



STRONGER

by degrees

A PLAN TO
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

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

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?

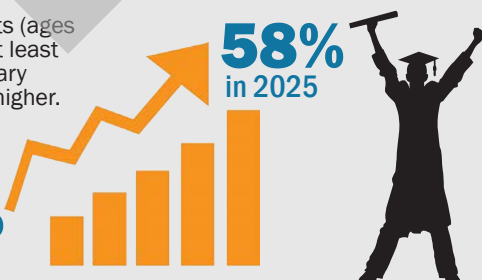
IMPACT. How can Kentucky's postsecondary system create economic growth and development and make our state more prosperous?

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.

OPPORTUNITY



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.
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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



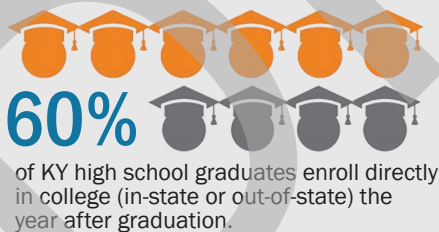
Expand financial access to postsecondary education.

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.



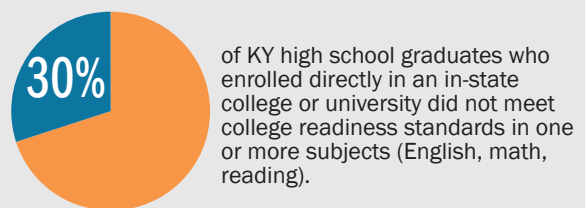
The college-going rate in the U.S. is

66%

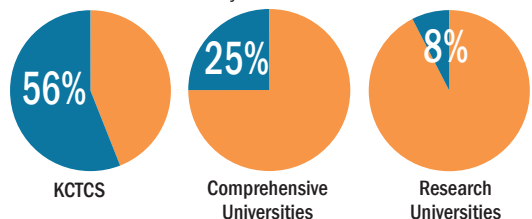


Source: KY Center for Education & the Workforce and the National Center for Education Statistics, 2013

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



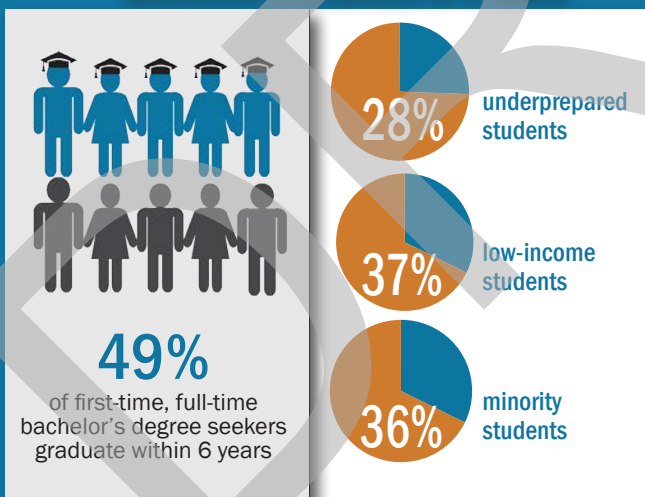
Promote academic excellence through improvements in teaching and learning.

Strategies:

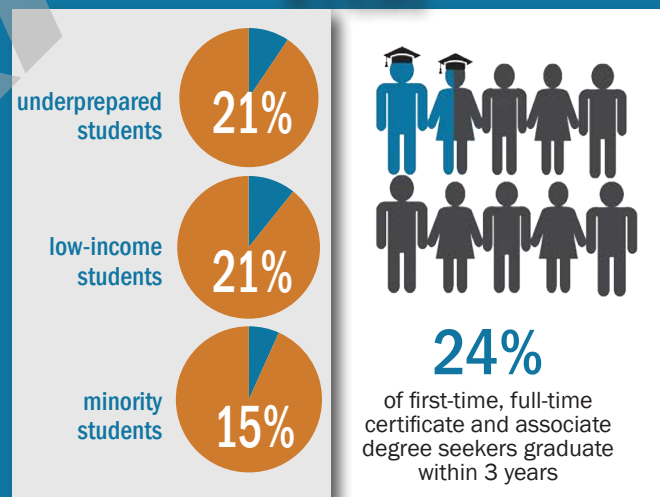
- 8.1.** Promote the use of authentic assessments, such as those being developed by the Multi-State Collaborative to Advance Learning Outcomes Assessment, to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.
- 8.2.** Provide more pedagogical training 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

