

WORK SESSION - AGENDA
Council on Postsecondary Education
Friday, February 12, 2016
9:00 AM
CPE Offices, Conference Room A

1. The Voice of the Students: A report of their advocacy efforts on campus
2. 2016-21 Strategic Agenda and Accountability System Overview 2
3. General Agency Updates 44



STRONGER

by degrees



A PLAN TO CREATE A MORE EDUCATED AND PROSPEROUS KENTUCKY

2016-2021 DRAFT
STRATEGIC AGENDA
FOR POSTSECONDARY AND
ADULT EDUCATION

February 12, 2016

THE PLANNING PROCESS

- 15-20 Campus Visits
- 9 Steering Committee Meetings
- 4 Metrics Advisory Committee Meetings
- 8 Policy Forums
- 5 Town Hall Meetings
- Consultation with KDE, KCEWS, NCHEMS, General Assembly, and other Partners

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WHO WAS INVOLVED?

- Council Members & Staff
- Campus Presidents
- Provosts & Administrators
- Faculty Representatives
- Policy Leaders and Experts
- Business Community Representatives
- Kentucky Department of Education
- Kentucky Higher Education Assistance Authority
- Other State Agencies
- General Public

VISION:

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

MISSION:

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

VALUES:

- Inclusion, equity and diversity
- Academic excellence and student success
- Unfettered access to the pursuit of postsecondary and adult education, which are powerful tools to combat poverty
- The pivotal role of postsecondary and adult education as a catalyst for economic and community development, and as a critical investment in Kentucky's future
- Collaboration and mutual respect among all postsecondary providers and partners
- The power of business and community partnerships
- Accountability, transparency, and fiscal stewardship

THE BIG ATTAINMENT GOAL

- To increase KY's educational attainment (certificate and above) to **58% by 2025**.
- KY's current attainment level is **45%**.
- Developed in consultation with the National Center on Higher Education Management Systems (NCHEMS).
- Based on HB 1 (1997) goal to achieve “a standard of living and quality of life that meets or exceeds the national average,” to be “accomplished through increased educational attainment at all levels.”

OPPORTUNITY. How can Kentucky encourage more people to take advantage of postsecondary opportunities?

SUCCESS. How can Kentucky increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path?

IMPACT. How can Kentucky's postsecondary system create economic growth and development and make our state more prosperous?

3 PRIORITY AREAS

OPPORTUNITY



Objective 1: Improve the **diversity and inclusiveness** of Kentucky's campuses through the statewide diversity planning process and related initiatives.

Objective 2: Partner with Kentucky's P-12 system to increase the **number of students ready** to enter a postsecondary degree or certification program.

Objective 3: Increase **participation in postsecondary education**, particularly among traditionally underserved populations.

Objective 4: Improve the **education and skill levels of Kentucky Adult Education students** to prepare them for careers and/or postsecondary education.

Objective 5: Expand **financial access** to postsecondary education.

SUCCESS



Objective 6: Increase **persistence and timely completion** for all students at all levels, particularly for low-income and underrepresented minority students.

Objective 7: Increase the number of KCTCS students who **successfully transfer** to 4-year institutions.

Objective 8: Promote **academic excellence** through improvements in teaching and learning.

IMPACT



Objective 9: Improve the **career readiness** of postsecondary education graduates.

Objective 10: Increase **basic, applied, and translational research** to create new knowledge, accelerate innovation, and promote economic growth.

Objective 11: Expand **regional partnerships, outreach and public service** that improve the health and quality of life of Kentucky communities.



State-Level Metrics

- Percent of recent high school graduates meeting college readiness standards
- Statewide college-going rate
- Postsecondary enrollment
- Percent of adults earning a National Career Readiness Certificate or GED[®]
- Number of GED[®] graduates transitioning to college
- Net general fund appropriations for public postsecondary institutions (adjusted for inflation) per full-time equivalent student
- State funding for financial aid, per scholarship and grant recipient
- Average net price



Institution-Level Metrics

- Outcome on annual degree eligibility review, linked to campus diversity goals
- Percent of first-time, full-time, degree-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in the subject by the end of the fall semester a year after entry



State-Level Metrics

- First-year to second-year retention
- Average number of credits earned by degree-seeking graduates
- The percentage of credential-seeking students earning 30 or more credit hours in an academic year
- College completion rate of all students who start at a Kentucky postsecondary institution



Institution-Level Metrics

- 3-year and 6-year graduation rates (associate & bachelor's)
- First-year to second-year retention
- Average number of credits earned by degree-seeking graduates
- The percentage of credential-seeking students earning 30 or more credit hours in an academic year
- Number of first-time, degree-seeking KCTCS students who transfer to a four-year institution with an associate degree
- Number of first-time KCTCS students transferring credit to a four-year postsecondary institution as a degree-seeking student
- Academic quality and excellence (campus-specific metrics tied to strategic mission and goals)



State-Level Metrics

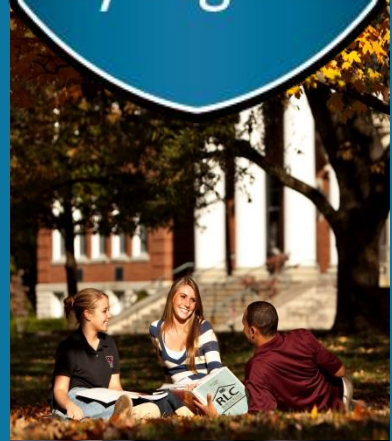
- Percent of KY adults (25-64) with a postsecondary certificate/degree
- Degrees/credentials conferred
- STEM+H degrees/credentials conferred
- Percent of graduates who complete internships and/or co-ops
- Percent of associate and bachelor's degree graduates working in KY or pursuing additional education a year after graduation



Institution-Level Metrics

- Degrees/credentials conferred
- STEM+H degrees/credentials conferred
- Percent of graduates who complete internships and/or co-ops
- Non-credit workforce training (KCTCS)
- Clinical trial revenue (UofL)
- Healthcare encounter (UK)
- Total research expenditures (Research campuses)
- Extramural research expenditures less institutionally-financed research & development (Research campuses)
- Annual updates on regional development, outreach and public service

NEXT STEPS



A PLAN TO CREATE A MORE EDUCATED AND PROSPEROUS KENTUCKY

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CREATE
A MORE
EDUCATED &
PROSPEROUS
KENTUCKY



2016-2021

Strategic Agenda for
Postsecondary and Adult
Education



About the Council on Postsecondary Education

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* and the *Adult Education Act of 2000*. Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- administering adult education programs serving every county in Kentucky.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

FROM THE PRESIDENT



In many respects, 2016 marks the beginning of a new day for Kentucky. We have a newly elected governor and a team of new cabinet secretaries who have pledged to work across the aisle to chart a different course for this great Commonwealth. The notion of a new day brings with it the hope and excitement that collectively we will find innovative solutions to move our state forward. It is against this backdrop that Kentucky's higher education system introduces "Stronger by Degrees," the new Strategic Agenda for Postsecondary and Adult Education that will guide postsecondary policy and practice from 2016 through 2021.

This new day, with all its promise, nevertheless reveals some persistent, endemic problems. Poverty, poor health, and an undereducated, underemployed workforce have long limited our ability to attract high-wage jobs and produce sufficient revenue to fund the essential services Kentucky needs.

Our long-term capacity to address these challenges will be greatly enhanced if we can accelerate economic growth. **Increasing the education and skill levels of current and future employees is the most effective way to catalyze economic development.** That is where our postsecondary system comes into play.

