

## STRONGER by DEGREES



# MEETING AGENDA

Thursday, February 12, 2015  
KY Broadcasters Association, Board Room

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### Members, Council on Postsecondary Education

Glenn D. Denton, Paducah	Carolyn Ridley, Bowling Green
Maryanne Honeycutt Elliott, Louisville	Robert H. Staat, ( <i>faculty member</i> )
Joe E. Ellis, Benton	Arnold Taylor, Edgewood
Dan E. Flanagan, Campbellsville ( <i>vice chair</i> )	Joshua Tunning, Newport ( <i>student member</i> )
Joe Graviss, Versailles	Joseph B. Wise, Louisville
Dennis M. Jackson, Paducah	Sherrill B. Zimmerman, Prospect
Pam Miller, Lexington ( <i>chair</i> )	Terry Holliday, Commissioner of Education ( <i>ex officio, nonvoting</i> )
Donna Moore, Lexington	
Marcia Milby Ridings, London	

Robert L. King, CPE President

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The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

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**AGENDA**  
Council on Postsecondary Education  
Thursday, February 12, 2015  
9:00 AM  
KY Broadcasters Association, Board Room

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1. **Welcome and Retreat Overview**  
Light breakfast and coffee will be served  
Time: 9:00-9:30
2. **2015 Hot Topics** 3  
Much is happening at CPE! We'll discuss the latest news on the 2016-20 Strategic Agenda planning process, the 2015 legislative session, the funding model development efforts, and efforts to improve institutional diversity and close achievement gaps.  
Time: 9:30-11:00
3. **Conversation with Secretary Mary Lassiter**  
Guest speaker Mary Lassiter, Secretary of the Governor's Executive Cabinet, will discuss the 2015 legislative session, the Governor's agenda for his last year in office, Kentucky's budget outlook, and how these issues dovetail with Kentucky's postsecondary agenda.  
Time: 11:00-12:00
4. **Lunch Break**  
Time: 12:00-12:45
5. **Higher Education at a Crossroads** 76  
How does the public's perception of postsecondary education impact our strategies and goals? How is the postsecondary landscape changing, and how can our system adapt to meet the changing needs of students and Kentucky? The Council will discuss these critical issues and how board members can add value through strong advocacy.  
Time: 12:45-3:15
6. **Kentucky Rising: A Conversation with Education Commissioner Terry Holliday** 98  
For the economy of the Commonwealth to grow and create jobs for our citizens, the education community must respond by creating a stronger, more adaptable workforce. KDE Commissioner Terry Holliday will discuss the goals of Kentucky Rising, a proposed program to establish criteria for a high school diploma/certificate/ endorsement that ensures graduates have the skills they need to enter a globally competitive workforce.  
Time: 3:30-4:30
7. **Reception/Dinner**  
Glen Willis House, Frankfort, KY  
Time: 5:30-7:30



# CPE BOARD RETREAT

## HOT TOPICS

February 12, 2015

# Topics



1. 2015 Legislative Session
2. Funding Model Development Process
3. 2016-2020 Strategic Agenda
4. CEO/CPE Diversity Policy

# Legislative Session



- Key Bills
- CPE and Campus Testimony
- Budget Outlook for the Commonwealth

# Funding Model



- Funding model development status
- Campus perspectives
- Relationship to funding request
- Next steps

# Strategic Agenda



- Steering Committee
- NCHEMS Status Report on KY Postsecondary Education
- Initial campus, staff and board feedback
- Process moving forward

# Strategic Agenda: Preliminary Feedback

- The strategic agenda may need tweaks, but many themes/goals still resonate.
- Campus plans appear well aligned with Strategic Agenda, particularly in area of student success.
- *Stronger by Degrees* is not a living, breathing document on campuses—reads more like CPE’s agenda, not the system’s.
- Workforce/Economic Development should a more central and fleshed out part of the Agenda
- Employers are hungry for graduates with critical thinking skills, diversity & liberal arts backgrounds, not just specific vocational skills/attributes.
- Consider differentiating strategies/metrics by sector.
- If more online education remains a goal, consider incentives to provide more competency-based, modularized programs.



# Strategic Agenda: Preliminary Feedback

- Integrate Diversity planning/metrics into strategic agenda/metrics.
- Would appreciate more focused, less diffuse regional stewardship priorities.
- Align higher education plan with K-12's, Economic Development and Workforce Development
- Call attention to state funding per student and the relationship between state funding and tuition.
- Better communicate how higher education meets regional and statewide needs.
- Campuses more supportive of outcome measures like licensure pass rates, graduate school acceptance rates, and employment five years out than salary.

# Diversity Policy



- Revised New Degree Program Eligibility Process
- New Diversity Policy Development
- Diversity Goal Alignment with new Strategic Agenda



CPE RETREAT

HOT TOPICS

February 12, 2015

## Top 10 Higher Education State Policy Issues for 2015

By the AASCU State Relations and Policy Analysis Team

The mood of public higher education entering the 2015 state legislative sessions might be described as a blend of tepid optimism and restrained anxiety. The economic turbulence of the Great Recession has subsided, with dramatic state funding reductions giving way to the long slog toward funding restoration. Forecasts suggesting moderate national economic growth portend a period of stability in most states' budgets, and hence, for higher education funding.

Signs of state budget stability, however, may turn to unease when considering the number of newly-elected and re-elected governors and state legislators who have promised to scale back state budgets in order to reduce state taxes, an ideological framework which could limit the amount of revenue for public colleges and universities. With single-party control in the majority of state governments and more supermajorities in legislative chambers, there will be few checks and balances to slow these agendas in many state capitols. The potential pursuit of state budget austerity agendas in 2015 poses a legitimate threat to addressing issues of college affordability, student debt and college degree production—all of which directly tie into states' workforce and economic development capacities. The prospect of state spending retrenchment, however, also serves as an incentive for all stakeholders of public higher education to communicate the strong rate of return

and myriad other benefits of state investment in public higher education to a new class of elected officials.

States have constitutional authority over higher education, and state lawmakers, working in concert with campus governing bodies, have jurisdiction over foundational higher education policies: state funding, capital construction, enrollment policy and tuition pricing. States' role in determining the policy framework for public colleges and universities is only expected to intensify this year, as [political polarization and paralysis](#) in Congress have left a backlog of federal education bills for congressional committees to consider in the next session. Much attention will be on Congress' ability to govern effectively now that the U.S. House and Senate are both in the hands of Republicans. If Congress' success in the 114<sup>th</sup> session is assessed in comparison to the outgoing session—whether related to education or not—the threshold for success is unusually low, given that the just-concluded 113<sup>th</sup> session of Congress witnessed the lowest number of bills passed in modern Congressional history.

One of the most concrete examples of federal education policy stasis is the unlikely Congressional passage this year of the overdue reauthorization of the Higher Education Act (HEA). Among all the higher education policies and programs ripe for reform, there exists a tremendous need and opportunity for Congress to use the HEA reauthorization to [align state and federal higher education financing](#) and incentivize states to re-invest in public higher education. Recent traction in the U.S. Senate on a [proposed State-Federal College Affordability Partnership](#)—an annual federal block grant designed to spur new state investments in public higher education—will likely be slowed due to changes in Senate leadership. Public higher education leaders will be called on to work with their Congressional delegation to build awareness and

support of the State-Federal College Affordability Partnership in order to ensure that it is included in the final HEA reauthorization bill.

An in-depth discussion of potential implications for higher education policy stemming from the 2014 elections is provided in the policy brief, *Higher Education and the 2014 Elections*, published by the American Association of State Colleges and Universities (AASCU). The paper discusses the Obama administration's higher education agenda, the Congressional outlook for its 114<sup>th</sup> session, policy challenges Congress will face, as well as state-level outcomes of the elections.

This paper provides a summary of the top 10 higher education policy issues that are likely to witness considerable activity in state legislatures across the country this year. It is the view of the AASCU state relations and policy staff that these issues will be at the forefront of both discussion and action in state capitols. This eighth annual synopsis is informed by a variety of sources, including an environmental scan of outcomes from last year's legislative sessions, recent gubernatorial priorities, as well as trends and events that are shaping the higher education policy landscape. Some issues are perennial in nature, while others reflect more recent economic, fiscal and political dynamics. Results, no doubt, will vary by state.

## 1. Tuition Policy

Tuition policy and state government-provided operating support will generate the most state higher education policy-related activity this year. These two policy domains are so intertwined that our Top 10 list for 2014 listed them as one issue ("agreements linking state funding and tuition policy"). Tuition policy activity in the months ahead will be marked with tension involving many competing forces: calls for holding the line on tuition, maintaining academic quality, and effectively managing stagnant or declining enrollment in many states. Despite fair revenue forecasts in most states, other policy

and spending priorities may limit the number of states that can "buy out" or "buy down" tuition increases (i.e., provide enough operating money to negate or lessen the need for an increase in in-state undergraduate tuition prices). For example, state funding support in **Iowa** will ensure flat in-state undergraduate tuition prices for the third consecutive year, but the governor's budget blueprint for the upcoming fiscal year in neighboring **South Dakota** does not fund the regents' request to buy out a tuition increase.

Average published tuition and fee prices increased 2.9 percent for in-state students attending public four-year institutions from 2013-14 to 2014-15, according to the College Board's latest *Trends in College Pricing* report. While this was lower than the average annual increases in the past five, 10 and 30 years, it was still higher than the 2 percent increase in the Consumer Price Index (CPI).

Higher education leaders in many states will seek tuition increases necessary to not just pay for inflationary operational costs, but to recoup a portion of the state funding reductions that took place during and after the recession—spending cutbacks that eroded institutions' ability to keep pace with faculty and staff compensation needs, among other pressures. Despite flat per-student spending in the public higher education sector in recent years, lawmakers in some states may be hesitant to grant tuition price increases above the rate of inflation. Tuition policy in 2015 will therefore be marked by negotiations among those who set tuition prices—in most cases, state lawmakers or governing boards—and those who are accountable for advancing the missions of public colleges and universities—campus and system leaders.

## 2. State Appropriations for Higher Education

While the final figures have not yet been released, it is unlikely that the overall average increase in state higher education appropriations for the current fiscal year (FY 2015) will be as high as the 5.7 percent

average increase in the previous fiscal year—a year-over-year funding enhancement that in percentage terms was second only to states' Medicaid spending. The upturn was only two years removed from the largest year-over-year decline in state higher education funding in more than a half century, spurred by the post-federal stimulus “fiscal cliff.” Based on the results of an informal [survey](#) conducted by AASCU in June 2014, states provided an average 3.6 percent year-over-year increase in state operating support for public four-year colleges and universities for fiscal year 2015. The final state appropriations figures for all of higher education, when released by Illinois State University's [Grapevine](#) and the [State Higher Education Executive Officers](#), may yield a higher number.

Three traditional factors will play leading roles in determining state higher education appropriations levels for the coming budget cycle. Of greatest significance will be prevailing economic conditions and their corresponding impact on state budgets. The Congressional Budget Office (CBO) [projects](#) that the U.S. economy will expand by an average annual rate of 3.4 percent through 2016, higher than the [historical](#) growth rate of 3.2 percent.

Region-specific economic dynamics will also factor into state higher education budgets. The recent plunge in oil prices will impact revenues in states where the energy sector has an outsized presence in the state economy, such as in [Alaska](#), [Louisiana](#), [North Dakota](#) and [Texas](#). Budget conditions and forecasts vary significantly throughout the states, causing some state leaders to fill current year budget gaps, while others plan for how to use surpluses. Some of the hardest hit states in the recession, such as [California](#), [Florida](#) and [Michigan](#) are faring better than others, such as [Maryland](#) and [Virginia](#), which face significant budget shortfalls due in part to federal budget cuts.

Cost growth in other state programs will be a second factor determining state higher education funding

levels. Medicaid, K-12 education, and corrections, which often provide lawmakers little discretion in their budgetary allocations, are expected to need more tax revenue in the coming years. The same holds true for public employee pension programs, which for a variety of reasons have proven to be a fiscal albatross around some states and have redirected funding away from other state budget items.

A third influence involves how politics will shape state policy priorities in 2015, as most states had gains in conservative power as of result of the 2014 midterm elections. The extent to which heightened fiscal conservatism is reflected in state lawmakers' spending plans will soon be evident. But if rhetoric on the 2014 campaign trail is translated into fiscal year 2016 state spending plans, state higher education budgets could be reduced or flat-lined in order to fulfill pledges to scale back the size of state government.

### 3. Campus Sexual Assault

Campus sexual assault prevention, reporting and adjudication emerged as a top-tier higher education policy issue in 2014 and more dialogue and policy proposals are expected this year. States and higher education system leaders have reviewed or are reviewing existing policies, practices and programs aimed at preventing sexual assault, responding appropriately to cases of sexual assault, and ensuring compliance with federal law. Statewide reviews of sexual assault policies were initiated last year in [Louisiana](#), [Massachusetts](#), [New York](#), [Virginia](#) and [Wisconsin](#). Sweeping changes to state sexual assault policies and protocols were approved in [California](#), [Connecticut](#), [Maine](#) and [New York](#). The most visible and controversial change was the shift to affirmative consent policies (“Yes” means “Yes”) for sexual activity on college campuses. While only [California](#), [Maine](#) and [New York](#) have instituted affirmative consent policies, legislators in [Indiana](#), [New Hampshire](#) and [New Jersey](#) have expressed interest in adopting similar measures.

## 4. Veterans Education Benefits

States have enacted policies in recent years intended to facilitate college access and success for members of the U.S. Armed Forces, especially veterans returning from wars in Iraq and Afghanistan. Many state measures have provided in-state tuition rates for undergraduate programs to all returning veterans, regardless of their home state. In August 2014, Congress passed a measure that will compel all states to require their public colleges and universities to provide resident tuition rates to qualifying veterans and their dependents in order for these institutions to be eligible to receive payment of student-veterans' federal education benefits. The [Veterans Access, Choice and Accountability Act of 2014](#), also known as the "Choice Act," aims to ensure that veterans are able to maximize their education benefits under the Post-9/11 G.I. Bill and the Montgomery G.I. Bill-Active Duty. The new state requirement takes effect July 1, 2015. An initial survey of states' compliance with the in-state tuition requirement, conducted in the fall of 2014 by the Veterans Administration, suggested that no states were in full compliance with the new federal law. In the months ahead, therefore, state officials will work swiftly to ensure that their states comply with the requirements of the Choice Act.

## 5. Undocumented Students

Two states in 2014, **New Jersey** and **Florida**, passed legislation extending in-state undergraduate tuition rates to eligible undocumented students. In addition, an attorney general's opinion in **Virginia** concluded that recipients of Deferred Action for Child Arrival (DACA) can be considered for the in-state tuition rate. Legislation to extend state financial aid to undocumented students was approved in **Washington**, but a similar measure failed in **New York**. Eighteen states currently offer in-state tuition to undocumented students, and five states allow undocumented students to have access to state student financial aid, according to an analysis by the [National Conference of State Legislatures](#) (NCSL).

Three states specifically prohibit in-state tuition rates for undocumented students—**Arizona**, **Georgia** and **Indiana**, and two states—**Alabama** and **South Carolina**—prohibit undocumented students from enrolling at any public postsecondary institution, according to the NCSL. The state policy trend in recent years has been overwhelmingly in favor of providing greater college access to undocumented students, principally through the provision of lower-priced resident tuition rates. However, a new class of socially conservative lawmakers in many states may dampen this trend. For example, lawmakers in **Missouri** and **Texas** have indicated their intentions to clamp down on undocumented students' access to state-provided postsecondary education benefits in the 2015 session. In the meantime, the November 2014 executive actions taken by the Obama administration withholding deportation for up to 5 million undocumented individuals may provide further incentive for many to enroll in postsecondary studies.

## 6. Guns on Campus

State legislation mandating that individuals be allowed to carry guns on campus is likely to be introduced again in many states this year. The number of states in which lawmakers have stripped institutions' ability to ban guns on campus now stands at seven, according to an [NCSL](#) analysis. Currently, 20 states ban concealed weapons on campus, while 23 states allow individual public institutions to set their own concealed weapons policy. The higher education and law enforcement community, in unison with overwhelming public opinion, do not support the policy of arming civilians on college campuses, which are among the safest sanctuaries in American society. This year pro-gun organizations will again work to overturn campus bans on guns, including in **Florida** and **Texas**, where debate on the issue has been persistent. AASCU is united with 370 colleges and universities in 41 states in the [Campaign to Keep Guns Off Campus](#). As articulated in its [Public Policy Agenda](#), AASCU opposes state legislation that seeks

to strip institutional and/or system authority to regulate concealed weapons on campus.

## 7. Secondary-Postsecondary Education Standards Alignment

This year will mark a pivotal period in the transition to stronger K-12 education standards. The [Common Core State Standards](#), which articulate the learning objectives in English language arts and mathematics in each K-12 grade, have been adopted by 43 states. Most states have been in the process of implementing the standards for the past few years, but the 2014-15 academic year is the first in which assessment of the higher standards will begin. Application of the Common Core aligned assessments is taking place via two multi-state consortiums, the [Partnership for Assessment of Readiness for College and Careers](#) and the [Smarter Balanced Assessment Consortium](#). Adoption and implementation of the Common Core standards have not been without political and technical roadblocks. In this pivotal year, many college and university leaders will redouble their efforts to work with state officials to ensure a smooth transition to the new standards. Much of this energy will be channeled through the recently established [Higher Ed for Higher Standards](#), a coalition of leaders advocating for strong college- and career-ready standards, including, but not limited to, the Common Core.

## 8. State Student Aid Programs

The months ahead will witness considerable activity involving ongoing adjustments to states' student aid programs in terms of overall funding levels, the programs' blend of financial need and academic merit components, and students' eligibility for state grants, which represent 85 percent of all state student aid. In 2012-13, almost 4.1 million grant awards were made, representing about \$9.6 billion in need-based and non-need-based grant aid, according to the latest annual survey conducted by the National Association of State Student Grant Aid Programs ([NASSGAP](#)); this reflects a 2 percent increase from the prior year. Up until the early 1980s, essentially

all state grant aid was distributed based on students' financial circumstances. By 2012-13, only three-fourths of grant aid was dispersed on this basis, according to the latest [Trends in Student Aid](#) report, produced by the College Board. Also in 2012-13, according to the report, 23 states considered students' financial circumstances in allocating at least 95 percent of their state grant aid. In 15 states, financial circumstances were considered for less than half of the state grant aid.

## 9. Performance-Based Funding

Spurred by the need to improve completion rates and address longstanding gaps in degree attainment among traditionally-underserved populations, states have shifted from enrollment- to performance-based funding (PBF) for public colleges and universities over the last several years. In 2014, new PBF systems were enacted in **Colorado**, **Iowa** and **Missouri**. Governors in **Indiana** and **Montana** have already expressed their support for integrating PBF metrics into their higher education funding formulas this year, while **Utah** officials plan to triple the amount of PBF in the upcoming state budget. **Texas** officials also plan to advocate for a PBF plan for state universities. According to the [NCSL](#), more than one-half of the states now have PBF in place at either two- or four-year institutions of higher education, with wide variations in performance metrics and the amount of state funding distributed based on performance. Now that PBF has been in place for several years in some states, scholars may be able to accumulate enough data to draw initial conclusions about the extent to which these PBF systems have served as a catalyst for improving campus outcomes.

## 10. Free Community College

In 2014, **Tennessee** Governor Bill Haslam signed the "Tennessee Promise" into law, a program that guarantees no-cost tuition for new high school graduates in the state pursuing degrees at state community or technical colleges. The program is "last dollar in" for students whose tuition costs are not covered by existing state or federal financial



aid programs. Tennessee's free community college initiative has captured the attention of lawmakers in other states and is likely to be considered for replication in several capitols this year. **Oregon** lawmakers are currently weighing the cost of providing tuition-free community college, while a bill in **Mississippi** that resembled the Tennessee measure had some support but ultimately failed to pass in the 2014 legislative session. The Tennessee approach is not without controversy—some have argued that the plan directs funds to wealthier students who are financially ineligible for need-based financial aid programs, while ignoring non-tuition expenses for low-income students and the needs of students at the state's public four-year universities. However, others maintain that the notion of "free college" could spark greater interest in college among traditionally underserved populations and ultimately boost degree attainment if augmented by effective student support services and streamlined transfer policies. Policymakers, scholars and others will be watching the successes and shortcomings of the Tennessee Promise and explore the feasibility of implementing similar programs in other states.

## Other State Policy Issues

**Community college bachelor's degree:** Lawmakers in **Colorado** and **California** approved bills in 2014 that allow the state's community colleges to confer bachelor's degrees in vocational or high-need fields; more states are expected to explore community college baccalaureate degrees in order to meet evolving local, regional and state workforce needs. Currently, 22 of the 50 states allow community colleges to confer bachelor's degrees.<sup>1</sup>

**Dual credit/concurrent enrollment:** More than a dozen governors discussed dual enrollment policies during their [State of the State addresses](#) in 2014, and a continued emphasis on expanding state dual enrollment opportunities is expected again this year. State leaders have argued that such policies

help bridge the gap between K-12 education and college studies, streamline and accelerate pathways to the workforce, cut tuition costs, and help facilitate college completion.

**Consumer protection involving for-profit colleges:** State attorneys general remained active in investigating and prosecuting state consumer protection violations by for-profit colleges in 2014, with **Massachusetts** Attorney General Martha Coakley leading the charge through new state regulatory measures governing the industry. More scrutiny toward this higher education segment is expected this year. Currently, 37 state attorneys general are collaborating in a working group to examine the industry's practices, with 24 attorneys general investigating for-profit colleges within their respective states.<sup>2</sup>

**Pay-It-Forward (PIF) college financing:** Lawmakers in more than 20 states considered legislation to study or implement Pay-It-Forward (PIF) college financing in 2014, but interest in this policy waned late in the year and is expected to further diminish this year. PIF is a far-reaching policy proposal that would eliminate up-front tuition and fees in exchange for students repaying a percentage of their income for an extended period following graduation (for up to 25 years in some cases). However, [questions have been raised](#) related to the program's startup costs, administrative burden, and the potential for instability and uncertainty in institutional finance. While an **Oregon** panel recommended that legislators consider a pilot program, and a few states passed measures to study this financing model, most PIF bills failed to garner a critical mass of legislative support.

**Reciprocal state authorization of distance education programs:** The national effort to reduce the regulatory burden placed upon states in authorizing out-of-state distance education providers continues to gather momentum. Eighteen states have entered into voluntary reciprocity agreements through the auspices of the National Council for

State Authorization of Distance Education (NC-SARA), with another seven states expected to join the agreement in the near-future. Higher education officials and lawmakers in many of the remaining states are expected to discuss participating in the initiative in 2015. Supporters of the state reciprocity agreements commend the streamlining of program authorization and the associated revenue collection, while others share concerns about the agreement's perceived lack of consumer protections and lack of control by state agencies over out-of-state postsecondary providers.

**States' review of privacy laws:** Mounting parental concern about increasingly sophisticated data collection, data-warehousing, and data-mining of students by governmental and commercial entities made 2014 a banner year for state educational privacy bills. According to the NCSL, some 105 privacy bills were introduced last year in 35 states, and 15 states enacted tougher privacy protections for student records. Concerns about excessive data collections, greater public awareness of data breaches, and parental alarm about prejudicial impact of longitudinal data systems on their children's future will likely make 2015 an even more active year for educational privacy, with a high probability of federal and state legislation being introduced.

## Conclusion

As a new class of state legislators and governors take office this month, they will be confronted with an array of new and longstanding policy issues affecting public higher education. While lawmakers in many states have in the past two years redoubled their commitment to funding public colleges and universities and worked to keep tuition increases to some of the lowest in a generation, it remains unclear whether progress made on mitigating the state-to-student cost shift will continue in 2015. New issues, such as college sexual assault prevention and privacy policies, will also challenge both campus and state officials in the year ahead. The diverse array of vexing policy issues on legislative calendars will make it incumbent upon higher education advocates to listen to the concerns of state policymakers, share higher education's diverse array of contributions to state well-being, and build a culture of collaboration that will set the tone for a successful campus-capital relationship for 2015 and the second half of the decade.

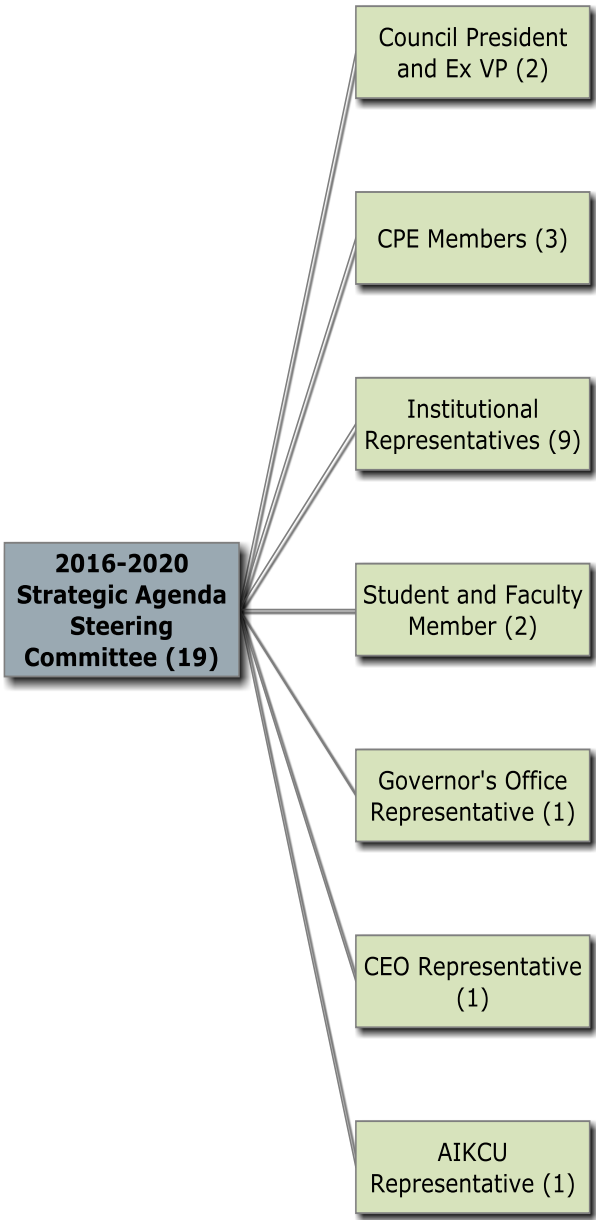
### Endnotes

<sup>1</sup>Koseff, Alexei. "Jerry Brown Approves Community College Bachelor's Degree," *The Sacramento Bee*, October 8, 2014, accessed December 16, 2014 <http://www.sacbee.com/news/politics-government/capitol-alert/article2615016.html>.

<sup>2</sup>Halperin, David. Law Enforcement Investigations and Actions Regarding For-Profit Colleges, *The Republic Report*, December 12, 2014, accessed December 16, 2014 <http://www.republicreport.org/2014/law-enforcement-for-profit-colleges/>.

### Contributing:

Daniel J. Hurley, Associate Vice President for Government Relations and State Policy  
Thomas L. Harnisch, Assistant Director of State Relations and Policy Analysis  
Emily A. Parker, Senior Research Associate



The Strategic Agenda Steering Committee will oversee the various tasks that take place over the planning period, analyze data and information collected throughout the process, and facilitate the participation of a broad group of stakeholders in planning activities.

The Committee will meet regularly to monitor and direct the process including the drafting and review of the 2016-20 Strategic Agenda. Members of the committee will provide leadership in engaging various constituent groups in the planning process. The Committee will present the draft Strategic Agenda to the Council on Postsecondary Education for approval at their board meeting in November 2015.

The Strategic Agenda Steering Committee is comprised of representatives from the Council on Postsecondary Education, a faculty and student representative, each public university and KCTCS, a representative from the independent colleges and universities, a member of the Committee on Equal Opportunities, and a representative from the Governor’s office.

# Council on Postsecondary Education

## 2016-20 Strategic Agenda Planning Process

DRAFT - January 30, 2015

2015 Tentative Steering Committee Meeting Dates			Proposed Topics
Feb 3	Tues	1:00 PM	NCHEMS Status Report; Discuss planning process & timeline
Mar 3	Tues	1:00 PM	Update on initial round of discussions with campuses, board members, and CPE staff; Review Department of Education, Economic Development Cabinet, and Workforce Cabinet strategic planning; Discuss mission, vision and values
April 16	Thurs	10:00 AM	Review policy focus group discussions; Review draft policy focus areas and strategic plan framework; Discuss new performance funding model
May 12	Tues	1:00 PM	Continue review of policy focus group discussions; Identify/prioritize key objectives; discuss potential performance metrics
June 11	Thurs	10:00 AM	Discuss potential strategies; continue metrics discussion
No meeting in July			
Aug 11	Tues	1:00 PM	Continue strategies discussion; Finalize metrics and review accountability/monitoring system; discuss public forums.
Sept 15	Tues	1:00 PM	Review preliminary draft of 2016-20 Strategic Agenda; review input from public forums
Oct 6	Tues	1:00 PM	Review second draft; finalize accountability/monitoring system; discuss state and institutional performance target setting
Nov 13	Fri	9:00 AM	Council adopts 2016-20 Strategic Agenda
November 2015-March 2016			Finalize state and institutional performance targets

# A Status Report on Kentucky's Postsecondary Education System



Patrick Kelly

February 3, 2015

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**NCHEMS**

**National Center for Higher Education Management Systems**  
3035 Center Green Drive, Suite 150  
Boulder, Colorado 80301

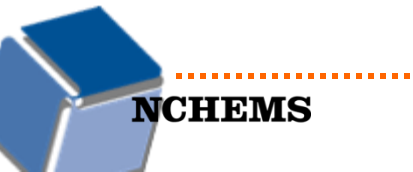
Realizing Kentucky's Educational  
Attainment Goal: A Look in the Rear View  
Mirror and Down the Road Ahead

2011

Patrick J. Kelly

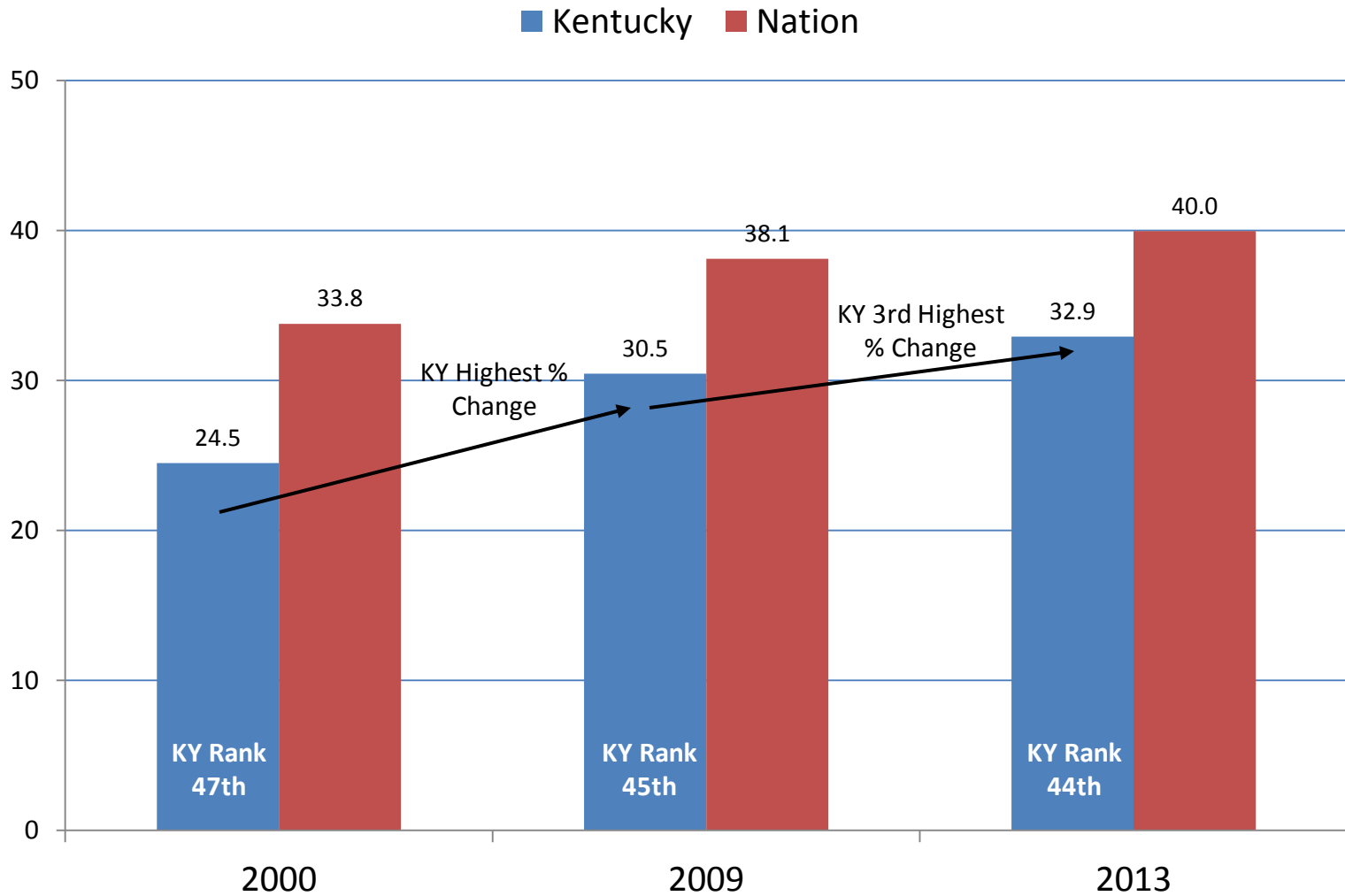
# What has Happened Since 2011?

