

AGENDA

Executive Committee

Council on Postsecondary Education

Friday, June 16, 2017

8:00 AM

Spalding University, College Center, Oasis Dining Room

1. Welcoming and Roll Call
2. Approval of Minutes 2
3. Discuss 2017 CPE President Evaluation Survey Responses
 - a. Procedure 4
 - b. Survey Results 6
 - c. President King's Self Evaluation 17
4. Other Business
5. Adjourn

Minutes
Executive Committee
Council on Postsecondary Education
March 31, 2017

The Executive Committee of the Council on Postsecondary Education met March 31, 2017, at 8 a.m. (ET) at Northern Kentucky University in Highland Heights, Kentucky.

ROLL CALL The following members attended: Ron Beal, Ben Brandstetter, Joe Ellis, and Sherrill Zimmerman. Donna Moore was not in attendance. Pam Miller, who is not on the Executive Committee, was also in attendance. Robert King, Travis Powell, and Heather Faesy from the Council staff attended.

APPROVAL OF MINUTES The minutes of the February 3, 2017, Executive Committee meeting was approved as distributed.

DISCUSS PRESIDENT EVALUATION PROCESS The committee members agreed to use the prior year survey questions for the 2016-17 president evaluation process. The members also agreed to the timeline for the process proposed by Council staff. The members agreed to survey the following groups during the 2017 evaluation year: fifteen (15) Council members, eleven (11) CPE senior leadership staff, ten (10) institutional presidents, five (5) state policy leaders, twelve (12) members of the General Assembly, and five (5) members of the Governor's office, including the Governor.

The committee members agreed to also directly contact the key legislators to conduct interviews in regards to the survey.

OTHER BUSINESS At its February 3, 2017 meeting, the Executive Committee passed a motion to offer President King a one-year contract extension, pending comment and reaction from the Governor's office before bringing the recommendation to the full board. Since that time, no negative comments had been received regarding the offer.

MOTION: Mr. Brandstetter moved the Executive committee recommend to the full board a two-year extension of President King's contract, which includes a provision that does not require him to waive any claims related to his compensation. Mr. Beal seconded the motion.

VOTE: The motion passed.

Robert L. King
President

Heather M. Faesy
Associate, Board Relations & Special
Projects

Minutes
Executive Committee
Council on Postsecondary Education
June 5, 2017

The Chair and Vice Chair of the Executive Committee of the Council on Postsecondary Education met June 5, 2017, at 3:00 p.m. ET at the Blue & Co., LLC, offices in Lexington, Kentucky.

**WELCOMING
AND ROLL CALL**

The following members attended: Sherrill Zimmerman & Ben Brandstetter. Heather Faesy from the Council staff attended.

**REVIEW
PRESIDENT
EVALUATION
SURVEY
RESPONSES**

The purpose of the meeting was to open and review the responses to the surveys pertaining to President King's annual evaluation.

Survey forms were mailed to the Governor and four members of his staff, five leaders representing statewide education and policy organizations, and twelve leaders of the General Assembly. Additionally, the following groups were emailed a link to online surveys:

- Eight university presidents, the president of KCTCS, and the president of AIKCU;
- Fifteen current members of the Council on Postsecondary Education; and
- Eleven senior members of the staff on Council on Postsecondary Education.

Those who were mailed a survey were supplied with a postage-paid envelope addressed to CPE's auditor, Blue and Co, LLC., and were asked to return the survey by May 15, 2017. The envelopes remained sealed until the Executive Committee met on June 5, 2017 to open the submissions and record the results.

Council staff retained the survey responses to prepare a summary for the Executive Committee to review at its June 16 meeting.

ADJOURNMENT

The meeting adjourned at 4:15 p.m.

Robert L. King
President

Heather M. Faesy
Associate, Board Relations & Special
Projects

CPE President Evaluation Timeline Evaluation Year: 2016-17

Phase One: Organization and Preliminary Preparations	
Executive Committee holds organizational meeting to discuss 2016-17 Council President Evaluation and approve evaluation timeline and survey instrument.	Meeting Scheduled: March 31, 2017 @ 8:00 a.m.
Phase Two: Evaluation Process	
<p><u>SURVEYS</u></p> <ol style="list-style-type: none"> 1. April 10 - Heather will e-mail/mail out surveys on behalf of Chair. <ol style="list-style-type: none"> a. Email surveys will submit automatically and remain anonymous. b. Mailed surveys will be directed to be returned to Blue & Co., or alternative location, in enclosed envelopes. 2. Between May 8-12 <ol style="list-style-type: none"> a. Heather will send reminder email to complete survey. b. Executive Committee members will follow up as necessary by phone with key constituents (as decided in 3/31/17 meeting) 	<p>Survey opens: April 10, 2017</p> <p>Survey closes: May 15, 2017</p>
<u>SELF-EVALUATION:</u> Self-evaluation by president due to CPE chair and Executive Committee.	Due: May 22, 2017
<u>REVIEW RESULTS:</u> Survey results compiled by CPE chair and vice chair.	Meeting will be scheduled between May 22-26, 2017
<u>DISCUSS RESULTS:</u> Meeting of the Executive Committee to discuss and evaluate survey responses.	Meeting Scheduled: June 16, 2017 @ 8:00 a.m.
Phase Three: Discussion and Release	
Executive Committee reports results of the evaluation to full Council (open meeting; all written documents are public records and subject to open records).	CPE Meeting: June 16, 2017
Phase Four: 2017-18 Goals and Objectives	
Proposed 2017-18 work plan approved by Council	June 16, 2017

Survey Takers - President Evaluation 2017

CPE members (E-mail)

- | | | |
|------------------------|-----------------------|-------------------------|
| 1. Ronald C. Beal | 6. Lucas Mentzer | 11. Robert H. Staat |
| 2. Ben Brandstetter | 7. Pam Miller | 12. Sebastian Torres |
| 3. Maryanne H. Elliott | 8. Donna Moore | 13. Sherrill Zimmerman |
| 4. Joe E. Ellis | 9. Vidya Ravichandran | 14. Carol Wright |
| 5. Dan E. Flanagan | 10. Shawn Reynolds | 15. Stephen Pruitt, KDE |
-

Presidents (E-mail)

- | | | |
|------------------------|-------------------------|-----------------------|
| 1. Michael Benson, ECU | 5. Robert Davies, MuSU | 9. Gary Ransdell, WKU |
| 2. Jay Box, KCTCS | 6. Geoffrey Mearns, NKU | 10. Gary Cox, AIKCU |
| 3. Aaron Thompson, KSU | 7. Eli Capilouto, UK | |
| 4. Wayne Andrews, MoSU | 8. Greg Postel, UofL | |
-

CPE senior leadership staff (E-mail)

- | | | |
|-------------------|-------------------|----------------------|
| 1. Mary Allison | 5. Doyle Friskney | 9. Bill Payne |
| 2. Melissa Bell | 6. Jay Morgan | 10. Travis Powell |
| 3. Rebecca Bowman | 7. Lee Nimocks | 11. Reecie Stagnolia |
| 4. Ron Carson | 8. Sue Patrick | |
-

State Policy Leaders (Mail)

1. Dave Adkisson, Chamber of Commerce
2. Kris Kimel, KSTC
3. Carl Rollins, KHEAA
4. Bridgette Blom Ramsey, Prichard Committee
5. Jimmy Adams, EPSB

Governor's Administration (Mail)

1. Governor Bevin
 2. Scott Brinkman, Secretary Exec Cabinet
 3. John Chilton, State Budget Director
 4. Hal Heiner, EWDC
 5. Andrew McNeill, OSBD
-

Legislature (Mail)

Senate

1. Robert Stivers, President
2. David Givens, President Pro Tem
3. Mike Wilson, Chair, Education
4. Chris McDaniel, Chair, Senate A&R Committee
5. Dorsey Ridley, Minority Caucus Chair

House

1. Jeff Hoover, Speaker of House
2. Steve Rudy, Chair, House A&R Committee
3. James Tipton – Chair, Budget Review Subcommittee on Postsecondary Education
4. John Carney, Chair, Committee on Education
5. Arnold Simpson
6. Rocky Adkins, Minority Floor Leader
7. Derrick Graham

