutions prototype small tests of change and scale improvements. Through this work, we will help two-year and four-year institutions strengthen advising and student supports; address 'hidden' prerequisites that cost students time and money; increase transfer scholarships and financial aid for transfer students; effectively translate prior learning into credits applied toward a credential; and increase the baccalaureate completion rate for students who transfer after completing an Associate of Arts or Associate of Science.

We will create venues and opportunities for high-quality **professional learning** for faculty, staff, and administrators tasked with building transfer-affirming and transfer-receptive institutions and programs. In addition to providing access to national experts and technical assistance through the Kentucky Student Success Collaborative, we will include faculty, staff, and administrators in statewide conversations. Ensuring practitioners have access to leading-edge professional learning opportunities and a seat at the statewide table is essential to improving outcomes for students.

We will widen our lens on **institutional collaborations** to explore cross-registration, course sharing, and program sharing as next-generation approaches to ensuring learners in Kentucky—including geographically isolated students—have access to the courses and programs they need to achieve their educational and career goals. Other states and systems are turning their attention to institutional collaboration as a great opportunity and increasing need.

3. Removing Obstacles to Seamless Transfer & Recognition of Learning

We will **analyze Kentucky's postsecondary ecosystem** to better understand how barriers and disincentives to seamless transfer and recognition of learning exist within structures, policies, and practices. With the goal of creating new incentives for seamless transfer and meaningful recognition of learning, we will examine existing policies and participate in broader national conversations about the role of state, system, and institutional policies in establishing the conditions for better and more equitable outcomes for today's learners.

We will update our policy around high school **dual credit** to promote the seamless applicability of dual credits into program pathways. Ensuring that credits achieved in high school are meaningfully counted toward a student's program of study is an important piece of the equity puzzle for learners in Kentucky, and our work in dual

credit will be one of the many places our work on credit mobility is aligned to our work on guided pathways.

Another key area where credit mobility efforts will align to our ongoing work on guided pathways is in the development and expansion of **statewide transfer pathways** in high-priority, high-impact workforce areas. Beginning with the work currently underway to build a statewide transfer agreement for Nursing students, we will broaden our efforts to increase the number of statewide agreements in programs vital to the future of Kentucky.

We will intensify efforts around **Prior Learning Assessment/credit by exam** to ensure that learning acquired through military service and work is effectively translated into credits that apply toward a student's program of study.

To keep up with the times and prepare for the future, we will continue to explore the use of **promising technologies**, including machine learning and AI to improve equitable credit evaluation and to analyze curricular complexity. Gaining a better understanding of how credit evaluation practices impact learners will provide greater curricular transparency while delivering insights for institutional improvement.

Making it Real

To achieve our statewide postsecondary attainment goal, CPE must visibly commit to the courageous leadership required for sustainable progress on the objectives and priorities outlined here. Toward that end, CPE will begin implementation of the strategic priorities by setting goals with metrics that align with the North Star. By setting goals and showing the contribution of transfer, credit mobility, and recognition of learning efforts to the 2030 statewide attainment goals, CPE will set the table for accelerated progress on strategic priorities. In addition to setting goals with clear metrics and key progress indicators, CPE is committed to monitoring and transparently reporting progress.

CPE will model our commitment to centering student needs above all else and will advocate for a broader public understanding of the moral and economic imperatives to improve transfer, credit mobility, and recognition of learning in our great state. By

supporting courageous leadership across the state, Kentucky secure its own future and serve as a national exemplar.