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# Percent of 25 to 64 Year Olds with Associate Degrees and Higher

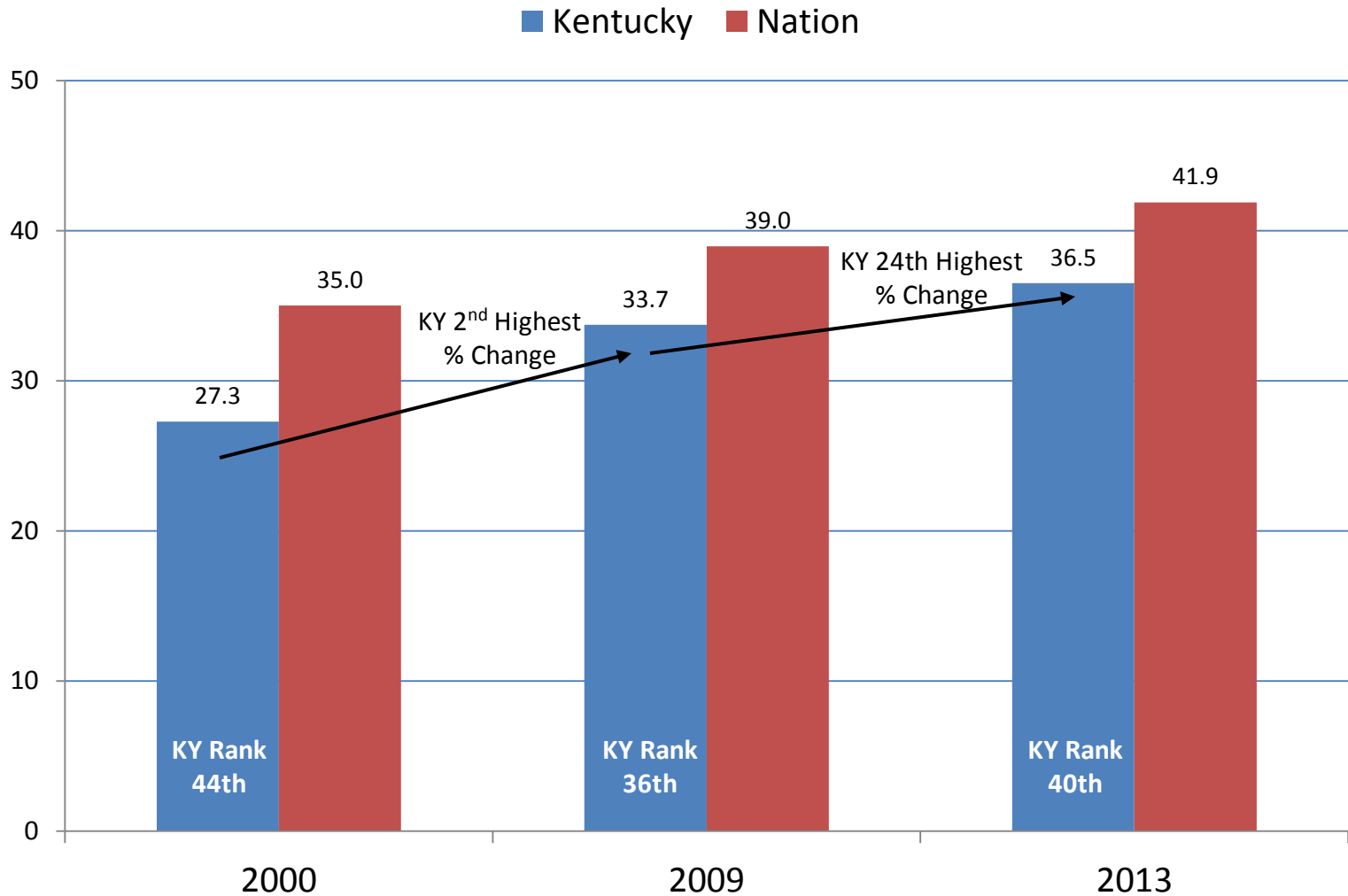
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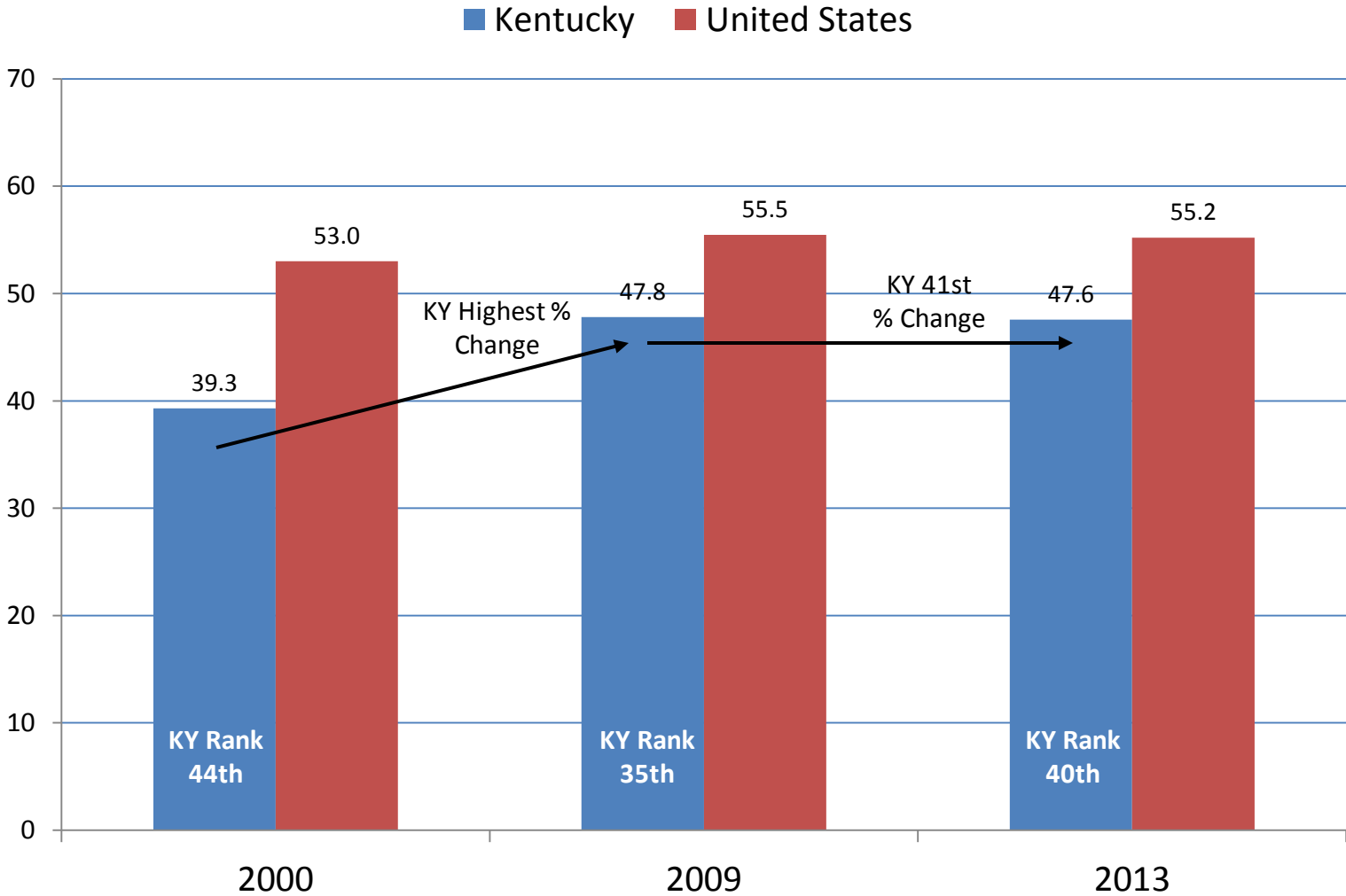


# Percent of 25 to 44 Year Olds with Associate Degrees and Higher

25

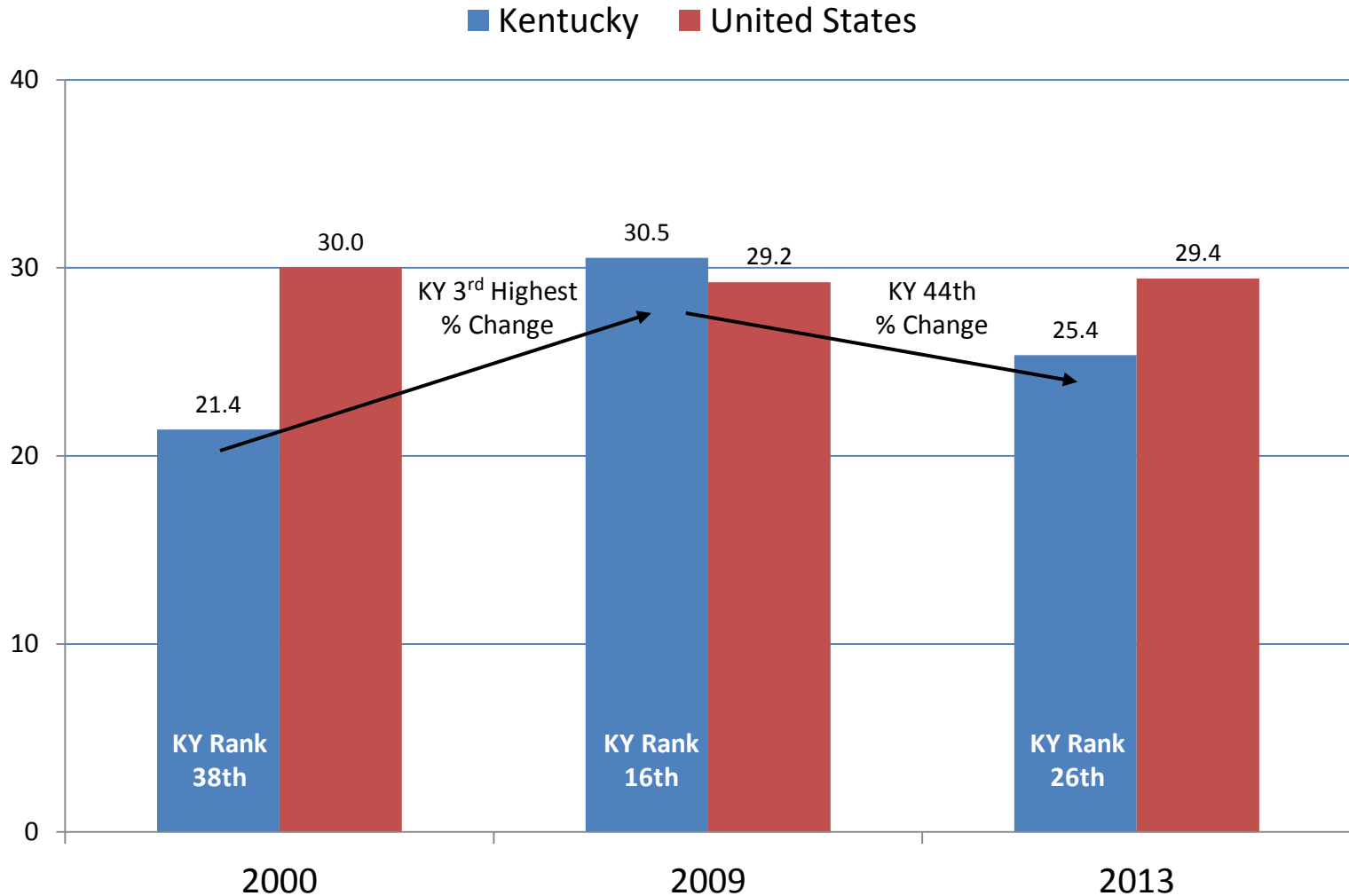


# Six-Year Graduation Rates at Four-Year Institutions



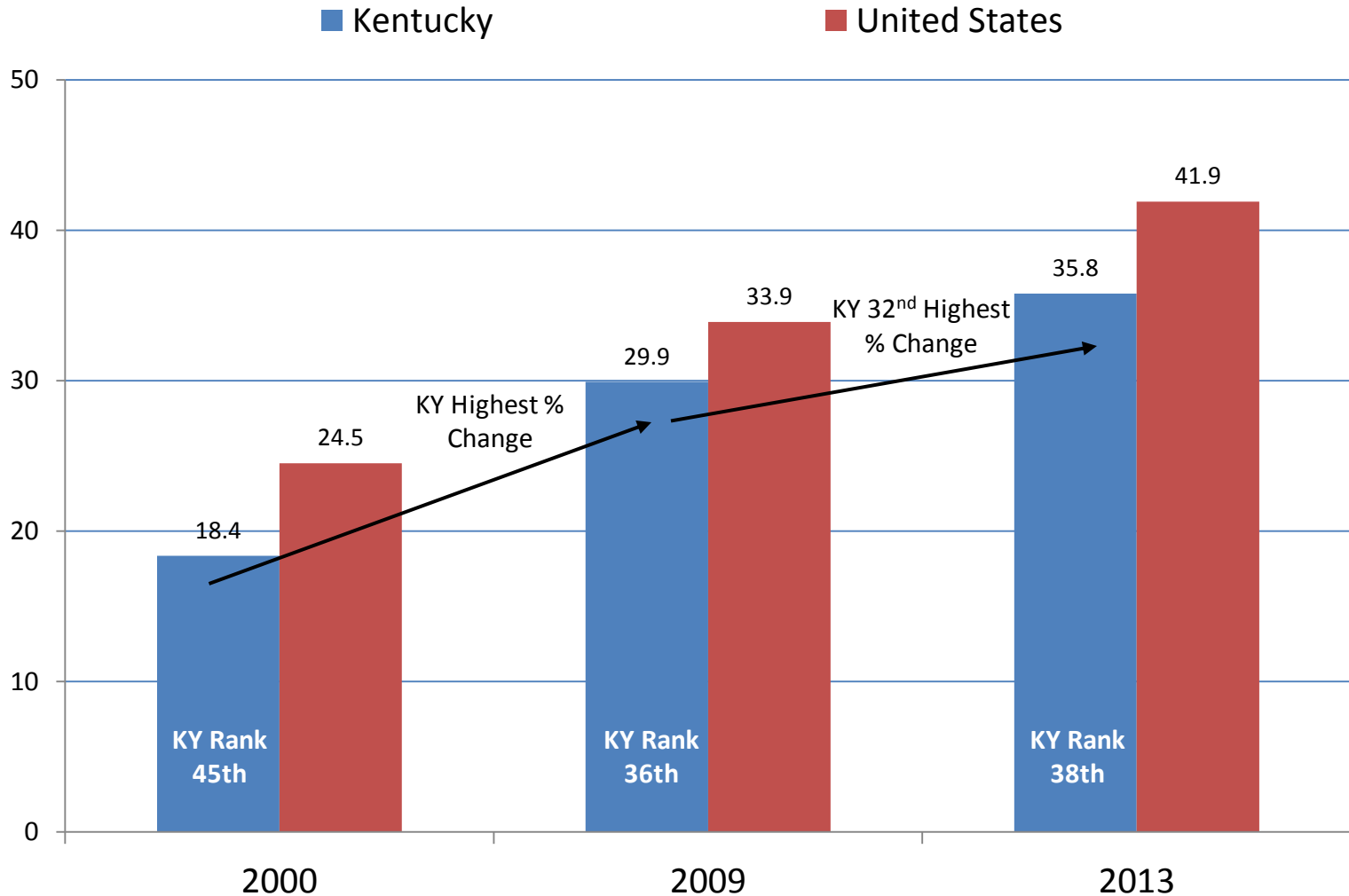
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# Three-Year Graduation Rates at Two-Year Institutions



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# Undergraduate Credentials Awarded per 1,000 18-44 Year Olds with No College Degree



28

While Kentucky's postsecondary system has improved on many measures since 2009, it has lost ground to other states.

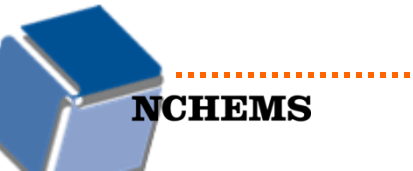
29

Over the past 10 years, many states have developed similar college attainment goals and public agendas.



# Educational Attainment

30



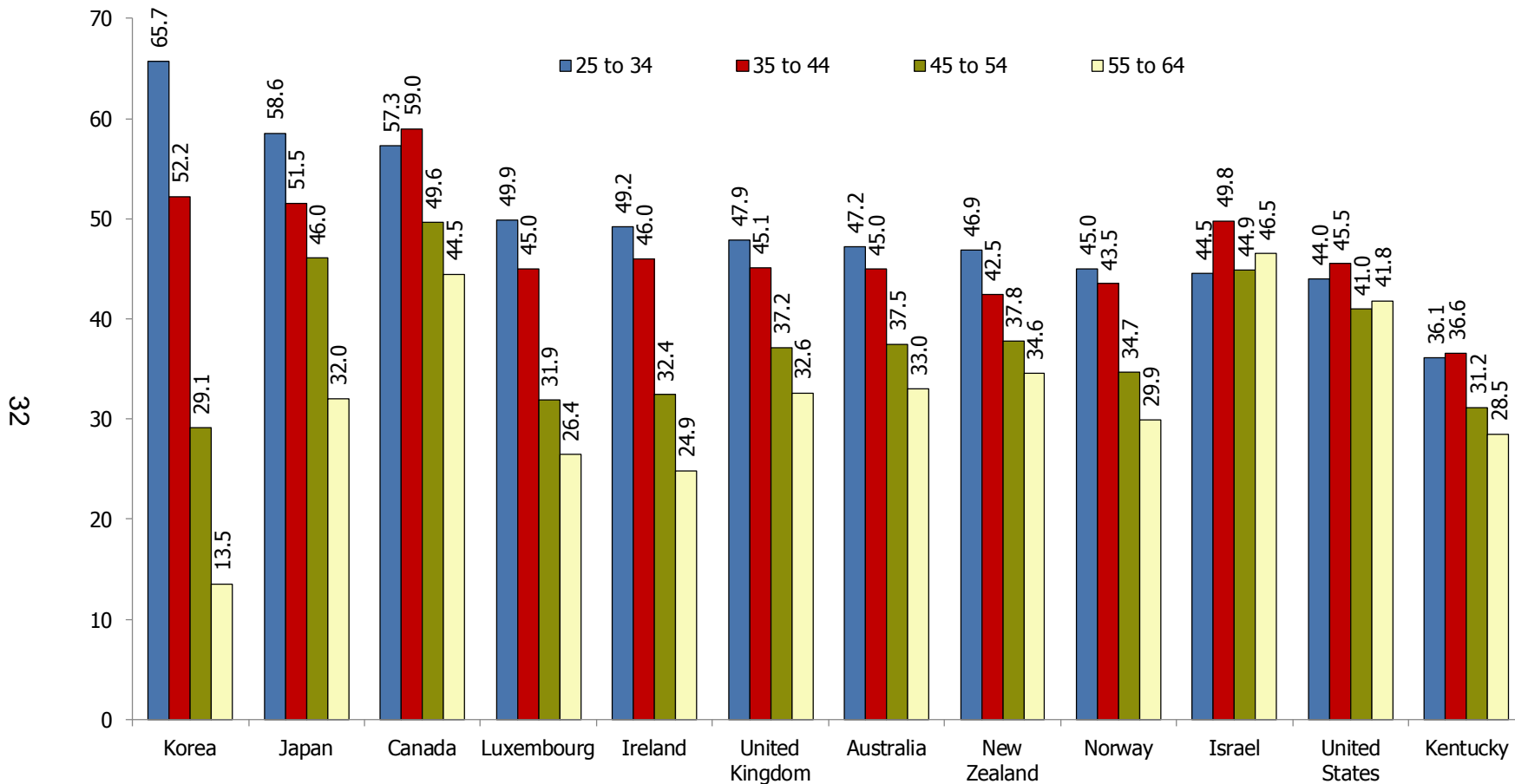
# Comparing Kentucky with U.S. States and OECD Nations in the Percentage of Young Adult Degree Attainment (Ages 25-34)

U.S. States	%	OECD Country
	↑	Korea (65.7)
	60	
	58	Japan
	56	Canada
Massachusetts	54	
North Dakota	52	
Minnesota	50	Luxembourg
New York	48	Ireland
New Jersey	48	United Kingdom
Connecticut	46	New Zealand, Australia
Nebraska, Illinois, Virginia	46	
Pennsylvania, Colorado, Maryland, Rhode Island, Iowa	44	Norway
Vermont, South Dakota, Wisconsin	44	Israel, <b>UNITED STATES</b>
Kansas, New Hampshire	42	Sweden, Netherlands, Belgium, France
Hawaii, Montana	42	
Washington, Missouri, Utah	40	Poland, Switzerland
Wyoming, Ohio	40	Denmark, Estonia, Finland
Delaware, Michigan, Maine, California, North Carolina, Oregon	38	Spain
Florida	38	Iceland
Tennessee, South Carolina, Georgia, Indiana	36	Slovenia, Greece
<b>Kentucky</b>	36	
Texas, Idaho, Arizona	34	
West Virginia	34	
Alabama, Oklahoma, Alaska, New Mexico	32	
Louisiana	32	
Arkansas, Mississippi	30	Hungary
Nevada	30	Germany
	28	Portugal, Czech Republic
	26	Slovakia
	24	Mexico
	22	Austria
	22	Chile, Italy
	20	Turkey

31



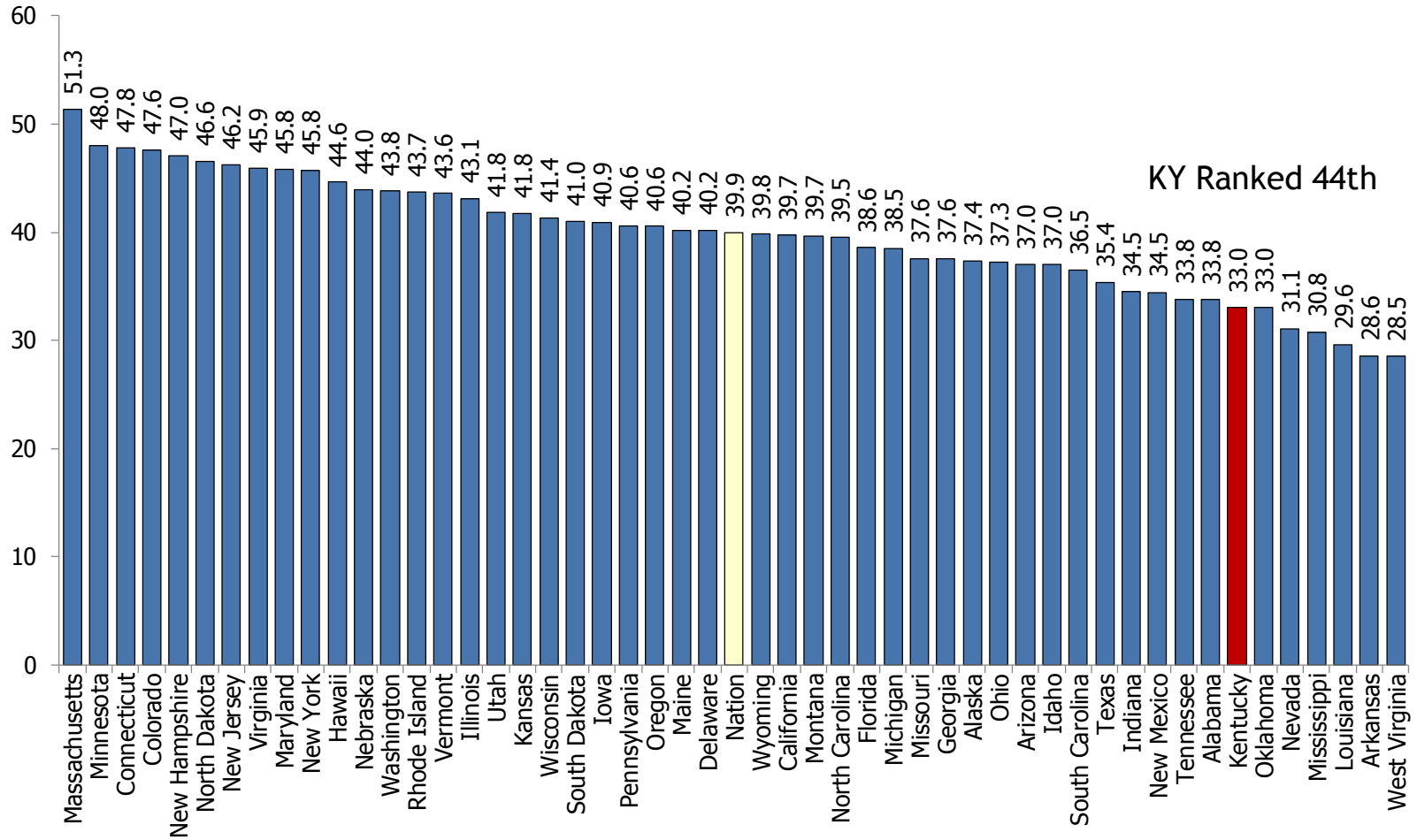
# Percent of Adults with an Associate Degree or Higher by Age Group Kentucky, U.S. & Leading OECD Countries





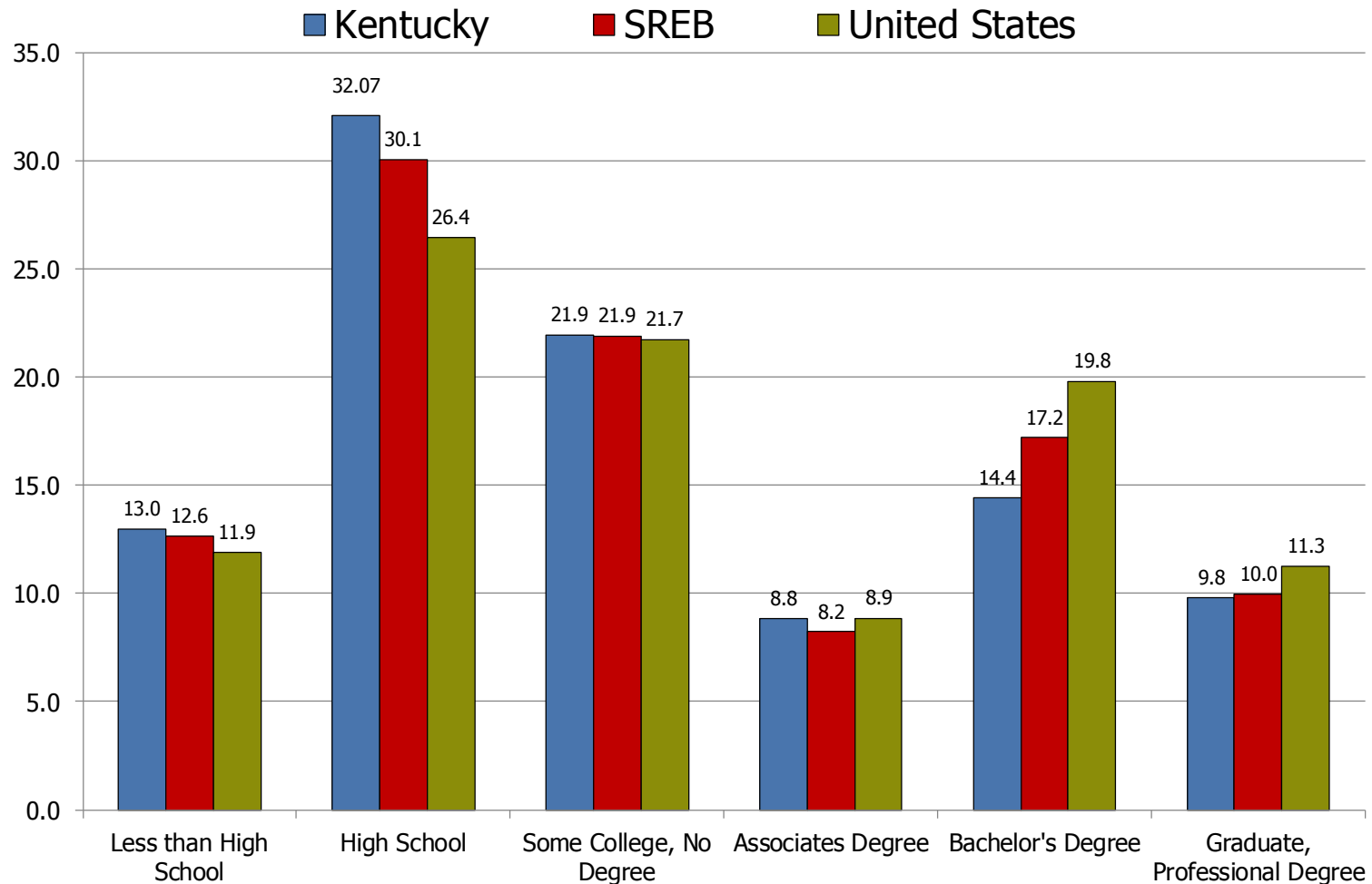
# Percent of 25-64 Year Olds with College Degrees – Associate and Higher, 2013