At the heart of this Strategic Agenda is a goal to raise Kentucky's educational attainment level to 58 percent by the year 2025, up from its current level of 45 percent. In simple terms, this means that we need over half of Kentuckians between the ages of 25-64 to have completed vocational or technical training at the certificate or associate level, or liberal arts or professional education leading to a baccalaureate or graduate degree. Strengthening the employability and educational skills of Kentuckians is critical if we hope to move people out of poverty and into jobs that pay a decent wage.

This Agenda identifies high-level objectives, strategies, and metrics that will help us **improve college readiness and enrollment, produce more certificates and degrees aligned with workforce needs, and work closely with local communities to enhance their standard of living and quality of life.** This plan is the product of hundreds of hours of work and thought from hundreds of contributors, including members of the Council on Postsecondary Education, campus leaders, faculty members, students, state agencies, policy leaders, representatives from the business community, the Kentucky Higher Education Assistance Authority, the Education Professional Standards Board, P-12 educators and administrators, and the public at large through a series of policy forums and town hall meetings.

This agenda focuses not only on the short-term actions necessary to address our most pressing challenges, but on long-term solutions as well. There is no question that investing in public colleges and universities, and pairing their efforts with targeted economic development strategies, can expand the number of people in high-paying jobs, increase tax revenue without having to raise tax rates, improve the health of our citizens, and lower public and private expenditures on healthcare costs.

Guided by this Agenda, our postsecondary system is prepared to embrace this new day as an opportunity to build a more skilled and prosperous Commonwealth. I urge you to support us in this monumental endeavor.

A handwritten signature in blue ink that reads "Robert L. King". The signature is fluid and cursive, with a long, thin tail extending downwards from the end.

Robert L. King, President
Council on Postsecondary Education

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VALUES:

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- Academic excellence and student success
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- The pivotal role of postsecondary and adult education as a catalyst for economic and community development, and as a critical investment in Kentucky's future
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- Accountability, transparency, and fiscal stewardship

INTRODUCTION



Kentucky's postsecondary and adult education system will create more prosperity and strengthen our economy and quality of life by degrees.

In 1997, the General Assembly adopted the *Postsecondary Education Improvement Act of 1997* (HB 1), a bold and visionary act to reform Kentucky's public system of higher education. This piece of legislation established broad goals for increasing educational attainment at all levels, and charged the Council on Postsecondary Education with coordinating the change and improvement necessary for Kentucky to raise our standard of living and quality of life to meet or exceed the national average.

At the heart of this Agenda is this ambitious goal—to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate from its current level of 45% to 58% by the year 2025. Achieving this goal is critical if the Commonwealth hopes to accelerate job creation, grow the economy, and expand our tax base through the contributions of a more skilled, productive workforce. Additionally, high levels of educational attainment are correlated with better health; more informed, engaged citizens; and the kind of business and cultural endeavors that attract vibrant, creative, and entrepreneurial people to our state.

In developing this Agenda, the Council reached out to hundreds of contributors—representatives of education, business, and public and private-sector organizations from across the state—who identified both the major obstacles to overcome and the most promising strategies for success. Based on this feedback, the system will focus its work on three urgent priorities from 2016 through 2021:

OPPORTUNITY. How can Kentucky encourage more people to take advantage of postsecondary opportunities?

SUCCESS. How can Kentucky increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path?

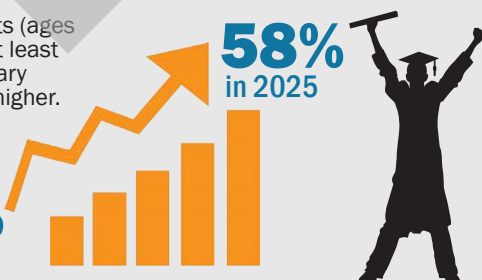
IMPACT. How can Kentucky's postsecondary system create economic growth and development and make our state more prosperous?

As we work toward our collective goals, the system will face a number of challenges: an uncertain state budget outlook, a growing and vocal demand from employers for talent, rising tuition and student debt, and the need to close achievement gaps for low-income and minority students. This Agenda is the system's road map for navigating these difficult conditions and ensuring an on-time arrival at our final destination.

Kentucky's BIG educational attainment goal

Includes adults (ages 25-64) with at least a postsecondary certificate or higher.

45%
in 2013



58%
in 2025

- To reach the goal, Kentucky must increase certificate and degree production by 2.4% annually.
- This equals about 1,500 additional credentials per year.
- KY must accelerate its current rate of improvement to achieve this goal.

OPPORTUNITY



Kentucky will be stronger by ensuring postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities, and all students enter postsecondary education prepared for credit-bearing work.

Kentucky is a land of higher education opportunity. There are over 40 licensed public and independent colleges and universities that grant bachelor's degrees across the state with distinct identities and strengths. There are nationally-ranked graduate and professional programs producing new knowledge and cutting-edge research; community and technical colleges serving students of every age, ability and income level; and adult education programs offering underprepared adults a pathway to postsecondary education and career training. There are online programs that enable students to balance school, work and family life and move at their own pace, as well as industry-recognized certificates that allow individuals to move quickly into jobs and advance in their careers.

Unfortunately, **ample opportunity to postsecondary education has not produced equal rates of participation.** Low-income students do not go to college at the same rate as more financially advantaged students—neither do underrepresented minority students, students from rural regions of the state, or non-traditional adult students. These participation and achievement gaps create chronic, persistent obstacles to a better life and stronger economy for Kentucky's people.

How can we help more Kentuckians access all of the higher education opportunities our state has to offer?

First, increasing college-going rates and, more urgently, closing participation gaps will require **broad outreach strategies that start earlier and occur more often.** For the past decade, Kentucky's postsecondary system has intensified partnerships with the P-12 sector to improve academic preparation and intervention strategies for high school students who fall short of college readiness standards. These collaborations will grow even stronger as we reach back into middle and elementary schools with more coordinated early college awareness activities and messages. We also will create more higher education opportunities for working-age adults to help them advance in their current careers or transition to new ones.



OPPORTUNITY

LEGISLATIVE MANDATES

HB 1 (1997) states that “contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky’s postsecondary institutions.” Goal 1 envisions a “seamless, integrated” educational system.

SB 1 (2009) directs the elementary, secondary, and postsecondary systems to align revised K-12 academic standards with college readiness requirements and expectations. SB 1 declares that “schools shall expect a high level of achievement of all students.”

The Adult Education Act (2000) calls on the postsecondary and adult education system to “significantly elevate the level of education of the adults of the Commonwealth.”



Kentucky’s postsecondary system will work with key partners to **ramp up advising and counseling services**, so students and families understand what it takes to get into college and can plan accordingly. Supplementing school guidance counselors with near-peer college and career advisors is a research-based strategy with proven results. Partnering with community-based, civic, and religious organizations will help mobilize a larger, grassroots network of informal college mentors. And because a growing body of research suggests that non-cognitive factors—like grit, financial literacy, and organizational and study skills—may be just as important to college-going as grades and test scores, the Council will work with P-12 education to develop and assess the behaviors, skills, attitudes, and strategies that most influence college aspirations.

As the primary providers of teacher education and training in the state, Kentucky’s colleges and universities will continue to improve the quality and diversity of educator preparation programs and provide ongoing, high-quality professional development. **Recruiting a more diverse teaching force will make higher education more inviting to the full range of potential undergraduate students.** Colleges and universities also will continue to streamline developmental education, so students can move into credit-bearing courses sooner and increase their rates of degree completion.

