

AGENDA

Council on Postsecondary Education

Executive Committee Meeting

Friday, June 10, 2011

8:00 a.m., EDT

William T. Young Campus Center, Conference Room A
Transylvania University, Lexington, Kentucky

1. Roll Call
2. Discuss President Evaluation Surveys and Report to the Council
3. Adjournment

Meeting materials are available online at <http://cpe.ky.gov/committees/executive/meetings/2011/>.



Kentucky Council on Postsecondary Education

Steven L. Beshear
Governor

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Robert L. King
President

May 10, 2011

The Honorable Paul E. Patton
Chair
Kentucky Council on Postsecondary Education
571-B 4 Cedar Creek Road
Pikeville, KY 41501

Dear Governor Patton:

Please accept this letter as my report to the Council pursuant to our annual review of my performance as President. I have attempted to provide a self-assessment to be used in conjunction with the surveys you will be soliciting from our board members, staff, and elected officials. As I did last year, I will attempt to follow the format set forth in the plan of work which was submitted to the Council in August of 2010.

- 1) The Strategic Agenda is complete. Actual campus targets are being set as this document is being prepared. I am traveling to each of our campuses to present the agenda to each board, explain how the agenda relates to their campus strategic plans, and to respond to any questions or concerns. During the summer, I expect to present the plan to several of the interim committees of the legislature, as well as members of the media.
- 2) We have been working diligently to establish CPE as a trusted and respected advisor on higher education to the Governor, his staff, and to the legislature. I spent considerable time meeting individually this past year with each of the members of the House leadership, with many of the newly elected members of the legislature, members of the African American caucus, and various members of the Senate education and A&R committees. In addition, we were quite heavily involved in the resolution of a dispute among our campuses regarding legislation pertaining to their capacity to offer advanced practice doctoral degrees. I believe most legislators felt that CPE played a helpful role in forging the compromise that resulted in Senate Bill 130 passing unanimously in both houses and being signed by the Governor.

I expect to make additional presentations this summer to the various interim committees dealing with education on our implementation of the transfer of credit legislation enacted a year ago and the provisions of Senate Bill 1. In both instances I believe the legislature will be pleased with the progress that has been made, and will see the important role that CPE played in each of these efforts.

Despite these efforts and the success we have had, I remain concerned that there remains an undercurrent of dissatisfaction among some legislative leaders in the House that has led to questions about the role and purpose of the Council. This is compounded by ongoing misunderstanding about the agency budget. We will continue through the summer and fall to visit key legislators, make the case for why a coordinating board is critical to the operation of higher education in the state, and to respond to budgetary or other questions that impact legislative thinking about CPE.

- 3) We are just now beginning serious discussions related to the formulation of a budget request to the Governor and legislature for the upcoming biennial budget deliberations. The request will be submitted in November of this year following our efforts to forge a consensus document representing the views of our Council and each of the campus presidents. For the first time we have implemented a process in which the presidents and the campus business officers will meet together to help formulate our request. We think this will enhance the likelihood we can achieve a consensus document more quickly and be assured that all are in agreement. We are engaged in serious discussions related to the creation of a model for performance funding tied to the metrics in our Strategic Agenda. In addition, we are attempting to develop a new approach for funding capital expenditures based upon the data in the VFA study of 2007, and predicated upon a multi-year funding scheme that is balanced appropriately between new construction and deferred maintenance and renewal.
- 4) We have just completed the tuition setting process and have attempted to set levels that both meet the needs of the campuses and are sensitive to the economic realities confronting Kentucky students. Based upon reactions to the levels adopted, I think we have once again found a reasonable balance in our effort to address the competing interests described above.
- 5) Our efforts to enhance college readiness among Kentucky high school students have been the area of greatest success this past year. Our staff, enabled by some new appropriations from the General Assembly, have been blazing a path for Senate Bill 1 (and new Common Core Standards) implementation that is leading the nation. The work has, as of this writing, led to the creation of specialized training efforts, campus based implementation plans, revised teacher education programs, statewide common college placement exams, a renewed focus on elevating the effectiveness of developmental education programs, and a reference laden website loaded with materials, videos, and written explanations of Senate Bill 1, the new common core standards, and the development of new assessment tools for mathematics, reading and language arts. Our staff and I are being invited to speak at national meetings to share what we are doing and how we are driving, at scale, the implementation of the new standards. All of this is being undertaken in full collaboration with KDE, EPSB, and most recently with the Prichard Committee.