33



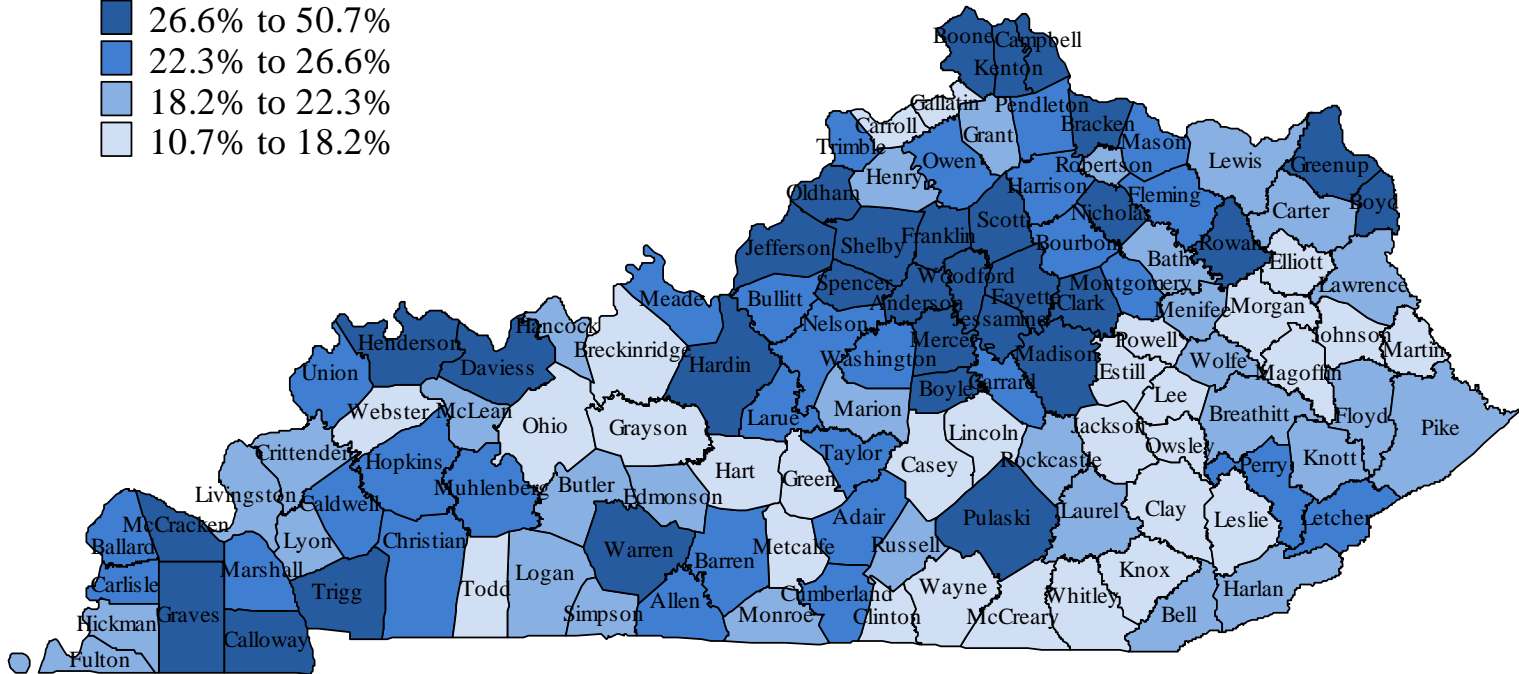
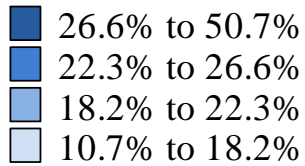
KY Ranked 44th

# Educational Attainment of Working Aged Adults, Ages 25-64 – Kentucky, U.S., and SREB Average, 2013



34

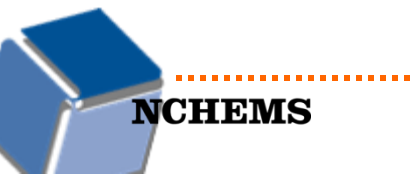
# Percent of Population Age 25-64 with at Least an Associates Degree, 2009-13



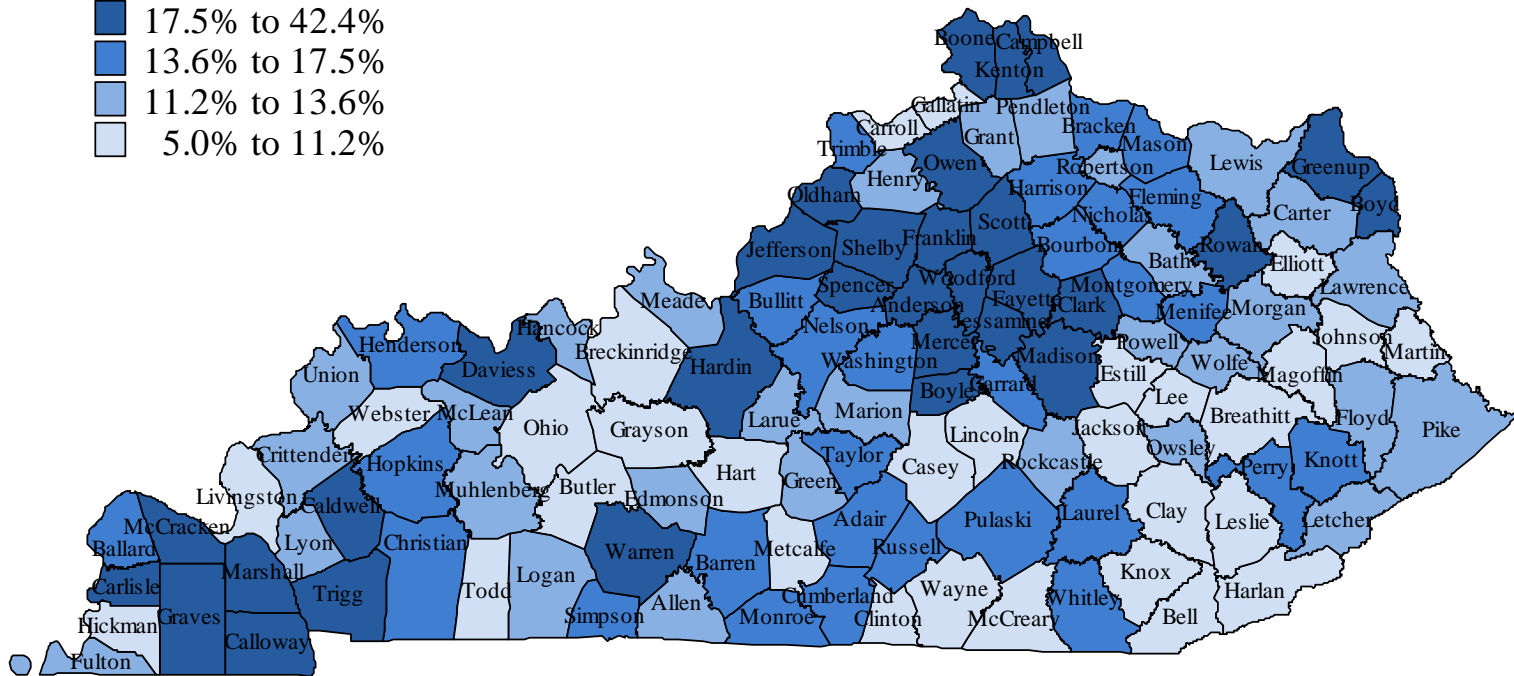
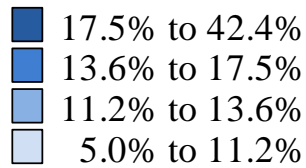
35

KY = 31.4

Source: U.S. Census Bureau, 2006-10 American Community Survey.



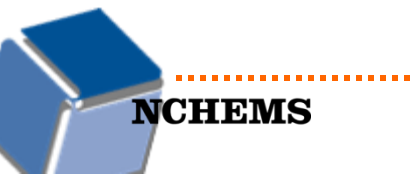
# Percent of Population Age 25-64 with at Least a Bachelor's Degree, 2009-13



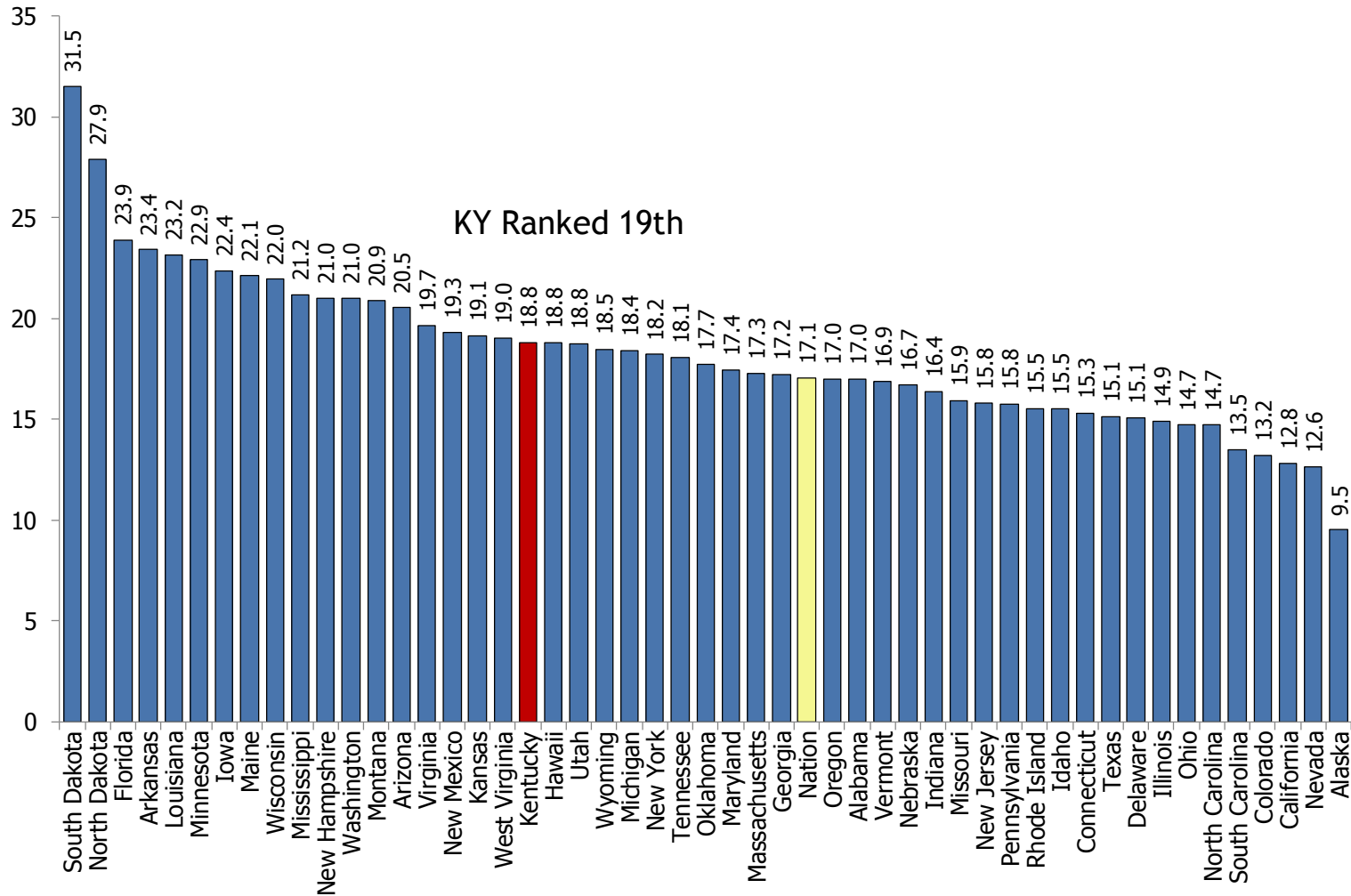
36

KY = 23.3

Source: U.S. Census Bureau, 2006-10 American Community Survey.

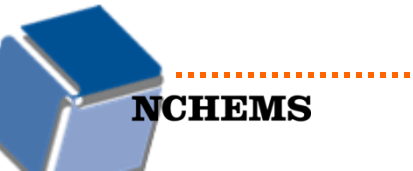
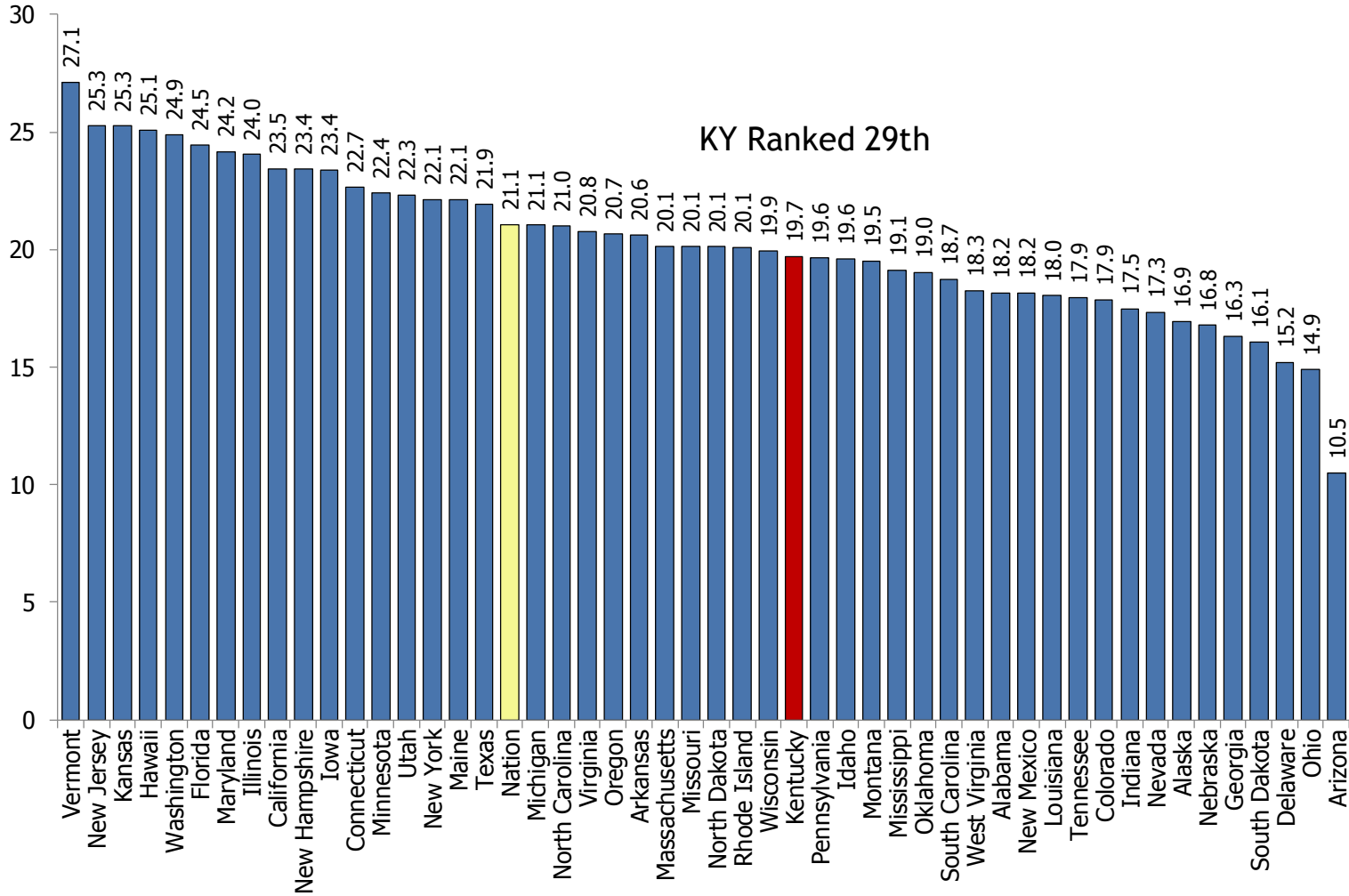


# Public Two-Year - Undergraduate Awards per 100 FTE Undergraduates by State, 2011-12 (excludes <1 Year Certificates)



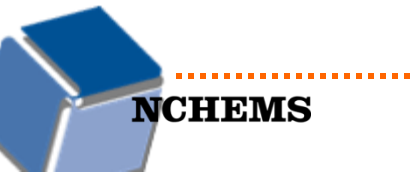
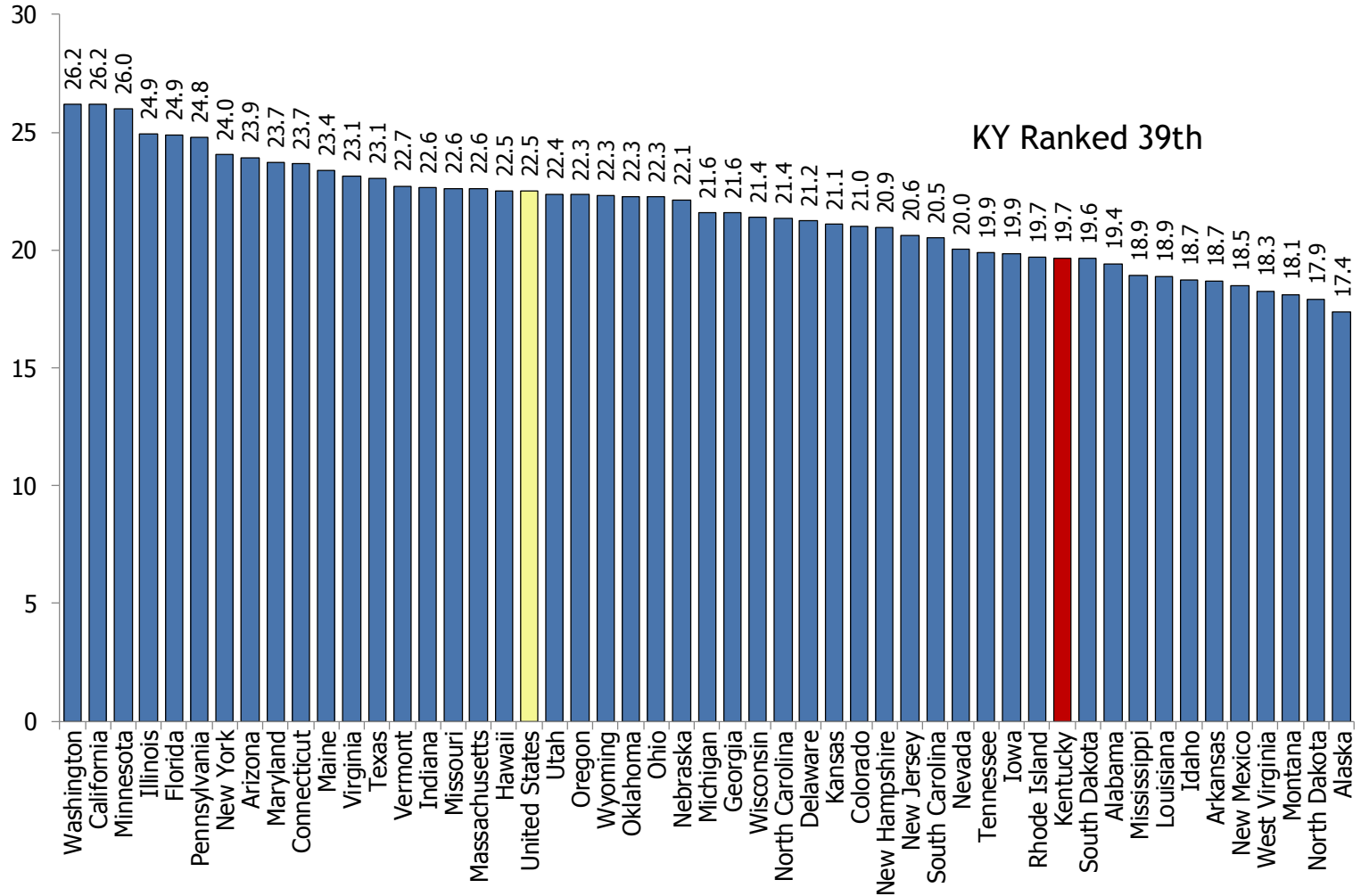
# Public Bachelors & Masters - Undergraduate Awards per 100 FTE Undergraduates by State, 2011-12

88

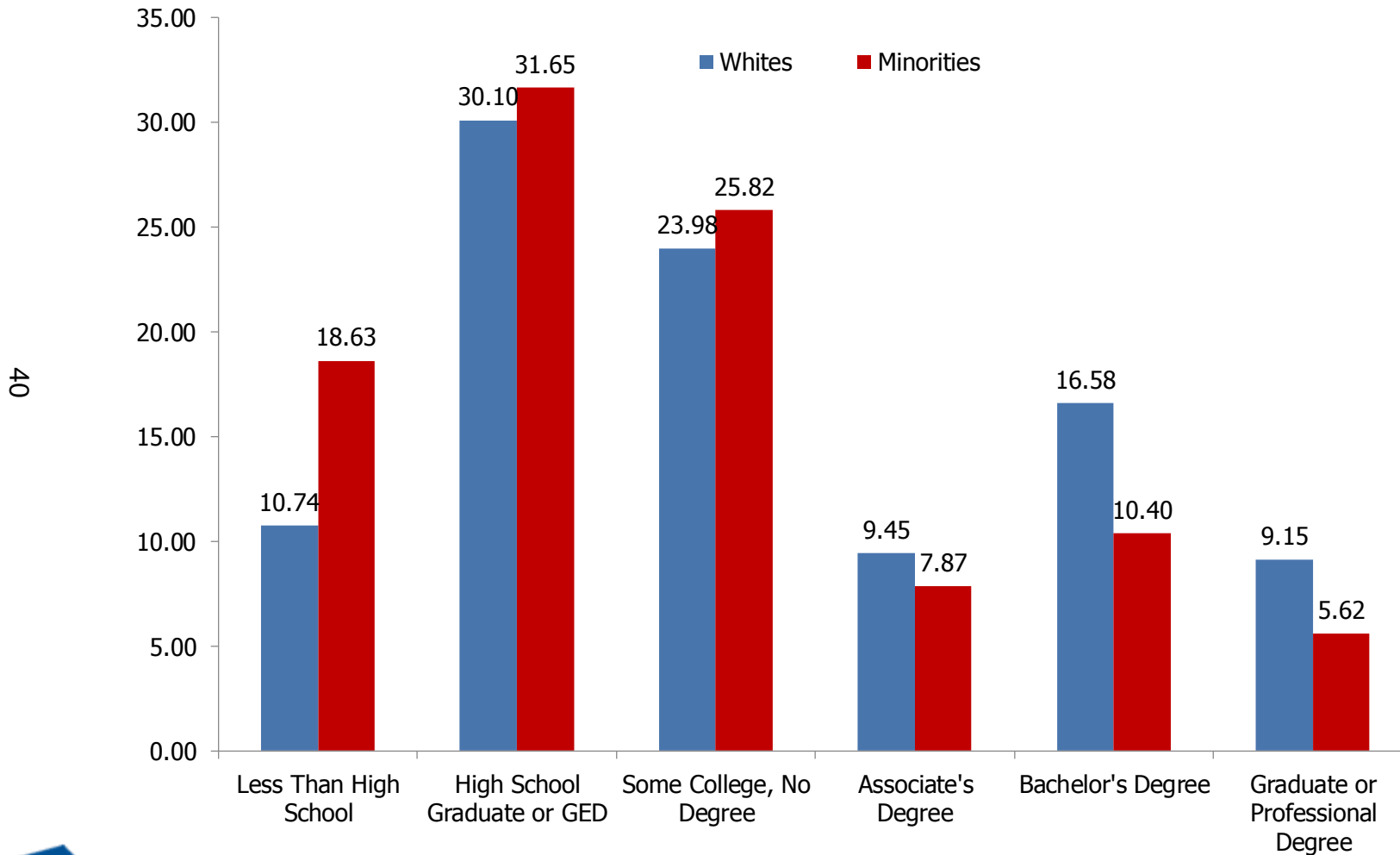


# Public Research Institutions - Undergraduate Awards per 100 FTE Undergraduates by State, 2011-12

68

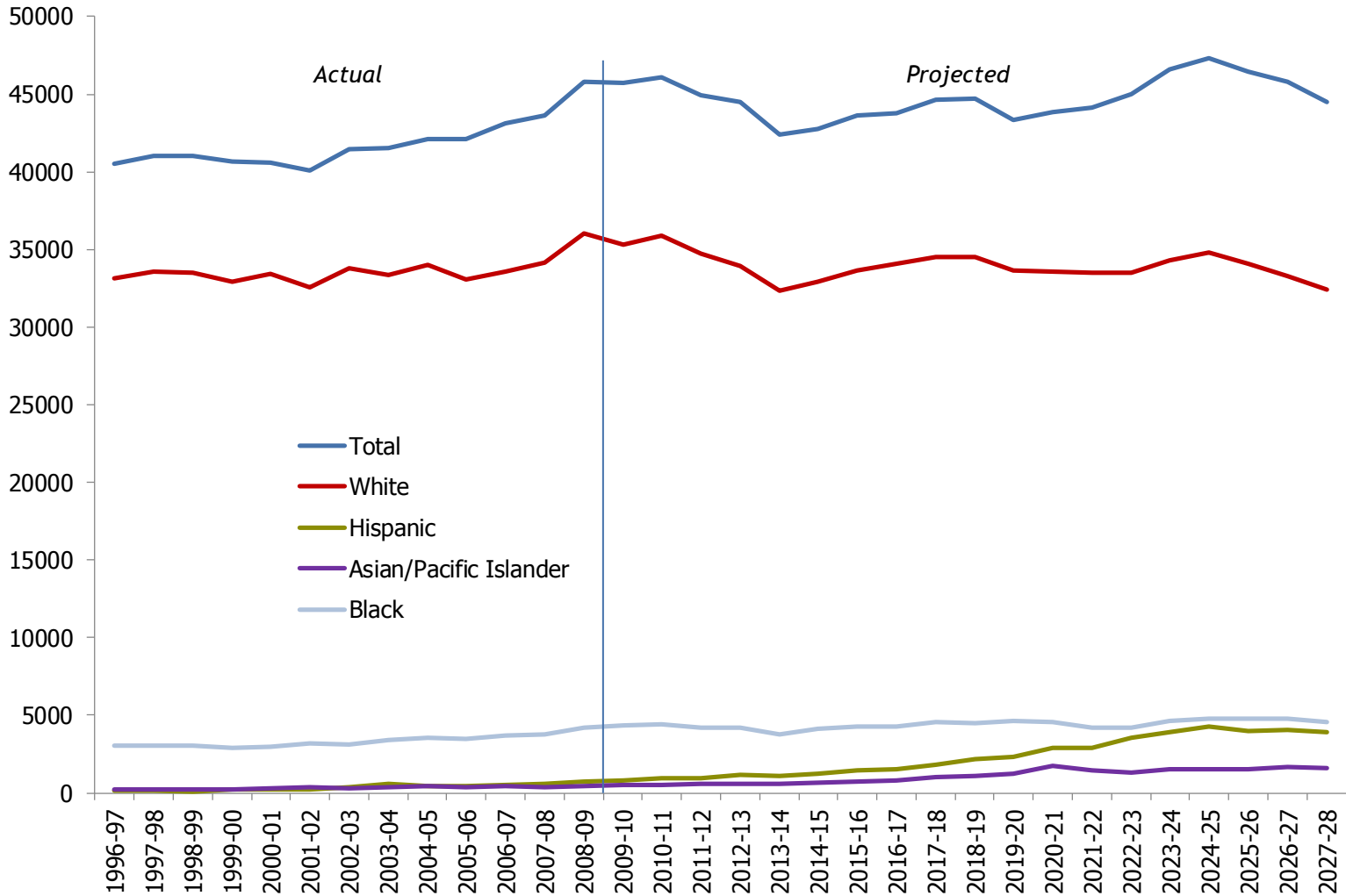


# Educational Attainment of Whites and Minorities (African-Americans, Hispanics, Native Americans) Aged 25-44, 2011-13 Kentucky





# Kentucky High School Graduates 1996-97 to 2027-28 (projected)

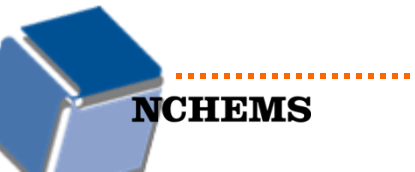


41

Kentucky still lags many other states (and countries) in the percentage of adults with college degrees.

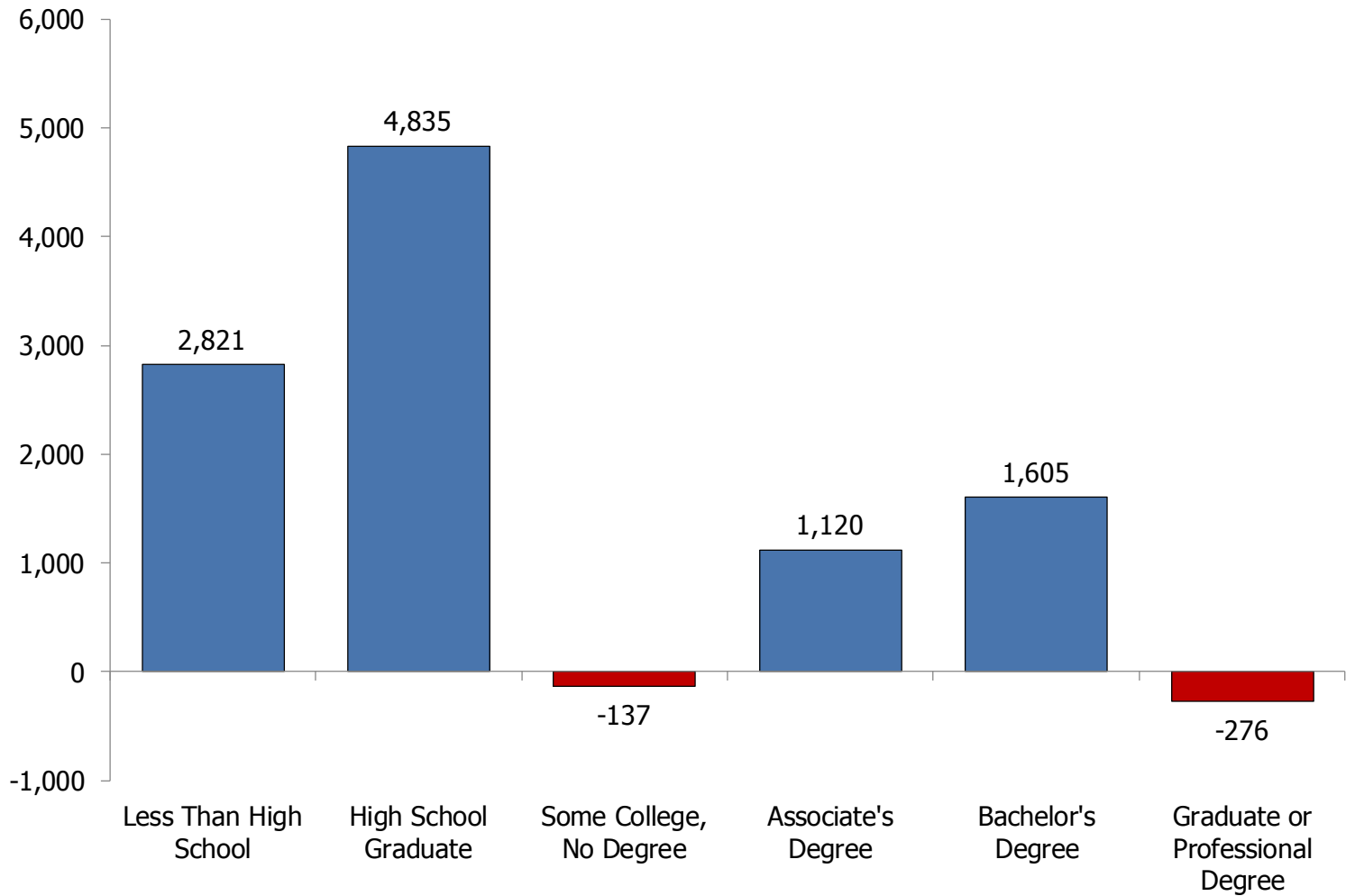
There are sizable gaps between whites and underrepresented minorities.

