Overview:

1. The National Agenda for Higher Education
2. Evidence of Quality at EKU
3. EKU’s Academic Affairs’ Agenda
What is the National Agenda for Higher Education?

Challenges of increased accountability and performance funding:

- President Obama and the U.S. Dept. of Education
- Not-for-Profit Agencies
- Legislators
- Media
- Competitors – Public, Private, and For-Profit Schools
- Families
- Public Perception

Higher Ed is under unprecedented scrutiny.
Gallup’s 2014 Survey of Provosts Nationally

States are spending less on Higher Education than when the recession began.

“Pressure on Provosts,” 842 chief academic officers reported:

- Recession is not over for their schools.
- New spending on academic programs will come from reallocation, not new revenues.
- Their institution used economic downturn to make tough but necessary changes in academic programs.
- Financial concerns will dictate new program decisions.
The “Completion Agenda”

Challenge:

- Increase the number of degree holders
- Close the Achievement Gap (college readiness, minority, low income)
- Require fewer hours to earn a degree
- Reduce costs – Hold tuition down
- Reduce the amount of graduates’ debt
EKU On the Rise

Progress within Two Years

4.5% increase in 6 yr graduation rate**
6.9% increase in 5 yr graduation rate**
2.8% increase in 4 yr graduation rate**
13.2% increase in New Freshmen**
4.9% increase in New Freshmen retention**
22.4% increase in enrollment of New Freshmen from Kentucky**
14.5% increase in enrollment of Black or African American students**
24.6% increase in enrollment of Latino students**

The National Agenda
What About Quality?

The Completion Agenda & Performance Funding are becoming realities in Kentucky.

Bringing up the **quality issue** is a “good way to kill the whole thing.”

*Dave Spence, SREB President*

*(At CPE, December 2012)*
Strategic Priorities

We embrace:

✓ increased public scrutiny
✓ the call for accountability
✓ the Completion Agenda
✓ the call to close the achievement gap
✓ the need to be more entrepreneurial and strategic
Evidence of Quality at EKU

- Faculty-Student Engagement
- Curriculum Alignment and Learning Outcomes
- Professional Accreditations that go beyond SACS ([http://www.eku.edu/accreditations](http://www.eku.edu/accreditations))
Who reviews EKU’s program alignment?

- SACS COC – requires SLOs for all programs
- Council on Postsecondary Education
- Professional Accrediting Agencies
- General Assembly
  - Senate Bill 1
  - House Bill 160
- EKU’s Office of Institutional Effectiveness
- EKU’s Provost and Deans
What is our SACS-COC timeline for reaffirmation? And for developing a new QEP?

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
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</table>
| 2014–2016:   | Conduct a self-audit
              | Begin discussions for the new QEP                           |
| Fall 2016:   | Submit our self-study for the off-site reviewers             |
| Spring 2017: | Host an on-site review team
              | Submit our new QEP                                         |
Assurance of Learning Model

Plan:
- SLOs, curriculum map, ACCT&C activities, measures, and timeline

Implement:
- Provide learning opportunities

Assess:
- Collect evidence, multiple measures, direct & indirect

Analyze:
- And interpret, monitor trends

Use:
- Results to improve teaching, learning, research, service, processes, and operations

Plan:
- EKU Strategic Plan
  - Emphasize and improve critical and creative thinking and communication

EKU’s Essential Learning Outcomes (CCT&C)
- Critical and Creative Thinking
- Effective Communication

Assess:
- Academic Program Student Learning Outcomes
  - Critical/creative Thinking SLO
  - Communication SLO
  - Program-specific SLOs

Assurance of Learning Day
Friday, September 19, 2014
Assurance of Learning Day
September 19, 2014

Nursing faculty meet to review student learning outcomes.
OUTCOME IMPACTING STUDENT LEARNING

Homeland Security Undergraduate Research Showcase - December 4, 2014
Ensuring Students Achieve EKU’s Essential Learning Outcomes

EKU’s Essential Learning Outcomes (CCT&C)

- Critical and Creative Thinking
- Effective Communication

Student learning outcomes are aligned by:

- Emphasizing Essential Learning Outcomes in
  - the EKU Strategic Plan
  - General Education
  - Programs and Courses

- Incorporating at least one of the following Applied Critical and Creative Thinking (ACCT) requirements in each program:
  - Capstone
  - Undergraduate Research
  - Service Learning
  - Foreign Exchange/Study Abroad
  - Internships/Co-operative Education

Tools:

- the Paul Elder Model for teaching critical thinking skills.
- The GSD 101 course for first-year students.
CHEA Award for Outstanding Institutional Performance in Student Learning Outcomes

What Criteria did EKU meet to win the CHEA Award?