The Kentucky Student Success Collaborative will serve as an engine of progress and its work will be tuned to the strategic priorities outlined here. By providing technical assistance and structured learning opportunities, the Collaborative will help create the conditions for skilled and committed adoption of student-focused policies and practices across Kentucky's diverse institutional contexts. In addition to supporting the accelerated progress on priorities, the Collaborative will also provide Kentucky's institutions access to national student success conversations and elevate the profile of Kentucky's work on national stages.
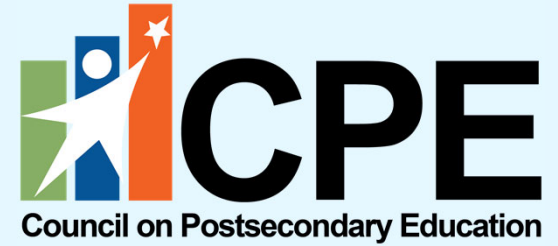
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Talking Points for the Logic Behind the Strategy

1. A <u>strong</u> strategy will *prioritize the interests of students (i.e., maximum applicability of credits in transfer, recognition of learning as progress toward credential, accessible, affordable)* and, in doing so, encourage and support bold leadership at institutions.

2. A <u>clear-eyed</u> strategy will center recognition that improving outcomes for transfer students is *everyone's work* and will therefore attend to the resources required for institutions to reform policies, practices, and institutional culture at scale.

3. An <u>effective</u> strategy will be *outcomes driven* and will connect the dots between longer-term goals and the near- and mid-term indicators of progress.

4. A <u>useful</u> strategy will prioritize *achievable, pragmatic, and sustainable progress on practical challenges* -- and it will be flexible enough to *promote courageous leadership* in a wide range of contexts.

5. A widely <u>endorsable</u> strategy will include explicit recognition of the harmful effects of unfunded mandates and will *strengthen the ability of CPE leadership to advocate* for institutions to the legislature.

Transfer Strategy Discussion

The Work of Developing a Transfer Strategy

Listening to front line transfer specialists

Distilling input, taking stock

Provost/CAO engagement

Distilling Provost/CAO input, combining insights from input sessions, outlining (November-December)

Drafting & vetting an aligned strategy (January) - KFAN, ASI, CAOs, transfer specialists

Strategy roll out (Save the Date: Student Success Summit February 27-February 28)

The Kentucky Student Success **Collaborative**

CPE

CPE Strategic Agenda 2022–2030

Attainment Goal: 60% of Kentucky's working-age adults (25–64) will have a high-quality postsecondary credential by the year 2030.

Affordability
- Reduce financial barriers to college enrollment and completion
- Improve the public's understanding of how to pay for college

Transitions
- Increase students' readiness to enter postsecondary education
- Increase enrollment in postsecondary education

Success
- Increase persistence in and timely completion of postsecondary programs
- Maximize transfer of academic and experiential credit
- Ensure academic offerings are high quality, relevant, and inclusive