In addition, the state's P-20 Data Warehouse is now fully functioning and running quite smoothly. After a bit of a rocky start caused by our difficulty in getting KDE, CPE, and EPSB staff to work collaboratively, those issues have been resolved. The project now has a full time director (former CPE employee Charles McGrew), and is in the process of loading data from the three agencies, scrubbing the data for any discrepancies, eliminating identifying materials to comply with federal privacy laws, and beginning to produce reports that will inform all three agencies' policy making.

Our Adult Education work continues to be viewed as a model in the nation. Reecie Stagnolia is regularly sought by national conference sponsors to share the progress and approaches being undertaken here. We are seeing improving success rates for our GED programs, and increasing numbers of GED grads going on to some postsecondary education. Our program has been selected to pilot an effort to elevate the content and rigor of our courses so that they parallel the learning outcomes now expected from implementation of the new Common Core Standards.

Our challenge, however, remains the rate at which we are getting adults who have not earned a high school diploma to enroll in our programs. Some of this is a function of resources available to promote participation, and some is a reflection of lingering cultural attitudes about education in general, particularly among our lowest income residents.

- 6) *Transfer:* We continue to lead the efforts across the state regarding student transfer. Our chief academic officers working group has enacted the elements of the Kentucky Transfer Action Plan. This plan has mapped out the process of assuring that learning outcomes expected at our baccalaureate campuses for 100 and 200 level general education courses are uniform across the state. Correspondingly, KCTCS has implemented a process to assure that all of their 100 and 200 level general education courses now meet those expectations, especially in terms of course content, quality, and rigor. The next step is to extend this set of actions to prerequisite courses for specific majors.

In addition, each of our baccalaureate campuses are expanding advising and recruitment efforts at KCTCS campuses, recognizing the quality and value of having KCTCS students attend their institutions. Every KCTCS campus now has a transfer center and is elevating the quality and quantity of advising resources to support students intending to or thinking about transfer.

CPE has continued our efforts to develop a software system that will allow KCTCS students (or students attending one baccalaureate campus desiring to transfer to another) to be able to specifically determine what would be required of them to assure that when they transfer, they can do so with minimal loss of credit. Our hope is to be able to provide students a “map” that would tell them exactly what courses they need to take and what grades they need to earn in order to assure complete transfer of credit when they move from their current campus to any public baccalaureate campus in Kentucky. Our hope is to have the system up and running during the upcoming academic year.

In addition, we continue to survey students who have transferred to better understand what problems, if any, they encountered. We use the data to improve those elements that may be complicating or impairing full transfer of previously earned course credits. We will have the results of our second year of survey by the June meeting of CPE and will be able to compare these results to those we secured last year—the baseline for our analysis. All of these actions are being undertaken to ease the transferability of students and course credits and should over time eliminate barriers that in the past have hampered efforts to increase educational attainment in the Commonwealth.

CPE Diversity Policy: We were able this year to establish a new CPE Diversity Policy, and craft and secure campus support for new regulations that are now going through the legislative approval process. In addition, we are in the process of reviewing campus diversity plans, which will be presented to the CEO for comment, and then to the CPE for approval. If the submitted plans are deficient in any way (in terms of addressing the elements described in the new regulations), the campuses will have opportunities to revise and resubmit.

These new plans, in conjunction with our new Strategic Agenda, will allow us to monitor progress toward each campus’ identified goals regarding diversity. We will require each campus to report on an annual basis regarding progress and, if necessary, will be in a position to offer recommendations for improvement if a campus is not achieving the levels of progress defined in their individual plans.

In simplest terms, we expect our campuses, with respect to their student body and their workforce, to look like the communities they serve. And, we expect achievement gaps that exist among various groups of students to be reduced and over time eliminated.