# Migration

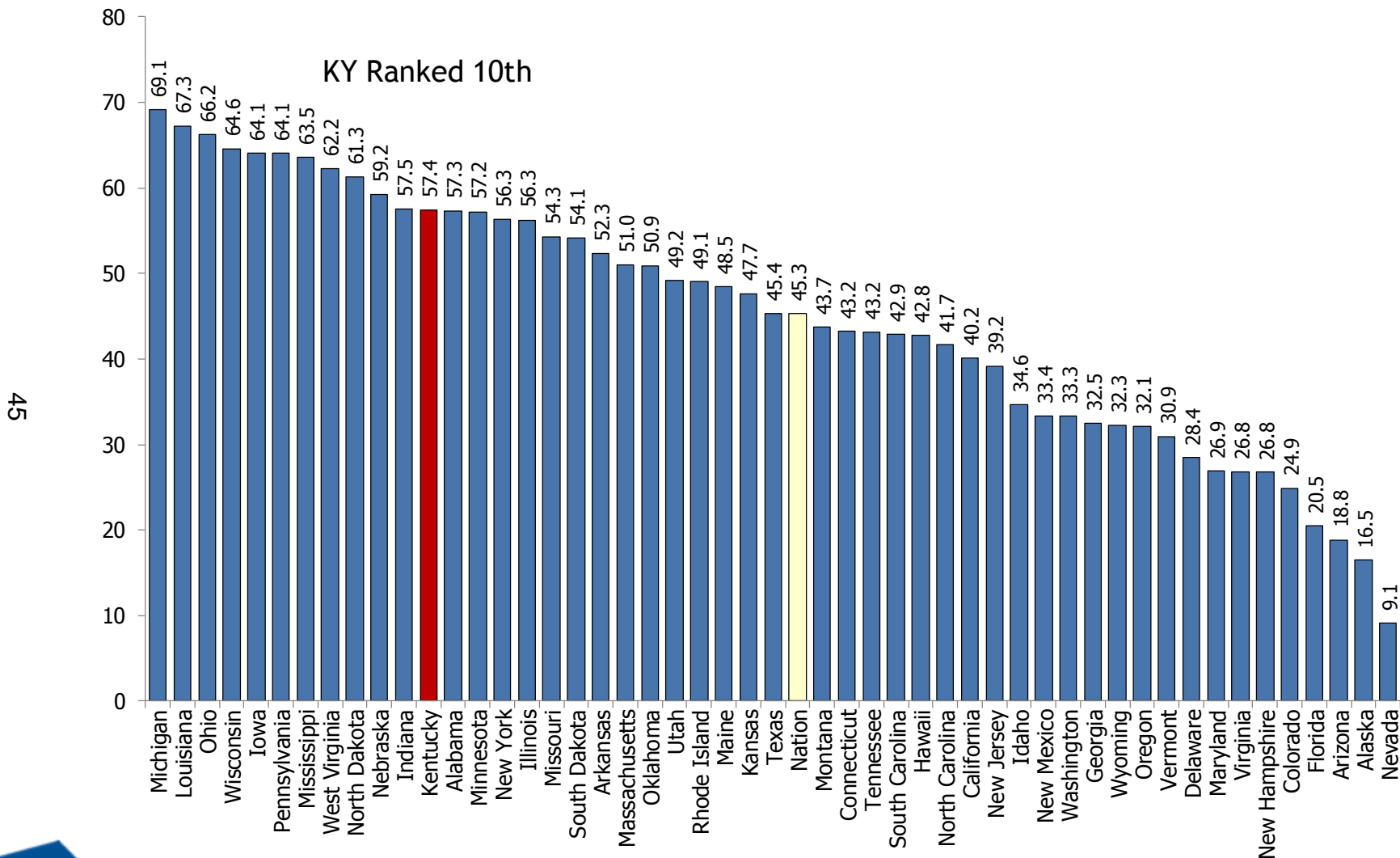


# Average Annual Net Migration of 22 to 44 Year Olds by Education Level, Kentucky, 2011-13

44

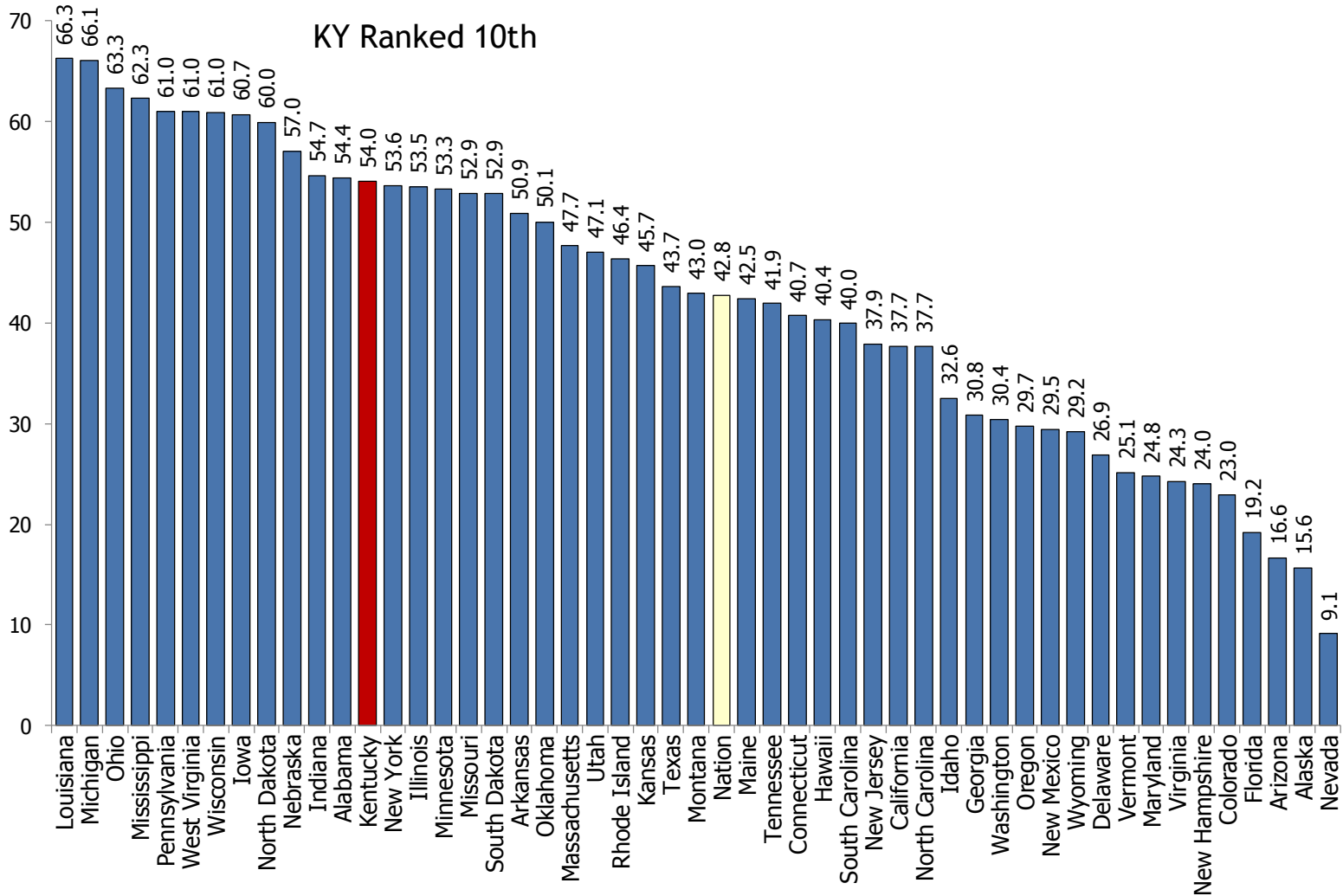


# Percent of Residents Aged 25-64 with an Associates Degree or Higher Born In-State



# Percent of Residents Aged 25-64 with a Bachelor's Degree or Higher Born In-State, 2010

46



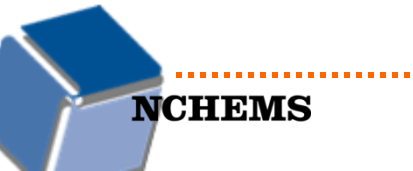
Kentucky is a slight net-importer of college educated residents, but has a history of educating its own residents - relative to many other states.

47



# Economic Conditions

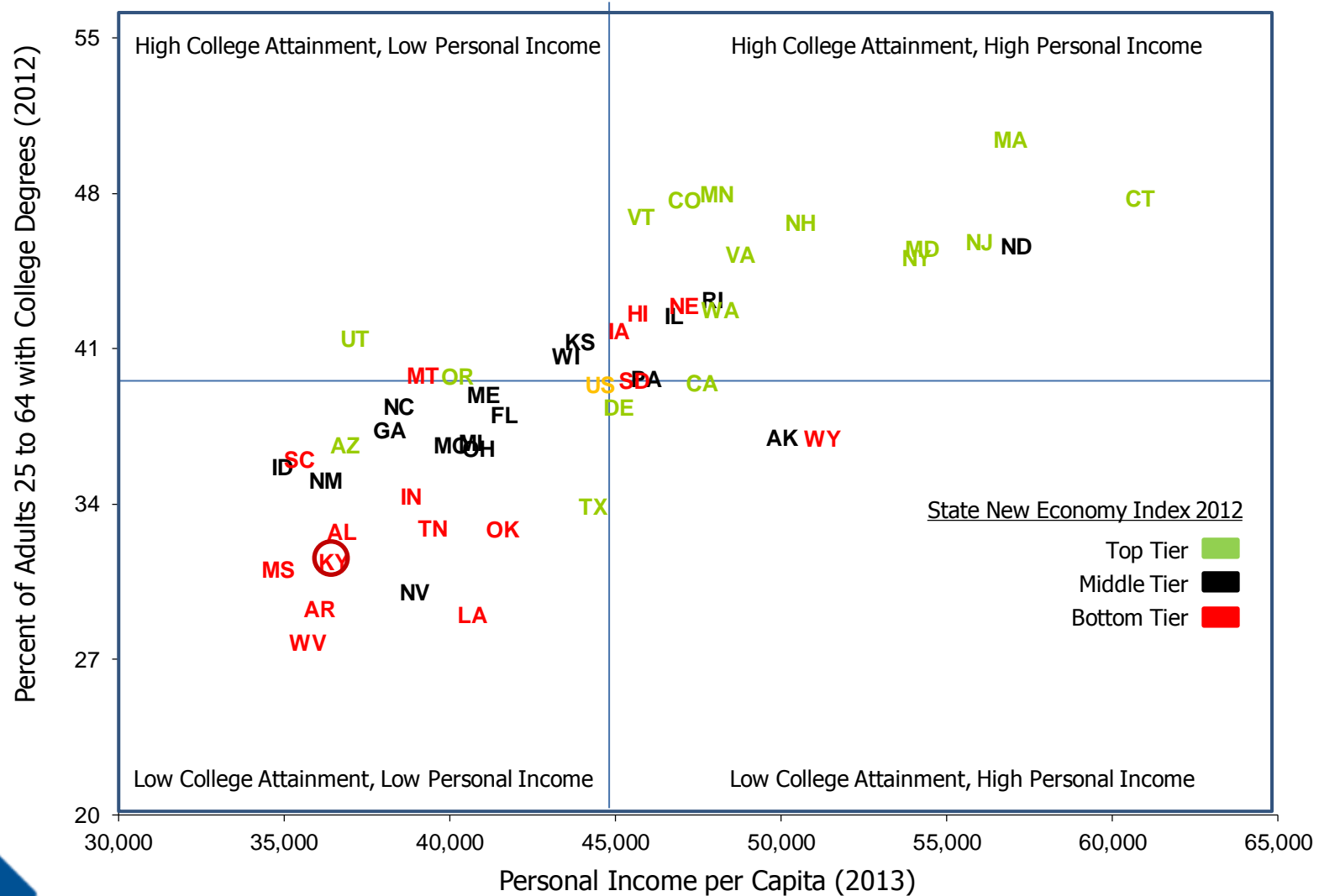
48



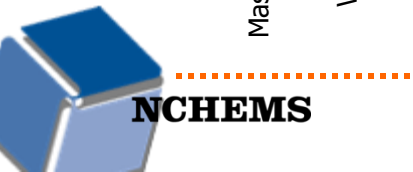
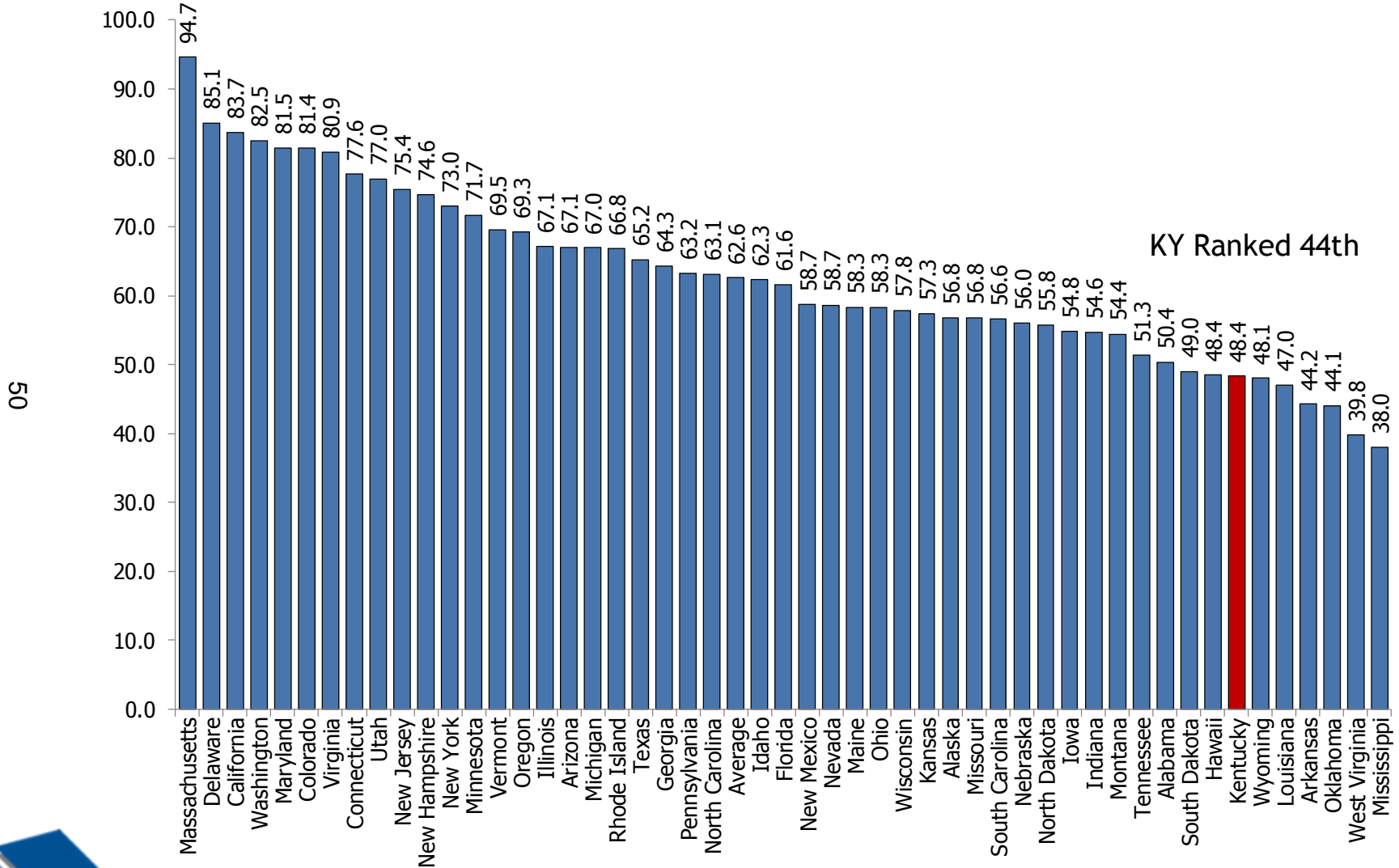


# The Relationship Between Educational Attainment, Personal Income, and the State New Economy Index (2012)

49

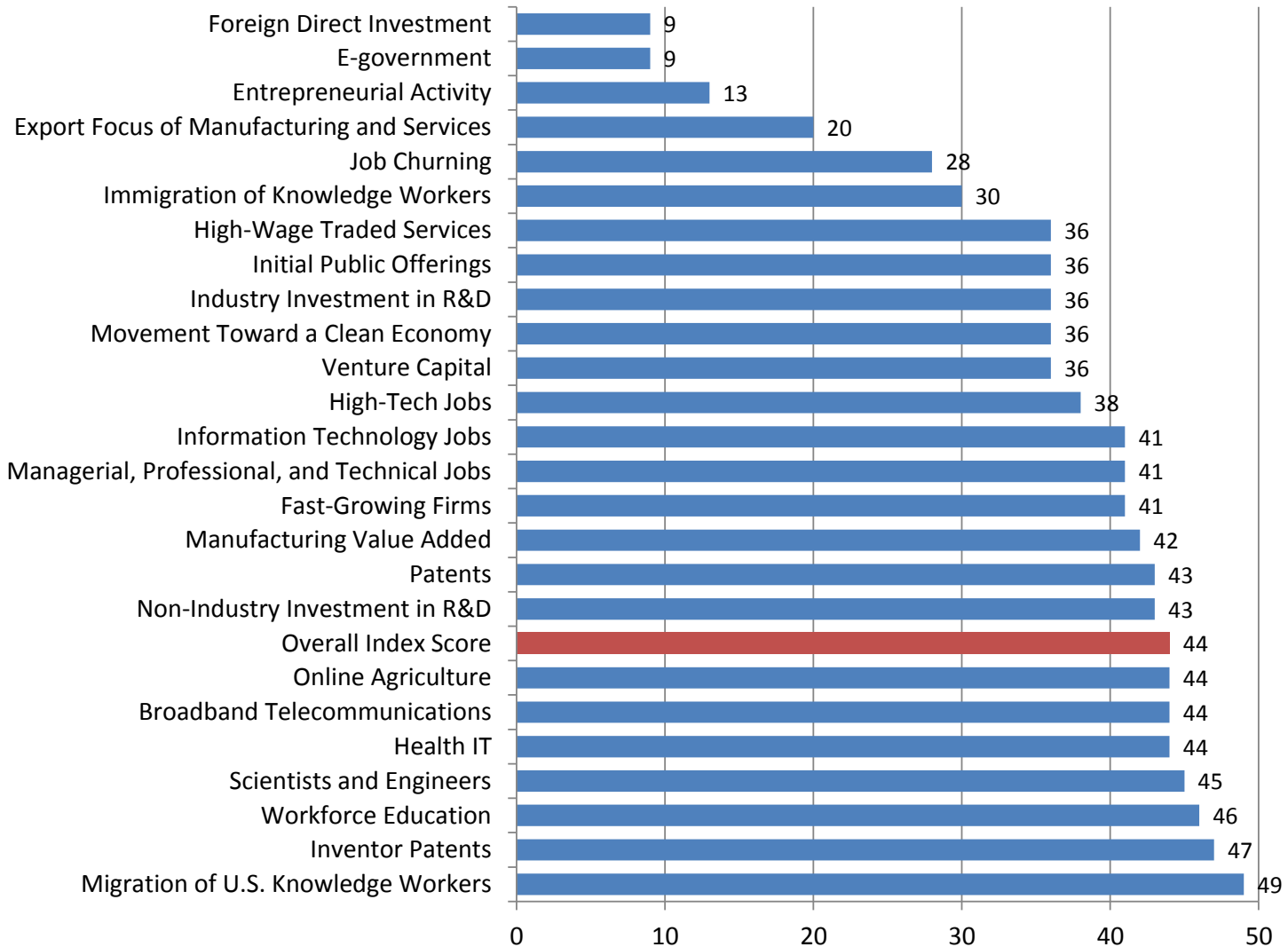


# State New Economy Index – Overall Index Scores (2014)

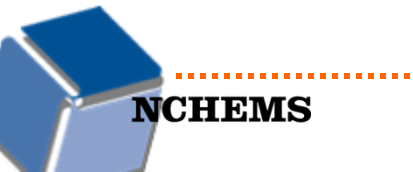


Source: Information Technology and Innovation Foundation; *The 2014 State New Economy Index*

# State New Economy Index – KY Rankings (2014)



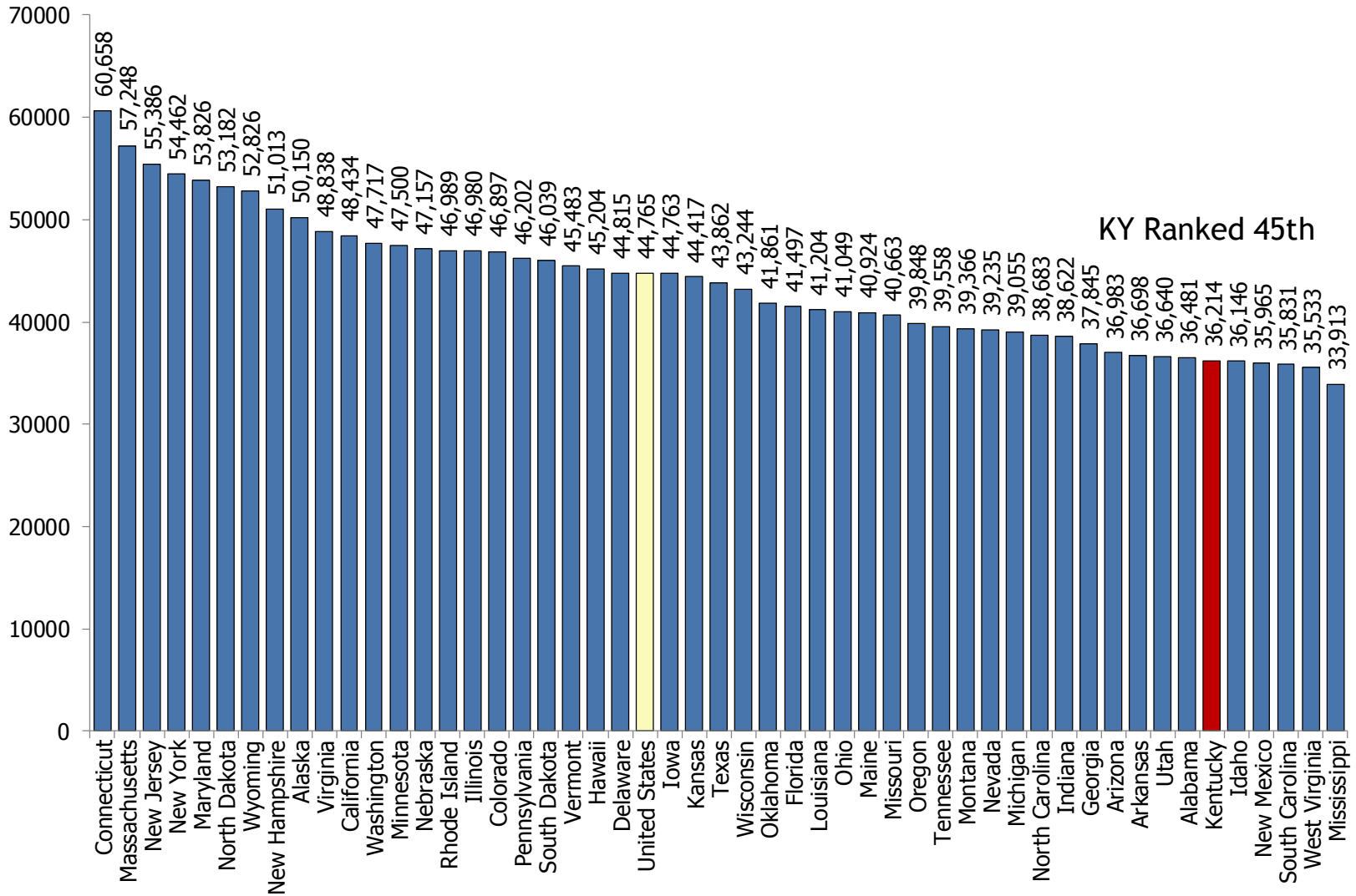
51



Source: Information Technology and Innovation Foundation; *The 2014 State New Economy Index*

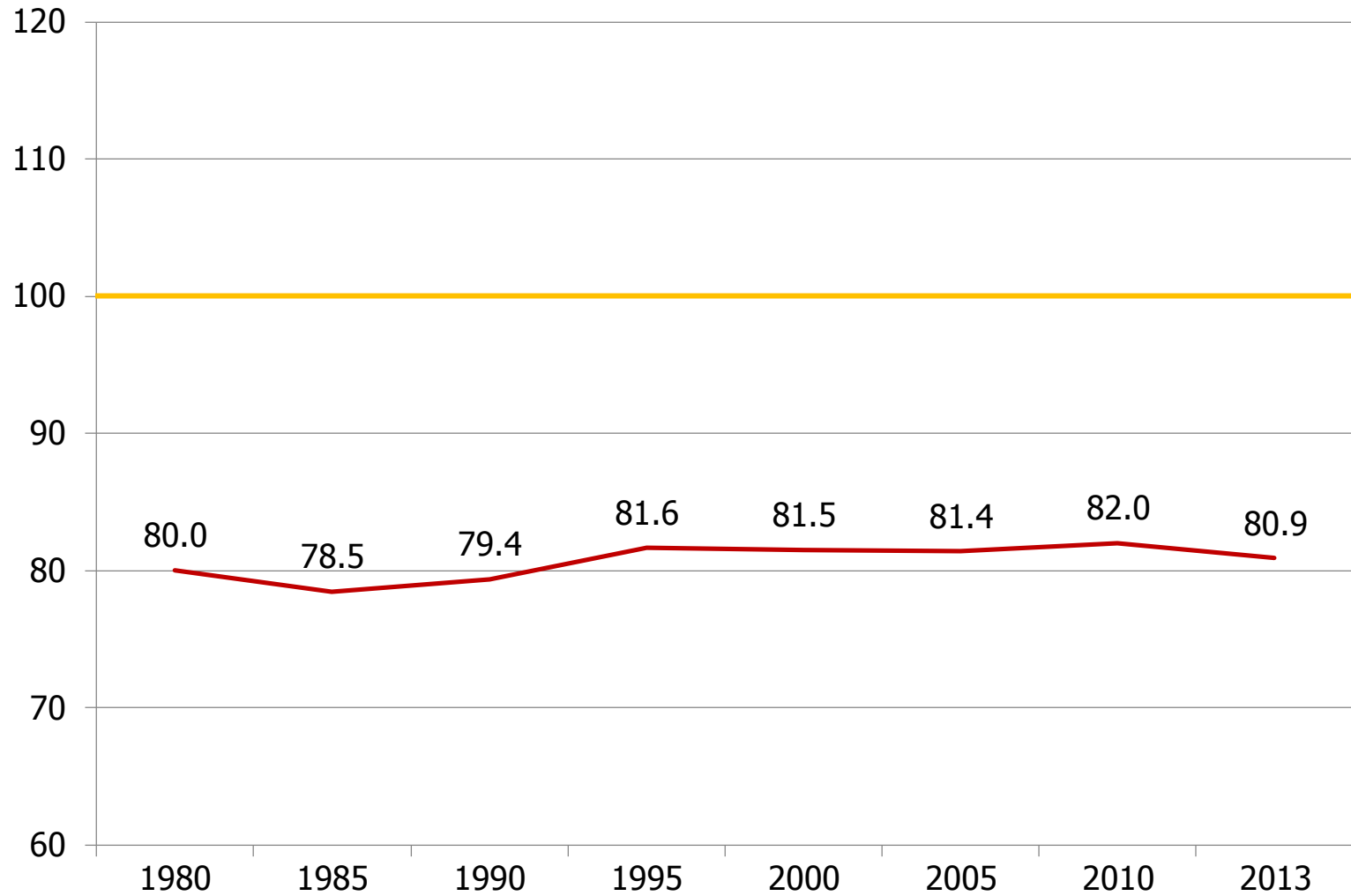
# Personal Income Per Capita, 2013

59

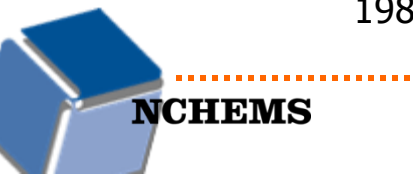


KY Ranked 45th

# Kentucky Personal Income per Capita as a Percent of the U.S. Average, (1980-2013)

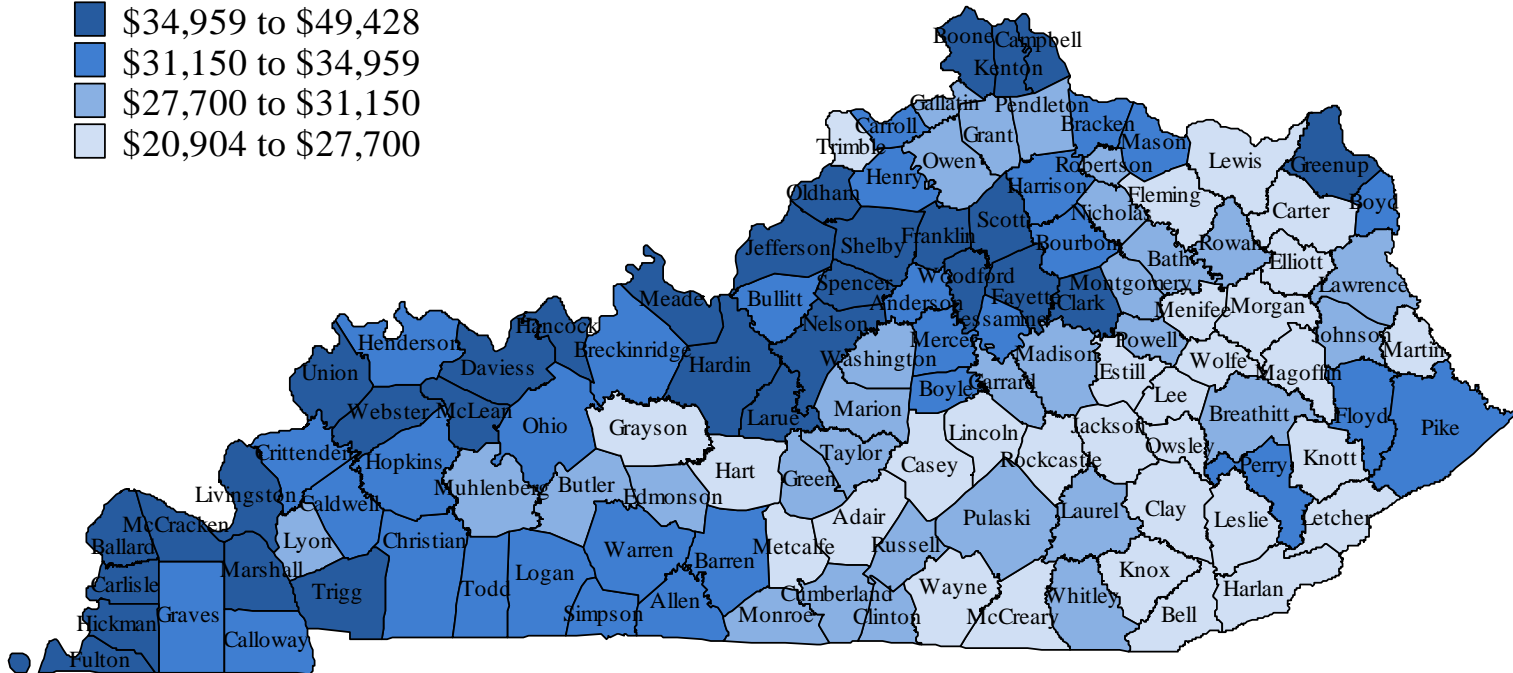
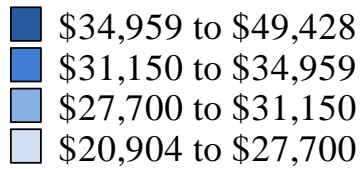