- Articulation and evidence of outcomes.
- Success with regard to outcomes.
- Information to the public about outcomes.
- Using Outcomes for improvement.
EKU’s Academic Affair’s Agenda:
How do we support/lead the EKU vision and mission?
Focus on Teaching and Learning: What challenges do we face?

One international faculty member’s description of American students:

- Are dependent learners who rely on instructors when encountering problems.
- Lack college-level writing skills.
- Expect output without regard to effort. They are anxious to turn student debt into career prospects.
- Have limited knowledge of events, places, ideas, and people outside the U.S. and little awareness of how much their own ideologies have shaped their worldviews.

Closing the Achievement Gap

- Under-prepared students
- Under-represented students
- Low-income students
- The “Murky Middle”

Cultural Competence
Ensuring a Sustainable Enrollment Model

Revenue growth is more achievable than cost reduction.

- We are increasingly tuition-driven, but drivers are “losing steam”
- Enrollment growth is slow
- Potential students are predominately regional
- Riskier students put pressure on completion rates
- States begin to fund outcomes rather than enrollment
- Political outrage increases as Merit outpaces Need-Based Aid
# Ensuring a Sustainable Enrollment Model

## Opportunities for sustainable growth:

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>EKU’s enrollment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Undergraduates</td>
<td>Partner with ELS</td>
</tr>
<tr>
<td>Community College Transfers</td>
<td>Colonel Connection</td>
</tr>
<tr>
<td>Adult Degree Completers</td>
<td>BA in General Studies – Professional Track</td>
</tr>
<tr>
<td>Professional Master’s</td>
<td>e-Campus</td>
</tr>
<tr>
<td>High-achieving, low-income 18-year olds</td>
<td>EKU Now! / Dual Credit</td>
</tr>
</tbody>
</table>
Completer degrees target adults in the workforce, typically with some college credit, who want to complete a degree. These adult learners are seeking programs that are:

- Accessible
- Affordable
- Accelerated

**BA in General Studies – Professional Track**

**Core Competencies**

- Critical Thinking
- Creative Thinking
- Communication
- Leadership
- Social Intelligence
- Business
- Public Administration
- Human Services
- Paraeducator in Special Education
- Paraeducator in Education

**Options**

- Transfer Credit
- EKU Credit
- Prior Learning Assessment (PLA)

**Academic Affairs’ Agenda**
Improving Academic Advising

Dr. Gene Palka

- EARN group – Development and training of University and college-level professional advisors.

Support for Faculty Advisors

- Student Success Collaborative – Advising Platform
  - Identifies Success Markers
  - Provides Watch Lists for At-Risk Students
  - Assists with Major Selection
Professional Development:
Providing opportunities to learn more about how our students learn

Metacognition and Learning
February 19-20 – Dr. Saundra McGuire

- Director Emerita of the LSU Center for Academic Success. Retired Assistant Vice Chancellor and Professor of Chemistry at LSU.
- Received the Presidential Award for excellence in mentoring.
- Achieved Level Four Lifetime Learning Center Leadership Certification through the National College Learning Center Association (NCLCA).
- Presented faculty development workshops at over 150 institutions.
Make No Little Plans: The Vision for 2020
Progress on the University Strategic Planning Process

Gathering Input
Strategic Planning Steering Committee (SPSC)

Activities to date:
• 13 different focus group sessions attended by 215 people
• Survey to which 400 individuals responded
• Comprehensive Environmental Scan
• 5 Input Teams comprised of a total of 101 individuals
• 3 full-day SPSC retreats

Progress to date:
• Developed draft Vision and Mission Statements
• Initial draft of goals in progress
• Initial draft of strategic initiatives in progress

Immediate Next Steps:
1. Complete draft Vision, Mission, Goals, Strategic Initiatives
2. Present draft to Input Teams for evaluation and feedback
3. Incorporate Input Team feedback
4. Present revised draft to campus community for feedback

Expected Completion Date
December 2014

“The nicest thing about not planning is that failure comes as a complete surprise and is not preceded by a period of worry and depression.” John Preston, Boston College
<table>
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<tr>
<th>Year Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>2014 – 2015</td>
<td>Launch 1st Winter Term</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>Move to a 16-week semester</td>
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Comments? Questions?

Thanks!