Finally, **maintaining college affordability is absolutely critical to increasing college access.** Significant cuts to public higher education over the last decade have shifted a significant portion of college costs to students and their families. Unfortunately, state financial aid resources are not keeping up with higher costs and increased demand. Kentucky must provide sufficient support for our colleges and universities and for state financial aid programs. Higher education must continue to moderate tuition increases and monitor student loan debt to ensure a college credential is within the reach of any Kentuckian with the drive and desire to pursue it. If we make the right policy decisions as a state, we can help thousands of additional Kentuckians take advantage of postsecondary opportunities and unlock the benefits of a college credential.

OPPORTUNITY



Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.

Strategies:

- 1.1.** Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported, and accommodated.
- 1.2.** Promote inclusive excellence, which is the process of integrating diversity efforts into the core elements of an institution, including academic priorities, campus leadership, day-to-day operations, decision making, and organizational culture.
- 1.3.** Implement the new Kentucky Public Postsecondary Education Diversity Policy and degree eligibility process.
- 1.4.** Increase the recruitment and retention of underrepresented minority students, faculty, and staff.



Partner with Kentucky's P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.

Strategies:

- 2.1.** Secure another round of federal funding to support Kentucky's GEAR UP program.
- 2.2.** Work with KDE, KHEAA, GEAR UP, the Kentucky College Coaches program, higher education representatives, and other partners to expand and improve advising resources for high school students and families.
- 2.3.** Work with Kentucky Rising partners and teacher preparation programs to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities.
- 2.4.** Create more high quality Advanced Placement, International Baccalaureate, and early college experiences, and ensure more students have access to them.
- 2.5.** Fully implement the Dual Credit Policy for Public and Participating Postsecondary Institutions and Secondary Schools to provide all eligible high school students with at least three college-level courses in general education and three career and technical education courses in a career pathway.
- 2.6.** Increase access to transitional courses, summer bridge programming, and other intervention strategies for high school and adult students who are not on track to be college-ready.
- 2.7.** Redesign the delivery of developmental education to reduce duration and cost. This may include increasing access to corequisite models of developmental education, shortening the sequence of required courses, or implementing other practices that have been shown to increase student success.
- 2.8.** Encourage the development of career pathways in high schools and the use of the Individual Learning Plan (ILP) by postsecondary advisors to encourage and assess students' career interests and academic strengths.
- 2.9.** Partner with Advance KY, Project Lead the Way, and other similar programs to improve academic instruction and interest in STEM disciplines in high school.



Increase participation in postsecondary education, particularly among traditionally underserved populations.

Strategies:

- 3.1.** Work with GEAR UP KY, KDE, K-12, KHEAA, community-based organizations and other statewide partners to improve early college awareness and readiness in middle and high school. This includes not only academic readiness, but social maturity, career readiness, and financial literacy.
 - 3.2.** Expand the availability of flexible, affordable, competency-based postsecondary programs like Commonwealth College, as well as other innovative strategies like Project Graduate and employer partnerships that encourage and support working-age adults to pursue job-enhancing postsecondary credentials.
 - 3.3.** Support Kentucky's SOAR initiative and similar efforts to improve postsecondary access, workforce readiness, and the technology infrastructure of rural Kentucky.
 - 3.4.** Coordinate a statewide awareness campaign that communicates the value and affordability of a postsecondary degree, particularly in underserved urban centers and rural areas of the state.
 - 3.5.** Expand the Kentucky College and Career Connection (Ky3C) coalition, a statewide network of college and career outreach professionals working collaboratively to enhance college access and outreach.
 - 3.6.** Expand collaborative models like the University Center of the Mountains to help provide postsecondary programs and academic support in rural, underserved areas of the state.
-



Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.

Strategies:

- 4.1.** Attract, retain, and prepare highly effective adult educators.
- 4.2.** Strengthen partnerships with business and industry, workforce partner agencies, institutions of higher education, and other organizations that lead to increased student enrollment and engagement in adult education programs.
- 4.3.** Increase the number of Kentucky Adult Education students advancing to postsecondary education and the workforce through proven strategies including Accelerating Opportunity, workforce preparation, integrated education and training, GED® Express, and integrated English literacy and civics.

OPPORTUNITY



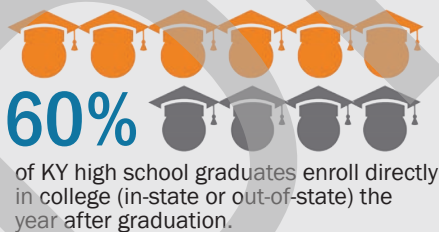
Expand financial access to postsecondary education.

Strategies:

- 5.1.** Advocate for sufficient state operating and financial aid support to reduce pressure on tuition and keep college affordable.
- 5.2.** Increase efforts to simplify the FAFSA process and increase completion rates.
- 5.3.** Improve the financial literacy of students and families and provide effective advising regarding the cost of college, student debt, and loan repayment options.
- 5.4.** Simplify college cost calculators and provide more standard language and definitions across the state to make the true cost of college more transparent.
- 5.5.** Work with the General Assembly, KHEAA, and other partners to achieve compliance with existing statutes regarding the amount of lottery money that should go to state financial aid programs.
- 5.6.** Evaluate current state-mandated tuition waivers and associated costs and assess whether they are helping our neediest students.

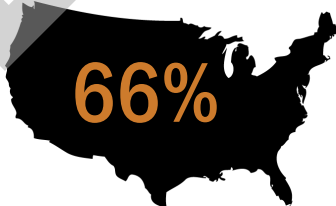
Kentucky will increase college going and readiness.

We must raise college-going rates to at least the U.S. average.



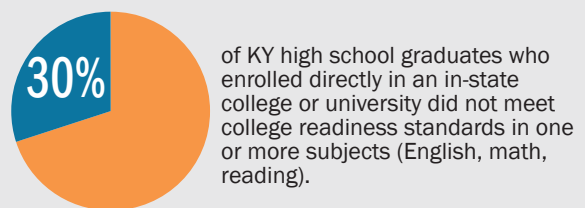
The college-going rate in the U.S. is

66%

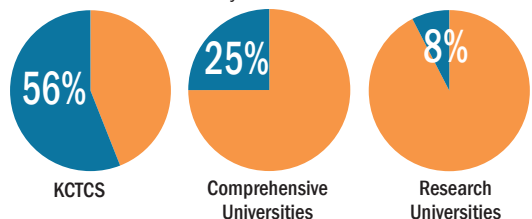


Source: KY Center for Education & the Workforce and the National Center for Education Statistics, 2013

We must increase college readiness so students don't have to take developmental courses.



In-state freshmen not meeting college readiness standards, by sector:



Source: CPE Comprehensive Database, 2013-14



Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Kentucky's future prosperity depends on more people advancing through our postsecondary education system and graduating in less time. It is not enough to simply increase the number of students going to college; we must graduate a larger percentage of them, faster, while maintaining academic quality and increasing employment outcomes.

Research proves that for college students, **time is the enemy to success**. Students working long hours to offset the cost of their education may drop to part-time status, which increases their risk of not graduating. Transferring schools can delay graduation if students have to repeat courses or take additional requirements. Many students are overwhelmed by choice and take courses that do not move them closer to on-time graduation, especially if they wait too long to declare a major. Taking only 12 hours a semester, considered a full-time load at most universities and for financial aid eligibility, automatically extends college beyond four years, especially if the degree program exceeds 120 hours.