Performance Evaluation - Years 2010-2017

Mr. Robert L. King, President

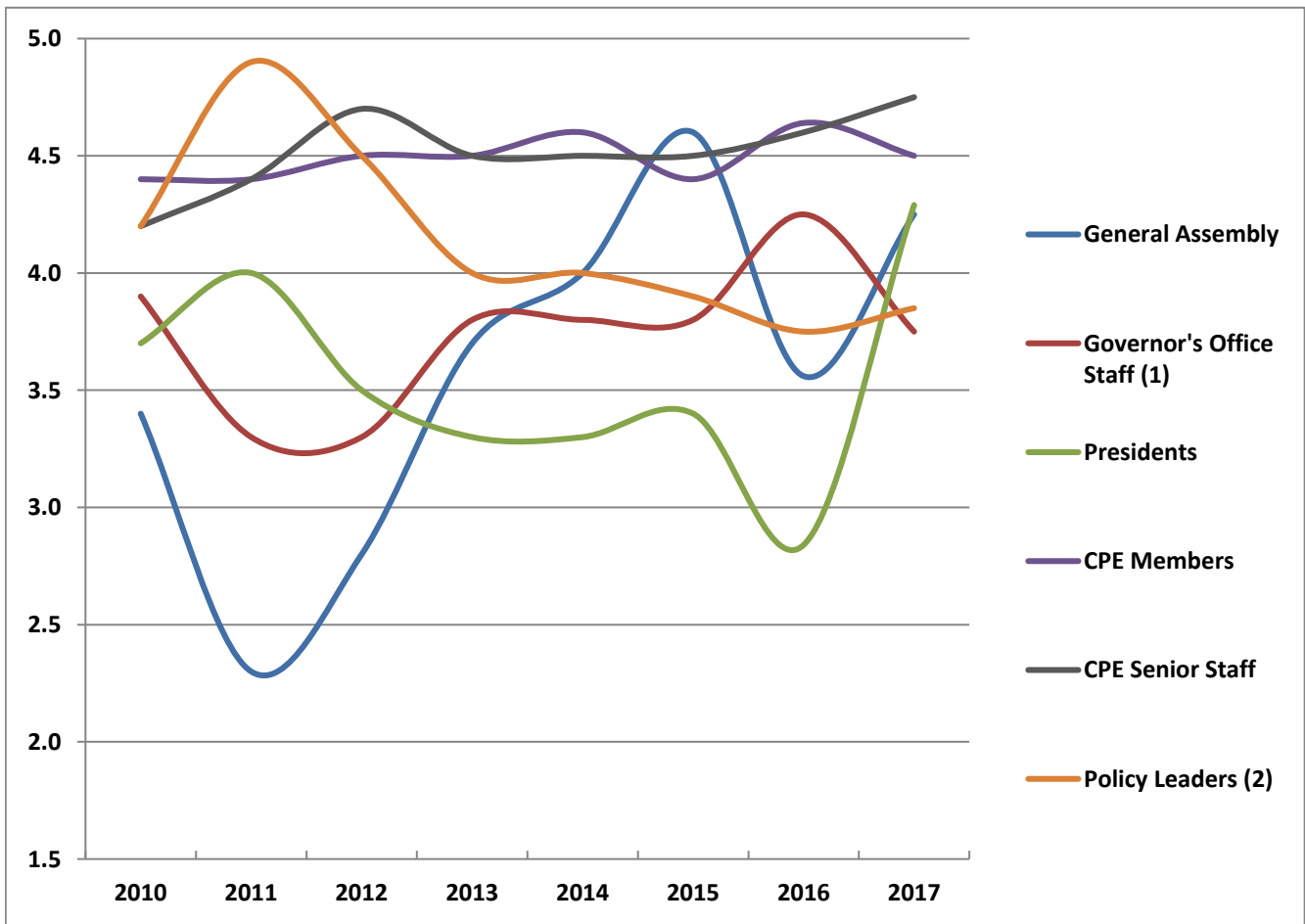
Average Overall Rating - Trend Data

(giving equal weight to all respondents within group)

	2010	2011	2012	2013	2014	2015	2016	2017
General Assembly	3.4	2.3	2.8	3.7	4.0	4.6	3.6	4.3
Governor's Office Staff ⁽¹⁾	3.9	3.3	3.3	3.8	3.8	3.8	4.3	3.8
Presidents	3.7	4.0	3.5	3.3	3.3	3.4	2.8	4.3
CPE Members	4.4	4.4	4.5	4.5	4.6	4.4	4.6	4.5
CPE Senior Staff	4.2	4.4	4.7	4.5	4.5	4.5	4.6	4.8
Policy Leaders ⁽²⁾	4.2	4.9	4.5	4.0	4.0	3.9	3.8	3.9

⁽¹⁾ The Governor's office staff did not respond in 2014 or 2015. Assumed same rating as 2013

⁽²⁾ Policy leaders were not surveyed in 2014 - assumed same rating as 2013



2017 CPE President Evaluation - Campus Presidents

Response Rate: 40%

Total number surveyed - 10, Total responses - 4

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	0	0	0	4.25

Comments (by survey number)

- 3 Bob certainly understands the principles of Higher Ed reform, and works diligently to pursue the related goals. One observation in this regard, however, that strikes me as pertinent. Higher Ed reform occurred 20 years and three Governors ago. While we were in focused pursuit of the its goals for a dozen or so years, much of that focus shifted in the recession since 2008. We need to think in terms of more timely horizons rather than reform. Bob knows that the new Performance Finding Model will drive future endeavors.
- 2 Bob has a great grasp of Postsecondary education in KY

2. Does President King work effectively with the presidents of Kentucky's postsecondary institutions, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	2	2	0	0	0	4.50

Comments (by survey number)

- 3 Yes, as far as I am concerned.
- 2 Bob has been instrumental in keeping presidents together on important legislation and many other agenda items

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, CPE staff, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	0	0	0	4.25

Comments (by survey number)

- 3 Bob is respected and has constructive relationships with those in the CPE and elected communities.
- 2 It is clear the CPE has gained more acceptance under Bob's leadership. The Governor's Office seems to especially appreciate Bob's leadership.
- 1 His relationships with the Governor and members of the General Assembly seem to have improved during this last year.

2017 CPE President Evaluation - Campus Presidents

Response Rate: 40%

Total number surveyed - 10, Total responses - 4

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	1	0	0	4.00

Comments (by survey number)

- 3 Yes, although there may be some who believes CPE should play a larger lobbying role with the General Assembly. Bob's appearances before legislative committees are always well thought out and prepared.
- 2 Bob informs us of horizon events. With funding decreasing and Funding Model going into effect, I'm not sure what more he can do in responding to most items.

5. The Council approved the CPE President's Plan of Work for the months of July 2016 through June 2017 at its June meeting. A copy of it can be viewed here: CPE Plan of Work 2016-17. To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	0	0	0	4.25

Comments (by survey number)

(none)

6. Do you view President King as an ally and advocate for the entire system of postsecondary education? Is he effective in that role and has he treated you and your institution fair?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	3	0	1	0	0	4.50

Comments (by survey number)

- 3 Yes.
- 2 Bob is outstanding and am very happy to be working with him.

OVERALL RATING FOR ALL CATAGORIES	4.29
--	-------------

2017 CPE President Evaluation - Council Members

Response Rate: 80%

Total number surveyed - 15, Total responses - 12

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	9	3	0	0	0	4.75

Comments (by survey number)

4 President King does an excellent job explaining the goals and progress made in all interactions.

2. Does President King work effectively with the Council members, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	9	2	1	0	0	4.67

Comments (by survey number)

9 The monthly phone calls are a real bonus

5 Appreciate his monthly calls and in-depth explanations at Council meetings.

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	5	1	0	0	4.42

Comments (by survey number)

(none)

2017 CPE President Evaluation - Council Members

Response Rate: 80%

Total number surveyed - 15, Total responses - 12

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	5	1	0	0	4.42

Comments (by survey number)

5 Dealing with continuous budget cuts and bringing institutions together on performance based funding model were difficult situations that Bob handled well.

5. The Council approved the CPE President's Plan of Work for the months of July 2016 through June 2017 at its June meeting. A copy of it can be viewed here: [CPE Plan of Work 2016-17](#). To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	5	5	2	0	0	4.25

Comments (by survey number)

4 I cannot fairly gauge the Plan of Work as I am uncertain of several of the action items. I would have liked to read a description from President King on his actions for each of the Work Plan items listed. Suggestion for the future: provide feedback from President King on his specific actions for each item.

1 He is the absolutely best President for CPE. Exemplary in every way.

OVERALL RATING FOR ALL CATAGORIES	4.50
--	-------------

2017 CPE President Evaluation - CPE Senior Leadership Staff

Response Rate: 73%

Total number surveyed - 11, Total responses - 8

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	2	0	0	0	4.75

Comments (by survey number)

3 I have worked at CPE for 18 months and I am amazed at Bob's passion and focus on the universities in Kentucky to meet the needs of students.

