

**KY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE**



October 29, 2021 – 10:00 AM ET

Virtual meeting via ZOOM teleconferencing

Livestream: <https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort>

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DRAFT MINUTES
Council on Postsecondary Education

Type: Academic & Strategic Initiatives Committee
Date: August 31, 2021
Time: 10:00 a.m. ET
Location: Virtual Meeting - Committee members by ZOOM teleconference, Public viewing hosted on CPE YouTube Page.

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Tuesday, August 31, 2021, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM teleconference. Members of the public were invited to view the livestream on the CPE YouTube page.

Committee Chair Lori Harper presided.

ATTENDANCE

Members in attendance: Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, Vidya Ravichandran, Robert Staat, and Kevin Weaver.

Members not in attendance: Muhammad Babar and Colby Birkes.

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

APPROVAL OF THE MINUTES

The minutes of the August 10, 2021 meeting were approved as distributed.

REMARKS FROM PRESIDENT AARON THOMPSON

CPE President Aaron Thompson provided an update on Kentucky State University's financial situation and details regarding legislative testimony he has provided to the Capital Planning Advisory Board and the State Commission on Race and Access to Opportunity.

PROPOSED NEW ACADEMIC PROGRAMS

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

Council staff reviewed the following proposed programs and recommended approval.

Northern Kentucky University

Education, Culture and Society (B.A.) – CIP Code 13.0901

Presented by: Dr. Sara Runge, Director, Center for Educator Excellence Associate Professor; and Dr. Ginni Fair, Dean and Professor, College of Education

- This 120 credit hour undergraduate program offers a non-teaching education-related major of study that allows students to develop and apply innovative and practical understandings of education from multidisciplinary perspectives. Its coursework consists of courses in social foundations of education; fundamentals in curriculum, instruction, and assessment; equity and education; and the culminating capstone. Students can choose two concentrations from the following options: (a) youth and community studies; (b) diversity and social justice; (c) workforce development; and (d) teaching and learning. This program does not lead to P-12 teaching certification upon completion.

Cybersecurity (M.S.) – CIP Code 11.1003

Presented by: Dr. James Walden, Professor, Director of the Center for Information Security; and Dr. Maureen Doyle, Associate Professor of Computer Science

- This 30 credit hour masters program focuses on the development of technical knowledge, hands-on skills, and soft skills while providing a thorough understanding of both business and technological aspects of cybersecurity in the industry. The primary objective of the program is to produce advanced cybersecurity professionals, who will understand the processes and technologies needed to secure the information infrastructure of a modern organization.

MOTION: Mr. Nelson moved the Committee approve the proposed programs from Northern Kentucky University, and recommend approval of both by the full Council at its September 14, 2021 meeting. Dr. Staat seconded the motion.

VOTE: The motion passed.

Western Kentucky University

Legal Studies (B.A.) – CIP Code 22.0001

Presented by: Dr. Eric Reed, Professor, Department of History

- This 120 credit hour undergraduate program consists of 18 hours of core courses in Political Science, History, and Paralegal Studies (including a capstone experience), and 18 hours of electives from a wide range of disciplines across WKU. A second major, minor, or certificate is required. The program provides students an interdisciplinary perspective while fostering greater understanding of the law as it relates to history, the sciences, and ethics in the United States and around the world.

MOTION: Dr. Staat moved the Committee approve the proposed program from Western Kentucky University, and recommend approval by the full Council at its September 14, 2021 meeting. Mr. Weaver seconded the motion.

VOTE: The motion passed.

KENTUCKY'S STUDENT SUCCESS COLLABORATIVE

The Council received a \$2.1 million grant from the James Graham Brown Foundation to create a new statewide initiative that will help improve equity and close outcome gaps on college campuses. The effort, called the Kentucky Student Success Collaborative, will be the country's first statewide center that works with both two- and four-year institutions, linking campuses with business leaders and state policy makers. It also positions Kentucky as a national leader in developing strategies for student achievement.

Dr. Lilly Massa-McKinley, the executive director leading the effort, provided an overview of the project and the work conducted so far.

REPORT: POSTSECONDARY EDUCATION'S RETURN ON INVESTMENT

Mr. Travis Muncie, Executive Director, and Dr. Grace Dai, Senior Associate, provided a preview of the findings of the upcoming second Return on Investment Report, which will be presented to the Council on Postsecondary Education at their September 14th meeting.

The report tracks the 43,655 students in Kentucky's high school class of 2011 from high school graduation to 2019. About 60% of the cohort entered an in-state or out-of-state postsecondary institution after high school. By 2019, 36.2% had completed a postsecondary credential and 37% had left college before completion or were still enrolled. The report also provides information on the median net cost, median grant and scholarship award, and median loan amount for this cohort, by credential level and discipline. It also looks at earnings from 2011 to 2019 by credential level and academic discipline.

STATEWIDE STRATEGIC AGENDA DEVELOPMENT

Ms. Lee Nimocks, CPE's Vice President of Strategy and Chief of Staff, presented a recap of the work completed since the previous Committee meeting in August, which included a continued review of research and data, finalizing the statewide objectives, development of statewide strategies, and continued discussions regarding key performance indicators.

Approval of the statewide strategic objectives

At the last meeting, Committee members discussed draft objectives for each of the five strategic priorities. Since that time, the objectives were formalized and CPE staff presented them for Committee approval.

Priority 1 - Affordability

Objective 1: Reduce financial barriers to college enrollment and completion.

Objective 2: Improve the public's understanding of how to pay for college.

Priority 2 - Transitions

Objective 1: Increase students' readiness to enter postsecondary education.

Objective 2: Increase enrollment in postsecondary education.

Priority 3 - Success

Objective 1: Increase persistence in and timely completion of postsecondary programs

Objective 2: Maximize transfer of academic and experiential credit.

Objective 3: Ensure academic and co-curricular offerings are high-quality, relevant and inclusive.

Priority 4 - Talent

Objective 1: Improve the career outcomes of postsecondary education graduates.

Objective 2: Increase research and service to support strong communities and economies.

Priority 5 – Value

Objective 1: Increase public belief in the power of postsecondary education.

Objective 2: Build support for greater investment in postsecondary education.

MOTION: Dr. Staat moved the Committee approve the proposed objectives of the next strategic agenda. Mr. Weaver seconded the motion.

VOTE: The motion passed.

The approved objectives will be presented to the full Council as part of the statewide strategic agenda approval process in November 2021.

Discussion of draft statewide strategies and key performance indicators

CPE staff presented drafted statewide strategies that would fall within the approved objectives. These strategies would be in place for the first three years of the agenda and be reevaluated in 2024. Each of the institutions will develop campus-level strategies that will fall within the statewide priorities and objectives.

Next Steps

The full Council will receive a status update at its September 14 meeting. The ASI Committee will meet twice in October to finalize the last components of the agenda before its final approval by the Council at its November 5 meeting.

ADJOURNMENT

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

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

DRAFT

TITLE: Approval of the 2022-30 Statewide Strategic Agenda

DESCRIPTION: Staff recommends that the Academic and Strategic Initiatives (ASI) Committee approve the proposed 2022-30 Statewide Strategic Agenda for Kentucky higher education, and recommend final approval by the Council at its November 5, 2021 meeting.

PRESENTER: Lee Nimocks, Vice President and Chief of Staff

BACKGROUND INFORMATION

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

BRIEF OVERVIEW OF THE DEVELOPMENT PROCESS

Development of the 2022-30 began in January 2021. The ASI Committee served as the steering committee for the project and CPE consulted with the ECU Facilitation Center to guide the initial development process and qualitative data collection. CPE staff conducted the intensive quantitative and qualitative data collection, and a campus advisory committee was formed to help develop the agenda framework and performance measures. Hundreds of stakeholders, both nationally and statewide, have contributed to the development of the new agenda.

INCREMENTAL APPROVAL PROCESS

The ASI Committee approved each section of the agenda in stages which allowed staff to keep the project within its timeline.

- July 13 – Approval of the Vision, Mission, and Value Statements
- August 10 – Approval of the overarching goal, cross-cutting priority and five strategic priority areas

- August 31 – Approval of the objectives for each of the five strategic priorities
- October 29 – Review and approve the 2022-30 agenda in its entirety and recommend approval by the full Council at the November 5 business meeting.

NEXT STEPS

Following the Council's approval on November 5, staff will formalize the document for public distribution. An official public launch is being planned for early 2022. Staff will work with each of the campuses during the remainder of 2021 and during the first few months of 2022 to establish state and campus-level performance targets and develop campus strategies for each of the strategic agenda objectives. State-level implementation plans for each objective will be developed at this time.



HIGHER EDUCATION MATTERS

2022-2030

A Statewide Strategic Agenda for Kentucky Postsecondary Education



From the CPE President

In accordance with Kentucky Revised Statute 164.020, we are pleased to present “Higher Education Matters: A Statewide Strategic Agenda for Kentucky Postsecondary Education, 2022-2030.”

This agenda advances a bold vision for increased economic growth and vitality in the Commonwealth through improvements in the education and skill levels of our workforce. It establishes strategic priorities to drive higher education innovation and improvement, and key performance indicators to monitor progress toward an ambitious educational attainment goal – for 60% of working-age Kentuckians to have a high-quality postsecondary credential by the year 2030.

The previous iteration of this agenda, “Stronger by Degrees,” promoted high-impact practices that enabled us to reimagine developmental education and infuse workplace essential skills into select degree programs. “Higher Education Matters” will accelerate the adoption of high-impact practices that further improve teaching and learning, ensure the quality and relevancy of postsecondary credentials, and invite non-traditional and historically excluded individuals onto our campuses in greater numbers.

A critical focus of “Higher Education Matters” is creating equitable higher education opportunities for low-income Kentuckians and underrepresented people of color. The COVID-19 pandemic reminded us how easily academic momentum can be stalled by unemployment,

poor physical or mental health, food and housing insecurity and the lack of reliable broadband access. We must ensure that at-risk students are provided access to life-changing postsecondary credentials, as well as the academic, social and emotional supports to succeed. Doing so is both an economic and moral imperative.

As Kentucky recovers from the global pandemic, we will continue to deal with its aftereffects. This strategic agenda provides a framework that is fixed enough to provide focus and stability, while flexible enough to respond to future crises.

This plan was not created in a vacuum. It relies on the contributions of countless constituencies and committees. I would be remiss if I did not thank the hundreds of individuals -- including CPE board members, higher education leaders, faculty members, students, K-12 educators, legislators, employers and partners -- that provided valuable insight and direction throughout the development process.

This agenda is not CPE’s strategic plan; it belongs to each and every one of us. Kentucky will rise or fall based on our collective, united efforts to enable all citizens to reach their highest potential. We have a lot of ground to cover, but together we can navigate the path toward a more equitable and prosperous Commonwealth.

Kentucky's Public Postsecondary System

Vision

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

Mission

Kentucky's postsecondary education system drives innovation, enhances public health and well-being, breaks cycles of generational poverty and improves quality of life by preparing students to be lifelong learners and excel in a diverse, knowledge-based economy.

Values

Inclusion, equity and diversity
Transparency and accountability
Institutional collaboration
Comprehensive student support

Business and community partnerships
Quality and excellence
Affordability and accessibility
Innovation

Higher Education Matters

Higher education strengthens the economy, creates wealth, reduces inequality, breaks cycles of generational poverty, improves health and well-being and preserves democracy.