Talent
- Improve the career outcomes of postsecondary graduates
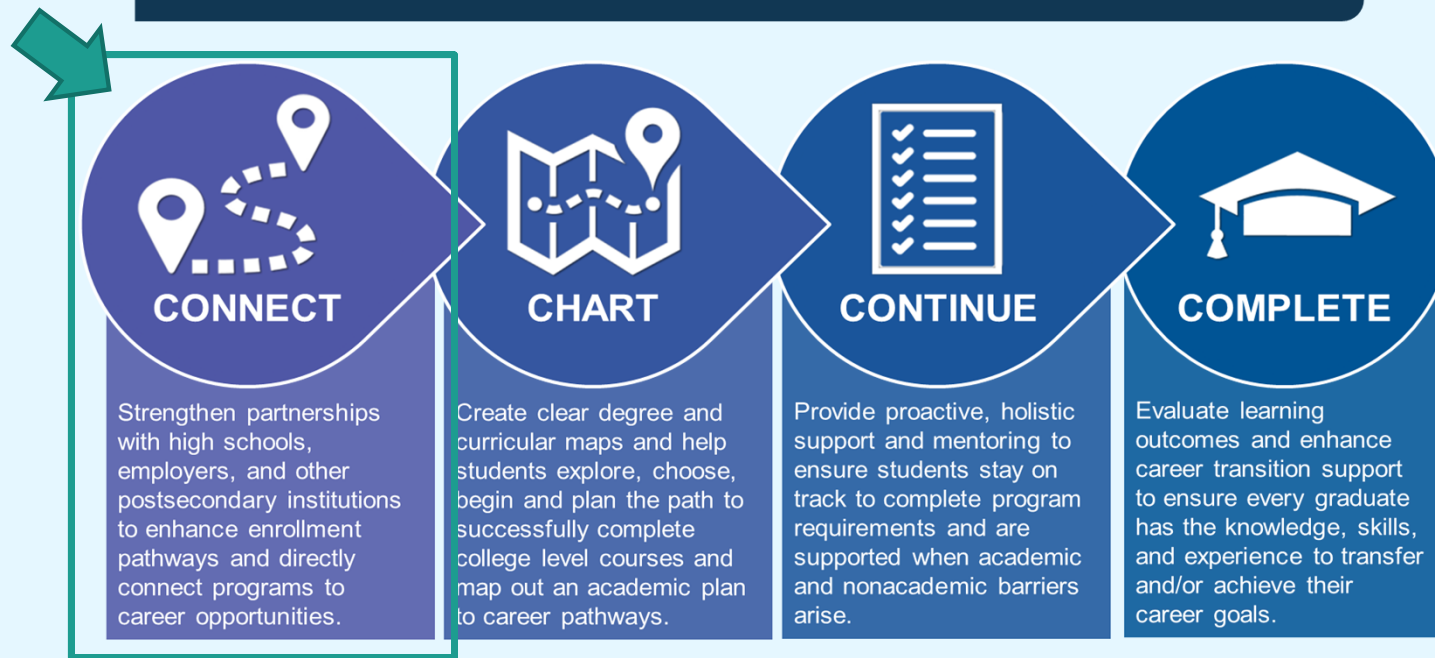- Increase research and service to support strong communities and economies

Value
- Increase public belief in the power of postsecondary education
- Build support for greater investment in postsecondary education

EQUITY | A cross-cutting priority

The Kentucky Student Success **Collaborative**

Kentucky Student Success Pathways

To achieve **equitable** student success and maximize **learning**, we need to:

CONNECT
Strengthen partnerships with high schools, employers, and other postsecondary institutions to enhance enrollment pathways and directly connect programs to career opportunities.

CHART
Create clear degree and curricular maps and help students explore, choose, begin and plan the path to successfully complete college level courses and map out an academic plan to career pathways.

CONTINUE
Provide proactive, holistic support and mentoring to ensure students stay on track to complete program requirements and are supported when academic and nonacademic barriers arise.

COMPLETE
Evaluate learning outcomes and enhance career transition support to ensure every graduate has the knowledge, skills, and experience to transfer and/or achieve their career goals.

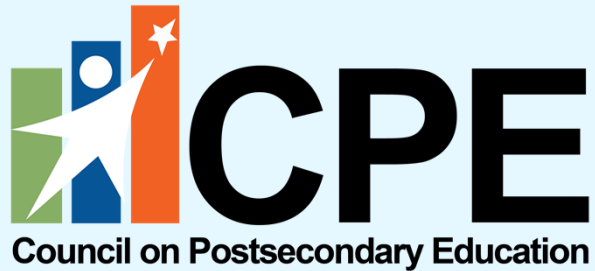**Equity Guiding Principles**

The Kentucky Student Success **Collaborative**

CPE

CONNECT

Strengthen partnerships with high schools, employers, and other postsecondary institutions to enhance enrollment pathways and directly connect programs to career opportunities.

The Kentucky Student Success **Collaborative**

Transfer Strategy

Student-Centered
Website
Student journey maps
Data and research

Collaborative
Improvement communities
Professional learning
Partnerships

Seamless
Remove barriers
Prior learning
Transfer pathways

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CPE

Kentucky's Moment to Lead?
Thinking big, getting real

What are your initial thoughts?

Is this comprehensive? Is anything missing?

Is anything unclear?

Save the Date:
Student Success Summit with
Transfer Strategy Work
February 27 - 28

CPE

The Kentucky
Student Success
Collaborative