2. Does President King work effectively with the Council staff, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	5	2	1	0	0	4.50

Comments (by survey number)

(none)

3. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	7	1	0	0	0	4.88

Comments (by survey number)

3 found Bob to use knowledge, compassion and common sense to solve problems. a skill missing in senior leadership today

2017 CPE President Evaluation - CPE Senior Leadership Staff

Response Rate: 73%

Total number surveyed - 11, Total responses - 8

4. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	7	1	0	0	0	4.88

Comments (by survey number)

- 8 President King has always maintained good rapport with these constituencies, he has done an exceptional job over the past year with the new gubernatorial administration, new House leadership, and Senate leadership. CPE has furthered its position as a trusted source of information and analysis on all things higher education.
- 2 I have personal knowledge that president King has the best professional relationships with the elected and appointed leadership of both the executive and legislative branches of state government of any CPE president, either permanent or interim, since House Bill 1 was adopted in the special session of May 1997.

5. The Council approved the CPE President's Plan of Work for the months of July 2016 through June 2017 at its June meeting. A copy of it can be viewed here: CPE Plan of Work 2016-17. To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	2	0	0	0	4.75

Comments (by survey number)

- 3 I am impressed with his focus and determination to succeed by getting the buy-in from the university communities.

OVERALL RATING FOR ALL CATAGORIES	4.75
--	-------------

2017 CPE President Evaluation - Governor & Staff

Response Rate: 40%
Total number surveyed - 5, Total responses - 2

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	0	0	1	0	3.50

Comments (by survey number)
 1 Meets expectations=clear understanding of postsecondary academic goals. Unsatisfactory = adult education shows no sign of innovation in other states. Unsatisfactory = KCTCS career education behind the curve.

2. Does President King work effectively with Governor's staff, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	0	2	0	0	0	4.00

Comments (by survey number)
 1 Good Communicator

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board members, campus leaders, key policy leaders, and members of the General Assembly?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	1	0	0	0	4.50

Comments (by survey number)
 1 Good work on performance funding

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	0	1	0	1	0	3.00

Comments (by survey number)
 1 Little effort expended to reduce the rapid rate of tuition increase across state for many years.

OVERALL RATING FOR ALL CATAGORIES	3.75
--	-------------

13

2017 CPE President Evaluation - Kentucky General Assembly

Response Rate: 25%

Total number surveyed - 12, Total responses - 3

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	0	0	0	4.33

Comments (by survey number)

1 Yes, he understands and articulates them well

2. Does President King work effectively with members of the General Assembly, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	1	1	0	0	4.00

Comments (by survey number)

1 He is a former legislator and understands the legislative process. Very positive for CPE!

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board members, campus leaders, key policy leaders, and the Governor and his staff?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	0	3	0	0	0	4.00

Comments (by survey number)

1 Yes, he is always present in and around the annex meeting with leaders prior to higher ed votes. He has good relationships with executive staff and the Governor.

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	2	1	0	0	0	4.67

Comments (by survey number)

1 Yes - it appears he is calm and diligent when those situations arise. President King is good for Kentucky higher education!

OVERALL RATING FOR ALL CATAGORIES	4.25
--	-------------

2017 CPE President Evaluation - State Policy Leaders

Response Rate: 100%

Total number surveyed - 5, Total responses - 5

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	1	0	0	4.00

Comments (by survey number)

- 2 Without a doubt. Every time I am in President King's company he references the critical connection between P12 and higher ed and expresses a clear goal that reforms should serve the needs of 21st c. students and workers.

2. Does President King work effectively with key policy leaders, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	1	0	0	4.00

Comments (by survey number)

- 2 Yes. President King is always professional and seeks positive, constructive relationships with policy leaders and influencers in order to move toward our shared goals for education outcomes in Kentucky.
- 4 Yes, he's in an almost impossible situation: expected to be a referee for the institutions, sometimes an enforcer and always a cheerleader for postsecondary education.
- 5 President King is always easy to work with on major policy issues.

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board member, campus leaders, and members of the General Assembly?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	1	1	0	3.60

Comments (by survey number)

- 1 Faculty members have expressed concerns that he is not knowledgeable about the work of university/colleges.
- 2 Yes. I believe President King is highly regarded among his peers in the state.
- 4 Yes. I've had a very positive relationship with Bob since he came to Kentucky. I find him to be very thoughtful and sincere in his interactions with policy-
- 5 President King seems to have very good relations with all the groups mentioned above.

15

2017 CPE President Evaluation - State Policy Leaders

Response Rate: 100%

Total number surveyed - 5, Total responses - 5

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	2	0	0	3.80

Comments (by survey number)

2 Yes. President King has always responded professionally in interactions I've had with him and when I've seen him interact with others in difficult or challenging situations.

OVERALL RATING FOR ALL CATAGORIES	3.85
--	-------------



Kentucky Council on Postsecondary Education

Matthew G. Bevin
Governor

1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
<http://www.cpe.ky.gov>

Robert L. King
President

June 1, 2017

Sherrill Zimmerman, Chair
Kentucky Council on Postsecondary Education
6802 Fairway View Court
Prospect, KY 40059

Dear Chair Zimmerman:

In keeping with our practice, I am submitting for your review, and that of the members of the Council, my annual report. It is my hope that this will provide a basis upon which to evaluate our work and my leadership of the CPE staff. As you will see, I have followed the format of linking activities to the work plan that was agreed to in 2016 for the current fiscal year (ending June 30). While the report is quite lengthy, it attempts to capture the breadth of the work we do, and to provide both context and some limited quantitative measures of our impact on educational outcomes for Kentuckians.

In my report last year, I stated the following:

...While nearly all our institutions are demonstrating measurable improvement in many of the areas we have defined in our strategic agenda, the pace of improvement has been negatively impacted by the near decade long erosion of state financial support, in part, and by our inability to change campus culture as rapidly as we need to.

By that, I specifically mean that we (CPE and our institutional leaders) need to communicate more effectively to faculty and staff that it is our obligation: 1) not just to encourage students to enroll, but to graduate them; and 2) not just to “teach,” but to do all we can to assure that our students are actually “learning.”

In addition, while significant resources are being devoted to addressing the needs of first-generation, low-income and underrepresented minority students, our results demonstrate that we are either not doing enough, or not doing the right things to improve outcomes for these students. ... [W]e need to pay greater attention to our advising efforts, in every respect: academic, financial, career, and emotional.

...[R]etention data at every campus demonstrates that we have not been able to change, or markedly improve, the patterns of retention in ten years at literally every campus.

With regard to these vital objectives, I wish I could report significant change. I cannot. Certainly not for lack of trying. However, this past year we have devoted an enormous amount of time and effort to putting in place some new structures and strategies we hope will change these patterns in a positive direction. First and foremost, the new Funding Distribution Model, which for the first time in decades will distribute state funds to our campuses according to a rational set of criteria tied to enrollment, mission and performance. The model we developed is among the most ambitious in the nation, and while it will be phased in slowly, it should provide a platform for stimulating improved campus performance and serve as the potential framework for future budget requests tied to specific performance objectives and achievement.

The story of the Funding Distribution Model is not just the final product, but the phenomenal effort that was undertaken by our staff to design a model that could meet the stated needs and interests of our campus presidents, our legislators and representatives of the Governor. Those needs and interests were diverse, often adversarial, and demanded levels of compromise, innovation and balancing that had to be expressed mathematically in the adopted formulas. Once we were able to secure the (fragile) support of the presidents, we were then tasked with developing communication materials that could be used to explain a fairly complex model simply so that the governor, legislators and the general public could understand the concepts, develop confidence that the model achieved what they were seeking, and did so in a way most could consider "fair."

Other legislative efforts, described in the detailed report below, also consumed a great deal of our time and effort. From legislation dealing with the board of trustees at the University of Louisville to the treatment of advanced practice doctorate degrees to proper budgetary support for optometry and veterinary training, this past year was more active and required more of our attention than any other session I can remember. Through it all, I believe that CPE developed an improved standing in the minds of our elected officials. While not all will agree with our various positions on issues, I think most view CPE as an honest, unbiased resource to help craft public policy and drive improved performance at our colleges and universities. This is particularly true in the Governor's office and within the leadership in the two houses of the General Assembly.