53

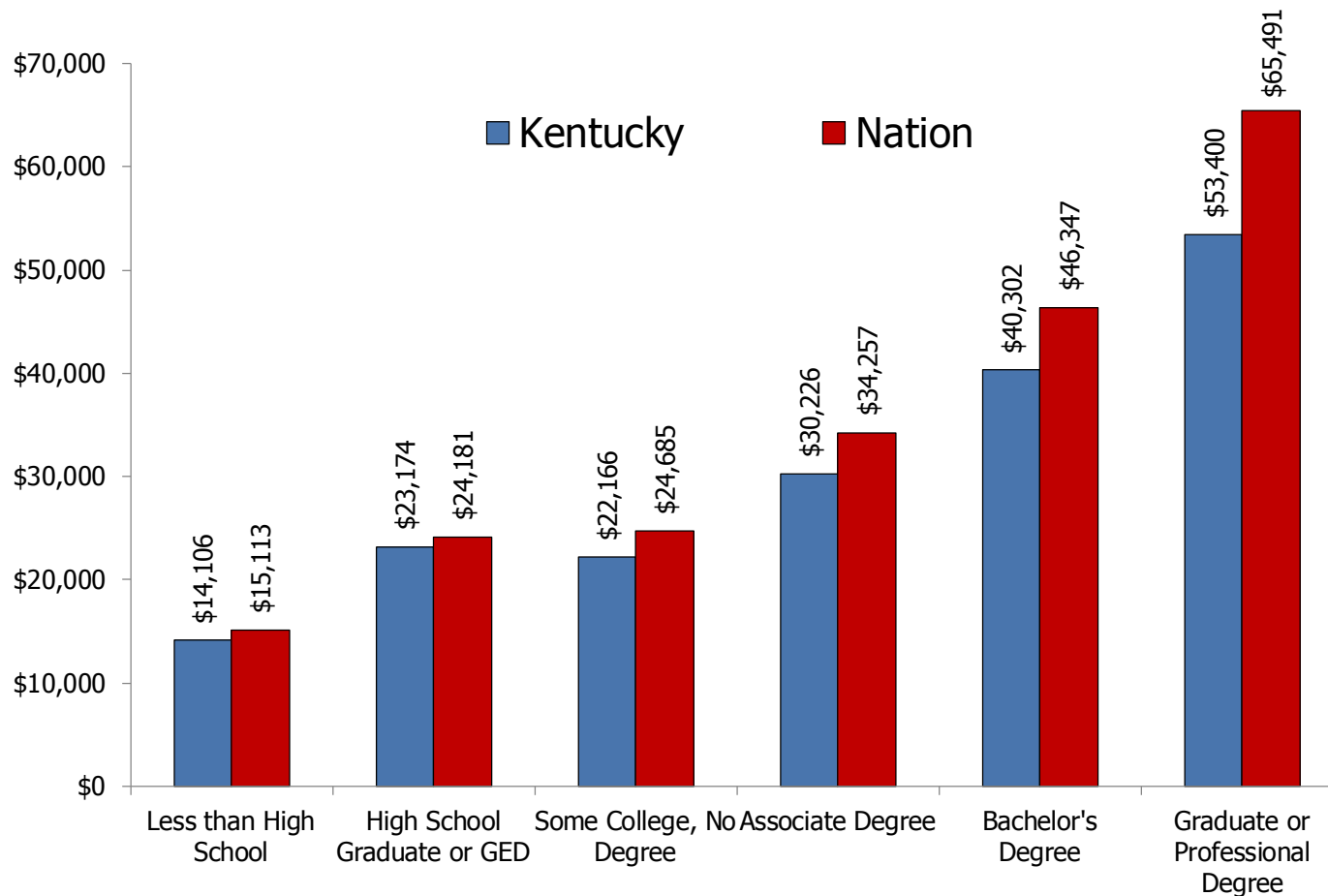


Source: Bureau of Economic Analysis

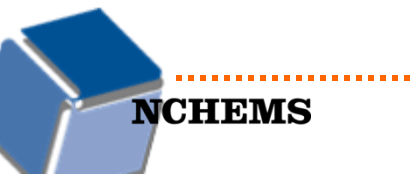
# Per Capita Income by County 2013



# Median Annual Wages by Level of Education, Kentucky 2013



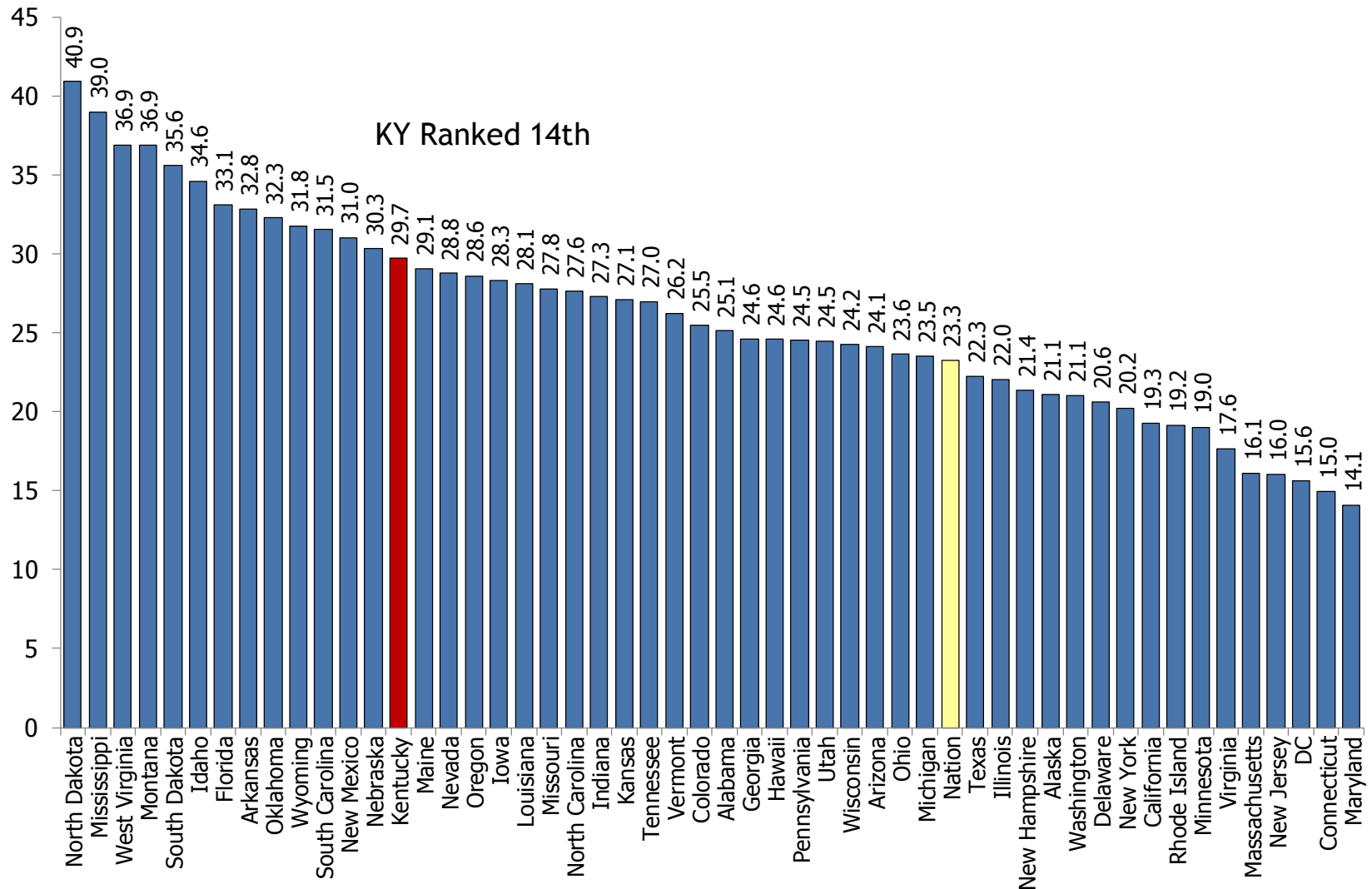
59



Source: U.S. Census Bureau, 2013 American Community Survey One-Year Public Use Microdata Sample.

# Percent of Workers with College Degrees Earning Low Wages, 2010

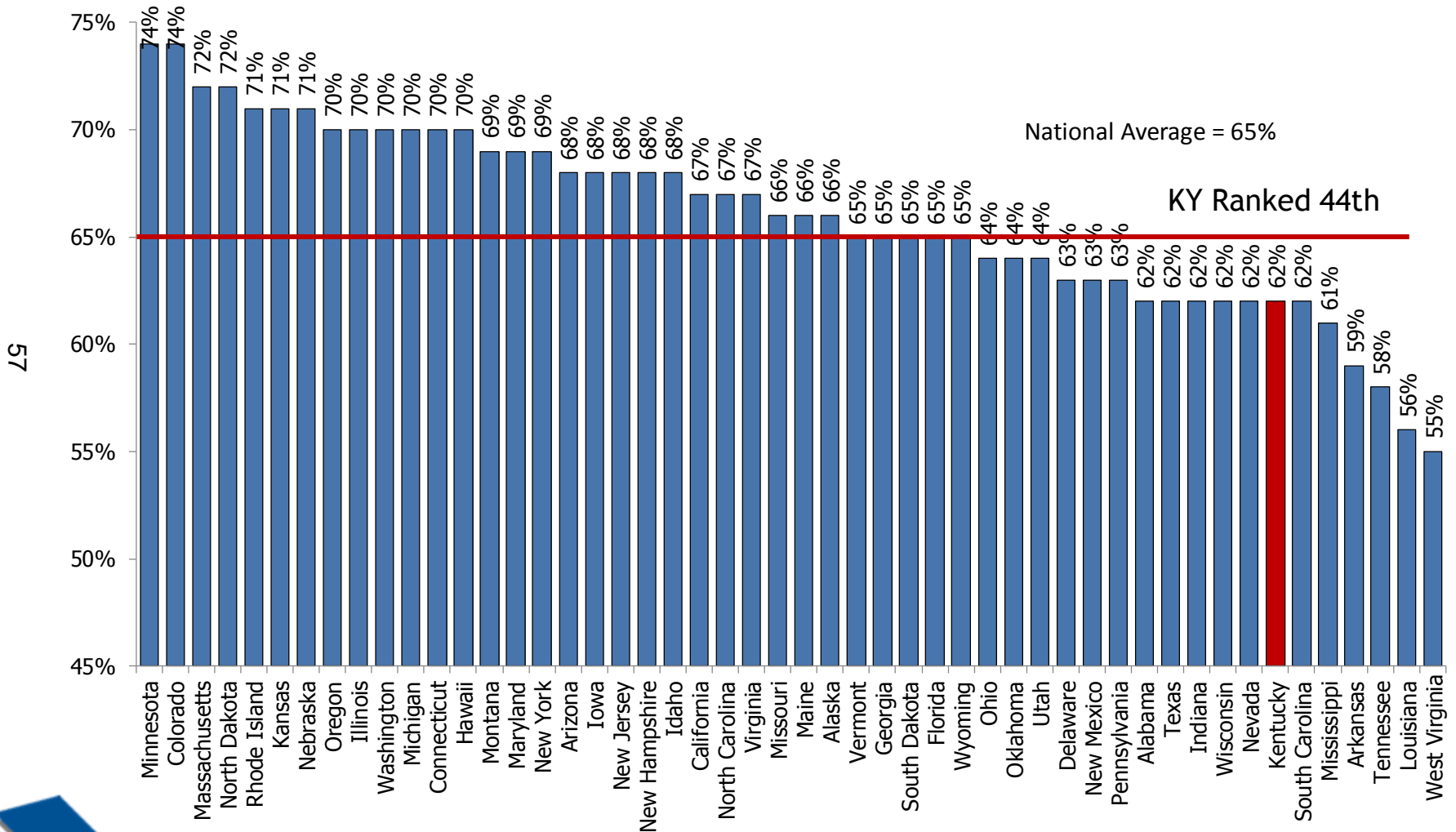
99



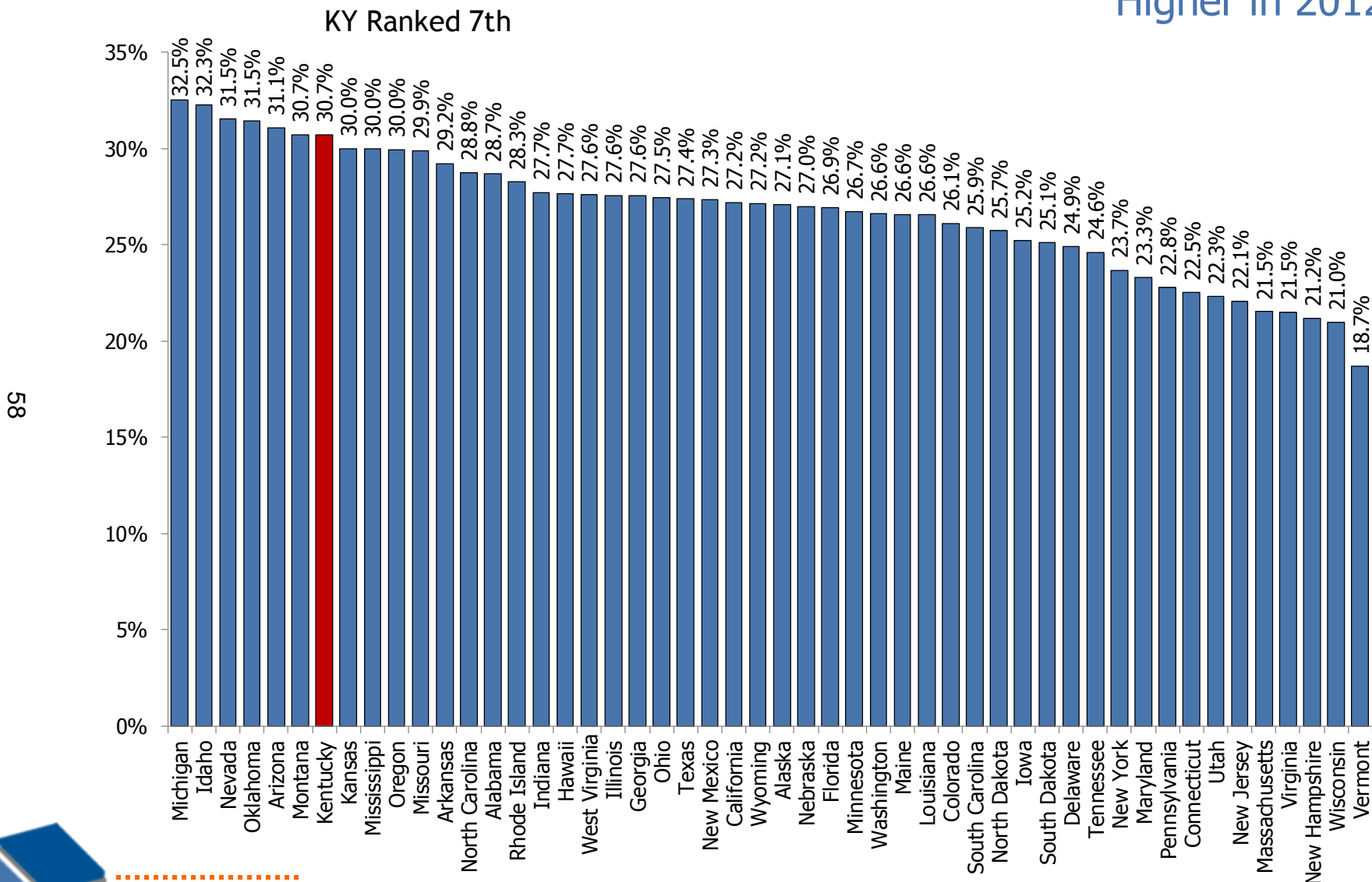
Source: U.S. Census Bureau, 2010 American Community Survey One-Year Public Use Microdata Sample File.  
 Note: Low Wages Indexed to U.S. Median Wage of Workers with Just a High School Diploma (\$29,221)



# Percentage of Jobs in 2020 that Will Require a Postsecondary Education, by State

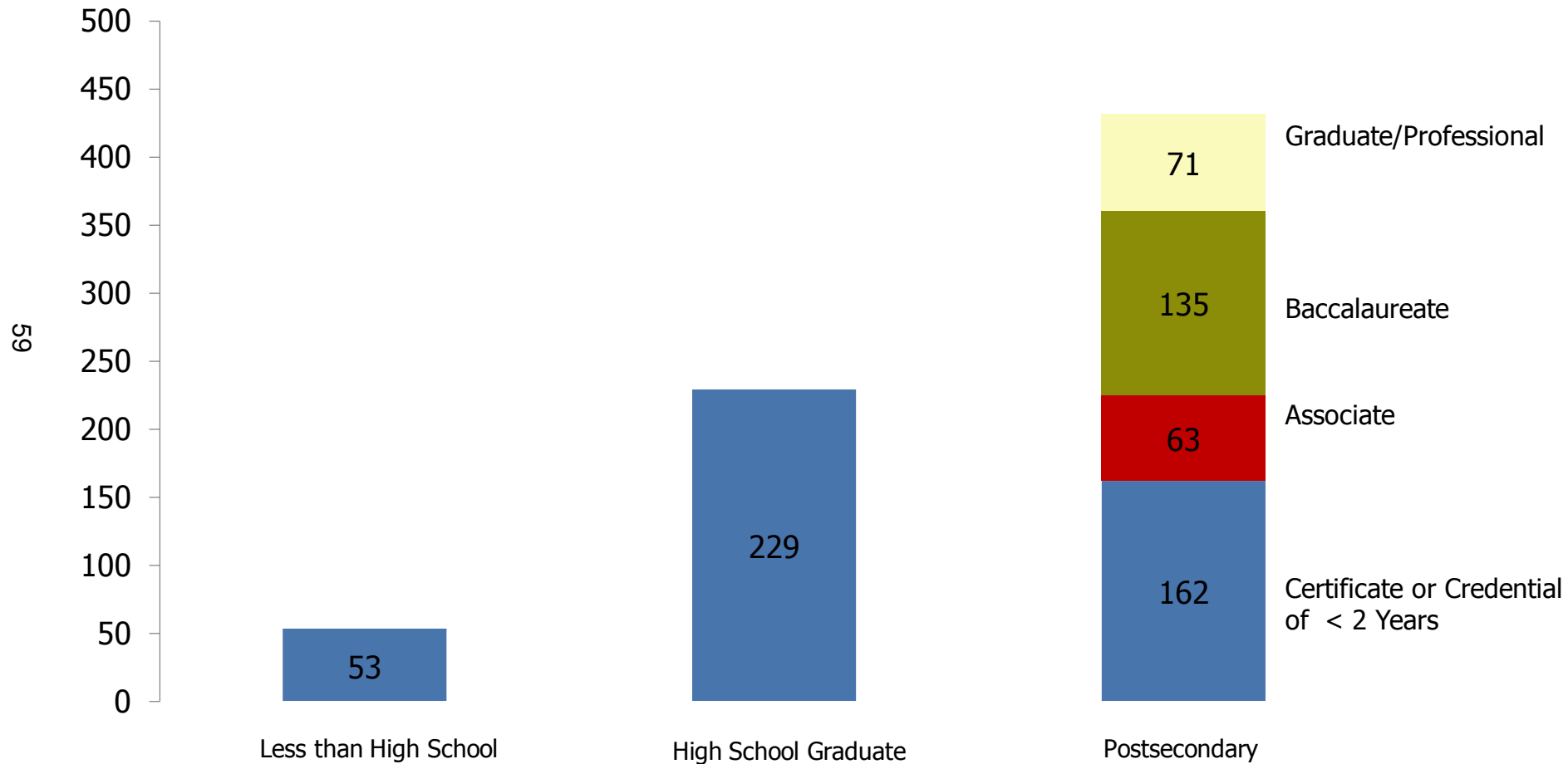


# Gap Between Percent of Jobs in 2020 That Will Require a College Education and the Percent of Adults, Aged 25-64 with Associates and Higher in 2012



Sources: U.S. Census Bureau, 2012 American Community Survey One-Year Public Use Microdata Sample; Georgetown Public Policy Institute, Recovery Job Growth and Education Requirements through 2020.

# Projected Job Growth From 2010 to 2020 by Education Level, Kentucky (in thousands)



Kentucky still lags the nation and most states in realizing the economic returns to a more educated citizenry.

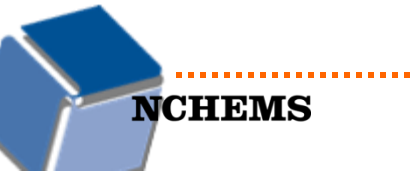
69

However, like many other states, most of the projected job growth will require at least some postsecondary education.



# Regional Disparities

61

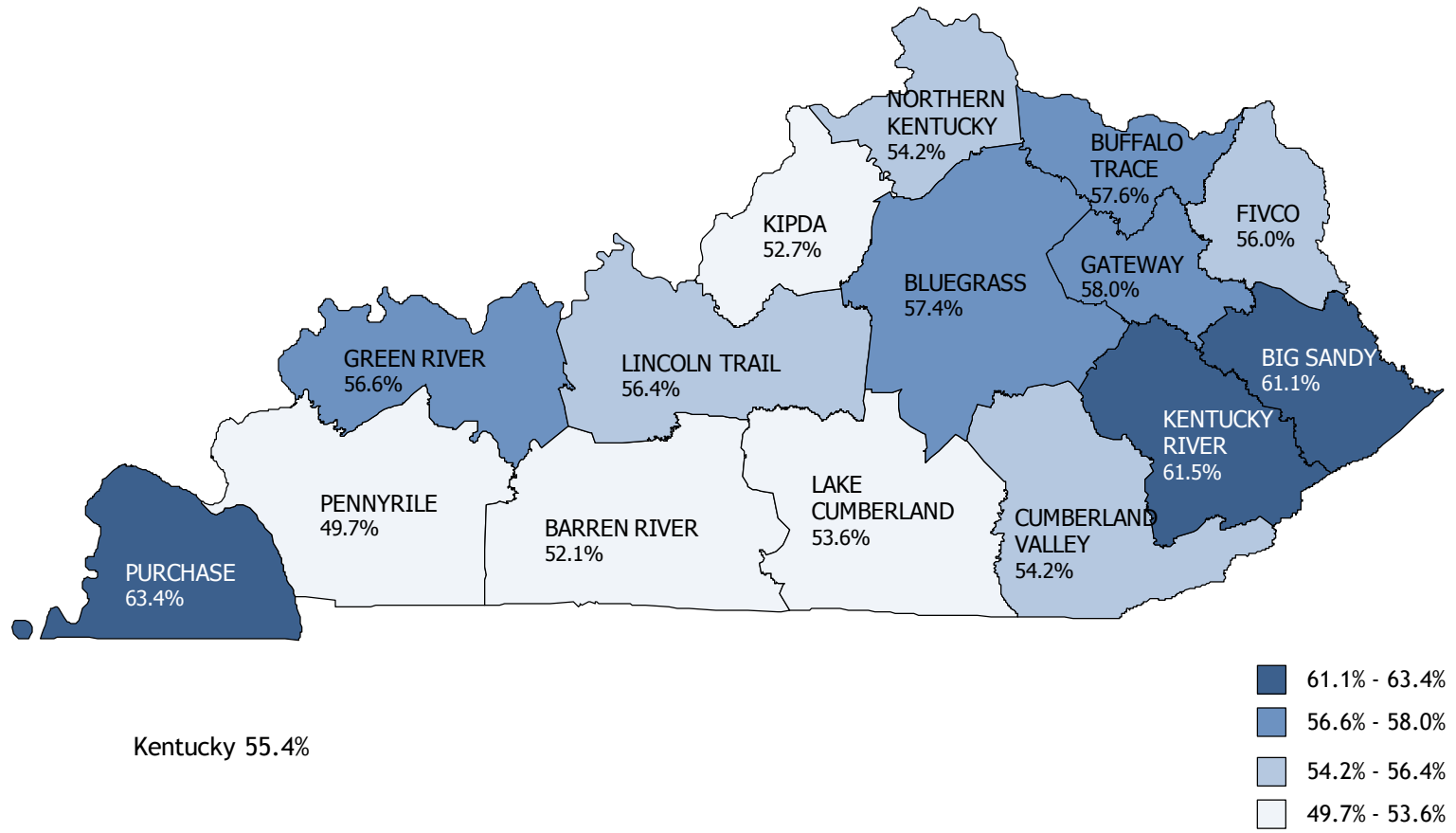


# Kentucky's Area Development Districts (ADDs)



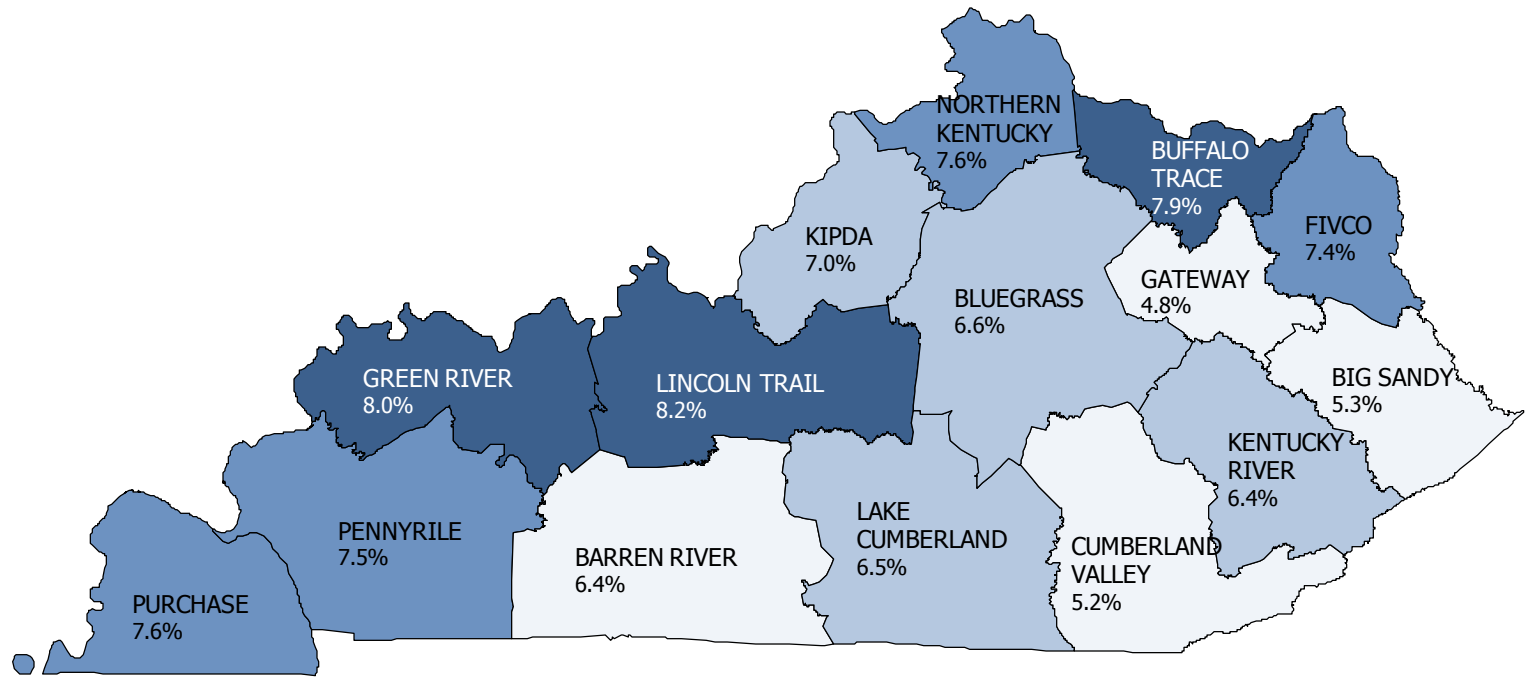
62

# College-Going Rates Directly Out of High School (2011-2012)

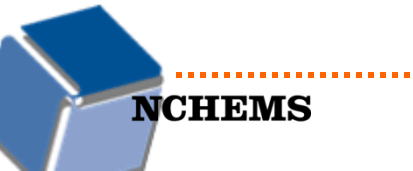
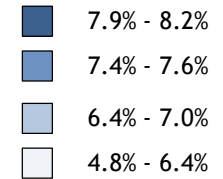