On average, only 49 percent of first-time, full-time bachelor's degree seekers enrolled in Kentucky public universities graduate within six years, and 24 percent of first-time, full-time certificate and associate degree seekers graduate within three years. Part of the problem is the way we measure graduation rates. The federal Integrated Postsecondary Education Data System (IPEDS) only tracks first-time, full-time students who start and finish at the same institution. This fails to account for part-time, returning, and transfer students, an increasing share of total postsecondary enrollments. To provide a more accurate picture of college completion, this strategic agenda will add a state-level measure of postsecondary completion that reflects outcomes for all of Kentucky's undergraduate students.



SUCCESS

How can we help Kentuckians finish the certificates and degrees they started and enter the career of their choice? First, **we must find a way to close completion gaps for low-income and underrepresented minority students.** Doing so is both a moral and social imperative. According to the U.S. Census Bureau, by the year 2020, over half of the nation's children are expected to be part of a minority race or ethnic group. By 2060, the U.S. minority population will overtake the majority population, comprising 56 percent of all Americans. To ensure our future workforce possesses the education and skill levels to meet projected workforce needs, we must redouble our efforts to improve diversity and inclusiveness on college campuses, and provide academic supports that produce successful outcomes for all students.



LEGISLATIVE MANDATES

Goal 6 of HB 1 (1997) deals directly with educational attainment, challenging Kentucky to “deliver educational services in quantities and of a quality comparable to the national average.”

Goal 4 of HB 1 requires comprehensive universities to assure “statewide access to baccalaureate and master’s degrees of a quality at or above the national average.”

Goal 5 of HB 1 directs KCTCS to provide a pathway to bachelor’s degree attainment through “a two-year course of general studies developed for transfer.”

HB 160 (2010) calls for associate-level coursework at KCTCS to be accepted and credited to related bachelor’s degree programs at public universities.

Second, colleges and universities must **make instruction more relevant, rigorous, and engaging.** Institutions must accommodate diverse learning styles and involve all students in undergraduate research, hands-on learning, study abroad programs, and other practices that increase quality and engagement. Moving forward, career development, internships, and work study will be a more sustained, integral part of the undergraduate experience. And faculty members will receive ongoing training and development to ensure they are effectively incorporating new technological innovations and the most effective pedagogical practices.

Finally, we need to **improve college advising and steer students into degree programs sooner.** Kentucky should explore new approaches, such as having freshmen enroll in academic programs instead of individual courses, or giving them degree maps that specify which courses to take and when to take them. Kentucky will continue implementing transfer initiatives that increase degree pathways from two-year to four-year programs without loss or duplication of credit. And campuses will work harder to reach out to students who are struggling, and use tools like intrusive advising and early warning systems to identify those who are missing too much class or not making satisfactory progress.

If our postsecondary system applies a laser-like focus on retention and graduation, we will be able to improve educational outcomes and produce the workforce Kentucky needs to thrive in the 21st century.



Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

Strategies:

- 6.1.** Improve student advising by faculty and professional advisors by focusing on effective practices and the role of advising in retention and graduation.
- 6.2.** Share, implement, and evaluate high-impact educational practices to accelerate persistence and completion.
- 6.3.** Promote greater collaboration between academic affairs and student affairs professionals to facilitate student success and share effective practices.
- 6.4.** Expand strategies like “15 to Finish” that encourage students to finish on time and at a lower cost.
- 6.5.** Implement a new funding model with an outcomes-based component to reward institutions for increases in completion and other key metrics.



Increase the number of KCTCS students who successfully transfer to 4-year institutions.

Strategies:

- 7.1.** Increase 2-year to 4-year transfer by providing more degree pathways, complete (2+2) programs, and transfer advising that incorporates KnowHowToTransfer.org.
- 7.2.** Implement reverse transfer programs where academic credits for coursework completed at a four-year college or university are transferred back to a community college to satisfy associate degree requirements.
- 7.3.** Support KCTCS’s role as a high-quality, low-cost provider of postsecondary education, technical training, and transfer opportunities, and a key point of access for students with multiple developmental education needs.
- 7.4.** Encourage concurrent enrollment, advising, and completion programs between KCTCS campuses and universities to streamline transfer opportunities and ensure more timely degree completion.

SUCCESS



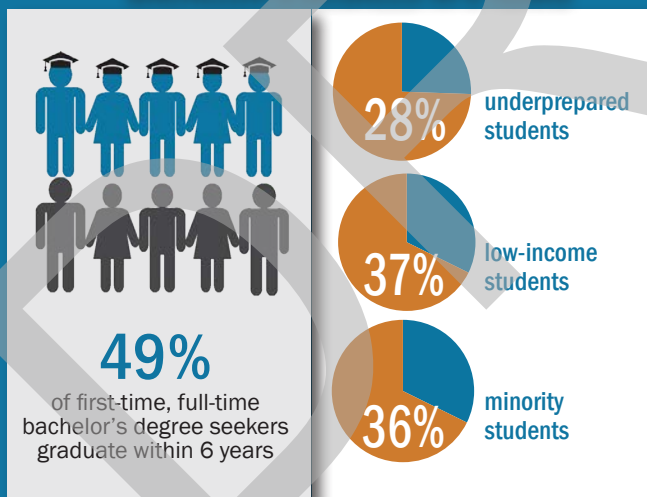
Promote academic excellence through improvements in teaching and learning.

Strategies:

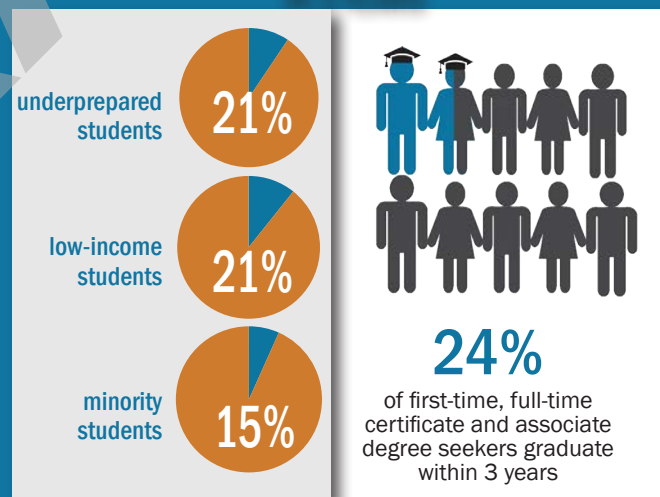
- 8.1.** Promote the use of authentic assessments, such as those being developed by the Multi-State Collaborative to Advance Learning Outcomes Assessment, to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.
- 8.2.** Provide more pedagogical training and professional development opportunities for faculty members to strengthen learning and improve student success.
- 8.3.** Promote academic quality and continuous improvement of programs and instruction through the implementation of the statewide Review of Existing Programs policy, rigorous models of faculty evaluation, and similar measures.
- 8.4.** Build on the established strengths of institutions to encourage a differentiated postsecondary system in which institutions operate together as complementary parts of a whole.

Kentucky must increase completion and close gaps.

BACHELOR'S DEGREES IN 6 YEARS



CERTIFICATES & ASSOCIATE DEGREES IN 3 YEARS



Graduation rate changes from 2011 to 2014



Source: CPE Comprehensive Database, 2013-14



Kentucky will be stronger by improving prosperity and quality of life; training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.