In the middle of these complex and time-consuming efforts, we needed to manage the closure of two private institutions, ITT Tech and St. Catharine College. Several thousand students were affected, which resulted in the following actions by CPE staff: assuring classes underway were completed; that records of academic achievement were retained and made available to students desiring to transfer to another institution; that transfer fairs were instituted to facilitate continued education for students who were only partially through a degree program; and that financial aid and loan arrangements were addressed appropriately. Our staff has been dealing with students, administrators, banks, bankruptcy courts, federal agencies and regional accreditors as these closed campuses unwind their activities.

As a final comment to this introduction, while I am disappointed we have not seen more progress at our campuses, the progress we have made over the past several years is at a pace that still significantly exceeds the rates of improvement of most public colleges and universities across the nation. The challenge here in Kentucky is not ours alone. It is a national challenge. We have to get better at

retaining and graduating our students, especially those coming from low-income and minority families. Our faculty need to improve their skills, not just their knowledge and understanding of their academic disciplines, but in their vital role as teachers committed to the success of their students. The public schools need to get better—much better at preparing their students for a fast-changing world that will demand much more from them in terms of their knowledge, skill, adaptability and resilience if they are going to succeed in college or the workplace. We can help that effort by improving the way we train teachers and administrators, and being more selective in who we admit into those teacher preparation programs.

And government needs to reconsider how it chooses to develop our nation’s human capital. At the moment, nearly 75 percent of those who choose to pursue postsecondary education do so at a public college or university. Despite that, state after state, and the federal government, seem committed to a path of reducing public support for these institutions. There are many reasons for this dwindling support, some legitimate and some simply wrong or wrong-headed.

There are many who view postsecondary education as a “private good” that should receive no public support. But that notion ignores the reality that we all benefit in a multitude of ways from having properly trained doctors and nurses, auto mechanics, cancer researchers, police and firefighters, bankers, computer designers, airline mechanics, and cosmetologists. The notion also ignores the growing disparity in incomes among Americans. That disparity, without public support, will continue to worsen if postsecondary education is out of reach for tens of millions of our fellow citizens. We know, because the data tells us, that the more highly educated a person can become the more likely they will be able to support a family, pay taxes, and be a productive, law-abiding member of society. Failing to provide the resources necessary to assure access to postsecondary education to those in lower income brackets (nearly half of our population) risks widespread economic desperation and social unrest. Our public colleges and universities are our single best tool to assure better lives and communities for every one of our citizens.

I believe this challenge is the most critical issue facing our nation and our state. I am honored to be “in the arena,” working with a remarkable group of talented and committed colleagues to win this battle against poverty and inadequate levels of education. Thank you for giving me the opportunity to be part of the fight.

What follows is a detailed description of what was done to fulfill the obligations set forth in our 2016-2017 Plan of Work:

CROSS-CUTTING PRIORITIES

- 1. In partnership with the Governor’s office and campus and legislative leaders, develop a comprehensive mechanism for the distribution of General Fund appropriations for institutional operations that incorporates outcomes-based funding, as well as the performance metrics and data collection structure, for implementation in FY 18.**

The enacted 2016-18 budget (HB 303) directed the Council to establish a working group comprised of university presidents, the KCTCS president, the Council president, and legislative leaders and the

Governor, or their representatives, for the purpose of developing a comprehensive funding model for the distribution of state appropriations for postsecondary institution operations that incorporated elements of campus performance, mission, and enrollment. The working group was established and met five times between July 19, 2016, and November 28, 2016, culminating in the development of a funding approach that gained the support of all nine postsecondary institution presidents.

A report containing working group findings and recommendations was submitted to the Governor and Interim Joint Committee on Education on December 1, 2016. That report and the recommendations it contained formed the basis for Senate Bill 153, or the Postsecondary Education Performance Funding Bill, which passed the House and Senate with no changes and was signed into law by the Governor on March 21, 2017.

The newly enacted legislation establishes and codifies in statute two models for distributing postsecondary institution appropriations net of mandated programs and a small school adjustment (i.e., allocable resources), one for the public universities and one for KCTCS institutions. The two models are similar in overall structure and function, but differ in terms of student success metrics included and rewarded in the models. Each model has three basic components:

- Student Success (35 percent of allocable resources distributed based on relative success in achieving student progression milestones and producing more degrees and credentials);
- Course Completion (35 percent of allocable resources distributed based on share of earned student credit hours); and
- Operational Support (30 percent of allocable resources distributed in support of vital campus operations, services, and infrastructure related to student learning and success).

Senate Bill 153 calls for both funding models to be phased in over a three-year period beginning in 2018-19. A hold-harmless provision, which prevents the transfer of any funds among institutions, is included in the first year, and 1 percent and 2 percent stop-loss provisions, which limit the amount of potential transfers among institutions, are included each year thereafter. Beginning in 2021-22, hold-harmless and stop-loss provisions will sunset, allowing 100 percent of allocable resources to be distributed as determined by the formula. Once fully implemented, the enacted models will offer clear guidance to elected officials on how to fairly and strategically invest public dollars in postsecondary education and provide financial incentives for campuses to adopt best-practice strategies to achieve desired state goals.

2. Implement the 2016-2021 Strategic Agenda for Postsecondary and Adult Education in partnership with campus leaders and adult education providers and develop the associated accountability system.

On June 3, 2016, the Council on Postsecondary Education approved *Stronger by Degrees: A Plan to Create a More Educated & Prosperous Kentucky*. This Strategic Agenda for Postsecondary and Adult Education focuses its work on three urgent priorities - Opportunity, Success, and Impact - and has a substantial number of metrics in order to measure progress toward end-of-plan goals. Implementation of the plan is well underway. State-level updates on strategy implementation and progress on objectives will be provided to the Council at every meeting with a focus on one of the

three areas of the agenda. CPE staff members are currently meeting with the campuses to discuss their baseline metric data and set targets for 2021. Campuses will present updates on their progress annually to the Council beginning with the June 2017 meeting. The CPE staff is developing a comprehensive, dynamic data portal and performance dashboard that will provide Council members and the public access to detailed information about performance and outcomes at both the state and campus level. The goal is to roll out the new portal at the September 2017 meeting.

3. Develop in cooperation with the public campuses a comprehensive board member orientation and education program for CPE, college and university board members/regents that can be delivered via traditional and electronic formats per HB 15 (2016).

On April 27, 2016, Governor Matt Bevin signed HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members to complete an orientation and education program within their first year of appointment. A work group comprised of CPE staff and Council members, board liaisons from the public institutions, and the president of AIKCU met several times after the passage of HB 15 to develop an implementation plan. Representative Derrick Graham, who authored HB 15, also provided input on the development of the implementation plan and resulting policy, which was approved by the Council at its November 18, 2016 meeting.

The first in-person statewide orientation and training session for new board members was held on November 30, 2016, at the CPE offices, and a networking reception occurred directly thereafter at the Governor's Mansion. The online training course is nearing completion and should be available in June 2017. CPE staff members are also reviewing campus-level orientation programs, which will come before the Council for approval at the June 16, 2017 meeting.

4. Work with Kentucky State University on the development of a four-year management and improvement plan with annual goals and measurable metrics to meet those goals, as required by HB 303 (2016). The plan is to be approved by the Council.

CPE staff met with KSU staff on several occasions prior to Kentucky State University interim president Aaron Thompson's presentation of the 2017-2021 management plan to the Council. The management plan was prepared with assistance from their external auditor, Dean Dorton Allen Ford, PLLC, and presented a path for KSU toward financial stability. At its November 18, 2016 meeting, the Council moved that its approval be delegated to the CPE Executive Committee to allow the State Budget Director's office time to review it. The CPE Executive Committee approved the plan on November 30, 2016, and it was submitted to the Interim Joint Subcommittee on Appropriations and Revenue on December 1, 2016. The first review of progress on the plan will be presented to CPE for evaluation and input, and then to the General Assembly Interim Joint Committee on Appropriations and Revenue on December 1, 2017, and each December 1 thereafter until completed.

5. Continue system-wide advocacy and communication efforts to promote the value of additional investments in public postsecondary education to the Governor's office, General Assembly and

the general public. Establish a strong working relationship with the new governor, his administration and key legislative leaders to advance our common goals.

A significant amount of time has been spent on strengthening CPE's relationships with the Governor, his administration and key legislative leaders to advance common goals. I have met regularly with Gov. Bevin and/or key members of his staff on a host of budget and legislative issues leading up to and during the 2017 session, most notably on SB 153, the performance-funding bill.