This strategic agenda for Kentucky postsecondary education is built on a simple, enduring premise: higher education matters to our state and its people.

Higher education empowers individuals to reach their highest potential and achieve personal and professional fulfillment. It improves collective health and well-being through a steadfast commitment to public service. It advances knowledge and discovery, ignites innovation and fuels our economy.

Research studies enumerate its benefits to individuals and society. On average, college graduates earn more money, have lower rates of unemployment, enjoy better health, live longer and are more active citizens and volunteers. States with high levels of educational attainment -- like DC, Massachusetts, and Colorado -- generate higher tax revenues, create more jobs and spend fewer resources on public assistance, disease, addiction and incarceration.

Despite these findings, the value of college is now a matter of debate. Media stories portray recent college graduates as underemployed and overburdened with debt. Editorials encourage young people to forgo college and learn a trade. (Ironically, most of these trades now require some postsecondary education).

These voices have undermined the public's faith in higher education, at a time when a college credential is more important than ever. Since America's Great Recession, 99% of all new jobs created require some level of postsecondary education and training, but less than half of

Americans between the ages of 25-34 have the necessary credentials to fill these jobs.

We must restore the value proposition to higher education. Kentucky's future prosperity and quality of life depend on it.

This agenda is Kentucky's plan to create a more inclusive, innovative higher education system that serves students of all ages, backgrounds and beliefs. It reaffirms our goal for 60% of Kentucky adults to have a postsecondary credential by the year 2030, and builds on unprecedented gains in degree production over the last decade.

It responds to the suggestions and concerns of hundreds of Kentuckians -- higher education faculty and administrators, K-12 educators, board members, legislators, employers and others -- who worked with us on its development. Based on trend analysis, research and stakeholder feedback, this agenda identifies the strategic priorities that will focus our efforts over the next decade, with equity as a cross-cutting priority. They are affordability, transitions, success, talent and value.

This agenda includes common objectives that will guide system-wide progress. The statewide strategies included in this document will be led by CPE, in conjunction with its partners. Public institutions will develop campus-level strategies that respond to each objective. All strategies will be reviewed and revised every three years.

CPE and campuses will set numeric targets for Key Performance Indicators, which also will be updated on a three-year cycle. Additional contextual metrics will help us monitor progress and adjust strategies as needed, but targets will not set for these metrics.

Kentucky's higher education institutions will pursue these objectives, strategies and targets as a system, united by common challenges and enhanced by individual strengths.

Kentucky's 60 X 30 Goal: Our North Star

Kentucky will increase the percentage of its adult population with a high-quality postsecondary credential to 60% by the year 2030.

In ancient times, sailors used the North Star as a navigational guide due to its fixed position in the sky. Today, the North Star has come to symbolize any guiding principle or purpose. During prosperity or adversity, it is a steadfast point on which we set our sights.

For Kentucky's postsecondary system, the 60x30 goal is our North Star. The previous strategic agenda, "Stronger by Degrees," established this statewide educational attainment goal back in 2016. With its adoption, Kentucky joined 45 other states and the Lumina Foundation in efforts to raise the education and skill levels of our workforce to meet current and future demands for talent.

Since 2009, Kentucky has made phenomenal progress toward the goal, increasing educational attainment by 18.9 percentage points, outpacing a 10-point national gain. Only two other states, Arizona and Louisiana, made more progress than Kentucky during this timeframe. At 49.4%, Kentucky's attainment rate is fast approaching the national average of 51.9%.

Much of this progress is due to increases in short-term credentials, which include certificates and industry certifications. The state's current short-term credential attainment rate is 13.3%, of which 9.2% are certificates and 4.1% are industry certifications. Since 2014-15, short-term credentials awarded by KCTCS (unduplicated count) have risen 53% (not including diplomas).

However, Kentucky is facing some strong headwinds in the decade to come, which threaten to blow us off course. These include:

- **A declining number of high school graduates.** In its report, "Knocking at the College Door," the Western Interstate Commission on Higher Education projects that the number of high school graduates in Kentucky will peak during the year 2025 at 52,120. By 2030, that number will fall to 44,508, a 14.6% decline. Combined with declines in the college-going rate of high school graduates over the last decade, this decrease almost certainly will result in lower postsecondary enrollments, unless institutions focus on enrolling more working-age adults and out-of-state students.
- **Falling adult enrollments.** Unfortunately, postsecondary enrollment among adults between the ages of 25-64 has decreased 17.6% since 2011-12. The good news is that after reaching a low of 77,456 in 2015-16, that number has been rebounding, although most of this growth is at the graduate level. Kentucky will need aggressive recruitment efforts focused on adults pursuing their first postsecondary credential in the decade ahead.
- **Unequal rates of attainment.** There are significant disparities in educational attainment linked to race and ethnicity that must be addressed, especially since the state's population is growing more diverse. The educational attainment rate is 28.6% for Black Kentuckians and 26.7 for Hispanic/Latinx Kentuckians, compared to 36.1% for White Kentuckians. These gaps must be closed.

In the decade ahead, CPE will provide more detailed projections to monitor progress toward the 60% attainment goal, including annual average increases needed in statewide degree production.

STRATEGIC PRIORITIES

Building on previous agendas, “Higher Education Matters” is a blueprint for accelerating change and improvement in Kentucky’s public postsecondary system. The strategic priorities identified in this plan represent our primary issues and top concerns as we face head-on the demographic, economic and technological forces reshaping higher education in Kentucky.



Focus on Equity: Cross-Cutting Priority

Kentucky will ensure all students have equitable access to higher education and the necessary tools to complete their programs prepared for life and work.

Since its founding, America has been known as a land of opportunity, where hard work and perseverance lead to prosperity. Yet, in reality, our nation has not provided a level playing field for all of its citizens.

Inequities in Kentucky's educational systems have exacerbated disparities in employment, income, and health. These opportunity gaps prevent all Kentuckians from reaching their full potential.

The educational attainment rates of Kentuckians historically underrepresented in postsecondary institutions trail White Kentuckians by a considerable margin. While 36.1% of White Kentuckians (ages 25-64) have a college degree, only 28.6% of Black, 26.7% of Hispanic/Latinx and 25.4% of Native Americans/Alaskan Natives do.

Demographers predict that the United States will become a minority majority nation by the year 2045. Currently, 87.5% of Kentucky residents identify as White, but by 2040, that percentage is projected to fall to 77%. Kentucky's ability to meet our 60 x 30 attainment goal hinges on our ability to enroll and graduate a more diverse student body, requiring us to create more inclusive, welcoming and supportive educational spaces.

To address this challenge, the Council on Postsecondary Education has adopted one of the most comprehensive diversity, equity and

inclusion policies in the nation. The policy requires campuses to propose actions to increase minority enrollment, retention and completion, as well as improving cultural competence among members of the campus community. Campuses set targets annually, and failure to reach quantitative and qualitative goals limits their ability to offer new academic programs.

Additionally, the state's performance funding model places a premium on degrees awarded to underrepresented minority and low-income students. Since its adoption, Kentucky has made significant headway in closing opportunity gaps, but more improvement is needed.

Kentucky will no longer accept an educational system that produces inequitable results for individuals of similar talents, aspirations and abilities. Because of the urgency of this challenge, equity has been identified as a cross-cutting priority of this agenda. There are no specific statewide objectives and strategies proposed for equity, because equity is a critical component of every other strategic priority.

As we implement the statewide strategies set forth in this agenda, each action will be examined through an equity lens. For every key performance indicator, we will disaggregate results to ensure improvement rates are equitable among targeted student populations.

Through an unwavering focus on diversity, equity and inclusion, Kentucky's postsecondary system will work to ensure that income, race, ethnicity, religion, sexual orientation or geography is never a barrier to college success.

Affordability

Kentucky will ensure postsecondary education is affordable for all Kentuckians.

Over the last two decades, federal and state disinvestment in public higher education has shifted the majority of college costs to students and their families. In 2000, Kentucky subsidized 66% of operational costs for public postsecondary institutions, with tuition and fees covering the remaining 34%. By 2020, the state's share of funding was down to 32%, with 68% borne by students.

Consequently, increases in college costs have become a serious burden for many Kentucky families. While the cost of living has steadily increased, real wages have remained flat. Declining amounts of college savings mean student borrowing is at an all-time high. Student loans now comprise the largest chunk of U.S. non-housing debt, more than credit cards or auto loans.¹

At a time when postsecondary education and training is essential to long-term economic security, college is becoming financially inaccessible to our most vulnerable populations. If left unchecked, declines in college access will lead to greater income inequality, making it difficult for everyday Kentuckians to get ahead.

In a national survey conducted by the Citizens Financial Group, 70% of current college students said worries about college affordability had a moderate to high impact on their enrollment plans for the fall 2021 semester.

Responding to rising concerns from students, parents and elected officials, CPE elevated college affordability to one of six strategic priorities Kentucky's public postsecondary system will pursue over the next eight years.

To this end, the state's higher education system will build on the success achieved over the last decade to increase college access and affordability.

We will work with elected leaders to increase state funding for postsecondary education and student financial aid, so rising costs are not passed on to students.

We will work to limit increases in tuition and fees, while exploring collaborative purchasing agreements and efficiency measures to keep ancillary costs in check.

We will work in partnership with P-12 educators, advisors, counselors and other stakeholders to help incoming students understand the complexities of college pricing, and the role of grants, scholarships and responsible borrowing in managing costs. The published cost of attendance stops many students and families in their tracks. Providing greater transparency around out-of-pocket costs will ensure sticker shock does not prevent students from applying.

We also will focus on decreasing the time it takes to earn a credential, since additional semesters mean additional cost. Early postsecondary opportunities and improved advising are strategies that can help students graduate on time.

¹ (<https://www.forbes.com/sites/camilomaldonado/2018/07/24/price-of-college-increasing-almost-8-times-faster-than-wages/?sh=77da242f66c1>)

Affordability

Objective 1: Reduce financial barriers to college enrollment and completion.

State-level Strategies:

- 1a. Work with campuses, stakeholders and other state leaders to increase access to grants and scholarships for low- and middle-income students.
- 1b. Moderate increases in tuition and mandatory fees at Kentucky's public colleges and universities.
- 1c. Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.

Objective 2: Improve the public's understanding of how to pay for college.

State-level Strategies:

- 2a. Provide informational resources and advising strategies for counselors, teachers and community partners on paying for college.
- 2b. Coordinate and support efforts to increase the number of Kentuckians who complete the Free Application for Federal Student Aid (FAFSA).
- 2c. Establish state-level networks for high school counselors and other college access professionals to share effective practices, build expertise and develop common outreach and messaging for Kentucky students.

Key Performance Indicators:

Unmet Financial Need (State & Campus-Level)

A student's average unmet financial need by academic year. Unmet financial need is defined as the cost of attendance minus the sum of expected family contribution and all federal, state and local government, or institutionally funded scholarships or grants received by students.

Time to Degree (State & Campus-Level)

Total number of academic years enrolled before credential completion.

FAFSA Completion (State-Level)

Percent of recent high school graduates who matriculated to a Kentucky public postsecondary institution and completed a FAFSA application.

Transitions

Kentucky will ensure more students successfully transition to college prepared to succeed.

Over the decade, the U.S. saw little movement in the percentage of high school seniors enrolling directly in postsecondary programs, which remained around 66%.² Kentucky, on the other hand, experienced a steep decline in its in-state college-going rate, falling from 55% in 2014 to 50.5% in 2019.