Adult Learning Initiatives: Our Adult Learner Task Force was created a few years ago to explore how we might better serve adults enrolled in college or who may have earned some college credits but never earned a degree. One initiative that evolved out of the Task Force deliberations was Project Graduate, which was designed to identify adults who had earned at least 90 credit hours and encourage them to come back to finish their degrees. We will host a program this summer to present several different adult-focused learning models being utilized across the nation. Our goal is to provide a modest amount of

funding based on a competitive process to one or more campuses to support the development and implementation of a model that will improve educational services to adults in their regions.

GEAR UP: At the other end of the spectrum, GEAR UP Kentucky, the federally funded program that provides a range of services and support for lower income and underrepresented middle and high school students, is finishing the final year of its second six year grant. We are preparing a proposal for a new cycle of funding for submission next month. We anticipate hearing back from the Federal Department of Education on a third round of GEAR UP funding in early fall.

Research: The new Strategic Agenda focuses directly on the importance of basic, applied and translational research, with particular recognition of the leadership role the University of Kentucky and the University of Louisville play in building a strong R&D infrastructure. Bucks for Brains has been a tremendous success, but the changing fiscal environment necessitates innovative approaches in the way the state partners with and supports the institutions. We are exploring a new matching mechanism to help stimulate the securing of new research grants. We also have proposed a recognition program for faculty who earn new grants and use those funds to make new discoveries that impact their field of study and improve the quality of life, the environment, health, manufacturing, or create new products that create jobs for Kentuckians. We will keep working on these ideas and others as we move forward in the upcoming year. The Kentucky Science and Technology Corporation plays an integral role stimulating campus research through CPE supported initiatives such as the Research and Development Excellence Fund, Kentucky Space LLC, and EPSCoR, which has helped build a statewide infrastructure in Kentucky to promote national research competitiveness. One of my goals for the next year is to strengthen our partnership with KSTC and build on their expertise as we work to implement our Strategic Agenda objectives related to research and entrepreneurship.

Business Community Partnerships: We have continued to grow our relationships with the business community. I actively participate with the Board of Directors of the State Chamber of Commerce, attend corporate events with the State's major employers, and speak to local Rotary organizations and other similar service clubs to which local business leaders belong. During those talks, I reinforce the importance of education to their success, and implore them to be attentive to educational issues in their communities.

In addition, I regularly inquire of employers whether they hire our graduates. If not, why not? And if so, are they satisfied with their level of preparation. From Alltech, to Toyota, to Lexmark, to General Cable, I am gathering data that I share with the presidents and chief academic officers so we can collectively better serve the employers in our state. We hope to develop a survey instrument to more fully explore these issues across the entire spectrum of employers in Kentucky in partnership with the State Chamber of Commerce. While we are in the very preliminary stages of discussions, there does seem to be an interest on the part of the Chamber to assist in this effort.

We are actively supporting the expansion of Project Lead the Way and AdvanceKentucky programs that are now being implemented in a number of middle and high schools across the state to encourage students to take more STEM related courses, to participate in advanced placement courses, and to take the advanced placement exams. The programs have been successful where implemented but now need to be taken to scale. Commissioner Holliday and I are encouraging the legislature to provide the funding necessary in the upcoming biennial budget deliberations to expand these programs. Students who participate will get to our campuses more confident of their capacity to succeed in these courses and, we hope, inspired to continue their studies in these disciplines.

- 7) The Council may recall that two years ago we presented a report describing the efforts and decisions made regarding program productivity. As a result of that effort, various courses were closed at campuses, others were consolidated, and still others were modified from serving as free standing majors to becoming

courses only offered in support of other more substantial majors in higher demand by students. The program review process is being overhauled to make it more rigorous and, we hope, even more successful in helping campuses weed out course offerings that have outlived their utility or appeal to students.

In addition, we are enhancing our course approval processes to encourage the campuses to be more rigorous in their analysis of whether to add new programs. Our evaluations going forward will call for greater scrutiny of the market needs and the costs of offering the programs, and will assure that the quality of instruction and faculty are at levels appropriate to the expectations of the related occupation or profession and of our students.

We also are providing to our campuses access to the latest developments from around the globe on how to most efficiently and cost effectively deliver instruction. Solutions range from growing reliance on technology, use of different faculty and graduate assistants, team teaching, and new services related to textbooks elevating student learning and lowering out-of-pocket costs.