This agenda advances a long-term, ambitious goal for the state of Kentucky: **by the year 2025, we want 58 percent of Kentucky adults to obtain a high-quality postsecondary certificate or degree.** Currently, only 45 percent of Kentuckians have obtained this level of education, substantially lower than the current national average of 52 percent.

Achieving this goal is critical to eradicating many of the chronic social ills that plague this great Commonwealth and hinder economic growth, such as poverty, addiction, disease, incarceration, and low rates of workforce participation. Research shows that higher education pays, both individually and collectively. People with a postsecondary credential earn higher salaries than high school graduates, which, in turn, generates greater tax revenues and enhances the state's resources to deal with these challenges.

In 2015, the Council on Postsecondary Education commissioned the University of Kentucky's Center for Business and Economic Research (CBER) to study the positive effects that would accrue with increased levels of educational attainment. CBER found that if Kentucky were as well-educated as the national average, we could generate between 10 to 14 percent more in state income tax revenues, which translates to **an additional \$370 to \$534 million annually.** Beyond additional revenue, highly-educated people create additional savings from lower costs in health, unemployment, public assistance, and crime.

Higher education also pays in more intangible ways. Postsecondary graduates have higher rates of civic participation—they volunteer and vote more often—as well as better health and fitness levels, more involvement in their children's education,



IMPACT

and higher rates of charitable giving. The economic and social benefits of increased educational attainment would not just boost the “golden triangle” of Louisville, Lexington, and Northern Kentucky; they would enrich every region of the state.

To make a greater impact on economic development and employment, Kentucky’s postsecondary providers will continue to partner with the Workforce Development Cabinet, the Cabinet for Economic Development, and employers to strengthen the skills and abilities of our workforce. Through a partnership with the Kentucky Center for Education and Workforce Statistics, we will **track employment outcomes** of graduates and ensure our academic programs are producing the kinds of employees needed to **fill workforce shortages** and **attract high-wage employers** to the state. We also will **strengthen entrepreneurship** training to give more Kentuckians the knowledge and confidence to start their own businesses and become job creators themselves.

Led by our research universities, Kentucky will intensify efforts to **attract federal and state research dollars, create new knowledge and scientific discoveries, and commercialize this research** to create new products and solutions for the good

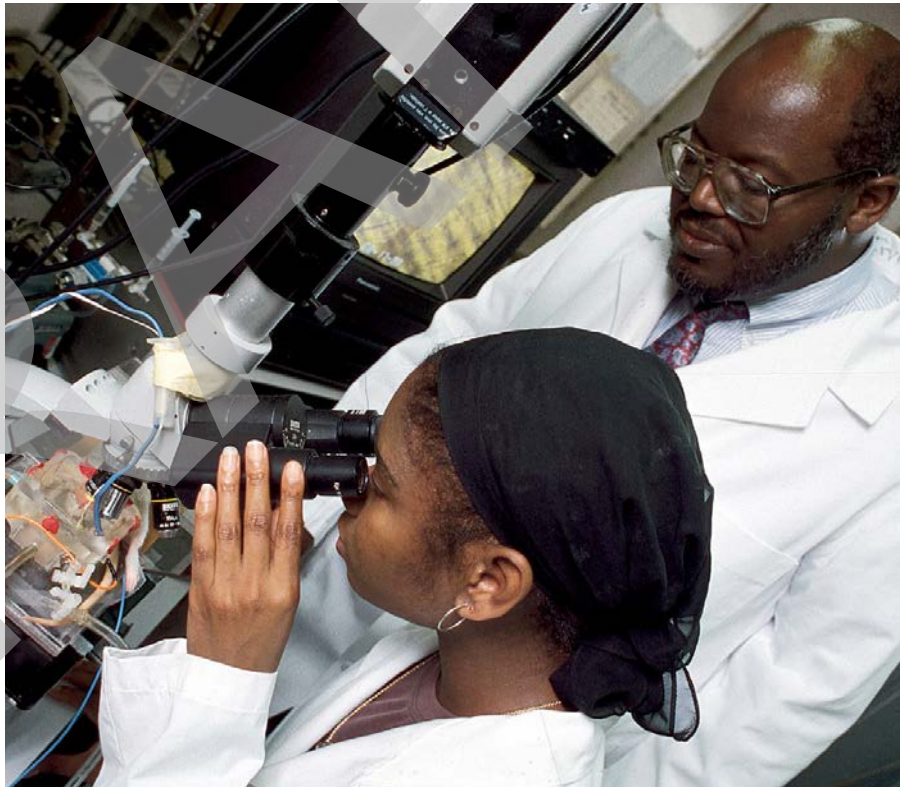
LEGISLATIVE MANDATES

The KY Innovation Act (2000) calls for “a strong, entrepreneurial economy, characterized by knowledge, innovation, and speed” that can be promoted through research and high-tech enterprises.

Goal 2 of HB 1 (1997) directs UK to become “a major, comprehensive research university ranked nationally in the top 20 public universities.”

Goal 3 of HB 1 directs UofL to become “a premier, nationally recognized metropolitan research university.”

Goal 5 of HB 1 directs KCTCS to “develop a workforce with the skills to meet the needs of new and existing industries” and “improve the employability of citizens.”



of the Commonwealth. All of Kentucky’s universities will provide applied research and professional consulting and evaluation services to solve practical problems and enrich public- and private-sector endeavors. Universities also will increase undergraduates’ involvement in research to improve their analytical and critical thinking skills, increase student engagement, and train future researchers and academicians.

Finally, our postsecondary system will **advance social, artistic, cultural, and environmental progress**, because these endeavors increase happiness and well-being and make Kentucky an attractive place to live and work. Public service bolsters Kentucky’s communities through support of schools, local government, hospitals, and other social and cultural organizations that contribute to better health and increased quality of life.



Improve the career readiness of postsecondary education graduates.

Strategies:

- 9.1.** Make career development a state and institutional priority and a key strategy for student success. Improve career development through earlier advising efforts, clearly articulated career pathways, degree maps, tools that match skills to jobs and students with employers, and entrepreneurship training.
- 9.2.** Survey higher education alumni and Kentucky employers to assess the career readiness of Kentucky graduates and identify needed skills and competencies for current and future employment opportunities.
- 9.3.** Prepare Kentucky postsecondary students for 21st century challenges by strengthening essential learning outcomes as articulated in the Association of American Colleges and Universities' LEAP initiative (Liberal Education and America's Promise).
- 9.4.** Work with the employer community, foundations, and state agencies to provide "work and learn" opportunities, including experiential or project-based learning, co-ops, internships, externships, and clinical experiences.
- 9.5.** Promote regular, meaningful employer involvement in the development and evaluation of postsecondary programs that are relevant to their business/industry.
- 9.6.** Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education/training.
- 9.7.** Advance Kentucky's STEM and health agendas through ongoing leadership, advocacy, and collaboration, and through recognition in any outcomes-based funding model that is developed.



Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.

Strategies:

- 10.1.** Improve public awareness of the value of basic and applied research and the impact of this work on Kentucky's economic and community competitiveness.
- 10.2.** Expand commercialization and technology transfer, and promote collaborative research efforts among universities to leverage faculty expertise.
- 10.3.** Advocate for additional funding for research and innovation through the Endowment Match Trust Fund (Bucks for Brains) or other funding approaches.
- 10.4.** Increase opportunities for undergraduate students to participate in research.
- 10.5.** Foster a more innovative, creative, and entrepreneurial culture within the postsecondary community.



Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

Strategies:

11.1. Support postsecondary education's efforts to enhance the health of Kentucky citizens through regional outreach activities, extension services, and academic and professional healthcare programs.