As we approach 2022, the COVID-19 pandemic continues to disrupt the postsecondary plans of thousands of Kentuckians. Some are delaying college to help make ends meet, or to care for parents or relatives who are ill. For many rural and low-income students, a lack of reliable broadband access made it difficult to remain engaged in remote learning. For these individuals, the financial, physical and emotional toll of COVID will linger long after the virus recedes.

While these circumstances are beyond our control, there are actions higher education can take to provide extra guidance to students. We can remove tripwires that cause individuals to stumble on the path to college, particularly if they are first-generation or historically underserved by postsecondary institutions. We can simplify complicated admission processes, for instance, and help demystify financial aid applications like the FAFSA.

The rise of early college experiences in high school show tremendous promise. Dual credit and enrollment, Advanced Placement (AP), International Baccalaureate (IB) and similar programs allow students to earn college credit while still in high school, giving them a jump-start on postsecondary education. The challenge is to expand access to students of varying socioeconomic backgrounds and ability levels, and ensure credits count toward degree requirements and not just as electives.

It is unrealistic to expect high school guidance counselors to help every student navigate the maze of college admission requirements and decisions. With its partners, Kentucky's postsecondary system will work to expand dedicated college coaches and advisors to every school district in the Commonwealth, and create resources that walk students and their parents step-by-step through the planning and application process.

Colleges and universities must do their part to enroll and retain students through those critical first months. We will work to increase the recruitment of individuals historically excluded or underrepresented in higher education, including working-age adults balancing careers and families. We will streamline and digitize admission processes and materials to the greatest extent possible. Predictive analytics can help pinpoint at-risk students and better target intervention strategies.

Such actions will go a long way toward creating smoother educational transitions, from cradle to career.

² <https://nces.ed.gov/programs/coe/indicator/cpa>

Transitions

Objective 3: Increase students' readiness to enter postsecondary education.

State-level Strategies:

- 3a. Expand access to high-quality early postsecondary opportunities.
- 3b. Develop digital resources to help students explore career interests and college options.
- 3c. Partner with public K-12 schools and postsecondary institutions to provide outreach to students to help them prepare and plan for college.

Objective 4: Increase enrollment in postsecondary education.

State-level Strategies:

- 4a. Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to underrepresented minority, adult and low-income students.
- 4b. Work with education providers to streamline and simplify postsecondary admission processes.

Key Performance Indicators:

Undergraduate Enrollment (State & Campus-Level)

Total unduplicated number of students enrolled in undergraduate, postsecondary programs.

College-Going Rate (State-Level)

Percent of recent Kentucky high school graduates who attend any in-state or out-of-state postsecondary institution in the summer, fall or spring after high school graduation.

Success

Kentucky will ensure more students earn high-quality degrees and credentials.

Kentucky's colleges and universities made impressive gains in retention and completion over the last decade. The six-year graduation rate rose from 47.6% to 56.4% at public universities, while the three-year graduation rate at KCTCS jumped 13.3 points to 33%.

However, while institutions are narrowing completion gaps at a historic pace, more progress is needed to close them. The six-year graduation rate of Black, Latinx, indigenous and mixed race students currently stands at 44%, and the three-year rate is 24.3%.

Increasing degree production for *everyone* is an overriding concern of this agenda, but we are not prioritizing quantity over quality. High-quality credentials equip students to thrive in a rapidly evolving world that demands critical thinking, ingenuity, flexibility and teamwork. From certificates to doctorates, we must ensure students master the content, skills and mindsets necessary for future success and fulfillment. The challenge is producing quality credentials at a pace commensurate with our overarching attainment goal.

In the years ahead, Kentucky higher education will double down on the widespread adoption of high-impact practices that research has proven to be effective. As we begin this agenda, CPE is launching the Kentucky Student Success Collaborative, a one-of-a-kind center dedicated to the advancement of innovative strategies and best practices. This entity will increase our

capacity to engage and unite campuses in more sustained, comprehensive improvement efforts.

We will continue to improve transfer from two-year to four-year institutions by helping students and practitioners understand how credits apply to specific degree programs across the state. We will promote credit for prior learning and accelerated programs to make our institutions friendlier for working-age adults, an underserved market that is critical to creating a more competitive workforce and reaching our 60x30 goal.

Just as technology is revolutionizing the way we work, it is transforming teaching and learning. Digital classrooms, global online collaborations, and personalized learning software are only the beginning. Combined with face-to-face instruction, technology can accelerate and deepen learning in profound ways. But we cannot harness this powerful tool if educators lack training and resources, or if broadband access is not universally accessible and affordable.

Finally, we intend to make internships, apprenticeships, service and other forms of work-based learning a mandatory curricular experience. Students should be able to connect classroom learning to the world of work, and articulate these connections to employers. More robust employer partnerships will increase the relevance and responsiveness of academic programs, and ensure students are able to secure meaningful employment in their field of study.

Success

Objective 5: Increase persistence in and timely completion of postsecondary programs.

State-level Strategies:

- 5a. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion.
- 5b. Identify and promote efforts to ensure “on-time” program completion.
- 5c. Work with campuses and other state and national partners to close opportunity and success gaps for historically underserved students of color and students from low-income backgrounds.
- 5d. Work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school.

Objective 6: Maximize transfer of academic and experiential credit.

State-level Strategies:

- 6a. Work with campuses to reduce barriers that prevent the seamless transfer of credit.
- 6b. Promote transfer opportunities and program pathways.

Objective 7: Ensure academic offerings are high-quality, relevant and inclusive.

State-level Strategies:

- 7a. Work with campuses to ensure the essential competencies and outcomes outlined in the Kentucky Graduate Profile are embedded in all academic programs.
- 7b. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.

Key Performance Indicators:

Undergraduate Degrees Conferred (State & Campus-Level)

Total number of degrees and credentials awarded by public universities and KCTCS institutions.

Graduation Rate (State & Campus-Level)

The percent of first-time, full-time undergraduate credential-seeking students who receive a bachelor’s degree within six years at public universities, or an associate degree or credential within three years from their KCTCS institution of entry.

KCTCS to Four-Year Transfer (Campus-Level)

Percent of first-time, full-time, associate or credential seeking students entering in the fall semester who transfer to any four-year public postsecondary institution in Kentucky within three years of entry.

Second-Year Persistence (State-Level)

Percent of first-time, degree- or credential-seeking students enrolled in the previous summer or fall who are still enrolled the following fall at any postsecondary institution in Kentucky or, in the case of KCTCS students, have successfully completed a postsecondary credential.

First-Year to Second-Year Retention (Campus-Level)

Percent of first-time, degree or credential-seeking students enrolled in the summer or fall who return to the same institution to continue their studies the following fall.

Talent

Kentucky will increase talent and innovation to support our communities, employers and economy.

A primary purpose of postsecondary education is to produce adaptive, highly skilled workers to fuel the economy. In the recent past, a high school education was sufficient to secure gainful employment capable of supporting a family. However, automation and outsourcing are rendering these jobs obsolete. Two out of three high-wage jobs created in the U.S. since 2008 demand postsecondary experience.

A 2021 report by the Kentucky Chamber of Commerce estimates that the state has 90,000 to 100,000 job openings in any given month, and 65% to 85% of these vacancies require training, credentialing or degrees beyond high school. Data from the Chamber's Talent Pipeline Management (TPM) program show that only 30% of the state's jobs require a high school diploma or less, corroborating this finding.

At 56.3%, Kentucky currently has one of the lowest workforce participation rates in the nation. Poor health, substance use disorders and childcare shortages are partly to blame, but the lack of requisite skills and credentials is a large and growing part of the problem.

Kentucky must expand postsecondary access to undereducated, working-age adults to fill critical work shortages in healthcare, STEM fields, early childhood development and other high-demand areas. Work-based education opportunities,

tuition assistance and public-private partnerships like UPS's Metropolitan College can put adults to work while they gain valuable credentials that move them up the career ladder.

Endless debates pitting technical training against liberal arts education miss the larger point: today's graduates need both. We must ensure liberal arts graduates gain technical and vocational proficiencies, just as community and technical college graduates gain exposure to the humanities and liberal arts.

CPE's recent partnership with the Quality Assurance Commons put essential employability skills front and center. We will capitalize on this momentum by incorporating and evaluating essential employability skills throughout all postsecondary programs and credentials.

Besides talent production, higher education institutions drive economic development through basic and applied research. Innovations originating in laboratories are driven to the marketplace, spawning new companies and creating products and processes that improve our lives. This agenda will focus on strategies to ensure these efforts are aligned with the state's emerging and existing industries.

Finally, Kentucky's postsecondary system will continue its mission of regional stewardship by working with community partners to exchange knowledge and expertise for the mutual benefit of the Commonwealth.

Talent

Objective 8: Improve the career outcomes of postsecondary graduates.

State-level Strategies:

- 8a. Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.
- 8b. Work with colleges and universities to strengthen campus-based career advising and development.
- 8c. Facilitate meaningful partnerships between employers, community partners and education providers to improve the career outcomes of postsecondary programs.

Objective 9: Increase research and service to support strong communities and economies.

State-level Strategies:

- 9a. Identify high-growth, high-demand and high-wage industries by region, and target postsecondary programs for increased enrollment in those areas.
- 9b. Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky's high-need, priority areas.

Key Performance Indicators:

Graduates Working or Pursuing More Education (State-Level)

Percent of certificate, associate and bachelor's degree graduates working in Kentucky or pursuing additional education one year after graduation.

Graduate/Professional Enrollment (State & Campus-Level)

Number and percent of bachelor's recipients enrolling in graduate/professional programs at any Kentucky postsecondary institution within one year of completion.

Graduate/Professional Degrees State & Campus-Level)

Total number of graduate/professional degrees awarded in an academic year.

Educational Attainment (State-Level)

Percent of Kentuckians age 25-64 with a postsecondary credential (certificate or higher).

Value

Kentucky will improve public understanding that postsecondary education is key to greater opportunity and economic growth.

Even before the pandemic, Americans were questioning the value of higher education. The extent of this skepticism varies according to socioeconomic status, political party affiliation, geographic region and other factors.

A 2021 survey asked adults whether college was definitely or probably still worth it. Overall, only 27% of respondents believed college was definitely worth it; another 33% said it probably was. While only half of low-income respondents said college was worth it, three-quarters of wealthy Americans did. Democrats expressed the strongest belief in college's worth (70%), followed by Republicans (53%) and Independents (52%).

Negative beliefs about the value of college, however widespread, are based more on feeling than fact. College's return on investment in strict financial terms depends on how much you paid for your degree and the marketability of your chosen field. Some students reap greater financial rewards than others. But to promote the belief that college is no longer a wise investment is a grave disservice to parents and students everywhere. While a postsecondary credential does not guarantee economic security, the lack of a credential most certainly limits earning potential and perpetuates poverty in our communities.

In September 2021, CPE released a study showing that among Kentucky's high school class of 2011, postsecondary graduates were earning substantially more money than high school graduates by 2019, despite fewer years of full-time work. The typical community college or university graduate recouped their higher

education investment in about three to five years, depending on the credential earned. Over the course of a 30-year career, bachelor's degree graduates in Kentucky make \$1 million more than high school graduates, while those with associate degrees make nearly half a million more.