In terms of the new Leadership of the House of Representatives, a meeting was arranged in December with the new Speaker of the House, House Majority Floor Leader, House Education Committee chair, House Appropriations and Revenue Committee chair, and the House Postsecondary Education A&R Subcommittee chair, and I have had various briefing sessions with those House leaders since then. On the Senate side of the General Assembly, I worked closely with Senate President Robert Stivers on SB 107, which resulted in the requirement for Senate confirmation of gubernatorial appointments to institutional governing boards and restructured the removal process for those same postsecondary education boards. In addition, I worked with Senate President Pro Tem David Givens to ensure the enactment of the performance-funding bill, which was passed by substantial majorities in both legislative chambers.

In terms of the general public, Council staff continues to strengthen communication channels to build greater awareness of the Council's role in shaping postsecondary and adult education. The Council launched a totally redesigned and mobile website (<http://cpe.ky.gov>), which highlights the Council's work, key initiatives, policies, legislation and data. Staff also provided a greater focus this year on *Policy Insight*, which is the Council's blog located at <http://insight.councilonpostsecondaryeducation.org>. *Policy Insight* provides a unique look at people shaping the news as well as deeper dives into the issues.

STRATEGIC AGENDA PRIORITY - OPPORTUNITY

6. Continue implementing Kentucky's third GEAR UP grant and apply for continuation funding from the U.S. Department of Education.

Kentucky's third GEAR UP program closed out direct, in-school services on May 30th, 2017. On April 20th, a proposal was submitted to the US Department of Education for a \$42 million, seven-year college access and success program designed to serve at least 10,000 students from seventh grade to college freshmen. This is a highly competitive process, but given the strong performance of Kentucky's past GEAR UP programs, we are optimistic about Kentucky's chances for a fourth round of funding. Our GEAR UP program has been recognized as one of the best in the nation, and the new grant proposal further enhances the comprehensiveness of services we believe will continue to improve outcomes for low-income and minority students. Decisions about funding will be made early in the fall.

7. Work with GEAR UP Kentucky, the campuses, KDE, KHEAA, and others to coordinate and expand college awareness and outreach activities to K-12 students.

Funding was secured through GEAR UP and Kentucky Adult Education to provide continued leadership for the Kentucky College and Career Connection (KY3C) Coalition. KY3C was conceived by CPE staff and is housed at CPE. It is a voluntary statewide network of outreach programs, proponents and practitioners who work together to enhance and expand college and career outreach across Kentucky. Nearly 300 students, parents, teachers and education professionals will gather in Bowling Green, KY on June 6 and 7 for the *GEAR UP Kentucky Institute for a College-Going Commonwealth*. These participants will continue the ongoing conversation about opportunity, success, and impact, and student, school and family champions will be recognized. The new director of KY3C will also be introduced at the institute. The final services of the 6-year GEAR UP grant will be a series of three-week, residential, *GEAR UP Kentucky Summer Academies* held at MoSU, KSU, MuSU, UK, WKU and UofL. These academies provide to GEAR UP students opportunities to stay on college and university campuses, take college level courses and earn college credit upon successful completion.

8. Ensure adult education's compliance with the Workforce Innovation and Opportunity Act (WIOA), and align local programs and services with federal requirements for adult educators to provide contextualized academic instruction using essential/employability skills.

All professional development offerings and all instruction delivered in KYAE-funded programs meet the WIOA mandate of workforce preparation by contextualizing and integrating the KYAE Employability Standards into the curriculum. In addition, a variety of pilots have led to the creation of occupationally specific curricula that concurrently address the College and Career Readiness Standards (CCRS), KYAE Employability Standards, and occupational skills and knowledge.

9. Strengthen adult education's involvement with employers, workforce and economic development providers, industry associations, KCTCS and others to improve the provision of contextualized adult education and increase student transitions to college and career.

Targeting Kentucky's five high-growth sectors, KYAE is creating new partnerships to promote students transitioning into career pathways. One such partnership is with Kentucky's 16 Touchstone Energy Cooperatives. This partnership has guided KYAE in the development of contextualized curriculum and led to the taping of video vignettes featuring two Touchstone-employed linemen, one who transitioned directly into the workforce from GED® diploma attainment and one from a KCTCS program. These vignettes will be used to encourage participation in the construction/trades sector of career pathways.

10. Improve the effectiveness of adult education instructors and administrators in delivering standards-based instruction and structured intake processes, courses, and labs through high-quality professional development customized to local program needs.

Efforts to continue the improvement of College and Career Ready (CCR) standards-based instruction, including the launch of KYAE's new Lesson Bank are underway. The KYAE Lesson Bank is an education resource repository that also provides step-by-step guidance in developing high-

quality, workforce preparation-infused lessons through the use of a digital template. Lessons are vetted by content experts, and coaching is provided to instructors who seek assistance. Additionally, all instructors were observed in their classrooms to measure adherence to research-based criteria for high-quality instruction during FY16. Results of the observations informed the design of this year's professional development offerings, with a particular focus on increasing instructors' knowledge and application of the key instructional shifts inherent in the CCR Standards. All of this is being undertaken to improve the effectiveness of our instructors, and instruction.

11. With KDE, the campuses, and other key stakeholders, review college readiness indicators and the Council's admission regulations to ensure high school graduates are prepared for success in postsecondary credit-bearing courses.

In the last year, a group of campus representatives selected by their respective provosts met to create an expanded set of College Readiness Indicators for 2016-17 that include the adult education GED® exam benchmarks for readiness and targets for two exams used by other states (PARCC and Smarter Balanced assessments) to assess college preparedness. Currently, we are graduating slightly less than 50 percent of our first-time, full-time students. We know we lose students for a variety of reasons, but most drop out due to either financial reasons, family or personal crises, or inadequate academic or emotional readiness. The first and last causes are often predictable based on FAFSA information, high school academic performance or through personality profiles assessed through interviews as part of an admissions process. The challenge here is to utilize campus expertise to properly admit students who can demonstrate the capacity to be successful at a university, and to encourage those who may do better in a different environment to consider a community college, military service or some other avenue. Admitting students we know cannot do well in a university, allowing them to incur debt and exhaust Pell grant eligibility, is inappropriate and should be seriously reassessed by our campus admissions staff.

The expanded college readiness benchmarks, which still include ACT, SAT, and KYOTE benchmarks, recognize other assessments used across states for adult and out-of-state students. Ongoing studies of assessments that may be used as future indicators of readiness include reviews of student grit and persistence and other competency-based assessments such as NROC EdReady. The Council, KCTCS, and KYAE worked together to purchase NROC EdReady licenses for students in all colleges, universities, and adult education programs for access to customized materials, assessments, and academic resources promoting student success in gateway literacy and mathematics courses.

The College Admission Regulation (13 KAR 2:020) was reviewed during the past year with revisions to be considered by campuses for fall 2018 or fall 2019. Any revisions to the regulation would be promulgated during the 2017-18 academic year, after approval by the Council.

12. Continue to work with the campuses, KDE, EPSB, and other stakeholders to ensure alignment between K-12 and postsecondary standards and assessments.

CPE is working with KDE to review the Kentucky Academic Standards and assessments related to college and career readiness. CPE also is working closely with EPSB and KDE as teacher preparation guidelines are being revised. Work in this area has included an expansion of the Teacher Leader

Program leading to more teachers credentialed in career and technical education and general education dual credit courses, thus expanding student access to dual credit options in high schools.

13. Continue working with the campuses, KDE, EPSB to improve teacher quality through review and improvements to teacher preparation programs and K-12 professional development.

The state is committed to encouraging more high school students to earn college credit while in high school. To support this effort, the governor and the legislature authorized scholarships to pay for up to two dual credit courses. In order for this to be available across the state in every high school, we need to grow the number of teachers who can provide these courses. In many instances, current college faculty will provide the instruction. However, in many schools, properly qualified high school teachers will be able to teach these courses. At the moment, there are not enough of these qualified high school teachers. To remedy that shortage, CPE has awarded \$10,000 each to six institutions (EKU, MoSU, MuSU, NKU, UofL and WKU) to redesign teacher leader master's programs. Each institution will restructure at least two concentrations – one in natural sciences/mathematics/computer science and one in liberal arts/social sciences. After redesign, each curriculum will have at least 18 hours of discipline-specific content, qualifying program completers to serve as dual credit instructors in these content areas.

14. Fully implement the new statewide diversity policy and guide the development of campus diversity plans.

The 2016-21 Public Postsecondary Education Diversity, Equity, and Inclusion Plan was adopted by the Committee on Equal Opportunities (CEO) in May 2016. After some revision, it was adopted by the Council at its September 2016 meeting. In December, CPE staff met with the Administrative Regulation Review Subcommittee to secure their support, necessary for ultimate adoption.