11.2. Strengthen communication and planning between higher education and regional/community leaders to identify priorities and challenges and align resources and programs to address them.

EDUCATION PAYS IN SO MANY WAYS

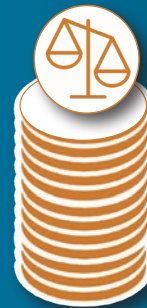
Higher rates of educational attainment are associated with:



Higher employment rates, earnings & income tax revenue



Healthier lifestyles & lower healthcare costs



Less crime, safer communities & lower incarceration costs

College graduates are more involved in their communities.



More likely to vote



More likely to volunteer and donate to charity



More involved in their children's education

"Education Pays 2013: The Benefits of Higher Education for Individuals and Society." College Board, 2013.

IMPLEMENTATION



Achieving the policy objectives and strategies outlined in this Strategic Agenda will depend upon a number of essential components:

Adequate Funding. Sustained, adequate funding in direct operating support to public postsecondary institutions is vital to making progress toward our ambitious educational attainment goal. Increases in state funding and financial aid, as well as cost controls and innovation in how we deliver postsecondary education and training, will be required to increase productivity and effectiveness while protecting access for low- and middle-income students and families.

Accountability. Accountability in higher education is a shared responsibility among the institutions and the Council on Postsecondary Education that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. A Metrics Advisory Committee, comprised of campus representatives and Council staff, met in 2015 to arrive at a list of high-level state and institution performance metrics that will guide our progress through 2021. A few of these metrics may change as discussions about outcomes-based funding move forward. Mid-term and six-year performance targets will be negotiated with the campuses. Other contextual data and indicators will be monitored throughout the life of the plan to assist with policy and program development.

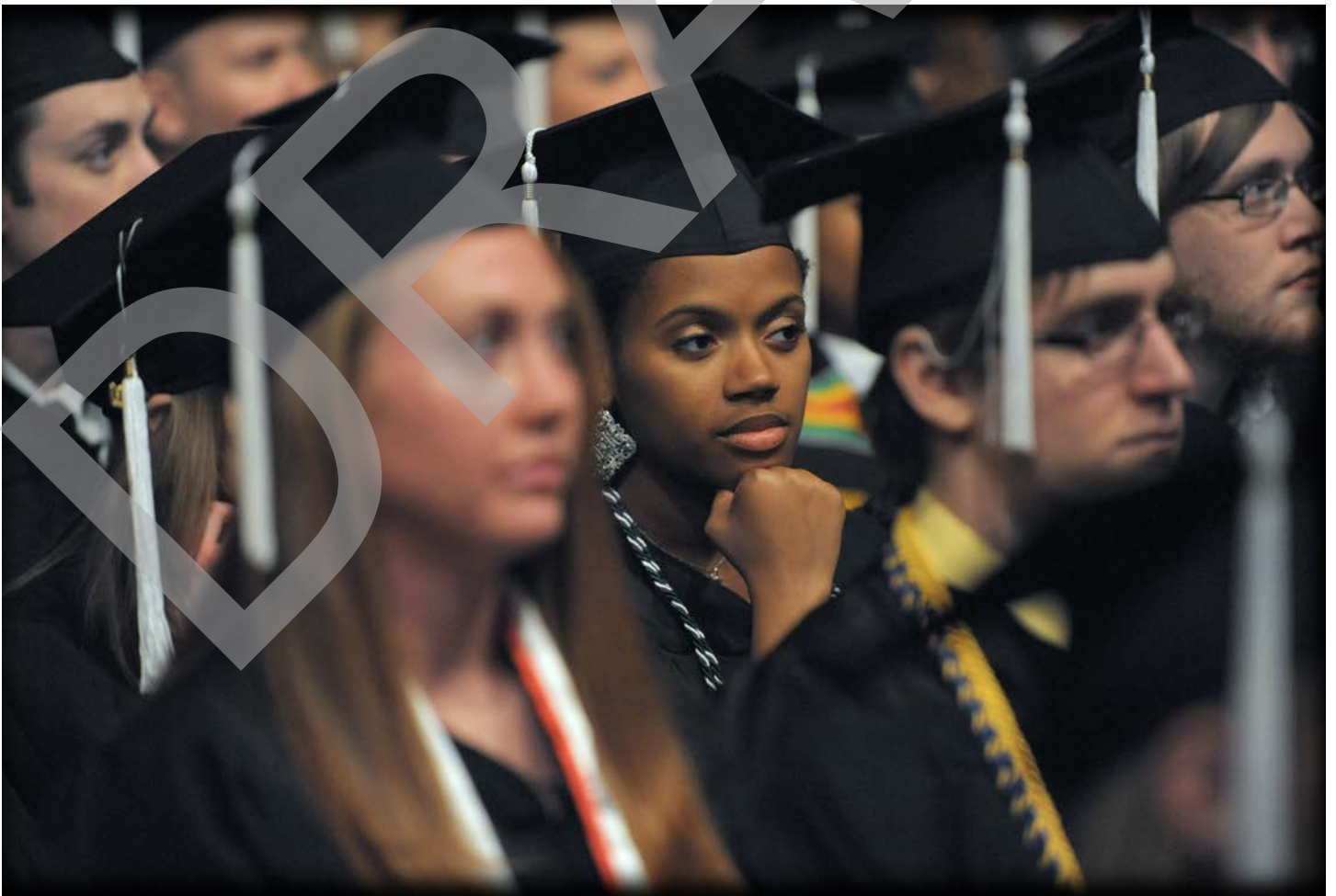


Outcomes-Based Funding. Providing incentives for campuses to increase retention, completion, degree production and other high-priority outcomes is an important strategy to accelerate improvement. The Council worked collaboratively throughout 2015 with campus presidents, provosts, chief budget officers, institutional research directors, and members of the Council's Budget Development Work Group to develop a rational, outcomes-based funding model that would tie some of the institutions' restored state funding to the achievement of negotiated performance targets. The model was endorsed by all nine public college and university presidents. The Council and postsecondary institutions will work with the Governor and the General Assembly to refine the model and determine the feasibility of implementing it in the current fiscal environment.

IMPLEMENTATION

Progress Reports. A web-based performance dashboard and improvements to the Council's annual accountability reports will provide timely access to the data and information needed to understand absolute and relative progress toward key objectives and strategies. Campuses will report to the Council annually on their progress, and other performance reports will be produced on an as-needed basis.

Campus Strategic Plans. The Strategic Agenda for Postsecondary and Adult Education is intended to complement and not supplant the strategic plans approved by institutional governing boards that allow colleges and universities to achieve their unique missions. The Council and the institutions will work together to ensure that campus strategic plans broadly align with the statewide agenda.