Although anecdotes about college loan debt regularly feature students owing upwards of \$100,000 or more, the average bachelor's degree graduate in Kentucky borrows between \$25,000 and \$33,000 for their degree. About half of public college and university undergraduates graduate with no student loan debt.

The Council on Postsecondary Education will launch a statewide communications and public awareness campaign to counteract negative messages about the value of college. We will educate individual students about the benefits of a college credential, and inform policy makers about how higher education increases tax revenue, decreases unemployment and entitlement program expenditures, improves health outcomes and produces a myriad of benefits that can't easily be quantified, like increased volunteerism and voting.

Part of this effort is helping Kentuckians understand that college is not only a four-year, residential undergraduate degree. While that experience may not be for everyone, there are a multitude of college options in our state, many technical in nature, that allow students to pursue careers in the skilled trades, from short-term certificates to applied associate degrees.

It is our hope that increasing higher education's value proposition will lead to greater investment from both our General Assembly and the private sector. More profoundly, it will restore our belief in higher education's ability to put Americans on a path to future prosperity and fulfillment.

Value

Objective 10: Increase public belief in the power of postsecondary education.

State-level Strategies:

- 10a. Conduct a public awareness campaign and develop communications strategies to promote college going and elevate the importance of higher education to Kentucky's residents and economy.

Objective 11: Build support for greater investment in postsecondary education.

State-level Strategies:

- 11a. Communicate higher education's return on investment and the need for increased state and federal support.
- 11b. Seek funding from foundations and other external sources to support Strategic Agenda priorities.

Key Performance Indicators:

State General Fund Appropriations (State-Level)

Percent change in net general fund appropriations for full-time equivalent students, excluding state financial aid or state monies for debt service.



Kentucky's Statewide Strategic Agenda for Postsecondary Education

2022-2030

CPE Academic & Strategic Initiatives Committee

October 29, 2021

Building on previous agendas, Higher Education Matters a blueprint for accelerating change and improvement in Kentucky’s public system of higher education. The strategic priorities identified in this plan represent our primary issues and top concerns as we face head-on the demographic, economic and technological forces reshaping higher education in Kentucky.



Kentucky's Public Postsecondary System

Vision

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

Mission

Kentucky's postsecondary education system drives innovation, enhances public health and well-being, breaks cycles of generational poverty and improves quality of life by preparing students to be lifelong learners and excel in a diverse, knowledge-based economy.

Values

Inclusion, equity and diversity
Transparency and accountability
Institutional collaboration
Comprehensive student support

Business and community partnerships
Quality and excellence
Affordability and accessibility
Innovation



AFFORDABILITY

Ensure postsecondary education is affordable for all Kentuckians.

Objective 1. Reduce financial barriers to college enrollment and completion.

- 1a. Work with campuses, stakeholders and other state leaders to increase access to grants and scholarships for low- and middle-income students.
- 1b. Moderate increases in tuition and mandatory fees at Kentucky's public colleges and universities.
- 1c. Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.



AFFORDABILITY

Ensure postsecondary education is affordable for all Kentuckians.

Objective 2. Improve the public's understanding of how to pay for college.

- 2a. Provide informational resources and advising strategies for counselors, teachers and community partners on paying for college.
- 2b. Coordinate and support efforts to increase the number of Kentuckians who complete the Free Application for Federal Student Aid (FAFSA).
- 2c. Establish state-level networks for high school counselors and other college access professionals to share effective practices, build expertise and develop common outreach and messaging for Kentucky students.



AFFORDABILITY

Ensure postsecondary education is affordable for all Kentuckians.

Key Performance Indicators

- Unmet Financial Need (state and campus-level)
- Time-to-Degree (state and campus-level)
- FAFSA Completion (state-level)

Contextual Metrics

- Direct cost: tuition and mandatory fees (campus-level)
- Cumulative undergraduate debt (state and campus-level)



TRANSITIONS

Ensure more students successfully transition to college prepared for life and work.

Objective 3. Increase students' readiness to enter postsecondary education.

- 3a. Expand access to high-quality, early postsecondary opportunities.
- 3b. Develop digital resources to help students explore career interests and college options.
- 3c. Partner with public K-12 schools and postsecondary institutions to provide outreach to students to help them prepare and plan for college.



TRANSITIONS

Ensure more students successfully transition to college prepared for life and work.

Objective 4. Increase enrollment in postsecondary education.

- 4a. Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to underrepresented minority, adult and low-income students.
- 4b. Work with education providers to streamline and simplify postsecondary admission processes.



TRANSITIONS

Ensure more students successfully transition to college prepared for life and work.

Key Performance Indicators

- Undergraduate Enrollment (state and campus-level)
- College-Going Rate (state-level)

Contextual Metrics

- Gateway course completion
- Dual credit hours earned
- Percent of HS seniors with early college experience



SUCCESS

Ensure more students earn high-quality degrees and credentials.

Objective 5. Increase persistence in and timely completion of postsecondary programs.

- 5a. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion.
- 5b. Identify and promote efforts to ensure “on-time” program completion.
- 5c. Work with campuses and other state and national partners to close opportunity and success gaps for historically underserved students of color and students from low-income backgrounds.
- 5d. Work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school.



SUCCESS

Ensure more students earn high-quality degrees and credentials.

Objective 6. Maximize transfer of academic and experiential credit.

- 6a. Partner with Kentucky colleges and universities to promote transfer opportunities and program pathways.
- 6b. Work with campuses to reduce barriers that prevent the seamless transfer of credit.



SUCCESS

Ensure more students earn high-quality degrees and credentials.

Objective 7. Ensure academic offerings are high-quality, relevant and inclusive.

- 7a. Work with campuses to ensure the essential competencies and outcomes outlined in the Kentucky Graduate Profile are embedded in all academic programs.
- 7b. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.



SUCCESS

Ensure more students earn high-quality degrees and credentials.

Key Performance Indicators

- Undergraduate Degrees Conferred (state and campus-level)
- Graduation Rates (state and campus-level)
- KCTCS to Four-Year Transfer (KCTCS)
- Second-Year Persistence Rate (state-level)

Contextual Metrics

- Credit completion ratio
- Retention rates
- Experiential learning
- Completion rate
- Four-year to four-year transfer
- Accumulative credit hours registered at the first semester
- Persistence rate (3rd and 4th year)



TALENT

Increase talent and innovation to improve our communities, employers and economy.

Objective 8. Improve the career outcomes of postsecondary education graduates.

- 8a. Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.
- 8b. Strengthen campus-based career advising and development.
- 8c. Facilitate meaningful partnerships between employers, community partners and education providers to improve the career outcomes of postsecondary programs.



TALENT

Increase talent and innovation to improve our communities, employers and economy.

Objective 9. Increase research and service to support strong communities

- 9a. Identify high-growth, high-demand, high-wage industries by region and target postsecondary programs for increased enrollment in those areas.
- 9b. Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky's high-need, priority areas.



TALENT

Increase talent and innovation to improve our communities, employers and economy.

Key Performance Indicators

- Graduates working or pursuing more education (state and campus-level)
- Graduate/ professional degrees conferred (state and campus-level)
- Educational Attainment (state-level)

Contextual Metrics

- Extramural research (in high demand/high need areas)
- Graduate enrollment
- High-wage, high-demand degrees conferred
- Spin off/Start-up activity
- KCTCS workforce solutions



VALUE

Improve public understanding that higher education is key to greater opportunity and economic growth.

Objective 10. Increase public belief in the power of postsecondary education.

- 10a. Conduct a public awareness campaign and develop communications strategies to promote college-going and elevate the importance of higher education to Kentucky's residents and economy.



VALUE

Improve public understanding that higher education is key to greater opportunity and economic growth.

Objective 11. Build support for greater investment in postsecondary education.

- 11a. Communicate higher education's return on investment and the need for increased state and federal support.
- 11b. Seek funding from foundations and other external sources to support Strategic Agenda priorities.



VALUE

Improve public understanding that higher education is key to greater opportunity and economic growth.

Key Performance Indicators

- Percent change in state general fund appropriations (state-level)

Contextual Metrics

- Survey (employers, alumni, prospective students)
- Median annual earnings by credential level (recent graduates)

Next Steps - Development Timeline

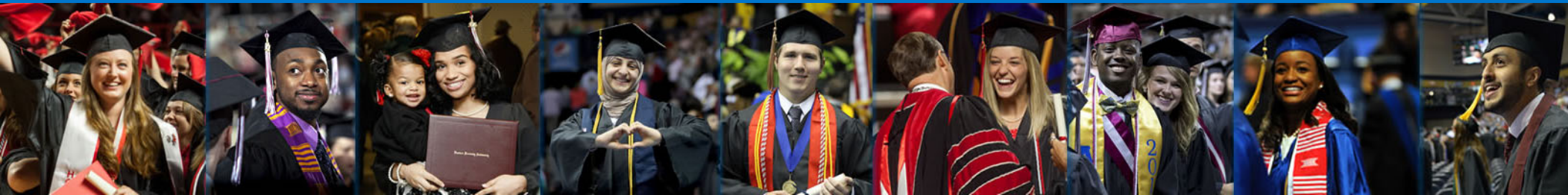
Date	Meeting
Oct 29, 2021	ASI Committee meeting
Nov 5, 2021	CPE business meeting – ASI to present agenda to Council for approval
Nov-Dec, 2021	Produce/Disseminate Strategic Agenda document and communications
Jan-March, 2022	<ul style="list-style-type: none">• Official public launch of new agenda• KPI Campus and State-level Target Setting• Develop Campus Strategies Supporting SA Objectives

Target Setting

- 1) CPE will work with campuses through Fall 2021 to refine KPI technical definitions and target setting process/methodology.
- 2) CPE staff will propose campus-level targets for each KPI based on agreed-upon methodology and detailed data analysis.
- 3) CPE will meet individually with each campus (institutional research offices and campus leadership) to negotiate final targets.
- 4) Performance targets will be established through the first Strategic Agenda review cycle (Fall 2024).

Implementation Plan Development

- 1) A comprehensive implementation plan will be developed for each state-level strategy and/or objective.
- 2) CPE staff with responsibilities/expertise in each strategy area will work with campus and state partners to develop the plans.
- 3) CPE will report regularly to the board on implementation plan progress and will devote one meeting per year to each of the five strategic areas of focus for an in-depth overview and update.
- 4) Campuses will develop mission-focused strategies for each of the 11 objectives, and report progress on these during the annual campus reports to the board.