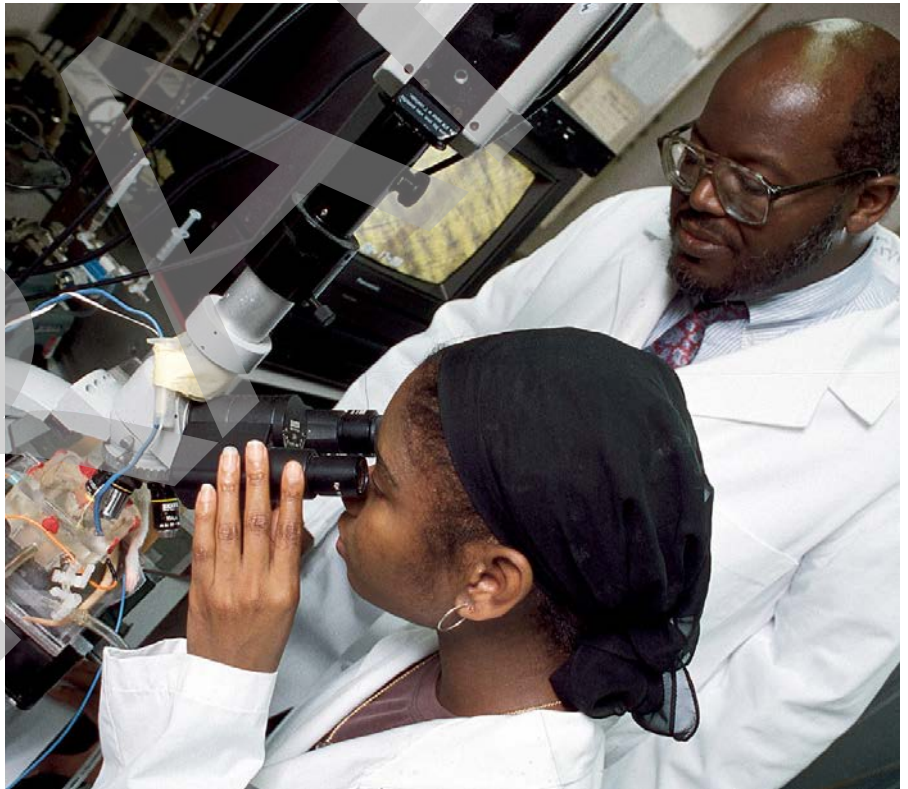
LEGISLATIVE MANDATES

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.

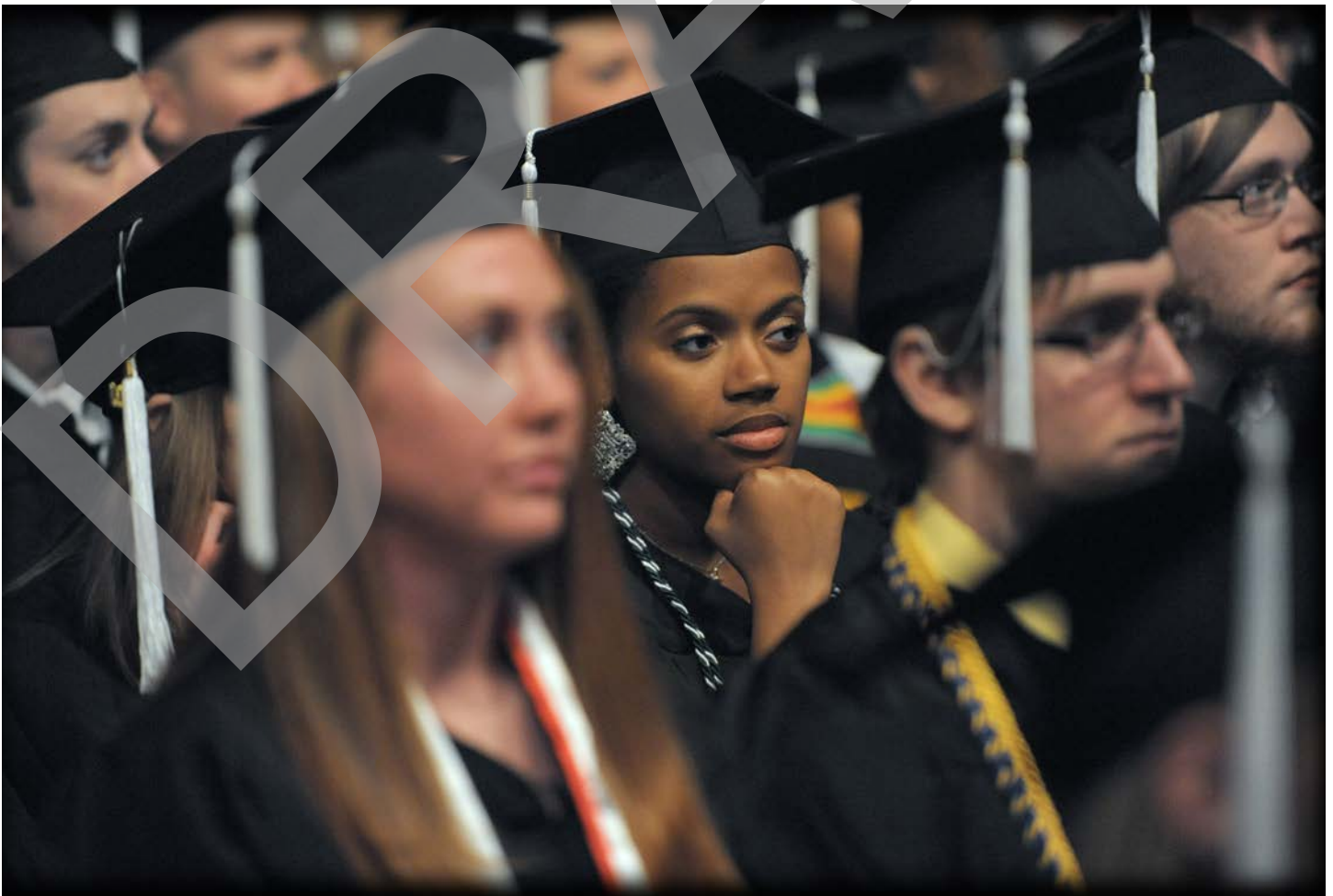


Outcomes-Based Funding. Providing incentives for campuses to increase retention, completion, degree production and other high-priority outcomes is an important strategy to accelerate improvement. The Council worked collaboratively throughout 2015 with campus presidents, provosts, chief budget officers, 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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