# Percent of Adults 25 to 64 with Associate Degrees (2008-12)

64

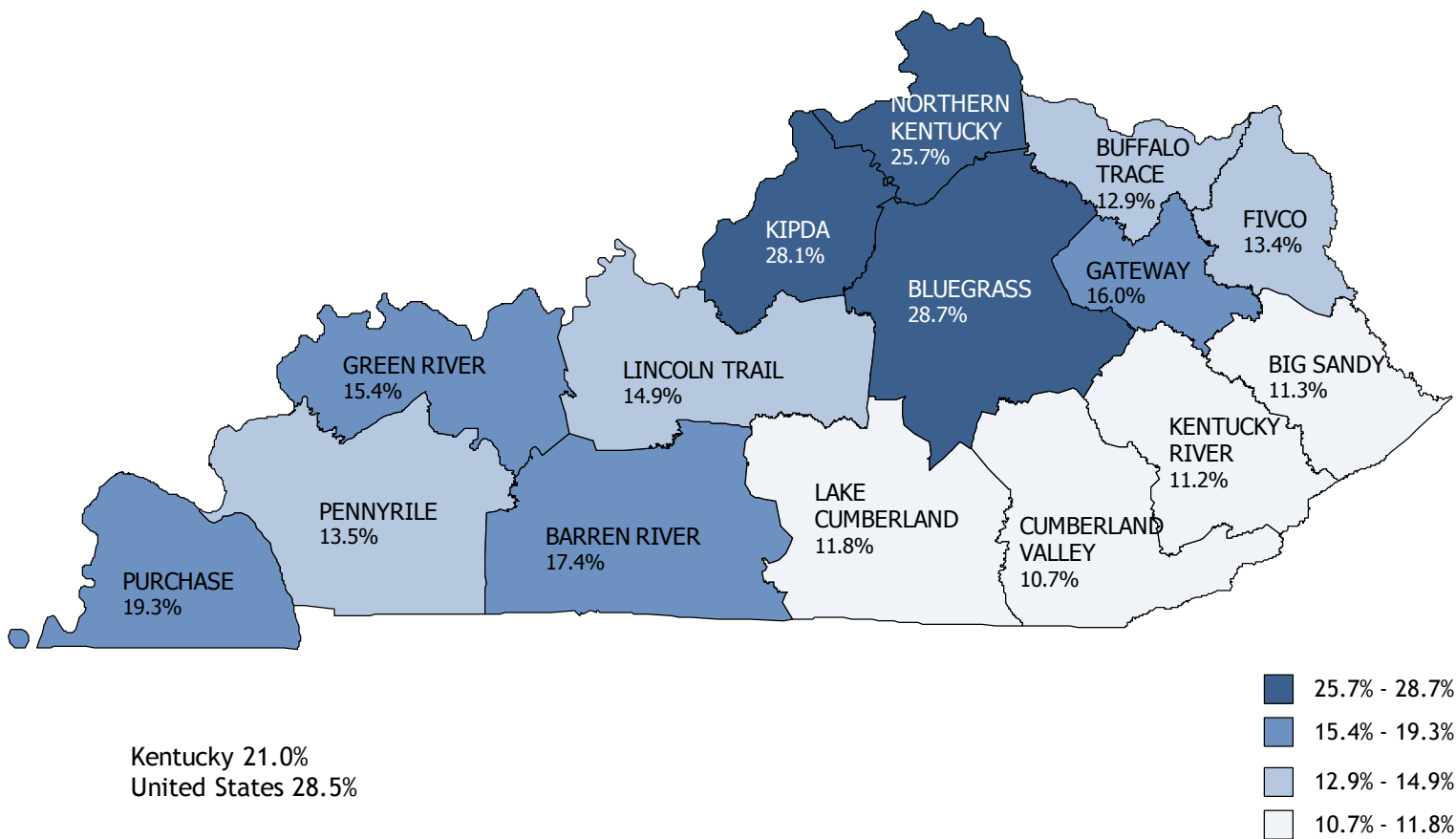


Kentucky 6.9%  
United States 7.7%

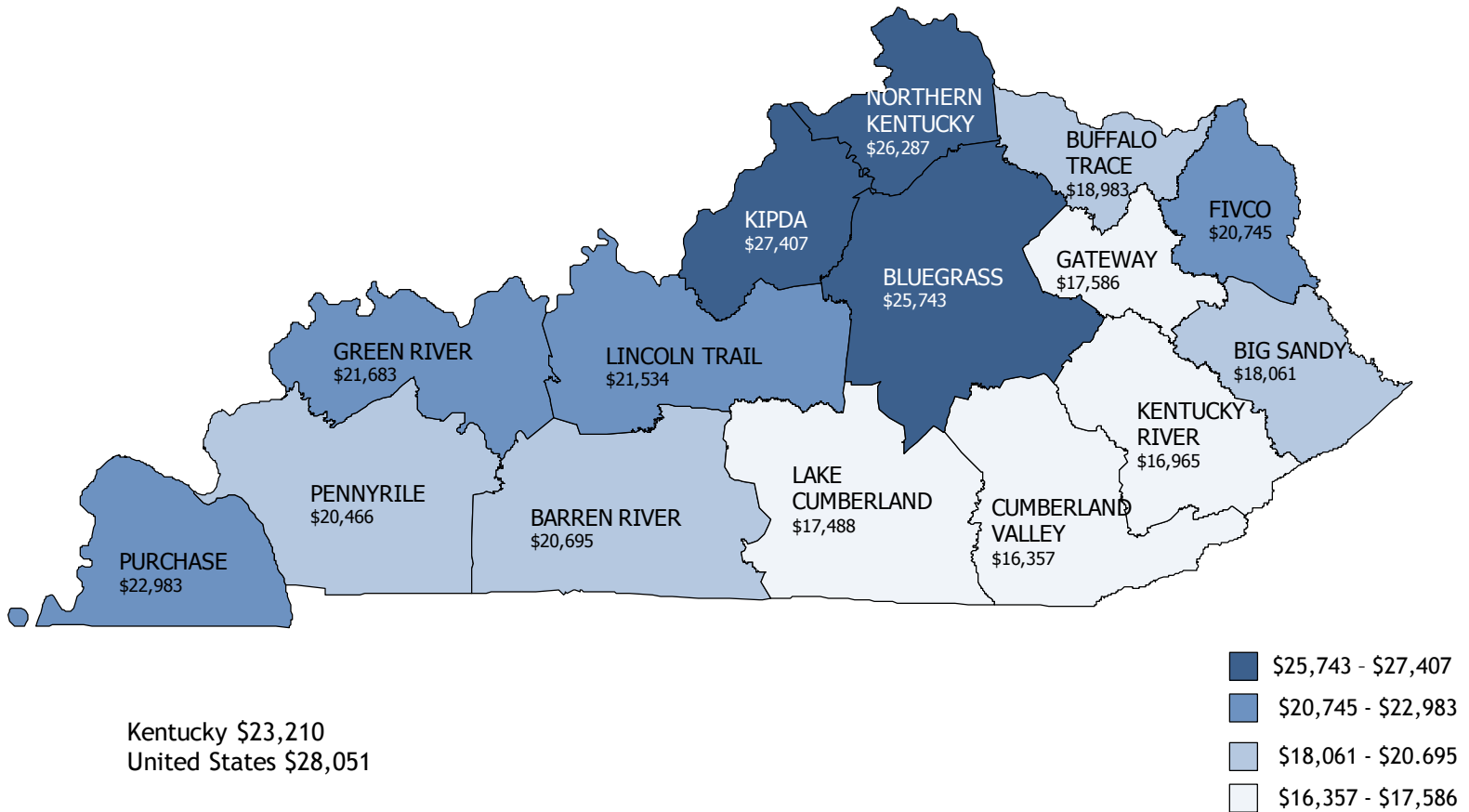




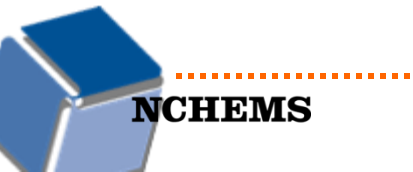
# Percent of Adults 25 to 64 with Bachelor's Degrees (2008-12)



# Per Capita Personal Income



09



# The Way Forward

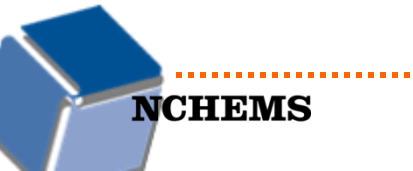
## Preliminary Considerations at the Policy Level

1. Re-establish (revise) a widely understood and accepted set of goals
2. More effectively linking the college attainment agenda to workforce and economic development (regionally as well as statewide)
3. More effectively focus on achievement gaps and regional disparities
4. Review existing policies, regulations and procedures with an eye to eliminating those that serve as barriers to progress on goal achievement
5. Develop finance mechanisms that link allocation of funds to goals
6. Create a mechanism for sustaining the agenda
  - Accountability/annual report card
  - Focused analyses
  - Regular meetings focused on progress and strategies
7. Harness the state's data and analytic capacity in ways that help to focus the agenda
8. Ensure public and stakeholder input into the agenda

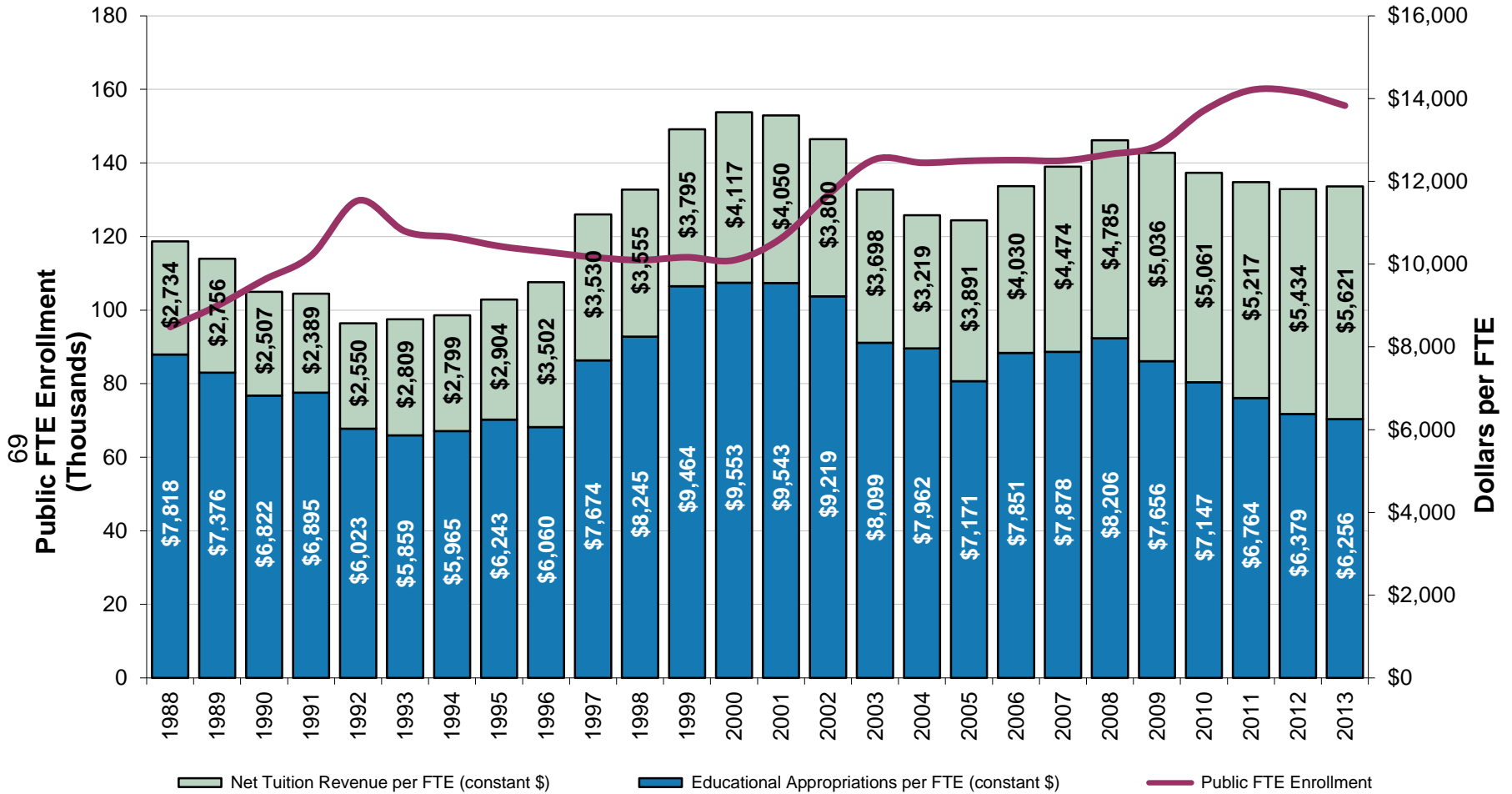


# Back-Pocket Slides

89



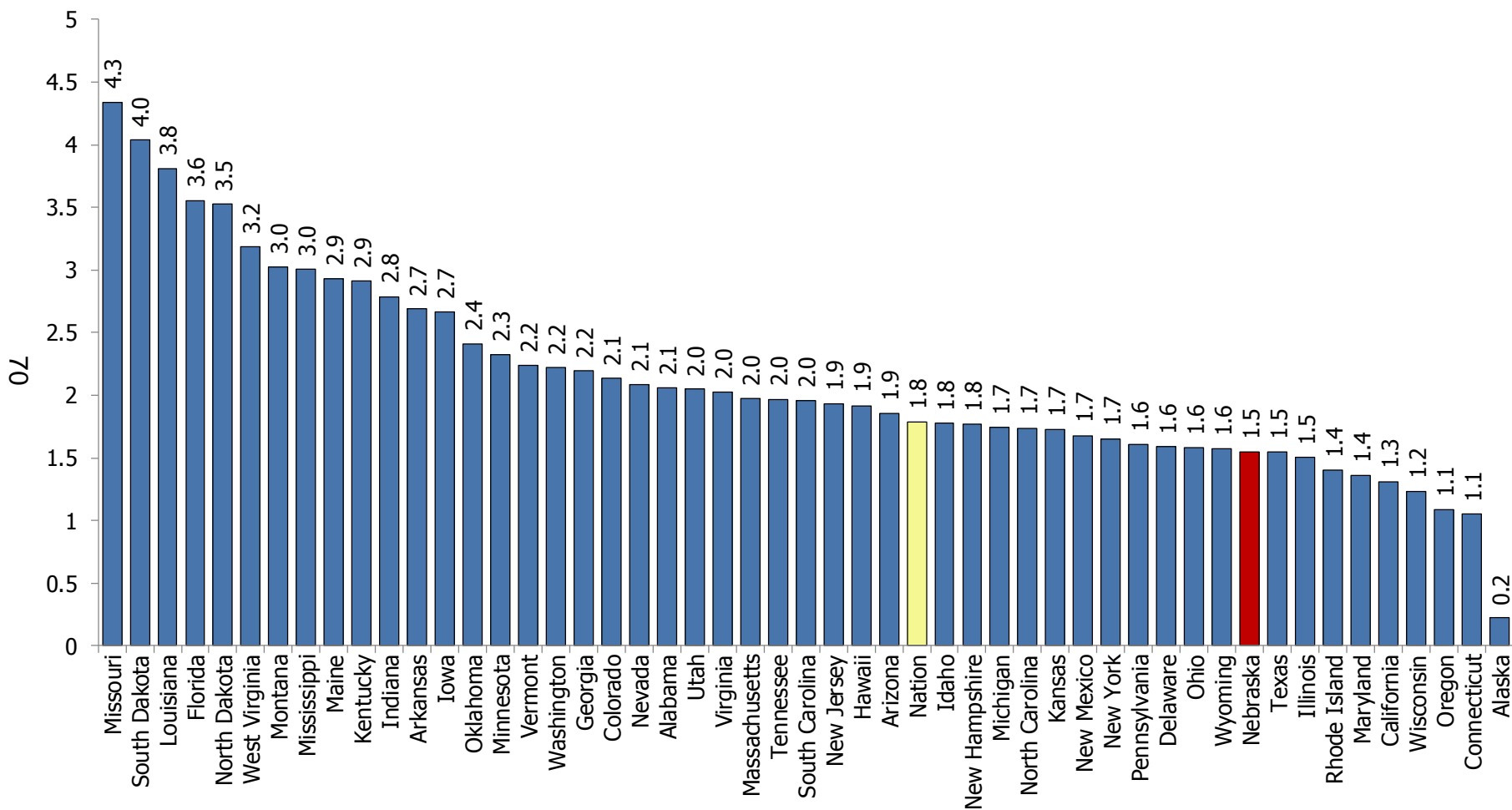
## Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, Kentucky -- Fiscal 1988-2013



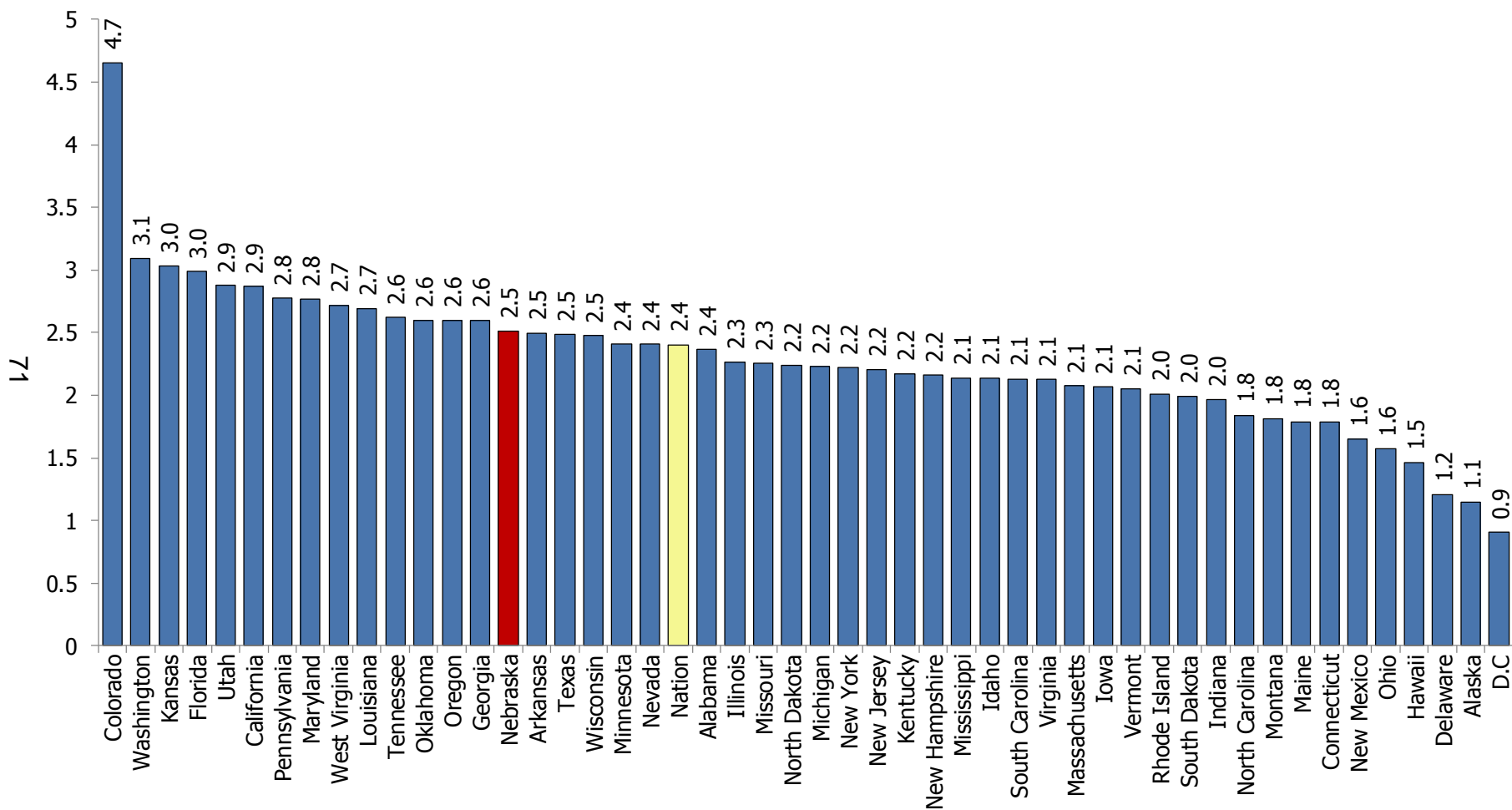
**Note:** Constant 2013 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA). Educational Appropriations include ARRA funds.

**Source:** SHEEO

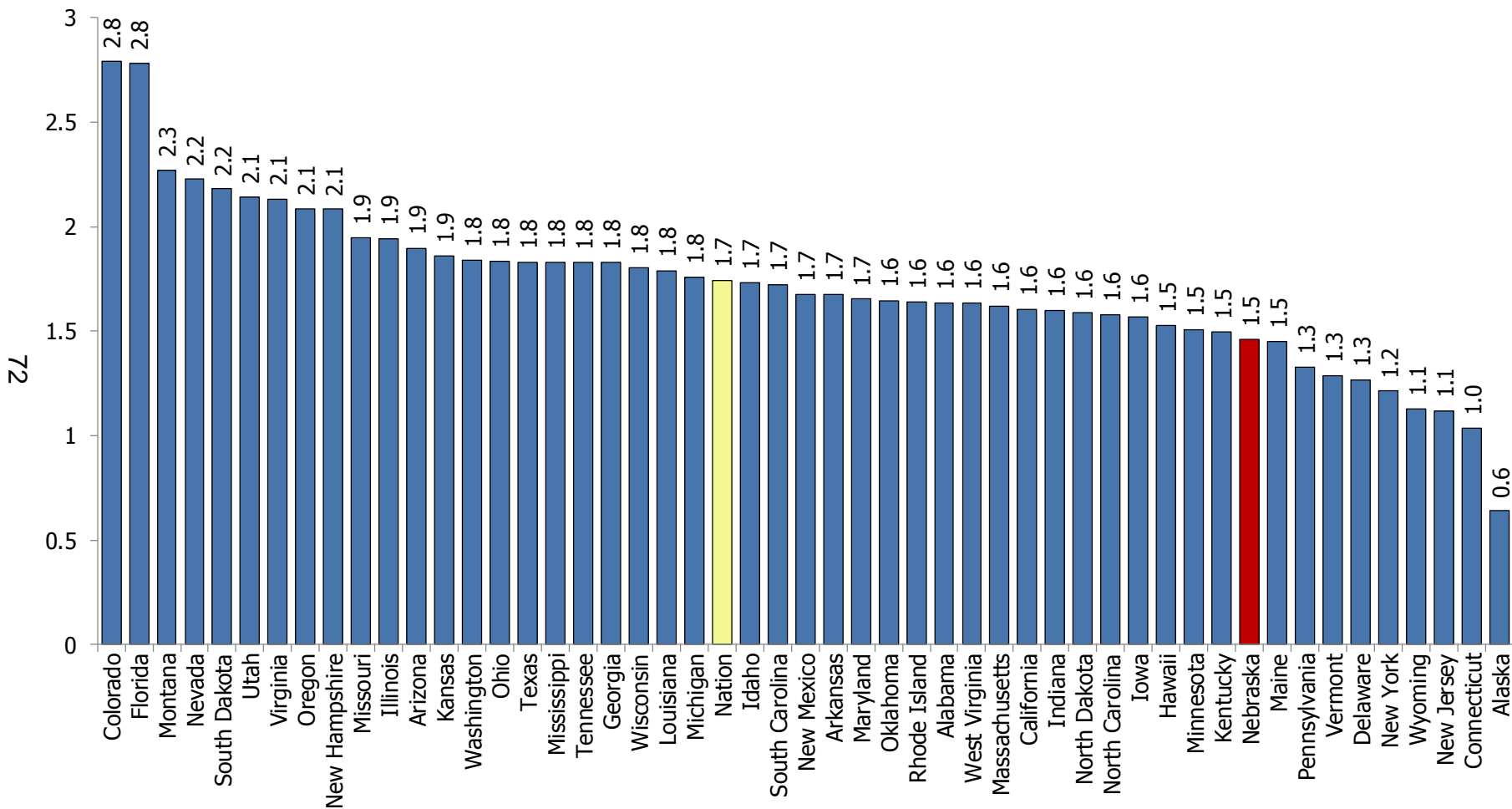
# Awards per \$100,000 of State & Local Appropriations and Tuition & Fees Revenues, 2010, Public Two-Year



# Awards per \$100,000 of State & Local Appropriations and Tuition & Fees Revenues, 2010, Public Bachelors and Masters



# Awards per \$100,000 of State & Local Appropriations and Tuition & Fees Revenues, 2010, Public Research





**\*\*DRAFT\*\***

## Strategic Agenda Policy Focus Group Conversations

**What:** Focused discussions with key stakeholders around 10 specific postsecondary/adult education policy areas or issues.

**Why:** To get broad stakeholder input into the challenges and opportunities in each policy area. The groups should also provide some input on appropriate metrics in each area. These conversations would in lieu of the policy area workgroups formed during the last planning process, and are designed to make more effective use of stakeholders' time.

**When:** Mid-March through April

**Format:** Professionally facilitated, ½ day discussion using a common format/structure. The first part of the meeting will be on setting the context (key challenges, progress, national context, etc). The rest of the meeting would focus on getting input from the group. Lunch will be provided.

**Role of CPE Staff:** Each policy conversation would be assisted by a CPE staff member who would identify the meeting participants, present the context material, work with the professional facilitator on planning, and report on the meeting to the Steering Committee.

**Participants:** Approximately 30 participants representing a broad group of people inside and outside the higher education system. Each should have a specific stake in or knowledge of the policy issue. Existing committees or workgroups might serve in this role for some policy issues.

**Deliverables:** A brief written report and presentation to the Strategic Agenda Steering Committee.

### Tentative topics:

- College Access
- Academic Readiness
- Non-Traditional Populations
- Persistence and Completion
- Academic Quality and Instruction
- Diversity on Campus
- Financial Barriers to College
- Postsecondary Education and the Workforce
- Institutions' Research Mission
- Regional and Community Development

## Degree Program Eligibility and Equal Opportunity Goals

### Draft Revised Framework for Quantitative Assessment of Institutional Diversity Plans

Institutions would continue to develop their diversity plans based on the Statewide Diversity Policy set forth by the Council and the Committee on Equal Opportunities (CEO). These plans would be 5 years in duration in conjunction with the Council's Strategic Agenda. The revised Diversity Policy would require both qualitative and quantitative analysis of the institutional diversity plans, which would continue to include a campus climate component. The process outlined below only addresses the quantitative aspect of the analysis.

- **Enrollment**
  - Enrollment numbers for various student populations would be identified but not used for new degree program eligibility. The statewide diversity policy would specifically identify that Kentucky has an interest in achieving the educational benefits of a diverse student body. As such, institutions would attempt to achieve this goal while adhering to the doctrine set forth in *Fisher*, which would include exploring race neutral alternatives in admissions designed to achieve diversity. In addition, efforts would be made to create student bodies that exhibit the very broad definition of diversity outlined in the Council's Diversity Policy.
  
- **Student Success Measures**
  - The new degree program eligibility evaluation would consist of the same student populations on each campus. The evaluation would be limited to certain historically disadvantaged and academic underprepared populations, which would include African American/Black and Hispanic/Latino, but could also include:
    - 2 or more races
    - Low income (Pell eligible)
    - Not college ready
    - Graduates of low-performing high schools
    - 1<sup>st</sup> generation college attendees
  - Achievement Gap Closing – Progress would be evaluated on the closing of achievement gaps in certain student success measures for the agreed upon student populations. A baseline would be captured at the beginning of year one for each of the identified populations at each institution. Progress would be measured as a function of closing those gaps through rolling averages. For example, the student success measures used for evaluation could include:
    - 1<sup>st</sup> to 2<sup>nd</sup> year undergraduate retention
    - Undergraduate Completion Rates – 2 and 3 year; 4 and 6 year.
    - Average credit hour accumulations by year
  - Degrees Conferred – Progress would be measured toward meeting a goal set by each campus, based on a rolling average.
  - Cultural Competency – Institutions would be required to assess the cultural competency of its students and report progress annually.
    - To meet this goal, institutions only must verify that assessment occurred.
  
- **Workforce Diversity**
  - Each institution would be responsible for implementing its own affirmative action plan per Title VII of the Civil Rights Act.

- Executive/leadership staff and full-time faculty employment goals would be set by each campus and progress would be measured on a rolling average.
- Evaluations would be performed using the same populations on each campus, which would include African American/Black and Hispanic/Latino, and could also include other racial and ethnic categories.
- Cultural competency – institutions would be required to assess the cultural competency of its workforce and report progress annually.
  - To meet this goal, institutions would only be required to verify that the assessment occurred.
- **Evaluation Schedule**
  - Year 1 – Qualitative Progress Report – Focus on strategy implementation progress and identify problem areas for discussion. Numerical progress would be noted in the narrative assessment.
  - Year 2 – Qualitative Progress and Preliminary Quantitative Report – Strategy implementation discussed and preliminary report of quantitative progress. If quantitative progress in any area and for any student or workforce population is not made, institution is put on warning status. An improvement plan would be developed in the deficient areas and then submitted to CEO for approval. A site visit could also be scheduled.
  - Year 3 – Qualitative Progress and Full Quantitative Report – Strategy implementation discussed and full initial quantitative report is submitted. If quantitative progress is not made in each area of analysis, an institution would be unable to offer new academic programs unless a waiver is granted. An improvement plan would be developed in the deficient areas and then submitted to CEO, and then the Council, for approval. A site visit could also be scheduled.
  - Years 4 and 5 – Same as year 3.
  - If deficiencies in all areas are remedied in the subsequent year, then an institution would regain its eligibility.
- **Waivers**
  - Waivers may be granted on an individual program basis. Institution must have an approved improvement plan and provide assurance that the new program would divert resources away from improvement efforts.
  - Both the CEO and the Council must approve before the program can be submitted in the Council’s program approval system, KPPS.

# Public Perceptions of Higher Education

76

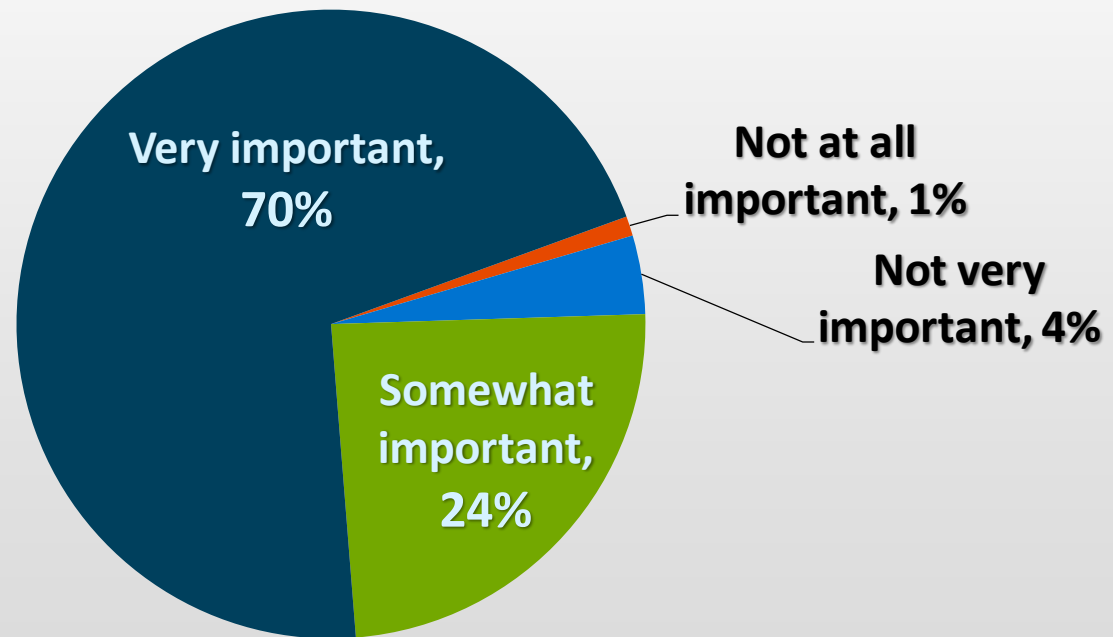
 **Kentucky Council on  
Postsecondary Education**



**By Sue Patrick  
Director, Communications & Marketing  
Kentucky Council on Postsecondary Education  
February 12, 2015**

# 94% of General Public Says Degree Beyond High School Is Important

“How important is having a certificate or degree beyond high school?”