We are convening groups of our campus professionals to expand their capacity to problem solve and to save dollars. We have discovered all too often that these multi-disciplinary discussions do not happen on campus, or do not happen frequently enough. Our efforts are helping change these behaviors and, in the process, encourage better results in an array of areas of interest. Examples include provision of employee health insurance, course re-design, and purchasing of energy.

The Council has undergone a fairly substantial reorganization this past year. We believe that the reorganization will better align functions internally, producing better and more comprehensive policies and practices across all of our responsibilities. Most significantly, we brought our adult basic education operation into our Academic Affairs Unit, ending what we saw as a rather unhealthy isolation of our basic adult education programs and staff. We are already seeing more thoughtful and integrated actions that should continue to elevate the quality of our GED programs. We have been selected to be one in a handful of states that will integrate the new Common Core Standards into our GED curriculum. This would not have been as likely without the realignment and the direct interaction between Kentucky Adult Education staff and our staff responsible for Senate Bill 1 implementation.

We were able this year to persuade the legislature to permit us to elevate licensing fees, facilitating our ability to better meet the growing volume of licensure work. The expansion of private, independent, and proprietary providers in Kentucky has been substantial, both in terms of the number of institutions and in the array of programs they seek to offer. Our one staff member assigned to this critically important area was being completely overwhelmed by the sheer volume of new work. New fee revenue has allowed us to hire an additional Ph.D.-level staff member to perform site visits and review campus programs. In addition, the legislature has been considering amending the current statute governing the licensure of proprietary schools. If they eventually adopt the proposed legislation, which would add those proprietary schools that offer associates degrees to our list of licensees, CPE would be given even greater responsibilities than we currently have in this important area.

Consistent with our new Strategic Agenda, we will continue efforts to work with the campuses on finding new ways to deliver instruction, administer campuses, and purchase goods and services in ways that reduce costs, and enhance student success. We are actively participating with the Education Delivery Institute, led by Sir Michael Barber, to improve our capacity to implement the changes defined in our Strategic Agenda. We are hopeful that his model will be embraced on the campuses as we move forward with implementation of the agenda.

We have also agreed to participate in the National Governor's Association-approved Complete College America program. It aligns quite closely with our Strategic Agenda, has the support of Governor Beshear

and campus presidents, and will allow us to keep student success at the forefront of all our efforts. It will also allow us to compete for some new grant funding that can help us address some of the more difficult challenges as we move forward.

- 8) Finally, as I noted above, I have begun a round of visits to each of the campus boards of regents to share the new Strategic Agenda, build relationships, and discuss with them how each campus' individual mission and plan fits into the larger statewide agenda. To date, the visits have been well received, and I am hopeful that over time we will see continued improvement in campus performance, consistent with the goals in the Strategic Agenda. I am encouraged by the level of interest, the content of the questions, and the tangible commitment these boards have to the success of their students. They are anxious to know how their campus is doing and will, I believe, serve as valuable partners in efforts to elevate the performance of all campuses. I have been sharing this same message with our KCTCS campus advisory boards as well.

To conclude, this past year has been remarkably productive. I cannot give enough thanks or credit to our staff members who have done a superb job in every aspect of our work. The Strategic Agenda will, I believe, mark an important moment in the history of CPE and for higher education in Kentucky. Our commitment to K-12 is unique and, if properly and effectively executed, will significantly elevate the extent to which Kentuckians are educated at high levels. Kentucky's increasing focus on student success and the elimination of achievement gaps among all our students represents a change in the culture of higher education, and one that will lead to more positive outcomes for all students.

The progress we are making in transfer, in aggressively controlling costs, and in going after the adult market with high quality, cost sensitive, and focused programming will greatly enhance our larger objective of getting more people more highly educated.

I am delighted by our progress and hope the Council is as well. Please let me know if there are any areas of our work that I have neglected to address that is of interest to this evaluation process. I look forward to your thoughts and those of the people who have been asked to comment.

Respectfully submitted,



Robert L. King
President

Council on Postsecondary Education Presidential Evaluation 2010-11

Summary of the Methodology

Survey forms were mailed to:

The Governor and three other members of his staff involved with Postsecondary and Adult Education policy development;

13 leaders of the General Assembly involved with Postsecondary and Adult Education policy development;

8 university presidents, the president of KCTCS, and the president of the Kentucky Association of Independent Kentucky Colleges and Universities;

16 members of the Council on Postsecondary Education;

Ten senior members of the staff of the Council on Postsecondary Education; and

Six state policy leaders interested in postsecondary and adult education.