Kentucky's Degree and Credential Production: 2015-2021

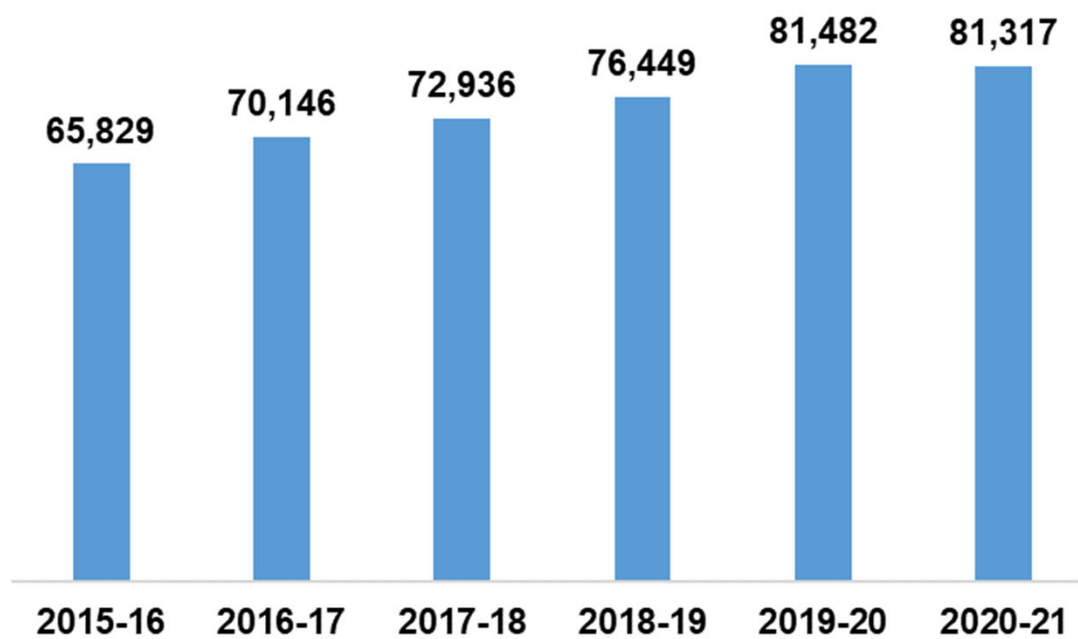
Data, Research & Advanced Analytics

Outline

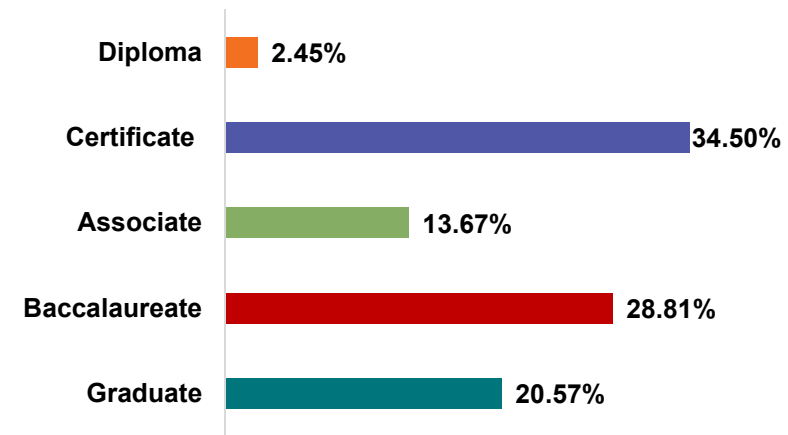


- **Total degree and credential production: 2015-2021**
- **Undergraduate degree and credential production:**
 - Four-year public and AIKCU
 - KCTCS
- **Graduate degree production:**
 - Four-year public and AIKCU
- **Degree and credential undergraduate profile:**
 - URM students
 - In-state students
 - Working-age students

Total Degree and Credential Production: 2015-2021

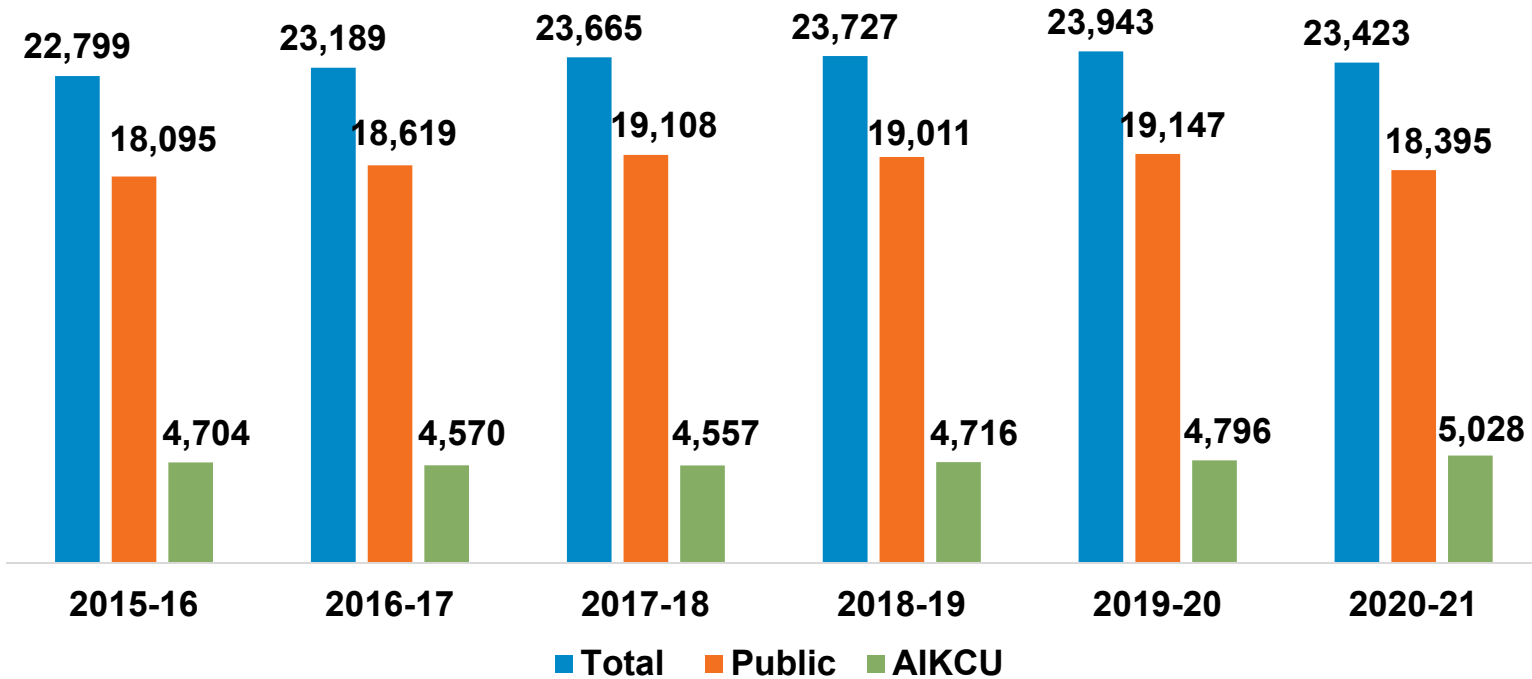


Total Production
-0.20% (1 year)
+23.53% (6 years)



2020-2021 (81,317)

Total Baccalaureate Degree Production (Public and AIKCU)

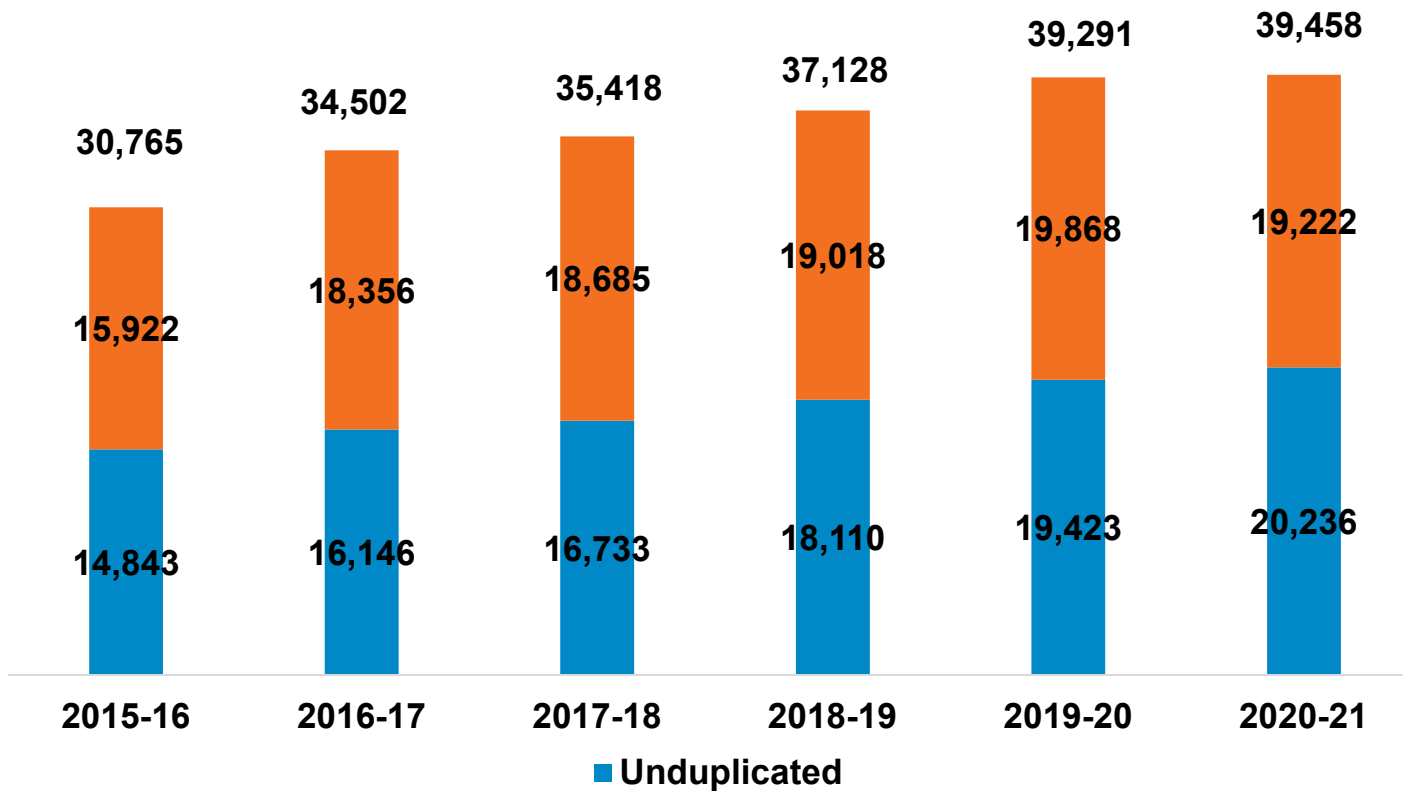


All
 -2.17% (1 year)
 +2.74% (6 years)

4-Year Public
 -3.93% (1 year)
 +1.66% (6 years)