STATE-LEVEL METRICS

- Percent of recent Kentucky high school graduates entering postsecondary education within the state who met statewide readiness standards
- Percent of recent Kentucky high school graduates who attend any in-state or out-of-state postsecondary institution the fall or spring after graduation, total and disaggregated by income and race/ethnicity
- Percent of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution
- Percent of Kentucky's working-age population (18-64) who earn a National Career Readiness Certificate
- Percent of Kentucky's working-age population (18-64) without a high school diploma who earn a high school equivalency (GED®) diploma
- Number of Kentucky Adult Education students who enroll in a postsecondary institution within two years of earning a high school equivalency (GED®) diploma
- Net general fund appropriations for public postsecondary institutions (adjusted for inflation) per full-time equivalent student
- State funding for financial aid, per scholarship and grant recipient
- Average net price (total cost of education for a first-time, full-time undergraduate, minus any grant or scholarship aid)

INSTITUTION-LEVEL METRICS

- Outcome on annual degree eligibility review, linked to campus diversity goals
- Percent of first-time, full-time, degree-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in the subject by the end of the fall semester a year after entry



STATE-LEVEL METRICS

- First-year to second-year retention of first-time, degree-seeking students at entry, total and disaggregated by income and race/ethnicity
- Average number of credits earned by degree-seeking graduates
- The percentage of full-time, undergraduate degree and credential-seeking students earning 30 or more credit hours in a given academic year
- Six-year college completion rate of all students who start at a Kentucky postsecondary institution



INSTITUTION-LEVEL METRICS

- Three and six-year graduation rates of first-time, full-time credential-seeking students, total and disaggregated by income and race/ethnicity
- First-year to second-year retention, total and disaggregated by income and race/ethnicity
- Average number of credits earned by degree-seeking graduates
- The percentage of full-time, undergraduate degree and credential-seeking students earning 30 or more credit hours in a given academic year
- Number of first-time, degree-seeking KCTCS students who transfer to a public or independent four-year postsecondary institution with an associate degree
- Number of first-time KCTCS students transferring credit to a public or independent four-year postsecondary institution as a degree-seeking student
- Academic quality and excellence (campus-specific metrics tied to strategic mission and goals)



STATE-LEVEL METRICS

- The percent of Kentuckians ages 25-64 with a postsecondary certificate or degree
- Number of degrees and credentials conferred, by level, total and disaggregated by income and race/ethnicity
- STEM+H degrees and credentials conferred
- Percent of graduates who complete internships and/or co-ops
- Percent of associate and bachelor's degree graduates working in Kentucky or pursuing additional education a year after graduation

INSTITUTION-LEVEL METRICS

- Number of bachelor's and graduate and professional degrees conferred, by level, total and disaggregated by income and race/ethnicity
- Number of certificates, diplomas and associate degrees conferred, by level, total and disaggregated by income and race/ethnicity
- STEM+H degrees and credentials conferred
- Percent of graduates who complete internships and/or co-ops
- Non-credit workforce training (KCTCS only)
- Clinical trial revenue (UofL only)
- Healthcare encounter (hospital patient discharge, outpatient visit, or a physician visit at an ambulatory clinic, UK only)
- Total research expenditures in all fields (research campuses)
- Extramural research and development expenditures in all fields, less institutionally-financed research and development expenditures (research campuses)
- Annual updates to the Council regarding regional development activities, outreach and public service



The Council on Postsecondary Education staff thanks the following for their substantial contributions to the 2016-21 Strategic Agenda for Postsecondary and Adult Education.

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Murray State University
Northern Kentucky University
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Kentucky Public Postsecondary Education Diversity Policy And Framework for Institution Diversity Plan Development

Adopted by CPE: (DATE)

Adopted by CEO: (DATE)

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history in the promotion of diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Office of Education Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education." This plan was reconstituted and revised for almost three decades until December 2008 when OCR released Kentucky from the remedial planning process.

During that 25 plus years, the Desegregation Plan generally focused around increasing the enrollment and success of African American students, increasing the number of African Americans employed at all levels, and continued enhancement of Kentucky State University with later versions also focusing on improving campus climate. To provide oversight on plan implementation and help ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, CPE created the Committee on Equal Opportunities (CEO).

Following the release by OCR, the CPE directed CEO, in collaboration with the public institutions, to ensure that the significant progress made in diversity was preserved and further enhanced throughout public postsecondary education. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities as well. Originally enacted in through Senate Bill 398 of the 1992 Regular Session, KRS 164.020(19) requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution, unless the institution has met its equal educational opportunity goals as established by CPE.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion in postsecondary education, CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a very broad definition of diversity and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was set for five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the

statewide diversity policy into one seamless framework upon which equal educational opportunity goals can be set, strategies to obtain those goals can be developed, adopted, and implemented, and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely integrated with common metrics, strategies, and appropriate references and acknowledgments.

Diversity Policy:

This statewide diversity policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society the public postsecondary institutions within the Commonwealth shall embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive environment on its public institution campuses, and produce culturally competent graduates for the workforce.

Definitions:

Diversity - An inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, gender identity, gender presentation, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, political ideology, geographical region, and ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-mindedness - A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California).¹

Culture – A distinctive pattern of beliefs and values that develop amongst a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Exhibits positive attitudes toward cultural differences;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

¹ <https://www.aacu.org/programs-partnerships/making-excellence-inclusive> (October 1, 2015).

Vision and Guiding Principles:

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in HB 1 (1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities and will guide decisions for the Commonwealth's vision of diversity.

- Recognize diversity as a vital component in the state's educational and economic development.
- Affirm the long-standing commitment to the enrollment and success of Kentucky's African American students at the public colleges and universities.
- Challenge stereotypes and promote awareness and inclusion.
- Support community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increase the success of all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- Nurture, train, and produce students with the ability to interact effectively with people of different cultures, i.e., cultural competence.²
- Prepare for Kentucky's employers a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- Create an inclusive culture and environment on our campuses.

Focus Areas:

In congruence with CPE's Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

"Opportunity" - Recruitment and Enrollment of Diverse Students

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

As discussed in the *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity "helps to break down racial stereotypes" and "diminishing the force of such stereotypes is both a crucial part of [a university's] mission, and one that it cannot accomplish with only token numbers of minority students. *Id.* at 333. The Court further noted that "'ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.' And, '[n]owhere is the importance of such openness more acute than in the context of higher education.'" *Id.* at 332.

² K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective.

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student's diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood for retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today's U.S. minority populations are tomorrow's majorities and, if our minorities continue educational attainment at the same rate, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*
- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

As such, it is apparent that the educational benefits of diversity are such that if overlooked or ignored, would result in the failure by an institution to provide its students with an essential component of his or her education.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area will either change or be further clarified upon the issuance of the U.S. Supreme Court's decision in the pending *Fisher v. University of Texas* case. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky's students benefit from a diverse learning environment and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, the Council shall consider these limitations when approving institutional "Opportunity" goals and related strategies to meet them, as well as when it evaluates institutional progress.

Goals:

Institutions shall set annual goals for the recruitment and enrollment of diverse students in its Diversity Plan in order to help students receive the educational benefits of diversity, embracing the broad definition of diversity set forth in this policy. These goals shall include, but are not limited to, the following:

- Enrollment of historically underrepresented minorities. These shall include the following IPEDS racial and ethnic categories:
 - Hispanics of any race

- Black or African American
- Two or more races

Additional goals may include, but not be limited to, the following:

- Enrollment of other historically disadvantaged students including, but not limited to, low income and first generation college attending students and students with disabilities.

Strategies:

In order to meeting the goals established as outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

- Race and ethnicity neutral policies designed to increase diversity in the student body.
 - Examples are included in the following:
 - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>
- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

“Success” - Student Success

While maintaining a diverse student body is an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities, underprepared, and low income students.

INSERT GRAPHS HERE WHICH SHOW ACHIEVEMENT GAPS ON A STATEWIDE LEVEL

In order to improve the success of these students, institutions must implement strategies designed to address the issues research has shown to be linked to these gaps. As part of the Association of American Colleges & Universities’ (AAC&U), Liberal Education and America’s Promise (LEAP) initiative, reports have been issued that spotlight and verify a set of “effective educational practices” that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.³ A listing and description of these “High Impact Practices” can be found in the attached Exhibit A.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning (i.e. study abroad)

³ Kuh, AAC&U High Impact Practices, 2008.