The individuals requested to evaluate President King's performance were supplied with a plain white envelope and a postage paid heavy brown envelope addressed to Blue & Co., LLC, the Council's independent certified public accounting agency, 301 East Main Street, Suite 100, Lexington, KY, 40507.

The evaluators were advised that all submissions would be open records of the Council and they did not need to sign the submission. They were invited but not required to add comments about each individual question.

The evaluators were instructed to place the evaluation in the white envelope and seal it, then place the white envelope in the brown envelope and mail it to Blue & Co., LLC, the Council's independent certified public accounting agency, 301 East Main Street, Suite 100, Lexington, KY, 40507.

On June 8, the five members of the Council's Executive Committee met at the offices of Blue & Co., LLC, and opened the submission and recorded the results.

This document was prepared by Paul Patton.

Scoring system

5	4	3	2	1
Exceptional	Exceeds Expectations	Meets Expectations	Improvement Needed	Unsatisfactory

Executive summary of results

Average rating by 15 members of the Council on Postsecondary Education	4.4
Average rating by 7 university or college presidents	4.0
Average rating by 5 senior members of the Council on Postsecondary Education staff	4.4
Average rating by 1 member of the Governor's Office staff	3.3
Average rating by 4 members of the General Assembly	2.3
Average rating by 4 state policy leaders	4.9
Average overall rating giving equal weight to all 6 groups	3.9
Average overall rating giving equal weight to all who responded to the request to evaluate	4.1

CPE Members

Number of requests for evaluation, 16	Number of Respondents	15
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(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	3	5	5	5	4	4	5	3	5	5	5	4	4	4.5

6 Excellent. I appreciate his patience and willingness to consider Kentucky's entire educational platform.

8 I am constantly impressed with his knowledge and experience from his previous jobs and his ability to apply what he has learned to our specific, very challenging situations in Kentucky.

10 Bob is good at getting things accomplished

12 Dr .King's focus on goals, execution & achievement is exceptional. I'm extremely pleased with the new focus on performance funding. Thank you.

(2) Does President King work effectively with the CPE members, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	3	4	5	4	4	5	5	4	5	5	5	4	4	4.5

2 I especially appreciate the monthly personal phone calls. If there is an issue I have President King clarify that issue and nothing comes as a surprise at our board meetings.

4 His monthly calls, always conducted in a professional manner, keep us apprised of all developments and allow time for questions. I appreciate his "as-needed" emails.

6 While Bob is exceeding expectations around this category, I believe communication could be improved if he would give more consideration to input from the Board.

8 Dr. King is outstanding in his ability to communicate effectively and work very diplomatically with all his constituencies; faculty, legislators, and CPE members. He listens carefully and responds thoughtfully to the varied viewpoints and concerns of CPE members.

10 Keeps members informed

12 Dr. King's demeanor is extraordinary. I particularly appreciate his phone calls, updates and desire to keep CPE informed

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

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	2	5	4	5	4	5	5	4	5	5	4	4	5	4.5

1 President King's travels across the state to the community college campuses have been extraordinarily beneficial.

2 Yes he has done a wonderful job developing relationships among all groups. There may be some relationships that become stressed, but that comes with the territory.

4 I have only heard positive comments from those people I know who have worked with him.

8 My impression is that Dr. King is highly respected and very effective in his dealings with all the key players in higher education in Kentucky. I especially appreciate his frequent meetings with faculty reps. In CSFL. I think faculty perceptions of the CPE have greatly improved since Dr. King became its President.

9 Tremendous partnership with KDE

10 I hear only positive comments

12 My political colleagues tell me they appreciate Dr. King and his professionalism & knowledge. I believe the Presidents respect him as well. It would be nice to see more involvement from the independent- we really need it-not just Gary who is terrific- but we need the Presidents involvement on many fronts.

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

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	2	4	5	5	3	5	5	4	5	5	4	5	4	4.4

Comments 2 Yes he has and from what I have seen the response quickly to mitigate difficult situations.