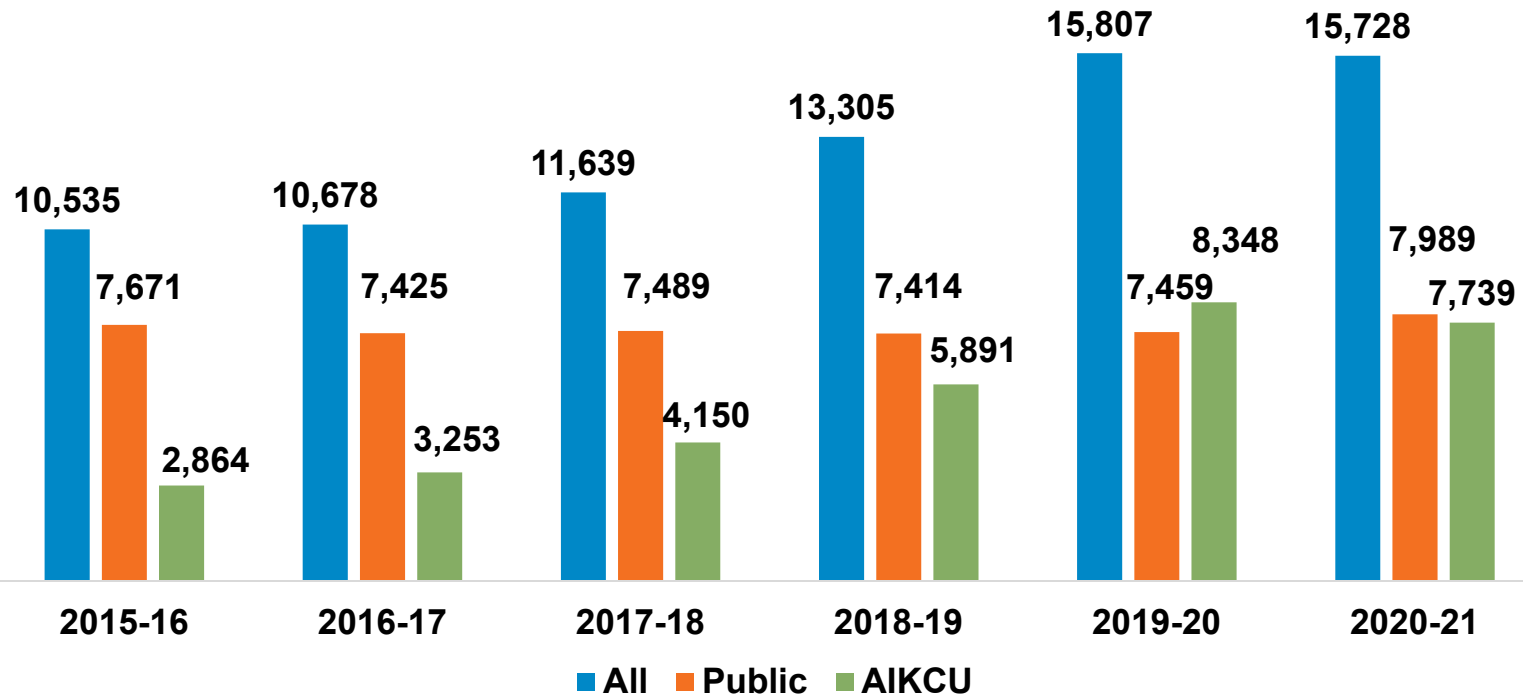
Private (AIKCU)
 +4.84% (1 year)
 +6.89% (6 years)

KCTCS Degree and Credential Production



KCTCS
+0.43% (1 year)
+28.26% (6 years)

Total Graduate Degree and Credential Production

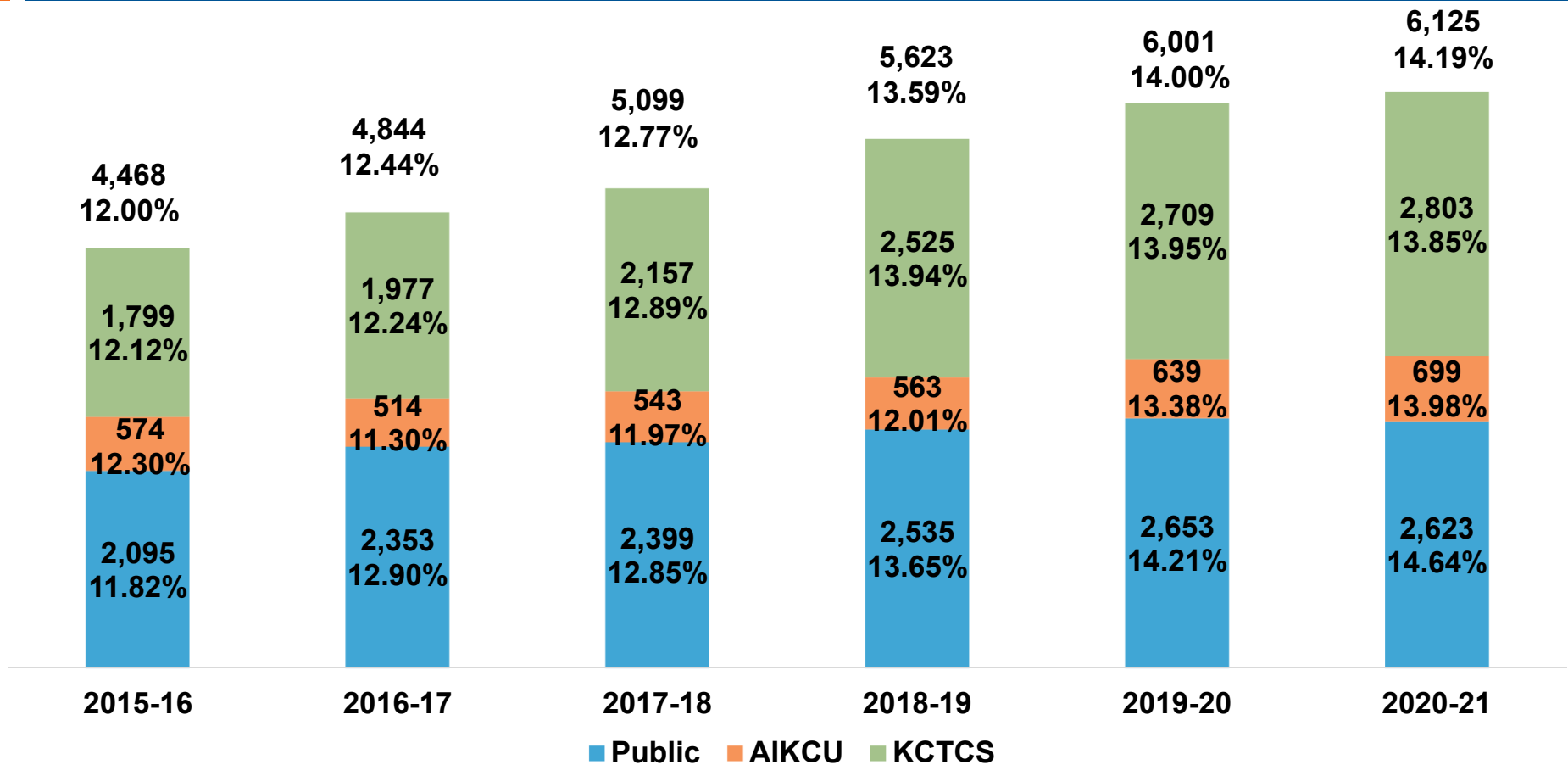


All
 -0.50% (1 year)
 +49.29% (6 years)

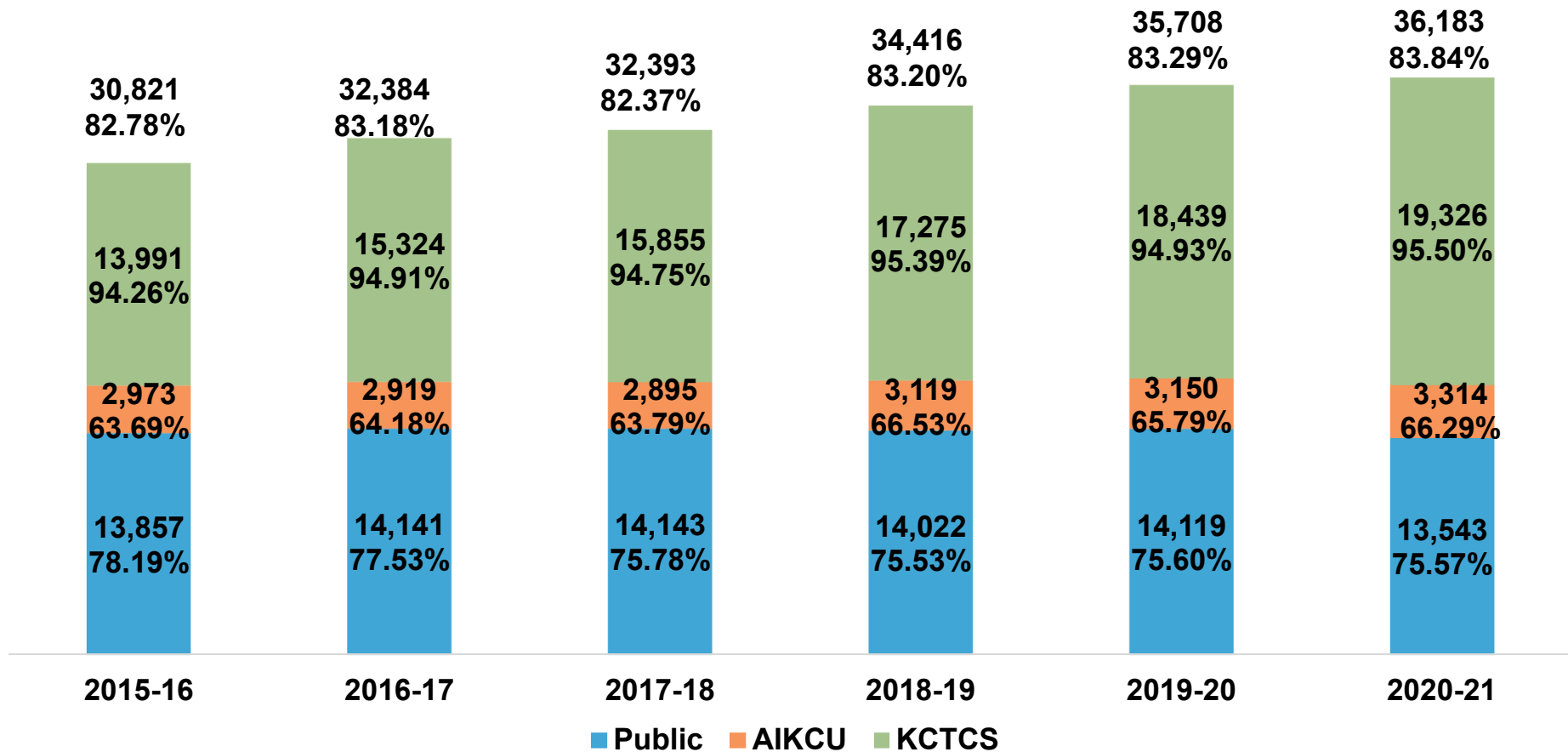
4-Year Public
 +7.11% (1 year)
 +4.15% (6 years)

Private (AIKCU)
 -7.30% (1 year)
 +170.22% (6 years)