- Service Learning, Community-Based Learning
- Internships/Co-ops
- Capstone Courses and Projects

Goals:

Institutions shall set annual goals for the success of its historically underrepresented minority and low income students in the student success metrics as outlined in the Council's Strategic Agenda. These metrics include:

- 1st to 2nd year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Additional goals may include, but not be limited to, the following:

- TBD

Strategies:

In order to meeting the goals established as outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline plans for implementation. These strategies may include:

- High Impact Practices (See attached Exhibit B)
https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf
- Enhanced Academic Advising
- Summer bridge programs
- Faculty mentoring programs
- Early alert systems
- Co-requisite models
- Math pathways

“Impact” - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive impacts of diversity, Kentucky's public institutions must be communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.⁴ In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people.

For example, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom. In addition, students should have the opportunity to interact with diverse faculty and staff.

⁴ <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

Furthermore, in order to live and thrive on a diverse campus as well as in an increasingly diverse world, students must become more culturally competent.

Cultural competency provides individuals with the knowledge, skills and attitudes to increase their effectiveness in relating across cultural differences and prepare them for life in increasingly diverse domestic and international environments. It also allows an individual to be able to assess a person or organization on how well they infuse and embrace diversity in their lives and work. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others.

Students who become more cultural competent receive:

- A greater appreciation of cultural difference;
- Greater awareness of the viewpoints of other cultures;
- The ability to assess one's own culture-related privilege/ disprivilege;
- A greater concern for issues of power, privilege, and social justice; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings

If students are expected to be more culturally competent, faculty and staff must possess that ability as well. All the benefits listed above can also be imparted to faculty and staff so that they can set an example for students and help them to be more successful. Faculty and staff must also become more equity-minded in order to help level the playing field for students who may arrive on campus with certain characteristics that could make it more difficult to be successful.

Goals:

Produce culturally competent students, faculty, and staff.

Increase and advance diverse faculty and staff. Institutions must set goals for increasing and advancing diverse faculty and staff.

Promote equity and inclusion on campus in order to create a positive campus climate embracing the broad definition of diversity set forth in this Policy.

Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment.
 - Ex. Intercultural Effectiveness Scale and Intercultural Development Inventory
- Offering of courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curriculum.
- Faculty development in cultural competency.
- Creating a cultural competency certificate program.

Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or faculty with international experience
- Faculty exchange programs
- Promotion and tenure process that support diverse faculty
- Resources committed to professional development
- Educating search committees on implicit bias

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus environment in order to better identify equity and inclusion issues. These strategies may include:

- Regular campus climate surveys
- Creation of a campus environment team.
- Increase community engagement by students and faculty and staff
- Provide faculty and staff development around equity and inclusion
- Opportunities to participate in co-curricular activities

Institutional Diversity Plan Submission and Approval:

To implement this policy, each public institution shall create a campus-based diversity plan which addresses the goals and strategies in the three focus areas described above. A draft plan shall be submitted for review and comment no later than DATE. A review team consisting of CPE staff, CEO members, and institutional faculty or staff shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution's draft plan. Institutions may engage its review team after initial comments and suggestions are provided in order to better ensure Policy compliance and ultimate approval. Final plans shall be approved by an institution's board of trustees or regents and then submitted to the CPE president. CPE staff shall review the plan and submit to CEO for review. Plans shall then be submitted to CPE for final adoption. Final plans shall be adopted in the first quarter of calendar year 2017.

Institutional Diversity Plan Reporting and Evaluation:

In order for an institution to meet its equal educational opportunity goals and be eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive satisfactory composite score on the applicable Diversity Plan Report Evaluation Rubric (Rubric) as described below.

- Initial Diversity Plan Report Due DATE (1 year after plan approved). Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be due annually and will be scored using the Rubric . A composite score of XX will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below XX, the institution shall be ineligible to offer new academic programs.
- Ineligible institutions shall enter into a CPE approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance

deficiencies. At its discretion, CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.

- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if it can provide sufficient assurance that the offering of the new program will not divert resources from the improvement efforts. The request for waiver shall be submitted to CEO for review then on to CPE for approval. Approval must be granted before the institution can begin the program approval process.

Policy Oversight:

Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its diversity plan and diversity plan reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity related issues and strategies for improved success in these areas.

DRAFT

Kentucky Council on Postsecondary Education Diversity Plan Rubric - Universities

“Opportunity” - Recruitment and Enrollment of Diverse Students	Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure citizens have the opportunity to receive a rich and fulfilling educational experience which cannot be fully obtained without exposure to the different perspectives and cultures of those around them. <i>Click here to access 'Opportunity' Goals, Strategies, Metrics.</i>
“Success” - Student Success	While maintaining a diverse student body is an essential educational experience of Kentucky’s postsecondary students, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations have historically exhibited lower rates of student success than the overall student population. The following charts show the retention and graduation rate gaps between the average Kentucky postsecondary students and historically underrepresented minorities underprepared, and low income students. <i>Click here to access 'Success' Goals, Strategies, Metrics.</i>
“Impact” - Campus Climate, Inclusiveness, and Cultural Competency	To fully realize the positive impacts of diversity, Kentucky’s public institutions must be communities that provide an inclusive and supportive environment for its diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people. <i>Click here to access 'Impact' Goals, Strategies, Metrics.</i>

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Not Does Meet Expectations	Total Score
	2	1	0	
Goals	Target was met or exceeded. For enrollment, the institution demonstrates that the diversity of its student body provides its students with the educational benefits of diversity described in the Policy.	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations. For enrollment, the institution is not able to demonstrate that the diversity of its student body provides its students with the educational benefits of diversity.	
Undergraduate Enrollment	2			2
Graduate Enrollment			1	1
1st - 2nd Year Retention (URM)			1	1
1st - 2nd Year Retention (low income)	2			2
6-year Graduation Rate (URM)			1	1
6-year Graduation Rate (low income)	2			2
Degrees Conferred (URM)	2			2
Degrees Conferred (low income)			1	1
Workforce Diversity	2			2
Total: GOAL Score				14

CPE Reviewer Comments:

				Opportunity	Success	Impact	Total
Implementation of Strategies with Fidelity <i>Fidelity is defined as faithfulness to the implementation of the committed strategies demonstrated by continued loyalty and support.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the required strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.	2	2	2	6

CPE Reviewer Comments:

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Not Does Meet Expectations	Total Score			
	2	1	0				
				Opportunity	Success	Impact	Total
Analysis of Strategy Effectiveness	The institution has provided an analysis of the effectiveness of each strategy with a sufficient level of detail. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. If a strategy was not fully implemented or implemented at all, it is only addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.	2	2	2	6
<i>CPE Reviewer Comments:</i>							
				Opportunity	Success	Impact	Total
Lessons Learned and Next Steps	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis into the following year to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis into the following year to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process and does not describe how deficiencies will be addressed in the following year.	2	1	1	4
<i>CPE Reviewer Comments:</i>							
TOTAL: Criteria Score				34	5	5	16

Maximum Composite Score = 36

Minimum Composite Score Required for New Degree Program Eligibility = 24

Total Composite Score for Unit Reviewed	30
Met Target to offer new academic programs	Yes
Performance Improvement Plan required	No
Site Visit and Report Recommended	No

OVERALL CPE Reviewer Comments:	
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