4 Budget issues and related cuts/limitations have been handled well. His openness but positive attitude in addressing issues/challenges has been well received according to press reports of his travels across the state.

8 I was especially impressed with Dr. King's assisting in drafting of legislation (I believe it was for the Doctor of Nursing Practice degree). He had to leave in the middle of a CPE meeting to go to the Legislature. This indicated to me that he is flexible, resourceful, and very well regarded by legislators.

12 Dr. King has demonstrated tremendous ability to deal with very difficult budgetary times.

(5) Has President King accomplished the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work-July 2009 through July 2010)?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	3	4	4	5	3	5	5	3	5	5	4	4	4	4.3

Comments 4 He was & is the right person for this job at this time.

8 He is making excellent progress in all areas covered by his objectives.

12 # 1 still work in progress but Dr. King's guidance is exceptional. #2-6 excellent, # 7 still work in progress, # 8 still work in progress, # 9 ongoing & excellent.

Over-all evaluation by CPE Members

4.4

Presidents

Number of requests for evaluation, 10 Number of Respondents 7

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

Respondent	1	2	3	4	5	6	7		Average
Response	4	2	4	5	4	5	4		4.0

Comments

Respondent 2 Bob's limited campus experience is an impediment to his ability to be as effective as the CPE's president needs to be. Bob's primary higher education experience has been with a statewide governing board-very different than what was envisioned in the Postsecondary Education improvement Act of 1997. As a result of bob's background, his sensitivities are more to the political issues than the academic issues. The political insiders are certainly critical and must be dealt with but first and foremost is what's right academically to move higher education forward in our state.

3 Yes. Bob understands and champions the key legislative actions and has incorporated them into the CPE strategic Agenda.

4 Very strong in his understanding.

5 Without exception

6 Bob is very open and committed to achievement of post ed. Goals.

7 Over the two years President King has been in Kentucky he has developed a clearer understanding and become more knowledgeable about the goals of postsecondary and adult education reform. More importantly, he has developed a vision for what needs to happen to achieve the goals and make progress.

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

Respondent	1	2	3	4	5	6	7	8	Average
Response	3	2	5	4.5	4	4	5		3.9

Comments

Respondent 2 Bob is a vast improvement over prior presidents of the CPE. Bob is honest and promotes active discussion and dialogue Bob does listen. However at the end of the day one of the lingering problems with the CPE has been that from the beginning days of Gordon Davies it has been too staff driven, with staff having limited campus understanding and experience.

3 Yes. absolutely. Bob is the most objective, fair and balanced CPE president since the CPE was created in the Higher Ed. Reform legislation. He communicates well and receives advice openly. I trust him and enjoy working with him.

5 We have, I think, a collegial & candid relationship among us.

6 Yes, he's very patient, but straight forward with presidents.

7 President King is willing to engage in discussion, especially where all parties are not in agreement. The communication lines are good and collegial.

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

Respondent	1	2	3	4	5	6	7	Average
Response	4	2	4	5	5	4	5	4.1

Comments

Respondent 2 There is still debate among many as to whether or not Kentucky actually needs a coordination board. I think some, even in the General Assembly, would argue that dealing directly with the institutions would provide more and better information, or Kentucky should take the big step and move all the way to a governing board concept.

3 Yes. While there have been times when Bob (or the CPE) may have taken a stronger position with members of the General Assembly, he has generally maintained effective communication. He has forged a strong bond with the P. 12 community.

4 He is an accomplished public policy leader and has a keen political sense.

5 He has worked well w each of these areas. A real strength is the relationship he has forged between CPE, KDEI & EPSB.

6 Yes

7 He has worked hard t establish and continue to build good relationships with the diverse stakeholder groups. He keeps them informed but more importantly, dialogues regularly with them.

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

Respondent	1	2	3	4	5	6	7	Average
Response	4	3	5	4	4	3	5	4.0

Comments

Respondent 2 Bob tries to balance the political pressures he receives from the executive and legislative branches with campus issues-having a better understanding of the campuses would allow him to better defend what is going on and to tout the progress. No question that more needs to be done but higher education has often been "put down" as an easy alternative to making the hard policy decisions that would allow us to move forward.