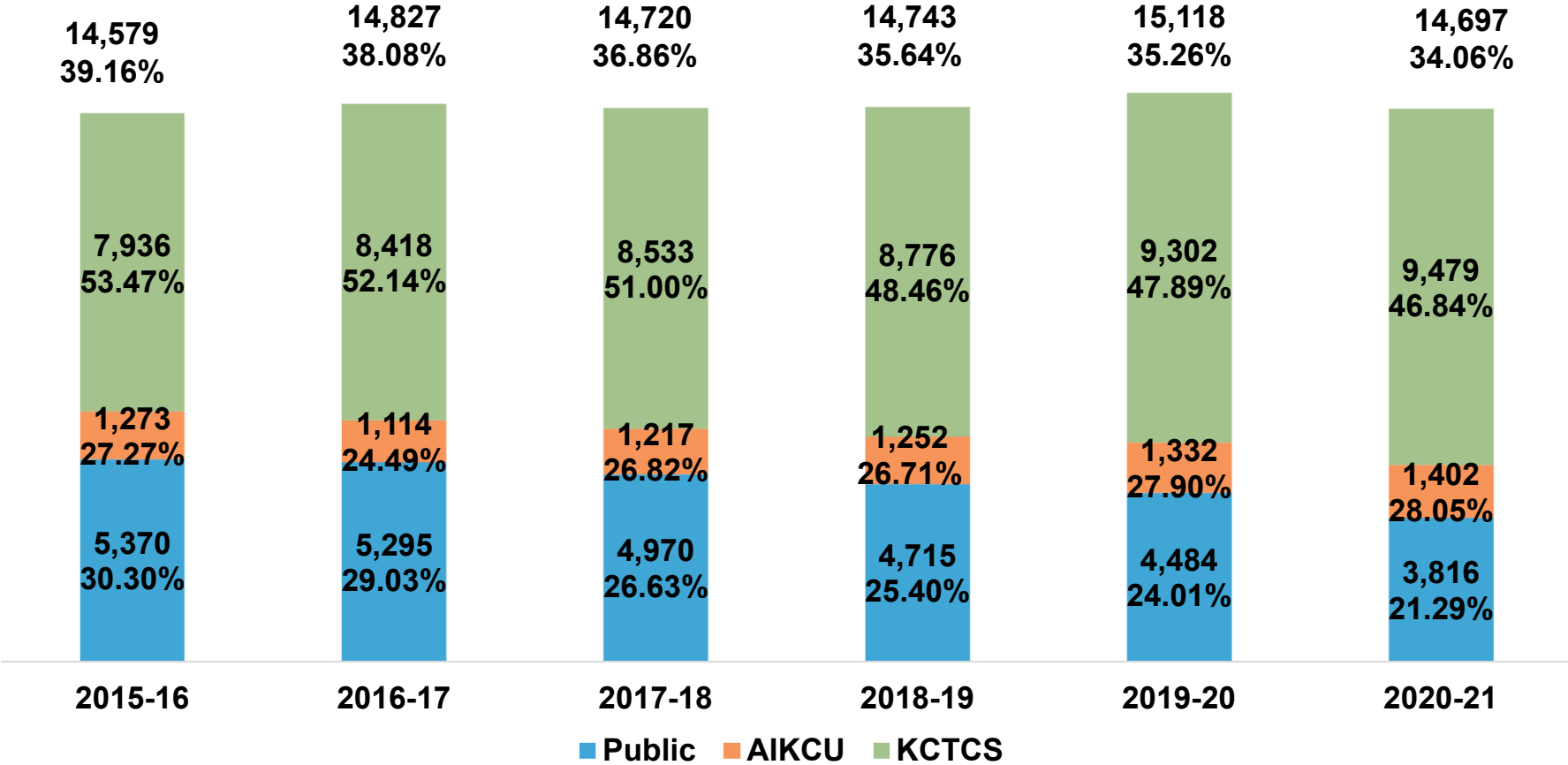
Undergraduate Degree and Credential: URM Completers



Undergraduate Degree and Credential: In-State Completers



Undergraduate Degree and Credential Production: Working Age Completers



Questions?

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Twitter: CPENews and CPEPres



Website: <http://cpe.ky.gov>



Facebook: KYCPE



TITLE: Kentucky Student Success Collaborative

DESCRIPTION: Staff will discuss the newly launched Kentucky Student Success Collaborative and how its work will benefit Kentucky's postsecondary stakeholders.

PRESENTER: Lilly Massa-McKinley, Executive Director

ABOUT THE COLLABORATIVE

The Kentucky Student Success Collaborative (KYSSC) is the first statewide center in the country to link two- and four-year higher education institutions with policy and industry leaders to increase graduation rates, close equity gaps and strengthen workforce readiness. Funded by a \$2.1 million grant from the James Graham Brown Foundation, the collaborative is housed in the Kentucky Council on Postsecondary Education.

The collaborative will focus on information sharing, professional development and best practice implementation support. Its work is based on evidence that outdated policies and practices contribute significantly to student failure. When supports such as programs for first-year success and improved credit transfer are put in place to address challenges students face today, a meaningful number of students who are struggling can successfully graduate and enter the workforce.

LAUNCH EVENT – OCTOBER 25, 2021

State leaders and education advocates gathered virtually to launch the Kentucky Student Success Collaborative on October 25, 2021. Over 280 stakeholders from all areas of Kentucky attended the live webinar, and a replay can be viewed on the CPE YouTube page at: <https://youtu.be/i97CPA6Y7Os>

KYSSC ADVISORY GROUP

The Collaborative formed an Advisory Group who will guide and advise the Collaborative to ensure high impact programs and services. The members of this Advisory Group are:

- Joe Cuseo, Ph.D., Professor Emeritus of Psychology and Educational Consultant
- Dhanfu Elston, Ph.D., Chief of Staff and Sr. VP of Strategy, Complete College America
- Nicholas Hillman, Ph.D., Professor of Education and Director, Student Success Through Applied Research (Sstar) Lab, University of Wisconsin – Madison
- Debra Humphreys, Ph.D., Vice President of Strategic Engagement, Lumina Foundation
- Alison Kadlec, Ph.D., Founding Partner, Sova
- Adrianna Kezar, Ph.D., Professor of Leadership and Director, Pullias Center For Higher Education, University Of Southern California
- Nyema Mitchell, Director, Jobs For The Future Advancement Unit
- Amelia Parnell, Ph.D., Vice President for Research And Policy, NASPA

NEXT STEPS

Dr. Lilly Massa-McKinley, CPE's Executive Director for the Collaborative, will discuss the initial phases of work for the collaborative and discuss its next steps.

More information can be found on their website at: <https://kystudentsuccess.org/>

State leaders launch student success collaborative to boost graduation rates, close equity gaps

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NEWS RELEASE

Release Date: Oct. 25, 2021

Contact: Sue Patrick

Phone: 502-892-3051

Sue.Patrick@ky.gov

State leaders launch student success collaborative to boost graduation rates, close equity gaps

(FRANKFORT, Ky.) -- State leaders and education advocates [gathered virtually today](#) to launch the [Kentucky Student Success Collaborative](#). The collaborative is the first statewide center in the country to link two- and four-year higher education institutions with policy and industry leaders to increase graduation rates, close equity gaps and strengthen workforce readiness.

Funded by a \$2.1 million grant from the James Graham Brown Foundation, the collaborative is housed in the Kentucky Council on Postsecondary Education.

The collaborative will focus on information sharing, professional development and best practice implementation support. Its work is based on evidence that outdated policies and practices contribute significantly to student failure. When supports such as programs for first-year success and improved credit transfer are put in place to address challenges students face today, a meaningful number of students who are struggling can successfully graduate and enter the workforce.

A team of representatives from institutions across the state and other key stakeholders will help ensure the collaborative's projects are in line with the campus and community partners' biggest priorities. One of the priorities that has been identified is supporting student needs

outside the classroom, which will be the focus of the collaborative's first community of practice.

Other assistance and professional development programs coming in the spring include an online hub that will provide access to a community of practitioners, resources on best practices as well as new reports and data.

CPE President Aaron Thompson said building this statewide network will create a new level of resource sharing and allow diverse groups to work in tandem, reducing redundancies and accelerating progress.

"Kentucky colleges and universities continue to make measurable gains in student success outcomes, but this is too important of an issue for individual campuses or students to address in isolation," said Thompson. "How Kentucky students fare in our education system has a direct impact on the economy and our quality of life in every corner of the commonwealth. We all have a responsibility to support student success in meaningful ways, and this generous gift from the James Graham Brown Foundation gives us an opportunity to do that."

Mason Rummel, president and CEO of the Louisville-based foundation, said she was grateful to educational institutions, policymakers, foundations and education advocates for their willingness to step outside their comfort zone and join forces in a new way.

"As a foundation representative who has been working on solutions to a variety of causes over the past several decades, I've learned one thing—that little is accomplished in isolation," said Rummel. "Grant-making foundations have learned that when they pull together and focus on a shared agenda, the outcomes can be exponentially greater and far more effective. We seem to do better when we learn from each other and share our successes, our lessons learned and our thought leadership. The same goes for the partners in this collaborative. It's our hope that each of the strengths and talents that these institutions bring to this effort will have a great impact on the students we serve and the outcomes in our state's higher education sector."

In 2015, Kentucky established the 60x30 goal, an ambitious effort to raise the percentage of working-age Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030.

The state remains significantly below the national average for educational attainment, while some form of postsecondary education [is increasingly necessary](#) to compete in the workforce. First-generation college goers, low-income students, underrepresented minorities and

students age 25 and older continue to [graduate from college at significantly lower rates](#) than other students in Kentucky.

“Our job is to make sure all Kentuckians have the tools they need to succeed in today’s ever-evolving economy. It is one of the most important things we can do for the future of the state,” said Lt. Gov. Jacqueline Coleman. “There are so many gifted students in Kentucky who aren’t able to share their talents with their communities and as participants in the workforce because of the systemic barriers in their way.”

###

The Council on Postsecondary Education is leading transformation in our workforce, economy and quality of life by advancing progress in educational attainment across Kentucky. As the state’s higher education coordinating agency, we champion high-quality, inclusive and affordable postsecondary opportunities that prepare students for civic engagement and sustainable careers. That’s why we are undertaking the 60x30 goal, an ambitious effort to raise the percentage of working-age Kentuckians with a postsecondary degree or certificate to 60% by the year 2030. At CPE, we believe that higher education matters – *for everyone*.

Kentucky Council on Postsecondary Education

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Email: [Contact Us](#)