Since its adoption, campuses have been convening work groups, researching high-impact practices and strategies, and drafting their campus-specific diversity plans. Earlier this spring, CPE staff coordinated a review process in which teams of CEO members and CPE staff reviewed each of the campus plans and provided feedback to campus teams. At the April 10, 2017 CEO meeting, campus representatives from each public university and community and technical college met with the review teams to answer questions and receive suggestions and feedback on their plans. Campuses are now taking those suggestions and making revisions as necessary.

It is expected that the final plans will be presented to the CEO at the July 2017 meeting, and then submitted for approval by their respective governing boards. Plan implementation and data collection will begin in August 2017, and while the first annual report isn't due until March 2019, a preliminary report will be submitted to the Council in the fall of 2018. Report review teams will score the plans and present the results to the Council and CEO in the spring of 2019.

15. Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college through continued advocacy for existing state financial aid programs, development of new financial aid programs, implementation of a 2017-18 tuition and fee structure that balances the

needs of students with those of the campuses, and support for institutional aid policies that target low-income students.

In March the Council approved resident undergraduate tuition and mandatory fee ceilings for academic year 2017-18 that provide increases of no more than 3 percent at Western Kentucky University; 4 percent at the University of Kentucky, Northern Kentucky University and KCTCS; and 5 percent at Eastern Kentucky University, Kentucky State University, Morehead State University, and Murray State University (UofL's board had made an earlier decision to freeze tuition for the coming year). Based on feedback from multiple stakeholders, there was agreement that moderate increases would support a necessary balance between the ability of students and families to pay for college and resources required for postsecondary institutions to address inflationary cost increases, manage growth in employer-paid retirement contributions, and support continuing progress toward attainment of HB1 and Strategic Agenda goals and objectives.

CPE supported efforts by the Education and Workforce Development Cabinet to advance a "work ready" scholarship initiative to assist students pursuing high-demand certificate and associate-level programs. The program will be available to students enrolling in the fall of 2017. Consistent with our recommendations, the program will support adult students as well as recent high school graduates. The final design of the program provides funds for up to 32 credit hours, which will not support students through the completion of an associate-level program. We will continue to work with the Cabinet to ensure more students with financial need have access to adequate funds to develop the skills needed keep Kentucky's workforce competitive.

16. Evaluate Kentucky's possible membership in the State Authorization Reciprocity Agreement (SARA), a nationwide initiative of states that makes distance education courses more accessible to students across state lines and makes it easier for states to regulate and institutions to participate in interstate distance education.

Effective July 15, 2016, Council was given the authority to join SARA on behalf of the Commonwealth of Kentucky in accordance with KRS 164.540(3). On September 23, 2016, the Council approved 13 KAR 4:010, which sets forth the approval process for Kentucky college and university participation in SARA, a requirement for state membership in SARA. On October 27, 2016, Kentucky's application to join SARA was approved effective December 1, 2016. To date, CPE has approved 39 Kentucky institutions as SARA institutions.

STRATEGIC AGENDA PRIORITY - SUCCESS

17. Expand access to co-requisite models of developmental education in English and mathematics and continue working with statewide co-requisite pilot programs to bring these models to scale.

The Council continues to lead statewide developmental education reform efforts. Data has demonstrated that traditional developmental education programs are simply ineffective. Most are only able to successfully advance around 15 percent of their students into credit-bearing courses a year after entry. Data analysis is underway comparing the current remediation model to the new

co-requisite models, which allow students access to credit-bearing courses with student-specific academic supports in their first semester in gateway mathematics, English, and reading courses. CPE provided funding to support multi-semester co-requisite mathematics projects and faculty professional development at KCTCS and the regional universities. The results are promising; most of the redesigned initiatives led to increases of 20 to 40 percentage points in the completion of the gateway mathematics course needed for degree completion. CPE also received \$326,000 in grant funding from the James Graham Brown Foundation and has executed two-year contracts with 16 KCTCS campuses and four universities to expand implementation of both mathematics and literacy (English and reading) co-requisite models. Council staff continue to provide statewide professional learning opportunities needed by faculty and staff to implement the co-requisite model designed specifically to meet the needs of students on individual campuses. The spring 2017 Student Success Summit included three sessions on co-requisite implementation and degree pathways.

Council funds also have been used to support an additional multi-semester English project at a comprehensive university. Campuses will submit impact assessments to create a platform for discussion about effective practices related to the co-requisite model and its implementation.

18. Develop a comprehensive set of strategies to support and encourage adults who want to go to or return to college, including but not limited to the continued development of Commonwealth College and other competency-based programs, targeted financial aid, and better outreach and communications.

Staff is developing an outreach and communications program in conjunction with the campuses to recruit former students back to college to finish their degrees through the Project Graduate program. Planned to coincide with National Nontraditional Student Week (Nov. 6-10, 2017), the outreach likely will include direct mail or email to former students and veterans, as well as public service announcements.

Project Graduate is a research-based, statewide program that targets former students with 80+ credit hours toward a bachelor's degree and 30+ hours toward an associate degree. More than 1,800 adults have earned a bachelor's degree through the program.

While we have confidence in the online, competency-based Commonwealth College proposal, we have not been successful in securing the financial support it needs to become an effective tool in persuading adult learners to complete baccalaureate degrees to facilitate improvements in their earning capacity and employability.

19. Fully implement the Council's revised dual credit policy and the recommendations of the Dual Credit Advisory Council.

Improving the educational attainment of Kentucky's students by promoting dual credit opportunities has received much attention during the past year. In June 2015, a revised dual credit policy addressing both career and technical education and general education programming was adopted by the Council. A year later, the Governor issued an Executive Order creating a Dual Credit Scholarship Program, and in March 2017, a bill was passed codifying the scholarship program and providing continued funding. The 2016 scholarship program provided each qualified student access

to two dual credit courses, with no tuition or fees charged to the student and family. The program has increased participation in dual credit by nearly 20 percent from fall 2015 to fall 2016.

On May 24, 2017, a professional learning experience was provided by the Council, in collaboration with KDE and EPSB, for institutional leads from all postsecondary institutions offering dual credit. The goal was to provide an opportunity to review the policy and new scholarship guidelines and to understand institutional issues related to dual credit programming.

The Dual Credit Advisory Council, established to oversee the implementation of the policy, continues to review the impact of the policy and scholarship program. During the past year, the Dual Credit Advisory Council created two faculty and administrative teams to provide guidance in implementing the guiding principles and expansion of dual credit in the Commonwealth. Based on their recommendations, working with EPSB and KDE, a regulatory change has been proposed to expand the Teacher Leader Master's Program (described earlier) to include an option for dual credit credentialing.

We are happy to report that both the policy and implementation process created in Kentucky are now being used as national models for dual credit and dual enrollment.

20. Promote evidence-based practices to improve student success, particularly for underprepared, low-income and underrepresented minority students, through work groups, summits and conferences, professional learning communities, and expanded data and information analysis.

More than 350 postsecondary faculty, staff and administrators attended the sixth annual Kentucky Student Success Summit, hosted by CPE on April 3-4, 2017. Session topics included using data and analytics to increase student-centered practices, supporting student success by promoting mental health and wellness, assuring delivery of high-impact educational practices to all students, supporting underprepared students' success, and serving military and veteran students.

21. Develop a policy to guide institutions in the transfer of military credits to two-year or four-year degree programs and track the success of these students.

Kentucky joined the Multi-state Collaborative on Military Credit (MCMC) in 2014. The MCMC, coordinated by the Midwestern Higher Education Compact, is a partnership of 13 states focused on developing course equivalencies for the American Council on Education (ACE) credit recommendations, creating outreach strategies for educating service members and their families about available postsecondary benefits, increasing support services and resources for military members and families on campus, and tracking military students' enrollment, persistence and degree completion. Kentucky's participation was driven by the desire to meet the educational needs of service members and families deployed at Fort Knox, Fort Campbell, and the Bluegrass Army Depot, as well as the veterans and other military personnel and dependents who are pursuing postsecondary education.

With the assistance of the MCMC, CPE developed the guiding principles for awarding military credit, which were approved by the Council at its November 18, 2016 meeting, to ensure inclusion of military students by maximizing the use of the definitions military active, military veteran, and

military connected. Since that time, CPE hired an adult educator and newly-retired veteran (US Army, with the rank of Major) to assist campuses in the implementation of the guiding principles. CPE also developed a crosswalk between multiple Army-enlisted occupations that depicts recommended college credits based on the American Council on Education recommendations and related courses in the KCTCS catalog. Similar institution-tailored crosswalks will identify faculty responsible for granting deserving students college credit for related competencies. Finally in this effort, CPE is conducting research on a statewide website to provide quick, comprehensive information to assist the military community and to showcase Kentucky institutions.