- 3 Yes, as far as I can observe. Perhaps the most visible demonstration was the balanced positions Bob took in the practice-based doctorate discussion during the 2011 Legislative session. He handled the institutional politics well, and when they spilled over into party politics, he was equally objective.
- 4 He has a strong understanding of the various stakeholders. He has a strong capacity to adapt when necessary.
- 5 Bob's measured approach and systematic problem solving serve him very well.
- 6 Generally yes but at times is too committed to a point of view. Also, at times needs to be a little more aggressive in defending CPE position.
- 7 President King has and continues to respond well in difficult or unanticipated circumstances. There has been much improvement here.

(5) Has President King accomplished the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work-July 2009 through July 2010)?

Respondent	1	2	3	4	5	6	7	Average
Response	4		4	4	4	4	3	3.3

Comments

- Respondent 2 The CPE can better answer this than I.
- 3 Yes, for the most part. The Strategic Agenda is complete. The funding request is nearing completion. The tuition parameters have been set for Fall 2011, although the sooner we address them for the 2012-2014 biennium the better. Bob has also been effective in interacting with institutional boards in appropriate way-and more effectively than has been the case in the past.
- 5 Some are complete (1,4,) others in progress (3, *8), others are by their nature things that are continuing (2, 5, 6, 7, 8), #9 is the areas where care must be taken not to undermine the President-regent/trustee relationship
- 6 Generally yes.
- 7 Most of the goals have been met or are in the process of being achieved. Not as much has been achieved on improving campus-base research at all campuses.

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

Respondent	1	2	3	4	5	6	7	Average
Response	4	2	5	4	5	4	4	4.0

Comments

- Respondent 2 We need a strong ally in Frankfort; an honest but strong ally. Someone who can deal with the universities on tough issues (take tough stands on expanding doctoral degrees, to protect the research missions of the research universities, etc.) and then promote this agenda with the Governor and General Assembly.

- 3 Yes. Bob has objectively tried to understand individual campus needs and circumstances, and advocated for each as needed. He has represented the collection of institutions when needed as well He has treated me and my institution fairly.
- 4 I view him as a very strong advocate for the entire system and has treated our campus fairly. I don't believe that the CPE has differentiated the role of the campuses. Instead, we are treated in an essentially undifferentiated manner. I don't believe the politics of the system allow for anything else.
- 5 This is an area which is a real strength. He is the most outspoken and articulate advocate to serve in this role. He also advocates within and among the institutions such as the way he handled and is handling the advanced practice doctorate issue.
- 6 Generally yes. Concluding comment; Bob has performed well under challenging political conditions.
- 7 President King is indeed an ally and advocate for the entire system of postsecondary education. I believe he has worked hard to treat all institutions fairly and is open to discussion and can be moved to change his mind if the data is strong.

Over-all evaluation by Presidents

4.0

CPE Staff

Number of requests for evaluation, 10

Number of Respondents

5

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

Respondent	1	2	3	4	5	Average
Response	5	4	4	3	5	4.2

Comments

3 President King clearly understands the goals of postsecondary reform, and the critical role of Kentucky Adult Education in helping raise the overall educational attainment level of the state. Early on he realized that for higher education to achieve the goals of reform Kentucky had to raise the quality of the K-12 system. He also realized that higher education would play a central role in those improvements. He has spent a significant amount of time and energy on the implementation of SB1, developing strong, positive relationships with K-12 leaders, and promoting increased action from the colleges and universities in the areas of teacher education and outreach to our K-12 partners. He's been a primary bridge-builder between K-12 and higher education during a critical time, and I anticipate Kentucky will benefit from his work in this particular area for generations to come.

5 He has! The reorganization of CPE shows that. Bringing a strong academic focus to reform while communicating the need for reform is his strong suit.

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

Respondent	1	2	3	4	5	Average
Response	5	4	5	4	5	4.6

3 President King is a strong but approachable and effective leader. He leads by example and engages staff-particularly senior staff-in decision making that affects every aspect of the agency. While he won't hesitate to make an executive decision, he allows his leadership team ample flexibility to manage projects and handle issues as they arise.