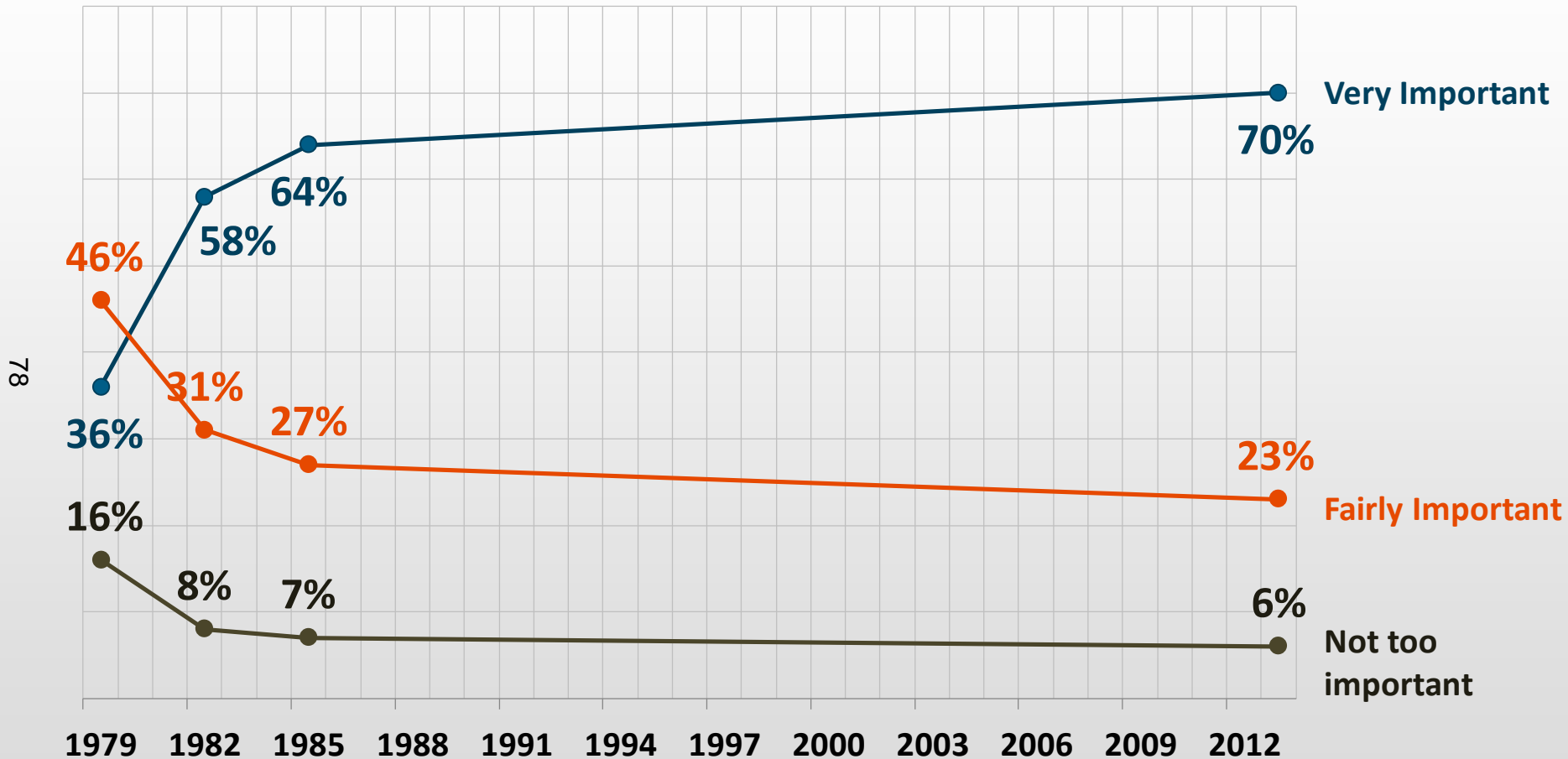
77

Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.



# Opinions Have Changed Over Time

“How important is higher education?”

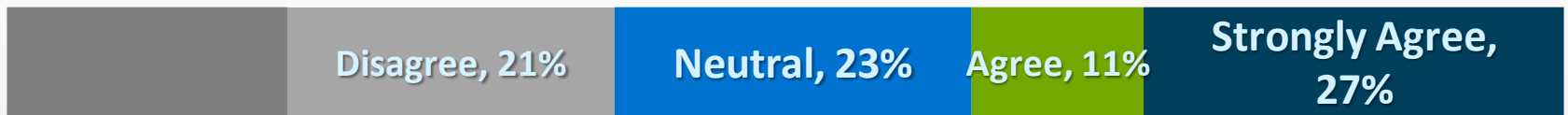


Source: “Americans Still See College Education as Very Important.” 2013. Gallup/Phi Delta Kappa survey of attitudes toward public schools.



# Rating Importance of Education Levels to Jobs

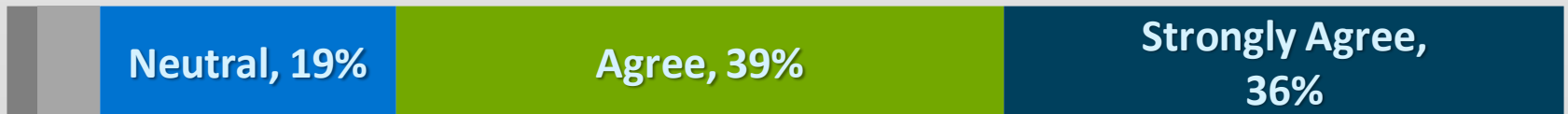
“I am confident that having a high school diploma can lead to a good job.”



“I am confident that having an associate degree can lead to a good job.”



“I am confident that having a bachelor’s degree can lead to a good job.”

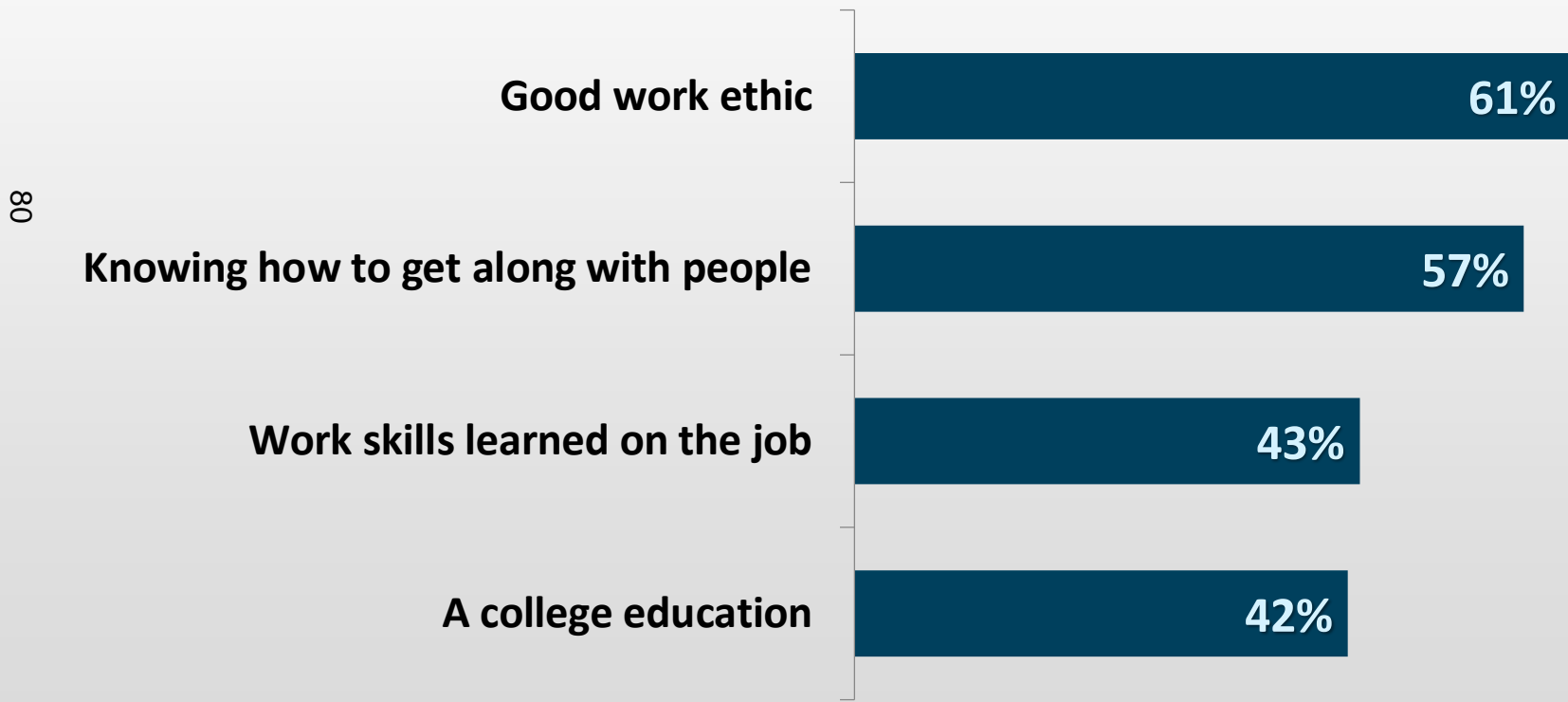


Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.



# General Public Doesn't See a Credential as the Most Important Quality for Success

Percentage saying each is extremely important to success



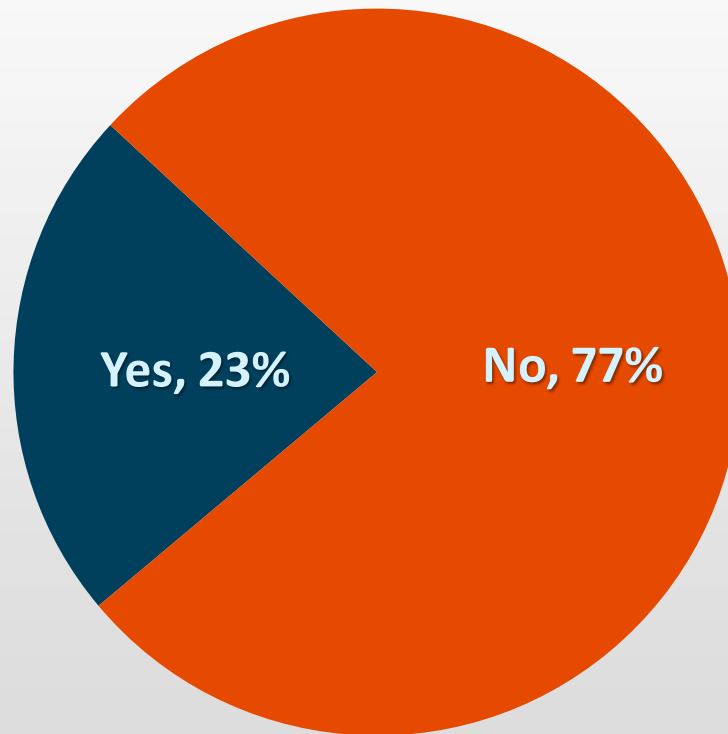
Source: *Is College Worth It?* 2011. Pew Research Center.





# The General Public Believes Affordability Is a Key Issue

“Do you think higher education is affordable  
for everyone who needs it?”



81

Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.



# The General Public Thinks Others Should Step Up to Make Higher Education More Affordable

“Higher education institutions should reduce tuition and fees.”



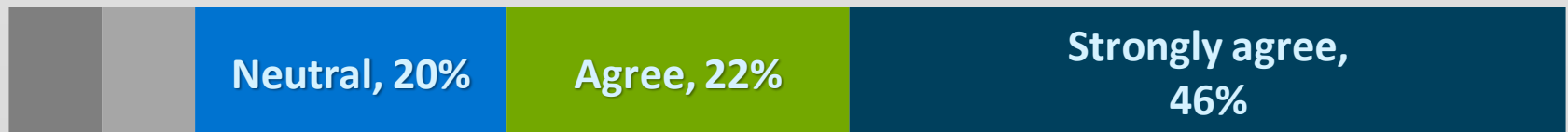
“State governments should provide more assistance.”



“Federal government should provide more assistance.”



“Companies should provide more assistance to employees.”

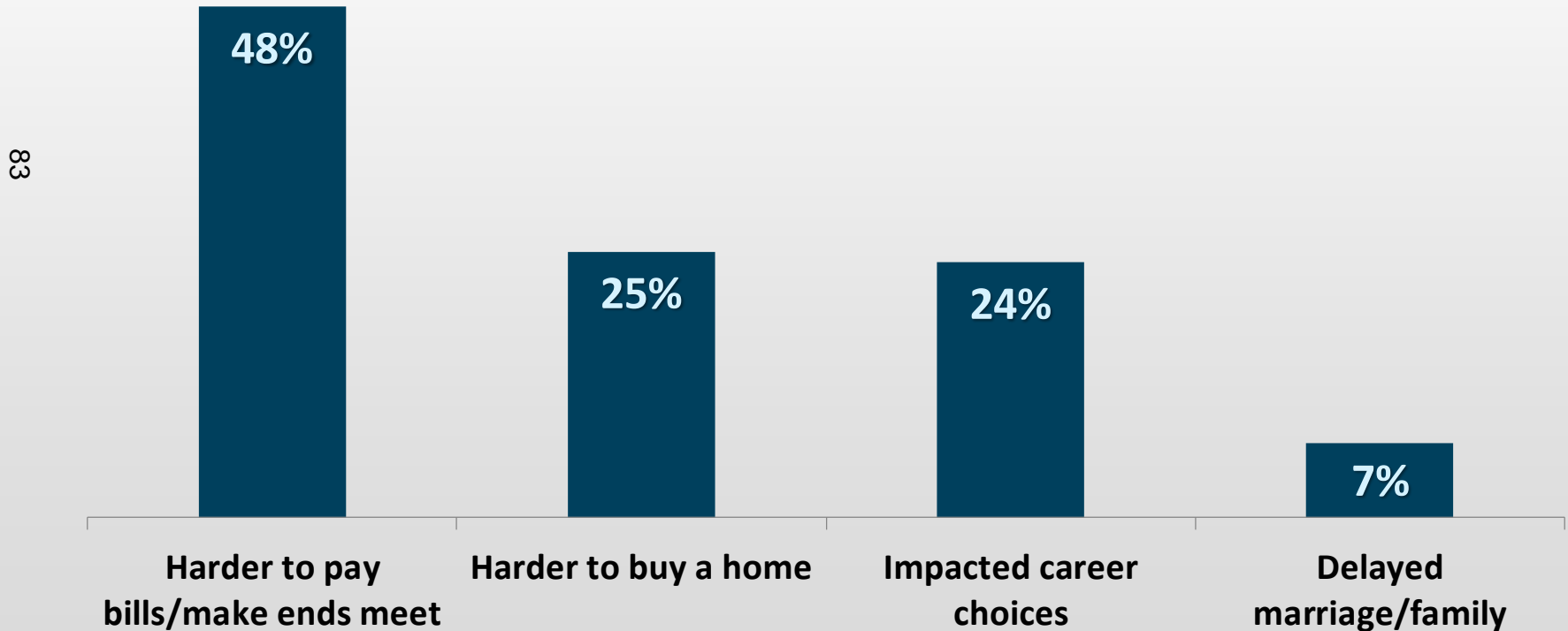


Source: America’s Call for Higher Education Redesign. 2012. Lumina and Gallup.



# Impact of Student Debt on Life After College

Percentage of student borrowers who say having to pay back student loans had this impact on them



Source: *Is College Worth It?* 2011. Pew Research Center.



# Impact of Student Debt on General Well-Being

## Linked to Worse Health and Less Wealth

Graduates with debt (\$50,000 or more) **face long-term challenges and are less likely to be thriving** in four of five elements of well-being:

- **Purpose** (liking what you do, being motivated)
- **Financial** (increasing economic security)
- **Community** (liking where you live)
- **Physical** (having good health and being energetic)

*(Fifth element of well-being is “social” – having supportive relationships.)*

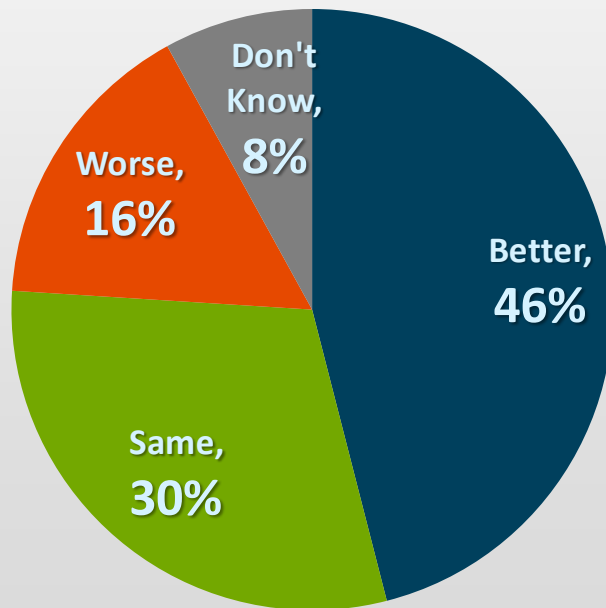
Source: Student Debt Linked to Worse Health and Less Wealth. 2014. Gallup.



# General Public vs. Business Leaders on the Quality of U.S. Higher Education

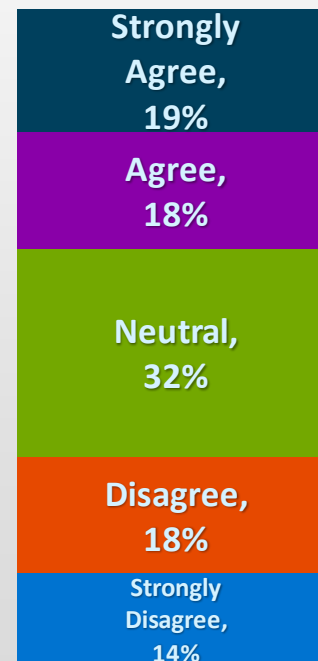
## General Public

“Is the quality of higher education in the U.S. better, the same or worse than other countries?”



## Business Leaders

“This country has the highest quality higher education system in the world.”



Source: America's Call for Higher Education Redesign. 2012. Lumina and Gallup. What America Needs to Know About Higher Education Redesign. 2014. Gallup-Lumina.



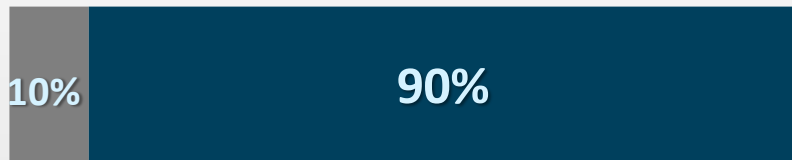
# Public Inflates College Major and College Attended for Hiring Decisions

## General Public

## Business Leaders

The candidate's college major

The candidate's college major



Where the candidate received his college degree

Where the candidate received his college degree



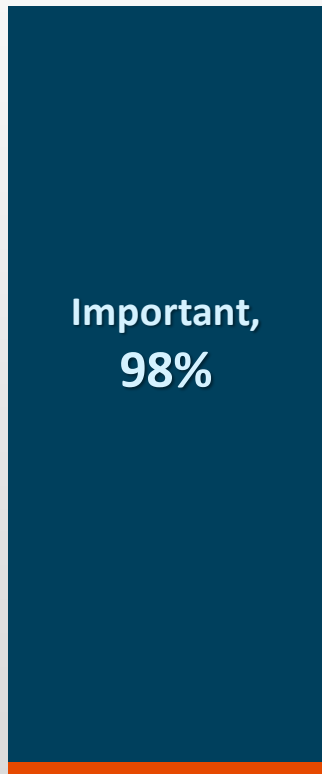
■ Not Important ■ Important

Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.

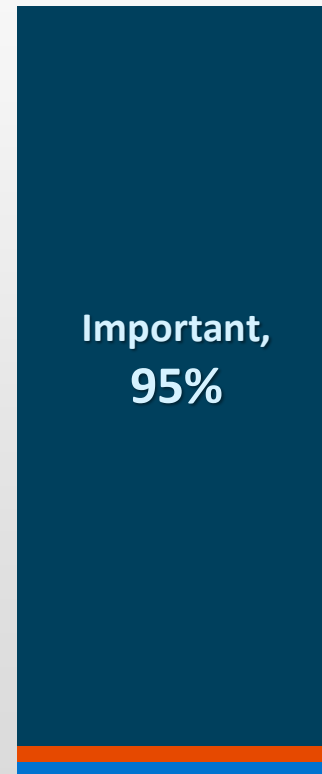


# Business Leaders Think Knowledge and Skills Are King

## Amount of Knowledge in Field



## Applied Skills in Field



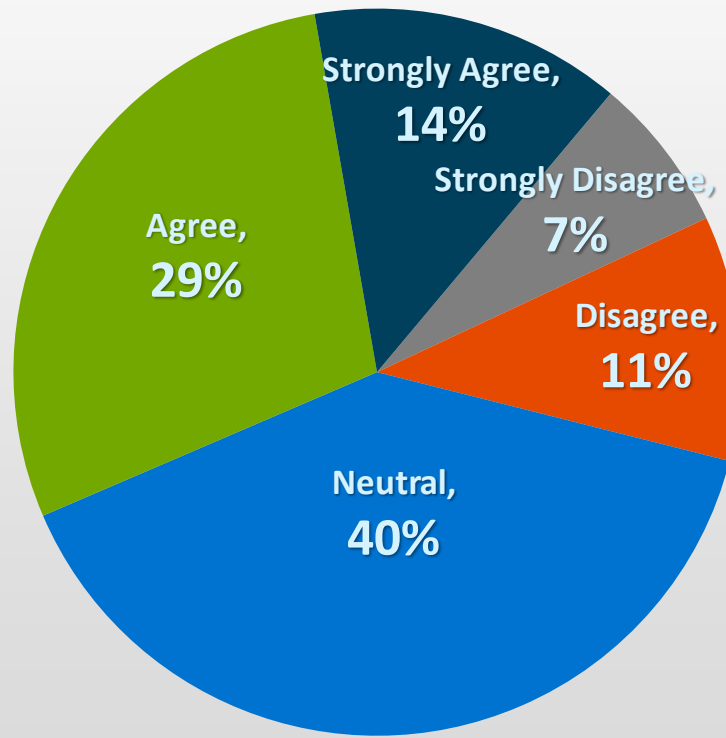
87

Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.



# General Public Not Certain Higher Education Is Preparing Students Well for the Workforce

College graduates are well-prepared for success in the workforce



Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.

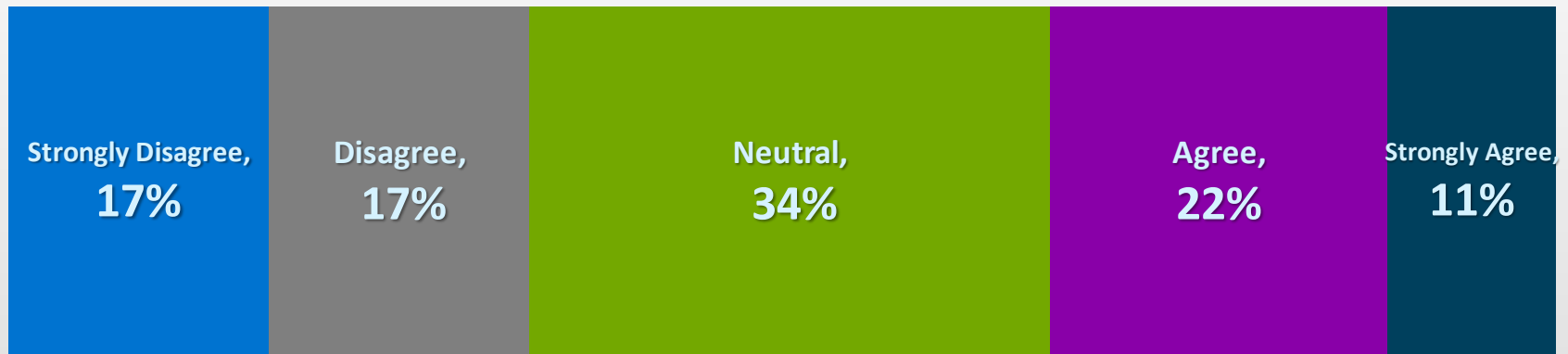




# Business Leaders Rate Higher Ed by Graduates with Skills & Competencies That Fulfill “My” Business Needs

“Higher education institutions in this country are graduating students with the skills and competencies that MY business needs.”

68

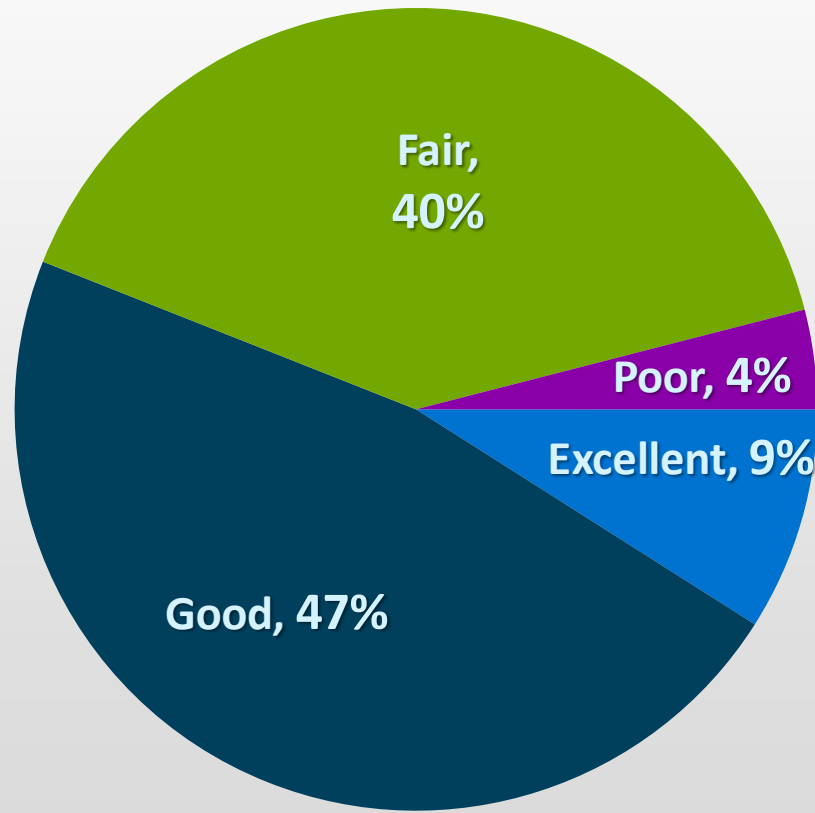


Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.



# Business Leaders See Room for Improvement with Colleges' Preparation of Graduates

How well 2- and 4-year colleges prepare graduates to succeed

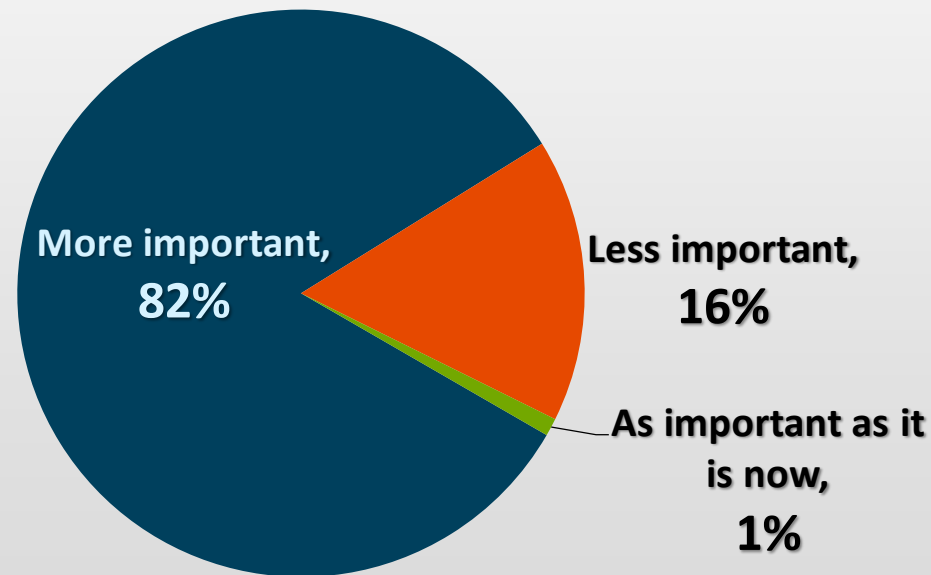


Source: *It Takes More Than a Major: Employer Priorities for College Learning and Student Success*. 2013. AAC&U.



# Predicting the Future Importance of Degree Attainment

“Will it be more or less important to have a postsecondary degree, certificate or credential to get a good job?”



91

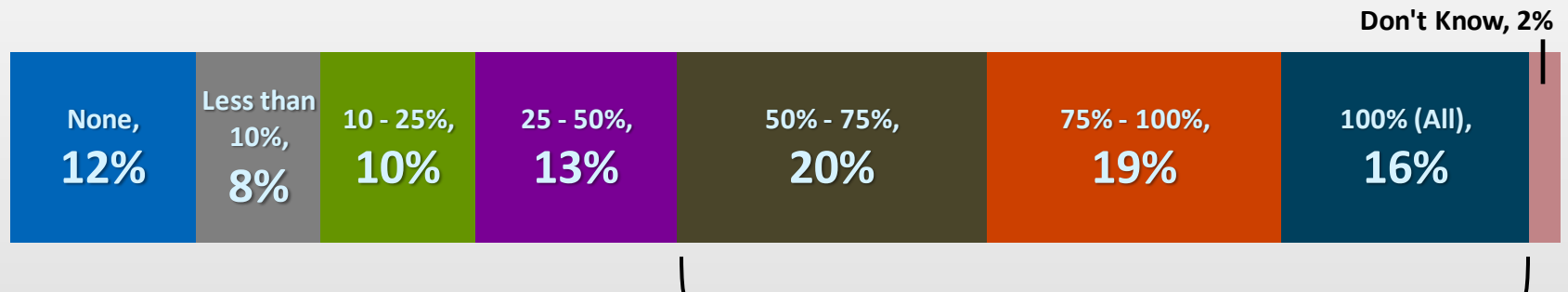
Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.