The CPE also has implemented steps to support the military community through interactions with the Advisory Council on Military Education conference, the Multi State Collaborative on Military Credit annual conference and periodic webinars, and through meetings and discussions with the Kentucky Commission on Military Affairs, the Commission on Professional Licensing and other licensure authorities.

22. Continue working with KCTCS and the public universities to expand degree pathways between 2-year and 4-year programs, research/assess transfer activity, and improve communication about transfer opportunities.

KCTCS and the public universities have collaborated to create and maintain 66 degree pathways, an increase of 10 pathways in one year. Degree pathways are available to students via the CPE-maintained KnowHow2Transfer.org website. They provide students with a semester-by-semester map to graduate from KCTCS with an AA or AS degree and complete a baccalaureate degree at one of Kentucky's public universities in a timely manner. In February 2017, CPE staff collaborated with the KCTCS System Office to host the "Transfer Summit 2.0," attended by over 150 faculty and administrators from KCTCS and Kentucky's public universities. The event focused on strengthening transfer agreements within majors associated with high-demand fields, including technology-related disciplines, natural sciences, nursing, and allied health.

23. Review and refine KYVL/VC operations and conduct a review of the Council's broader use of technology tools to advance the strategic agenda.

The Kentucky Virtual Library provides critical online access to hundreds of periodicals and other materials at bulk rate prices to college and university, public, and K-12 libraries across the state. Following an analysis of KYVL member cost-sharing, a new funding formula (proposed implementation in FY 18-19) aims to improve simplicity, equity and sustainability within and among member communities. The formula gradually reduces the relative cost to Kentucky's higher education institutions by seeking increased support from K-12 to better reflect available resources and usage. Under a newly drafted strategic plan, KYVL's vision and mission closely reflect those of CPE. The plan recognizes the importance of finding, evaluating and using information, and places increased emphasis on promoting information literacy skills among Kentuckians.

The Council is reviewing all technology tools and applications to ensure they are aligned with the priorities of the agency and provide value and service to CPE staff and member campuses. Additional information can be found under section 4, number 36 of this document.

24. Update the Council's academic program inventory and ensure we are capturing current and relevant data regarding every academic program offering in the state.

This year-long project is nearing completion. We have been working with campuses to ensure that: (1) all program titles are updated, (2) degree levels and designations are correct, (3) CIP codes are correct, and (4) institutions provide required information on minimum and maximum number of required credit hours, delivery methods (face-to-face, online and hybrid) and any alternative learning formats such as evening/weekend classes or instruction at nontraditional locations. This has been a complex and labor-intensive project, but one that will pay off in terms of program review and analysis, data collection, and public-facing information about Kentucky's academic programs.

25. Review Kentucky's advance practice doctorate program policy as outlined in KRS 164.295, and by December 2016 recommend any necessary changes.

CPE staff worked with members of the General Assembly to pass Senate Bill 147 during the 2017 Regular Session. It will become effective on June 29, 2017. The bill eliminates the cap placed on the number of advanced practice doctorates that comprehensive universities can offer, eliminates the annual report (but requires a program review every three years), and clarifies which professional degrees cannot be offered at comprehensive universities.

In addition, CPE has proposed changes to 13 KAR 2:110, which outlines the program approval procedure for new advanced practice doctorates, to align to changes to the CPE program approval policy that was adopted by the Council on Postsecondary Education on February 3, 2017, with an effective date of July 1, 2017. The Administrative Regulation Review Subcommittee approved the amendments to the regulation on April 11, 2017, and the regulation amendment is expected to be finalized at any time.

STRATEGIC AGENDA PRIORITY - IMPACT

26. Work with campus leaders, the business community, state agencies, and other leaders to advance Kentucky's workforce and economic development agendas through information sharing, relationship building, and aligning strategies and goals.

Workforce and economic development have been at the forefront of Governor Bevin's priorities. Most of CPE's ongoing activities and that of the institutions have supported this work through education and training programs, community development and business support, and research and development, particularly at UK and UofL. Among the state's challenges in this area are financial aid availability, particularly for our lowest income students; students dropping out of the education/training pipeline without a degree or certificate; lack of strong alignment between education programs and workforce demand; and persistent gaps in education levels between underrepresented minorities and majority populations. The administration, with CPE input, has developed several strategies to tackle workforce issues, including targeted financial aid for dual credit and certificate-level programs. I have had several conversations with Kentucky's new Economic Development Secretary and look forward to strengthening ties between his Cabinet and

the postsecondary system in the months ahead. At literally every discussion about economic development, it is the availability of a properly prepared workforce that comes to the top of the list of important criteria. It is also increasingly the case that the vast majority of new jobs, and jobs that pay enough to support a family, will require some education beyond high school. So the connection between the economic development community and the higher education community must be strengthened if Kentucky is to be successful in the 21st century. We are hopeful Secretary Gill will take advantage of the offers we have made to assist him in his efforts to recruit more employers with high paying jobs to Kentucky.

27. Work with the Kentucky Center for Education and Workforce Statistics (KCEWS) and other partners to assess and communicate the linkage between workforce supply and demand through improved Postsecondary Education Feedback Reports, interactive data tools, and other research and analysis.

CPE works in close partnership with KCEWS on a variety of projects to improve the state's understanding of the progress of students through the education pipeline and the workforce outcomes of students after high school and college. CPE staff served on a multi-agency review team to help guide the development of the Kentucky New Future Skills Report, a first of its kind interactive tool to provide policy makers and others with detailed information about workforce supply and demand in all regions of the state. Staff also was deeply engaged with KCEWS on a major overhaul of the popular Postsecondary Education Feedback Reports by identifying data and reporting needs of postsecondary institutions, providing consultation and feedback, and sharing CPE research on workforce supply and demand.

28. With the Education and Workforce Development Cabinet, complete the development and facilitate a broader roll-out of Focus Explorer, a joint agency project that provides a web-based, self-service solution for postsecondary and adult education students, job seekers, employers, educators, and workforce staff.

CPE and KYAE have worked for several years with the Cabinet for Education and Workforce Development to develop and implement an online tool to help employers identify potential hires, as well as job seekers to improve their skills and connect with prospective employers. Powered by Burning Glass Technologies, "Focus Career" allows resume uploads, identifies potential job matches; provides program-of-study, career, and employer information; and through a link with CPE's academic program inventory, connects potential students to appropriate campuses and programs based on career interests. While much of Focus Career is already available to the public, the program inventory data has only recently been included. It will be available early this summer.

29. Partner with the Kentucky Science and Technology Corporation (KSTC) to advance a comprehensive strategy that brings together business, government, education, and KSTC programs, contributing to the creation of entrepreneurial companies, jobs and the international competitiveness of Kentucky's economy.

KSTC works strategically to blend public and private resources to create opportunities for Kentucky and its people to prosper through measurable, innovative initiatives in education, entrepreneurship, science, technology, R & D capacity and economic competitiveness. KSTC accomplishes this by

leveraging talent development, disruptive innovation, viable entrepreneurship, enterprise development and capitalization, space (as in outer space) innovation, and world class events.

In FY 2016-17, CPE partnered and supported KSTC on three overarching programs:

1. Kentucky Science & Engineering Foundation (KSEF), which invests in people and their ideas, promotes research and new technologies, develops intellectual property, integrates research and education, and develops collaborative projects. CPE provided \$1.4M in pass-through funding in FY 2016-17.
2. Kentucky Experimental Program to Stimulate Competitive Research (KY EPSCoR), which enhances the research and innovation capacity of universities and colleges by leveraging strategic investments in human capital and physical infrastructures in order to excel in federal R&D funding competitiveness. CPE provided almost \$1.3M in pass-through funding in FY 2016-17.
3. Kentucky Enterprise Fund (KEF) for Rural Innovation & Commercialization, which was created under the Kentucky Innovation Act (2000) to build successful technology-based companies in Kentucky, outside of Jefferson and Fayette counties, by providing pre-seed and seed-stage funding. It only invests in Kentucky-based companies with less than 150 employees, and investment requires at least an equal amount in matching private investment. CPE provided just over \$2M in pass-through funding in FY 2016-17.