5 Bob's presence at CPE provides the kind of leadership that was needed to allow the staff to excel.

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

Respondent	1	2	3	4	5	Average
Response	5	5	5	4	4	4.6

3 I believe President King has established an extraordinarily positive, professional reputation in the state, and has built effective relationships with key constituents, including the Governor and members of the General Assembly. The CPE President-by nature of the position-often walks a delicate tightrope trying to balance the needs of the state with those of the institutions (and often to find a balance among the competing needs of the institutions). How effective the CPE president is depends largely on the interpersonal skills he or she brings to the table. While there are always going to be challenges depending on the issue or personalities involved, President King's skills in this area are excellent.

4 Bob has done an excellent job of communication with leadership and to the extent possible promote postsecondary Ed accomplishments and accountability. His efforts have been well received.

5 Bob has the kind of relationship with the campuses where he can tell the truth and at least be respected for it if not appreciated. He needs to spend more time with political leaders.

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

Respondent	1	2	3	4	5	Average
Response	5	4	5	4	4	4.4

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

Respondent	1	Average
Response	3	3.0

Comments

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

Respondent	1	Average
Response	3	3.0

Comments

Over-all evaluation by Governor's Office Staff **3.3**

General Assembly

Number of requests for evaluation, 13	Number of Respondents	4
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(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	Average
Response	1	4	2	2	2.25

Comments 1 No

4 No

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

Respondent	1	2	3	4	Average
Response	1	4	3	2	2.5

Comments 1 No

4 CPE needs to be abolished

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

Respondent	1	2	3	4	Average
Response	1	4	2	2	2.25
Comments	1 No				
	4 No				

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

Respondent	1	2	3	4	Average
Response	1	4	2	2	2.25
Comments	1 No Needs to go. Paid too much				
	4 Hasn't done anything worth mentioning to date				

Over-all evaluation by the members of the Legislature 2.3

State Policy Leaders

Number of requests for evaluation, 6 Number of Respondents 4

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

Respondent	1	2	3	4	Average
Response	5	5	5	5	5.0
Comments	1 He is able to articulate the needs well but I am not familiar enough with actual work on the ground to know if progress has been make.				
	2 Yes. He has also made sure that CPE decisions are driven by hard data rather than by ***** evidence. He *****data to in/or the CPE of the direction in which to move. He is also very **** in to national data, national experts and national trends.				
	3 Bob not only has a clear understanding of PS goals he is instrumental in expanding the role of CPE into supporting K-12. He understands that K-12 & PS are really one system.				

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

Respondent	1	2	3	4	Average
Response	5	5	5	5	5.0

- Comments
- 1 He has been proactive in reaching out to us around Senate Bill 1 and the new common core standards. He's been very collegial, has thoughtful ideas and is good when it comes to working together.
 - 2 He work well with the legislature and his staff and he work well with the provosts. He has been very open & **** with all groups, and he presents the same ***** & policies to all groups
 - 3 I have worked with four CPE presidents (including interims) and Bob is by far the most effective communicator and clearly the most visionary.
 - 4 He has been very engaged with the business community and has opened lines of communication with business leaders.

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

Respondent	1	2	3	4	Average
Response	5	5	5	5	5.0

- Comments
- 1 From my perspective he is developing good work relationships.
 - 2 Yes, he and staff have worked hard to establish positive relationships with legislators and CPE members. There is not always acceptance of the role of CPE in setting tuition caps on the part of the campuses but this should be expected.
 - 3 I believe Bob has been effective in making key contacts and he leads his staff to do the same.
 - 4 I'm impressed with his ability to navigate difficult political waters in higher ed and in Frankfort political circles.

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

Respondent	1	2	3	4	Average
Response	4	5	5	4	4.5

- Comments
- 1 In one situation he suggested a new and good strategy for getting around a challenging circumstance. I expect there are other examples but I'm not aware of them. I appreciate the breadth of his experience and perspective of education at all levels
 - 2 He has dealt well with the legislature, by ***** and supplying data. He makes decisions in a reasoned, thoughtful way and he does not rush decisions but seeks relevant input from stakeholders.
 - 3 Bob has a difficult job but he demonstrates class and professionalism even in difficult situations.
 - 4 I don't have personal knowledge of specific situations but I think I would be aware of any major problems in this area.

Over-all evaluation by State Policy Leaders

4.9