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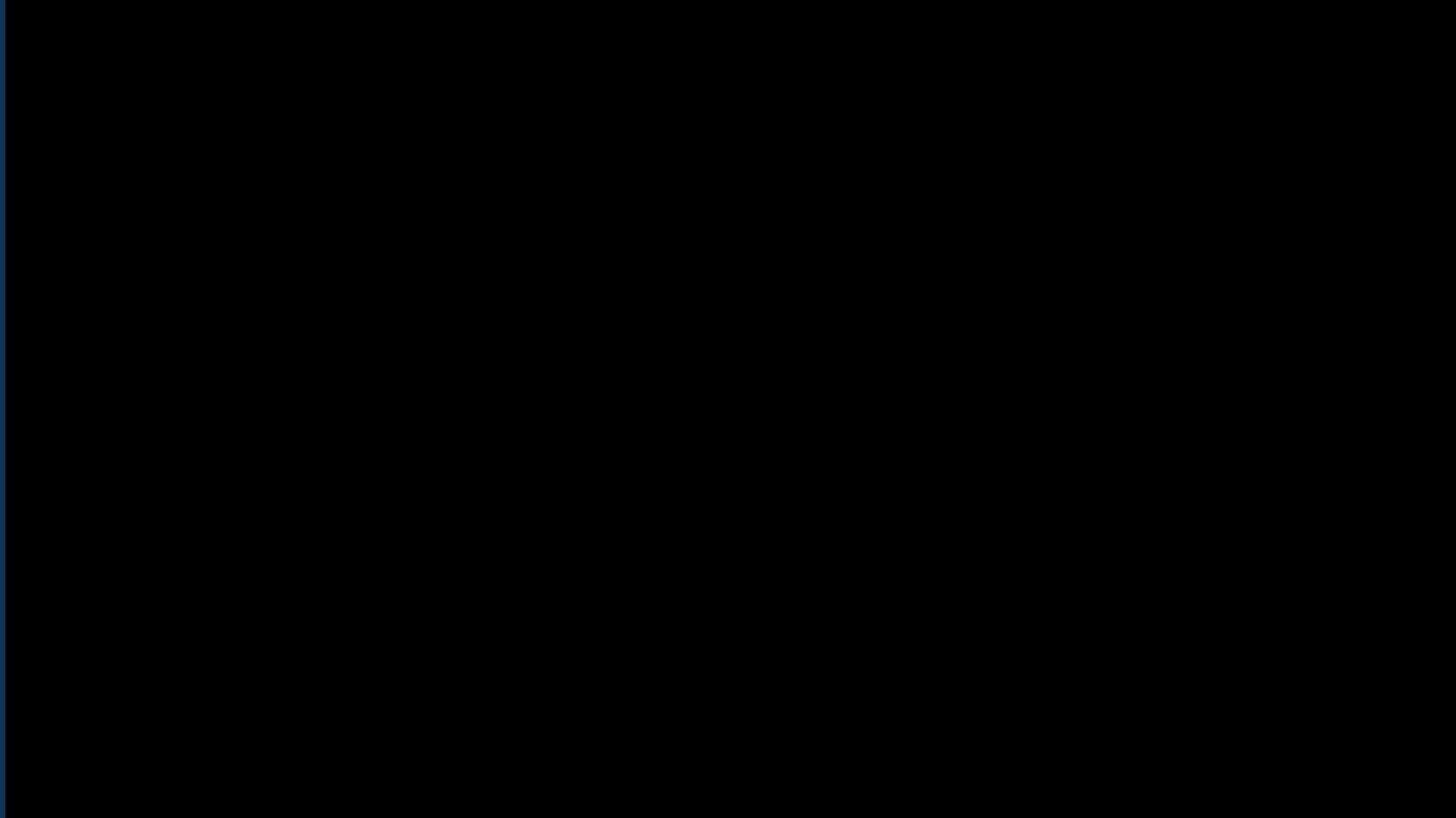
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The Kentucky Student Success **Collaborative**

A PROJECT OF THE KENTUCKY COUNCIL
ON POSTSECONDARY EDUCATION

Message from the Governor shared at KYSSC Launch 10/25






Building capacity of higher education partners to accelerate progress on student success.

MISSION



The Kentucky
Student Success
Collaborative

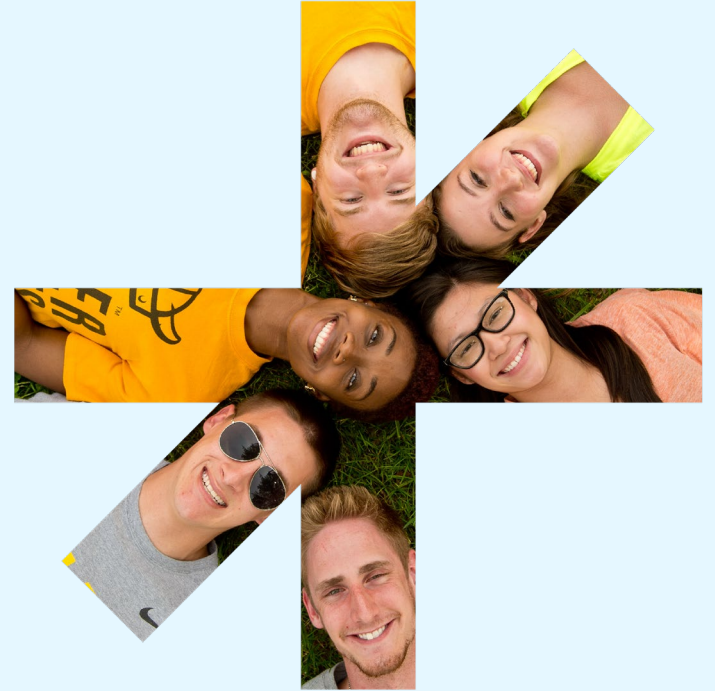
- 
- Improve completion rates
 - Eliminate equity gaps
 - Strengthen workforce development

REINFORCING CPE'S STRATEGIC AGENDA



The Kentucky
Student Success
Collaborative

**We can do more
together than any of us
can do individually.**



THE COLLABORATIVE SERVES AS A CONVENOR, FACILITATOR, AND
BACKBONE SUPPORT FOR CAMPUS-DRIVEN STUDENT SUCCESS EFFORTS

The Role of the Backbone

- Co-create priorities for improvement with campus partners
- Facilitate learning and knowledge communities among campus peers
- Provide professional development from national experts on key topics
- Share resources, toolkits, playbooks, and best practices
- Support implementation of best practices in student success
- Develop campus leaders to drive whole-institution change

Driving the Agenda

Collaborative provides backbone support



KPIs include partner engagement and impact of change strategies

“ When considering institutional change, a major obstacle to progress is developing skilled leaders at all levels who have the background and knowledge to implement change.”

- Dr. Aaron Thompson, President, CPE

THE COLLABORATIVE WILL CONVENE A CHANGE LEADERSHIP INSTITUTE
TO BUILD CAMPUS CAPACITY FOR CHANGE



Change Leadership Institute

Higher education staff and faculty participate in monthly webinars, join a community of practice, and work on a change management project at their campus during the semester-long institute.

•Equity-grounded, student-focused change management

Leadership capacity & approach

Project management for continuous improvement

Facilitating effective cross-functional teams

Data & evidence-informed decision making

National Thought Leader Advisory Group



Dr. Joe Cuseo, Professor Emeritus of Psychology, Marymount California University and Educational Consultant



Dr. Dhanfu Elston, Chief of Staff and Vice President of Strategy, Complete College America



Dr. Nick Hillman, Professor of Education and Director, Student Success through Applied Research (SSTAR) Lab, University of Wisconsin - Madison



Dr. Debra Humphreys, Vice President of Strategic Engagement, Lumina Foundation

National Thought Leader Advisory Group



Dr. Alison Kadlec, Founding Partner, Sova



Dr. Adrianna Kezar, Professor of Leadership and Director of the Pullias Center for Higher Education, University of Southern California



Ms. Nyema Mitchell, Director of Unit Strategy and Learning, Jobs for the Future



Dr. Amelia Parnell, Vice President of Research and Policy, National Association of Student Personnel Administrators (NASPA)



The Kentucky
Student Success
Collaborative



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The Kentucky
Student Success
Collaborative

What's Next

Campus Visits – active

Jobs for the Future – technical assistance – active

Complete College America – Purpose First technical assistance – active

Community of Practice on Student Basic Needs – launching December 2021

Statewide Resource/Knowledge Hub – coming January 2022

Annual CPE Student Success Summit – coming April 2022

Kentucky Change Leadership Institute – coming May 2022

Position Kentucky as a nationally recognized leader in education and workforce development, contributing to community and economic prosperity and quality of life throughout the Commonwealth.

VISION OF THE COLLABORATIVE



**The Kentucky
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Will include a screen shot of the website



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TITLE: Educational Attainment Academy

DESCRIPTION: Staff will discuss the newly formed Education Attainment Academy and how its work will help make progress toward Kentucky's 60x30 goal.

PRESENTER: Lee Nimocks, Vice President and Chief of Staff

ACADEMY INFORMATION

Kentucky was chosen by the State Higher Education Executive Officers (SHEEO) and Education Strategies Group (ESG) as one of four states to participate in an Educational Attainment Academy to help states focus, plan, and develop implementation strategies/recommendations around key areas of need.

Kentucky's focus for the Academy will be building out a more comprehensive state strategy to improve educational outcomes for adult learners, with a strong focus on equity and addressing the needs of low-income Kentuckians and people of color. While the team will focus on the "comebacker" – students who dropped out before completing a postsecondary credential, the KY team also will devote attention to Kentucky adults who have fallen through the cracks, and never enrolled in a postsecondary education or training program. The project will focus on barriers to enrollment and completion (onboarding, finances, childcare, social and emotional supports), academic pathways leading to a family-sustaining career, and strategies to improve outreach and communication to this diverse population.

TEAM MEMBERS

Kentucky's Educational Attainment Academy State Team is comprised of the following representatives of state agencies, educational institutions, and state and community-level organizations with expertise and passion around adult learner issues:

- Lee Nimocks, VP for Strategy and Chief of Staff, CPE
- Melissa Bell, VP for Academic Affairs and Student Success, CPE
- Amanda Johannsen, Associate Director, Academic Affairs, CPE
- Kris Williams, Chancellor, Kentucky Community and Technical College System

- Matt Bergman, Associate Professor, College of Educational Leadership, University of Louisville
- Amy Danzo, Director of Adult Learner Services and Program, Northern Kentucky University
- Jen Timmerman, Director of Transfer Services, Morehead State University
- Tania Gross, AVP, Retention and Student Success, Bluegrass Community and Technical College
- Ted Franzeim, Senior Vice President, Kentucky Higher Education Assistance Authority
- John Gregory, Executive Director, Kentucky Adult Education
- Bridgett Strickler, Vice President, The Graduate Network
- Stefanie Ebbens Kingsley, Executive Director, Kentucky Workforce Innovation Board
- LaKisha Miller, Executive Director, Kentucky Chamber of Commerce Workforce Center
- Jessica Cunningham, Executive Director, Kentucky Center for Statistics
- Lilly Massa-McKinley, Executive Director, Kentucky Student Success Collaborative

To round out the team, an external “coach” has been assigned to Kentucky to help guide and support our work and we’ll have access to analytic and technical support from SHEEO and ESG.

PLAN OF WORK AND TIMELINE

The team is charged with developing a state strategy, including an implementation plan, policy recommendations, and measures of progress, to strengthen postsecondary educational pathways for adult learners and improve their enrollment/completion rates. It is expected the work will be completed in the fall of 2022.

GO!VEMBER

November 8-12, 2021

CAMPAIGN OVERVIEW

GO!vember is a collaborative campaign designed to inform Kentucky high school students and their key influencers about the college-going process and encourage them to complete the FAFSA and apply for and enroll in postsecondary education.

CAMPAIGN ACTIVITIES

SOCIAL MEDIA

During the week of November 8-12, the Council on Postsecondary Education (CPE) and GEAR UP Kentucky (GUK) will be posting inspirational and informational posts on their social media platforms related to the following topics:

- WHY to GO to college (compelling reasons, practical benefits)
- HOW to GO to college (how to apply, what to do when)
- HOW to GO to college “early” (e.g., dual credit, AP)
- HOW to GO to for less (financial aid, grants, scholarships)
- HOW to choose where to GO – and what to study (match & fit)

VIRTUAL PARENT NIGHT | November 17, 2021

CPE and GUK are partnering with KHEAA to host a Virtual Parent Night at 7:00 p.m. Eastern on Wednesday, November 17. At this event, KHEAA outreach counselors will present “Paying for College 101” and field questions from family members. This event will be promoted during GO!vember week but will occur the week after, during Kentucky Family Engagement Week.

RESOURCE COMPILATION WEBPAGE

A GO!vember resource compilation webpage will provide a “one-stop shop” with helpful downloadable documents and links to online resources related to the topics listed above.

PARTNER PARTICIPATION TOOLKIT

Partners will be provided a link to access the GO!vember Participation Toolkit, a webpage with social media content and other materials they may share to help inform their constituencies about GO!vember and promote the value of pursuing postsecondary education.

For more information, contact Missy Ross at missy.ross@ky.gov.