# Business Leaders Forecast that Degree Attainment Will Be Important to Employees

“What percentage of jobs at your business will require some kind of credential in about 10 years?”

92



55% of business leaders expect more than half of future jobs will require a credential.

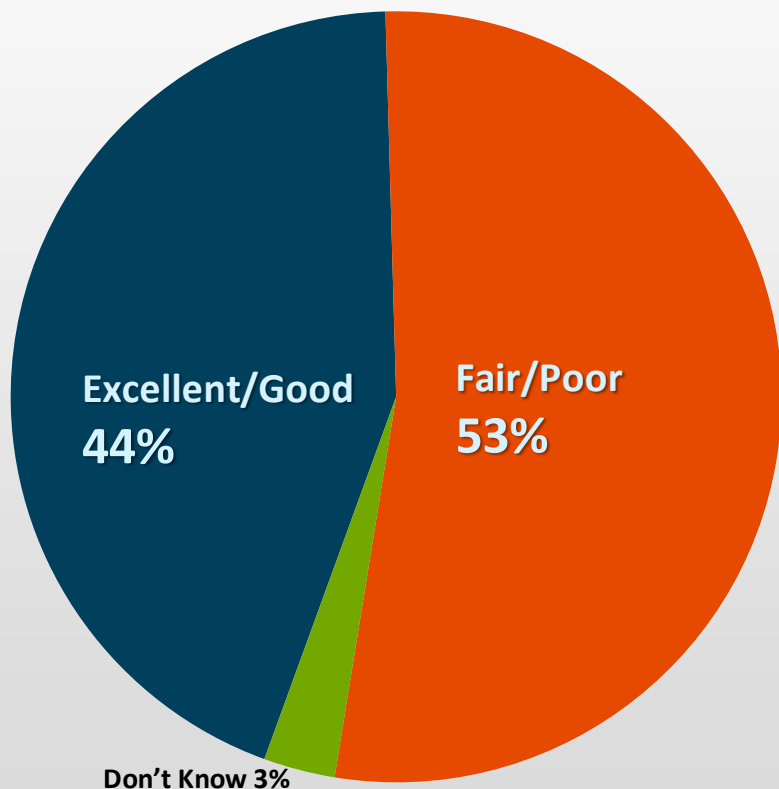
Source: *What America Needs to Know About Higher Education Redesign*. 2014. Gallup-Lumina.



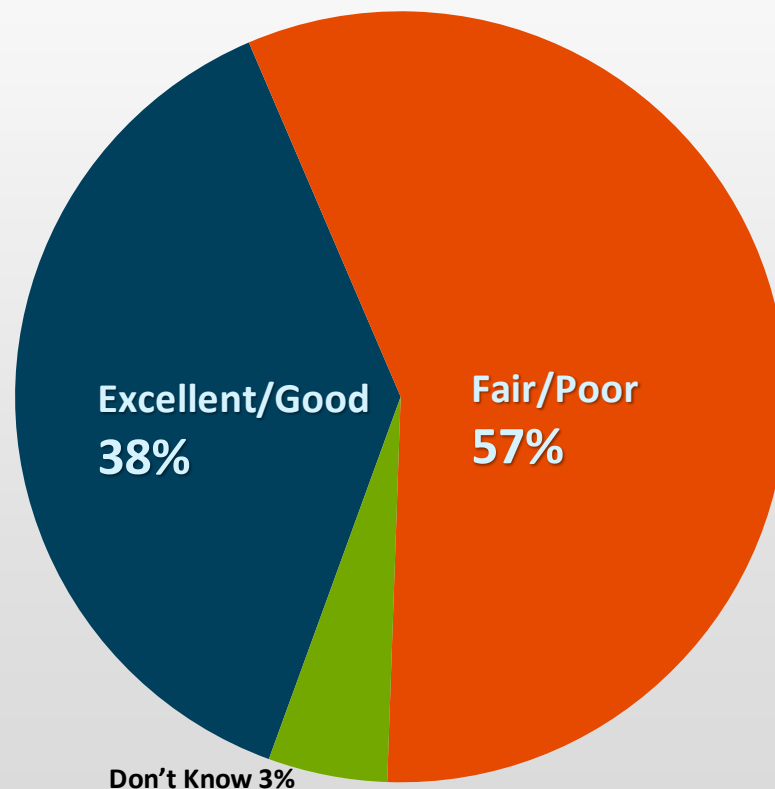
# When It Comes to Return on Investment, Even an Optimistic General Public Isn't Sold

“Rate the job the education system is doing providing value for the money spent”

## College Graduates



## Non-College Graduates



Source: *Is College Worth It?* 2011. Pew Research Center.



# Higher Education Is Overrated; Skills Aren't

Education

Home » News » Education

## Higher education Is college worth it?

Too many degrees are a waste of money. The return on college is much better if college were cheaper  
Apr 5th 2014 | CHICAGO | From the print edition



Working your way through college doesn't add up for today's students

HIGHER EDUCATION

## Is College Worth It? It Depends on Whether You Graduate

## Why College Is Necessary But Gets You Nowhere

Posted: 11/04/2014 8:40 am EST | Updated: 11/04/2015 5:59 am EST



## Is College Worth It Anymore?



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Home > Teens & Tweens > College Prep

## Do Kids Need College?

By Richard Laliberte

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## College Doesn't Guarantee Success

## get a good job with her

Mother Jones

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— Economy, Education

## College Doesn't Pay Off for Everyone

—By Kevin Drum | Fri Apr. 25, 2014 1:07 PM EDT

## The Case Against College Education

THE WALL STREET JOURNAL. | U.S.

U.S. NEWS

## Elite Colleges Don't Buy Happiness for Graduates

## Why Your College Degree Doesn't Mean \*\*\*\*

ON APRIL 3, 2011 | IN EDUCATION, WORK | BY THERESE



## Is a College Degree Necessary for a Good Job? Not Always.

NEW YORK POST

OPINION EDITORIAL

## Is college worth it?

By Post Editorial Board September 22, 2014 | 12:1



Bloomberg Business

News Markets Insights

Jobs

## College Graduates Don't Always Out-Earn High School Grads

By Allison Schrage | July 15, 2014

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# Key Takeaways

- Americans are convinced that having a certificate or degree beyond high school is important (94%), that it will lead to good jobs, but **have major concerns with affordability (77%)**.
- Americans think **others should pay to help affordability**.
- **Too much student debt = long-term consequences**. Need better financial aid advising. Promote the most affordable option.
- **More than a major!** Business leaders say knowledge/skills are king.
- Business leaders see **room for improvement** in how well colleges prepare graduates to succeed. Excellent-9%, good-47%, fair-40%, poor-4%.

OS



# Key Takeaways

- Business leader responses are **call to action for increasing collaboration**.
- Higher ed should ensure programs **align to what businesses need**.
- Americans say **higher education will be more important in future** to get a good job. Business leaders expect more than half of jobs will require a credential beyond high school in the next 10 years.
- **We need to increase the value of higher ed**. College grads (53%) and non-college grads (57%) rate the job higher education is doing to provide value for the money spent as either **fair or poor**.
- **Great opportunities exist for effective messaging, outreach to key constituents** in most all areas.





# Public Perceptions of Higher Education

97

 **Kentucky Council on  
Postsecondary Education**



**By Sue Patrick  
Director, Communications & Marketing  
Kentucky Council on Postsecondary Education  
February 12, 2015**

# KENTUCKY RISING

“Kentucky’s first settlers brought with them a dedication to democracy and a sense of limitless hope about the future. They were determined to participate in world progress in science, education, and manufacturing. The early years of statehood were an era of great optimism and progress and the eyes of the nation often focused on Kentucky. ... Globally oriented Kentuckians were determined to transform the frontier into a network of communities exporting to the world market. ...”\*

## THE GOAL



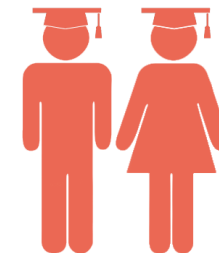
Kentucky as a **world leader in high value-added international trade of goods and services** with broadly shared prosperity for its citizens

## THE METHOD



Kentucky’s **workforce** among the **world’s most highly skilled, globally aware and globally competent**

## THE STANDARD



### New Bluegrass Diploma

- Builds on the **Common Core**
- Set to **global academic standards**
- **Globally literate** and aware
- **Performance-based** – Awarded when the student meets these high standards
- **Gateway to many pathways** to good jobs, further education

Mission of our schools: Make sure every student meets the standard for a Kentucky Bluegrass Diploma

### FURTHER HIGH SCHOOL

AP Diploma  
IB Diploma  
Cambridge A Level  
Diploma

Internationally Recognized  
Vocational Qualifications

### 4 YEAR COLLEGE



### COMMUNITY COLLEGE

2-year  
Transfer Programs

2-year Career and  
Technical Education  
Programs

Pathways after Kentucky Bluegrass Diploma

\* James Ramage and Andrea Watkins, *Kentucky Rising*, Lexington: University Press of Kentucky, 2001.

# KENTUCKY RISING

## A FRAMEWORK

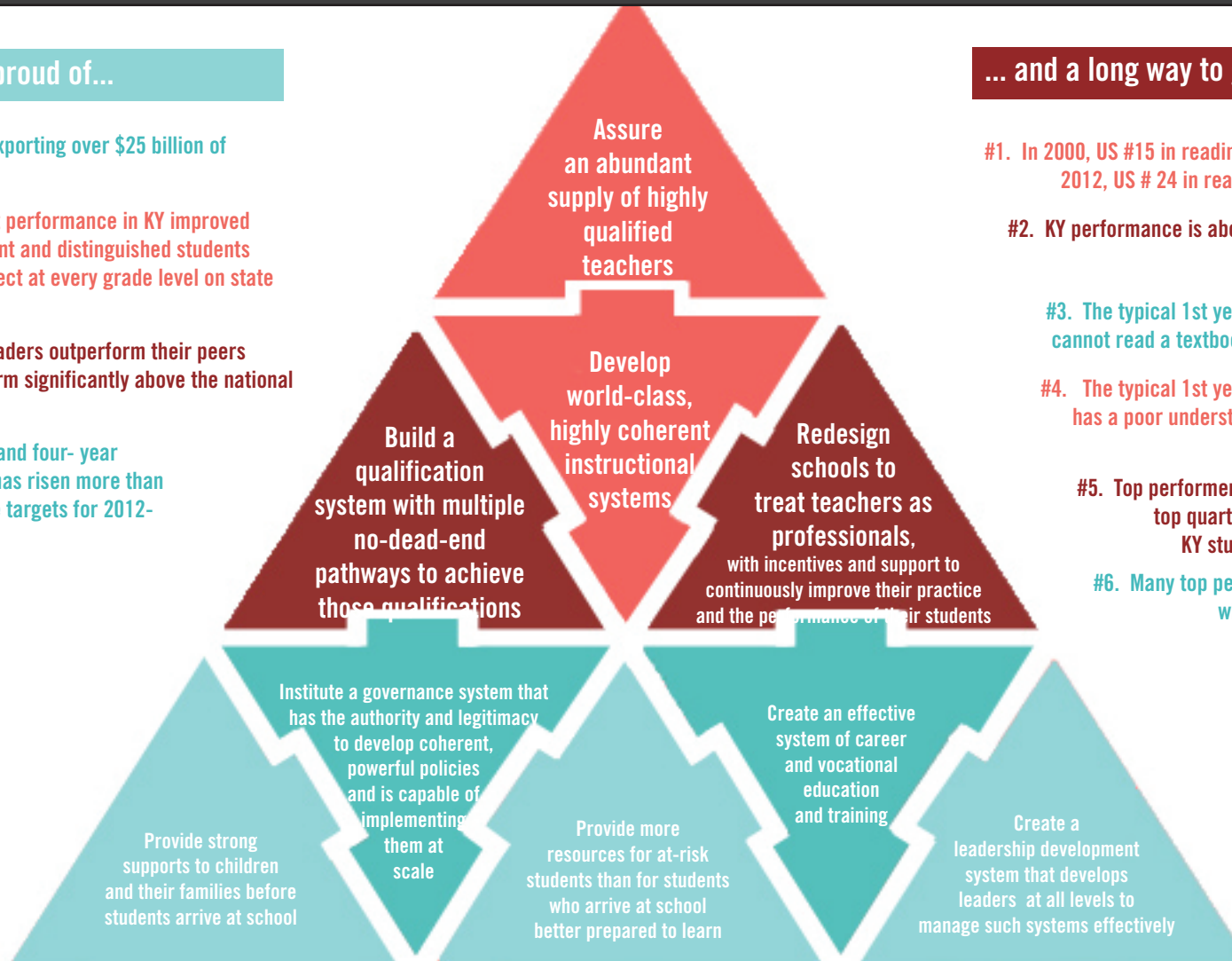
9 Building Blocks the Top Performers have used to create the world's most successful education systems

### We have much to be proud of...

- #1. KY has a global economy, exporting over \$25 billion of products to 198 countries.
- #2. In 2013-14, overall student performance in KY improved with the percentage of proficient and distinguished students increasing in nearly every subject at every grade level on state assessments
- #3. On NAEP, KY 4th and 8th graders outperform their peers nationally in reading and perform significantly above the national average in science.
- #4. In KY the percent of two- and four- year graduates with STEM degrees has risen more than 15 percent and exceeded state targets for 2012-2013.

### ... and a long way to go

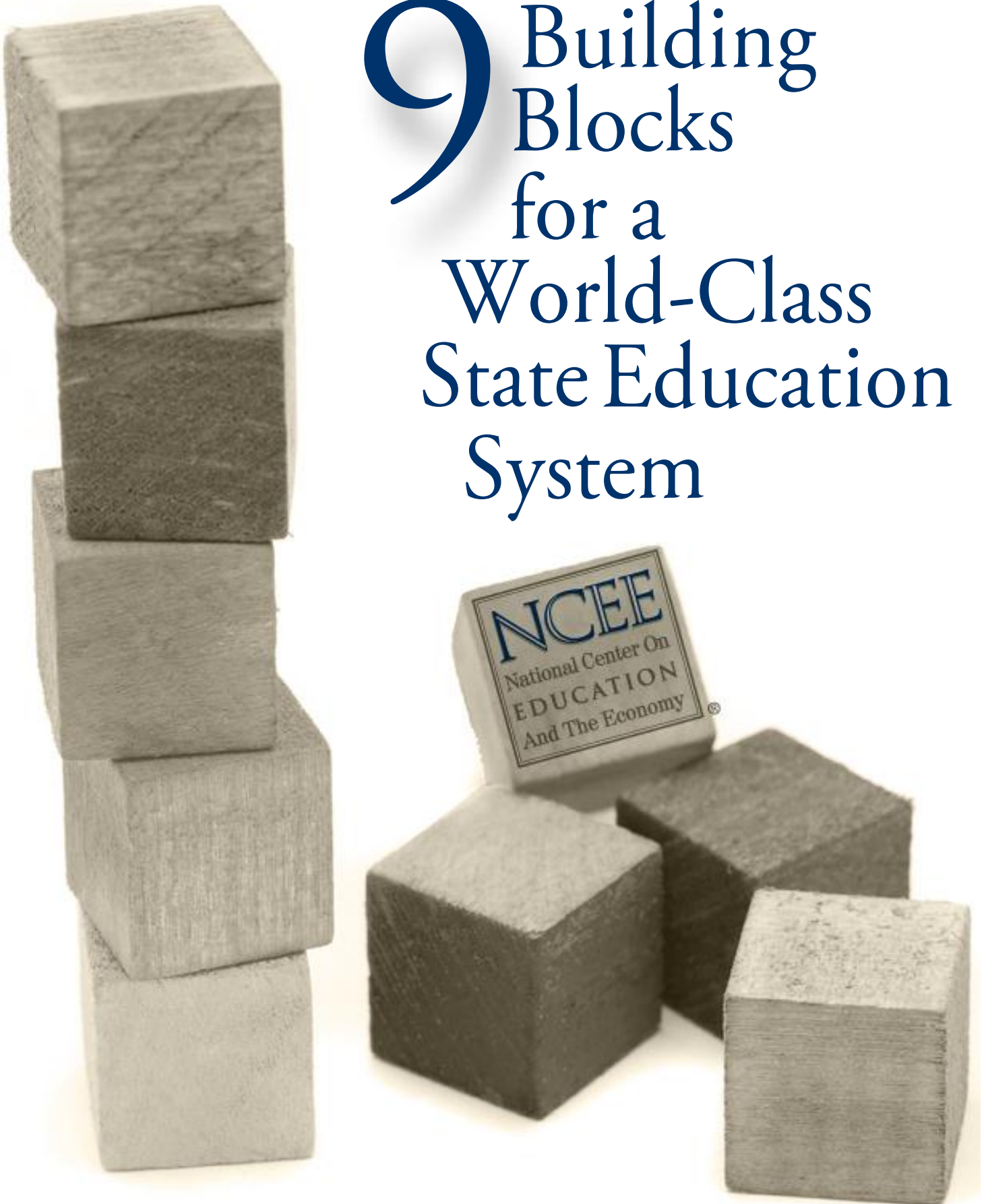
- #1. In 2000, US #15 in reading, #17 in math, #14 in science In 2012, US # 24 in reading, #36 in math, #27 in science
- #2. KY performance is about average for US states in math and writing on NAEP.
- #3. The typical 1st year US community college student cannot read a textbook written at the 12th grade level
- #4. The typical 1st year US community college student has a poor understanding of elementary and middle school math
- #5. Top performers recruit their teachers from the top quarter of college bound students, but KY students come from the bottom half
- #6. Many top performers pay beginning teachers what they pay beginning engineers



**QUESTION:** How can we figure out how to match the performance of the top-performing countries?

**ANSWER:** By studying the strategies they used to get there.

# 9 Building Blocks for a World-Class State Education System



By Marc Tucker and the Staff of the Center for International Education Benchmarking

## **1. Provide strong supports for children and their families before students arrive at school.**

Some countries have extensive government supports for pre-natal care, mother and child nutrition, universal health care, high quality child care for working mothers, high quality pre-schools and family allowances for families with young children. Some others have little or no government programs of this sort, but do have cultures that work to provide many of the same kinds of supports. Either way, countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school. In countries that have neither strong, universal government-provided programs to provide these kinds of support nor strong traditional cultures to provide much the same thing, especially those that are experiencing large and growing disparities in income, many children come to school with disadvantages that are very difficult to overcome, even in the best of circumstances.

## **2. Provide more resources for at-risk students than for others.**

Countries whose students, on average, lead the world's league tables are countries that have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites. Formerly, it was their elites who got the best teachers and the best facilities. Policy makers in these countries know that, if less advantaged students are going to achieve at league-leading levels, they will have to have access to more resources than students who come to school with greater advantages. Most of these top-performing countries are providing more teachers to harder-to-educate students. Some are even providing strong incentives to their best teachers to work in classes and schools serving students from low-income and minority families.

## **3. Develop world-class, highly coherent instructional systems.**

Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students. By “instructional systems” we mean systems that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction. Top-performing countries are constantly benchmarking their standards, curricula and assessments to other leading countries. The standards might be expressed as stand-alone statements about what students should know and be able to do or might be incorporated in syllabi for courses, which would include all the courses in the core curriculum, including the native language, (almost always) English, sometimes other foreign languages, mathematics, the sciences, technology, their own history, world history, often geography, music and the arts, and physical education. In top-performing countries, the standards for these courses typically emphasize the acquisition of a wide range of complex knowledge, deep conceptual understanding of the subjects studied, the ability to write well, the ability to synthesize material from many disciplines to address real-world problems, strong analytical capacity and creative and innovative capacity. Ministry officials develop strong curriculum frameworks designed to specify in some detail what topics are to be taught at which grade levels, subject-by-subject and grade-by-grade. Though schools are expected to create their own lesson plans,

the state provides extensive guidance and curriculum support for teachers. Textbooks follow that guidance closely. Top-performing systems typically develop one to three summative assessments, designed to be taken by all students, in the core subjects in the curriculum listed above, during the course of their time in school. The assessments generally require students to respond with essays, or, in the case of mathematics, by showing how they went about solving multi-step problems. No top-performing country relies primarily on computer-scored, multiple-choice tests, because they do not believe such tests can adequately test for acquisition of the high-level cognitive skills they are aiming for. The summative assessments just described are typically used to hold students, not teachers, accountable for their performance. The options available to students as they proceed with their education or enter the workplace are significantly affected by their performance on these exams. Scores by school are widely published. The content of the entire examination is typically made public after the exam is given. Also, examples of high scoring student work are made public, in order to provide guidance to teachers and students in the future as to what kind of student work will win high scores. In some countries, low scores for schools on these tests can result in visits to those schools from inspection committees made up mainly of expert teachers and principals, for the purpose of determining whether there is a problem at a school and making recommendations as to what needs to be done to improve the performance of the school.

#### **4. Create clear gateways for students through the system, set to global standards, with no dead ends.**

The high school diploma—essentially a certificate of attendance—is virtually unknown in high performing countries. Instead, they issue qualifications: documents, often in the form of a laminated plastic card, that show what high school courses the holder has taken and the grades earned in those courses. Because the state has specified the content of the courses and because the exams are developed and administered by the state, not the school, everyone knows just what the student has accomplished. The students, teachers and parents know just which combination of courses and grades is required to go on to the next stage of one's education or to embark on a particular career. Students are highly motivated to take the necessary courses and do well in them, whether they want to be a brain surgeon or an auto mechanic. Countries with well-developed qualifications systems have arranged them into pathways such that an individual can always go back later and pick up a qualification that he or she missed earlier.

They have also created systems in which there are no dead ends, that is, a student who chooses one path can take a few extra courses and proceed down another path, and all paths can be linked up to others so that one can always go further in their education without having to go back to the beginning and start again. In systems of this sort, there are no fly-by-night operators, no courses offered where the content bears no relationship to the name of the course, and no disappointment suffered by the student who completes all the published requirements for going on only to discover that he or she does not have the requisite knowledge to do so. The qualification one receives at the end of a course of study is the ticket of admission to the next stage of one's education. They are one and the same.

## **5. Assure an abundant supply of highly qualified teachers**

The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students. This is not a slogan, but rather a system design goal. Some are recruiting their teachers from the upper third of high school graduates, many from the top quarter, some from the top 15 percent or, in the case of Finland, the top 10 percent. South Korea recruits from the top five percent. Ratios of applicants to acceptances in these countries range from 6 to 1, to 8 to 1, to 10 to 1. Many of these countries have created much more rigorous admissions screens. A typical pattern involves screening first for academic qualifications (high rank in class, high grades, high scores on standardized college admissions exams), then for ability to relate well to school-age students (sometimes by watching them do so in a controlled environment) and finally for their passion for teaching (determined by an interview by highly experienced teachers, principals and others). The countries have worked hard to develop very rigorous requirements for mastery of the subjects the prospective teacher will teach. In many of these countries, elementary school teachers are required to specialize in either mathematics and science or their native language and social studies and to at least minor in those subjects in college. Where specialization is not required at the elementary level, mastery of these subjects is still required. At least a year is given over to mastery of the craft of teaching, either as part of initial teacher preparation or as the objective of the first year of employment, which is typically designed as a year of apprenticeship of the new teacher to a Master Teacher. These countries do not allow, much less encourage, “alternative routes” into teaching that bypass these requirements. The top-performing countries are increasingly including instruction in research methods for prospective teachers so that they will be able to use those methods to determine the effectiveness of their work as teachers in developing and implementing improved curriculum, instruction and assessment in their schools. And they are also emphasizing instruction for these prospective teachers in both diagnosis and prescription as a key part of the teacher preparation curriculum, so that these new teachers will be able to quickly figure out why their students are not learning what they expect them to learn and quickly and accurately identify the most appropriate “treatment” for addressing the problems they identify. Some of the top countries are moving the function of teacher education out of their third tier institutions and into their research universities. The result of these policies and practices is that these countries typically have a surplus of first-rate teachers. It would, of course, have been impossible to greatly raise the standards for becoming a teacher in these countries unless they had made teaching a highly desirable career choice for young people whose academic record was strong enough to give them a good chance of being admitted to higher education programs leading to employment in a high status profession. That is why these countries have typically set beginning teacher compensation at about the same level as compensation for beginning engineers. Some offer a free college education to high-quality high school graduates who meet very high admissions standards for teacher preparation programs. But that has not been enough. They know they must also offer a real career in teaching. Many of the countries with the strongest teaching forces have very aggressive career ladders designed so that, as one moves up the career ladder, one gets higher compensation, greater responsibility, more authority and autonomy and higher status among one’s colleagues and in the larger community.

## **6. Redesign schools to be places in which teachers will be treated as professionals, and will have incentives and support to continuously improve their professional practice and the performance of their students**

A country that relies exclusively on a supply of new teachers to improve the quality of teachers and teaching in their schools would have to wait a long time before there were enough new teachers who had served long enough to have a big effect on student performance. So countries wishing to improve student performance at scale need to have strategies for improving the competence of their currently serving teachers. Here, too, the experience of other countries is instructive. Many observers of the top performing countries believe that the approach used in Shanghai, China, many elements of which are used by other Asian countries, is the most effective not only for developing the skills of the current teacher work force, but for establishing a culture and organization favoring and providing the support for a process of continuous improvement of the effectiveness of the school as a whole. There is a four-level career ladder, each level of which is broken down into four or more steps. Teachers at the upper levels of the teacher career ladder are expected to serve as mentors to new teachers and others lower on the ladder, identify areas in which the curriculum and instruction methods need to be improved, lead teams in the process of researching and then developing new lessons, materials and formative assessment techniques, demonstrating new lessons, revising them and implementing them. Teachers meet once a week by grade and by subject to participate in all these processes. The research, development, trial, revision and evaluation process is very disciplined and highly collegial. All except those at the top of the career ladders have teacher mentors. The message is that no matter how good you are, you can always get better. There is wide access to workshops for professional teachers, but this is not a workshop model of professional development. Professional development is an integral part, indeed a result, of how the work of the school gets done. The integrity of the whole system depends on the creation of powerful career ladders, which in effect define what it means to have a career in teaching and create an environment in which teachers come to be treated as leaders and as professionals. In most of the countries that have systems of the sort just described, the teacher/pupil ratio is about the same as in the United States. The time needed for teachers to work with one another is not produced by hiring more teachers, but by increasing the size of their classes. Teachers in these countries typically do not understand why American teachers want smaller class sizes because they need large classes in order to make their teaching methods effective. Those methods involve seeing how students use a variety of strategies to solve problems, and bringing those students to the front of the class to lead a discussion of their strategies. The aim is to understand why some strategies work and others don't, thus helping all students to understand the conceptual basis of the topics being discussed. This deep understanding is a primary goal of the curriculum in these countries and is a primary cause of their superior performance. Large classes are essential to this instructional strategy. Although the teacher/pupil ratio is about the same overall in these countries as in the United States, that ratio is a little higher in schools serving students from disadvantaged backgrounds and a little lower in schools serving others.



## **7. Create an effective system of career and technical education and training**

In countries that have healthy economies, what you find is high levels of income across the board, high employment levels, low levels of unemployment, superior health care, strong competitiveness for business and a good balance between imports and exports. These are countries that have healthy, productive, effective systems of vocational education and training. Indeed, in our experience, countries in which enrollment in career and technical education and training falls below about 40 percent of total enrollment generally experience a collapse of their vocational education and training system, because that is the point below which vocational education and training is seen as a last resort for students who have no other option. For career and technical education and training systems to be attractive to a larger segment of their student populations, they must appear to offer a viable route not only to well-paying occupations requiring less than a four-year college degree, but they must also offer a way for students enrolled in career and technical education and training programs to acquire further education and training that will enable them, if they wish, to qualify for work in the professions and in senior management. That is, such systems must be no-dead-end systems. They must also offer high quality training that includes the opportunity to acquire strong modern technical skills on state-of-the-art equipment at the hands of teachers and mentors who are themselves deeply versed in the most up-to-date equipment and techniques in use in the industries for which the student is being trained. This can be accomplished by creating in schools settings that have all the attributes of real industrial settings, or by offering students an opportunity to study in real industrial settings, or both. In some cases, the real or simulated industrial sites actually sell the products and services made by the students. Much depends in such systems on having skill standards that reflect the state of the art in the industries being trained for, a high level of investment in the education and training of the students, a good match between the demand of industry for skilled workers in any and all industries served by the system and the supply being produced, the willingness of industry to involve itself in the provision of the up-to-date equipment and training staff needed to make the system work and sufficient demand for the newly trained students to ensure a smooth transition from schooling and training to employment.

## **8. Create a leadership development system that develops leaders at all levels to manage such systems effectively**

Items number five and six in this list spoke of the quality of teachers in the schools. But great teachers will not accomplish much without effective leadership. And, indeed, the whole system, of which the schools are only a part, requires very capable leaders, especially in an era in which the whole system is being changed in fundamental ways. What is required are not leaders who are good at keeping school and making sure that the needs of all of the school's constituencies as they see them are being met, but rather leaders who can: get broad agreement on much more demanding goals for both the students and the staff; build the career ladders; recruit a highly capable staff; and finally, create a culture in the school founded on the belief that it is effort, not natural ability, that determines student achievement, and therefore that it is the obligation of the school not to sort students out into bins of the capable and the not-so-capable, but instead to get all students to high levels of performance, no matter what. That will take leaders who are far more than school administrators, but real leaders, people who can galvanize staff and students to achieve at

levels far above what we formerly expected. It will take a combination of strategic skills, self-knowledge, patience, drive, management skill, ethical roots, moral qualities and knowledge based on what is known world-wide about the management of professionals. This last is critical, because, in many countries, teachers are still managed and treated as blue-collar workers.

## **9. Institute a governance system that has the authority and legitimacy to develop coherent, powerful policies and is capable of implementing them at scale**

Our research shows that the ability of a state or nation to develop a modern, high performance education system with high and internationally competitive levels of student performance and high levels of equity at reasonable cost depends on whether it has an institution comparable to a typical ministry of education in a high-performing country. Among the top performers, there are some with federal structures in which the national government has no authority in the field of education, and others with moderate authority at the federal level. In some countries, all the authority is at the national level and there are no subordinate state levels of authority. In one country, there is no intermediate level of authority between the national and school levels. The common feature among all these types of arrangements is that, either at the state or national level, there is a place where the buck stops that has effectively got responsibility for all the policymaking and management functions directly related to education and can therefore be reasonably held accountable for the design and functioning of the system as a whole. This turns out to be essential, because the central task of <sup>government</sup> in the field of education is to create new, modern systems that are highly coherent and effective. In countries in which the central authority at the state or national level is weak and responsibilities are widely dispersed, it is virtually impossible to construct and manage systems that can effectively manage the transition from the old system to the new one.

In all such systems, whether the center of gravity of authority for the education system is at the state or national level, elected officials decide on the policies that will govern the direction taken by the education system. But, in effective systems, education professionals in the ministry are responsible for planning and proposing policies that can then be debated by the responsible elected officials, and are then responsible for carrying out the decisions their legislatures make.