Specific initiatives that are also supported by this funding include:

- AdvanceKentucky, which is a statewide program focused primarily on math and science that supports a school culture of high expectations for rigorous student learning and open enrollment in Advanced Placement (AP) courses. The results have been nothing short of spectacular, demonstrating that Kentucky students can and are outperforming the national average by 150 to 200 percent in the proportion of students earning “qualifying scores” on the national AP exams. This includes minority and low-income students who participate.
- Idea Festival, a series of live events that bring together thousands of people to promote innovation, curiosity, discovery, and disruptive thinking as a means of designing novel solutions to important challenges in the sciences, arts, business, education, technology, and design.
- Kentucky Space, which develops research and development, educational, and entrepreneurial space platforms, and Space Tango, which is the nation’s first business accelerator specifically for space enterprises and entrepreneurs.

30. Provide guidance and support to the Governance Board for Lung Cancer Research, the Cancer Research Trust, the Equine Advisory Committee and other external partner groups that CPE funds and administers.

Regular meetings were held throughout the year by the respective oversight groups and appropriate actions were taken to allocate funds in accordance with applicable law. A proper accounting of these funds was made, and funds were distributed through CPE contracts.

GENERAL AGENCY OPERATION PRIORITIES

31. Manage reduced General Fund appropriations for the operations of the Council through a focused prioritization of agency responsibilities, reallocation of resources, and continued acquisition of external funding.

For the 2016-18 biennium, CPE's General Fund appropriation was reduced by 4.5 percent. CPE worked with the legislature to receive an additional \$298,000 in 2017-18 to support tuition increases in Contract Spaces. To maintain adequate staffing levels and maximize programmatic technology trust fund dollars, three full-time virtual library positions and two programmers were moved from the operating budget to the technology trust fund.

CPE secured a \$326,000 grant from the James Graham Brown Foundation to support the Remediation Redesign for Student Success: Implementing Co-requisite Models of Developmental Education on Kentucky campuses. CPE also is working with the Commonwealth Office of Technology to consolidate technology infrastructure assets, maintenance costs, and support personnel. This consolidation is expected to increase the efficiency of technology resources for Kentucky and CPE, and will allow CPE staff to focus on more specific agency-related items.

32. Strengthen the agency's capacity to provide data, research, and analysis on a wide range of policy issues affecting postsecondary and adult education.

The agency has maintained a strong reputation in terms of collecting and housing student and institution-level data from Kentucky colleges and universities. Most of our data collections are ongoing and completed each semester, then validated both through technology and analysts in Frankfort and on each campus. The data is warehoused, then used for statewide reports and assessments, and shared with other agencies such as the Kentucky Center for Education and Workforce Statistics (KCEWS) to create Kentucky's State Longitudinal Data System (SLDS) for policy analysis and institutional planning. To strengthen CPE's capacity for data, research and analysis, CPE recently consolidated our data/information staff with our research staff under the direction of Executive Director David Mahan, a former Assistant Provost at Manhattan College and Director of Institutional Effectiveness at Bellarmine University. David has experience in institutional research/data analytics, program evaluation, strategic planning, academic assessment and regional/programmatic accreditation.

Work has begun on a new CPE public-facing 'data portal' to provide better access to the information collected from the Kentucky campuses. Partnerships with KCEWS and Frankfort policy makers, national research organizations, leaders who create budgets and strategic plans on Kentucky campuses, and others are critical to success. These partnerships are the foundation of an evidence-based culture in our state, which facilitates better decisions for students and better learning experiences on our campuses. It also allows us to support the best technologies in student learning (face-to-face, online, hybrid, and competency-based education), and helps increase Kentucky's educational attainment level to the national average, the overarching goal of the Council and a focus of the CPE's Strategic Agenda.

33. Review and make recommendations to state policy leaders regarding Kentucky's Contract Spaces Program.

The Council negotiated a tuition rate discount for the biennium with out-of-state universities who provide veterinary and optometry spaces. The estimated savings was roughly \$800,000, allowing the program's General Fund appropriation to cover expenses. The Council was successful in obtaining an additional \$300,000 in a special appropriation from the General Assembly to allow for a full complement of spaces this biennium. Significant work will need to be done in the next biennium so that revenue/appropriations will be able to keep pace with expenses. To that end, we are exploring a variety of alternative approaches to meeting the needs of the agricultural community through the provision of high-quality veterinarians who currently must be trained out-of-state. For optometry, the recent creation of the Optometry School at the University of Pikeville has created some new opportunities for that training, in addition to the out-of-state partners we have used for several decades.

34. Continue to fulfill the Council's responsibility to license colleges and universities to operate in Kentucky. Review the licensure process and regulation to determine if revisions should be made to increase efficiency while maintaining the appropriate level of oversight.

CPE currently licenses 103 institutions, with 2,264 programs licensed by CPE. CPE staff is surveying its licensed institutions regarding how student transcripts are maintained, either in paper or electronic form or both, to determine if CPE should propose changes in how it regulates in this area. Requirements related to maintaining adequately trained staff to administer federal Title IV funds and measures to better protect student interests in the event of school closure are also being considered.

35. Develop and launch new CPE/KYAE websites to improve content, strengthen the agency's public presence, and enhance functionality.

The Council launched its new website in December 2016, followed by the launch of the Kentucky Adult Education website in January 2017. Both sites provide quick and easy access to essential information, while offering visitors a more comprehensive understanding of our work.

A few highlights of the Council site include:

- A consumer protection section that features helpful student content about selecting a college, and the importance of licensure.
- A robust "Our Work" section, which provides a holistic view of the Council's work, from why we do what we do, to how it is important for Kentucky.
- Policy and legislative libraries, which provide one-stop access to the guidelines and regulations that affect Kentucky's campuses.

Coming soon is an interactive data portal that will provide the ability to manipulate data to generate customized visualizations and tables.

The Kentucky Adult Education site offers each of its three core audiences—students, educators and employers—quick access to top content. As a key resource for local adult education program staff, the site provides a range of content, from curricula and professional development opportunities to downloadable recruitment materials and the latest news and announcements.

36. Enhance information technology systems for Adult Education (KYAE Reporting Systems, GED® Transcript Request System), for Academic Affairs (Program Approval, Program Review, Program Modifications, Licensure), and for the Data and Information Unit (KPEDS, KPEDS data warehouse, KPEDS reporting tool).

A number of measures have been taken in this area:

- Enhanced the Kentucky Adult Education Reporting System (KAERS) to capture performance and accountability measures, and to fulfill federal legislation for the Workforce Innovation and Opportunity Act (WIOA).
- Implemented a digitalization project for scanning 22,000 GED®-related paper documents that improved accessibility, which created new efficiencies and eliminated multiple file cabinets.
- Collaborated with the Education and Workforce Cabinet to implement the Focus Explorer product which is expected to launch on June 9, 2017. Focus Explorer will assist unemployed and underemployed Kentuckians in finding adult and postsecondary training opportunities (see number 28).
- Enhanced annual licensure application to improve staff efficiency.
- Enhanced statewide academic postsecondary program inventory system to capture essential data elements. Additionally assisted institutions with updating their programs, which resulted in cleaner data throughout CPE systems.
- Enhanced KPEDS warehouse so that it can efficiently talk to reporting products.
- Implemented a new learning management system for the Kentucky Virtual Campus.
- Provided support and environments to develop online board training to fulfill statutory mandates.
- Developed an online password retrieval process for Kentucky Virtual Library, thereby eliminating hundreds of manual requests.

To conclude, it is often difficult to imagine the breadth of activities undertaken by the CPE, and the remarkable staff we have. While this report is quite lengthy, it does provide to each of you an opportunity to see, in one space, most, but not all, of what we do every day.

Our interaction with legislators, the governor's office, KDE, KHEAA and the EPSB also demand staff preparation time, hearing testimony, and often lengthy reviews of legislation and budget proposals. And, of course the planning and execution of our CPE meetings, retreats, conferences and summits all require the attention to detail and organization that assure the events, attendees, speakers, directions, accommodations, travel and reimbursements appear effortless.

As I have stated before, I feel blessed to be able to work with the remarkable people of CPE who serve the state and our students so well, and usually without notoriety or fanfare. I feel the same way about each member of the Council. You have provided to the professional staff the support, guidance, direction and challenges that exemplify the highest level of voluntary citizen service to the people of Kentucky. For all of that I am most grateful.

Finally, I must close on a note of some concern and disappointment: the legislature once again added language to the budget prohibiting the Council from meeting its obligations to me regarding compensation as set forth in my employment contract. This reference is simply to express my objection in order to preserve whatever rights I may have to address the situation.

Respectfully submitted,



Robert L. King
President
Kentucky Council on Postsecondary Education